Exhibit R

Public Hearing Transcripts and Summary of Comments
DALLAS INDEPENDENT SCHOOL DISTRICT

REPORT TO THE BOARD OF TRUSTEES ON 2011 PUBLIC HEARINGS AND PUBLIC COMMENT

AUGUST 11, 2011

Submitted by:

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August 11, 2011

VIA HAND DELIVERY

Honorable Chairman Lew Blackburn  
Honorable Trustees of the School Board  
Dallas Independent School District  
3700 San Jacinto  
Dallas, Texas 75204


Gentlemen and Ladies:

Introduction

We have held public hearings throughout the Dallas Independent School District and wanted to report to you on the comments made and the analysis of same. We have had an attorney facilitate each meeting and at least one Trustee also attended each meeting. The meetings were recorded and a transcript is provided herein and referenced by the Tab Number on the first line of each Public Hearing.

We have received two (2) Citizen Maps and have inputted same. Messrs. Méndez and Rios will provide a detailed analysis of same.

District 8 Public Hearing – July 25, 2011 (Tab 1)

We conducted a public hearing on July 25, 2011 at the Francisco Pancho Medrano Middle School. Rick Ortiz appeared on behalf of our firm and Trustee Medrano was present.

No constituents appeared to offer remarks.
District 2, 3, and 8 Public Hearing – July 25, 2011 (Tab 2)

We conducted a public hearing at Bryan Adams High School on July 25, 2011. John Long appeared on behalf of our firm and Trustees Parrott and Nutall were in attendance. Nine persons signed in but only six persons spoke or made public comment.

1. **Betzer, Bill.** He asked if compactness was part of the redistricting process (p. 9, line 13). He also expressed a desire that the DISD incorporate map-drawing technology on its website or at its main office (p. 11, line 10). He provided information via email to the attorney present (John Long) and his proposal was incorporated and reviewed by our office.

2. **Ellis, Leigh Ann.** She stated that she was a trustee in Mr. Parrott’s district before he was trustee. She asked a series of questions including the difference between plans (p. 16, line 23), whether or not schools could be listed on each plan (p. 17); feeder patterns of schools; and if map drawing is available on the website. Many of her comments were addressed by both trustees present. She also inquired about whether the maps used voting age information or registered voters. Trustee Parrott addressed this question (pp. 26 and 29).

3. **Martin, Gloria.** Her points included the need to provide notice to homeowners associations, parent teacher associations and other community groups (p. 31). She also asked who to contact with comments. John Long addressed her contact questions.

4. **Martin, Jay.** He inquired as to why the DISD needed to redistrict (p. 33, line 15). John Long provided the answer to this question. Jay Martin also asked if schools are split in feeder patterns.

5. **Settler, Helen.** She asked about the difference in the maps and both Trustees Nutall and Parrott provided answers to her questions (p. 38). They explained the reason behind their support of map 5A and that it incorporates the changes that they understood were made in map 3 by many of the other trustees (pp. 39 and 40).

6. **Tule, Lorena.** She stated that she was a representative of LULAC. She had three concerns including whether or not there would be more translations of the materials on the website (p. 44, line 1); whether or not the calls to the District could be handled more quickly and whether or not schools could be put on the map (p. 45, line 11).

7. **Jimenez, Oscar.** He stated his concern was whether or not District 4 splits the Pleasant Grove area (p. 49). *This was the only comment at this hearing that was specifically directed to a map or to a question of substance. All other comments were either of notice or process, or were not germane to the redistricting process.*
District 5  Public Hearing – July 26, 2011 (Tab 3)

We conducted a public hearing on July 26, 2011 at Carr Elementary School. John Long appeared on behalf of our firm and Trustee Blackburn was in attendance. Seven or eight people were present at any time during the meeting but only four persons made comments.

1. **Hogg, Kenneth.** He asked about how the census was conducted (p. 13, line 3). John Long addressed this question. He then proceeded to state that he did not want the neighborhood split and that he thought all of West Dallas should have only one trustee (pp. 17, 20).

2. **Baker, Mark.** He had a series of comments about District 5 and District 8. He stated that he wanted one trustee for West Dallas and that he wanted to know why District 8 comes into the area of District 5 (p. 23, line 17). He also asked what Districts 5 and 8 have in common (p. 30, line 15). Trustee Blackburn engaged Mr. Baker and addressed his series of comments. *He was the only speaker with comments specific to a map.*

3. **Ms. Ruiz.** She is the principal of Carr Elementary (place of the meeting) and she stated that she wanted to see the communities kept together (p. 33, line 5). She did not have any issues with notice, process or substance.

4. **Medrano, Roberto.** He was the fourth and final speaker. He introduced himself as the uncle of Trustee Medrano and said he was present at the District 8 hearing the night before. He expressed concern that West Dallas had three trustees (p. 35, line 13).

District 6 Public Hearing – July 26, 2011 (Tab 4)

We conducted a public hearing at Kimball High School on July 26, 2011. Andrea Kelly appeared on behalf of our firm and Trustees Ranger, Morath and Cowan were in attendance. Twenty-seven persons signed in, and most attendees spoke or made public comment. Although the record reflects twenty-eight (28) speakers, there were only nineteen (19) different persons who spoke.

1. **Ranger, Marcus D. (1x).** He inquired about the authors of each map, and voiced concern over the fact that this information was not provided to the public.

2. **Unidentified.** He/she refused to approach the podium when asked. The speaker inquired about how the questions being posed by the public would be answered prior to the last public hearing, which was scheduled for August 4, 2011.

3. **Crittenden, Edwin (1x).** He questioned the requirement that all submitted plans must “affect” all districts, in that districts 4, 8 and 9 are primarily the districts that are disproportionate.
4. **Foreman, Joyce (1x)**. She stated that it would be more useful to provide a separate map of the current district lines, instead of incorporating the existing boundaries into the proposed maps.

5. **Mitchell, Verna**. She stated that it would also be helpful to know the names of the school campuses that sit within the affected districts.

6. **Norman, Thelma (1x)**. She voiced concern over losing certain schools that are in the Carter High School cluster, and requested that the public hearing period be extended to allow the public to better understand which schools could experience a change in representation.

7. **Ranger, Marcus D. (2x)**. He expressed outrage over DISD’s failure to provide adequate information on the origin of the maps, inadequate advance notice of the hearings, and an overall feeling that an unspoken political agenda is being advanced. He remarked about the changes in 2006 that adversely impacted Trustee Ranger, and voiced concern that the same thing could happen again during this redistricting process.

8. **Foreman, Joyce (2x)**. She described her involvement in the bond project related to Wilmer Hutchins schools, and commented that Plan 5a would cause the least amount of disruption between districts. She stated that it is best to keep the same representative for constituents wherever possible. She also inquired about whether additional maps could be considered by the Board of Trustees.

9. **Luna, Ramiro**. He is a representative of LULAC 102. He voiced concern over the fact that inadequate effort was made to communicate with the Spanish-speaking community about the public hearings, and questioned why the school district did not put out a phone blast to parents, or use other social media. He also voiced concern over cracking the Latino community, and reiterated the complaint that the school campuses were not identified on the maps. He stated that the Dallas City Council has map-drawing programs, and inquired about whether such technology is available to the public in connection with DISD redistricting.

10. **Foreman, Joyce (3x)**. She voiced an overall concern about the welfare of DISD’s African-American students, and inquired about the deadline for submitting additional public maps to the Board of Trustees, and date of the vote on the plans.

11. **Norman, Thelma (2x)**. She reiterated her request that the public comment period be extended to allow for additional public input, as there was not a “quorum” present at this hearing.

12. **Knight, Mavis**. She requested a copy of the map that was submitted by Mr. Luna prior to the opening of the public hearing. She also questioned the rationale for each of the four maps that were presented at the hearing.
13. **Ayres, Danielle.** She voiced a desire to have Wilmer-Hutchins included in District 6; she complained of inadequate advance notice of the public hearings, and she requested that school names be included on the maps. Lastly, she stated that the public hearings are too rushed, and that the process should be slowed down.

14. **Crittendon, Edwin (2x).** He inquired about the process for the public to obtain an injunction to halt further action on the redistricting process.

15. **Borders, Gerald.** He expressed an overall outrage at the way the redistricting process is being handled, and referred back to the 2006 controversy involving Trustee Ranger. He also expressed concern about children potentially being bused throughout the district.

16. **Webster, Latonya.** She questioned why there were only four maps for public consideration, and voiced overall dissatisfaction with the lack of information available to the public in order to solicit public comments.

17. **Stovall, Charles.** He expressed concern that the speed of the process makes it feel like the public is being bullied, and wanted to know how it can be slowed down.

18. **Crittendon, Edwin (3x).** He inquired about the process for the Board of Trustees to submit its proposed plan to the Department of Justice, and whether individual maps could be submitted to the Department of Justice.

19. **Jackson, Nethal.** She wanted to see all maps that had been prepared, not just maps 2, 3 4a and 5a.

20. **Record, Barbara.** She expressed concern over the effect of redistricting on the children at Maynard Jackson school, as well as an overall feeling the African-American constituents traditionally bear the burdens associated with redistricting decisions. She voiced concern over potential busing of students, and expressed a willingness to employ legal means to slow down the public hearing process, and asked that the Board of Trustees be required to consider tonight’s questions and concerns before concluding the public hearing period.

21. **Hickman, Holsey.** He voiced a concern over the lack of meaningful opportunity for the public to participate in the redistricting process, and made reference to historical racial insensitivity of DISD. He expressed an opinion that Dr. Blackburn’s political agenda is to blame for the lack of notice and lack of opportunity for public participation in the process, and expressed a willingness to employ the tactics used in the 1960s to obtain justice. He further inquired about whether the same maps are being distributed at all public hearings, and if they are numbered the same. He also inquired about how the public can keep abreast of additional maps that are submitted to the Board of Trustees.

22. **Allen, Joe.** He inquired about how the public hearings were publicized in other Districts, and he inquired about the level of attendance at the July 25 public hearings, and stated that the level of public attendance is inadequate.
23. **Crittendon, Natalie.** She inquired about how redistricting would affect attendance zones under map 5a.

24. **Unidentified (2x).** He/she did not approach the podium. The speaker asked whether attendance zones would be affected under any of the other maps.

25. **Mitchell, Verna.** She inquired about how the questions raised tonight would be addressed between tonight’s hearing, the District-wide public hearing on August 4, 2011, and the Board of Trustee vote on August 25, 2011.

26. **Crittendon, Edwin (4x).** He reiterated his willingness to seek legal counsel to obtain an injunction to halt further action until the questions raised at tonight’s hearing could be answered, as the current public hearing schedule only allows for public comment through August 4, and any comments made after the close of the public hearing period would not be considered by the Board of Trustees.

27. **Norman, Thelma (3x).** She solicited a consensus of all attendees that a formal request be made to extend the public hearing period, so that the questions raised tonight can be answered.

28. **Thibodaux, Louis.** He asked how soon the redrawn districts would go into effect. He also asked whether similar feedback is being received at other public hearings.

**District 7 Public Hearing - July 26, 2011 (Tab 5)**

Rolando Rios conducted the July 26, 2011 public hearing at Hector Garcia Middle School. Trustee Cowan was present and six attendees were present (including a reporter from the Dallas Morning News), but only four persons made comments. *No attendees made specific comments about a map.*

1. **Climmer, Mary Ann.** She asked questions that were addressed by Rios’ attorney, Amir Mamori (p. 6, line 5). She asked about whether the redistricting process used population or registered voters; whether natural boundaries were followed (p. 8, line 21); and which of the nine (9) guidelines in the Board’s resolution on Guidelines was most important (p. 11). Both Mr. Amori and Trustee Cowan addressed her concerns and assured her that all the guidelines were equally important.

2. **Tule, Lorena.** She appeared as the second speaker. *(She had appeared and spoke the night before at Bryan Adams High School.)* She had the following points: the website was not in Spanish (p. 12, line 11) nor were there sufficient notices in Spanish; there should be software on the website to draw (p. 13, line 1); the DISD should address the issue of compactness (p. 13, line 15); schools should be listed on each plan (p. 15) and the deviation was not on each map (p. 13, line 15). Trustee Cowan agreed with the need to have materials
available in Spanish. Several of her points were the same points that she had made the night before in the previous hearing. She did not have specific comments on any map.

3. **Rubio, Fernando.** He was the third speaker. He stated that he wanted all of West Dallas in one trustee district (p. 18, line 5) and that he also thought African American and Hispanic Districts in West Dallas should not be divided (p. 18, line 11).

4. **Delossantos, Mark.** He was the fourth speaker. He asked what issues the trustees disagreed on and had general questions about redistricting (p. 22). Trustee Cowan addressed his issues.

**District 1 Public Hearing - August 1, 2011 (Tab 6)**

The public hearing that was conducted at DeGolyer Elementary School on August 1, 2011 by Rolando Rios with Trustee Flores in attendance. Three persons spoke; however, the comments were mainly in the form of questions rather than declarations. Trustee Flores provided much of the comment and addressed each of the persons that asked questions or made comments.

1. **Willis, Carol.** The first speaker was Ms. Carol Willis. She wanted to make sure that racial groups would be protected under any plan (p. 8).

2. **Arroyo, Estela.** She noted that District 5 is spread out quite a bit. She also said that she thought Pershing Elementary changed only in map 3.

3. **Luna, Ramiro.** He asked when the vote would occur; why there was not more community involvement, and the need to have schools on the map (p. 25). He also announced that a LULAC map was available for review in the hall (p. 26).

**District 5 Public Hearing - August 1, 2011 (Tab 7)**

A public hearing was held at the Tommie Allen Rec Center on August 1, 2011. Both Trustees Blackburn and Ranger attended and John Long from our firm facilitated the meeting.

1. **Foxx, Donnie.** He emphasized that the community wanted to keep Dr. Blackburn for Wilmer Hutchins schools (p. 15). He also reviewed the Board guidelines of community of interest and incumbent relations (p. 16).

2. **Williams, Wanda.** She was the second speaker. She stated that she wanted all of Wilmer Hutchins to be represented by Dr. Blackburn (p. 17).

3. **Mills, Melba.** She stated that she wanted all of Wilmer Hutchins to be represented by Dr. Blackburn (pp. 17 – 18).

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4. Rubio, Fernando. He stated that he would like to see all of West Dallas in one district or have at least one Hispanic district in West Dallas (p.19)

5. Bradfield, Steve. He stated that she wanted all of Wilmer Hutchins to be represented by Dr. Blackburn (p. 19).

6. Garcia, Domingo. He presented a map which was marked as an Exhibit and has been circulated to the Board. He represented that it was drawn by LULAC or with their authority. He made specific comments about the maps or process as follows: 1) districts 7 and 8 have packing (p. 21, line 8); 2) DISD should reflect the student population in the Board (p. 21); 3) all the proposed maps violate Shaw v. Reno in that District 8 has an arm that packs Hispanics (p. 22, line 8); 4) there should be 4 Hispanic and two African American districts; 5) there needs to be a “unity map” (p. 24, line 8); 6) West Dallas should be in one district (p. 24); and 7) the plans should “unpack” Oak Cliff, which is 80% Hispanic (pp. 24 – 25).

7. Betzen, Bill. He lives in District 8. He said that all the proposed maps have “cracking” and “packing”. He stated that even the “unity map” of Mr. Garcia could be improved (p. 23, line 27). He also stated that the DISD needed software available so people could draw their own maps (p. 28, line 9).

8. Collier, Patrick. He stated that he wanted to keep Dr. Blackburn in Wilmer Hutchins schools (p. 30).

9. Bonner, Joan. She stated that she wanted to keep Dr. Blackburn in Wilmer Hutchins schools (p. 32).

10. Spencer, Tonya. She presented a Petition to have all Wilmer Hutchins schools in the same district. Her petition was attached as an exhibit (p. 35).

11. Ranger, Marcus D. He is the husband of Carla Ranger. He stated that she inherited the elementary school in 2006 (p. 39). He discussed school names and then stated that map 5A does not disturb the status quo as far as Wilmer Hutchins is concerned (p. 43). (Third appearance at a public hearing.)

12. Tule, Lorena. She stated that none of the maps represent Latinos (p. 44). She further stated that none of the material is in Spanish (p. 44, line 15) and that makes it difficult on the Latino community. She requested that there be a map that notes the schools.

13. Bell, Lady. She wants Dr. Blackburn as the trustee (p. 46, line 7).

14. Brewer, Sha. She also wants Dr. Blackburn as her trustee (p. 48, line 3).

15. Burnett, Reverend. He talked about Trustee Ranger’s work on schools (pp. 49 – 51).

16. Hawkins, Kadri. She rebuked Reverend Burnett (pp. 51 – 52).

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17. **Bonner, Joan.** She rebukes Reverend Burnett (p. 64, line 16).

18. **Walker, Fred.** He thinks there should be more respect for Trustee Ranger.

**District Board Hearing - August 4, 2011 (Tab 8)**

On August 4, 2011, a public hearing was held at the Administration Building. The following Trustees were present: Cowan, Parrott, Medrano, Blackburn, (Interim Superintendent King), Ranger, and Morath (Trustee Nutall sat in the audience). John Long from our firm facilitated the meeting.

1. **Foxx, Donnie.** He lives at 5935 Manor Drive in Dallas, Texas and was the first speaker. He stated that he wanted Wilmer Hutchins and West Dallas all in one District (p. 13, line 20). He further stated that he wanted Dr. Blackburn as his trustee and that his Junior High was in Blackburn’s district and his High School was in Ranger’s district (p. 14).

2. **Webster, LaTonya.** She lives at 5838 Regatta Circle, Dallas, Texas and was the second speaker. She stated that she lived in District 6 and that she would like the Board to consider plan 5A (p. 16, lines 13, 17).

3. **Birdwell, Diane.** She was the third speaker. She stated that she was a resident of Buckner Terrace and she wanted it to be kept together (p. 17). She stated that precincts 3303 and 3309 dogleg out of District 9 on map 4A (p. 17, line 19). She then inquired as to why it appeared that districts 4 and 9 are gerrymandered (p. 18, line 11). She claimed that map 4A has doglegs of Lindsley (p. 18, line 20). At the end of the public remarks, trustee Blackburn addressed the issue of the dogleg with her.

4. **Luna, Ramiro.** He lives at 1426 East Wedgewood was the fourth speaker. He identified himself as a LULAC council member. He stated that the process was moving too fast and the community was not involved. He wanted to see the schools on the maps (p. 21).

5. **Crittenden, Edwin.** He resides at 1959 Royal Lane in district 6. His initial remarks concerned feeder patterns (p. 23, line 9). At the end of the public remarks, both John Long and Trustee Morath addressed this issue with him. Also at the end of the public remarks, Mr. Crittenden asked for clarification of the population concentration.

6. **DeLossantos, Renaldo.** He resides at 1531 Duncanville, Dallas, Texas 75211 and identified himself as director of LULAC of District 3. He stated that he wanted one representative for West Dallas (p. 27, line 14).

7. **Tule, Lorena.** *(Fourth appearance at a public hearing).* She resides at 9426 Palisade Drive, Dallas, Texas 75219. She expressed concern for notice in Spanish and also how notice was sent out to the community (p. 28, line 19). She asked the Board for each of them to
describe how they sent notice (p. 29). John Long read the information of all the papers that were used to communicate the meetings, in addition to notice from the website.

8. **Martinez, Beatrice.** She resides at 7007 Arboreal in District 3. She identified herself as a LULAC District Director. She stated that Latinos need to be represented on the Board (p. 30) and that there should be both television and radio ads of the meetings (p. 31, line 1).

9. **Garza, Trini.** She was a former DISD Board member and was the ninth and final speaker. She had two points: 1) do not make the same mistakes that were made in 2000 (she did not elaborate) and 2) consider ethnicity (p. 48, line 5).

**District Board Hearing - August 9, 2011**

On August 9, 2011, a public hearing was held at the Administration Building. The following Trustees were present: Cowan, Parrott, Medrano, Blackburn, (Interim Superintendent King), Ranger, and Morah. John Long from our firm facilitated the meeting. Three people attended but only one person spoke.

**LaTonya Webster** of 5828 Regatta Circle was the only speaker. She asked questions including how someone would ask questions of a trustee and who could explain particular maps. John Long had announced which law firm and trustees had substantially contributed to the four maps. Mr. Long also told her if she had questions about a specific district, she could ask the trustee right after the hearing, email them or ask their aide. He met with her after the meeting about other issues.

**Conclusion**

In conclusion, we have distributed materials at every Public Hearing and received several written comments. We have worked to ensure as many forums to express public comment and to address specific concerns of the redistricting process. We have provided our firm contact information and have received input by e-mail from several participants. The Public Hearings and Comments provided have not specifically addressed (or raised) any substantive flaws with any of the proposed maps.

Sincerely,

David Méndez

**STATUS REPORT – PAGE 10**
BE IT KNOWN the above-entitled matter
21 came on for hearing on July 25, 2011, between the hours
22 of 6:00 p.m. and 6:48 p.m., at Francisco Pancho Medrano
23 Middle School, 9815 Brockbank, in the City of Dallas,
24 County of Dallas, State of Texas, and the following
25 proceedings were had:

PROCEEDINGS
(July 25, 2011; 6:47 p.m.)
MR. ORTIZ: My name is Rick Ortiz,
attorney for Bickerstaff Heath Delgado Acosta,
representing Dallas ISD in connection with
redistricting for 2011.
I want to go ahead and announce that
tonight's community outreach meeting — that no
community constituents attended the hearing tonight,
the public outreach hearing; and therefore, I will go
ahead and state that, for the record, we have no
appearance and we will go ahead and adjourn the
meeting.
(Proceedings concluded at 6:48 p.m.)
STATE OF TEXAS

COUNTY OF DALLAS

THIS IS TO CERTIFY THAT I, JOY L. DUNKIN, a
Certified Court Reporter in and for the State of Texas,
reported in shorthand the hearing at the time and place
set forth in the caption thereof, and that the above
and foregoing contains a true and correct transcript of
said hearing.

This the 2nd day of August, 2011.

JOY L. DUNKIN, Texas CSR 7848
Expiration Date: 12-31-12
STOVALL REPORTING & VIDEO, INC.
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DALLAS INDEPENDENT SCHOOL DISTRICT

REDISTRICTING PUBLIC HEARING

DISTRICTS 1, 3 AND 9

BE IT KNOWN the above-entitled matter came on for

hearing on July 25th, 2011, from 6:15 p.m. to 7:00 p.m.,

at Bryan Adams High School, 2101 Millmar Drive, in the

City of Dallas, County of Dallas, State of Texas, and the

following proceedings were had:

APPEARANCES

1

Mr. John Clark Long, IV

2

BICKERSTAFF HEATH DELGADO ACOSTA, LLP

3

1700 Pacific Avenue

4

Suite 4501

5

Dallas, Texas 75201

6

(214) 397-0390

7

(214) 397-0389 Fax

DALLAS ISD BOARD OF TRUSTEES:

8

Mr. Bruce Parrott

9

Ms. Bernadette Nutall

ALSO PRESENT:

11

Mr. Omar Jimenez

Ms. Kim Lohrengei

Ms. Georgia Hughes

Ms. Helen Stettler

Mr. Bill Betzen

Ms. Leigh Ann Ellis

15

Ms. Gloria Martin

Mr. Jay Martin

Ms. Lorena Tule

1

PROCEEDINGS

(July 25, 2011; 6:15 p.m.)

MR. LONG: Good evening, everybody. My

name is John Long. I'm with the law firm of Bickerstaff,

Heath, Delgado, Acosta. And --

UNIDENTIFIED SPEAKER: I'm sorry. What was

your name again?

MR. LONG: My name is John Long, L-o-o-g.

UNIDENTIFIED SPEAKER: Long?

MR. LONG: Yes, ma'am.

And I'm with the law firm of Bickerstaff,

Heath, Delgado, Acosta. And we're one of the law firms

that has been hired by the Dallas Independent School

District to assist them in the redistricting process.

And I'm going to read a statement regarding the public

hearing that y'all are here on tonight.

And we have the privilege of having two of

the trustees of the Dallas Independent School District

with us today. But this is not a meeting of the trustees

or even a meeting of a subcommittee. They are here as a

courtesy or out of their own interest, not as a required

meeting of the school board.

I want to call to order the public hearing.

The purpose of tonight's public hearing is to receive

comments from the public concerning the proposed plans

for redistricting.
| 1 | for realignment of the trustee districts in the Dallas Independent School District. The plans being presented tonight are not the final plans that have been adopted. They are merely plans the trustees have developed and have designated as proposed plans for which to seek public comment. The format for this public hearing will be as follows. You'll first hear a short presentation from me. I'll explain the redistricting process to you, including some applicable legal standards and also introduce the written material. And I think most of y'all have had the opportunity to pick up the written material. There is -- and let me run through this briefly. There are four proposed plans: Plan 2, Plan 3, Plan 4A and Plan 5. And there is written material that goes along with each plan. Each of the plans is -- would be legally compliant if it were adopted by the Dallas Independent School District board of trustees. And by legally compliant, I mean that it would pass the test of -- according to each of these sheets showing that it's within a 10 percent deviation, which means that within the nine districts that the population is balanced insofar as the -- the difference between the greatest overpopulated county and the most underpopulated county is no more than 10 percent. So that's the importance of the numbers. And that is all that is being done or accomplished in these four plans. It's not a representation that it would pass any other legal tests or any other challenges that may arise in the future. So -- so with that, the initial preclearance determination of is it under the 10 percent standard, each of these four plans meets that -- Can you hear me? UNIDENTIFIED SPEAKER: Not very well. UNIDENTIFIED SPEAKER: It's very soft. MR. LONG: I'm sorry. I'm sorry. So each of -- each of the four plans that are depicted in these drawings as well as up here represent a redrawing of the boundary lines to reflect that they would fall within that 10 percent standard, which is the first criteria that has to do with a preclearance of the plans that are approved by the DISD, then submitted to the Department of Justice. The four plans are numbered. They have been prepared in consultation with one or more of the trustees. And I have been asked about Plan 4A and 5A, and I do not know the authors of those or the primary contributor of 4A and 5A. I received an initial word that one may be Dr. Blackburn's, but I don't know which one. But I'll find that out and I'll let y'all know as soon as possible. You must be signed up to speak tonight. If you want to speak, I would ask you to come down here. There is a court reporter that is taking down the comments. You will have five minutes to speak. You can make any comments that you want regarding the plans. If you want to offer a substitute plan, you may do that. And we'd like to have a written copy of that if you do that. I want to emphasize the purpose of the hearing is to receive comments from you. It is not for me or for members of the board of trustees to engage in a discussion or a debate about the merits of any particular plan or the redistricting process. The members will not be commenting on the plans or answering questions. They can arrange to meet with you as necessary. They're here as observers. This meeting is not posted under the Open Meetings Act, and so therefore, they're not allowed to engage in discussion if we have a number of them in deliberation of the specific plans. We ask that you honor this format. And I have a list in front of me. And the first person that is listed to speak is Omar Jimenez. Would you like to speak? MR. JIMENEZ: Oh. I thought it was a sign-in sheet. MR. LONG: Did you want to speak anyway? MR. JIMENEZ: No. MR. LONG: Okay. MR. JIMENEZ: Just to observe. MR. LONG: That's okay. And then the next person is Kim Lohrenge. MS. LOHRENGEL: I just -- I thought we were just signing in. I thought that's what we were supposed to do. MR. LONG: Okay. MS. HUGHES: And I was signing in too. MR. LONG: You were sign -- are you Georgia Hughes? Okay. Well, this is moving very quickly. Hal? MS. STETTLER: Helen. I was just signing in also. MR. LONG: You were signing. Okay. And Bill? MR. BETZEN: Well, I do have some questions. |
MR. LONG: Okay.

MR. BETZEN: And I'm very concerned on a lot of things. First, you haven't addressed compactness issues. It's not addressed on the website or anywhere. Is that not a factor on this redistricting process?

MR. LONG: Absolutely.

MR. BETZEN: It is?

MR. LONG: Yes. Compactness is always an issue in the redistricting process. And it is our hope that with each of the four proposed drawings, it would reflect compactness and also the continuity of --

MR. BETZEN: Are those going to be measured by y'all so we have a compactness measurement so we know the parameters and things like that?

MR. LONG: Yes. I think some of the materials -- well, some materials have the breakdown by both population and ethnicity. But --

MR. BETZEN: But they don't have compactness. They don't talk about square miles and they don't talk about miles of parameter around the district and they don't talk about various other compactness measurements.

MR. LONG: Okay.

MR. BETZEN: At least on the website it didn't.

MR. LONG: Okay. Well, I appreciate that comment.

MR. BETZEN: Yeah. Because some of the districts are really gerrymandered all over. And that's a negative. And it would seem like you would want to encourage people to vote. And to do that, it's good to have a compact district so people more easily know where they belong and can -- and plus, a board member, it's easier for them to see where -- who they represent and represent them if it's compact. And you've got districts that go all the way from West Dallas probably for 20 miles.

MR. BETZEN: They're purple.

MR. LONG: Yeah. A couple of them.

And then second, I'm hoping to submit plans. I've been working with the City of Dallas on their redistricting process, and they provide us with computers and computer time and very good working software to actually sit down and redesign districts. And what it has allowed to happen is we have over 200 (unintelligible) and it's really brought up some very good ideas.

THE REPORTER: Excuse me. Can you have him come up here? Can you have him come up here so I can hear better?

MR. LONG: Could you come up here?

MR. BETZEN: Okay.

THE REPORTER: Thank you.

MR. BETZEN: Okay. Basically I've been involved --

MR. LONG: Did you hear everything he said?

THE REPORTER: So far.

MR. BETZEN: So far.

Well, basically, though, I've been involved with the City of Dallas in their redistricting process, and it's a very impressive process. They allow you to either go on-line and redistrict using an automated system on-line where you can create maps or you can go to the library and do it or you can go to the redistricting offices and do it.

And so there are three different ways, whichever is best for you to redistrict. And I've used all three and they all three work fine. And basically you can redesign the districts. And as you do it, you begin to realize how powerful gerrymandering is. I mean, that's what people do when they draw these crooked lines. I mean, you can really exercise an outrageous amount of power the way you draw these lines. And you can destroy democracy.

And that's why the federal courts, as I understand it, have imposed compactness standards on us that we really should be following as we do the redistricting to hopefully eliminate districts that are strung out like that all the way across the city. Or like this one that goes all the way through the middle of the city. Because --

UNIDENTIFIED SPEAKER: Which district is that. Is that 87?

MR. BETZEN: And you can do it and you can meet ethnic -- or civil rights guidelines as well. I've done it. I -- of the 21 maps that have been submitted to the City so far, I've got the ones with the highest ethnic representation and I also have the most compact map. You can do both. You've just got to do them with the right intention and the right goal. And, you know, and that's -- is -- I guess -- you can't answer those questions, I guess.

MR. LONG: I cannot. I don't know that --

I don't know what you can do on the website. I haven't tried to --

MR. BETZEN: Oh, you can't.

MR. LONG: -- do that.

MR. BETZEN: It's not there. It's not there. There's nothing on the website. And it appears
y'all hadn't planned on anything like that. Because the only people -- I mean, you know, your guidelines for submitting plans are correct. You do need to have population numbers. You do need to have the -- the borders. You do need to have all that. But it requires a person with an outrageous amount of money in capital to do that on their own.

It's something the school district should be providing to us and contracted with somebody to provide this. The City did that and it's worked out very well. And I think they've benefited from it. I hope they have. We'll find out when the process is over with.

MR. LONG: Okay.

THE REPORTER: What is your name, sir?

MR. BETZEN: Bill Betzen, B-e-t-z-e-n.

But those are questions. I came here with questions is really what I came with, puzzled as to why that wasn't being addressed at least on the website. And I was hoping it was going to be addressed this evening.

MR. LONG: Okay. I can't answer for the website because that's an information technology question within the district, but -- but I do not know if there are plans to equip you to do -- do it yourself or to provide the software.

MR. BETZEN: Well, or would your firm have a place in Dallas where we could sit at the same computers you designed these at and work on different designs?

MR. LONG: I'll give you a card.

MR. BETZEN: Okay.

MR. LONG: Let's visit tomorrow.

MR. BETZEN: Okay.

MR. LONG: I need to check on that.

MR. BETZEN: Oh, okay. Thank you.

MR. LONG: Other -- 4A is Blackburn. 5A is --

UNIDENTIFIED SPEAKER: I just E-mailed Dr. Blackburn and asked him which one is his.

MR. LONG: I got one from Sherry McCall of our firm. She said 4A is Dr. Blackburn and 5A is Parrott, Nutall and Ranger. Both plans have D8 the way Medrano wanted.

UNIDENTIFIED SPEAKER: Okay. So 4A is Blackburn?

MR. LONG: That's correct.

UNIDENTIFIED SPEAKER: 5A is Ranger?

MR. LONG: Is Ranger, Nutall and Parrott.

And I have a note that both plans have District 8 the way Medrano wanted.

MS. NUTALL: His has not changed, 8 and 9.

UNIDENTIFIED SPEAKER: I'm sorry?

MS. NUTALL: Medrano's district has not changed. All plans -- each plan, his has not changed.

UNIDENTIFIED SPEAKER: Okay. So Dr. Blackburn's proposal is 4A?

MR. LONG: Is 4A.

UNIDENTIFIED SPEAKER: Ranger, Nutall and Parrott is 5A?

MR. LONG: That's correct.

UNIDENTIFIED SPEAKER: Okay. And then Plan 2 and 3 are from you?

MR. LONG: I do not know who drew them.

Those were, I think, with the other attorney, Rolando Rios. But I can find that out.

UNIDENTIFIED SPEAKER: That may be (unintelligible).

MR. LONG: That would be my guess.

UNIDENTIFIED SPEAKER: And who did the 4A?

MR. LONG: 4A is --

If you would like to get one of these.

Yes, ma'am.

MS. ELLIS: I've got a few questions.

MR. LONG: Okay. Could you come up here?

MS. ELLIS: Sure.

MR. LONG: And once again, for y'all that walked into this public hearing, the purpose of the public hearing is to receive comments. There are documents up here of the four proposed plans, and there are also handouts that show how the numbers are in compliance. If you would like to speak, we would ask you to sign in over here because it's being taken down by a court reporter. And the purpose is really to make comments, although some questions have been asked. If I know the answers, if they're simple questions, I'll answer them. If they're hard questions --

MS. ELLIS: -- So -- but the fact that it's being recorded by a court reporter, it's public record, isn't it?

MR. LONG: That's correct.

MS. ELLIS: So then we would all have access to these hearings as we go through the process.

Not only at Bryan Adams, but all the other schools. My name is Leigh Ann Ellis. I'm the former trustee before Bruce Parrott of DISD. I've got a few questions here.

Mr. Long, one thing that we're concerned about is the differences between these plans.

We were hoping tonight, Bernadette, to understand the differences between these plans and what they represent to us.
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<td>17</td>
<td>Some things the parents don't understand, for example, Mr. Long, on these plans it doesn't show the -- it shows on-line the schools, but it doesn't name the schools. So for the parents to go on-line, it's hard for them to see a dot and not know which school it represents. Also, another thing we're concerned about, Mr. Long, is the feeder patterns. How are the feeder patterns being disrupted? What improvements, what changes can we see in these different plans? So for the public to understand this process, we need to know the differences with all the plans. I think it would benefit us as taxpayers to have this on the website. Because you remember in June, the board passed a property in tax -- property tax increase for all of us, for taxpayers, and I think it behooves us to have an explanation of the different plans and what they represent. And it would help if it could show us or tell us who the plan was devised by. So, again, we don't know which campuses. Again, there's just a dot. We need to know which campuses. For example, on number 3, Bernadette, it looks like Truett is being placed in number 3 on some plans and some plans it's being left in your district. Is that correct?</td>
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<td>18</td>
<td>MS. NUTALL: 10 years ago, it was in District 3. MS. ELLIS: Okay. And then it was moved. MS. NUTALL: It was moved. My district was one of the districts that was all over the place. MS. ELLIS: Okay. And, Bernadette, you're District Number 9, correct? MS. NUTALL: Yes, I am. MS. ELLIS: Okay. So 3 and 9. So how does number 2 impact District 3? MS. NUTALL: District 2 is Mike Morath, and District 2 would impact District 9. MS. ELLIS: Okay. Because there's some concern about Woodrow. MS. NUTALL: Woodrow Wilson is going to Mike Morath. MS. ELLIS: In all the plans? MS. NUTALL: On all the plans. MS. ELLIS: So you understand that? Woodrow Wilson, which is Bernadette's now, which is number 9 is -- MS. NUTALL: Is going into District 3. MS. ELLIS: No. District 2. MS. NUTALL: District 2. Mike Morath. MS. ELLIS: Okay. The Lakewood district.</td>
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<td>19</td>
<td>Because there was concern about that feeder pattern. UNIDENTIFIED SPEAKER: So when I read this, the colored red line -- the red lines are current or -- MS. ELLIS: Proposed. MS. NUTALL: That was the proposed. UNIDENTIFIED SPEAKER: The red line -- MS. NUTALL: And what's proposed is that Woodrow, Mata, J. L. Long, that feeder pattern, the voters live in Mike Morath's district, but the school is in District 9. And my history of it, 10 years ago, Ron drew the lines and put -- MS. ELLIS: Ron Price MS. NUTALL: -- (unintelligible) in them. And so now the voters live in District 2, but the school's in District 9. The voters should be able to vote for the people that represent their children. So we're moving District Woodrow, Long and Mata in District -- Mike Morath (unintelligible). UNIDENTIFIED SPEAKER: District 2. Okay. So the -- the colored areas are what is current. The red lines are pro-- MS. ELLIS: No. These are proposed only. UNIDENTIFIED SPEAKER: There's no current. UNIDENTIFIED SPEAKER: There's no current. So we don't know what current is.</td>
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<td>20</td>
<td>MS. NUTALL: I know it by feeder patterns. I know it by schools. So, like, I know Woodrow, that school is in District 9 but is going in District 2. MS. ELLIS: So it might help you in your future meetings if you had copies of the current plans because the parents are having a hard time understanding. UNIDENTIFIED SPEAKER: Yeah. MS. NUTALL: And another thing that would be easier too if we have schools because parents know -- I'm a parent. Parents know by schools. Like, I can tell you -- okay. I kept saying District 3, which is Bruce's district, but I know Woodrow is in District 9 but is going in Mike's district. MS. ELLIS: District 2. MS. NUTALL: District 2. MS. ELLIS: Okay. So as far -- on this plan, District Plan 2, what's the proposed changes for District 3, Bruce? MR. PARROTT: The only thing is we gain precinct in the south, 2244, and we let 2223 go. MS. ELLIS: Okay. So how does that affect the schools? Which schools are we talking about? MR. PARROTT: Well, right now, the one that -- 22 -- 2221, they all feed into Woodrow. They don’t feed into any of Bryan Adams.</td>
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MS. ELLIS: 2221, I don't see that on here.

MR. PARROTT: You looking at 2?

MS. ELLIS: Yes.

MR. PARROTT: It's the top left. 20 --

2221. Dan D. Rogers.

MS. ELLIS: Oh, okay. Dan D. Rogers.

MS. NUTALL: And to understand, when you're
doing redistricting, it's about voting, the voter pattern
impact. It's really -- the feeder pattern deals with the
areas --

MS. ELLIS: And I've got questions about
that. But I think what I'm hearing from the parents is
they don't understand the proposals and they don't
understand the differences. And when you talk about
precincts, the voters don't know what the precincts are.
They're looking at the schools and how the schools are
going to affect their household. So that's what we're
concerned about.

MS. NUTALL: To clarify, you're saying the
parents don't understand. What part do they not
understand?

MS. ELLIS: The maps, Bernadette.

MS. NUTALL: But no. Leigh Ann, but you
just said the parents don't -- and I'm telling you what
redistricting is about. Redistricting is about voting,
the voters. And I understand that aspect. So if you're
requesting that we do a map that talks about this is how
the map has looked as far -- as far as precinct and then
a map --

MS. ELLIS: No. I think you could do the
6 schools on here.

MS. NUTALL: Can you let me finish, please?

MS. ELLIS: Okay.

MS. NUTALL: You can go because I don't
remember the thought since you interrupted me.

MS. ELLIS: Oh, excuse me. Are you done?

MS. NUTALL: No, because I can't even
remember my thought --

MS. ELLIS: Oh.

MS. NUTALL: -- because you interrupted me.

MS. ELLIS: Okay.

MS. NUTALL: Continue on.

MS. ELLIS: Oh, are you finished? Okay.

So that's our concern is the precincts --

you understand the precincts. You guys have been briefed
on the precincts, but the parents don't understand where
the schools are. And if you go on-line to look at the
website, there's a little dot.

And what we're asking is that the dots be
identified by the schools so you can see what's happening
to the feeder patterns, which schools are being added to
the proposed maps and which ones are being deleted. And
then I think the confusion is the differences between the
different plans.

MS. NUTALL: There's a paper -- and what I
think what's going on is that we're dealing with it from
a voter aspect, so we're giving it voters. So if I
understand you, you want -- we're not -- we wouldn't dare
take Woodrow out. Put Woodrow on, but leave Mata. We
are looking from visionary (unintelligible) feeder
patterns and moving them all into a district and not
splitting feeder patterns by trustees because that --
that would make no sense.

So like Mata, which is closer to South
Dallas, but the feeder pattern is Mata, J. L. Long and
Woodrow. So we're going to take all three. And then
we're even considering O. M. Roberts, which is in South
Dallas, with a feeder. And we're looking at feeder
patterns as we do that. But we also have to look at what
Bill talked about, not making the district gerrymandered
as well as make it more compact.

So it's a very kind of tricky situation
that we're having to look at voters, look at feeder
patterns as well as how we make the district compact and
make it equally with the civil rights. So we're having

1 four aspects.

MR. BETZEN: When you talked about feeder
patterns, you're talking about the 22 non-magnet high
4 schools, I guess. Is that right?

MS. NUTALL: Yes. Non-magnets. Like, for
instance, Mata, J. L. Long and Woodrow. But you have to
put O. M. Roberts. But when you look at the voter
patterns, O. M. Roberts is in South Dallas and it feeds
in. But if you draw the (unintelligible) this kind of
makes it all over the place. It won't be compact. So
we're having a whole -- but you got to look and make sure
you keep it equally to the voter pattern.

MR. BETZEN: Is there a map feeder pattern
for those -- all of the non-magnet high schools? Is that
(unfinished)?

MS. NUTALL: No. Like, if you look at my
(unintelligible) --

THE REPORTER: Excuse me.

MS. NUTALL: -- goes all the way down --

THE REPORTER: I'm sorry. Excuse me.

MS. NUTALL: It goes all the way down Ross
to Woodrow Wilson, cross over to Skyline all the way to
175 (unintelligible), encompass all of South Dallas and
come back around.

MR. BETZEN: That's your district.
MS. NUTALL: And it covers the -- I have eight high schools in my district --
MR. BETZEN: Eight?
MS. NUTALL: -- where Adam, he has not one high school in his district.
UNIDENTIFIED SPEAKER: Yeah. Adam doesn't have one.
UNIDENTIFIED SPEAKER: And so y'all are readjusting?
MS. NUTALL: We're -- we're -- so we're having -- there's a lot when you're talking about redistricting. But ultimately what redistricting is about is voting, the voter pattern. But you're having to, you know, in the back of your mind consider all of that as well. You follow me?
MR. LONG: I just want to say -- I want you to finish. And I'm not trying to cut you off --
MS. NUTALL: Oh, no. Bill asked --
MR. LONG: -- except --
MS. NUTALL: -- me a question.
MR. LONG: -- except just to remind everyone the primary purpose is to receive input. And -- and you may raise questions or issues for which we don't have answers or we don't have immediate answers. But the purpose is to provide you that public forum. So -- so go ahead.

And then in your discussion, do you actually look at the numbers of people that actually vote? Does that come up in the discussion?
MR. BETZEN: Well, we know -- we know who votes because there's statistics on them.
MS. ELLIS: But is that -- that's -- is that part of the discussion during the redistricting process?
MS. NUTALL: In looking at what aspect?
MS. ELLIS: The percentage that actually vote.
MS. NUTALL: Yes, we look at that because redistricting is all about voting.
MS. ELLIS: Okay. So those are my kind of concerns. Again, the charts, the data's a little hard to interpret a little bit. You have to kind of study it.
And then, again, the differences between the maps, the schools not being on the maps. And I think it would be in your best interest to give a little bit more information to the voters and to the parents so they have a better understanding.
Also, the time line on this. Do we know the time line when this has to be completed?
MS. NUTALL: We're trying to get this time line by the first of -- end of September.
1 MS. ELLIS: The end of September.
2 So then you have the public forums and then
3 it -- what happens then?
4 MR. PARROTT: I assume we vote. It's all
5 new to me too.
6 MS. ELLIS: Do you have public forums and
7 then they go back --
8 MR. LONG: There will be discussion on
9 August 4th. And then I think within a couple of weeks
10 after that, there'll be hopefully a final plan --
11 MS. ELLIS: Okay.
12 MR. LONG: -- that they're looking at.
13 MS. ELLIS: And then how is the information
14 getting distributed to the communities? For example,
15 were homeowners association, PTA, site-based, were they
16 informed of the meetings scheduled?
17 MS. NUTALL: Yes. We did all the newspaper
18 within the law. We did every part that was --
19 MS. ELLIS: So you did everything within
20 the law?
21 MS. NUTALL: Well, we sent out to the
22 newspaper and we posted on websites and we sent out to
23 the schools via -- and I believe they did a Phone Tree as
24 well.
25 MS. ELLIS: Is that true, parents?

1 MS. MARTIN: I didn't get a Phone Tree.
2 MS. ELLIS: Did y'all get a Phone Tree?
3 MS. MARTIN: The only thing I saw was in
4 the newspaper. And then I -- I contacted our PTA and our
5 homeowners association to let them know.
6 MR. LONG: Could -- could you state your
7 name for the --
8 MS. MARTIN: My name is Gloria Martin.
9 MR. LONG: Okay. Thank you, Ms. Martin.
10 MS. ELLIS: So, Bernadette, if you have --
11 if a person has concerns or questions about the
12 redistrict, what do you think is the best route for them?
13 Who should they approach?
14 MS. NUTALL: Considering this is my first
15 time at this whole redistricting. You've been there
16 before. What do they usually do? I don't know how --
17 this is my learning process. I understand redistricting
18 very well on what the purpose of redistricting and how
19 we're redistricting in the best interest of our children
20 and community. But however the process is getting out --
21 because I can admit when we did redistricting 10 years
22 ago, I wasn't engaged in that process. So why don't you
23 tell us how you --
24 MS. ELLIS: I wasn't on the board 10 years
25 ago. Dr. Parrott was on the board. When I was on the

1 board, there was a little tweaking we did I think in
2 2006.
3 MS. NUTALL: Wilmer.
4 MS. ELLIS: Yeah. When the district took
5 Wilmer. And that was -- actually, it became down to
6 politics and egos. There was a little debating on the
7 board who wanted what. So that was a --
8 MS. NUTALL: So what was the best way of
9 getting the news out to the public?
10 MS. ELLIS: The best way of getting the
11 news out, if I was in your situation, I would be sure all
12 the homeowners association, all PTAs, site-based, all
13 community leaders. And I can tell you from our
14 perspective, the schools, homeowners associations, I
15 checked a few. None of them knew -- were aware of this
16 meeting tonight.
17 So I think community leaders, businesses,
18 not just your -- your friends and neighbors, but you've
19 got to reach out to let everybody know. And again,
20 because I think because of the property tax increase, a
21 lot of people are concerned that all the information is
22 fair and distributed. And then if people have questions,
23 that's what I'm saying. Do you want them to contact you?
24 Is there somebody that's designated to address these?
25 MR. PARROTT: They can contact the -- you

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1. MS. ELLIS: Ellis. That was me.
3. Are you Ms. Martin?
4. UNIDENTIFIED SPEAKER: No.
5. MR. LONG: Okay. Did -- did you want to --
6. MS. MARTIN: Oh. I thought --
7. MR. LONG: -- make a comment?
8. MS. MARTIN: -- that was just a sign-in sheet. I'm sorry.
9. MR. LONG: Did -- did you want to --
10. MS. MARTIN: No. No.
11. MR. LONG: Okay. Jay Martin, did you want to make a comment? If you did, you need to come down front.
12. MR. MARTIN: Yeah. I don't understand about the redistricting if it is a requirement to do this every so many years or if we're doing it because we feel that there is a need to redistrict.
13. MR. PARROTT: It's required.
14. MR. MARTIN: It's required?
15. And what's the -- and what's the goal out of redistricting? You're required to re-why?
16. MR. PARROTT: Well, to try to get some balance.
17. MR. MARTIN: What kind of balance?

1. MR. PARROTT: Well, let him explain it.
2. MR. LONG: Every 10 years, according to the census, there has to be a determination that under the "one person, one vote" rule that everyone's vote counts as close to the same as possible. And so with that in mind, the redistricting occurs or has to occur in certain places in which the -- the law has said that the deviation or the spread between the biggest district and the smallest is over 10 percent.
3. And so you have counties and cities in school districts where if it's under 10 percent, they do not legally have to redistrict. Certain ones, such as the Dallas Independent School District, is over that 10 percent spread. There's some that are over, some -- so they have to do it just for that reason alone.
4. And then once that's done and each of these four plans -- although a little bit different, each one passes that first hurdle of the test that it's compliant with the under 10 percent rule. And so that's the first thing that the Department of Justice would look at.
5. And then a second level of analysis in civil rights concerns is: Does it retrogress? Does it step back? In other words, are minority communities worse off now than they were 10 years ago, assuming the population is the same or has grown slightly? And if there is a retrogression, there has to be some explanation for it that -- that -- whatever that may be. And so that's a consideration as the next step. And that's part of what the trustees will look at.
6. MR. MARTIN: Okay. So it balances the voters?
7. MR. LONG: That's correct.
8. MR. MARTIN: Okay.
9. MR. LONG: That's correct.
10. MR. MARTIN: So let me ask this -- this question. And I understand -- and that's -- and that's what Leigh Ann was saying is that it -- it's all a poli--
11. that's -- this is a voter thing. Do all schools within a specific district, are those lines drawn -- I mean, will there ever be schools split on a -- on a --
12. UNIDENTIFIED SPEAKER: Like go into a different feeder pattern?
13. MR. MARTIN: Yeah.
14. MR. MARTIN: Dan D. Rogers is a good example. It was split.
15. MR. MARTIN: Uh-huh.
16. MR. PARROTT: And for whatever reason, it was put into District 3 10 years ago. And as you see, what I did on it is basically I talked to Mike Morath because he's in District 2, and we agreed that that would be put back into District 2 because obviously he lives -- he's the trustee and he would be able to do more for that group of people because in my case, they don't feed into, you know, our feeder pattern.
17. MS. NUTALL: And Truett is not. Some schools in --
18. MR. PARROTT: And again, like I say, this is -- this is one of the few things the trustees get to do that's mainly political.
19. MR. MARTIN: So the -- so but for the most part, everything that falls within your district, all those students would go --
20. MR. PARROTT: I want them to go into a feeder pattern that makes sense.
21. MR. MARTIN: Okay.
22. MR. PARROTT: Because I can't -- I mean, I could help somebody in another district, but I don't have a lot of clout.
23. MR. MARTIN: But it's not a hundred percent.
24. MR. PARROTT: Right.
25. MS. NUTALL: A hundred percent? What are you talking about?
26. MR. MARTIN: A hundred percent where every -- every household in his district feeds into a

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<td>1 school that falls in his district.</td>
<td>1 the bottom -- and again, this is the first time I've seen</td>
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<tr>
<td>2 MS. NUTALL: (Unintelligible) Woodrow and</td>
<td>2 this map. Down at the bottom, there's a couple of</td>
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<td>3 the voters. The voters live in District 2, Mike's, but</td>
<td>3 precincts that were put in and I don't believe those are</td>
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<tr>
<td>4 the school's in District 9 and the voters are right</td>
<td>4 in the feeder pattern either. And this is one that right</td>
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<td>5 across the street.</td>
<td>5 now I can't really support.</td>
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<td>6 MR. MARTIN: That doesn't make any sense.</td>
<td>6 UNIDENTIFIED SPEAKER: Which one? 4A?</td>
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<td>7 MS. NUTALL: But 10 years ago --</td>
<td>7 MR. PARROTT: 4A. Right.</td>
</tr>
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<td>8 MR. MARTIN: I was just kind of curious --</td>
<td>8 UNIDENTIFIED SPEAKER: I'm sorry. Why</td>
</tr>
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<td>9 MS. NUTALL: So I feel a parent should have</td>
<td>9 couldn't you support it, Bruce?</td>
</tr>
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<td>10 a right to vote for their trustee.</td>
<td>10 MR. PARROTT: Because you've taken a couple</td>
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<tr>
<td>11 MR. MARTIN: -- (unintelligible). Thank you.</td>
<td>11 of precincts and you've put them into District 3, but</td>
</tr>
<tr>
<td>12 you.</td>
<td>12 they don't feed into -- into our school system over here.</td>
</tr>
<tr>
<td>13 MR. LONG: Ma'am, did you want to make a comment?</td>
<td>13 And from what I can tell, I did gain Truett, correct?</td>
</tr>
<tr>
<td>14 MS. STETTLER: Yes.</td>
<td>14 You gave me back Truett?</td>
</tr>
<tr>
<td>15 MR. LONG: Could you come down front so she can get it?</td>
<td>15 MS. NUTALL: I work with SA. That's the map I work on.</td>
</tr>
<tr>
<td>17 MR. LONG: Could you state your name?</td>
<td>18 MS. NUTALL: I worked on 5A map. And the difference in District 9, what I can speak on, that I</td>
</tr>
<tr>
<td>18 MS. STETTLER: What?</td>
<td>19 impact and the trustee I've been with was Mike Morath.</td>
</tr>
<tr>
<td>19 MR. LONG: Could you state your name?</td>
<td>20 Woodrow Wilson, Lang and Mata are going to District 3 --</td>
</tr>
<tr>
<td>20 MS. STETTLER: Oh. Helen Stettler.</td>
<td>21 District 2. What's the district? District 2. And then</td>
</tr>
<tr>
<td>21 MR. LONG: Okay. Thank you.</td>
<td>22 Truett is going into Bruce's district. And then we're</td>
</tr>
<tr>
<td>22 MS. STETTLER: I was just wondering -- I've looked at the maps and I'm wondering if there's anybody here tonight, maybe one of the trustees, who in just very, very briefly can tell us in terms of the schools and feeder patterns just very, very briefly the differences between the four maps? Because the differences between the four maps, they look as if there's very little difference between the four. And I would like to know so that I can understand it just, you know, okay, you know, map 5A, well, the difference between map 5A and what we have today. And then I'd like to go onto the next one and the difference between that and what we have today, just the four maps in terms of the schools so that we can understand, you know, if feeder patterns are going to be in a different district.</td>
<td></td>
</tr>
<tr>
<td>23 I've heard snippets Truett. I've heard snippets about Dan D. Rogers, but I'd like to understand in terms of schools tonight the differences between the four maps. Loudly so we can all understand it, please, if that's possible.</td>
<td>24 UNIDENTIFIED SPEAKER: And so that's the other two maps?</td>
</tr>
<tr>
<td>24 MR. PARROTT: I'm Bruce Parrott in District 3. And based on what I see on all the maps related to District 3, the only one that is different is 4A in which Dan D. Rogers is put back in, which again, that is not part of the feeder pattern. And then I notice down at 25</td>
<td>25 UNIDENTIFIED SPEAKER: Now, initially you said Plan A is Ranger, Nutall and Parrott?</td>
</tr>
<tr>
<td>25 MS. NUTALL: No. 4 - 5A.</td>
<td>26</td>
</tr>
</tbody>
</table>

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MR. LONG: 4A was drawn by our firm for Dr. Blackburn. 5A was drawn by our firm for Ranger, Nutall and Parrott and incorporates Medrano's District 8.

MS. NUTALL: All of them incorporate Medrano because there aren't any changes in Medrano's.

MR. LONG: Okay, I'm just reading a text that was sent to me.

MS. NUTALL: Did that answer your question?

MS. STETTLER: It helped a lot. Thank you.

UNIDENTIFIED SPEAKER: What districts had the greatest lead? 4 and 9?

MS. NUTALL: Nancy had a great lead. She was over. Carla was over. Adam is under. Llew is under. So Nancy needs to lose because she was way out of deviation. Carla needs to lose because she was way cut of deviation.

MR. LONG: Trustee Bingham is 8 — is 4.


THE REPORTER: Can you have her —

MS. NUTALL: Adam needs to gain. Mike needs to gain. They need to gain.

MR. LONG: She's having trouble hearing.

MS. NUTALL: Okay. On the maps, District 4, which is Nancy Bingham's district, she needed to lose about 10,000 because she was way out of deviation as far as the civil — a lot.

In District -- Adam needs to gain because he's way out. He's under. He's District 8. He's under, so he needs to gain. He's about 95 percent. So you have to be within 10 percent of under or over.

So Trustee Ranger needed to lose because she's way over as by law. This is by law.

MR. LONG: And she's 6.

MS. NUTALL: She's 6.

Blackburn needed to gain a little bit because he was under. He just needed to gain a little. I'm actually kind of okay. I'm a little over. But by law, I'm okay. It's just that my district is, as you see, all over the place. I'm just a little general --

And Mike Morath needed to gain.

MR. LONG: And he's 2.

MS. NUTALL: He's 2.

Now, I didn't check out Edwin. And who else? And Gar -- not Garza.

UNIDENTIFIED SPEAKER: Cowan. Cowan.

MS. NUTALL: Cowan.

So I'm not aware of those. I looked at the district because 9 is kind of in the middle. I guess in the middle. So I gained some of Nancy's 10,000, but I lost 10,000 with Woodrow, so that kind of balanced us out on that end. So that's how that went.

UNIDENTIFIED SPEAKER: That helps us a lot.

Thank you.

MR. LONG: We also have Lorena Tule.

Did you want to make a comment?

MS. TULE: Yeah.

MR. LONG: Okay.

MS. TULE: I had a couple of questions as well.

MR. LONG: Sure.

MS. TULE: Good afternoon. My name is Lorena Tule and I'm here on behalf of the New Tejano Project as well as the League of United Latin American Citizens as well as the National Hispanic Institute. And I'm a recent graduate from The University of Texas at Austin.

As I was doing actually some studying of the maps trying to get the parents to come and hear about this, I didn't find any information translated in Spanish for a lot of the parents. Now, we understand with the new Census 2010, 38 percent of North Dallas is actually Latino and a lot of parents are Latino and they're coming in.

So for me to explain to our community, I need to have the material that I'm able to explain to the parents. And Ms. Leigh Ann made a great point about having the schools dotted there because I was trying to explain to the parents. I can't -- I was trying to go back and literally this is what I did to -- I got every district trustee and I had to get the schools and the maps and I had to go back, and it was just a lot of work.

And I'm still nowhere near done, which is the terrible part.

So in comparing the maps, as mentioned before with Leigh Ann, trying to read the maps and which school is shifting to what school, it's really, really a tedious job and I'm nowhere near an expert in any of this. So that was one of my biggest concerns.

And piggybacking on what Bill said, there is no software, so if an organization, such as LULAC that I represent, wants to go back and see how we can fix it and propose something as an organization, we can't because there is no system for us to go to the DISD board and propose our own map. So that's another thing that was really my concern.

In terms of how it looks -- and my biggest thing, I went to Skyline, so I'm under your district.

But one of the things I see in the map is that if you
1 have a school here, a high school that's here, the
2 parents have to go all the way across. So I don't know
3 if -- and that's why it was important for me to have a
4 system that I can go and see where we can squash things
5 and compact things to be closer instead of gerrymandering
6 all this stuff. That's maybe me from lack of information
7 as well, but I think it's a -- it's a good proposed -- to
8 get a system so we can compact things into, you know, 9
something that looks less gerrymander than this. So
10 that's what's another of the -- of the things.
11 And I understand with the -- I was trying
12 to understand as well and having trouble with the feeding
13 patterns and the voting because there's not, once again,
14 a system that has -- this is the voting pattern, this is
15 the voting age, this is how the maps compares. And
16 it's -- it's really difficult if you're trying to reach
17 the parents, especially the Latino community out there, 18
and explain things like this when the map is very
19 complicated in itself. You have to sit and study it as
20 much as you can.
21 And I'm just having a really big trouble
22 trying to bring it back to my -- to the community and the
23 community leaders, which if it wasn't because I'm
24 involved and I'm interested in it, I wouldn't be able to
25 find all this -- all this information about coming --

1 about these meetings if I didn't have to go to the
2 website.
3 And I was literally on hold for 30 minutes
4 today, which I don't know. I was very disappointed. I
5 was trying to get an answer about one of the maps. I
6 think it's map 3 or something. I was asking, well,
7 what's the difference between the maps? And I actually
8 was put on for 30 minutes and I didn't get an answer. So
9 if I was as concerned parent, to be put for 30 minutes,
10 it's ridiculous.
11 And I'm really concerned about how this is
12 going to affect in the next couple of years. And I
13 really hope that you guys take this advice from these
14 people that took their time out of their busy schedule,
15 I'm sure, to -- to come here and better understand
16 this -- these maps.
17 MR. PARROTT: Is there a reason why we
18 don't have a Spanish/English on the -- on the website
19 so people can -- is that something that's just an
20 oversight?
21 MR. LONG: I'm not sure why we don't have
22 the Spanish and English. But we'll -- we can do that.
23 MR. PARROTT: Is that something we can fix?
24 MR. LONG: Yeah. That sounds like a
25 fixable because we have -- we have some materials in

1 Spanish and -- and -- and yeah.
2 MR. PARROTT: And what about being able to
3 put the schools on so that we have a better idea? Is
4 that something we would be able to do?
5 MR. LONG: That's also something that we're
6 able to do because I know in the mapping process that we
7 can -- we have, for example, the trustees, where your
8 homes are.
9 MR. PARROTT: Right.
10 MR. LONG: We have that. So -- so I've got
11 that comment now from a couple of folks.
12 MR. PARROTT: This is the first one.
13 MR. LONG: What's that?
14 MR. PARROTT: This is the first one. First
15 meeting.
16 MR. LONG: No, I know. But -- but several
17 people have said they wanted to see the schools on the
18 maps. But that's understandable a meaningful piece of
19 information.
20 MS. NUTALL: So, Dale [sic], is it possible
21 to get the schools on the maps?
22 MR. LONG: Pardon me?
23 MS. NUTALL: Is it possible to get the
24 schools on the maps?
25 MR. LONG: Yes.

1 MS. NUTALL: And put them on there?
2 MR. LONG: Yes.
3 MS. NUTALL: Definitely the high schools
4 and middle schools.
5 MR. LONG: Yeah. I say that. I think at
6 least the high schools, if not the other schools as well.
7 MS. NUTALL: Okay.
8 MR. LONG: But I've seen a version that
9 has -- that has that.
10 UNIDENTIFIED SPEAKER: Because on-line you
11 have a dot for elementary, middle and high school.
12 There's no name with that dot.
13 MS. TULE: Is there any way we can have the
14 English/Spanish version by -- by August 4th, which is
15 when the -- all the trustees are -- are coming together
16 to discuss?
17 MS. NUTALL: He's going to try to check
18 into it.
19 MR. LONG: I'm going to check.
20 MS. TULE: Thank you very much.
21 MS. NUTALL: I don't know why, but it
22 should be.
23 MR. LONG: I'll give you my card.
24 Other comments, remarks?
25 MR. JIMENEZ: Just a little commentary.
MR. LONG: Okay. And you are?

MR. JIMENEZ: Omar Jimenez.

MR. LONG: Okay. I'll sit down.

MR. JIMENEZ: I actually live in District 4 near the Kleberg/Rylie area, but we would associate more with the Pleasant Grove area. It does not show in the city council district, but it shows here in DISD because, of course, we do everything in Pleasant Grove. We work, we eat, we do everything in Pleasant Grove. But we have seen a big population change for the last 10 years that I've lived in Pleasant Grove or that I've seen Pleasant Grove for these last years.

And we're also getting a bunch of new schools in the area. I think when school starts in the fall, we should have one in the area. And so there's just a big, huge population growth within -- not only in the Pleasant Grove area, but also within the Kleberg and going into Seagoville also.

With some of the maps, I think District 4, I mean, we're just getting like its and bits of precincts with the neighborhoods. But I know with some -- with some of District 4, it does go into the Skyline attendance zone, but we only have three school -- three high schools, which is Samuell, Spruce and Seagoville. And then some of the attendance areas, some of them split to Spruce and some of them will go over to Seagoville.

And then that will be the same for a couple of -- with Ebby Halliday with some of them going to Spruce and the other half will be going to Seagoville. And Kleberg is with -- in that attendance zone, so they will have to split there.

So it's more of trying to get the attendance zones and the people who would be more familiar with those schools. And that's just something I never thought of until coming in tonight to the meeting and just learning about other issues that I haven't thought of yet. But as for someone who -- well, I was in the magnet school system, so I personally would have to go to two trustees just in case.

I went to Booker T. and Bernadette was my trustee for that school. So I would go and tell her about something that was going on. I had an issue. So I would go to her and also with Nancy Bingham. So in the district -- in the magnet standpoint, it's more I think personally you go to -- to two with the person who represents the school and someone who represents you and your residence.

MR. LONG: Okay. Thank you.

MR. JIMENEZ: Thank you.

MR. LONG: Thank you.

Did -- did anyone else want to speak or share a public comment?

Thank y'all very much for attending. We have other meetings set. And check the website. There is -- there's meetings tomorrow night and I think also next Monday too. And there will be -- they're at different locations though, please. I told someone that earlier and Mr. Parrott pointed out that they're not going to be here. So if you show up tomorrow night, the building will be locked.

Thank y'all very much. And please feel free to take a copy of any of the material that's up here.

(Proceedings concluded at 7:06 p.m.)

STATE OF TEXAS )
COUNTY OF DALLAS )

THIS IS TO CERTIFY THAT I, CHRISTI FUHRMANN, a Certified Court Reporter in and for the State of Texas, reported in shorthand the hearing at the time and place set forth in the caption thereof, and that the above and foregoing contains a true and correct transcript of said hearing.

This the ____ day of August, 2011.

CHRISTI FUHRMANN, Texas CSR #7865
CSR Expiration Date: 12/31/12

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STOVALL REPORTING & VIDEO, INC. (972) 221-0331
REDISTRICTING PUBLIC HEARING - DISTRICT 6

BE IT KNOWN the above-entitled matter came on for hearing on July 26, 2011, between the hours of 6:18 p.m. and 8:02 p.m., at Justin F. Kimball High School, 3606 South Westmoreland Road, Dallas, Texas 75233-3898, in the City of Dallas, County of Dallas, State of Texas, and the following proceedings were had:

A-P-P-E-A-R-A-N-C-E-S

DALLAS ISD BOARD:
Ms. Carla Ranger, District 6
Mr. Mike Morath, District 2
Mr. Eric Cowan, District 7
Ms. Andrea Kelly, Legal Team, District 6

ALSO PRESENT:
Mr. Louis Thibodeaux
Ms. Joyce Foreman
Ms. LaTanya Webster
Mr. Fred Walker
Mr. Edwin Crittenden
Mr. Joe Allen
Ms. Natasha Crittenden
Ms. Thelma Norman
Ms. Danielle Ayers
Mr. D. Marcus Ranger
Ms. Shirley Jones
Ms. Vonna Mitchell
Ms. Barbara Record
Mr. Hatsey Hickman
Mr. L. Charles Stovell
Ms. Mary Webster
Ms. Mavis Knight
Mr. Gerald Bordens
Ms. Nethel Jackson
Mr. Romino Lana, LULAC

*Others may have been present, but not identified.

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school -- school Board of Trustees is made up of nine
elected officials. After the release of the new census
data by the federal government, the district is required
by state and federal law to determine whether its
trustee districts are within the legally required
population balance. That is whether the population in
each of the districts is relatively equal.

According to federal law, they may not be
out of population balance by more than ten percent
overall, i.e., from the most populous to the least
populace district. This is often called a one-person
one-vote standard and the Ten Percent Rule.
The district has determined based on the
new 2010 census data and the report of our redistricting
consultant law firm that our trustee districts are
sufficiently out of population balance that we must
redistrict. That is, we must: redraw our trustee
district lines in a way that new districts are within
the required ten percent population balance limit.

If you will refer to the preliminary
demographic report which was provided to you when you
came in tonight, you can see the population imbalance.
Other legal standards also apply -- also apply. In
addition to the population balance requirement, there
are some other legal standards that must be met.

Any new redistricting plan must be
precleared before it can be used. This is a requirement
of Section 5 of the Federal Voting Rights Act. Once a
new plan has been adopted by the district, we will
prepare what is called a preclearance submission, a sort
of application for the approval of the adopted plan that
will be sent to the United States Department of Justice
or DOJ.

DOJ will review the plan and decide
whether to preclear it based on the standard called
retrogression, which is, in essence, a determination
whether the new plan reduces the voting strength of the
minority voters to a greater degree than can otherwise
be reasonably avoided in achieving the required
population balance.

Section 2 of the Voting Rights Act also
applies to redistricting. Section 2 requires that a new
plan not unreasonably discriminate against minority
voters, such as packing or cracking.

Packing is the process -- is the practice
of packing minority voters into one district to avoid
having them a majority voice in more than one district.
Cracking is the opposite, breaking up
minority voters who could otherwise form a majority of a
district into multiple districts. Other practices can
Finally, there is a somewhat competing legal principal which comes from a U.S. Supreme Court case called Shaw versus Reno. This principal limits the use of race as the dominant basis for redistricting decisions except to satisfy Section 5 and Section 2 requirements. For example, the Shaw versus Reno principal limits much race-based gerrymandering — drawing of bizarre tentacle-shaped districts — is permissible.

Now, I'm going to turn to the redistricting task itself. Let's first look at the application of the population balance Ten Percent Rule that I've described.

The ideal district size is determined by the dividing of the new total population of the district by the number of trustees, i.e., in this case nine districts. In our case this means the ideal population size would be 113,427 persons in each district as noted in the preliminary report table. We can then determine the population deviation for each individual district by comparing its actual population as reported by the Census Bureau to the ideal population size and determine by how much each current district is over- or under-populated. We then look at the most populous and least populous districts and determine the overall total population deviation. In our case the populace district is 4.7 percent over-populated compared to the ideal size. The least populace district is District 8, which is 15.92 percent under-populated compared to the ideal size. Considered together, the total population deviation, therefore, is 28.03 percent. I've just added up the two deviations together to get the overall deviation. This is greater than the ten percent standard that the courts enforce, so we must redistrict to produce new trustee districts within the ten percent range.

To assist the district in developing redistricting plans and to set standards for plans, the Board of Trustees adopted redistricting criteria. In general terms, they define standards satisfying the ten percent population balance requirement, satisfying the other legal requirements such as those arising under the Federal Voting Rights Act and also meeting some other practical requirements to the extent feasible. Criteria are as follows; where possible,

easily identifiable geographic boundaries should be followed.

Two, communities of interest should be maintained in a single district where possible and attempts should be made to avoid splitting neighborhoods.

Three, to the extent possible, districts should be composed of whole voting precincts.

Four, although it is recognized that existing districts will have to be altered to reflect new population distribution, any districting plan should to the extent possible be based on existing districts.

Five, districts must be configured so they are relatively equal in total population according to the 2010 federal census. In no event should the total deviation between the largest and smallest district exceed ten percent.

Six, the district should be compact and composed of continuous territory. Compactness may contain a functional as well as the geographical dimension.

Seven, consideration may be given to the preservation of incumbent constituency relations. By recognition of the residents of incumbents and their history in representing certain areas.

Eight, the plan should be narrowly tailored to avoid retrogression in the position of racial minorities and language minorities as defined in the Voting Rights Act with respect to their effective exercise of the electoral franchise.

And, nine, the plan should not fragment a geographically compact minority community or pack minority voters in the presence of a polarized voting so as to create viability under Section 2 of the Voting Rights Act, which is cited as 42 U.S. Code 1970BC.

Similarly, to assist the district in receiving public comments and suggestions and to assure that the district can properly understand and accurately assess and consider those comments and suggestions, the district has also adopted guidelines applicable to comments, suggestions, or even actual redistricting plans that are offered by the members of the public, even the advocacy groups. The guidelines impose certain requirements that will assist the district in receiving and considering your comments or suggestions. Guidelines are as follows.

One, proposed plans must be submitted in writing and be legible. If a plan is submitted orally, there is significant opportunity for
misunderstanding. It's possible that errors may be made
in analyzing. The district wants to ensure that all
proposals are fully and accurately considered.
Two, any plan must show the total
population and voting age population from Blacks,
Hispanics, Asians and Anglo, other, for each proposed
district based on the 2010 census data. If a plan is
submitted without population breakdown, the district may
not have sufficient information to give it full
consideration.
Three, plan should redistrict the entire
district. The district, of course, will be considering
the effect of any plan on the entire district. Also,
the district is subject to the Voting Rights Act which
protects various racial and language minorities.
Thus as a matter of federal law, the
district will be required to consider the effect of any
proposal on the multiple racial and ethnic groups. If a
plan does not redistrict the entire district, it may be
impossible for the district to assess its impact on one
or more particular minority groups.
Four, plans should conform to the
criteria the district will be using in drawing the
districts.
Five, comments must be submitted in
writing and legible even if the person also makes
comments orally at the public hearing.
Six, persons providing comments at
those -- and those submitting proposed plans must
identify themselves by full name and home address and
provide a phone number, if applicable, and e-mail
address. The district may wish to follow up on such
comments or obtain additional information about
submitted plans.
And, seven, all comments and proposed
plans must be submitted to the district of the Board of
Trustees by the close of the public hearings. In this
case, that would be next Thursday, August 4th. These
guidelines apply to all comments that you will offer
here tonight.
Note that the guidelines required that
you provide your comment in writing by the close of
hearing or hearing process even if you make your
comments orally. You have a comment form available for
you should you need it. Please do not forget to give us
your written comments before you leave tonight.
I'm going to describe for you the four
draft plans that the trustees have proposed for your
comment on tonight. And you've gotten handouts for each
one. The white paper handout gives you data and --

about the proposed plan and how it would effect the
populations in -- in the various trustee districts. And
there is a corresponding color map which would give you
a visual of the -- the way the lines would be drawn and
the changes in the neighborhoods that would be changed
according to that.
After receiving comments tonight, the
district's redistricting consultant will review the
comments and analyze them and then report to the Board
of Trustees. The Board of Trustees will then have an
opportunity to adjust the draft plans to develop another
alternative plan before adopting the final plan and
submitting it to the department of Justice for
preclearance.
Assuming the new plan is precleared on
time, they will be used for the next district election.
The Board of Trustees may consider adoption of the final
plan at this next meeting which currently is scheduled
for -- is that August 25th, 2011?
Once the plan has been adopted a copy of
the preclearance submission will be available for public
inspection during regular business hours at the school
district. If there are -- are there any questions at
this time? Yes?

THE REPORTER: Excuse me, I'm sorry?
MS. KELLY: Would you give your name and
just --
THE REPORTER: Do you mind standing up,
yeah, and speaking very loud.
MR. RANGER: D. Marcus Ranger. Would you
clarify these -- you said these are maps prepared or
requested by trustees, but none of them are identified
as to who requested those maps and who requested the
plans. We just have plans.
These have not been voted on by trustees
so who -- who requested these specific plans? Who's
behind them and a little bit of history of why they were
drawn. That would help.
MS. KELLY: These plans were prepared
with the consultation of legal counsel, including the
firm Biskerstaff Heath Delgado and Costa, and they were
also prepared with the consultation of each of the
trustees who care to -- to participate.
It -- we cannot divulge exactly who
prepared each particular map. However, what we can do
is -- is to submit -- is to solicit your comments
regarding the effect of any of these proposed maps on
the district that you're concerned about.
UNIDENTIFIED SPEAKER: Could you clarify
1 why it is that you cannot disclose to the public who
2 requested these maps? You said you could not disclose.
3 Could you explain why you could not disclose them?
4 MS. KELLY: Well, actually, and I
5 probably misspoke. I do not have information as to
6 exactly who prepared each map. I can say to you that
7 Trustee Ranger did help to prepare the map that is
8 displayed here, which is 5-A.
9 There are a number of other trustees who
10 have been involved in the drawing of the maps. Our
11 legal team consists of several attorneys who have met at
12 various times with various trustees. So I don't have
13 person knowledge regarding who prepared those maps, but
14 this is a completely public process.
15 TRUSTEE RANGER: Let me follow up on that
16 to say that I would like for us -- would like to have
17 that information and especially -- well, I would like to
18 have it also for the members of District 6.
19 It is important to know, as you pointed
20 out, District 5 and District 6 and representatives of
21 District 6 requested the map five -- or number five.
22 There's no question about that.
23 But it would be helpful to know and that
24 would be public information, who prepared the other
25 maps, which trustee or trustees prepared them. And they

1 TRUSTEE RANGER: So we -- we would like
2 to have that. In fact, on each of the maps or -- or
3 accompanying them and that would be helpful for trustees
4 to know.
5 MS. KELLY: Are there any other -- are
6 there any other questions or comments?
7 UNIDENTIFIED SPEAKER: I understood you
8 to say --
9 MS. KELLY: Again, excuse me, if I can
10 stop you for one moment. Those who are --
11 UNIDENTIFIED SPEAKER: On the record --
12 MS. KELLY: What I'd like to say before
13 you speak is that if you'd like to make a comment or
14 question, please feel free to approach the podium --
15 approach the podium one at a time so you can be heard,
16 and state your name so that the court reporter can
17 identify you. Feel free.
18 UNIDENTIFIED SPEAKER: I just need to
19 understand one thing.
20 UNIDENTIFIED SPEAKER: We can't hear you.
21 UNIDENTIFIED SPEAKER: You said Thursday.
22 You said we have until Thursday to get this information.
23 So how are all you get to us -- us the information about
24 who drew these maps?
25 MS. KELLY: I will communicate your --
26
27 the comments that are being generated tonight about that
28 to the legal team, and it's not this Thursday. It's
29 next Thursday, August the 4th, which will give us an
30 opportunity to respond to your comments.
31 UNIDENTIFIED SPEAKER: Thank you.
32 MS. KELLY: Again, would you please, out
33 of consideration to the entire audience, if you have a
34 question or concern when I recognize you, if you would
35 step to the podium.
36 MR. CRITTENDON: I'm — I'm slightly --
37 I'm slightly immobile over here, but if I could
38 sufficiently hear, Edwin Crittendon, District 6. I
39 would ask, per Section 2 stated that all — all of the
40 district must be effected during the — the
41 redistricting.
42 Could you clarify why they would effect
43 all — all sections of the district must be affected and
44 not just for maybe nine and eight, because four and
45 eight are the only ones that are disproportionate.
46 MS. KELLY: I maybe need to clarify what
47 I was saying. I don't know that I said that all of the
48 districts need to be effected, but they all need to be
49 accounted for.
50 MR. CRITTENDON: Well, you said per
51 Section 2 all of the districts should be effected during
MS. KELLY: With all due respect, I believe what I'm trying to state to you is that any -- any written plan must take into account or must -- you must somehow report what the overall effect would be on all districts and not just the district that --

MR. CRITTENDON: What the effect would be?

MS. KELLY: Correct. In some districts there may not be a particular effect.

MR. MORATH: Again, my name is Mike Morath. The -- the -- I think that prior issues, if you -- if you begin to move populations of one, obviously, you could possibly move to somewhere else. It's just kind of like pulling a string on a sweater, so you can't -- I think the moral of the story is you got to make sure that your entire map of all of DISD still makes sense.

You've got to adjust them down for any of the areas. You might only end up touching two districts in this process, but you just need to make sure you look at all of them, and are they still on path of the ten percent within the right population threshold. They still all -- we still have the protections for -- for non-white voters, that kind of thing. That's the primary issue.

MS. KELLY: Is there anyone else?

MS. FOREMAN: I'm Joyce Foreman, and my question is -- a statement is, it would have been better for the community if we had had a map of the current districts so that people would know the changes. And it's really difficult to tell if this is the best for us just by the way these maps have been done. So that's kind of hard for the community.

MR. MORATH: There is -- also point out that there's, like, a red lines on here on each one of these maps, and the red lines are the current trustee districts. So each one of these actually has an overlay of the current trustee compared to the new district.

Does that make sense?

THE WITNESS: That doesn't help. That doesn't help.

MS. KELLY: Yes?

UNIDENTIFIED SPEAKER: You don't -- THE REPORTER: I'm sorry, I can't hear you, sir.

MS. FOREMAN: I think I have the floor.

UNIDENTIFIED SPEAKER: I'm sorry.

MS. FOREMAN: I'm going to come up.

MS. KELLY: Thank you very much.

MS. MITCHELL: Along with that question, the question in my mind --

MS. KELLY: And your name?

MS. MITCHELL: I'm Vorna -- I'm sorry.

I'm Vorna Mitchell, District 6. That not only would it help me to know what the district currently -- not only would it help me, other than these red lines, to know what our district currently looks like, it would be really important for me to know the schools that are effected.

Because as we're aware, we have several schools that are institutionally valuable within our community, and we don't want to lose those, and we need to know how this effects them. And so I would like to know where the schools are situated.

MS. KELLY: Are there any other comments?

UNIDENTIFIED SPEAKER: After further -- any other information, will the floor still be open for questions?

MS. KELLY: This is the opportunity for public comments at this time. I don't --

UNIDENTIFIED SPEAKER: We weren't receiving any other information, or is there any other information?

MS. KELLY: There will be a district-wide public hearing on August the 4th, 2011, 6:00 p.m. at the school district headquarters. I will be passing on your comments tonight to the team, to the redistricting team. And it will be my hope that we can address those concerns at the next public hearing.

UNIDENTIFIED SPEAKER: So we need to give you all of the comments, all of them?

MS. KELLY: No, the public comments, period, is from yesterday, which is July 25th, and it concludes on August the 4th. Public -- all public comments can be accepted during that time. Yes?

MS. NORMAN: I'm Thelma Norman from District 6, and I'm concerned with the schools that we have was in the --

THE REPORTER: Is in what, ma'am?

MS. NORMAN: That's in the --

THE REPORTER: Could you get closer to the mike for me, please?

MS. NORMAN: I'm concerned that the schools that are the Carter cluster can be maintained.

For example, we had -- I used to be the cluster representative for Carter. And then we had a representative for the cluster for Kimball. We had each
1. cluster, each rep -- each area had a representative that
was in the cluster, and we want to make sure that those
schools that fed into Carter, for example, Adelle
Turner, Martin Weiss, Mark Twain, DA Hulsey (sic).
Those schools that maintained -- that fed
into the Carter cluster, that they are maintained. And
then we had Ron (unintelligible) that fed into the
Carter cluster. So there was about ten schools that I
used to represent that was in that Carter cluster.
And we want to make sure due to the
economic status and the Ten Percent Rules that you have
that all of these -- and that there is no
gerrymandering. We want to make sure that we have time
to review those maps even if the time limit has to be
extended.
That's what I think, that the time limit
needs to be extended so that we can get up there.
Understanding, you're moving through this too quick.
It's like pushing something under there, and you don't
know what's going on.
And the next thing you know, all these
changes have been made. We want to make sure that
what's in District 6 is maintained. We don't want to
lose what we have. And so if you don't know about
something, it gets slipped under the table, you know, and
we don't want that. We just won't allow that.
So we need some more time. I'm
requesting more time, because I'm just kind of coming in
the picture on this. And I really don't understand the
maps myself. And I want to know who did it and why was
it -- what was the reasonable and the rationale behind
what you did? Why was it? Why did you change this from
this? Why -- why the changes?
So we need more understanding and more
hearings so that you can give us an understanding.
That's very important, because I don't like nothing
slipped under with me and me not knowing what's going
on. I want to know what's going on, and I want my
people to know what's going on. So thank you very much
for your time.

MS. KELLY: Thank you for your comment.

18. MR. RANGER: I'm D. Marcus Ranger. Let
me just --
20. THE REPORTER: Would you repeat that,
please?
22. MR. RANGER: D. Marcus Ranger. Let me
say we're very proud of District 6, and those of us who
care about it, of course, can be insulted by people
attempting to think that we don't understand certain
things. Such as, for instance, this is an insult to the
community to bring a hearing to us in this manner
disclosing nothing to the people. It wastes your time
to come out, and you don't have enough information
presented to you.
And incidentally, this is Paul's
daughter, this is a great person. So it has nothing to
do with her. This is a great person. One of my
favorite people is her father. She is doing her job.
That's not what I'm talking about.
I'm talking about the responsibility of
Dallas ISD to provide for recognizing what information
without you having to ask for that information. There's
history behind all of this. It's a part of political
struggle. There's always the unseen and the seen.
But in this particular instance, the
major thing -- well, I can't reach it -- the major
thing, there are two important things that are going on
with these maps. And someone said earlier you don't
even know the district as it is. That's unknown.
You have no idea what your district is at
the present time. I mean, how could someone come in and
have a public hearing and you don't even know how to
compare what is with what is being proposed? You have
no knowledge. How can you comment? How can you
participate?
It effectively denies your constitutional
right to effective participation, because you have no
information. You know, it's a little older than 2007
for us to feel that intelligent people can be hoodwinked
by this approach to something as important to this.
This is a ten-year deal. So at the very
least we would expect the respect to give us adequate
information, to give us information that allows you to
understand this process, not just a bunch of evasions
and distortions of what's really going on.
There -- there are two important things
that are going on in District 6 here. Number one, in
2006 Precinct 4419 was switched into District 6 as a
result of taking away Molina High School as well as
(unintelligible) Cookman Elementary School as well as
the early College High School, which subsequently became
Trinity -- Trinity Garzner (sic) Urban College High
School.
All of those schools were taken from
District 6 in 2006. They were taken. They were not
requested. They were taken. In other words, a trustee
from this district was not consulted. They were just
taken from the school -- I mean, from the district.
So as a way of dealing with trying to
| Place some finality on that, the trustee from District 6 has requested that Precinct 4419 be returned to District 7 where it came from. And that was the only change that was requested by your trustee. Your trustee requested one change, return Precinct 4419 to District 7. That's it.

And with that one change, our representatives were told that it was possible for a map to be drawn that would be fully compliant with the Justice Department and other review agencies.

Making that one single change, returning to District 7 what was switched into her district in order to steal Molina High School several years before as well as Bethune and the Early College High School that was then a part of this district.

So that's all she requested, you know, one little simple precinct. And that one precinct would solve all of the redistricting issues for District 6.

Nothing else was necessary.

Now, the thing that jumps out at you when you really know what's going on here, in the southern tip of District 6 where you're talking about the City of Dallas. You're not talking about the city of Wilmer.

You're not talking about the city of Hutchins.

You're talking about the City of Dallas.

| On that land sits the new Wilmer Hutchins Elementary School and the new Wilmer Hutchins High School, which is to be reopened. That is a part of the bond program.

The effort is being made in all of these maps except 5-A to steal those schools.

Meaning, it's switching those schools into District 5 which is trustee Lou Blackburn's districts and that is the fundamental agenda that's driving all of these maps before you get to 5-A. That is to steal the Wilmer Hutchins schools, switch them to District 5, never consult the trustee from District 6.

She went through this in 2006. Never consulted her. She has not been -- nobody has talked to her about this. Nobody has said one word. So what we're talking about here is what you're losing are two things, Precinct 4419, which is a good thing because it came from District 7.

But on the southern tip, this is a political agenda to take away the Wilmer Hutchins schools and to forcibly remove them without even giving her the courtesy -- your representative -- the courtesy of being consulted about that particular agenda.

Now, it's also very interesting to me, not only is the original map not here that shows your district as it is -- I'm talking about what we've been handed -- but there's no information presented as to where we're talking about. This is not, as I see it, in the City of Wilmer or the City of Hutchins. This is Dallas, Texas.

Always had been Dallas, Texas. This is the Dallas ISD, and the land on which those schools sit, they are not Wilmer. They are not in Hutchins. They are in the City of Dallas.

So when it comes to the Justice Department's review of all this, of course, the attorneys understand all of that, but on the practical political level, there is an agenda that is political here that is not getting disclosed and that's really all that's really happening to District 6.

The major agenda here is to take the Wilmer Hutchins schools forcibly without even consulting her, without her participation, and just to remove those from the district. So other than that, every map except for 5-A does that, and it has not been disclosed that she objects to that.

She does not want those schools removed.

Incidentally, the constituency for those schools will not be the former Wilmer Hutchins area. That won't be the constituency. It will be some kids who are now there and some Dallas kids. It won't be just, you know, that area. There are also kids from the City of Dallas who would also be involved in that.

So it's a -- it's a mixture. It's a whole new generation that we're talking about. We're not talking about the past. These are people that are coming for the future and their kids will be educated there.

So in -- in our position as a district, I hope will be we don't want those schools removed from District 6, and there's no reason for that other than a political agenda. So we would like to keep the schools.

MS. KELLY: Thank you for your comment.

MS. FOREMAN: I just decided I'd come up this time. I couldn't resist. So you can scratch me off the list of speakers. My name is Joyce Foreman again. And I am Carla Ranger's appointee to the bond committee.

THE REPORTER: To the bond committee?

MS. FOREMAN: To the bond committee.

THE REPORTER: Could you move the microphone closer to your mouth? Thank you.

MS. FOREMAN: Is that better?

THE REPORTER: So much better, thank you.

MS. FOREMAN: Okay. I am Carla's appointee to the bond committee. Reverend Marion STOVALL REPORTING & VIDEO, INC. (972) 221-0331 |
Barnett was her appointee to the facilities committee.
And I'm here to tell you tonight that myself and
Reverend Barnett worked on those schools that are
currently in the old Wilmer Hutchins district.
Wilmer Elementary, along with the
opening -- the reopening of the Wilmer Hutchins High
School. We worked very hard in that.
And some of the problems with the whole
situation -- thank you Marcus for bringing it up -- some
of the problems with the whole situation is, is that
those children that will be in those schools will not
just be from the old Wilmer Hutchins district. It will
be some of the children from the Dallas Independent
School District.
And so this is not reopening Wilmer
Hutchins for Wilmer Hutchins. This is for all of the
kids in Dallas. And there's been a lot of
misconceptions about that.
I also was in the meeting with Ms. Ranger
when we talked about redrawing the maps. And 5-A was
the one that we came up with, because it -- it moved
less people into the different districts. It was the
easiest thing to do.
And what you don't want to do is draw a
new representation all over the place and -- because if

somebody is used to a representative, it's better to try
to keep that as constant as possible. But the other
maps, there's a lot of moving around to try to get to
the end result. And the end result will not actually
satisfy all of us.
One of the things that's troubled me
about this meeting is -- is that the notification of the
meeting. I mean, we are working people. You give us
two days notice and you expect us to be here.
That's not fair, and I'm speaking of the
district, not the law firm. This is not their call.
I'm speaking of the district. That's not fair to the
public, and that's why DISD continues to get a black eye
in the community because of the things that DISD does.
I just have one question before I sit
down. Out of the these four maps that we have, are
these the only four maps that will be considered by the
trustees?
MS. KELLY: No, these are not the only
four maps. In fact, any public -- any member of the
community may submit their own proposed map for
consideration by the Board of Trustees.
In fact, some -- some -- whoever
submitted these maps tonight, if you would identify
yourself, because it will be important that -- could you

please approach the mic and tell us your name? and I do
want to make sure that we get a public comment form that
has your name on it.

UNIDENTIFIED SPEAKER: (Inaudible).
MS. KELLY: At this -- other than this,
no.
MR. LUNA: Good evening, my name is
Romiro Luna. I come to represent --
THE REPORTER: I'm sorry, could you
repeat your name one more time?
UNIDENTIFIED SPEAKER: Romiro,
R-A-M-I-R-O, last name Luna, L-U-N-A. And I'm here to
represent LULAC. Our organization is the oldest and
largest Hispanic representation in the country.
My chapter is LULAC 102, and we are
currently in the process of drawing up a map that will
be -- that will relate the demographic change for the
Hispanic community. We want to make sure that we don't
get just like she mentioned, that there's -- there's a
lot --
I mean, people have mentioned earlier
that there is a lot of politics involved, and we just
want to make sure that none of the minority communities
can get cracked and disenfranchised.
I think there were some points that were
really good, good points, and I just want to echo those
same points. The fact of the matter, there are no
schools being labeled in these maps. I think it is a
disservice for the people who want to get involved,
because how can you know what schools are going to be
directly affected by this?
The second part of it is, as the
representative of the Hispanic community, I feel that if
there was any way that you can, you know, share some of
the information in Spanish, it would also help increase
the Spanish speaker or, you know, kids whose parents
only speak one language.
The other -- the other item is that even
though the notice -- I think, you know, the ISD is
probably -- if I'm right, it has, you know, social
media. And I think a lot of the community uses that for
more than just, you know, for chatting with friends.
And they ought to use Face Book or -- or things of that
nature here to let us know what's going on.
I think it's a very intricate part of
politics and, I mean, it's -- it's taken me awhile to
understand, you know, this -- the whole concept of it.
And I think there's -- there's a lot of people who can
be directly affected by this. There's a lot of children
who are going to be directly affected by this.
And the fact that there's not even an
awareness of the meetings are going on, not even
awareness of implications of these matters and how to
get more involved with that. The -- the present
organization that I work for is lucky enough to deal
with the final report and to find a map that is
moderate.

But I know the city council. They have a
computer program that make -- that allows you to
actually create a map of your own. I think if you were
to lend this to the community, you could create a map.

But if you don't give them the tools to
create one, do you honestly think that the community
will be out there finding those tools themselves? Those
are tools that should be readily accessible to members
of the community if you really are honest whenever you
say you want this community participation.

And that's pretty much it. I guess in
the coming -- coming days you'll see the map that we
have drawn up, and hopefully, some of the members can
make use of them. Thank you.

MS. FOREMAN: Joyce Foreman again. While
I respect LULAC presenting a map for -- to represent
Hispanics. There's still 45,000 African-American
children in DISD, and too often they don't get talked
about, and I'm tired of that. I attend the board
meetings. I work hard.

These children have to be represented,
and we have got to stand up for them. I mean, I'm tired
of it. And the other thing is I'd like to ask the
attorney, the process for closing submissions of maps is
when?

MS. KELLY: August 4th, 2011, as it
stands.

MS. FOREMAN: And when will the board
vote?

MS. KELLY: Ms. Ranger might be able to
address that, but it's my understanding that the next
board meeting is August 25th. I don't know that a final
decision would be made at that time. There are a number
of factors to be considered.

TRUSTEE RANGER: Let me say that some of
you have alluded to the fact that the process seems to
be rushed. There are -- my understanding is that it --
it's supposed to be according to that calendar on the
agenda for the 25th, because the hearing where everyone
would be gathering next, that is a very quick process
for this to happen now and for the meeting toward the
end for the vote.

So if that is a question, is it scheduled

1 for then? That is the -- do you have the calendar? If
that -- because in terms of getting information back to
the people, some of the questions that have been asked,
what would be the format before that?

MS. KELLY: It is somewhat difficult for
me to address that as -- as a single member of the legal
team. However, what I can assure you is that your
comments and your concerns will be communicated to the
legal team and to the entire Board of Trustees so that
any necessary adjustments or additional information that
can be disseminated, that will be done.

TRUSTEE RANGER: And let me add to that,
that it is not the legal team that determines the
schedule of events. They get the information from the
Board of Trustees so the Board of Trustees makes that
schedule, decides when these hearings will take place,
when all the information will be communicated.

So it stands and lies with the Board of
Trustees. The attorneys and the attorneys, the firm,
will take information back to them on -- so that those
decisions will be made by the board, not by the firm.

And so far my understanding is the decision was made to
have this done this month. This is a time to express
your response to that.

MS. NORMAN: Thelma Norman again. I'm
requesting that the board and the attorney staff and all
the entities involved, that they slow the process down
and give the community time to get proper data, get the
information that we need to understand the process.

When you make changes on people, we need
to understand, and we need to have time. There's not
even a quorum here today. I mean, not enough people
were notified. It's probably only about -- what, it's
about 20 people here?

And out of all District 6, this is not
enough people to -- to make a decision to move forward.
You have not legally given us proper notice. So I'm
requesting that you let enough of the community know.
At least District 6 people, I don't see
hardly too much of or too many of us here to -- to make
this decision. Not even a quorum. So if we can get
proper notice, that would be important and slow the
process down. Don't move so fast so that we don't know
what's going on and slip something on us. Thank you.

MS. KELLY: Thank you, the comment has
been noted. Do you have another comment?

MS. KNIGHT: Yeah.

MS. KELLY: You do?

MS. KNIGHT: Well, I have two comments --
The reporter --
MS. KNIGHT: I'm Mavis Knight.
THE REPORTER: Oh, okay, thank you.
UNIDENTIFIED SPEAKER: Mavis Knight, I'd like to know, are we to receive copies of this map that you have just received tonight?
MS. KELLY: To the extent that we have enough. I don't know that we do. So I'm happy to make those available and perhaps Mr. Luna --
UNIDENTIFIED SPEAKER: Could you at least get a copy of the map and maybe put it on your website or leave some here at the school, and we can come by and pick them up if it's okay with the principal?
TRUSTEE RANGER: Mr. Jones just said --
MS. KNIGHT: Oh, one --
TRUSTEE RANGER: -- he was going to have some available to us. Certainly Dallas ISD will be, I think, responsible and would want the public to have all the maps and information.
So that is something I would like the attorney to take back and see what is the best way to get information out so it doesn't fall on Mr. Jones to give it out at the school. I will certainly do everything I can from my district, but I want everyone to have it. So thank you for that question.

MS. KNIGHT: And the next question I have, there are four different plans with statistics, but has anyone explained the four different plans and the thinking behind the development of the four different plans and tie it in to the population shifts?
Is anyone prepared to do that tonight?
MS. KELLY: No, there is no one here at this particular hearing who is prepared to do that. However, I would suggest that as the district-wide public hearing is scheduled at the Dallas school board headquarters on August the 4th at 6:00 p.m. and all trustees should be in attendance, that that would be an opportune time to get those questions answered.
MS. KNIGHT: They can only be answered if someone in advance knows that, I'm assuming that you would share that particular point with the -- whomever so that when they come to that meeting they'll be prepared to give a rationale behind the changes?
MS. KELLY: All comments that are made tonight will be communicated to the legal team and to the entire Board of Trustees for appropriate response.
TRUSTEE RANGER: May I, just to follow up on that? The question -- all of the questions here points out the degree of interest, the level of interest and the involvement of the people of District 6. And

MS. AYERS: Danielle Ayers with Friendship West Baptist Church. Many of what I want to say tonight has already been stated, but I think it bears to be repeated for the record.
Number one, in District 6 we are looking forward to the Wilmer Hutchins High School and elementary opening up in District 6. They're built and ready to be opened, and we feel it is unnecessary to remove them from District 6.
Number two, we do feel this hearing, the notification was inadequate. I mean, I do -- didn't get the word out. But we understand they have other obligations, and they cannot just stop on a dime and come to meeting when they have family obligations and work obligations that they have to meet.
Number three, it would be helpful to have information on the current map instead of just seeing what we see now with lines drawn, because I can't make them out. And I think I'm a fairly intelligent person.
And it's a little confusing for me. So a clean map of when -- like, prior to the changes.
And also what schools are effected?
Because I personally don't know all the schools in my mind instantly to look at this map and make an intelligent comment at a public hearing.
Which leads me to my last is that we need more time. It does appear to be a rushed process. If there's a reason why it needs to be rushed, I think that should be communicated to us in the community so we can understand why we're moving so fast.

It just doesn't -- I just can't find out -- understand why we're trying to make this thing so fast especially when we're talking about the future of our children being educated and maybe possibly remove them from a community source and connection they have with churches, other houses of worship, other community organizations around them and having a working relationship with those schools and the specific trustee in that district.

So we think it's important to make sure they hear -- that the trustees hear what we have to say and be mindful and considerate and very serious about our comments. Thank you.

MR. CRITTENDON: Edwin Crittendon, District 6, also. My question is the -- with the -- the maps as they are, what -- who -- who would -- who would be the magistrate or the -- the legal representative that would deal with injunction or some type of legal halt to the -- if -- if I could -- could ask?

MS. KELLY: The Board of Trustees has decided to employ the services of two law firms. And those law firms, well, at the direction of the board, would respond to any sort of challenge based on federal law, based on Department of Justice standards.

Any injunctions that might be filed by any community group or interest group would be -- those cuties would then be decided by the board as to which attorneys would respond to those -- to those requests.

MR. CRITTENDON: Do we know the names of the law firms?

MS. KELLY: There's Bickerstaff Heath Delgado and Acosta, and then there is another law firm.

MR. MORATH: Rolando Rios is -- has his own law firm, which again is --

MR. CRITTENDON: They're on the bottom of the --

UNIDENTIFIED SPEAKER: What about phone numbers, phone numbers and all that, will you give us that?

MS. KELLY: I don't have that handy, but if you will see me after the meeting, I can -- if you see me at the conclusion of comments, then -- then perhaps I can address your concerns.

MR. CRITTENDON: You know, I would take it that -- that we would need to -- to -- to contact any city magistrate to -- to -- to file those injunctions or the other?

MS. KELLY: My understanding of the process is that your comments is -- the -- the fact that you submitted written comments or suggestions or even possibly maps is the process by which you voice your concern and voice your opinion about what needs to happen.

Those comments, the comments that you're making tonight and at any other public hearing, will be analyzed for their legal relevance to the federal voting act -- Voting Rights Act standards.

If there is someone who wishes to file some sort of a federal injunction, then I would suggest that you, you know, retain private counsel and be advised on how to do that if you want to do that.

MR. BORDERS: Yes, I'm Gerald Borders -- THE REPORTER: Borders, I'm sorry, sir?

MR. BORDERS: Borders, B-O-R-D-E-R-S.

THE REPORTER: Thank you.

MR. BORDERS: Yes. I am -- I'm appalled at this process. This is totally ridiculous. And it said something to the parents, more particularly the students, the students who will ultimately be effected by what you're doing here.

I sat on this -- Mavis, if you remember, you and I and others back in 2006 -- and the same attempt then to furnish us with maps with no schools. This is like trying to go to Waco and don't even have the name on the map.

And for us to sit here -- you do not even represent the totality of this district. There are parents out there that knew nothing about this meeting. Carla, thank you very much for understanding that there is technology today. That you can get in touch with people. There is no excuse for it.

I sat in meetings back in 2006, and it took forever for us to get maps and compare. Now, some of you may be statistically apt to be able to do this, but we have relatives, parents, grandparents who cannot.

And we need to stand up in their defense. This is insulting. It's totally insulting, and what would ultimately happen, you will have children trying to catch buses at 6:00 o'clock in the morning and not getting back until 5:00 o'clock the same way they do at St. Thomas. And they don't have to go by shift.

These are kids who will be moved around.
and parents will be effected. Come on, ladies and
gentlemen, this is the 21st century. Dallas you got to
wake up. This is insulting. It is insulting.
Carla, she and I went through this.
Carla, I cannot believe it. I still have my books from
the last time they attempted this. Lessons learned.
Lessons learned. They taught us that, and if we have
that kind of representation at 3700 Ross, then they need
to be removed.

UNIDENTIFIED SPEAKER: Well, we do have
it.
MR. BORDERS: And we have it or we
wouldn’t be here today with this kind of situation.
I -- I’m hurt. I’m hurt.
Again, that name a Gerald Borders, in
this area for a long time. My children graduated out of
DID. I graduated out of DISD. I have two grandkids
who are in DISD. I have one just graduated from Carter.
Another one at Birdie.
I know the school, and I have supported
and mentored in over 17 schools in this district. The
record shows that. So I know what I’m talking about.
Thank you.
MS. WEBSTER: Good evening, everyone.
I’m Latonya Webster. I’m a site-based chairperson here
at Kimball High School which is a part of District 6.
And realizing that your ideal size was
somewhere around 113,000 for each district and earlier
numerous maps were already drawn. But my question is,
what determined these four or five? And why was only
these four presented to us today for us to be able to
look over?
MS. KELLY: The maps that are available
for your view here tonight were maps that were compiled
with various trustees. All of the trustees have had an
opportunity to input input into the drawing of these
maps.
They have then met with members of the
legal team in order to analyze what the effect would be
of redrawing of the maps and redrawing certain precincts
in and out of -- of their particular district and what
the effect would be not only in the numbers for those
districts but also in the representation of various
racial groups.
MS. WEBSTER: And that was how those four
were determined?
MS. KELLY: Yes.
MS. WEBSTER: So they particularly look
better than what was developed as a whole in as far as
the statistics were -- are concerned?

MS. KELLY: There is not any -- no -- no
value judgment is being offered by the legal team or
even by the Board of Trustees at this hearing.
What I can say to you is that these maps
on their face do comport with the law, that they do
accomplish the objectives and each one in different
ways.
And so based on your public comments
tonight, the Board of Trustees will then make a decision
as to whether any of these four plans or some other plan
that has not yet been developed will ultimately be
adopted by the board.
MS. WEBSTER: And where do find --
THE REPORTER: I’m sorry, you’re going to
have to speak into the mic for me.
MS. WEBSTER: Where do you find
correspondence for the maps that were provided today,
those? Yeah, because we weren’t given those on the
tables.
MS. KELLY: This was just handed to me
this evening, but I can give you one right now.
MS. WEBSTER: Okay. Are there enough for
everyone to get one?
MS. KELLY: I believe that question was
addressed a few minutes ago. There are not adequate
copies. If possible, we can see if the copy equipment
is available here.
TRUSTEE RANGER: Mr. Jones has agreed
to -- if -- if anyone needs a copy of this, we can get
one.
MS. KELLY: Other than that, we will
ensure that this particular map as in -- as well as any
other maps that are submitted by the public are
available to all constituents of Dallas Independent
School District.
TRUSTEE RANGER: But this -- this is
actually a city map. This is actually a city council
map. Hold on a minute. This is actually a city council
map. So this -- this is just -- this was just provided
as extra information. It -- it’s not a school district
map. So that’s city council.
MS. WEBSTER: I guess this is my comment.
Just like everybody else who has come up here, this is a
level of expectations that they have for us,
providing -- providing us with no information, providing
us with not having enough data for us to be able --
intelligent people -- to be able to decipher what it is
we want for our children. So, I mean, it’s -- it’s
pretty bad. It is. Nobody can answer a valid question
today.
| MR. STOVELL: My name is Charles Stovell.  |
| I live in District 6. I have two children that |
| graduated from DISD.                               |
| And I do know that one of the issues that |
| have been a very live issue in DISD and in many school |
| districts is this whole issue of bullying. And I must |
| admit that I feel that our community is being bullied |
| tonight.                                          |
| I want to know specifically how we can |
| slow this process down. I'd like to hear that tonight. |
| How we can get this process to the point that we're |
| getting credible information, and we are having the |
| opportunity to input information that can help decisions |
| being -- to be made that has forethought and that does |
| take into consideration the proper education of our |
| children? and I believe we deserve an answer before we |
| adjourn tonight.                                   |
| MS. KELLY: As I believe it has been |
| stated by -- I don't know who stated it earlier, |
| probably Trustee Ranger. But please do understand that |
| as a member of the legal team, we are employed by -- |
| employed by the district.                          |
| The legal team does not set the dates, |
| does not set the deadlines. We are employed by the |
| district, and the district is our client. So to the |

| degree that the Board of Trustees, the client, makes a |
| decision or decides to change this current decision or |
| current timeline, then that would be the case. But |
| certainly your comments are noted and will be |
| communicated to the client, which is the DISD Board of |
| Trustees.                                          |
| MR. CRITTENDON: Actually, a question -- |
| THE REPORTER: I'm sorry, you're going to |
| have to speak up.                                  |
| MR. CRITTENDON: Just a question as it |
| stands -- Edwin Crittendon again. The -- so do I |
| understand that the district will actually -- the Board |
| of Trustees will submit this to the Federal Government |
| as the constituents' options or the constituencies |
| proposed acceptance of a redistricting?             |
| MS. KELLY: I'm not certain that I |
| understand the question. But what I -- if I understand |
| correctly, you're asking what it is that will be |
| submitted to the Department of Justice.            |
| And the answer to that is based upon the |
| public comments at that hearing as well as other |
| hearings and based upon any independent maps that are |
| submitted by individuals or community groups.       |
| the Board of Trustees after consulting |
| with legal counsel will make a decision as to one |

| redistricting plan and that will be submitted to the |
| Department of Justice for preclearance.               |
| MR. CRITTENDON: So each of -- each of |
| the individuals who submitted a map would go through |
| their own and then -- I'm just trying to |
| understand -- need clarity, actually. Because if |
| there's a vote, who votes for -- for what -- for what |
| map, you know?                                        |
| MS. KELLY: Well, it's certainly up the |
| Board of Trustees to vote, each member of the Board of |
| Trustees to vote his or her conscious based on the |
| constituents, the feedback that he or she is receiving |
| from constituents. And so perhaps, Trustee Ranger might |
| be better able to better: give you an idea about how that |
| process will take place.                              |
| TRUSTEE RANGER: I think your -- your |
| question certainly speaks to what is possible, what can |
| happen, and -- and how that -- Dallas votes. However, |
| the Dallas ISD trustees or some trustees, and I'm |
| looking again at a map that has been pointed out by |
| several of you, the maps.                            |
| Each of these maps -- all except for |
| one -- affects District 6 in the area that did not need |
| effected. The population there is -- is low. When we |
| discussed that with the attorneys, and Ms. Kelly you can |

| attest to this, it was pointed out that there was no |
| reason to go into the southern tip.                  |
| And you were there, Ms. Foreman, the |
| southern tip of District 6, because the population is |
| low. but there are two schools there for which |
| District 6 fought. They are Dallas ISD schools, and so |
| there's no reason to go there because of the population |
| that would be effected by 4419, the one that is at the |
| north of the section and which even out across -- makes |
| those lines, makes that a straight line that was put |
| into district unnaturally -- put into District 6 in |
| 2006.                                                |
| We're saying let's put it back where it |
| was. And that brings District 6 in compliance and so |
| all of our schools that are here now, the feeder |
| schools, the elementary, the middle schools, the high |
| schools, all of those are still intact.              |
| There would be two new schools added to |
| the -- the district and those -- those were not added to |
| the district. They were added district or it's the -- |
| the property was added to the district in 2006.       |
| When we had the bond election, my bond |
| members fought to have those -- at least one of those |
| returned to our schools. So others that we can't -- |
| don't have information as to who developed these.    |
Actually, I've looked and there's a two.
What happened to one. They're two, three, four back.
MS. KELLY: I do not have a map one,
and -- and I apologize for that. I don't have that. I
think that maybe map one would have been the current --
current district lines. But, again, that's a -- that's
something I can get from you -- for you.
TRUSTEE RANGER: All right. So -- so I
would like to see map one. And another question, how
are they numbered how? How was it determined that the
map that was the clearest according to the attorney who
worked for -- for District 6 just making that one change
and also help District 77. How is it that became map
tfive? How were they numbered? Because that would be
the last one, because the city did give one to the
board.
MS. KELLY: I have no personal knowledge
as to how these maps were numbered.
UNIDENTIFIED SPEAKER: Pardon me. What
map did you say you didn't have to share with the
community?
TRUSTEE RANGER: Number one, number one.
MS. JACKSON: I think the community --
you hold that to the community to present all what need
to be public for this community. I'm sorry.

MS. KELLY: Your name, ma'am?
MS. JACKSON: Jackson.
THE REPORTER: What's the first name,
ma'am? What was your first name? Your first name? I
got Jackson.
MS. JACKSON: N-E-T-H-A-L, Jackson,
District 6.
THE REPORTER: Okay, thank you, I
appreciate it.
MS. KELLY: Just to respond to that, just
to be very clear, I'm not stating for a fact that there
is a map one that is a proposed plan. What I'm stating
is that I do not have within the maps that are here
tonight any map that is entitled map one.
I will need to get clarification as to
whether if there is a map one, if that would represent
the current district lines. And so, therefore, that
would not be before you this evening.
TRUSTEE RANGER: Either that or another
version of -- so we don't know, but -- but --
MS. KELLY: Absolutely.
TRUSTEE RANGER: -- but to start with
two, three, four, and five.
MS. KELLY: I would give clarity as to
whether -- because some of their -- even though there
aren't nine trustees, some of the maps were drawn with
certain trustees in conjunction with one another, so
there are not nine individual maps.
MS. RECORD: I'm Barbara Record, and I
did get this information late. So I don't have a lot of
information. I'm just listening to information that you
all are giving.
But it -- it seems to me that one of the
big problems is drawing that map with those Wilmer
Hutchins children is fine. But not adding our children
from Maynard Jackson, combining them together it's a
problem.
It -- it -- black folks always have to
bear the burden of decisions that the board made to open
them schools out there. There are a lot of schools in
Dallas that are low enrollment. And Wilmer Hutchins
schools can be low enrollment and leave our children
where they are.
These people decide. Their homes are
their castles, and they didn't move there to have to be
bussed from morning to night. But my concern is since
we always get treated like this and the dates that she's
given us for the board to discuss all this and make
decisions on, on all this, it's our time to find legal
means to file the proper papers to slow this down.

Because they cannot discuss lunch tickets
at that board. So why are they going to be able to
discuss all the comments that I've heard tonight and
come up with a rational means of drawing the right map?
So instead of working on all the stuff
that they throwing at us tonight, somebody out here know
how to file the right charges to stop some of this so we
can at least hear what they're going to decide to do.
They're not giving us dates for us to
even listen to what they want to do. They want us to go
sit out there in their audience and say, no comment.
But with this kind of stuff, what y'all are bringing to
us, we should hear it what you all are planning to do.
The board needs to sit down and discuss
what we're saying tonight. But I'm -- assume they have
the dates where you can't file anything. So they just
say, well, it's some nigger's idea, and we don't care
what they do. And, I mean, niggers, that's the way they
feel about us.
UNIDENTIFIED SPEAKER: That's right.
MR. HICKMAN: Is my address what you need
there?
MS. KELLY: Yes, did you sign in?
UNIDENTIFIED SPEAKER: I'm Holsey
MS. KELLY: Here it is.

MR. HICKMAN: -- at 603 Green Cove Lane, Dallas, Texas 75231-1339. Being here this evening and to see the lack of information that -- this absence of information from my perspective is a continuation of the expression of an attitude by the board.

Voting and structures for voting districts are fundamental parts of a democratic society, fundamental parts. But in this situation here in DISD, we've got a whole lot of game playing, petty politics coming into play in trying to craft something that is fundamental to the process of democracy.

Moreover, the evidence of that petty politics and how it undermines democracy is seen in the fact that eight other board members will not second a motion that leads to discussion and debate of issues that are relevant to the operation of this district.

That is most unfortunate.

That does not facilitate or encourage a democratic process in the operation of these schools.

In my opinion, that is something that is calculated behavior.

This attempt to take out of -- of District 6 those four voting districts and put those in five is an example of an example of the petty politics that have been going on, on the board level. I don't understand why it is that they are playing that game.

When everybody knows that Lou Blackburn who represents five does not live in District 5. But the petty political payoff is to take schools out of District 6 and put them in Blackburn's district. I think that we are just going to have to go back and use those tactics that got us through the 60s.

UNIDENTIFIED SPEAKER: I agree with you. I'm ready.

MR. HICKMAN: In this city, they provide us with the perfect target. Because what this city is about is the protection of an image, not the protection of democracy, but the protection of an image.

And until we organize and attack that image of the city, they're going to keep doing what they want to do, not giving us the information, playing petty politics with the lives of our children. And things will go on and on.

We've got to stop doing what we're doing and start doing what it takes to bring the image of this city into a full -- a full view for the public and for the world to understand what's going on here.

UNIDENTIFIED SPEAKER: If we were in church, I would just simply say, amen, to what Brother Hickman just said.

UNIDENTIFIED SPEAKER: We in the Lord's presence, that's for sure.

MR. HICKMAN: Yes. One of the things that I do want to know is how those of you who are leading the hearings have been prepared in terms of leading the hearings.

For example, the information you've been given, what you're going to talk about, what you can't say, what you can't afford. I really want to know how they prepared those who are presiding over the hearings to be prepared to hear the public comment.

Now, I'm interested in, for example, the terms of the maps. Are the same maps given out at every hearing, the exact same maps, are they numbered the same?

Is every bit of information that we have been given or the information that had been withheld from us, have that information been given and withheld at every hearing? So I would like to know how they prepare the presider of the hearing to address the public?

MS. KELLY: All of the same information -- identifiable information has been provided at public hearings yesterday, public hearings this evening, all public hearings -- public hearings next week. All of the same maps and information has also been provided on the DISD website.

MR. HICKMAN: What about the maps that we don't have?

MS. KELLY: There is no information that is absent at this hearing that was provided at any other hearing. The identical information which was provided to the public at this hearing has been provided and will be provided at all the public hearings.

MR. HICKMAN: So how are we able to continue to be able to keep abreast of new maps that come up, new information that's present? How are we able to keep abreast of all that?

MS. KELLY: It will be the decision the DISD Board of Trustees how to proceed given the public comments that are being generated last night, tonight, and at any other public hearings. Once that decision has been made, then the redistricting team, including the legal team, will take whatever steps necessary to notify the public.

MR. HICKMAN: Well, we're -- we're in the district -- ma'am, in all due respect, we're in a district that has routinely been ignored, a district...
that has been routinely overlooked. And I don’t know
how we can expect that to be something different in
terms of the redistricting on the maps.
And that -- if that’s the way things have
been routinely done in district toward District 6,
so, you know, we -- we -- we need to leave here with
some assurance that it will not continue in that way,
and right now am not feeling it.
MS. KELLY: Thank you for your comment.
I have addressed it in any way that is possible, and
your comment is duly noted and will be communicated to
the client, which is the DISD Board of Trustees.
MR. ALLEN: Joe Allen, District 6. With
the meetings, the previous meetings of the hearing --
public hearings, how were they notified of the
meetings?
MS. KELLY: The exact same notice which
was provided to all constituents in all districts which
was through the website and through newspaper
advertisement. If any particular trustees wanted to
make groups aware of -- particular constituents groups
aware of those hearing, then they were free to do so.
MR. ALLEN: Final question, how was
attendance last night?
MS. KELLY: I was not in attendance at --
at either of those hearings. But as I understand it,
there were maybe 12 or 13 and perhaps we can --
MR. MORATH: There were zero at one, 11
or 13 at another.
MR. ALLEN: How can our district operate
like that, meetings like that? You only have ten or 12
people show up. Here maybe 20, 25. That’s not good
representation.
MS. KELLY: Your comment is very well
noted and will be communicated to the client, which is
DISD Board of Trustees.
MR. RANGER: Would you clarify exactly
who decides which maps would be presented to the public
and what was the criteria used for making that decision?
Who made the decision of which of these maps would be
shown to the public and was there a criteria?
MS. KELLY: The criteria for any map that
would be submitted to the public is that it must comply
with the Voting Rights Act.
In other words, if there’s a map that is
submitted that would not pass muster, then that map --
if that map would not accomplish the goals of
redistricting, such as getting within the ten percent
and other Voting Rights Act requirements, then that map
would not be presented to the public.
MR. RANGER: Yeah, but who makes those
decisions?
MS. KELLY: The Board of Trustees along
with legal counsel has made the decisions as to which
maps --
MR. RANGER: No, no, no. What I’m asking
is -- I’m sorry. You may have answered. What I’m
trying to get clarified here is we’re looking at maps
today, and I’m simply wanting to know who made the final
decision about what maps would actually be shown at the
public hearings. And the board has not met and made any
such decision as a corporate board. They have not done
that.
MS. KELLY: That is correct. The
individual --
MR. RANGER: Who did that?
MS. KELLY: The individual trustees to
the extent that they have met with the legal counsel
perhaps either individually or in -- in groups that have
perhaps a similar viewpoint have participated in the
drawing of these maps.
And at their instruction, we as the legal
team are presenting all maps that have been requested by
the board -- by the board members, excuse me, to be
presented to the public for public comment.

TRUSTEE RANGER: I believe based on the
last meeting and, again, I’m looking, because as I
mentioned, I don’t see one. I don’t know why map five
is labeled 5-A. Does that mean -- well, usually in the
case of an outline, there’s a 5-B or a 5-C. But I don’t
know where that is, if there’s a two -- two -- there’s
4-A. Is there a 4-B? Is there?
MS. KELLY: I -- I don’t -- I don’t have
any personal knowledge about any other maps other than
those that are here tonight.
TRUSTEE RANGER: Because to -- to present
you with maps that say 5-A or 4-A, and I have to say
that in this district people do come with questions and
they’re questions of quality. And they think about what
is happening.
They would wonder, is there a B? Is
there a C? And who decided on the numbers? But as far
as what maps were chosen, I believe that the president
decided what maps would be presented, and that would be
the president the board decided which maps would be
presented, as far as I know.
Because I was not consulted as to which
maps would be present in the -- in the public
hearings. So that would be my guess, that that was the
president’s decision, and I don’t believe that the
1 president was --
2 well, certainly, there was not a meeting
3 to ask all of us, all of the trustees, which maps should
4 be presented to the public. Now, if there was several
5 maps drawn, then every map should be presented. Nobody
6 should have to worry about that.
7 If -- if, you know, a trustee, if
8 trustees draw maps, then they should all -- people
9 shouldn't have to go out and say, oh, is that the map?
10 But one person I think decided, and the
11 As do concern me about that. Let me take a minute to
12 say that we are pleased in our audience to have state
13 board of trustee Megan tonight. Welcome and thank you
14 for being here.
15 A member of District 6 concerned about
16 Dallas ISD -- when two members of the Dallas ISD board,
17 Trustee Michael Morath from District 2, as you heard
18 before, and Trustee Mary Calloway on contiguous right
19 next to us, neighbor district, the district that I spoke
20 to you about we're taking, 4419, and placing it back
21 which puts District 7, that Trustee Calloway represents
22 in compliance and then also leaves District 6 in
23 compliance. Thank you both for being here.
24 That may answer the question about the
25 selection. I believe the selection was done by the

1 each of these maps, if that's going to effect us.
2 And so I'm saying that the map that is
3 most desirable and causes the least amount of movement
4 and puts everyone in compliance, that map for District
5 6. Because I know you're not concerned about the
6 attendant zones for other districts.
7 You're directly concerned about ours, so
8 the attendant zones will be the same. But it is not to
9 set attendance zones, but I understand what you're
10 asking.
11 UNIDENTIFIED SPEAKER: And if another map
12 is accepted or approved, the same thing still applies?
13 There's no effect, too?
14 TRUSTEE RANGER: That's a good question.
15 Actually, with the other maps that remove the southern
16 portion, not necessarily of District 6, it would affect
17 that portion of the district, that southern portion. It
18 effects it in the sense that whatever attendants
19 are there, those attendance zones, I assume, will be the
20 same once they are removed.
21 UNIDENTIFIED SPEAKER: We're not sure,
22 because -- because we don't even know about the maps, so
23 etched in stone.
24 TRUSTEE RANGER: We don't know what
25 maps --
UNIDENTIFIED SPEAKER: We don't know --
(Multiple voice audience discussion.)
The REPORTER: Hold on, y'all.
MS. KELLY: Excuse me, excuse me.
The REPORTER: Hold on, y'all.
MS. KELLY: Excuse me, there's a court
reporter who is trying to take down the comments, and so
if we can speak one at a time.
The REPORTER: Thanks.
UNIDENTIFIED SPEAKER: So -- so what I'm
saying is -- my question -- my next question was, after
these maps are decided upon, then will they go next and
effect the attendant zones?
Will they start making changes because
the populace has changed due to the census -- census
report? Is that going to be the next thing that
happens? That's what I -- I know you said. It's one
thing is different than the other, but is it really?
MR. MORATH: Again, my name is Mike
Morath. And, again, I've only been on the board for
three months. So as far as I know, the -- the drawing
and redrawing of attendant zones is a -- is a process
that's revisited periodically by the trustees.
And so whoever happens to be an elected,
you know, on the nine member board, I think we set up an
attendant zone boundary commission that's done, and it's
a separate process. So, and that's -- when was the last
time that was drawn?
So it will be looked at again for sure
because of the demographics, you know, people moved.
And it's moved -- it's looked at periodically. As far
as I'm aware, this is unrelated to that.
Now, to the extent that this effects who
we elect to office, then that effects the people that
make that decision. But I don't think it's -- it's
directly related at all.
TRUSTEE RANGER: It's not directly
related except I think she's saying when a certain map
is chosen and a school is moved to this place, that
would be --
MS. KELLY: It will effect it.
TRUSTEE RANGER: It would.
MS. KELLY: It definitely would effect
it.
TRUSTEE RANGER: That's the question,
yes.
MS. MITCHELL: Yes. It's definitely
related and it would definitely effect it. I'm Verna
Mitchell, District 6.
I think each of us on this evening has
shared our concerns about the lack of information that
we received and inconsistency in some information that
we've received.
So my question would be, what's next?
It's clear that we need to take some kind of action.
What that action is, I don't know.
You know, if we need to have another
meeting between now and August the 4th, then I think
that's where we need to move from this point. Because
we've expressed our concerns. We need to know what's
next. You know, how do we handle it from here?
MR. CRITTENDON: I think we actually --
who actually needs to consult the magistrate to have an
injunction? And that's -- that's pretty much it,
because of the actions of the -- the action will be
taken before we could come back and reestablish clarity
on these issues. I know what we have to do.
MS. MITCHELL: I don't know that.
Because we're understanding --
MR. CRITTENDON: I'm just assuming.
MS. MITCHELL: Yeah, I'm understanding
that the meeting where the board will possibly vote is
August 25th. The next public hearing, I'm
understanding, is August the 4th.
And so possibly a next step could be
preparing for them, all of us, that fourth meeting. And
then after seeing what -- and I'm not saying that we
don't need to look at legal concerns, but that -- that
may be the second step rather than the first.
MR. CRITTENDON: Well, the only thing I
do know -- Edwin Crittendon again -- is that with --
with these the -- the votes are pretty much academic at
that point.
When they're -- when the consults have
been completed and the information is -- is cut off --
if I could ask the question. Did you say that the --
the end date for submission is August the 4th?
UNIDENTIFIED SPEAKER: Yes.
MS. KELLY: That is correct.
MR. CRITTENDON: Okay. With the end date
for the submission of any alterations being August 4th,
there would be no other consideration of material after
August the 4th, so we would have to have an injunction
filed by August the 4th to be able to effect what
happened on the 25th.
MS. KELLY: At a minimum, you would need
to submit any comments, objections, proposed plans
before the cutoff public hearings, which is August the
4th.
MR. CRITTENDON: Correct.
| TRUSTEE RANGER: | 1 | have about five more minutes. |
| say, the date or the cutoff for public hearing -- | 2 | MR. THIBODEAUS: One question. |
| hearings was an arbitrary -- let’s say -- date selected. | 3 | MS. KELLY: If you will identify |
| If the public says or communicates to the board, we | 4 | yourself, sir. |
| would like to have time to study this and understand it. | 5 | MR. THIBODEAUS: Louis -- |
| If that happens, then the board -- it | 6 | THE REPORTER: Louis who? Could you |
| doesn’t mean it would be extended, but it does mean that | 7 | spell? |
| if the board is representing the public adequately, then | 8 | MR. THIBODEAUS: T-H-I-B-O-D-E-A-U-S, |
| they should hear that and respond to that, so if the | 9 | okay, and that’s L-O-U-I-S. My question is -- actually, |
| board -- when I say arbitrarily, there’s | 10 | I have two questions. If the decision were made, how |
| nothing magic about the 4th. | 11 | quickly would the changes go into effect? |
| It doesn’t have to happen on the 4th. It | 12 | MS. KELLY: Those changes would be in |
| doesn’t have to happen on the 4th. The vote doesn’t | 13 | effect — in effect at the next election, the school |
| have to happen on August 25th. It does not have to | 14 | board election. |
| happen at that time. | 15 | MR. THIBODEAUS: So immediately? |
| That was the time chosen. But if this is | 16 | MS. KELLY: Yes. |
| a process and the public thinks, well, we’d like to see | 17 | MR. THIBODEAUS: So my other question |
| more. We’d like to think more. We’d like to hear more. | 18 | was, you talked about other hearings that have occurred |
| Then that could change, and if trustees were acting | 19 | and the low turn out that there were some people |
| appropriately, they would, in my opinion. Yes? | 20 | involved in those hearings. Were you getting similar |
| (Audience discussion, inaudible.) | 21 | feedback like this? This would go to the board members |
| MS. NORMAN: I would like to -- I’m | 22 | who may have been present at those meetings? |
| Thelma Norman. I would like to put a motion on the | 23 | MS. KELLY: Okay. It is my understanding |
| floor that we regroup at our hearing tonight as that the | 24 | that we got very similar feedback at the hearing where |
| committee -- the -- that’s in charge, the school board | 25 | there was turn out. |

1 and the attorneys that are selected to allow the 2 community more time. 
So I’d like to put a motion on the floor 
to see if we all that are here tonight can agree to give 
us more time. And that that date of August the 4th be 
postponed so that we can get the correct information and 
get the -- move forward with it, getting the information 
out to the community. Can we tonight get a vote on 
that? 
**UNIDENTIFIED SPEAKER: Second that 
11 motion.** 
**MS. NORMAN: It has been moved and 
13 properly seconded that we -- see, the group that are 
14 here tonight, we have a quorum that says, all in favor 
15 aye.** 
(Audience responded.) 
**MS. NORMAN:** Okay. Motion is carried, 
okay, that we ask for a postponement of that date. 
Thank you. So we can have time to get the information 
that needs to be getting out — to get it out to the 
community. Thank you. 
**MS. KELLY: Your -- your vote and your 
23 opinion, as stated previously, will be communicated to 
24 the board so that the board can take appropriate action. 
25 This is if -- if there is perhaps one more comment, we

---

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The result is the result of error, but there are some clear issues in that configuration. So could you schedule another meeting with the legal staff about District 6 issues and any of your interested constituents would wish to be a part of that discussion. Because there are some issues that have been disclosed here tonight on the information. And I think it's a very timely thing to revisit the District 6 issue with the attorney before August the 4th. And if you would do that and let the people know and those who are interested can be a part of that discussion?

MS. KELLY: Well, the -- the legal team had been employed by the DISD Board of Trustees, individually and corporately, and any trustee who wishes to avail himself or herself of legal service and consultation is more than welcome to do so.

And, certainly, as it was with Trustee Ranger, there were members of the community, a small group, who participated in the drawing of map 5-A, and, certainly, that would be welcome at any future consultations.

TRUSTEE RANGER: And let me respond to that, as well. Yes, and I want to thank you again for the responses and questions from my constituency in District 6, and there are some concerns raised especially as you look at it all.

So I will and the legal staff that was hired by the district, and they're very helpful and cooperative. And we had an excellent time with them as we drew map 5-A and as they made suggestions -- suggestions that -- that for that map that puts everyone in compliance.

So I will certainly -- is that -- does that seem to be the consensus of the group, that you are -- that you would like to have a follow-up.

(Audience responded.)

Yes, most definitely. All right. If that is the consensus of the group, then we will seek to do that prior to going forward with the setting up a meeting. I will communicate that this is all your information. And if you have an e-mail address, that's very easy for me to communicate that to you as soon as we can set that up prior to.

MS. KELLY: With that, then, we're going to conclude this evening's public hearing. We do appreciate the input that we received from you tonight. Your comments have been recorded and our redistricting consultant will review them and report to the Board of Trustees. I remind you that the district may adopt a final plan, and it's being scheduled for August 25th. Thank you again for your input, and goodnight.

(Hearing adjourned at 8:02 p.m.)
DALLAS INDEPENDENT SCHOOL DISTRICT
REDISTRICTING PUBLIC HEARING

DISTRICT 7

BE IT KNOWN the above-entitled matter
21 came on for hearing on July 26, 2011, between the hours
22 of 1:21 p.m. and 6:53 p.m., at Hector Garcia Middle
23 School, 700 East Eighth Street, in the City of Dallas,
24 County of Dallas, State of Texas, and the following
25 proceedings were had:

<table>
<thead>
<tr>
<th>A-P-P-E-A-R-A-N-C-E-S</th>
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<tbody>
<tr>
<td>DALLAS ISD BOARD:</td>
</tr>
<tr>
<td>Mr. Eric Cowan</td>
</tr>
<tr>
<td>FOR DALLAS INDEPENDENT SCHOOL DISTRICT:</td>
</tr>
<tr>
<td>Mr. R. Amir Mamori</td>
</tr>
<tr>
<td>R. Amir Mamori, PLLC</td>
</tr>
<tr>
<td>115 East Travis</td>
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<tr>
<td>Suite 1645</td>
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<tr>
<td>San Antonio, Texas 75205</td>
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<tr>
<td>Phone: (210) 690-7474</td>
</tr>
<tr>
<td>Fax: (210) 340-0844</td>
</tr>
<tr>
<td>ALSO PRESENT:</td>
</tr>
<tr>
<td>Ms. Mary Ann Climer</td>
</tr>
<tr>
<td>Mr. Marco Delossantos, LULAC</td>
</tr>
<tr>
<td>Ms. Tawney Hobbs, Dallas Morning News</td>
</tr>
<tr>
<td>Mr. Fernando Rubio</td>
</tr>
<tr>
<td>Ms. Lorena Tule, LULAC and New Tejas Project</td>
</tr>
<tr>
<td>Ms. Raquel Vazquez</td>
</tr>
</tbody>
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<th>P R O C E E D I N G S</th>
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<tr>
<td>(July 26, 2011; 6:21 p.m.)</td>
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<tr>
<td>MR. COWAN: This is the redistricting meeting for District 7 in DISD. You have maps in front of you. If you have any questions or inputs, you can ask or give us some suggestions, give us some concerns. This is our attorney here with Rolando Rios' firm, who is helping DISD draw some of these redistricting maps, so he'll be able to answer some questions for you.</td>
</tr>
<tr>
<td>MR. MAMORI: I have a few words to say. My name is Amir Mamori. I'm an attorney in San Antonio with Rolando Rios' office. Just to give you a little background information on this redrawing issue: The census for 2010 was taken in April. The results were released April 2010 — the results were released in April 2011. The proposed maps are drawn the way they are in order to preserve two issues: One is one person, one vote, that's got to be maintained, and the second issue is maintaining the historically black -- excuse me -- historically minority districts, Hispanic and African-American. Those districts have got to be maintained. The school district has no choice. They have to have these maps redrawn every 10 years and...</td>
</tr>
</tbody>
</table>
MR. MAMORI: Yes.

MS. CLIMER: So are all those things -- I didn't know whether y'all looked at all of those things or just strictly look at pop.

MR. MAMORI: I can get that answer for you.

MS. CLIMER: Just go through my representative, please.

MR. MAMORI: I will.

MS. CLIMER: And I'm still Mary Ann Climer over here.

As I was discussing with Mr. Cowan, our representative here in District 7 and other elected areas, people that -- in other representative things, we go by some natural boundaries.

MR. MAMORI: Okay.

MS. CLIMER: And the district here, for instance, if you look -- some of the districts here sort of have a natural boundary until you get into 8 and 5, and they sort of run -- they run a little oddly here. And I know that your representative districts have to be connected. I mean, they can't -- you can't have a piece over here and a piece over here and somebody else's district in between. They have to run together.

MR. MAMORI: They have to be contiguous, yes.

MS. CLIMER: They have to be contiguous. So we have the insert here so you can kind of tell and the Panama Canal here of 8 running here.

MR. MAMORI: Which map are you looking at? Let's make sure --

MS. CLIMER: It doesn't matter. Any of them you've got, you've got this canal running through here.

MR. MAMORI: Which canal are you talking about?

MS. CLIMER: 8, District 8.

MR. MAMORI: Okay.

MS. CLIMER: Do you see how it goes through -- it kind of skirts through -- that's Uptown, isn't it? Yeah. So it kind of skirts through there and that way.

MR. MAMORI: Okay.

MS. CLIMER: So they're kind of natural boundaries. And did you try to maintain the way -- did you look at anything with our current map and then just try to just take and add a little bit away, or did we sort of just -- I understand that you have to do populations and maintain -- I understand all...
1 that. But it looks like here you could pick up some
2 others and kind of keep neighborhoods together, which
3 would help in going to your representative with school
4 district issues.
5  
6 MR. MAMORI: That would be a question
7 to bring to the school board because these are proposed
8 maps --
9  
10 MS. CLIMER: Cut. I'm talking to you.
11 Is it possible -- is it possible to maintain some of
12 these things? Have they given you enough information,
13 Mr. Cowan, to know whether we can keep some of these
14 natural boundaries and sort of keep neighborhoods
15 together?
16  
17 MR. COWAN: That is a possibility,
18 yes. The problem is, if you take away from one
19 person's district, then you have to give it to somebody
20 else and vice versa, so there is some give and take on
21 certain boundaries for certain Trustees' current
22 districts, and there's also a thought of trying to
23 maintain it as-is as much as possible, so not trying to
24 change the boundaries dramatically from what they are
25 currently.
26  
27 MS. CLIMER: So can't just take a
28 pizza cutter to the whole thing?
29 MR. COWAN: We could. There's -- you
30 have some other issues there --
31  
32 MS. CLIMER: Okay.
33 MR. COWAN: -- with some Trustees, who
34 I'm not going to speak with them --
35  
36 MS. CLIMER: Well, no.
37 MR. MAMORI: I would direct you
38 towards -- and I would suspect that this is online; if
39 not, you can ask for it -- something called Dallas
40 independent School District Public Hearings Guidelines
41 on Providing Oral Comments at Public Hearings on
42 Redistricting.
43  
44 On Number 9, it tells you the criteria
45 that the redistricting attempts to follow. And some of
46 those are political questions. But bear in mind, the
47 overriding issue that's got to be maintained here is 10
48 percent deviation to 1 percent one person vote and also
49 the historically minority-majority districts, so those
50 primary factors have got to be balanced out with the
51 factors there in Number 9.
52  
53 MS. CLIMER: Right. So these are not
54 necessarily -- these 1 through 9 are not necessarily in
55 rank order?
56 MR. MAMORI: I --
57 MS. CLIMER: In other words, it's your
58 first priority if, "where possible," to have "easily
59 identifiable geographic boundaries should be followed?"
60 That's not your first priority? That, in fact, your
61 first priority is, "The plan should not fragment a
62 geographically compact minority community or pack
63 minority voters in the presence of polarized voting so
64 as to create liability under Section 2 of the Voting
65 Rights Act?"
66 MR. COWAN: Yes, it's all equally
67 important.
68  
69 MS. CLIMER: Okay.
70 MR. COWAN: And that's kind of the
71 challenge, trying to maintain the percentages as much
72 as possible. And so that's the challenge we have now.
73  
74 MS. CLIMER: Come on, people. I'm
75 done.
76  
77 MS. TULE: Then I'll go.
78 MS. CLIMER: Good.
79 MS. TULE: My name is Lorena Tule, and
80 I'm here representing the League of United Latin
81 American Citizens as well as New Tejas Project. And we
82 have submitted a map, which should be, if not already,
83 at your desk, which I have here, which actually
84 addresses one of your concerns, keeping the
85 neighborhoods and everything else and also taking into
86 consideration the feeding patterns as well as the
87 voting patterns and the potential 18 and up new,
88 upcoming voters.
89  
90 With that said, that's one of the
91 things I wanted to kind of address. I didn't draw
92 that, an expert did, so definitely the statistics and
93 everything is on your way for sure. And I'll be happy
94 to talk about that more.
95 MR. COWAN: Okay.
96 MS. TULE: One of the issues I want to
97 get clear is, I went to the website, and there's
98 nothing in Spanish. And now, granted, with 38 percent
99 of the Latino population, you know, making up Dallas, I
100 am very concerned with, as an organization, reaching
101 out to the parents and not being able to bring this
102 material in Spanish for them because they are making up
103 most of the schools, at the elementary level, at the
104 high school level, and any level at this point. So
105 that's one of the things we are very extremely
106 concerned with, and this being a timely matter issue
107 and having it in August doesn't give us much time to
108 make sure the information is dispersed to the parents,
109 which is the biggest concern because they're directly
110 affected by these decisions that you guys are taking.
111 So that's one of the things that we want to get -- see
112 in the next couple of days, if possible.
Another thing: I know at the
Dallas -- at the Commissioner's level, there is
software where you can go and make an appointment and
create your own maps and see how you can balance it;
but at the DISD level, there is nothing for us to ask
the community, ask the organizations, ask independents,
and -- or as citizens, just go and try to kind of get
your input. There is nothing, and I think that is a
tragedy. That's really something that's disappointing.
So that's another thing, the software. With the budget
you guys have, I'm sure you guys can buy a software, if
not borrow one from the DI -- from the Dallas level.
So that's another thing, there's no software. We need
materials in bilingual.
The third thing is compactness of the
current one. The map -- if y'all don't know about maps
and redistricting, it's so hard for the average
person -- I know for me, I have to be studying these
maps to understand what this means in terms of high
schools, middle schools, elementary, what middle school
is going to be moved to another one, and trying to make
them compact so people are not understanding who
represents them. I think that by dividing the way
they're being divided -- I was looking at, I believe,
one of the schools in District 1 that's proposed, it's
like in the corner.
See, that's another problem, that you
don't have the schools listed here. How am I supposed
to know if you're taking up another school or not? I
don't know if I look at this map.
So one of the schools that ended up
here -- because I had to go back and draw and point
where the middle school was and label it myself, and I
think that we have software in 2011 to do such a thing
and to provide that for the average citizen.
So one of the schools in District 1
that's going to be taken away, it's literally at the
border of the boundary, and I think that's -- that
doesn't make sense to me. If I'm a parent living there
and now, all of the sudden, I'm across the street,
yeah, the person who represents that school no longer
represents me. So I think we should take that into
consideration when drawing these maps.
Because if you go back and look at
every single district and what schools are being taken
and what's not and where the boundaries are, they don't
match up. And I think it's becoming more political
than it is really about the kids, because it is about
the kids at the end of the day. And we just want to
make sure -- that's another of our requests, to make
sure that in the next upcoming month, by August 4th,
that's another of our requests, to make
the dots of where each school is. For parents to come and speak, they
need to know where their kids are going and if their
schools are being moved or not, and I don't think any
of the maps -- any of the maps provide any of that
information.
Another information you didn't provide
was the voting and -- the deviation and everything else
on any of those maps. I had to go back and print them
myself. And it's not where it's -- understand, like,
oh, this map is with this and this is how it's going to
change. It's literally all over the place. And I
think that not having that, it's harder for us trying
to explain to the parents with us not knowing much
about redistricting and trying to understand it
ourselves.
So that's some of our concerns. I
know it's a lot, but you guys have a lot of
responsibility. And we want to make sure that things
got done to -- for the benefit of the community, which
is who you're serving. And it's not -- as she
mentioned, the gerrymander. You can -- yes, you have
to take all this stuff into consideration, the feeding
pattern, the voting, everything else, but you're a
gerrymander, you really are. Every single matter is
gerrymander. After 2007, it keeps gerrymandering more
and more. You can't have someone who lives on this
corner be represented by the same -- from the same
Trustee. It really doesn't make sense to me, so I want
to know why.

MR. COWAN: Very good questions and
good points. We will try to get some of these maps
translated into Spanish. That's a good point you make.
MS. TULE: Those are all my questions.
MS. CLIMER: And how are you going to
deal with the magnet school?
MR. COWAN: That's a hard question
MR. MAMORI: We're just here to look
at maps. Any questions on that?
MS. CLIMER: Well, sometimes that
comes up.
MR. COWAN: Sure.
MS. CLIMER: You will have children
going to school with the feeder patterns and the
attendance zones. You would have your -- you could
have a child going to school in District 7, another
child going to school in District 9 --
MR. COWAN: Right.
MS. CLIMER: -- and live in
MR. COWAN: Okay.
MS. TULE: Could you go over your district and how it would be -- what school you're going to lose with each plan? Would that be okay with you?
MR. COWAN: I think the only school in these current plans that I'm losing in District 7 would be Gabe P. Allen in West Dallas, in Precinct 4438. I believe that's the only one. District 7 is --
MS. CLIMER: Is Cartwright coming back?
MR. COWAN: I'm sorry?
MS. CLIMER: Is Cartwright coming back?
MR. COWAN: Is that in the 447? The only -- one of the precincts that I'm gaining -- that District 7 is gaining is 4419 in the south.
MS. CLIMER: Uh-huh.
MR. COWAN: The thick red lines are the existing boundaries, and then the new boundaries are highlighted in different colors. So 4419 would be -- which used to be in District 7 a couple of Trustees ago.
And then in the northeast corner, I'm picking up a few precincts, 4442 -- or 4439 -- what's that, 4441? As far as --
MS. TULE: What does adding -- the map of 4A -- adding 3015 do in that section? Would that add any?
MR. COWAN: That would be middle schools?
MS. TULE: See, if we had the dots...
MR. COWAN: That middle school is that, 3015 above Fort Worth Avenue turned over to Edison. Edison?
MS. CLIMER: Thomas Edison. Is it that far out? Where's -- where's Singleton?
MR. RUBIO: Singleton is between 3009 and 3014. I'm sorry. Excuse me. Between 3014 and 3015.
MS. CLIMER: So that's Edison.
MR. COWAN: One of these maps has Edison drawn in.
MS. CLIMER: Right here, it's 4A. Has it -- that's Edison, which brings in -- 4A brings in more of West Dallas into 7.
MR. RUBIO: Do you think that line is Westmoreland?
MS. CLIMER: Look at your inserts up here, and that gives you -- that gives you those little precincts -- some of these a little better.
MR. RUBIO: I want to say it's on...
1 3014.
2 MS. TULE: What is the -- I have a
3 question. I know you can still feed into -- you can
4 still go to other high schools. What's the -- what
5 does that consist of? Like if you're trying to go to
6 another high school but you're in a different district,
7 how does that process work?
8 MR. COWAN: What do you mean?
9 MS. TULE: Like if you're -- you live
10 in District 5 and want to go to Skyline High School,
11 for example -- I know they still trade off kids. Like,
12 how does that work?
13 MR. COWAN: This doesn't necessarily
14 have to do with feeder patterns.
15 MS. TULE: With schools.
16 MR. COWAN: With schools?
17 MS. TULE: Yes.
18 MR. COWAN: In terms of attendance
19 boundaries?
20 MS. TULE: Yes.
21 MR. COWAN: These attendance
22 boundaries aren't being changed at the moment.
23 MS. TULE: Okay.
24 MR. COWAN: These are just voting
25 boundaries.

22 1 MR. RUBIO: I don't know all the
details of this proposal right here; but just by
looking at it, it has my desire, to be included in one
district. I'd like what Lorena said -- she sent you
5 details.
6 Would you able be to give us, you
7 know, your input, your response through e-mail or a
8 meeting or something?
9 MR. COWAN: Sure.
10 MR. RUBIO: Then maybe decide from
11 there if you could propose it to other school board
12 members?
13 MR. COWAN: I do see some promise with
14 this based on other Trustees' opinions. I won't speak
15 for them. But in terms of West Dallas, it's something
16 we're working on, trying to get it in one district.
17 MR. RUBIO: That's our wish.
18 Historically, Hispanic neighborhoods in West Dallas
19 have always been together. That's not my issue. I
20 want everyone included.
21 MR. DELOSSANTOS: Hi, I'm Mark
22 Delossantos. What are some of the issues that the
23 Trustees disagree on? Like, I've never been to a
24 redistricting hearing before, so what are some of the
25 disagreements about?

23 1 MR. COWAN: Some of the issues are
2 Trustees get attached to the schools and the
3 neighborhoods in their district. They don't want to
4 give up a high school they went to and given graduation
5 speeches to, they don't want principals to give it to
6 somebody else. It's an emotional attachment there as
7 well. That's primarily -- that's one of the biggest
8 challenges. The other issue is not breaking up the
9 neighborhoods. I know -- well, in everybody's
10 district; but mostly in the east, that's a concern.
11 MR. RUBIO: A great example -- this
12 issue was played out in the media a little bit -- a lot
13 of our Hispanics in West Dallas were included in the
14 African-American district, and a lot of the Hispanics
15 wanted it a Hispanic district. And Jerome Garza -- it
16 was in the media, so it's public information -- he --
17 instead of, you know, conferring, discussing with other
18 district members, he just put the school in his
19 district. So that could be one issue. But that was
20 played out in the media.
21 MR. DELOSSANTOS: The feeder
22 patterns -- they don't necessarily affect feeder
23 patterns? So even if they don't go to a school, they
24 can go regardless of district?
25 MR. COWAN: Yeah. These maps don't

24 1 affect that.
2 MR. DELOSSANTOS: Okay.
3 MR. RUBIO: So in the redistricting
4 process, where are we at, just in the meeting stage
5 now?
6 MR. COWAN: We are at the meeting
7 stage, public concerns, I'll take the concerns here
8 tonight, take those back to the Trustees, talk to a
9 couple of Trustees about my surrounding area, see what
10 we can do. The big meeting is on August 4th.
11 MR. RUBIO: And what is that meeting?
12 MR. COWAN: That's at DISD. That's
13 where we'll all be in the board room. People like
14 yourself will be able to talk to other Trustees and
15 give them their suggestions, comments, concerns.
16 MR. RUBIO: Oh, okay. So there will
17 be another public discussion?
18 MR. COWAN: Another discussion, but
19 with all the Trustees present.
20 MR. RUBIO: And where does it go from
21 there?
22 MR. COWAN: Then we'll start talking
23 to each other and try to come up with a final map that
24 we're going to try to vote on at our Board meeting.
25 MS. CLIMER: Legally, what is the --

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<tr>
<td>1. Isn't there a timeline for this, that you have to have it approved by -- within so many days after the consensus figures are released?</td>
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<tr>
<td>2. MR. COWAN: I believe it's 90 days before the next election. It's either 90 or 60 days before the next election.</td>
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<td>3. MR. MAMORI: It takes about two months, two and a half months for the DOJ to approve it.</td>
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<tr>
<td>4. MR. COWAN: For the Department of Justice to approve it. Want to get it done as soon as possible.</td>
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<td>5. MS. CLIMER: On redistricting, what is the new policy? It used to be everybody was up for re-election. So since this has to do with that, is there a new policy on that, or is everybody up?</td>
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<tr>
<td>6. MR. COWAN: Nobody is up. That's no longer the case, based on new state law. We're allowed to serve out our terms as elected.</td>
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<td>7. MS. CLIMER: Was that mandatory, or was that a policy that DISD did?</td>
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<td>8. MR. COWAN: Changed policy to conform to State law.</td>
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<td>9. MS. CLIMER: State law says that you do not have to?</td>
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<tr>
<td>1. MR. COWAN: Do not.</td>
</tr>
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<td>2. MS. CLIMER: It says that you do not have to, but it does not say that you may not.</td>
</tr>
<tr>
<td>3. MR. COWAN: I believe that's right.</td>
</tr>
<tr>
<td>4. MR. RUBIO: Will some of the meetings be next year?</td>
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<td>5. MR. COWAN: It could be May 2012 if there's an issue with what's called the MOVE, the Military and Overseas Voting Election (sic) rights. So basically, they're moving the primary, which is not giving the County enough time to hold elections, so DISD would either have to pay for the elections themselves or move to a standard.</td>
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<td>6. MR. RUBIO: Move to the fall?</td>
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<td>7. MR. COWAN: Either November, in the fall, the fall elections, or go to four-year terms on odd-number years, keep it in May. We go to four-year terms and elections would be in odd-numbered years.</td>
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<td>8. MR. RUBIO: I remember that was, like, an issue about the terms, I think last year or two years ago. Last year, right?</td>
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<td>9. MR. COWAN: Right. Last two years, actually.</td>
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<td>10. MR. RUBIO: You know I'm against an extended term while in term --</td>
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<td>1. MR. COWAN: Right.</td>
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<td>2. MR. RUBIO: -- but if they want to get re-elected to a longer term, that's -- that's fine.</td>
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<td>3. MR. COWAN: That issue will resurface here pretty soon.</td>
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<td>4. MR. RUBIO: Okay. Then you know where I stand on that one.</td>
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<td>5. MR. COWAN: Any more concerns?</td>
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<td>6. MR. MAMORI: Are we finished?</td>
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<td>7. MR. COWAN: I believe so.</td>
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<td>(Proceedings concluded at 6:53 p.m.)</td>
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<td>4. THIS IS TO CERTIFY THAT I, JOY L. DUNKIN, a Certified Court Reporter in and for the State of Texas, reported in shorthand the hearing at the time and place set forth in the caption thereof, and that the above and foregoing contains a true and correct transcript of said hearing.</td>
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<td>5. This the 2nd day of August, 2011.</td>
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<td>6. JOY L. DUNKIN, Texas CSR 7848</td>
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<td>7. Expiration Date: 12-31-12</td>
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PROCEEDINGS

(August 1, 2011; 6:08 p.m.)

DR. FLORES: So thank you for coming out.

This is probably going to be the shortest meeting in Dallas ISD history. And we're here to talk about redistricting. And redistricting that we're talking about right here is political redistricting. These are the political redistricting of the nine trustee districts.

Each trustee in the Dallas Independent School District is elected from a single member district that represents a geographic area. And one of the challenges with geographic areas is that the demographics change. In other words, the number of people change. And under the law — and we have one of our redistricting lawyers here to explain the law that applies to redistricting, not just in general, but also very specifically to Texas and to Dallas. And so he can answer and, you know, give just a very few minutes about why we have to do this and the law, the applicable law.

And then we can look at the maps. These are the four maps that have been prepared to try to balance the districts. And in this case, what we're talking about is number of people in the districts. And then we can talk about voting age, population, and we can...
1. ask any kind of questions that you have.
2. As I said, I represent Board District 1.
3. There are four maps outside.
4. I don't know. Did he get the maps?
5. MS. ARROYO: I'm sorry?
6. DR. FLORES: Did you get copies of the maps? Yeah.
7. MS. ARROYO: Yeah, he does. Yes.
8. DR. FLORES: And the demographics and the numbers of people that are in the -- each one of these political districts. We're in Board District 1. This is a meeting in which two other trustees may or may not show up at any given point in time, Trustee Morath and Trustee Medrano, which are the two adjacent trustees that -- that -- that next to Board District 1.
9. Board District 1 is the northernmost district and it is surrounded on both sides by other school districts. So we have -- on the western side, we have Carrollton-Farmers Branch ISD. On the northern side, we have Plano ISD. And on the eastern side, we have Richardson ISD. And then I join up -- my district buts up against the two trustee districts which are to the south of me, which is Medrano's district and Morath's district.
10. So I will turn it over to the lawyer to give a brief explanation so y'all know the parameters that we're dealing with. The board has already approved, based on our lawyer's advise, the two resolutions that we will be using to guide our redistricting efforts. Both of these are based on the law as we know it. And also, we also passed the -- so not only the criteria for redistricting, but the guidelines for public input. And these were both passed by the board and discussed over the last two or three months. And so that will be guiding our discussion today.
11. And so with that, I'll turn it over to one of our lawyers. And I'm sure he will take any questions you have if ideas come up, and I'll do the same.
12. MR. MAMORI: Whether I can answer them is a different -- different issue.
14. The U.S. Constitution and the Texas Constitution and the 1965 Voter -- Voters Rights Act require redistricting based on the census. The census was taken in April 2010. The results were released in April of this year. And the result showed that the deviation numbers -- the total deviations for the districts were beyond that permissible 10 percent.
15. Because of that, the districts and the -- because of the imbalance, the census data has got to be taken in and the area is redrawn. The district is redrawn to make sure that the districts are within the 10 percent deviation, total deviation.
16. With that said, there are two issues that have to be at all times maintained. That is one person, one vote. And also, within the Dallas ISD, there are two historically black districts and one historically Hispanic districts. And those issues -- those districts have got to maintain their minority and majority district numbers. Those can't be -- as a matter of law, they cannot be redrawn to where it would destroy the minority and majority population.
17. Again, we've got to maintain the 10 percent deviation. With the proposed maps, Mr. Rios has made sure that the numbers do comply with the Department of Justice's guidelines. Once the school district selects a proposed map, that map will be submitted to the Department of Justice for approval, for a preclearance.
18. That should take about two to three months. Once that's provided by the Department of Justice, the school district goes forward and adopts it formally and it goes into effect next year.
19. And with that, if you guys have any questions, I'll take them and I'll attempt to answer them. If not, I'll take your information and get the answers to you.
20. MS. WILLS: Are just those two racial groups protected?
21. MR. MAMORI: Yes. Yes. And in --
22. MS. WILLS: What about other racial groups?
23. Don't they have any protection?
24. MR. MAMORI: Pardon me?
25. MS. WILLS: What about other racial groups?
26. MR. MAMORI: Well, in Dallas, those are the two minority -- that are the recognized minority/majority districts -- or the races. The Hisp-- the majority Hispanic in the three. And I believe those are -- the majority Hispanic are District --
27. DR. FLORES: I want to say 5, 8.
28. MR. MAMORI: -- 5, 7 and 8.
29. DR. FLORES: Yeah.
30. MR. MAMORI: 5, 7 and 8.
31. And the historically black districts are 5 and 6. And those have got to be maintained.
32. MS. WILLS: Does that mean their boundaries can't be changed? What does that mean?
33. MR. MAMORI: The boundaries can be changed, but their status as a majority/majority cannot change, meaning they've got to maintain at least a 51 percent minority status.
DR. FLORES: So if you look at the -- at the -- at the current boundaries, those districts resemble District 8, which is Trustee Eric Cowan's district --

MR. MAMORI: Uh-huh.

DR. FLORES: -- and is, what, 85 percent Hispanic?

MR. MAMORI: Hispanic, yes.

DR. FLORES: It's a very, very high percentage. And, I mean, same with some of the other.

Board District 9 is the one that is now kind of a varied plurality. It's about a third, a third, a third. It's the -- it's the South Dallas, Fair Park district, which is Trustee Nutall's district.

MR. MAMORI: And that's why sometimes if you look at the maps, they will be drawn in a way that it can -- it can be -- it can be described as being gerrymandered, but that's not the purpose of it. It is to make sure that the status as a protected district is maintained.

DR. FLORES: And so if you look at the -- at the resolution that the board passed on how we conduct redistricting, there are certain parameters or guidelines that we're going to follow. And so, for example, the first one is:

Where possible, easily identifiable geographic boundaries should be followed. So what does that mean? It's things like highways and rivers and, you know, boundaries that make sense in terms from a -- from a geographical point of view.

The second one is: Communities of interest should be maintained in a single district, where possible, and attempts should be made to avoid splitting neighborhoods. So, for example, if you were to split Sparkman down the middle, that would be a community of interest that the board has adopted a resolution saying we're not going to do that.

The City of Seagoville, for example, they want to stay all in one district. The Town of Addison wants to stay all in one district. What happens when you split up communities of interest is that then they have to go to three different trustees. This is what happens in South Dallas with the city council, that you have these stripes that go across this way, but you have different neighborhoods. And so when they did redistricting for city council 10 years ago, they cut up communities of interest. And so we're -- one of our parameters is that we don't cut up communities of interest.

Fair Park wants to probably stay together in one trustee's district so they know who their trustee is, so they know who to go to and say, hey, you know, they're not mowing the lawn at Madison. They're not -- you know, whatever it is. And so that way, you have one together.

To the extent possible, districts should be composed of whole voting districts. You know, they don't want us splitting -- or the trustees have said we don't want to be splitting district -- precincts in half because this causes a lot of confusion on the day you go to -- to -- to vote because you're in 1113 and you think that it's Trustee Medrano's district and it's Trustee Flores' district or Trustee Cowan's or whoever it is.

MR. MAMORI: Uh-huh.

DR. FLORES: And so it creates a lot of confusion. So to the extent possible, you want to try to keep whole voting precincts together.

Although it is recognized that existing districts will have to be altered to reflect new population distributions, any districting plan should, to the extent possible, be based on existing districts. In other words, they don't want wholesale -- we said we don't want wholesale changes to basically clean the slate off and then start from scratch.

MS. WILLS: Are the -- the colors the old districts and the red lines --

MR. MAMORI: The red lines are the old districts.

MS. WILLS: Oh.

MR. MAMORI: And the proposed new districts are the colored districts.

MS. WILLS: Okay.

DR. FLORES: And so the next one is: Districts must be configured so that they are relatively equal in total population, which complies with -- with the Constitution. In no event shall they deviate from largest to smallest by more than 10 percent. The one vote, one, you know, person rule.

The districts should be compact and composed of contiguous territories, which, you know, I guess the last maps didn't, so not much we can do about it.

The preservation of incumbent constituency relations. So in other words, you can't district a trustee out of their own district.

Plans should be narrowly tailored to avoid a regression in the position of racial minorities under the Voting Rights Act.

And that they should not fragment a geographically compact minority community or pack...
minority voters in the presence of polarized voting.

Again, that's a requirement from the Voting Rights Act.

MS. ARROYO: District 5 spreads out pretty
widdly, doesn't it?

DR. FLORES: Uh-huh. Well, it's a very --
and, see, in order to be able to have that much
population, that district has to be very big because in
the Wilmer and Hutchins area down in the far south, they
don't have many people. Wilmer and Hutchins are like a
thousand, 1200 or 3,000 citizens, I think. They're very,
very -- and same thing -- same thing applies with
District 4 which has Seagoville. So it's Pleasant
Grove -- it's Pleasant Grove and Balch Springs and
Seagoville basically, big pieces of Dallas. So they're
very spread out.

Whereas, Board District 1 in the
northernmost district or District 3, I mean, those are
very compact. Or District 7, those are very compact
because there's a lot of citizens or people that live
there. And so what we're trying to do is match up the
number of people so that we're all within 10 percent.
So, for example, if we weren't out -- if we
didn't have more than 10 percent deviation, we wouldn't
have to redistrict. We would just leave them the way
they are.

MR. MAMORI: Leave them.

DR. FLORES: Now, the other thing is we
redistricted in 2006 when we took in Wilmer and Hutchins.
When those were given to us by the TEA, we had to
redistrict then. So therefore, we haven't -- it hasn't
been 10 years since we redistricted. It's really only
been five years since we redistricted -- or 11 years.
It's only been five. So the amount of change involved in
this redistricting is really very, very minor.

And so the materials you have in front of
you are the draft plans or different variance of how we
could maintain the number of citizens per district and
then the data that goes with it. So it breaks it down by
racial minorities and all that good stuff per district
and then as percentage of voting age popol-- total
population and voting age population. Those are -- those
are actually two different things.

MR. MAMORI: And these deviation numbers
are based on total population, not voting age population.

MS. WILLS: I'm sorry, I asked this, but
I've forgotten. The red line is the new?

MR. MAMORI: That is the old.

MS. WILLS: That's the old.

MR. MAMORI: That's the old. For
example --

DR. FLORES: The existing -- the existing
lines are the red lines.

MR. MAMORI: Yes. The existing.

MS. WILLS: Okay. So on plan -- are you
going to go over this?

DR. FLORES: No. I mean, you can ask
questions.

MR. MAMORI: If you have a question on a
particular --

MS. WILLS: Okay. I'm just looking at
plan -- at District 1 because that's us.

MR. MAMORI: On which plan are you looking
at on the bottom?

MS. WILLS: Plan 3.


MS. WILLS: 1115 and 1119 would be a little
chunk taken out of District 1?

MR. MAMORI: Yes. Those would be taken out
of District 1 and put into District 2.

MS. WILLS: What schools are -- is that --

DR. FLORES: Pershing is the only school in
that area.

MS. WILLS: Okay. So that's east of here?

DR. FLORES: Yes. Yeah. And those -- you
can see that the -- you can see the tollway here. You
can see some of the main streets, 635. So, for example,
1113 and 1112, and that's this area right here on the
eastern -- on the western side of the district.

And so, for example, if you look at the
street that bends right there, that's Webb Chapel.

MS. WILLS: Yeah.

DR. FLORES: Between 1117 and 1105. So
that should give you an idea. So Marsh would be on
the -- on the eastern side of 1117. And then you'd go to
Midway and then to Inwood.

MS. WILLS: Yeah.

DR. FLORES: And then you can see 635, so
you can see where Forest is and where Royal Lane is, I
mean, that's the -- those are -- these are the existing
precincts, Dallas County voting precincts.

MR. MAMORI: The ones outlined in red?

DR. FLORES: Well, no, no. The -- the
precincts. I'm talking about --

MS. WILLS: The number.

MR. MAMORI: Oh, excuse me. Excuse me.

DR. FLORES: -- the numbers. The
precincts. The voting precincts.

So as you can see in any of these -- in any
of these, District 1 has to lose population. I'm over by
a couple of thousand, I think. So in all of these maps,
1 District I will become smaller because I have more
2 population than -- than what's -- than what I'm allowed
3 to have. Whereas, you see other districts which have
4 lost population actually have to increase the number of
5 citizens in the district.
6 So in all of these maps, I lose a couple
7 thousand voters or people. And as you can -- as I said,
8 this is strictly a political exercise. I mean, this has
9 nothing to do with the boundaries of schools, the school
10 attendance boundaries. It has nothing to do with that.
11 It is strictly between the nine trustees and how we're
12 going to rebalance our districts. And so a lot of the
13 discussions around what happens with districts -- or
14 actually along the boundaries between two trustees are
15 based on discussions between those two trustees.
16 MS. ARROYO: So, for example, Pershing is
17 no longer yours? Now they have to report to these --
18 DR. FLORES: In one map.
19 MS. ARROYO: Pardon me?
20 DR. FLORES: And only in one map. In map
21 3.
22 MS. ARROYO: Uh-huh.
23 DR. FLORES: But in map 2, 4A and 5A, I
24 think that doesn't change.
25 MR. MAMORI: And your emphasis on it's a
26 political process.
27 DR. FLORES: It is a strictly political
28 process. And I am fortunate. So Board District I will
29 probably have the least changes of any district. One,
30 because I'm surrounded by non-DISD districts. So
31 basically on three sides, it's other people's districts.
32 And the number of people that I have to lose, if I have
33 to lose 2,000, well, they can easily be divided between
34 Morath and Medrano who would pick them up.
35
36 maintained in District 1.
37 DR. FLORES: Right.
38 And so -- so part of the discussion, for
39 example, on that one has to do with a community of
40 interest. It's the fact that that whole area -- the
41 feeder pattern's really mostly for W. T. White and then a
42 piece of Hillcrest that's in my political district would
43 be maintained together. So, for example, all the schools
44 that feed White would all stay together.
45 And unfortunately, our boundaries -- our
46 feeder boundaries, attendance boundaries are different
47 than the precincts, of course, because they have nothing
48 to do with each other. And so that's what we're trying
49 to do is we're trying to figure out how to rebalance
50 things. And so if we look at communities of interest,
51 for example, you would see that part -- you know,
52 the population of voters that lives in those two
53 districts are actually more like Trustee Morath's
54 districts, the voters. Just the type of neighborhood,
55 the type of -- you know, there are very few -- very few
56 people in those neighborhoods sends those kids to our
57 schools.
58 The few kids that live in those areas, very
59 few of them send their kids to our schools. So that's
60 one of the parameters if you wanted to look at that one.
61
62 Or if you wanted to look really on the edges is really
63 where -- I mean, in some cases, I know there's some split
64 precincts. And so that's what we're trying to eliminate.
65 I know between Trustee Medrano and I, there's some split
66 precincts we want to get rid of that we've talked about
67 since the last redistricting.
68 So those are the kinds of things that we
69 discuss and consider. And then, of course, input from
70 the community, hey, no, I don't want to move over to him.
71 I hate him. I don't like him, you know. I don't want --
72 I want to vote for you; I don't want to vote for him. I
73 want to vote for him, not for you. You know, I mean, we
74 take that all in. At the end of the day, these get voted
75 up or down. One map gets voted up or down. And it's
76 always a compromise.
77 MR. MAMORI: And your emphasis on it's a
78 political process.
79 DR. FLORES: It is a strictly political
80 process. And I am fortunate. So Board District I will
81 probably have the least changes of any district. One,
82 because I'm surrounded by non-DISD districts. So
83 basically on three sides, it's other people's districts.
84 And the number of people that I have to lose, if I have
85 to lose 2,000, well, they can easily be divided between
86 Morath and Medrano who would pick them up.
maps -- if you -- let's take precinct 1115. The census
releases data which is incorporated into a special
program, software programs. And what they can do is --
Mr. Rios has a program on his computer which the
superintendents can also sit down with if they wish. And
the census data that's put in, it's incredibly accurate
and detailed that they can go block by block and tell you
exactly how many people live on that block.
So you can draw a particular map, if you
want -- if you will, and just take out, let's say, two or
three blocks of precinct 1115, and it will come out to be
ger right -- on point. So just to give you a little
background information on how these maps are drawn, how
accurate the data is.
DR. FLORES: And if you look at the insert
right here, I mean, this shows really kind of the
boundary between five and six different districts, none
of which is Board District 1. Then you can see just the
difference between the different maps, how detailed it is
and how it is -- it is breaking up individual precincts.
MR. MAMORI: Uh-huh.
DR. FLORES: 5 is -- map 5 is the only one
that doesn't break up precincts, for example. So in that
sense, map 5 better meets the criteria that I outlined in
that it doesn't split up districts -- the precincts.

And again, the red outline are the existing
trustee districts and the yellow would be the proposed
under each different map. And so each trustee has sat
down with one of the different redistricting lawyers and
said, well, this is what I care about and this is what I
want to see happen. And so that's how these -- these
maps are put together. And they kind of get the input
from everybody and start changing the outline of the maps
and making sure they comply.
MS. CRICHTON: Are you sure that's what he
said you care about?
DR. FLORES: Well, I said I don't want to
split -- split precincts. Again, this affects me the
least. District 1 is affected the least. And so I
mean, I basically told the guy, look, you know, I want to
get rid of split precincts and I want to keep communities
of interest together. Because this is a majority Anglo
district, so there's no -- the -- the minority aspects of
it are not relevant to redistricting District 1 because
it is a majority Anglo district.
MS. CRICHTON: And we only do this during
census, right?
MR. MAMORI: Every 10 years.
MS. CRICHTON: Every 10 years.
MR. MAMORI: And -- and the district -- if
the deviation numbers are beyond -- percent total
development percentages are beyond 10 percent, the district
has no choice. You have to redistrict.
DR. FLORES: But if it's not beyond 10, we
don't have to do anything.
MR. MAMORI: You just leave it alone. But
that's rare.
DR. FLORES: Yeah.
Certain parts of Dallas have grown a lot
and that's what this is reflecting. And some -- some
areas of Dallas have shrunk in population. So, for
example, the whole Fair Park, South Dallas, some of South
Dallas is Trustee Price's district. I mean, the
population there has dropped like a rock.
MS. ARROYO: By the Lincoln area?
The feeder area is to Lincoln and Madison.
THE REPORTER: I'm sorry. I couldn't hear
what you said.
MS. ARROYO: By the Lincoln area. Lincoln
High School.
DR. FLORES: So any -- any other questions?
MR. LUNA: Yes, sir.
MR. MAMORI: What is -- what is your name
for the court reporter?
MR. LUNA: Ramiro Luna.
And I attended a previous meeting, such as
this, last week. And it's my understanding that
eventually on August 4th, you'll be making a decision
based on the community input or --
DR. FLORES: No decision. There's
another -- there's a districtwide community forum on
August 4th. We set a schedule of forums.
MR. LUNA: Okay.
DR. FLORES: And so each trustee was
allowed to have their own if they wanted to. And I did.
And I think Trustee Morath and Medrano wanted to be in on
this meeting as well, if possible. And then there's a
districtwide one down at 3700 Ross. But on August 4th,
we're not voting on anything.
MR. LUNA: Okay. Perfect.
DR. FLORES: There is -- it's not a voting
meeting. It's just another community forum to get input
on a districtwide basis versus having the individual
trustee districts. And it's possible all the nine
trustees will be there. I don't know.
MR. LUNA: Okay. And I think one of the
concerns that I know was voiced was -- and I think -- I
think one of the concerns was addressed already just by
looking at the map in the fact that previously you
I mean, I know -- I know where the schools
in District 1 are. I could just put exactly where every
single one of them is, but I just happen to know it. But
your point is well taken.

The other thing that's very commonly
discussed because that's how especially our parents view
it is by feeder area. You know, which -- where -- where
do the kids that go to W. T. White, where do they --
because they go to Hillcrest or would go to Hillcrest.
And, you know, there are 25 feeder areas. And so it
would be the same kind of deal is you'd have all these
e xtra lines. It can be cut up in every way -- the
software that they have can cut this up in every way
possible.

MR. LUNA: Uh-huh. Yeah. I know our -- I
came on behalf of LULAC and they created a map and it's
outside as well. And since LULAC is an organization that
is the largest Hispanic organization that focuses on our
civil rights and equal representation, they -- they
utilize the demographic numbers to base their map on
that. So if anybody wants to look at that, it's back
there.

And I think lastly, the last concern was,
you know, finding ways to -- to get more community
involvement. I don't know if it's maybe better messaging
or advertising better just because the meetings that I've
attended, I mean, I attended three so far and they've all
been, you know, four or five people. And I don't think
that's representative of that specific district. So
perhaps finding some ways to market this.

MS. WILLS: I saw a little item about this
big in the newspaper.

DR. FLORES: Well, we send --

MS. WILLS: And when I mentioned it to
friends, no one else had heard about it.

DR. FLORES: Well, we send them press
releases. We send them information. It's on our
websites. It's on our Facebook page. It's on our
Twitter. It's on -- I mean, the district does what it
can to -- to get the information out. I mean, it's --
It's Monday. It's hot. Kids having soccer practice and
want to go to the pool. I mean, there are other -- we're
competing against --

MS. WILLS: I just wanted to --

DR. FLORES: You know, political
redistricting of Dallas ISD trustee boundaries is
competing against --

MR. MAMORI: A hamburger and the pool.

DR. FLORES: Yeah. Pizza at the pool.

MR. MAMORI: I think it's -- it's not a

fair fight.
DR. FLORES: That was --
MS. WILLS: -- in the front lawn this year.
And I thought with all the financial problems, was that a priority?

DR. FLORES: Well, that's a different set
of -- that -- that's bond money, first of all. And
that's, I believe, a requirement from the City of Farmers Branch, so we don't have a choice. We have two schools
that are mandated. Larry Smith in Mesquite which requires that the school district put in a sprinkler system. And Farmers Branch, I think, may be the other.
And then, now, the Town of Addison --

unlike having a mandate from the city, the Town of Addison is actually working with us, and actually they put in the sprinkler system and they're paying for the water and they're paying for the landscaping at George Herbert Walker Bush.

MS. WILLS: Okay. I was going to say the

Bush school.

DR. FLORES: So it's two different ways.
You can either get mandated by cities or you can collaborate with cities. So the Town of Addison has been a great partner on that school and we're looking forward to it. And the Rotary is putting in a big, huge sunken garden in the back that they are paying for a hundred percent. It's exciting.

MS. ARROYO: The money's already assigned from 2008.

DR. FLORES: What? The boundary for that?

MS. ARROYO: The money for that.

DR. FLORES: Yeah. And then it's bond money. That's the other thing.

MS. ARROYO: It's bond money.

DR. FLORES: It's bond money. It's not operating money. It can only be used for capital improvements. And voters voted for that in 2008. And that's just part of the implementation. I know there's new signage in this school and a bunch of work was done at this school already. And I think they've done all the work here. But there were a bunch of things to --

THE REPORTER: Can you speak up a little?

DR. FLORES: Oh, okay.

THE REPORTER: Thank you.

DR. FLORES: They've done a lot of improvements under the bond program to make the schools look better because the 2002 bond program was just about health and safety. It was sprinkler systems in all the schools. It was upgrade to air-conditioning and roofs and electrical. That's it. This bond, there was more room in the bond for making places look better. And it was still only half the money we needed to make them all at the same level. But, yeah, that's -- that's bond money, not operating money.

MS. WILLS: Okay.

DR. FLORES: Any other questions? Well, thank you all for coming out.

MS. CRITCHTON: Thank you.

DR. FLORES: You know, if you have any comments or anything, you'll know how to get ahold of me.
The website's the easiest way. E-mail's the easiest way.

MR. MAMORI: And E-mail your representative. And if they can't answer it, they'll forward it to us and we'll -- we did that last week at Cowan's hearing -- Mr. Cowan's hearing. And we had a constituent that had a particular question. We went back and forth on that, so.

DR. FLORES: Yeah. I'm just going to address one other thing. There have been questions about why we don't make it available for citizens to actually draw their own maps. And the reason why is in consultation with our lawyers, when the City of Houston did it, they put together a kiosk and it cost about a hundred thousand dollars to put the kiosk together and then I don't know how many thousands of dollars to maintain it and manage it. And out of all the people that got up there and actually went and drew their own maps, only two maps met the --

MR. MAMORI: 10 percent deviation.

DR. FLORES: -- the 10 percent deviation. So they spent several hundred -- couple hundred thousand dollars to be able to get two maps from community input. So if you have -- if you would like me to have them draw different versions of the map, like the map that was turned in that I'll pick up on the way out, I mean, I'll be glad to do that. You knew, because, again, it is very difficult.

Once you start moving one, it's like dominos. Then you have to move these and you have to move those and you haven't consulted with that trustee. And it throws off the numbers very quickly.

Well, I'll stick around for a couple of minutes if anybody has individual questions. But if not, we're adjourned.

(Proceedings concluded at 6:41 p.m.)
STATE OF TEXAS  
COUNTY OF DALLAS  

THIS IS TO CERTIFY THAT I, CHRISTI FUHRMANN, a Certified Court Reporter in and for the State of Texas, reported in shorthand the hearing at the time and place set forth in the caption thereof, and that the above and foregoing contains a true and correct transcript of said hearing.

This the ___ day of August, 2011.

CHRISTI FUHRMANN, Texas CSR 87865  
CSR Expiration Date: 12/31/12

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DALLAS INDEPENDENT SCHOOL DISTRICT

REDISTRICTING PUBLIC HEARING

DISTRICT 5

BE IT KNOWN the above-entitled matter came on for hearing on August 1, 2011, between the hours of 6:19 p.m. and 8:06 p.m., at Tommie Allen Recreation Center, 7071 Bonnie View Road, in the City of Dallas, County of Dallas, State of Texas, and the following proceedings were had:

A-P-P-E-A-R-A-N-C-E-S

1 DALLAS ISD BOARD:
   Dr. Lew Blackburn
   Ms. Carla Ranger

FOR DALLAS INDEPENDENT SCHOOL DISTRICT:
6 Mr. John Clark Long IV
Bickerstaff Heath Delgado Acosta LLP
7 1700 Pacific Avenue
   Suite 4501
8 Dallas, Texas 75201
   Phone: (214) 397-0390
   Fax: (214) 397-0389

ALSO PRESENT:
11 Ms. Alejandra Rios

I-N-D-E-X

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| PROCEEDINGS                                                                 |                                                                 |
| (August 1, 2011; 6:19 p.m.)                                               |                                                                 |
| MR. LONG: I want to call this meeting                                     |                                                                 |
| to order, and I want to thank everyone for showing up tonight.            |                                                                 |
| My name is John long, and I am with the law firm of Bickerstaff Heath     |                                                                 |
| Delgado Acosta; and along with the law firm of Rolando Rios, we have been  |                                                                 |
| charged with assisting the Dallas Independent School District in the      |                                                                 |
| redistricting process. And as part of that, we have public hearings,     |                                                                 |
| forums where we want to receive comments from all of you, from as many    |                                                                 |
| people as would like to speak tonight.                                     |                                                                 |
| We have a court reporter who is taking down what I am saying and what you |                                                                 |
| are saying; so, therefore, I ask that you speak one at a time. When I    |                                                                 |
| call out all the speakers, if you would please come forward and address us |                                                                 |
| from up here. It will be easier for her to take down.                    |                                                                 |
| If there is anyone that needs some interpretation, we have Ms. Rios over  |                                                                 |
| here who will provide interpretation services, or if you see someone     |                                                                 |
| come in that you think may need her. That's why she's there and why she's  |                                                                 |
| sitting over in that place.                                               |                                                                 |
| I want to read the following — and if at any time you need to come up and |                                                                 |
| get copies of any of these materials, please feel free to do that. The   |                                                                 |
| purpose of the meeting tonight is to receive comments from the public     |                                                                 |
| concerning the proposed plans for realignment of the Trustee districts   |                                                                 |
| in the Dallas Independent School District. The plans being presented    |                                                                 |
| tonight are not final plans, nor have they been adopted. They are merely  |                                                                 |
| plans that the Trustees have developed and designated as proposed plans   |                                                                 |
| for which to seek public comment.                                         |                                                                 |
| The format for this public hearing will be as follows: I'm going to make  |                                                                 |
| a shot presentation. I will briefly explain the redistricting process to |                                                                 |
| you, including applicable legal standards that apply and also some of the |                                                                 |
| written materials that you've been provided with tonight.                 |                                                                 |
| You should have a copy of Draft Plan 2, Draft Plan 3, Draft Plan 4A, and  |                                                                 |
| Draft Plan 5A. With each of these, there is also a handout that shows     |                                                                 |
| how the numbers work in each of these draft proposals. On their face,     |                                                                 |
| each of these draft plans meets the legal requirement of the 10 percent   |                                                                 |
| or under 10 percent that we must have for the Department of Justice. That |                                                                 |
| is not to say that they attest all the other legal standards necessarily;  |                                                                 |
| but on the face, they all pass                                           |                                                                 |

| the 10 percent test.                                                    |                                                                 |
| We also have a place to sign in.                                        |                                                                 |
| We have the Preliminary Initial Assessment - Benchmark, which shows      |                                                                 |
| where we started from. And there have been comments before in previous  |                                                                 |
| hearings of where did we start from. And on each of the maps, the area |                                                                 |
| that is outlined in red at the top of the legend will show the 2006       |                                                                 |
| benchmark. In other words, the — the red portion is where things stand   |                                                                 |
| now and the — the new portion is the gray, purple, blue forms and other  |                                                                 |
| areas that are various colors, so that's true of each of the maps.       |                                                                 |
| You must sign up to speak. And the sign-in sheet is up here, if you have |                                                                 |
| not done so and you want to; then when it is your turn, I would ask if    |                                                                 |
| you could sign in then. We're going to try to limit the comments to about |                                                                 |
| four to five minutes, so plan your comments accordingly. If we run way   |                                                                 |
| over, we'll have a meeting that will go hours long. But to the extent    |                                                                 |
| possible, we'd like to limit it to four or five minutes.                 |                                                                 |
| The purpose of meeting this hearing is to receive comments from you.     |                                                                 |
| Although Trustee Blackburn and Ms. Ranger are also here, we are not here  |                                                                 |
| as a question-and-answer session or to debate the matters of any particular |                                                                 |
| plan. They are here strictly as observers. It's not posted under the Open |                                                                 |
| Meetings Act, and, either of these Trustees or other Trustees are going   |                                                                 |
| to make any decisions tonight or deliberate on particular plans or        |                                                                 |
| acceptance of them. The school Board of Trustees is made up of nine      |                                                                 |
| elected members. At the end of each census every 10 years, a determination |                                                                 |
| has to be made of whether or not redistricting must occur. In this event, |                                                                 |
| it was quickly determined that in Dallas County — or the Dallas          |                                                                 |
| Independent School District, rather, that redistricting must occur.      |                                                                 |
| The document that tells us this is the one that says Preliminary Initial  |                                                                 |
| Assessment-Benchmark, where it shows that all the districts total up to   |                                                                 |
| a population of 1,020,846, but that the deviation spread between the     |                                                                 |
| biggest district and the smallest district is 28.03 percent. And the     |                                                                 |
| purpose of redistricting is to get the deviation number down to 10       |                                                                 |
| percent or less, making the difference between the largest district and   |                                                                 |
| smallest district 10 percent, so it could be 5 percent over in one and   |                                                                 |
| 5 percent under in another. And so in that manner, it affords an equal   |                                                                 |
| value to each vote rather than an overvalue or undervalue, depending on   |                                                                 |
| you're in a more populous district or less populous.                     |                                                                 |
district. So as a result, a determination has to be made. The DISD is determined at 28.03 percent, so over 18 percent over, so redistricting must occur as a matter of law and it's out of balance.

There's other legal standards that apply. Any new redistricting plan must be precleared before it can be used. This is a requirement of Section 5 of the federal Voting Rights Act. Once a new plan has been adopted by the DISD, we will prepare what is called a preclearance submission, a sort of application approval of the adopted plan. That will be sent off to the United States Department of Justice, or DOJ. They'll review the plan, decide whether it's preclear based on the retrogression standard, which is, in essence, a determination whether the new plan reduces the voting strength of minority voters to a greater degree than otherwise could be reasonably avoided in achieving the required population balance.

The best one-word description for "retrogression" is there a backsliding along the -- along the calculation of the districts. Section 2 of the Voting Rights Act also applies to redistricting. Section 2 requires that the new plan not unnecessarily or unreasonably discriminate against minority voters, such as by packing or cracking. And these are terms that are used in federal cases. "Packing" is the practice of packing minority voters into one district to avoid having them have a majority voice in more than one district. And "cracking" is just the opposite. It's breaking up minority voters who could otherwise form a majority of a district into multiple districts. Other practices can also violate Section 2, but these are the two most common encountered, packing and cracking.

There's a somewhat compelling legal principle that we also must consider, and that's from the U.S. Supreme Court case Shaw v. Reno. And this principle limits the use of race as the predominant basis for redistricting decisions, except to satisfy the Section 5 and Section 2 requirements. For example, the Shaw/Reno principle limits how much race-based gerrymandering, such as the drawing of bizarre, tentacle-shaped districts, is permissible.

I have, I think, briefly explained the imbalance and ideal size and deviation on each of the four plans that you have in front of you. There's a breakdown on these separate sheets showing the population, the persons, the deviation, and the number and how close it gets to 10 percent. There is not a magic to get one number lower that makes the plan more or less desirable. 10 percent and under is the target we're shooting for.

In our case, the most populous district we found is Trustee District 4, which was 12.11 percent overpopulated compared to the ideal size. The least populous district was Trustee District 8, which is 15.92 percent underpopulated. Considered together, these two form the deviation of 28.03 percent; so, therefore, one district must give up a fair amount of population, and the other must gain a fair amount of population.

The redistricting criteria is explained in this handout, which is Guidelines. And on the section of the Criteria under Number 9, which is the first page and second page, it says what the Board of Trustees is committed to in the redistricting process. The shorthand version is, they do not simply take the districts and start all over and act like there were no existing lines. They adopted a set of criteria, and I want to briefly run through this. It's on this handout that looks like this. It's under Number 9.

Where possible, easily identifiable geographic boundaries should be followed; two, communities of interest should be maintained in a single district, where possible, and attempts should be made to avoid splitting neighborhoods; three, to the extent possible, districts should be composed of whole voting precincts; four, although it's recognized that existing districts will have to be altered to reflect new population distribution, any redistricting plan should, to the extent possible, be based on existing districts; five, districts must be configured so they are relatively equal in total population according to the 2010 federal census. In no event should the total deviation between the largest and the smallest district exceed 10 percent. As I mentioned before, none of these exceed 10 percent.

Six, the districts should be compact and composed of contiguous territory. Compactness may contain a functional, as well as a geographical dimension; seven, consideration may be given to the preservation of incumbent-constituency relations by recognition of the residence of incumbents and their history in representing certain areas.

In other words, in the process, they want to be aware -- and, of course, the Trustees are very aware -- in which each of the incumbents live in each district and keep them within their respective

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Wilmert-Hutchins area placed under Dr. Blackburn for two reasons: Dr. Blackburn, he served as a Wilmert-Hutchins administrator, he understands and knows the community, he understands and knows the school — the school and the area out here. And the second reason is that he's been a strong supporter of getting the schools back open, he's been a very strong supporter of putting together the Alumni Association and other things to assist this community with its resurrection. And I think that's very important, to have someone in charge of the District, this area out here, that understands and knows this area. I'm not sure how that would affect the map, but whatever the school board decides to do, I truly hope that they put the entire Wilmert-Hutchins area, all three schools, under one administrator.

In looking at — looking at the requirements that they're supposed to work from, it says, Communities of interest should be maintained in a single district. This area out here has a small-town atmosphere and no one knows that atmosphere, no one knows the people out here better than Dr. Blackburn. So I would suggest that this area fall — the entire area, fall under Dr. Blackburn. We will have a strong supporter in the things that we would like to see tonight are also available on the website of DISD. You can download them. The maps are in color. Additionally, the Initial Assessment, which is about 40 pages, is also available on the DISD website. And I will begin. I have the sign-in sheet. If I call your name, you do not have to speak. Just a sign-in of who is here and we want to do it in the order which people appeared or signed up. But let me begin.

Donnie Foxx.

MR. FOXX: Good evening, everyone.

For those of you that don't know or recognize me, I went to Wilmert-Hutchins. I came back to this neighborhood because I wanted to support the school and the District. I actually served on the school board that was appointed by the State of Texas to oversee the Wilmert-Hutchins district in its final days.

In speaking with Dr. Blackburn, he informed me that the primary map that a lot of the Trustees are looking at is the District 5 — the Draft 5A plan. And the only issue I have with the 5A plan, and I'd like for the Trustees to take note, is that the high school and elementary school actually fall outside of Dr. Blackburn's district.

I would like to see the entire

Happen out here, we will have a strong supporter for the principals and the parents out here in Dr. Blackburn.

As well, if you look at the Number 7 in the — in this document, it says, Consideration may be given to the preservation of incumbent constituencies related by recommendation of the residences of incumbents as their history of representing certain areas. Well, that goes back to Dr. Blackburn and the fact that he has supported this area, he's worked here, he's been supporting this District ever since it went away. Ever since Wilmert-Hutchins district was taken away by the State, he's been supporting the efforts to put the schools back out here. So I hope that the school board will take into consideration those facts, Number 9 and Number 7 specifically in this document, when they do draw up the correct -- the maps for redistricting, because this -- this area out here needs a strong supporter, and that support has come from Dr. Blackburn.

(Applause.)

MR. LONG: Williams -- is that...

MS. WILLIAMS: Wanda.

MR. LONG: Wanda Williams.
MS. WILLIAMS: Good evening. I would just like to say I'm a graduate of Wilmer-Hutchins schools, as well as I'm sure quite a few of you are here, and also in support of the redistricting that will have all the schools in the Wilmer-Hutchins district under Dr. Blackburn, who has been here for us since day one. Unfortunately, the schools were closed; but with him and the community working together, we want to show our children, and even some of us with grandchildren, the pride that we have in our District.

And like he was saying before, we are a town — or a community that has community within itself. I have friends that have not seen people they graduated with; and, I mean, we have friends from 30 years ago. Our children have grown up together, and we want to keep that community, we want to keep it with someone that knows how the community is, and we would like for the redistricting to be under Dr. Blackburn.

Thank you.

(MR. LONG: Melba Miles)

MS. MILES: Good evening. I'm also a graduate of Wilmer-Hutchins, and I just kind of wanted to give my take on the redistricting — as I've been told, the renaming of the school. I went to — I've been in the District since the first grade, all the way up to graduation, so that means a lot, because we know each other.

I kind of took that for granted when I had another friend that said she went to Dallas schools; and across the street, they went to a different school, so they didn't see each other after they got grown and left. So she was surprised to know I still see friends because we have parents here. And I thought — I took that for granted, but she thought that was really big. So I said, Well, that is, you know, it's pretty good. And when we have our Homecomings, that's where we see each other. We are a community, and we want to keep it that way. I mean, when someone passes away, we all come together. And you take away the name of the school, you have destroyed an alumni. It's gone, it's no more.

And so I'm here in support of redistricting, Dr. Blackburn, and continue to have the pride — even though we're no longer an independent, but just keeping that name makes a big difference.

Thank you.

(MR. LONG: Devin Richardson)

MR. RICHARDSON: I'm here.

1. MR. LONG: Would you like to speak, sir?
2. MR. RICHARDSON: No.
3. MR. LONG: Jackie Frank, would you like to speak, ma'am?
4. MS. FRANK: No.
5. MR. LONG: If you change your mind, let me know.
6. MS. FRANK: I will.
7. MR. LONG: Fernando Rubio.
8. MR. RUBIO: My name is Fernando Rubio.
9. MR. LONG: I live in West Dallas, so I'm coming on behalf of my neighbors in West Dallas.
10. In each of these proposals, what they do is, they split up the West Dallas neighborhoods. It's been my goal, my wish for West Dallas to be represented in one district. That's my goal, that's my wish. But at the very least, the neighborhoods, the Hispanic neighborhoods and African-American neighborhoods, need to be together, at the bare minimum.
11. In each of the maps, it has the Hispanic neighborhoods divided, so we don't even have the Hispanic neighborhoods together. It takes away their power, their influence. And at the very minimum,
MR. GARCIA: Hi, my name is Domingo Garcia. I’m a product of DISD schools. I’m a former City Council member and State representative, and I am a current member of the Dallas Redistricting Commission, which is really tough. We’re talking about 14 council districts. But I’m here on behalf of the constituents. I live in District 7.

But let me show you what District 7 is right now. District 7 is 82 percent Hispanic. That is what’s called “packing.” When you create districts that are over 70 percent of one ethnic group or another, it’s called “packing.” It’s a violation of the Voting Rights Act. And all of the maps here, what they do is, they pack Hispanics, especially right now in District 7 and 8; 8 is 76 percent Hispanic. The effect of that is to move the Hispanic vote, the effect of that is to maintain power where it’s always been.

What we’re looking at right now is DISD is 46 percent Hispanic, 26 percent Anglo, and 24 percent Anglo total population. Okay? The student body is 70 percent Hispanic, 26 percent black, and 4 percent Anglo student body. Okay? The DISD Board has four Anglos, two Hispanics, and three African-Americans. That is not fair, Ladies and Gentlemen.

That is a violation of the Voting Rights Act. The only reason Texas came into -- into the jurisdiction of Voting Rights Act was because of Spanish language minorities and the fact that we’re being gerrymandered and cut out of districts. When that happened under LBJ, Texas was brought into the Voting Rights Act.

And this map will have to be precleared. Let me tell you the problem I have with all the maps being submitted. If we look at the maps, you do have violations of Shaw v. Reno. When you look at District 8, that is an arm that stretches like this, and the reason that District 8 has that arm that stretches like that is to pack all the Hispanics into one district. Okay?

And even when you look at District 5, which I have no problem with Wilmer-Hutchins and everything that’s under Dallas being under one district, but it goes up there and all the way from Wilmer to West Dallas. That’s just not right, Folks.

Okay?

And West Dallas right now, all -- everybody in West Dallas goes to Pinkston High School. That should be all in one school district -- I mean, that should be one district zone. So West Dallas should be united; and at the same time, we should maintain the three African-American districts that we have in DISD.

But what we proposed and we submitted a plan that we will call, for lack of a better word, a LULAC plan, that creates -- and this could be modified, but it’s just for the concept. It creates four majority Latino districts, and we want to maintain the three African-American districts.

And I’d like to make this an exhibit.

MR. LONG: Sure.

MR. GARCIA: However you want to make this.

Sorry, Guys.

She can do that later. I’ll leave this on top.

So we would maintain all of Wilmer-Hutchins.

MR. FOXX: That’s not all of Wilmer-Hutchins. This side is -- up to Simpson Stuart Road is Wilmer-Hutchins.

MR. GARCIA: Not a problem. We can modify that. We can modify that. What we were doing here is creating the Latino districts. And what we do is, we’re creating four Latino districts that are Latino-opportunity districts. One is 79, 71, 60, and 57 percent, and that was done real briefly. Mr. Betzen actually creates four Latino districts that are 44 over 65 percent. Now, if you have four Latino districts out of nine, you’re still only talking less than 40 percent of the population, even though we’re 50 percent in terms of ratio.

So we believe that a map -- that we need to find a unity map, by the way. We’re looking to do this for the City Council.

There are certain -- for example, Pleasant Grove -- just like people talk about Wilmer-Hutchins, Pleasant Grove should be together. That is one neighborhood that should be represented by one Trustee. And, really, Pleasant Grove doesn’t have a lot to do with Seagoville; and right now, Seagoville controls the Pleasant Grove district. Okay? So there has to be some type of modification of that area.

And then West Dallas has to be together, and then that whole Grove in the northwest area and then unpack Oak Cliff, because Oak Cliff -- North Oak Cliff is, in these plans -- every plan that was submitted would make Oak Cliff district over 80 percent Hispanic, and that’s just too large in the Hispanic populations.
So what we're looking for is a plan
that does not pack Hispanics, does not crack Hispanics,
that maintains a current African-American
representation and reflects the population of DISD as a
total, including voting age population, and reflects
the Latino growth and the demographic growth in the
districts.

Let me give you an example: My wife
is the Dallas County Commissioner for the Western
District. Her district is 56 percent Hispanic, and a
coaition of African-American/Latino vote got her
elected. And she beat an Anglo in the primary, and she
beet an Anglo in the general election who had been
there 16 years. So we know that African-Americans and
Latinos can work with these coalitions and change power
and will vote for each other.

And what we're saying is, let's come
up with a plan, and none of the plans right here do
this, that will create four Latino-opportunity
districts, maintain three African-American districts,
and then the other two districts will be far North
Dallas. But that reflects what the DISD looks like
now. DISD does not look like it did in 1960. Okay?
And so that's what we're asking that our Trustees would
do, actually Mr. President, the President look at

Mr. Garcia: We want that, too. Thank
you.

Mr. Long: The next person signed up
is Bill Betzen.

Mr. Betzen: Hi, I'm Bill Betzen. I
live here in District 8, down the other side of 35.
But tomorrow night, there is going to be a meeting at
the Thurgood Marshall Recreation Center, and I want to
advertise it. It's put on by the NAACP. They're going
to be talking about redistricting tomorrow night, and
they're going to be handing out copies of this. We've
got about 20 copies, we've got some to hand out this
evening, but this is a publication by the NAACP about
the issues of redistricting.

It is absolutely certain that Dallas
has had packing and cracking, both of which are
illegal, and manipulate and deny votes usually to
minority groups. And it's happened right here. We all
know that. We need to stop it. And unfortunately,
these maps do reflect that having happened. Now, the
unity map just presented is a step in the right
direction, but I think it can be improved. As we
mentioned, there are things that can be done better.

And that's why we should have access,

Everybody in this room, to a computer where you can sit
down in front of the computer and actually move the
lines yourself, because some of us will see the lines
differently and come up with new ideas. The City of
Dallas has been doing this. About 50 of us have been
sitting down, working on maps. There are some 21 maps
already presented to the City regarding the City
Council redistricting, but this is a different
political body here. This is the DISD. So it needs a
different map program and everything. We need to be
working on it, and they need to be allowing us to do
that.

It's virtually impossible to present a
map unless you have significant resources to get this
done on your own. Unless you're wealthy, it's
even hard for us to do that, as far as normal folks
to do that. So we've got to take the power, Folks, and
we can do it. And we can make sure the votes are done
correctly and that the people on the Board reflect the
people that are living in our city and living in DISD.
And that's what we need. That's what we need. Our
system here needs more public input.

It really needs the -- the City of
Dallas is doing a wonderful job. They're videotaping
every single meeting, so if you want to go and see
trying to keep things going the way it needs to be
2 communicated, even when I'm over at Paul Quinn College
3 with Dr. Sorrell over some things -- some issues, some
4 we missed -- you know, this is a different thing -- but
5 we missed, the community missed, but I was there
6 present. As a matter of fact, over 200 people were
7 present at that particular event. But the main thing
8 is, it was a family that got together to voice their
9 opinion on what's going on in our District.
10 So I am definitely in strong support
11 of keeping Dr. Blackburn who knows the District, who
12 knows our needs, and who supports what we support in
13 this District. I ask that you guys help support
14 Dr. Blackburn in this decision.
15 Thank you.
16 (Applause.)
17 MR. LONG: Is it Joan Bonner?
18 MS. BONNER: (Nodding head.)
19 MR. LONG: Yes, ma'am.
20 MS. BONNER: Good evening. I'm Joan
21 Bonner, and I know Wilmer-Hutchins schools. I did not
22 graduate from Wilmer-Hutchins. I don't know very many
23 parents from Wilmer-Hutchins, but I sure know the
24 children. And as family members, we need to stay
25 together. We need one parent -- one good parent for

1 our children, and that's Dr. Blackburn, because
2 Dr. Blackburn has never threatened, promised, assumed,
3 or said anything about changing the names. You can't
4 change the name of your home. Wilmer-Hutchins belong
5 to Wilmer-Hutchins. Dr. Blackburn has never said,
6 Well, I have a friend down in Mississippi, Tennessee,
7 Alabama, Georgia, wherever, that I want to name these
8 schools after. We don't know those people. We know
9 Wilmer-Hutchins.
10 Have you ever listened to the weather
11 report and your head is down and you're doing something
12 and all of a sudden the weather reporter says something
13 about Wilmer-Hutchins and your ears perk up? Just the
14 name gets our attention. And we want to always have
15 Wilmer-Hutchins.
16 It's really tragic and it's really sad
17 that in 2011, we're still talking about black, brown,
18 and white. It's tragic, but it's true. It's tragic
19 that there's too many adults that are still trying to
20 get a vote. Can't you do something for the best
21 interest of the children instead of trying to look for
22 yourself -- look out for yourself? Boy, if I get this
23 piece of the District, I might get three votes. Forget
24 about the votes. Let's do what's right for our
25 children.
And any child that belongs to
Wilmer-Hutchins belongs to all of us. I don’t have a
kid in the Wilmer -- in the school district anymore. I
was accused in 2005 -- I was always going to the
schools, and the people at work said, Ms. Bonner, you
6 don’t have any children at that school. Why are you
always going? I said, If there’s one child at that
school from Wilmer-Hutchins, that child belongs to me.
That’s where I’m supposed to be.
So as parents, friends, guardians of
every child that walk the halls of Wilmer-Hutchins,
we’ve got to do all we can do. We have to join, come
together. There are no big I’s and no little You’s in
this situation. We’ve got to come together and help
Dr. Blackburn keep every blade of grass in
Wilmer-Hutchins. Thank you.

(Applause.)

MR. LONG: Tanya Spencer.

MS. SPENCER: That’s me.

Thank you.

Understanding that DISD has certain
responsibilities for redistricting under Federal and
State law and understanding that it is necessary to
provide for the orderly consideration and evaluation of
redistricting plans and understanding that your
guidelines relate to persons who have specific
redistricting plans they would like to have considered
and understanding that the District welcomes any
comments relevant to the redistricting process and,
finally, understanding that DISD resolved an order in
its adoption of the redistricting plan dated June 23rd,
2011 for Trustee districts to adhere to the criteria to
the greatest extent possible when drawing District
boundaries, specifically Item 2, which reads,
"Communities of interest should be maintained in a
single district where possible and attempts should be
made to avoid splitting neighborhoods," I, Tanya (Zeno)
Spencer, a 1980 graduate of Wilmer-Hutchins High
School, on behalf of the alumni of Wilmer-Hutchins High
School and communities having students that will attend
Wilmer-Hutchins area schools submit the following
redistricting request for consideration: We, the
community of interest having students that will be
attending Wilmer-Hutchins area schools beginning with
2011 school year, would like all of Wilmer-Hutchins
area schools reside in the same district, and we’d like
that district to be District 5. Our preference is to
be united, as our Wilmer-Hutchins family has always
been, in one district.

Our experience with Dr. Blackburn has

been fruitful and satisfying. He heard and responded
to our cry concerning our schools, specifically by
keeping the name “Wilmer-Hutchins High School,” keeping
the Hutch school colors and mascot, keeping the fight
song and school song. Dr. Blackburn has committed to
being a rock for the Wilmer-Hutchins area schools, and
we value that promise and would like all of our schools
restricted to District 5.

And if need be, we will sign a
petition (indicating). We’re going to start getting
our names together. If we have to have a petition, we
want to be ready, to make sure that you guys know that
we want all of our Wilmer-Hutchins area schools in the
same district, District 5.

And I have -- my map is not as big as
his, but I printed mine off and I drew my little lines
here.

So this is another exhibit to attach.

Thank you.

(Applause.)

MR. LONG: I’m going to label both of
these as No. 2, if that’s okay.

(Exhibit No. 2 marked.)

MR. LONG: LaSonya Cummins.

MS. CUMMINS: Here. I don’t want to
speak.

MR. LONG: Tammie Tarpley-Harris.

MS. TARPLEY-HARRIS: I’m here. I
don’t want to speak.

MR. LONG: Darrell Alexander.

MR. ALEXANDER: (Shaking head.)

MR. LONG: Kadri Dawkins.

MS. DAWKINS: I don’t want to. It’s
Kadri Dawkins.

MR. LONG: Kadri. Sorry.

D. Marco Ranger.

MR. RANGER: D. Marcus Ranger.

MR. LONG: D. Marcus Ranger. I’m
sorry.

MR. RANGER: Good afternoon.

Could you possibly clarify one thing
for us that might be helpful? In terms of the
background of these maps that we’re looking at, could
you give us some clarity as to who is behind the maps
themselves? We have about four versions, I think.

MR. LONG: Right.

MR. RANGER: Is there any history
behind them?

MR. LONG: What I can tell you is that
Maps 2 and 3 represent the effort of several Trustees,
1 and they were drawn with the other law firm, Rolando
2 Rios; and within the law firm, we referred to these as
3 the "Medrano maps" because, apparently, Trustee Medrano
4 was instrumental in both of these. But he was not the
5 only one. There were a number -- my understanding is,
6 Map 4A was drawn primarily by Trustee Blackburn, but it
7 is made -- incorporated with the changes of Trustee
8 Medrano's district.
9 Is that your understanding?
10 DR. BLACKBURN: (Nodding head.)
11 MR. LONG: 5A was made with Medrano,
12 Ranger and Harris.
13 MR. RANGER: Thank you very much for
14 that information.
15 I'm going to be very brief. My name
16 is D. Marcus Ranger. I am, of course, very familiar
17 with Carla Ranger. She is my wife. We've been
18 together for about 35 years, and that's a long time.
19 So I know her pretty well. She's a pretty good person.
20 I really hate to come under these
21 circumstances, but the Wilmer-Hutchins people are some
22 great people. I understand this concern you have for
23 these schools, and I understand the commitment and the
24 dedication because it was a tremendous history behind
25 the Wilmer-Hutchins school district. So let me say
26 this: Carla Ranger did not seek to be divided from the
27 Wilmer-Hutchins community.
28 Like I heard the statement just made
29 that was absolutely false, that she attempted to change
30 the name of the high school. What she did was, in
31 fact -- perhaps -- I think I remember correctly -- she
32 recommended that the high school be named
33 Wilmer-Hutchins High School Academy. She added one
34 word. And the reason for the word was actually Dallas
35 ISD had proposed the creation of high school academies.
36 The word "academy" -- the reason for suggesting that
37 one-word addition, but keeping all the traditional name
38 of the high school was to enhance the school for the
39 future in terms of wanting to get excellent programs
40 created and installed for the future at
41 Wilmer-Hutchins. And so the idea was really to enhance
42 the school. It wasn't by any means to detract anything
43 from the school. But it was a one-word addition, but
44 keeping the traditional name of the school. That is
45 what she recommended, and that's it.
46 And as a matter of fact, she didn't
47 get any negativity about that, and the little comments
48 she got from anyone was really pretty positive about
49 that. It was a one-word addition. The word "academy"
50 actually is generally thought to be a very good term.
51 because it suggests, you know, a certain kind of
52 curriculum, a certain kind of elevation of your game.
53 And so she was just simply trying to give a little more
54 umph to the name, but by no means attempting to detract
55 at all. So anyway, I just wanted to clarify that. She
56 didn't attempt to start or change the name. She
57 attempted to add one name [sic] that would enhance it
58 just a little bit, at least that was the idea.
59 So far as the elementary school -- and
60 she'll speak for herself. So far as the elementary
61 school was concerned, she has no friend. Someone got
62 up earlier and said that she was attempting to name a
63 school for a friend. She has no friend. Dr. John Hope
64 Franklin was the person, the elementary school -- there
65 was no previous elementary school named Wilmer-Hutchins
66 Elementary immediately in 2005. There may have been
67 one somewhere in history, but not immediately at that
68 time.
69 And when she came on board in 2006,
70 she inherited the land, which is located in the city of
71 Dallas, the land that she is the Trustee over. She's
72 been over it for five years, and she inherited that.
73 She did not seek it, she did not campaign for it, it
74 was just a result of the 2006 redistricting process,
75 and she has been the Trustee there ever since.
76 She's a real good Trustee, and she had
77 hoped that because she does have ethics -- some
78 Trustees don't have ethics, some Trustees don't believe
79 in doing things right, some Trustees don't believe in
80 following policy. Ever since Carla Ranger has been on
81 the Board, she has fought for ethics in government,
82 she's stood up when nobody else would stand up for
83 African-Americans, she has stood up for what she
84 thought was right, and she has changed a lot in the
85 District that people didn't like when she stood on her
86 own. So she's a good Trustee.
87 And she had thought, at a certain
88 point, when the schools would open, that she would have
89 the opportunity to interact with you, but because she
90 has ethics, she wasn't about to come over in Trustee
91 Blackburn's district, which is what we're talking about
92 here. Why should she unethically attempt to interact
93 with you when you are a part of another person's
94 district? So she could not ethically do that. So to
95 suggest that as an item to be held against her when she
96 couldn't do it -- she simply could not do it, ethically
97 that is. You know, she didn't even want to have a
98 meeting because she felt that to come and have a
99 meeting would violate another Trustee's sovereignty
100 over his district, and so she didn't do it.
But when those schools opened, she had hoped one day that you would get to know her and you would find out she’s a decent lady and that you would appreciate what she brings to the table. But what we’re hearing here is, you know, like, Carla Ranger has done something terrible. She hasn’t.

John Hope Franklin is one of the most outstanding African-Americans of all times. This man is one of the most outstanding scholars. African-Americans have ever produced. He’s not even considered African-American in most scholarly -- he’s considered one of the most outstanding Americans of any color. All she was doing was trying to create a name that would give a higher level of experience to the new students who would be coming to the Wilmer-Hutchins Elementary School. It didn’t work. She understood that. And if, you know, the community didn’t want it, they didn’t want it, but her intentions were honest, they were ethical, and they were well-intentioned. I mean, she was trying to do a good thing. She was not attempting to offend anyone. She was just trying to give the opportunity considering an outstanding African-American. Who is Booker T. Washington? I would say that John Hope Franklin is above Booker T. Washington. But, you know, you have to know who he is.

Who is Martin Luther King? John Hope Franklin is in that kind of league, but you have to know who he is.

So anyway, that’s all she was trying to do.

So far as the maps are concerned --

I’m going to sit down. So far as the maps are concerned: Map 5A -- the reason Map 5A is here is because it’s always been here. Carla Ranger hasn’t changed anything on Map 5A. There was one precinct in the northern part of the District, 4419, which was going to be returned back to District 7, I believe it was, and there was no controversy about that. She has not changed one thing in the southern part of her district. It’s always been there. She’s been the Trustee of the land which is located in the city of Dallas ever since she’s been a Trustee. She inherited it.

So as a matter of fact, if she had known in 2006 that there would be this kind of suggestion regarding her, she would have said great, you know, don’t even put it there, you know, because that wasn’t her intention. She’s just trying to serve as a Trustee, and she hoped one day she would be able to include the kids who would come to those schools as a part of her district and serve them to the best of her ability.

That’s it.

But I would hope that you would consider leaving the schools in the district that they’re currently in, that they have been in for five years, and not attempt to disrupt that and give her a chance to represent the kids there. I think you would be very surprised. She will do a very good job, and you will find she’s a very nice person and will care about these kids and work very well with all of you.

The only thing that kept Carla Ranger from not working with you was ethics. She was not going to come over in another Trustee’s district and try to disrupt his district with her representation of you. She could not ethically do that, so that was the reason.

Thank you very much for your attention.

(Applause.)

MR. LONG: Next person is Lorena -- is it Tule?

MS. TULE: Tule, that’s fine.

MR. LONG: Sorry.

MS. TULE: Good afternoon, Everybody.

My name is Lorena, and I am with the LULAC and New Tejas Project, and also a recent Longhorn graduate.

I have to represent, right?

The reason why I’m here is pretty much to build an alliance with the African-American community on behalf of my colleagues. We are really desperate at this point because none of the maps have properly represented the Latino community. And through looking at every single school, the majority are made by African-Americans and Hispanics, and we’re just concerned our kids are not being represented. From working with high school kids, getting them ready for college and mentoring a couple of them, I just see a lot of frustration that their parents are confused with what district they belong to, so that’s kind of the main issue.

Another issue we have come with is also the fact that none of this material was translated in Spanish, and it’s extremely difficult because of the language barrier. And to be in 2011 and not have this availability, it’s really devastating for us as a community.

And another thing as well, we just wanted to make sure that the -- all the maps were updated and we can actually see the schools. I actually went and did it myself, which was really hard, as you can tell, but none of the maps -- you don’t know...
1 where the schools fall into unless you go back and mark
2 where the schools are. And I think that it's helpful
3 when you're trying to explain these kinds of maps
4 because it's very complicated if you have no experience
5 in redistricting. So we wanted to make sure, by August
6 4th, we have something that depicts every school, where
7 they are so parents could come and say, I don't want my
8 school there, or I want the Hutchins area to be on that
9 side because the schools that fall under that. So we
10 wanted to request on behalf of the organization and
11 Latino community for your support in the redistricting
12 coming up.
13 Thanks.
14 (Applause.)
15 MR. LONG: Lady Bell.
16 MS. BELL: Hello. I am from the class
17 of 1983, and I wasn't going to say anything until what
18 was just spoken. I don't want to be -- I don't want us
19 to be about any political gain for either side. All I
20 want it to be is about us, Wilmer-Hutchins High School
21 and our alumni. We want to all be together in one
22 district like it's always been. Like Highland Park,
23 they're a community that stay together. We were just
24 like that. We are a community that stays together. We
25 all bleed blue, and we want it to stay like that. Now,
26
27 I we don't want all this political stuff and all --
28 because we lost because of that. That's the reason why
29 our school is closed. We don't want to have any divide
30 because of that. We want one community and anything
31 that represents Wilmer-Hutchins staying together in one
32 district.
33 We do all know Dr. Blackburn. I don't want anything against anybody else. I don't know her,
34 so the only person I do know is Dr. Blackburn. My kids
35 went to school under Dr. Blackburn, and I went to
36 school, my kids, my cousins, everybody. So it's
37 nothing against anybody else. I don't know anything
38 about who was going to name this school and that. All
39 I want to know and all I care about is that
40 Wilmer-Hutchins will be returning and that it will be
41 under one district. And that's it. That's what I want
42 to go on record and saying, is that I support anything
43 that's a map that's showing Wilmer-Hutchins under one
44 district. And because I do know Dr. Blackburn, and I
45 don't have anything against anybody else, I wanted -- I
46 want the District to be under Dr. Blackburn.
47 (Applause.)
48
49 MR. LONG: The next person is Derrius Bell. Do you want to speak?
50 MR. DERRIUS BELL: (Shaking head.)
51
52 MR. LONG: Dustin Bell.
53 MR. DUSTIN BELL: (Shaking head.)
54 MR. LONG: Carla Ranger, who stepped
55 outside.
56 Did she say she wanted you to go in
57 her place?
58 MR. BURNETT: I don't know if she did
59 or not. I signed up.
60 MR. LONG: We're moving fast, so we'll
61 get to you.
62 Kevin Spain.
63 MR. SPAIN: I don't want to speak.
64 Nobody wants to hear what I have to say.
65 MR. LONG: Is it Sha Brewer?
66 MS. BREWER: Sha.
67 MR. LONG: I'm sorry. Sha Brewer.
68 MS. BREWER: Good evening, Everyone.
69 My name is Sha Brewer. I think everybody probably
70 knows me, but I can only ditto what every alumni has
71 stood up here and said already. Whether you're alumni
72 or whether you're from this area, we're all one area.
73 Wilmer-Hutchins area. You know, when I type up stuff
74 and say Wilmer-Hutchins schools, it means the high
75 school, the middle school, and the new elementary
76 school. If it were the other schools that were still
77 open in Wilmer, the Hutchins Elementary, all those
78 schools, it would be all inclusive.
79 You know, I don't know Ms. Ranger.
80 That's my first time seeing her in person. So it's not
81 personal for me. The only face that we do know is
82 Dr. Blackburn; so, of course, we're going to go with
83 the person that we know, who we've seen, and who we
84 trust. That's who we know, who we've seen, who we
85 trust.
86 Most everybody in here is on Facebook;
87 I'm not. But back last year when I lost my sister,
88 over 2,000 people showed up, and most of them were from
89 the Wilmer-Hutchins area. I had over 100 family
90 members to come through that area, those schools. And
91 I want to see that stay together. It was proven to me
92 and my family how much love is out here in this area
93 for us, and that's how it is for everybody.
94 Tanya is our spokesperson for class of
95 '80; and if there's something going on, she's going to
96 put it out there. She'll e-mail me or text me. I
97 don't do Facebook. But I know Dr. Blackburn does. I
98 know he keeps up. I saw Dr. Blackburn at my sister's
99 funeral, and that meant a lot to me.
100 (Applause.)
101 MR. LONG: Calloway, is it?
MR. CALLOWAY: (Shaking head.)
MR. LONG: Then we'll go back to
Ms. Ranger.
MS. RANGER: Actually Reverend --
You can allow him to go on.
MR. LONG: All right. Would you like
to go?
MR. BURNETT: I'd like to say good
evening.
It's a great day. How many are you
happy to have Wilmer-Hutchins and elementary school
back on?
(Applause.)
MR. BURNETT: And I have to make you
aware of something: The person that's responsible for
your school being back open is Ms. Carla Ranger.
(Applause.)
MR. BURNETT: If you want to hear, I'm
telling you what I know because I was there and the one
who did it. Mr. Blackburn's appointee didn't even make
the first meeting, and I introduced her. They closed
the meeting and I stopped everybody, said, No, we've
got to deal with Wilmer-Hutchins. This is how the
whole thing came about. Mr. Blackburn's appointee came
to the next meeting totally unaware and didn't know how
to deliver me up for y'all. I had to do it only
because Ms. Ranger and I stuck together. We talked, we
met. She even came to a meeting, and we explained to
everybody what was really going on.
Mr. Blackburn, your people didn't do
it.
DR. BLACKBURN: Ms. Bonner, I want you
to speak up about this.
MR. BURNETT: She didn't have anything
to say. She was talking about pencil and paper. We
were talking about facilities.
You had to have somebody who knew what
they were doing, and I knew what I was doing. I had
been on the last two bonds meetings. I know what I'm
going. I got to that football stadium out there. All
of that is so much of DISD, but I had to carry the ball
for y'all, Ms. Ranger's appointee. And she stayed with
me, and we talked all the time about making sure y'all
had a school.
Now, my biggest disappointment is
the whole thing, I wanted two elementary schools. We
were supposed to have gotten two. We fought viciously
about that. I got you the one. Should house about
700, but y'all had about 1,300 kids, I think, from the
fifth grade down. So we got one school. We still have
too many kids out here that's going to be dispersed
over the District.
Ms. Ranger have been fighting for you
for that. I'm standing here telling you the truth in
front of Mr. Blackburn, Ms. Bonner, and all the rest of
them. I'm telling you what came down. It was
Ms. Ranger that did that for you, not Mr. Blackburn,
and not Ms. Bonner.
Thank you. Thank you.
But we're not here to pick up and talk
about what we've done. It was the Lord. So you
give -- you give to Him what is due.
MR. BURNETT: Are you giving it to
Mr. Blackburn?
MS. DAWKINS: Don't interrupt me. I'm
talking. You give glory to Him. Okay? When we were
kids, we had no voice, but now we're older, and we have
a voice. So let me say this: It's what we all did.
We all have made mistakes in life, I've made some,
Mr. Blackburn sure have made some, his appointee --
things happen. Okay? So that's not what we're here
about, to point out what we did and what she didn't do.
What we're trying to do is bring our children back
together. 3847 Happy Canyon was my address.
Okay? Next to Melahia, next to Stagecoach, okay, the
pinks and the grays. You got it? So let me just say
this: Don't say what you've done because life is but a
descent. Okay? It's here today and gone tomorrow.
Okay? So give the glory to where glory is due, and
this is our Heavenly Father.
Thank you.
(Applause.)
MR. LONG: Ms. Ranger.
MS. RANGER: Good evening, Everyone.
I am just delighted to be here to speak to each of you.
I am Trustee for District 6, and I have been for five
years. I'm going into my sixth year, and I've been
very pleased to represent the people of District 6.
Some of my constituents, as a matter
of fact, are here tonight. And I believe they will
tell you that as a Trustee, I believe in the word
Assistant to call that Trustee or I will call the
Trustee and just say, Hi, I am going over to Booker T.,
they invited me, or they're having this program. That
is -- it's courteous, number one, it's professional,
it and it's just Board procedure -- operating procedure.
So -- and I should ask, too, because
we've established who the parents are and those who
have relatives and all who would be going to the
school, but how many of you actually live in District
5?

(Nine people so indicating.)

MS. RANGER: All right. And so if you
live in District 5, you know that you communicate with
your Trustee. My constituents communicate with me.
And as I said before, so I can't come over there and
just call and say, Look, I'm the Trustee and this
school is in my District, so I want all of you to come
meet with me. But it is appropriate and it is with
honesty and integrity if I, as a Trustee, want to speak
to people in -- are speaking to you -- you know,
parents -- for example, there are parents in -- who
live all over Dallas and their students go to Booker T.
Washington and their parents who live all over Dallas
and go to --

Anybody have students or have

relatives or friends who went to the health magnet or
the science magnet?

(Two people so indicating.)

MS. RANGER: And they don't live
around Eighth Street or around their community, they
may live somewhere in Oak Cliff or North Dallas. In
fact, I was one of the -- with Booker T. Washington,
one of the ones that came over to it when it was being
built. So the parents, then, of the children of the
people, that Trustee meets with those parents and may
be from anywhere, but they are the parents of that
school. So that's one reason, perhaps, that I have not
met any of you, because I don't want to cross that
line.

But I tell you, there is no one who is
more excited, more anxious about, more eager to
work with the students of the two schools that are and
have been in District 6 since 2006. And the Board of
Trustees voted that that facility -- Board of Trustees
voted that that facility be in District 6.

The facility has been in District 6
that was the Wilmer-Hutchins High School from which
many of you graduated. And then, when the bond was
passed in 2008, there was so much land there that is
wonderful property that they decided to build the
elementary school there -- remind me to come back to
the name -- the elementary school there. So both of
the schools then ended up in District 6.
And I, from the beginning, when I
found out that our students from the Wilmer-Hutchins
area were being dispersed all over town, I talked with
my bond committee member, and I said, We have got to do
something. I mean, when that bond passed, I said,
Let's look at building schools there. He said, We
really need to. I said, Make sure we get the
elementary school and work on getting Wilmer-Hutchins
High School open. I went to the first meeting where
they talked about it. I went to another meeting, and
we were in contact. And so I am looking forward to
that.
So I just want to say again -- again,
just to say about the name, and I know what that means
to everybody. So there was never -- and this was
misinformation given -- there was never any attempt on
my part to take the name of Wilmer-Hutchins High
School. There was an attempt to enhance it, to give it
another air of going forward in the future. Because
the district, as Trustees, we had talked about -- and
no one -- no one -- during the school year, no one came
to me to say, Well, you know, I'd like to see this
being different. I didn't have any objection. In
fact, as I said, because they were in my district, if
there were concerns and the Trustee was speaking with
you -- don't want to get into that kind of personal
thing -- there could -- not had one communication about
anything related to Wilmer-Hutchins, the two schools.
They said they'll work with you, what you want -- not
one iota of a communication about anything. This is
the first time.

So I'm very happy to be here, very
happy to be here, and I just want you to know that this
redistricting process can be a very strong and
positive one for all of us and our students. The
schools have been in District 6 since 2006. I'd really
like to work with you. I'd like to work with those --
and the parents I spoke to before and I met with, I
don't know, a hundred or so parents months ago, whose
children are coming to the elementary school.
Remember, many are coming from Wilmer-Hutchins, Wilmer
and Hutchins, but some are coming from Dallas, remember
some from other places, and they're coming there to
collaborate and work together, and I want to work with
them. I hope that that will be possible.
I want you to know I'm open anytime.
Let me give you my cell phone: (469) 682-7991.

(469) 682-7991. That's my cell
phone. If I don't answer right away, I'm in many
meetings, but anybody will tell you, I will call you
back. Or you may always call the 300rd office, and my
assistant will get in touch with me. That's
(972) 925-3722.

And anybody that I've met from the
Wilmer or Hutchins area, I've always had great and
positive -- we're here to build together -- positive
relationships with. So I do look forward -- if that
works out, I do look forward to working with the
students and those coming to the school so we can build
a great community together of students who will
graduate for success from Dallas ISD.

Thank you for allowing me.

UNKNOWN MALE SPEAKER 2: Can I ask you
a question? I was just curious. Can I ask a question?
MR. LONG: Yes.

UNKNOWN MALE SPEAKER 2: I know you,
were saying about ethics. I was just curious about
when you think was going to be the appropriate time
to meet with kids and with families?
MS. RANGER: When the school opens,
that's the only time. I can't just come over. Did you
say you live in District 5?

UNKNOWN MALE SPEAKER 2: Yes.
MS. RANGER: Some people live in 5,
some may live in many other places. So the appropriate
time is as soon as that school opens, I can meet with
parents and students there.

But before that, I couldn't just come
into another Trustee's district unless that Trustee
invited me. The Trustee had the opportunity to invite
me to come to Wilmer-Hutchins, to say, Come and meet
with them. I've never had that invitation, never had
that communication.

UNKNOWN MALE SPEAKER 2: One other
question: Were you aware of the meeting?
MS. RANGER: No, I was not aware of
any meeting.

UNKNOWN MALE SPEAKER 2: I was under
the impression you were invited.
MS. RANGER: I will repeat, I have not
been invited to anything with any parents, members of
the Wilmer-Hutchins community, with your group. As a
matter of fact, information has been kept from me. So,
no, I have not been invited. And I was in Austin,
however, last Thursday at a State Board meeting, but I
was not invited to that meeting.

UNKNOWN FEMALE SPEAKER 3: Let me ask
| 1 | one more question. If we do invite you, will you come? |
| 2 | MS. RANGER: Yes. If you invite me, |
| 3 | that's quite different. Yes. That's quite different. |
| 4 | But I would not impose myself. |
| 5 | UNKNOWN FEMALE SPEAKER 3: So if we |
| 6 | invite you, you will come? |
| 7 | MS. RANGER: I would come. |
| 8 | UNKNOWN FEMALE SPEAKER 4: We don't |
| 9 | want division. I mean, because if it's bickering |
| 10 | between two people -- we want one unit. I don't want |
| 11 | to see all that. I just want to have our kids get the |
| 12 | best, and the only way we're going to get the best is |
| 13 | if people are on one page. And we need one |
| 14 | representative for Wilmer-Hutchins. We don't need to |
| 15 | see or hear what you all got to say about whose side in |
| 16 | this side. I want one side. That's all we need. |
| 17 | MR. LONG: I have gone through the |
| 18 | list of the people that were signed up. If someone |
| 19 | came in afterwards that wishes to speak and if they |
| 20 | want to sign up, they can. We also have Dr. Blackburn |
| 21 | here, and I want to allow him, if he would like, to |
| 22 | take the opportunity for a couple of minutes if there's |
| 23 | any public comment. |
| 24 | MR. FOXX: I just want to stand up and |
| 25 | reiterate what she's saying; and that is, that our |

| 1 | schools right now will fall under two different |
| 2 | districts. So if we have an issue at the elementary |
| 3 | schools, we have to go to one Trustee -- or to the |
| 4 | middle school, you have to go to one Trustee. If we |
| 5 | have an issue at the middle school or the high school, |
| 6 | that's a different Trustee. We're not a fractured |
| 7 | community. Even though the schools went away, we're |
| 8 | still one community, so we need one Trustee. |
| 9 | The majority of the people in this |
| 10 | community that live here, especially who live in the |
| 11 | area where I live around Highland Hills, around College |
| 12 | Park area, Alta Mesa, and my friends that live down in |
| 13 | Hutchins and Wilmer, Bishop Heights, they're all in |
| 14 | agreement on one thing; and that is, that we want one |
| 15 | Trustee, and the Trustee that we want is the Trustee |
| 16 | that we know. |
| 17 | It's not that we don't like you, |
| 18 | MS. RANGER: It's more that Dr. Blackburn was -- has |
| 19 | always been a part of this community. He's been a part |
| 20 | of this community for a very long time. Before |
| 21 | Wilmer-Hutchins went away, he was a part of this |
| 22 | community, so he knows the community. Now the people |
| 23 | that you have spoken to were people most likely in |
| 24 | your -- what you consider part of your district. |
| 25 | MS. RANGER: No, they weren't. They |

| 1 | were parents from the children's schools all over. |
| 2 | MR. FOXX: Again, people who know this |
| 3 | area, grew up out here, know and trust Dr. Blackburn. |
| 4 | MR. LONG: For the court reporter, |
| 5 | because this isn't being videotaped -- |
| 6 | MR. FOXX: My name is Donnie Foxx. |
| 7 | MR. LONG: Donnie Foxx who had spoken |
| 8 | originally? |
| 9 | MR. FOXX: Yes. |
| 10 | MR. LONG: So I have gone through the |
| 11 | list. And if someone wants to speak again who had |
| 12 | previously spoken -- |
| 13 | MS. BONNER: (Raising hand.) |
| 14 | MR. LONG: Yes, ma'am. |
| 15 | MS. BONNER: I'm Joan Bonner. I'm |
| 16 | Dr. Blackburn's appointee. |
| 17 | When you have these minimum wage jobs, |
| 18 | you have to kind of put priority in order, go to a |
| 19 | meeting, go to a job, go to work. So when I was not at |
| 20 | a meeting, you can bet I was at work. |
| 21 | Now, before this man came in, I |
| 22 | said -- and I'm going to repeat it for his convenience. |
| 23 | In this situation, there are no big I's and no little |
| 24 | Yous. This is about our children. |
| 25 | Not once has anyone said Ms. Ranger |

| 1 | didn't try to help save Wilmer-Hutchins schools. No |
| 2 | one said that. No one called a name, saying if and |
| 3 | when she was trying to do that. So you have to kind of |
| 4 | wonder, what are these people up to that's yelling so |
| 5 | loud, but saying absolutely nothing? What's in it for |
| 6 | them? Now, if I was the type of person to throw rocks |
| 7 | into a pack of dogs, you can bet the one that hollers |
| 8 | is the one that's hit. |
| 9 | I'm not going to remind anyone of what |
| 10 | was said in those meetings that shouldn't have been |
| 11 | said because that was not part of the discussion. We |
| 12 | were trying -- and I don't remember any one of those |
| 13 | meetings that was opposed to Wilmer-Hutchins getting |
| 14 | schools built or reversed, so I don't know what his |
| 15 | intent is. |
| 16 | But, sir, if you're throwing rocks at |
| 17 | me, you're going to have to do it one-on-one outside |
| 18 | because we don't want anyone else to get hit. |
| 19 | UNKNOWN FEMALE SPEAKER 4: Not the |
| 20 | time or the place. |
| 21 | MS. BONNER: It's not the time or |
| 22 | place, and he was out of place. He was out of place. |
| 23 | He was out of place. |
| 24 | MR. LONG: Thank you for your |
| 25 | comments. |
Sir, you were raising your hand.

MR. WALKER: I was asking -- I have a few other books.

Can I speak real quick? My name is Fred Walker. I'm not in the district. I'm a citizen of Dallas. I go to different meetings, and I'm very aware of what Ms. Ranger does on the Board. I go to the meetings from time to time, and I've seen her in action. I can feel your passion for your name. I had this same situation happen to me. I'm from Booker T. Washington. They tried to change our name, and that can really raise some feathers. And she was there to support us and everything. I know she works hard for everything down there. I don't know anything about Mr. Blackburn. I've just observed him in meetings.

One thing I believe is, I believe in respecting the ladies. The black lady, a white lady, a brown lady on the Board, there's a certain amount of respect due to her. I didn't see that right there.

You lose me there. Boy, I'm glad it's not my wife. Anyway, I'm going to pass these books out and then sit down. Do you want a book?

MR. LONG: Mr. Walker, if you could just write your name down.

Dr. Blackburn?

DR. BLACKBURN: Let me say --

UNKNOWN FEMALE VOICE 4: Excuse me, Dr. Blackburn.

I don't know your name, sir, but you said she was at the forefront when they were trying to change the name. Was she in your district, was she the Trustee of your district?

MR. WALKER: No, she wasn't the Trustee of the district. I didn't say that. She worked with a person who had hired us, and Ron Price was there. They just gave us all kind of rundown, and she came to our rescue. We came and sought her out. She did us a great job, along with Ron Price.

UNKNOWN FEMALE SPEAKER 4: Okay. But that's how we feel about Mr. Blackburn. I don't know her personally. It's nothing against her, but I understand.

MR. WALKER: I've stated my case.

I've seen her in action and I've seen what she's all about, and I can appreciate that.

MR. LONG: For the purposes of our meeting today and receiving public comment, I know that the Trustees have appreciated the public comment and they will be available after you speak, but I think in the interest of time, because we had this posted for

6:00 to 8:00 o'clock, we'll have your remarks then.

DR. BLACKBURN: Thank you.

I appreciate you coming out tonight.

I've been in this room with quite a few of you many times, but tonight's meeting that I requested was to talk about the maps, the redistricting maps.

Last week, we talked about the welcome home celebration, and I think it's going to be a big thing. Okay?

(Applause.)

DR. BLACKBURN: Tonight's meeting is to talk about one of these four maps, and I'm holding up this Map 5A because it is the one map that does not have Wilmer-Hutchins as part of District 5. I asked for this meeting so that I could hear from you about the fact that the elementary school and the high school on this map are not part of District 5. The other three maps, you'll see that the Wilmer-Hutchins, the elementary school and the high school, are part of District 5. This is the only map that is not -- does not have the Wilmer-Hutchins Elementary School and High School as part of District 5.

Now, I think I know what you want. I've heard from a few of you. But I wanted to hear from you in the presence of the court reporter and the attorneys that are helping us with this matter. I want to hear from you. If you were to come out tonight and say, I don't care what you've done for us, I want the high school and the elementary school to stay in District 6, I would cheerlead that for you.

Have I not been your biggest cheerleader on the Board?

(Group responds yes.)

DR. BLACKBURN: Okay. If that's what you said you wanted, that would have been.

I remember back in 2006 when we brought in the Wilmer-Hutchins area. We heard it loud and clear then: One Trustee. Because you may remember it was split up four ways. Wilmer was going to go to District 4 with the Seagoville people, and Hutchins was going to go to 9 -- or Hutchins was going to go to District 5, John Peeler was going to go to District 9, and the little part right now that's in District 6 was going to go to District 6. We had you split up four ways. We heard it very loud and clear back in 2006: One district.

The reason we have three precincts that are still in District 6 is because we made a mistake and did not make it whole. At the last minute, we did not make it whole. We brought everybody else in
1 The alumni has wanted to do something like this, community folks have asked for it, I've supported it, I've got the principals to come along with it, trying to get other folks to come along with it. We just want to have an old-fashioned grand celebration.

2 UNKNOWN FEMALE SPEAKER 6: One sound, one district. That's going to be our new motto.

3 DR. BLACKBURN: Now, I'll remind you, I bleed blue, too.

4 (Applause.)

5 DR. BLACKBURN: I'm going to let you know now, my original blue was at Roosevelt, but we used to -- there was always a rivalry between Roosevelt and Hutchins. You know, we still found them --

6 MR. FOXX: Which side of the stage you going to be on?

7 UNKNOWN FEMALE SPEAKER 6: That's the homecoming game.

8 DR. BLACKBURN: Lord have mercy.

9 We're going to be fine. We're going to be fine. I've always represented the people.

10 UNKNOWN FEMALE SPEAKER 6: Thank you.

11 Thank you.

12 DR. BLACKBURN: Like you said, if we don't want to, by God we won't. I've heard tonight,

2 The essence of any community is the high school. The essence of Wilmer-Hutchins is the high school.

3 DR. BLACKBURN: And if everything else is under another Trustee, then you have two people to go to.

4 Just like the young man talking about West Dallas -- I scheduled a meeting from West Dallas so I could hear from the West Dallas people. We're split three ways on each of these maps. In West Dallas, they said one Trustee, so I'm working with either Adam or Eric or myself. One of us, one of the three of us, we're going to have to talk about how can we get West Dallas under one Trustee.

5 That's what we heard in West Dallas, that's what I've been hearing here, and I'm going to keep fighting for West Dallas, as far as one Trustee, and what I've been hearing for the last few years, as far as having one Trustee for Wilmer-Hutchins. Okay?

6 (Applause.)

7 DR. BLACKBURN: I hope you guys come out on Saturday, August 13th, 10:00 o'clock until 2:00.

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1 know Ms. Ranger. I just go by what I hear.
2 And what I was told was that, of
3 course, you're changing the name and that you were not
4 in support of the rally. Is that true?
5 MS. RANGER: Let me just say — answer
6 the first question. I think I've already answered it,
7 but I supported the name. That is not true at all. I
8 was naming it Wilmer-Hutchins because we had to have a
9 name for the school we were having built, because the
10 school was in Wilmer-Hutchins and now it's in Dallas
11 ISD. So that part, you already know. I fully support
12 that, alma mater.
13 As far as the rally is concerned, let
14 me make this very clear. I knew nothing about the
15 rally until about three weeks ago. I asked about it,
16 and I was not — three or four weeks ago, and I have
17 the correspondence on that. I was in a meeting, and
18 someone had told me just before, there will be a rally
19 at Wilmer-Hutchins and elementary school. Those two
20 schools are presently, although there is work and there
21 has been a lot of work, I've got to move those schools
22 from Carla Ranger's district, but I was not told
23 anything about it. I knew nothing about it, so I could
24 not be in support of it. I asked about it because, as
25 I said, it is not professional or protocol, and I was

1 told — and we have got to go. But, no, I didn't know
2 anything about it.
3 MR. LONG: Thank y'all very much.
4 (Proceedings concluded at 8:06 p.m.)

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BE IT KNOWN the above-entitled matter came on for
hearing on August 4th, 2011, from 6:12 p.m. to 7:17 p.m.,
at Dallas ISD Administration Building, 3700 Ross Avenue,
in the City of Dallas, County of Dallas, State of Texas,
and the following proceedings were had:

APPEARANCES

Mr. John Clark Long, IV
BICKERSTAFF HEATH DELGADO ACOSTA, LLP
1700 Pacific Avenue
Suite 4501
Dallas, Texas 75201
(214) 397-0390
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DALLAS ISD BOARD OF TRUSTEES:

Mr. Eric Cowan
Mr. Bruce Parrott
Mr. Adam Medrano
Dr. Lew Blackburn
Mr. Alan King
Ms. Carla Ranger
Mr. Mike Morath

PROCEEDINGS

(August 4, 2011; 6:12 p.m.)

MS. JORDAN: It is 6:12 p.m., Thursday,
August 4th, 2011, and the public hearing for the Dallas
Independent School District is in session.
Mr. Chair, we have a forum present and this
meeting has been duly called and notice is posted in
accordance with the Texas Open Meetings Act, Texas
Government Code, Chapter 551.

DR. BLACKBURN: Thank you for coming
tonight for our hearing for the redistricting process for
the trustees. We will get started with our attorneys
that will guide us through this process. And I think we
have a few speakers. And we will still allow speakers to
come in and still sign up even throughout the process.

So if you could get us started, please.

MR. LONG: Thank you. Thank you.
My name is John Long. I'm going to stand
over here so you can see the trustees as I speak. I'm a
lawyer with the law firm Bickerstaff, Heath, Delgado,
Acosta. And that law firm as well as the law firm of
Rolando Rios have been charged with assisting the Dallas
Independent School District with the redistricting
process. And we have worked together with the individual
trustees and -- and together and have presented several
The hearing is not posted under the Open Meetings Act or the Public Information Act for them to deliberate on the plans, so they're not going to be voting on a particular plan tonight or making any decisions regarding it. Please honor this format so that we may receive your input and everyone who wishes to have an opportunity to speak or offer their comments.

Let me remind us why we're here tonight.

You may know that our school board of trustees is made up of nine elected members. After the release of new census data every 10 years by the federal government, the district is required by state and federal law to determine whether its trustee districts are within the legal limit required of population balance, that is, where the population in each of the districts is relatively equal.

And that is the 10 percent number that we use as a baseline determination. And that means the difference between the largest district and the smallest district cannot be more than 10 percent. In this case, I think the difference is 28.03 percent. So it's required by law that DISD redistrict. This is according to federal law that it not be out of balance and it's pursuant to the one person, one vote standard. And we have the 10 percent rule.

So each of the plans that are proposed tonight that are in the back that you have comply with the 10 percent rule. There may be other issues that you may have with them or others, but every plan that the board wants to consider should comply with the 10 percent rule. The District's determined based on the data and the report of the law firm's data that the trustee districts are sufficiently out of population that's required, so therefore, we have drafted these four proposed plans.

There are other legal standards that also apply and may be discussed tonight. Any redistricting plan must also be pre-cleared before it can be used. That means it must be reviewed and determined by the Department of Justice to comply with Section 5 of the Federal Voting Rights Act. Once a new plan has been adopted by the district, we will prepare what's called a pre-clearance submission, a sort of application for approval of the adopted plan. And this will be sent to the Department of Justice or DOJ in Washington.

They will review the plan and decide whether to pre-clear it based on a standard called retrogression, which is, in essence, determining whether the new plan reduces the voting strength of minority voters to a greater degree than otherwise could.
1. be reasonably avoided in achieving the required
2. population balance. We sometimes think of this as the
3. backsliding standard. In other words, did the plan
4. backslide or move back the minority community in various
5. districts?
6. Section 2 of the Voting Rights Act also
7. applies to redistricting. Section 2 requires that a new
8. plan not unreasonably discriminate against minority
9. voters, such as by packing or cracking. Packing is the
10. practice of packing minority voters into one district to
11. avoid having them have a majority voice in more than one
12. district. Cracking is the opposite. It is breaking up
13. minority voters who could otherwise form a majority of a
14. district into multiple districts. Other practices can
15. also violate Section 2, but these are the most commonly
16. encountered.
17. Finally, there is a somewhat competing
18. legal principle which comes from the U.S. Supreme Court
19. case called Shaw v. Reno. The principle limits the use
20. of race as the predominant basis for redistricting
21. decisions except to satisfy Section 5 in the Section 2
22. requirements. For example, the Shaw v. Reno principle
23. limits how much race-based gerrymandering. Drawing of
24. bizarre, tentacle-shaped districts is permissible.
25. The process that we have before you today
26. is guided by several resolutions that the board has
27. already adopted. They are provided here and they're also
28. available on the website. One is a board resolution
29. adopting criteria for use in redistricting the 2011
30. process. And because the criteria they adopt that
31. they're going to review is very important, I want to
32. review this. This is the one-page handout, front and
33. back. I am not going to read the entire thing, but I
34. would like to focus your attention to items I through 9
35. because these are the criteria that the board will use.
36. One: Where possible, easily identifiable
37. geographic boundaries should be followed.
38. Two: Communities of interest should be
39. maintained in a single district, where possible, and
40. attempts should be made to avoid splitting neighborhoods.
41. Three: To the extent possible, districts
42. should be composed of whole voting precincts.
43. Four: Although it is recognized that
44. existing districts will have to be altered to reflect new
45. population distribution, any districting plan should, to
46. the extent possible, be based on existing districts.
47. Five: Districts must be configured so that
48. they are relatively equal in total population according
49. to the 2010 federal census. In no event should the total
50. deviation between the largest and the smallest district
51. exceed 10 percent.
52. Six: The districts should be compact,
53. composed of contiguous territory. Compactness may
54. contain a functional as well as a geographic dimension.
55. Seven: Consideration should be given to
56. the preservation of the incumbent constituency relations
57. by recognition of the residence of incumbents and their
58. history in representing certain areas.
59. Eight: The plan should be narrowly
60. tailored to avoid retrogression in the position of racial
61. minorities and language minorities as defined by the
62. Voting Rights Act with respect to their effective
63. exercise of the electoral franchise.
64. And nine: The plan should not fragment a
65. geographically compact minority community or pack
66. minority voters in the presence of polarized voting so as
67. to create liability under the Voting Rights Act.
68. These criteria have been adopted by the
69. board and that is part and parcel of how they will view
70. and make any decision.
71. The comments tonight, we will try and limit
72. them to five minutes per person. It can be extended upon
73. request. And a request for additional time should be
74. directed to Dr. Blackburn.
75. Andrea, do you have the sign-up sheet?
76. MS. KELLY: I do.
77. MR. LONG: And -- and if you could go to
78. one of the miles to speak, that would be great.
79. The first person we have is Fred Walker.
80. Mr. Walker, did you want to speak? Okay.
81. The second is Reba Gordon Matthews.
82. MS. MATTHEWS: Oh, I just signed in. I
83. wasn't going to speak.
84. MR. LONG: Okay. Then --
85. MR. LUNA: I think we thought that was just
86. the attendees. There's -- there's one that's here for
87. public hearing, but I don't know where.
88. MR. LONG: Okay.
89. MR. LUNA: I made that mistake. I don't
90. know if anybody else did.
91. MR. HARRIS: Can we just ask if anybody
92. wants speak and then we'll know --
93. MR. LONG: Okay. Well, let me go through
94. this list very quickly. Do you -- do you have a separate
95. list, sir?
96. MR. HARRIS: Well, I understand one person
97. signed up.
98. MR. LONG: One person signed up?
99. Well, let me call this off. Glorias
100. Dickson?
MR. MORATH: How about they just raise their hand?
MR. LONG: Who wants to speak?
Okay. Sir, if you could approach the mike.
We'll do left to right.
MR. FOX: Good evening. My name is Donnie Fox. I live at 5935 Park Manor Drive in Dallas. And I had the privilege of meeting with Dr. Blackburn and Carla Ranger on Monday at the Tommie Allen Rec Center. And I decided to come out tonight knowing that this meeting was going to happen so that I could address... I was hoping for the full board, but it looks like the majority of you are here.

Basically, I live out in the old Wilmer-Hutchins district. For those of you that don't know me, I was actually on the board of Wilmer-Hutchins at the time that the State appointed us to take over the district. There is a common theme that I heard on Monday night. And there were people at the meeting from the Wilmer-Hutchins area as well as from West Dallas. And in both instances, the theme was that they wanted all of their schools in one district. The West Dallas area wanted their -- all of their schools that fall in the area of Pinkston to fall under one board member.

That same theme flowed from the people from Wilmer-Hutchins. The people out in Wilmer-Hutchins would like to have all of their schools fall in the District 5 area, which is Dr. Blackburn's district. And the reason for that is because we know Dr. Blackburn. Dr. Blackburn has -- was a part of Wilmer-Hutchins before it went away. And since it's been gone, he has been a constant figure out in our area. And we just want to have one board member with whom we can hold accountable for what's going on in our area as far as our schools are concerned.

And that was -- I did explain at the time in our meeting with Ms. Ranger that it's not an indictment on her. We just don't know her. We know Dr. Blackburn and we trust Dr. Blackburn out in that area. And we support him and he supports us. So we would like to have our high school and our elementary school to fall in the same district as our junior high school, which is District 5.

In looking at the -- the documentation that was just read, there are several things that stand out to -- not just to me, but to the other people in our area. Number 9, which says: When possible, easily identifiable geographic boundaries should be followed. Communities of interest should be maintained in a single district, where possible, and attempts should be made to avoid splitting neighborhoods.

Right now, we have the junior high school in Dr. Blackburn's district and the elementary and high schools are in Ms. Ranger's district. That splits our community and we would like for our community to be one whole. And we would like to have that in District 5, if -- if at all possible.

Number 7 says: Consideration may be given to -- to the preservation of incumbent constituencies related by recognition of the residence of incumbents and their history in representing certain areas. Again, that goes back to what I was saying earlier about Dr. Blackburn. He served at our administration building as the chief administrator for Wilmer-Hutchins before it closed.

So the majority of the people out in that area already knew him. And then once the district was closed and merged in with the DISD district, Dr. Blackburn was still active out in the community. You know, if something happened to a family member out in our area, if he knew about it, if he heard about it, Dr. Blackburn was there. If we wanted to do something out in the community, Dr. Blackburn has always been there. The face that we've seen since the schools were being refurbished was Dr. Blackburn.

And like I said, everyone trusts and believes that he's going to do what's best for our community. So we're asking and I -- and I stand for my community because that was a common theme out in my -- in my community on Monday is that our schools be merged into Dr. Blackburn's district.

Thank you.

MR. LONG: Then going from left to right.

Did you raise your hand, ma'am? And if you can identify yourself.

MS. WEBSTER: Good afternoon. Excuse me.

My name is LaTonya Webster. I am at 3828 Regatta Circle.

I am coming today to speak on behalf of District 6 as a representative here and a site-based chairperson at Justin F. Kimball High School. And I would like to say that I primarily right now think that we should deeply consider map 5A as a pointed map as far as redistricting of District 6 mainly because for the simple fact there is a team of districts that's clustered that work due diligently on maintaining the newer renovated areas of that district.

And we would like to keep those institutions within our district. As you see on the maps and then on the reports that all of the standard deviations and all of the -- the -- all of the report --
the ideal sizes have been met. You're roughly within
maybe three-quarters of the -- the limitation of the 10
percent of the ideal size between the larger and the
smaller institutions or districts.
So we would like to maintain that
population and to say that this is something that in
deserving that District 6 does deserve.
Thank you.
MR. LONG: Thank you.
Going from left -- yes, ma'am.
MS. BIRDWELL: Hi, y'all. Diane Birdwell.
I'm speaking here as a resident of Buckner Terrace, not
as a teacher or union member or anything. And looking at
the maps, the way to do it, I'm going to refer to it as
Bernadette Nutall's. If it -- but it has nothing to do
with her. It's not -- because, you know, election's
coming and y'all may not be here next time. So it has
nothing to do with who's on the board now.
Looking at the maps, if I understand them
correctly, 4A and the current district has precincts 3303
and 3309 doglegged out of 9, if I'm looking at that
correctly. Someone tell me if I'm -- at Bickerstaff or
anyone wants to tell me if I'm wrong. And --
MR. LONG: I don't have a map.
MS. BIRDWELL: Okay. That's not good.

UNIDENTIFIED SPEAKER: You're right.
MS. BIRDWELL: Okay. When you're trying to
keep -- again, I understand the Civil Rights Voting Act
and all that. 3302, which I live in, and 3308 are
Buckner Terrace. That's Skyline High School and that's
Buckner Terrace. But right below us is also the Skyline
attendance zone for the half of Skyline that is not
magnet but is local. And it seems like there's a dogleg
and I'm not sure if it's because it's based on racial
makeup or if it's based on -- you know, whatever it is.
But when you look at 4 and 9, it looks like
the standard deviation on some of them are pretty even,
so I'm not sure why those two have been kind of
gerrymandered that way. And I don't mean to impugn
anyone who did that. But if anyone can explain to me
why -- since y'all have been to the meetings, if anyone
can explain to me why that might be a possibility on 4A
and, you know, based on the current one, that would be
nice.
And then as someone who teaches at Bryan
Adams and looking at 3, number 4A has that little dogleg
off of Lindsey Avenue. You can see the blowup on it, on
the map. That makes no sense whatsoever. That goes
down the street from Woodrow Wilson. And again, I
can't see any reason why that little dogleg in yellow
needs to be there when all the other maps don't. Ieally don't understand how that happened.
So those are my two observation, that you
know, I'm going to be talking to the City. I have talked
to the City. We need to start getting communities
more involved. So and one of the things they're doing with the
City is they're trying to keep Buckner Terrace together.
Right now we're divided between Caraway and Davis'
district. And I'd like to see some cooperation.
Again, I understand the Civil Rights Voting
Act, but if anyone has a reason why they had a dogleg at
the Buckner Terrace and Urban Park Elementary-- Urban Park
and Urban Dale areas, I'd like to know it. And also that
one little dogleg for 3 is silly.
Thank you.
MR. LONG: Thank you.
Yes, sir?
MR. LUNA: Good evening. My name is Ramiro
Luna and I'm coming on behalf of my LULAC council, LULAC
102. We've been working on creating a map -- creating a
map as a guide to illustrate how there could be more
opportunities for Hispanic-based districts just based on
the demographics. I am fairly new to the concept of
redistricting, I'm not going to lie. But I am a
good listener activist and I fight for equal rights and fair
representation. So redistricting tends to, I guess,
parallel those two concepts.
And as I study the map, it seems that we
only have two opportunities for Hispanic-based districts.
But based on the changing demographics of the city of
Dallas and more specifically the fact that we grew 37
percent and that Dallas makes up the highest Hispanic
percentage in North Texas, it seems just at first sight
that we're making such a significant amount of the
student population, yet the -- the district or the --
the opportunities for Hispanic-based districts are not as
apparent as I would like them to be.
And I just wanted to kind of echo some of
the -- some of the comments that were made previous -- in
previous meetings that I attended. It seems just even by
looking around the -- the audience that the process is
not only going too fast, I think there's a lot of
community misinformation or not really -- the -- the lack
of knowledge that exists for the community. I feel that
if the community was better -- better informed of not
only the hearings, but the impact that the map actually
has within their schools and their child's education,
there'll be more of an involvement in that process. I
think -- I hope that there's better communication, that
we understand when actually you're going to vote on the
1 will now be shuttled off and taken to schools and placed
2 under representation of others.
3 Now, these having very, very active
4 parental units, very active guardians and things of
5 that -- that nature, we would have to deal in another
6 district with another -- with another representative.
7 And that causes another very, very big issue for me.
8 Because we have things that -- set as a district. We
9 have things set in our feeder patterns that are specific
10 to our area.

Those -- those situations create an

instance of -- of lack of representation for -- for lack

of representation by representatives that -- that have
been -- that have been correspoinding with these people
for, you know, in some cases decades. You know, some
have been active in just that district. Some have been
active in schools, more specifically, for 20 and 30
years. So we have an issue now to where we would
have -- we would have that -- that line erased.

Also, the point of enrollment. There will

be a creation of low enrollment in -- in our
institutions, specifically Carter High School, that would
come from the -- the migrating of the students from
Carter High School to Wilmer-Hutchins.

MR. FOX: Not so. Not so.

MR. CRITTENDON: Well, someone would have
2 to answer a question for me to really know.
3 MR. LONG: Sir -- sir, I might -- I might
4 be able to facilitate something and -- and -- and perhaps
5 explain for a moment. Redistricting determines the areas
6 that each of these people represent, but more
7 specifically, here's what it doesn't determine. It
8 doesn't determine what kid goes to what school. It
9 doesn't determine any traffic patterns of schools. It
10 doesn't determine school population.

And -- and so a lot of things that are very
12 legitimate concerns of parents are not part of the
13 process. I'm not saying they're not important. I'm
14 saying they're not part of the process. The process is
15 fundamentally the population and then the percentage of
16 the population that is certain ethnic groups.

MR. CRITTENDON: Please believe me, I'm
18 well aware of that. I'm well aware of that.
19 MR. LONG: Okay.
20 MR. CRITTENDON: My issue -- my issue
21 actually comes from the point that we have now the issue
22 of redistricting, but we will have later the -- the issue
23 of other things being added to it. And it's -- and it's,
24 you know, pretty evident from -- from the course of
25 actions that have occurred prior to now.

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MR. LONG: I'm going by -- other folks that wish to speak?
Sir. And if you could state your name and address, please.
MR. DE LOS SANTOS: Good afternoon. My name is Renato, R-e-n-a-t-o, De Los Santos. I am the director here for LULAC in District 3 for us. But I also have the privilege of serving as the chair of the SBDM committee over at Pinkston High School, and I work with several other campuses, both in District 5 around Pinkston and district -- I believe it's 7 with our Trustee Eric Cowan. I live in his district at 1531 Duncanville Road. That's Dallas, Texas 75211.
And I am here today to basically say that what I've heard from a lot of the people I've talked with in the communities that attend the schools in both those districts is that they want to have an ability to talk to one single representative on the board, especially West Dallas. There's a lot of concerns about the possibility that it could be divided up into different representatives.
There are also some -- well, this is what I heard from the people. And so basically, the biggest thing that I heard from them is that we want to have a trustee that will follow -- in the case of Pinkston High

So that's -- that's the only reason I would add those little addendums in there about the -- the school populations and representations.
Thank you.
MR. LONG: Thank you. I didn't mean to cut you off.
MR. CRITTENDON: No, no, no.
MR. LONG: I just thought -- I was going -- we have a sign-up sheet.
MS. RANGER: Could we ask -- I did hear the name, address and district of at least two of the speakers who spoke. Just for the record, could we have each speaker to give their name, their address and their district?
MR. LONG: Okay.
MS. RANGER: Could the young man -- could you have them repeat those?
MR. LONG: Yes. I think the first man was Mr. Fox.
MR. FOX: Yes.
MR. LONG: And you're in District 5; is that correct?
MS. RANGER: And your address?
MR. FOX: 5935 Park Manor Drive.
MS. RANGER: Okay. If you can say it on the mike so that it can be heard for each one to announce their name and address to be --
Okay. Okay.
And you did also.
Did you?
MR. LUNA: No, I didn't.
MS. RANGER: Okay.
MR. LUNA: 1426 -- sorry. 1426 East Wedgewood, Dallas, Texas. District 5.
MS. RANGER: District 5?
MR. LUNA: Yes.
MS. RANGER: Okay.
MR. LONG: Did -- Ms. Webster, did -- did you give your --
MS. RANGER: She did.
MR. LONG: -- address?
MS. RANGER: She did.
MR. LONG: Okay.
MS. WEBSTER: If I need to repeat it, I'll be happy to.
MR. LONG: Okay. Thank you.
MR. MORATH: Regatta somewhere, right?
MS. WEBSTER: Yes.

School, we have students at Quintanilla, for example, that are in one district but attending a high school in another.
And so if there's a way that it can be worked out -- and I'm -- really, I have to admit that I have not been following the discussion as well as I should have. But I will say that the consistent theme that I hear from people is they want to have one representative representing West Dallas, if at all possible, than tying people together, giving them an opportunity to hear a consistent voice.
Thank you.
MR. LONG: Thank you for your comments.
Other speakers?
MS. TULE: Good afternoon. My name is Lorena Tule and I live on District 9, 9246 Palisade Drive, Dallas, Texas 75217. Pretty much my concern -- I have been to a couple of the meetings so far -- is that, once again, I asked to have materials in Spanish, and none of my requests have been heard. So I'm really concerned that we weren't able to bring more -- more people out here because of language barriers. Even though we do have a translator, we don't have any material to explain to -- to our community.
And as my colleague already mentioned,
reaching out. I want to see actually -- I want to ask
and turn to you guys and ask how many of you guys made
personal phone calls to every principal and -- and asked
about their opinion about changing in any maps? Did
anybody reach out? What was your method of reaching out
to make sure we had more people out here to give you guys
feedback? So this is for -- for you guys. What was your
method of reaching out to your constituents?
MR. LONG: I don't know that the board will
be answering specific questions. If someone on the board
wants to volunteer.
DR. BLACKBURN: You can go ahead and talk
about the -- the avenues that we did do.
MR. LONG: Okay. Would you like to start
that off?
DR. BLACKBURN: Talk about how we got the
word out from the attorneys.
MR. LONG: Okay. Yes. Thank you.
We had notified the people. Of course, all
these meetings are provided through the website.
There's -- that has been available for the initial
meetings as well as these. We have sent out --
additionally, trustees have provided the list to
different folks of whoever it is that they want for
E-mail lists and their lists have been disseminated.

Okay. And then the updated information,
it's been posted in the following papers: The Dallas
Post Tribune, Dallas Weekly, El Extra, El Hispano, People
Newspaper, Elite News and Park Cities. And so it's been
published in all those as well as The Dallas Morning News
and Al Dia.
MS. TULE: Okay. Thank you. Those were
just my questions.
MR. LONG: Other speakers?
MS. MARTINEZ: I'm Beatrice Martinez. I
live in District 3, 7007 Arborereal, Dallas, Texas. I am a
LULAC district director. I have been a volunteer for the
school district for over 30 years. I've had three sons
go through and I have a granddaughter at Lipscomb.
My concern is the representation of Latinos
in DISD. Whatever map is chosen, we need to make sure
that -- that we have a Latino out of the school district.
Right now, we have one to represent us. Edwin Flores
represents North Dallas. I'm very concerned about these
maps. Very concerned.
I hear the concern how you advertised. I
didn't hear that you went to radio or TV. I really think
it's important that you -- especially in the Latino
community that you know how we get our information,
especially those folks that speak Spanish only. Reading
the newspaper's great. They're not on the Internet.
Most of them are working. They listen to the radio or
they're watching TV while cleaning somebody's house. So
I would really strongly recommend that you get this
information out by a different media than what you've
used.
To keep our neighborhoods together, that's
been a concern. I realize that we can't do that. I
realize that the most important is where the votes are
coming from. So when you do that, do consider trying to
keep our neighborhoods together and certainly have the
representation that we need on this board because we have
very little representation. We do have others that help
us out. Bruce Parrott and now Mike Morath has come on to
help us out.
And -- but there's areas that we hear about
from LULAC. We hear the concerns of parents where people
are not being taken care of, where kids are not being
taken care of. So need to make sure that we keep the
strength in our voting and make sure that we have the
representation that we need, whatever map is chosen.
MR. LONG: Are there other speakers?
Anyone else?
Andrea. Excuse me.
We appreciate the remarks that you've
shared with us. We also have sheets for you to leave the
comments in writing so that we can have that. There are
transcripts being made of each of these public hearings
and those will be available shortly.
DR. BLACKBURN: Before you -- you just
about finished?
MR. LONG: Yes.
DR. BLACKBURN: Okay. I just want to give
the colleagues on the board an opportunity to enter any
comments if you would like to.
MR. MORATH: Mr. President, so I have one
question since I'm the newest member to the board. I
believe it was Mr. Edward Critt-something --
MR. CRITTENDON: Crittenden.
MR. MORATH: -- indicated that he thought
that this process, though not directly related to
attendance zones, would have an eventual impact on
attendance zones.
Am I paraphrasing your comments correctly,
sir?
MR. CRITTENDON: Yes.
MR. MORATH: Okay. So my understanding
is -- is that this process determines, of course,
electoral representation. And to the extent that you
elec: somebody, they vote on everything from attendance
zonal to budget to everything else. Is there any -- is there any direct -- other than that, is there any direct impact that this process has whatsoever on attendance zones in any way to anybody else's knowledge?

DR. BLACKBURN: This is strictly to determine who would represent the constituents. No other purpose. It does not include the attendance boundaries for the schools. It does not determine if one trustee is going to have a particular feeder pattern or not. It is strictly based on the number of people that we represent and who elect their representative.

MR. MORATH: Is that -- Trustee Ranger, if I could ask you, is that correct as well with your understanding? I heard you indicate something that this could have an eventual impact on attendance zones, so I wanted to make sure that I understand correctly why that was -- was true. Or did I just -- did I mishear what you said the other day?

MS. RANGER: I don't recall the conversation or the context of that. I believe one of the constituents asked about that and stated that she believed there would be some potential impact depending on which map was chosen. I can't speak for all that she had stated --

MR. MORATH: Okay. So all we're --

MS. RANGER: -- or intended.

MR. MORATH: So all we are talking about here is potentially who votes for who? Is that -- is that basically correct?

DR. BLACKBURN: Am I right, attorneys?

MR. LONG: Yes. And, in fact, that's absolutely right. It's theoretically possible that you could draw districts that there might be few schools in because the consideration from the Department of Justice standpoint is not even how many school children, but the population in general, and then looking at that of the ethnic makeup. And then the voting age population is also considered too. But -- but to satisfy it, it has to first meet the 10 percent standard and then it has to meet the other standards. But within that, there's -- honestly, the -- the preclearance doesn't even -- doesn't even look at the schools. But -- but it may very well be correct.

It may impact decisions in the future, but -- but, no, there's no immediate effect nor does it affect the students.

MR. MORATH: Did that -- did that answer your question, sir? I just want to make sure because you had several questions and one of them was directly related to attendance zones, and it was my understanding this basically has nothing to do with attendance zones.

So does that answer your question?

MR. CRITTENDON: For the most part.

Just -- just the -- the probability in the future that if you voted on because of --

MR. MORATH: By somebody.

MR. CRITTENDON: Yes.

MR. MORATH: And if all of us get reelected, then, of course, it's not going to have any impact on that at all.

DR. BLACKBURN: Comments, anyone else?

Just to respond to some of the concerns, we had a concern about the dogleg that's on map 4A, I believe. And I believe the two doglegs that you're talking about is dealing with somewhere around precinct 3302 and 3308. If you look at map 5A, I think it addresses those two areas that you were concerned about. Of course, if there are any others, you can even always talk to any one of us on the board. And --

MS. BIRDWELL: Well, I don't know what the impact of 5A is on someone else's. It might solve what I think is my problem, but it may cause a problem in his because you all are shifting people and trying to get representation. But in case no one had noticed, again, living and working both in -- in East Dallas, you know, I work on one side of 30 and live on the other, we kind of get neglected. We kind of get left out.

DR. BLACKBURN: I understand.

MS. BIRDWELL: We've jammed up with South Dallas or Northeast Dallas, but we're not. We're just East Dallas.

DR. BLACKBURN: Yeah. I understand.

MS. BIRDWELL: And we kind of get ignored.

DR. BLACKBURN: And just to the public will know, these four maps came from either individual trustees who got together to help draw a map or a single trustee. For instance, map 4A, as I understand it, is the map that I drew.

MR. LONG: That's correct.

MS. BIRDWELL: Oh, I'm sorry.

DR. BLACKBURN: It's okay. It's okay.

And map 2 and 3, I don't recall who -- who participated in drawing those maps.

MR. LONG: My understanding is 2 and 3 were -- were prepared with Rolando Rios with a combination of multiple trustees.

DR. BLACKBURN: Okay.

MR. LONG: And sometimes they've been referred to -- and I'm sorry about any pride of authorship, but it's the Medrano-Flores maps or
37. sometimes -- and I'm not sure why that is, if one trustee
took --
3. DR. BLACKBURN: So that was a partnership.
4. MR. LONG: That's correct.
5. And then -- and then 4A and 5A are maps
6. that were drawn by our law firm. And there was 4, which
7. was drawn by Trustee Blackburn with our firm. And then
8. 4A incorporates the changes or I believe incorporates the
9. changes that we understood were made from 2 and 3 to
10. other districts. And then map 5A was also drawn by our
11. law firm with three trustees, I think. Ranger, Parrott
12. and -- who would be the third? Nutall? Is that right?
13. MS. RANGER: Oh, I don't know. I just --
14. the only part of map 5A that I addressed was District 6.
15. I did not address other districts or try to draw their
16. lines. The only part of the map I addressed was District
17. 6.
18. MR. LONG: Okay. And that's right. Some
19. of these maps may have been with different sessions with
20. the trustees.
21. MR. MORATH: And I did a little bit on map
22. 2. I was sitting down in front of the computer for a
23. while.
24. DR. BLACKBURN: Okay. I just want -- 1
25. just want people to know that other than map 4A, there

38. was a collaboration.
3. MR. LONG: That's correct.
3. DR. BLACKBURN: And there was concern about
4. the advertising. And I'm always trying to figure out or
5. find out how other entities do things and how we might be
6. able to piggyback.
7. Do you have any idea how the city -- and I
8. don't -- I haven't heard anything about the county. Is
9. the county doing redistricting right now?
10. MR. LONG: The county is. I'm not sure
11. that they're using television or radio. I have not seen
12. any ads. I haven't looked for my ads, but I'll go back
13. and search for that both with the city and with the
14. county. We also do it for the Dallas County Community
15. College District. And -- and they're doing the same
16. print form and then E-mail list, so I know the community
17. college district is not doing advertising.
18. DR. BLACKBURN: Okay. So we're pretty much
19. doing what everyone else is doing?
20. MR. LONG: To the best of my knowledge.
21. But I'll check on that with the city.
22. DR. BLACKBURN: Okay. And often, when I go
23. to the meetings and I ask people how you find out
24. about the meetings and they'll -- they'll tell me how
25. they found out, and usually it's because -- for the most

39. part, it's word of mouth. But I always ask how else can
2. we advertise or give notice of meetings. Because some of
3. the older people, I think, tell me, Well, just send me a
4. letter. And some of the younger people say, Put me on an
5. E-mail list. And I hope that those that are quite
6. interested in Dallas ISD will sign on DISD Weekly or we
7. have some kind of E-mail system that comes up at least
8. once a week. At least I get it.
9. But I know everyone doesn't have access to
10. computers or E-mail, so we -- we try to find different
11. ways to put the word out, whether it be in print or
12. E-mail. And quite frankly, radio and television costs a
13. little bit. But who knows? We might look at where and
14. when to use that.
15. A gentleman made a -- made a comment about
16. the Wilmer-Hutchins schools and how the students would --
17. would be displaced under different trustees.
18. Sir, did I hear that correctly?
19. MR. FOX: Me?
20. DR. BLACKBURN: No. The young man from
22. Okay. You understand that the two schools
23. in the Wilmer-Hutchins area currently do not have
24. students. They do not have students currently. I just
25. want to make sure that we have the right information out

40. there. The Wilmer-Hutchins Elementary School is
2. brand-new.
3. MR. CRITTENDON: Oh, no. Yeah. That
4. school is.
5. DR. BLACKBURN: Okay. And the high school
6. is newly remodeled. It's been closed for six years.
7. MR. CRITTENDON: Yes. Fully understood.
8. DR. BLACKBURN: And also, please note that
9. the students that will be coming to Wilmer-Hutchins
10. Elementary School and Wilmer-Hutchins High School live in
11. District 5. They do not live in District 6.
12. If you look at the attendance boundary --
13. and I think that's on-line -- you'll see that the
14. attendance boundary for the Wilmer-Hutchins schools, for
15. all -- I'm not going to say all. I'm going to say at
16. least 95 percent of them are coming from -- they actually
17. live in District 5 in the Wilmer-Hutchins area.
18. MR. CRITTENDON: Okay. That's -- that's
19. fully understood also. My issue is that there was just
20. recently a letter sent stating that students could --
21. could opt to -- to transfer to these schools. Schools
22. specifically mentioned were Molina, Spruce and
23. Wilmer-Hutchins. So that's where the issue would arise
24. for us. We would actually have no problem if that were
25. not -- if that were not the case because your
concurrency would -- would then have an infringement on
our actions as -- as District 6.

DR. BLACKBURN: Okay.

MR. MORATH: And I was going to say I think
that applies pretty much to every single trustee district
because to what you're referring to is the fact that some
schools don't meet AYP, which is a federal standard, and
so federal law requires us to allow some students to
switch to other schools if they want to.

And so, for example, if I got a bunch of
students that I -- I represent a huge section of the
Woodrow contingency, but I don't actually have Woodrow
Wilson High School in my district. And so if any of
those students want to switch schools because federal law
requires them to, then they could go to a school that
happens to be in District 3 or District 9 or District 1.
So they -- they can go all over the place.

And so that's -- that's pretty much
applicable to -- it's -- I think it's about 30 schools in
DISD that that's applicable to that did not meet AYP.

MS. RANGER: And I think that is probably
the point that there will be students and may well be
students from other parts of Dallas ISD in the district
who will choose to go to the new schools so that all of
the students are not coming from one area. There's

But that is a concern for -- for the people
that I talked to about this.

MR. MORATH: And Pinkston -- and you're
talking about Pinkston, right?

MR. DE LOS SANTOS: Yes. In that case,
that's the school that services most of the students in
West Dallas.

MR. MORATH: And so right now, that's
represented by three different trustee districts: 7, 5
and 97. Or I'm sorry. 87.

MR. DE LOS SANTOS: Different parts of West
Dallas.

MR. COWAN: West Dallas is so long that
trying to get under one trustee is going to be a
challenge. I'm just --

MR. MORATH: Yeah.

MR. COWAN: -- trying to figure out how to
go about --

MR. MORATH: I think we have 22 different
high school feeder patterns, so it's undoubtedly a
possibility that we don't split somebody somewhere.

MR. DE LOS SANTOS: But I think the big
thing was that if you look at the map, we're always just
a little dogleg kind of a piece that goes off the edge,
to use that word again, but -- off of District 5, which
MR. MORATH: Gotcha.

MR. COWAN: Thank you.

DR. BLACKBURN: Okay. Did anyone else want to speak? Okay. Well, seeing that no one else wants to speak, colleagues --

Yes, sir?


The -- just brief conversations that we're having, it seems to be that -- that if we would come back in -- in a collaborative form and deal with this in -- in relation to each one representing, you know, their interest, I think there is, you know, some resolve we could come to. But what we would have to do is sit down and -- and outline those -- those specific things.

And just hearing a gentleman here speaking of the District 7, it's not -- it's not far outside of -- of a realm of possibility to -- to deal with that by -- by making some combinations here with 5 and -- UNIDENTIFIED SPEAKER: 5, 6 and 7.

MR. CRITTENDON: -- 5, 6 and 7. And we can clearly see it here. The only thing we would need is clarification on population concentrations. And, I mean,

being that that's -- you know, that's Dallas proper, I figure the population densities would not, you know,

preclude us from being able to achieve it.

MR. MORATH: I think we are accepting maps from the public. The problem is it's really difficult to do that without some sort of geocoding software. And we can't make the software available because we don't own it. So I don't know how you would go about doing it, but we will -- we'll take any suggestion you have. So you can draw a map and submit it to --

Or is it -- are we past the deadline for public submission?

MR. LONG: No. We -- we can start accepting public submissions. And -- and with respect, you can draw the map from the data that's presented because there is the population broken down by VTD's, and so that's available. And so someone could take that, look at the map, determine what the population and determine --

MR. MORATH: And that's all available on our redistricting website?

MR. LONG: That's available on the website.

MR. MORATH: It's complicated, but it's possible.

DR. BLACKBURN: I think we have several hands going up now.

MR. FOX: This is Donnie Fox from 5935 Park Manor Drive.

I do believe that on Monday, the people from LULAC actually gave a map that kind of outlined some of what you and I talked about and she's talked about as far as 5, 6 and 7 and how that could be reorg'd a little bit so that everyone still has their population densities, but the schools and the concerns of the community will still be taken into effect, which will put Wilmer-Hutchins into -- into District 5, would put the Pinkston area in District 7 and still enlarge -- enlarge Dr. Ranger's area so that it all encompasses what the community is asking for and what is required by federal law. And they gave it to you on Monday, I believe.

MR. LONG: That's correct. That's correct.

Domingo Garcia had submitted one. It was prepared on behalf of LULAC. And the map was sent with the court reporter and it's been returned to my office. And then it should be distributed to the board and made available.

It's not -- it was not prepared by the trustees. So I just mentioned the author so that it's --

DR. BLACKBURN: Any other comments?

Yes, sir?


and '94.

I had not seen these maps before, so at this point, I'm not -- I'm not recommending any of the maps that I've seen here because I haven't seen them closely enough. But I'm really hoping that those of you who were involved in -- in -- in 2000 would not repeat that again. I would hope that as you make your final decisions -- and one thing I'd be interested in knowing is if you have additional hearings and then on what date are you going to make -- have the final vote on -- on -- on the plan.

But I would hope that you take into consideration basic considerations. One, of course, is the ethnicity of the school system. And I'm particularly interested in -- in the representation by Hispanics to the growing -- in a growing Hispanic population. And look at this from the standpoint of how it affects the student body that we are all mandated to represent and care for.

The Hispanic community is -- is grossly lacking in -- in achievement from a -- due to the dropout situation. And having -- having served on the board where there was no Hispanic representatives in the past, I can tell how important that is to the constituents. The -- the kids look to their leaders,
their leadership and receive inspiration and the interest
in themselves and their education by who represent them,
by who shows concern for -- for their needs. And -- and
I would hope that as you look at the numbers and what
have you that you can be in consideration the team effort
that needs to happen at the board level.
We need to -- we need to look at -- at
the -- at the challenge before us and educate our kids as
a team rather than as individual groups and areas. And
so I'm hoping that there might be a future opportunity
for us to provide additional input after we've had a
chance to look at the maps closer in consideration. And
let's try to look at this from the standpoint of -- from
the standpoint of focus on -- on -- on the task at hand.
Hispanics have a lot at stake in the success of our
educational system. And I hope you will take all of that
into consideration.

Thank you.

DR. BLACKBURN: Any other comments?

It is 7:17 and we are adjourned.

(Proceedings concluded at 7:17 p.m.)

STATE OF TEXAS )
COUNTY OF DALLAS )

THIS IS TO CERTIFY THAT I, CHRISTI FUHRMANN, a
Certified Court Reporter in and for the State of Texas,
reported in shorthand the hearing at the time and place
set forth in the caption thereof, and that the above and
foregoing contains a true and correct transcript of said
hearing.

This the ____ day of August, 2011.

CHRISTI FUHRMANN, Texas CSR #7865
CSR Expiration Date: 12/31/12

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