

IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF
SOUTH CAROLINA
ORANGEBURG DIVISION

Civil Action 8301

6-19-84

RECORDED

FILED

RUDOLPH W. ADAMS, et al.,

Plaintiffs,

-vs-

SCHOOL DISTRICT NO. 5,
ORANGEBURG COUNTY, SOUTH
CAROLINA, et al.,

Defendants.

[Signature] JUN 19 1984

JOHN W. WILLIAMS, CLERK
U.S. DISTRICT COURT.

O R D E R

The defendant school district is operating under a desegregation plan approved by Order of this Court dated July 2, 1971.

[Handwritten initials]

The matter here before the Court is the Motion of the defendant school district dated March 21, 1984. The school district seeks the Court's approval of its proposed grade organization approved by its Board of Trustees under which it will be authorized to (1) move the present high school, grades 9-12 to its new Orangeburg-Wilkinson campus, (2) utilize the present Bennett Avenue high school campus, without portables, for a third middle school, (3) move the fifth grades to the middle

schools so that they will house grades 5 through 8, and (4) keep all present elementary school boundaries but make elementary schools house grades K-4, all as set out in the attachment hereto consisting of five (5) pages labeled "Proposed Grade Organization" and marked as Exhibit A. The school district by and through its counsel represents to the Court that the present proposal has had an overwhelmingly favorable response from the public patrons of the school district, from its Board of Trustees and from the Orangeburg branch of the National Association for the Advancement of Colored People; additionally, copies of the Motion for Relief were served upon plaintiff's counsel, I. S. Leevy Johnson, Esquire and Lincoln C. Jenkins, Jr., Esquire by mail addressed to them under date of March 21, 1984 by counsel for the defendant school district and no objection to said proposed grade organization has been voiced by counsel for plaintiffs and their respective signatures are endorsed on this Order.

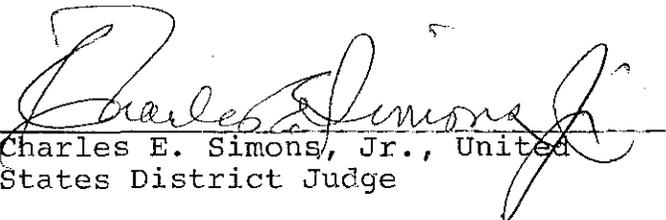
Handwritten signature and initials, possibly "L.S. Johnson" and "L.C. Jenkins", with a large "#2" written below.

Based upon the record and the showing made herein this Court is of the opinion and so holds that the proposed grade organization is purely of an administrative nature, and that there is no constitutional question involved. The Court further finds that the changes proposed to be made by the defendant school district will not in any way affect the effectiveness of

the desegregation plan approved by Order of this Court dated July 2, 1971, nor effect a resegregation of the District's school system which has been fully and completely integrated under that Order, and there is no basis for withholding approval of such changes.

IT IS, THEREFORE, ORDERED, that the defendant's proposed grade organization attached hereto as Exhibit "A" and made a part hereof be, and it hereby is, approved as a modification of the present desegregation plan for Orangeburg School District Number 5, which may be implemented by the defendants for the school year 1984-85, and subsequent years.

AND IT IS SO ORDERED.

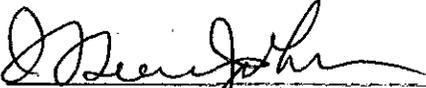

Charles E. Simons, Jr., United
States District Judge

#3.

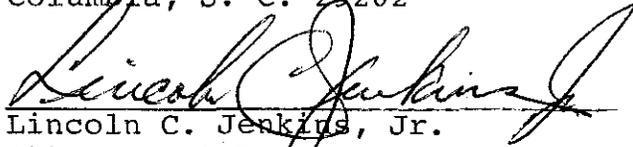
Aiken, South Carolina

June 18, 1984

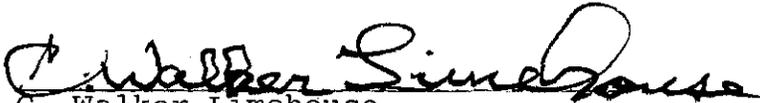
WE CONSENT:



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PROPOSED GRADE ORGANIZATION



ORANGEBURG SCHOOL DISTRICT NUMBER FIVE

JANUARY 1984

EXHIBIT "A"

INTRODUCTION

The enclosed material outlines a proposed grade organization: K-4; 5-8; 9-12. The Plan calls for the elementary schools to follow the present boundaries. However, the fifth grade will be moved to the middle school. The Plan calls for opening another middle school at the Bennett Avenue Campus, vacated by the high school which will move into its new facility adjacent to the Calhoun-Orangeburg Vocational Education Center.

Before making a final decision the School Board of Trustees would like to hear from interested citizens or parents. Will you please take the time to study the enclosed information? The last page of this booklet is designed to offer you a convenient way to respond to us.

The Orangeburg School Board of Trustees will conduct an open meeting on this reorganization on January 12, 1984 at 7:30 p.m. at Brookdale Middle School.

Thank you for your help in this most serious consideration.

PROPOSAL FOR SCHOOL ORGANIZATION PLAN

For the past seven years, beginning in the fall of 1977, the School Board of Trustees has pursued long range objectives which have led to more suitable facilities and better grade organization for children. In 1977, children attended six schools during their school careers. One third of the classrooms in the district were temporary portable structures.

The Board pursued a plan which led to the restructuring of the grade organization and which allowed students to attend only three buildings during their school careers. That grade organization set up elementary schools with grades K-5; middle schools with grades 6-8; and a high school with grades 9-12.

At the same time the Board pursued a building program in order to provide needed space. The building program has resulted to date in the construction of a new high school and three elementary additions. There are four more additions in the planning stages. These additions are at Brookdale, Mellichamp, Rivelon, and Sheridan.

From the beginning it was planned that, by concentrating on the high school, a reorganization would eventually provide extra space needed at the middle school and elementary school levels, thus reducing costs of building schools.

With the opening of the new high school for the 1984-1985 school year, it is necessary that the rest of the grades be reorganized so that adequate space will be available at all grade levels. The following steps are recommended:

1. Move the high school to the new Orangeburg-Wilkinson Campus.
2. Utilize the Bennett Avenue Campus without portables for a third middle school.
3. Move the fifth grade to the middle schools, making them house grades 5-8.
4. Keep all present elementary school boundaries but make elementary schools house grades K-4.

These four steps will offer many advantages to the district.

1. The high school will be adequately housed in a new facility.
2. The grade organization will be a true middle school organization.
3. Transportation costs will be reduced.
4. The number of portables will be reduced by thirty-five, saving energy and maintenance costs.
5. Each building in the district will have adequate room for its program and student population. Excepted here are the small additions planned for Rivelon, Mellichamp, Sheridan and Brookdale. The long range building program has included but not funded the following additions:

Brookdale	-	Gymnasium
Mellichamp	-	Library, Physical Education Room and four classrooms
Sheridan	-	Library, Physical Education Room and two classrooms
Rivelon	-	Library, Physical Education Room and eight classrooms
6. The Middle School Program can be fully implemented in a K-4; 5-8; 9-12 plan.

In addition to the above district-wide advantages, the middle school organization will offer unique advantages to students in grades five through eight. These advantages will enhance the education of our students at this most critical age. The following advantages of the middle school K-4; 5-8; 9-12 are offered.

1. With ever earlier maturation of students, 5th grade students are thought to be more like 6th through 8th grade students than K through 4th grade students in their physical and social development.
2. Fifth grade is generally the grade where normally developing students move beyond intellectual operations of concrete, classifying, ordering and transforming. At this age they become able to do abstracting and conceptualizing operations.
3. School work for middle school students should emphasize higher levels of intellectual activities, critical thinking, creative and divergent thinking and problem solving.
4. By the 5th grade, the school program is more content oriented and more similar to the program of the 6th, 7th and 8th grades.

Middle School Composition with the
Addition of Bennett Avenue

Belleville	<u>BLACK</u>	<u>WHITE</u>	<u>TOTAL</u>
5th	125-79%	34-21%	159
6th	129-81%	30-19%	159
7th	131-81%	30-19%	161
8th	119-86%	19-14%	138
	<u>504-82%</u>	<u>113-18%</u>	<u>617</u>
Brookdale			
5th	92-77%	28-23%	120
6th	87-89%	11-11%	98
7th	88-81%	21-19%	109
8th	86-75%	29-25%	115
	<u>353-80%</u>	<u>89-20%</u>	<u>442</u>
Bennett			
5th	105-71%	43-29%	148
6th	122-73%	46-27%	168
7th	127-73%	47-27%	174
8th	127-74%	45-26%	172
	<u>481-73%</u>	<u>181-27%</u>	<u>662</u>

Elementary Schools and their respective Middle Schools:

Belleville - Whittaker and Mellichamp. No change in school for these students.

Brookdale - Rivelon and Nix. No change in schools for Nix students.

Bennett - Sheridan and Marshall.

NOTE: Elementary attendance zones remain the same as they are now.

To: Board of Trustees
Orangeburg School District Five
578 Ellis Avenue
Orangeburg, South Carolina 29115

I would like to make the following observations about the proposal to institute a school organization which places grades K-4 in the elementary schools; grades 5-8 in the middle schools; and grades 9-12 at the high school.

In my opinion, it would be in the best interest of our children to adopt a K-4; 5-8; 9-12 grade organization.

Yes

No

Name: _____

Address: _____

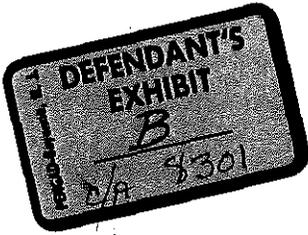
I am () a parent, () a teacher, () a concerned citizen.



Enrollment
May 11, 1982

	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>
Marshall				
K	47	11		58
1st	77	33		110
2nd	82	27		109
3rd	70	34		104
4th	83	22		105
5th	77	38		115
	<u>436</u>	<u>165-27%</u>		<u>601</u>
Mellichamp				
K	62	19		81
1st	44	20		64
2nd	34	18		52
3rd	44	18		62
4th	26	19		45
5th	49	22		71
	<u>259</u>	<u>116-31%</u>		<u>375</u>
Nix				
K	59	0		59
1st	72		1	73
2nd	69	4		73
3rd	65	2		67
4th	58	6		64
5th	70	5		75
	<u>393</u>	<u>17-4%</u>	<u>1</u>	<u>411</u>
Rivelon				
K	20	8		28
1st	37	16		53
2nd	33	19		52
3rd	43	20		63
4th	41	16		57
5th	48	28		76
	<u>222</u>	<u>107-33%</u>		<u>329</u>
Sheridan				
K	40	15		55
1st	58	17		75
2nd	57	12		69
3rd	50	24		74
4th	52	18		70
5th	54	21		75
	<u>311</u>	<u>107-26%</u>		<u>418</u>
Whittaker				
K	55	8		63
1st	77	16		93
2nd	78	23		101
3rd	85	17		102
4th	77	14		91
5th	89	11		100
	<u>461</u>	<u>89-16%</u>		<u>550</u>

	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>
Brookdale				
6th	126	52		178
7th	155	52		207
8th	153	44		197
	<u>434</u>	<u>148-25%</u>		<u>582</u>
Belleville				
6th	207	65	1	273
7th	229	75	1	305
8th	222	82	1	305
	<u>658</u>	<u>222-25%</u>	<u>3</u>	<u>883</u>



ORANGEBURG COUNTY SCHOOL DISTRICT #5

ORANGEBURG, SOUTH CAROLINA.

MAY, 1981

AN EDUCATIONAL PLAN AND CURRICULUM DESIGN

NIX ELEMENTARY SCHOOL

1981 - 82

Submitted by: Mrs. Irene W. McCollom, Principal
Mrs. Elizabeth R. Ulmer, Curriculum Coordinator

EDUCATIONAL PLAN AND CURRICULUM DESIGN

NIX ELEMENTARY SCHOOL

1981-82

The educational plan and curriculum at Nix Elementary School will recognize the fact that learning is an individual matter and is unique with each child. Emphasis will be based on the individuality of the child and the many needs of society. The curriculum will be characterized by unity, balance, flexibility and relevance.

The instructional format will be associated with:

- Schoolwide curricula and instruction that provides for individual needs and interests
- Participation in decision making by those to be affected by the decision
- Involvement of parents and other members of the community
- Support by other schools and other educational agencies
- Continuous assessment of the improvement effort

The success of this program will depend a great deal on support from other Education Agencies, including the District, The State Department of Education, Teacher Education Agencies and others. Teachers, parents and students will be expected to sell the program to the community by the pride they display, the enthusiasm that is generated and the achievement that is obtained.

A great deal of staff development inservice, a competent, committed staff, and District support are the necessary ingredients for the success of this type of instructional program.

It is proposed that the District provide stipends for teachers to attend a two day orientation workshop prior to the opening of school. Qualified consultants will conduct the workshop, materials will be reviewed and fears will be dispelled. This kind of workshop is absolutely necessary if the program is to be implemented in the fall.

COMMITMENT AND DECISIONS

Personalized Learning Programs provide appropriate placing, pacing and time on task and:

Are Based on Objectives

During a pre-school workshop all staff members will examine their own goals and the goals of the program. A series of goals and outcomes for Nix's program will be developed. The staff will also begin work on a school Curriculum Guide that will have been started by the Curriculum Coordinator.

The principal will prepare a master schedule for the school, however team members will make those decisions that affect their team's arrangement of time, facilities, materials, staff and students.

Use Diversified Materials, Activities and Methods

Learning Centers will be an important aspect of the intellectual growth at Nix. Through the use of audio-visual aids, teacher made materials, textbooks and manipulatives, centers will provide opportunities for individuals to progress at their own rates. These learning centers will foster responsibility in students and provide a necessary experience in the process of decision making.

Teachers will be allowed enough professional freedom to use as many innovative and creative methods as they wish. Some traditional teaching will be necessary in many instances.

ORGANIZATION AND STRUCTURE

Shared decision making recognizes that those who will be affected by the decision should take part in making it.

The school will be organized into teams of two or three teachers of the same grade. Each team will have students, teachers, aides and a team leader. Every effort will be made to assure a good working relationship within a team. It is hoped that they will respond to one another's needs, show trust in each other's motives and abilities, and use techniques of open communication.

Each team will include one grade except, if necessary a transitional group. Open communication with parents and the community will be cultivated by each team.

Teaching team members will use role specialization and division of labor as they plan, implement, and assess their activities. Lesson plans will be developed by grades but flexible enough to be adapted to various levels within a grade. This will bring about continuity and consistency in the total instructional program. Objectives for each lesson unit will be posted in full view.

Lesson plans will be viewed by the principal and/or coordinator each week. One set will be kept on file, another will be posted near the entrance of the classroom while another set will be in the teacher's possession.

Reading and math management will be carefully scrutinized and kept up-to-date reassessing and reteaching when necessary. Coordination of other subjects as units of work will be encouraged.

Students will be allowed to select learning activities from their own team's offerings, except when unique learning needs can only be met by other teachers in other settings.

The Steering Committee will formulate school-wide policies and operational procedures and resolve problems involving two or more teams.

PLANNING AND CONDUCTING THE PROGRAM

Students will be able to identify with a specific teacher he/she views as a warm, supportive person who is concerned with enhancing the student's self-concept and sharing accountability for the student's learning program.

Students' learning programs will be based on specific learning objectives and will include a variety of learning activities. These learning activities will be based on peer relationships, achievement, learning styles, interest in subject areas, and self-concept.

People and places in the local community and other cities will be used as resources to broaden learning options.

The steering committee will ensure the continuity of educational goals and learning objectives throughout the school and keep them consistent with the broad goals of the school system.

STUDENT ROLES AND RESPONSIBILITIES

Students will become increasingly responsible for assessing their own progress and achievement. They will become involved in some decision making through their oral expression in class meetings. They will be encouraged to express themselves about school rules, classroom and school activities, their own learning objectives, social issues and important information of the day.

Fostering good self-concepts will be the foundation for student involvement. Many activities will be organized and performed to enhance good self-images. A student council, newspaper staff, safety patrol, special art and music awards, other awards and recognitions, peer tutoring, and menu planning committees will be organized. Student work will always be on display in hallways and classrooms. A bulletin board in each classroom will always pertain to developing and enhancing self-concepts of each individual child.

COMMUNITY AWARENESS

An effective instructional program depends a great deal on home-school community relationships. Inservice activities for parents will be organized by the curriculum coordinator at regular intervals.

Parents will be encouraged to volunteer their services for certain in school activities such as, tutoring, reading stories to primary children, manning the sick room, supervision or assisting with special projects and field trips and fund raising.

The P.T.O. will be encouraged to continue their support of the school. Parenting programs will continue as in previous years. A Citizens Advisory Council and a Title One Advisory Council will serve as community support for the total program.

IMPROVING THE SCHOOL'S PROGRAMS AND PROCESSES

The total program at Nix School will have a continuous and on going assessment. There will be both formal and informal assessments made by the administrative staff and the teams of teachers. The teams will develop and implement the program so that each member can observe, analyze, and constructively critique one another's performance in each learning environment. Assessing is more meaningful when each individual has had a hand in developing and implementing the total program including writing objectives and personalizing inservice programs. The master schedule will provide time for team members to meet in groups to work out team problems, develop inservice programs, assess needs, and to work together as a functioning group. The cooperating schools will help stimulate and share solutions to educational problems and give outside source of new ideas.

RESOURCES

1. Staff development and inservice activities, stipends, consultants, school visitations, and other inservice.	\$2000.00
2. Materials-Soft ware	\$750.00
3. Community resources- Special projects and field trips	\$1000.00
4. Public relations Handbook, slide presentations and newspaper	\$700.00
5. Parental inservice Coffees and luncheons	\$250.00
6. Materials-Hard ware File cabinets and etc.	<u>\$600.00</u>
Total	\$5300.00

*Estimated costs