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Major plan components involving desegregation of students in the KCMSD are: 1) opportunity for transfer of up to 10,000

KCMSD black students to eleven suburban school districts;

2) establishment and operation of magnet schools within the KCMSD, in order to attract white students transferring from

suburban districts, and nonminority students from nonpublic

schools and to encourage families with children to choose to

reside in the KCMSD; 3) actions to improve the effectiveness of

instruction at schools in the KCMSD for the same purpose and

for the purpose of remedying effects of the segregated school

system; and 4) adoption of a plan to consolidate the KCMSD and

suburban school districts, if desegregation goals specified in

the plan are not met.

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implementation, all KCMSD schools will be forty to 60 percent

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I.

OVERVIEW

The purposes of this plan are to provide desegregated education and ancillary remedial relief for students in the Kansas City, Missouri School District (KCMSD) and to otherwise improve the quality and effectiveness of education for them and other students, so as to overcome the harmful effects of past and current segregation and ensure effective transition to a non-discriminatory, unitary educational system.

Major plan components involving desegregation of students in the KCMSD are: 1) opportunity for transfer of up to 10,000 KCMSD black students to eleven suburban school districts; 2) establishment and operation of magnet schools within the KCMSD, in order to attract white students transferring from suburban districts, and nonminority students from nonpublic schools and to encourage families with children to choose to reside in the KCMSD; 3) actions to improve the effectiveness of instruction at schools in the KCMSD for the same purpose and for the purpose of remedying effects of the segregated school system; and 4) adoption of a plan to consolidate the KCMSD and suburban school districts, if desegregation goals specified in the plan are not met.

The goals of the plan are that by the fourth year following implementation, all KCMSD schools will be forty to 60 percent white/minority, and the KCMSD student enrollment will be 55 percent minority. The student enrollment in the suburban

districts will range from 15-40 percent minority, depending on the district, and at least 18 percent minority in the suburban districts as a whole.

Much of the desegregation of KCMSD students will be achieved by establishing and operating magnet schools. Magnet schools will be located so as to be accessible to suburban and nonpublic white students, and to improve building utilization and learning opportunities for minority students in the KCMSD.

System-wide improvements to be made in the KCMSD include:

- 1) facilities rehabilitation;
- 2) class size reduction and addition of teachers needed in special subjects;
- 3) AAA classification, including improvement in library staffing and resources, and counseling;
- 4) expansion of early childhood education, including expansion of pre-school programs for disadvantaged students, extended-day kindergarten, and after school supervision of elementary students, linked to the educational program;
- 5) secondary school reorganization and reform;
- 6) strengthening of qualifications for teaching positions;
- 7) expanded staff development;
- 8) summer learning programs;
- 9) alternative high school units and arrangements;
- 10) improvement in data processing capabilities; and
- 11) expanded occupational and career education.

Components to improve the effectiveness of instruction at racially isolated schools in the KCMSD include:

- 1) effective school projects;
- 2) expanded use of computer technology;
- 3) programs to improve early language development;

4) elementary counselors and home-school coordinators; and
5) educational performance goals. A goal of the plan is that
by the fourth year after implementation average reading
achievement at all schools in the KCMSD will be at or above the
national average.

II.

EXISTING KCMSD DESEGREGATION EFFORTS

The KCMSD currently meets student desegregation standards agreed to with the federal government during the 1977-78 school term. The student assignment program adopted at that time consisted of constructing attendance zones to facilitate attendance at desegregated schools; clustering and pairing of some schools to facilitate desegregation; establishment of the Lincoln Academy, Swinney, Volker, and Southwest Cluster magnet schools; and adoption of a voluntary majority-to-minority transfer program to encourage voluntary transfers improving integration. The plan, commonly known as "6C," also includes a commitment to maintain racially balanced staff assignments, to restrict transfers having a negative effect on desegregation, and to consider desegregation aspects in making decisions as to school closings or construction.

Numerous factors have inhibited the effectiveness of 6C. The magnet programs and educational improvements were never adequately financed, and loss of the temporary federal funding which supported some of them has required the KCMSD to provide local support to the extent possible, but the programs have been hopelessly crippled. The inability to improve conditions has led to a continued loss of enrollment.

Through transfer of KCMSD minority students to suburban schools, through attracting white students from the suburban districts and from nonpublic schools by establishing magnet

schools easily accessible to suburban population centers, and through making KCMSD schools more attractive to incoming residents of the Kansas City area, this plan in effect will expand Plan 6C so that the KCMSD has the opportunity to offer truly desegregated, exemplary education to its students and to students from the entire area willing to transfer to the KCMSD in order to receive specialized programs.

X.

MAGNET SCHOOLS

Magnet schools are schools which offer specialized curriculum and instruction, and are attended on a voluntary basis by students who elect to participate in the specialized opportunities offered there. Recent research indicates that magnets can and do provide high quality education in urban school districts. Magnets also can help bring about stable desegregation, provided that they are planned and implemented effectively as a part of a larger district-wide or area-wide desegregation plan. There are many nonpublic students, both white and black, who reside within the boundaries of the KCMSD who might be attracted to attend outstanding magnet schools available in the district. Additionally, the existence of such schools, particularly after they have established a reputation for excellence, can influence families with school age children in their housing choices.

Magnet schools to be operated as part of this plan will be full-school magnets. That is, all students who attend magnet schools will be eligible to participate in the special programs and all other opportunities made available there.

Feasibility of opening a significant number of magnets (illustrated below) during the first year of this plan depends upon availability of full staffing and resources for the KCMSD magnet unit at least four months prior to the Fall semester.

A. Guidelines for Establishment and Student Admission

General guidelines for establishing and operating magnet schools will be as follows:

1. At magnet schools which are placed in currently operating school buildings or are expansions of existing magnets, the enrollment goal will be to attract 50 percent black and other minority students and 50 percent white students, but in any case no magnet school will have more than 60 percent black or other minority students or 60 percent white students.

In planning for this provision, magnet school locations, school-closing decisions, and student assignment patterns will be coordinated so that KCMSD schools, to the extent practical, have a minimum of 40 percent black and other minority students.

Attainment of these goals will be made possible by participation in the plan of suburban white students and attraction of white students currently or potentially in attendance at nonpublic schools.

2. In general, elementary magnets will be located so as to be easily accessible both to minority and white students in the KCMSD and white students in the suburban districts. All magnets, elementary and secondary, will be located within reasonable travel time for these populations.

3. Magnet schools generally will not have admissions criteria based upon previous academic performance. Interest in the magnet theme and willingness to participate will be the major admissions criteria.

4. Priority for acceptance of applications will be as follows:

a. Desegregative effect, that is, contribution to enrollment 50 percent black and other minority and 50 percent white, and no more than 60 percent minority or white.

b. Preference for black students currently enrolled at schools more than 60 percent minority.

c. Preference for students currently attending the school, living close to the school, and/or residing on an efficient transportation route to the school.

B. Faculties

Faculty at magnet schools will be selected through application for employment at a particular school. Individuals selected must possess qualifications listed for employment at a particular school. The selection process will meet all legal and affirmative action guidelines. Faculty and other personnel at each magnet school will be fully desegregated.

C. Types of Magnet Schools or Programs

Elementary magnets which could be established include the following types:

Basic and Applied Skills magnet, at which a portion of the school day emphasizes basic skills and another part of the day emphasizes application and enrichment of basic skills.

Foreign Language magnet, at which all students study a language other than English to become fluent in a second language.

Fundamental schools, at which systematic emphasis is placed on discipline, high academic standards, and learning of basic skills.

Mastery Learning schools, at which the mastery learning approach (teaching, testing, and re-teaching where indicated for students who do not master all objectives from initial teaching) is used to bring about very large gains in achievement.

Montessori schools, at which emphasis is placed upon individualized learning through teacher guidance and students' interests and abilities are motivating mechanisms.

Open Education schools, at which emphasis is placed on individualized learning-to-learn through exploration in an open classroom environment.

Performing Arts magnets, emphasizing learning in fine, performing, and visual arts.

Science, Mathematics, and/or Technology magnets, which emphasize natural or physical sciences, mathematics, and/or computers and technology.

Secondary magnet schools which may be established include the following types:

An Agribusiness magnet high school, at which emphasis is placed on careers in agribusiness, petrochemicals, and related areas.

A Business and Commerce magnet high school, at which emphasis is placed on careers in business management, sales, marketing, commerce, and related fields.

A Health Sciences magnet high school, at which emphasis is placed on health technology, medicine, nursing, and allied careers.

A Law and Urban Studies magnet high school, at which emphasis is placed on careers in criminal justice, law, and related fields.

A Military Careers magnet high school, at which emphasis is placed on development of self-discipline as well as careers in the military.

A Multimedia magnet high school, at which emphasis is placed on careers in journalism, radio and television, advertising, photography, and related fields.

A Science and Technology magnet high school, at which emphasis is placed on careers in the sciences and in advanced technology fields.

A University Prep magnet high school, at which emphasis is placed on post-secondary enrollment and offers advanced courses and credit honored by colleges and universities.

A Visual and Performing Arts magnet high school, at which emphasis is placed on careers in the fine and performing arts and visual arts.