

1976

Desegregation Issue in the Centralia City Schools

Kenneth E. Spicer

Eastern Illinois University

This research is a product of the graduate program in [Educational Administration](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Spicer, Kenneth E., "Desegregation Issue in the Centralia City Schools" (1976). *Masters Theses*. 3404.
<https://thekeep.eiu.edu/theses/3404>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

DESEGREGATION ISSUE

IN THE CENTRALIA CITY SCHOOLS

(TITLE)

BY

Kenneth E. Spicer

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1976

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

June 21, 1976
DATE

ADVISER

June 21, 1976
DATE

DEPARTMENT HEAD

PAPER CERTIFICATE #2

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

June 21, 1976
Date

Author

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

Date

Author

Preface

This field study will be concerned with the issue of desegregation in the public schools. Specifically, it will deal with the Centralia City Grade Schools District No. 135 and how it is meeting the issue of desegregation.

An attempt will be made to show historically how desegregation came about by reviewing some of the major decisions by the United States Supreme Court.

Then the writer intends to survey the desegregation laws of the State of Illinois as well as the guidelines and directives established by the Office of the Superintendent of Public Instruction for the State of Illinois.

This study will then show how the Centralia City Schools found itself in a state of noncompliance with the State of Illinois and the O.S.P.I. on the issue of desegregation. Since then a Citizens' Advisory Council was formed; a Facility Planning Study was done by experts from S.I.U.; and experts from the Illinois Institute of Technology came into the region to assist the local school board.

The writer of this field study served for two years on the Advisory Council and was able to keep abreast and to contribute a little to the planning and thinking that went into the final recommendations presented to the local school board.

It will then be the writer's intention to assess and analyze the progress that the Centralia City Schools has made and what the outlook

for the future appears to be. From that point it would seem that observations and studies for further research could be suggested to better evaluate the progress of desegregation in the public schools of Centralia.

Table of Contents

Chapter I	Desegregation--How the Issue Started	p.	1
Chapter II	Historical Development of Desegregation Issue	p.	7
Chapter III	Centralia Faces the Desegregation Issue	p.	22
Chapter IV	Summary, Observations, and Suggested Studies	p.	34
Appendix	A	p.	40
Appendix	B	p.	41
Appendix	C	p.	42
Bibliography		p.	43

Chapter I

Desegregation - How the Issue Started

Though it began slowly, the momentum of school desegregation has become dramatic. Thousands of school districts throughout the nation have met the requirements of law. The number of black children attending southern schools held to be in compliance has been increasing in large numbers the last few years. In most cases, this has been peacefully achieved. However, serious problems are being encountered both by communities and by courts - in part as a consequence of this accelerating pace.

In some communities, racially mixed schools have brought the community greater interracial harmony; in others they have heightened racial tensions. Integration is no longer seen automatically and necessarily as an unmixed blessing for the minority groups of America. Racial balance has been discovered to be neither a static nor a finite condition; in many cases it has turned out to be only a way station on the road to resegregation. Whites flee the inner-cities in pursuit of all white or predominantly white schools in the suburbs.

Courts are confronted with problems of equity and administrators with problems of policy. The troubles in our schools have many sources. They stem in part from deeply rooted racial attitudes; in part from differences in social, economic, and behavioral patterns; in part from weaknesses and inequities in the educational system itself; in part from

the fact that by making schools the primary focus of efforts to remedy longstanding social ills. In some cases greater pressure has been brought to bear on the schools than they could withstand.

This paper will be concerned with the issue of desegregation in the public schools. Specifically, it will deal with the Centralia City Grade School District and how it is meeting its responsibilities under the law in the issue of desegregation. The writer intends to show historically how the issue of desegregation in the public schools came about by reviewing some of the major decisions by the United States Supreme Court. An attempt will also be made to survey the desegregation guidelines and directives established by the Office of the Superintendent of Public Instruction for the State of Illinois (hereafter referred to as O.S.P.I.).

This study will then examine the reasons why the Centralia City Schools found themselves in a state of noncompliance with the O.S.P.I. and how they have worked hard to develop plans that will bring about progress. They are not concerned with progress in satisfying its commitment in the area of improvement of educational opportunities; but also in the improvement toward the lowering artificial racial barriers in all aspects of American life. Only if we keep each of these considerations clearly in mind - and only if we recognize their separate natures - can we approach the question of school desegregation realistically.

It will then be the writer's intention to assess and analyze the progress that the Centralia City Schools has made up to now and what

the chances of success seem to be. It will be important to know if the right kind of efforts appear to be in the mold by the school and community leaders. From that point it would seem that the writer could make observations and suggest studies for further research that would better evaluate the progress of desegregation in the public schools of Centralia.

Statement of the Problem

Most observers of school law and those that have worked in school systems where the issue of desegregation has come up are probably aware of the two types of segregation. The writer felt however, that this somewhat obvious explanation needed to be stated here as their implications do have a bearing on the problem being considered in this study.

There is a fundamental distinction between so-called "de-jure" and "de-facto" segregation: "de-jure" segregation arises by law or by the deliberate act of school officials and is unconstitutional; "de-facto" segregation results from residential housing patterns and does not violate the Constitution. Probably the clearest example of "de-jure" segregation is the dual school system as it existed in the South prior to the famous Brown decision by the United States Supreme Court. In those types would be two schools, one Negro and one White, comprised of the same grades and serving the same geographical area. This is the system, with which the Supreme Court cases have been concerned up until now.

There is a Constitutional mandate that dual school systems and other forms of "de-jure" segregation be eliminated totally. "De-facto" segregation, which exists in many areas both North and South, is un-

desirable but is not generally held to violate the Constitution. In any event, local school officials may, if they so choose, take steps beyond the Constitutional mandate but rather in meeting the requirements of the O.S.P.I. The O.S.P.I. headed by Dr. Michael J. Bakalis required all Illinois school districts on November 11, 1971, to make a report on racial balance in attendance centers and desegregation activities. The local school board of Centralia complied by submitting its report to O.S.P.I. on January 11, 1972.

On May 3, 1972, the O.S.P.I. gave Centralia City Schools District No. 135 official notification of noncompliance. The Board was given ninety days to comply with the "Rules Establishing Requirements and Procedures for the Elimination and Prevention of Racial Segregation in School." (November 1971) The major reason for citation was the high percentage of minority students enrolled in two of the nine elementary schools.

What could the O.S.P.I. do if Centralia did not make corrections and adjustments? The answer was very simple. State aid monies and non-recognition of the school system was its form of discipline. The public attention in the community was focused on what the Board would do. It was brought out in the media that only twenty-one school districts (out of almost 1200 in the state) were issued letters of noncompliance.

The school officials wanted to clear up the problem even though there had not been any accusations of racial prejudice in the school system for years. Efforts had been made since 1970 to integrate the

professional staff and lower the high concentration of minority students at Lincoln and Franklin schools. However, the notice of conformance with the O.S.P.I. rules and regulations, received May 3, 1972, pointed out that more attention should be given to developing satisfactory solutions to the problem.

In summary, the Board of Education had only ninety days to come up with a plan that would comply with the rules of O.S.P.I. Would it take drastic steps such as the busing of whites and blacks across town? Would boundary lines of neighborhood schools have to be redrawn? Could the Board invite a test suit to determine how court rulings are to be applied in the Northern states? If it were a case of "de-facto" segregation and not the result of any attempt by officials to create such undesirable conditions, what could the Board do? These and many other questions had to be answered. School officials and the Board decided to act as quickly and as effectively as they could.

Limitations of the Study

The subject of segregation in public education and its relationship to the courts and American society is a broad one; therefore, the scope of this study was confined to; (1) a treatment of United States Supreme Court cases and decisions that related to the Constitutional mandate that dual school systems and other forms of "de-jure" segregation be eliminated totally; (2) a treatment of the attitude and responsibility that the Centralia City School system has taken in its endeavor to comply with the law and to upgrade its educational programs for all boys and girls of

the community. It should be noted that some of the plans have yet to be implemented, and, therefore, an evaluation of their effect on the community will have to be surmised.

Sources of Data

The following primary and secondary sources were used for this study:

1. United States Reports, found in the "Government Documents" section of the library at Southern Illinois University at Edwardsville, furnished the complete texts of the decisions examined in this study.
2. Various books on segregation and the law, such as: Ashmore's, The Negro and the Schools.
3. General treatments of the U.S. Supreme Court, such as Acheson's, The Supreme Court and Mason's, The Supreme Court from Taft to Warren.
4. The official reports submitted to the O.S.P.I. by the Centralia City School Board such as: "The Desegregation Plan" and the Citizens' Advisory Council report on "Elimination of Racial Segregation Report."

Method of Research

The historical method of research was used. This necessitated an exhaustive examination of the events, ideas and trends that typified the eras in which the pertinent Supreme Court decisions were rendered. Also an attempt was made to synthesize data derived from primary and secondary sources so that valid generalizations and conclusions could be drawn.

Chapter II

Historical Development of the Desegregation Issue

The number of cases decided prior to 1953 by the United States Supreme Court which affect the public schools is relatively few. Public school segregation cases have involved litigation over the separation of whites and Negroes. The landmark case was the overturning of state constitutional and statutory provisions either authorizing or permitting separate schools for the two races. Following that decision, the Court granted relief and heard ensuing cases concerning integration.

A brief look at some landmark decisions by the high Court will reveal how the issue of segregation was created, then modified, and eventually ruled unconstitutional as the course of history shaped and molded the opinions of the Supreme Court Justices.

Segregation of the races in the public schools has as its legal background the Plessy v. Ferguson (1896) decision by the United States Supreme Court in 1896.¹ The Court did not treat the issue of segregation in the public schools per se in the Plessy decision. However, it was highly significant inasmuch as it established the "separate but equal" doctrine, which served as the precedent in the consideration of future cases involving segregation in the public schools. This was accomplished through a dictum of the court.²

At the same time, the Court recognized the Constitutional right of state legislatures to make laws which separated the races, provided that

such laws did not destroy the political equality of the Negro race and that they met the test of "reasonableness." The recognition by the Court that "reasonable" segregation laws could exist gave a meaning to the Fourteenth Amendment that had not existed previously.

The Plessy decision was handed down in an era when the American people, North and South, desired to reconcile the differences that had arisen out of the Civil War and Reconstruction.³ The South was given the responsibility of working out its relationship with the Negro. The prevailing racial theories that influenced the thinking of most Americans, including Supreme Court justices, resulted, in part, from the writings of Northern intellectuals who had accepted the less extreme theories of the Southern apologists.⁴

The Plessy decision led us into an era of conservatism that typified the last two decades of the nineteenth century. The Supreme Court reflected the conservative attitudes of a society tired of war and conflict.⁵

As a result of World War I, the Great Depression, and World War II, the American people developed a new awareness of their free heritage and demanded that the promises of democracy be made available to all citizens.

The 1920's saw the beginning of a militant campaign, led by the N.A.A.C.P. and supported by white and Negro intellectuals, to end segregation and discrimination in all areas of American life. In the 1930's this crusade was aided by a liberal administration which welcomed experiment and change. After World War II the federal government

joined forces with other groups in an all out battle against segregation.⁶

The Supreme Court, while it did not rule out the constitutionality of "separate but equal" doctrine, gravitated toward complete equality in its decisions. It also emphasized the rights of the individual and began to employ the intangible criteria in applying the equality test.

In Missouri ex rel Gaines v. Canada (1938), the Court gave substance to the equal requirement of the "separate but equal" doctrine.⁷ In doing so, the Court ruled out the practice of providing out-of-state scholarships for Negro law students on the ground that the intangible advantages of attending the University of Missouri outweighed any attempts the state made to provide equal facilities in other states. Missouri had to provide equal facilities within its boundaries if Gaines, a Negro, was to receive "the equal protection of the laws."⁸

In Sipuel v. University of Oklahoma (1948), the Court, instead of requiring the state to set up equal facilities for Miss Sipuel, a Negro, ordered her admittance to the University of Oklahoma on the ground that her rights were "personal and present."⁹ In doing so, the Court established the precedent that Negro students had the right of accessibility to equal facilities for them within the same time as was required to set up facilities for white students.¹⁰

The intangible factors in education were taken into consideration again in the case of McLaurin v. Oklahoma State Regents (1950).¹¹ These factors, however, were more personal in nature than they had been

in Gaines. The Court ruled here that the practice of separating McLaurin, a Negro, from his fellow students within the classroom was inimical to the objectives of professional education and, therefore, deprived him of equal treatment before the law.¹²

The case of Sweatt v. Painter (1950) was a very significant one.¹³ A full scale attack was made upon the validity of segregation statutes per se, and anthropologists and other experts were called in by the N.A.A.C.P. lawyers to give testimony supporting the contentions that Negroes were as capable of learning as whites. They also stressed that segregation hampered personality development. Although the Court chose to base its decision upon the results of the equality test, it did go out of its way to elaborate on the harmful results that accrued from segregation practices in law schools. Sweatt won his case because the law school provided was found to be unequal. Four years later, the Court responded on the intangible factors as the main reason for their decision. That historical case of course was Brown v. Board of Education (1954).¹⁴

This case had its beginning in 1952 in Topeka, Kansas, where Negro students were segregated in the first six grades. The parents, in federal court, admitted that the educational facilities provided for their children were tangibly equal to the all-white schools. However, they contended that segregation deprived them of equal protection under the law and that such practices created sociological and psychological handicaps in their children. In arriving at its decision, the federal court rigidly applied the equality test and decided in favor of the school board after discovering

no tangible evidence of inequality.¹⁵ The decision was then appealed to the United States Supreme Court along with four other decisions from similar cases that had arisen in Kansas, South Carolina, Virginia, and Delaware. The Court handed down its verdict on May 17, 1954, and treated the five cases as one in its decision.¹⁶

The decision handed down by the United States Supreme Court in Brown represented the culmination of a drive to end segregation on all levels of public education. In rendering its decision, the Court examined the objectives of public education in a democratic society and studied sociological and psychological evidence which attested to the harmful effects that segregation had on the personalities of Negro children. On the basis of these observations, the application of the "separate but equal" formula was found to be a violation of the equal protection clause of the Fourteenth Amendment. The task but remained to implement the Brown decision.

As might be expected, some school districts in the country were slow to respond to the mandate of the Court in the Brown decision. Since Brown there have been a few other important cases dealing with the problem of defining in more precise terms the scope of the duty of school authorities and district courts in implementing Brown; and the mandate to eliminate dual systems and establish unitary systems at once.

The case of Green v. County School Board illustrates how very little progress had been made in areas where dual school systems had historically been maintained by operation of state laws.¹⁷ In Green, the Court

was confronted with a record of a freedom-of-choice program that the District Court had found to operate, in fact, to preserve a dual system more than a decade after Brown.¹⁸ While acknowledging that a freedom-of-choice concept could be valid in some circumstances, its failure to be effective in Green required that school boards could be forced to come forward with realistic desegregation plans.

This was plain language, yet even after Green the Court was brought fresh evidence of the dilatory tactics of many school authorities.

In Green it was pointed out that existing policy and practice with regard to faculty, staff, transportation, extracurricular activities, and facilities were among the most important indicia of a segregated system.

Then a year after the Green case the high Court was faced with a plea to desegregate a school faculty in Montgomery County, Alabama. In this important case, United States v. Montgomery County Board of Education (1969),¹⁹ the District Court set as a goal a plan of faculty assignment in each school with a ratio of white to Negro faculty members substantially the same throughout the system. The Court of Appeals then modified the order by eliminating what it regarded as "fixed mathematical ratios" of faculty and substituted a requirement ratio not as lenient as the original. However, the Court of Appeals held that the numerical ratio should be eliminated and that compliance should not be tested solely by the achievement of specified proportions.

The high Court reversed the Court of Appeals and restored the District Court's order in its entirety.²⁰ Thus the Supreme Court was saying

in the Montgomery decision that the Court could give direction and commands to school districts forcing them to expedite the day when a completely unified, unitary, nondiscriminatory school system becomes a reality instead of a hope.

The constant theme and thrust of every holding from Brown to date is that state-enforced separation of races in public schools is discrimination that violates the Equal Protection Clause. The remedy commanded was to dismantle dual school systems.

How much power does the Supreme Court really have? In seeking to define even in broad and general terms how far this remedial power extends, it is important to remember that judicial powers may be exercised only on the basis of a constitutional violation. Remedial judicial authority does not put judges automatically in the shoes of school authorities whose powers are plenary. Judicial authority enters only when local authority defaults.

In Swann v. Board of Education (1950), the Supreme Court found that it had to define even further the equitable remedial powers of the district courts in desegregation cases.²¹ While this case again confirmed and held that racial balances or racial quotas in school districts is a valid remedial step to create a unitary district; it clarified that the constitutional command to desegregate schools does not mean that every school in every community must always reflect the racial composition of the school system as a whole.

Further, in Swann, it was held that the existence of some small number

of one-race, or virtually one-race schools within a district is not in and of itself the mark of a system which still practices segregation by law. It was held that a school's proposed plan for conversion from a dual to a unitary system has the burden of showing that all school assignments, especially where some schools are predominantly one race, are genuinely nondiscriminatory.

The Swann case also brought out that it may be necessary for the courts to alter school districts and attendance assignments for students. It held that the courts can cause students to be sent to schools not necessarily closest to their homes. If necessary, busing can be used to implement a plan that will dismantle a dual school system. Desegregation plans cannot be limited to the walk-in school. Thus the Swann case supported the concept of forced busing.²² This was to be used only in areas where the school authorities had not fully complied with the Court's original intent in the famous Brown decision.

Probably no other decision in recent years brought about so much controversy as the implication of the Swann case did in regard to the use of busing if necessary to achieve integration. Bitter debate and sometimes violent demonstrations were the common scene in states where busing was to be implemented to achieve the goals of a desegregation plan.

The impact of Swann lasted for about three years. More than a dozen large cities in the country have faced stiff court challenges over their proposed desegregation plans. In most of the cases, the Court had ruled

that their plan was not acceptable unless busing was used. Appeals have been the order of the day. Most of the arguments by school officials have been that it is residential segregation that they are faced with and not "de-jure" segregation. District court judges have kept saying that they must use busing to overcome the weaknesses of their dual systems.

And so ironically, schools in the South where segregation had flourished, now are the least segregated in the country. What the country has today instead of Southern segregation is city segregation, and in Northern cities most of all.

Then suddenly as if the high Court of the land realized how deeply the emotions of the American people were reacting on the issue of busing, on July 26, 1974, the Supreme Court rejected a city-suburb busing plan in the Detroit area.²³ By a 5-to-4 vote, the Court said the problem of increasingly all black city schools is not the responsibility of the suburbs or the state as a whole. The four dissenters called the action a "giant step backwards" from the high Court's twenty years of leadership in making a living truth of our constitutional ideal of equal justice under the law because it dashed the most promising hopes that blacks and whites will, in fact, go to school together.²⁴

It should be noted here that the Detroit anti-busing decision that was handed down during the summer of 1974 applied only to the Detroit area's cross-district busing plan. However, the decision has been greeted with a question from other large cities: What do we do next?

Other phases of American life are seen to be tied together with the issue of desegregation. Some outspoken critics feel that the best way to resolve the problem of school segregation is to promote open housing so that individuals can move and live where they want to.

The Detroit decision does not absolutely strike down the issue of busing around the country. Chief Justice Warren Burger stated in his opinion that boundary lines may be bridged where there has been a constitutional violation calling for inter-district relief.²⁵ While the Court found no clear evidence of such an inter-district violation in this case, other pro-busing advocates around the country will probably try to prove just that. In any case, it is fair to say that busing enemies were delighted in the decision. And it may provide an impetus in overturning lower court decisions where integration plans which utilized busing had been ordered.

Even as this paper was being written the city of Boston was struggling with the task of implementing their court-ordered desegregation plan. It was a plan that necessitated the use of busing students across the metropolitan area. The Detroit decision had undoubtedly been a factor in causing the anti-busing supporters in the Boston area to organize and demonstrate their protests against the Boston school officials and the district court judge.

Unfortunately some very nasty confrontations took place in the Boston area. Blacks and whites engaged in fighting and forced the mayor of Boston to ask for and receive state militia troops in order to restore

some peace in the community. The issue in the Boston desegregation plan was still unsettled as this paper was being written. However, it demonstrates even more the unrest and turmoil that still exists in this country over the issue of school desegregation twenty years after the Brown decision.

Summary

This chapter has briefly tried to trace the history of the issue of public school integration.

At the turn of the twentieth century the courts reflected a more conservative attitude. The Plessy decision of 1896 gave birth to the doctrine of separate but equal facilities which were thought to be fair and just. This attitude perhaps reflected the post Civil War era in that the states were to work out their own internal problems. The demand for civil rights was not being pushed for at that time. Then as a result of World War I, the Great Depression, and World War II, the American people developed a new awareness of their free heritage and demanded that the promises of democracy be made available to all citizens.

The United States Supreme Court in such cases as Gaines, Sipuel, and Sweatt began to modify the doctrine of separate but equal. The Court was beginning to consider the intangible factors such as the psychological effects of being kept segregated from other groups in school.

Then in 1954 the historical case of Brown v. Board of Education was decided solely on the intangible factors that would cause harmful effects to the Black students being kept out of white schools.

During the twenty years since Brown the thrust and spirit of almost every high Court decision pertaining to school integration has been based upon ending legally enforced segregation.

Of course, the problems since Brown have been in implementing it so that it might be palpable. It had to be administered for the sake of maintaining the integrity and credibility of law. Dual school systems legally established had to be visably disestablished.

The problem has been in knowing when a dual school system has become a unitary one. The courts have groped for and were unable to find a principled answer to this question. Given the realities of American life and its patterns of racial as well as ethnic, and perhaps most particularly class, residential and social separation, any answer short of enforced racial balance necessarily appeared arbitrary and incomplete.

It would seem after observing the reactions of the American people that enforcement of racial balance is a bit foolhardy. Busing promises but all too often fails to attain, as the sole or even the principal objective in solving these problems of education. But courts confronted with racial isolation in a school district doing precious little on its own to attack its problems will order busing because there is not much else a court can do that will have an impact.

The impact has sometimes caused a flare-up of tensions and bitterness. What would seem to be logical at this point since the Detroit anti-busing moratorium so that a cooling off could take place. This is in

light of the aftermath of the trouble that happened in the Boston area where forced busing was to be used.

One thing is for certain, America will not be able to provide the best educational opportunities for all children, black and white, until a lot more reasoning and some give-and-take become the normal approach by all concerned.

Footnote References

1. Plessy v. Ferguson, 163 U.S. 537 (1896), 41 L.Ed. 256.
2. Ibid.
3. Patricia G. Acheson. The Supreme Court. New York: Dod, Mead and Company, 1961, p. 56.
4. Ibid.
5. Ibid., p. 57.
6. Alpheus Thomas Mason. The Supreme Court from Taft to Warren. Baton Rouge: Louisiana State University Press, 1958, p. 200.
7. Missouri ex rel Gaines v. Canada, 305 U.S. 337 (1938), 83 L.Ed. 213.
8. Ibid.
9. Sipuel v. Board of Regents, 332 U.S. 631 (1948), 92 L.Ed.247.
10. Ibid.
11. McLaurin v. Oklahoma State Regents, 339 U.S. 639 (1950), 94 L.Ed. 247.
12. Ibid.
13. Sweatt v. Painter, 339 U.S. 629 (1950), 94 L.Ed. 1114.
14. Brown v. Board of Education, 347 U.S. 483 (1954), 98 L.Ed. 873.
15. Harry S. Ashmore, The Negro and the Schools. Chapel Hill: University of North Carolina Press, 1954, p. 99.
16. Brown v. Board of Education.
17. Green v. County School Board, 391 U.S. 430 (1968).
18. Ibid.
19. United States v. Montgomery County Board of Education, 395 U.S. 225 (1969).

20. Ibid.
21. Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1 (1971)
22. Alexander M. Bickel. "The Busing Controversy," in Frontiers of School Law. Topeka, Kansas: National Organization on Legal
23. John P. Mackenzie. The Washington Post, July 26, 1974, p. A1, col. 4.
24. Ibid.
25. Ibid.

Chapter III

Centralia Faces the Desegregation Issue

The Centralia City School system consisted of nine elementary buildings that housed grades K-8. There was no middle school or junior high school. It could be described as a classic example of the neighborhood school concept.

In 1963 the Centralia City Schools had one school in which all students and teachers were black. From that time until 1969 this school continued to operate this way. Other schools had a few black students. There existed a complete "freedom of choice" for black students to attend in white schools; also white students could attend the Lincoln School which was almost entirely Negro.

The Board of Education began in 1966 to place black teachers in all white schools. By 1970 six black teachers had been placed in other previously all white or near white schools.

The Board of Education decided in 1969 to integrate the faculty at Lincoln School which had all black teachers. Within two years six white teachers had been assigned to the Lincoln School.

In 1971 a committee from the local chapter of the N.A.A.C.P. met with the board to seek some solution that would place more white students in the Lincoln School which was nearly all black. The Board conducted a survey which produced a pin map showing where both black and white students lived in the entire northeast part of the district.

Parents from Franklin School, which was also located in the northeast part of the town, became involved and they too had groups attend the board meetings. The school attorney guided the board in the handling of the recommendations of the committee along with the larger groups of the N.A.A.C.P. and parent teacher organizations presenting their views. District lines were made that would definitely place black children in two other schools, Irving and Franklin, and would also place more white children back in the Lincoln School. There were some objections on the part of parents of both races because many were forced to change schools. No longer was the "free choice" possible. Boundary lines were to be adhered to.

Two other plans were considered by the community groups, which had grown to perhaps thirty blacks and thirty whites. One, was the possibility of placing certain grades in one building and other grades in another building. Second, the possibility of busing children out of their neighborhoods was considered.

The placing of certain grades in certain buildings was opposed strongly by the white members of the groups, while the busing idea was opposed by both groups. Busing was opposed somewhat more by the black members of the group.

And so the consensus of the groups, the board, and the community in general was that the best solution for the moment had been utilized. Certainly a majority of the black and white community was pleased with the progress the school system had made to desegregate. Building

staffs had been integrated, boundary lines were formed which guaranteed white students in the previously all black school, and some black students had been shifted to other schools without busing.

The board went on record as still being in favor of hiring more blacks in the schools that were mostly white. The intent was to have within two years a total staff comprised of about 12.3% blacks hired which was what the student ratio of blacks in the district comprised. All of this was to be done by September of 1972 .

It appeared that Centralia did not have any problems in the area of school integration. Black and white leaders expressed approval of the efforts being made by the school authorities.

State of Illinois Gets Involved

On November 22, 1971, Superintendent of Public Instruction, Michael J. Bakalis, sent a letter to all local district superintendents in the State of Illinois. (See copy of letter in appendix.) Dr. Bakalis informed everyone that all districts would have to submit reports to his office showing the status of all desegregation efforts that each district had made.

Mr. Bakalis had filed with the Illinois Secretary of State a document entitled, "Rules and Procedures for the Elimination and Prevention of Racial Segregation in Illinois Schools." When Superintendent Bakalis filed the "Rules and Procedures" exercising the authority of his office under the Constitution of the State of Illinois and the United States, he committed the Office of the Superintendent to their enforcement and to

the elimination of racial segregation in the schools.

In conjunction with the "Rules and Procedures" the department of the O.S.P.I. had also devised a pamphlet entitled "Planning Guide for Equal Educational Opportunity." This document was intended to serve as an initial reference in the development of an effective desegregation plan.

Therefore, all school districts in Illinois were required to submit what their plan called for in meeting the requirements of the "Rules."

The Centralia City Schools under former Superintendent W. E. McAllister filed its report to the O.S.P.I. in January of 1972. The O.S.P.I. notified Mr. McAllister that as soon as Centralia's plan could be evaluated that notification of the determination of compliance would be sent back to him. (See copy of letter in appendix.)

And then the report came back. On May 3, 1972, a letter was sent to Mr. McAllister from Dr. Bakalis indicating that Centralia did not satisfactorily meet the guidelines for eliminating racial segregation in the district. (See copy of letter in appendix.) The main reason for this was the heavy concentration of black students in two of the nine city schools. The noncompliance citation received from O.S.P.I. indicated that Centralia had ninety days to submit a plan that would meet the requirements of the "Rules."

It was brought out in the news media that Centralia was one of only twenty-one school districts out of over 1200 in the state that had received letters of noncompliance. Naturally the reaction of the local

citizenry was mixed, but leaders of the black and white communities reacted very positively. It was felt that perhaps more progress could be made at this time, especially in the area of racial integration of the schools.

The initial problem facing the local school board was that their superintendent was retiring in the summer of 1972 and they had only ninety days to submit their plan. Outgoing Superintendent, McAllister, on request from the board, submitted a letter to O.S.P.I. asking for an extension of time in order to allow the new superintendent some time to acquaint himself with the new duties he would be confronting. This request was granted, and the district was given until October of 1972.

To be desegregated as stated by the O.S.P.I., no school was to have more than \pm 15% minority enrollment in any one school. Centralia had a minority enrollment of 14%; therefore, an attendance center could have 0-29% minority enrollment and be considered in compliance.

The new superintendent, Roger A. Jensen, and the school board established the Centralia City Schools Citizens' Advisory Council on September 14, 1972. Their purpose was to assist the board in studying, informing the public, and recommending policy to desegregate the city schools. The Council, comprised of blacks and whites from all attendance centers and a cross section of persons directly and indirectly concerned with education, represented students, parents, senior citizens, clergymen, businessmen, teachers, and principals. The Council met on a regular basis and investigated in depth the racial balance in the nine

attendance centers and studied various plans to reduce the percentage of minority students in the two schools, Lincoln and Franklin, which were not in compliance.

It became rather obvious that the Council could **not** complete its task by the October, 1972, deadline. The board directed Mr. Jensen to ask for a second extension of time from the O.S.P.I.. It was granted and the Centralia City Schools were given until June of 1973. This would allow the Council most of the 1972-73 school year to complete its investigations.

A state funded grant of money was applied for by the school board, and it was **granted**. These funds were used to obtain the services of the Illinois Institute of Technology Research Institute. The I.I. T.R.I. was able, through the use of computers, to supply the Council with various ways to redistrict the school system.

Eight different plans were submitted to the Advisory Council by various study groups. In appendix B these plans are explained in detail with a list of the advantages and disadvantages of each. These plans were evaluated by the following guidelines:

1. Maintain or improve our present educational system.
2. Involve all schools.
3. Achieve racial balance with equal distribution of minority, later changed to read "reduce racial imbalance."
4. Be economically sound.
5. Minimize hardship on any one group.

Upon thorough analysis of each plan, it was determined that in at least four of the plans that a racial balance of 14% minority in each school could be achieved only by mass busing of grades K-6. When this became apparent, the Council felt other criteria of desegregation would be necessary because this distribution created transportation hardships, disrupted family units, and disrupted neighborhood units. The Council felt that those plans were unfair and unacceptable to the community. Both blacks and whites on the Council agreed that family and neighborhood loyalties as well as formal education were important factors which molded a mature and stable adult. It was felt that small grade school children should be left close to home rather than being bused to a classroom with an artificial racial balance.

On September 12, 1973, the Citizens' Advisory Council, after months of study and intense desire to work out an effective desegregation plan, advised the board to accept one of their two recommendations. These two plans were:

1. Develop a Junior High School for grades 6, 7, and 8, leaving K-5 in neighborhood schools.
2. Develop a Junior High School for grades 7 and 8, leaving K-6 in neighborhood schools.¹

The Council felt that one of these two recommendations was best because complete integration would be achieved at the Junior High School level in the most educationally sound manner. Also these plans provided a step toward reduction in racial unbalance in Lincoln and Franklin by lowering the percent of minority students in these schools.

Another important event of helpfulness to the board was a facility planning study started in the fall of 1972. It was done by a team of professionals from Southern Illinois University. They consisted of Dr. Dale Kaiser, Dr. Donald Cruse, and Dr. James Quisenberry. The primary goal of the study was to recommend the optimal plan for school facility use and construction over the ensuing five years in consideration of anticipated curriculum improvement and expansion.

In February, 1973, the facility planning study was completed, and the study team's report was presented to the Board of Education.

The following list of statements highlight the study team's conclusions:

1. A comprehensive junior high school program should be established in Centralia.
2. The junior high school instructional facility should be housed separately from the remaining elementary program.
3. The junior high school may well include either the 7-8 grade levels or the 6-7-8 grade levels without loss of recommended educational practice.
4. The Centralia Elementary School District has the available wealth to support the recommended plan of action.²

After a thorough study of the plans and recommendations submitted by the Citizens' Advisory Council, the Facility Planning Study, and the Illinois Institute of Technology Research Institute, the Centralia Board of Education on September 18, 1973, instructed the school administration to write the plan for submission to the O.S.P.I.

Contents of Centralia's Plan for Desegregation

The plan was formally adopted and approved by the Board of Education October 10, 1973. It was sent to Dr. Bakalis' office for O.S.P.I. approval.

The following list of statements highlight the desegregation plan.

1. The Board will continue to employ minority teachers in the schools of District #135. The goal is to have no attendance center without minority representation on its professional staff. This was to be accomplished by the 1973-74 year.
2. As vacancies develop on the administrative and supervisory staff, the Board will search for minority race candidates to insure minority representation at the administrative level. Presently one principal is Negro.
3. The Board will continue to employ minority race employees for the non-certified staff.
4. Textbook and materials selections will be made on the basis of recommendations by integrated committees of teachers and administrators.
5. The Board will follow the recommendations of the Advisory Council and house all students in grades 6-7-8 in facilities to be constructed on the present Central School site. Total integration of grades 6-7-8 will result for 783 of the district's 2275 students.
6. A bond issue will be held during the winter of 1973-74 to provide funds for the construction of this facility. Students in grade six will be housed in the present Central School facilities with new construction providing space for grades 7-8.
7. All students residing more than 1 1/2 miles from school or in extremely hazardous areas will be transported.

8. Students in grades K-5 will be assigned to the remaining eight attendance centers in accordance with recommendations of the Advisory Council.³

In January, 1974, official approval was received from Dr. Bakalis for the desegregation plan. (See copy of letter in appendix.)

After hearing from O.S.P.I. that the plan for desegregation was acceptable because it was comprehensive and responded positively to the directives of the state guidelines, the next step was to plan for the bond issue.

In March, 1974, the Board of Education voted to hold an election on Saturday, April 27, 1974, for the junior high. It was a \$2,400,000 bond referendum. After more than a year of research and work, it was now time to let the citizens of the district make the final decision.

The Board decided not to approach the bond issue vote with anything less than a well organized campaign effort. Public hearings were held in every attendance center. A large committee consisting of parents, teachers, administrators, and key lay leaders of the community was organized. Thanks largely to the committee's efforts, and hopefully to the sincere interest of the citizens to improve the educational system of Centralia, the bond issue passed.

Since that time, the bonds have been sold and the official groundbreaking took place on Monday, November 18, 1974. Hopefully, the students of District #135 will begin to use their new facility in the fall of 1976.

While the plan does not call for total and complete integration at

all grade levels, it embraces a combination of progressive educational implementation and a rationale concerned with allowing young elementary students to remain in their own neighborhoods for their early education.

It appears that the local school board of Centralia can be proud of the progress made thus far, but satisfaction with the past does not assure progress in the future. It will remain for all of the citizenry of Centralia to keep informed and involved with the educational concerns of its school system.

Footnote References

1. Citizens' Advisory Council. "Elimination of Racial Segregation Report," September, 1973, p. 4.
2. Dr. Dale E. Kaiser, Chairman., et al. "Facility Planning Study," February, 1973, pp. 91-92.
3. Board of Education. "Desegregation Plan for Centralia City Schools District #135," October, 1973, Chapter I.

Chapter IV

Summary, Observations, and Suggested Studies

This field study was concerned with the problems of desegregation in the public schools of America. The writer felt it was necessary to trace the history of the desegregation issue in order to show its impact on his own area. This was done by reviewing some of the major decisions by the United States Supreme Court.

Thus by examining the trend that evolved through the courts and their decisions, it was possible to better examine the problem of non-compliance that the city schools of Centralia, Illinois found themselves faced with.

The court cases reviewed in this study show how at the turn of the twentieth century the courts reflected a more conservative attitude. The Plessy decision of 1896 implied that the doctrine of "separate but equal" facilities would be alright in matters dealing with the black and white races.

Then as a result of both World Wars sandwiched around the Great Depression, the American people developed a new awareness of their free heritage, and demanded that the promises of democracy be made available to all citizens. Such cases as Gaines, Sipuel and Sweatt were important in that they were the ones that modified the earlier accepted doctrine of "separate but equal." The Supreme Court was beginning to consider the intangible factors such as being kept segregated from other

groups in school. Experts gave testimony on why these practices were harmful.

Then in 1954 the historical case of Brown v. Board of Education was decided solely on such intangible factors. It was the opinion of the high Court that harmful effects would accrue to black students if they were kept out of white schools. Since that historic decision, almost every high Court decision pertaining to school integration has been based upon ending legally enforced segregation.

It has been shown in this study that the real task since Brown has been in implementing it so that it might be palpable to the public. The problem has been in knowing **when** a dual school system has become a unitary one.

Schools and communities **that** have taken the initiative to do what the Brown decision meant should be congratulated. In a similar vein, those school districts that have faced up to the desegregation challenges in a positive and forthright **manner** are to be praised too. Unfortunately, even though twenty years has passed since Brown, some school districts do little to close the enforced barrier between blacks and whites. In these instances the courts have demanded change.

This study has shown that the Centralia Elementary district has taken a positive stand to bring about progress in its race relations. Progress had been made continually since the early 1960's. Granted it was not enough or local efforts by the N.A.A.C.P. would not have been necessary.

When the notice of non-compliance from the Office of the Superintendent of Public Instruction was received on May 3, 1972, it pointed out that more attention would have to be given to developing satisfactory solutions to the problem.

The Board of Education of District No. 135 recognized the responsibility the State Superintendent of Public Instruction had in assisting school districts in developing desegregation plans and in fulfilling the requirements of the "Rules" established by O.S.P.I.

The Board took positive action in the following ways:

1. Appointed a twenty-five member Citizens' Advisory Council to assist the board in developing a plan.
2. Officially requested the assistance of the Illinois Institute of Technology to provide data processing services to the Citizens' Advisory Council and the board.
3. Approved a facilities and curriculum study of District No. 135 by Southern Illinois University, which was partially funded by O.S.P.I.

Finally a desegregation plan was approved and adopted by the board and sent to the O.S.P.I.. It was approved there and now the situation in Centralia is that of implementing its approved plan.

Will it be a successful plan? Has the local board done all that it can? Only time will tell.

However, the writer of this study has made some observations concerning the attitude of the community since the desegregation plan has become common knowledge.

Having worked with the Advisory Council for about a year and a half,

it became obvious to the writer that the Council was dedicated to two important decisions they had reached early in their deliberations. These two decisions were:

1. The Council was committed to a thorough and complete investigation into all possible ways that District No. 135 could undertake in order to meet the compliance guidelines set by O.S.P.I.
2. The Council would not recommend to the school board any desegregation plan that failed to substantially upgrade the total educational program of District No. 135.

The Council was a mixture of young, old, black, white, and from all sections of town. They worked together beautifully. And because they were so candid and concerned, they came up with a plan that the board found to be most favorable.

The Advisory Council and the school board did their homework well. After acceptance by O.S.P.I., it was time to find out just how much the community liked it. This was done in the 2.4 million dollar bond issue conducted in the Spring of 1974.

The bond issue passed and construction of the new middle school is now under way.

The desegregation plan does uplift the total educational program. All students in grades 6-7-8 will be housed at one campus. A lot of unnecessary duplication of programs and equipment will no longer be necessary. It will also eliminate combination classrooms in the district. It should certainly make possible for implementing additional programs such as foreign language, performing arts, and athletic objectives like

intramural sports. Very important it would seem is the degree of expanded socialization experiences that all students in grades 6-7-8 will derive.

The desegregation plan also shows a sense of traditionalism by continuing the neighborhood school concept for all students in grades K-5. No mass busing is to be required. The leaders of both the black and white communities are in favor of this. Both sides feel that small children would be better off by attending school in their own neighborhoods until time for the middle school years. In other words, there was no outcry for total and complete integration in all the city schools. Obviously some of the K-5 buildings will still be predominantly white or black.

Leadership at O.S.P.I. has also shown its fairness by approving the plan and for not demanding changes that possibly could bring about social unrest in the community skin to such areas as Boston or Detroit. This is not to imply that O.S.P.I. has been remiss in its legal and ethical obligation to the spirit of Brown but rather that the leadership at O.S.P.I. has demonstrated its willingness to allow communities to improve their educational programs through community involvement. Of course O.S.P.I. stands ready to serve in any capacity and quite often is called on for aid and suggestions. It appears to be good teamwork at this time.

More important, is what effects will all of this have on the boys and girls of the Centralia City Schools? This field study has attempted

to illustrate the background of the desegregation issue in this country, and how the issue has been resolved in one particular community. It appears that a logical, progressive plan has been implemented in Centralia, Illinois. This is to the credit of the school and community leaders. Further follow-up reports and studies of what does happen in Centralia will be needed to accurately assess the progress.

The writer of this field study is of the opinion that Centralia has faced the desegregation issue in a forthright manner. The boys and girls of the City Schools will be the ones that really find out if they are in a school system that is following the true intent of the Brown decision.

Appendix A

Correspondence Between
State Office and Local District

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT

Date November 22, 1971

MEMORANDUM

TO: All Local District Superintendents

FROM: Superintendent Michael J. Bakalis

SUBJECT: "Rules and Procedures for the Elimination and Prevention of Segregation in Schools"

Today I have taken steps to provide for the implementation of Section 10-21.3 of the Illinois School Code, which was passed by the Illinois General Assembly as the "Armstrong Act" in 1963, by filing with the Secretary of State "Rules and Procedures for the Elimination and Prevention of Segregation in Schools." I consider this action, and the process which it will precipitate in school districts throughout the State, to be one of the most important activities in which the Office of the Superintendent of Public Instruction will be involved during my administration.

I have taken this affirmative step for a number of reasons, but two stand out. First, the law is unequivocal. Segregated education is unequal education; and my responsibility for upholding the law is likewise clear. Second, and equally important, we as educators must recognize the impact of racial segregation on the quality of education offered to all children in the State.

Directions for compliance are to be found within the "Rules and Procedures" document, and the accompanying Planning Guide. Any questions should be addressed to: Robert A. Lyons, Director, Department of Equal Educational Opportunity, 188 West Randolph, Room 603, Chicago, Illinois 60601, (312) 793-3226.

Further information will be detailed in a fact sheet to be mailed in a week to ten days.



State of Illinois
Office of the Superintendent of Public Instruction
Springfield, Illinois 62706

Michael J. Bakalis
Superintendent

January 21, 1972

Mr. W. E. McAllister, Superintendent
Centralia City Schools #135
Centralia, Illinois
62801

Dear Superintendent McAllister:

This is to acknowledge receipt of the Report which you submitted in accordance with Sections 1.2 and 1.3 of the "Rules Establishing Requirements and Procedures for the Elimination and Prevention of Racial Segregation in Schools."

These Reports are reviewed as they are received in the Office of the Superintendent of Public Instruction by the staff of the Department of Equal Educational Opportunity. Notification of the determination of compliance will be made on the basis of this Report and supporting data from the Fall Housing Report which you have already submitted to this office. Such notification will be made as soon as possible.

Thank you for your cooperation. If we can be of further assistance, please let us know.

Sincerely,

Robert A. Lyons
Director
Department of Equal
Educational Opportunity



State of Illinois
Office of the Superintendent of Public Instruction
Springfield, Illinois 62706

Michael J. Bakalis
Superintendent

May 3, 1972

Mr. W. E. McAllister, Superintendent
Centralia City Schools, District #135
400 South Elm Street
Centralia, Illinois 62801

Dear Superintendent McAllister:

The report which you submitted in accordance with the "Rules Establishing Requirements and Procedures for the Elimination and Prevention of Racial Segregation in Schools" has been carefully reviewed by the staff of the Department of Equal Educational Opportunity.

The report of Centralia City Schools, District #135 acknowledges steps which have been taken in an effort to more adequately provide Equal Educational Opportunities within the Centralia Schools.

However, based on the information which you have provided concerning the racial composition of your total student population and its distribution among your attendance centers, we have determined that the present enrollment figures indicate the concentration of minorities in the following schools does not fall within the suggested range as found in the "Rules for Elimination of Racial Segregation in Illinois Schools":

Schools	% of Minorities
Lincoln	68.06
Franklin	46.23

No written evidence of intent to change or revise existing attendance patterns which will prevent and/or eliminate this continuing pattern of segregation has been presented, therefore, we consider the students in your district to be racially segregated.

Mr. McAllister

-2-

May 3, 1972

Based on the submitted evidence and on the "Rules" cited herein, School District #135 is required to submit a comprehensive desegregation plan to correct the deficiencies specified above, and to achieve compliance with the requirements of the "Rules". I would urge you to give special attention to Sections 4 and 5 of those "Rules" which specify the contents required in a comprehensive plan. This plan must be submitted to the Office of the Superintendent of Public Instruction no later than ninety (90) days from the date of receipt of this letter.

Thank you for your cooperation. I am confident that we will be able to enhance the quality of your total educational program through our work together.

Sincerely yours,

Michael J. Bakalis
Superintendent



State of Illinois
Office of the Superintendent of Public Instruction
188 W. Randolph
Chicago, Illinois 60601

Michael J. Bakalis
Superintendent

RECEIVED

JAN 14 1974

January 11, 1974

CENTRALIA CITY SCHOOLS

Roger Jensen
Superintendent
Centralia School District #135
400 South Elm
Centralia, Illinois 62801

Dear Superintendent Jensen:

The Office of the Superintendent of Public Instruction has received and reviewed the plan you submitted for Centralia School District #135. The plan and the additional clarifying information provided have been carefully evaluated in terms of the criteria contained in the Rules and Procedures for the Elimination and Prevention of Racial Segregation in Schools.

It is evident that the Board of Education has responded positively to my directive to develop a comprehensive desegregation plan and has documented the following activities:

1. A Citizens Advisory Committee was established to assist in the development of a plan.
2. Technical assistance from this office was requested and utilized.
3. A facilities and curriculum study by Southern Illinois University was implemented.
4. From the recommendations and alternative plans submitted by the Citizens Advisory Committee, the Board of Education selected and adopted a plan.
5. An implementation timetable was established and adopted.

The plan is comprehensive in that it gives consideration to curriculum revision, extra curricular activities and inservice training as well as staff and pupil desegregation.

Page Two
Roger Jensen
January 11, 1974

On the basis of the above points, the plan you have adopted is approved by this office as complying at this time with the requirements of the Rules and Procedures for the Elimination and Prevention of Racial Segregation in Schools and you should proceed with its implementation. Equal Educational Opportunity staff members will regularly review the progress of your plan and continue to offer any service which might help assure a successful educational program in a desegregated setting.

I wish you success with your program and offer you the continued support of this office.

Sincerely yours,

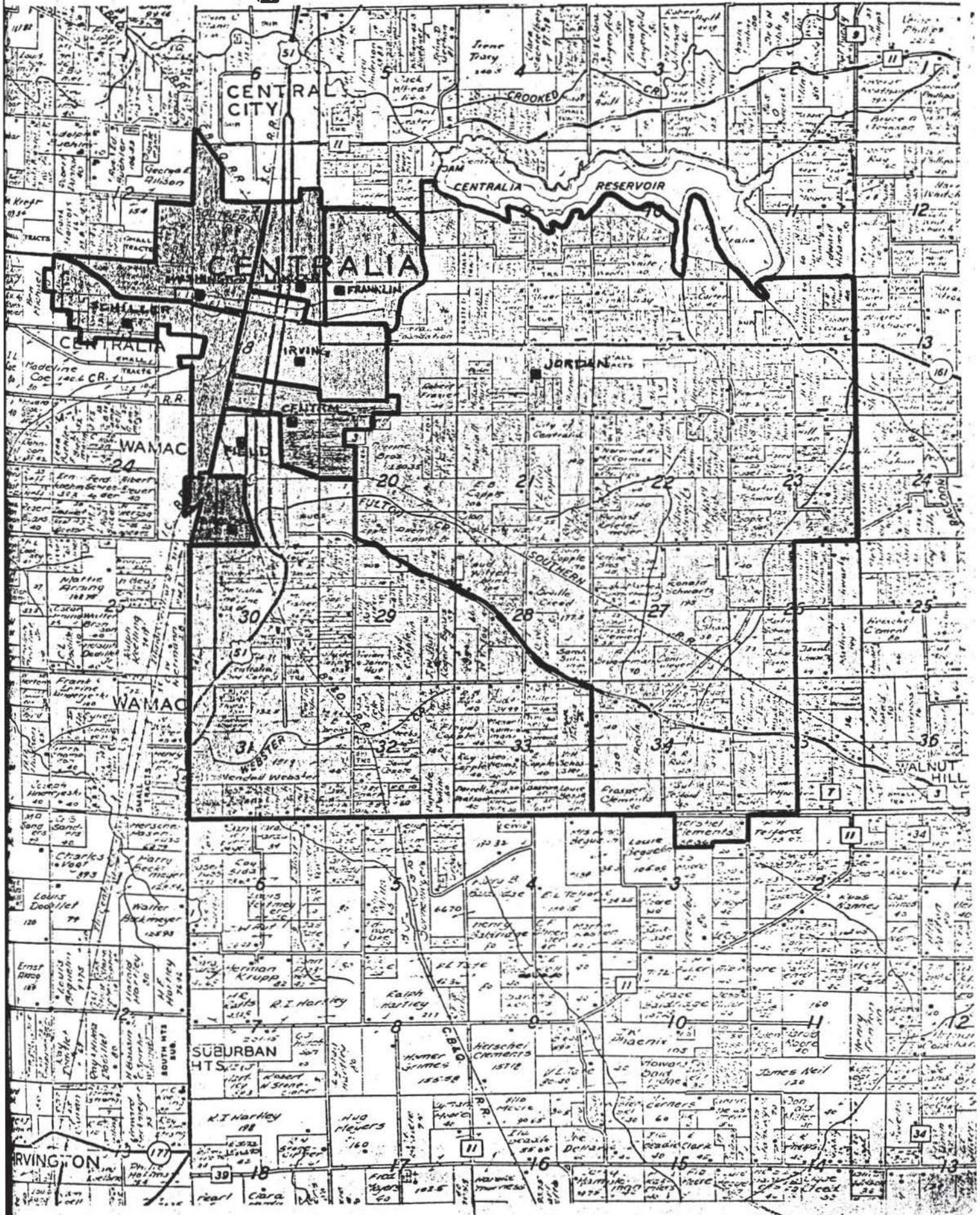
Michael J. Bakalis
Superintendent

WASHINGTON SCH.
SCHILLER SCH.
BRONSON SCH.
FIELD SCH.

IRVING SCH.
CENTRAL SCH.
FRANKLIN SCH.
JORDAN SCH.

CENTRALIA GRADE SCHOOLS

DISTRICT 135



Appendix B

Plans Submitted to the Advisory Council

DEFINITIONS

1. ATTENDANCE CENTER - A public grade school
2. DESEGREGATION - 0-29% minority enrollment in each attendance center
3. IITRI - Illinois Institute of Technology Research Institute
4. OSPI - Office of the Superintendent of Public Instruction
5. RACIAL BALANCE - 14% minority enrolled in each attendance center
6. RESIDENTIAL AREAS - Computer assigned areas composed of approximately thirty children in one neighborhood or adjoining neighborhoods

PLAN I

Construct a new Junior High facility (7 and 8) on a new site.

K-6, Three Alternatives

1. Designate certain schools as intermediate and primary.
2. Convert Franklin to sixth grade complex and redefine school district boundaries to achieve racial balance for K-5.
3. Use IITRI bussing plan for K-6.

STEPS

Phase I

1. Acquire a site for a new Junior High.
2. Construct a new seventh and eighth grade attendance center.

Phase II

1. Designate certain schools as Intermediate Schools (4-6) and Primary Schools (K-3) to achieve racial balance for grades K-6.

Example: Intermediate Schools - Schiller, Franklin, Jordan, and Central. Primary Schools - Washington, Lincoln, Irving, Field, and Bronson.

There is a possibility that not all these attendance centers would be needed.

2. Refurbish schools where needed.

Phase II (Alternate Plan)

1. Convert Franklin to a sixth grade complex to house all sixth graders in the district.
2. Improve physical facilities at Franklin.
3. Redefine school district boundaries to achieve racial balance for K-5.

Plan I (continued)

Phase II (Alternate Plan)

1. Use IITRI plan for K-6 in order to achieve racial balance.

ADVANTAGES

1. Achieve racial balance with a minimum amount of bussing for seventh and eighth grades.
2. Allow teachers to specialize in a specific field and generally upgrade the curriculum.
3. Eliminate overcrowding so there are no more than twenty-five students to a classroom.
4. Reduce the overall cost of duplicating material, facilities, and existing bus expense.
5. Better utilize present facilities at present attendance centers, such as converting space to a library, cafeteria, and room for audio visual aids.
6. Eliminate combination classrooms to comply with requirement of OSPI.
7. Allow space for special classes such as EMH* and LD* classes.
8. Improve physical education program and athletic programs with a regulation gymnasium.
9. Improve home arts, manual arts, music, and art programs.

DISADVANTAGES

1. Expensive building program would mean a bond issue.
2. A new site must be selected.
3. There is a possibility of contact with undesirable influences with all seventh and eighth grade students located at one site.

*Educable Mentally Handicapped
*Learning Disabilities

PLAN II

Achieve racial balance by IITRI bussing plan for grades K-8 using existing attendance centers.

"Many communities in the United States are faced with a dilemma. In these communities school children attend neighborhood schools.

Minority groups are not evenly distributed among the community's residential areas. Consequently, if children are assigned to the school located in their neighborhood, the schools will tend to be segregated. The minority group children will be over-represented in their neighborhood school and under-represented in the other schools in the community.

Therefore, these communities will have to assign children to schools on a basis which differs from the traditional neighborhood school method in order to achieve desegregation of their school system. This can be a very difficult task for a school district.

To help school districts with this task IITRI has developed a system involving the use of planning techniques and computer technology which greatly simplifies the school district's job. The key features of this system are:

Objectivity - The computer is completely objective (not prone to outside pressure) in redistributing students among schools to achieve desegregation.

Minimum Transportation Impact - The plan developed maximizes the number of students who walk.

Plan II (continued)

Minimum Transportation Cost - The plan keeps the total bussing distance to a minimum and consequently minimizes the transportation cost to the school district.

Proven Application - It has been successfully used in several school districts. **

In order for Centralia to meet OSPI requirements for integration, Plan II proposes using residential areas which are actually computer assigned areas composed of thirty children in one neighborhood or adjoining neighborhoods. The computer then processes these areas for a stated percentage** of racial balance. (14% in every school)

ADVANTAGES

1. No extensive building program necessary
2. Computer would redistrict students for a racially balanced program
3. Does meet OSPI guidelines for desegregation

DISADVANTAGES

1. Mass bussing
2. Does nothing to improve our school system educationally - would not upgrade the curriculum
3. Over an extended time period, bussing costs would be expensive
4. Would break up the neighborhood school concept

* Computer assisted assignment of students to schools to achieve desegregation, IITRI

** The computer can process any given percentage for integration

PLAN III

Establish three Junior High Schools (6, 7, and 8) at Lincoln, Schiller, and Central. Achieve racial balance for grades K-5 by IITRI bussing plan.

ADVANTAGES

1. Each Junior High School centrally located throughout community; therefore, minimum transportation costs
2. No extensive building program
3. Minimum bussing
4. Racially balanced program; consistent with OSPI guidelines

DISADVANTAGES

1. Financially unsound due to cost in outfitting three separate libraries, science labs, and other appropriate facilities
2. Duplication of material, personnel, etc.
3. Problem of redistricting students in three schools used as Junior High Schools
4. Educationally unsound; does nothing to improve curriculum
5. Would break up the neighborhood school concept

DISCUSSION

The Council felt this plan was too complicated to pursue further.

PLAN IV

Establish two Junior High buildings (7 and 8) using existing buildings .
Achieve racial balance for K-6 by reassignment of students and/or by
changing school boundary lines.

A. Two Junior High buildings (7 and 8) using two existing buildings

1. Advantages

- a) Creates Junior High independent of bond issue
- b) Minimizes cost
- c) Creates space in other buildings for achieving racial balance
- d) Would meet state timetable with our plan

2. Disadvantages

- a) Duplication of some material
- b) Competition of schools

3. Temporary Housing: Franklin and Washington

- a) Near minority group so that they could , to some extent, maintain neighborhood school
- b) Schools large enough to house students and library
- c) Opportunity to eliminate building if housed in one building in the future
- d) Disperses minority enrolled in segregated schools

4. Permanent Housing: Central and Lincoln

Should be considered if this plan is used because money and time are needed to adequately prepare buildings for library, gym,

Plan IV (continued)

science labs , home arts , shop , band , vocal music , playground ,
etc .

B. Racial Balance; K-6

Most existing buildings house nine classrooms and K-6 means
seven classes; therefore , it will be necessary to have two classes
of some grades in each attendance center , regardless of plan chosen.
Reassignment of students will be necessary.

PLAN V

Establish a Junior High (7 and 8) at Central **with** a building addition; make Washington a sixth grade building for all sixth grade students. Desegregate and maintain neighborhood concept by changing attendance center boundary lines for grades K-5.

STEPS

1. Acquire additional acreage at Central.
2. Build addition on to Central to accommodate all seventh and eighth grade students.
3. Make Washington School a sixth grade building for all sixth grade students.
4. Move Special Education out of Franklin.
5. Realign school boundaries. (Lincoln and Franklin would be approximately 34% minority.)
6. Refurbish Franklin and possibly build a **new** gym.
7. Kindergarten House
 - a) Convert to storage and workshop.
 - b) Sell or lease.

ADVANTAGES

1. Probably satisfy OSPI requirements.
2. Educationally sound -- no money spent for noneducational purposes.
3. Positive step toward utilization of teaching strengths.
4. Reduce classroom size to approximately **twenty-five** students.

Plan V (continued)

5. Create space for libraries in existing schools that presently do not have adequate library facilities .
6. No duplication of facilities and materials in upper grades .
7. Permit more and better quality extracurricular activities in upper grades .
8. Eliminate combination classrooms .
9. Positive step toward articulation with high school program .
10. Upper grades would have three years as a unit prior to entering high school .
11. Overcome deep-rooted feeling in the community and schools in regard to east and west side of town .
12. Equalization of class size .
13. Possibility of implementing additional programs -- foreign language, performing arts, etc .
14. Provide effective transition period to prepare students for departmentalized high school .
15. More unified set of standards at all levels .
16. Expanded socialization experiences .

DISADVANTAGES

1. Extensive building program -- bond issue .
2. Possibly additional transportation expense .
3. Possible contact with some of the undesirable influences often present in large groups .
4. No playground space available at Washington .
5. Teachers at Washington have children only one year .
6. Some families would have children in three different attendance centers .

PLAN VI

Establish 6, 7, and 8th Grade Plaza at Central site. Construct a new facility for Junior High (7 and 8) at Central site. Convert existing Central building into 6th grade for all 6th grade students. Desegregate and maintain neighborhood concept by realigning boundaries of K-5.

STEPS

1. Acquire additional acreage at Central.
2. Build Junior High (7 and 8) on property at Central.
3. Convert present Central to all sixth grade for entire district. Sixth graders could use facilities of Junior High, such as gym, science lab, art, home arts, shop, band, and vocal music. Establish a library at present Central for sixth graders.
4. Make plaza complex the hub of extra-curricular activities for Centralia City Grade Schools.
5. Move Special Education out of Franklin.
6. Realign school boundaries to maintain neighborhood concept
 - a) Filling classrooms at Lincoln and Franklin would make Lincoln 42% minority and Franklin 29% minority.
 - b) Shift boundaries to make Lincoln and Franklin both 34% minority.
7. Refurbish Franklin and possibly build a new gym.
8. Kindergarten House
 - a) Convert to storage area and workshop.
 - b) Sell or lease.

ADVANTAGES

1. Probably satisfy OSPI requirements.
2. Educationally sound -- no money spent for noneducational purposes.
3. Flexible -- classroom space available at new plaza to absorb adjacent districts should they annex.
4. Positive step toward utilization of teaching strengths.
5. Reduce classroom size to approximately twenty-five students.
6. Create space for libraries in existing schools that presently do not have adequate library facilities.
7. No duplication of facilities and materials in upper grades.
8. Permit more and better quality extracurricular activities in upper grades.
9. Eliminate combination classrooms.
10. Positive step toward articulation with high school program.
11. Upper grades would have three years as a unit prior to entering high school.
12. Overcome deep-rooted feeling in the community and schools in regard to east and west side of town.
13. Possibly use existing cafeteria at Central with staggered lunch hours.
14. Equalization of class size.
15. Possibility of implementing additional programs -- foreign language, performing arts, etc.
16. Provide effective transition period to prepare students for departmentalized high school.

Plan VI (continued)

17. More unified set of standards at all levels.
18. Expanded socialization experiences.

DISADVANTAGES

1. Extensive building program -- bond issue.
2. Possibly result in elimination of a building or buildings.
3. Possibly additional transportation expense.
4. Possible contact with some of the undesirable influences often present in large groups.

PLAN VII

Establish a Junior High (7 and 8) on the present Central site.

Change organizational pattern to K-3, primary centers, and 4-6, intermediate centers.

FIRST REPORT ON PLAN VII

PROPOSED GRADE LEVELS:	K-3 - Primary centers
	4-6 - Intermediate centers
	7-8 - Junior High School on present Central site

DISCUSSION:

This proposal takes the SIU recommendation as found on page 84 of their report and applies desegregation in conjunction with their basic recommendation (their report did not address itself to desegregation) to see what additional effects desegregation would have on this particular organizational plan.

In preliminary calculations it was determined by the study group that the primary center of Lincoln would have a minority student group that approaches 53% without transferring some students to other school centers. Likewise, it was determined that the intermediate center of Franklin's minority student group would approach 37% without transferring some students to other centers.

It was, therefore, evident to the group that desegregation within these two student centers could not be achieved without transferring some of the

Plan VII (continued)

minority students to other attendance centers and sending some majority students to these two (Lincoln and Franklin) school centers.

It was not determined how many students would perhaps walk and how many would have to be bussed due to the 1-1/2 mile limitation.

However, the group drafted a preliminary computer program whereby a printout would indicate the various unknowns and greatly assist the group's efforts in further developing this plan. The group arrived at the following basic guidelines for the computer personnel to use in developing this particular program:

STEP I:

- | | | |
|----|------------|-------------------------------------------------------------------------------------------|
| a) | Grades K-3 | <u>Primary Attendance Centers*</u>
Bronson
Field
Irving
Lincoln
Washington |
| b) | Grades 4-6 | <u>Intermediate Attendance Centers*</u>
Franklin
Jordan
Schiller |
| c) | Grades 7-8 | <u>Junior High Attendance Center*</u>
Central's present location |

STEP II: Limit the racial minority of 29% in all attendance centers.

STEP III: Assign students to their closest attendance center utilizing the residential area concept and not violating Step #2 in so doing.

Plan VII (continued)

STEP IV: Indicate those students (residential areas) who must be bussed because they live beyond 1-1/2 miles from their assigned attendance center.

The group did arrive at certain advantages/disadvantages, notwithstanding those that had been mentioned by study groups earlier. It was, therefore, felt that the more definite findings would only be known after more in-depth study and evaluation has been developed and determined.

SECOND REPORT ON PLAN VII

K-3 - Primary Attendance Center

1. Bronson - 5 classrooms, 1 library

Grade Students

K - 25
1 - 18
2 - 22
3 - 20

RECOMMENDATION: Divert residential areas 56 and 48 to Bronson instead of sending them to Field.

2. Field - 8 classrooms, 1 library

Grade Students

K - 56
1 - 60
2 - 53
3 - 61

COMMENTS: Each grade could use two classrooms.

3. Irving - 10 classrooms, 1 library (eliminating the 2 basement rooms)

Grade Students

K - 62 - 2 classrooms
1 - 80 - 3 classrooms
2 - 76 - 2 classrooms
3 - 80 - 3 classrooms

Plan VII - Second Report (continued)

4. Lincoln - 8 classrooms, 1 library

Grade Students

K - 46
1 - 51
2 - 55
3 - 62

COMMENTS: Each grade could use 2 classrooms or perhaps a kindergarten room would be available here for another purpose.

SUGGESTION: Some of residential areas 66 and 71 could go to Lincoln instead of Irving. Residential areas 37 and 38 might also go to Lincoln.

5. Washington - 11 classrooms, 1 library

Grade Students

K - 45
1 - 33
2 - 42
3 - 49

COMMENTS: Each grade could use 2 classrooms. There are at least 3 extra classrooms in this building depending on how the kindergarten class would be divided.

4-6 - Intermediate Attendance Center

1. Schiller - 8 classrooms, 1 library

Grade Students

4 - 83
5 - 81
6 - 102

COMMENTS: This school would be too crowded.

2. Jordan - 9 classrooms, 1 library

Grade Students

4 - 88 - 3 classrooms
5 - 88 - 3 classrooms
6 - 88 - 3 classrooms

Plan VII - Second Report (continued)

3. Franklin - 11 classrooms, 1 library

Grade Students

4 - 91 - 3 classrooms
5 - 72 - 3 classrooms
6 - 89 - 3 classrooms

COMMENTS: There would be 2 extra classrooms in this building.

COMMENTS ON THE ARRANGEMENT FOR GRADES 4-6: There would have to be some reworking of this plan in order to provide a library for Schiller and a lighter classroom load for Schiller.

GENERAL COMMENT: Space will have to be provided for the Special Education classes. There are extra classrooms in Washington and Franklin.

ADVANTAGES

1. It gives the Centralia City School the percentage of minority groups in the school as required by the OSPI.
2. Almost everyone will be involved in the change, so that one particular group will not have to give more than another.

DISADVANTAGES

1. There will be a great deal more bussing than we presently have in the Centralia City School system.
2. Children will attend three schools before they reach high school.
3. Parents would be involved in different P.T.A. groups, school programs, etc.
4. There would be some transportation problems for some working parents that bussing would not solve.

Plan VII - Second Report (continued)

CONCLUSION

Plan VII was presented on April 9, 1973, to the Citizens' Advisory Council. Two suggestions were made to improve the plan. Washington was shown as a K-3 school and had remaining extra classrooms, Schiller was shown as a 4-6 school and was too crowded. It was suggested by the Council that possibly these two schools could be traded around. Also, it would be good for the committee to look into the possibility of changing area #50 around so that it would be the same district as the surrounding areas. It was also felt that long-range board plans should be to acquire additional land adjoining Washington School (regardless of what plan is chosen now for the Council's purpose).

PLAN VIII

Establish a Junior High (7 and 8) at Central with a building addition. Desegregate and maintain neighborhood concept in remaining K-6 attendance centers. In order to do this, the Special Education classes might be moved from Franklin to Washington. All Central School students will be assigned to nearby neighborhood schools.

BRONSON SCHOOL

Residential Areas - 59, 60, 61

<u>Grade</u>	<u>1</u>	<u>2</u>	<u>Total</u>
K	17	0	17
1	13	0	13
2	13	0	13
3	8	0	8
4	10	0	10
5	5	0	5
6	12	0	12
	<hr/>	<hr/>	<hr/>
	78	0	78

Percent Majority - 100%

Percent Minority - 0%

Classrooms Available - 6

FIELD SCHOOL

Residential Areas - 52, 53, 54, 55, 56, 57, 58, 62, 63, 64

<u>Grade</u>	<u>1</u>	<u>2</u>	<u>Total</u>
K	34	3	37
1	31	1	32
2	33	2	35
3	39	2	41
4	27	1	28
5	30	1	31
6	30	0	30
	<hr/>	<hr/>	<hr/>
	224	10	234

Plan VIII (continued)

Percent Majority - 95.7%
Percent Minority - 4.3%

Plan provides for library and 8 classrooms

FRANKLIN SCHOOL

Residential Areas - 16, 17, 18, 19, 22, 23
Plus area north of Second Street in Areas 37 and 38

<u>Grade</u>	<u>1</u>	<u>2</u>	<u>Total</u>
K	12	9	21
1	10	12	22
2	14	4	18
3	10	13	23
4	8	8	16
5	8	9	17
6	11	9	20
	<u>73</u>	<u>64</u>	<u>137</u>

Percent Majority - 53.3%
Percent Minority - 46.7%

Classrooms Available - 9+2 for Special Education

IRVING SCHOOL

Residential Areas - 33, 35, 36, 39, 40,
41, 42, 43, 44
Plus part of Areas 34, 37, 38

<u>Grade</u>	<u>1</u>	<u>2</u>	<u>Total</u>
K	28	0	28
1	37	1	38
2	38	0	38
3	33	0	33
4	48	1	49
5	32	1	33
6	35	0	35
	<u>251</u>	<u>3</u>	<u>254</u>

Percent Majority - 98.8%
Percent Minority - 1.2%

Classrooms Available - 10

Plan VIII (continued)

LINCOLN SCHOOL

Residential Areas - 8, 9, 10, 11, 12, 13, 14, 15, 32
Plus K-6 students living between Noleman and
Broadway from Oak Street to Lincoln Blvd.

<u>Grade</u>	<u>1</u>	<u>2</u>	<u>Total</u>
K	12	17	29
1	12	29	41
2	7	17	24
3	18	23	41
4	8	21	30
5	9	21	31
6	12	26	38
	78	154	232

Percent Majority - 33.6%

Percent Minority - 66.4%

Classrooms Available - 8 (Allowing for library)

JORDAN SCHOOL

Residential Areas 65, 67, 68, 69, 70, 71, 72, 73, 74

<u>Grade</u>	<u>1</u>	<u>2</u>	<u>Total</u>
K	27	0	27
1	32	0	32
2	29	0	29
3	40	1	41
4	34	1	35
5	33	0	33
6	35	1	36
	230	3	233

Percent Majority - 98.7%

Percent Minority - 1.3%

Plan VIII (continued)

Add Residential Areas - 45, 46, 47, 48, 49, 50, 51,
66 to above

<u>Grade</u>	<u>1</u>	<u>2</u>	<u>Total</u>
K	27+22	0	49
1	32+19	0	51
2	29+29	0	58
3	40+22	1	63
4	34+25	1	60
5	33+28	0	61
6	35+31	1	67
	<u>230+176</u>	<u>3</u>	<u>409</u>

Percent Majority - 99.3%

Would require additional
classrooms to be constructed

Percent Minority - .7%

Would require transportation of
most of above students

SCHILLER SCHOOL

Residential Areas - 24, 25, 26, 27, 29, 30, 31

<u>Grade</u>	<u>1</u>	<u>2</u>	<u>Total</u>
K	25	1	26
1	18	0	18
2	24	0	24
3	29	0	29
4	33	1	34
5	35	1	36
6	39	0	39
	<u>203</u>	<u>3</u>	<u>206</u>

Percent Majority - 98.6%

Percent Minority - 1.4%

Classrooms Available - 8 (Allowing for library)

WASHINGTON SCHOOL

Residential Areas - 1,2,3,4,5,6,7,28

<u>Grade</u>	<u>1</u>	<u>2</u>	<u>Total</u>
K	31	0	31
1	27	0	27
2	35	0	35
3	36	0	36
4	32	0	32
5	26	0	26
6	28	0	28
	<u>215</u>	<u>0</u>	<u>215</u>

Percent Majority - 100%

Percent Minority - 0%

Classrooms Available - 11

ADVANTAGES

1. Probably satisfy OSPI requirements.
2. Educationally sound - no money spent for noneducational purposes.
3. Positive step toward utilization of teaching strengths.
4. Reduce classroom size to approximately twenty-five students.
5. Create space for libraries in existing schools that presently do not have adequate library facilities.
6. No duplication of facilities and materials in upper grades.
7. Permit more and better quality extra-curricular activities in upper grades.
8. Eliminate combination classrooms.
9. Positive step toward articulation with high school program.
10. Upper grades would have two years as a unit prior to entering high school.

Plan VIII (continued)

11. Overcome deep-rooted feeling in the community and schools in regard to east and west side of town.
12. Possibly use existing cafeteria at Central with staggered lunch hours.
13. Equalization of class size.
14. Possibility of implementing additional programs - foreign language, performing arts, etc.
15. Provide effective transition period to prepare students for departmentalized high school.
16. More unified set of standards at all levels.
17. Expanded socialization experiences.

DISADVANTAGES

1. Extensive building program - bond issue.
2. Possibly additional transportation expense.
3. Possible contact with some of the undesirable influences often present in large groups.

Appendix C

Statistics and Plans
Used to Assign Attendance Centers
for 1976 and 1977

TABLE 1
AVAILABLE CLASSROOMS FOR K-5 REDISTRICTING

Building	Available Rooms 1974	Available Rooms 1976
Bronson	6	6
Field	8	8
Franklin	11	11
Irving	10	10
Jordan	9*	10
Lincoln	8	8
Schiller	8	8
Washington	11	11
Total	71	72

*Jordan library can be partitioned to create another classroom.

TABLE 3

K-5 REDISTRICTING OPTION 1
STUDENTS PER GRADE LEVEL ACCORDING TO BUILDING

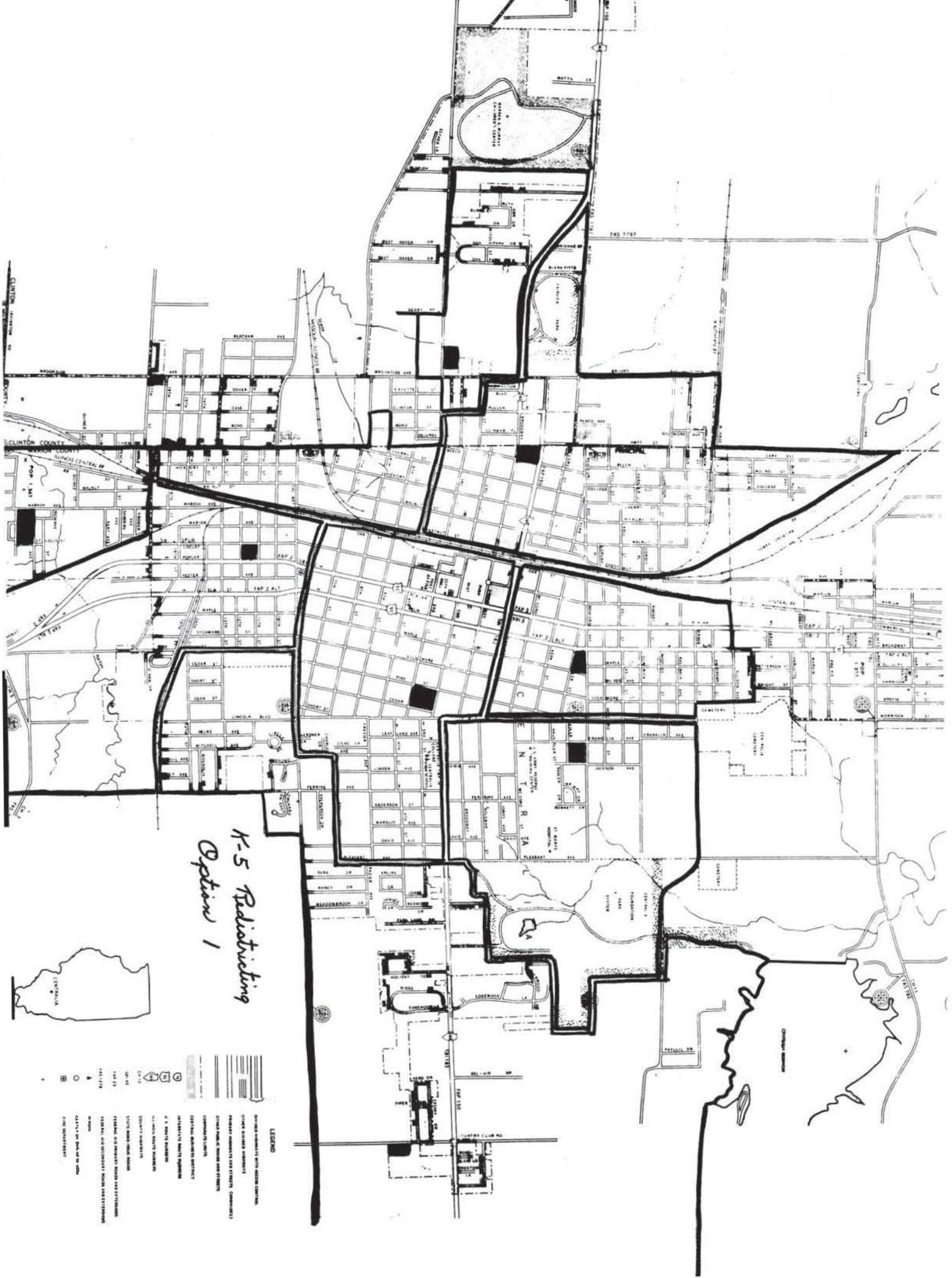
Building	K	1	2	3	4	5	TMH	P EMH	I EMH	ED	D	Total
Bronson	12	14	11	18	8	12					3	78
Field	32	29	32	33	29	30						185
Franklin	23	20	17	28	19	21		13	13			154
Irving	38	35	37	22	27	34						193
Jordan	39	36	48	49	38	47						257
Lincoln	27	25	24	31	24	32						163
Schiller	23	21	20	28	25	17						134
Washington	29	27	29	33	30	26	6			5		185
Total	223	207	218	242	200	219	6	13	13	5	3	1349

TABLE 4

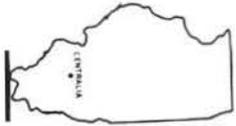
K-5 REDISTRICTING OPTION 1
TEACHERS PER GRADE LEVEL ACCORDING TO BUILDING

Building	K	1	2	3	4	5	P		I		BD	D	Total
							TMH	EMH	EMH				
*Bronson	.5	.5	.5	.5	.5	.5						1	4
Field	1	1	2	2	1	1							8
Franklin	.5	1	1	1	1	1		1	1				7.5
Irving	1	2	2	1	1	2							9
Jordan	1	1	2	2	2	2							10
Lincoln	.5	1	1	1	1	1							5.5
Schiller	.5	1	1	1	1	1							5.5
Washington	.5	1	1	2	1	1	1				1		8.5
Total	5.5	8.5	10.5	10.5	8.5	9.5	1	1	1	1	1	1	58

*Bronson would have K-1, 2-3, & 4-5 combination rooms.
We would need to assign a teacher aide one-half time to the K-1 combination.



*K-5 Redistricting
Option 1*



LEGEND

- PRECINCT BOUNDARY WITH ADDRESS NUMBERS
- STATE BOUNDARY
- PRECINCT BOUNDARY FOR ELECTION PURPOSES
- CITY LIMITS
- COUNTY LIMITS
- INTERSTATE HIGHWAY
- STATE HIGHWAY
- COUNTY ROAD
- WATER BODY
- PARK
- SCHOOL
- CHURCH
- CEMETERY
- PUBLIC BUILDING
- OTHER BUILDING
- UTILITY POLE
- FIRE HYDRANT

Advantages of Option 1

Option 1 provides for redistricting with a minimum shift in attendance center boundaries. The citizens of the community would be less likely to present arguments to the board concerning problems of redistricting.

Disadvantages of Option 1

Under this option the district would be required to provide maximum transportation of K-5 students to Jordan School. Jordan School would be overloaded with students, while the Irving attendance center population would be small. Washington School would have four vacant rooms. Students residing between Noleman Street and Broadway on the east side of the I.C.R.R. tracks to Lincoln Boulevard would have to cross two major highways on their way to and from Lincoln School. Bronson School would have a combination kindergarten and first grade room. Jordan School would have to partition its library to gain one additional classroom.

TABLE 5

K-5 REDISTRICTING OPTION 2
STUDENTS PER GRADE LEVEL ACCORDING TO BUILDING

Building	K	1	2	3	4	5	TMH	P EMH	I EMH	ED	D	Total
Bronson	12	14	11	18	8	12					3	78
Field	32	29	32	33	29	30						185
Franklin	23	20	17	28	19	21		13	13			154
Irving	38	35	37	33	36	43						222
Jordan	39	36	49	39	31	40						234
Lincoln	27	25	23	30	22	30						157
Schiller	23	21	20	28	25	17						134
Washington	29	27	29	33	30	26	6			5		185
Total	223	207	218	242	200	219	6	13	13	5	3	1349

Advantages of Option 2

Option 2 gives a more equitable distribution of enrollment at Jordan and Irving Schools than in Option 1. The number of K-5 students requiring transportation to Jordan School would be lessened. There would be no need for students living between Noleman Street and Broadway to cross two major highways on their way to and from school. The new attendance center boundaries would coincide closely to present boundaries.

Disadvantages of Option 2

Under Option 2 Bronson School would have combination classrooms. A noticeable percentage of Irving students would be required to travel a considerable distance to school. Jordan School would have to partition its library to gain one additional classroom.

Redistricting Option 3

This option was considered as a result of the decreased K-5 attendance center enrollment. All K-5 students could be housed within seven buildings, and by closing one building there would be a large reduction in expense to the district.

Close Bronson School and transport all Bronson K-5 students to Washington School. All other boundaries would remain the same regardless of the option chosen. Tables 7 and 8 depict numbers of students and numbers of teachers need by the district under this option.

TABLE 7
K-5 REDISTRICTING OPTION 3
STUDENTS PER GRADE LEVEL ACCORDING TO BUILDING*

Building	K	1	2	3	4	5	TMH	P EMH	I EMH	ED	D	Total
Field	32	29	32	33	29	30						185
Franklin	23	20	17	28	19	21		13	13		3	157
Irving	38	35	37	33	36	43						222
Jordan	39	36	49	39	31	40						234
Lincoln	27	25	23	30	22	30						157
Schiller	23	21	20	28	25	17	6			5		145
Washington	41	41	40	51	38	38						249
Total	223	207	218	242	200	219	6	13	13	5	3	1349

*Data based on redistricting boundaries for Redistricting Option 2.

TABLE 8
 K-5 REDISTRICTING OPTION 3
 TEACHERS PER GRADE LEVEL ACCORDING TO BUILDING*

Building	K	1	2	3	4	5	TMH	P EMH	I EMH	ED D	Total
Field	1	1	2	2	1	1					8
Franklin	.5	1	1	1	1	1		1	1		8.5
Irving	1	2	2	1	2	2					10
Jordan	1	2	2	2	1	2					10
Lincoln	.5	1	1	1	1	1					5.5
Schiller	.5	1	1	1	1	1	1			1	7.5
Washington	1	2	2	2	2	2					11
Total	5.5	10	11	10	9	10	1	1	1	1 1	60.5

*Data based on redistricting boundaries for Redistricting Option 2.

Advantages of Option 3

Option 3 would reduce the building costs to the district and would eliminate combination rooms at Bronson School. It would eliminate the expenditures for a principal, teacher aide and a custodian as well as other building administrative costs. It would greatly reduce the operational expense of Bronson's building, i.e. the gas and electric bills alone amounted to \$2,947.36 from June 29, 1973 to May 29, 1974. The Washington attendance center could easily handle the Bronson student population.

Disadvantages of Option 3

If Option 3 was used District 135 would have to sell or maintain the Bronson building. The building is located in an undesirable location for selling, and the district still owes approximately \$250,000 including interest on the building. The district would have to increase its instructional staff by one and one-half teachers. Transportation costs to the district would increase and the social ramifications would probably be negative toward the closing of Bronson School. Jordan School would have to partition its library to gain one additional classroom.

Redistricting Option 4

This option was considered as a result of the decreased enrollment in the K-5 attendance centers. All K-5 students could be housed within seven buildings, and Franklin School would be able to absorb Bronson's students. By closing one building there would be a large reduction in expense to the district. Tables 9 and 10 show student and staff distribution.

Close Bronson School and transport all Bronson K-5 students to Franklin School. All other boundaries would remain the same regardless of the option chosen. Map shows boundaries.

TABLE 9

K-5 REDISTRICTING OPTION 4
STUDENTS PER GRADE LEVEL ACCORDING TO BUILDING*

Building	K	1	1	1	1	1	TMH	P EMH	I EMH	ED	D	Total
Field	32	29	32	33	29	30						185
Franklin	35	34	28	46	27	33						203
Irving	38	35	37	33	36	43						222
Jordan	39	36	49	39	31	40						234
Lincoln	27	25	23	30	22	30						157
Schiller	23	21	20	28	25	17		13	13			160
Washington	29	27	29	33	30	26	6			5	3	188
Total	223	207	218	242	200	219	6	13	13	5	3	1349

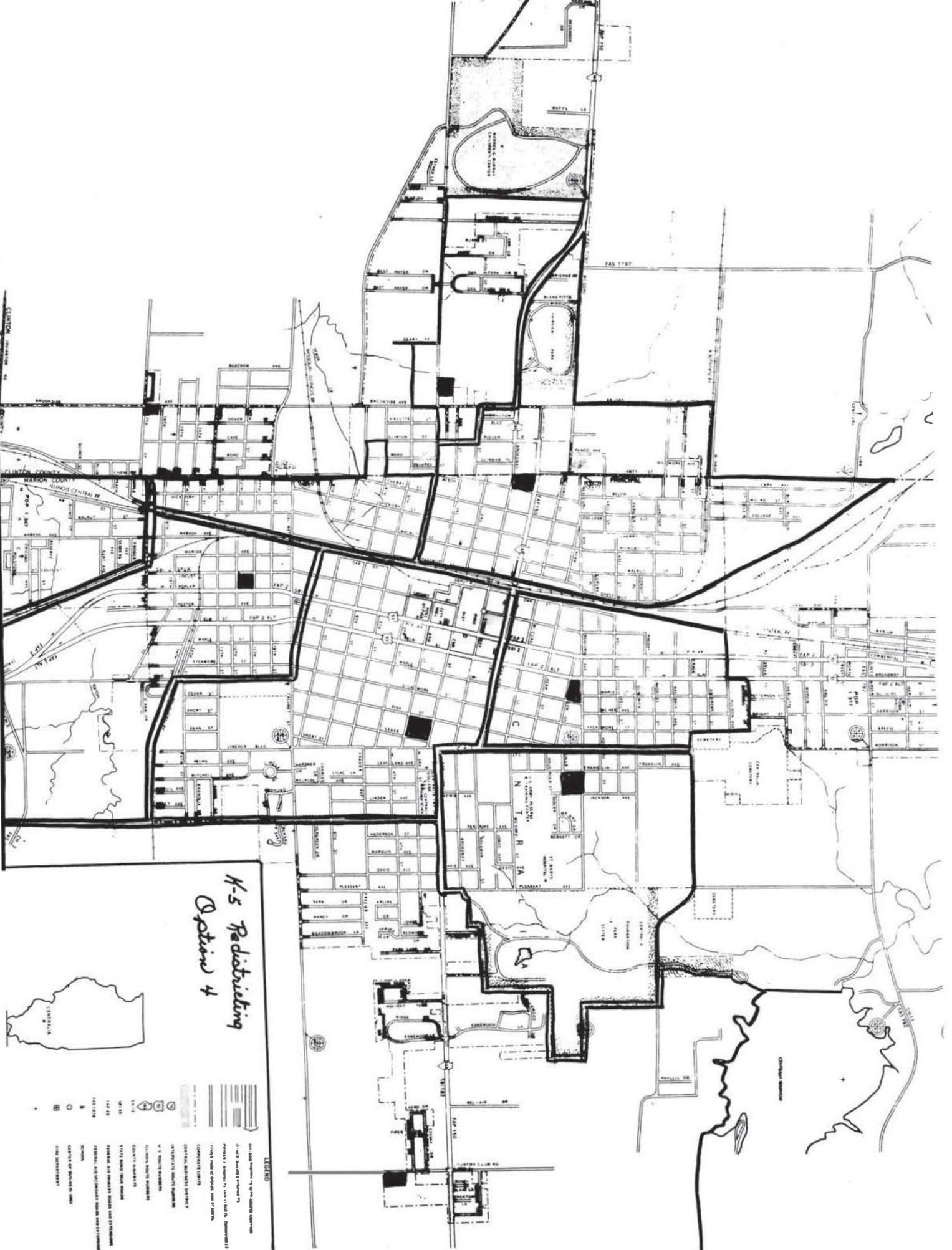
*Data based on redistricting boundaries for Redistricting Option 2.

TABLE 10

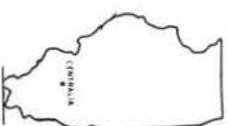
K-5 REDISTRICTING OPTION 4
TEACHERS PER GRADE LEVEL ACCORDING TO BUILDING*

Building	K	1	2	3	4	5	TMH	P EMH	I EMH	ED	D	Total
Field	1	1	2	2	1	1						8
Franklin	1	2	1	2	1	2		1	1			11
Irving	1	2	2	1	2	2						10
Jordan	1	2	2	2	1	2						10
Lincoln	.5	1	1	1	1	1						5.5
Schiller	.5	1	1	1	1	1						5.5
Washington	.5	1	1	2	1	1	1			1	1	9.5
Total	5.5	10	10	11	8	10	1	1	1	1	1	59.5

*Data based on redistricting boundaries for Redistricting Option 2.



*K-5 Redistricting
Option 4*



- LEGEND**
- 40' Wide Urban Street
 - 20' Wide Rural Road
 - 10' Wide Rural Road
 - 5' Wide Rural Road
 - 2' Wide Rural Road
 - 1' Wide Rural Road
 - 0.5' Wide Rural Road
 - 0.25' Wide Rural Road
 - 0.125' Wide Rural Road
 - 0.0625' Wide Rural Road
 - 0.03125' Wide Rural Road
 - 0.015625' Wide Rural Road
 - 0.0078125' Wide Rural Road
 - 0.00390625' Wide Rural Road
 - 0.001953125' Wide Rural Road
 - 0.0009765625' Wide Rural Road
 - 0.00048828125' Wide Rural Road
 - 0.000244140625' Wide Rural Road
 - 0.0001220703125' Wide Rural Road
 - 0.00006103515625' Wide Rural Road
 - 0.000030517578125' Wide Rural Road
 - 0.0000152587890625' Wide Rural Road
 - 0.00000762939453125' Wide Rural Road
 - 0.000003814697265625' Wide Rural Road
 - 0.0000019073486328125' Wide Rural Road
 - 0.00000095367431640625' Wide Rural Road
 - 0.000000476837158203125' Wide Rural Road
 - 0.0000002384185791015625' Wide Rural Road
 - 0.00000011920928955078125' Wide Rural Road
 - 0.000000059604644775390625' Wide Rural Road
 - 0.0000000298023223876953125' Wide Rural Road
 - 0.00000001490116119384765625' Wide Rural Road
 - 0.000000007450580596923828125' Wide Rural Road
 - 0.0000000037252902984619140625' Wide Rural Road
 - 0.00000000186264514923095703125' Wide Rural Road
 - 0.000000000931322574615478515625' Wide Rural Road
 - 0.0000000004656612873077392578125' Wide Rural Road
 - 0.00000000023283064365386962890625' Wide Rural Road
 - 0.000000000116415321826934814453125' Wide Rural Road
 - 0.0000000000582076609134674071765625' Wide Rural Road
 - 0.00000000002910383045673370358828125' Wide Rural Road
 - 0.000000000014551915228366851794140625' Wide Rural Road
 - 0.0000000000072759576141834258970703125' Wide Rural Road
 - 0.00000000000363797880709171269353515625' Wide Rural Road
 - 0.0000000000018189894035458563467678125' Wide Rural Road
 - 0.00000000000090949470177292817338390625' Wide Rural Road
 - 0.0000000000004547473508864641866953125' Wide Rural Road
 - 0.00000000000022737367544323209334765625' Wide Rural Road
 - 0.000000000000113686837721616046673828125' Wide Rural Road
 - 0.0000000000000568434188608080233369140625' Wide Rural Road
 - 0.00000000000002842170943040401166845703125' Wide Rural Road
 - 0.000000000000014210854715202005834228125' Wide Rural Road
 - 0.0000000000000071054273576010029171140625' Wide Rural Road
 - 0.00000000000000355271367880050145585703125' Wide Rural Road
 - 0.000000000000001776356839400250727878125' Wide Rural Road
 - 0.0000000000000008881784197001253639390625' Wide Rural Road
 - 0.00000000000000044408920985006268196953125' Wide Rural Road
 - 0.000000000000000222044604925031340934765625' Wide Rural Road
 - 0.0000000000000001110223024625156967173828125' Wide Rural Road
 - 0.0000000000000000555111512312534833869140625' Wide Rural Road
 - 0.00000000000000002775557561562671684734765625' Wide Rural Road
 - 0.00000000000000001387778780781335842369140625' Wide Rural Road
 - 0.000000000000000006938893903906679211845703125' Wide Rural Road
 - 0.000000000000000003469446951953339605873828125' Wide Rural Road
 - 0.0000000000000000017347234759766698029369140625' Wide Rural Road
 - 0.00000000000000000086736173798833490146845703125' Wide Rural Road
 - 0.000000000000000000433680868994167450734228125' Wide Rural Road
 - 0.0000000000000000002168404344970837253671140625' Wide Rural Road
 - 0.0000000000000000001084202172485418626845703125' Wide Rural Road
 - 0.000000000000000000054210108624270931337228125' Wide Rural Road
 - 0.0000000000000000000271050543121354656845703125' Wide Rural Road
 - 0.000000000000000000013552502715567728284228125' Wide Rural Road
 - 0.000000000000000000006776251357886364141140625' Wide Rural Road
 - 0.000000000000000000003388125678943182070703125' Wide Rural Road
 - 0.0000000000000000000016940628394716101035140625' Wide Rural Road
 - 0.0000000000000000000008470314197355050517228125' Wide Rural Road
 - 0.000000000000000000000423515709867752525869140625' Wide Rural Road
 - 0.0000000000000000000002117578549338762612845703125' Wide Rural Road
 - 0.00000000000000000000010587892746693813064228125' Wide Rural Road
 - 0.000000000000000000000052939463733469065321140625' Wide Rural Road
 - 0.000000000000000000000026469731866734532660703125' Wide Rural Road
 - 0.00000000000000000000001323486593336726633035140625' Wide Rural Road
 - 0.00000000000000000000000661743296668363166517228125' Wide Rural Road
 - 0.0000000000000000000000033087164833418158325869140625' Wide Rural Road
 - 0.0000000000000000000000016543582416709079162934765625' Wide Rural Road
 - 0.0000000000000000000000008271791208354503958146845703125' Wide Rural Road
 - 0.00000000000000000000000041358956041772519790734228125' Wide Rural Road
 - 0.00000000000000000000000020679478020886259895369140625' Wide Rural Road
 - 0.000000000000000000000000103397390104431299476845703125' Wide Rural Road
 - 0.0000000000000000000000000516986950522216499739228125' Wide Rural Road
 - 0.000000000000000000000000025849347526110749986969140625' Wide Rural Road
 - 0.00000000000000000000000001292467376305537499934845703125' Wide Rural Road
 - 0.000000000000000000000000006462336881527687499967228125' Wide Rural Road
 - 0.00000000000000000000000000323116844076384374998146845703125' Wide Rural Road
 - 0.0000000000000000000000000016155842203819218749990734228125' Wide Rural Road
 - 0.00000000000000000000000000080779211019096093749995171140625' Wide Rural Road
 - 0.0000000000000000000000000004038960550954804687499975869140625' Wide Rural Road
 - 0.0000000000000000000000000002019480275477402343949987934765625' Wide Rural Road
 - 0.00000000000000000000000000010097401377387011719749993969140625' Wide Rural Road
 - 0.000000000000000000000000000050487006886935058598749996934765625' Wide Rural Road
 - 0.0000000000000000000000000000252435034434675292993749993171140625' Wide Rural Road
 - 0.0000000000000000000000000000126217517217187646499687934765625' Wide Rural Road
 - 0.0000000000000000000000000000063108758608593782499843969140625' Wide Rural Road
 - 0.00000000000000000000000000000315543793042968912499719845703125' Wide Rural Road
 - 0.0000000000000000000000000000015777189652148445624998969140625' Wide Rural Road
 - 0.000000000000000000000000000000788859482607242228124999476845703125' Wide Rural Road
 - 0.00000000000000000000000000000039442974130362111499973934765625' Wide Rural Road
 - 0.000000000000000000000000000000197214870651810557499987934765625' Wide Rural Road
 - 0.000000000000000000000000000000098607435325905287499993969140625' Wide Rural Road
 - 0.000000000000000000000000000000049303717662952643949996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000246518588314776219749998171140625' Wide Rural Road
 - 0.000000000000000000000000000000012325929415788610987499990734228125' Wide Rural Road
 - 0.00000000000000000000000000000000616296470789430549499995171140625' Wide Rural Road
 - 0.00000000000000000000000000000000308148235394715274999975869140625' Wide Rural Road
 - 0.000000000000000000000000000000001540741176973563862499993969140625' Wide Rural Road
 - 0.000000000000000000000000000000000770370588486781691249996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000003851852942433908456249998171140625' Wide Rural Road
 - 0.000000000000000000000000000000000192592647121695422812499993969140625' Wide Rural Road
 - 0.000000000000000000000000000000000096296323560847611499996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000000481481617804238057499998171140625' Wide Rural Road
 - 0.00000000000000000000000000000000002407408089021190287499996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000000120370404451059514999993969140625' Wide Rural Road
 - 0.0000000000000000000000000000000000060185202225529757499998171140625' Wide Rural Road
 - 0.000000000000000000000000000000000003009260111276487874999996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000000015046300556382439394999993969140625' Wide Rural Road
 - 0.00000000000000000000000000000000000075231502781912196999996934765625' Wide Rural Road
 - 0.00000000000000000000000000000000000037615751390955984999998171140625' Wide Rural Road
 - 0.000000000000000000000000000000000000188078756954779924999996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000000000940393784773899624999993969140625' Wide Rural Road
 - 0.0000000000000000000000000000000000000470196892386949812499996934765625' Wide Rural Road
 - 0.00000000000000000000000000000000000002350984461934749124999993969140625' Wide Rural Road
 - 0.00000000000000000000000000000000000001175492230967370624999996934765625' Wide Rural Road
 - 0.000000000000000000000000000000000000005877461154836853124999993969140625' Wide Rural Road
 - 0.000000000000000000000000000000000000002938730577418426562499996934765625' Wide Rural Road
 - 0.00000000000000000000000000000000000000146936528870921328124999993969140625' Wide Rural Road
 - 0.00000000000000000000000000000000000000073468264435460664062499996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000000000003673413221773033203124999993969140625' Wide Rural Road
 - 0.0000000000000000000000000000000000000001836706610886516601562499996934765625' Wide Rural Road
 - 0.000000000000000000000000000000000000000091835330544325833015624999993969140625' Wide Rural Road
 - 0.000000000000000000000000000000000000000045917665272162916501562499996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000229588326360814575015624999993969140625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000114794163180407287501562499996934765625' Wide Rural Road
 - 0.000000000000000000000000000000000000000005739708159020364375015624999993969140625' Wide Rural Road
 - 0.000000000000000000000000000000000000000002869854079510182187501562499996934765625' Wide Rural Road
 - 0.00000000000000000000000000000000000000000143492703975509109375015624999993969140625' Wide Rural Road
 - 0.00000000000000000000000000000000000000000071746351987754554687501562499996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000003587317599387727734375015624999993969140625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000001793658799693863867187501562499996934765625' Wide Rural Road
 - 0.000000000000000000000000000000000000000000089682939984693193359375015624999993969140625' Wide Rural Road
 - 0.000000000000000000000000000000000000000000044841469992346596679687501562499996934765625' Wide Rural Road
 - 0.00000000000000000000000000000000000000000002242073499617329833984375015624999993969140625' Wide Rural Road
 - 0.00000000000000000000000000000000000000000001121036749808664916992187501562499996934765625' Wide Rural Road
 - 0.00000000000000000000000000000000000000000000560518374904332458499609375015624999993969140625' Wide Rural Road
 - 0.00000000000000000000000000000000000000000000280259187452166229249930937501562499996934765625' Wide Rural Road
 - 0.00000000000000000000000000000000000000000000140129593726083114624999609375015624999993969140625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000000007006479686304155712499980937501562499996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000000003503239843152077835624999409375015624999993969140625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000000001751619921576038917812499920937501562499996934765625' Wide Rural Road
 - 0.000000000000000000000000000000000000000000000087580996078801948889124999109375015624999993969140625' Wide Rural Road
 - 0.000000000000000000000000000000000000000000000043790498039400974444456249990937501562499996934765625' Wide Rural Road
 - 0.00000000000000000000000000000000000000000000002189524901970048722222812499909375015624999993969140625' Wide Rural Road
 - 0.000000000000000000000000000000000000000000000010947624509850243611111406249990937501562499996934765625' Wide Rural Road
 - 0.00000000000000000000000000000000000000000000000547381225492512218055570312499909375015624999993969140625' Wide Rural Road
 - 0.00000000000000000000000000000000000000000000000273690612746256109027785156249990937501562499996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000000000013684530637312805451389257812499909375015624999993969140625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000000000006842265318656402725694628906249990937501562499996934765625' Wide Rural Road
 - 0.000000000000000000000000000000000000000000000000342113265932820136284731445312499909375015624999993969140625' Wide Rural Road
 - 0.000000000000000000000000000000000000000000000000171056632966410068142365722656249990937501562499996934765625' Wide Rural Road
 - 0.00000000000000000000000000000000000000000000000008552831648320503407118286132812499909375015624999993969140625' Wide Rural Road
 - 0.000000000000000000000000000000000000000000000000042764158241602517035591428613281249990937501562499996934765625' Wide Rural Road
 - 0.000000000000000000000000000000000000000000000000021382079120801258517795714286132812499909375015624999993969140625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000000000000106910395604006292588978571428613281249990937501562499996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000000000000053455197802003146444489285714286132812499909375015624999993969140625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000000000000002672759890100157222246448928571428613281249990937501562499996934765625' Wide Rural Road
 - 0.0000000000000000000000000000000000000000000000000001336379945050078611112322464489285714286132812499909375015624999993969140625' Wide

Advantages of Option 4

Option 4 would reduce the building costs and eliminate combination rooms in the district. It would eliminate the expenditures for a principal, teacher aide and a custodian. It would greatly reduce the operational expense of Bronson's building, i.e. the gas and electric bills amounted to \$2,947.36 from June 29, 1973 to May 29, 1974. The Franklin attendance center could easily handle the Bronson population, and this plan would reduce the percentage of minorities at Franklin School considerably.

Disadvantages of Option 4

Under Option 4 District 135 would have to sell or maintain the Bronson building. The building is located in an undesirable location for selling, and the district still owes approximately \$250,000 including interest on the building. The district would have to increase its instructional staff by one-half teacher. Transportation costs to the district would increase and the social ramifications would probably be negative toward the closing of Bronson School. Jordan School would have to partition its library to gain one additional classroom,

TABLE 11

K-5 REDISTRICTING OPTION 5
STUDENTS PER GRADE LEVEL ACCORDING TO BUILDING

Building	K	1	2	3	4	5	TMH	P EMH	I EMH	ED	D	Total
Bronson	20	20	33	33	22	26					2	156
Field	24	23	22	34	21	23						147
Franklin	23	20	14	22	19	23		13	13			147
Irving	38	35	41	31	34	41						220
Jordan	39	36	36	31	27	33						202
Lincoln	27	25	23	30	22	30						157
Schiller	23	21	20	28	25	17						134
Washington	29	27	29	33	30	26	6			5		185
Total	223	207	218	242	200	219	6	13	13	5	2	1349

TABLE 12

K-5 REDISTRICTING OPTION 5
TEACHERS PER GRADE LEVEL ACCORDING TO BUILDING

Building	K	1	2	3	4	5	TMH	P EMH	I EMH	ED D	Total
Bronson	.5	1	1	1	1	1				1	6.5
Field	.5	1	1	2	1	1					6.5
Franklin	.5	1	1	1	1	1		1	1		7.5
Irving	1	2	2	1	2	2					10
Jordan	1	2	2	1	1	2					9
Lincoln	.5	1	1	1	1	1					5.5
Schiller	.5	1	1	1	1	1					5.5
Washington	.5	1	1	2	1	1	1			1	8.5
Total	5	10	10	10	9	10	1	1	1	1 1	59

Advantages of Option 5

Option 5 would equalize the enrollments of the eight K-5 attendance centers more than the previous options. Students from Field School would increase Bronson's population, whereby combination classrooms could be eliminated. This plan provides for a minimum amount of shifting attendance center boundaries.

Disadvantages of Option 5

The railroad tracks surrounding Bronson School would be extremely hazardous for K-5 students to cross in order to go to and from Bronson School. The distance which some students would have to travel to Bronson would be extensive. A negative attitude would be seen by the portion of citizens who have resided within the Field School attendance boundaries in past years.

Redistricting Option 6

This option was selected with the rationale of enlarging Centralia City Schools District 135, as well as providing better educational advantages for North Wamac School District 186.

Using Option 2 arrange to consolidate with north Wamac School District 186, and assign all K-5 Bronson and North Wamac students to Bronson School. Attendance center boundaries would remain the same as in Option 2. District 135 would gain 12 kindergarten, 14 first grade, 16 second grade, 18 third grade, 14 fourth grade and 8 fifth grade students from District 186 making an increase of 82 students to District 135.

TABLE 13

K-5 REDISTRICTING OPTION 6
STUDENTS PER GRADE LEVEL ACCORDING TO BUILDING*

Building	K	1	2	3	4	5	TMH	P EMH	I EMH	ED	D	Total
Bronson	24	28	27	36	22	20					3	160
Field	32	29	32	33	29	30						185
Franklin	23	20	17	28	19	21		13	13			154
Irving	38	35	37	33	36	43						222
Jordan	39	36	49	39	31	40						234
Lincoln	27	25	23	30	22	30						157
Schiller	23	21	20	38	25	17						134
Washington	29	27	29	33	30	26	6				5	187
Total	235	221	234	260	214	227	6	13	13	5	3	1430

*Data based on redistricting boundaries for Redistricting Option 2.

TABLE 14

K-5 REDISTRICTING OPTION 6
TEACHERS PER GRADE LEVEL ACCORDING TO BUILDING*

Building	K	1	2	3	4	5	TMH	P EMH	I EMH	ED	D	Total
Bronson	.5	1	1	1	1	1					1	6.5
Field	1	1	2	2	1	1						8
Franklin	.5	1	1	1	1	1		1	1			7.5
Irving	1	2	2	1	2	2						10
Jordan	1	2	2	2	1	2						10
Lincoln	.5	1	1	1	1	1						5.5
Schiller	.5	1	1	1	1	1						5.5
Washington	.5	1	1	2	1	1	1			1		8.5
Total	5.5	10	11	11	9	10	1	1	1	1	1	61.5

*Data based on redistricting boundaries for Redistricting Option 2.

Advantages of Option 6

Option 6 would eliminate all combination rooms presently seen at Bronson School. It would keep Bronson School open and District 135 would gain a higher tax base. There would be a possibility of transporting all Bronson students to North Wamac's building for lunch and P.E. thus utilizing the North Wamac building. The North Wamac student population would gain educational advantages presently not found in District 186.

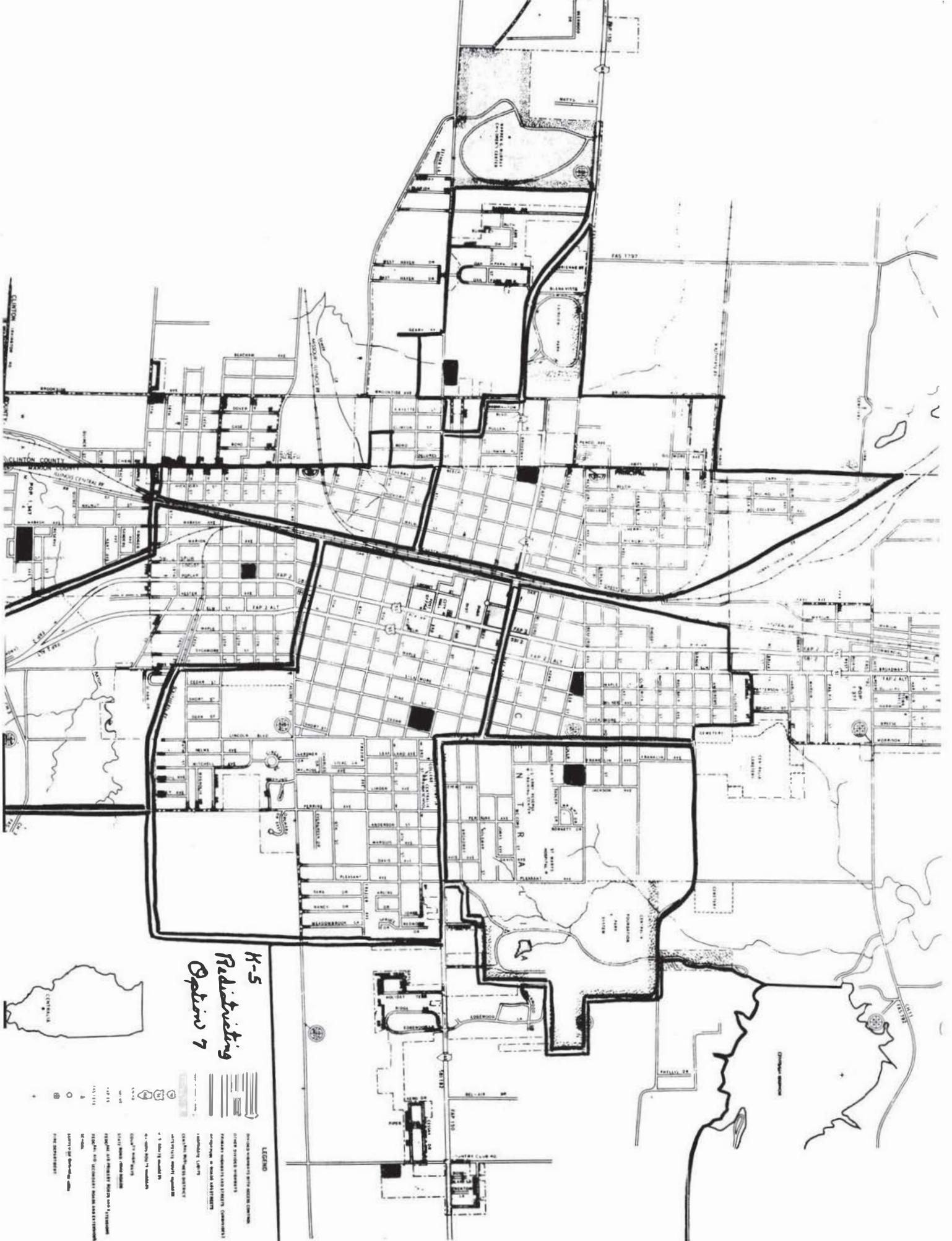
Disadvantages of Option 6

Under Option 6 District 135 would have an additional old building to maintain. Transportation costs to District 135 would increase, as well as a large indebtedness would have to be assumed. It is probable that North Wamac's population would not look favorably on the transition. Jordan School would have to partition its library to gain one additional classroom.

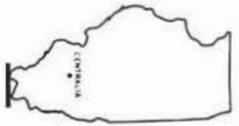
TABLE 15

K-5 REDISTRICTING OPTION 7
STUDENTS PER GRADE LEVEL ACCORDING TO BUILDING

Building	K	1	2	3	4	5	TMH	P EMH	I EMH	ED	D	Total
Bronson	12	14	11	18	8	12					3	78
Field	32	29	32	33	29	30						185
Franklin	23	20	17	28	19	21		13	13			154
Irving	43	40	59	42	45	54						283
Jordan	34	31	27	30	22	29						172
Lincoln	27	25	23	30	22	30						157
Schiller	23	21	20	28	25	17						134
Washington	29	27	29	33	30	26	6			5		185
Total	223	207	218	242	200	219	6	13	13	5	3	1349



**H-5
Redistricting
Option 7**



LEGEND

- BOUNDARY BETWEEN CITY AND COUNTY
- CITY STREET
- PARKWAY
- RAILROAD
- WATER TOWER
- SCHOOL
- PARK
- HOSPITAL
- CHURCH
- GOLF COURSE
- AIRPORT
- FERRY
- BUS STOP
- LIGHT RAIL
- METRO
- NATURE RESERVE
- OTHER

Advantages of Option 7

Under this option an equitable distribution of enrollment would be seen at Jordan and Irving Schools. There would be no need for students living between Noleman Street and Broadway to cross two major highways to get to Lincoln School. Jordan School would not have to partition its library to gain another classroom. This option would decrease the amount of teachers needed at Jordan School by three, thus saving the district money.

Disadvantages of Option 7

Bronson School would have combination rooms. Also, Irving's third grade would be too large without available space to split the class into two sections.

TABLE 17
 K-5 REDISTRICTING OPTION 8
 STUDENTS PER GRADE LEVEL ACCORDING TO BUILDING

Building	K	1	2	3	4	5	TMH	P EMH	I EMH	ED	D	Total
Bronson	12	14	11	18	8	12					3	92
Field	32	29	32	33	29	30						185
Franklin	23	20	17	28	19	21		13	13			154
Irving	43	40	62	48	46	59						298
Jordan	34	31	24	24	21	24						158
Lincoln	27	25	23	30	22	30						157
Schiller	23	21	20	28	25	17						134
Washington	29	27	29	33	30	26	6			5		185
Total	223	207	218	242	200	219	6	13	13	5	3	1349

REDISTRICTING OPTION #9

This option was developed upon instructions by the Board of Education to assign all kindergarten students to Lincoln and Franklin Schools. Under this plan students in grades 4 and 5 presently assigned to Lincoln and Franklin would be enrolled at Irving School. This plan would also eliminate combination rooms at Bronson School.

TABLE 19
K-5 Redistricting Option 9
STUDENTS PER GRADE LEVEL ACCORDING TO BUILDING

BUILDING	K	1	2	3	4	5	TMH	P EMH	I EMH	ED	D	MH	TOTAL
Bronson		21	25 ²⁶	25	19	18							108
Field		30	28 ²⁹	38	29	32							157
Franklin	143	20	17 ²¹	28									208
Irving		27	27 ²¹	18	67	83							222
Jordan		36	49 ⁴¹	40	30	42							197
Lincoln	80	25	23 ¹⁷	30									158
Schiller		21	20 ¹⁵	28	25	17	7					5	123
Washington		27	29 ³⁰	33	30	26		14	14	5	4		182
Total	223	207	218 ²¹¹	240	200	218	7	14	14	5	4	5	1,355

TABLE 20
 K-5 Redistricting Option 9
 TEACHERS PER GRADE LEVEL ACCORDING TO BUILDING

Building	K	1	2	3	4	5	TMH	P EMH	I EMH	ED	D	MH	TOTAL
Bronson		1	1	1	1	1							5
Field		2	1	2	1	1							7
Franklin	3	1	1	1									6
Irving		1	1	1	3	3							9
Jordan		2	2	2	1	2							9
Lincoln	2	1	1	1									5
Schiller		1	1	1	1	1	1					1	7
Washington		1	1	2	1	1		1	1	1	1		10
TOTAL	5	10	9	11	8	9	1	1	1	1	1	1	58

Redistricting Option #10

This option was developed upon instructions of the Board of Education to assign all kindergarten students to Lincoln and Franklin. Boundary lines are the same as those in option #9.

Table 21

K-5 REDISTRICTING OPTION #10
STUDENTS PER GRADE LEVEL ACCORDING TO BUILDING

BUILDING	K	1	2	3	4	5	P		I		D	MH	TOTAL
							TMH	EMH	EMH	ED			
son		21	25 ²⁶	25	19	18							108
d		30	28 ²⁸	38	29	32							157
klin	143	20	27 ²⁴	28	19	21							248
ng		27	27 ²⁴	18	26	32							130
an		36	49 ⁴¹	40	30	42							197
oln	80	25	23 ¹⁷	30	22	30							210
ller		21	20 ¹⁶	28	25	17	7					5	123
ington		27	29 ³⁰	33	30	26		14	14	5	4		182
Total	223	207	218 ^{206}	240	200	218	7	14	14	5	4	5	1,355

Note: Under this plan Lincoln would have approximately 45% minority enrollment and Franklin would have approximately 33%.

There would be a need for 58 teachers under this plan.

Redistricting Option #11

This option was considered as a result of the decreased K-5 attendance center enrollment. All K-5 students could be housed within seven buildings, and by closing one building there would be a large reduction in expense to the district. All kindergarten students would be housed at Lincoln and Franklin Schools.

Close Bronson School and transport all Bronson 1-5 students to Washington School. All other boundaries would remain the same regardless of the option chosen. Tables 22 and 23 depict numbers of students and numbers of teachers needed by the district under this option.

TABLE 22

K-5 REDISTRICTING OPTION #3
STUDENTS PER GRADE LEVEL ACCORDING TO BUILDING *

Building	K	1	2	3	4	5	P		I	ED	D	Total
							TMH	EMH	EMH			
Field		29	32 30	33	29	30	6			5		164
Franklin	143	20	24 17	28	19	21					3	251 (33%M)
Irving		35	32 37	33	36	43						184
Jordan		36	41 49	39	31	40						195
Lincoln	80	25	17 23	30	22	30						210 (45%M)
Schiller		21	16 20	28	25	17		13	13			137
Washington		41	46 40	51	38	38						208
Total	223	207	218 206	242	200	219	6	13	13	5	3	1,349

*Data based on redistricting boundaries for Redistricting Option #2.

TABLE 23

K-5 REDISTRICTING OPTION #11
TEACHERS PER GRADE LEVEL ACCORDING TO BUILDING*

Building	K	1	2	3	4	5	P		I	ED	D	Total
							TMH	EMH	EMH			
Field		1	1	2	1	1	1			1		8
Franklin	3	1	1	1	1	1					1	9
Irving		2	2	1	2	2						9
Jordan		2	2	2	1	2						9
Lincoln	2	1	1	1	1	1						7
Schiller		1	1	1	1	1		1	1			7
Washington		2	2	2	2	2						10
Total	5	10	10	10	9	10	1	1	1	1	1	59

*Data based on redistricting boundaries for Redistricting Option #2.

Redistricting Option #12

This option was developed upon instructions of the Board of Education as a method of eliminating one attendance center and reducing the high percentage of minority students at Franklin and Lincoln Schools. It would require the remodeling of Franklin and the elimination of Bronson as an attendance center. Under this plan all Wamac children would be enrolled at Field School.

Table #24
K-5 Redistricting Option #12
Students per Grade Level According to Building
(Data based on actual K-4 enrollment for 1975-76)

Building	K	1	2	3	4	5	P		I		D	TOTAL
							TMH	EMH	EMH	ED		
Washington	43	41	27	28	31	22	-	12	15	4	-	223
Schiller	24	22	19	20	24	20	8	-	-	-	4	141
Lincoln	35	33	22	37	27	37	-	-	-	-	-	191
Franklin	33	31	25	24	24	24	-	-	-	-	-	161
Irving	39	35	26	41	25	36	-	-	-	-	-	202
Field	39	36	47	25	41	38	-	-	-	-	-	226
Jordan	49	47	37	29	26	34	-	-	-	-	-	222
Total	262	245	205	204	201	213	8	12	15	4	4	1373

Under this plan Lincoln would have 57% minority students and Franklin would have 51% minority.

Redistricting Option #13

This option has been developed to see if all K-5 students can be housed in the seven remaining attendance centers if Franklin School is not reopened. This plan would require the use of part of the insurance settlement to construct two additional classrooms at Jordan School. The board would also need to consider the possibility of adding a multipurpose room for serving meals at Bronson School.

Lincoln and Field Schools would have 3 or 4 rooms with 30-34 students. However, a few of those students could be enrolled at Irving to lower the class size.

Under this plan Jordan would have ^(14.2%) 13.7%, Irving ^(20%) 21% and Lincoln 63% minority students. On September 4, 1974 Lincoln School had 72% minorities and Franklin School had 59% minorities. This plan provides total integration of Grades 6-7-8 and all students formerly enrolled at Franklin School. It also reduces the Lincoln percentage by 9%.

Table #26
K-5 Redistricting Option #13
Students Per Grade Level According to Building
(Data based on actual K-4 enrollment for 1975 - 76)

Building	Est.						P		I		D	TOTAL
	K	1	2	3	4	5	TMH	EMH	EMH	ED		
Washington	43	41	27	28	31	22	-	-	15	4	-	211
Schiller	24	22	19	20	24	20	8	-	-	-	4	141
Lincoln	27	25	18	33	22	30	-	12	-	-	-	167
Irving	⁽⁵⁰⁾ 45	⁽⁴⁷⁾ 43	⁽⁴¹⁾ 38	⁽³⁸⁾ 37	⁽³²⁾ 32	⁽⁴⁴⁾ 41	-	-	-	-	-	⁽²⁸²⁾ 236
Field	37	30	26	33	34	28	-	-	-	-	-	188
Jordan	⁽⁶⁰⁾ 65	⁽⁵⁷⁾ 63	⁽⁴⁸⁾ 47	⁽³⁶⁾ 37	⁽³⁵⁾ 35	⁽⁴⁴⁾ 44	-	-	-	-	-	⁽²⁸⁵⁾ 291
Bronson	21	21	30	16	23	28	-	-	-	-	-	139
Total	262	245	205	204	201	213	8	12	15	4	4	1373

Table #27
 K-5 Redistricting Option #13
 Teachers Per Grade Level According to Building

Building	K	1	2	3	4	5	P		I		D	TOTAL
							TMH	EMH	EMH	ED		
Washington	1	2	1	1	1	1	-	-	1	1	-	9
Schiller	.5	1	1	1	1	1	1	-	-	-	1	7.5
Lincoln	.5	1	1	1	1	1	-	1	-	-	-	6.5
Irving	1	2	2	2	1	2	-	-	-	-	-	10
Field	1	1	1	1	2	1	-	-	-	-	-	7
Jordan	1	2	2	2	2	2	-	-	-	-	-	11
Bronson	.5	1	1	1	1	1	-	-	-	-	-	5.5
	5.5	10	9	9	9	9	1	1	1	1	1	56.5

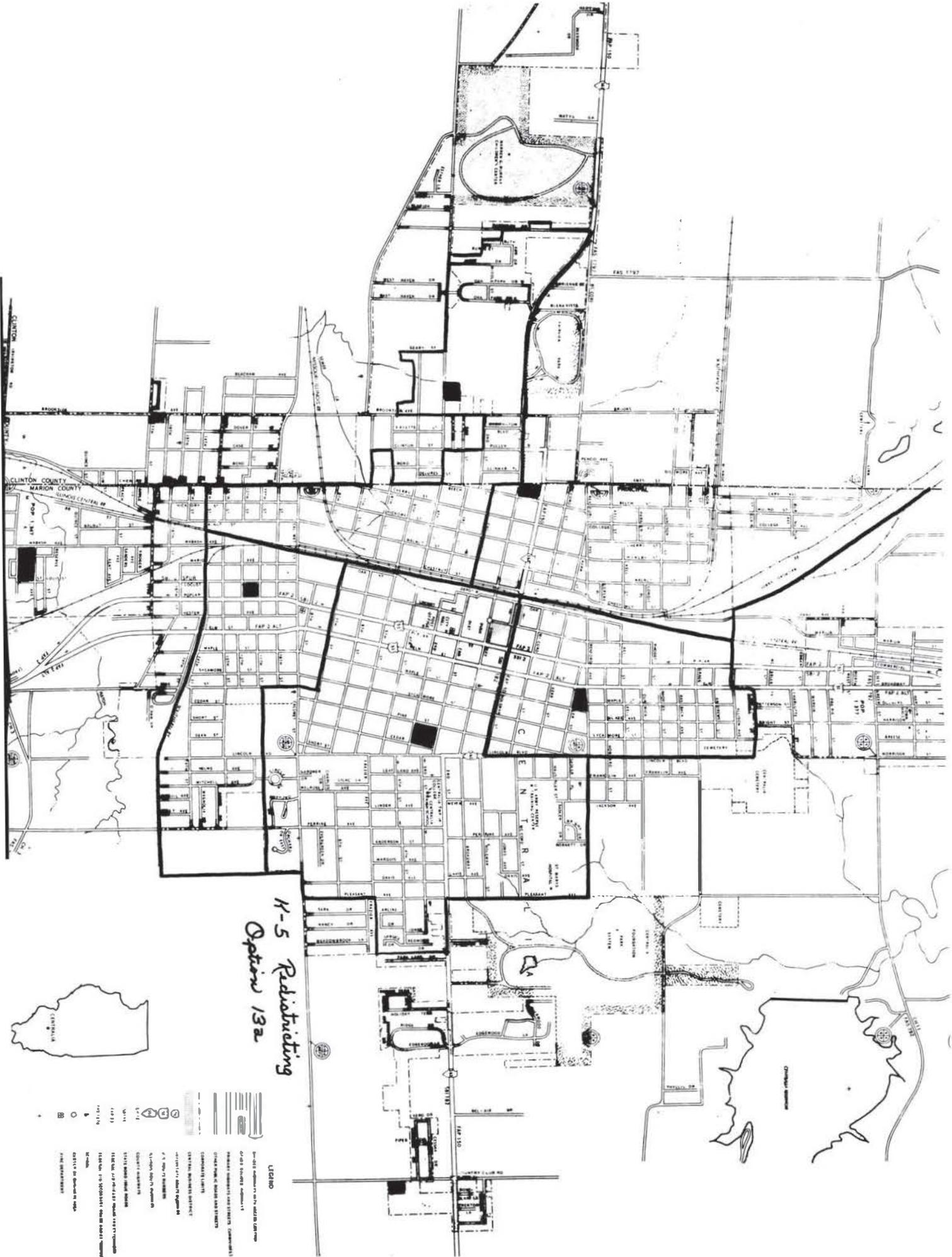
We presently have 57.5 teachers in K-5 plus special education classrooms. This would allow for a reduction of one teacher.

There will also be a savings in administrative costs.

One bus would need to be added to transport Franklin students living north of Rexford Avenue to Jordan. The State would reimburse us for part of the transportation costs since that area is over 1½ miles from Jordan School.

*would leave two vacant rooms at Washington
 " " one " " " Lincoln
 one " " " " Field*

Transfer of students to Bronson



**H-5 Redistricting
Option 13a**



LEGEND

- Single-Family Detached
- Single-Family Attached
- Medium-Density Residential
- High-Density Residential
- Office/Professional
- Retail
- Industrial
- Public Use
- Community Center
- Cemetery
- Park
- Water
- Street
- Railroad
- Utility
- Other

"Selected Bibliography"

Books:

Acheson, Patricia G. The Supreme Court. New York: Dodd, Mead and Company, 1961.

Ashmore, Harry S. The Negro and the Schools. Chapel Hill: University of North Carolina Press, 1954.

Bickel, Alexander M. "The Busing Controversy." Frontiers of School Law. Published by National Organization on Legal Problems of Education. Topeka, Kansas, 1973.

Blaustein, Albert P., and Ferguson, Clarnece Clyde. Desegregation and the Law. New Brunswick: Rutgers University Press, 1957.

Mason, Alpheus Thomas. The Supreme Court from Taft to Warren. Baton Rouge: Louisiana State University Press, 1958.

Newspaper Article:

Mackenzie, John P. The Washington Post. July 26, 1974.

Public Documents:

U.S. Reports

Brown v. Board of Education, 347 U.S. 483 (1954), 98 L. Ed. 873.

Green v. County School Board, 391 U.S. 430 (1968).

McLaurin v. Oklahoma State Regents, 339 U.S. 639 (1950), 94 L. Ed. 1149.

Missouri ex rel Gaines v. Canada, 305 U.S. 337 (1938), 83 L. Ed. 213.

Plessy v. Ferguson, 163 U.S. 537 (1896), 41 L. Ed. 256.

Sipuel v. Board of Regents, 332 U.S. 631 (1948), 92 L. Ed. 247.

Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1 (1971).

Sweatt v. Painter, 339 U.S. 629 (1950), 94 L. Ed. 1114.

Unpublished Materials:

Board of Education. "Desegregation Plan for Centralia City Schools." October, 1973.

Citizens' Advisory Council. Elimination of Racial Segregation Report." September, 1973.

Kaiser, Dale E.; Cruce, Donald.; and Quisenberry, James D. "Facility Planning Study." February, 1973.