

ACSD Board Zoning Committee Meeting (11/10/2022)

https://www.youtube.com/watch?v=J-C_Zh34ePs

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All right um we're gonna call to order a committee meeting of Abbeville County School Board of Trustees the purpose of this committee is to discuss our schools attendance Zone and our school transfer policy. This will be an open discussion meaning you know everybody can participate they can scoot your chairs closer and you are more than welcome to do that you can do it right there. Whoever wants to speak just wait for the person who's talking to finish and let's hear your ideas or what you're thinking. And let's remember that the committee of course there's no action can be taken at a committee meeting and committees are not legislative or we're not administrative so you can't make or create anything so we're clear on that. Mr. Rhodes I'm gonna let you start if you want to.

Okay

um I don't know if y'all had time to do anything with the lines or the overlays or anything I know we hadn't been that long ago had the meeting and we got all that same stuff ready oh we can't control on this all right I'm not the best if you want to start with hey you tell me where to start I got I got all the stuff here so um I would just like to yeah can you put one up where I drew the lines on it let's just kind of glance at it a little bit you may have one there's a PDF or an Excel sheet yes that's it yeah right yeah that's the Elementary lines. I sort of tell you it's PDF or Powerpoint this should be okay

is it is it possible to shrink it so we can get a view of the whole County

uh yeah there you go you lose a lot of it yeah you'll lose okay I just want to

8:41

see all right you can blow it back up if you want to yeah I wonder if because he did it in Excel

8:48

yeah it was just easier for me to draw the

8:53

lines in Excel than it was okay I got a map of John C I mean I got this one yeah

8:59

this is the current attendance zone for John C

9:05

you know you the red you were saying is the red is

9:11

that's no residential that's all Corps of engineer land and

9:17

Sanctuary. So your blue line is the same as my blue line right here I guess no I

9:23

went on up a little further yeah

9:31

and then I pulled it on out toward Abbeville a little more too

9:40

and then I moved Diamond Hill Blue Line took that yellow triangle right there at the top of them

9:46

at the eye and the J and cut I can't remember the name of that road

9:53

right there I did something similar

9:59

with the map we had they were asking a lot of Google Maps

10:06

he's got a limit on a number of layers I think that's similar to what you've done is that right yeah that looks a lot like

10:11

the one idea was existing and then the burgundy magenta whatever that is is the

10:18

is the northern yeah yeah stretch in the East toward Abbeville

10:27

yeah that's pretty close very similar. Road names I'll populate on that. You

10:32

have to go in once you get closer to it you can see there you go

10:44

can you zoom again again like that so I can read those Road names which which well you can do either either one

10:54

right here so the Landfill Road it's not Landfill Road it's a Gassaway Farms away yeah that's right and I don't know the name of the road that cuts across right there

11:07

Street extensions at one time yeah right there what you talking about on the top the

11:13

top go back up right there Fairfield Church Road yeah

11:19

and then come down across Monterey and I actually there's not a road I just cut it in half because that's forestry land so there's really nothing there I just kind of cut it straight across

11:33

on the top again after you passed Fairfield Church Road

11:38

in Monterey that's you know there's nothing but the Timberland right there

11:44

right yeah the Monterey curve up here down the Trask yeah

11:51

and that's the northern part that I did pretty close to it and then

11:56

that's pretty much the exact same the orange the red orangish color I think that's white true
Maybe

12:07

and then the Bottom Road I think is that a dirt road it's Turkey Hill there's

12:12

Turkey Hill yeah that's turkey it's named turkey over on the maps it's going to be

12:19

so we had and we pretty much did the same thing yeah

12:28

you can go but I thought if you went much higher you was pretty much almost in the back door
of Diamond Hills that's

12:35

right you know because I think is that Diamond Hill

12:40

look very little Diamond here that's why we had it a little bit lower

12:45

I think yeah so I thought going across through Trask would be good for the northern part of it

12:51

and then my changes the for Diamond Hill and for

12:58

Cherokee Trail was just a small lot smaller than that of course we was trying to basically it really
increased the

13:07

you know the only only thing for Diamond Hill was I cut that that main road I cut the triangle off
on both ends

13:15

for Cherokee Trail which we decreased out all right we got a great out there

13:22

yeah they're trying to match the colors of the school zones the best I could

13:31

find those roads on the Google Map and kind of look

13:37

13:46

hard to tell I guess it's one eight is it

13:54

it's 203 or 185 come together is that where you had it I think so that's what

14:01

it looks like these old Maps is hard to tell but they don't have all the names on them anyway

14:06

you doing the rust color one right now that's what I'm trying to find it trying to find it on on

14:12

the Google Map here I guess that's it right there yeah because I think the

14:21

because I didn't draw any of the other schools on John C was the only one I drew on the Google Maps so

14:28

I mean I could draw some more of it it'd take a good little while that looks right

14:34

on the other map where we were just looking were we just looking at it looks like that that type

14:39

of pile I took out right there I don't know if you on that other one if

14:45

you walk up closer and you might can see one of those highways uh that's probably not anyone

14:52

that's an Excel I can bring it up and uh look like I can see one on the right hand side

15:01

yeah that's 203 to 185. yeah

15:07

203 you got it

15:13

yeah 203 to 185. yeah that's better yeah I took the 180

15:19

at the 203 and 185 clip I painted in the Long Cane and uh Westwood

15:25

and I took 201 yeah and made it in the Diamond Hill

15:31

I got you so effectively

15:37

it's right here yeah and then over here that triangle would be more to Diamond

15:43

Hill then that triangle would give them the Long Cane and West Westwood

15:50

and now we're I'm not real sure how many if any we haven't living in those little

15:55

triangles

16:05

201 is to cut off for Diamond Hill on the top and then

16:10

203 to 185 on the uh we're definitely doing that we've got

16:16

people 203 185 which is in it you want to look at some students that might be

16:22

in that area that like students 203 185

16:31

yeah they'd both be out of Cherokee Trail and moved one we moved some of the Diamond Hill some

16:36

of the Long Cane would it's not many

16:41

yes that's Cherokee Trail right there so it's not at 185 these 203 is your line

16:49

and you're looking at you know what five six maybe yeah yeah to the

16:57

right of the line we're gonna you know Westwood to the top we're going

17:02

to Cherokee Trail all right so you got what's up

17:14

and then well and again I think we talked about grandfathering current students

17:20

doing and we don't know how many of them already moved out to the high school or

17:27

middle school too right right it could be but that was the that was the lines that

17:33

I came up with just you know trying to but I know if we moved John C's lines you're going to effectively have to move

17:40

some others just to kind of even it out even though we're moving the sixth or seventh grade that's what I was figuring

17:46

and to try to help us with and I know the other problem is you know when is

17:54

when the Project's going to be finished to move those students because you know I don't know if we want to try to move the lines and move students

18:00

prior that's just going to overcrowd the schools even more if we move kids I don't know what y'all started on that

18:06

is but do we wait until we finish the project and move to sixth or seventh grade to

18:12

move the lines or we go ahead and move the lines or David would you have to build a project

18:18

to make the sixth and seventh movement yeah now the lines can move whenever y'all want the lines to move I thought if we

18:24

could at least go ahead my thinking was go ahead and if we get the committee comes up with a pretty

18:30

decent idea and the administration's happy with it and presented to the board as this would be the lines that we would

18:36

impose on at a certain time and give everybody time to look at it and see

18:42

because I it's gonna be hard to move I mean I don't know how many kids it is

18:47

because we'd have to dig into that a little more I'd hate to move 10 or 15 kids to Cherokee Trail and not have the

18:54

six or seven grade out yet that would that would defeat the purpose of the overcrowding

19:01

but I don't know what the I mean our committee is going to come up with a plan anyway so

19:06

and then we can present that to the entire board but that was that was the lines I had I

19:14

don't know if y'all had looked at any further moving any of those lines or anything but that was my idea

19:21

um digging around and just trying to even it up some and I know it's been a long time since we even looked this as a

19:28

whole and as an Administration and Dr. Gary you ain't probably never looked at it before until we started

19:33

talking about it because what was currently doing was done way prior to you and even uh

19:40

Miss Hall when she was superintendent so

19:47

but that's all I mean that's you know where I was at with that unless you got something yes

19:55

um what I see here as we're looking at

20:00

breaking I guess you say looking at changing the zones and we examine a little bit of the

20:07

students that would be impacted in a certain area I think one of the things we've got to

20:13

take and back up a little bit for I think it would help in gaining a little better perspective is is starting with

20:21

policy uh right now you have uh you've got a

20:26

policy which is established through state law that gives the board the ability to

20:32

assign people to schools you also have another policy

20:37

that has intent in the policy that for a child to do an interdistrict transfer

20:43

there are qualifiers which places or ranks a student's request on

20:49

the list I guess one way you can look at it here these things are important these

20:54

things become more important I think regardless of where the board

21:00

sets the lines if the inter-district transfer policy remains intact the way it is with the

21:08

intent as it's been expressed from the board table not from the board policy of

21:14

allowing students to transfer

21:20

I think setting the lines anything but

21:25

in a manner that's Geographic in other words set the district up in a

21:31

pie shape so to speak and then slice every pie every slice of pie equally to

21:37

each School because you're going to allow the children to transfer wherever anyway

21:43

the reason I bring that up is because we have to go back to that policy for the board assigns students to schools what's

21:51

the intent and only the board can answer that question what's the intent of assigning

21:59

students to certain schools if you're going to automatically allow them to

22:04

transfer under the veil of choice under the veil of well I want my child

22:11

to go to the best school within the district and then you've got a migration of

22:18

students which is something that I believe should be a concern of the board when you look

22:24

at the volume of students that are transferring out of certain areas within the district

22:29

so what my suggestion is I understand wanting to get to work and

22:37

say let's put this line here and let's put that line there and this is going to impact these students and this will

22:43

impact those students the biggest thing is how does it impact the district before we redraw those

22:49

lines what's the intent of redrawing the lines is it to make it so that each area

22:55

is drawing equally on the same amount of Geographic territory or are we examining

23:03

this one moment we're looking at the number of children that it impacts but the other we're not looking at the

23:09

number of students it's actually when we move a line how many students is putting into a school so their contradictory in

23:15

the way that it's being examined uh if we're going to look at how many impacts we've got to look at when we

23:22

move this line how many children if we switched it over to the Calhoun Falls line I think that the last meeting we

23:29

said eight nine maybe 10 students if that was moved there

23:34

the thing is well eight or nine or ten students satisfy putting enough students

23:39

into that school to make it viable where it's financially feasible to keep the doors open on it. I know nobody in here

23:45

is talking about close to school that board changes with every election

23:51

I've seen a lot in the last 15 years some stuff I really just don't agree with but I know that change doesn't

23:57

happen overnight and this has been the closest this District's ever been

24:03

to this needed change so what I would ask what is the intent of our policy

24:10

is our intent of the zoning policy to put children into the schools to make

24:17

sure that as we're assigning these students we're assigning them because each child represents a dollar

24:23

value and that controls what the cost per pupil is and that cost per pupil is what's been

24:29

taken into account in past closures and all I would ask is that the committee and the administration take

24:36

into consideration as we're examining these lines what's the intent of the policy we have

24:43

here as it's being applied because from my perspective that's the only role that

24:50

the board has and looking at this what does a policy say what is our intent and where do we
24:58

want to go forward anything else is getting into the superintendent's level but we've got to take
and make the

25:06

changes at the policy level and decide what that's going to be before putting that line there and
taking that certain

25:12

section off or adding that over if it's just moving lines on a map and

25:18

it's not moving any students it's really just all for show and we don't need that right now we really
need to see

25:25

we need to see some change in this area. so what do you suggest?

25:31

my suggestion would be the first thing right here tonight three board members

25:38

that we have what's the intent of the policy that you assigned you that you're

25:44

assigning students to certain schools is that geared through monies that are

25:51

received through the state to fund the buses is any is there anything that's

25:56

tied to it that would direct how that zoning needed to take place or

26:02

why those children needed to be zoned for those schools if there's not then

26:07

what's the intent? Well for me the intent of you're talking about two different policies you're

26:13

talking about what we assign them to the schools when you're talking about a transfer policy it is
two separates so

26:20

let's deal with where we assign students where we assign students

26:25

geographically so that's what this does okay so we assigned geographically we

26:31

want the children to go to the school that they are closest to

26:37

that's what the geographic assignment is okay

26:42

then you get into the transfer what is the intent of a transfer policy

26:50

there's there's plenty of reasons kids get transferred some of them are outlined right here you
know

26:57

um you got two choices you allow transfers or you don't allow transfers all right

27:03

and I 100 do not support saying no transfer I just don't know that's me a

27:09

so I'll publicly and clearly state I do not support that so then you

27:15

get into this policy well I'm asking you how would you change this

27:23

policy if you if you got to be the one writing the policy

27:29

what would you what would you say? I'm glad you asked David if the intent of the board is that it

27:37

be a geographical assignment I would think that the map that we had

27:44

would look equal and proportionate to each school geographically assigned right so I think

27:52

we're getting to that point that okay we're geographically assigned

28:03

my question is would the transfer policy what would you what would you say about the transfer policy the transfer

28:09

policy that's a good question that opens a really big can of worms it really does I

28:17

think there's further analysis of data needs to be done I think a request of

28:25

the administration to provide transfer data personally I think we need to look at

28:30

five ten years worth because you need to be able to see Trend data what we would need to look at is you've

28:37

got transfers within the district or inter transfers some of those transfers are tied to

28:43

employees I think that what we need to do is we need to break the transfer data set out

28:49

into subgroups the first subgroup I think needs to be employees I think they're untouchable I think if a child

28:56

is an employee of a uh is a is a child of an employee that child has a right to

29:04

go and follow their parent because that could prevent that could present Child Care issues which could take that

29:10

educator or administrator out of the district all right let's talk about that you know let's pick back up

29:17

for me I agree I want you to see it we talked about how allowing teachers to

29:22

take their kids is a recruiting tool okay allowing teachers from out of the

29:27

district to bring their children in recruiting to but I'm also going to say we can't treat

29:34

one group of children any differently than we treat all children so we can't

29:39

say well we're going to make teachers kids in a special subgroup and they get to transfer and no matter what now but

29:47

that's my opinion and that was one subgroup I think the other subgroups need

29:52

to be broke out I think one of them needs to be we need to look at these transfers by ethnicity

29:59

and the reason we need to look at these transfers by ethnicity is to rule out that the policy

30:05

though the intent of the district is positive and in the best interest of the

30:11

student is not being utilized for student migration

30:19

within ethnicity boundaries which do not meet

30:24

the ethnicity makeup of the areas that they're transferring from

30:30

to explain that a little better is that if you examine the data set

30:35

of let's say a hundred students and those 100 students are not typed in for

30:40

us they're just a transfer set let's say they're leaving Abbeville all

30:46

100 students and out of 500 students

30:52

let's just say 90 percent are white

30:58

but you look at the makeup of the Abbeville area what the school system that they're leaving and the proportion

31:06

within ethnicity is 55 45.

31:12

is not me it's not meeting up with the transfer area that they're leaving out of which becomes a red flag

31:19

it's not to say that anything wrong is taking place what it's saying is that your data

31:28

as a data point illustrates that there might be a reason to look at a data set means you need to

31:35

look at several years worth of data to see well is this happening every year well let's

31:41

say we look at 10 years worth of data and 10 years worth of data you see that

31:48

that same scenario keeps taking place and you see it that it's changing the

31:55

ethnic makeup of your schools you might have an issue that not needs to be

32:01

examined so the thing is as of right now I can tell you two three years ago there

32:08

were 21 students that transferred out of Abbeville High School out of that 21

32:13

subgroup all 21 happened to be of the ethnicity of white

32:20

um I honestly believe that just that one data point means absolutely nothing

32:28

the thing is I do know that the district's form for transfer does not

32:33

ask for the ethnicity of students however the data exists in PowerSchool and can

32:41

be pulled to be able to do this analysis to ensure that ethnicities aren't

32:50

segregating themselves under the current existing policy

32:56

uh I can tell you I have data sets that go back to 2008 and when you compare

33:02

where we were in 2008 to what we're setting on now there's some huge shifts

33:08

however without doing an actual analysis of that

33:13

data you know I just giving you a hypothesis and that's not really going to be any

33:20

good for us so the reason I would say we need to examine the inter district

33:27

transfer policy is we need to see what's going on we've got a migration of students because one

33:34

thing we can't say is we can't say Dixie High School is better than Abbeville High School because any board member

33:41

worth their salt is going to be making sure that every school in this district is giving every child the best

33:48

possible education puts the most resources they can into each area and gets the best teachers they can in those

33:55

classrooms so a parent can't say I'm transferring my child to Dixie High

34:01

School because it's a better school or I'm transferring my child to Diamond Hill Cherokee Trail or John C Calhoun

34:09

because oh wait a minute they got the best test scores I think it's bigger than that I think we

34:15

need to go and look at the data sets and see is something going on that doesn't

34:22

normally go on and if it is and the policies being used

34:28

uh for lack of a better word to segregate the school systems

34:34

does that happen we see that in society

34:39

I don't know where y'all go and eat it but normally people will go and sit with people they relate to

34:46

they will go to church with people they relate to and then we'll go to school with people

34:51

they relate to it's a very sensitive issue and I think it's very important for the

34:58

district based on the data point

35:03

that we need to take a close look at because if it is something that's going on

35:09

I'm going to tell you it's bigger the answer is bigger than what I can

35:15

provide that's going to be something where some people that have a lot better

35:21

understanding of how to fix that type problem get involved me personally

35:29

I think the transfer policy right now is what's causing the migration

35:35

across the district in the shifts we've got two problems we've got the one that we've already

35:41

identified we're trying to solve geographically then this second issue with the

35:46

inter-district transfers it's not going to matter if the lines are geographically on point

35:54

in in equal everywhere if the board's policies

36:00

are enabling transfers just to be transferred

36:06

because it's not meeting the original intent of assigning students to certain

36:12

schools so you've got that first policy we're signing them to certain schools but at the same time we've got another

36:18

policy that's choice and

36:23

there are Choice programs in the county but to my understanding and my

36:29

interpretation of policy Abbeville doesn't have a choice program

36:35

it's you go where you're assigned and then if you meet criteria you can

36:41

transfer out which also brings up another point with that interdistrict transfer policy

36:48

you've got a maximum number of students in a classroom and you've got a minimum number

36:53

once a school such as John C Calhoun hits that baseline minimum every other

36:59

child in that class no longer has choice so now the policy

37:05

as written has taken Choice away from any student that's in a class with 15 or below because they can no longer

37:12

transfer which automatically contradicts your previous stance on not or or

37:21

allowing children to transfer does that make sense not to say that you've done anything wrong in your interpretation

37:28

but the way that part of the policy is written then

37:34

it's where the intent and how it's being applied is getting comingled

37:40

are we going to let the children all children equally transfer through the district are we going to put caps

37:48

on how many students are left in a class and how many we know we know why we put a cap on how many they can go into a

37:55

school but should we also not be looking at removing the cap off the bottom in other words John C Calhoun will say they

38:02

transfer all the kids want to transfer out they know at least three or four kids needs class it's fair and all children are being

38:08

treated equal and the board accepts that by doing so it's going to put an

38:13

educator in each classroom to take to teach three children because the policy is we want to make

38:21

sure our students are happy our that our parents are satisfied that oh I want my child here the district's going to let

38:27

them go there not all districts around us have

38:32

that relaxed of an inter-district transfer policy there are some districts that neighbor

38:38

to us that you go where you are zoned or you pay out a county and go somewhere

38:45

Else. Did that help okay A little light on

38:52

that David you know the policy our policy already says the if I'm right and

38:58

I'm we're looking at the jfabc to enter District transfers it says oh

39:05

Elementary Middle a student may not transfer to a school out of his or her attendance area if the enrollment will

39:11

result in a class greater than 25 in academic subjects which that's what Tracy was talking about

39:17

uh or if the requested transfer will cause the size of the class where he or she

39:23

will be leaving to be less than 15. if the transfer is granted and a new

39:29

student moves into the attendance area causing the class size 25 students

39:35

before the end of the first semester the last student transferring in may return to his or her home school which will be

39:41

there oh yeah there thanks Matt so I mean the policy already states that we're not

39:47

supposed to go below if it allows transferring if we would elect a class go below 15.

39:52

and above 25 um and that's been in the policy since

39:58

when was the last update

40:04

uh this is the this is revised in 21 10/26/21.

40:11

I don't know what we realized do you yes we revised the date today

40:18

and the grandfather or if once you're in your interview once once it's granted in

40:25

one year then that becomes your school yeah so I mean

40:31

I I do agree we need to look at the policy and make sure that it matches what we want to do as far as

40:37

geographical but we also need to make sure that we our schools are following up the numbers you know they

40:44

are so of the uh the current

40:50

ethnicity and gender breakdown for all of our school is going to just look at that as a point of reference and that is

40:55

just current um if you want to if you want to look at it

41:01

sure Mr Angel did you want to say something okay you got something that's your reason Tim with what you were

41:08

saying the bottom cap of 15. yeah

41:15

um what I was suggesting is that if every child is treated equally

41:20

we've got to take that out of the policy because the child has no control over

41:26

how many children are in the classroom if that's allowing all children to be

41:32

treated equally does that make sense I understand why the bottom Cap's there let's we

41:40

had maybe a few minutes ago you said wait a minute we're going we're going to treat teachers kids one way you know with the

41:47

policy we can't you can't pick apart but you won't try

41:52

to do with the policy we can't say that we're gonna let the teacher's kids transfer if they

41:58

want to but we're going to treat this other number differently yeah

42:04

and David I agree with you 110 and that's why I believe that the

42:10

intra-district transfer policy is broken it's broken with the intent of board

42:16

policy and I think that's something that the board is going to have to resolve

42:22

I mean because there's glitches there's glitches throughout if we allow

42:28

children like right now current policy states that if you're a child of an employee

42:34

you can transfer but if you are a student in a class that

42:42

is below 15. you can't

42:49

well and now let's just say if a teacher student is the one wanting to transfer

42:55

and it's going to make it fall below 15. what are we going to do what do we do that we just don't know

43:01

you can't do it yes that's exactly what you have to do well the exception lies with the

43:06

superintendent under policy the superintendent has made the exception and nobody's the wiser it is what's done

43:13

to keep the machine moving forward and the minimum set because of a budget

43:20

related you can't operate in school with four kids

43:26

we don't even offer a class with that if you know we used to be 12 when I was a high school principal but you know that

43:32

becomes an equity issue with teachers as well when you've got 15 in third grade in one school and 25 at

43:39

all the other schools so that's a delicate thing

43:45

I'm going to ask your opinion on

43:51

what would you like to see done differently with the transfer policy it

43:57

I don't particularly see holes in the transfer policy my job is to do what you guys

44:04

but now Dr Hopkins deals with it day in and day out with all right well with parents do you have anything that you

44:10

that's troubling to you when we make these decisions well our principles get put in a bind

44:16

that are in schools with a lot of requests because we've been

44:23

questioned before of if they denied someone you know and why did you deny

44:30

them why did you accept them it's very tough on our schools and right now the

44:35

schools that are receiving the most and we saw that in the data at the last meeting or Diamond Hill

44:41

Dixie and Cherokee Trail and so you know I make sure when I speak with

44:47

them if you know make sure your data supports your decision so if they've got

44:55

which Cherokee Trail does they have the uh a couple of classes in their

45:02

fifth and sixth that have around 25 kids per

45:08

classroom teacher so it makes it difficult and parents sometimes we'll get mad if if let's say

45:14

a kid in fourth grade was accepted a month earlier well the fourth grade's got 15 or 16 in

45:21

a class I'm just using that as an example and then a month later a parent

45:27

tries to get their child in well they're in sixth grade and that class has 26 in it and that kid is denied

45:34

that's where I catch a lot of grief from parents well I know my neighbor that lives two houses

45:39

down he accepted her kid last month and my kid got denied

45:46

so that's that's tough now the number of new transfer requests

45:56

have dropped off in my opinion over the last three years that I that I've been on the job

46:03

and I think part of that is because some of those classrooms at Cherokee Trail and at Dixie were getting crowded

46:10

and there were some denials if that's impacted

46:16

the number of requests we get but I mean that's just that's just the truth of the matter they don't get near as many their

46:23

There are less requests this year than last year than they were in 1920.

46:29

um and so it's a it's a it's a I hate it

46:37

for them because it they get nervous when they get one because they're

46:42

worried they're going to get called in if they deny someone so I tell them to you know look at look

46:48

at the policy and and you know your school better than

46:53

than I do so you know the principals have to be in agreement before it arrives at my desk and most of the time the principals are willing to work if there's space they'll take them

47:07

that's the the reason I'm seeing there are denials and few denials that

47:14

we have are because of space and not only because they've got to

47:21

think especially if it's a second grader at Cherokee Trail well he's got to think

47:26

about yeah it might work now when there's

47:32

18 and three classes well when I get to sixth grade we bump

47:37

down two classes now it's now you know where that kid before bumps it to 19 now

47:42

they bump it to 25 26 27. so I mean they

47:49

they struggle with it and it's tough on them

47:56

because we want to do what's best for kids I mean and that's why we

48:02

you know I think when we met last year we talked about allowing kids to once they're in until

48:09

they leave that school they're in because we don't want to we don't want

48:14

to say you can go this year but next year you got to go back to this school the next year the numbers work out and

48:20

go back to that when you were at two years later you got to go you know we don't want to that's not what's best for kids and again I would just never

48:27

support that yes that's disrupting their learning I think

48:33

doing it that way but all right let me I just I don't know maybe I missed this somewhere do we do the teacher transfers

48:41

first yeah we process them as we as we receive

48:48

them I mean and that's and that's another that brings up another point you know when I when I get a transfer

48:55

request on April the 3rd and you look at the numbers for next year they may say one

49:01

thing a kid comes in May 25th that class that the kid got into on the

49:09

23rd may have been at 16 at that point and in late May that class is back down to 14.

49:15

so or a kid is approved when the principal

49:21

has had five key teachers in that grade level and next year they want to go to four

49:27

and I find that out in July before you know and it's already been

49:33

approved so there's some some variables like that because it does fluctuate we

49:38

have a lot of kids that that come in and out and out of nowhere I mean you've seen six or seven kids I

49:46

mean a family of that many move into a school at one time you know and sometimes they're in the same grade so

49:55

especially those around 15 and around 25 those can fluctuate so the timing

50:03

I mean because you don't want to put parents off you don't want to say well we want to wait till August 1st

50:10

and and make a decision for everybody then those parents want to know especially now with

50:15

the year-round modified calendar we're starting in early August and so

50:21

they want to know and make plans for where their child is going to be going so what what the practice has been is as

50:27

a and we've had some already come in for next year not many but we have

50:33

and and it was a kid who is in eighth grade wants to make the

50:39

jump to ninth grade got nervous about the meeting a couple weeks ago

50:45

just hit up I want to give make sure that my child is transferred because he's happy there

50:50

he's doing well there and we want to continue there to that school or to the school that feeds too

50:57

so you know they not many will come in now but from March

51:04

to June they they roll in

51:11

roll in like I said the many many a large number of those transfers are in

51:18

10th 11th and 12th grade over the next few years I think you're going to see more going

51:25

out and then coming in if that makes sense so I would expect to transfer numbers

51:31

to keep dropping because we do have a high number I was looking that went through every transfer we have on file today to get that

51:39

information you requested just to make sure it didn't overlook anyone and a lot of 10th 11th and 12th graders are listed

51:44

there do you have the list that you sent us it

51:50

would be able to pull up here um I think I can mail it email it to Matt

51:56

and he can pull it up I haven't let me email it to you

52:10

it's obvious this ain't gonna be an easy fix or an easy step to take but

52:17

where there's parameters yeah well the geographic part is easy

52:23

yeah that's easy geographically part is easy

52:30

adjusting and fixing the policy is going to be the right well again I'll ask you

52:35

what would you I suggest it's different about the policy I'm not sure we'll have to

52:44

I see what Tracy is saying about the numbers but I also see where

52:50

a lot of districts have that that have a transfer policy there's not many districts that have multiple

52:57

multiple elementary schools in our district which you know that's that's we're one of the odd ones you know it

53:02

has multiple schools in multiple areas that's because where our county is set up but

53:11

the number as well most of them are 12 like you said 12 to 13.

53:16

but we're talking about large districts that you know but I don't know if it's just going to

53:23

be something we're going to we're going to go through line by line I think and just

53:29

see what matches and what works over here brother that's why we're here so start looking

53:36

so this is this is the numbers of students for teachers right

53:41

yeah first number on the left is the number of transfers to that school right

53:46

the column on the far right is the number of employee children that are

53:52

included in that total so out of nine transfers to Abbeville High School

53:58

to our children of employees and Dixie because he's got 12 out of 21.

54:05

and so overall it's about a third of our transfers or our children of employees

54:12

you know 90 90 or so transfers and I think those numbers add up to 30.

54:19

close to it

54:30

please

54:46

I didn't realize we had that many kids or teachers kids yeah that's that's the thing everybody wants to talk about

54:52

transfers but when you look at what you have is and I'm gonna throw Dixie because everybody wants to beat on

54:59

those transfers there's actually only nine kids that are not teachers kids look at that

55:05

21. can you take 12. well how many of those are our brother or sister to that teacher actually I mean you know I don't

55:11

know it and I follow where you're going there but then you got to move down to your feeder schools and that's where it

55:17

becomes when you're looking at these kind of data sets this just creates a small data set if

55:24

you had five or ten years worth of this data to look at you'd be able to see the trends in there

55:31

that and then if you could tack on the other things that I spoke of that would kind of give you an idea but see when

55:37

you drop down and look at Diamond Hill's they're six out of 25 so there's 19 transfers there yeah and so those 19

55:44

will eventually not necessarily so you're you're assuming that all 19 of those are going

55:51

to want to go to Dixie High School that's not the case and I'm just going to speak from personal experience my

55:56

wife taught for years at Diamond Hill after fifth grade um

56:01

there were a lot of parents who Moved their kids instead of leaving sixth and seventh grade and going to Diamond Hill

56:08

and going to Dixie they moved their kids to Wright Middle kids that went to school with my children yeah their parents

56:15

brought them down here so you can't look at that and say we're automatically going to assume all of those are going

56:20

to go you can't I don't even make you want to be historical to how to improve that well I think you're historical

56:25

battle we're creating data sets that you can follow it's the closest thing you've

56:30

gotten to a breadcrumb trailer to make any sense out of any of the data anything else

56:39

unless you're trying to prove some point Dixie

56:51

Cherokee Trail and Diamond Hill now what is so special about those three schools

56:58

we know that there's a uh we've got

57:03

employees that have children and that's been identified out as a subgroup but why are the others some things I've

57:11

been told is well I want my child to go to the best school so I want my child to

57:17

go there um you know it could be work related you know that's stuff that the

57:22

administration and the board would be privy to all I can do is look at the data sets as

57:28

in numbers but the board and the administration should know exactly why every child has

57:35

requested their transfer and we've been provided that a breakdown of child care

57:41

issues we're here

57:46

when you look at that because those reasons okay then when you get and you start

57:52

looking at historical data and let's say we see the same thing you see what's taken place with the old

57:59

the old map of zoning that mount was drawn in that

58:05

way because what I've done I've taken the time to go back and talk to some old board members

58:11

it wasn't just done on geographics it was done based on population density

58:17

population density is what well that's what put children in seats

58:24

so as we're looking at this if we know we have a population explosion going on

58:30

up there next to Cherokee Trail I'm going to tell you you asked what I think we need to do what I think we need

58:37

to do is our lines though geographically is the start

58:42

if we're going to look at data as to where students are and we're just looking at this year's stuff that's

58:47

going to be tough because that's only giving you a spec you need to see a big picture which is five or ten years worth

58:54

of that data to be able to see where are what's the population density around

58:59

those schools now if you look at what we've seen in the past you'll see that uh Diamond Hill

59:05

it was built in 1995 there was nothing over there really look at the population

59:11

density they've built up around that school and if you look at all of your schools it's going to be kind of close are you

59:18

talking about Diamond Hill or Cherokee Trail? If you look at the number if you look at the little blue dots or whatever the

59:26

Lake Secession blew up with the housing market it kind of exploded I mean it didn't

59:33

it didn't do like York County but it did a lot but a lot of the kids at like the Lake Secession area are transferring to Crescent

59:42

and I can vouch for that because I've seen their numbers too go ahead yeah

59:48

all I was going to say David is that the starting point would be geographic

59:55

The next step because as a board board members know that that drives the

1:00:02

finances for that school the number of children that are in seats so you've got to look at population density so that

1:00:08

when you're drawing those lines if you're only looking at one year's worth of data it's really a shot in the

1:00:14

dark stop because you you gave us something just in the last two to three months

1:00:20

that the population population of our school and it's almost

1:00:25

we out of five schools four of them are very very similar with density of student

1:00:30

numbers correct correct okay can you with them and that was with the move of

1:00:35

sixth and seventh grade right you're excluding that because that's the plan we know they're going to move yes sir

1:00:41

and those uh I don't have those numbers in front of them I had the populations of school

1:00:48

populations I was just looking at Diamond Hill in uh 2005 had probably 370

1:00:54

students they've probably got 320 or so now

1:01:00

um you know the Cherokee Trail is basically flatlined that's that's their

1:01:05

population right here on the bottom from 95 through yeah yeah yeah and you pull

1:01:11

those up and those yeah cool you know and and you're right as far as years

1:01:16

past John C in 95 I think I saw where they had 560 students or something like that in

1:01:23

law school just a huge number yeah that's the in 07 because we had all the

1:01:30

images that's right 07 was when Calhoun Falls closed closed

1:01:37

um he they also not just closed Calhoun Falls high school but they also took the sixth

1:01:43

right out of John C Calhoun and moved it to Diamond Hill because at one time John

1:01:48

C was first in sixth grade okay only K5-6 and they took sixth grade out so that was a hundred probably 100

1:01:55

something students right there off the bat bam gone I think he said uh right middle for the secretary right yeah they

1:02:01

sent him the Wright Middle School and that was uh that was a big argument

1:02:06

point that me and me and Buster was fighting against because you know what he was talking about Administration was

1:02:12

talking about closing the high school and just out of the blue come up with the the plan to move the sixth grade and

1:02:18

we fought and fought was about it but to no avail but you know that took a big chunk of that population on 2007 just

1:02:25

right out from under that the school excuse me

1:02:36

to look at here and we talked about it before is this since 1995 we saw a lot

1:02:43

of industry close yeah when industry closed job closed

1:02:49

people that are in the workforce that have children they're moving they're taking their children out so that's one

1:02:56

of the things I think we need to look at especially if

1:03:01

if the zones and all of the schools are pretty much so equal but one we failed

1:03:08

the reason I say we failed is because if all if let's say it's five five

1:03:14

schools if all five aren't close to being equal that means we've got a problem

1:03:19

and we've got one school that doesn't have that many students and we've already seen a little bit of

1:03:27

this as a zoning issue and I think that'll help some but I think what we've got to do is

1:03:33

we've got to look at population density we might need to do more than just

1:03:38

geographically change lines though I think that's a start

1:03:43

we might have to go in and say it might have to go on up to uh what is

1:03:49

that 71 it runs into Lowndesville you might need to run all the way up to there cut across and come down to uh

1:03:58

Wright Middle and take that big chunk now what's that going to do that's going to make children have to ride the bus

1:04:03

longer well for the last 25 years they've been

1:04:09

riding the bus longer those children that are on the outskirts a zone of

1:04:16

Wright Middle and Westwood and Long Cane

1:04:21

regardless of the uh restructuring of the primary and Elementary School some years back they

1:04:28

were still pulling from The Zone because the Zone hasn't changed now it did change in 2007

1:04:35

but it was strong yeah which makes no sense when you've got a decline in population and everything that we talked

1:04:42

about I hadn't had anybody explain that to me yet but you know what we can't fix the

1:04:47

past we can only fix the future but if part of the future is trying to

1:04:54

get our elementary and primary schools with balanced populations

1:04:59

as close as we can get them together Geographic zoning is the first step

1:05:05

but then we also have to take into consideration well uh the density of population is what's

1:05:12

going to put the children in the seats so do we have to move a line a little more this way move

1:05:18

the line a little more that way move another line in another Zone

1:05:23

but for four of our all of our schools but one to be balanced

1:05:32

with the zones well no no you can't change let me rephrase you can

1:05:38

change the zones enough so we could pull enough key in from these other areas to balance

John C

1:05:47

but then what you have is you're putting kids on a bus that's going to be very

1:05:52

close to to Diamond Hill in the very and

1:05:57

pull them down here and then with Cherokee Trail if you shift so far to

1:06:02

Abbeville then you're going to have to shrink that Cherokee Trail and send those kids to Westwood to balance and

1:06:08

you're going to have kids that could throw a rock and hit Cherokee Trail but they're going to ride a bus to Abbeville

1:06:14

and that's what we talked about this I will not me personally I'm not going to support

1:06:20

busing kids for long distance from point A to point B it doesn't make sense so here's what we have

1:06:28

we know that the population of Calhoun Falls has shrunk we can't change that I

1:06:34

can't change it you can't change nobody in here can change that all right we can't change these lines enough to

1:06:43

balance five elementary schools if you can't that's right okay so what you have

1:06:48

to say is we'll do it the best we can geographically and and

1:06:55

geographically equal to about as good as we can do you're not

1:07:01

well I mean people you can't go shifting yeah

1:07:06

if you look at the map I did uh you just you can say well if Matt brought up pop

1:07:13

it back up all the little green triangles throughout the county

1:07:19

that is your government assisted housing and and you can see that Lowndesville has the

1:07:26

one little apartment complex that's back there behind after you pass the curve behind that church

1:07:31

uh Due West had two at one time I think several years ago and I think it's only

1:07:37

got one now it's the only one I could find they still got two I got two but I think together no one of them by the uh

1:07:45

post office post office school that road now but then if you

1:07:52

look Abbeville's got two four seven and I think they got another one they just built and Calhoun Falls has got four

1:08:00

and with the population as small as Calhoun Falls is that's where your biggest number of kids are coming from because uh well Tracy you wrote to

1:08:07

church with us with us you know that's where we picked up all our Wednesday night kids from but I mean

1:08:13

I couldn't find a single solitary way to cut it pie it draw it out to where any

1:08:18

of those kids would be it would be beneficial to move any of those kids to Diamond Hill or Cherokee Trail

1:08:24

there's no I mean I'm not fighting with a mother at the at the the apartments in in Calhoun

1:08:32

Falls because you know they're on that side of town to bust them to Cherokee Trail the Diamond Hill but I mean

1:08:39

and we just were that's something that we have to consider as our district is that's where you're and I hate to use

1:08:45

that word I hated to use it last time at the meeting was that's where your inner city kids come from and that's where your single moms and

1:08:52

single parents are living in those apartments and that's what the counties just divided that way you got to think back

1:08:59

years many many years before all of us was around everything north of Abbeville and North of Calhoun

1:09:07

Falls except for uh Due West was all farmland farmland or Timberland and then

1:09:14

your you're Calhoun Falls and Abbeville and I think there was a plant in Due West at the time other than the college

1:09:21

that's where your manufacturing was at you know you had all your textiles mills and and

1:09:26

Calhoun Falls shut down they shut down three manufacturing plants and at one

1:09:32

time the West Point Pepperell Burlington plant was one of the biggest plants in the state they had 500 employees in it

1:09:40

when they shut the doors there that's it you know when it went then the little plant up on the hill went because that

1:09:46

was a feeder and then you know eventually Mohawk or Bigelow whatever you want to call it closed you know

1:09:53

this whole County took a a missile hit from textiles leaving you

1:09:59

know Abbeville area is looking because Millikin or Sage whatever you want to call it stayed around and you know Pro Towel

1:10:04

and stuff like that but right now we just don't have

1:10:11

the manufacturing to bring people in and the reason we don't have the big manufacturing like the BMW stuff like

1:10:17

that is because we're not close enough to an interstate they were hoping that for four lane and 72 would bring them in here

1:10:24

but it didn't it did not pan out like they thought it was going to and that's you know nothing that we had

1:10:30

anything to do with or we can fix you know we've lost several

1:10:35

uh manufacturing places coming in because of that one reason you know but

1:10:41

you're not close enough to an interstate and you know there's nothing we can do out there but

1:10:47

I think starting with moving some geographical lines and finding out what the population would be

1:10:54

you know we may have to move some lines a little bit different than what I got them drawn that's why we're having that's why we got the committee together

1:11:00

and I'll be I'll be happy to go through this policy and see if I can find any

1:11:07

well I thought there's one with me tonight yeah I really was hoping everybody would be prepared well I've

1:11:13

read it over and over again I'm just I'm trying to find please yeah whatever you whatever you don't like please

1:11:21

yeah and this was you know our our attorney had heavy input on was took took some of those ideas we

1:11:28

talked about and made sure we in line legally

1:11:35

and I spoke with her this morning and she said any questions clarification thank you

1:11:45

if somebody's got something specific they won't okay let's talk about it that's the

1:11:51

reason that's the reason we're here you know um

1:12:07

how many copies y'all need a copy of it look at it well that's what I was going to say real quick if I can

1:12:17

my biggest concern is the zoning lines the policy

1:12:24

is one of those things the legalese and all is going to be there

1:12:31

it all goes back to intent and everybody knows a board's attorney is going back them into the hill

1:12:37

so the thing is

1:12:43

if if the policies going to have built-in exceptions there's nothing wrong with that that's just doing

1:12:49

business it's not gonna I've been chasing this rabbit for 15

1:12:56

years and this is the closest we've gotten to actually having someone look at the

1:13:03

lines I think get Geographic lines is the first step

1:13:10

of saying yeah everything is equal because I'm going to tell you I'm not
1:13:16
worried about John C closing I've tried to assure the people in our community it's not
1:13:22
going to happen Tim made a very good point and that's how I presented
1:13:29
you've got too much Section 8 housing in that area to be busing all those
1:13:34
low-income children all the way over to Long Cane
1:13:39
and then the Westwood could it be done yeah you look how it breaks your District out though
1:13:45
the children that are coming out of the highest poverty you're going to take the educational
1:13:52
resources from I can't see a school board doing that well the next step would be the
1:13:59
geographic boundaries the policy the policy algorithm always goes back to
1:14:05
intentions the main reason I keep bringing the intent up because it's come out of the boardroom
1:14:12
multiple times about there being choice and the district does not have a choice
1:14:17
policy the district has a zoning policy that assigns the students to the schools and
1:14:24
then through exception you're allowed to go to a different school and actually
1:14:31
call that your home school now up until you get the highest grade at
1:14:36
that school which sows that policy up in which would vote on unanimously by
1:14:42
the members of the board I mean that's that that should tell you what the intent is right there that
that
1:14:50
changed his name
1:14:56
I mean yeah the question with the policy
1:15:01
was if we're treating all children equal in other words we're treating employee
1:15:07
children and the regular transferring population as one group no subgroups if
1:15:15
all children are equal in order to have equal transferring ability
1:15:20
those children that are trapped in schools like John C which let's be

1:15:26

honest with you it's high poverty it's lower achieving than the rest of the district when they're compared in the

1:15:31

boardroom with Cherokee Trail and Diamond Hill

1:15:37

you're not comparing the same students from the same type families with the same type support structures all those

1:15:43

kind of things come into a play is to the learning capacity of the child

1:15:49

you're dealing with a high poverty population for the most part

1:15:54

that are already severely disadvantaged and the testing data out there goes to

1:16:00

show that there are achievement gaps in some areas very high achievement gaps

1:16:06

and a lot of those children fall into those gaps so what I'm saying is if those parents

1:16:14

want their child because until it reaches a failing status

1:16:20

the Title I aspect of it doesn't allow for them to transfer out and am I correct in that assumption that

1:16:27

once a school fails Title One two years in a row a parent is given the option of

1:16:33

transferring their student to a choice School in the district

1:16:39

once a Title I school and this is more in curriculum so out of

1:16:45

my wheelhouse but but if they get a below average rating for two consecutive years yes there are

1:16:52

some ramifications but I can't speak to it because I don't I wouldn't give you the most accurate

1:16:58

information that that Dion or Elizabeth you see that's just it we don't it doesn't have to be detailed it's just to

1:17:04

establish that a a subpar School

1:17:10

is going to well it's going to trump this transfer policy as well so in other

1:17:16

words those children can requests to go to any

1:17:22

of the other schools within the district my concern is

1:17:30

as we're looking at that population we've gotten a zoning down I think if we

1:17:35

go Geographic I think that gets it as equal as it can be the transferring part of the policy

1:17:42

where it has that bottom cap of 15. that's putting those children now in a

1:17:47

subgroup which separates them from every other child because we didn't want to separate the children

1:17:53

that belong to employees so we shouldn't transfer the 15 children per class that

1:17:59

affect the budget does that make sense I understand and that's why I want to be

1:18:07

asking that that part of the policy be examined to give every child the

1:18:13

people ability to transfer can can you

1:18:20

were any children denied a transfer out of John C this past year because the

1:18:26

numbers would have been below 15. get one this past year I think I've got

1:18:33

one the year before last so in the last three years there's

1:18:39

probably been one child with that so

1:18:44

um and you have to think about the factors would contribute to that as well we established that that group that

1:18:51

student group I won't say it's a hundred percent but I'm guarantee it's in the high 80s maybe even getting close to 90

1:18:58

uh would fall into the free and reduced lunch range which which would mean that

1:19:04

most of those families might want their child to transfer they can't afford it

1:19:10

so basically what you've got stuck in John C Calhoun you've got a few families

1:19:16

that have the means or the ability and are allowing their children to stay there

1:19:22

but then you also have a huge subgroup that are socioeconomically disadvantaged

1:19:31

and well if they had the money they might transfer it but but

1:19:37

you are trying to address something that we have zero control over we we have

1:19:43

zero control over anybody's socio-economic status that's just not in

1:19:49

our wheelhouse we can we can be compassionate to that issue sure I agree I you know

1:19:56

what I am but there's absolutely we we can't provide that transportation

1:20:04

well you can't but what can be done and the board and well the board has the control over is to ensure that services

1:20:12

that are provided there are on the same level across the

1:20:17

district in other words we don't have part-time spending we don't have part-time media specialist we're getting

1:20:24

into two different issues here we're getting into two we're getting in the curriculum and that's not that that

1:20:29

that's for a different meeting well I can actually explain it and tie that in well because curriculum is directly tied

1:20:36

to the funding of the schools because the current board policy which limits the number not to go below 15 has

1:20:44

already been established by board members at the mission tonight that that sets the budget for the school so the

1:20:50

thing is they are tied together but I do follow where you're coming from

1:20:55

that the issue is kind of like throwing a rock on the pond as we spoke before it

1:21:02

puts a lot of ripples out there that's why I established

1:21:07

I think the the biggest thing that this committee could come up with tonight is geographic

1:21:14

regions as far as the policy I don't believe there's enough board

1:21:21

members here tonight you might could take a recommendation back but I think it's going to go stale right

1:21:28

there with the board because it's going to do the same thing it's doing in here is you're going to have board members that are arguing each aspect and it's

1:21:35

going to be very very cloudy I think getting too far and too deep

1:21:40

into the policy actually will kill this whole thing and we won't see growth going forward

1:21:51

Assurances that the school is safe it's something that the community needs that comes with the

1:21:59

zone it's been choked out for over 15 years

1:22:06

so if we can at least get an agreement on where we're going with the zones and then move the policy

1:22:13

you think well I think I think the geographic is very easy to solve I think

1:22:20

we've established about here that that's that's very easy you know oh you just

1:22:28

and maintain you know they want to speak to the geographic side of things we all

1:22:34

know the importance of parent involvement and if we and being a principal at Wright Middle

1:22:40

you know Mr Rhodes was referring to you know those projects

1:22:46

if I had a student we need to see that parent sometimes they had to call to get a ride they had to get a friend to come

1:22:51

over a relative who might bring somebody to bring them so if if we bus if we get them

1:22:57

further away from close proximity okay that's just going to separate that parent involvement even more

1:23:06

um and I want to speak to and I get Mr. Lindler's points on on the 15 when it drops below 15 how

1:23:13

um that that student is limited uh but I don't know if the and I'm going to speak

1:23:19

up for Paul Prescott because he's the one that jumps out at me and Mr Angel you you know Paul very well he will he

1:23:26

will tell you that when he said openings and we know what the teacher pool is now

1:23:32

that is hard to get teachers and it's really hard to get great teachers and he

1:23:38

has been able to attract a quality staff and Mr. Angel you'll test that you've got children there

1:23:44

um and he says my selling point which got him over the

1:23:50

hump of coming here or staying in a bigger district and making a few more dollars

1:23:55

was the ability for him to tell them that we have a transfer policy that would allow their child to come be in

1:24:02

school with them so this it he would he says he speaks that to me

1:24:08

a lot and he's he's thankful for that piece of it and he's got a number of teachers that

1:24:14

he could tell you about I think we've already established that it's not we're not taking treatment

1:24:20

teachers first it's pretty much whoever submits the paperwork right

1:24:26

I mean our teachers it seems like our teachers seem like they get it in first because you know they know where they're going to be teaching and they're they

1:24:32

want their kids with them but I don't I don't see where we're limited just to teachers only

1:24:38

and according to that it wasn't that many there's only a third or 30% or whatever it was

1:24:45

I mean I just I kind of like I like the idea let's

1:24:50

let's look at getting the lines done and then if we need to pull the policy and

1:24:58

and get uh I mean I can get her name's not Tiffany now um I can get

1:25:05

the lady from the School Board Association to to find other policies that other school districts have those are like ours you

1:25:12

know we need to compare them you know the references and sections yeah I mean

1:25:19

and I will eventually assembly yeah I think so but you know

1:25:33

the thing you might not see is the piece where we say once you're in right yeah yeah and that was a decision

1:25:42

unanimously voted on by our board and

1:25:47

I would like I would like to get the lines done

1:25:54

agreement like we got them or even move them a little further uh we're moving

1:26:00

further um

1:26:07

I said if you stop moving you start hauling people right right yeah you know I mean well we know that that's gonna be

1:26:14

a thing but I was I would like to get it presented let the parents and stuff look at it before we actually let's make it

1:26:20

this is where probably you know set a time limit these one of the lines where this is the lines of the board of community

1:26:26

across the board the board approves them and this is when those lines will take

1:26:31

effect and if we we say we're going to grandfather those students in if we

1:26:36

and it might be at a point I don't know what grades are in it they might be moving on to another school anyway some

1:26:41

of them uh you know you don't know does that make Mr Lindler had

1:26:47

a point that is true for sure that if we move those zones

1:26:53

and their space available at the school they left they could put in an interdistrict transfer policy in the

1:26:59

Move of his own commute and the whole the whole the whole reason

1:27:06

why I started looking at the zones of calhoun Falls is because I had high hopes And and I've talked to

1:27:12

them talked to several people that are working on this of growth coming to that area because of

1:27:18

the lake whether it ever comes up realization I

1:27:24

can't none I was going to say that because we don't know really what Corps of Engineers is going

1:27:29

to tell these people if they're going over certain sections uh I know I talk to the guy that had

1:27:35

bought the sanctuary he's from Atlanta there are several House properties in there that's already bought and paid for

1:27:42

by people from Spartanburg Columbia and areas like that that are wanting to build they're just

1:27:48

waiting for the Corps of Engineers to say yeah whether it brings more students in

1:27:55

I ain't got a crystal ball I can take it but it would be nice to have the Zone big enough

1:28:01

and far enough away from the school except just right aside almost almost inside the city limits to where if it

1:28:07

did grow on those areas you had a local school in the County

1:28:12

District right there you know that they needed to ride the bus the bus could come you know

1:28:18

that's that was one of my whole purposes but then I also knew talking to other districts and once you moved one line

1:28:24

you got to move several lines because you affect everybody in as many schools as we got you're going to affect all the

1:28:30

district so I'm not sure that I agree with moving all the lines for moving around for I

1:28:37

want to put the map back up if we can because I'm not so sure if we're if we're saying we're drawing

1:28:43

geographic that means we're trying to equal geographically I'm not so sure that cutting those triangles off up

1:28:51

there if even if you move these lines if you if you look this is a huge area right

1:28:58

here Westwood and Long Cane Here all right uh

1:29:03

you're talking about even shrinking if you go look at the yellow where

1:29:09

you're talking about cutting the triangle and cutting the triangle we're not we're not geographically keeping

1:29:14

that one equal you're wanting to get into population all right and we're not

1:29:19

talking about population we're not talking about density well we're saying is geographic

1:29:26

so if you if you move this line

1:29:31

Eastward and Northward you know like we were showing on

1:29:37

showing that map yeah where it's been redrawn the

1:29:42

proposed line you know if he moved that

1:29:48

um that gets it closer to geographical I think you go chopping that other stuff

1:29:53

off then you will have folks say wait a minute if you use the word geographic you just you just shrunk our area

1:29:59

you know Mr Bryson I I hadn't heard you say much

1:30:04

about the drawing lines what's your thoughts on that I just want to ask the question I'm new

1:30:11

at this this brought him maybe silly what I'm going to ask uh

1:30:16

if we start doing this um what about the parents input and the public input on it then we go ahead and

1:30:22

jump and just do this without them having any kind of input or something to say about it then they

1:30:29

gonna look at us funny maybe you make a great point and I think I'm just asking a question I I agree with you I

1:30:37

think if if you say this is this is kind of what we're thinking you put it out there and and you say we want input from

1:30:44

parents who students will be affected before it's ever taken to the board

1:30:51

before the board takes any action on it right parents need input I think I think they

1:30:57

do I might be wrong but I I think they really do you know because if we do it

1:31:03

and they didn't have a clue that we was going to do it yeah I think it's going to be a problem

1:31:10

yeah especially with the black area districts I'm just being honest that's what I'm saying

1:31:15

I agree with you I think you have not have been around them long enough I know they gonna

1:31:20

raise hell sure yeah especially Calhoun Falls people that you

1:31:27

start moving stuff around and over in the village and stuff where I'm at that he's going to raise cain well here's

1:31:32

what you got the folks in Calhoun Falls are not in the town are not going to be affected this is going to actually

1:31:37

expand their area which that's a good thing for that area and and it's not

1:31:43

going to affect the Abbeville zone at all other than that little triangle

1:31:51

portion I was talking about up there the Abbeville Zone would have gained some and not lost some

1:31:57

so that that's kind of but I think it's still and I think they

1:32:04

need to know them yeah so you can see the lines on the roof say again

1:32:09

the reason I I did the blue triangle for Diamond Hill is because we took such a

1:32:15

big chunk for John C out of the Diamond Hill area if

1:32:20

you see it it's still if you look though oh that's still a pretty big area yeah I

1:32:28

mean that's what when we say geographically cut the pie how are we going to cut pie

1:32:34

well as equally as we can cut the pie not I get a big piece of Dr Gary gets a little piece so I

1:32:42

you know

1:32:49

to me this is what all happened policy I think pretty sound

1:32:55

when I reread it is now you know we get more input on this we

1:33:01

can get more model policy even when we compare whatever y'all know just let me know and we'll

1:33:06

get it I like to go

1:33:13

would y'all like to say this is going to be a proposed of recommendation and

1:33:21

I don't know exactly the best way to get the folks to look at that but

1:33:27

um I'm gonna have to do a mail out we want to actually put pinpoint addresses

1:33:32

and right because the folks that are going to be affected and in there again it's not going to be a huge number of

1:33:39

households affected because that's not densely populated areas

1:33:45

but they still need to know they still need to know are we saying the two yellow triangles are are not included

1:33:57

Can I make a comment or suggestion there

1:34:05

A lot's going to change with the population densities per grade

1:34:11

when the change is made with the middle school going to

1:34:17

Dixie High School that'll come up with that new construction

1:34:25

I get I guess where I'm headed with this is little bites

1:34:30

if we fix the John C area now it's going to have I would probably say less than how many

1:34:37

children we stay there eight eight or nine children that it will impact and

1:34:43

the board has Provisions to ensure that they have continuity of progression

1:34:49

in the direction they want to go either through policy uh by transferring or however the board

1:34:57

if they're going to grandfather and continue to provide transportation which that gets in another area

1:35:03

we can't continue to provide transportation yeah that's a we can we can say you can transfer we'll be happy

1:35:09

to let you but what you've got to not run double bus drivers because you can't do it so that'll resolve that larger

1:35:16

issue down here I would probably wait till the construction phase because

1:35:24

that's going to be a that's going to be a time that the district really needs to take a hard look at where how are you

1:35:32

populated because depending on where the numbers are that could make a big shift

1:35:40

over to uh that new campus you know it could alleviate problems at

1:35:47

Diamond Hill and alleviate problems at Cherokee Trail there's no need to go ahead and push

1:35:54

I think it's a bigger issue you do have a really strong declining population in

1:35:59

Abbeville high school and the two feeder schools I don't think fixing that all at one

1:36:06

time would be the best answer for the district it might be fix the part that

1:36:12

has the least impact first and then move with the other as the district's

1:36:19

changing because then you can justify the

1:36:25

if you need to cut those tips off or if you just need to leave them um because you can't change the

1:36:31

population that are feeding the two elementary well the elementary primary and Abbeville High School just like we can't

1:36:37

change the population in the John C Calhoun Zone

1:36:43

does that make sense I agree I think I

1:36:48

know with the with the construction that we're doing at Abbeville and at Dixie and the plan to move the the Middle

1:36:56

School to Dixie from Diamond Hill and Cherokee Trail that's going to change your your makeup

1:37:03

of all the schools in that area too um can I make if I can get up knee hurts

1:37:12

there went here getting old

1:37:18

I I would like to change this line sorry Matt I understand that's what it's

1:37:24

there for oh I think I just moved my line I did just follow that

1:37:32

if you get back a little bit

1:37:40

the blue line follow the river you see him you gotta

1:37:48

remember Watts meets the river follow the rules and call out and

1:37:54

instead of coming through here the Blue Line already goes right here just follow

1:37:59

I think it's a is that little river yeah I think that's a tributary to you

1:38:07

looking at how it's on the map there and I can't say well it looks like a tributary like that I mean

1:38:15

yeah that's true too if that's okay

1:38:22

now we just kind of even I mean it just make that one a little easier easier to me

1:38:31

now that I've been looking at it for an hour Dr. Gary can you and not worry about the two little

1:38:38

triangles just do the Calhoun Falls John C line please

1:38:43

right

1:38:48

yes can you check with uh legal counsel and see if what we're discussing needs

1:38:56

to come before the forward before it can be put out to the public as a

1:39:03

proposed change just because as a community we came

1:39:08

now if they say you could put this out to get public input I'm perfectly fine with us doing that if they say it needs

1:39:15

to come before the board and then we'll discuss that with the board and do

1:39:21

whatever yes sir I also want to make sure we stay within those guidelines

1:39:31

all right anybody have any other input I appreciate everybody's input on it and

1:39:37

the discussion I think it was good thank you thank y'all later

1:39:43

and y'all too from administrative side because I noticed a lot dumped on you

1:39:50

but I agree Tracy I appreciate the thing about this let's just do it let's eat the whole pie but he did a

1:39:57

little bit at a time I was just appreciate the opportunity to be a part

1:40:02

and y'all moving forward thank the administration for taking the time to put the data and all together

1:40:10

yes sir nobody else has anything else we are now

1:40:15

adjourned thank you congratulations