

**IN THE UNITED STATES DISTRICT COURT  
FOR THE SOUTHERN DISTRICT OF MISSISSIPPI  
NORTHERN DIVISION**

**KENNETH W. ADAMS, ET AL.**

**PLAINTIFFS**

**v.**

**CAUSE NO. 3:67CV04156-TSL-MTP**

**RANKIN COUNTY BOARD OF EDUCATION, ET AL.**

**DEFENDANTS**

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**MOTION FOR DECLARATION OF UNITARY STATUS**

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The Rankin County School District (the “District”) moves the Court to declare the District unitary, dissolve all injunctions entered in this case, and dismiss this case with prejudice.

“[T]he appropriate measure of unitariness [is] ‘whether the past has been eradicated so far as it remains in the power of school officials and courts to do so . . . .’” *Price v. Austin Independent School District*, 945 F.2d 1307, 1314 (5th Cir. 1991) (quoting *Ross v. Houston Independent School District*, 699 F.2d 218, 227 (5th Cir. 1983)). The District has worked continuously to implement the Court’s desegregation orders and to remove, to the extent practicable, all vestiges of *de jure* segregation. The District has complied with its reporting requirements under the Court’s orders. The District has eliminated all vestiges of *de jure* segregation and is unitary in every respect.

In support of this Motion, and in addition to its Memorandum of Authorities submitted contemporaneously with this motion, the District shows as follows:

1. On August 1, 1967, Plaintiffs filed their Complaint against the District, alleging the unlawful operation of a racially dual system of public education in violation of the Fourteenth Amendment to the United States Constitution. [83-1]. On September 27, 1967, this Court ordered the District to affirmatively end racial segregation and to eliminate the effects of the dual school system.

2. On April 6, 1970, this Court entered its Opinion and Order Providing for Unitary School System (“the 1970 Order”) in which the Court set out a “Unitary School Plan” addressing the following areas: (1) desegregation of faculty and staff, (2) majority-to-minority transfer policy, (3) student transportation, (4) school construction and site selection, and (5) attendance outside system of residence, and (6) pupil assignment. [83-2].

3. On September 27, 1973, the United States Court of Appeals for the Fifth Circuit held that the District had not fully established a unitary system and directed the District to take additional steps toward unitary status. On November 29, 1973, this Court entered a Consent Order (“the 1973 Order”) setting out a number of requirements, including: (1) modifications to the student attendance zones, (2) the elimination of any segregated classes, (3) the implementation of measures to further integrate extracurricular activities, and (4) semiannual reporting to the Court, with respect to student assignment, faculty and staff assignment, student transfers, transportation, construction and facilities, and resource allocation. [83-3].

4. On August 21, 1978, this Court entered an additional Consent Order (“the 1978 Order”) applying both to the Rankin County School District and the Pearl Municipal

Separate School District established in July 1976 as a separate municipal school district composed of the former “Pearl” geographic attendance area of the Rankin County School District. [83-3]. The 1978 Order required (1) that the percentage of black students in any school shall not exceed 45% or fall below 12%, (2) that all schools shall be operated without racial discrimination, (3) that the District take affirmative steps to ensure proportionate black participation at all student and faculty activities, (4) that the District ensure black representation in all professional, administrative, and non-professional employment areas, (5) that the District achieve a ratio of at least 28% black staff at every grade level in “all categories,” and (6) that the District comply with revised reporting requirements. [83-4]. The 1978 Order also established a new attendance zone known as “Northwest Rankin” and permitted a new school to be constructed in that zone to relieve overcrowding in the Pearl and Brandon Attendance Zones. *Id.* Pursuant to its terms, the 1978 Order was “supplemental” to the 1970 Order and 1973 Order and “all matters not inconsistent with those orders remain[ed] in full force and effect.” [83-4], p.5.

6. On November 1, 2012, this Court entered a Consent Order enlarging the Pearl Attendance Zone so that it would be contiguous with the city limits of the City of Pearl. [82]. The 2012 Consent Order also clarified that “the racial composition of each school within the Rankin County School District shall reflect the racial composition of the Rankin County School District as a whole. The percentage of African-American students at each school within RCSD shall be within twenty percent above or twenty percent below the overall percentage of African-American students attending RCSD schools. The percentage of White students at each school within RCSD shall be within twenty percent above or

twenty percent below the overall percentage of White students attending RCSD schools.”  
[82], ¶ 7.

7. On October 28, 2019, the District filed an Unopposed Motion for Declaration of Partial Unitary Status in relation to the areas of facilities and transportation. See [88], [89]. The motion was not opposed by Private Plaintiffs or the Government. [88], p. 2. On October 30, 2019, this Court entered its Order Granting Unopposed Motion for Declaration of Partial Unitary Status declaring that the District had achieved unitary status in the areas of student transportation and facilities, withdrawing further Court supervision in those areas, and dismissing all claims related to those areas. [90]. This Court maintained its jurisdiction over extracurricular activities, faculty and staff assignment, and student assignment. *Id.*

8. The District now moves for a declaration of unitary status in the areas of extracurricular activities, faculty and staff assignment, and student assignment. The District has complied in good faith with this Court’s 1970, 1973, 1978, and 2012 desegregation orders for a reasonable period of time and has eliminated the vestiges of racial discrimination resulting from the former racially dual system to the extent practicable.

9. The District relies on the following exhibits in support of its motion:

Exhibit A: *Anderson v. Madison County School District, et al.*, No. 3:65-cv-3700, slip op. at p. 16 (S.D. Miss. Apr. 7, 2006);

Exhibit B: April 20, 2023 Report of Dr. Christine Rossell;

Exhibit C: 2020-21 – 2023-24 Student Enrollment Information;

Exhibit D: Intra-District Transfer Procedures;

- Exhibit E: 2021-22 – 2023-24 Student Transfer Information;
- Exhibit F: Non-Resident Students Policy;
- Exhibit G: 2020-21 – 2023-24 Faculty Information;
- Exhibit H: 2020-21 – 2023-24 Staff Information;
- Exhibit I: Compendium of Faculty and Staff Policies;
- Exhibit J: Affidavit of Dr. Scott Rimes;
- Exhibit K: Extracurricular Coaches and Sponsors Information for 2023-24;
- Exhibit L: Professional Staff Development Policy;
- Exhibit M: School Department Leadership Teams Information;
- Exhibit N: Book Study Information;
- Exhibit O: JSU Memorandum of Understanding;
- Exhibit P: Tougaloo Memorandum of Understanding;
- Exhibit Q: Social Media Posts on Diversity;
- Exhibit R: Student Activities and Organizations Policy;
- Exhibit S: Fee Policy;
- Exhibit T: Student Extracurricular Racial Composition for 2023-24;
- Exhibit U: Alcorn University Memorandum of Understanding; and,
- Exhibit V: William Carey University Memorandum of Understanding.

The District has complied in good faith with this Court’s desegregation orders and has eliminated, to the extent practicable, all vestiges of discrimination resulting from the former racially dual system. The District is unitary because each of the following areas is fully desegregated: student assignment, faculty, staff, student transportation, facilities,

extracurricular activities, and discipline. The District respectfully requests the Court grant its motion and declare the District unitary, dissolve all injunctions entered in this case, and dismiss this case with prejudice.

Respectfully submitted, this 2nd day of August, 2024.

**RANKIN COUNTY SCHOOL DISTRICT**

/s/ John S. Hooks

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**CERTIFICATE OF SERVICE**

I, John Hooks, certify that I have this day filed a true and correct copy of the above document with the Clerk of Court via the CM/ECF system, which caused notice of filing to be served on all registered counsel of record.

Dated: August 2, 2024.

*/s/ John S. Hooks* \_\_\_\_\_

UNITED STATES DISTRICT COURT  
SOUTHERN DISTRICT OF MISSISSIPPI  
JACKSON DIVISION

JOAN ANDERSON, ET AL.

PLAINTIFFS

AND

UNITED STATES OF AMERICA

PLAINTIFF-INTERVENORS

VS.

CIVIL ACTION NO. 3700

MADISON COUNTY SCHOOL DISTRICT

DEFENDANT

MEMORANDUM OPINION AND ORDER

This litigation was commenced thirty-seven years ago, at a time when the Madison County school system, like other public school districts in the State of Mississippi, was operated as a de jure segregated school system, in which black and white children were required to attend separate schools. The United States initiated this suit in 1969 against a number of the State's school districts, including the Madison County School District, seeking an injunction to end such de jure segregation. An order was entered in 1969 mandating desegregation, and continuously since that time, the District has been engaged in the process of desegregating its school system under the supervision of the court, pursuant to a series of court orders, including consent orders, the most recent of which was entered in 2000.<sup>1</sup> The

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<sup>1</sup> A brief history of this litigation is set forth in a memorandum opinion and order entered by the court in September

**EXHIBIT**  
**A**

District is presently before the court seeking an end to the litigation, and to judicial supervision, contending that it has attained unitary status.

Following the District's June 18, 2004 filing of its motion for declaration of unitary status, the private plaintiffs and the United States undertook discovery and, after subsequent meetings and negotiations with the District, ultimately responded to the motion, taking the position that they had no objection to the District's motion with respect to certain aspects of the District's operations, but opposing the District's motion as to others. Commencing February 6, 2006, after notice to the public, a hearing was held on the District's motion. The court has now reviewed and weighed the evidence adduced at the hearing and considered the parties' arguments in support of their respective positions, and concludes that the District's motion for declaration of unitary status should be granted in its entirety.

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1999 addressing and resolving a motion by the District to modify its desegregation plan to permit the construction of five new schools and the renovation of existing schools. Subsequently, in 2000, the parties entered into a consent decree resolving all the issues presented, save for the District's proposal to locate a new high school in Ridgeland, an issue which was later presented on appeal to the Fifth Circuit and resolved in the District's favor. The 2000 consent decree addresses the issues of school construction; transportation; majority-to-minority transfers; staff recruitment, hiring, assignment and compensation; creation of a Bi-Racial Advisory Committee; a Title I schools initiative; and the District's reporting obligation.

The charge of a school district under a desegregation order is to "to take all steps necessary to eliminate the vestiges of the unconstitutional de jure system'" so that the school system is "unitary." Hull v. Quitman County Bd. of Educ., 1 F.3d 1450, 1453-1454 (5th Cir. 1993) (quoting Freeman v. Pitts, 503 U.S. 467, 485 (1992)). See also Green v. School Bd. of New Kent County, 391 U.S. 430, 437-38 (1968) (holding that the duty of a former de jure district is to "take whatever steps might be necessary to convert to a unitary system in which racial discrimination would be eliminated root and branch").<sup>2</sup> The Supreme Court has ordered that until this goal is achieved, district courts are to supervise the desegregative efforts of school boards that formerly practiced de jure segregation. See Lockett v. Board of Educ. of Muscogee County School Dist., Georgia, 111 F.3d 839, 842 (11<sup>th</sup> Cir. 1997) (citing Brown v. Board of Educ., 349 U.S. 294, 301 (1955)). The

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<sup>2</sup> The parties herein, and the court, use the term "unitary status" to refer to a school district that has completely remedied all vestiges of past discrimination. Cf. Board of Educ. of Okla. City Pub. Sch. Dist. v. Dowell, 498 U.S. 237, 245 (1991) (recognizing confusion stemming from fact that some courts have used the term "unitary" "to identify a school district that has completely remedied all vestiges of past discrimination," i.e., has met the mandate of Brown and Green, and others "have used 'unitary' to describe any school district that has currently desegregated school assignments, whether or not that status is solely the result of a court-imposed desegregation plan"). See also Price v. Austin Indep. School Dist., 945 F.2d 1307, 1314 (5<sup>th</sup> Cir. 1991) (stating that in this circuit, "unitariness represents a finding 'that the school district has eliminated all aspects of de jure segregation....'" (quoting Ross v. Houston Indep. School Dist., 699 F.2d 218, 219 (5th Cir. 1983))).

ultimate goal of this process is the attainment of unitary status and the return of the school system to local control. See Missouri v. Jenkins, 515 U.S. 70, 102 (1995) (recognizing that the ultimate goal of these cases is "to restore state and local authorities to the control of a school system that is operating in compliance with the Constitution") (quoting Freeman, 503 U.S. at 489); Freeman, 503 U.S. at 489 (stating that "the court's end purpose must be to remedy the violation and, in addition, to restore state and local authorities to the control of a school system that is operating in compliance with the Constitution"); N.A.A.C.P., Jacksonville Branch v. Duval County School, 273 F.3d 960, 967 (11<sup>th</sup> Cir. 2001) (stating, "[A] complete return to local control of school systems is the ultimate goal of all judicial supervision because '[f]rom the very first, federal supervision of local school systems was intended as a temporary measure to remedy past discrimination,' and desegregation decrees 'are not intended to operate in perpetuity.'" (quoting Board of Educ. of Okla. City Pub. Sch. v. Dowell, 498 U.S. 237, 247-48 (1991)); see also Hull, 1 F.3d at 1454. Thus, the district courts are to withdraw from further supervision once a district proves it has achieved unitary status. See Cavalier ex rel. Cavalier v. Caddo Parish School Bd., 403 F.3d 246, 265-66 (5<sup>th</sup> Cir. 2005) (stating that "courts should withdraw supervision of school districts as quickly as possible

because 'local autonomy of school districts is a vital national tradition'") (quoting Freeman, 503 U.S. at 490).

In a series of cases, the Supreme Court has defined the District's burden. To prevail on its motion for unitary status, the District must show that it (1) has met its constitutional obligation to eliminate the vestiges of de jure segregation to the extent practicable; (2) has complied in good faith with the court's desegregation decrees for a reasonable period of time; and (3) has demonstrated its good faith commitment to the constitutional rights which were the original predicate for the injunctive relief ordered by this court. See Freeman, 503 U.S. at 491; Dowell, 498 U.S. at 249-50. In determining whether past discrimination has been eliminated to the extent practicable, the Supreme Court in Green identified various parts of a school system which must be free from racial discrimination, namely, student attendance patterns, faculty, staff, transportation, extracurricular activities and facilities. Green, 391 U.S. at 435; Freeman, 503 U.S. at 483 (citing Green). Here, the District contends that it has met its constitutional obligation with respect to each of the Green factors, and that it has complied in good faith with the mandates of the court's desegregation orders in all respects.

As reflected in the pretrial order presented by the parties in advance of the hearing on the District's motion, the private

plaintiffs and the Government represented they had no objection to the District's motion for unitary status with respect to the following aspects of the District's operations: (1) student assignment, except as affected by the magnet program at Velma Jackson High School; (2) enforcement of student attendance zones and student transfers; (3) majority-to-minority transfers; (4) transportation; (5) extracurricular activities; (6) special education programs; (7) gifted programs; (8) student discipline; (9) the bi-racial advisory committee; (10) the Title I initiative program; and (11) the District's reports to the court and to the parties. However, both advised they oppose the District's motion with respect to specific school facilities at Velma Jackson High School, East Flora Middle School and Northeast Madison Middle School, and with respect to the magnet program at Velma Jackson High School. In addition, the private plaintiffs also stated they oppose the District's motion with respect to faculty assignments, employment procedures, loans from Sixteenth Section principal funds and the Alternative School.<sup>3</sup> However, in their post-hearing submission to the court, private plaintiffs argue that because of its failure to achieve unitary status in these specific areas,

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<sup>3</sup> However, despite the reference in the pretrial order to an objection concerning the Alternative School, plaintiffs have presented virtually no proof and no argument as to the Alternative School.

including its lack of good faith in these areas, the court should deny the District's motion for unitary status in any area "due to the demonstrated lack of good faith by the School District in its compliance with this Court's orders."<sup>4</sup>

Student Attendance Patterns/Student Assignment

The District serves public school students in Madison County, Mississippi, save those residing within the City of Canton, which has its own municipal separate school district. When the desegregation order was first entered in 1969, the District served approximately 4,500 students, the majority of which, 75%, were black. That has changed dramatically over the years. The District currently serves over twice that number and is now majority white: There are 10,708 students enrolled for the current school year, 58% (6,197) of whom are white, 38% (4,080) of whom are black and 4% (431) of whom are other races. This is an increase of approximately 20% since entry of the 2000 consent order (8,888 students were enrolled in 2000-2001).

Pursuant to the District's desegregation order, the District is divided into three main attendance zones, as follows:

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<sup>4</sup> The court's focus herein is on the areas as to which there has been an objection to the District's motion, either by the Government or the private plaintiffs, or both. The court finds it necessary only to briefly address those areas in which the parties have agreed that the District has eliminated the vestiges of de jure segregation as far as practicable and has complied in good faith with the consent decrees.

**Zone I**, in the northeast part of the county, is the largest in size, but serves a relatively small percentage, 11% of the District's total student enrollment. This part of Madison County has changed little over the years. Zone I is thoroughly rural and sparsely populated, with no population centers, no residential subdivisions and no business centers or commercial activity of any kind.<sup>5</sup> The area is economically depressed, and its population is by far majority black. Of the 1,162 students currently enrolled in the four schools in Zone I, 98% (1,126) are black and 2% (36) are white. In contrast to growth in population and student enrollment experienced in other parts of the county in recent years, enrollment in Zone I has decreased since 2000-01 by almost 5% and, according to the District, is projected to continue to decline.

The student bodies in each of the four schools located in Zone I are relatively small, and more than 95% black:

School	Gr.	#Student	#!/%Black	#!/%White	#!/%Other
Camden Elem.	K-5	217	217/100%	0/0%	0/0%
Luther Branson Elem.	K-5	331	319/96%	12/4%	0/0%
Northeast Madison Middle	6-8	268	259/96.6%	9/3.4%	0/0%
Velma Jackson High	9-12	346	341/98.5%	5/1.5%	0/0%

**Zone II**, located in the southern part of the county, includes the county's largest urban areas, the cities of Madison and

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<sup>5</sup> There was testimony, in fact, that there is only one small store in the area.

Ridgeland, and, in stark contrast to Zone I, is more densely populated, has thriving business and commercial centers, and an ever-increasing number of residential developments. It is prosperous economically and has a significantly higher socio-economic level. Zone II has 85% of the District's total student enrollment, with 9,048 students enrolled for the 2005-06 school year. This is a 25% increase in enrollment over the past five years (contrasted with the 2000-01 school year when the Zone II schools served 7,218 students), and it is projected to continue with a rapid rate of growth. Student enrollment in Zone II is majority white: 67% percent is white, 28% percent is black and 5% percent is other races.

Following entry of this court's 1999 order and the parties' subsequent consent decree, Zone II has been divided into sub-zones, the Madison sub-zone and the Ridgeland sub-zone. For the current school year, student enrollment in the Madison sub-zone totals 6,296, or 59% of the District's total enrollment. Of this number, 75% (4,714) are white, 22% (1,384) are black, and 3% (198) are other races. These figures include students in grades 9-12 from Zone III, as those students attend Madison Central High School and have done so since the 1990 consent decree. At present, the Madison sub-zone includes six schools, as follows:

## Madison Sub-Zone

School	Gr.	#Students	#/%Black	#/% White	#/% Other
Madison Station Elem.	K-5	1,210	247/20.4%	913/75.5%	50/4.1%
Madison Ave. Lower Elem	K-2	877	136/15.5%	703/80.2%	38/4.3%
Madison Ave. Upper Elem <sup>6</sup>	3-5	836	147/17.6%	665/79.9%	24/2.9%
Madison Middle School <sup>7</sup>	6-8	1,462	319/21.6%	1098/75.3%	45/3.1%
Rosa Scott School <sup>8</sup>	9	520	141/27%	363/70%	16/3%
Madison Central High School	10-12	1,391	394/28.5	972/69.7	25/1.8%

In addition to these existing schools, the District is currently in the process of constructing a new elementary school and middle school in the Gluckstadt area of the Madison sub-zone which will serve students from a portion of the current Madison Avenue attendance zone. Both schools are projected to open in January 2007. According to the District, if these schools were to open today, the elementary school would draw 539 students from Madison Avenue Lower and Upper, and have a racial composition of 70% white (376 students), 27% black (145 students) and 3% (18

<sup>6</sup> Madison Avenue Lower and Upper Elementary Schools are located on the same campus, and share an attendance zone.

<sup>7</sup> Madison Middle School was constructed since the entry of the 2000 consent order. It opened in the fall of 2002 and replaced the former Rosa Scott Middle School.

<sup>8</sup> The Rosa Scott facility, which was formerly a middle school, was remodeled for use as a ninth grade school to relieve overcrowding at Madison Central High School. The Rosa Scott ninth grade school opened in the fall of 2004.

students) other races. This would result in a slight decrease in the black enrollment at Madison Avenue Lower and Upper, with Madison Avenue Lower going from 80.2% white, 15.5% black and 4.3% other races to 85% white, 11% black and 4% other races, and with Madison Avenue Upper going from its current 79.5% white, 17.6% black and 2.9% other to 84% white, 13% black and 3% other.<sup>9</sup>

According to the District, the new middle school will have an enrollment of 270 students, of which 176 (65%) are white, 85 (31%) are black, and 9 (4%) are other races. The resulting impact on Madison Middle School racial composition will be marginal, moving the school from 75.3% white to 76% white; from 21.6% black to 20% black; and from 3.1% other races to 4% other races.

The Ridgeland sub-zone, which consists primarily of the City of Ridgeland, serves 2,752 students for the current school year, 25% of the District's total enrollment. Of these students, 50% (1,360) are white, 42% (1,162) are black and 8% (230) are other races.

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<sup>9</sup> The District points out that there is significant new residential construction in this area which will change these numbers. It projects that for the school's first full year of operation, 2007-08, the school will have an enrollment of 703, of which 486 (69%) will be white, 191 (27%) will be black, and 26 (4%) will be other races. It is projected that the resulting impact on Madison Avenue Lower and Upper will result in a very slight change in the racial composition of Madison Avenue.

## Ridgeland Sub-Zone

School	Gr.	#Students	#!/%Black	#!/% White	#!/% Other
Ann E. Smith Elem.	K-2	588	255/43%	275/47%	58/10%
Highland Elem.	3-5	610	247/40.5%	301/49.3%	62/10.2%
Olde Towne Middle	6-8	667	304/46%	315/47%	48/7%
Ridgeland High School	9-12	887	356/40%	469/53%	62/7%

Zone III, in the northwestern part of the county, is mostly rural, with a widely-dispersed student population, except for the small town of Flora. Zone III serves 498 students, or 5% of the District's total enrollment, a modest increase over the 439 students served during 2000-01. Of total student enrollment in this zone, 80% (398) of the students are black, 19% (97) are white and 1% (3) are other races. There are two schools in Zone III, both on the same campus and occupying a shared facility:

School	Gr.	#Students	#!/%Black	#!/% White	#!/% Other
East Flora Elem.	K-5	345	271/78.5%	71/20.5%	3/1%
East Flora Middle	6-8	153	127/83%	26/17%	0/0%

In addition to the District's regular schools, it also has an Alternative School, as required by state law, to serve students who have presented discipline problems. The Alternative School is located at the District's former central offices in Canton. There is also a Business and Commerce School, located in Canton, which provides vocational programs to high school students from the District's three high schools.

The desegregation orders do not prescribe a specific racial balance that the District must achieve in its schools. However, the degree of "racial imbalance" in the school district is "[a] critical starting point in identifying vestiges of discrimination. . . ." Coalition to Save Our Children v. State Bd. of Educ. of State of Del., 90 F.3d 752, 760 (3d Cir. 1996). Although the District obviously acknowledges that there is a degree of "racial imbalance" in its schools, as none of its schools has a student body which mirrors the racial composition of the county, and that a number of its schools, specifically those in Zone I, have student bodies that are over 95% black (and which therefore qualify as "racially identifiable" under any definition of the term), it submits that the racial composition of its schools' student bodies is not traceable to the former dual system, but is strictly a product of demographics, and it contends that the student attendance zones put in place by the desegregation decrees have resulted in schools that are desegregated to the extent practicable.

In response to the motion, the Government has taken no position with respect to the District's student attendance patterns, in general. Its sole objection in the area of student assignment relates to the magnet program at Velma Jackson High School. As to that issue, the Government argues that until a viable magnet program is fully implemented at Velma Jackson, which

it submits has not yet occurred despite the mandate of earlier decrees, it cannot be concluded that the District is unitary with respect to student assignments because a viable magnet could perhaps more fully desegregate Velma Jackson (and correspondingly, Madison Central and Ridgeland High Schools).

For their part, the private plaintiffs, like the Government, initially responded (including in the pretrial order) that they had no objection to the District's motion with respect to student assignment, except as potentially affected by the lack of a viable magnet program at Velma Jackson. However, their post-hearing submission to the court introduces ambiguity in their position. Therein, they claim that under a definition of "racially identifiable" that would include any school with a + or - 15% deviation from the norm, 10 of the District's 16 regular schools are racially identifiable by student attendance, including four which are racially identifiable white (Madison Station, Madison Avenue Lower, Madison Avenue Upper and Madison Middle School), and five which are racially identifiable black (East Flora Elementary, East Flora Middle, Luther Branson, Camden Elementary, Northeast Madison Middle and Velma Jackson High School).<sup>10</sup> Plaintiffs argue that although the presence of "a few" homogeneous schools in a

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<sup>10</sup> Although the private plaintiffs state that the 2000 consent decree establish the deviation for evaluating racial identifiability at + or - 15%, the court has reviewed the consent decree and finds that it does not establish a standard.

district would not necessarily be offensive to the Constitution if that homogeneity were the result of factors beyond the District's control, see Valley v. Rapides Parish School Bd., 702 F.2d 1221, 1226 (5th Cir.), cert. denied, 464 U.S. 914 (1983), where "half of the schools [in the District] fall into that category it is no longer an exception that can be ignored," and they submit that the District must therefore "use the full panoply of remedial measures available to [it] to eliminate the vestiges of past discrimination in assignments."

Proof "[t]hat there [is] racial imbalance in student attendance zones [is] not tantamount to a showing that the school district [is] was in noncompliance with the decree or with its duties under the law." Freeman, 503 U.S. at 494. Rather, only "[i]f the unlawful de jure policy of a school system has been the cause of the racial imbalance in student attendance" is further remedial action necessary or proper. See id. Moreover, as private plaintiffs note, "the existence of a few racially homogeneous schools within a school system is not per se offensive to the Constitution." Valley, 702 F.2d at 1226. However, "[t]he retention of all-black or virtually all-black schools (or virtually all-white schools) within a dual system is nonetheless unacceptable where reasonable alternatives may be implemented." Id.

Despite private plaintiffs' declaration that there are an unacceptable number of what they contend to be "racially identifiable" schools in the District, and their argument that the District should be required to take additional remedial steps, no one has contended there are available remedial measures that would further desegregate the District's elementary and middle schools. They do not deny that the attendance zones are those which have been prescribed by the desegregation order and/or approved by this court (and the Fifth Circuit); they do not dispute that the District has strictly enforced the attendance zones (except for majority-to-minority transfers, which are part of its attendance policy) prescribed by the desegregation orders; and they do not contend that the student attendance zones in the District could practically be drawn in a way to achieve further desegregation in terms of student assignment. In short, it is uncontroverted that the racial composition of these schools is a product of demographic factors, not attributable to the District, and nothing more.

At the hearing, the District's expert, Dr. Christine Rossell, testified that she analyzed the degree of racial imbalance in the District, both District-wide and within each of the three main attendance zones, using several different measures. The first, the index of dissimilarity, she explained, is a common measure of racial balance which indicates how races in a school district are

distributed across schools. The interracial exposure index measures the average percent white enrollment in the typical black child's school. Dr. Rossell also used a categorical racial balance measure, analyzing the percentage of students in schools that are desegregated under a standard of + or - 20% of the District's racial composition, which in this case is 69%. She testified that each of these indices reflects a school system that is becoming less racially imbalanced and more integrated every year, and that the current level of integration meets or exceeds the projections of the 1969 desegregation plan. Finally, she compared these figures applicable to the Madison County School District with other school districts that have been adjudged unitary in the area of student assignment, and concluded that there are many districts that have attained unitary status with the same or greater racial imbalance than the Madison County School District. Based on her analysis, Dr. Rossell opined that the District is unitary as to student assignment.

The court observes that neither the Government nor private plaintiffs have offered proof to contradict or challenge Dr. Rossell's data, analyses or her conclusions. In fact, the only serious challenge to the District's motion on the issue of student assignment concerns the magnet program at Velma Jackson, which was conceived by the parties as a possible way to attract white

students to Velma Jackson.<sup>11</sup> The Government and private plaintiffs submit that the District defaulted on its obligation to create a viable magnet program at Velma Jackson, and that until a quality magnet program is in place and it is seen whether such a magnet program will actually work to attract white students, it is not possible to conclude with assurance that the District's high schools are as desegregated as they practicably can be.

The parties agreed in 1990 that the District would implement a magnet program at Velma Jackson to try to attract white students because they recognized that student attendance zones could not, as a practical matter, be adjusted in any manner to affect the racial composition of the schools in Zone I. The 1990 consent decree required that the District "[l]ocate a magnet program at Velma Jackson High School which shall offer a unique program . . . to attract other students to enroll as full-time students at Velma Jackson High School from other high-school attendance zones in the district and to enhance curriculum at Velma Jackson High School." In 1999, confronted with an objection by the Government and private plaintiffs that the District had not complied with its obligation under the parties' 1990 consent order, this court found the District had not fulfilled its obligation to create and fund a

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<sup>11</sup> "Magnet schools, as generally understood, are public schools designed to promote integration by voluntarily drawing students away from their neighborhoods and private schools through distinctive curricula and high quality." Missouri v. Jenkins, 495 U.S. 33, 40 n.6 (1990).

magnet program at Velma Jackson, and directed that this be done. Accordingly, the District, in consultation with Phale Hale Consulting, Inc., a nationally recognized educational consultant, undertook to develop a magnet program for Velma Jackson.

As described by the District, the theme of the magnet program that was developed for Velma Jackson, "Eco Journeys," presents the Mississippi curriculum frameworks in mathematics, science, languages and social studies through three concentrations of study: economics, ecology and eco-culture. The program became fully operational in the 2000-2001 school year, and was initially funded in its first two years by a magnet schools program grant from the United States Department of Education.

Although the impetus for creation of the magnet program was an intention to attract white students to Velma Jackson, another goal of the program was to enhance the educational curriculum for Velma Jackson students. The parties appear in agreement that the magnet program has strengthened the educational curriculum for Velma Jackson students and contributed favorably to the educational experience of students from Zone I who attend Velma Jackson.<sup>12</sup> However, it is undisputed that the magnet program, such

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<sup>12</sup> Although not an objection related specifically to the magnet aspect of the Velma Jackson curriculum, the court notes that at the hearing, the Government's expert, Dr. Ken Gordon, expressed concern that the courses actually taught at Velma Jackson were not equivalent to courses taught at Madison Central and Ridgeland High Schools, and he was particularly concerned that courses necessary for college enrollment were not available to

as it is, has failed to attract white students, other than a few in the first year or two of the program. Currently, the only white students enrolled in Velma Jackson live in Zone I.

The Government and private plaintiffs submit that the failure of the magnet program to achieve the goal of increased white enrollment at Velma Jackson is a product of the District's lack of good faith commitment to the magnet program, as evidenced by its failure to adequately fund the magnet, failure to adequately staff the magnet, failure to provide an adequate and proper facility for the magnet, i.e., one that is at least comparable to the District's other high schools, and failure to adequately promote the magnet to students/parents in the south part of the county. They contend that as a result of the District's cumulative failures, the magnet program has not been given a fair chance to

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students at Velma Jackson.

In response, the District presented proof, first, that the courses identified by Dr. Gordon as prerequisites for college admission are not in fact needed for admission to any Mississippi college. It presented proof, additionally, that the District uses the same curriculum "choice sheets" for all three of its high schools so that all students are offered the same courses. Mr. Kent did testify that whether a given class is actually taught will depend on whether a sufficient number of students select that course. But he also explained that whereas District policy for Madison Central High School and Ridgeland High School requires that at least 15 students enroll in a class before the class will be taught, because of Velma Jackson's smaller enrollment, only 8 to 10 students are required to make a class at Velma Jackson. Moreover, according to the testimony of Velma Jackson's curriculum coordinator, some advanced courses have been taught at Velma Jackson with as few as 5 students because the District "wanted to make sure that curriculum was available to the students."

succeed. Indeed, they claim that in view of these shortcomings, the magnet could not possibly have succeeded in drawing white students from the south part of the county, and they insist that until these deficiencies have been fully remedied, it would be premature to write the magnet program off as a failure in this respect.

The District, on the other hand, takes the position that it has done all that can feasibly be done to implement a quality magnet program at Velma Jackson that would attract white students to the school, but that the magnet has failed in that purpose, and is doomed to failure, for myriad reasons beyond the District's control, namely, distance and community and cultural factors. Ultimately, having thoroughly considered the parties' positions, the court concurs with the District's assessment that a magnet program at Velma Jackson is not likely to attract white students to Velma Jackson, or certainly not a sufficient number of white students as would contribute to the goal of improved racial balance.

If the court's perception of their positions is correct, the Government and private plaintiffs do not challenge the adequacy of the magnet curriculum. They assert, though, that the program has been disadvantaged by other factors, including the inexperience of the teaching staff, inadequacy of the school facilities, poor

recruitment efforts and insufficient administrative personnel dedicated to the advancement of the magnet program.<sup>13</sup>

A July 2001 report by Phale Hale of an evaluation of the program by him and a three-member team of "experienced magnet school practitioners" adjudged the magnet program overall as "outstanding," observing that "[t]he labs offer high quality educational experience for the students at Velma Jackson," that "[t]he programs in the classrooms . . . [are] excellent," and that "[t]he teachers at Velma Jackson are doing a good job of carrying out the magnet program." The report further noted that the

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<sup>13</sup> They also object that the District has failed to adequately fund the magnet. However, the record shows that the District has expended considerable District funds on the magnet program, in addition to the federal grant monies and Title I funds for Velma Jackson. The program was initially funded through a Department of Education grant of \$2,351,145 for each of the first two years, following which the District began funding the magnet program on its own, spending \$1,556,277 over the past five years, which amount does not include Title I funds, general operational funds, funds from bond issues or for other capital improvements at the school. According to the District, when funds the District has already spent at Velma Jackson since 1998 under its 1998 and 2004 bond issues (but not including \$5,477,803 for current construction) are included, the District has spent an average of \$970,689 at Velma Jackson for each of the eight years the magnet has been in operation.

In the court's view, it is clear that the magnet program has been well funded, yet in any event, it is meaningless to merely assert that more money should have been spent on the magnet program without identifying on what the money should have been spent and how the money could have made a difference. In this regard, it appears the objection as to inadequate funding actually relates to the District's refusal to pay higher teacher salaries in order to attract more experienced teachers to Velma Jackson, or to fund positions for more magnet administrators (such as a separate director and recruiter), to spend more on recruiting or to fund needed facilities improvements.

"students appear to enjoy the magnet program activities and are motivated and diligent learners." However, while the report was generally complimentary of the magnet program, Dr. Hale observed that all three of the lab teachers were new teachers, and commented that "[t]hese are sophisticated facilities that may be beyond the immediate abilities of a teacher just out of school." Referencing this statement, the Government and private plaintiffs cite the inexperience of the instructional staff at Velma Jackson and in the magnet program in particular as a possible factor in the program's failure to attract white students. They point out, for example, that as of the 2005-06 school year, 62% of the teachers at Velma Jackson had 0 to 3 years of teaching experience, that the magnet program had the most inexperienced teaching staff in the District, and that many of the teachers had no previous magnet experience and had not received any special magnet program training. The court is of the opinion, however, that although it has been largely unsuccessful, the District has made reasonable efforts to attract more experienced teachers to Velma Jackson.<sup>14</sup>

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<sup>14</sup> The Government and private plaintiffs do not appear to dispute the District's assertion that it has had difficulty attracting experienced teachers to Velma Jackson. However, they do complain that the District has refused to exercise its authority to assign experienced teachers from other schools to Velma Jackson. As discussed *infra* at 58, with respect to teacher assignment, the court is persuaded that an attempt to use involuntary transfers as a means of staffing Velma Jackson would be counterproductive.

Thus, the fact that there are not more experienced teachers at Velma Jackson is not indicative of a lack of good-faith commitment by the District to the magnet program. Moreover, the court is not persuaded that the lack of more experienced teachers has been or could reasonably be thought to have been a factor in the failure of the magnet program to attract white students. First, as Mr. Kent repeatedly emphasized in his testimony, inexperience does not equate with a lack of ability or capability, and indeed, new teachers are often as good as or better than more experienced teachers. In addition, and perhaps more importantly, unlike the program curriculum and facilities, it is not likely that prospective students and their parents would even be aware of, much less influenced in their decision whether to attend the school by the relative inexperience of the teachers. In sum, the court is not persuaded that inexperience of the teaching staff at the school has been detrimental to the magnet's potential for success or contributed to its failure to date.

Neither does the court find the District's restructuring of the magnet program's administrative staff to be proof of a lack of commitment to the magnet's success or a factor in its failure. Private plaintiffs note that when he took office, Superintendent Kent eliminated the positions of director and recruiter for the magnet program, and placed the program under the authority of the principal of Velma Jackson, a position which they submit has been

occupied by four different individuals since the magnet was implemented in 2000.<sup>15</sup> Suffice it to say, the court is of the opinion that this restructuring was a reasonable consolidation of functions, with on-site responsibility, which has not detracted from the program or its functions in the least.

The private plaintiffs also complain that the District has done too little in the way of recruiting for the magnet program. The court does not doubt that the District could have done more, and could have been more aggressive in its marketing of the magnet program. That is not to say, though, that it has done less than should reasonably have been done. The evidence establishes that every eighth and ninth grade student in the District and their parents have been made aware of the program. The magnet program curriculum appears on the front of the District's high school choice sheets. All eighth and ninth grade students are taken to Velma Jackson for exposure to the magnet program. The counselor and/or curriculum coordinator/instructional specialist for the magnet program keep administrators at other schools apprized of the program and attend parents' meetings at other schools to provide information about the program. In short, the court cannot

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<sup>15</sup> The court notes that while the private plaintiffs have repeatedly pointed out that Velma Jackson has been under the leadership of four principals since 2000, Mr. Kent observed that this has also occurred at Madison Central, which has also had four principals during this same time period.

attribute the program's lack of success, even in part, to a failure of recruitment efforts.

The primary objection by the Government and private plaintiffs relating to the magnet program has to do with the allegedly inferior facilities at Velma Jackson. In this vein, the court notes there has been conflicting testimony as to the physical condition of the Velma Jackson school facility, and differing opinions as to the likely significance of any perceived facilities deficiencies on the failure of the magnet program to date. The Government and private plaintiffs acknowledge that as the result of a program of renovation and repair implemented in 2005, the Velma Jackson physical facilities, save for athletic facilities, are now on par with the other high schools in the District. They submit, however, that before this program of repairs/renovation was undertaken, the condition of the Velma Jackson facility was poor, and certainly greatly inferior to that of the two high schools in the south end of the District. They maintain that this has been an obvious factor in the failure of the magnet program because, simply put, the physical condition of the school where the magnet program is located plays a pivotal role in parents' decisions whether to enroll their children in a magnet school.<sup>16</sup>

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<sup>16</sup> As the Government puts it, "When given a choice, parents will not send their child to a school that is unattractive and uninviting[,] particularly . . . when the magnet school must

The facilities objection with respect to Velma Jackson relates to "facilities" as a separate Green category and to "student assignment" to the extent the condition of the facilities has had or has the potential to have a bearing on the success or failure of the magnet program. Respecting Velma Jackson, the Government's and private plaintiffs' facilities objection has two components: maintenance of the existing facility and construction of additional facilities.

Proof at the hearing showed that in January 2005, the Government's expert, Dr. Ken Gordon, conducted an on-site inspection of all the District's school facilities. Dr. Gordon testified that he found the physical facilities at Velma Jackson to be ill-equipped and in a state of general disrepair. According to Dr. Gordon, while the school had a new front entry facade as a result of the 1999 bond issue, the facility was poorly maintained and there was significant damage throughout the building. He noted damaged wall and ceiling panels, roof leaks, broken toilet seats, damaged floor tiles and sagging ceilings. He reported that the water and gas did not work at any of the fifteen stations in the science lab and a number of the water faucets were broken. The lab's prep room did not have a properly working light and half of the computers did not work. A leak in the ceiling in the

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compete with students whose home schools are exemplary, well maintained and well equipped physical facilities."

social studies classroom had been a problem for two years, according to the classroom teacher, and had caused her to have to cover the classroom computers with garbage bags. She used the computers in the library, since there was no Internet connection in the classroom. The home economics classroom was poorly equipped, as well, he reported, with some equipment not working and with a sink that was pulled loose from the wall. There were three portables that housed English, special education, driver's education and art. The computer in the English classroom did not work. There were inadequate work tables, poor lighting, minimal storage and no running water in the art classroom.

Dr. Gordon acknowledged that by the time of the hearing, the District had cured most of these deficiencies, and was in the process of curing the rest, so that the Velma Jackson building may now be comparable to Madison Central and Ridgeland High School. The Government thus does not object to the District's motion with respect to the existing facilities at Velma Jackson. It contends, however, that the poor condition of the facility has been a likely factor, among others, in the failure of the magnet program to date, and submits that because the facilities have only recently been made adequate for the magnet program, then the magnet program should be given time to work, with the improved facilities, before being written off altogether.

For their part, the private plaintiffs appear to agree that the facilities at Velma Jackson (excepting athletic facilities, which are separately discussed) are now adequate. They contend, however, that the fact that the District did not itself see the needs at the school and address them in a timely manner indicates a lack of good faith compliance with respect to facilities at Velma Jackson, which translates into a lack of good faith commitment to the magnet program.

The District's assertion of good faith compliance with its obligations under the desegregation order and consent decrees would be difficult to credit if the proof showed, as plaintiffs insinuate, that the District simply disregarded known deficiencies in the Velma Jackson facility and thereby not only failed to provide a proper facility for the magnet program but also ignored the needs of the students at Velma Jackson for a proper, well-maintained school facility. That is not what the proof shows.

The Phale Hale reports in 2001 and 2002 commented favorably on the appearance of the facility; and Marsha Bond, the curriculum coordinator/instructional specialist for the magnet program who was at Velma Jackson from 2001 until January 2005, testified that on the whole, the facility was attractive and in good repair. The only proof concerning the poor state of repair, and lack of cleanliness, at Velma Jackson is Dr. Gordon's testimony regarding his visit to the school in January 2005, in which he encountered

conditions that he believed had existed for several months. However, there is nothing in the record to indicate that the District was or should have been aware of any substantive shortcomings until presented with Dr. Gordon's report. There is nothing to suggest that anyone from Velma Jackson, most notably the principal, ever reported a need for maintenance that went unheeded. The evidence, in fact is to the contrary.<sup>17</sup> Moreover, the District's expert, Dr. Rossell, testified that she toured the facilities herself in September 2004 and January 2005 and found no substantive problems. She testified that she saw students working in the science lab, and assumed that the equipment was working; no one told her otherwise. She likewise assumed the computers in the classrooms worked; no one told her otherwise. She apparently did perceive some cosmetic problems, such as water-stained ceiling tiles and walls, and she advised the District that it might want to make the facilities "prettier" for political reasons; but Dr. Rossell reported to the District that the facilities, as she saw

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<sup>17</sup> The District's annual reports to the court include a section on "Maintenance," and are accompanied by statements from all the school principals indicating whether the District has been responsive to their maintenance and repair requests. The reports reflect that the District, and specifically Assistant Superintendent Frankie Reed, who is responsible for maintenance, was responsive to the Velma Jackson principal's requests for maintenance and repair, and there is no proof to the contrary. In addition, the reports contain records of repair requests for each school, and the District's response to the requests. All of the maintenance/repair requests for Velma Jackson reflect that the required maintenance/repair items were addressed and remedied.

them, were adequate.<sup>18</sup> The court notes, as well, that in January 2004, the District had already begun considering and formulating plans for projects to be included in a \$40 million bond issue, included among which were proposed renovations at Velma Jackson, which, as originally planned, were to address a number of the deficiencies at Velma Jackson, e.g., to remove the portables, provide a new art room, and replace floor tiles, among other planned renovations; and, once the District was made aware of additional problems by Dr. Gordon, it allocated an additional \$100,000 for the repairs, over and above the nearly \$7 million already slated for improvements to Velma Jackson under the proposed bond issue.<sup>19</sup>

To reiterate, both the Government and private plaintiffs agree that with the exception of athletic facilities, which in the court's opinion have little bearing on the potential success or

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<sup>18</sup> Velma Jackson, which was built in the 1950s, is obviously a much older facility than either Madison Central, which was built in 1991, or Ridgeland High School, which is a new facility, having opened just three years ago. As Dr. Rossell noted, but need not have, older facilities will not look as "pretty" as newer ones. They will have cosmetic problems that newer facilities do not; but that does not mean they are not adequate.

<sup>19</sup> The \$7 million figure includes monies for renovation of the former elementary building to include a library and art class, which has already been done, and for improvements to the Velma Jackson track/stadium and construction of a new auditorium, projects currently underway.

failure of the magnet program,<sup>20</sup> the Velma Jackson facilities are on par with the high schools in the southern part of the county. Notwithstanding that this may not have been the case prior to the recent renovations and repairs, and notwithstanding the private plaintiffs' insinuation to the contrary, it does not appear that the District turned a blind eye to the needs at Velma Jackson or that it was unresponsive in any way. The proof, on the contrary, shows that the District has attempted in good faith to address known facilities needs at Velma Jackson, particularly as evidenced by the 2004 bond issue.<sup>21</sup>

The question whether the District has demonstrated its good-faith commitment to the magnet program at Velma Jackson is a question of its good-faith commitment to the mandate of the desegregation orders under which it operates, for the magnet program was conceived and implemented by the District as a direct response to the parties' recognition that there was no other practical way to even attempt to lessen the racial imbalance at

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<sup>20</sup> For this reason, the court's consideration of the sufficiency of the Velma Jackson athletic facilities will be addressed separately.

<sup>21</sup> It could hardly be contended that the District has been unresponsive in general to facilities needs in Zone I, given that two of the schools in that zone, Northeast Madison Middle School and Camden Elementary, are new schools, and a third, Luther Branson Elementary, has undergone extensive renovations. The only objection with respect to facilities is as to Velma Jackson, including athletic facilities at the school, and the music facility at Northeast Madison Middle School.

Velma Jackson. The court is persuaded that regardless of whether it actually believed the magnet could achieve the goal of increased white enrollment at Velma Jackson, the District has been committed to its obligations with respect to the magnet program. In the end, though, the answer to the question why the magnet program has not worked to attract white students is not that the facilities are (or have been) inferior, or that the teachers are inexperienced, or that there should have been more and better recruitment, or that more money should have been spent. The answer is that no matter the quality of the program, the facilities, the teachers, regardless of how much money is spent, no magnet program is going to draw white students to Velma Jackson, at least not in numbers sufficient to affect the racial imbalance of the school.

Superintendent Kent opined that the magnet program has failed, and will not succeed, because of the distance involved: It is approximately forty miles between Velma Jackson and the south end schools and, depending on traffic conditions, it takes from forty-five minutes to an hour to travel that distance. The court would agree with the Government and private plaintiffs that while a predominant factor, distance alone does not fully explain the lack of white enrollment in the Velma Jackson magnet program, as evidenced most clearly by the fact that 104 students from the Velma Jackson area, including 43 that would otherwise attend Velma

Jackson, attend school in Zone II schools pursuant to the District's majority-to-minority transfer program, despite the distance and travel time involved.<sup>22</sup> However, distance is certainly a factor that, when coupled with other community and cultural factors, makes it practically impossible to have an effective magnet program at Velma Jackson.

On this issue, Dr. Rossell was adamant in her position that the magnet program at Velma Jackson has been doomed from the start, not because of "distance" per se but rather because of its "location, location, location." She elaborated on this notion, stating:

[P]eople here have been saying distance, but's actually more complicated than just distance. It is distance, it is location, it is the difference between the socioeconomic status of the sending and the receiving school. Just to give you an example, Velma Jackson High School has 93 percent of its students on free or reduced lunch. In fact, the entire northern Zone I is 94

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<sup>22</sup> Dr. Gordon took the position in his testimony that a major factor in the failure of the magnet program to attract white students is the fact that the two other high schools in the south, Ridgeland High School and Madison Central High School, are both excellent schools themselves. Madison Central, he noted, is a level 4 (superior performing) school and Ridgeland, a level 4 (exemplary performing) school in the No Child Left Behind report, while Velma Jackson is a level 3 (successful) school. Both Madison Central and Ridgeland have excellent facilities, with Ridgeland High School being a new facility. He contended that the high quality of these two schools, in fact, has made them magnets for students in Zone I, as evidenced by the high number of Zone I students transferring to them under the majority-to-minority transfer program, rather than the other way around. Of course, the District is not required to lower the quality of its other schools as a means of encouraging students to transfer to Velma Jackson.

percent on average. Whereas the whites you're trying to attract from Zone II have an average of 24 percent on free or reduced lunch with most of them less than 20.

Now, you might be able to get white students to go to Velma Jackson if the whites were in the suburban area, and there was a cosmopolitan downtown area and the whites were coming into that cosmopolitan downtown area to go to work or for cultural events. . . . But to do it the other way around, are you asking whites of greater affluence to leave the community where the cultural events are and where the shops are to go to a rural area in the far corner of the school district?

I've never seen any other school district do that or even try to do that, and I'm not surprised it failed. I don't see how it could, in fact, succeed. I don't think there's any magnet program that could be designed that would overcome those issues, location, distance, and difference in socioeconomic status.

More bluntly, she stated,

There is nothing that can be done to Velma Jackson High School to attract whites. It was ill conceived. I don't know who planned it. It is the only magnet school, I'm aware of, in the United States that is in a rural area far distant from the white community and the business and cultural center; and I have no idea why that was designed. . . .

Logic tells me there is nothing that can be done to attract whites to go 30 to 40 miles north to the middle of nowhere to go to a magnet school no matter how beautiful you make it. . . .

The fact is, to the court's knowledge, no one has contended that the current magnet program, or any magnet program at Velma Jackson has any realistic chance of succeeding in attracting white students, and certainly not at a level that would have any more than a marginal impact on the racial composition of the school, regardless of what is done to improve the quality of the facility

or the program.<sup>23</sup> The Government and private plaintiffs merely posit that it should be given a chance to work before the idea of the magnet as a means of drawing white students is scrapped. The court, however, has little, if any doubt that at the end of the day, white students from the south part of the county will not choose to attend Velma Jackson and that it would be unreasonable at this point to insist that the District continue with an effort to attract white students. Cf. Hull, 1 F.3d at 1456 (observing that "taking costly steps to try to retain the additional 5% of white students at Crowder could achieve only a pyrrhic victory in a virtually all-black school system").

"[T]he [Supreme] Court has consistently held that the Constitution is not violated by racial imbalance in the schools, without more." Cavalier, 403 F.3d at 260 (citing Milliken v. Bradley, 433 U.S. 267, 280 n.14 (1977)). "Racial balance is not to be achieved for its own sake[,] [and] [o]nce the racial imbalance due to the de jure violation has been remedied, the school district is under no duty to remedy imbalance that is caused by demographic factors." Freeman, 503 U.S. at 494. Moreover, as the

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<sup>23</sup> Dr. Rossell testified that an exclusive magnet program, one with admissions criteria, e.g., a magnet for gifted students, could conceivably work at Velma Jackson (though she did not consider this to be likely). She explained, though, that this would be counterproductive. Most students from Zone I would not meet the admissions criteria of such a school, and as a result, the school would no longer be a neighborhood school and students from Zone I would have to go elsewhere. This is not what anyone wants, and would serve no purpose whatsoever.

court has observed, the Fifth Circuit has explicitly held that a school district may be found unitary despite the presence of a number of homogeneous schools (including in particular schools that are more than 90% of one race) if that homogeneity is the result of factors beyond the District's control. See Valley, 702 F.2d at 1226. Along these lines, the Fifth Circuit has explained,

[T]he "practicability" test permits a finding of unitariness where the school district has done all that it could to remedy the segregation caused by official action. It recognizes that in some unique circumstances, some segregation will remain; nonetheless, "immutable geographic factors and post-desegregation demographic changes that prevent the homogenation of all student bodies do not bar judicial recognition that the school system is unitary."

Price v. Austin Indep. Sch. Dist., 945 F.2d 1307, 1314 (5<sup>th</sup> Cir. 1991) (citing Ross v. Houston Indep. School Dist., 699 F.2d 218, 219 (5<sup>th</sup> Cir. 1983)). See also id. (affirming district court's finding that "the location of concentrations of racially or ethnically identifiable residents in particular geographical areas" of a metropolitan area as a product of "economic conditions and cultural interests outside the control of [the school district]" and which resulted in continued presence of racially identifiable schools did not prevent finding of unitariness); Flax v. Potts, 915 F.2d 155, 162 n.9 (5<sup>th</sup> Cir. 1990) (recognizing that residential patterns may constitute the legal cause of racial imbalance in schools and that where that is so, a district court

may be warranted in finding that further measures to eliminate the remaining one-race schools would be impractical).

In the court's opinion, if it was not before, it is apparent now that it is impractical to attempt further integration of Velma Jackson. The court is firmly of the view that further desegregation of Velma Jackson, while theoretically possible, cannot practically be accomplished by the District at this time or at any time for the foreseeable future,<sup>24</sup> and that the District has, in fact, reached the practical limits of what it can do to improve the racial composition of Velma Jackson. Accordingly, while the District obviously should continue to encourage white students to transfer to Velma Jackson and facilitate such transfers by reasonable means, the proper focus for the District now must and should be solely on providing a quality education for the students who live in Zone I and attend Velma Jackson, not on drawing white students from elsewhere in the District to Velma Jackson.<sup>25</sup>

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<sup>24</sup> In the court's view, the only real prospect for increased white enrollment, or increased enrollment of any kind, lies in the potential for economic development in and around Zone I. This may well occur, as it appears from the evidence that efforts are underway by various groups to stimulate growth in that area. Failing that, one would anticipate further declines in enrollment throughout the Zone I schools.

<sup>25</sup> Mr. Kent testified that if it is found to be unitary and relieved of further judicial supervision, it intends to terminate the majority-to-minority transfer program, yet at the same time, the District has represented to the court that it will continue to encourage white students who want to transfer from Zones II and

In this vein, the court is persuaded that the District is, as it must be, dedicated to improving the quality of education at Velma Jackson. Mr. Kent testified, in fact, that the District has committed to spending an additional \$300,000 annually for each of the next three years to enhance education for the students who attend Velma Jackson, and to develop an appropriate program or programs for that purpose, with input from a designee of the private plaintiffs.<sup>26</sup> Presumably the District will continue the magnet curriculum for the educational benefit of the students at Velma Jackson if it concludes that maintenance of the magnet curriculum is the best way to serve the students at Velma Jackson. It may, however, determine that there is a better way to serve the educational needs of those students. The point is, this is a decision that should be made by the District, and not by this court.

Based on the foregoing, the court finds that the District has complied with its obligations under the desegregation orders and the Constitution with respect to student assignment, and that the

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III to attend Velma Jackson. The court presumes this to mean that the District will eliminate the majority-to-minority transfer program except as to transfers to Velma Jackson.

<sup>26</sup> Mr. Kent also described the District's tentative plans for a faculty academy at Velma Jackson designed to improve teaching skills and perhaps providing a means of paying increased salaries to teachers at Velma Jackson in an effort to attract more experienced and qualified teachers.

District's schools are desegregated in the area of student assignment to the extent practicable.

Facilities

The mere fact that there may be some inequality in a school district's facilities is not a basis for concluding such district is not unitary with respect to facilities unless the disparity in facilities is a vestige of de jure segregation or the product of intentional discrimination. See Belk v. Charlotte-Mecklenburg Bd. of Educ., 269 F.3d 305, 328 (4<sup>th</sup> Cir. 2001) (finding district unitary as to facilities where "any disparity as to the condition of the facilities that might exist was not caused by any intentional discrimination by [school district], but instead was a function of the age and location of the facilities and the ever-present problem of allocating all too scarce funds").

Here, the Government and private plaintiffs do not genuinely contend that the facilities in the District's majority black schools are other than adequate and comparable to the majority white school facilities, for the most part. Although Dr. Gordon's report does catalogue various perceived inequities in facilities and resources, it became clear at the hearing that his criticisms were unfounded.<sup>27</sup>

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<sup>27</sup> For example, Dr. Gordon admitted that his contention that the Northeast Madison Middle School and East Flora Middle School science labs were inferior in number and quality to those at Madison Middle School was based on photographs of the Madison Central science labs and not Madison Middle School science labs

Two of the four schools in Zone I, Camden Elementary and Northeast Madison Middle School, are new schools, having been constructed with funds from the 2004 bond issue and according to a District-wide construction standard designed to ensure comparability of facilities. In addition, both Luther Branson and Velma Jackson have been substantially remodeled and renovated. There is no serious contention that the Zone III schools are deficient in any respect.

In support of its assertion that it is unitary with respect to facilities, the District has presented proof of its expenditures in its schools, which indisputably reflects, as Dr. Rossell has testified, that "regardless of how we look at it, regardless of the year, regardless of the category, substantially more money (per pupil) is spent on the blacker schools in the school district." Her testimony in this regard is not specifically challenged by the Government or private plaintiffs, whose objection in the area of facilities is ultimately limited to specific alleged deficiencies at Velma Jackson, some of which have

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and he admitted that he may have miscounted the number of science labs at Madison Middle School. His claim that the athletic facilities were inferior at Northeast Madison Middle and East Flora because neither had athletic fields was also unfounded, as it appears neither Madison Middle School nor Northeast Madison Middle School has its own athletic fields, and yet East Flora does have a football field.

Moreover, it also appears that his contention that the curriculum at these schools was not comparable was based on a misunderstanding of the course offerings.

already been discussed, and the alleged inadequacy of the accommodations for the music program at Northeast Madison Middle School.<sup>28</sup>

Regarding Velma Jackson, in addition to the maintenance issues identified by Dr. Gordon in the Velma Jackson building in January 2005, he observed that Velma Jackson's football stadium did not have paved walkways and adjacent parking, and that the track had only five lanes, not the eight lanes required for interscholastic competition. Further, while there was a field house, part of the indoor practice area was used to store maintenance equipment. It is undisputed, however, that the District is currently making improvements to the school's football stadium, with an anticipated completion date of 2007, and the Government and private plaintiffs agree that the District did recognize the inadequacy of the football stadium and that the work presently being done will remedy the alleged inadequacy. They nevertheless suggest that it would be premature to find this facility is actually comparable to the other high schools' football stadiums until such time as the construction is complete.

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<sup>28</sup> At the time the District's motion for unitary status was filed and at the time of the hearing, East Flora Middle School's music program was housed in portables which, according to the Government and private plaintiffs, are inappropriate for music instruction. However, they acknowledge that construction is currently underway on a new, freestanding music hall at East Flora Middle which will eliminate their concerns.

Assuming that the renovation of the football stadium is required in order for the District to be found unitary as to facilities, in the court's opinion, there is no basis for withholding a finding that the District has met its obligations with respect to facilities simply because this construction project, initiated by the District, contracted by the District and already well underway, is as yet incomplete when there is nothing to suggest, and no reason to believe, the project will not be completed as planned.

Another objection advanced by the private plaintiffs with respect to facilities concerns the baseball field at Velma Jackson. While plaintiffs note that whereas Madison Central's baseball facility has a block construction concession booth and press box whereas the Velma Jackson field has neither, they have focused primarily on the "stark differences between the VJHS field and that at Ridgeland High School," contending the Velma Jackson field is little better than a pasture with some spare tires for bases, whereas the Ridgeland High School field, in the words of the superintendent himself, is like Yankee Stadium. The private plaintiffs submit that until the District improves the baseball field at Velma Jackson, something for which it currently has no plans, the District cannot be found to have complied with its desegregation obligation to provide comparable facilities at all of its schools.

In response, the District cannot but agree that the baseball field at Velma Jackson does not compare to the new baseball facility at Ridgeland High School. It acknowledges, in fact, that "[t]he older baseball field at [Velma Jackson] is never going to look like the new field at [Ridgeland High School]," which the superintendent testified is one of the nicest in the state. Yet it points out that in order for the District to be found unitary, it is not necessary that all facilities have to be exactly equal, and insists that the practicalities here, including budget constraints and lack of community interest, do not dictate that they should be. To the point, Mr. Kent testified that Ridgeland High School has a large and successful baseball program that is fed by intense interest in the community for little league and adult participation. The baseball field at Ridgeland High School, he explained, is a product of and response to that high level of community interest and participation. Although the District did provide the site and some of the funding for the field, most of the improvements to the field and facility were installed by private parties and/or with private funds as a result of contributions and various fund raising efforts. The District points out, in fact, that while \$200,000 has been set aside from the District's Sixteenth Section Principal Fund to be used to add

lights to the field, private parties have agreed to repay the full \$200,000.<sup>29</sup>

The superintendent testified that in contrast to the high level of community interest and involvement in the Ridgeland High School baseball program and facility, in the Velma Jackson area, owing most likely to the complete lack of any little league feeder program in the area, there is little community interest or support for baseball, which ranks well below football, basketball and track in terms of interest and participation. Baseball, he testified, is virtually a nonexistent sport in that part of the county. No one, in fact, disputes this; yet the private plaintiffs argue that, "[p]erhaps 'if they build it, they will come'." Such reasoning hardly supports a conclusion that to be found unitary, or as a show of its good faith, the District ought to be required to spend hundreds of thousands of dollars on a baseball facility that compares to that at Ridgeland High School.<sup>30</sup>

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<sup>29</sup> A facilities-related objection is advanced by the private plaintiffs concerns the District's Sixteenth Section Principal Fund loan program, and fund-raising activities by private parent groups in Zone II. Those issues are addressed infra at 49-53.

<sup>30</sup> It seems to the court, in fact, that this would be an unwise use of District funds, though it does seem clear that the District could improve the quality of the Velma Jackson baseball field without expending large sums of money, as suggested by plaintiffs.

In addition to their challenge to the adequacy of the facilities at Velma Jackson, the Government and private plaintiffs also object to the current accommodations for the music program at Northeast Madison Middle School. Specifically, they object to the fact that band and choral instruction at the school is presently undertaken in a shared portable, which they submit is wholly inadequate for proper music instruction, given the size, layout and ceiling height of the portable.

Northeast Madison Middle School is a new facility that first opened for the school year 2004-05. The school, as designed and constructed, includes a music room in the main building, in the center of the school. However, complaints that noise from the band and choir disturbed adjacent classes led the principal to move the music program to portable trailers, where it is presently housed. The Government and private plaintiffs argue that once construction currently in progress is complete on a new freestanding music facility at East Flora Middle School, Northeast Madison Middle School will be the only school in the District without a separate, adequate music facility. They argue that if the music program at Northeast Madison Middle School is not relocated back into the main building, which they admit would be disruptive of the school's instructional program, then a new or detached facility similar to that being constructed at East Flora will be needed to adequately house the Northeast Madison Middle

music instruction program. They estimate the cost of such a facility to be around \$850,000.

Indisputably, the alleged inadequacy of the music facility at Northeast Madison Middle School is not a vestige of former segregation practices, nor a result of the District's inattention to the needs of the students at the school, and certainly not the product of intentional discrimination. The proof shows that when the Government initially questioned the appropriateness of the design of the school, which located the music hall in the center of the main building, the District related the Government's concern to the architect. The architect assured the District that the same configuration had been used in other schools (including Olde Towne Middle School) and had worked well. Though it now appears the architect was wrong, there is no question but that the District reasonably relied on that architect to design a proper facility; and while the situation may not be ideal, there is no doubt that the District made a good faith effort to provide proper and adequate music facilities at Northeast Madison Middle School. A finding that the facilities at all of a district's schools are exactly equal in all respects is not a requisite to a finding that such district is unitary as to its facilities, and here, the fact that the music program at Northeast Madison Middle is conducted in portables, and that the District has declined to build a separate

new facility does not prevent a finding that the District has met its obligations with respect to facilities.<sup>31</sup>

The proof unequivocally shows that the District has undertaken to address known relevant deficiencies at all its schools, and to provide adequate and proper educational facilities for all its students, both black and white. It is a fact, however, that the District's financial resources are not limitless, and that as a consequence, decisions must be made as to where limited funds are best spent. In the court's opinion, the record not only does not support the Government's and/or private plaintiffs' contention that the District's majority black schools have been slighted, but shows that the District has expended substantial funds on these schools to ensure the quality of the facilities and resources for the students, and dramatically more per pupil in these schools than at any of the majority white schools in the District.

The District is certainly capable of, and in the court's opinion, committed to addressing its facilities needs, as finances permit, in an equitable, nondiscriminatory manner. Therefore, the court concludes that the District is unitary as to its facilities.

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<sup>31</sup> Mr. Kent described efforts the District has made to address the noise problems with the music hall at Northeast Madison Middle School, which have had little effect. He testified that the District will continue to seek ways to ameliorate or eliminate the problem. However, the District has no plans, at least not at this time, to build a new facility.

Sixteenth Section Loan Funds

By statute in Mississippi, public school districts are required to place any income derived from Sixteenth Section lands in a special fund to be used only for educational purposes. See Miss. Code Ann. § 29-3-109 et seq. School districts may borrow from the interest on these funds to meet educational needs. Id. The private plaintiffs charge that the District's method of administering its Sixteenth Section Principal Fund loans has been discriminatory and resulted in inequities. Specifically, they contend that while parent groups in Zone I were not made aware of the availability of these funds despite the fact that needed improvements at Zone I schools were going unmet, e.g., a renovated library at Velma Jackson, at the same time, private groups in the Zone II schools apparently knew of the availability of these funds and were allowed access to the funds to secure superfluous facilities improvements, specifically chair-back seats at Madison Central's football stadium and lights for the Ridgeland High School baseball stadium. Having considered the proof relative to the District's Sixteenth Section Principal Fund loan program, the court concludes that it has been implemented in a nondiscriminatory manner and that it has not resulted in inequities in facilities.

Plaintiffs' position with respect to the Sixteenth Section Principal Fund loan program dates back more than ten years to a

bond issue under which Velma Jackson was slated to receive a renovated library, administrative offices and new gymnasium. They claim that parents in Zone I were told that there was not enough money left from the bond issue for all these projects and that they therefore had to choose which of these projects they most wanted. They chose the gymnasium. Plaintiffs suggest that, in fact, the bond money had not run out but had been diverted by the District to install stadium seats at Madison Central at the request of private parties who had agreed to secure a line of credit to repay the funds through the sale of season tickets. According to plaintiffs, two years later, when the funds had not been repaid, the District took money from its Sixteenth Section Principal Fund to replace those monies.

In the court's opinion, the evidence does not establish any relationship between the 1993 bond issue and any Sixteenth Section Principal Fund loans. The court is not persuaded that Velma Jackson was disadvantaged by any alleged diversion of bond funds or that the Sixteenth Section loan program was used to repay any misused funds. Mr. Kent testified that he knew nothing about the use of funds from the 1993 bond issue to buy chair-back seats at Madison Central. He was aware of a 1996 Sixteenth Section loan to purchase chair-back seats, which he understood was to be repaid through ticket sales for those seats.

Mr. Kent testified that in 2000, when he took office, he determined that the District should hold off on any use of its Sixteenth Section funds because it was in a period of high growth and construction of new schools and renovation of existing schools, and he believed the District could well find that it needed its Sixteenth Section funds to supplement its construction budget. He explained that in 2005, when the conditions of overcrowding in the District's schools had eased, he determined the fund could be used to fund "pet projects" throughout the District. Although the District initially considered allocating loan monies on a per pupil basis, after discussion with parent groups in all three zones, the District approved a single loan totaling \$630,000, which included \$200,000 for lights on the baseball field at Ridgeland High School, \$30,000 for field equipment at Madison Central, and \$400,000 for improvements to the track and stadium at Velma Jackson (which was in addition to \$400,000 already allocated for a stand-alone track at Velma Jackson).

While there is no dispute that parent groups at Madison Central and Ridgeland High School have committed to repay the loans for their projects, the proof with respect to Velma Jackson is disputed. The private plaintiffs contend that the District has required that the Velma Jackson parent group commit to repay \$50,000 of the \$400,000 allocated to that school, whereas Mr. Kent

has testified that while that group has been asked to try to repay \$40,000 or \$50,000, it is not required to do so.

Although \$400,000 from the Sixteenth Section fund has been allocated to a Velma Jackson project, the private plaintiffs complain that, unlike lights for the Ridgeland High baseball field, the project for which the loan money for Velma Jackson is to be spent is "not a perk or superfluous item," but rather is for improvements the District is already required to provide in order to make the track and football stadium at Velma Jackson comparable to the facilities at Madison Central and Ridgeland High and which it has provided at no cost to the parent groups at those schools.

Plaintiffs' argument proceeds from the premise that the District was required, either by the Constitution or the desegregation orders, to install a regulation track inside the Velma Jackson football stadium. As the premise is false, the argument fails. The law does not require that facilities at one school mirror those at another facility. Here, the evidence has established without contradiction that prior to resort to the Sixteenth Section fund, the District had already allocated \$400,000 of the 2004 bond monies to construction of a separate regulation track at Velma Jackson, on the site of the girls' softball field.<sup>32</sup> Mr. Kent testified that once he realized that

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<sup>32</sup> Mr. Kent pointed out, too, that unlike Velma Jackson, neither Madison Central nor Ridgeland High School has a girls' softball field.

three-phase power was available at Velma Jackson, it appeared possible to move existing light poles from the front to the rear of the stands at the football stadium, which would make it possible to put a track inside the stadium. He suggested this as a potential use of the Sixteenth Section funds at Velma Jackson. The parent group could have chosen to improve the baseball field, he testified, or they could have chosen to move the planned track to inside the football stadium, or presumably they could have suggested another project. They chose the track project. The court fails to perceive any inequity in this situation or in the use of the District's Sixteenth Section Principal Fund loan program.<sup>33</sup>

#### Faculty and Staff

The District maintains that its faculty and administrative staff are desegregated. It insists that, contrary to the urging of the private plaintiffs, it has met its Singleton obligation; that its employment process is race neutral and that the District has worked diligently to recruit minority faculty; that compensation of its faculty evidences no racial discrimination; and that, again, contrary to the position of the private

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<sup>33</sup> Plaintiffs insist that the court should relieve the Velma Jackson parent group from any obligation for the track and stadium work to be done with such funds. The court finds credible Mr. Kent's testimony that it was never intended that they be required to repay any part of the loan, though they were asked to try to pay at least a portion of the loan. Thus, there is no "obligation" of which they need to be relieved.

plaintiffs, there is no evidence of racial discrimination in the compensation of administrators.

Faculty Assignment/Singleton

Although the Government does not object to the District's motion for unitary status with respect to faculty and staff, the private plaintiffs do. They maintain that the District has failed to meet its Singleton obligations and that this failure has led to the continuation of racially identifiable schools, and they contend that there exists disparity in the compensation of black and white administrators.

Singleton requires that "principals, teachers, teacher-aides and other staff who work directly with children at a school shall be so assigned that in no case will the racial composition of a staff indicate that a school is intended for Negro students or white students." Singleton v. Jackson Mun. Sep. School Dist., 419 F.2d 1211, 1218 (5<sup>th</sup> Cir. 1969) (en banc), rev'd in part sub. nom, Carter v. West Feliciana Parish Sch. Bd., 396 U.S. 290, (1970).

As provided by the 2000 consent order, the District was required, by at least June 2003, to meet its Singleton obligation within + or - 15% of the district-wide ratio of black to white teachers. According to the District, as of the fall of 2003, of the 17 schools in the district, all but one, Velma Jackson, were within the targeted percentage. As of the fall of 2005, of the District's 18 schools, all but three were within the targeted

percentage, and two of those were in substantial compliance, namely, East Flora Middle, which was 2.46% above the Singleton threshold, and the Alternative School, which was .87% above the Singleton threshold. The District points out that because both of these two schools have small faculties, one teacher of a different race can easily put the district out of strict compliance. The District acknowledges that it has failed to satisfy the Singleton ratio at Velma Jackson, which as of the start of the 2005-06 school year was 17.46% above the Singleton threshold, but it submits that this failure has occurred despite its best efforts to recruit and hire more white teachers at the school.

For their part, the private plaintiffs submit that the fact that two of the District's schools, Velma Jackson and East Flora Middle, both with predominantly black student bodies, still have faculties with more minorities than the district average, adjusted for the deviation, demonstrates that these schools remain a vestige of the dual system.<sup>34</sup> They dispute the District's claim that it has done all it reasonably can to attract more white teachers to Velma Jackson and are highly critical of the

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<sup>34</sup> They also point out that in addition to Velma Jackson and East Flora Middle being outside the adjusted Singleton ratios, Luther Branson and Northeast Madison Middle, the District's other predominantly black schools, are "close" to having teacher ratios higher than the district average even with the "generous deviation limit." However, even though the District may have only barely met its Singleton obligation in these two schools, it is still a fact that it has satisfied its obligation in those schools.

District's decision to address its Singleton obligation through voluntary transfers (which, frankly, have not occurred) and hiring and attrition rather than through involuntary transfers. They contend, moreover, that even though this court specifically authorized the District to pay a stipend to white teachers who would be willing to transfer to Zone I schools, the District has ignored that aspect of the court's ruling and chosen not to use increased compensation as a means of attracting white teachers to Velma Jackson or any of the Zone I schools. .

In response to plaintiffs' objections, the District acknowledges that its contract with all of its teachers includes a provision granting the District the right to transfer a teacher to any school it wants. Mr. Kent testified that while the District does ask teachers whether they are willing to transfer to Zone I schools (which none has been), it has specifically chosen not to utilize involuntary teacher transfer as a method of achieving Singleton ratios at its schools. The reason for this decision, Mr. Kent testified, is quite simple: The District is convinced, and in the court's opinion with good reason, that if it were to attempt to force a teacher to transfer to Velma Jackson, or another Zone I school, the District would end up with not one vacancy to fill but two. Teachers who would not volunteer to transfer, he contended, would likely quit and go to work for

another district, rather than be transferred against their wishes to a school some forty miles away, "in the middle of nowhere."

As to the private plaintiffs' challenge to the District's refusal to offer a stipend to encourage voluntary teacher transfers, Mr. Kent testified that consistent with this court's observation in its 1999 opinion that this would be a way to encourage such transfers, the District did at one time propose to offer a one-time stipend of \$4,000 to \$6,000 to teachers willing to accept a voluntary reassignment to Velma Jackson. However, the District's attorney was concerned that payment of a stipend was not permissible under applicable state statutes. Thus, the District, through counsel, sought an opinion from the Mississippi Attorney General on the issue, and received an opinion from the Attorney General advising that a public school district may not grant teachers added compensation in the form of bonuses or incentive pay not authorized by statute.

The private plaintiffs chastise the District for its position in this regard, arguing that if the District's teachers were truly dedicated to the schools of their home county, as they submit Mr. Kent has implied, there should be little reason to fear a mass exodus if they were required to transfer to one of the Zone I schools, particularly if a travel stipend were paid. The court, however, fully credits the District's reason for concluding that stipends could not lawfully be offered, notwithstanding the

court's order.<sup>35</sup> Moreover, although in or near southern Madison County may be where these teachers' homes are located, that fact itself does not create any particular allegiance to the Madison County School District. The simple fact is, although Zone I is in the Madison County School District, there are numerous public school districts whose schools are closer, and in many instances, much closer, to southern Madison County than the District's own Zone I, including, for example, the Jackson Public School District, Clinton School District, Rankin County School District, Pearl School District, and Brandon School District, to name a few. Additionally, there are a number of private schools in much closer proximity to southern Madison County than the District's Zone I schools, any one of which would be more convenient to residents of southern Madison County than the schools in Zone I. It is thus hardly surprising that the District would expect to lose teachers to other districts if it were to implement a mandatory transfer policy. In the court's opinion, the District's decision to attempt to meet its Singleton obligation, particularly in the Zone I schools, through hiring and attrition is not only reasonable, but in the court's opinion, could almost be considered essential. The only alternatives are forced transfer or increased pay. The

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<sup>35</sup> In this regard, the court notes that no issue was raised nor decided by the court as to whether this could be done lawfully under state law. This is simply something that the court never considered.

court is convinced the former would not work and the latter, it appears, would not be lawful.<sup>36</sup>

As for the schools in Zone II, it is true, as the District notes, these schools could have all white faculties and still come within the ratio percentage, with the 15% = or - deviation allowed by the consent order. Mr. Kent and the District's personnel director, Charlotte Seals, both testified, however, that the District would not consider that to be acceptable and for that reason, aggressively seeks qualified minority teachers for employment in these schools. Both, in fact, testified at length concerning the District's efforts to attract qualified white teachers to the Zone I and III schools and to attract qualified minority teachers to the Zone II schools. They explained that hiring in the District is not done through the central office, as in some districts, but rather is "site-based." Each school principal is free to decide whom to interview for positions at his/her school. An interview is conducted by a bi-racial panel, and the principal then chooses the person he/she wishes to recommend for the position to the superintendent. As the witnesses made clear, every principal is keenly aware of the requirements of the consent decree with respect to Singleton,

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<sup>36</sup> As noted supra note 26, the District is considering instituting a Teacher Academy at Velma Jackson during the summer months as a way to increase the pay of the school's teachers.

having been initially informed and thereafter regularly reminded and counseled regarding the need for Singleton compliance.

Ms. Seals testified that to facilitate the hiring of minority faculty at the schools in Zone II, the District, and she in particular, is heavily involved in the recruitment of minority applicants. Among other measures, she sends recruitment packets and job advertisements to all the historically predominantly black colleges and universities in Mississippi, as well as to the Urban League, Jackson-Hinds Youth Council, and the national and local chapters of the NAACP, and she and other District administrators (principals) visit numerous colleges and universities, and attend the Mississippi Job Fair for Teachers, looking exhaustively for qualified applicants, and especially minority applicants.

Ms. Seals explained that the District invites prospective minority applicants to come to the District for a tour of the schools by central office personnel. She also encourages minority student teachers assigned to the District to consider employment with the District. In addition, she has begun compiling a binder with information on all minority applicants, which she distributes to principals and encourages them to review anytime they need to fill a position.

Ms. Seals and Mr. Kent testified that there is in general a shortage of teachers, and the shortage of minority applicants is particularly acute, as a result of which there is significant

competition among school districts for minority teachers. Thus, according to the District, although substantial efforts are made to attract minority teachers to the Madison County School District, the number of minority applicants is rather limited.

"The proper inquiry to be undertaken in an effort to determine whether the [District] is now unitary [with respect to faculty assignment] is two-fold: first, the district's current employment practices must be non-discriminatory and in compliance with constitutional standards; second, the adverse effects of any earlier, unlawful employment practices must have been adequately remedied." Fort Bend Indep. School Dist. v. City of Stafford, 651 F.2d 1133, 1140 (5<sup>th</sup> Cir. 1981). In the court's opinion, both requirements have been satisfied and it is therefore appropriate that the District be found unitary as to faculty assignment.

#### Faculty and Administrator Pay

The District, of course, is prohibited from discriminating on the basis of race, color or national origin in the hiring, assignment, promotion, pay, demotion or dismissal of faculty members and administrative staff. See Singleton, 396 U.S. at 1218. The evidence here establishes that the District's faculty members are paid based on a step scale that applies district-wide, and neither the Government nor the private plaintiffs contend there is racial discrimination in the pay for the District's nearly 800 faculty. However, the private plaintiffs contend the

District is underpaying black administrators. They note that it appears, on paper at least, that minority administrators with equal or greater qualifications are receiving less pay, and they complain that with no written explanation of why this is being done, discrimination is the reasonable inference.

At the hearing, in response to questioning concerning the District's administrative compensation scheme, Mr. Kent testified that salaries are set according to the duties and responsibilities of the position and the experience of the person: "We consider the grade level of the school, first and foremost, the size of the school, the responsibilities associated with the school. All of these things are first and foremost. Degree and experience are secondary to those other concerns." He elaborated on the District's reasoning, explaining that the salary takes into account whether the position is for a high school, middle school or elementary school, as the District recognizes that high school principals have more responsibilities than middle school and elementary principals. High school principals, including assistant principals, have much greater demands on their time than other principals, Mr. Kent explained, as they are required to be present during numerous night and weekend activities. The District also considers the number of students and teachers supervised. In general, the larger the school, the greater the responsibility. Also taken into account are the individual's

years of experience, which includes consideration of the extent of his or her administrative experience and experience in the District.

Plaintiffs protest that these "post-hoc explanations" for pay discrepancies throughout the District are not all reasonable and cannot be fairly said to support a finding that the District has adhered to Singleton's anti-discrimination provisions. The court, however, is satisfied that Mr. Kent has credibly and adequately explained the reasons-rational, well-founded and clearly nondiscriminatory reasons-underlying the pay of the District's administrators, including the salaries of all administrators identified as suspect by the private plaintiffs.<sup>37</sup> The court

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<sup>37</sup> Plaintiffs have pointed to specific black administrators whose pay, they claim, reflects this alleged disparity: Fannie Green, Brenda Jones, Williams Carter. However, Mr. Kent fully explained the basis for setting each of these individual's salaries.

As plaintiffs point out, Fannie Green (black), the only assistant principal at Rosa Scott (9<sup>th</sup> grade), with an AA certificate and 19 years' experience and who is responsible for 520 students, is paid \$59,000 while Mary Edwards (white), principal at Camden Elementary, with an AA certificate and 12 years' experience, and who is responsible for 217 students, is paid \$70,000.

Mr. Kent explained that Ms. Green has been in the classroom most of her career, and has only a few years' administrative experience. Moreover, he testified, "the 9<sup>th</sup> grade job is an easier job than the high school job." As a 9<sup>th</sup> grade assistant principal, Ms. Green has fewer students for whom she is responsible, and, because of the limited athletic program and limited after-hours and night activities at the 9<sup>th</sup>-grade level, her responsibilities are much more limited than those of Ms. Edwards, who has to be present at night-time school activities as many as 100 out of 187 school days. He pointed out further that Ms. Edwards moved to the Madison Central position from the central

recognizes the private plaintiffs' objection that the District has no written policy or scale for administrator pay and it also acknowledges Dr. Gordon's testimony that administrator salary should be a step system.<sup>38</sup> However, the fact that the District

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office, and that the District chose not to reduce her salary, which is the major reason she is "an abnormally high paid high school assistant principal."

Plaintiffs next point to Brenda Jones, the black principal at Madison Avenue Lower, with an AA certificate, 11 years' experience and responsibility for 877 students, who is paid \$65,000 while Susan Adam, the white principal at Camden Elementary, responsible for 217 students, with an AA certificate and 12 years' experience, is paid \$70,000.

Plaintiffs' objection to Ms. Adam's higher salary strikes the court as incongruous with their insistence that the District pay teachers and administrators more in order to attract them to and keep them at the Zone I schools. Mr. Kent testified, in fact, that Ms. Adam receives a higher salary than Ms. Jones both for this reason and because she has more administrative experience than Ms. Jones.

Finally, Williams Carter, the black principal at East Flora Middle School with an AA certificate and 23 years' experience, is paid \$70,000 while Allen Lawrence, the white principal at Olde Towne Middle School with 14 years' experience, is paid \$72,000. Mr. Kent explained that the difference between their salaries relates to the size of the school. "Mr. Carter administers a very small middle school" with very limited night activities, and, being on campus with the elementary school, has another principal on-site to help as needed. Mr. Lawrence has four times as many students, and a much more extensive extracurricular program.

<sup>38</sup> While the Government does not join the private plaintiffs' objection regarding administrator pay, and while its expert, Dr. Gordon, testified at the hearing that he was offering no opinions on administrators, his written report includes a section on administrator pay, in which he opined that salaries for administrators should be on a step-scale basis, with more weight given to degrees and experience. On cross-examination, Dr. Gordon agreed that the District's rationale in setting its administrators' salaries was reasonable and based on proper considerations. He contended, though, that "you need to have

does not have in place a step scale for administrator pay, as it does with faculty pay, is not suggestive of discrimination, and does not, as private plaintiffs in particular seem to suggest, make it easier for the District to discriminate against black administrators in their pay. In fact, while it would certainly be possible for the District to write an administrator compensation policy that describes the factors and considerations that are or may be taken into account in setting administrators' salaries, it would likely be difficult to create a specific pay formula that would effectively account for the myriad considerations identified by Mr. Kent as determining administrators' pay. In the end, however, there is no specific need or basis for insisting on a written policy, for not only is there no evidence of discrimination, but as both Mr. Kent and Ms. Seals testified, the District's compensation scheme for administrators is generally known and understood throughout the District. The court concludes that the District is unitary with regard to administrator pay.

#### Transportation

The District asserts that it provides transportation to all its students on a nondiscriminatory basis and that its

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definite categories that you're paying for so everybody knows how you arrived at your salaries. It doesn't look arbitrary." Appearances aside, given that the decisions of the District with respect to administrator salaries are substantively valid and nondiscriminatory, there is no basis for concluding the District is not unitary, or that it must have a written pay scale to be found unitary.

transportation system is desegregated to the extent practicable. Neither the Government nor private plaintiffs contend otherwise and the proof supports the District's position.

For a number of years, the District has contracted with First Student, Inc. to provide transportation services. Pursuant to its agreement with the District, First Student is required to furnish buses for transportation of students; hire bus drivers and other personnel; devise bus routes; and publish bus routes in local newspapers.

First Student has been made aware of the District's obligation to provide transportation on a non-discriminatory basis, and of specific provisions in the 1999 court order and 2000 consent order requiring that there be no routes for regular education students exceeding one-and-a-half hours each way and no routes for Flora-area students to Madison Central in excess of 45 minutes each way. The evidence does show that, owing solely to road/bridge and traffic conditions (both of which have worsened since the orders were entered in 1999 and 2000), it has not been possible in all cases to meet the 45-minute requirement for transporting students from the Flora area to Madison Central, though the proof also shows, without contradiction, that First Student has endeavored to meet the District's obligations under the court's orders to the greatest extent possible.

It does appear that concerns were raised by parents in Zone I and the Bi-Racial Advisory Committee that the District was using older buses in Zone I than those in the south end of the District. There is nothing to suggest that the District was aware of any disparity prior to receiving such complaints, and once these concerns were voiced, the District directed that First Student ensure that the buses serving Zone I be of comparable age to those in the rest of the District. It now appears that the approximate ages of the fleets in the northern and southern zones are comparable within a three-month age range, the average age in Zone I being 7.8 years and those in the remainder of the District being 7.5 years.

At the hearing, a private objector from Zone I, Elaine Towner, testified that she believed the District had used air-conditioned buses for students in other parts of the District, and had provided monitors on buses in the south end of the county without similarly providing monitors for the buses in Zone I. However, Mr. Kent explained that the only air-conditioned buses in use in the District were some of the buses for special education students; two of the buses used for majority-to-minority transfer students; and travel buses for field trips and athletic trips. As for the use of monitors, he testified that monitors were not regularly stationed on all buses, but that there were four or five monitors who rotated among buses in the District to monitor

behavior problems. In response to Ms. Towner's expression of concern over the need for monitors, the District did provide monitors for buses as she requested.

In summary, the court is of the opinion that the District's transportation system is desegregated to the extent practicable, and that the District has complied with the court's desegregation orders to the best of its ability. The court is advised that the District intends to maintain the same ride-time goals under which it has been operating (recognizing the limitations posed by traffic and road conditions), and is satisfied that the District will continue to operate a fully desegregated transportation system if relieved of continued judicial oversight.

#### Extracurricular Activities

The District claims, and has offered proof, that all extracurricular activities offered by the District are available to all students, regardless of race, and are fully desegregated. There is no assertion or proof to the contrary.

#### Majority-to-Minority Transfer Policy

The 2000 consent order required that the District have in place a majority-to-minority transfer policy. The pre-trial order recites that the Government and private plaintiffs have no objection to the District's motion as to majority-to-minority transfers, and the post-trial motions of these parties include no mention of this aspect of the District's motion. However, at the

hearing on the District's motion, the private plaintiffs questioned Mr. Kent extensively regarding the District's majority-to-minority transfer program, challenging him regarding certain recently-imposed restrictions in the policy and insinuating, if not directly charging, that these restrictions are indicative of a lack of good faith by the District.

It is undisputed that the District has had in place at all times since entry of the 2000 consent decree a majority-to-minority transfer policy. According to the data provided and the testimony of Dr. Rossell, this policy has had only a "small integrative effect" in the District's schools.<sup>39</sup> At the time the program was implemented in 2000, minority-to-majority students could select the school to which they wanted to transfer. However, because some of the schools to which transfer was sought

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<sup>39</sup> The evidence establishes, without contradiction, that if the students in the program were immediately returned to their home schools, the resulting impact on the respective schools' racial compositions would be marginal. The District proposes that if granted unitary status, it will require students currently participating in the majority to minority program to "age out" in the schools they currently attend, and return to their home schools only when they have completed their tenure at their current schools.

At the hearing the court inquired of Mr. Kent as to whether it would not seem more reasonable to allow majority-to-minority students attending elementary school in the Madison sub-zone to continue through Madison Middle School, i.e., allow the program to continue as to these students, given that these students will ultimately feed into Madison Central anyway. Mr. Kent testified that this could be done depending on whether or not there are space limitations at Madison Middle School (which one would not expect given the upcoming opening of the Gluckstadt Middle School), Rosa Scott and Madison Central.

have problems with overcrowding, most notably Madison Station Elementary and Rosa Scott Middle School, beginning with the 2003-2004 school year, the District adopted a policy of assigning majority-to-minority students from Zone I to schools in the Ridgeland sub-zone, which had adequate capacity, and assigning students from Zone III to the Madison sub-zones because those students already feed into Rosa Scott Middle and Madison Central. Exempt from this policy were students who had already been participating in the majority-to-minority program prior to July 2003.

The Bi-Racial Advisory Committee expressed concern that this restriction conflicted with the consent decree, which some interpreted as giving students an absolute right to choose, despite the fact that the consent decree specifically granted the District the right to refuse a majority-to-minority transfer "where classroom space is not available." It is likewise apparent, at least to the court if not the private plaintiffs, that at the time the policy change was implemented in 2003, classroom space was "not available" at Madison Station and Rosa Scott. Nevertheless, the District never refused a transfer request on the basis of unavailable space, and, in the face of the Bi-Racial Committee's objection to the initial change in the policy, the District decided to allow students requesting transfer to list, in order, their preference of the schools to which they

wished to transfer, which the District would try to honor. According to the District, since this later change was implemented, it has been able to honor nearly all students' first preferences.

In questioning of Mr. Kent at the hearing, plaintiffs also suggested that the District had attempted to discourage students from participating in the majority-to-minority transfer program by creating a rule that denied athletic eligibility until a student had been at a school for one year. However, Mr. Kent testified credibly that this rule was adopted based on his understanding of the Mississippi High School Activities Association's eligibility requirements for athletes, and, when objections were made to the rule, he communicated his concerns to the head of the MHSAA who then agreed that majority-to-minority transfer students would be allowed to participate in athletics without sitting out for a year.

The court finds plaintiffs' objections concerning the District's majority-to-minority transfer program are not well founded, and concludes that the District has complied with the provisions of the desegregation orders regarding this program.

Compliance with Desegregation Order and Consent Decrees

In addition to the Green factors and the desegregation order and consent decrees as they relate to the District's obligations as to the Green factors, the 2000 consent decree defines the

District's obligations in a number of additional areas, including special education programs, gifted programs, student discipline, the Bi-Racial Advisory Committee, the Title I initiative program, and the District's reports to the court and to the parties. The Government and private plaintiffs do not contest the District's assertion that it has fully and satisfactorily complied with its obligations in each of these areas. That is, there has been no suggestion that the District has administered its special education and gifted programs in a discriminatory manner, or that student discipline has been applied in such a way as to discriminate against the District's minority students.

Moreover, the District points out that it has in place an eight-member Bi-Racial Advisory Committee, as specified in the 2000 consent decree, and that the Bi-Racial Advisory Committee has functioned in the manner contemplated by the consent decree. Additionally, in keeping with the 2000 consent decree's provision for the creation of a Title I schools initiative, the District has entered into a school/college partnership with Tougaloo College concerning programming, curricula and performance in the District's Title I schools. The District advises that if granted unitary status, it plans to continue the initiative. Finally, there is no question but that the District has fulfilled the requirements of the applicable orders and decrees concerning its reports to the court and to the parties.

Conclusion

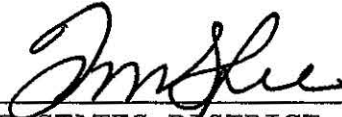
Based on the evidence, the court is satisfied that the District has met its constitutional obligation to eliminate the vestiges of de jure segregation to the extent practicable and that it has shown a good faith commitment to and compliance with its desegregation orders and to the rights that were the impetus for the court's orders. The court thus concludes that unitary status has been achieved in all of the District's operations, so that further judicial oversight is neither required nor desirable.

In reaching this conclusion, the court is mindful of the concerns and fears expressed by some that to return full control to the District is to open the door to discrimination and resegregation, and to the unnecessary risk of losing the ground that has been gained. While the court acknowledges these concerns, it does not share them, for it is persuaded that the District's intention is not merely to maintain the status quo but to gain additional ground as it is able. The court is mindful, too, that it was never intended that the desegregation order(s) would operate in perpetuity and that the goal has always been the return to local control as soon as the goal of desegregation (to the extent practicable) has been achieved. The court is convinced that time has come.

Accordingly, it is ordered that the District's motion for declaration of unitary status is granted. It is therefore ordered

that the desegregation orders and decrees heretofore entered in this case are dissolved.

SO ORDERED this 7<sup>th</sup> day of April, 2006.



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UNITED STATES DISTRICT JUDGE

**Attainment of the Green Factors  
by the Rankin County School District**

Christine H. Rossell  
Professor Emerita  
Political Science Department  
Boston University

A report prepared in the case of  
*Adams, et al. v. Rankin County Board of Education*  
May 8, 2023

**EXHIBIT  
B**

## **Attainment of the Green Factors by the Rankin County School District**

The purpose of this report is to assess the extent to which the Rankin County School District has met the standards for unitary status with regard to the remaining *Green* factors: student assignment, teacher assignment, staff assignment, and extra-curricular activities (*Green v. County School Board of New Kent County*, 391 U.S. 430, 1968). The court had previously declared the Rankin County unitary with regard to transportation and facilities on October 13, 2019. I draw the following conclusions regarding the remaining Green factors.

### **Summary**

- 1) The Rankin County School District has desegregated their schools to the extent practicable.
  - The level of racial imbalance is .22 in 2022-23.
  - This is better than all but four unitary school districts.
  - In 1967-68, the percentage white in the average minority child's school was 8.6 percent, 56.9 points below the percentage white in the school district. Today it is 62.9, only 3.8 points below the percentage white in the school district.
  - The Rankin County School District has complied with its 2012 Consent Order to the extent practicable.
    - The percentage of students in schools within plus or minus 20 percentage points of the district's percentage black is 100 percent.
    - The percentage of students in schools within plus or minus 20 percentage points of the district's percentage white has been 100 percent since 2002-03 except for 2018-19 (96.9%), 2021-22 (94.7%) and 2022-23 (94.2%
    - This is better than all but a few school districts found to be unitary with regard to student assignment.
- 2) The Rankin County School District has desegregated its faculty to the extent practicable.
  - Ninety-six percent of the schools are within 15 percentage points of the school level's percentage white of the faculty.
    - This is better than eight unitary school districts and comparable to three unitary school districts.
  - The racial imbalance is low at .04.
    - This is better than four unitary school districts and comparable to several others.
  - The Rankin County School District has desegregated its administrative staff to the extent practicable.
    - The percentage black of the administrative staff is substantially the same as the student body.

- One cannot tell the racial composition of the student body by the racial composition of the administrative staff.
- 3) The Rankin County School District has desegregated its extra-curricular activities to the extent practicable.
- The ratio of the percentage black of the activities to the percentage black of the student body of the secondary schools is approximately 1.0 that is the same.
    - This is comparable to three unitary school districts.
  - The racial imbalance of the extra-curricular activities is low.
    - This is comparable to, or better than, school districts found unitary on extra-curricular activities.

It is my opinion that the Rankin County School District has met the standard for unitary status.

It has achieved compliance in student assignment, teacher desegregation, staff desegregation, and extra-curricular activities to the extent practicable and is comparable, or better than, school districts found unitary in these areas.

### **Experience**

The conclusions and opinions offered in this report are based on my past experience—50 years of research on the effects of school desegregation plans, 49 years of teaching courses on public policy, school desegregation, educational policy, and research methods, 46 years of consulting for school districts, think tanks, and cities and states in connection with educational equity issues. This has included designing 13 school desegregation plans and 11 parent surveys. This experience is detailed in my Curriculum Vita which is attached to this report as Appendix 1.

My conclusions and opinions are also based on current research and analyses of the Rankin County School District which has included reading court opinions and analyzing data provided in the biannual survey by the Office for Civil Rights (OCR) beginning in 1967-68, the annual Common Core of Data (CCD) beginning in 1988-89 when they started collecting racial data, by the Rankin County School District from 2018-19 to the present, and by my visit to the Rankin County schools from April 19 to 22, 2022.

## **Student Assignment**

The original desegregation order for the Rankin County schools was entered in 1965. That order accepted a freedom of choice plan. In 1970, the federal district court ordered a plan that created five school zones and sub-zones and paired schools of different racial composition within the zones.

As shown in Table 1 and Figure 1, the Rankin County School District experienced a growth in white enrollment from 1967-68 to 2012-13 as it made five annexations of previously unincorporated areas of Rankin County. White enrollment increased from 6,527 in 1967-68 to 12,414 in 2022-23. Rankin County is one of the few school districts in the U.S. with increasing white student enrollment beginning in 1980-81 and lasting until 2015-16 when it began to decline, but then rebounded in the 2019-20 school year. As shown in Figure 2, the percentage white has been declining since 1998 due to increases in black and other minority enrollment, but then rebounded in 2021-22 with a decline in black enrollment and an increase in white enrollment.

There are four measures of school desegregation shown in Table 1. The first is the interracial exposure index (IEm), the second is the index of dissimilarity (Dm), and the third and fourth are categorical measures of the percentage of black students and percentage of white students in schools within plus or minus 20 percentage points of the percentage black and the percentage white in the school district. The latter standard was stated on p. 8 of Judge Lee's November 1, 2012 Consent Order which, citing *Green, et al. v. County School Board of New Kent County, et. al.* (391 U.S. 430, 1968), ordered that:

The percentage of African-American students at each school within RCSD shall be within twenty percent above or twenty percent below the overall percentage of African-American students attending RCSD schools. The percentage of White students at each school within RCSD shall be within twenty percent above or

**Table 1**  
**Trends in Enrollment and Desegregation**  
**in Rankin County School District, MS,**  
**1967-68 to 2022-23**

Year*	Black	White	Other	% White		Total	DESEGREGATION MEASURES			
				Enroll. Change	% White		IEm	Dm	+/- 20 % B	+/- 20 % W
1967-68	3,431	6,527	0		66%	9,958	8.6%	0.91	2.41%	5.67%
1968-69	3,382	6,879	6	5.4%	67%	10,267	10.3%	0.89	5.67%	5.67%
1970-71	3,356	6,659	5	-3.2%	66%	10,020	51.9%	0.31	89.1%	31.8%
1972-73	3,268	7,826	9	17.5%	70%	11,103	60.4%	0.29	93.7%	89.1%
1976-77	2,158	4,873	17	-37.7%	69%	7,048	63.7%	0.16	97.3%	93.6%
1980-81	1,869	5,709	11	17.2%	75%	7,589	72.6%	0.17	100.0%	100.0%
1984-85	2,284	7,881	33	38.0%	77%	10,198	74.7%	0.16	97.9%	97.9%
1989-90	2,576	9,921	50	25.9%	79%	12,547	75.9%	0.17	98.5%	98.5%
1994-95	2,788	10,231	95	3.1%	78%	13,114	72.3%	0.21	95.2%	93.3%
1998-99	2,892	11,981	130	17.1%	80%	15,003	77.2%	0.17	100.0%	96.4%
2002-03	3,281	11,991	256	0.1%	77%	15,528	76.0%	0.12	100.0%	100.0%
2007-08	3,899	13,492	485	12.5%	75%	17,876	74.8%	0.09	100.0%	100.0%
2012-13	4,305	14,313	830	6.1%	74%	19,448	72.6%	0.11	100.0%	100.0%
2015-16	4,303	13,856	1,075	-3.2%	72%	19,234	70.5%	0.13	100.0%	100.0%
2017-18	4,449	13,541	1,324	-2.3%	70%	19,314	68.0%	0.16	100.0%	100.0%
2018-19	4,977	12,790	1,352	-5.5%	67%	19,119	62.2%	0.17	96.8%	96.8%
2019-20	4,591	13,057	1,418	2.1%	68%	19,066	65.6%	0.19	100.0%	100.0%
2020-21	4,555	12,368	1,394	-5.3%	68%	18,317	64.2%	0.20	100.0%	100.0%
2021-22	4,791	12,414	1,478	-4.9%	66%	18,683	62.6%	0.22	100.0%	94.7%
2022-23	5,023	12,414	1,171	0.4%	67%	18,608	62.9%	0.22	100.0%	94.2%

**KEY:**

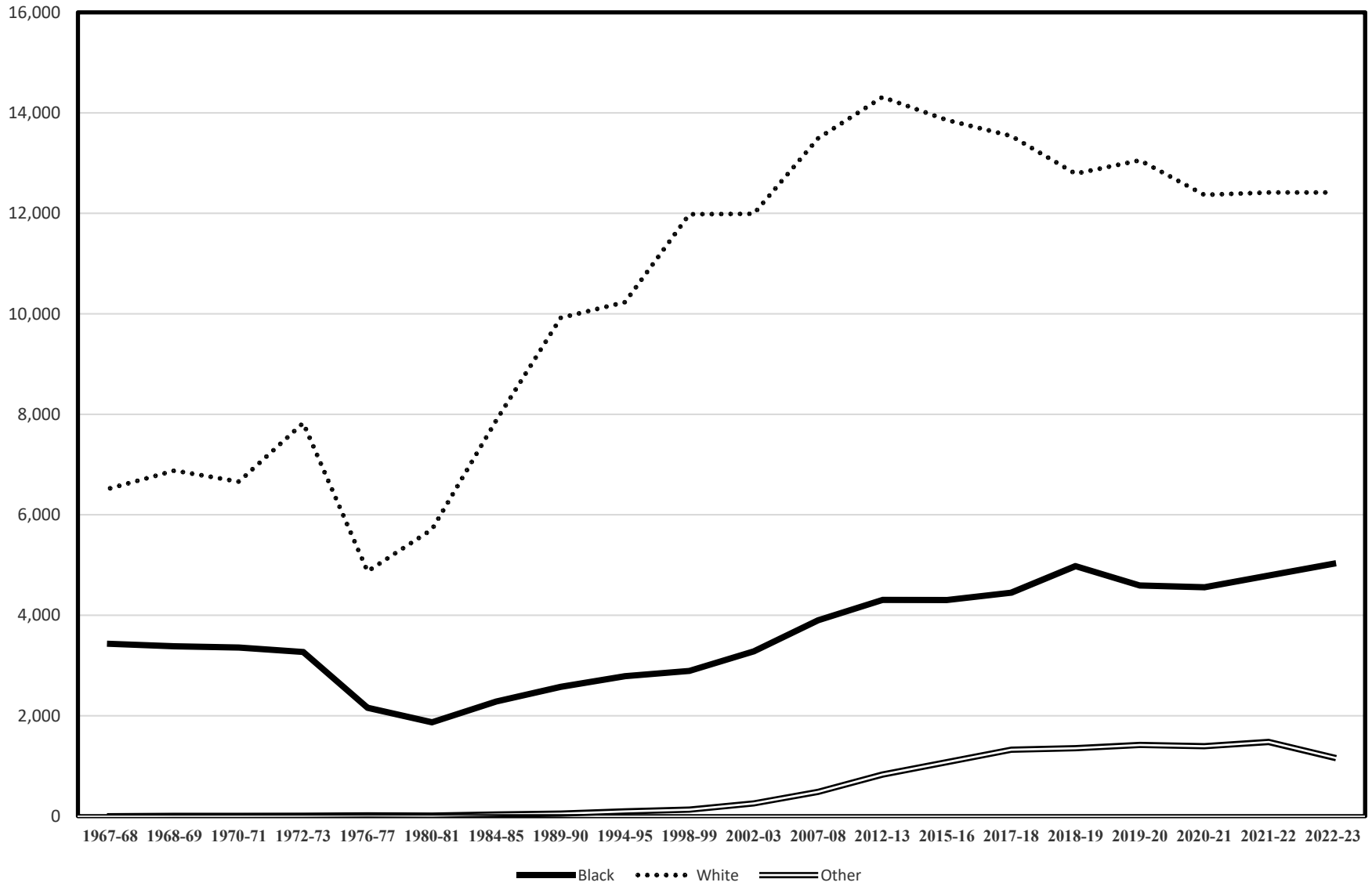
IEm = Interracial Exposure -- the % white in the average minority child's school.

Dm = Racial Imbalance of minority and white students -- 100 is complete segregation; 0 is perfect racial balance.

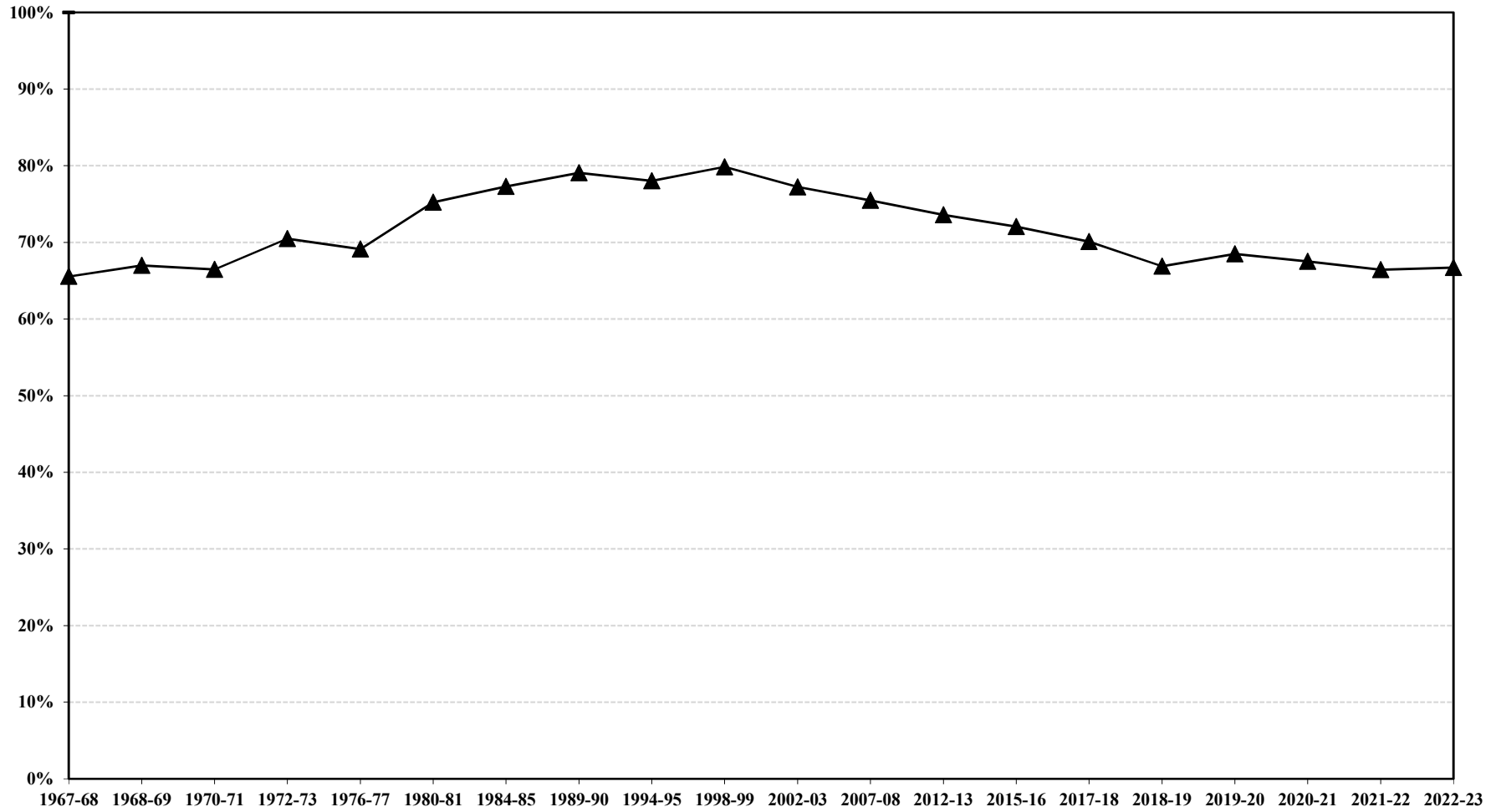
+/- 20 % B = % of students in schools +/- 20 percentage points of the district % black.

+/- 20 % W = % of students in schools +/- 20 percentage points of the district % white.

**Figure 1**  
**Trends in Black and White Enrollment in the Rankin County School District,**  
**1967-68 through 2022-23**



**Figure 2**  
**Trends in Percentage White Enrollment in the Rankin County School District,**  
**1967-68 through 2022-23**



twenty percent below the overall percentage of White students attending RCSD (*Kenneth W. Adams, et al v. Rankin County Board of Education, et al.*, Civil Action No. 3:67-cv-04156-TSL-MTP, pp. 8-9).

Although categorical measures are sometimes used by courts in school desegregation remedies, they can be misleading since schools can flip in or out of a category with very little change. Social scientists do not use categorical measures of school desegregation in their analyses. The most common measures used by social scientists are the interracial exposure index, shown in Table 1 in the column labeled IEm, and the index of dissimilarity, shown in Table 1 in the column labeled Dm. These measures show all deviation from racial balance, not whether a school is simply in or out of a category.

The index of dissimilarity<sup>1</sup> has been introduced in numerous court cases over the last four decades, including every school desegregation case in which I have been involved. This measure tells us how evenly blacks and whites in the Rankin County School District are distributed across schools. The measure varies from 0 (perfect racial balance) to 1.0 (total segregation). Thus, the higher the index, the more segregation. There are virtually no school districts in the country that have achieved perfect racial balance, since courts allow some variation in school racial composition from a district's racial composition in the desegregation plans they order. Since 1.0 is complete segregation and 0 is perfect racial balance, the data in Table 1 and Figure 3 show that the School District has become more racially balanced (that is, less racially imbalanced) since

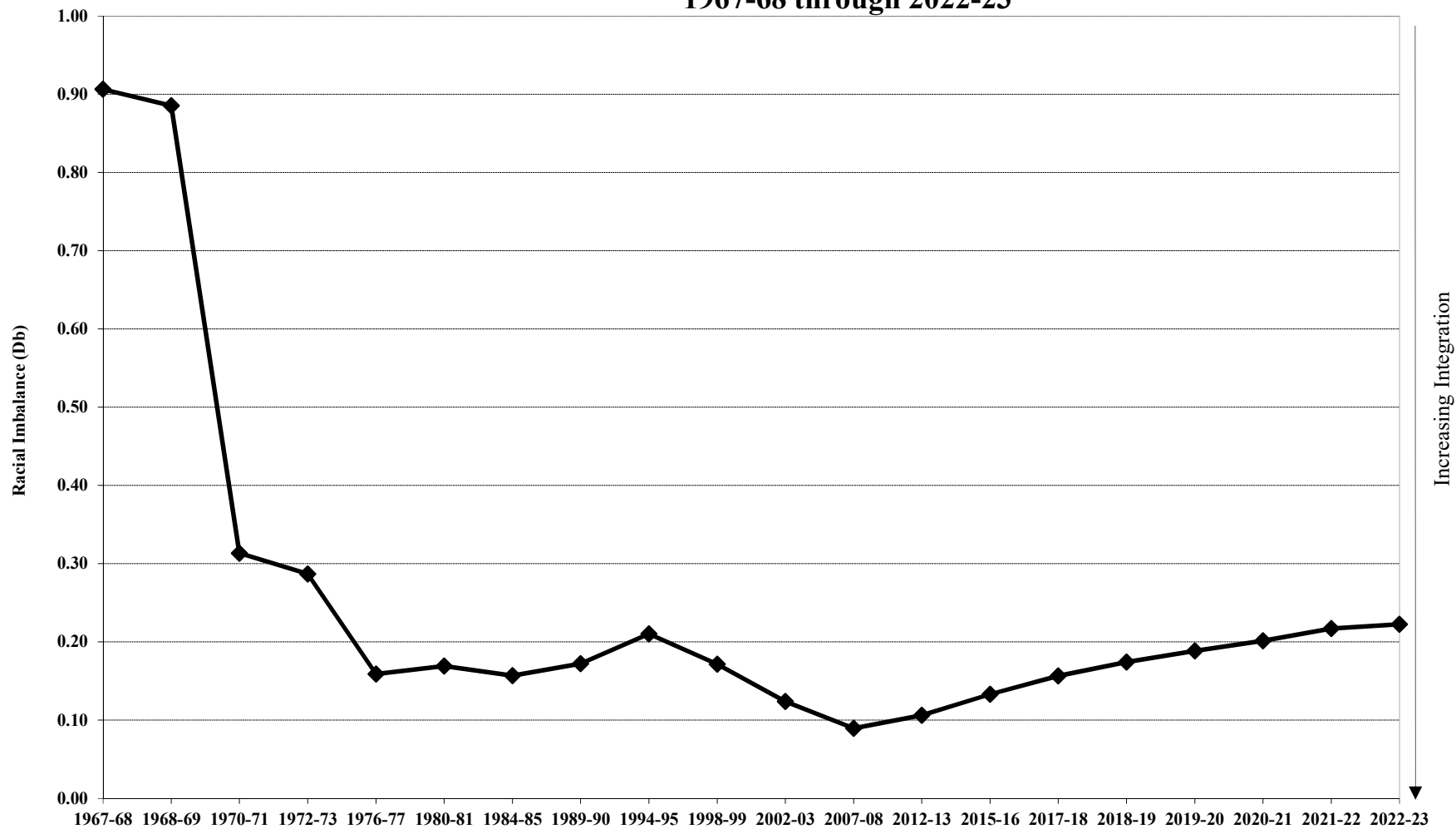
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<sup>1</sup> The formula is

$$Dm = \frac{1}{2} \sum \frac{|W_i - M_i|}{|W - M|}$$

where  $W_i$  is the number of whites in a school and  $M_i$  is the number of minority students in the same school,  $W$  is the number of whites in a school district and  $M$  is the number of minority students in the same school district. This is summed down all schools and the total divided by 2.

**Figure 3**  
**Trends in Racial Imbalance (Dm) in the Rankin County School District,**  
**1967-68 through 2022-23**



1967. An index of .91 in that year means that 91% of the black students would have had to change school, if no whites changed school, in order to have perfect racial balance. The fact that the index was not 1.0, complete segregation, in 1967 is due to the 1965 freedom of choice plan which resulted in 221 black students attending white schools.

A limitation of racial balance measures, however, is that there could be only one white in each school and the district would be perfectly racially balanced—that is, all schools would exactly match the district’s racial composition. The interracial exposure index is a measure that reflects not only the extent of racial imbalance, but also the absolute level of contact between the races. Interracial exposure is a weighted average of the percentage white in the average black child’s school.<sup>2</sup> This measure is also commonly used by social scientists and, like the index of dissimilarity, has been introduced in every school desegregation court case I have been involved in. The interracial exposure index goes in the opposite direction of the index of dissimilarity in that the higher the number, the more integration. Unlike the index of dissimilarity, however, the interracial exposure index is limited by the percentage white in the school district and in fact can be no higher than the percentage white in the district.

In 1967-68, the percentage white in the average minority child’s school was 8.6 percent, 56.9 points below the percentage white in the school district. In 2022-23, the percentage white in the average minority child’s school was 62.9 percent, only 3.8 points below the percentage white in the school district.

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<sup>2</sup> The formula is  

$$IE_m = \frac{\sum_k N_{km} P_{kw}}{\sum_k N_{km}}$$

where  $N_{km}$  is the number of minority students in a school and  $P_{kw}$  is the proportion white in the same school. This is summed across schools and divided by the number of minority students in all schools.

Figure 4 shows the percentage white in the average minority child's school in Rankin County from 1967 to 2022-23. The percentage white in the average minority child's school began to decline slightly in the last two decades due to the decline in the percentage white, something the school district has no control over. It is still quite high.

Table 1 and Figure 5 show the percentage of students in schools within +/- 20 percentage points of the school district's percentage black as ordered in the 2012 Consent Order (*Kenneth W. Adams, et al. v. Rankin County Board of Education, et al.*, Civil Action No: 3:67-cv-04156-TSL-MTP, p. 8. The district had 100 percent compliance in 1976 and then again from 1998-99 to the present.

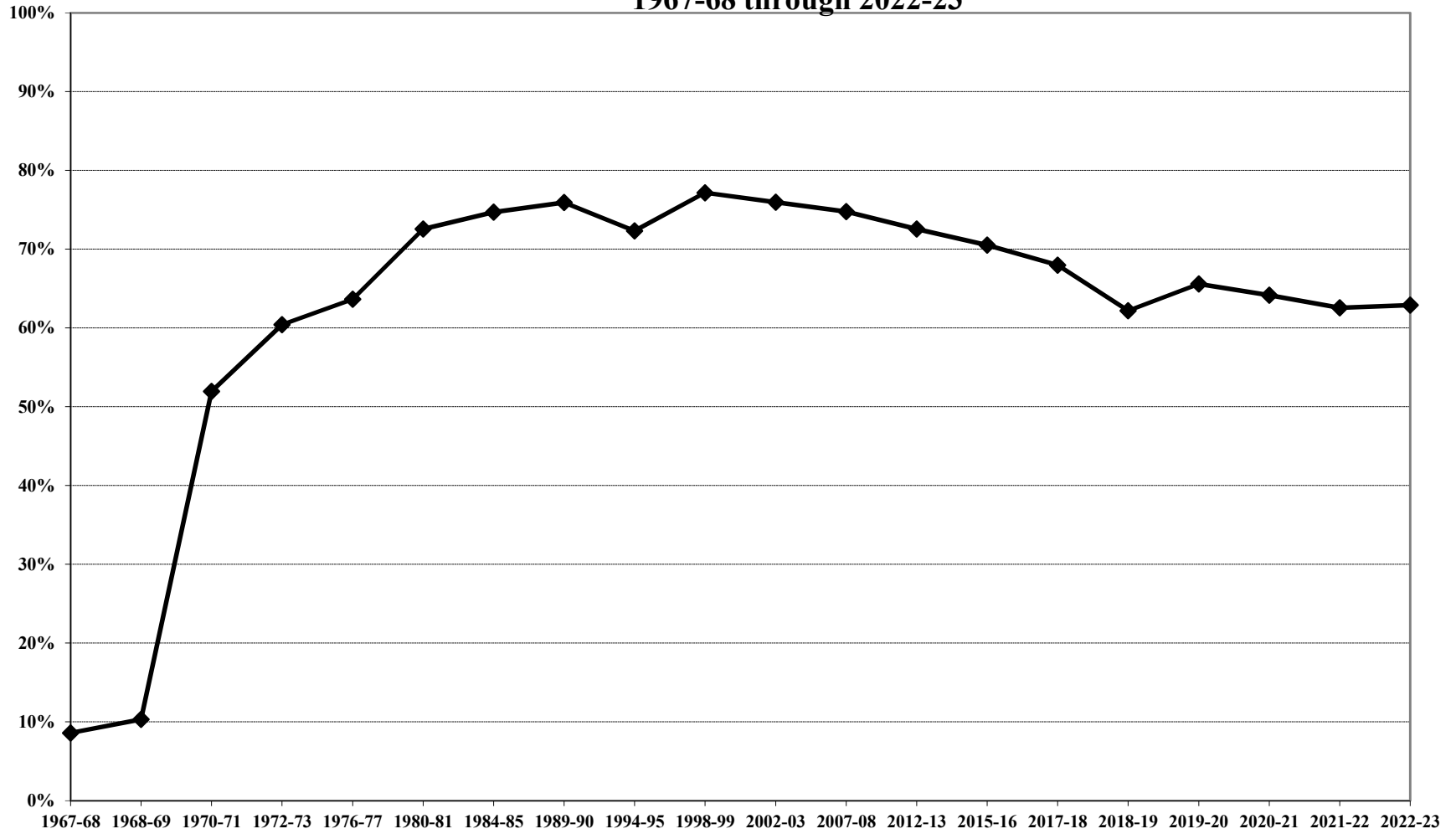
Table 1 and Figure 6 show the percentage of students in schools within +/- 20 percentage points of the school district's percentage white as ordered in the 2012 Consent Order. The district had 100 percent compliance in 1980-81 and then again from 2002-03 to 2017-18, and 2019-20 to 2020-21. In 2022-23 only two schools, Florence Middle School, and Flowood Elementary School dropped out of this category, but not by much.<sup>3</sup>

Figure 7 compares the level of school racial imbalance in Rankin County to that of school districts declared unitary in the last decade and a half using the plus or minus 20 percentage point white standard. As that figure shows, Rankin County with 94.2 percent of its students in schools within plus or minus 20 percent of the district's percentage white of student enrollment is doing better than 17 unitary districts.

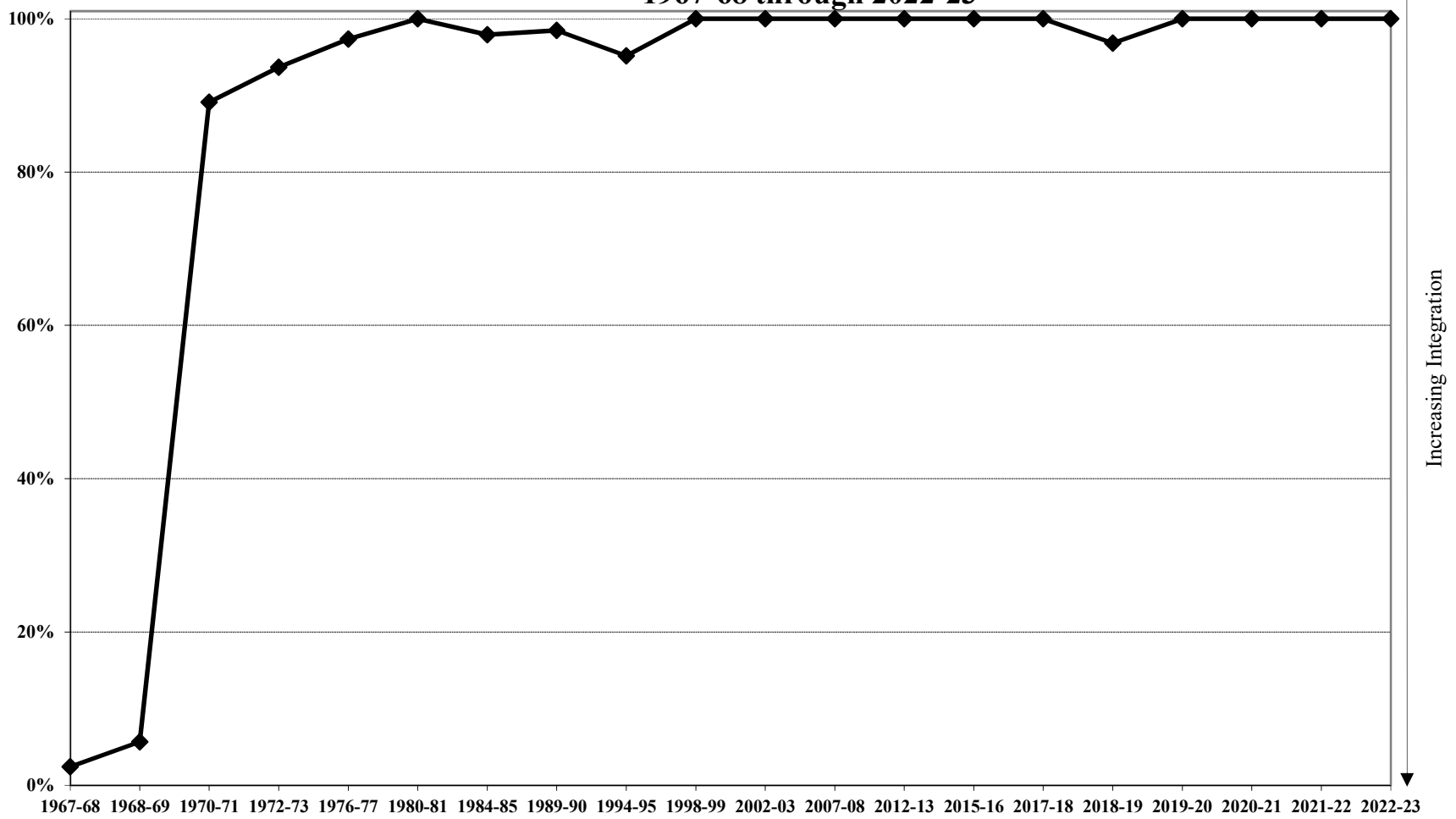
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<sup>3</sup> The school district is 94.2 percent white in 2022-23. Florence Middle School at 87.1 percent white is .5 percentage points above the +/- 20 percentage point deviation from the district percentage white and Flowood Elementary at 46.3 percent white is .3 percent under the +/- 20 percentage point deviation.

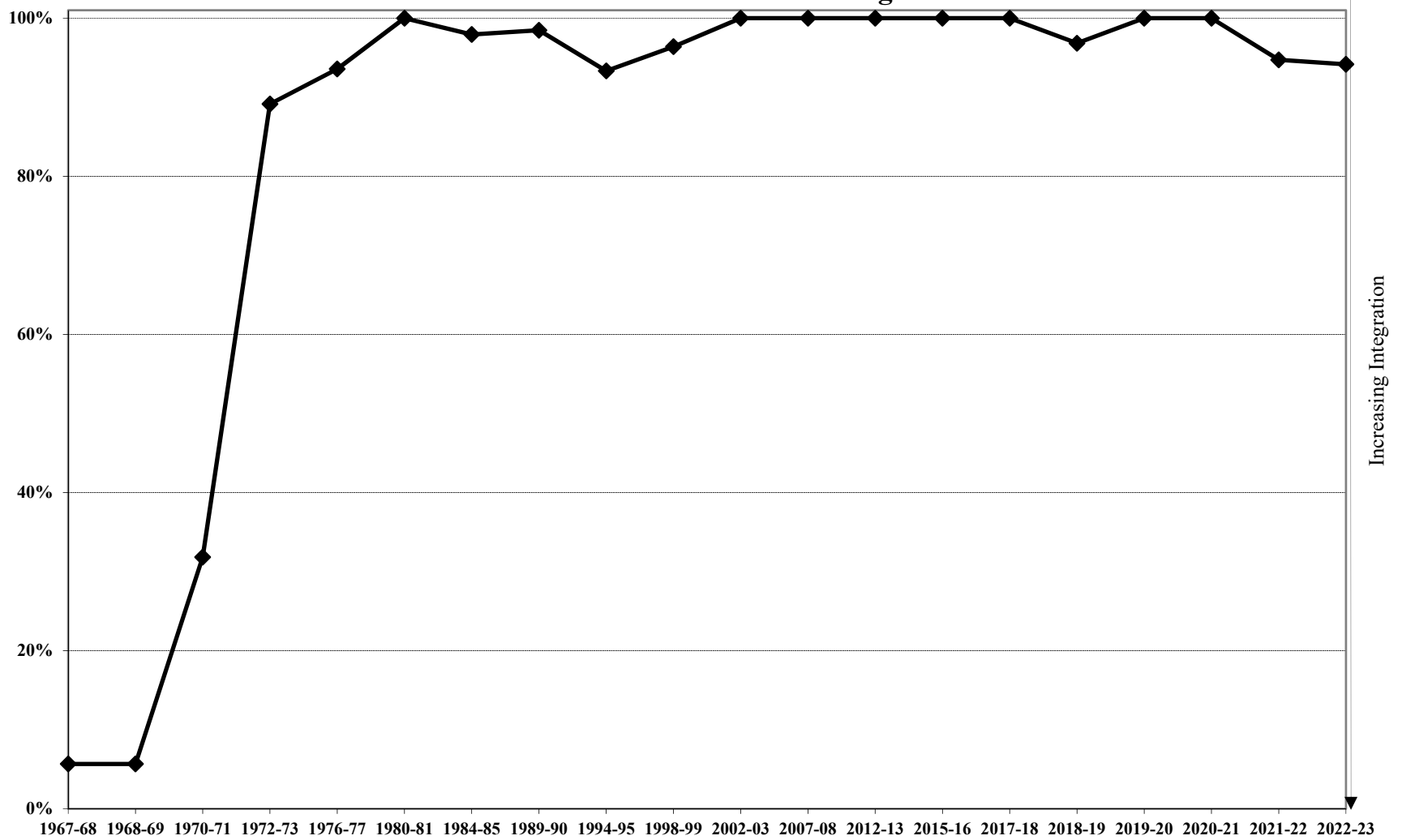
**Figure 4**  
**Trends in Interracial Exposure in the Rankin County, MS School District,**  
**1967-68 through 2022-23**



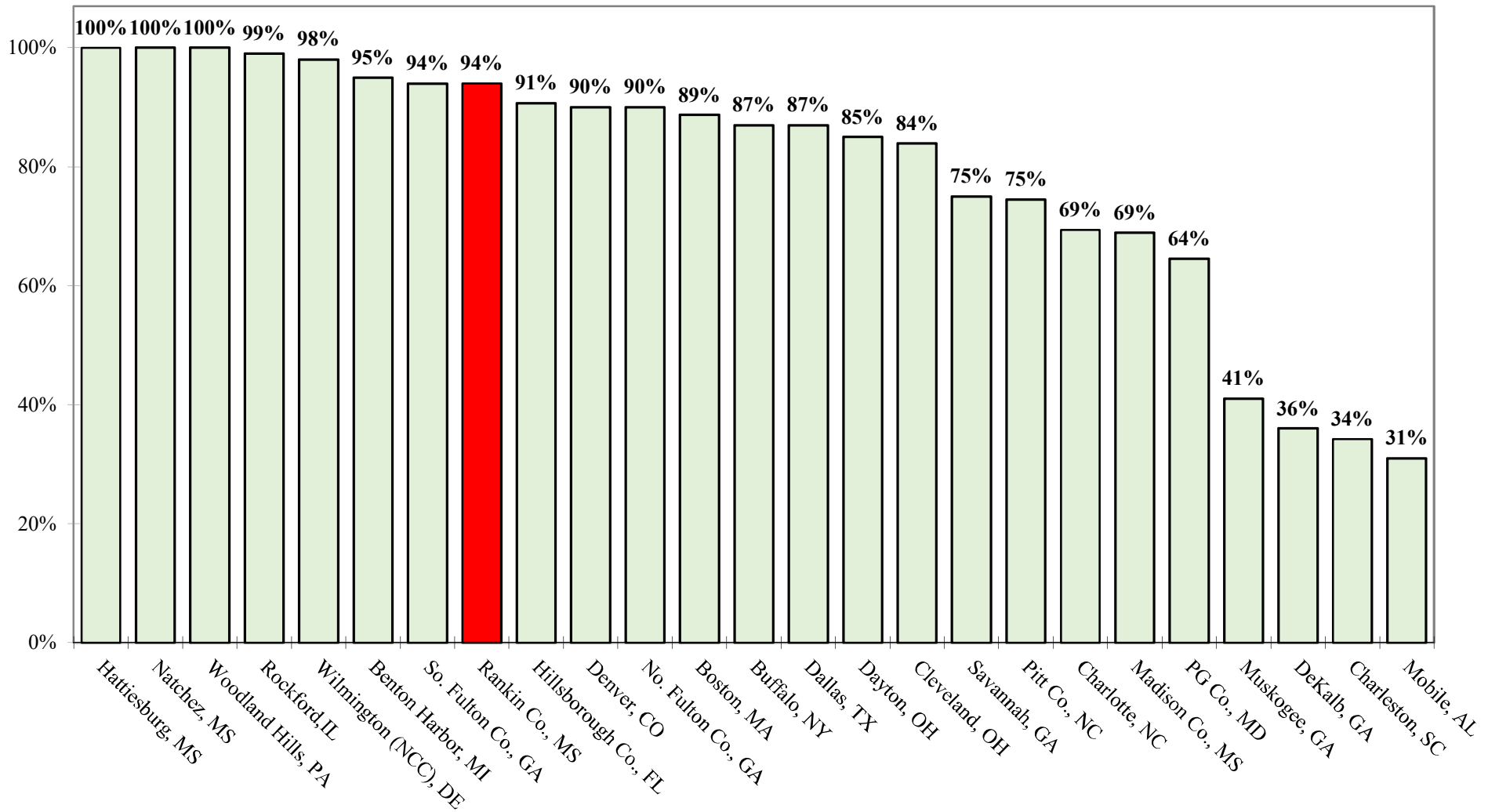
**Figure 5**  
**% of Students in Schools +/- 20 % Points of the District % Black,**  
**Rankin County School District,**  
**1967-68 through 2022-23**



**Figure 6**  
**Trends in the % of Students in Schools +/- 20 % Points of the District % White,**  
**Rankin County School District,**  
**1967-68 through 2022-23**



**Figure 7**  
**% of Students in Schools Within ± 20% Pts. of the District's % White in Rankin County**  
**2022-23 and in School Districts Declared Unitary since 1986\***



\*The years of these data are 1986 for DeKalb; 1988 for Boston and Charleston; 1992 for Dallas; 1993 for Muskogee and Savannah; 1994 for Buffalo, Cleveland, and Denver; 1995 for Hillsborough; and 1996 for Mobile and Prince George's County, 1998 for Woodland Hills, 1996 for Hattiesburg, 1997 for Charlotte, 1999 for Rockford, 2000 for Dayton and Benton Harbor, 2001 for Fulton County, 2003 for Natchez, 2006 for Madison County, and 2011 for Pitt. In each district, this is the year before their unitary finding on student assignment.

Figure 8 compares the level of school racial imbalance in Rankin County to that of school districts declared unitary in the last decade and a half using the index of dissimilarity. Rankin County's index of .22 is the 6<sup>th</sup> lowest level of racial imbalance of the 24 school districts. The other 20 school districts range from .27 to .65.

Figure 9 compares Rankin County's compliance with its court orders to that of school districts declared unitary in the last decade and a half in terms of the percentage of schools in compliance with their court orders.<sup>4</sup> Rankin County has 94.2 percent of its schools in compliance with the 2012 Consent Order.

Figure 10 compares the percentage of schools in Rankin County that are greater than 90% minority to the percentage in school districts recently declared unitary. Of the 24 unitary districts, 18 had one or more schools greater than 90% minority. Again, Rankin County is a leader in that respect along with six other districts. The other 19 school districts range from 1 percent to 81 percent one race in Benton Harbor.

The comparative data thus indicate that the courts do not require perfection. They only require desegregation *to the extent practicable*. Nevertheless, the Rankin County School District is perfect, or close to perfect, on every measure of desegregation with regard to student assignment.

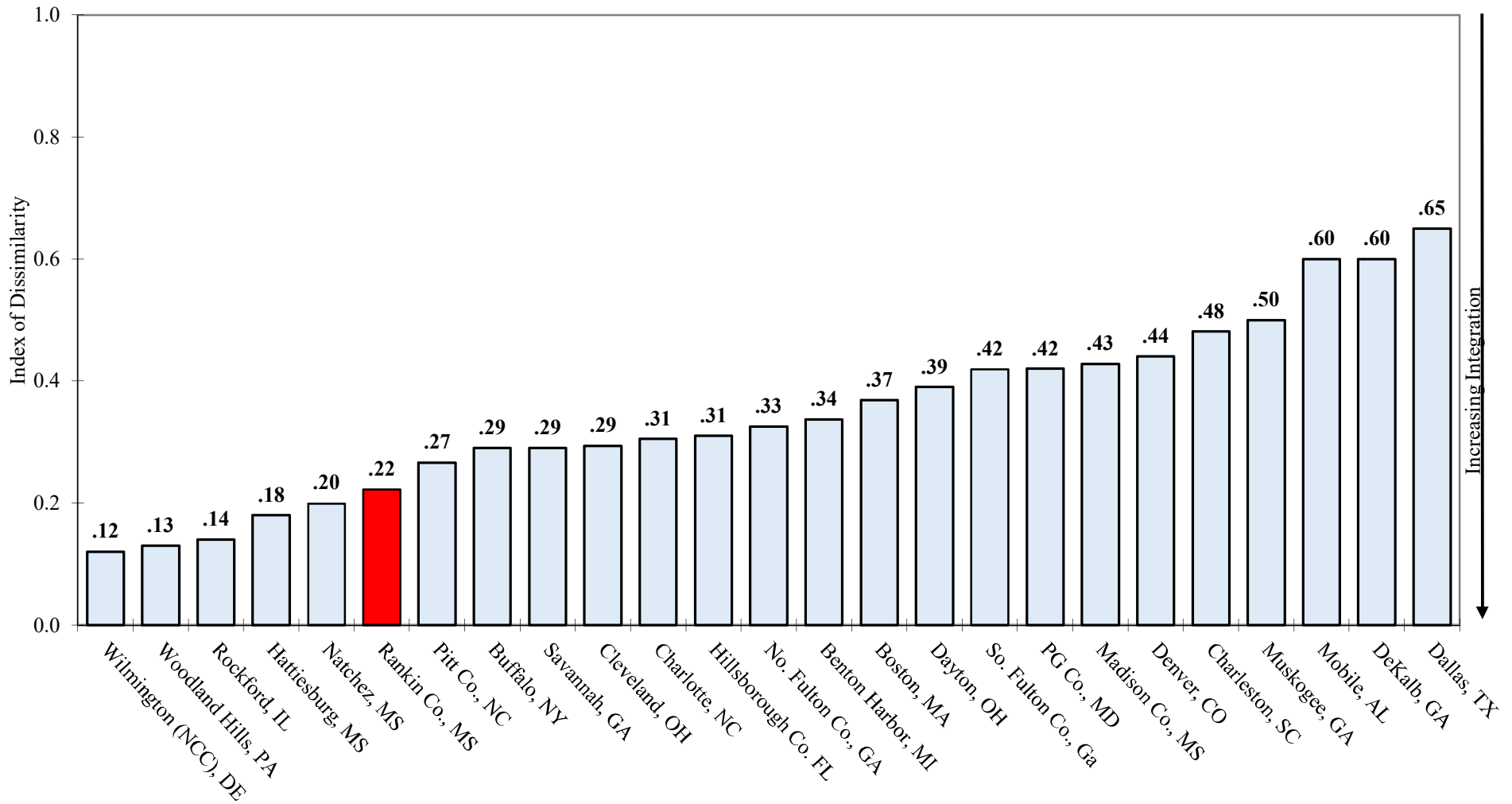
### **3) Teacher Racial Balance**

The Singleton decision (*Singleton v. Jackson Municipal Separate School District*, 419 F. 2d 1211, 1970) states that one should not be able to tell the racial composition of a school from

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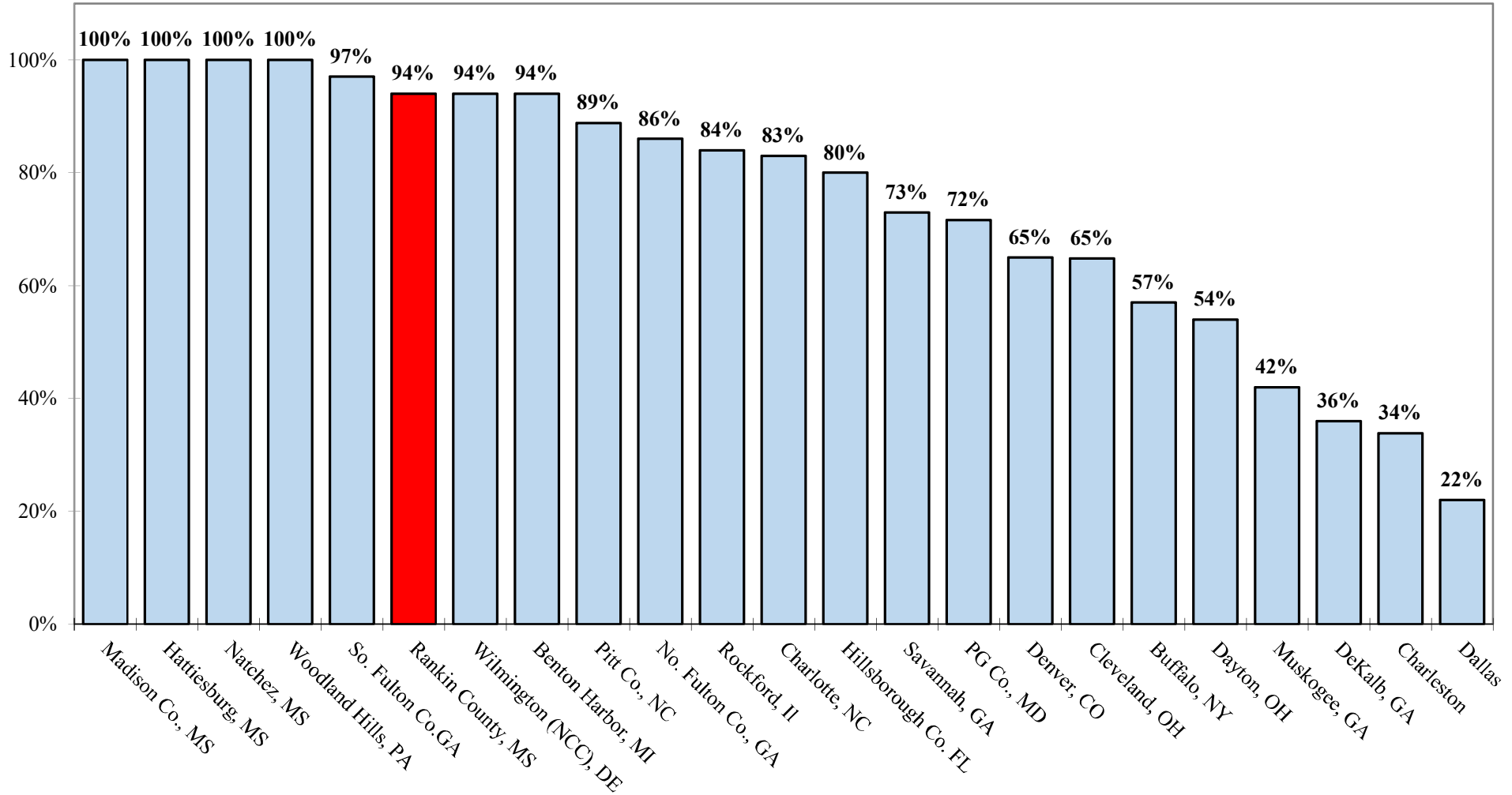
<sup>4</sup> It was not possible to calculate the percentage of schools in compliance for Boston or Mobile because the court order referred to data not publicly available.

**Figure 8**  
**School Racial Imbalance of Minority and Majority Students in Rankin County 2022-23 and in**  
**School Districts Declared Unitary Since 1986\***



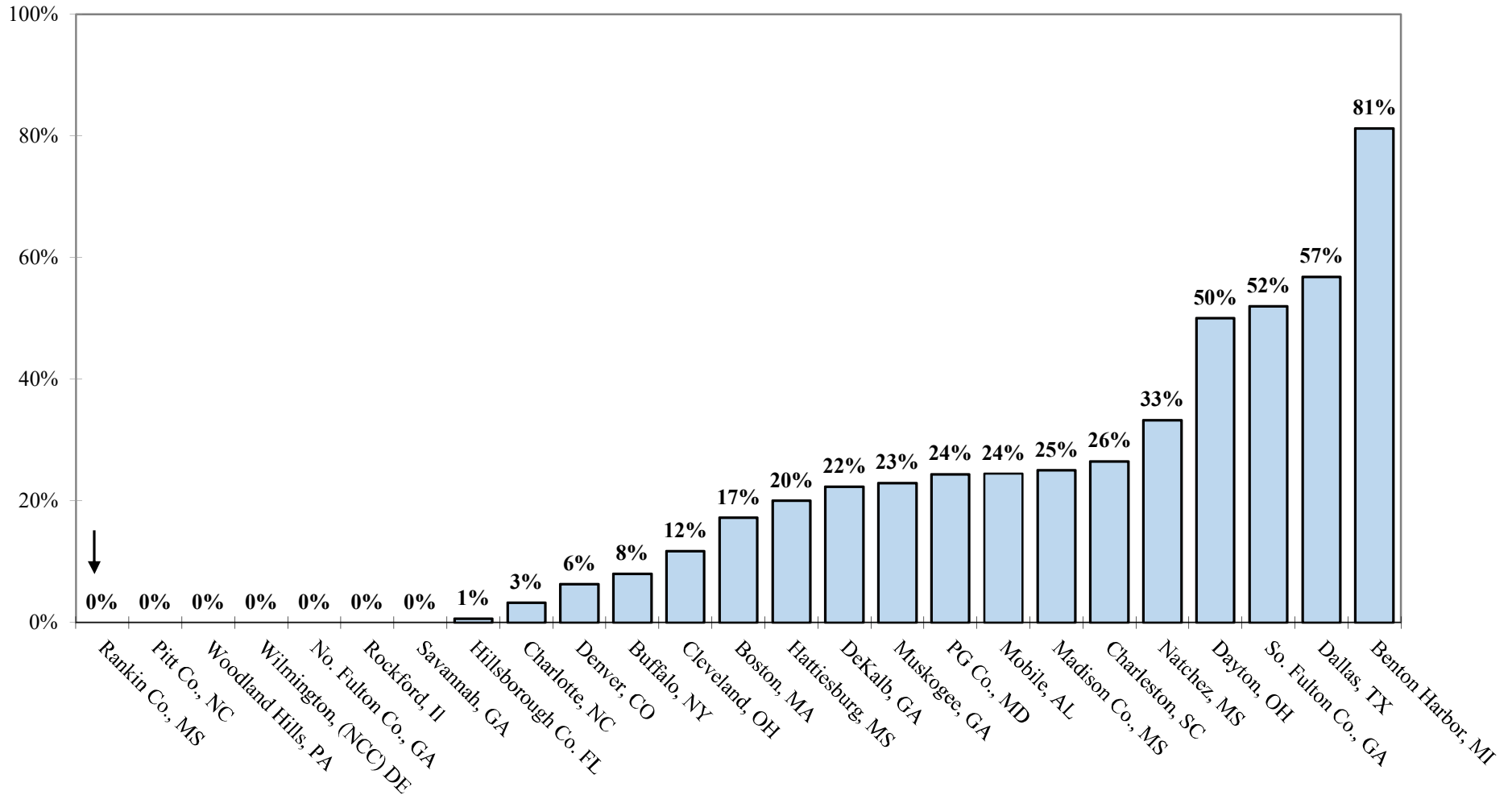
\*The years of these data are 1986 for DeKalb; 1988 for Boston and Charleston; 1992 for Dallas; 1993 for Muskogee and Savannah; 1994 for Buffalo, Cleveland, and Denver; 1995 for Hillsborough; and 1996 for Mobile and Prince George's County, 1998 for Woodland Hills, 1996 for Hattiesburg, 1997 for Charlotte, 1999 for Rockford, 2000 for Dayton and Benton Harbor, 2001 for Fulton County, 2003 for Natchez, 2006 for Madison County, and 2011 for Pitt. In each district, this is the year before their unitary finding on student assignment.

**Figure 9**  
**% of Schools in Compliance with Court Standard in Rankin County 2022-23**  
**and in School Districts Declared Unitary since 1986\***



\*The years of these data are 1986 for DeKalb; 1988 for Boston and Charleston; 1992 for Dallas; 1993 for Muskogee and Savannah; 1994 for Buffalo, Cleveland, and Denver; 1995 for Hillsborough; and 1996 for Mobile and Prince George's County, 1998 for Woodland Hills, 1996 for Hattiesburg, 1997 for Charlotte, 1999 for Rockford, 2000 for Dayton and Benton Harbor, 2001 for Fulton County, 2003 for Natchez, 2006 for Madison County, and 2011 for Pitt. In each district, this is the year before their unitary finding on student assignment.

**Figure 10**  
**% of Schools At or Above 90% Minority Rankin County 2022-23**  
**and in School Districts Declared Unitary since 1986\***



\*The years of these data are 1986 for DeKalb; 1988 for Boston and Charleston; 1992 for Dallas; 1993 for Muskogee and Savannah; 1994 for Buffalo, Cleveland, and Denver; 1995 for Hillsborough; and 1996 for Mobile and Prince George's County, 1998 for Woodland Hills, 1996 for Hattiesburg, 1997 for Charlotte, 1999 for Rockford, 2000 for Dayton and Benton Harbor, 2001 for Fulton County, 2003 for Natchez, 2006 for Madison County, and 2011 for Pitt. In each district, this is the year before their unitary finding on student assignment.

the racial composition of its faculty and staff. No specific racial balance standard was specified in that decision. As a result, the standard used when a school district comes up for unitary status has varied considerably from a permissible +/- 5 to +/- 20 percentage point deviation.

In this case, the district court ordered in its 1970 Opinion and Order that

Effective not later than February 1, 1970, the principals, teachers, teacher-aides and other staff who work directly with children at a school shall be so assigned that that in no case will the racial composition of a staff indicate that a school is intended for negro students or white students. For the remainder of the 1969-70 school year the district shall assign the staff described above so that the ratio of negro to white teachers in each school, and the ratio of other staff in each, are substantially the same as each ratio is to the teachers and other staff, respectively, in the entire school system. (*Kenneth W. Adams, et al. v. Rankin County Board of Education, et al.*, Civil Action No. 4156, p. 13).

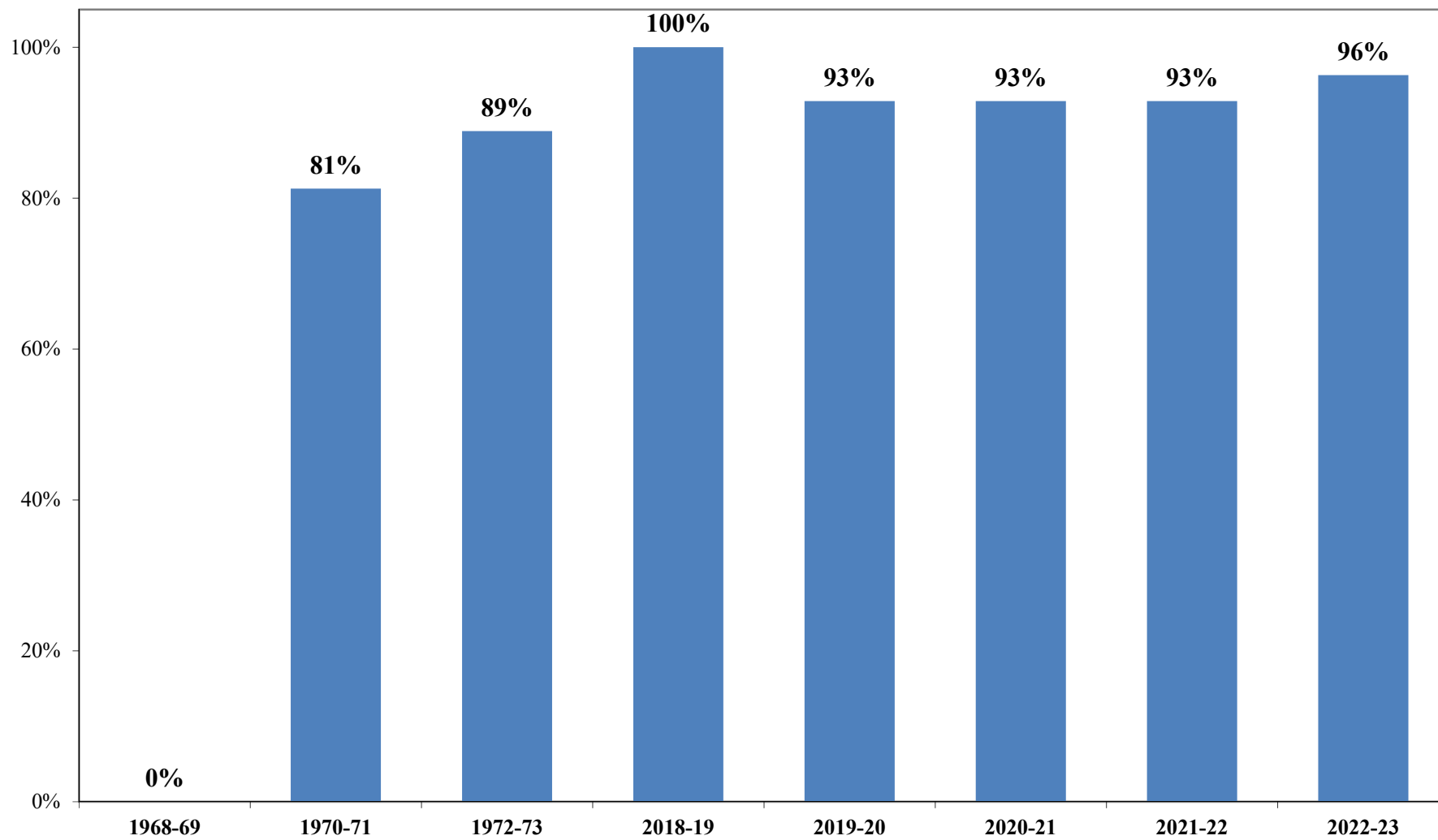
The definition of “substantially” was not clarified in this or subsequent orders. In calculating the racial balance of the faculty in Rankin County, the racial composition of each school’s instructional staff is compared to the racial composition of the instructional staff at each school level (elementary, middle, and high) rather than the district as a whole since teachers at different school levels are usually not fungible.<sup>5</sup>

Figure 11 shows the percentage of Rankin schools within +/- 15 percentage points of the percentage white of the teachers at each grade level in 1968, 1970, 1972, and 2018-19 through 2022-23. Overall, there has been considerable improvement since 1968 when there were no schools within 15 percentage points at any level. By 1970, 81 percent of the schools had racially balanced instructional staff. By 2022-23, 96 percent of the schools had racially balanced

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<sup>5</sup> In the case of the five schools with grades 7-12 (McLaurin, Pelahatchie, Pisgah, Puckett, and Richland) the school was classified as a high school.

**Figure 11**  
**% of Schools Meeting +/- 15% Point Criterion for Instructional Staff Racial Balance, Rankin County School District, 1968-69 to 2022-23**



instructional staff. Only McLaurin Elementary School and the Rankin County Learning Center were not within this standard and even those two had substantial racial mixing.<sup>6</sup>

Figure 12 measures racial imbalance in a more precise way than a categorical measure in which a school can fall in or out of imbalance even if the change was small. This measure, relative exposure, is similar to the index of dissimilarity in that it measures deviation from racial imbalance.<sup>7</sup> Both measures are considered by social scientists to be superior to categorical measures and the relative exposure index is generally preferred to the index of dissimilarity because it is thought to have better properties. The relative exposure index adjusts the interracial exposure index for the racial composition of the school staff (or whatever unit is being analyzed). As shown in Figure 12, by 1970 the Rankin County schools had very little racial imbalance which has been maintained through the 2022-23 school year.

Figure 13 compares Rankin County to other districts that have been declared unitary in terms of the percentage of schools racially balanced at the +/- 15 percentage point standard calculated by school level, but aggregated to the district level.<sup>8</sup> Two districts have only one high school and so their racial balance at that level is misleading. With 96 percent of the schools falling within a plus or minus 15 percent deviation, Rankin County surpasses nine unitary school districts in teacher racial balance.

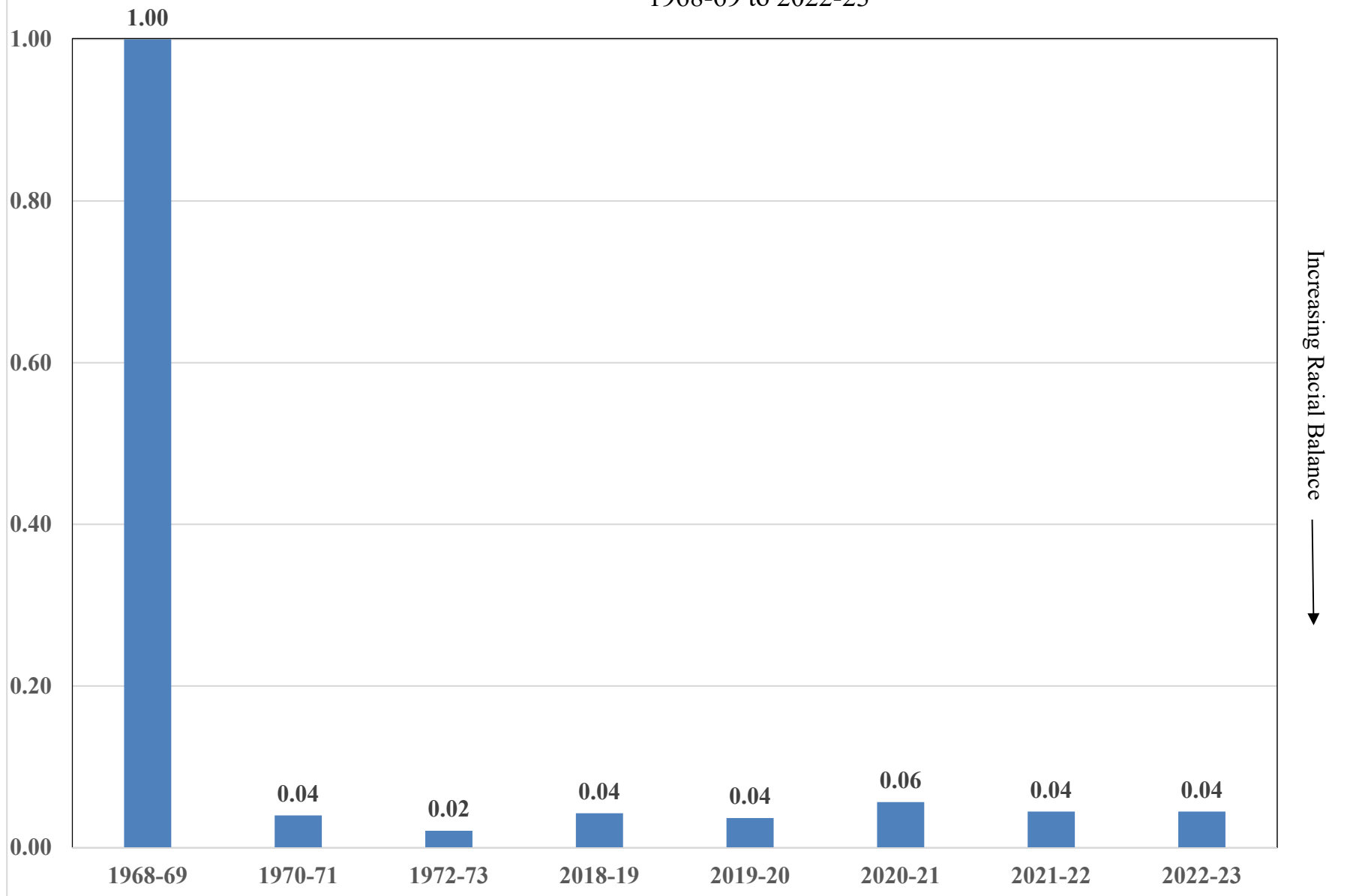
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<sup>6</sup> The school district's instructional staff is 12.8 percent black and 86.5 percent white in 2022-23. McLaurin Elementary's instructional staff is 38.6 percent black or 10.8 percentage points above the +/- 15 percentage point deviation. The Learning Center's instructional staff is 40 percent black or 12.2 percentage points above the +/- 15 percentage point deviation.

<sup>7</sup> The formula is  $R_{mw} = (pw - IEm) / pw$  where  $pw$  is the proportion white of the teachers of a school level and  $IEm$  is the percentage white of the teachers in the average minority teacher's school at a school level.

<sup>8</sup> There are fewer districts in this analysis than in the student desegregation comparisons because faculty racial composition by school is not publicly available in most years and thus has to be obtained from the school districts.

Figure 12  
Racial Imbalance (Rmw) of Instructional Staff, Rankin County School District,  
1968-69 to 2022-23



**Figure 13**  
**% of Schools Districtwide Racially Balanced Within +/- 15% Points of the School Level % White of Instructional Staff in Rankin County School District, 2022-23 and in Districts Declared Unitary Since 1986**

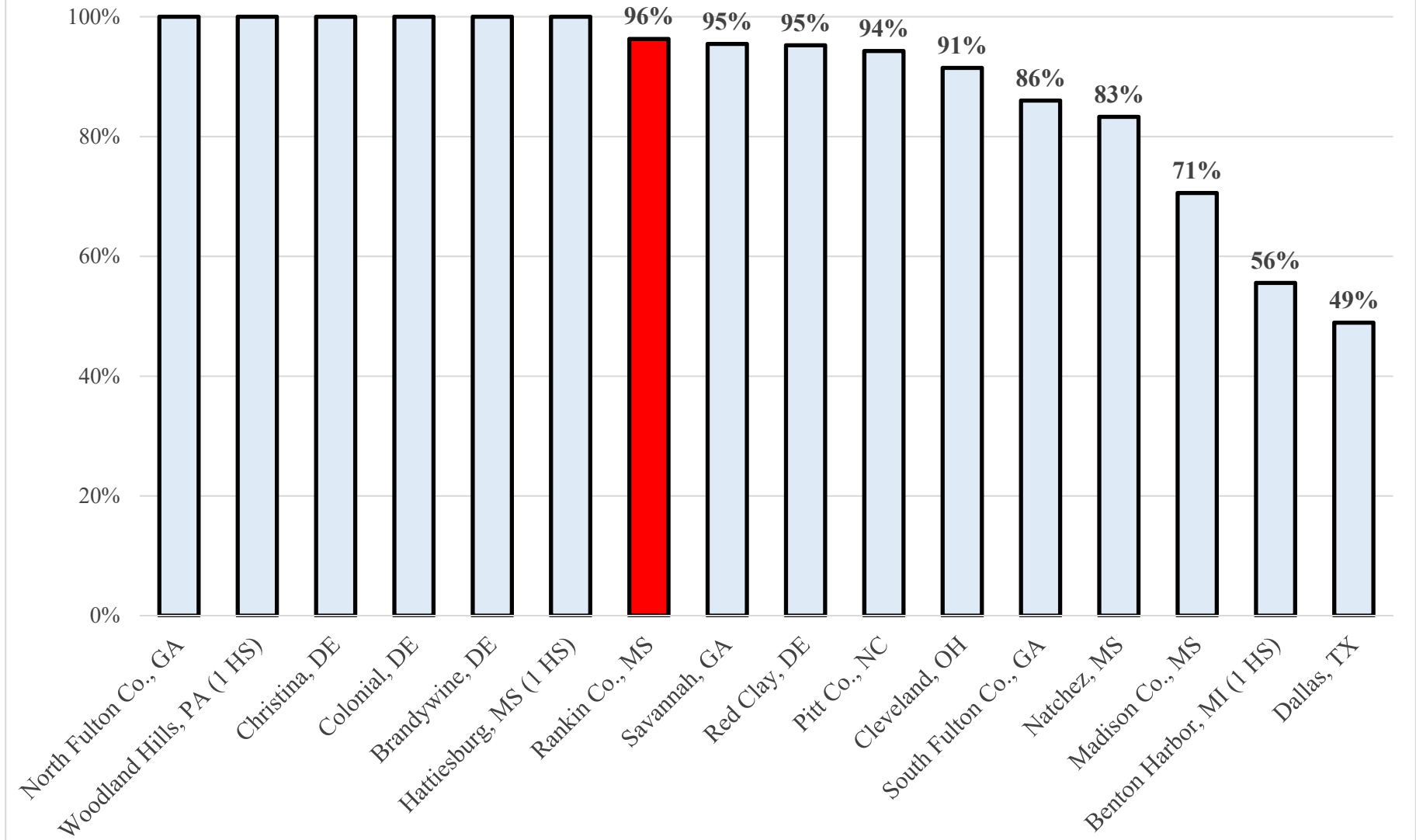


Figure 14 compares Rankin County to unitary districts using the relative exposure index to measure racial imbalance. All districts have a relatively low level of racial imbalance and the difference between Rankin County's index of .045 and that of other school districts is small.

In summary, Rankin County has a high level of teacher racial balance that compares favorably to unitary school districts. In my opinion, Rankin County has met the standard for unitary status on teaching staff because it has racially balanced its staff to the extent practicable and surpasses or is comparable to the level of other districts that have attained unitary status.

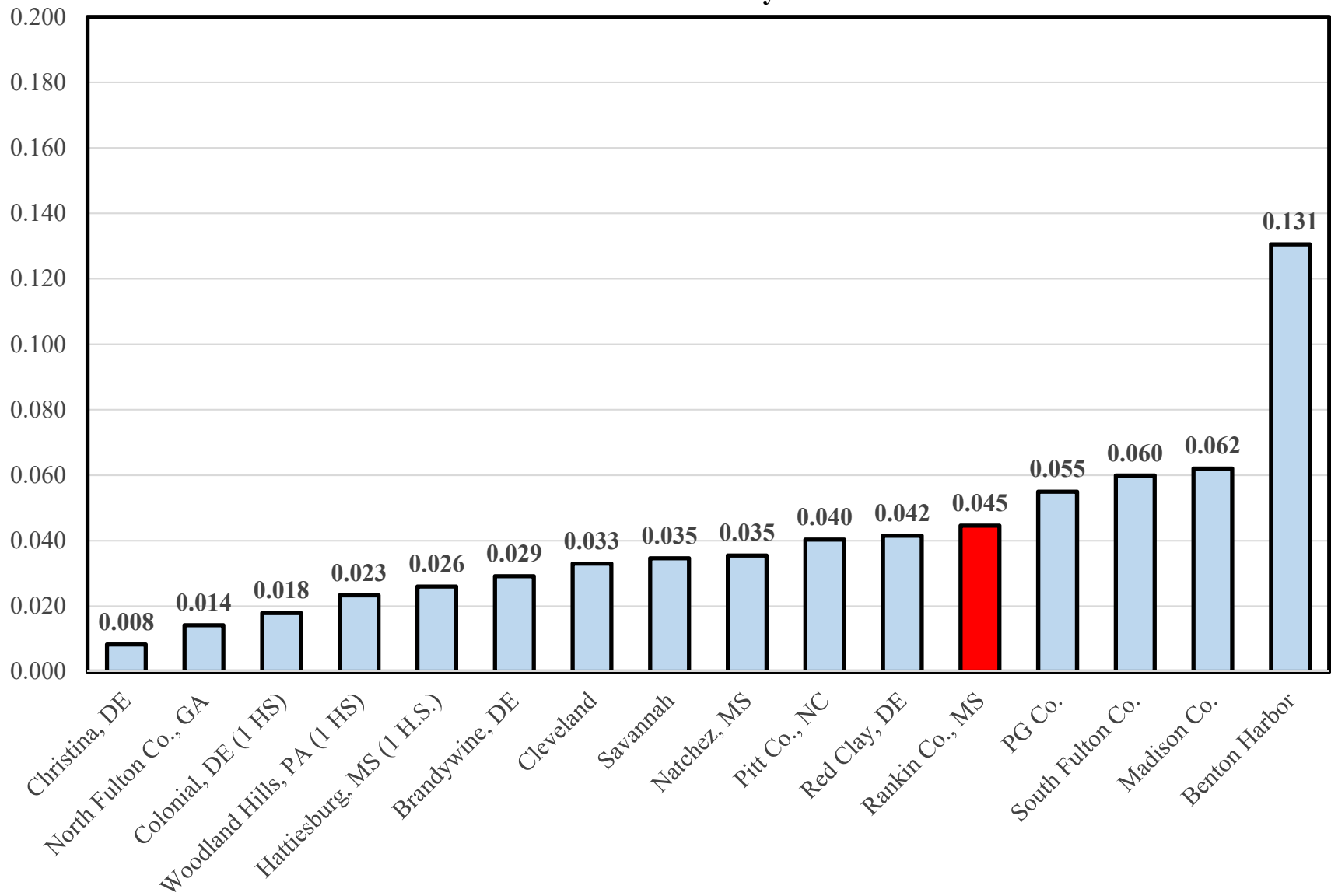
#### **4) Administrative Staff Racial Composition**

With regard to school administrators (principals and assistant principals) in Rankin County, as shown in Table 2, the percentage black of the administrators is 23 percent which is quite high for a 67 percent white school system. The percentage black of the building administrators in Rankin County is about 2 1/2 times the percentage black of the educational administrators in the U.S., but comparable to the 27% black of Mississippi's certificated staff. The correlation between the percentage black of the administrative staff and the percentage black of the students in each school is .04, basically zero. In my opinion, Rankin County has met the standard for unitary status in *Singleton*—one cannot tell the racial composition of a school by the racial composition of its administrative staff—and the standard set forth in the district court's 1970 order that the racial composition of the principals be substantially the same as the racial composition of the district as a whole was achieved.

#### **5) Extra-Curricular Activities**

Extra-curricular activities in Rankin County high schools are open to all students and are racially balanced. Table 3 shows the ratio of the percentage minority participating in extra-

**Figure 14**  
**Racial Imbalance of Instructional Staff in Rankin County School District, 2022-23**  
**and in Districts Declared Unitary Since 1986**



**Table 2**  
**Racial Composition of Building Administrators**  
**Rankin County School District, 2022-23**

<b>SCHOOL</b>	<b>WHITE</b>	<b>BLACK</b>	<b>OTHER</b>	<b>TOTAL</b>	<b>% BLACK</b>
Brandon El	3	0	0	3	0%
Florence El	1	1	0	2	50%
Flowood El	1	1	0	2	50%
Highland Bluff El	2	0	0	2	0%
McLaurin El	2	0	0	2	0%
Northshore El	2	0	0	2	0%
Northwest El	2	0	0	2	0%
Oakdale El	1	0	1	2	0%
Pelahatchie El	1	1	0	2	50%
Pisgah El	2	0	0	2	0%
Puckett El	2	0	0	2	0%
Richland El	1	1	0	2	50%
Richland Upper El	2	0	0	2	0%
Rouse El	1	1	0	2	50%
Steen's Creek El	1	1	0	2	50%
Stonebridge El	1	2	0	3	67%
Brandon Middle	4	1	0	5	20%
Florence Middle	3	0	0	3	0%
Northwest Middle	4	1	0	5	20%
Brandon High	5	1	0	6	17%
Florence High	3	1	0	4	25%
McLaurin Junior/Senior High	3	1	0	4	25%
Northwest High	5	1	0	6	17%
Pelahatchie Junior/SeniorHigh	1	1	0	2	50%
Pisgah Junior/Senor High	2	0	0	2	0%
Puckett High	2	0	0	2	0%
Richland Junior/Senior High	2	2	0	4	50%
Total	59	17	1	77	22%

Table 3  
 Ratio of % Minority of the Extra-Curricular Activities to the % Minority of the  
 Secondary Schools, Rankin County, Mississippi  
 2018-19, 2021-2, and 2022-23

School	2018-19	2021-22	2022-23
Brandon High	1.0	0.9	0.88
Brandon Middle	0.9	0.8	0.66
Florence Middle	0.8	1.2	0.99
Florence High	1.1	0.8	0.58
McLaurin High	1.0	1.2	1.08
Northwest Rankin High	0.8	1.1	0.92
Northwest Rankin Middle	1.0	1.1	1.12
Pelahatchie High	0.9	1.2	1.20
Pisgah High	1.0	1.1	0.92
Puckett High	0.8	0.4	0.57
Richland High	1.0	0.9	1.32
Average	0.9	1.0	0.9

curricular activities to the percentage minority in the school in 2018-19, 2021-22, and 2022-23. There was little decline in participation in extra-curricular activities from 10,702 in 2018-19, before the pandemic, to 10,133 in 2021-22 and 10,141 in 2022-23. Table 3 shows variability in the ratio but the average is close to 1.0, which is the goal. This means that the black students are participating in extra-curricular activities at these schools close to their proportion in the student body.

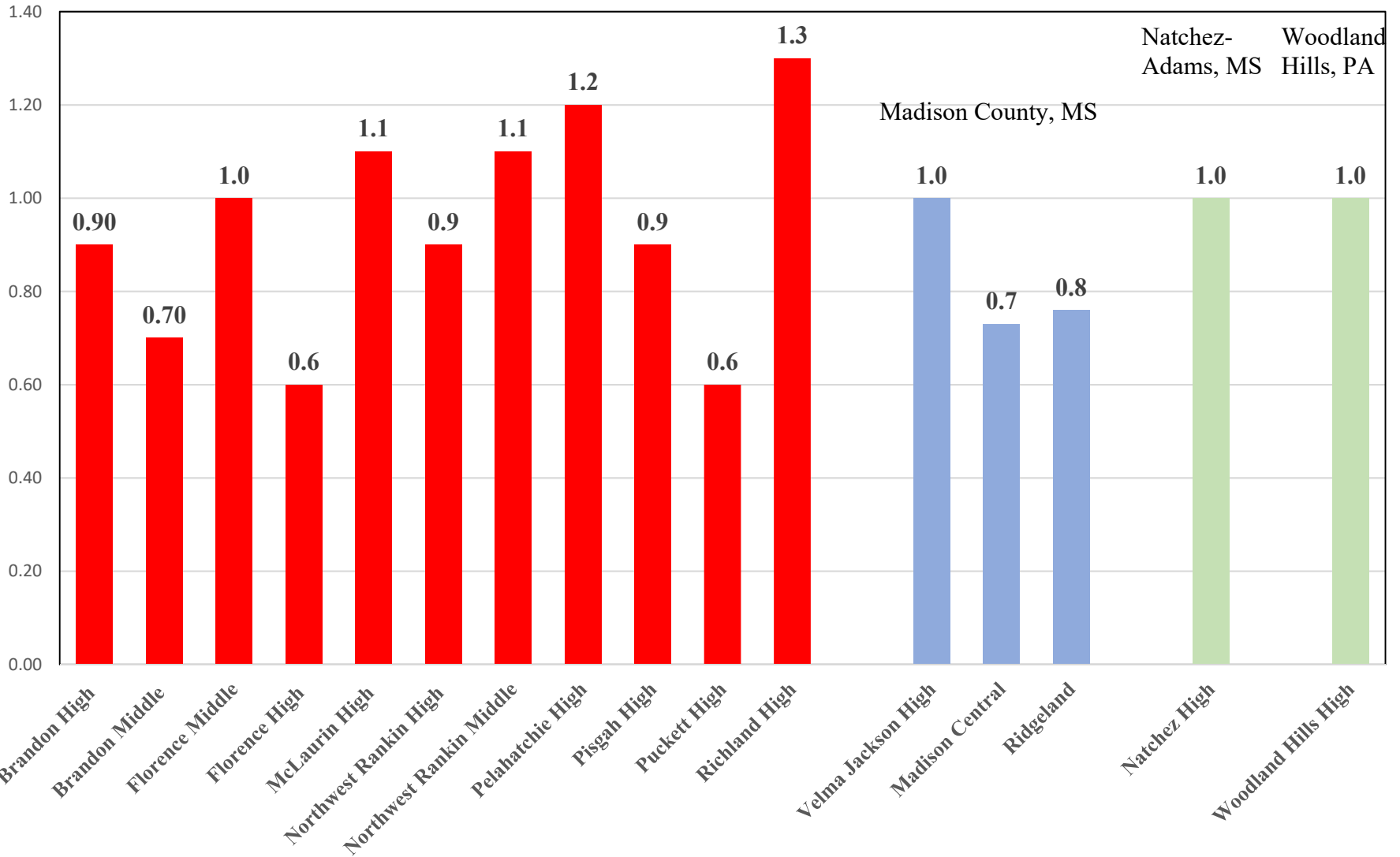
The next issue is how well these students are distributed across the activities. It could be, for example, that although the percentage black of the students participating in activities is equal to their percentage of the enrollment, the white students are in one set of activities and the black students in another set. As shown in Table 4, the level of racial imbalance, as measured by the relative exposure index, of the activities at the secondary schools is quite low in all years and this is the goal. In short, the races were fairly evenly distributed across the activities.

Figures 15 and 16 compare Rankin County's participation in extra-curricular activities to that of two other school districts in Mississippi, Natchez-Adams County and Madison County that achieved unitary status on extra-curricular activities and to Woodland Hills, Pennsylvania. Figure 15 shows the ratio of the percentage black of the activities in a school to that of the percentage black in the school. Rankin County has about the same level as the four other school districts declared unitary on extra-curricular activities. Figure 16 shows the racial imbalance (Rmw) of the extra-curricular activities. Again, Rankin County has about the same level as the other four school districts. In my opinion, Rankin County has met the standard for unitary status in extracurricular activities.

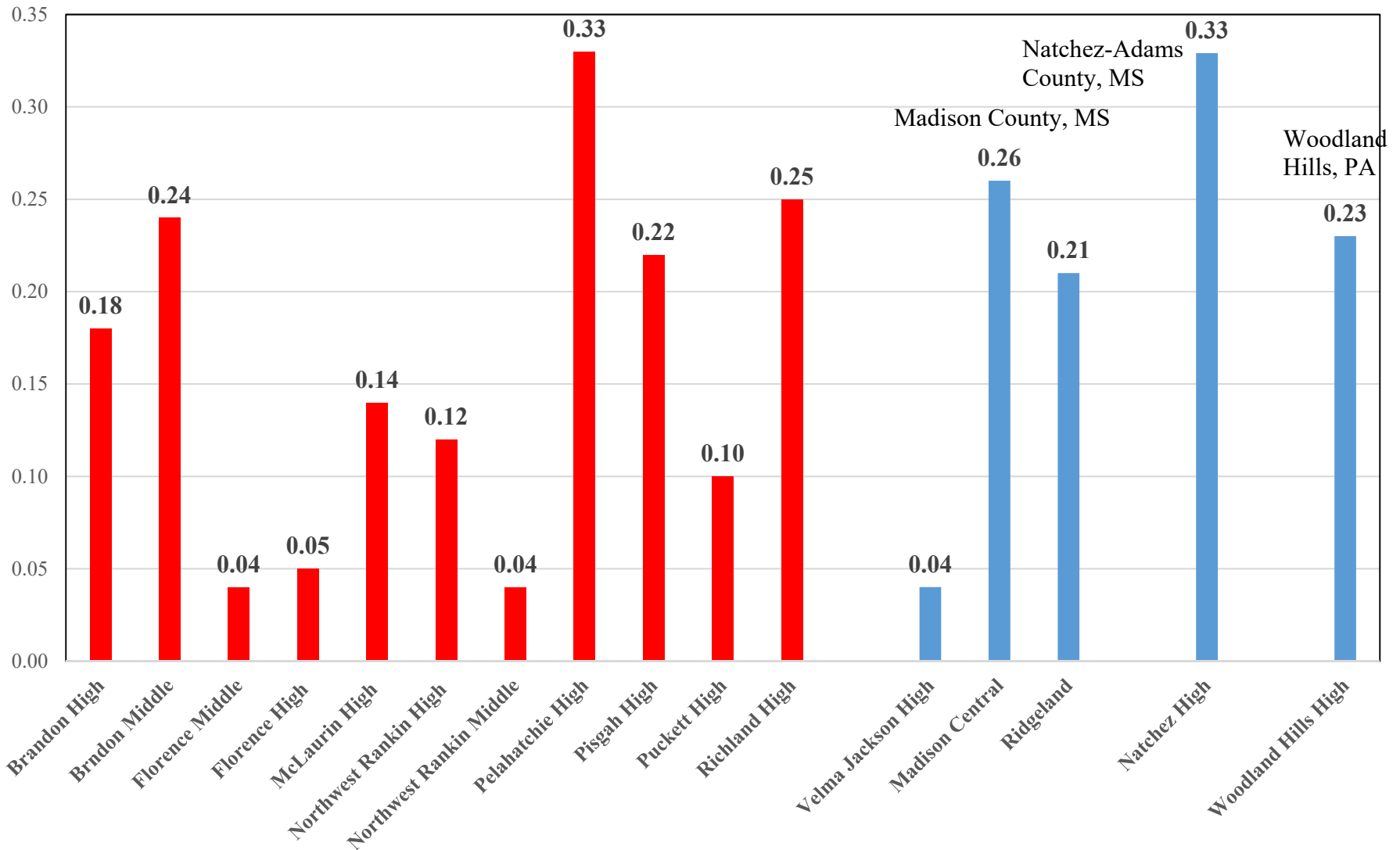
Table 4  
 Racial Imbalance of the Extra-Curricular Activities,  
 Secondary Schools, Rankin County, Mississippi  
 2018-19, 2021-22, and 2022-23

School	2018-19	2021-22	2022-23
Brandon High	0.27	0.19	0.18
Brandon Middle	0.17	0.15	0.24
Florence Middle	0.09	0.18	0.04
Florence High	0.22	0.05	0.05
McLaurin High	0.20	0.27	0.14
Northwest Rankin High	0.15	0.17	0.12
Northwest Rankin Middle	0.13	0.13	0.04
Pelahatchie High	0.17	0.25	0.33
Pisgah High	0.42	0.37	0.22
Puckett High	0.20	0.03	0.10
Richland High	0.23	0.21	0.25
Average	0.20	0.18	0.16

**Figure 15**  
**Comparison of Rankin County's Ratio of the % Black of Activities to % Black of School**  
**in 2022-23 to School Districts Declared Unitary on Extra-Curricular Activities**

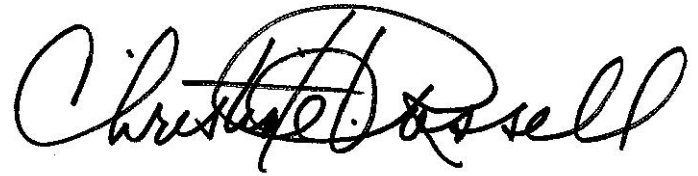


**Figure 16**  
**Comparison of the Racial Imbalance of Extracurricular Activities in Rankin County in 2022-23 to School Districts Declared Unitary on Extra-Curricular Activiti**



**Conclusions**

These data and analyses indicate that the Rankin County School District would meet the standard for unitary status on the following *Green* factors: student assignment, teacher assignment, staff assignment, and extra-curricular activities. It has complied with its court orders to the extent practicable and comparable to other school districts that have achieved unitary status.

A handwritten signature in black ink, reading "Christopher D. Russell". The signature is written in a cursive style with a large, prominent "C" at the beginning and a long, sweeping "l" at the end.

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May 8, 2023

**Appendix 1**  
**Curriculum Vita of Christine H. Rossell**  
**Professor Emerita of Political Science**

4-2-22

**Christine H. Rossell**  
Curriculum Vita

**Email:** [crossell@bu.edu](mailto:crossell@bu.edu); **Web Page:** <http://www.bu.edu/polisci/people/faculty-emeriti/rossell>

**Address:** 30 E. Glen Road, Brookline, MA 02445; **Cell:** 617-686-0155; **Home:** 617-566-7419

**EDUCATION:** Ph.D., Political Science, University of Southern California, January 1974; M.A., California State University, 1976; B.A., International Relations (area specialization: Latin America), UCLA, June 1967.

**ACADEMIC POSITIONS**

Faculty Positions at Boston University beginning in 1975:

Professor Emerita, 2018-present;

Professor, 1989-12/31/2017 (held Maxwell Chair in U.S. Citizenship and was chair of the Political Science Department from 1992-95); Associate Professor (tenured), 1982-1989; Assistant Professor, 1975-1982.

Faculty Positions, permanent, before 1975

Assistant Professor, Pitzer College, Claremont, California, 1973-1974.

Visiting Professor Positions and Fellowships:

Visiting Fellow, Public Policy Institute of California, San Francisco, Calif., Jan. 1-June 1, 1999.

University of Canberra, Canberra, Australia, Visiting Lecturer, Fall 1985.

University of California, Berkeley, Goldman School of Public Policy, Visiting Assistant Professor, Jan. - June 1981.

Duke University, Institute of Policy Sciences, Sanford School of Public Policy,

Visiting Assistant Professor, 1977-78.

University of Maryland, College Park,

Research Associate, Bureau of Governmental Research; Lecturer, Institute for Urban Studies; 1974-75.

**ACADEMIC AWARDS AND RESEARCH GRANTS,**

Professor Emerita, Boston University, 2018-present.

Albert Nelson Marquis Lifetime Achievement Award, 2017-present.

*Who's Who in America*, 1995-present; *Who's Who in the World*, 1995-present; *Who's Who in American Education*, 1994-present.

Dean's Award for Outstanding Teaching, College of Arts and Sciences, Boston University, 2000.

One of 51 individuals listed in Jeffrey Raffel's, the *Historical Dictionary of School Segregation and Desegregation: the American Experience*. Westport, Ct.: Greenwood Press, 1998.

Fellowship, Public Policy Institute of California, San Francisco, CA, Jan. 1-June 1, 1999. [ELL]\*

Research Grant with Keith Baker, "Bilingual Education Reform in Massachusetts," Pioneer Institute, 1992-95. [ELL]

Research Grant with Keith Baker, "Bilingual Education as a Civil Rights Policy," Smith Richardson Foundation, 1991-92. [ELL]

Research Grant, "Magnet Schools and Issues of Public School Desegregation, Quality, and Choice," (contract LC 90043001) awarded to American Institutes for Research by the Magnet Schools Assistance Program, U.S. Department of Education, subcontracted to me as co-principal investigator, 1990-93.

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\* Throughout, [ELL] stands for analysis of English Language Learner programs and issues.

Research Grant, "The Effectiveness of Desegregation Plan Characteristics in Producing Interracial Exposure," funded by the U.S. Department of Education, 1987-88.

Research Grant, "The Long-Term Impact of Magnet Schools as Desegregation Tools," funded by the National Institute of Education, U.S. Department of Education, 1983-1985

Research Grant with Willis Hawley and others, "Assessment of Current Knowledge About the Effectiveness of School Desegregation Strategies," funded by the National Institute of Education, U.S. Department of Education, 1979-81.

Abt Associates award for the best essay on social policy, 1979.

Research Grant with J. Michael Ross, "The Long-Term Effect of Court-Ordered School Desegregation on White Withdrawal from Central City Public School Systems: the Case of Boston, 1974-79," funded by the Ford Foundation and the Carnegie Corporation, 1978-79.

Research Grant, "The Social Impact of School Desegregation," funded by the National Institute of Education, 1973-76.

Graduate School Awards: Haynes Foundation Graduate Research Fellowship, 1972-73; Teaching Fellowship, Political Science Dept., 1970-72; University Grant, 1971; Graduate Tuition Award, 1970; University of Southern California.

## **PUBLICATIONS**

### **Books (N=5)**

Christine H. Rossell, David J. Armor, and Herbert Walberg, (eds.) *School Desegregation in the 21st Century*. Westport, Ct.: Praeger Publishers, 2002.

Christine H. Rossell and Keith Baker, *Bilingual Education in Massachusetts: the Emperor Has No Clothes*. Boston, MA: Pioneer Institute, 1996. [ELL]

Chapter 3: "The Educational Effectiveness of Bilingual Education" reprinted in Nicholas Capaldi (eds.), *Immigration: Debating the Issues*, pp. 277-296.

Christine H. Rossell, *The Carrot or the Stick for School Desegregation Policy: Magnet Schools vs. Forced Busing*. (Philadelphia: Temple University Press, 1990).

Christine H. Rossell and Willis D. Hawley (eds.). *The Consequences of School Desegregation*. (Philadelphia: Temple University Press, 1983).

Willis D. Hawley, Robert L. Crain, Christine H. Rossell, Janet Schofield, Janet Eylor, and others. *Strategies for Effective Desegregation*. (Lexington, Ma.: Lexington Books, 1983).

### **Journal Articles, Book Chapters, and Monographs (N=78); (Technical reports in subsequent section)**

"The Effect of School Voucher Programs on School Segregation: the Case of *Brumfield v. Dodd* and the state of Louisiana," Commentary in *Teachers College Record*, 4-1-22. [79]

"The Case Against Magnet Schools," in Robert Fox and Nina Buchanan, Eds. *The Handbook of School Choice*, Hoboken, New Jersey, John Wiley and Sons, 2017. [78]

"Does Bilingual Education Work? The Case of Texas." [Monograph] Austin, TX: Texas Public Policy Foundation, 2009. [ELL] [77]

"The Legal Aspects of Magnet Schools" in M. Berends, M.G. Springer, D. Ballou, and H.J. Walberg, Eds. *The Handbook of Research on School Choice*, Hillsdale, New Jersey, Lawrence Erlbaum Associates, 2009.[76]

“Disordered Data and Murky Models: a Critique of Wayne P. Thomas and Virginia P. Collier, 'A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement,” Center for Research on Education, Diversity and Excellence, 2002, [monograph] Arlington, VA: Lexington Institute, 2008. [ELL] [75]

"Bilingual Education," "Education Reforms: Magnet Schools," and "English as Second Language (ESL)" (3 entries) in M. E. Rushefsky, Ed. *Encyclopedia of Issues in U.S. Public Policy*, Farmington Hills, MI : Gale/Cengage Learning, 2008. [ELL] [74]

“Segregation/Resegregation,” “Zoning,” and “Magnet Schools,” [3 entries] in G. McCulloch and D. Crook, Eds. *The International Encyclopedia of Education*. Oxfordshire, United Kingdom, Routledge, 2008. [73]

“The Flawed Requirements for Limited English Proficient Children of the No Child Left Behind Act,” *The Journal of Education*, 186 (3), journal date 2005 (actual publication Nov. 2006), pp. 29-40. [ELL] [72]

Christine H. Rossell and Julia Kuder, “Meta-Murky: a Rebuttal to Recent Meta-Analyses of Bilingual Education,” in Janina Soehn, Ed., *The Effectiveness of Bilingual School Programs*. Berlin, Germany, Wissenschaftszentrum Berlin für Sozialforschung (WZB), 2005, pp. 43-76. [ELL] [71]

“Making Uneven Strides: State Standards for Achieving English Language Proficiency Under the No Child Left Behind Act,” September 2005, [monograph] Arlington, VA.: Lexington Institute. [ELL] [70]

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“Learning a Second Language Through a Second Language,” *Educational Leadership*, Dec. 2004/January 2005: 32-36. [ELL] [68]

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“The Evolution of School Desegregation Plans Since 1954” in Stephen Caldas and Carl Bankston (eds.), *The End of School Desegregation?* pp. 51-72. New York: Nova Science Publishers, 2003. [66]

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“Dismantling Bilingual Education, Implementing English Immersion: The California Initiative,” [monograph], San Francisco: Public Policy Institute of California, revised 2002. [ELL] [62]

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“Ability Grouping and Classroom Desegregation,” in Rossell, Armor, and Walberg, (eds.), *School Desegregation in the 21st Century*, pp. 189-234. Westport, Ct.: Praeger Publishers, 2002. [59]

Christine H. Rossell and David J. Armor, “Attitudes on Race and Desegregation,” in Rossell, Armor, and Walberg, (eds.), *School Desegregation in the 21st Century*, pp. 291-322. Westport, Ct.: Praeger Publishers, 2002. [58]

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"Controlled Choice Desegregation Plans: Not Enough Choice, Too Much Control?" *Urban Affairs Review* (formerly *Urban Affairs Quarterly*), September 1995, 31(1) 43-76. [41]

"The Progeny of Brown: From the Old Freedom of Choice to the New Freedom of Choice in Four Decades," *Urban Geography*, 15 (5), July-August 1994: 435-453. [40]

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"Estimating the Desegregation Effectiveness of the San Jose Unified School District's Plan and "The Cambridge Plan," a report to the U.S. District Court in the case of *Vasquez, et al. v. San Jose Unified School District, et al.*, filed December 11, 1985. [16]

"The Effectiveness of Alternative Desegregation Plans for Prince George's County, Maryland," a report prepared for the Laurel Amici in the case of *Vaughns v. Prince George's County* (Maryland) June 4, 1985. [15]

"The Effectiveness of Alternative Desegregation Plans for Hattiesburg, Mississippi," a report to the U.S. Department of Justice in the case of *U.S. and Pittman v. Mississippi and Hattiesburg Municipal School District*, March 21, 1985. [14]

"The Effectiveness of School Desegregation Plans as Determined by Community Response," a report to the U.S. Commission on Civil Rights, Feb. 1985. [13]

"What Is Attractive About Magnet Schools?" a report to the U.S. Department of Justice, March 15, 1984.[12]

"Options for Desegregating Howard and Madison Street Elementary Schools, Marion County, Florida," a report to the U.S. District Court, Middle District of Florida, Jacksonville, Florida, in the case of *U.S. v. Marion County School District*, Nov. 5, 1983. [11]

"A School Desegregation Plan for East Baton Rouge Parish," a report prepared for the U.S. Department of Justice, Washington, D.C., February, 1983. [10]

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"Statistical Measures of Effective Net Reduction in Segregation," a memo to Shirley McCune, Associate Commissioner of Equal Educational Opportunity, Office of Education, February 1980. [8]

Memo to Patricia Harris, Secretary of Health, Education and Welfare, on the causes of white flight, its characteristics, and policy options, August 1979. [7]

"Assessing the Unintended Impacts of Public Policy: School Desegregation and Resegregation," a report to the National Institute of Education, Washington, D.C., 1978. [6]

"Monitoring Report of the Boston Public School System," prepared for the U.S. District Court by the Citywide Coordinating Council, August 1977. [5]

Reports to the Court in *Carlin v. San Diego Unified School District*, 1977, 1979;[3, 4]

Report to the Court in *Seattle School District No. 1 v. State of Washington*, 1979 [2]

Report to the Court in *U.S. v. Port Arthur Independent School District*, 1979. [1]

#### **PROFESSIONAL ACTIVITY**

Advisory Board, READ, Washington, D.C., 1999-2000.

Advisory Board, Center for Equal Opportunity, Washington, D.C. 1996-1999.

Advisory Board, U.S. Commission on Civil Rights study on school desegregation, 1986-1987 (Welch and Light, "New Evidence on School Desegregation").

Member, The National Review Panel on School Desegregation Research, an 11 member panel of experts funded by the Ford Foundation, 1977-1980.

Participant, "Ethics and Public Policy: Social Inquiry" project sponsored by the Hastings Center Institute of Society, Ethics and the Life Sciences, 1979-80.

Article reviewer for *The American Political Science Review*, *American Journal of Political Science*, *Urban Affairs Quarterly*, *Social Science Quarterly*, *Sociology of Education*, *American Politics Quarterly*; *Review of Education Research*; and many other journals.

Member, American Political Science Association; American Educational Research Association.

#### **PUBLIC SERVICE**

Member of the Massachusetts Bilingual Advisory Council, 2000-03.

Co-Chair of “English for the Children,” (Question 2) Campaign, Massachusetts, passed November 5, 2002.

Member of the Citywide Coordinating Council of Boston, 1976-77, a 15 member body appointed by Judge W. Arthur Garrity to monitor school desegregation and minority sub-committee representation. I was on the working sub-committee which helped develop and train the nine parent-citizen community district councils in Boston.

**CONSULTING (N=87, numbers reflect court litigation)**

Rankin County School District, Mississippi, in the case of *Adams v. Rankin County Board of Education*, 2021 [87]

Pennsylvania Senate, in the case of *William Penn School District, et al. v. Pennsylvania Department of Education, et al.*, 2020.[ELL] . [86]

Meadow Creek Association (Will County, IL), in the petition for de-annexation, 2018-2021. [85]

Tucson Unified School District, in the case of *Fisher and U.S. vs. Lohr and Sutton, et al. Defendants-Intervenors, Mendoza plaintiffs, U.S. Plaintiff-Intervenor vs. Tucson Unified School District No. One, et al.*, 2016. [ELL][84]

State of Mexico, analysis of ELL (English Language Learner) reports in the case of *Martinez, et al. vs. the State of New Mexico, et al., Defendants, vs. the State of New Mexico, et al., Defendants, Consolidated with Wilhemina Yazzie, et al, plaintiffs vs. the State of New Mexico, et al. defendants*, 2016. [ELL] [83]

The Delta Charter School, analysis of the effect of the Delta charter school on the racial integration of the schools in the Concordia Parish School District, *Smith and U.S. v. Concordia Parish School Board, et al.*, 2016. [82]

Southwest Independent School District, San Antonio, Texas, analysis of ESL (English as a Second Language) programs and other issues in the case of *Lulac v. State of Texas, Michael Williams as Commissioner of Education, Texas Education Agency, et al.* 2015-present. [ELL] [81]

Tyler Independent School District, Tyler, TX, analysis of unitary status, in the case of *U.S. v. Tyler Independent School District*, 2015-2018. [80]

State of Connecticut, analysis of ESL and other issues in the case of *Connecticut Coalition for Justice in Education Funding, et al. v. M. Jodi Rell, et al.*, 2012-2018. [ELL] [79]

Cleveland School District (formerly Bolivar County School District, Number 4), MS, analysis of the Department of Justice’s motion for further relief in *the case of Cowan and U.S. v. Bolivar County Board of Education, et al* July 1, 2011-present. [includes Court Testimony] [78]

William J. Dodd, Superintendent of Public Education, State of Louisiana in the case of *Brumfield v. Dodd*, 2013. [77]

Burch, Porter and Johnson, attorneys for the municipalities of Lakeland, Millington, Bartlett, Collierville, Arlington, and Germantown, Shelby County, TN, in the case of *The Board of Education of Shelby County, Tennessee (Plaintiff-Counter-Defendant) v. the Memphis City Board of Education; the Memphis City Council; the City of Memphis; the Department of Education of the United States of America; Arne Duncan; the Department of Justice; Eric Holder; the State of Tennessee Department of Education; Kevin Huffman; the Board of County Commissioners of Shelby County, Tennessee (Defendants); the Board of County Commissioners of Shelby County (Third Party Plaintiff) v. Robert Cooper, Jr., Tre Hargett, Mark Goins; the Tennessee Department of State: Division of Elections, the Tennessee Department of Education; and Kevin Huffman, Shelby County Election Commission (Third Party Defendants)*, 2012-13 [76]

State of Arizona, Office of the Attorney General, analysis of ethnic studies courses and achievement, in the case of *Fisher, et al.(Plaintiffs) v. U.S. (Plaintiff-Intervenors) v. Lohr, et al.(Defendants) and Sutton (Defendant-Intervenors)/ Mendoza, et al.(Plaintiffs) and U.S. (Plaintiff-Intervenors) v. Tucson Unified School District No. One, et al. (Defendants).*, 2012-2013. [ELL] [75]

Richardson Independent School District, Richardson and Dallas, Texas, analysis of desegregation effect of interdistrict and overflow transfers, student and staff desegregation, and possible remedies in the case of U.S. v. Richardson Independent School District, May 2012 to May 2013. [includes Court Testimony] [74]

Office of the Attorney General, State of Arkansas, analysis of charter school transfers in Little Rock School District in the case of *Little Rock School District v. Pulaski County Special School District, et al., Mrs. Lorene Joshua, et al., Interveners, Katherine W. Knight, et al. Interveners*, Jan. 2012 -2013, [73]

Meridian School District, MS, analysis of student discipline by race, in the case of *Barnhardt, et al., and U.S. v. Meridian Municipal Separate School District, et al.*, December 2011-2013. [72]

Pearl School District, MS, analysis of unitary status and other issues in the case of *Adams, et al. v. Rankin County Board of Education*, October 2011-2012. [71]

Burch & Cracchiolo, P.A., analysis of plaintiffs reports and issues for the Arizona Department of Education in the case of *Flores v. Horne*, 2010-2011. [bilingual] [69]

Office of the Attorney General, State of Arkansas, student discipline analysis, in the case of *Little Rock School District v. Pulaski County Special School District No. 1, et al. and Joshua Interveners*, 2009-2010. [includes Court Testimony] [68]

Ruiz and Sperow, age discrimination analysis for the California Public Utilities Commission, 2009. [67]

Office of Legal Services, school desegregation issues, Louisiana Department of Education, 2008-09. [66]

North Monterey School District on the issue of the Marina Station Development area annexation by Monterey Peninsula School District, 2007. [65]

State of Nebraska in the case of Douglas County School District 001 A/K/A Omaha Public Schools et al. v. Dave Heineman, et al., 2007-2008. [64]

Louisville Municipal School District, Mississippi, in the case of *U.S. v. Louisville Municipal Separate School District, et al.*, 2006-07. [63]

State of California in the case of *Valenzuela v. O'Connell*, 2006. [ELL] [62]

Covington County School District, MS, in the case of *U.S. v. Covington County, MS*, 2005-present. [61]

State of North Dakota in the case of *Williston Public School District No. 1 et al. v. State of North Dakota, et al.*, 2005-2006. [60]

Laurens County School District, Georgia, in the case of *U.S. and Ridley v. State of Georgia et al. (Dublin City School District)*, 2005-2006. [59]

Yonkers Public Schools, Yonkers, NY, 1993 to 2007. [58]

Marion County, Florida, in the case of *U.S. v. Marion County School District*, 2005-2007. [includes Court Testimony] [57]

State of California in the case of *Pazmiño v. State of California*, 2003. [ELL] [56]

Madison County (Mississippi) School District in the case of *Anderson and U.S. v. Madison County School District*, 2002-06. [includes Court Testimony] [55]

Stockton Unified School District, in the case of *Hernandez v. Stockton Unified School District*, 2003. [54]

State of California in the case of *Williams v. State of California*, 2002-03. [53]

Magnet Program Expert Panel, Prince George's County, Maryland in the case of *Vaughns v. Prince George's County (Maryland)*, 2002. [includes Court Testimony] [52]

Fulton County (Georgia) School District in the case of *Hightower et al. v. West et al.*, 2001-2003. [51]

Citizens for the Preservation of Constitutional Rights in the case of *Comfort v. Lynn and Commonwealth of Massachusetts and Bollen v. Lynn*, 2002. [includes Court Testimony] [50]

State of Ohio, in the case of *Brinkman v. Gilligan*, 2001-02 [49]

Kansas City, Missouri School District in the case of *Jenkins v. Missouri*, 2000-01. [includes Court Testimony] [48]

State of Michigan in the case of *Berry, et al. v. Benton Harbor, et al.*, 2000-01. [includes Court Testimony] [47]

Natchez-Adams (Mississippi) School District in the case of *U.S. and Nichols v. Natchez Special Municipal Separate School District*, 2000-03. [includes Court Testimony] [46]

Rockford School District, in the case of *People Who Care, et al. v. Rockford Board of Education, School District No. 205 (Rockford, IL)*, 1999-2000. [includes Court Testimony] [45]

State of Pennsylvania, Attorney General, in the case of *Hoots et al. v. Commonwealth of Pennsylvania, et al.*, [Woodland Hills] 1998-2000. [includes Court Testimony] [44]

State of New York, Attorney General, in the case of *CFE, et al. v. State of New York*, 1998-99. [includes Court Testimony] [43]

Plaintiffs (Mexican-American Parents) *Carbajal v. Albuquerque Public School District*, 1998-1999. [ELL] [42]

State of California, Attorney General, in the case of *Valeria G. et al. v. Pete Wilson* [in his official capacity as Governor of the State of California] et al, 1998-2000. [ELL] [41]

State of Minnesota on state desegregation rule, 2016. [40]

State of Connecticut, Office of the Attorney General, in the case of *Sheff v. O'Neill*, 1990-91, 1998, 2002 [includes Court Testimony] [39]

Orange Unified School District, in the case of *Quiroz, et al. v. State Board of Education, et al.*, 1997. [includes Court Testimony] [ELL] [38]

State of Ohio and the Cleveland [Ohio] School District, in the case of *Reed v. Rhodes*, 1997-1998. [includes Court Testimony] [37]

Court-Appointed Expert to Federal District Court Judge Peter Messite, in the case of *Vaughns v. Prince George's County (Maryland)*, 1996-1997. [includes Court Testimony] [36]

State of Minnesota, in the case of *NAACP v. Minnesota and Saint Paul School District v. Minnesota*, 1996-1999. [35]

East Baton Rouge Parish School Board, in the case of *Davis v. East Baton Rouge Parish School Board*, 1996-2000. [34]

State of Missouri, in the case of *Liddell et al. vs. the Board of Education of the City of St. Louis, Missouri, et al. (St. Louis Special School District)*, 1996-97 [includes Court Testimony] [33]

State of Missouri, in the case of *Jenkins v. Missouri*, (Kansas City) 1996-1997. [includes Court Testimony][32]

Rockford Education Association, in the case of *People Who Care, et al. v. Rockford Board of Education, School District No. 205 (Rockford, IL)*, 1995. [includes Court Testimony] [31]

State of Delaware and the Boards of Education of the Brandywine, Christina, Colonial, and Red Clay School Districts in the case of *Save Our Children v. State Board of Education of the State of Delaware, et al.*, 1995. [includes Court Testimony] [30]

State of Missouri, in the case of *Liddell v. St. Louis Board of Education, et al.*, 1994-1995. [includes Court Testimony] [29]

Dallas Independent School District, in the case of *Tasby, et al. v. Woolery, et al.* September 1993. [includes Court Testimony] [28]

San Jose Unified School District, (*Diaz Vasquez v. San Jose Unified School District*, July 1985-2003 [includes Court Testimony in 1986] [27]

Robla School District, Sacramento County, CA, in the case of *Robla School District v. California State Board of Education*, 1992. [26]

Department of Education, on reauthorization of Elementary and Secondary Act, May 1992.

East Side High School District, San Jose, CA, in the case of *Honig et al. v. East Side Union High School District*, 1992. [25]

Duvall County, Florida Public Schools, Fall 1991.

Knox County Public Schools, Knoxville, TN, in the case of *Middlebrook v. School District of the County of Knox, Tennessee*, Jan. 1991-92. [includes Court Testimony] [24]

Oakland Unified School District, in the case of *Zambrano et al. v. Oakland Unified School District*, 1989. [ELL] [23]

Savannah-Chatham County School District, *Stell v. Board of Public Education for the City of Savannah and the County of Chatham*, Jan. 1986-93. [includes Court Testimony] [22]

Yonkers School District, *U.S. and NAACP v. Yonkers Board of Education; City of Yonkers; and Yonkers Community Development Agency* Jan. 1986-present. [includes Court Testimony] [21]

Stockton Unified School District, *Hernandez v. Stockton Unified School District*, 1989-91, 2003. [20]

De Kalb County School District, *Pitts v. Freeman*, Nov. 1986-88. [includes Court Testimony] [19]

Ocean View School District, Huntington Beach, CA, Dec. 1990-1991. [ELL]

Topeka School District, *Brown v. Board of Education*, 1990. [18]

Natchez-Adams School District, *U.S. and Nichols v. Natchez Special Municipal Separate School District*, 1988-1989. [includes Court Testimony] [17]

Berkeley Unified School District, *Teresa P. v. Berkeley Unified School District*, 1987-1988. [includes Court Testimony] [ELL] [16]

City of St. Louis, *Liddell v. Board of Education of the City of St. Louis, Mo., et al.*, 1987-1989. [includes Court Testimony] [15]

U.S. Department of Justice, *U.S. v. Texas Education Agency* (Lubbock Independent School District) Aug. 1985-1986. [14]

The U.S. Commission on Civil Rights, "The Effectiveness of Various School Desegregation Plans in Reducing Student Racial and Ethnic Isolation Between and Within Public Schools" awarded to Unicon Corporation, Los Angeles, CA., June 1985-1987; System Development Corporation, Santa Monica, CA., Sept. 1984-May 1985; testimony at hearings, June 11, 1987.

The Laurel Amici, *Vaughns v. Board of Education of Prince George's County*, May-June 1985. [13]

Fort Wayne Community Schools, consultant to the school district on a magnet school plan, 1986.

The U.S. Department of Justice, *U.S. and Pittman v. Mississippi and Hattiesburg Municipal School District*, 1985-1986, and 1998. [includes Court Testimony, 1986] [12]

The U.S. Dept. of Justice, *U.S. v. Charleston County School District and the State of South Carolina*, 1982. [11]

Court-appointed expert, *U.S. v. Marion County* (Florida), 1983-1984. [10]

Mediator for Community Relations Service, U.S. Department of Justice, in *Little Rock School District v. Pulaski County, Special School District, et al.*, 1983. [9]

The U.S. Dept. of Justice, *Davis and U.S. v. East Baton Rouge Parish School District*, 1982-83. [8]

Contributor to the legal brief presented by the Legal Defense Fund, Inc. to the Supreme Court on behalf of *Crawford v. Board of Education of Los Angeles*, and *Seattle School District v. the State of Washington*, Feb. 1982. [7]

Expert witness, Committee on the Judiciary, Subcommittee on Civil and Constitutional Rights, U.S. House of Representatives, Washington, D.C., September 23, 1981.

Expert witness for and consultant to the U.S. Dept. of Justice, *U.S. v. Port Arthur Independent School District*, 1980. [includes Court Testimony] [6]

Educational Policy Center, Duke University, conducting a meta-analysis of research studies on community reaction to school desegregation and issues of resegregation, interviewing in several cities, and co-authoring the final report on the effectiveness of desegregation strategies on numerous policy outcomes, 1979-80.

Educational Policy Center, Institute of Policy Sciences, Duke University, interviewing and providing information on court appointed advisory monitoring panels, 1979-80.

Member of the Advisory Board for the Associate Commissioner of Equal Educational Opportunity Programs (Shirley McCune), 1980.

Training Equal Educational Opportunity Program staff (HEW) on the causes and consequences of white flight and policy options, October 17-18, 1979.

Plaintiffs' expert witness, *Crawford v. Board of Education of Los Angeles*, 1979-80. [includes Court Testimony] [5]

Educational Policy Development Center - Desegregation, Institute of Policy Sciences, Duke University, 1979-80.

The U.S. Dept. of Justice, *Ross v. Houston Independent School District*, June 1979. [4]

Plaintiffs' expert witness, *Seattle School District No. 1 v. the State of Washington*, April - May 1979. [includes Court Testimony] [3]

The U.S. Dept. of Justice, *Liddell v. Board of Education of St. Louis, Mo.*, March 1978. [2]

Plaintiffs' expert witness, *Carlin v. San Diego Unified School District*, January 1977, 1979. [includes Court Testimony] [1]

Abt Associates, writing a research proposal to study magnet schools as a desegregation tool, May-June 1977; analyzing data, Summer 1978.

Rand Corporation, designing questionnaire to collect data on school desegregation actions in a national sample, 1976-77.

Office of Education, panel reviewing public service grants and fellowship applications, Spring 1975; Spring 1976; and Spring 1977.

Rand Corporation, Winter 1973-74, longitudinal design to study school desegregation.

**DESEGREGATION PLAN DESIGN ASSISTANCE: (N=13)**

Marion County, FL (1983); Laurel Amici of Prince George's County, MD (1985); San Jose, CA (1986); Yonkers, NY (1986); Savannah-Chatham County, GA (1986); De Kalb, GA (1986); Natchez, MS (1988); Stockton, CA (1989); Baton Rouge, LA (1983 & 1996); Ocean View, CA (1990); Knox County, TN (1991); Prince George's County, MD, (2002).

**PARENT SURVEYS CONDUCTED: (N=11)**

Cleveland, MS (2016); Hattiesburg, MS (1998); Rockford, IL (1995); Baton Rouge, LA (1993); Knox County, TN (1991); De Kalb, GA (1990); Stockton, CA (1990); Topeka, KS (1990); Natchez, MS (1988); Yonkers, NY (1986); Savannah-Chatham County, GA (1986).

**ASSISTANCE IN DRAFTING STATE LAWS ON THE EDUCATION OF ELL STUDENTS (N=2)**

California (1997); Massachusetts (2000).

## Exhibit C – RCSD Student Enrollment Information

School Year	School	Black	White	Other Races	Total
<b>2023-2024</b>	Brandon Elementary	246 (34.1%)	433 (60.1%)	42 (5.8%)	721
	Brandon High School	588 (36.3%)	972 (60%)	61 (3.7%)	1,621
	Brandon Middle School	415 (35.9%)	690 (59.6%)	52 (4.5%)	1,157
	Florence Elementary	74 (14.1%)	440 (84%)	10 (1.9%)	524
	Florence High School	118 (16.7%)	570 (80.6%)	19 (2.7%)	707
	Florence Middle School	69 (12.2%)	485 (85.5%)	13 (2.3%)	567
	Flowood Elementary	175 (36.5%)	216 (45%)	89 (18.5%)	480
	Highland Bluff Elementary	169 (33.4%)	285 (56.3%)	52 (10.3%)	506
	McLaurin Elementary	94 (17.4%)	402 (74.6%)	43 (8%)	539
	McLaurin High School	108 (22.3%)	342 (70.5%)	35 (7.2%)	485
	Northshore Elementary	118 (20.5%)	421 (73.1%)	37 (6.4%)	576
	Northwest Elementary	171 (34.9%)	275 (56.1%)	44 (9%)	490
	Northwest High School	636 (34.1%)	1,068 (57.2%)	162 (8.7%)	1,866
	Northwest Middle School	463 (33.5%)	788 (57.1%)	130 (9.4%)	1,381
	Oakdale Elementary	169 (31.1%)	337 (62.1%)	37 (6.8%)	543
	Pelahatchie Elementary	82 (20.3%)	293 (72.7%)	28 (7%)	403
	Pelahatchie High School	86 (25.3%)	238 (70%)	16 (4.7%)	340
	Pisgah Elementary	68 (12.3%)	472 (85.2%)	14 (2.5%)	554
	Pisgah High School	58 (12.6%)	397 (86.3%)	5 (1.1%)	460
	Puckett Elementary	54 (15.2%)	292 (82.3%)	9 (2.5%)	355
	Puckett High School	64 (18.6%)	275 (80%)	5 (1.4%)	344
	Richland Elementary	92 (25.9%)	193 (54.4%)	70 (19.7%)	355

## Exhibit C – RCSD Student Enrollment Information

	Richland High School	247 (33.3%)	372 (50.1%)	123 (16.6%)	742
	Richland Upper Elementary	127 (27.6%)	232 (50.4%)	101 (22%)	460
	Rouse Elementary	291 (35.3%)	483 (58.5%)	51 (6.2%)	825
	Steen's Creek Elementary	69 (12.2%)	477 (84.1%)	21 (3.7%)	567
	Stonebridge Elementary	253 (33.1%)	473 (61.8%)	39 (5.1%)	765
	<b>Totals</b>	<b>5,104 (27.8%)</b>	<b>11,921 (65%)</b>	<b>1,308 (5.1%)</b>	<b>18,333</b>
<b>+ / - 20% Ranges: Black 7.8 – 47.8% ; White 45 – 85%</b>					
<b>2022-2023</b>	Brandon Elementary	247 (33.47%)	465 (63.01%)	26 (3.52%)	738
	Brandon High School	566 (34.62%)	1,006 (61.53%)	63 (3.85%)	1,635
	Brandon Middle School	445 (37.55%)	695 (58.65%)	45 (3.8%)	1,185
	Florence Elementary	65 (12%)	469 (86.53%)	8 (1.47%)	542
	Florence High School	109 (15.18%)	593 (82.59%)	16 (2.23%)	718
	Florence Middle School	69 (11.56%)	520 (87.10%)	8 (1.34%)	597
	Flowood Elementary	172 (35.25%)	226 (46.31%)	90 (18.44%)	488
	Highland Bluff Elementary	174 (30.21%)	347 (60.24%)	55 (9.55%)	576
	McLaurin Elementary	109 (18.92%)	424 (73.61%)	43 (7.47%)	576
	McLaurin High School	97 (19.64%)	368 (74.49%)	29 (5.87%)	494
	Northshore Elementary	85 (15.40%)	427 (77.35%)	40 (7.25%)	552
	Northwest Elementary	180 (36.44%)	272 (55.06%)	42 (8.5%)	494
	Northwest High School	606 (32.25%)	1,134 (60.35%)	139 (7.4%)	1,879
	Northwest Middle School	443 (32.1%)	822 (59.57%)	115 (8.33%)	1,380
	Oakdale Elementary	157 (29.57%)	344 (64.78%)	30 (5.65%)	531
	Pelahatchie Elementary	76 (18.72%)	306 (75.37%)	24 (5.91%)	406

## Exhibit C – RCSD Student Enrollment Information

	Pelahatchie High School	85 (23.29%)	264 (72.33%)	16 (4.38%)	365
	Pisgah Elementary	62 (12.18%)	436 (85.66%)	11 (2.16%)	509
	Pisgah High School	56 (13.02%)	370 (86.05%)	4 (.93%)	430
	Puckett Elementary	73 (19.36%)	302 (80.11%)	2 (.53%)	377
	Puckett High School	64 (18.82%)	272 (80%)	4 (1.18%)	340
	Richland Elementary	95 (25.07%)	204 (53.82%)	80 (21.11%)	379
	Richland High School	250 (31.89%)	431 (54.97%)	103 (13.14%)	784
	Richland Upper Elementary	133 (26.76%)	270 (54.33%)	94 (18.91%)	497
	Rouse Elementary	291 (36.51%)	472 (59.22%)	34 (4.27%)	797
	Steen's Creek Elementary	72 (12.48%)	493 (85.44%)	12 (2.08%)	577
	Stonebridge Elementary	242 (31.76%)	482 (63.25%)	38 (4.99%)	762
	<b>Totals</b>	<b>5,078 (27.12%)</b>	<b>12,466 (66.59%)</b>	<b>1,177 (6.29%)</b>	<b>18,721</b>
<b>+/- 20% Ranges: Black 7.12% - 47.12%; White 46.59% - 86.59%</b>					
<b>2021-2022</b>	<b>School</b>	<b>Black</b>	<b>White</b>	<b>Other Races</b>	<b>Total</b>
	Brandon Elementary	236 (31.13%)	468 (61.74%)	54 (7.12%)	758
	Brandon High School	516 (32.17%)	1,001 (62.41%)	87 (5.42%)	1,604
	Brandon Middle School	435 (34.72%)	749 (59.78%)	69 (5.5%)	1,253
	Florence Elementary	51 (9.7%)	461 (87.64%)	14 (2.66%)	526
	Florence High School	97 (13.4%)	601 (83.01%)	26 (3.59%)	724
	Florence Middle School	78 (12.13%)	548 (85.23%)	17 (2.64%)	643
	Flowood Elementary	157 (34.51%)	203 (44.61%)	95 (20.88%)	455
	Highland Bluff Elementary	151 (26.49%)	355 (62.28%)	64 (11.23%)	570
	McLaurin Elementary	102 (17.59%)	424 (73.1%)	54 (9.31%)	580
	McLaurin High School	114 (22.4%)	368 (72.3%)	27 (5.3%)	509

## Exhibit C – RCSD Student Enrollment Information

	Northshore Elementary	79 (14.6%)	428 (79.11%)	34 (6.28%)	541
	Northwest Elementary	158 (32.24%)	276 (56.33%)	56 (11.43%)	490
	Northwest High School	553 (31.19%)	1,048 (59.11%)	172 (9.7%)	1,773
	Northwest Middle School	453 (31.95%)	827 (58.32%)	138 (9.73%)	1,418
	Oakdale Elementary	155 (28.13%)	356 (64.61%)	40 (7.26%)	551
	Pelahatchie Elementary	84 (20.49%)	305 (74.39%)	21 (5.12%)	410
	Pelahatchie High School	97 (26.65%)	250 (68.68%)	17 (4.67%)	364
	Pisgah Elementary	52 (10.42%)	430 (86.17%)	17 (3.41%)	499
	Pisgah High School	64 (15.06%)	357 (84%)	4 (.94%)	425
	Puckett Elementary	67 (17.63%)	303 (79.74%)	10 (2.63%)	380
	Puckett High School	72 (20.69%)	269 (77.3%)	7 (2.01%)	348
	Richland Elementary	96 (23.41%)	209 (50.98%)	105 (25.61%)	410
	Richland High School	241 (29%)	457 (55%)	133 (16%)	831
	Richland Upper Elementary	147 (29.05%)	261 (51.58%)	98 (19.37%)	506
	Rouse Elementary	243 (31.72%)	476 (62.14%)	47 (6.14%)	766
	Steen's Creek Elementary	64 (11.68%)	465 (84.85%)	19 (3.47%)	548
	Stonebridge Elementary	229 (31.33%)	449 (61.42%)	53 (7.25%)	731
	<b>Totals</b>	<b>4,802</b> <b>(25.75%)</b>	<b>12,368</b> <b>(66.31%)</b>	<b>1,482</b> <b>(7.94%)</b>	<b>18,652</b>
<b>+/- 20% Ranges: Black 5.75% - 45.75%; White 46.31% - 86.31%</b>					
<b>2020-2021</b>	<b>School</b>	<b>Black</b>	<b>White</b>	<b>Other Races</b>	<b>Total</b>
	Brandon Elementary	235 (32.32%)	451 (62.04%)	41 (5.64%)	727
	Brandon High School	473 (29.56%)	1,042 (65.13%)	85 (5.31%)	1,600
	Brandon Middle School	427 (33.89%)	771 (61.19%)	62 (4.92%)	1,260
	Florence Elementary	60 (10.89%)	479 (86.93%)	12 (2.18%)	551

## Exhibit C – RCSD Student Enrollment Information

	Florence High School	91 (12.66%)	606 (84.28%)	22 (3.06%)	719
	Florence Middle School	76 (12.6%)	511 (84.74%)	16 (2.65%)	603
	Flowood Elementary	192 (32.76%)	289 (49.32%)	105 (17.92%)	586
	Highland Bluff Elementary	168 (25%)	415 (61.76%)	89 (13.24%)	672
	McLaurin Elementary	101 (18.13%)	397 (71.27%)	59 (10.59%)	557
	McLaurin High School	105 (20.39%)	381 (73.98%)	29 (5.63%)	515
	Northshore Elementary	97 (15.45%)	495 (78.82%)	36 (5.73%)	628
	Northwest Elementary	185 (33.04%)	314 (56.07%)	61 (10.89%)	560
	Northwest High School	488 (29.29%)	1,029 (61.76%)	149 (8.94%)	1,666
	Northwest Middle School	302 (29.93%)	612 (60.65%)	95 (9.42%)	1,009
	Oakdale Elementary	165 (27.82%)	389 (65.6%)	39 (6.58%)	593
	Pelahatchie Elementary	93 (22.2%)	304 (72.55%)	22 (5.25%)	419
	Pelahatchie High School	87 (23.77%)	259 (70.77%)	20 (5.46%)	366
	Pisgah Elementary	58 (12.03%)	406 (84.23%)	18 (3.73%)	482
	Pisgah High School	58 (14.65%)	332 (83.84%)	6 (1.51%)	396
	Puckett Elementary	64 (17.88%)	286 (79.89%)	8 (2.23%)	358
	Puckett High School	69 (20.29%)	265 (77.94%)	6 (1.76%)	340
	Richland Elementary	95 (23.28%)	218 (53.43%)	95 (23.28%)	408
	Richland High School	233 (29.16%)	452 (56.57%)	114 (14.27%)	799
	Richland Upper Elementary	160 (29.74%)	282 (52.42%)	96 (17.84%)	538
	Rouse Elementary	210 (28.77%)	474 (64.93%)	46 (6.3%)	730
	Steen's Creek Elementary	58 (10.98%)	452 (85.61%)	18 (3.41%)	528
	Stonebridge Elementary	205 (29%)	457 (64.64%)	45 (6.36%)	707
	<b>Totals</b>	<b>4,555</b>	<b>12,368</b>	<b>1,394</b>	<b>18,317</b>

**Exhibit C – RCSD Student Enrollment Information**

		<b>(24.87%)</b>	<b>(67.52%)</b>	<b>(7.61%)</b>	
<b>+/- 20% Ranges: Black 4.87% - 44.87%; White 47.52% - 87.52%</b>					

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**Selected Document**

**Section:** J Students

**Policy Code:** JBCDA Intradistrict Transfer Procedures

**Policy:**

**Intra-District Transfer Procedures**

All students will be expected to attend the school which lies within the attendance zone in which they reside. The Board has the authority to designate the school each student shall attend.

Transfer of students within the District shall be permitted by action of the Board of Education only in exceptional cases, unless the family of the pupil has removed its residence from one attendance zone to another. In all cases a student applying for transfer must show cause based on exceptional circumstances involving severe personal hardship or the availability of a course of study at the school to which transfer is desired when such course of study is not available at the assigned school, or similar circumstances. Applications for transfer in any case shall be made in writing addressed to the Board of Education and each application shall be submitted, in turn, to the principal of the school to which the student is currently assigned, the principal of the school to which the student is requesting a transfer, the Superintendent of Education, and the Board of Education. The principals and the Superintendent will endorse their approval or disapproval of the transfer upon the original application, adding such remarks as are appropriate, and the same shall be presented to the next meeting of the Board of Education following the submission of the application. The Board of Education will exercise its approval or disapproval of the application at that meeting and shall promptly notify the student and parents of the student of its decision.

Transfers from one attendance zone to another will be granted on a year-to-year basis. However, such transfers will be based upon conditions which affect the education and welfare of all students, and as such changes in conditions may occur, the Board reserves the right to reconsider the assignment of any or all transfer students at any time.

All students who, at their own request, attend a school outside the attendance zone of their residency, will be required to provide their own transportation.

LEGAL REFERENCE: MS Code 37-15-21, 37-15-17, 37-15-9, 37-15-13, 37-15-29, 37-15-15.

**Exhibits:**

**Regulations:**

**References:**

**Original Adopted Date:** 3/8/2017

**Status:** Adopted

**Approved/Revised Date:**

**Record Id:** 207450

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**EXHIBIT  
D**

**Exhibit E – RCSD Student Transfer Information  
2021-2022, 2022-2023, and 2023-2024 School Years**

<b>SCHOOL YEAR</b>	<b>TRANSFER TYPE</b>	<b>BLACK</b>	<b>WHITE</b>	<b>OTHER</b>	<b>TOTALS</b>
<b>2023-2024</b>	Intra-District	41	263	11	315
	Inter-District (into RCSD)	49	140	4	193
	Inter-District (out of RCSD)	14	62	1	77
	<b>Totals</b>	<b>104</b>	<b>465</b>	<b>16</b>	<b>585</b>
<b>2022-2023</b>	Intra-District	32	231	7	270
	Inter-District (into RCSD)	60	128	3	191
	Inter-District (out of RCSD)	35	72	6	113
	<b>Totals</b>	<b>127</b>	<b>431</b>	<b>16</b>	<b>574</b>
<b>2021-2022</b>	Intra-District	38	207	8	253
	Inter-District (into RCSD)	54	161	2	217
	Inter-District (out of RCSD)	41	82	5	128
	<b>Totals</b>	<b>133</b>	<b>450</b>	<b>15</b>	<b>598</b>

Friday, February 10, 2023

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**Selected Document**

**Section:** J Students

**Policy Code:** JBCB Non-Resident Students

**Policy:**

**Non-Resident Students**

The school district exists to provide a free public education for the residents of the district. The district will enroll nonresident students only to the extent that such admission does not adversely affect the education of resident students. Further, the parent/guardian/custodian of a nonresident student shall submit a letter detailing the reasons for transfer request and have a written release from the Board of Education of the district of resident prior to consideration for admission to this district as a nonresident student. If transfer is refused by the board of either school district, that decision is final.

Transportation will not be provided for nonresident students.

Legal wards of any public welfare department residing in foster homes within the district will be considered residents of the district. Exchange students residing in homes within the district will also be considered residents of the district.

This policy shall be subordinate to all previous court orders and laws pertaining to residency requirements of the Rankin County School District.

**Exhibits:**

**Regulations:**

**References:**

- 37-15-29 - [Minor child to attend school in district of residence; exceptions.](#)
- 37-15-31 - [Transfer of students between school districts generally.](#)

**Original Adopted Date:** 3/8/2017  
**Approved/Revised Date:**

**Status:** Adopted  
**Record Id:** 207379

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**EXHIBIT  
F**

## Exhibit G – RCSD Faculty Information

School Year	School	Black	White	Other Races	Total
2023-2024	Brandon Elementary	6 (11.8%)	44 (86.3%)	1 (1.9%)	51
	Brandon High School	12 (11.3%)	91 (85.8)	3 (2.8%)	106
	Brandon Middle School	19 (19.6%)	77 (79.4%)	1 (1%)	97
	Florence Elementary	3 (7.9%)	35 (92.1%)	0	38
	Florence High School	5 (10%)	45.5 (90%)	0	50.5
	Florence Middle School	4 (8.7%)	41 (89.1%)	1 (2.2%)	46
	Flowood Elementary	3 (8.8%)	31 (91.2%)	0	34
	Highland Bluff Elementary	4 (11.1%)	30 (83.3%)	2 (5.6%)	36
	McLaurin Elementary	14 (35.9%)	24 (61.5%)	1 (2.6%)	39
	McLaurin High School	8 (15.4%)	44 (84.6%)	0	52
	Northshore Elementary	2 (5%)	38 (95%)	0	40
	Northwest Elementary	3 (8.8%)	31 (91.2%)	0	34
	Northwest High School	18 (15.1%)	100 (84%)	1 (.8%)	119
	Northwest Middle School	16 (15.2%)	89 (84.8%)	0	105
	Oakdale Elementary	5 (12.5%)	35 (87.5%)	0	40
	Pelahatchie Elementary	2 (6.7%)	27 (90%)	1 (3.3%)	30
	Pelahatchie High School	6 (18.2%)	27 (81.8%)	0	33
	Pisgah Elementary	1 (2.9%)	34 (97.1%)	0	35
	Pisgah High School	0	39 (100%)	0	39
	Puckett Elementary	1 (3.3%)	29 (96.7%)	0	30
	Puckett High School	3 (8.8%)	31 (91.3%)	0	34
	RCSD Learning Center	10 (50%)	10 (50%)	0	20
	Richland	2	26	0	28

## Exhibit G – RCSD Faculty Information

	Elementary	(7.1%)	(92.9%)		
	Richland High School	18 (26.5%)	48 (70.6%)	2 (2.9%)	68
	Richland Upper Elementary	7 (17.1%)	34 (82.9%)	0	41
	Rouse Elementary	4 (8.3%)	44 (91.7%)	0	48
	Steen's Creek Elementary	2 (5.9%)	32 (94.1%)	0	34
	Stonebridge Elementary	4 (7.7%)	48 (92.3%)	0	52
	<b>Totals</b>	<b>182 (13.2%)</b>	<b>1,184.5 (85.9%)</b>	<b>13 (.9%)</b>	<b>1,379.5</b>
<b>+/- 20% Ranges: Black 0 – 33.2%; White 65.9 – 100%</b>					
<b>2022-2023</b>	Brandon Elementary	5 (9.62%)	46 (88.46%)	1 (1.92%)	52
	Brandon High School	12 (10.81%)	98 (88.29%)	1 (.9%)	111
	Brandon Middle School	18 (18%)	81 (81%)	1 (1%)	100
	Florence Elementary	3 (7.32%)	38 (92.68%)	0	41
	Florence High School	6 (12%)	44 (88%)	0	50
	Florence Middle School	5 (10.2%)	43 (87.76%)	1 (2.04%)	49
	Flowood Elementary	4 (11.11%)	32 (88.89%)	0	36
	Highland Bluff Elementary	1 (2.33%)	39 (90.7%)	3 (6.97%)	43
	McLaurin Elementary	17 (38.64%)	26 (59.09%)	1 (2.27%)	44
	McLaurin High School	6 (10.91%)	49 (89.09%)	0	55
	Northshore Elementary	1 (2.44%)	40 (97.56%)	0	41
	Northwest Elementary	4 (10.53%)	34 (89.47%)	0	38
	Northwest High School	18 (14.63%)	105 (85.37%)	0	123
	Northwest Middle School	16 (15.24%)	89 (84.76%)	0	105
	Oakdale Elementary	4 (10.53%)	34 (89.47%)	0	38
	Pelahatchie Elementary	2 (6.06%)	30 (90.91%)	1 (3.03%)	33

## Exhibit G – RCSD Faculty Information

	Pelahatchie High School	5 (14.29%)	30 (85.71%)	0	35
	Pisgah Elementary	1 (2.86%)	34 (97.14%)	0	35
	Pisgah High School	0	38 (100%)	0	38
	Puckett Elementary	0	27 (100%)	0	27
	Puckett High School	3 (8.33%)	33 (91.67%)	0	36
	RCSD Learning Center	10 (40%)	15 (60%)	0	25
	Richland Elementary	4 (12.9%)	27 (87.1%)	0	31
	Richland High School	13 (18.57%)	56 (80%)	1 (1.43%)	70
	Richland Upper Elementary	9 (23.68%)	29 (76.32%)	0	38
	Rouse Elementary	3 (5.56%)	51 (94.44%)	0	54
	Steen's Creek Elementary	1 (2.7%)	36 (97.3%)	0	37
	Stonebridge Elementary	16 (21.92%)	57 (78.08%)	0	73
	<b>Totals</b>	<b>187 (12.83%)</b>	<b>1,261 (86.49%)</b>	<b>10 (.68%)</b>	<b>1,458</b>

+/- 20% Ranges: Black 0 – 32.83%; White 66.49 – 100%

2021-2022	School	Black	White	Other Races	Total
	Brandon Elementary	2 (4.35%)	43 (93.48%)	1 (2.17%)	46
	Brandon High School	10 (9.71%)	93 (90.29%)	0	103
	Brandon Middle School	13 (14.77%)	74 (84.09%)	1 (1.14%)	88
	Florence Elementary	2 (6.45%)	29 (93.55%)	0	31
	Florence High School	4 (8.51%)	42 (89.36%)	1 (2.13%)	47
	Florence Middle School	5 (11.36%)	38 (86.36%)	1 (2.27%)	44
	Flowood Elementary	4 (11.43%)	30 (85.71%)	1 (2.86%)	35
	Highland Bluff Elementary	0	36 (92.31%)	3 (7.69%)	39
	McLaurin Elementary	12 (35.29%)	20 (58.82%)	2 (5.88%)	34

## Exhibit G – RCSD Faculty Information

	McLaurin High School	6 (12.77%)	41 (87.23%)	0	47
	Northshore Elementary	1 (2.94%)	33 (97.06%)	0	34
	Northwest Elementary	4 (12.5%)	28 (87.5%)	0	32
	Northwest High School	18 (16.22%)	93 (83.78%)	0	111
	Northwest Middle School	16 (16.67%)	80 (83.33%)	0	96
	Oakdale Elementary	2 (7.14%)	26 (92.86%)	0	28
	Pelahatchie Elementary	2 (7.41%)	24 (88.89%)	1 (3.7%)	27
	Pelahatchie High School	4 (12.12%)	29 (87.88%)	0	33
	Pisgah Elementary	1 (3.45%)	28 (96.55%)	0	29
	Pisgah High School	1 (2.86%)	34 (97.14%)	0	35
	Puckett Elementary	0	23 (100%)	0	23
	Puckett High School	4 (12.5%)	28 (87.5%)	0	32
	RCSD Learning Center	7 (31.82%)	15 (68.18%)	0	22
	Richland Elementary	3 (12.5%)	21 (87.5%)	0	24
	Richland High School	9 (14.52%)	52 (83.87%)	1 (1.61%)	62
	Richland Upper Elementary	6 (18.18%)	27 (81.82%)	0	33
	Rouse Elementary	2 (4.88%)	39 (95.12%)	0	41
	Steen's Creek Elementary	1 (3.23%)	30 (96.77%)	0	31
	Stonebridge Elementary	5 (12.82%)	34 (87.18%)	0	39
	<b>Totals</b>	<b>144</b> <b>(11.56%)</b>	<b>1,090</b> <b>(87.48%)</b>	<b>12</b> <b>(.96%)</b>	<b>1,246</b>
<b>+/- 20% Ranges: Black 0 – 31.56%; White 67.48 – 100%</b>					
<b>2020-2021</b>	<b>School</b>	<b>Black</b>	<b>White</b>	<b>Other Races</b>	<b>Total</b>
	Brandon Elementary	4 (7.27%)	50 (90.91%)	1 (1.82%)	55
	Brandon High School	11 (10.18%)	96 (88.89%)	1 (.93%)	108

## Exhibit G – RCSD Faculty Information

	Brandon Middle School	14 (15.05%)	78 (83.87%)	1 (1.08%)	93
	Florence Elementary	3 (7.89%)	35 (92.11%)	0	38
	Florence High School	3 (6.12%)	45 (91.84%)	1 (2.04%)	49
	Florence Middle School	6 (13.04%)	40 (86.96%)	0	46
	Flowood Elementary	6 (15%)	33 (82.5%)	1 (2.5%)	40
	Highland Bluff Elementary	2 (4.65%)	39 (90.7%)	2 (4.65%)	43
	McLaurin Elementary	14 (33.3%)	26 (61.9%)	2 (4.8%)	42
	McLaurin High School	7 (12.96%)	46 (85.19%)	1 (1.85%)	54
	Northshore Elementary	1 (2.38%)	41 (97.62%)	0	42
	Northwest Elementary	4 (10.81%)	33 (89.19%)	0	37
	Northwest High School	16 (13.22%)	105 (86.78%)	0	121
	Northwest Middle School	13 (14.13%)	79 (85.87%)	0	92
	Oakdale Elementary	3 (8.57%)	32 (91.43%)	0	35
	Pelahatchie Elementary	3 (8.11%)	33 (89.19%)	1 (2.7%)	37
	Pelahatchie High School	4 (11.11%)	32 (88.89%)	0	36
	Pisgah Elementary	2 (6.06%)	31 (93.94%)	0	33
	Pisgah High School	2 (5%)	38 (95%)	0	40
	Puckett Elementary	0	28 (100%)	0	28
	Puckett High School	4 (11.43%)	31 (88.57%)	0	35
	RCSD Learning Center	8 (40%)	12 (60%)	0	20
	Richland Elementary	4 (12.9%)	27 (87.1%)	0	31
	Richland High School	8 (11.94%)	58 (86.57%)	1 (1.49%)	67
	Richland Upper Elementary	8 (19.05%)	34 (80.95%)	0	42
	Rouse	3	46	0	49

**Exhibit G – RCSD Faculty Information**

	Elementary	(6.12%)	(93.88%)		
	Steen's Creek Elementary	1 (2.86%)	34 (97.14%)	0	35
	Stonebridge Elementary	2 (4.08%)	47 (95.92%)	0	49
	<b>Totals</b>	<b>156</b> <b>(11.17%)</b>	<b>1,229</b> <b>(87.97%)</b>	<b>12</b> <b>(.86%)</b>	<b>1,397</b>
<b>+/- 20% Ranges: Black 0 – 31.17%; White 67.97 – 100%</b>					

## Exhibit H – RCSD Staff Information

School Year	School	Black	White	Other Races	Total
2023-2024	Brandon Elementary	6 (40%)	9 (60%)	0	15
	Brandon High School	17 (32.7%)	34 (65.4%)	1 (1.9%)	52
	Brandon Middle School	11 (46.8%)	12.5 (53.2%)	0	23.5
	Florence Elementary	4 (30.8%)	9 (69.2%)	0	13
	Florence High School	8.5 (23.3%)	28 (76.7%)	0	36.5
	Florence Middle School	2 (14.8%)	11.5 (85.2%)	0	13.5
	Flowood Elementary	2 (11.8%)	13 (76.4%)	2 (11.8%)	17
	Highland Bluff Elementary	9.5 (37.3%)	16 (62.7%)	0	25.5
	McLaurin Elementary	4 (15.7%)	21.5 (84.3%)	0	25.5
	McLaurin High School	6 (25%)	18 (75%)	0	24
	Northshore Elementary	7 (35%)	13 (65%)	0	20
	Northwest Elementary	4 (23.5%)	11 (64.7%)	2 (11.8%)	17
	Northwest High School	18 (35.3%)	32 (62.7%)	1 (2%)	51
	Northwest Middle School	6 (30%)	14 (70%)	0	20
	Oakdale Elementary	5 (21.7%)	17 (74%)	1 (4.3%)	23
	Pelahatchie Elementary	1 (8.7%)	9.5 (82.6%)	1 (8.7%)	11.5
	Pelahatchie High School	6 (27.3%)	16 (72.7%)	0	22
	Pisgah Elementary	3 (20%)	12 (80%)	0	15
	Pisgah High School	2 (8.9%)	20.5 (91.1%)	0	22.5
	Puckett Elementary	3 (21.4%)	11 (78.6%)	0	14
	Puckett High School	3 (13.6%)	19 (86.4%)	0	22
	RCSD Learning Center	8 (50%)	8 (50%)	0	16

## Exhibit H – RCSD Staff Information

	Richland Elementary	7 (25%)	21 (75%)	0	28
	Richland High School	6 (25%)	18 (75%)	0	24
	Richland Upper Elementary	5 (41.7%)	7 (58.3%)	0	12
	Rouse Elementary	9 (16.4%)	46 (83.6%)	0	55
	Steen's Creek Elementary	3 (9.7%)	27 (87.1%)	1 (3.2%)	31
	Stonebridge Elementary	8 (42.1%)	11 (57.9%)	0	19
	<b>Totals</b>	<b>174 (26%)</b>	<b>485.5 (72.6%)</b>	<b>9 (1.3%)</b>	<b>668.5</b>
<b>+/- 20% Ranges: Black 6 – 46%; White 52.6 – 92.6%</b>					
<b>2022-2023</b>	Brandon Elementary	6 (33.33%)	12 (66.67%)	0	18
	Brandon High School	22 (31.43%)	47 (67.14%)	1 (1.43%)	70
	Brandon Middle School	12 (46.15%)	14 (53.85%)	0	26
	Florence Elementary	5 (31.25%)	11 (68.75%)	0	16
	Florence High School	9 (20%)	36 (80%)	0	45
	Florence Middle School	1 (7.14%)	13 (92.86%)	0	14
	Flowood Elementary	6 (25%)	16 (66.67%)	2 (8.33%)	24
	Highland Bluff Elementary	10 (33.33%)	20 (66.67%)	0	30
	McLaurin Elementary	4 (14.29%)	24 (85.71%)	0	28
	McLaurin High School	9 (25%)	27 (75%)	0	36
	Northshore Elementary	7 (28%)	18 (72%)	0	25
	Northwest Elementary	6 (26.09%)	15 (65.22%)	2 (8.69%)	23
	Northwest High School	19 (27.14%)	50 (71.43%)	1 (1.43%)	70
	Northwest Middle School	7 (30.43%)	16 (69.57%)	0	23
	Oakdale Elementary	4 (16%)	20 (80%)	1 (4%)	25

## Exhibit H – RCSD Staff Information

	Pelahatchie Elementary	2 (11.11%)	16 (88.89%)	0	18
	Pelahatchie High School	4 (14.29%)	24 (85.71%)	0	28
	Pisgah Elementary	4 (22.22%)	14 (77.78%)	0	18
	Pisgah High School	3 (10.71%)	25 (89.29%)	0	28
	Puckett Elementary	3 (21.43%)	11 (78.57%)	0	14
	Puckett High School	4 (14.81%)	23 (85.19%)	0	27
	RCSD Learning Center	10 (50%)	10 (50%)	0	20
	Richland Elementary	4 (13.33%)	25 (83.33%)	1 (3.33%)	30
	Richland High School	7 (23.33%)	23 (76.67%)	0	30
	Richland Upper Elementary	4 (30.77%)	9 (69.23%)	0	13
	Rouse Elementary	10 (16.13%)	52 (83.87%)	0	62
	Steen's Creek Elementary	4 (11.11%)	31 (86.11%)	1 (2.78%)	36
	Stonebridge Elementary	7 (43.75%)	9 (56.25%)	0	16
	<b>Totals</b>	<b>193 (23.74%)</b>	<b>611 (75.15%)</b>	<b>9 (1.11%)</b>	<b>813</b>

**+/- 20% Ranges: Black 3.74 – 43.74%; White 55.15 – 95.15%**

<b>2021-2022</b>	<b>School</b>	<b>Black</b>	<b>White</b>	<b>Other Races</b>	<b>Total</b>
	Brandon Elementary	5 (27.78%)	13 (72.22%)	0	18
	Brandon High School	21 (28.77%)	51 (69.86%)	1 (1.37%)	73
	Brandon Middle School	8 (32%)	16 (64%)	1 (4%)	25
	Florence Elementary	5 (31.25%)	11 (68.75%)	0	16
	Florence High School	6 (18.75%)	26 (81.25%)	0	32
	Florence Middle School	2 (14.29%)	12 (85.71%)	0	14
	Flowood Elementary	5 (21.74%)	16 (69.56%)	2 (8.7%)	23
	Highland Bluff Elementary	10 (33.33%)	20 (66.67%)	0	30

## Exhibit H – RCSD Staff Information

	McLaurin Elementary	3 (11.11%)	24 (88.89%)	0	27
	McLaurin High School	8 (23.53%)	26 (76.47%)	0	34
	Northshore Elementary	7 (30.43%)	16 (69.57%)	0	23
	Northwest Elementary	8 (36.36%)	12 (54.54%)	2 (9.1%)	22
	Northwest High School	17 (23.61%)	54 (75%)	1 (1.39%)	72
	Northwest Middle School	11 (45.83%)	13 (54.17%)	0	24
	Oakdale Elementary	3 (15.79%)	16 (84.21%)	0	19
	Pelahatchie Elementary	1 (5.26%)	18 (94.74%)	0	19
	Pelahatchie High School	2 (6.9%)	27 (93.1%)	0	29
	Pisgah Elementary	3 (17.65%)	14 (82.35%)	0	17
	Pisgah High School	3 (11.11%)	24 (88.89%)	0	27
	Puckett Elementary	4 (30.77%)	9 (69.23%)	0	13
	Puckett High School	4 (14.81%)	23 (85.19%)	0	27
	RCSD Learning Center	9 (50%)	9 (50%)	0	18
	Richland Elementary	4 (13.33%)	25 (83.33%)	1 (3.33%)	30
	Richland High School	10 (29.41%)	23 (67.65%)	1 (2.94%)	34
	Richland Upper Elementary	4 (28.57%)	10 (71.43%)	0	14
	Rouse Elementary	8 (15.38%)	44 (84.62%)	0	52
	Steen's Creek Elementary	5 (14.71%)	28 (82.35%)	1 (2.94%)	34
	Stonebridge Elementary	6 (37.5%)	10 (62.5%)	0	16
	<b>Totals</b>	<b>182</b> <b>(23.27%)</b>	<b>590</b> <b>(75.45%)</b>	<b>10</b> <b>(1.28%)</b>	<b>782</b>
<b>+/- 20% Ranges: Black 3.27 – 43.27%; White 55.45 – 95.45%</b>					
<b>2020-2021</b>	<b>School</b>	<b>Black</b>	<b>White</b>	<b>Other Races</b>	<b>Total</b>
	Brandon Elementary	4 (22.22%)	14 (77.78%)	0	18

## Exhibit H – RCSD Staff Information

	Brandon High School	18 (31.58%)	38 (66.67%)	1 (1.75%)	57
	Brandon Middle School	10 (41.67%)	13 (54.17%)	1 (4.16%)	24
	Florence Elementary	3 (21.43%)	11 (78.57%)	0	14
	Florence High School	7 (21.21%)	26 (78.79%)	0	33
	Florence Middle School	3 (21.43%)	11 (78.57%)	0	14
	Flowood Elementary	5 (23.81%)	15 (71.43%)	1 (4.76%)	21
	Highland Bluff Elementary	9 (30%)	20 (66.67%)	1 (3.33%)	30
	McLaurin Elementary	5 (18.52%)	22 (81.48%)	0	27
	McLaurin High School	5 (18.52%)	22 (81.48%)	0	27
	Northshore Elementary	5 (21.74%)	17 (73.91%)	1 (4.35%)	23
	Northwest Elementary	5 (25%)	13 (65%)	2 (10%)	20
	Northwest High School	13 (28.26%)	32 (69.57%)	1 (2.17%)	46
	Northwest Middle School	6 (28.57%)	15 (71.43%)	0	21
	Oakdale Elementary	6 (26.09%)	17 (73.91%)	0	23
	Pelahatchie Elementary	1 (6.25%)	15 (93.75%)	0	16
	Pelahatchie High School	1 (4.35%)	22 (95.65%)	0	23
	Pisgah Elementary	3 (20%)	12 (80%)	0	15
	Pisgah High School	4 (22.22%)	14 (77.78%)	0	18
	Puckett Elementary	3 (23.08%)	10 (76.92%)	0	13
	Puckett High School	2 (10.53%)	17 (89.47%)	0	19
	RCSD Learning Center	6 (46.15%)	7 (53.85%)	0	13
	Richland Elementary	4 (13.33%)	24 (80%)	2 (6.67%)	30
	Richland High School	7 (36.84%)	12 (63.16%)	0	19

**Exhibit H – RCSD Staff Information**

	Richland Upper Elementary	4 (30.77%)	9 (69.23%)	0	13
	Rouse Elementary	11 (19.64%)	45 (80.36%)	0	56
	Steen's Creek Elementary	6 (19.35%)	24 (77.42%)	1 (3.22%)	31
	Stonebridge Elementary	6 (37.5%)	10 (62.5%)	0	16
	<b>Totals</b>	<b>162</b> <b>(23.82%)</b>	<b>507</b> <b>(74.56%)</b>	<b>11</b> <b>(1.62%)</b>	<b>680</b>
<b>+/- 20% Ranges: Black 3.82 – 43.82%; White 54.56 – 94.56%</b>					

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**Selected Document**

**Section:** G Personnel

**Policy Code:** GAAA Equal Opportunity Employment

**Policy:**

**Equal Opportunity Employment**

The Rankin County School District grants equal employment opportunities to all qualified persons regardless of race, creed, color, gender, age, national origin, marital status, or disability.

It is the intent and desire of the Rankin County Board of Education that equal opportunities be provided in recruitment, selection, salaries, promotions, benefits, privileges, and all other terms and conditions of employment.

The District follows current federal and state guidelines relative to affirmative action.

LEGAL REFERENCE: 1972 Educational Amendments, Title IX;  
1964 Civil Rights Act, Title VI and VII;  
1973 Rehabilitation Act, Section 503 and 504, 45 CFR Part 84 and Part 86.

**Exhibits:**

**Regulations:**

**References:**

MPSAS - [Public School Accountability Standards](#)

**Original Adopted Date:** 1/25/2017

**Status:** Adopted

**Approved/Revised Date:**

**Record Id:** 201216

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**EXHIBIT**  
**I**

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**Section:** G Personnel

**Policy Code:** GAEA Staff Protection

#### **Policy:**

##### STATEMENT OF PURPOSE:

It is Rankin County School District's ("RCSD") intent that employees and their work environment be free from all forms of harassment, intimidation, and discrimination.

##### POLICY:

RCSD does not and will not tolerate improper sexual or racial conduct. Sexual, racial, age, or disability harassment by any employee, supervisor, manager, or person doing business with RCSD is strictly prohibited. Violations of this policy are grounds for discipline, up to and including termination. RCSD will take prompt and appropriate action to investigate and resolve any alleged or suspected incidents of harassment and/or discrimination.

This policy forbids unwelcome sexual advances, sexual comments or behavior of any kind, requests for sexual favors, and conduct that may be considered as demeaning or degrading or shows hostility toward any individual or group of individuals. This includes conduct:

1. Where the submission to such conduct is made explicitly or implicitly a condition of an individual's employment or advancement,
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions,
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, or
4. Conduct that creates or which may create an intimidating, hostile, or offensive working environment.

Harassment and/or discrimination may include, but is not limited to, characterizations, slurs, jokes, or other verbal or physical conduct. Sexual or racial harassment may include conduct by a person of the same or opposite sex, or by a person of the same or different race. Age discrimination or harassment may include conduct by younger or older individuals, and a disabled person may be harassed or discriminated against by disabled or non-disabled individuals.

##### REPORTING PROCEDURE:

An employee who believes that he/she is being harassed or discriminated against by a coworker, supervisor, manager or other individual, or believes his/her employment is being adversely affected by such conduct (whether directed at the employee or at a co-worker), must immediately report such concerns to his or her immediate supervisor or the RCSD Human Resources Director. Any supervisor who either by report from an employee or by other means becomes aware of conduct that may constitute harassment or discrimination must immediately report such conduct to his or her immediate supervisor or the RCSD Human Resources Director.

This policy also prohibits retaliation against employees who bring harassment or discrimination charges or assists in investigating charges. Any employee bringing a harassment or discrimination complaint or assisting in the investigation of such a complaint will not be adversely affected in terms and conditions of employment, nor discriminated against or discharged because of the complaint, provided that the employee is acting in good faith. Employees who make good faith and truthful complaints of harassment or provide truthful information related to such complaints will be protected against retaliation. After a complaint of harassment has been received, management will endeavor to reasonably scrutinize employment decisions affecting each complainant and witnesses during and after the investigation to ensure that such decisions are not based on retaliatory motives.

Upon learning of claims of harassment, RCSD will conduct a prompt and thorough investigation. If it is determined that inappropriate behavior has occurred, RCSD will take appropriate disciplinary action, up to and including discharge of the offending employee.

RCSD is not obligated by law or by this policy to use the least or most drastic corrective action, and may take whatever measures RCSD deems necessary to ensure compliance with this policy. If termination is not elected, the harasser or discriminator may be required to accept training or counseling or a formal plan of improvement as a condition of continued employment in order to ensure that he/she understands why his/her conduct violated this policy.

#### **Exhibits:**

**Regulations:**

**References:**

- 25-1-47 - Defense of public employees and satisfaction of judgment.
- 37-11-20 - Intimidation, threatening or coercion of students for purpose of interfering with attendance of classes.
- 37-11-21 - Abuse of superintendent, principal, teacher, or bus driver.
- 37-11-23 - Disturbing public school sessions of meetings.
- 37-9-17 - Selection of licensed employees or non-instructional employees to be employed for school year; increase in compensation of certain licensed employees; fingerprinting and criminal background checks for applicants.
- MPSAS - Public School Accountability Standards

**Original Adopted Date:** 11/12/2003      **Status:** Adopted  
**Approved/Revised Date:** 6/26/2019      **Record Id:** 242279

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**Section:** G Personnel

**Policy Code:** GBC Recruitment and Selection

**Policy:**

It is the responsibility of the Superintendent and his or her administrative assistants to select school personnel who will improve the overall quality of the system. A vacancy shall be filled by the most qualified person available. Before any new position is established, the Superintendent shall present for the Board's approval, a job description for the position which specifies the qualifications and performance responsibilities. There shall be no discrimination or preferential treatment with regard to race, national origin, sex, religion, marital status, and/or present or former employment by the district.

The recruitment program will be continuous and will encompass a wide geographic area. Care will be exercised in the recruitment of personnel to avoid any action that might tend to encourage a prospective employee to default obligations to another school district.

**Exhibits:**

**Regulations:**

**References:**

MPSAS - [Public School Accountability Standards](#)

**Original Adopted Date:** 6/13/1983

**Status:** Adopted

**Approved/Revised Date:** 10/9/2019

**Record Id:** 242282

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**Section:** G Personnel

**Policy Code:** GBE Professional Personnel Assignment

**Policy:**

Assignment of teachers to subject area and grade level shall be the responsibility of the principal or his designee, such assignment to be determined by endorsement, teacher experience and projected need for the subject area in the local curriculum.

Administrative personnel will be assigned to positions by the superintendent. A staff member transferred to another position will assume the duties and compensation prescribed for that new position.

LEGAL REFERENCE: MS Code 37-9-15; 37-9-17; 37-9-14.

**Exhibits:**

**Regulations:**

**References:**

37-9-14 - [General duties and powers of superintendent of school district.](#)

**Original Adopted Date:** 4/8/2009

**Status:** Adopted

**Approved/Revised Date:** 10/9/2019

**Record Id:** 242283

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**Section:** G Personnel

**Policy Code:** GCD Classified Personnel Hiring

**Policy:**

Employees who are not required to hold a state certificate are "classified" in the sense that they are not certified by the State Department of Education. They may be skilled, highly trained members of other professions. Classified personnel of the district includes secretaries, clerks, bookkeepers, cafeteria workers, public health nurses, custodians, occupational therapists, non-student bus drivers, etc.

Classified paraprofessional personnel in the district include assistant reading instructors, library aides, nurse's aides and lay teachers.

Each year the principal/supervisor shall recommend to the superintendent the classified and paraprofessional employees to be reemployed for the following year. Classified and paraprofessional employees must meet any staff development requirements set forth by the State Department of Education or the district to be reemployed. As determined by the nature of the position, passing of an agility test may be a pre-employment requirement.

**LEGAL REFERENCE: MS Code 37-9-3**

**Exhibits:**

- [GCD-E1 School Bus Drivers 06222022](#)
- [GCD-E2 Instructional Assistants and Aides 07202022](#)
- [ISS Salary Scale 04132022](#)

**Regulations:**

**References:**

- 37-7-301 - General powers and duties.
- 37-9-14 - General duties and powers of superintendent of school district.
- 37-9-17 - Selection of licensed employees or non-instructional employees to be employed for school year; increase in compensation of certain licensed employees; fingerprinting and criminal background checks for applicants.
- 37-9-3 - Employment of non-instructional employees.

**Original Adopted Date:** 5/26/2017  
**Approved/Revised Date:** 10/9/2019

**Status:** Adopted  
**Record Id:** 263767

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Section 37-9-7 of the Mississippi Code of 1972 as amended provides as follows:

It shall be unlawful for any superintendent, principal, or teacher to be employed or contracted with to teach or serve... who does not hold a proper certificate **which is valid at the time of-such employment or execution of such contract.**

Accordingly, the board does further provide as follows:

The superintendent shall enter into standard written contracts with appropriately certified personnel, such contracts to be offered on the recommendation of the principal with approval of the board.

Salary for appropriately certified personnel shall be set by the board and shall correspond to the Minimum Program schedule. Salary shall be based on the employee's type of certificate and length of service and issue date.

The board shall provide a supplement to the salary of appropriately certified personnel, such to be based on experience. All teachers in the district shall receive a salary in an amount commensurate with their highest level of certification based upon the issuance-date of his or her required certification documentation.

Upon the recommendation of the superintendent, the board shall approve employment of teaching or administrative personnel, assistant superintendents, or principals who must be appropriately certified as of the date of employment. The superintendent shall enter into contract with those personnel approved by the board. The terms of such contracts shall be set at the time of employment or re-appointment and recorded in the board minutes. Contracts for principals shall be or not be awarded on or before March 1 of each year, or as soon thereafter as shall be possible.

All employees shall review all policies of the board relative to their/his/her employment within 30 days of written execution of his/her contract and shall thereafter be bound to comply unless he/she thereafter tenders a resignation. In determining a teacher's year of teaching experience, the district follows State Board of Education policy and state law.

The number of days shall not exceed forty-five (45) consecutive school days during which a teacher may not be under contract of employment during any school year and still be considered to have been in full time employment for a regular scholastic term.

Professional personnel must have a valid Mississippi Teacher's Certificate recorded in the office of the superintendent and in accord with Section 37-9-7, Mississippi Code Annotated (1972) as amended and all contracts shall be based on the issue date of all required certificates.

No standard contractual agreement (37-9-23) will be entered into with previously employed or recommended certified personnel whose certificates have expired or with those who no longer hold a valid and proper certificate due to provisional or emergency status difficulties. However, professional personnel and those who are otherwise qualified in this situation may be employed as "extended term substitutes" by the district in the classroom of intended assignment at the recommendation of the principal or superintendent and with the approval of the Board. A standard contract may be later issued from and after the "issue date" on the certificate, upon receipt thereof, with salary to be commensurate with the other certified employees and in accord with the law at such time.

It is the complete responsibility of and the employee shall have up to forty-five (45) days from the date of issuance of the original contract in which to verify and submit to the Rankin County School District appropriate and verified documentation as to previous work experience qualifications for purposes of the appropriate salary calculation.

If the employee has not so submitted such verification within the time period set forth therein, employee agrees that all salary benefits associated with the qualified work experience record of employee is waived and employee shall not thereafter be entitled to the increased salary to which employee may have otherwise been entitled and as same is associated with previous qualifying work experience.

All full-time certified employees and other exempt (as defined by the Fair Labor Standards Act) employees will receive their salary over a twelve month period. Employees will be paid on the last week day of each month except for December, when they will be paid by the last working day.

All personnel will be paid through direct deposit as required by Mississippi Code Section 37-51-103.

**Exhibits:**

- GBA-E1 RCSD Teacher Salary Schedule 04132022
- GBA-E2 RCSD Certified Salary Schedule for Administrators 06082022
- GBA-E2b RCSD Advanced Certifications 052621
- GBA-E3 RCSD Curriculum Department Advanced Degreed Specialists 06082022
- GBA-E4 RCSD 6A and 7A Athletic Director 02082023
- GBA-E5 RCSD Coaching Supplements 02082023
- GBA-E6 RCSD Supplementary Pay Plan for Competitive Show Choir Director 09142022

**Regulations:**

**References:**

- 37-151-5 - Definitions.
- 37-151-87 - Reduction of local supplement or support from ad valorem taxation.
- 37-151-89 - Salary payments from other funds
- 37-9-17 - Selection of licensed employees or non-instructional employees to be employed for school year; increase in compensation of certain licensed employees; fingerprinting and criminal background checks for applicants.
- 37-9-23 - Form and execution of contracts with superintendents, principals, licensed employees, and others anticipating graduation from approved programs; conditional contracts.
- 37-9-25 - Contracts for periods greater than one scholastic year.
- 37-9-33 - Amount of salaries to be in compliance with minimum education program law.
- 37-9-37 - Factors considered in fixing salaries of superintendents, principals or licensed employees.
- 37-9-39 - Time of payment of salaries.
- 37-9-41 - Manner of payment of salaries
- 37-9-43 - Payment of salary prior to execution of written contract; effect of breach of contract.
- 37-9-49 - Deduction of dues, etc., from salaries.
- 37-9-57 - Effect of abandonment of employment.
- 37-9-59 - Grounds and procedure for dismissal or suspension of licensed employee; attendance of different school system by child as ground for denying employment or reemployment of superintendent, principal or licensed employee.

**Original Adopted Date:** 1/16/2008                      **Status:** Adopted  
**Approved/Revised Date:**                                      **Record Id:** 240847

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**Section:** G Personnel

**Policy Code:** GBAAAB Classified/Support Staff Benefits

**Policy:**

Benefits in addition to basic salary are recognized by the Rankin County Board of Education as an integral part of the total compensation plan for classified staff members. The benefits extended the classified staff will be designed to promote their present and future economic security and provide incentive for professional development that will benefit the District.

HEALTH INSURANCE

The State of Mississippi allots to each district such funds to pay a portion of the cost of the Public School Employees Health Insurance Plan for all school employees who work not less than twenty (20) hours per week and regular non-student bus drivers. This amount is determined by the state and is subject to change. The employee is responsible for the remainder of employee premium and any dependent coverage. The employee type is determined by the state of Mississippi as Legacy or Horizon.

**Legacy Employee:** One who was initially hired before January 1, 2006, or was ever employed fulltime by a community/junior college, public library, public school district, state agency or university.

**Horizon Employee:** One who was initially hired after January 1, 2006.

Refer to the Plan knowyourbenefits.dfa.ms.gov for total premium rates and more detailed information about the Plan.

LIFE INSURANCE

The State of Mississippi allots to each district such funds to pay fifty percent (50%) of the cost of the Public Employees' Life Insurance Plan for all full time employees who work no less than twenty (20) hours per week and regular non-student bus drivers. The amount of coverage is based on 2x the annual salary rounded up to the nearest \$1000.00 at 18¢ per thousand, subject to a minimum of \$30,000.00 and maximum of \$100,000.00.

Each eligible employee may participate in the program by enrolling within 31 days of the date of employment. Each eligible employee who declines coverage under the plan must sign a waiver of coverage.

Payment of health and/or life insurance monthly premiums by school district funds shall cease on the last day of the month of which the employee was on unpaid leave for that entire previous calendar month. Employees desiring continued coverage at their own personal expense shall make arrangements with the accounting department to make payment for such continued coverage prior to the fifteenth of the month during the period of unpaid leave.

LEGAL REFERENCE: MS Code 37-19-34

**Exhibits:**

**Regulations:**

**References:**

**Original Adopted Date:** 1/12/2000

**Status:** Adopted

**Approved/Revised Date:** 3/16/2016

**Record Id:** 156837

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**IN THE UNITED STATES DISTRICT COURT  
FOR THE SOUTHERN DISTRICT OF MISSISSIPPI  
NORTHERN DIVISION**

**KENNETH W. ADAMS, ET AL.**

**PLAINTIFFS**

**v.**

**CAUSE NO. 3:67CV04156-TSL-FKB**

**RANKIN COUNTY BOARD OF EDUCATION, ET AL.**

**DEFENDANTS**

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**AFFIDAVIT OF DR. SCOTT RIMES**

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Before me the undersigned Notary Public personally appeared Dr. Scott Rimes, who, upon being duly sworn, deposes and says the following:

1. My name is Dr. Scott Rimes. I am an adult resident citizen of the state of Mississippi. I am competent to execute this affidavit.
2. I am the Superintendent of the Rankin County School District ("the District"). I have direct knowledge of the facts set out in this affidavit.
3. The Rankin County School District is the second largest school district in Mississippi. For the 2022-2023 school year, the District had a total of 18,721 students attending twenty-eight racially diverse schools across eight attendance zones, including nineteen elementary and middle schools, eight high schools, and one alternative school.
4. This affidavit is submitted in support of the District's Motion for Declaration of Unitary Status, in which the District has asked the Court to declare it unitary in the areas of student assignment, faculty and staff assignment, and extracurricular activities. The District

was declared unitary in the areas of facilities and transportation by order of the Court on October 13, 2019.

5. The District has proportionate representation of its African American faculty at all levels, including teachers; school counselors; school-level administrators; and, district-level administrators. At each of these levels, African American faculty are involved in the decision-making process, including the selection of textbooks, making of policy, and all other academic activities.

6. With respect to minority recruitment, the District has taken the following steps to combat the teacher shortage and increase African American faculty representation in its schools:

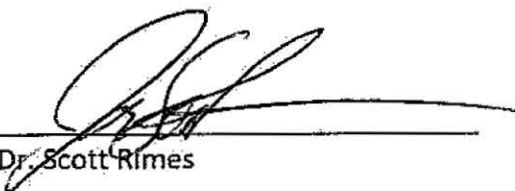
- Implemented an annual training for faculty on cultural diversity, restorative practices, and social emotional learning;
- Implemented a collaborative book study for administrators as a tool to continue fostering diversity and inclusion, especially for in those charged with the hiring process at all District schools;
- Met with leadership of African American community groups and Mississippi universities and colleges to discuss opportunities to gain qualified African American candidates for faculty positions;
- Attended various recruitment events at Mississippi universities and colleges to network with available African American faculty candidates through use of diverse recruitment representatives;

- Entered into memoranda of understanding with Jackson State University and Tougaloo College to build a pipeline for education students from those institutions to become student interns in RCSD schools, with the hope of encouraging those students to return to RCSD upon graduation;
- Implemented a Minority Recruitment Advisory Committee (MRAC) to create policy and strategy for use in attracting qualified African American candidates to faculty positions within RCSD;
- Held annual trainings with RCSD school principals to purposefully discuss the District's desegregation obligations and discuss each school's efforts in recruiting and hiring qualified African American candidates for faculty positions; and,
- Used social media platforms to highlight the existing diversity of the District's faculty pool in an effort to encourage other African American candidates to apply for available faculty positions.

In light of these great efforts over the past several years, the District has almost doubled the African American representation in its faculty population and intends to keep striving for increased diversity.

Further affiant sayeth not.

Dated: June 28, 2023.



Dr. Scott Rimes

STATE OF MISSISSIPPI  
COUNTY OF LAUDERDALE

On this 28 day of June, 2023, personally appeared before me, a notary public for the State of Mississippi, Dr. Scott Rimes, whose name is subscribed to this affidavit, and acknowledged under oath its contents and that he personally executed same.



Tammie Richardson  
NOTARY PUBLIC

My commission expires: 2/5/27

**Exhibit K – Extracurricular Coaches and Sponsors Information**

<b>School Year</b>	<b>School</b>	<b>Black</b>	<b>White</b>	<b>Other Races</b>	<b>Total</b>
<b>2023-2024</b>	Brandon Elementary	0	0	0	0
	Brandon High School	12	62	0	74
	Brandon Middle School	11	27	0	38
	Florence Elementary	0	0	0	0
	Florence High School	4	29	0	33
	Florence Middle School	3	17	0	20
	Flowood Elementary	0	4	0	4
	Highland Bluff Elementary	0	5	1	6
	McLaurin Elementary	1	3	0	4
	McLaurin High School	6	31	0	37
	Northshore Elementary	0	4	0	4
	Northwest Elementary	1	9	0	10
	Northwest High School	5	33	0	38
	Northwest Middle School	5	21	0	26
	Oakdale Elementary	0	3	0	3
	Pelahatchie Elementary	0	8	0	8
	Pelahatchie High School	3	18	0	21
	Pisgah Elementary	2	6	0	8
	Pisgah High School	0	30	0	30
	Puckett Elementary	0	4	0	4
	Puckett High School	2	22	1	25
	RCSD Learning Center	0	0	0	0

<b>EXHIBIT K</b>
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**Exhibit K – Extracurricular Coaches and Sponsors Information**

	Richland Elementary	0	1	0	1
	Richland High School	14	26	0	40
	Richland Upper Elementary	2	5	0	7
	Rouse Elementary	0	0	0	0
	Steen's Creek Elementary	0	1	0	1
	Stonebridge Elementary	0	1	0	1
	<b>Totals</b>	<b>71</b>	<b>370</b>	<b>2</b>	<b>443</b>

Friday, February 10, 2023

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District Information

District Policies

You are here: District Policies » Views » Selected Document - Read Only

**Selected Document**

**Section:** G Personnel

**Policy Code:** GAD Professional Staff Development

**Policy:**

All certified and classified personnel shall be encouraged to remain informed of innovative practices in the field of education by participating in professional organizations and attending professional development or other professional training opportunities to increase knowledge and competency.

Rankin County School District shall implement a comprehensive program for the development of an effective professional staff, all such efforts to be in accordance with district goals and in compliance with the guidelines published, unless exempted, by the State Board of Education (MS Code 37-17-8). Classified personnel are expected to participate in appropriate training sessions, as directed by their immediate supervisor.

Principals shall establish a schedule for certified staff meetings, such meetings to be attended by all certified personnel except in the case of illness, emergency or other duty assignment. In the event of absence, the certified staff member will be responsible for securing information presented at the staff meeting.

Certified employees of Rankin County School District are required to fulfill the guidelines as established by the MS Department of Education or the district for staff development.

**LEGAL REFERENCE:** MS Code 37-17-8  
MS Public School Accountability Standards

**Exhibits:**

**Regulations:**

**References:**

- 37-17-8 - [Comprehensive in-service staff development plans; exemption of certain school districts.](#)
- 37-3-2 - [Certification of teachers and administrators.](#)
- MPSAS - [Public School Accountability Standards](#)

<b>Original Adopted Date:</b> 7/9/1997	<b>Status:</b> Adopted
<b>Approved/Revised Date:</b> 10/9/2019	<b>Record Id:</b> 242287

District Home

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**EXHIBIT**  
**L**

## EXHIBIT M - SCHOOL LEADERSHIP TEAMS INFORMATION 2023-2024

School	Name	Position	Race
<b>Brandon Elementary</b>	Vallerie Lacey	Principal	White
	Cassie Weaver	Asst Principal	White
	Charles Lee/Tony Martin	Asst Principal	White
	Latonya Simpson	5th ELA	Black
	Bre'Anne Walker	4th Math	Black
	Susan Dill	Interventionist	White
	Julia Banys	4th ELA	White
	Breckin Harper	Counselor	White
	Margaret Hollifield	Counselor	White
	Ann-Hamilton Lloyd	5th ELA	White
	Victoria Scott	Sped/Speech	Black
	Elizabeth Sistrunk	Librarian	White
	Valerie Sanders	5th Math	White
	Jeremy Cooper	4th ELA	White
	Angela Curcio	5th Science	White
	<b>Brandon High School</b>	Kristi Hughes (co-chair)	Advanced Math
Muffin Thompson (co-chair)		Family consumer science	White
Amy Burns		Science Department Chair	White
Becky Farnham		Special Needs Department LSC	White
Brian Gaddie		Asst Principal Attendance	White
Clay Garner		Asst Principal 11th grade	White
Hope Elkins		English / Journalism / Newsletter Sponsor	White
Emily Hildebrand		Art Department Chair	White
Jocelyn Whipps		Asst Principal 10th grade	Black
Kelsa Walker		Business Department Chair / Head Volleyball Coach	White
Kramer Sowell		Ag Teacher / FFA sponsor	White
Lucy Herndon		Health Science Academy Teacher	White
Mitzi Wilcox		Work Based Learning Teacher / Student Council Sponsor	White
Nichole Robinson		Asst Principal 12th grade	White
Nick Thomas Jr	Asst Principal 9th grade	White	
Rebecca Russell	Teacher Academy Teacher / SADD and Teacher Club Sponsor	White	
Rebecca Hudson	Math Teacher / Co Sponsor Student Council	White	

## EXHIBIT M - SCHOOL LEADERSHIP TEAMS INFORMATION 2023-2024

	Samantha Oliva	Foreign Language Department Chair	White
	Scott Husky	History Department Chair	White
	Shea Carter	Lead Counselor	White
	Sherra Shearer	Advanced Math Electives / Cheer Asst Sponsor	White
	Sorena Vinson	Health Science Teacher / Academies Department Chair	White
	Tracey McKay	English Department Chair / Graduation Coordinator	White
	Shalonda Hawkins	Co Chair Biology Department	Black
<b>Brandon Middle School</b>	Trey Rein	Principal	White
	Ma'Keshia Adams	Asst. Principal	Black
	Jacob Veenstra	Asst. Principial	White
	Dena Kolesar	Asst. Principal	White
	Michelle St. Amant	Asst. Principal	White
	Wendy Fletcher	Secretary	White
	Tracey Lovelady	Librarian	White
	Rebecca Youngblood	Librarian	White
	Ashley Purvis	6th ELA	White
	Jackie Cannon	7th/8th ELA	Black
	Katie Case	6th Math	White
	Kim Minshew	7th/8th Math	White
	Veronica Scott	6th-8th Science	Black
	Suzanne Burns	6th Social Studies	White
	Christina Nelson	6th-8th Electives	White
	Kristy Halle	Technology	White
	Taylor Daniels	SPED	White
	Tara Hopkins	Clubs	White
	Skyler Parker	Athletics	White
	Audrey Davis	Counselor	Black
	Jill Parker	Counselor	White
	Lacey Varner	Counselor	White
<b>Florence High School</b>	Keith Reed	Principal	White
	Jason Thomas	Asst. Principal	Black
	Cindy Morris	Asst. Principal	White
	Rod Davis	Teacher/Asst. AD	Black

## EXHIBIT M - SCHOOL LEADERSHIP TEAMS INFORMATION 2023-2024

	Tonya Griffin	Teacher/Math Chair	White
	Corby Jacobs	Teacher	Black
	Kevin Donahoe	Teacher/ROTC	White
	Kelley Lingold	Teacher/ELA Chair	White
	Angel Reed	Librarian	White
	Danielle Traylor	CTE Chair	White
	Chelsea Foust	Counselor	White
<b>Florence Middle School</b>	Casandra Carnley	8th Math/Algebra	White
	Susan Christman	8th Science	White
	Jessica Cooper	7th History	White
	Amy Slawson	8th ELA	White
	Jzsamika Buckley	ATSI/SPED interventionist 6th-8th	Black
	Kristen Gray	6th ELA	White
	Brooks Matthews	6th Math	White
	Laurie Martin	7th Science	White
	Jessica Dear	8th Cyber Foundations	White
	Jerry Barlow	7th Math	White
	Kelsey Williams	Asst. Principal	White
	Tyler Walters	Asst. Principal	White
	Brock Sistrunk	Principal	White
<b>Flowood Elementary</b>	Kristal Epting	Principal	Black
	Tiffany Grice	Assistant Principal	White
	Becky Trammell	Counselor	White
	Natalie Kulpeksa	Kindergarten Teacher	White
	Lindsey McGuffie	1st Grade Teacher	White
	Shelby Martin	2nd Grade Teacher	White
	Karmen Gates	3rd Grade Teacher	White
	Jennifer Burroughs	4th Grade Teacher	White
	Missy Abbey	5th Grade Teacher	White
	Brittney Sullivan	EL Teacher	White
	Jenny Brooks	Sped Teacher	White
	Angie White	Interventionist	White
	Lawri Reed	Venture Teacher	White

## EXHIBIT M - SCHOOL LEADERSHIP TEAMS INFORMATION 2023-2024

<b>Highland Bluff Elementary</b>	Joshua Jones	Principal	White
	Ashton Frye	Assistant Principal	White
	Amy White	K teacher	White
	Lisa Iannelli	1st teacher	White
	Paulette Vargas	2nd teacher	Hispanic
	Kaiden Helmick	3rd teacher	White
	April Wynn	4th teacher	White
	Jane Jacobson	5th teacher	White
	Kim Hubbard	Librarian	Black
	Alexis Grey	SPED	White
	Camille Dumas	STEM teacher	White
<b>McLaurin High School</b>	Bowlin, Sephanie	Teacher 10th Grade / ELA	White
	Hite, Eric	Teacher 7th Grade / Technology	Black
	Parker, Lauren	Teacher 9th - 12th Grade / World Lanuguages	White
	Smith, Krista	Teacher 11th Grade / Social Studies	White
	Walker, Jeff	Teacher 9th - 12th Grade / Athletic Director / Drivers Ed	White
	Williams, Morgan	Teacher 7th Grade / Math	White
	Wilson, Jennifer	Teacher 7th Grade / Social Studies	White
<b>Northshore Elementary</b>	Lee Pambianchi	principal	White
	Suzanne Ross	assistant principal	White
	Nichole Chandler	kindergarten teacher	White
	Emily Luke	1st grade teacher	White
	Courtney Fioretti	2nd grade teacher	White
	Angie Frazier	3rd grade teacher	White
	Audrey Anderson	4th grade teacher	White
	Meredith Harper	5th grade teacher	White
	Lyndsey Franklin	special education teacher	White
	Becka Ingram	interventionist	White
	Jenni Wilson	counselor	White
<b>Northwest Elementary</b>	Kara Killough	Principal	White
	Jill Lay	Assistant Principal	White
	Jennifer Monk	Kindergarten Grade Chair	White
	Lessie Johnson	1st Grade Grade Chair	White

## EXHIBIT M - SCHOOL LEADERSHIP TEAMS INFORMATION 2023-2024

	Tiffany McCain	2nd Grade Grade Chair	White
	Rachel Weems	3rd Grade Grade Chair	White
	Carrie Waller	4th Grade Grade Chair	White
	Daphne Nathaniel	5th Grade Grade Chair	Black
	Margaret Akers	SPED Case Manager	White
	Ebony Nance	Enrichment Grade Chair	Black
<b>Northwest High School</b>	KK Aldridge	Teacher	White
	Harrison Armour	Teacher	White
	Katey Bargender	Teacher	White
	Elijah Beatty	Teacher	White
	Anna Bigby	Teacher	White
	Mandy Brownlee	Teacher	White
	Sarah Buffington	Teacher	White
	Allison Carr	Counselor	White
	Hannah Cockrell	Teacher	White
	Devin Cooper	AD	White
	Staci Curry	Teacher	White
	Janet Dennis	Librarian	White
	Heather Germany	Teacher	White
	Jamie Gibson	Teacher	White
	Trisha Gilbreath	Teacher	White
	Marilyn Hebert	Teacher	White
	Shera Higbee	Teacher	White
	Tessa Hughes	Teacher	Black
	Jennifer Johnson	Teacher	White
	Tracy Jones	Teacher	White
	Toney Keeler	Teacher	Black
	Lisa Lansdale	Librarian	White
	Mary Leclerc	Teacher	White
	Michaelah Martin	Teacher	White
	Kelly McGinnis	ISS Instructor	White
	Grace Mercer	Teacher	White
	Nicky Mooney	Transportation Supervisor	White

## EXHIBIT M - SCHOOL LEADERSHIP TEAMS INFORMATION 2023-2024

	Damita Morgan	Teacher	Black
	Leonard Patrick	Teacher	Black
	Briana Perry	Teacher	White
	Amelia Perryman	Teacher	Black
	Melissa Pickardt	Teacher	White
	Latasha Ramsey	Counselor	Black
	Amanda Riede	Teacher	White
	Miriam Sanchez	Teacher	Hispanic
	Ashley Smylie	Teacher	White
	Susan Stringer	Teacher	White
	Rush Sweeney	Teacher	White
	Sydney Scruggs	Teacher	White
	Kalea White	Teacher	White
	Isaac White	Teacher	White
	Kimberly Widdig	Teacher	White
	Shelina Jones	Counselor	Black
<b>Northwest Middle School</b>	Shea Taylor	Principal	White
	Cindy Christian	Assistant Principal	White
	Amy Rummage	8th Technology	White
	Alexandria Castellanos	8th ELA	Black
	Alana Hendershot	7th ELA	White
	Tiffany Dennis	8th Science	Black
	Jenny Shearer	7th Math	White
	Felicia Thomas	7th Tier / RTI	Black
	Kristian Taylor	6th ELA	Black
	David Dennis	6th Math	White
	Lauren Peterson	6th Science	White
	Tatiana Wooten	SPED	Black
	Jordan Nowell		White
<b>Oakdale Elementary</b>	Andrea Payne	Principal	White
	Ady Blakney	Assistant Principal	Hispanic
	Iman Harris	Teacher in K (grade chair)	Black
	Emily Alford	Teacher in 1st (grade chair)	White

## EXHIBIT M - SCHOOL LEADERSHIP TEAMS INFORMATION 2023-2024

	Kerri Hampe	Teacher in 2nd (grade chair)	White
	Samantha Coltrane	Teacher in 3rd (grade chair)	White
	Terri Lewis	Teacher in 4th (grade chair)	Black
	Laila Decker	Teacher in 5th (grade chair)	White
	Blane Miller	Interventionist	White
	Jessica Aguilar	Counselor	White
	Kelli Peoples	Special Education Teacher	White
<b>Pelahatchie High School</b>	Voncille Anderson	Principal	<b>Black</b>
	Philip Nelson	Assistant Principal	<b>White</b>
	John Johnson	Instructional Coach English Teacher 8th grade	<b>Black</b>
	Dustin Merchant	Transportation/Interventionist ACT Prep	<b>White</b>
	Daphine McNair	English Teacher 7th and 11th AP	<b>Black</b>
	Emily Hayes	Math Teacher 10th - 12th	<b>White</b>
	Tammy Bright	Science Teacher 9th - 12th	<b>White</b>
	Angela Skinner	Social Studies Teacher 10th - 11th	<b>White</b>
	Kimberly Watson	Foreign Language	<b>Black</b>
	Ryan Keeton	Athletic Director - Football Coach	<b>White</b>
	Kessie Key	Business and Technology	<b>White</b>
	Alexia Jones	Assistant Athletic Director, Coach	<b>Black</b>
	Emily Collins	SPED Teacher 9-12	<b>White</b>
<b>Pisgah High School</b>	Craig Yates	Principal	White
	Clay Jones	Asst Principal	White
	Jessica Smith	Counselor	White
	Jessica Hill	Curriculum Coach	White
	Michael Granberry	Athletic Director	White
	Adam Case	Teacher/Coach	White
	Kelsey Treadwell	Teacher	White
	Nancy Schisler	Sped Teacher	White
	Hanah Lewis	Teacher	White
<b>Puckett Elementary</b>	Michelle Pennington	Kindergrarten	White
	Rikki Morrow	First	White
	Amy Williamson	Second	White
	Paige Overby	Third	White

## EXHIBIT M - SCHOOL LEADERSHIP TEAMS INFORMATION 2023-2024

	DeAnte Spann	Fourth	Black
	Corinne Mann	Fifth	White
	Jessica Holyfield	Sixth	White
	Hailey Pagart	IC	White
	Brittany Hawkins	Sped	White
	Mindy Stevens	Admin	White
	Nicki Stanley	Admin	White
<b>Puckett High School</b>	Raquel Hollingsworth	HS English Department	White
	Candace McAlpin	HS Math Department	White
	Courtney McIntyre	JH English Department	White
	Misty Lemoine	Interventionist	White
	Cedric Evans	Special Education	Black
	Xorica Patrick	CTE Department	Black
	Jennifer Parker	History Department	White
	Jennifer Curlee	Science Department	White
	Beth Pardue	History Department	White
	Michelle Rusche	JH English Department	White
	Brittini Harris	ACT	White
<b>RCSD Learning Center</b>	Charles Stevenson	Principal	Black
	Sydney Magee	Elementary Assistant Principal	White
	Monica Harris	Middle/High Assistant Principal	Black
	Alexandria Gardner	Interventionist/Instructional Coach	Black
	Lanier Craft	Elementary Chair	White
	Stephanie McCrary	Middle School Chair	White
	Kimberly Groves	High School Chair	Black
	Raimeka Brown	SPED Case Manager	Black
	Erica Allen	Counselor	Black
	Tricia Bennett	STRIVE Chair	White
<b>Richland Elementary</b>	Jelisa Davis	Instructional Coach	Black
	Katy Craig	Interventionist	White
	Caroline Matheney	SPED teacher	White
	Beronica Purser	ELL teacher	Hispanic
	Lori Shows	2nd Gr Teacher	White

## EXHIBIT M - SCHOOL LEADERSHIP TEAMS INFORMATION 2023-2024

	Janice Nix	K Teacher	White
	Johnna Henly	Assistant Principal	White
	Yarby Anderson	Principal	Black
	Tristan Martin	Counselor	White
	Tammy Smith	Interventionist	White
<b>Richland High School</b>	Kelly Cothorn	High School CTE	White
	Rachel Jenkins	Band Director	Black
	Jennifer Osborne	High School Teacher/Bus Driver/Coach	White
	Jessica Huffman	High School English Teacher/Coach	Black
	Lisa Shields	High School Math Teacher	White
	Elizabeth Knight	Instructional Coach	White
	Matthew Rice	High School Science Teacher/Coach	White
	Joycelyn Haygood-McDavid	High School Social Studies Teacher/Coach	White
	Cynthia Sullivan	High School World Language Teacher	White
	Brandon Sanders	P.E. Teacher/Coach	Black
	Christen White-King	Junior High Math Teacher	Black
	Amy Britt	SPED Case Manager	White
	Casey Giroux	High School Art Teacher	White
	Janine David	ELL Instructor	Hispanic
	Matthew Quick	Transportation Supervisor	White
	Katie Allen	High School Social Studies Teacher/Coach	White
	Rebecca Bates	Junior High English Teacher	White
	Tiffany Johnson	Counselor	Black
	Michelle Cresap	Counselor	White
	Gabrielle Sutherland	Counselor	White
	Heather Bryan	Assistant Principal	White
	Thomas Dudley	Assistant Principal	White
	Corey Yates	Assistant Principal	White
	Marcus Stewart	Principal	Black
<b>Richland Upper Elementary</b>	Stephanie Baine	Instructional Coach	White
	Louise McCoy	Interventionist	Black
	Lindsey Martin	Interventionist	White
	Victoria Thompson	Music Teacher - Specials Rep	Black

## EXHIBIT M - SCHOOL LEADERSHIP TEAMS INFORMATION 2023-2024

	Brandy Abernathy	PLC Leader - 3 ELA	White
	LaFretta Cross	PLC Leader - 3 Math	Black
	Hannah Edwards	PLC Leader - 4 ELA	White
	Dorothy Straughter	PLC Leader - 4 Math	Black
	Ashton Reynolds	PLC Leader - 5 ELA	White
	Alicia Bass	PLC Leader - 5 Math	White
	Sonja Morris	PLC Leader - 6 ELA	Black
	Timothy Douglas	PLC Leader - 6 Math	White
	Lindsay Starbuck	Principal	White
	Madalyn Robinson	Assistant Principal	White
<b>Rouse Elementary</b>	Angela Nichols	Principal	White
	Adonya McLaurin	Assistant Principal	Black
	Shelbe McInnis	Assistant Principal Intern	White
	Larenda Franklin	Assistant Principal Intern	Black
	Denise Peacher	Secretary	White
	Jade Miller	Counselor	White
	Whitney Gray	Counselor	White
	Kim Gibson	Interventionist	White
	Penny Hagan	Speech	White
	Andrea Griffin	Sped teacher	Black
	Jeannie Saia	PreK teacher	White
	Cambrey Barnette	Teacher	White
	Jennifer Winkler	Teacher	White
	Shannon Evans	Teacher	White
	Brooke Blake	Teacher	White
	Carleigh Achee	Teacher	White
	Marcia Grant	Teacher	White
	Robbye Reynolds	Nurse	White
	Michael Wade	Custodian	White
<b>Steen's Creek Elementary</b>	Victoria Tadlock	Kindergarten Chair	White
	Beth Garcia	First Grade Chair	White
	Janelle Bond	Second Grade Co-Chair	White
	Dana Battee	Second Grade Co-Chair	Black

## EXHIBIT M - SCHOOL LEADERSHIP TEAMS INFORMATION 2023-2024

	Stacie Reddoch	Enrichment Chair	White
	Laura Bullock	Sped Chair	White
	Brittany Pinter	Counselor	White
	Kristy Wilson	Assistant Principal	Black
	Catie Gunn	Principal	White
<b>Stonebridge Elementary</b>	Donna Pace	Teacher (3rd)	White
	Michelle Johnson	Teacher (3rd)	Black
	Kacie Ross	Teacher (3rd)	White
	Carmen Dennis	Teacher (Speech)	White
	Melanie Wells	Admin	Black
	LaMarcus Norman	Admin	Black
	Meliss Stephens	Admin	White
	Ashley Floyd	Secretary	White
	Allie Enis	Librarian	White
	Christy Tigrett	Counselor	White
	Bridgette Jackson	Teacher (2nd)	Black
	Caitlyn Nichols	Teacher (2nd)	White
	Christy Crotwell	Teacher (2nd)	White

## 2020-2021 Book Study

### CULTURIZE

**Every Student. Every Day.  
Whatever it takes.  
(Jimmy Casas)**

#### Core Principles:

- #1 Champions for Students- Being intentional!
- #2 Expect Excellence- Expect the best of all!
- #3 Carry the Banner- Serving as a positive voice for all!
- #4 Merchant of Hope- Provide hope for all!

#### Who:

Principals  
Assistant Principals  
Directors  
Assistant Superintendents

#### Dates: All meetings via ZOOM.

**Please read the chapter before the book study meeting date. A reflection piece will be sent to you to assist in the conversation.**

#### Assistant Principals

*Time: 9:00 am-10:00 am*

Thu, October 15  
Thu, November 19  
Mon, December 14  
Thu, January 21  
Thu, February 25  
Thu, March 25  
Thu, April 22

#### Principals/Directors

*8:30 am-9:30 am (Prin. mtg. will follow.)*

Tue, October 20  
Tue, November 17  
Tue, December 15  
Tue, January 19  
Tue, February 23  
Tue, March 23  
Tue, April 27

Chapter 1  
Chapter 2  
Chapter 3  
Chapter 4  
Chapter 5  
Chapter 6  
Summary

**EXHIBIT  
N**



Stocks, Amanda <astocks@rcsd.ms>

**Directors] Culturize: Every Student. Every Day. Whatever It Takes. Book Study**

Stownsend, Sue <stownsend@rcsd.ms>

Fri, Sep 25, 2020 at 11:34 AM

Reply-To: stownsend@rcsd.ms

Principals - <principals@lists.rcsd.ms>, "Principals Asst. - High" <principals-asst-hs@lists.rcsd.ms>, "Principals Asst. - Elem" <principals-asst-es@lists.rcsd.ms>, "Principals Asst. - MS" <principals-asst-ms@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>, ASST-SUPER <asst-super@lists.rcsd.ms>

Good Afternoon,

We are looking forward to the upcoming book study. See the attached schedule below. Let me know if you have any questions or concerns. Please mark all of the dates on your calendar.

Thank you for all you are doing every day! Enjoy your weekend!

Sue  
#traditionofexcellence #RCSDg2b

Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCSDG2B

**Rankin County School District**

**Mission:** Bring Everyone's Strengths Together! We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

**Vision:** Continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

 **CULTURIZE Book Study Final.docx**  
131K



Stocks, Amanda &lt;astocks@rcsd.ms&gt;

**[Directors] Fwd: Culturize: Every Student. Every Day. Whatever It Takes. Book Study**

1 message

Sue Townsend &lt;stownsend@rcsd.ms&gt;

Thu, Oct 1, 2020 at 7:40 AM

Reply-To: stownsend@rcsd.ms

To: PRINCIPALS &lt;principals@lists.rcsd.ms&gt;, Directors~ALL &lt;directors@lists.rcsd.ms&gt;, RCSD Assistant Superintendents &lt;asst-super@lists.rcsd.ms&gt;, principals-asst-es@lists.rcsd.ms, principals-asst-hs@lists.rcsd.ms, principals-asst-ms@lists.rcsd.ms, Lavonda White &lt;lwhite@rcsd.ms&gt;

Tammie Richardson has your Culturize book. You may sign for and pick it up ASAP. Principals, please have someone pick up and sign for yours and your asst. principal/s.

Looking forward to focusing on every student, every day, whatever it takes!

Sent from my iPhone

Begin forwarded message:

**From:** "Townsend, Sue" <stownsend@rcsd.ms>

**Date:** September 25, 2020 at 11:34:01 AM CDT

**To:** Principals - <principals@lists.rcsd.ms>, "Principals Asst. - High" <principals-asst-hs@lists.rcsd.ms>, "Principals Asst. - Elem" <principals-asst-es@lists.rcsd.ms>, "Principals Asst. - MS" <principals-asst-ms@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>, ASST-SUPER <asst-super@lists.rcsd.ms>

**Subject:** Culturize: Every Student. Every Day. Whatever It Takes. Book Study

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Thank you for all you are doing every day! Enjoy your weekend!

Sue

#traditionofexcellence #RCSDg2b

--

Sue Townsend, Ph.D.

Superintendent of Education

Rankin County School District

Great to BEST! #RCSDG2B

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**CULTURIZE Book Study Final.docx**

131K

## 2020-2021 Book Study

### CULTURIZE

**Every Student. Every Day.  
Whatever it takes.**  
(Jimmy Casas)

#### Core Principles:

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Tue, March 23  
Tue, April 27

Chapter 1  
Chapter 2  
Chapter 3  
Chapter 4  
Chapter 5  
Chapter 6  
Summary



Stocks, Amanda <astocks@rcsd.ms>

## [Directors] CULTURIZE BOOK STUDY

1 message

Townsend, Sue <stownsends@rcsd.ms>

Mon, Oct 19, 2020 at 10:45 AM

Reply-To: stownsends@rcsd.ms

To: Principals - <principals@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>

Cc: ASST-SUPER <asst-super@lists.rcsd.ms>

Hello, TEAM!

I am looking forward to us getting together via ZOOM **TOMORROW**, Tuesday, October 20th at 8:30 am to begin our CULTURIZE book study and to talk about something other than COVID! :)

**Be sure you read Chapter 1 before the meeting. The principal's meeting will follow the book study.**

This will be an opportunity for us to discuss, reflect, and then take ACTION! This book should make us think but most importantly, make us FEEL! It is all about EVERY STUDENT! EVERY DAY! WHATEVER IT TAKES!

I would like to leave you with a couple of thought provoking questions. We will discuss them when we meet.

Question #1. Casas devoted a significant amount of time talking about "average" and identifying where it exists. **Where does "average" exist in your school or department?**

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See you Tuesday at 8:30 am!

Serving with you,  
Sue

--  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCS DG2B

### Rankin County School District

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Stocks, Amanda <astocks@rcsd.ms>

# [Directors] Re: CULTURIZE BOOK STUDY

1 message

Sue Townsend <stowndsend@rcsd.ms>

Tue, Oct 27, 2020 at 8:59 AM

Reply-To: stowndsend@rcsd.ms

To: Principals - <principals@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>

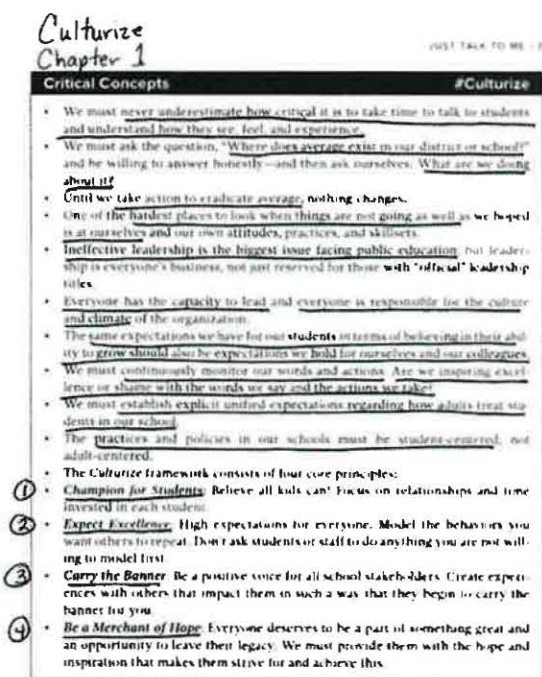
Cc: ASST-SUPER <asst-super@lists.rcsd.ms>

Principals and Directors,

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Superintendent of Education  
Rankin County School District

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<CULTURIZE Chapter 1 Critical Concepts.pdf>

<CULTURIZE Chapter 1.pdf>

Sent from my iPhone

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Stocks, Amanda <astocks@rcsd.ms>

**Fwd: [Principals-Asst-HS] CULTURIZE Meeting 1 FOLLOW UP**

1 message

**Graham, Angy** <angy.graham@rcsd.ms>  
To: Amanda Stocks <astocks@rcsd.ms>

Mon, Feb 13, 2023 at 1:37 PM

----- Forwarded message -----

From: **Townsend, Sue** <stownsend@rcsd.ms>  
Date: Mon, Oct 19, 2020 at 2:04 PM  
Subject: [Principals-Asst-HS] CULTURIZE Meeting 1 FOLLOW UP  
To: Principals Asst. - High <principals-asst-hs@lists.rcsd.ms>, Principals Asst. - Elem <principals-asst-es@lists.rcsd.ms>, Principals Asst. - MS <principals-asst-ms@lists.rcsd.ms>, PRINCIPALS\_ASSIST <principals-asst@lists.rcsd.ms>, ASST-SUPER <asst-super@lists.rcsd.ms>

Assistant Principals,

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# Culturize Chapter 1

JUST TALK TO ME :)

Critical Concepts	#Culturize
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**Angy Graham**  
Executive Director of Academics  
Rankin County School District  
1220 Apple Park Place  
Brandon, MS 39042  
phone 601.825.5590

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---

**2 attachments**

 **CULTURIZE Chapter 1 Critical Concepts.pdf**  
156K

 **CULTURIZE Chapter 1.pdf**  
131K

# Culturize

## Chapter 1

### Critical Concepts

### #Culturize

- We must never underestimate how critical it is to take time to talk to students and understand how they see, feel, and experience.
- We must ask the question, "Where does average exist in our district or school?" and be willing to answer honestly—and then ask ourselves: What are we doing about it?
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- One of the hardest places to look when things are not going as well as we hoped is at ourselves and our own attitudes, practices, and skillsets.
- Ineffective leadership is the biggest issue facing public education, but leadership is everyone's business, not just reserved for those with "official" leadership titles.
- Everyone has the capacity to lead and everyone is responsible for the culture and climate of the organization.
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**K-12 Principal Meeting  
October 20, 2020**

Welcome

Book Study - Chapter 1



**Jimmy Casas**

Superintendent Updates

COVID Updates

Technology Updates

Attendance

Bully Prevention Poster/Poetry Contest

**ELEMENTARY BREAK OUT**

Technology Rollout

Tier Intervention Revisions

Utilizing Technology Tools

Benchmark Date Changes

Percentages of CHOICE Failures

ARI Training

MSU Teacher Recruitment

January PD

Google Classroom Contest

Gifted Screening

**SECONDARY BREAK OUT**

Website/Web Pages

State Passes

New Diploma Options - Early Dismissal Requirement per MDE

Mississippi Diploma Options - <https://www.mdek12.org/ESE/diploma>

Class of 2022 and Beyond

Early Release

Essentials Classes

CCR Classes

NO 21 Opt Outs

Dr. Townsend

Dr. Rimes

Mr. Sanders

Mrs. Schmidt

Dr. Scott

Jamie Ely

Dr. Amanda Harris

Ginger Jones/Crystal Creel

Ginger Jones

Dr. Amanda Harris

Lisa McCoy  
Marcoe Walker

Dr. Melissa McCray

Mary Clark

Ginger Jones

Dr. Rimes

Ginger Jones  
Angy Graham

**EXIT SURVEY**



Stocks, Amanda <astocks@rcsd.ms>

# [Directors] Fwd: CULTURIZE BOOK STUDY

1 message

Townsend, Sue <stowndsend@rcsd.ms>

Wed, Oct 28, 2020 at 1:16 PM

Reply-To: stowndsend@rcsd.ms

To: Principals - <principals@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>, ASST-SUPER <asst-super@lists.rcsd.ms>

Just a reminder for ALL to respond to the following email. Remember, REPLY TO ALL so we can share the tidbits of wisdom and reflection! Many of you have already responded so you do not need to respond again.

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From: Sue Townsend <stowndsend@rcsd.ms>

Date: Tue, Oct 27, 2020 at 8:59 AM

Subject: Re: CULTURIZE BOOK STUDY

To: Principals - <principals@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>

Cc: ASST-SUPER <asst-super@lists.rcsd.ms>

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Sent from my iPhone

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Stocks, Amanda <astocks@rcsd.ms>

**Directors] Re: [Principals-HS] [Principals] CULTURIZE BOOK STUDY**

Message

Wart, Marcus <mar102@rcsd.ms>

Wed, Oct 28, 2020 at 9:04 PM

Reply-To: mar102@rcsd.ms

Sue Townsend <stownsend@rcsd.ms>

Principals - <principals@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>, ASST-SUPER <asst-super@lists.rcsd.ms>

We must remember that the amount of time students and staff spend in school is just a small fraction of their lives, but it is a part that will stick with them forever"

His statement resonates with me on so many levels. It leads me to cherish the time spent with the students and staff. After school, graduating classes, new opportunities for parents that cause students to move, job offers for teachers and administrators, and other unforeseen matters serve as reminders of time's impact. The bittersweet truth of school relationships is the fact that they constantly change. Therefore we must build inclusive school environments that foster positive memories for ALL during the brief time we have together.

On Mon, Oct 19, 2020 at 10:45 AM Townsend, Sue <stownsend@rcsd.ms> wrote:

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**Marcus Stewart, Ed.S**  
**Principal, Richland High School**  
**(601) 939-5144**

*I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.*

*-Nelson Mandela*

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Stocks, Amanda &lt;astocks@rcsd.ms&gt;

**ectors] Re: [Principals-ES] [Principals] CULTURIZE BOOK STUDY**

message

s, Anitra &lt;ahollis@rcsd.ms&gt;

Wed, Oct 28, 2020 at 6:28 PM

/-To: ahollis@rcsd.ms

ndrea Payne &lt;and202@rcsd.ms&gt;

Sue Townsend &lt;stownsend@rcsd.ms&gt;, Principals - &lt;principals@lists.rcsd.ms&gt;, Directors~ALL &lt;directors@lists.rcsd.ms&gt;,

T-SUPER &lt;asst-super@lists.rcsd.ms&gt;

*conversation is so much more than words: a conversation is eyes, smiles, the silences between words. — ANNIKA THOR*  
 en though I know body language is just as powerful as the words I utter, now that we are wearing masks, it's very  
 portant for me to make sure that I'm smiling with my eyes and respectfully silenced when the person I'm speaking to is  
 king. Not only is it respectful but it shows the person that I value what they have to say.

n Wed, Oct 28, 2020 at 5:52 PM Payne, Andrea <and202@rcsd.ms> wrote:

Page 9... "We must remain vigilant that our words and deeds add to our school culture in a positive way rather than negate  
 it." I'm self reflecting daily that my words inspire, that my actions are resulting in wellness not weariness, that I'm not  
 dismissing the needs of others or their gifts. This is a stressful and uncertain year, but we must stay focused on leading  
 daily with excellence and keeping our "why" in mind!

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Andrea Payne  
Principal  
Oakdale Elementary

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*Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it. ~Lou Holtz*

Anitra Hollis, M.Ed, NBCT  
Principal  
Richland Elementary  
601.939-4375 office  
601.939.1991 fax  
#RCSDg2b

**Use QR Reader to access my #ObserveMe**



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Stocks, Amanda &lt;astocks@rcsd.ms&gt;

**[Directors] Fwd: CULTURIZE BOOK STUDY**

message

Buckhaultner, Rico &lt;rico.buckhaultner@rcsd.ms&gt;

Wed, Oct 28, 2020 at 4:42 PM

Reply-To: rico.buckhaultner@rcsd.ms

Sue Townsend &lt;stownsend@rcsd.ms&gt;

Principals - &lt;principals@lists.rcsd.ms&gt;, Directors~ALL &lt;directors@lists.rcsd.ms&gt;, ASST-SUPER &lt;asst-super@lists.rcsd.ms&gt;

The two sentences that I marked are the following:

"We must remain vigilant that our words and deeds add to our school culture in a positive way rather than negate it." pg. 9  
 "Simply put, we cannot allow average to become our standard". pg. 16

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Date: Tue, Oct 27, 2020 at 8:59 AM

Subject: Re: CULTURIZE BOOK STUDY

To: Principals - &lt;principals@lists.rcsd.ms&gt;, Directors~ALL &lt;directors@lists.rcsd.ms&gt;

Cc: ASST-SUPER &lt;asst-super@lists.rcsd.ms&gt;

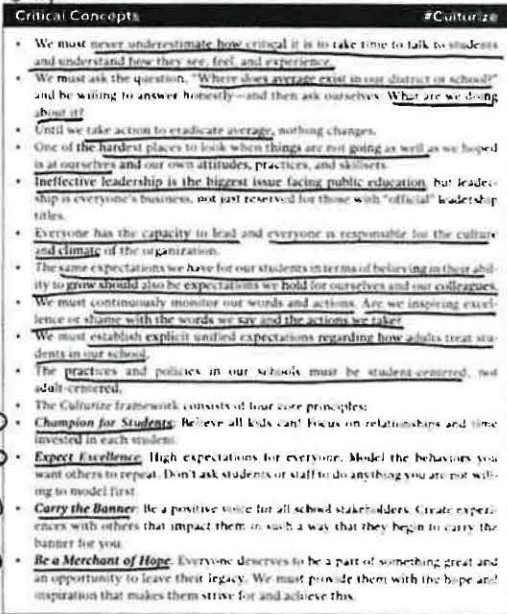
Principals and Directors,

*CULTURIZE: To cultivate a community of learners by behaving in a kind, caring, honest, and compassionate manner in order to challenge and inspire EACH member of the school community to become more than they ever thought possible.*

Thank you for your participation in the first CULTURIZE: (Every Student. Every Day. Whatever it takes!) book study meeting last week. I hope you have continued to ponder on some of the information in this chapter.

Since it was our kick off meeting, we only scratched the surface of Chapter 1: Just Talk to Me. We will review Chapter 1 again along with Chapter 2 at our next meeting. In the meantime, please read the attached CRITICAL CONCEPTS of Chapter 1. Reflect on each one with your colleagues and take action where necessary. Don't wait until we finish the book! Chapter 1 has some incredibly inspirational, thought provoking questions and points that can be acted on NOW.

Culturize  
Chapter 1



\*\*\*See the attached documents below: 1. Culturize Chapter 1 Critical Concepts that has been highlighted. 2. A clean copy for your use with colleagues.

I would like all to respond with a Culturize comment. Please RESPOND TO ALL when you comment so all can read. The first person who responds to the email will receive a \$10.00 gift card to Starbucks.

I look forward to continuing this journey WITH you as we strive to reach every student, every day, whatever it takes!

Sue

Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCSDG2B

<CULTURIZE Chapter 1 Critical Concepts.pdf>  
<CULTURIZE Chapter 1.pdf>

Sent from my iPhone

On Oct 19, 2020, at 10:45 AM, Townsend, Sue <stownsend@rcsd.ms> wrote:

Hello, TEAM!

I am looking forward to us getting together via ZOOM **TOMORROW**, Tuesday, October 20th at 8:30 am to begin our CULTURIZE book study and to talk about something other than COVID! :)

**Be sure you read Chapter 1 before the meeting. The principal's meeting will follow the book study.**

This will be an opportunity for us to discuss, reflect, and then take ACTION! This book should make us think but most importantly, make us FEEL! It is all about EVERY STUDENT! EVERY DAY! WHATEVER IT TAKES!

I would like to leave you with a couple of thought provoking questions. We will discuss them when we meet.

Question #1. Casas devoted a significant amount of time talking about "average" and identifying where it exists. **Where does "average" exist in your school or department?**

Question #2. Why is it so important to view the school through the eyes of its students? **When we do this, what do we, perhaps, see differently about our school?**

See you Tuesday at 8:30 am!

Serving with you,  
Sue

--  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCSDG2B

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Stocks, Amanda <astocks@rcsd.ms>

**Re: [Principals-ES] [Principals] Re: [asst-super] Re: [Directors] CULTURIZE BOOK STUDY**

1 message

**Kara Killough** <kara.killough@rcsd.ms> Wed, Oct 28, 2020 at 5:29 PM  
Reply-To: kara.killough@rcsd.ms  
To: Sue Townsend <stownsend@rcsd.ms>  
Cc: ASST-SUPER <asst-super@lists.rcsd.ms>, Principals - <principals@lists.rcsd.ms>, DIRECTORS <directors@lists.rcsd.ms>

In the forward on page xvi... "Principals must make developing strong relationships with teachers a priority, and teachers must delve relationships with their students."  
Page 2... "In many cases we adults sometimes avoid interacting with students altogether, either because we are too busy, we are not sure what to say, or we're afraid of saying the wrong thing."

We had a powerful PD session today as a spin off of CULTURIZE that tapped into how well we know ALL of our students. We did the DOT PROJECT today with our certified staff, and classified staff will do this tomorrow. (This concept came from Kim Bearden and also Multiply Excellence In Your School by Emily Paschall.) Each student's name was displayed on the walls in the room and every staff member had a red, blue, yellow pen. They marked RED if they had deep connections with a student, BLUE if they connected with a student but not deeply, and YELLOW on students who they didn't know very well. If they didn't know the student at all, they left that student blank. Powerful conversations have already started developing based on what we are seeing with the dots.

Our goal is for every student to feel valued and connected with adults in our school.

AT NWRE WE ARE LIVING, LOVING, LEARNING, LEAVING A LEGACY -

NORTHWEST RANKIN ELEMENTARY PRINCIPAL (601-992-0924)

#NWRESTRONG

On Oct 28, 2020, at 5:02 PM, Rimes, Scott <srimes@rcsd.ms> wrote:

"Ineffective leadership is the biggest issue facing public education" ... **It's our responsibility to change this by modeling great leadership and building capacity in others!!**

"Everyone is responsible for the culture and climate of an organization"... **You can't fabricate FAMILY and CULTURE... YOU MUST BUILD IT!!**

How will you CAPTURE that something that will bind your school and your community together... Do you know what that something is? Are you looking in the correct spaces?

Stay aware of yourself and of others and you will definently find it!!

HAVE A GREAT EVENING!!

Dr. Scott Rimes  
Assistant Superintendent  
Rankin County School District  
1220 Apple Park Place  
Brandon, MS 39042  
tel 601-825-5590  
fax 601-825-1933

#TraditionOfExcellence

On Wed, Oct 28, 2020 at 4:44 PM Lance Fulcher <lan200@rcsd.ms> wrote:

" No one person is responsible for determining your success or failure but you, and no one is responsible for your morale but you."

We must take the initiative to make things better for ourselves and for others around us, whether this in a school or office environment it does not matter.

We are the ones who make the difference.

Lance Fulcher  
Director of Purchasing  
Rankin County School District  
601-825-5590 ext 1019

On Oct 28, 2020, at 1:16 PM, Townsend, Sue <stownsend@rcsd.ms> wrote:

Just a reminder for ALL to respond to the following email. Remember, REPLY TO ALL so we can share the tidbits of wisdom and reflection! Many of you have already responded so you do not need to respond again.

----- Forwarded message -----

From: **Sue Townsend** <stownsend@rcsd.ms>  
Date: Tue, Oct 27, 2020 at 8:59 AM  
Subject: Re: CULTURIZE BOOK STUDY  
To: Principals - <principals@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>  
Cc: ASST-SUPER <asst-super@lists.rcsd.ms>

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<Screen Shot 2020-10-19 at 1.40.23 PM.png>

\*\*\*See the attached documents below: 1. Culturize Chapter 1 Critical Concepts that has been highlighted. 2. A clean copy for your use with colleagues.

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I look forward to continuing this journey WITH you as we strive to reach every student, every day, whatever it takes!

Sue

--  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCSDG2B

<CULTURIZE Chapter 1 Critical Concepts.pdf>  
<CULTURIZE Chapter 1.pdf>

Sent from my iPhone

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See you Tuesday at 8:30 am!

Serving with you,  
Sue

--  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCSDG2B

--  
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# Culturize Chapter 1

JUST TALK TO ME 1.0

## Critical Concepts

#Culturize

- We must never underestimate how critical it is to take time to talk to students and understand how they see, feel, and experience.
- We must ask the question, "Where does average exist in our district or school?" and be willing to answer honestly-- and then ask ourselves: What are we doing about it?
- Until we take action to eradicate average, nothing changes.
- One of the hardest places to look when things are not going as well as we hoped is at ourselves and our own attitudes, practices, and skillsets.
- Ineffective leadership is the biggest issue facing public education, but leadership is everyone's business, not just reserved for those with "official" leadership titles.
- Everyone has the capacity to lead and everyone is responsible for the culture and climate of the organization.
- The same expectations we have for our students in terms of believing in their ability to grow should also be expectations we hold for ourselves and our colleagues.
- We must continuously monitor our words and actions. Are we inspiring excellence or shame with the words we say and the actions we take?
- We must establish explicit unified expectations regarding how adults treat students in our school.
- The practices and policies in our schools must be student-centered, not adult-centered.
- The Culturize framework consists of four core principles:
- ① • Champion for Students: Believe all kids can! Focus on relationships and time invested in each student.
- ② • Expect Excellence: High expectations for everyone. Model the behaviors you want others to repeat. Don't ask students or staff to do anything you are not willing to model first.
- ③ • Carry the Banner: Be a positive voice for all school stakeholders. Create experiences with others that impact them in such a way that they begin to carry the banner for you.
- ④ • Be a Merchant of Hope: Everyone deserves to be a part of something great and an opportunity to leave their legacy. We must provide them with the hope and inspiration that makes them strive for and achieve this.



Stocks, Amanda <astocks@rcsd.ms>

## [Directors] Reminder: Culturize Book Study TOMORROW

1 message

Townsend, Sue <stownsend@rcsd.ms>

Mon, Nov 16, 2020 at 2:27 PM

Reply-To: stownsend@rcsd.ms

To: PRINCIPALS <principals@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>, RCSD Assistant Superintendents <asst-super@lists.rcsd.ms>

Hello, TEAM!

I am looking forward to us getting together via ZOOM **TOMORROW**, Tuesday, November 17 at 8:30 am to continue our Culturize book study!

**Be sure you read Chapter 2 Champion for Students before the meeting. The principal's meeting will follow the book study.**

**I challenged you the last time we met to go into classrooms and look around the rooms while viewing your culture through the eyes of every child, every day?**

**Also, reflect on the following question from Ch. 2:**

**In what ways do you (and/or others at your school) currently champion for students?**

I look forward to discussing and reflecting with you!

It is all about EVERY STUDENT! EVERY DAY! WHATEVER IT TAKES!

Serving you,  
Sue

--  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCSDG2B

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Stocks, Amanda <astocks@rcsd.ms>

**[Directors] Reminder: Culturize Book Study- Chapter 3**

1 message

**Townsend, Sue** <stownsends@rcsd.ms>

Fri, Dec 11, 2020 at 4:21 PM

Reply-To: stownsends@rcsd.ms

To: Principals - <principals@lists.rcsd.ms>, ASST-SUPER <asst-super@lists.rcsd.ms>, "Principals Asst. - Elem" <principals-asst-es@lists.rcsd.ms>, "Principals Asst. - High" <principals-asst-hs@lists.rcsd.ms>, "Principals Asst. - MS" <principals-asst-ms@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>

We are looking forward to our next book study next week. PLEASE be sure you read Chapter 3. The assistant superintendents will be helping lead the book study on this chapter. Soooooo, you won't have to listen to just ME! ;)

Monday, December 14th- Asst Principals  
Tuesday, December 15th- Principals and Directors

Merry Christmas and have a great weekend!

Serving with you,  
Sue

--  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCS DG2B

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Stocks, Amanda <astocks@rcsd.ms>

## Fwd: [Directors] Culturize Chapter 3 Summary

1 message

Graham, Angy <angy.graham@rcsd.ms>  
To: Amanda Stocks <astocks@rcsd.ms>

Mon, Feb 13, 2023 at 1:38 PM

----- Forwarded message -----

From: **Townsend, Sue** <stownsend@rcsd.ms>

Date: Tue, Dec 15, 2020 at 8:11 AM

Subject: [Directors] Culturize Chapter 3 Summary

To: Principals - <principals@lists.rcsd.ms>, Principals Asst. - Elem <principals-asst-es@lists.rcsd.ms>, Principals Asst. - High <principals-asst-hs@lists.rcsd.ms>, Principals Asst. - MS <principals-asst-ms@lists.rcsd.ms>, Lavonda White <lwhite@rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>, ASST-SUPER <asst-super@lists.rcsd.ms>

EXPECT EXCELLENCE

See attachment!

--  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCSDG2B

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--



**Angy Graham**  
Executive Director of Academics  
Rankin County School District  
1220 Apple Park Place  
Brandon, MS 39042  
phone 601.825.5590

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 **Casas Chapter 3.pdf**  
35K

**Critical Concepts****#Culturize**

- We must see the best in our students and each other. We must also hold ourselves and our students to extremely high expectations.
- A big part of creating a culture of excellence is creating a culture in which everyone is allowed, empowered, and even expected to lead in some way.
- You do not need a title to be a leader.
- Expecting excellence includes trusting students and staff to take chances and allowing them the opportunity to fail without fear of adverse consequences.
- All it takes is one simple interaction to start a ripple effect that can eventually transform someone's life forever.
- Although excellent leaders try to create "Cultures of Yes," in their schools (meaning they empower others to lead, try new things, and act without asking for permission), they also know that at times they must say, "No." They never shy away from this responsibility when it is in the best interest of the school.
- Excellent leaders expect and welcome pushback at times. In fact, in a culture of excellence, it is actually welcomed. It is much better to receive open and honest (and respectful) pushback or dissent than to have a staff of "Yes men and women" who may not really be expressing their true thoughts.
- In cultures of excellence, consistent, clear communication is vitally important. It is much better to communicate proactively than respond reactively.
- Although everyone is ultimately responsible for their own morale, excellent leaders take intentional steps to monitor staff morale and promote a healthy, positive, and optimistic climate and outlook throughout the school community.
- By building communities, building others up, and building a sense of trust, we can create the kind of positive school environment where adults want to work and students want to learn.
- Expecting excellence of ourselves is a choice; striving for excellence each day is a lifestyle and the first step in modeling what we expect from others.



Stocks, Amanda <astocks@rcsd.ms>

## [Directors] Culturize Book Study

1 message

Townsend, Sue <stownsend@rcsd.ms>

Tue, Jan 19, 2021 at 8:04 AM

Reply-To: stownsend@rcsd.ms

To: Principals - <principals@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>, "Principals Asst. - High" <principals-asst-  
hs@lists.rcsd.ms>, "Principals Asst. - MS" <principals-asst-ms@lists.rcsd.ms>, Lavonda White <lwhite@rcsd.ms>, ASST-  
SUPER <asst-super@lists.rcsd.ms>

See attached summary of CULTURIZE Chapter 4.

--

Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCSDG2B

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 **Culturize CH4.pdf**  
266K

## CHAPTER 4

# Core Principle 3: Carry the Banner

### Reflections on Chapter 4

#Culturize

Carrying the banner means serving as a positive voice for all school stakeholders: staff, parents, community members, and, of course, students. It includes creating experiences with and for others that impacts them in such a way that they, in turn, will carry the banner for you and the school. Our work as educators is so challenging and, at times, can even prove daunting to the point of exhaustion. Therefore, we must create cultures in which all members of the school community carry the banner for one another.

When you work at a school that has a reputation for being “challenging” in one or more ways, it can be tempting to fall into the trap of talking negatively about the school, the community, the staff, or students. In such schools, it is even more important that we avoid this trap. Instead, we must carry the banner, harboring and exhibiting a deep adulation for and sense of honor about the school at which we are serving. We become ambassadors for the school, and its staff, students, and parents.

Three ways in which the vibe you give off as an educator can attract a tribe of people who will be willing to carry the banner for you are to model positive interactions, remember that your body language reflects your beliefs, and show appreciation.

We must always remember that even the simplest of comments or words of encouragement can make a life-changing impact on our students. We carry the banner for students and each other one conversation and one interaction at a time. It is important that we continue to carry the banner for others even when they fail to live up to the expectations we have for them.

It is often not *what* we say, but *how* we say it that matters most. Knowing what not to say also matters. We must continuously monitor our words and actions, modeling for those with whom we interact. Our spoken words and the positive way we conduct ourselves can be the catalysts that spark change and impact the level of success our staff, students, and school achieve.

We cannot control others, but we can model for them how to behave differently. We must stop worrying about others' attitudes and focus on our own mindsets and behaviors, realizing how they affect others. In doing so, we not only have the power to improve how we feel, but also how those around us act.

"Life-fit" addresses not what we feel we should do but what we actually can do and acknowledges that those two things are not always the same. Excellent educators support others every day. But they must also support themselves. The better they address their own health and wellness, the better-equipped they will be to support those they serve and those with whom they serve. When we are at our best, our team benefits and the community flourishes.

We also need to carry the banner for the education profession in general. We need to change the perceptions that many people outside of education have about schools and schooling which cause them to harbor negative feelings about education or question why anyone would ever want to enter the noble profession of education. We need to see our profession and our role in the profession as a calling and way of life instead of merely a job or a title. Carrying the banner means we take pride in our job. It also means we become advocates for how these jobs are important to the fabric of our local and global society.

Carrying the banner alone would not only be a lonely endeavor; it would be draining. When it comes to carrying the banner, we cannot settle for pockets of excellence but instead must create a culture of excellence in which we are there to pick each other up. It is important to surround ourselves with others who help keep us focused on the things that matter most, particularly when things are not going as smoothly as we would like. Just like the students we serve, we need to connect with people who energize us and give us hope.

**Critical Concepts****#Culturize**

- To “Carry the Banner” means to serve as a positive voice at all times for the entire school community: students, staff, parents, and the school.
- Your vibe attracts your tribe.
- Great change begins with self-change. If we model “carry the banner” words and actions, others will follow our lead and we can eventually change our school community in powerful ways.
- We need to serve as “awesomizers,” not “awfulizers.”
- We must be wary about allowing the minutia of the daily grind and trivial things that drain our energy and overfill our plates to chip away at our positive energy.
- When we take time to pause and reflect, we grow as problem solvers.
- Achieving “balance” can be good, but it is more helpful to think in terms of “life-fit.” Finding a life-fit allows us to be forgiving of ourselves and to recognize there are ebbs and flows to life’s events.
- We must create opportunities for leaders, students, and teachers to continuously grow and achieve their potential.
- We must surround ourselves with others who energize us, give us hope, and help keep us focused on things that matter.
- When we carry the banner, we infuse a sense of pride into every conversation we have and every action we take, and we are intentional about inspiring others to do the same.



Stocks, Amanda <astocks@rcsd.ms>

**d: [Principals-Asst-MS] Reminder: Culturize Book Study - Chapter 4 tomorrow at 8:30**

Message

From: **Angy, Angy** <angy.graham@rcsd.ms>  
Amanda Stocks <astocks@rcsd.ms>

Mon, Feb 13, 2023 at 1:38 PM

----- Forwarded message -----

From: **Schmidt, Karen** <kschmidt@rcsd.ms>  
Date: Wed, Jan 20, 2021 at 2:17 PM  
Subject: [Principals-Asst-MS] Reminder: Culturize Book Study - Chapter 4 tomorrow at 8:30  
To: Principals Asst. - Elem <principals-asst-es@lists.rcsd.ms>, Principals Asst. - High <principals-asst-hs@lists.rcsd.ms>, Principals Asst. - MS <principals-asst-ms@lists.rcsd.ms>  
Cc: Undray Scott <undray.scott@rcsd.ms>, Shane Sanders <ssanders@rcsd.ms>, Scott Rimes <srimes@rcsd.ms>, Sue Stownsend <stownsend@rcsd.ms>

The Culturize Book Study Zoom on Chapter 4 is tomorrow morning at 8:30 A.M. See the summary of Chapter 4 attached.

Be sure to register for the Zoom by clicking on the link below before the meeting.

[https://rcsd.ms.zoom.us/meeting/register/tJYtdeytrj8oGtPvzlx8txAfsX9jSg5\\_nQ\\_2](https://rcsd.ms.zoom.us/meeting/register/tJYtdeytrj8oGtPvzlx8txAfsX9jSg5_nQ_2)

After registering, you will receive a confirmation email containing information about joining the meeting.

I look forward to seeing you all tomorrow!

Karen  
-----  
Karen Schmidt  
Assistant Superintendent  
Rankin County School District  
1220 Apple Park Place  
Brandon, MS 39042  
tel 601-825-5590  
fax 601-825-1933

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---

 **Culturize CH4.pdf**  
266K



Stocks, Amanda <astocks@rcsd.ms>

# Fwd: [Directors] CULTURIZE: Food for thought!

1 message

Graham, Angy <angy.graham@rcsd.ms>  
To: Amanda Stocks <astocks@rcsd.ms>

Mon, Feb 13, 2023 at 1:39 PM

----- Forwarded message -----

From: **Townsend, Sue** <stowndsend@rcsd.ms>

Date: Thu, Jan 21, 2021 at 10:49 AM

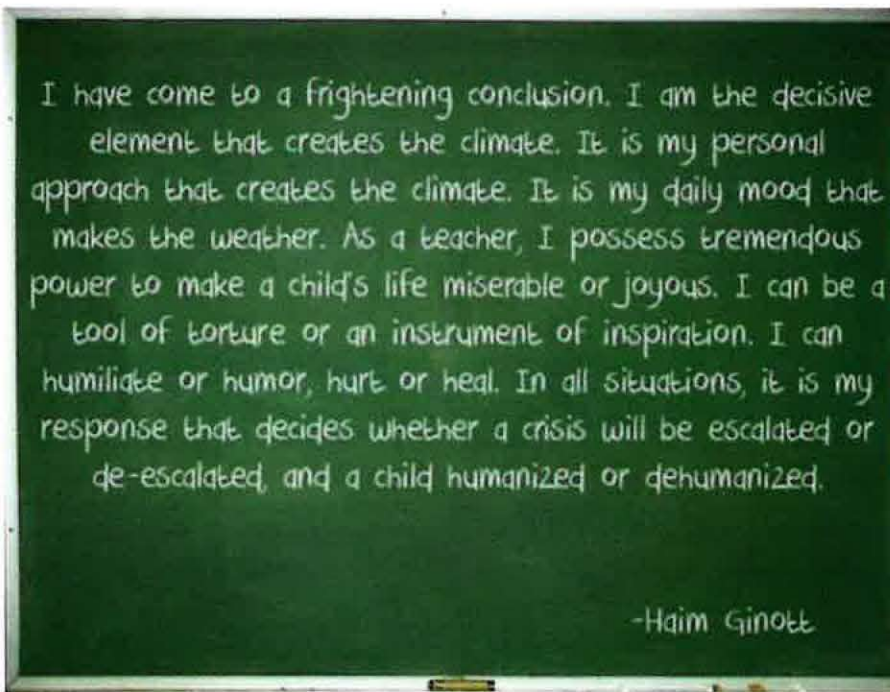
Subject: [Directors] CULTURIZE: Food for thought!

To: Principals - <principals@lists.rcsd.ms>, Principals Asst. - High <principals-asst-hs@lists.rcsd.ms>, Principals Asst. - MS <principals-asst-ms@lists.rcsd.ms>, Principals Asst. - Elem <principals-asst-es@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>, Lavonda White <lwhite@rcsd.ms>

Educators have a TREMENDOUS amount of power to impact the life of a child and/or adults!

If every employee and every student "CARRIED THE BANNER" for your school every day, what kind of impact would it have on all stakeholders in your school and the culture of your school? If a student or employee isn't "carrying the banner" for your school, reflect on WHY?

"Our spoken words and the positive way we conduct ourselves can be the catalysts that can spark change and culturize a school community that yields success for **ALL** students." Jimmy Casas/CULTURIZE



Spread the CULTURIZE message, Team! If not, it stops with YOU!

EVERY STUDENT! EVERY DAY! WHATEVER IT TAKES!

Thankful to serve WITH you,  
Sue

---  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District

reat to BEST! #RCS DG2B

**Rankin County School District**

**ission: Bring Everyone's Strengths Together!** We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

**ision: Continue a tradition of excellence** by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

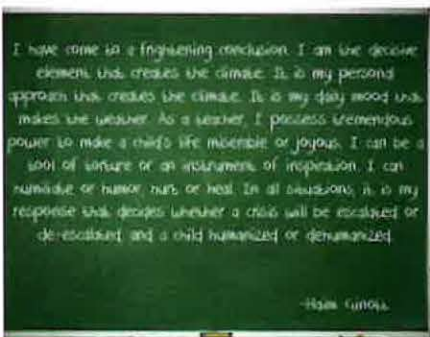


**Angy Graham**  
Executive Director of Academics  
Rankin County School District  
1220 Apple Park Place  
Brandon, MS 39042  
phone 601.825.5590

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Screen Shot 2021-01-21 at 10.38.13 AM.png  
1130K

I have come to a frightening conclusion. I am the decisive element that creates the climate. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.

-Haim Ginott



Stocks, Amanda <astocks@rcsd.ms>

## [Directors] CULTURIZE Book Study THIS WEEK

1 message

Townsend, Sue <stownsend@rcsd.ms>

Mon, Feb 22, 2021 at 3:31 PM

Reply-To: stownsend@rcsd.ms

To: Principals - <principals@lists.rcsd.ms>, "Principals Asst. - High" <principals-asst-hs@lists.rcsd.ms>, "Principals Asst. - MS" <principals-asst-ms@lists.rcsd.ms>, "Principals Asst. - Elem" <principals-asst-es@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>, Lavonda White <lwhite@rcsd.ms>, ASST-SUPER <asst-super@lists.rcsd.ms>

Hello, Everyone,

My hope is that your first day back from the week off due to the **"ice/sleet/snow wonderland"** has been a BEST one!

This is a reminder that our CULTURIZE book study of **CHAPTER 5/ Be a Merchant of Hope** is this week.

- Principals/Directors- 8:30-9:30 am Tuesday, February 23 (Principal Meeting will follow.)
- Assistant Principals - 9:00-10:00 am Thursday, February 25

I look forward to continuing the conversation about doing whatever it takes for every student, every day!

***"It's one thing to say we have high expectations for kids... but another to say I will be here to help you... no matter your struggles!" ---Salome Thomas-EL***

***"These educators know it is their responsibility to ignite a spark in the culture that allows every student and every staff member to be a part of something great." --Jimmy Casas***

See you soon!  
Sue

--  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCSDG2B

### Rankin County School District

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**Vision:** Continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.



Stocks, Amanda <astocks@rcsd.ms>

## [Directors] CULTURIZE Chapter 5 Summary

1 message

Townsend, Sue <stowndsend@rcsd.ms>

Wed, Feb 24, 2021 at 4:39 PM

Reply-To: stowndsend@rcsd.ms

To: Principals - <principals@lists.rcsd.ms>, ASST-SUPER <asst-super@lists.rcsd.ms>, "Principals Asst. - High" <principals-asst-hs@lists.rcsd.ms>, "Principals Asst. - MS" <principals-asst-ms@lists.rcsd.ms>, "Principals Asst. - Elem" <principals-asst-es@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>, Lavonda White <lwhite@rcsd.ms>

Principals and Directors,

Thank you for your focused and heartfelt participation during our Chapter 5 discussion on Tuesday. I look forward to a similar experience with Assistant Principals on Thursday at 9:00 am.

Angy has sent a Zoom link for Thursday's book study with assistant principals. Enjoy your evening!

Serving with you,  
Sue

--  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCSDG2B

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 **Culturize.pdf**  
237K

**Critical Concepts****#Culturize**

- To serve as merchants of hope for our students, we must know them not only as students and learners, but also as individual, unique human beings with unique talents and needs.
- We must still hold students to high standards for both academics and behavior. In fact, when we do, we are offering them hope because they know we believe they can do it.
- When we must discipline a student for an inappropriate behavior of any kind, it is important that we remain firm. It is also important that we follow up with such students a day or two later to see how they are doing and let them know we still care about them—and expect them to behave appropriately.
- We can offer hope to students by letting them know that failure is OK—assuming we reflect on the failure and learn from it. We can also share our own stories of failure to let them know that we, too, have struggles and have overcome them.
- We must make time to connect with students in one-on-one settings. If the only time we connect with kids is during our daily lessons (if we are teachers) or in large group assemblies or lunchrooms or hallways (if we are administrators), we will not get to know them well enough. We must find the “small quiet moments” to connect.
- The way we respond when things go awry—including when students fail to live up to our expectations—is critically important. It is OK to be frustrated and disappointed, yet we must respond in a way that maintains our hopeful outlook for ourselves and the students we serve.
- Excellent educators who provide hope for their students and their colleagues apologize when they make a mistake. They acknowledge the mistake, offer a sincere apology, and try to repair the relationship. They know that, “I am sorry that happened” can be a powerful thing to say when things go wrong.
- Even the best educators in the world will not always see immediate results from their efforts. We must be patient and think long term.



Stocks, Amanda <astocks@rcsd.ms>

## [Directors] CULTURIZE and Principal Meeting Reminder

1 message

Townsend, Sue <stownsend@rcsd.ms>

Wed, Mar 10, 2021 at 3:51 PM

Reply-To: stownsend@rcsd.ms

To: Principals - <principals@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>

Cc: ASST-SUPER <asst-super@lists.rcsd.ms>

Hello, Merchants of Hope!

Our next Principal's Meeting and Chapter 6 book study on "It's Your Choice" is Tuesday, March 23rd at 8:30.

Casas begins this chapter with "I wish I knew then what I know now"! How often have we thought or said that out loud? I look forward to discussing OUR CHOICES after Spring Break!

Angy will be sending you a Zoom Link in a separate email.

Serving with you,  
Sue

--

Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCS DG2B

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Stocks, Amanda <astocks@rcsd.ms>

**Fwd: [Principals-Asst-MS] CULTURIZE: Chapter 6 Book Study**

1 message

**Graham, Angy** <angy.graham@rcsd.ms>  
To: Amanda Stocks <astocks@rcsd.ms>

Mon, Feb 13, 2023 at 1:39 PM

----- Forwarded message -----

From: **Townsend, Sue** <stownsend@rcsd.ms>  
Date: Wed, Mar 10, 2021 at 3:45 PM  
Subject: [Principals-Asst-MS] CULTURIZE: Chapter 6 Book Study  
To: Principals Asst. - Elem <principals-asst-es@lists.rcsd.ms>, Principals Asst. - MS <principals-asst-ms@lists.rcsd.ms>, Principals Asst. - High <principals-asst-hs@lists.rcsd.ms>, Lavonda White <lwhite@rcsd.ms>  
Cc: ASST-SUPER <asst-super@lists.rcsd.ms>

Hello, Merchants of Hope!

Our Chapter 6 book study on "It's Your Choice" is March 25th. Casas begins with "I wish I knew then what I know now"! How often have we thought or said that out loud? I look forward to discussing OUR CHOICES with you!

Assistant Principals: Thursday, March 25 at 9:00 am

Zoom Link Below:

Sue Townsend is inviting you to a scheduled Zoom meeting.

Topic: CULTURIZE Assistant Principals  
Time: Mar 25, 2021 09:00 AM Central Time (US and Canada)

Join Zoom Meeting  
<https://rcsd-ms.zoom.us/j/94131824033?pwd=MFZPSVoyWDVuQm9SSExlY25qMUt6Zz09>

Meeting ID: 941 3182 4033  
Passcode: 516832  
One tap mobile  
+13126266799,,94131824033# US (Chicago)  
+16468769923,,94131824033# US (New York)

Dial by your location  
+1 312 626 6799 US (Chicago)  
+1 646 876 9923 US (New York)  
+1 301 715 8592 US (Washington DC)  
+1 346 248 7799 US (Houston)  
+1 669 900 6833 US (San Jose)  
+1 253 215 8782 US (Tacoma)

Meeting ID: 941 3182 4033  
Find your local number: <https://rcsd-ms.zoom.us/u/aeqWYYxS78>

Serving with you,  
Sue

—  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCSDG2B





# Rankin County School District

TRADITION OF EXCELLENCE

BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PIGGAH PUCKETT RICHLAND

**K-12 Principal Meeting**

**March 23, 2021**

**Admin Folder - 03.23.2021**

Welcome

Book Study - Chapter 6

Presented by James Thomas, Ed.



**Jimmy Casas**

Superintendent Updates

COVID Updates

HR Updates

[Recruiting, Interviewing and Hiring Practices](#)

Technology Updates

Summer School 2021

Assessment Updates

### **ELEMENTARY BREAK OUT**

Summer Acceleration Program

[SEL](#)) Social Emotional Learning for 21-22

### **SECONDARY BREAK OUT**

[SEL](#)) Social Emotional Learning for 21-22

tier - behavior

[Diploma Endorsement Updates - class of 2022 and beyond](#)

Records Audit Follow Up

ACT 03/30/2021 - Payments Due 03/29/2021

Benchmark Dates 2021-2022

Benchmark #1 - 12/06/2021 - 12/22/2021

Benchmark #2 - 03/21/2022 - 04/01/2022

Summer 2021 Learning Enrichment (GAP)

6 - 8 - ELA & Math

9 - 12 - ACT

Dr. Townsend

Dr. Rimes

Mr. Sanders

Mrs. Schmidt

Dr. Scott

Jamie Ely

Dr. Amanda Stocks

Dr. Amanda Harris

Angy Graham

Staci Curry

Mary Clark

Jeri Lynn Rushing

Ginger Jones

Angy Graham

Summer School 2021  
Credit Recovery  
Expulsions (Link to Current [Policy JDE](#))

Dr. Scott/Dr. Rimes

**[EXIT SURVEY](#)**



Stocks, Amanda <astocks@rcsd.ms>

**[Directors] Re: IMPORTANT: RESCHEDULING OF CULTURIZE BOOK STUDY**

1 message

Townsend, Sue <stownsends@rcsd.ms>

Wed, Apr 21, 2021 at 4:00 PM

Reply-To: stownsends@rcsd.ms

To: "Principals Asst. - High" <principals-asst-hs@lists.rcsd.ms>, "Principals Asst. - MS" <principals-asst-ms@lists.rcsd.ms>, "Principals Asst. - Elem" <principals-asst-es@lists.rcsd.ms>, ASST-SUPER <asst-super@lists.rcsd.ms>, Principals - <principals@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>, Lavonda White <lwhite@rcsd.ms>, Heather Bryan <heather.bryan@rcsd.ms>, "Nick Thomas Jr." <nick.thomas@rcsd.ms>

Please excuse the typos. I didn't have on my glasses! LOL

On Wed, Apr 21, 2021 at 3:26 PM Townsend, Sue <stownsends@rcsd.ms> wrote:

NO BOOK STUDY ON THURSDAY, APRIL 22.  
NO BOOK STUDY ON TUESDAY, APRIL 27.

The last CULTURIZE book study for will be rescheduled. The date is to be determined but it will be fact to face! More info to come!

--  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
Great to BEST! #RCSDG2B

--  
Sue Townsend, Ph.D.  
Superintendent of Education  
Rankin County School District  
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Stocks, Amanda <astocks@rcsd.ms>

**[Directors] IMPORTANT: CULTURIZE MEETING/Principal's Meeting**

1 message

Townsend, Sue <stownsend@rcsd.ms>

Fri, May 28, 2021 at 12:50 PM

Reply-To: stownsend@rcsd.ms

To: Principals - <principals@lists.rcsd.ms>, ASST-SUPER <asst-super@lists.rcsd.ms>, Directors~ALL <directors@lists.rcsd.ms>

Principals/Directors Meeting-	Thursday, June 3	9:00-12:00	Board Room
Assistant Principals Meeting-	Friday, June 4	8:30-11:30	Board Room

--  
 Sue Townsend, Ph.D.  
 Superintendent of Education  
 Rankin County School District  
 Great to BEST! #RCSDG2B

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## Back to School Professional Development 2021-2022

### Week of July 19 - 23, 2021

**July 20, 2021**

TIME	TRAINING	ZOOM LINK/RESOURCES LINK OR LOCATION
8 AM - 3 PM	IEP Training for Veteran Sped Teachers	In Person, Room 102
8 AM - 3 PM	SPED Training for Principals	In Person, Board Room

**July 21, 2021**

TIME	TRAINING	ZOOM LINK/RESOURCES LINK OR LOCATION
8 AM - 3 PM	Middle/ High School Counselors - back to school PD	<b>Brandon High School</b> "Courtroom" classroom #507 - new wing upstairs

**July 23, 2021**

TIME	TRAINING	ZOOM LINK/RESOURCES LINK OR LOCATION
8 AM - Noon	Student Records Clerks K-12 - back to school PD	<b>RCSD Family Resource Center</b> 200 School Road Brandon, MS 39042



**Week of July 26 - 30, 2021**

**July 26, 2021**

TIME	TRAINING	ZOOM LINK/RESOURCES LINK OR LOCATION

**July 27, 2021**

TIME	TRAINING	ZOOM LINK/RESOURCES LINK OR LOCATION
8:00 - 3:00	New Special Education Teacher Training	RCSD Board Room

**July 28, 2021**

TIME	TRAINING	ZOOM LINK/RESOURCES LINK OR LOCATION
8:00 - 3:30	New Teacher Orientation Elementary and Secondary <ul style="list-style-type: none"> <li>● Welcome by Superintendent</li> <li>● Introduction of Directors, Curriculum Team, and School Administrators</li> <li>● Code of Ethics and RCSD employee expectations</li> <li>● Technology</li> <li>● EL Services</li> <li>● CRASE Training</li> </ul>	Brandon High School



8:00 - 12:00	<b>QBS Training - Virtual</b>	<p><i>Session 1: Erica Brumfield &amp; Jasmine Allen</i>  <a href="https://rcsd-ms.zoom.us/j/96079442516?pwd=WTQ4c2dCOUlPVmJJdmpjbGw5Yk5wZz09">https://rcsd-ms.zoom.us/j/96079442516?pwd=WTQ4c2dCOUlPVmJJdmpjbGw5Yk5wZz09</a></p> <p><i>Session 2: Katie Nelson and Benny Bullock</i>  <a href="https://rcsd-ms.zoom.us/j/99686734806">https://rcsd-ms.zoom.us/j/99686734806</a></p>

**July 29, 2021**

<b>TIME</b>	<b>TRAINING</b>	<b>ZOOM LINK/RESOURCES LINK OR LOCATION</b>
8:00 - 3:30	Secondary New Teacher Training	Brandon High School
8:00 - 3:30	Elementary New Teacher Training	Brandon High School
All day	Bookkeepers/Timekeepers	<b>Boardroom</b>
8:00 - 4:00	QBS - In person training, physical component	<p>1 Session at The Learning Center Cafeteria  <i>Erica Brumfield and Jasmine Lee</i></p> <p>2 Session at NW Performing Arts Building  <i>Katie Nelson and Benny Bullock</i></p>

**July 30, 2021**



TIME	TRAINING	ZOOM LINK/RESOURCES LINK OR LOCATION

**Week of August 2-August 6**

**August 2, 2021**

TIME	TRAINING	ZOOM LINK/RESOURCES LINK OR LOCATION
	Teachers @ Local Schools	



August 3, 2021

## ELEMENTARY

TIME	TRAINING	ZOOM LINK/RESOURCES LINK OR LOCATION
AM	Teachers @ Local School	
8AM-Noon	Dyslexia therapists (Wendi Murray)	<b>SSS Dept Training Room (behind RCSD Learning Center)</b>
8AM -12pm	Gifted Teachers - all grades (Laura Anne Marshall)	<b>RCSD Board Room</b>
8:00 12:00 p.m.	Pre-K Teachers ( <b>regular ed</b> ) and Pre-K Assistants	<b>Family Resource Center</b>
8:00 - 11:00	SPED PreSchool PD	<b>Room 101</b>
8:00 - 11:00	SPED SLP PD	<b>Room 102</b>
7:30 - 11:30	QBS Training for SPED TAs <i>Courtney Jones &amp; Shelby Reynolds</i>	<b>Virtual Training</b> <a href="https://rcsd-ms.zoom.us/j/98235983172?pwd=eG41YU5RamVKRnZSdWR1NHFIN0xpQT09">https://rcsd-ms.zoom.us/j/98235983172?pwd=eG41YU5RamVKRnZSdWR1NHFIN0xpQT09</a>
	LUNCH	
PM	Back to School Convocation w/ Jimmy Casas	

## SECONDARY

TIME	TRAINING	ZOOM LINK/RESOURCES LINK OR LOCATION
AM	Back to School Convocation w/ Jimmy Casas	
	LUNCH	
11:30 - 3:30	QBS Training Learning Center Staff	<b>Virtual Training</b> <i>Erica Brumfield &amp; Jasmine Allen</i> <a href="https://zoom.us/j/97204844986?pwd=UXpBTEZYS0Fnb2prakZLUk1LV0hiUT09">https://zoom.us/j/97204844986?pwd=UXpBTEZYS0Fnb2prakZLUk1LV0hiUT09</a> Meeting ID: 972 0484 4986 Passcode: iZW5kK
		<b>Virtual Training Session 2</b> <i>Mary Frances Brantley &amp; James Gilbert</i> <a href="https://rcsd-ms.zoom.us/j/99394231728?pwd=emk4cStuWlVwczBiNkh0eG1TZFJoQT09">https://rcsd-ms.zoom.us/j/99394231728?pwd=emk4cStuWlVwczBiNkh0eG1TZFJoQT09</a>
12:00 - 3:00	SPED Self-contained Teacher PD	<b>Room 101</b> <i>SPED Coordinators</i>
PM	Teachers @ Local School	
	RCSD Extracurricular Director/Sponsor/Coach/A D Meeting	



1:00-4:00 PM	EL Teachers	<b>Family Resource Center</b>
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**Directors can schedule PD for teachers/admin during the time "Teachers @ Local Schools"**

1:00 - 3:00 PM	Coaches and Assistant Coaches VIRTUAL Meeting	<a href="https://rcsd-ms.zoom.us/j/94905459438">https://rcsd-ms.zoom.us/j/94905459438</a>
1:00-3:30 PM	Learning Strategies teachers - academic interventionists- grades 7-12 (Lisa McCoy)	<b>SSS Dept. Training Room (behind the RCSD Learning Center - 200 School Road Brandon MS</b>
1:00-4:00 PM	EL Teachers	<b>Family Resource Center</b>

**Directors can schedule PD for teachers/admin during the time "Teachers @ Local Schools"**

**August 4, 2021**

**ELEMENTARY**

21-22 RCSD Back to School Professional Development

**SECONDARY**

21-22 RCSD Back to School Professional Development

TIME	TRAINING	ZOOM LINK/RESOURCES LINK
8 AM - 3 PM	Elementary School Counselors - back to school PD (Ginger Jones)	<b>RCSD Family Resource Center 200 School Road Brandon, MS 39042</b>

TIME	TRAINING	ZOOM LINK/RESOURCES LINK
8:00 AM - 3:30 AM	RCSD VIRTUAL Professional Development	
12:00 - 3:00	SPED Teacher Training - Brandon, Richland, Florence	In Person, Location TBD



8AM - 3 PM	Elementary grade Academic Interventionists (Lisa McCoy)	SSS Dept. Training Room - behind the RCSD Learning Center			
8:00 AM 3:30 AM	RCSD VIRTUAL Professional Development - Elementary Curriculum Department	<a href="https://sites.google.com/rcsd.ms/rcsdelementarybts21-22/home">https://sites.google.com/rcsd.ms/rcsdelementarybts21-22/home</a>			
8:00-11:30	SPED Teacher Training - nw, Pisgah, Pela, Puckett, McLaurin	In Person, Location TBD			
12:00 - 3:00	Preschool COS Training SPED Preschool & Inclusion Teachers K-2	In Person, Location TBD			
<b>NEEDED District Department Meetings would have sessions during the district professional development</b>			<b>NEEDED District Department Meetings would have sessions during the district professional development</b>		

**DIRECTOR TRAINING**

**August 4, 2021**

*NEEDED District Department Meetings would have sessions during the district professional development*

TIME	TRAINING	ZOOM LINK/RESOURCES LINK OR LOCATION
7:30-3:30	QBS Training Physical Component Sped SC Teachers and SPED TAs	In Person Training, Location TBD



	Courtney Jones & Shelby Reynolds	
7:30-3:30	<b>QBS Training Physical Component Learning Center Staff</b> Erica Brumfield & Jasmine Allen - Session 1 Mary Frances Brantley & James - Session 2	In Person Training, Location Learning Center
8:00 AM - 3:30 PM	RCSD Nurses - back to school PD. Region 8 personnel in the afternoon at 1 PM with RCSD Mental Health / Nurses. (Jamie Ely/ Martha Hollingsworth/ Ginger Jones)	RCSD Office Room #101 PM meeting - possibly at FRC if Elem Counselors are done there - if not - we will stay in Rm #101 at CO

**August 5, 2021**

Teachers @ Local Schools w/ Admin

TIME	TRAINING	ZOOM LINK/RESOURCES LINK OR LOCATION
8:00 - 11:00	Annual Training and Chromebook Training for SPED Teacher Assistants Sped Coordinators & Jenna Gaines	In Person Training, Location TBD
8:00 - 12:00	Librarians	FRC

**August 6, 2021**

1st Day of School w/ Students

**F.R.I.E.N.D.S CULTURIZING AGENDA**  
**Every Student! Every Day! Whatever It Takes!**  
**June 3 or 4, 2021**

**F.R.I.E.N.D.S**

1. Welcome Friends/Central Perk Coffee Time 9:00-9:30
2. F.R.I.E.N.D.S CULTURIZING Scavenger Hunt 9:30-10:30
3. CULTURIZE Couch Discussion/Working Lunch 10:30-11:30
4. EXCELLENCE Among Friends! 11:30-12:00ish

“Striving for excellence each day is a lifestyle.” Jimmy Casas

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**Vision:** Continue a **tradition of excellence** by providing a **world-class education that empowers all** to grow through curiosity, discovery, and learning.

“Average schools don’t inspire greatness-  
and greatness is what our world needs  
if we are going to produce  
world-changing learners.”

Jimmy Casas



JACKSON  
STATE  
UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

## MEMORANDUM OF UNDERSTANDING FOR STUDENT TEACHING FIELD PLACEMENT

Academic Year 2020-2021

Tentative Dates

Fall semester (August 7, 2020-December 4, 2020)

Spring semester (January 8, 2021-May 7, 2021)

This Memorandum of Understanding (MOU) is made and entered into on the 20th day of July 2020 and represents an agreement between the College of Education and Human

Development/Center for Teacher Quality at **Jackson State University, a Mississippi Institution of Higher Learning, 1400 John R. Lynch, Street**, herein referred to as the University, and the Rankin County School District, herein referred to as the District, concerning the twelve-week field assignment of our student teacher(s).

WHEREAS, the University desires to provide for its student teachers a facility for the training requirements for student teachers;

WHEREAS, the District represents that it has the ability to render the services outlined herein for the University's student teachers.

WHEREAS, the purpose of this MOU is to establish and guide a working relationship between JSU and the District in placing student teachers with the district for training opportunities through school related facilities experiences;

NOW THEREFORE, based on the foregoing and other covenants, conditions and promises hereinafter set forth herein, the parties agree to the following:

The District agrees to accept students from the University upon recommendation of the director of teacher education or other authorized personnel. Upon acceptance, the District agrees to assign the teacher candidates to cooperating schools and supervising teachers, as mentor teachers, during their clinical experience to the extent that qualified teachers meet the following requirements of the University.

Requirement 1: The mentor teacher must be regularly employed in the cooperating district.

Requirement 2: The mentor teacher must possess, at minimum, a Bachelor's degree.

EXHIBIT

O

Requirement 3: The mentor teacher must hold a standard certificate.

Requirement 4: The mentor teacher must have at least three years of successful teaching experience.

Requirement 5: The mentor teacher must be certified in the area in which the student teacher is being trained.

Requirement 6: The mentor teacher must voluntarily accept the responsibilities of a supervising teacher.

Requirement 7: The mentor teacher must have or agree to participate in planned professional development for mentor teachers and complete the required training course for administering the evaluation tool used in the supervision of teacher candidates.

Requirement 8: The school administrator and mentor teacher must agree and provide teacher candidates participation in virtual classroom instruction settings (Due to COVID-19).

Requirement 9: The district agrees to release student achievement data of grade levels of assigned teacher candidates in an effort for continuous improvement of the university's teacher preparation program.

The University will have the option of recommending, for reasonable cause, that prescribed mentor teachers are not assigned student teachers. This recommendation may be made where there is sufficient reason to believe that such assignment would result in poor professional experiences for teacher candidates, supervisors and mentor teachers. Race, religion, disability, sex, age, or national origin will not be used for the determination of placement.

To the extent that is permitted and authorized by the applicable law, the University agrees to furnish the District with information on the teacher candidate(s) and his/her credentials, and respectfully request that the teacher candidate(s) be placed in the schools accordingly.

The University also agrees to give the designated official of the District the name(s) of the University Supervisor(s) assigned to each teacher candidate.

The District agrees to promptly complete the assignment of all teacher candidates in order to facilitate their placement and inform the Center for Teacher Quality of the school and mentor teacher(s) to which the teacher candidate(s) will be assigned.

With regards to field placement, the District agrees to:

- a. Clinical placements at school sites for a minimum of a twelve-week period;
- b. Multi-cultural experiences;
- c. Clinical supervisory conferences between the student teacher(s), mentor teacher(s), and university supervisor(s); and

- d. Input by the University on the placement process and reasonable instructional adjustments to accommodate CAEP accreditation.

With regards to supervision, Jackson State University agrees that its university supervisors will:

- a. Visit each teacher candidate at least four times unless prevented by emergencies;
- b. Inform the mentor teacher and school administrator of any conflicts or problems involving the teacher candidate(s);
- c. Submit all evaluation forms to the Center for Teacher Quality within seven days after each visit; and
- d. Correspond with the mentor teacher regarding the student teacher.

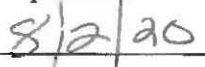
All parties involved agree to abide by the official practices as outlined in the Jackson State University Student Teaching Handbook. Should problems arise concerning placement or supervision of students, all parties will attempt to reach satisfactory agreements.

Either party may terminate this MOU upon six (6) months prior written notice to the other party. Such notice shall not act to discontinue any prescribed period (school semester, quarter, ext.) then underway and shall continue until completion of such period.

The Facility and JSU agree that they will comply with all applicable federal statutes and executive orders including Executive Order 11246, as amended by executive Order 11375; the Equal Pay Act of 1963; Title VII of the Civil Act of 1964, as amended; Title IX to the Educational Amendments of 1972; the Age Discrimination and Employment Act of 1973; the Rehabilitation Act of 1973; and the Vietnam Era Veterans Readjustment Assistance Act of 1974. To ensure compliance with all applicable federal statutes and executive orders, both parties will not discriminate against any JSU student or participant in this program or under this agreement because of race, color, religion, sex, age, handicap, veteran status, marital status or national origin. If the University's performance under this agreement depends upon the appropriation of funds by the Mississippi legislature, and if the Legislature fails to appropriate, or reduced its appropriation, then the University may provide written notice of such non-appropriation or reduction in necessary appropriation and cancel MOU without further obligation of the University. This MOU shall be governed by Mississippi law. The parties shall retain records related to this MOU for the term of the relationship, plus a minimum of three years.

This contract will be in effect upon execution from August 7, 2020 through May 7, 2021 or until terminated by written request and acceptance by all parties involved.

  
Designated District Agent

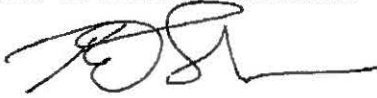
  
Date

*Chandar Lewis*

July 20, 2020

Director of Teacher Education

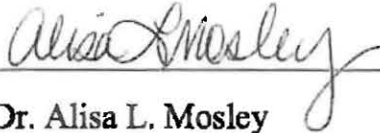
Date



7-20-20

Dean, College of Education  
& Human Development

Date



7-20-2020

Dr. Alisa L. Mosley  
Provost & Vice President of Academic Affairs  
Jackson State University

Date

**On/Off-Site Administrative/Mentor Agreement and Information Sheet**

COHORT # 9B Academic Year 2020 - 2021 Student ID# 244774

Leadership Candidate's Full Name Emily Susanne Mitchell  
(Please print clearly or type)

Leadership Candidate Telephone number (cell) (601)319-9948 (home) n/a

Leadership Candidate preferred email address emily.mitchell1987@gmail.com

School District Rankin County Schools School Name McLaurin High School

School Address 130 Tiger Drive Florence MS 39073  
Street Address City St Zip

School Telephone Number (601)845-2247 Current Position Teacher

Mentor Name Dr. Melissa McCray  
(Please print clearly or type)

Mentor's preferred email address m+1209@rcsd.ms  
(please print clearly or type)

School District Rankin County Schools School Name McLaurin Elementary School

School Address: 2693 Star Road

City: Florence Zip: 39073 School Telephone Number (601)845-2127

Mentor Position Principal, McLaurin Elem School Mentor must have a 486 Administrator Endorsement and work as a practicing administrator

**Confidentiality Agreement:** I understand that during the internship experience, confidential information that I may encounter may not be shared with others without permission. A breach of such confidentiality may result in receiving a failing grade in the internship experience.

Emily S. Mitchell Date July 22, 2020  
Leadership Candidate Signature

The Department of Educational Leadership in the School of Education will be collecting data about the quality of our leadership program. We need this data for our report to CAEP (Council for Accreditation of Educator Preparation). There are a couple online surveys we would like for you to complete. Upon receipt of the information requested above, instructions will be emailed regarding how to complete these surveys online using TK20, as well as your username and password to access TK20.

I have reviewed the requirements for completion of the internship and will provide the student listed above with opportunities and assistance when necessary to help fulfill them. Melissa McCray Date 8/25/2020  
Mentor Signature

The applicant listed above has permission to perform internship tasks under the supervision of the assigned mentor and William Carey University. Dee Town Date 8/27/20  
School Superintendent Signature

Beginning Term of Internship: Fall, 2020 Ending Term of Internship: Fall, 2020

\_\_\_\_\_  
Date \_\_\_\_\_  
University Supervisor Signature

## **CONTRACT FOR STUDENT TEACHING FIELD PLACEMENT**

**Academic Year 2021-2022**

### **Tentative Dates**

**Fall semester (August 9, 2021-December 4, 2021)**

**Spring semester (January 8, 2022-May 9, 2022)**

This contract represents an agreement between the College of Education and Human Development/Center for Teacher Quality at **Jackson State University**, herein referred to as the **University**, and the **Rankin County Public School District**, herein referred to as the **District**, concerning the twelve-week field assignment of our student teacher(s).

The District agrees to accept students from the University upon recommendation of the director of teacher education or other authorized personnel. Upon acceptance, the District agrees to assign the teacher candidates to cooperating schools and supervising teachers, as mentor teachers, during their clinical experience to the extent that qualified teachers meet the following requirements of the University.

Requirement 1: The mentor teacher must be regularly employed in the cooperating district.

Requirement 2: The mentor teacher must possess, at minimum, a Bachelor's degree.

Requirement 3: The mentor teacher must hold a standard certificate.

Requirement 4: The mentor teacher must have at least three years of successful teaching experience.

Requirement 5: The mentor teacher must be certified in the area in which the student teacher is being trained.

Requirement 6: The mentor teacher must voluntarily accept the responsibilities of a supervising teacher.

Requirement 7: The mentor teacher must have or agree to participate in planned professional development for mentor teachers and complete the required training course for administering the evaluation tool used in the supervision of teacher candidates.

Requirement 8: The school administrator and mentor teacher must agree and provide teacher candidates participation in virtual classroom instruction settings (Due to COVID-19).

Requirement 9: The district agrees to release student achievement data of grade levels of assigned teacher candidates in an effort for continuous improvement of the university's teacher preparation program.

The University will have the option of recommending, for reasonable cause, that prescribed mentor teachers are not assigned student teachers. This recommendation may be made where there is sufficient reason to believe that such assignment would result in poor professional experiences for teacher candidates, supervisors and mentor teachers. Race, religion, disability, sex, age, or national origin will not be used for the determination of placement.

The University agrees to furnish the District with information on the teacher candidate(s) and his/her credentials, and respectfully request that the teacher candidate(s) be placed in the schools accordingly.

The University also agrees to give the designated official of the District the name(s) of the University Supervisor(s) assigned to each teacher candidate.

The District agrees to promptly complete the assignment of all teacher candidates in order to facilitate their placement and inform the Center for Teacher Quality of the school and mentor teacher(s) to which the teacher candidate(s) will be assigned.

**With regards to field placement, the District agrees to:**

- a. Clinical placements at school sites for a minimum of a twelve-week period;
- b. Multi-cultural experiences;
- c. Clinical supervisory conferences between the student teacher(s), mentor teacher(s), and university supervisor(s); and
- d. Input by the University on the placement process and reasonable instructional adjustments to accommodate CAEP accreditation.

**With regards to supervision, Jackson State University agrees that its university supervisors will:**

- a. Visit each teacher candidate at least four times unless prevented by emergencies;
- b. Inform the mentor teacher and school administrator of any conflicts or problems involving the teacher candidate(s);
- c. Submit all evaluation forms to the Center for Teacher Quality within seven days after each visit; and
- d. Correspond with the mentor teacher regarding the student teacher.

All parties involved agree to abide by the official practices as outlined in the Jackson State University Student Teaching Handbook. Should problems arise concerning placement or supervision of students, all parties will attempt to reach satisfactory agreements.

This contract will be in effect upon execution from **August 9, 2021 through May 9, 2022** or until terminated by written request and acceptance by all parties involved.

*Amanda Stokes*                      *August 9, 2021*  
**Designated District Agent**                      **Date**  
**Rankin County Public Schools**

\_\_\_\_\_  
**Director of Teacher Education**                      **Date**  
**Jackson State University**

\_\_\_\_\_  
**Dean, College of Education**                      **Date**  
**& Human Development**  
**Jackson State University**

\_\_\_\_\_  
**Dr. Alisa L. Mosley**                      **Date**  
**Provost and Senior Vice President**  
**of Academic Affairs**  
**Jackson State University**



COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

## MEMORANDUM OF UNDERSTANDING FOR STUDENT TEACHING FIELD PLACEMENT

Academic Year 2020-2021

### Tentative Dates

Fall semester (August 7, 2020-December 4, 2020)

Spring semester (January 8, 2021-May 7, 2021)

This Memorandum of Understanding (MOU) is made and entered into on the 20th day of July 2020 and represents an agreement between the College of Education and Human

Development/Center for Teacher Quality at **Jackson State University, a Mississippi Institution of Higher Learning, 1400 John R. Lynch, Street**, herein referred to as the University, and the Rankin County School District, herein referred to as the District, concerning the twelve-week field assignment of our student teacher(s).

WHEREAS, the University desires to provide for its student teachers a facility for the training requirements for student teachers;

WHEREAS, the District represents that it has the ability to render the services outlined herein for the University's student teachers.

WHEREAS, the purpose of this MOU is to establish and guide a working relationship between JSU and the District in placing student teachers with the district for training opportunities through school related facilities experiences;

NOW THEREFORE, based on the foregoing and other covenants, conditions and promises hereinafter set forth herein, the parties agree to the following:

The District agrees to accept students from the University upon recommendation of the director of teacher education or other authorized personnel. Upon acceptance, the District agrees to assign the teacher candidates to cooperating schools and supervising teachers, as mentor teachers, during their clinical experience to the extent that qualified teachers meet the following requirements of the University.

Requirement 1: The mentor teacher must be regularly employed in the cooperating district.

Requirement 2: The mentor teacher must possess, at minimum, a Bachelor's degree.

Requirement 3: The mentor teacher must hold a standard certificate.

Requirement 4: The mentor teacher must have at least three years of successful teaching experience.

Requirement 5: The mentor teacher must be certified in the area in which the student teacher is being trained.

Requirement 6: The mentor teacher must voluntarily accept the responsibilities of a supervising teacher.

Requirement 7: The mentor teacher must have or agree to participate in planned professional development for mentor teachers and complete the required training course for administering the evaluation tool used in the supervision of teacher candidates.

Requirement 8: The school administrator and mentor teacher must agree and provide teacher candidates participation in virtual classroom instruction settings (Due to COVID-19).

Requirement 9: The district agrees to release student achievement data of grade levels of assigned teacher candidates in an effort for continuous improvement of the university's teacher preparation program.

The University will have the option of recommending, for reasonable cause, that prescribed mentor teachers are not assigned student teachers. This recommendation may be made where there is sufficient reason to believe that such assignment would result in poor professional experiences for teacher candidates, supervisors and mentor teachers. Race, religion, disability, sex, age, or national origin will not be used for the determination of placement.

To the extent that is permitted and authorized by the applicable law, the University agrees to furnish the District with information on the teacher candidate(s) and his/her credentials, and respectfully request that the teacher candidate(s) be placed in the schools accordingly.

The University also agrees to give the designated official of the District the name(s) of the University Supervisor(s) assigned to each teacher candidate.

The District agrees to promptly complete the assignment of all teacher candidates in order to facilitate their placement and inform the Center for Teacher Quality of the school and mentor teacher(s) to which the teacher candidate(s) will be assigned.

With regards to field placement, the District agrees to:

- a. Clinical placements at school sites for a minimum of a twelve-week period;
- b. Multi-cultural experiences;
- c. Clinical supervisory conferences between the student teacher(s), mentor teacher(s), and university supervisor(s); and

- d. Input by the University on the placement process and reasonable instructional adjustments to accommodate CAEP accreditation.

With regards to supervision, Jackson State University agrees that its university supervisors will:

- a. Visit each teacher candidate at least four times unless prevented by emergencies;
- b. Inform the mentor teacher and school administrator of any conflicts or problems involving the teacher candidate(s);
- c. Submit all evaluation forms to the Center for Teacher Quality within seven days after each visit; and
- d. Correspond with the mentor teacher regarding the student teacher.

All parties involved agree to abide by the official practices as outlined in the Jackson State University Student Teaching Handbook. Should problems arise concerning placement or supervision of students, all parties will attempt to reach satisfactory agreements.

Either party may terminate this MOU upon six (6) months prior written notice to the other party. Such notice shall not act to discontinue any prescribed period (school semester, quarter, ext.) then underway and shall continue until completion of such period.

The Facility and JSU agree that they will comply with all applicable federal statutes and executive orders including Executive Order 11246, as amended by executive Order 11375; the Equal Pay Act of 1963; Title VII of the Civil Act of 1964, as amended; Title IX to the Educational Amendments of 1972; the Age Discrimination and Employment Act of 1973; the Rehabilitation Act of 1973; and the Vietnam Era Veterans Readjustment Assistance Act of 1974. To ensure compliance with all applicable federal statutes and executive orders, both parties will not discriminate against any JSU student or participant in this program or under this agreement because of race, color, religion, sex, age, handicap, veteran status, marital status or national origin. If the University's performance under this agreement depends upon the appropriation of funds by the Mississippi legislature, and if the Legislature fails to appropriate, or reduced its appropriation, then the University may provide written notice of such non-appropriation or reduction in necessary appropriation and cancel MOU without further obligation of the University. This MOU shall be governed by Mississippi law. The parties shall retain records related to this MOU for the term of the relationship, plus a minimum of three years.

This contract will be in effect upon execution from August 7, 2020 through May 7, 2021 or until terminated by written request and acceptance by all parties involved.

  
Designated District Agent

  
Date

*Chandar Lewis*

July 20, 2020

Director of Teacher Education

Date



7-20-20

Dean, College of Education  
& Human Development

Date

*Alisa Mosley*

7-20-2020

Dr. Alisa L. Mosley  
Provost & Vice President of Academic Affairs  
Jackson State University

Date

RECEIVED  
Sept 15, 2022  
Division of  
Academic Affairs

## CONTRACT FOR COUNSELING INTERN FIELD PLACEMENT

Academic Year 2022-2023

Tentative Dates

Fall semester (August 1, 2022 - December 16, 2022)

Spring semester (January 2, 2023 - May 5, 2023)

This contract represents an agreement between the College of Education and Human Development/Center for Teacher Quality at Jackson State University, herein referred to as the University, and the Rankin County Public School District, herein referred to as the District, concerning the sixteen-week field assignment of our counseling intern.

The District agrees to accept counseling interns from the University upon recommendation of the director of teacher education or other authorized personnel. Upon acceptance, the District agrees to assign the counseling intern to cooperating schools and supervising counselors, as mentors, during their clinical experience to the extent that qualified counselors meet the following requirements of the University.

Requirement 1: The mentor counselor must be regularly employed in the cooperating district.

Requirement 2: The mentor counselor must possess, at minimum, a Master's degree.

Requirement 3: The mentor counselor must hold a standard certificate.

Requirement 4: The mentor counselor must have at least three years of successful experience serving in role.

Requirement 5: The mentor counselor must be certified in the area in which the student intern is being trained.

Requirement 6: The mentor counselor must voluntarily accept the responsibilities of a supervising counselor.

Requirement 7: The mentor counselor must have or agree to participate in planned professional development for mentor counselors and complete the required training courses for administering the evaluation tool used in the supervision of teacher candidates.

Requirement 8: The school administrator and mentor counselor must agree and provide candidates participation in virtual settings if necessary (Due to COVID-19).

Requirement 9: The district agrees to release student behavior, attendance, and/or

- D. Provide a faculty member to initiate conferences with the field instructor/site supervisor for feedback on students' performance and objectives of the field practicum/internship.
- E. Provide training of field instructors/site supervisor by planning meetings specific to field instruction.
- F. Provide copies of relevant course materials and/or student educational learning expectations.
- G. Assign to the director of field education the responsibility to assume responsibility for submitting the student's final grade.
- H. Inform the student of the University Program's requirement to obtain professional liability insurance in the amount of \$1,000,000.00 or more as a pre-requisite to engage in any student related experiences in the district. The student will furnish a copy of the certificate and the University Program will retain a copy of the certificate on file.
- I. Inform each participating student of the necessity of complying with applicable state, federal, and local laws, as well as District policy, regarding the confidentiality of client information, medical records, and client records.
- J. No audio or video record of any student interactions or any other activities in which students participate in as it relates to the University Counseling Program.
- K. Advise students that certain Agency, Organizations, and/or Programs may require background checks, drug screens, and/or certain immunizations before acceptance at the facility.
- L. Coordinate all communications regarding the initial placement of a student through the designated Program Coordinator.
- M. Personally Identifiable Information — Neither the university program nor counseling intern(s) shall disclose or release any Personally Identifiable Information (PII) to which the university program or counseling intern(s) has access except as required to do so to authorized employees and officials within the scope of the university program's or counseling intern's duties under this MOU. Furthermore, the university program and counseling intern(s) acknowledge that any unauthorized disclosure of the information provided under the contract may violate the terms of Section 1106 of the Social Security Act and Privacy Act, 5 U.S.C. 552a and subject the University Program and Educational Intern to penalties.

**It is agreed that the "Mandatory Addendum to all Rankin County School District Contracts", as attached hereto as "Exhibit A", is made a part of hereof by reference, the same as if copied in full in words and figures herein.**



7. DISTRICT and JSU does not agree to pay extra compensation, fees, or allowances after service rendered or contract made, or for any payment not authorized by law.  
Miss. Const. Art. 4, § 96; Miss. AG Op., Stringer (January 25, 2006).
8. Any references to DISTRICT and JSU limiting DISTRICT's and JSU damages to the contract price or any other set amount are deleted.  
Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
9. Any references to DISTRICT and JSU indemnifying or holding harmless the Contractor or any other party are deleted.  
Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
10. Any provisions limiting the time for DISTRICT and JSU to pursue legal action are deleted. Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
11. Any references to DISTRICT and JSU waiving any cause of action it may have against Contractor or any other party as a result of Contractor's breach of the contract, or Contractor's own negligence or willful misconduct or the negligence or willful misconduct of Contractor's employees or agents are deleted.  
Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
12. Any references to DISTRICT and JSU limiting damages, remedies or waiving any claim are deleted.  
Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
13. Any provisions giving the Contractor exclusive control over litigation are deleted. DISTRICT and JSU does not agree that Contractor may represent, prosecute or defend legal actions in the name of DISTRICT.
14. Any references to DISTRICT and JSU submitting to binding arbitration are deleted.  
Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
15. With the exception of any expressed limitation of remedies for breach of implied warranties of merchantability and fitness for a particular purpose concerning computer software and services performed on computer hardware and computer software, which are sold between merchants, any provisions which would limit the Contractor's liability to DISTRICT or allow Contractor to waive any applicable warranties (express or implied) are deleted.



26. Contractor recognizes that DISTRICT, as a political subdivision of the State of Mississippi, enters into this contract only to the extent authorized by Mississippi law.

27. Contractor acknowledges that the individual executing the contract on behalf of DISTRICT is doing so only in his/her official capacity only, and to the extent that any provision contained in the contract exceeds his/her authority, Contractor agrees that it will not look to that individual in his/her personal capacity or otherwise seek to hold him/her individually liable for exceeding such authority.

**CONTRACTOR**

By:

NAME/TITLE:

COMPANY:

**DISTRICT**

*Alisa Mosley*

DATE: *9-15-2022*

By:

NAME/TITLE:

COMPANY:

DATE:

*[Signature]*

Dr. J. Scott Rimes, Superintendent

Rankin County School District

*9/10/22*





Rankin County School District

TRADITION OF EXCELLENCE

# RANKIN COUNTY SCHOOL DISTRICT BOARD AGENDA REQUEST FORM

School / Department Name: \_\_\_\_\_

Subject / Title: HR Amount of Value: \_\_\_\_\_

Meeting Date: 8/25/21

**THIS REQUEST MUST BE RECEIVED THE WEDNESDAY PRIOR TO THE BOARD MEETING**

Description of Request

JSU Student Teaching Field Placement Agreement

Include all information necessary for consideration of this item by the Rankin County Board of Education. Please attach any documentation requiring board and / or superintendent signatures.

**DEADLINE: WEDNESDAY BEFORE BOARD MEETING**

Call Tammie at 825-5590, ext. 1023 for the exact date and time plus any questions you might have.

SUBMITTED BY: [Signature] DATE: 8/18/21

PRINCIPAL: [Signature]

APPROVED BY SUPERVISOR: \_\_\_\_\_ MEETING DATE: \_\_\_\_\_

SPECIAL INSTRUCTIONS:

Empty box for special instructions.

ENTERED: \_\_\_\_\_

NOTIFIED: \_\_\_\_\_

## **CONTRACT FOR STUDENT TEACHING FIELD PLACEMENT**

**Academic Year 2021-2022**

### **Tentative Dates**

**Fall semester (August 9, 2021-December 4, 2021)**

**Spring semester (January 8, 2022-May 9, 2022)**

This contract represents an agreement between the College of Education and Human Development/Center for Teacher Quality at **Jackson State University**, herein referred to as the **University**, and the **Rankin County Public School District**, herein referred to as the **District**, concerning the twelve-week field assignment of our student teacher(s).

The District agrees to accept students from the University upon recommendation of the director of teacher education or other authorized personnel. Upon acceptance, the District agrees to assign the teacher candidates to cooperating schools and supervising teachers, as mentor teachers, during their clinical experience to the extent that qualified teachers meet the following requirements of the University.

Requirement 1: The mentor teacher must be regularly employed in the cooperating district.

Requirement 2: The mentor teacher must possess, at minimum, a Bachelor's degree.

Requirement 3: The mentor teacher must hold a standard certificate.

Requirement 4: The mentor teacher must have at least three years of successful teaching experience.

Requirement 5: The mentor teacher must be certified in the area in which the student teacher is being trained.

Requirement 6: The mentor teacher must voluntarily accept the responsibilities of a supervising teacher.

Requirement 7: The mentor teacher must have or agree to participate in planned professional development for mentor teachers and complete the required training course for administering the evaluation tool used in the supervision of teacher candidates.

Requirement 8: The school administrator and mentor teacher must agree and provide teacher candidates participation in virtual classroom instruction settings (Due to COVID-19).

Requirement 9: The district agrees to release student achievement data of grade levels of assigned teacher candidates in an effort for continuous improvement of the university's teacher preparation program.

The University will have the option of recommending, for reasonable cause, that prescribed mentor teachers are not assigned student teachers. This recommendation may be made where there is sufficient reason to believe that such assignment would result in poor professional experiences for teacher candidates, supervisors and mentor teachers. Race, religion, disability, sex, age, or national origin will not be used for the determination of placement.

The University agrees to furnish the District with information on the teacher candidate(s) and his/her credentials, and respectfully request that the teacher candidate(s) be placed in the schools accordingly.

The University also agrees to give the designated official of the District the name(s) of the University Supervisor(s) assigned to each teacher candidate.

The District agrees to promptly complete the assignment of all teacher candidates in order to facilitate their placement and inform the Center for Teacher Quality of the school and mentor teacher(s) to which the teacher candidate(s) will be assigned.

**With regards to field placement, the District agrees to:**

- a. Clinical placements at school sites for a minimum of a twelve-week period;
- b. Multi-cultural experiences;
- c. Clinical supervisory conferences between the student teacher(s), mentor teacher(s), and university supervisor(s); and
- d. Input by the University on the placement process and reasonable instructional adjustments to accommodate CAEP accreditation.

**With regards to supervision, Jackson State University agrees that its university supervisors will:**

- a. Visit each teacher candidate at least four times unless prevented by emergencies;
- b. Inform the mentor teacher and school administrator of any conflicts or problems involving the teacher candidate(s);
- c. Submit all evaluation forms to the Center for Teacher Quality within seven days after each visit; and
- d. Correspond with the mentor teacher regarding the student teacher.

All parties involved agree to abide by the official practices as outlined in the Jackson State University Student Teaching Handbook. Should problems arise concerning placement or supervision of students, all parties will attempt to reach satisfactory agreements.

This contract will be in effect upon execution from **August 9, 2021 through May 9, 2022** or until terminated by written request and acceptance by all parties involved.



8/26/21  
Date

**Designated District Agent**  
**Rankin County Public Schools**

\_\_\_\_\_  
**Director of Teacher Education**  
**Jackson State University**

**Date**

\_\_\_\_\_  
**Dean, College of Education**  
**& Human Development**  
**Jackson State University**

**Date**

\_\_\_\_\_  
**Dr. Alisa L. Mosley**  
**Provost and Senior Vice President**  
**of Academic Affairs**  
**Jackson State University**

**Date**



Rankin County School District

TRADITION OF EXCELLENCE

# RANKIN COUNTY SCHOOL DISTRICT BOARD AGENDA REQUEST FORM

School / Department Name: \_\_\_\_\_

Subject / Title: Human Resources Amount of Value: \_\_\_\_\_

Meeting Date: 9/14/22

**THIS REQUEST MUST BE RECEIVED THE WEDNESDAY PRIOR TO THE BOARD MEETING**

Description of Request

Jackson State University Teaching Field Placement Agreement

*Student*

Include all information necessary for consideration of this item by the Rankin County Board of Education. Please attach any documentation requiring board and / or superintendent signatures.

**DEADLINE: WEDNESDAY BEFORE BOARD MEETING**

Call Tammie at 825-5690, ext. 1023 for the exact date and time plus any questions you might have.

SUBMITTED BY: *Shirley Hollis* DATE: 9/2/22

PRINCIPAL: *A*

APPROVED BY SUPERVISOR: *[Signature]* MEETING DATE: 9/14/22

SPECIAL INSTRUCTIONS:

\_\_\_\_\_

ENTERED: \_\_\_\_\_

NOTIFIED: \_\_\_\_\_

## CONTRACT FOR STUDENT TEACHING FIELD PLACEMENT

Academic Year 2022-2023

### Tentative Dates

Fall semester (August 1, 2022 - December 16, 2022)

Spring semester (January 2, 2023 - May 5, 2023)

This contract represents an agreement between the College of Education and Human Development/Center for Teacher Quality at Jackson State University, herein referred to as the University, and the Rankin County Public School District, herein referred to as the District, concerning the sixteen-week field assignment of our student teacher(s).

The District agrees to accept students from the University upon recommendation of the director of teacher education or other authorized personnel. Upon acceptance, the District agrees to assign the teacher candidates to cooperating schools and supervising teachers, as mentor teachers, during their clinical experience to the extent that qualified teachers meet the following requirements of the University.

- Requirement 1: The mentor teacher must be regularly employed in the cooperating district.
- Requirement 2: The mentor teacher must possess, at minimum, a Bachelor's degree.
- Requirement 3: The mentor teacher must hold a standard certificate.
- Requirement 4: The mentor teacher must have at least three years of successful teaching experience.
- Requirement 5: The mentor teacher must be certified in the area in which the student teacher is being trained.
- Requirement 6: The mentor teacher must voluntarily accept the responsibilities of a supervising teacher.
- Requirement 7: The mentor teacher must have or agree to participate in planned professional development for mentor teachers and complete the required

training course for administering the evaluation tool used in the supervision of teacher candidates.

Requirement 8: The school administrator and mentor teacher must agree and provide teacher candidates participation in virtual classroom instruction settings (Due to COVID-19).

Requirement 9: The district agrees to release student achievement data of grade levels of assigned teacher candidates in an effort for continuous improvement of the university's teacher preparation program.

The University will have the option of recommending, for reasonable cause, that prescribed mentor teachers are not assigned student teachers. This recommendation may be made where there is sufficient reason to believe that such assignment would result in poor professional experiences for teacher candidates, supervisors and mentor teachers. Race, religion, disability, sex, age, or national origin will not be used for the determination of placement.

The University agrees to furnish the District with information on the teacher candidate(s) and his/her credentials, and respectfully request that the teacher candidate(s) be placed in the schools accordingly.

The University also agrees to give the designated official of the District the name(s) of the University Supervisor(s) assigned to each teacher candidate.

The District agrees to promptly complete the assignment of all teacher candidates in order to facilitate their placement and inform the Center for Teacher Quality of the school and mentor teacher(s) to which the teacher candidate(s) will be assigned.

With regards to field placement, the District agrees to:


- a. Clinical placements at school sites for a minimum of a twelve-week period;
- b. Multi-cultural experiences;
- c. Clinical supervisory conferences between the student teacher(s), mentor teacher(s), and university supervisor(s); and
- d. Input by the University on the placement process and reasonable instructional adjustments to accommodate CAEP accreditation.

With regards to supervision, Jackson State University agrees that its university supervisors will:

- a. Visit each teacher candidate at least four times unless prevented by emergencies;
- b. Inform the mentor teacher and school administrator of any conflicts or problems involving the teacher candidate(s);
- c. Submit all evaluation forms to the Center for Teacher Quality within seven days after each visit; and
- d. Correspond with the mentor teacher regarding the student teacher.

All parties involved agree to abide by the official practices as outlined in the Jackson State University Student Teaching Handbook. Should problems arise concerning placement or supervision of students, all parties will attempt to reach satisfactory agreements.

This contract will be in effect upon execution from August 1, 2022 through May 5, 2023 or until terminated by written request and acceptance by all parties involved.

  
\_\_\_\_\_  
Designated District Agent  
Rankin County Public Schools

9/14/22  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Teacher Education  
Jackson State University

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean, College of Education  
& Human Development  
Jackson State University

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Alisa L. Mosley  
Provost and Senior Vice President of  
Academic Affairs  
Jackson State University

\_\_\_\_\_  
Date

RECEIVED  
Sept 15, 2022  
Division of  
Academic Affairs

## CONTRACT FOR COUNSELING INTERN FIELD PLACEMENT

Academic Year 2022-2023

### Tentative Dates

Fall semester (August 1, 2022 - December 16, 2022)

Spring semester (January 2, 2023 - May 5, 2023)

This contract represents an agreement between the College of Education and Human Development/Center for Teacher Quality at Jackson State University, herein referred to as the University, and the Rankin County Public School District, herein referred to as the District, concerning the sixteen-week field assignment of our counseling intern.

The District agrees to accept counseling interns from the University upon recommendation of the director of teacher education or other authorized personnel. Upon acceptance, the District agrees to assign the counseling intern to cooperating schools and supervising counselors, as mentors, during their clinical experience to the extent that qualified counselors meet the following requirements of the University.

Requirement 1: The mentor counselor must be regularly employed in the cooperating district.

Requirement 2: The mentor counselor must possess, at minimum, a Master's degree.

Requirement 3: The mentor counselor must hold a standard certificate.

Requirement 4: The mentor counselor must have at least three years of successful experience serving in role.

Requirement 5: The mentor counselor must be certified in the area in which the student intern is being trained.

Requirement 6: The mentor counselor must voluntarily accept the responsibilities of a supervising counselor.

Requirement 7: The mentor counselor must have or agree to participate in planned professional development for mentor counselors and complete the required training courses for administering the evaluation tool used in the supervision of teacher candidates.

Requirement 8: The school administrator and mentor counselor must agree and provide candidates participation in virtual settings if necessary (Due to COVID-19).

Requirement 9: The district agrees to release student behavior, attendance, and/or

achievement data of grade levels of assigned counseling interns in an effort for continuous improvement of the university's teacher preparation program.

The University will have the option of recommending, for reasonable cause, that prescribed mentor counselors are not assigned counselor interns. This recommendation may be made where there is sufficient reason to believe that such assignment would result in poor professional experiences for candidates, supervisors and mentor teachers. Race, religion, disability, sex, age, or national origin will not be used for the determination of placement.

The University agrees to furnish the District with information on the counseling intern(s) and his/her credentials, and respectfully request that the counseling intern(s) be placed in the schools accordingly.

The University also agrees to give the designated official of the District the name(s) of the University Supervisor(s) assigned to each counseling intern.

The District agrees to promptly complete the assignment of all counseling interns in order to facilitate their placement and inform the Center for Teacher Quality of the school and mentor teacher(s) to which the teacher candidate(s) will be assigned.

**With regards to field placement, the District agrees to:**

- a. Clinical placements at school sites for a minimum of a sixteen-week period;
- b. Multi-cultural experiences;
- c. Clinical supervisory conferences between the student teacher(s), mentor teacher(s), and university supervisor(s); and
- d. Input by the University on the placement process and reasonable instructional adjustments to accommodate CAEP accreditation.

**With regards to supervision, Jackson State University agrees that its university supervisors will:**

- A. Provide a faculty member consultation to the student and field practicum/internship instructor/site supervisor.
- B. Nondiscriminatory practices against any employee or applicant for employment or registration in a course of study because of race, creed, sex, or national origin.
- C. Notify faculty members and students that each must abide by all existing rules and regulations of the District.

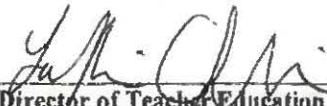
- D. Provide a faculty member to initiate conferences with the field instructor/site supervisor for feedback on students' performance and objectives of the field practicum/internship.
- E. Provide training of field instructors/site supervisor by planning meetings specific to field instruction.
- F. Provide copies of relevant course materials and/or student educational learning expectations.
- G. Assign to the director of field education the responsibility to assume responsibility for submitting the student's final grade.
- H. Inform the student of the University Program's requirement to obtain professional liability insurance in the amount of \$1,000,000.00 or more as a pre-requisite to engage in any student related experiences in the district. The student will furnish a copy of the certificate and the University Program will retain a copy of the certificate on file.
- I. Inform each participating student of the necessity of complying with applicable state, federal, and local laws, as well as District policy, regarding the confidentiality of client information, medical records, and client records.
- J. No audio or video record of any student interactions or any other activities in which students participate in as it relates to the University Counseling Program.
- K. Advise students that certain Agency, Organizations, and/or Programs may require background checks, drug screens, and/or certain immunizations before acceptance at the facility.
- L. Coordinate all communications regarding the initial placement of a student through the designated Program Coordinator.
- M. Personally, Identifiable Information — Neither the university program nor counseling intern(s) shall disclose or release any Personally Identifiable Information (PII) to which the university program or counseling intern(s) has access except as required to do so to authorized employees and officials within the scope of the university program's or counseling intern's duties under this MOU. Furthermore, the university program and counseling intern(s) acknowledge that any unauthorized disclosure of the information provided under the contract may violate the terms of Section 1106 of the Social Security Act and Privacy Act, 5 U.S.C. 552a and subject the University Program and Educational Intern to penalties.

All parties involved agree to abide by the official practices as outlined in the Jackson State University Student Teaching Handbook. Should problems arise concerning placement or supervision of students, all parties will attempt to reach satisfactory agreements.

This contract will be in effect upon execution from August 1, 2022 through May 5, 2023 or until terminated by written request and acceptance by all parties involved.

  
\_\_\_\_\_  
Designated District Agent  
Rankin County Public Schools

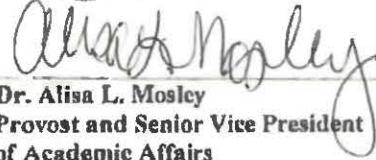
8/10/22  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Director of Teacher Education  
Jackson State University

8/11/2022  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dean, College of Education  
& Human Development  
Jackson State University

9/07/2022  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Alisa L. Mosley  
Provost and Senior Vice President  
of Academic Affairs  
Jackson State University

9-15-2022  
\_\_\_\_\_  
Date



**It is agreed that the "Mandatory Addendum to all Rankin County School District Contracts", as attached hereto as "Exhibit A", is made a part of hereof by reference, the same as if copied in full in words and figures herein.**



**1220 Apple Park Place  
Brandon, MS 39042  
Exhibit A**

**Mandatory Addendum to All Rankin County School District Contracts**

This Addendum between the Rankin County School District (District) and JSU ("Contractor") is an integral part of the contract. Contractor acknowledges that the District is a political subdivision of the State of Mississippi and is subject to the laws of the State of Mississippi governing actions of state agencies. Contractor further acknowledges that the District does not waive, relinquish or forfeit any of the rights, benefits, protections, guaranties or prohibitions that may be provided under any law, statute, regulation or policy. The parties agree that this Addendum is incorporated into the contract and any other subsequent contracts and agree that should any provision of the contract conflict with this Addendum, the terms of the Addendum control.

1. DISTRICT and JSU contracts are governed by the laws of the State of Mississippi. Any provision that purports to set venue outside of the State of Mississippi is deleted.  
U.S. Const. Amend XI; Miss. Code Ann. § 11-11-3; Miss. Code Ann. § 11-45-1; City of Jackson v. Wallace, 196 So. 223 (1940); Miss. AG Op., Clark (June 2, 2002); Miss. AG Op., Nowak (November 19, 2005).
2. DISTRICT and JSU does not waive its sovereign immunity. DISTRICT shall only be responsible for liability resulting from the negligent actions of its officers, agents, and employees acting within the course and scope of their official duties.  
Miss. Code Ann. § 11-46-1, et seq.
3. DISTRICT and JSU does not waive its Constitutional Eleventh (11th) Amendment immunity.  
U.S. Const. Amend. XI.
4. Any references to DISTRICT and JSU waiving its right to a trial by jury are deleted.  
Miss. AG Op., Chamberlin (Oct. 18, 2002).
5. DISTRICT and JSU does not agree to any provisions wherein the credit of the State of Mississippi is pledged or loaned in aid of any person, association, or corporation.  
Miss. Const. Art. 14 § 258; Miss. AG Op., Stinger (January 25, 2006).
6. Any references to payment of attorney's fees by DISTRICT and JSU are deleted.  
Miss. AG Op., Nowak (January 23, 2009); Miss. AG Op., Stringer (January 25, 2006).



7. DISTRICT and JSU does not agree to pay extra compensation, fees, or allowances after service rendered or contract made, or for any payment not authorized by law.  
Miss. Const. Art. 4, § 96; Miss. AG Op., Stringer (January 25, 2006).
8. Any references to DISTRICT and JSU limiting DISTRICT's and JSU damages to the contract price or any other set amount are deleted.  
Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
9. Any references to DISTRICT and JSU indemnifying or holding harmless the Contractor or any other party are deleted.  
Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
10. Any provisions limiting the time for DISTRICT and JSU to pursue legal action are deleted. Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
11. Any references to DISTRICT and JSU waiving any cause of action it may have against Contractor or any other party as a result of Contractor's breach of the contract, or Contractor's own negligence or willful misconduct or the negligence or willful misconduct of Contractor's employees or agents are deleted.  
Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
12. Any references to DISTRICT and JSU limiting damages, remedies or waiving any claim are deleted.  
Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
13. Any provisions giving the Contractor exclusive control over litigation are deleted. DISTRICT and JSU does not agree that Contractor may represent, prosecute or defend legal actions in the name of DISTRICT.
14. Any references to DISTRICT and JSU submitting to binding arbitration are deleted.  
Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
15. With the exception of any expressed limitation of remedies for breach of implied warranties of merchantability and fitness for a particular purpose concerning computer software and services performed on computer hardware and computer software, which are sold between merchants, any provisions which would limit the Contractor's liability to DISTRICT or allow Contractor to waive any applicable warranties (express or implied) are deleted.



Const. Art. 4, § 100, Miss. Code Ann. § 75-2-719; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002); Miss. AG Op., Long (February 22, 2009).

16. Any references to DISTRICT and JSU limiting or waiving any common law warranty are deleted. Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
17. DISTRICT and JSU does not make any warranty. Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
18. DISTRICT will deliver payments to Contractor no later than forty-five (45) days after receipt of invoice and receipt, inspection and approval of Contractor's products/services. Any provision that requires DISTRICT pay Contractor any late charges is governed by Miss. Code Ann. § 31-7-305.
19. DISTRICT and JSU is a political subdivision of the State of Mississippi and is subject to the Mississippi Public Records Act, Miss. Code Ann. §25-61-1, et seq., and the Mississippi Accountability and Transparency Act of 2008, Miss. Code Ann. § 27-104-151, et seq.
20. Contractor represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act, Miss. Code Ann. § 71-11-1, et seq., and will register and participate in the status verification system for all newly hired employees. Any provision penalizing DISTRICT for hiring an employee who works for the Contractor is deleted.
21. DISTRICT and JSU is an equal opportunity employer. Executive order 11246 requires that DISTRICT do business with organizations that are in compliance with Title VII of the 1964 Civil Rights Act, as amended. During the performance of any contract with DISTRICT, Contractor agrees to be bound by provisions of Section 202 of Executive Order 11246, as amended and Executive Orders 11701, 11675 and 11758.
22. The continuance of any DISTRICT and JSU contract is based on the availability of funds. Should there be no funds available for any succeeding funding period; the contract will be cancelled as of the end of the funding period with no further obligation on the part of DISTRICT.
23. This contract is cancellable with thirty (30) days' notice to the vendor at the end of the fiscal period (June 30) in the event funds are not appropriated by the funding authority. (Any property covered by a lease shall be returned to lessor).
24. Any provision requiring DISTRICT and JSU to name the contractor as an additional insured is deleted.
25. Neither party may assign its rights or delegate its duties under the contract without the prior written consent of the other party, which shall not be unreasonably withheld.



26. Contractor recognizes that DISTRICT, as a political subdivision of the State of Mississippi, enters into this contract only to the extent authorized by Mississippi law.

27. Contractor acknowledges that the individual executing the contract on behalf of DISTRICT is doing so only in his/her official capacity only, and to the extent that any provision contained in the contract exceeds his/her authority, Contractor agrees that it will not look to that individual in his/her personal capacity or otherwise seek to hold him/her individually liable for exceeding such authority.

**CONTRACTOR**

By:

NAME/TITLE:

COMPANY:

JSU

DISTRICT

*Alisa D. Mosley*

DATE:

*9-15-2022*

By:

NAME/TITLE:

Dr. J. Scott Rimes, Superintendent

COMPANY:

Rankin County School District

DATE:

*9/10/22*



## **MEMORANDUM OF UNDERSTANDING**

**School Year 2020-2021**

**Beginning January 19, 2021 to May 31, 2021**

It is hereby agreed that TOUGALOO COLLEGE and Rankin County Public Schools have established an agreement for the purpose and consideration outlined below for the implementation of the Quality Assurance Process between the district and Tougaloo College. This agreement shall relate to the year noted above and shall be renewed and/or amended by mutual agreement.

### **Collaborative Planning**

- TOUGALOO COLLEGE will orient appropriate college faculty and school district personnel to expectations and outcomes through semi-annual trainings.
- TOUGALOO COLLEGE will seek district stakeholder input in the design and implementation of field and clinical experiences through candidate and supervisor evaluations, employer satisfaction surveys, and annual meetings.
- TOUGALOO COLLEGE will communicate with district personnel to identify school sites most appropriate to expose our candidates to current technology and programs utilized in schools and to expose our candidates to teaching diverse populations.

Rankin County Public Schools will provide directed teaching and administrative internship and practicum sites for undergraduate and graduate students enrolled in the teacher, child development, or health and physical education programs at TOUGALOO COLLEGE. It is further agreed that the number and type of assignments needed and provided by the parties of this agreement shall be arranged at the time the placements are requested. It is understood that the school district is not obligated to provide all placements that may be requested.

TOUGALOO COLLEGE agrees to provide documentation that, prior to placement requests being made, each student teaching or administrative intern has undergone a criminal background check and been cleared by the institutions Office of Field Experiences in accordance with the screening requirements of Rankin County Public Schools volunteer policy. Rankin County Public Schools agrees to provide a district-issued identification badge to be worn during the internship for all student teaching and administrative interns. Practicum students will be issued visitor passes upon arrival at campus during the placement.

### **Data Sharing**

The following school level data related to TOUGALOO COLLEGE program enrolled students employed within the Rankin County Public Schools will be shared with TOUGALOO COLLEGE for evaluation of TOUGALOO COLLEGE program quality and accreditation needs upon request with the permission of the employed party:

**EXHIBIT  
P**

- Teacher/administrator annual evaluation data
- TOUGALOO COLLEGE enrolled students State assessment or classroom performance data
- State assessment or school/grade level performance data (for comparison with TOUGALOO COLLEGE enrolled students)

**Professional Development**

- Should any TOUGALOO COLLEGE enrolled students employed within your district perform below expectations, TOUGALOO COLLEGE faculty/staff will provide the employee with professional development in the area of need at the request of the district.

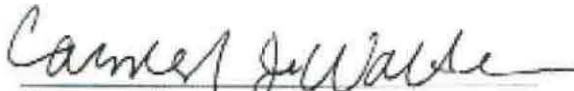
**Terms**

- Both parties can dissolve the MOU with a 30-day written notice.
- The agreement automatically renews itself unless one of the parties give a thirty (30) day notice of non-renewal.



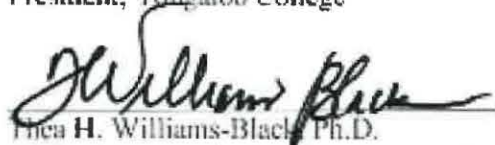
Sue Townsend, Ph.D.  
Superintendent of Schools, Rankin County Public Schools

1/27/2021  
Date



Carmen J. Walters, Ph.D.  
President, Tougaloo College


Jan 21, 2021  
Date



Thera H. Williams-Black, Ph.D.  
Dean, Division of Education, Supervision and Instruction

1/21/2021  
Date



 Rankin County School District  
February 11 at 10:12 AM · 🌐

  29  5

 Like  Comment  Share 

Most relevant ▾




 Lacey Kuyrkendall  
She is a good one!!!  
Like Reply 4d 


 Haley Leach  
Look at Adonya Kersh McLaurin !  
She's the BEST  
Like Reply 4d   2

  Top fan  
Sarah Cagle Wade  
Love our sweet Adonya Kersh  
McLaurin  
Like Reply 4d 

Most Relevant is selected, so some comments may have been filtered out.

**EXHIBIT**

 Write a comment...    

 You're commenting as Sharon Bowman Patrick.



Sponsored by:



**RCSD**  
**Students/Employees**  
**of the Month**



**Rankin County School District**

February 8 at 11:00 AM · 🌐

Congratulations to the December Students and Employees of the Month for the Rankin County School District! Thank you to both The Foundation for the Rankin County Public Schools & Community Bank for sponsoring this wonderful recognition.

**#EverythingMatters #traditionofexcellence**

Substitute : November - Alison Williams  
District Office Certified - Carmen Frantom  
District Office Classified - Tiffany Frazier  
Elementary Administrator - Dr. Melissa Stephens  
Secondary Administrato... [See more](#)

👍❤️ 75

21 💬 16 📄

👍 Like    💬 Comment    ➦ Share    🌐

Most relevant ▼



**Kym Courtney Jamison**  
Congratulations!! 🍌🍌🍌

Like Reply 1w



**Kira Berch**  
Congrats Mrs Stinger! You are awesome



Write a comment... 🗨️ 😊 🎬 🖼️

⚠️ You're commenting as Sharon Bowman



**Rankin County School District**  
February 8 at 10:30 AM · 🌐

This week we are celebrating our school counselors for the work they do for the students of Rankin County. This morning during the board meeting, we recognized five ladies that play a huge role in our district. Left to Right: Patti Harmon, Lakeisha Maxer, Laura Anne Marshall, Jeri Lynn Rushing, and Ginger Jones. We appreciate all that you do! Happy National School Counseling Week!  
**#EverythingMatters #traditionofexcellence**

👍❤️ 60      14 💬 3 ➦

👍 Like    💬 Comment    ➦ Share    🗣️

Most relevant ▼

 **Tonya Henry Ware**  
❤️❤️❤️❤️❤️ 2  
Like Reply 1w

 **Sheri McPhail Blankenship**  
Love this crew! ❤️  
Like Reply 1w 2

 **Jessyca Chapman Forbes**



Rankin County School District



February 6 at 4:00 PM · 🌐

Edit



2



1



Like



Comment



Share



Most relevant ▾



Top fan

Erin Sorey Barrios



Like Reply 1w



Write a comment...



⚠️ You're commenting as Sharon Bowman Patrick.

# NATIONAL

# Counselor Appreciation Week



*Dr. Erica Allen*  
The Learning Center



*Jennifer Shortt*  
Brandon High



*Mia McDonald*  
McLaurin High



*Chelsea Foust*  
Florence High



Rankin County School District

February 6 at 11:00 AM

Today, we celebrate the hardworking and dedicated counselors who make a positive impact in our lives every day. Thank you for your unwavering support and guidance. #EverythingMatters #traditionofexcellence

33

3 2

Like Comment Share

Most relevant



Top fan  
**Erin Sorey Barrios**  
Thank you to all our counselors!  
So thankful for Ms. McDonald at MLH!

Like Reply 1w



Top fan  
**Jeri Lynn Rushing**  
Some of my faves right here!!!

Like Reply 1w



**Jp IVnow**  
Go Jennifer!!!!

Like Reply 1w



Write a comment...

You're commenting as Sharon Bowman Patrick.



Rankin County School District



January 27 at 1:00 PM · 🌐

A big shoutout to Northwest Rankin Middle's very own Zelda Thuha for representing gifted education at the State Capitol yesterday! She did an amazing job, and we're proud of her for representing our school, community, & district. **#EverythingMatters**  
**#traditionofexcellence**

👍❤️ 61

5 💬 10 ➦

👍 Like    💬 Comment    ➦ Share    🌐

Most relevant ▼



💎 Top fan  
**Tricia Dickerson**



Like Reply 2w



Write a comment... 🗨️ 😊 🎬 🎭

⚠️ You're commenting as Sharon Bowman Patrick.



This webpage is using significant memory. Closing it may improve the responsiveness of your Mac.



Sponsored by: COMMUNITY BANK The FOUNDATION for the Rankin County Public Schools RCSD Students/Employees of the Month

Rankin County School District January 18 at 3:00 PM

Congratulations to the November Students and Employees of the Month for the Rankin County School District! #EverythingMatters #traditionofexcellence

District Certified Employee – Jenna Gaines District Classified Employee – Terri Mayne Elementary Administrator – Dr. Leah McCullum Secondary Administrator – Jessica Hodges Elementary Certified – Victoria Thompson Secondary Certified – Misty Lemoine... See more

58 9 16

Like Comment Share

Most relevant

Tonya Henry Ware Congratulations!!!! Like Reply 4w

Brenda Harvell Pollard Congratulations! Like Reply 4w

Suzanne French

Write a comment...

You're commenting as Sharon Bowman Patrick.



Rankin County School District

December 16, 2022 · 🌐

👍❤️ 4

👍 Like    💬 Comment    ➦ Share    🌐



Write a comment...



⚠️ You're commenting as Sharon Bowman Patrick.



**Rankin County School District**  
November 14, 2022 · 🌐

Richland High School's 8th grade math teacher, Christen White will appear on 'Wheel of Fortune' tonight! Tune in and support this RCSD educator. <https://zcu.io/f9Ge>  
#EverythingMatters #traditionofexcellence

👍❤️ 1.8K      120 💬 345 📤

👍 Like    💬 Comment    📤 Share    🌐

Most relevant ▾

 **Debra Burnham Tebo**  
Good luck  
Like Reply 13w

 **Sue Spriggs**  
She had the greatest million dollar smile. You could tell she's special.  
Like Reply 13w

 **Beulah Johnson**  
The Wheel Was Not Good To Her, But That SMILE Was A Winner  
Like Reply 13w 3 👍

 **Kelly White**  
Best of luck .. Hope you win big

 Write a comment... 🗨️ 😊 🎬 🗑️

⚠️ You're commenting as Sharon Bowman Patrick.

# Mississippi Counseling Association's

## 2022 Outstanding New Counselor

**BRIAN HARRINGTON**



Rankin County School District

November 11, 2022

Congratulations to Brian Harrington. Brian was recently named the 2022 Mississippi Counseling Association's Outstanding New Counselor during the annual conference held in Tupelo. #EverythingMatters #traditionofexcellence

62

Love Comment Share

Most relevant



Amanda Smith Heath  
Congratulations!

Like Reply 13w



Kym Courtney Jamison  
Congratulations!! 🍀🍀🍀

Like Reply 13w Edited



Terri Peeler  
Congratulations 😊

Like Reply 13w



Mandy Marascalco May  
Congratulations!

Like Reply 13w



Write a comment... 🗨️ 😊 🧩 🗿

⚠️ You're commenting as Sharon Bowman Patrick.

WELCOME TO RCSD!!!! Employees new to RCSD took part in orientation with the HR and Payroll staff. These employees will be joining the McLaurin Elementary family.  
#Welcome2RCSD #RCSDg2b #traditionofexcellence

👍❤️ 11  
👍 Like    💬 Comment    ➦ Share

👤 Write a comment...  
⚠️ You're commenting as Sharon Bowman Patrick.

# RCSD WELCOMES



**ASHLYN BYNUM**



**KAYLA BOYLES**




**TRACY THOMAS**

# MCLAURIN ELEMENTARY

WELCOME TO RCSD!!!! Employees new to RCSD took part in orientation with the HR & Payroll staff. Ashley will be joining the Bulldo at Rouse Elementary. #Welcome2RCSD #RCSDg2b #traditionofexcellence

👍❤️ 11

👍 Like    💬 Comment    ➦ Share

 Write a comment... 🗨️ 😊 📷 🗑️

⚠️ You're commenting as Sharon Bowman Patrick.



**Rankin County  
School District**

**WELCOMES**

**ASHLEY  
MCCALLISTER**



**Rankin County  
School District**  
TRADITION OF EXCELLENCE

BRANDON FLORENCE HILLAURIN NORTHWEST PELAHATCHIE PIGGAM PUCKETT RICHLAND

Karen Griffin from Pelahatchie Elementary was named a top 10 finalist in the Rankin Chamber Teacher of the Year!! #RCSDg2b #traditionofexcellence

👍❤️ 34 12 💬 2 🌐

👍 Like 💬 Comment ➦ Share 🌐

Most relevant

 **Sharon Hall**  
Yay!


Like Reply 43w

 **Kim Carter**  
Congratulations 🎉 keep up the amazing work

Like Reply 45w

 **Carolyn Mosley**  
Congratulations

Like Reply 45w

 **Kim Wavrin**  
An awesome and beautiful lady on the inside and outside and an amazing teacher. ❤️❤️❤️. Her students are truly blessed to have her as their teacher.

Like Reply 45w

 **Brandy McDaniel White**  
Congratulations

Like Reply 45w

 **Betty Maxwell**  
Congratulations

Like Reply 45w

View 6 more comments

 Write a comment... 🗨️ 😊 📷 🌐

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**Karen Griffin**  
**Pelahatchie Elementary**



Brandon  
Florence  
McLaurin  
Northwest  
Pelahatchie  
Pisgah  
Puckett  
Richland

**Rankin  
County  
School  
District**

TRADITION OF EXCELLENCE



**Rankin County School District**  
 March 28, 2022 · 🌐

Congratulations to RCSD subs!! Rankin County School District is in the top 25 for fill rates in Kelly Services Southeast Division. We thank you for all that you do! If you are interested in learning more about becoming a sub, contact Keiona Miller at 691-825-5590. #RCSDg2b

👍❤️ 33      3 💬 1 📄

👍 Like    💬 Comment    ➦ Share

Most relevant

**Kathy McDill**  
 I enjoyed meeting you today ms Miller  
 Like Reply 46w

**Carolyn Mosley**  
 Thank you MS Miller!  
 Like Reply 46w

Most Relevant is selected, so some comments may have been filtered out.

Write a comment... 🗨️ 😊 📷 📄

⚠️ You're commenting as Sharon Bowman Patrick.

Congratulations to the Of the Month Great to Best winners for February!

1. District Certified Employee – Ginger Jones – Student Support Services
2. District Classified Employee – Chasity Hayes – Federal Programs
3. Elementary Administrator – Robin Sanders – Pelahatchie Elementary
4. Secondary Administrator – Dr. Charles Stevenson – The Learning Center
5. Elementary Certified – Lora Bricker – StoneBridge Elementary
6. Secondary Certified – Leslie Hebert – Pelahatchie High... [See more](#)

👍❤️ 45      7💬 24🗑️

👍 Like    💬 Comment    ➦ Share

Most relevant

**Wendi Wilder Murray**  
Congratulations to you all!

Like Reply 48w

**Lexie Gosselin**  
Congratulations!

Like Reply 48w

**Jade Miller**  
So thankful for **Ginger Crocker Jones** and everything she does for our schools, students, and staff! Congratulations! 🙌

Like Reply 48w

**Rebecca Nelson**  
Way to go, **Robin W Sanders!!!** You rock and deserve to be recognized ❤️!!!

Like Reply 48w

**Paige Purvis Tucker**  
Congrats **Robin W Sanders!** Well deserved!!

Like Reply 48w

**Kristin Craft Jones**  
Way to go **Micah Sanford!!!** Congrats

Like Reply 49w

[View 1 more comment](#)

Write a comment... 🗨️ 😊 📷 🗑️

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# February Employees & Students of the Month



Sponsored By:

The **FOUNDATION**  
for the Rankin County Public Schools



# January Employees/Students of the Month




Congratulations to the Of the Month Great to Best winners for January!

1. District Certified Employee - Catherine Beasley, Secondary Curriculum
2. District Classified Employee - Carol Beeland, Human Resources
3. Secondary Administrator - Ben Stein, Northwest Rankin High
4. Elementary Administrator - Anitra Hollis, Richland Elementary
5. Secondary Certified - Shelina Jones, Richland High
6. Elementary Certified - Carita Crockett, Pisgah Elementary
7. Secondary Classifie... [See more](#)

👍❤️ 73 14 💬 21 🗨️

👍 Like 💬 Comment ➦ Share 🗑️

Most relevant ▾

 **Ma'Keshia Adams**  
 Congratulations to all!! Special shout-out to my friend, Catherine Beasley. So proud of you!!

Like Reply 50w

 **Ginger Crocker Jones**  
 Congrats!!! great group!

Like Reply 50w

 **Elizabeth Puckett Jackson**  
 Congrats, Catherine Blanchard Beasley!!!!


Like Reply 50w

 **Dimitri Crain**  
 Congratulations!

Like Reply 50w

 **Elizabeth Burnette Allen**  
 Congrats Anitra Hollis!

Like Reply 50w

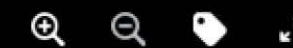
 **Dena Gray**  
 Congratulations, Anitra! I'm so proud of you and all your hard work! My Mom would be "over the moon" with how you have excelled in the education field! Great job!! I love you! ❤️❤️❤️

Like Reply 50w

[View 7 more comments](#)

 Write a comment... 🗨️ 😊 📧 📧

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Our counselors are the BEST! #RCSDg2b  
#traditionofexcellence #NSCW22

11

Like Comment Share

Write a comment...

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## NATIONAL SCHOOL COUNSELING WEEK

# THANK YOU!

RCSD is so lucky to have such a dedicated and kind person as our school counselor!

## DAMETA DIXON

Northwest Rankin  
Middle School  
Counselor



Thank you for all that you do for the RCSD!  
#RCSDg2b #traditionofexcellence

👍❤️ 27 5 💬 1 📄

👍 Like 💬 Comment ➦ Share 🌐


Most relevant ▾

 **Ma'Keshia Adams**  
Indeed she is! Thanks for all that you do, Audrey Buck Davis!!


Like Reply 1y

 **Christy McLaurin**  
Congratulations


Like Reply 1y

 **Gwen Robinson**  
The best!!❤️

Like Reply 1y

 **Carolyn Mosley**  
Congratulations

Like Reply 1y

 **Mela Ruffin Pou**  
She is the BEST!!

Like Reply 1y

 Write a comment... 🗨️ 😊 📷 🗑️

⚠️ You're commenting as Sharon Bowman Patrick.

## NATIONAL SCHOOL COUNSELING WEEK

# THANK YOU!

RCSD is so lucky to have such a dedicated and kind person as our school counselor!

# AUDREY BUCK

Brandon Middle School Counselor



Brandon  
Florence  
McLaurin  
Northwest  
Palahatchie  
Pisgah  
Puckett  
Richland

**Rankin County School District**

TRADITION OF EXCELLENCE




RCSD would like to recognize our December District Classified employee of the month Tara Robinson! We appreciate your efforts in moving our district from great to BEST!! Congratulations Tara! #RCSDg2b #traditionofexcellence

👍❤️ 94 39 💬

👍 Like 💬 Comment ➦ Share

Most relevant

 **Voncille Smith Anderson**  
Congratulations!!

Like Reply 1y

 **Mijia Fletcher Ward**  
Congratulations!! 🎉🎉🎉

Like Reply 1y

 **Karen George Schmidt**  
Way to go, Tara Taylor-Robinson!!!!


Like Reply 1y

 **Jamie A Perry**  
The BEST!! Love you Tara Taylor-Robinson and congrats!!

Like Reply 1y

 **Mindy Graves Stevens**  
Congratulations!

Like Reply 1y

 **Michelle C Morris**  
Congratulations!! Well deserved!

Like Reply 1y

View 33 more comments

 Write a comment... 🗨️ 😊 📷

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# DISTRICT CLASSIFIED EMPLOYEE OF THE MONTH



Brandon  
Florence  
McLaurin  
Northwest  
Pelahatchie  
Pisgah  
Puckett  
Richland

**Rankin  
County  
School  
District**

TRADITION OF EXCELLENCE

# Tara Robinson

RESIDENCY

Congratulations to Tevin Nichols from Northwest Rankin High School. He recently received his Master's Degree!! #RCSDg2 #traditionofexcellence

👍❤️ 66      21 💬 30 📌

👍 Like    💬 Comment    ➦ Share

Most relevant ▾

- 
**Janice Bush Smith**  
 Congratulations  
 Like Reply 1y
- 
**Kerri Reed**  
 Congratulations 🎉🎉  
 Like Reply 1y
- 
**Cody Shaw**  
 Congrats big dog!!  
 Like Reply 1y
- 
**Patsy Strong-Bland**  
 Congratulations Tevin 🙌  
 Like Reply 1y
- 
**Ricky Hoye**  
 Congratulations cuz  
 Like Reply 1y
- 
**Anthony Anderson**  
 Congratulations  
 Like Reply 1y

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 Rankin County School District

# ADVANCED DEGREE 2022 EMPLOYEE SPOTLIGHT

# TEVIN NICKOLS

**SCHOOL/DEPARTMENT**  
Northwest Rankin High School

**DEGREE**  
MASTER'S

👍 2

👍 Like    💬 Comment    ➦ Share

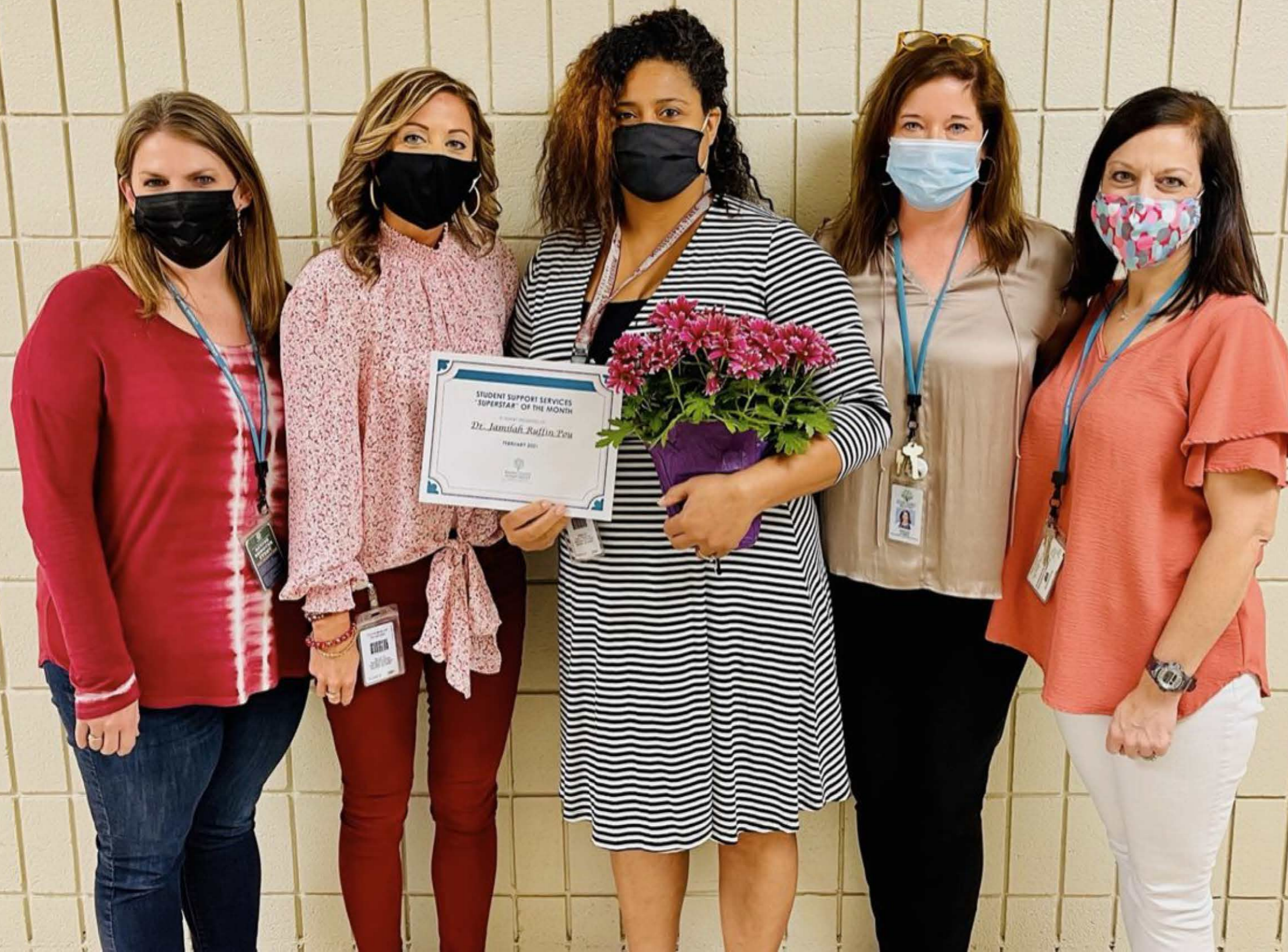
👤 Write a comment...    🗨️ 😊 📷 📧

⚠️ You're commenting as Sharon Bowman Patrick.

# RANKIN COUNTY SCHOOL DISTRICT



## CELEBRATES OUR ASSISTANT PRINCIPALS



Student Support Services "Superstar" for the Month of February is Northwest Rankin High School's Counselor, Dr. Jamilah Ruffin-Pou! Congratulations!! Thank you for all you do for our students!! #RCSDg2b #traditionofexcellence

14

Like Comment Share

Write a comment...

You're commenting as Sharon Bowman Patrick.



Isabella Bartlett, a seventh grade student at Brandon Middle School, is the 6-8 grade band winner for the fictional short story category of the Rankin County School District Writing Celebration. Way to go, Isabella! #RCSDg2b #traditionofexcellence

10 1

Like Comment Share

Most relevant

Janet Franklin  
Awesome!!!

Like Reply 1y

Write a comment...

You're commenting as Sharon Bowman Patrick.

RCSD would like to recognize our Elementary Certified employee for February, Shenikka Felder! We appreciate your efforts in moving our district from great to BEST!! Congratulations Shenikka! #RCSDg2b #traditionofexcellence

👍❤️ 9 3 💬 6 📄

👍 Like 💬 Comment ➦ Share 🌐

Most relevant ▾

👤 Top fan  
**Karen George Schmidt**  
Congratulations!  
Like Reply 1y  
↳ 1 Reply

👤  
**Shenikka Felder**  
I've made Rankin County Schools my home because Dr. Townsend our superintendent extends grace, love and support. During the pandemic she coached every student and employee to push through the unknown. Technology afforded her the opportunity to connect ... [See more](#)  
Like Reply 1y

👤 Write a comment... 🗨️ 😊 📄 🌐  
⚠️ You're commenting as Sharon Bowman Patrick.

# ELEMENTARY CERTIFIED EMPLOYEE OF THE MONTH



## Shenikka Felder

PISGAH ELEMENTARY



Ruby Bridges probably had no idea that the bold act she committed in 1960 would set off a chain reaction leading to the integration of schools in the South. She was just six years old when she became the first African American student to attend William Frantz Elementary in Louisiana at the height of desegregation. She is now the chair of the Ruby Bridges Foundation, which was formed in 1999 to promote "the values of tolerance, respect, and appreciation of all differences."

#R... See more

👍❤️ 192 4 💬 26 📄

👍 Like 💬 Comment ➦ Share 🗑️

Most relevant ▾

**Luci Macias**  
Mrs. **Bre'Anne Walker** did an amazing job teaching my son Danny about this he came home from school and retold me the story. ❤️  
Like Reply 1y  
↳ 1 Reply

**Stacey Day Mitchell**  
Miss **Nicole Poole** taught both my littles about Ruby. Or impacted them enough to get in my vehicle to teach me about her. Two separate years. Same exact story made my kids think how hard it would have been to be the only one different. To walk in gu... See more  
Like Reply 1y 3

**Nicole E Matthews**  
**Stacey Day Mitchell** you're so sweet!! I'm thankful for the opportunity to teach them from someone else's perspective. They learn so much about empathizing with others and how to always think before getting mad at someone. You truly never know what some... See more  
Like Reply 1y 3

👤 Write a comment... 🗨️ 😊 📄 🗑️

⚠️ You're commenting as Sharon Bowman Patrick.

Congratulations to Bre'Anne Walker from Richland Elementary School. She recently received her Specialist Degree!! #RCSDg2b #traditionofexcellence

👍❤️ 10 3 🗨️

👍 Like 🗨️ Comment ➦ Share 🌐

👤 Write a comment... 🗨️ 😊 📷 🔄

⚠️ You're commenting as Sharon Bowman Patrick.



BRE'ANNE WALKER  
SPECIALIST DEGREE

RICHLAND  
ELEMENTARY  
SCHOOL



Rankin County  
School District

TRADITION OF EXCELLENCE

Pisgah Dragons defeated St. Joe for the Region 4- 2 A District Championship. Congratulations!! #RCSDg2b #traditionofexcellence

👍❤️ 29 1💬

👍 Like 💬 Comment ➦ Share 🌐

Most relevant ▾

 **John Anderson**  
Outstanding!  
Like Reply 2y

 Write a comment... 🗨️ 😊 📺 🗑️

⚠️ You're commenting as Sharon Bowman Patrick.



Congratulations to the Brandon High Lady Dogs as they defeat Pearl in the Region 6, 6A Girls District Championship Game. #RCSDg2b #traditionofexcellence

👍❤️ 32 1🔗

👍 Like 💬 Comment ➦ Share 🌐

👤 Write a comment... 🗨️ 😊 📷 🗑️

⚠️ You're commenting as Sharon Bowman Patrick.



Congratulations to Jakiala McWilliams from Brandon Middle School. She recently received her Master's Degree!! #RCSDg2b #traditionofexcellence

👍❤️ 12 1 🗨️

👍 Like 🗨️ Comment ➦ Share 🌐

👤 Write a comment... 🗨️ 😊 📷 📺

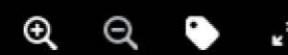
⚠️ You're commenting as Sharon Bowman Patrick.



JAKIALA  
McWILLIAMS  
MASTER'S DEGREE

BRANDON  
MIDDLE  
SCHOOL





In honor of Black History Month, read about the highlighted 19 African American scientists and engineers who made important contributions to science, technology, engineering, and math (STEM). <http://ow.ly/PvCz30qk60i>. #RCSDg2b #traditionofexcellence

16 4

Like Comment Share

Write a comment...

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# Black History Month

## 19 Scientists to learn more about!



5

Like Comment Share

Write a comment...

You're commenting as Sharon Bowman Patrick.

**CELLabrate!**

	Animal	Plant	Fungi	Bacteria
Team 1 Austin Zach				
Team 2 Mia Zach				

Roll four 5's  
use an antacid

Roll four 6's  
use an antacid

use an antacid

another team

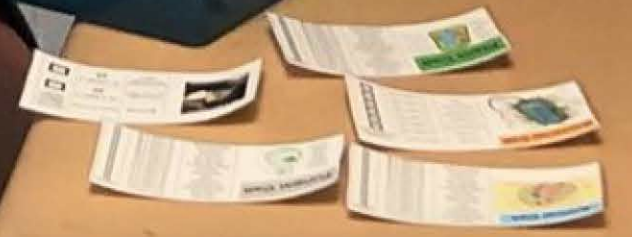
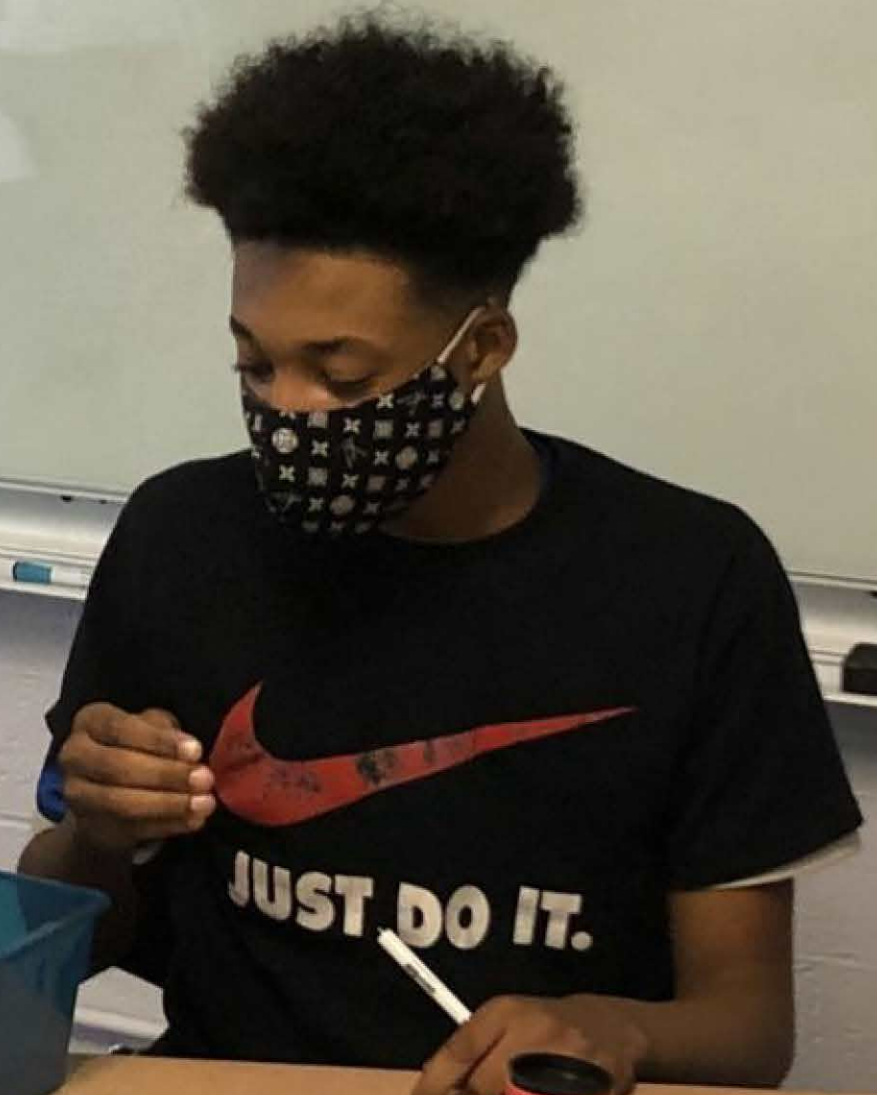
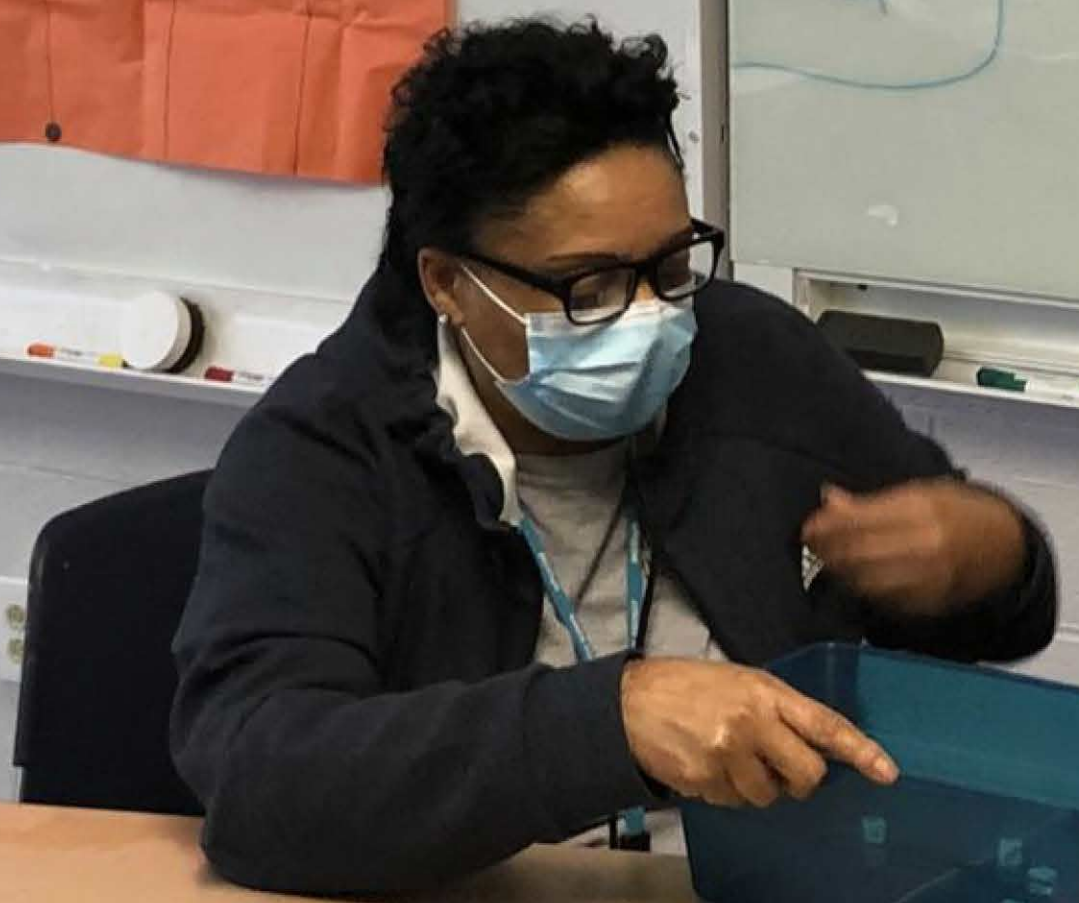
Team 1  
Javeon  
Austin

Team 2  
Mia  
Zach

1 Laptop Per Team

joinmyquiz.com

Code: 419286



If you reside in the McLaurin School Zone, Pelahatchie School Zone, Pisgah School Zone, Puckett School Zone, or Richland School Zone; it's not too early to consider Pre-Kindergarten options for the 2021-2022 school year. Applications will be available for pick up at McLaurin Elementary, Pelahatchie Elementary, Pisgah Elementary, Puckett Elementary, Richland Elementary starting on January 18 until March 12. #RCSDg2b #traditionofexcellence <http://ow.ly/oaed50CKlbj>

👤 Butch Townsend and 3 others 5 🔄

👍 Like 💬 Comment ➦ Share 🗑️

👤 Write a comment... 🗨️ 😊 📷 🎭

⚠️ You're commenting as Sharon Bowman Patrick.

**Applications will be available for pick up at:**

- McLaurin Elementary**
- Pelahatchie Elementary**
- Pisgah Elementary**
- Puckett Elementary**
- Richland Elementary**



**Pre-Kindergarten Applications will be available January 18th**

Kim Hubbard, the librarian at Highland Bluff Elementary School has been appointed to serve as a member of the Commission on Teacher and Administrator Education, Certification and Licensure and Development. Congratulations Kim!! #RCSDg2b #traditionofexcellence

👍❤️ 99      25 💬 15 ➦

👍 Like    💬 Comment    ➦ Share    🌐

Most relevant ▾

👤 Top fan  
**Karen George Schmidt**  
Way to go, Kim!  
Like Reply 2y

👤  
**Kym Courtney Jamison**  
Awesome! So proud of her!!  
Like Reply 2y

👤  
**Lisa Crenshaw Sammons**  
Congrats!!!!  
Like Reply 2y

👤  
**Joanne McCoy**  
Congratulations Kim  
Like Reply 2y

👤  
**Charmaine Harris-Ammons**  
Congrats 🎉🎉  
Like Reply 2y

👤  
**Kendrea Shoto**  
Congratulations!  
Like Reply 2y

View 18 more comments

👤 Write a comment... 🗨️ 😊 📷 🎭

⚠️ You're commenting as Sharon Bowman Patrick.





Rankin County School District



February 11 at 1:00 PM · 🌐

If you didn't make it to today's RCSD Educator Career Fair, you can still visit our website for available positions. <https://zcu.io/S3ai>.  
#EverythingMatters #traditionofexcellence

👍❤️ Melissa Albert and 5 others 1 ↗

👍 Like    💬 Comment    ↗ Share    🌐

👤 Write a comment... 🗨️ 😊 🎬 🎭

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Friday, February 10, 2023

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**Selected Document**

**Section:** J Students

**Policy Code:** JH Student Activities

**Policy:**

**Student Activities**

The Board recognizes the educational values inherent in a broad, varied, and well-directed student activities program. Participation in co-curricular and extracurricular activities at the school should be considered by all concerned as a privilege rather than a right.

School-sponsored and student-led clubs are permitted in the district. Students may participate in extra-curricular activities, such as clubs, with the permission of their parents. All clubs involving students shall require and maintain for inspection by the superintendent or the superintendent's designee a signed written parental permission form for each student participant involved in the club. The superintendent shall cause a standard parental permission form to be made available for all clubs.

1. School-sponsored clubs: No student may attend or become a member of a school-sponsored club without signed written parental permission forms for each student participant. Supervising teachers or supervising faculty of school-sponsored clubs shall maintain for inspection signed written parental permission as part of that person's responsibilities of club leadership.
2. Student-led clubs: No student may attend or become a member of a student-led club without signed written parental permission forms for each student participant. Supervising teachers or supervising faculty of student-led clubs shall maintain for inspection signed written parental permission as part of that person's responsibilities of club supervision or sponsorship.

Principals are responsible for the co-curricular and extracurricular programs in their schools, operating them in accordance with Board policies, state regulations, and directives from the superintendent.

Co-curricular and extracurricular activities will be an integral part of the total educational program of the district. These activities will be governed by the rules and regulations as outlined in the current handbook of the Mississippi High School Activities Association, Inc.

Additionally, these activities will function under the by-laws or such set of rules established by the organization, with the approval of the principal.

Principals shall assure that no classroom instructional time is lost by students in soliciting funds for any activity, in operating any concession stand, or in attending club meetings.

The scheduling of competition in extracurricular activities (band, speech, debate, choral groups, drama, etc.) is discouraged during State testing days.

LEGAL REFERENCE: MS Public School Accountability Standards; Mississippi High School Activities Association Handbook.

**Exhibits:**

[JH-E \(06-28-2017\) STUDENT ACTIVITIES Club Participation Letter 08252022](#)

**Regulations:**

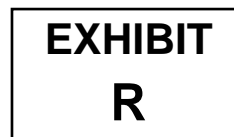
**References:**

**Original Adopted Date:** 1/14/2015

**Status:** Adopted

**Approved/Revised Date:** 5/22/2019

**Record Id:** 242437



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**Selected Document**

**Section:** J Students

**Policy Code:** JHC Student Organizations

**Policy:**

**Student Organizations**

Membership in all student organizations will be open to all eligible students of a school without regard to race, color, sex, religion, handicap, creed, or national origin. Each principal will develop general guidelines for the establishment and operation of student organizations within the school. Such guidelines will include the approval of the principal prior to the formation of any club or organization, the assignment of at least one faculty advisor to each student organization, compliance with the policies of the District and a written statement of its goals, purposes, and activities.

A faculty advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

The principal is authorized to deny any request for forming an organization which does not comply with the policies of the District.

School organizations are not permitted to use the school name to participate in activities outside the school unless prior approval has been granted by the principal.

No public funds may be expended on behalf of student organizations except the incidental cost of providing space or supervision for meetings.

Student organizations may charge minimal annual dues or fees necessary to fund the activities of the organization. However, no student shall be barred from membership in a student organization solely for the reason of inability to pay the annual dues.

Student organizations which do not contribute to the educational process of the school as determined by the principal will conduct all meetings during non-school hours.

The District assumes no responsibility for unapproved organizations formed by students and conducting meetings at off-campus locations, or for unofficial meetings of organizations or students conducted off campus.

**Exhibits:**

**Regulations:**

**References:**

**Original Adopted Date:** 1/11/1995  
**Approved/Revised Date:**

**Status:** Adopted  
**Record Id:** 208138

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**Selected Document**

**Section:** J Students

**Policy Code:** JS Fee Policy

**Policy:**

**Fee Policy**

The School Board hereby authorizes principals to charge reasonable fees, but not more than the actual cost, for the following categories:

1. Supplemental instructional materials and supplies, excluding textbooks;
2. Other fees designated by the superintendent as fees related to a valid curriculum educational objective, including transportation; and
3. Extracurricular activities and any other educational activities of the school district which are not designated by the superintendent as valid curriculum educational objectives, such as band trips and athletic events.

All fees authorized to be charged under this policy, except those fees authorized under (3) above, shall be charged only upon the condition that a financial hardship waiver may be granted upon request pursuant to the following.

**FINANCIAL HARDSHIP WAIVER POLICY**

All fees authorized to be charged under subsections (1) and (2) of the Fee Policy above shall be charged only upon the following conditions:

1. Applications for hardship waivers shall be kept in the strictest of confidence with all files and personal disclosures restricted from review by the general public.
2. Pupils eligible to have any such fee waived as a result of an inability to pay for said fees, shall not be discriminated against nor shall there be any overt identification of any pupil who has received a financial hardship waiver by use of special tokens or tickets, announcements, posting or publication of names, physical separation, choice of materials or by any other means.
3. In no case shall any of this school district's procedures expose any pupil receiving a hardship waiver to any type stigma or ridicule by other pupils or school district personnel.
4. The confidentiality provisions of this policy shall apply equally to any students who have an inability to pay any fees authorized by this policy.

In no case shall the inability to pay the assessment of fees authorized under the provisions of this Fee Policy result in a pupil being denied or deprived of any academic awards or standards, any class selection, grade, diploma, transcript or the right to participate in any activity related to educational advancement. In order to request a financial hardship waiver a student or parent must complete the financial hardship waiver form below and submit it to the principal.

The superintendent shall establish administrative procedures consistent with this policy for its implementation and duplicate the attached form for use by applicants. §37-7-335

LEGAL REFERENCE: MS Code §37-7-335; §37-7-301(ff)

**Exhibits:**

- [RCSD Device Fee Waiver Form \(technology\)](#)
- [RCSD Financial Hardship Waiver Form \(extracurricular\)](#)

**Regulations:**



**References:**

37-7-335 - [Establishment of fees; hardship waiver policy.](#)

**Original Adopted Date:** 8/11/2004  
**Approved/Revised Date:** 9/22/2021

**Status:** Adopted  
**Record Id:** 299574

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School	Extracurricular Activity	# African	# African	# Hispanic	# Hispanic	# Native	# Native	# Pacific	# Pacific	#	#	# Other	# Other
		American	American	Male	Female	American	American	Islanders	Islanders	Caucasion	Caucasion	Male	Female
Brandon Elementary	None												
Brandon High School	Academic Team	0	2	0	0	0	0	0	0	8	5	1	0
	Annual Staff	0	4	0	1	0	0	0	0	0	26	0	0
	Archery	2	0	0	0	0	0	0	0	23	8	0	0
	B.A.S.S Fishing	0	0	0	0	0	0	0	0	14	0	0	0
	Band	13	22	1	3	0	0	0	0	48	55	3	2
	Beta Club	6	28	0	0	0	0	0	0	10	50	0	4
	Bowling	2	2	0	0	0	0	0	0	8	7	0	0
	Choir	6	29	0	0	0	0	0	0	24	74	0	2
	Diamond Girls	0	7	0	0	0	0	0	0	0	34	0	0
	Distributive Education Clubs of America	2	4	0	0	0	0	0	0	1	12	0	0
	Future Famers of America	5	3	0	0	0	0	0	0	26	12	1	0
	Golf	0	0	0	0	0	0	0	0	14	11	0	0
	HOSA	3	25	0	0	0	0	0	0	23	106	1	1
	JROTC	19	26	1	1	0	0	0	0	28	15	1	2
	Key Club	2	16	0	0	0	0	0	0	0	0	0	0
	Mock Trial	1	1	0	0	0	0	0	0	5	6	0	0
	National Honor Society	5	18	0	0	0	0	0	0	8	33	0	1
	Powerlifting	6	6	0	0	0	0	0	0	5	6	0	0
	Student Council	3	4	0	0	0	0	0	0	3	19	0	0
	Students Against Destructive Decisions	3	14	0	0	0	0	0	0	1	13	0	0
	Swimming	0	0	0	0	0	0	0	0	16	12	0	0
	Tech Team	2	2	0	0	0	0	0	0	7	5	1	0
	Thespians	9	4	0	0	0	0	0	0	10	34	1	1
	Varisty Baseball	8	0	0	0	0	0	0	0	21	0	1	0
	Varisty Dance	1	8	0	0	0	0	0	0	0	20	0	0
	Varisty Tennis	2	2	0	0	0	0	0	0	10	10	1	0
	Varisty Volleyball	0	6	0	0	0	0	0	0	0	20	0	0
	Varisty Basketball (9-12)	14	0	0	0	0	0	0	0	1	0	0	0
	Varsity Cheer	0	3	0	0	0	0	0	0	0	21	0	1
	Varsity Cross Country	2	0	0	0	0	0	0	0	15	6	0	1
	Varsity Fast Pitch Softball	0	4	0	0	0	0	0	0	0	18	0	0
	Varsity Football (9-12)	62	0	1	0	0	0	0	0	44	0	0	0
	Varsity Soccer	5	7	1	0	0	0	0	0	23	36	0	0
	Varsity Track	23	24	0	0	0	0	0	0	7	7	0	2
	Chess Team	4	15	0	0	0	0	0	0	32	18	1	1
	ESports	2	0	0	0	0	0	0	0	3	1	0	0
	Media Team	2	1	2	0	0	0	0	0	5	2	0	0
Brandon Middle School	Archery	3	3	0	0	0	0	0	0	17	16	1	1
	Art Club	6	11	0	0	0	0	0	0	9	34	1	1
	Band	23	16	2	2	0	0	0	0	45	49	0	0
	Choir	6	24	1	1	0	0	0	0	16	63	1	1

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School	Extracurricular Activity	# African	# African	# Hispanic	# Hispanic	# Native	# Native	# Pacific	# Pacific	#	#	# Other	# Other
		American	American	Male	Female	American	American	Islanders	Islanders	Caucasion	Caucasion	Male	Female
	FCCLA	4	3	0	2	0	0	0	0	7	6	1	0
	JH Baseball	2	0	0	0	0	0	0	0	16	0	0	0
	JH Basketball	27	11	0	0	0	0	0	0	5	2	2	0
	JH Cheer	0	3	0	0	0	0	0	0	0	12	0	0
	JH Dance	0	2	0	0	0	0	0	0	0	13	0	0
	JH Soccer	3	0	0	0	0	0	0	0	10	0	0	0
	JH Tennis	1	2	0	0	0	0	0	0	3	1	0	0
	JH Track	16	9	0	1	0	0	0	0	8	6	0	0
	JH Volleyball	0	2	0	0	0	0	0	0	0	26	0	0
	Junior High Football (7-8)	49	0	2	0	0	0	0	0	54	0	1	0
	Student Council	2	3	0	1	0	0	0	0	9	21	1	
	Tech Team	0	1	0	0	0	0	0	0	1	5	0	0
	Science Olympiad	0	2	0	0	0	0	0	0	9	7	0	1
	Fellowship of Christian Athletes	6	4	0	0	0	0	0	0	25	44	1	0
Florence Elementary	None												
Florence High School	Annual Staff										13		
	Archery										2	2	
	B.A.S.S Fishing											1	
	Band	2	4							39	47		
	Beta Club	0	6							4	39		
	Bowling		1							6	3		
	Choir	0	1							8	15		
	Diamond Girls		7								14		
	Fellowship of Christian Athletes	0	0	1						3	16		
	Golf									9	3		
	HOSA	1	4							7	24		
	Mu Alpha Theta		2							7	13		
	National Honor Society		1							2	12		
	Powerlifting	1	3					1	6	5			
	Student Council		2							9	30		
	Tech Team									1			
	Varisty Baseball	4								26			
	Varisty Dance										15		
	Varisty Tennis							1		10	14		
	Varisty Volleyball		3								20		
	Varisty Basketball	13	14							4	2		
	Varsity Cheer		1							2	13		
	Varsity Cross Country	1	1							7	9		
	Varsity Fast Pitch Softball										21		
	Varsity Football (9-12)	15		3				1		39			
	Varsity Soccer	3	1	3	1					28	21		
	Varsity Track	11	12							5	3		

School	Extracurricular Activity	# African	# African	# Hispanic	# Hispanic	# Native	# Native	# Pacific	# Pacific	#	#	# Other	# Other
		American	American	Male	Female	American	American	Islanders	Islanders	Caucasion	Caucasion	Male	Female
		Males	Fem			Male	Female	Male	Female	Male	Female	Male	Female
	Random Acts of Kindness (RAK) Club		5							2	27		
Florence Middle School	Annual Staff	0	0	0	0	0	0	0	0	3	8	0	0
	Band	9	9	1	2	0	0	0	0	45	43	0	2
	Choir	0	3	0	0	0	0	0	0	3	42	0	1
	HOSA	0	1	0	0	0	0	0	0	5	18	0	0
	JH Baseball	2	0	0	0	0	0	0	0	34	0	0	0
	JH Basketball	7	7							16	5		
	JH Cheer		2								10		
	JH Dance	0	3	0	1	0	0	0	0	0	13	0	0
	JH Fast Pitch Softball	0	1	0	0	0	0	0	0	0	13		
	JH Slow Pitch Softball												
	JH Soccer	0	0	1	1	0	0	0	1	8	12	0	0
	JH Tennis	0	0	0	0	0	0	0	0	4	9	0	0
	JH Volleyball	0	1	0	0	0	0	0	0	0	11	0	0
	Junior High Football (7-8)	9	0	0	0	0	0	0	0	60	0	0	0
	Robotics Club	1	1							2	10		
	STEM Club	1								9	2		
	Tech Team	0	0	0	0	0	0	0	0	0	15	0	0
	Family Career Community Leaders of America	1	2	0	0	0	0	0	0	32	13	0	0
Flowood Elementary	Annual Staff	1		1			1				1		
	Beta Club	4	4	1	1		1			20	17	4	2
Highland Bluff Elementary	Beta Club, Jr.	7	12	1	2					24	31	1	1
	Save Promise/Kindness Club		2		1						3		
	Spanish Club	2	5		3					3	6		
	Running Club	3	3							2	3		
	Book Club	2	4		1					3	6		
	Writing Club	1	6		2					4	7		
McLaurin Elementary	Beta Club, Jr.	3	6	4	2					17	41	3	
	Choir	3	6	4	2					13	21	3	
	Save Promise/Kindness Club	6	5	1	3					22	21	2	
McLaurin High School	Academic Team	3	0	1	0	0	0	0	0	1	7	0	0
	Annual Staff	0	1	0	0	0	0	0	0	1	5	0	0
	Archery	2	2		1				2	35	24	0	0
	Art Club	1	7	0	2	0	0	0	0	0	19	0	0
	Band	5	6	1	0	0	0	0	0	14	15	0	0
	Beta Club	7	8	1	0	0	0	0	1	14	45	1	1
	Bowling	2	0	0	0	0	0	0	0	8	11	0	0
	Choir	2	3	0	0	0	0	0	1	1	10	0	0
	Diamond Girls	0	5	0	0	0	1	0	0	0	15	0	2
	Future Famers of America	0	1	0	0	0	0	0	0	26	16	0	0
	Golf	0	0	0	0	0	0	0	0	5	0	0	0
	HOSA	1	3	0	0	0	0	0	0	3	13	0	0

School	Extracurricular Activity	# African	# African	# Hispanic	# Hispanic	# Native	# Native	# Pacific	# Pacific	#	#	# Other	# Other
		American Males	American Fem	Male	Female	American Male	American Female	Islanders Male	Islanders Female	Caucasion Male	Caucasion Female	Male	Female
	JH Baseball	3	0	0	0	0	0	0	0	13	0	0	0
	JH Basketball	11	5	0	1	0	0	0	0	6	2	0	0
	JH Cheer	0	1	0	0	0	0	0	0	0	14	0	0
	JH Track	11	0	0	0	0	0	0	0	6	0	0	0
	JH Volleyball	0	0	0	0	0	0	0	0	0	7	0	1
	JROTC (Drill and Radiers)	0	1	0	1	0	2	0	0	14	11	0	0
	Junior Beta	4	6	0	0	0	0	0	0	11	10	0	0
	Junior High Football (7-8)	11	0	0	0	0	0	0	0	15	0	0	0
	Mu Alpha Theta	1	1	0	0	0	0	0	0	0	8	0	1
	National Honor Society	10	15	3	1	0	0	0	0	20	52	0	0
	Powerlifting	4	6	0	0	0	0	0	1	7	9	0	0
	Student Council	3	5	0	1	0	0	0	0	3	11	0	2
	Tech Team	5	1	0	0	0	0	0	0	4	1	0	0
	Varsity Baseball	2	0	0	0	0	0	0	0	25	0	0	0
	Varsity Dance	0	2	0	0	0	0	0	0	0	5	0	
	Varsity Tennis	2	3	2	1	0	0	0	0	8	15	0	0
	Varsity Volleyball	0	3	0	0	0	0	0	0	0	14	0	1
	Varsity Basketball	9	6	1	0	0	0	0	0	6	3	0	1
	Varsity Cheer	0	1	1	0	0	0	0	1	0	14	0	0
	Varsity Cross Country	0	0	0	0	0	0	0	0	3	3		
	Varsity Fast Pitch Softball	0	2	0	0	0	0	0	0	0	21	0	0
	Varsity Football (9-12)	7	0	2	0	0	0	0	0	24	0	0	0
	Varsity Soccer (FEMALE)	0	2	0	0	0	0	0	2	0	18	0	0
	Varsity Track	9	6	1	0	0	0	0	0	6	3	0	1
	Varsity Soccer (Boys)	1	0	2	0	0	0	0	0	12	0	0	0
Northshore Elementary	Beta Club, Jr.								1	7	4	1	
	Choir	2	1		1					4	12		
	Robotics Club	1								2	2		
	Tech Team									5	5		
Northwest Elementary	Annual Staff	0	4	0	0	0	0	0	0	1	2		
	Junior Beta	4	9	1	0	0	0	0	0	23	22	7	3
	Robotics Club	0	0	0	0	0	0	0	0	13	4	1	2
	Save Promise/Kindness Club	1	3	0	0	0	0	0	0	3	6	0	3
	Jump Rope	1	6	0	0	0	0	0	0	2	12	0	1
	Book Club	1	4	0	0	0	0	0	0	0	12	1	1
	Cougar Trooper	1	5	0	0	0	0	0	0	4	6	1	1
	Chess Club	1	0	0	0	0	0	0	0	12	4	3	2
	Coding Club	3	1	0	0	0	0	0	0	4	2	2	0
	Creativity/Logic	1	1	0	0	0	0	0	0	4	10	0	3
	Running Club	3	0	2	0	0	0	0	0	7	2	0	2
	Music Club	0	0	0	0	0	0	0	0	3	3	2	4
Northwest High School	Annual Staff	1	2	0	0	0	0	0	0	2	9	0	0

School	Extracurricular Activity	# African	# African	# Hispanic	# Hispanic	# Native	# Native	# Pacific	# Pacific	#	#	# Other	# Other
		American Males	American Fem	Male	Female	American Male	American Female	Islanders Male	Islanders Female	Caucasion Male	Caucasion Female	Male	Female
	Archery	3	1	1	0	0	0	0	2	14	7	0	0
	Band	16	25	4	4	0	0	9	11	55	47	3	1
	Beta Club	25	30	5	6	12	10	0	0	30	48	0	0
	Bowling	2	2	0	0	0	0	0	0	7	8	0	0
	Choir	12	20	0	2	0	0	1	0	14	55	0	0
	Diamond Girls	0	4	0	0	0	0	0	0	0	53	0	0
	Distributive Education Clubs of America	5	14	1	0	0	0	2	1	15	18	0	3
	Golf	1	0	0	0	0	0	0	0	11	7	0	1
	HOSA	1	4	0	0	0	0	0	0	10	31	0	5
	Key Club	3	1	0	0	0	0	0	0	3	7	0	1
	Mock Trial	2	3	1	0	0	0	0	0	7	7	1	0
	Mu Alpha Theta	5	9	2	1	0	0	0	0	19	18	8	13
	National Honor Society	1	13	1	0	0	0	0	0	17	44	2	6
	Powerlifting	8	2	0	0	0	0	1	0	5	1	0	0
	Robotics Club	2	0	0	0	0	0	0	0	6	5	1	2
	Spanish Club	2	3	0	2	0	0	0	0	3	6	0	3
	Student Council	5	13	2	1	0	0	2	1	10	15	0	0
	Swimming	0	0	0	0	0	1	0	0	8	8	0	0
	Tech Team	1	4	0	0	0	0	0	0	4	1	0	0
	Thespians	6	15	0	0	0	0	0	0	7	26	0	3
	Varsity Baseball	8	0	0	0	1	0	0	0	41	0	0	0
	Varsity Dance	0	4	0	0	0	0	0	0	0	12	0	0
	Varsity Tennis	2	3	0	0	1	1	0	0	21	18	0	0
	Varsity Volleyball	0	7	0	0	0	0	0	0	0	19	0	0
	Varsity Basketball	18	23	0	0	0	0	0	0	1	0	0	0
	Varsity Cheer	0	3	0	2	0	0	0	0	0	22	0	0
	Varsity Cross Country	4	1	1	0	0	0	0	0	9	14	0	0
	Varsity Fast Pitch Softball	0	7	0	0	0	0	0	0	0	17	0	0
	Varsity Football (9-12)	41	0	0	0	0	0	0	0	36	0	3	0
	Varsity Soccer	4	5	2	0	0	0	0	0	35	32	0	0
	Varsity Track	7	14	0	0	0	0	0	0	6	5	0	0
	Color Guard	1	12	0	3	0	0	0	1	0	17	0	0
	Model United Nations	0	0	0	0	0	0	0	0	6	7	0	0
	Skills USA Club	0	0	0	0	0	0	0	0	1	6	0	0
	The Paw	4	13	1	1	0	0	1	0	13	12	10	9
	Science Ambassadors	7	0	1	0	0	0	1	0	14	2	0	0
	Youth Alive	1	0	0	0	0	0	0	0	11	5	0	0
Northwest Middle School	Academic Team	3	2	0	1	0	0	2	3	3	4	0	0
	Annual Staff	1	4	0	0	0	0	0	0	1	11	1	0
	Archery	0	1	0	0	0	0	0	0	17	10	2	
	Band	29	40	1	4	0	0	0	0	81	63	8	7
	Beta Club	10	17	1	1	0	0	6	7	30	35	0	0

School	Extracurricular Activity	# African	# African	# Hispanic	# Hispanic	# Native	# Native	# Pacific	# Pacific	#	#	# Other	# Other
		American Males	American Fem	Male	Female	American Male	American Female	Islanders Male	Islanders Female	Caucasion Male	Caucasion Female	Male	Female
	Choir	3	16	0	0	0	0	0	0	8	71	0	1
	JH Baseball	18	0	0	0	0	0	0	0	14	0	1	0
	JH Basketball	22	22	0	0	0	1	0	0	4	10	0	1
	JH Cheer	0	3	0	0	0	0	0	0	0	19	0	0
	JH Dance	0	1	0	0	0	0	0	0	0	9	0	0
	JH Fast Pitch Softball	0	3	0	1	0	0	0	0	0	10	0	0
	JH Track	22	21	0	0	0	0	0	0	15	23	0	0
	JH Volleyball	0	4	0	0	0	0	0	0	0	18	0	0
	Junior Beta	13	39	1	9	0	0	2	11	41	62	2	0
	Junior High Football (7-8)	71	0	2	0	0	0	0	0	64	0	3	0
	Student Council	4	5	0	0	0	0	0	0	4	11	0	1
	Tech Team	2	4	0	0	0	0	0	0	1	4	0	1
	Cross Country	0	1	1	2	0	0	0	0	13	4	0	0
Oakdale Elementary	Beta Club, Jr.	7	10	1	1					18	12	2	2
Pelahatchie Elementary	Band	1	4	1	0	0	0	0	0	5	9	0	0
	Beta Club, Jr.	0	2	1	0	0	0	0	0	15	17	0	0
	Robotics Club	1	1	0	0	0	0	0	0	7	6	0	0
	Student Council/Chief Champions	4	2	1	0	0	0	0	0	4	9	0	0
	Tech Team, Jr	2	4	0	0	0	0	0	0	7	4	0	0
	Coding Club	3	7	1	1	0	0	0	0	27	27	0	0
Pelahatchie High School	Annual Staff		2								2		
	Archery	1	2							20	23		
	B.A.S.S Fishing									10			
	Band	0	3							12	11		
	Beta Club	3	9							11	14		
	JH Baseball	0								12		1	
	JH Basketball	4	9							5	3	1	
	JH Cheer		3								8		
	JH Track												
	JH Volleyball		6								6		
	JROTC												
	Junior Beta		6							5	9		
	Junior High Football (7-8)	4								17		1	
	Powerlifting	7	4		1					4	6		
	Varisty Baseball	2									19		
	Varisty Volleyball		6	1							11		
	Varisty Basketball	16	6	1							2	3	
	Varsity Cheer		4							1	12		
	Varsity Fast Pitch Softball		6								11		
	Varsity Football (9-12)	13		1						22			
	Varsity Soccer	2	3	1						23	19		
	Varsity Track	10	10							3	2		

School	Extracurricular Activity	# African	# African	# Hispanic	# Hispanic	# Native	# Native	# Pacific	# Pacific	#	#	# Other	# Other	
		American	American	Male	Female	American	American	Islanders	Islanders	Caucasion	Caucasion	Male	Female	
Pisgah Elementary	Archery	2	0	0	0	0	0	0	0	31	14	0	0	
	Band	2	1	0	0	0	0	0	0	7	6	0	0	
	Beta Club, Jr.	6	6	0	1	0	0	0	0	52	51	0	0	
	Tech Team	0	0	0	0	0	0	0	0	6	6	0	0	
Pisgah High School	Annual Staff		1								1			
	Archery		1							18	18			
	B.A.S.S Fishing									12	2			
	Band		3		1					17	7		1	
	Beta Club		7							18	39			
	Bowling									6	6			
	Chemistry Club	3	1							2	16			
	Diamond Girls										11			
	Drama Club	1	5							2	18		1	
	Future Farmers of America									25	5			
	Golf									6				
	HOSA		1							2	26			
	JH Baseball	1								15				
	JH Basketball	3	2							11	14			
	JH Cheer		1								16			
	JH Volleyball		1								12			
	JROTC													
	Junior Beta			5							17	27		
	Junior High Football (7-8)	7									30			
	Mu Alpha Theta			2							10	12		
	National Honor Society			2							5	13		
	Powerlifting	5									7			
	Student Council			2							5	10		
	Tech Team	1	1		1						2	3		
	Varisty Baseball											20		
	Varisty Dance			3								10		
	Varisty Tennis			1							10	18		
Varisty Volleyball			2								15			
Varisty Basketball	5	9								7	6			
Varsity Cheer			15								1			
Varsity Cross Country	1	2								10	9			
Varsity Fast Pitch Softball			2								23			
Varsity Football (9-12)	6									31				
Varsity Soccer	3									21	19			
Varsity Track	10	9								14	6			
Puckett Elementary	Beta Club, Jr.	1	0	0	0	0	0	0	0	13	17	0	0	
	Save Promise/Kindness Club	1	3	1	0	0	0	0	0	7	13	0	0	
	Student Council	0	1	0	0	0	0	0	0	8	13	0	0	

School	Extracurricular Activity	# African	# African	# Hispanic	# Hispanic	# Native	# Native	# Pacific	# Pacific	#	#	# Other	# Other
		American Males	American Fem	Male	Female	American Male	American Female	Islanders Male	Islanders Female	Caucasion Male	Caucasion Female	Male	Female
	Newspaper	1	0	0	0	0	0	0	0	1	4	0	0
Puckett High School	Academic Team	0	1	0	0	0	0	0	0	6	4	0	0
	Annual Staff	0	2	0	0	0	0	0	0	2	7	0	0
	Archery	0	0	0	0	0	0	0	0	16	8	1	0
	Band	3	0	0	0	0	0	0	0	10	14	0	0
	Beta Club	2	10	0	1	0	0	0	0	32	43	0	0
	Family, Career and Community Leaders of America (FCCLA)	2	8	0	0	0	0	0	0	0	20	0	0
	FFA	1	0	0	0	0	0	0	0	23	6	0	0
	Golf	0	0	0	0	0	0	0	0	5	0	0	0
	JH Baseball	0	0	0	0	0	0	0	0	23	0	0	0
	JH Basketball	4	2	0	0	0	0	0	0	20	7	0	0
	JH Cheer	0	1	0	0	0	0	0	0	0	10	0	0
	JH Fast Pitch Softball	0	3	0	0	0	0	0	0	0	8	0	0
	JH FFA	0	0	0	0	0	0	0	0	20	16	0	0
	JROTC	1	2	0	0	0	0	0	0	11	6	0	0
	Junior Beta	0	4	0	0	0	0	0	0	19	13	0	0
	Junior High Football (7-8)	4	0	0	0	0	0	0	0	38	0	0	0
	Mu Alpha Theta	1	0	0	0	0	0	0	0	7	7	0	0
	National Honor Society	0	3	0	0	0	0	0	0	2	17	0	0
	Powerlifting	2	2	0	1	0	0	0	0	10	5	0	0
	Student Council	0	1	0	0	0	0	0	0	7	19	0	0
	Tech Team	0	0	0	0	0	0	0	0	3	4	0	0
	Varisty Baseball	1	0	0	0	0	0	0	0	25	0	0	0
	Varisty Tennis	6	0	0	0	0	0	0	0	2	7	1	0
	Varisty Volleyball	0	0	0	0	0	0	0	0	0	20	0	1
	Varisty Basketball	9	4	0	0	0	0	0	0	8	11	1	0
	Varsity Cheer	0	2	0	0	0	0	0	0	0	11	0	1
	Varsity Cross Country	0	0	0	0	0	0	0	0	6	6	0	0
	Varsity Fast Pitch Softball	0	2	0	0	0	0	0	0	0	16	0	1
	Varsity Football (9-12)	9	0	0	0	0	0	0	0	26	0	2	0
	Varsity Soccer	0	3	0	1	0	0	0	0	19	16	1	0
	Varsity Track	12	10	0	0	0	0	0	0	17	11	3	0
	Educator's Rising	0	0	0	0	0	0	0	0	2	9	0	0
Richland Elementary	Tech Team	2	3		1					4	4		
Richland High School	Academic Team	1	3							4	2	1	
	Annual Staff		2										
	Archery	3	1	1	3					13	5		
	HS Band	10	14	2	4					13	8		
	Bowling	4	1	3						4	5		
	HS Choir	2	15	1	2					3	8		
	Future Famers of America	1								5	4		
	Golf									6	5		

School	Extracurricular Activity	# African	# African	# Hispanic	# Hispanic	# Native	# Native	# Pacific	# Pacific	#	#	# Other	# Other
		American	American	Male	Female	American	American	Islanders	Islanders	Caucasion	Caucasion	Male	Female
	JH Baseball	3		1						3			
	JH Basketball	14	10							3	2		
	JH Cheer		5		1					4			
	JH Soccer	1		10						11			
	JH Volleyball		2		4						3		
	Junior High Football (7-8)	20		5						13			
	Powerlifting	8	6	2	3					3	6		
	Student Council	2	5	2	3					6	13		
	Tech Team	2	1		1			2		1			
	Varisty Baseball	5								15			
	Varisty Dance		8		1						3		
	Varisty Tennis	0	0	1	2					14	15		
	Varisty & JV Volleyball		6		4						6		
	Varisty Basketball	19	14	1						2	0		
	Varsity Cheer		5		1						9		
	Varsity Cross Country	2		3	2					5	3		
	Varsity Fast Pitch Softball	4									20		
	Varsity Football (9-12)	28		3						23			
	Varsity Soccer	1	2	11	3					17	22		
	Unified Club	2	4	0	1			1		3	7		
	Gaming Club/Esports	5		2						8			
Richland Upper Elementary	Beta Club	5	3	2	1					10	13		
Rouse Elementary	None												
Steen's Creek Elementary	Choir	3	3		1					10	27		
Stonebridge Elementary	Tech Team	4	1	1	1					12	11	1	1



**Alcorn**  
State University

**SCHOOL OF EDUCATION & PSYCHOLOGY**

**OFFICE OF STUDENT TEACHING & FIELD EXPERIENCE**

**CLINICAL EXPERIENCE TERMS OF AGREEMENT**

between

**Alcorn State University**

and

**School District Name**

**Rankin County School District**

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**THIS AGREEMENT SHALL BE BINDING ON THE DISTRICT ONLY IF IT IS  
SIGNED BY THE DEPUTY CLERK OR AUTHORIZED PERSONNEL**

**EXHIBIT**

**U**

The terms of this annual agreement outline the policies and procedures relating to the Public School District and Institution for field based academic programs administered by Alcorn State University as required by the state mandated Standards for the Approval of Teacher Education Programs in Mississippi. This Clinical Experience Agreement (“Agreement”) is between Rankin County Public School District (“District”) and Alcorn State University (“Institution”). The parties as follows:

**Full Name of Institutions:** Alcorn State University

**Department:** Education and Psychology

**Contact Name:** Dr. LaShundia Carson

**Address:** 1000 ASU Drive

**City, State, ZIP:** Alcorn State, MS 39096

**Telephone:** 601-877-2371

**Email:** ldcarson@alcorn.edu

**District Point of Contact:** Mrs. Michelle Morris

**Department:** Human Resources

**Address:** 1220 Apple Park Place

**City, State, ZIP:** Brandon, MS 39042

**Telephone:** 601-825-5590

**Email:** michelle.morris@rcsd.ms

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## TERMS AND CONDITIONS

1. **Purpose of Agreement:** To provide Institution and university student teacher and school counselor interns (“Intern”) the opportunity for hands on teaching, learning, and practical classroom and experience with a District teacher and/or School Counselor. The parties expect that Intern’s classroom experience will provide direct teaching and learning skills as well as the in-class experience required for degree completion.
2. **Term and Termination.** Interns may be placed in District classrooms under this Agreement beginning July 1, 2022. Unless earlier terminated as provided below, this Agreement shall continue through June 30, 2023.
3. **Agreement Documents.** This Agreement consists of these Terms and Conditions and any documents (“Exhibits”) listed below. A conflict in these documents shall be resolved in the priority listed below with these Terms and Conditions taking precedence over all other documents. If applicable, the Exhibits to this Agreement include the following documents:
4. **Intern Assignments.**
  - a. The Intern is not an employee of the District during the internship Placement Experience. District and Institution will be jointly responsible for assigning Interns,

selecting the cooperating teachers and/or site supervisors, and planning the Intern's direct teaching experience.

- b. District's school administrator or designee shall determine the number of Interns that District can accommodate. District may decline institution's request for placement if positions are not available.
  - c. District's school administrator or designee shall allocate all specific classroom assignment(s) in accordance with Institution guidelines for Intern placement.
  - d. In assigning Interns, the parties recognize that it may be desirable for Interns to work with more than one Cooperating Teacher and/or Site Supervisor. The school administrator or designee shall facilitate such arrangements to the extent possible.
  - e. Interns shall not be permitted to independently arrange any assignment(s) with the school administrator, Cooperating Teacher and/or Site Supervisor.
  - f. The parties agree to adhere to District's school calendar and abide by District's policies, regulations and procedures currently or hereafter adopted by the District.
  - g. Interns shall not bring any materials into the classroom without the express approval of the Cooperating Teacher and/or Site Supervisor.
  - h. The parties shall keep one another informed of changes in supervision, coordination, and/or expectations regarding the Intern Placement Experience.
5. **Cooperating Teacher and/or Site Supervisor.** The Office of Student Teaching & Field Experiences will collaborate with superintendents or District designees and school principals to select the Cooperating Teachers to work with undergraduate, student teacher interns and practicum students and Site Supervisor to work with graduate interns. Cooperating Teachers and/or Site Supervisors must be selected using the following criteria:
- a. Recommended by the principal, approved by the District Office and Director of Student Teaching & Field Experience.
  - b. Willingness to serve as a clinical for cooperating teacher and/or site supervisor.
  - c. Hold a valid Mississippi license in the appropriate subject and grade levels and have a full day teaching schedule assigned in that certification area.
  - d. Three years of successful teaching experience in the appropriate subject and grade levels, with at least one year of teaching experience in the current school system of employment.
  - e. Is a legal resident of the United States.

- f. Show evidence of a commitment to professional development by participation in one or more of the following activities: 1) involvement in professional organizations; 2) engaging in continuing education; 3) pursuit of advance degrees; 4) and a willingness to work with the School of Education & Psychology field experience activities.
  - g. Does not anticipate any extended absences or the assignment or additional responsibilities during the semester in which the intern is supervised.
  - h. Capable of using a variety of effective instructional procedures modeling good professional practice, time management skills, good communication, and interpersonal skills.
  - i. Effective mentoring and supervision skills.
  - j. Receive training in the state approved evaluative programs (Teacher Intern Assessment Instrument (TIAI) and Educator Professional Disposition Online Trainings). The Mississippi Educator Preparation Program Collaborative Committee designed online training modules to certify all individuals using the TIAI and rating interns. All of Institution's clinical Faculty, District Cooperating Teachers, Site Supervisors, University Supervisors and Interns must complete this training.
  - k. Willing to coordinate with the assistance of the University Supervisors, all intern course requirements, maintain appropriate records of intern experiences, and complete the appropriate intern and university evaluation instruments.
6. **Coordination and Planning.** Representatives of Institution and District shall meet as necessary to plan, evaluate, and modify the Teacher Education Program and Professional Counseling Program.
7. **Institution Duties. Institution shall:**
- a. Institution is responsible for the selection, testing, placement and grading Interns placed with District. Institution reserves the right to remove an Intern at any time or request a new placement when Institution deems necessary.
  - b. Adhere to District's school calendar and abide by District's policies, regulations and procedures currently or hereafter adopted by the District.
  - c. Provide to District's Administrator personal academic information for each Intern, including affiliation dates, sufficient copies of field experience guidelines, Institution handbook, and assessment forms for all Cooperating Teachers and Site Supervisors.
  - d. Institution shall determine the required number of hours of District experience for Interns at District. The selection of times, days and classes for Intern shall be made by the Intern in concurrence with appropriate District personnel and Intern's Director of

Student Teaching and Field Experience and Professional Counseling Coordinator from Institution.

- e. Offer the District's administrators, Cooperating Teachers, teacher's and Site Supervisors professional development training opportunities to earn continuing education units (CEUs) through the Alcorn State University and Sanford Inspire Grant Program.
- f. Cooperating Teacher and/or Site Supervisor will receive 5 Continuing Education Units (CEUs) from the School of Education and Psychology for hosting an Intern. CEUs are offered for one placement only.
- g. Share Cooperating Teacher and/or Site Supervisor evaluation data with the school district administrators, principal, cooperating teacher, and/or site supervisor.
- h. Permit participating school districts the opportunity to make a job offer to the Intern.

**8. District Duties. District shall:**

- a. Provide a cooperating, support staff, and facilities for Intern supervision.
- b. Reserve its right to interview and approve all Interns proposed for assignment in a District classroom, so far as that interview and approval process is consistent with District's non-discrimination policy.
- c. Ensure that Cooperating Teachers and/or Site Supervisors provide appropriate supervision to Interns and treat Interns as a professional who are expected to follow all District rules and regulations.
- d. Encourage Interns to participate in the availability of in-service education programs.
- e. Remove an Intern from the Placement for violating District rules and regulations or for such actions the District views as detrimental to the students in the classroom or contrary to District's best interest. Institution will be consulted before final action is taken.

**9. Early Termination.** This Agreement may be terminated as follows unless otherwise specified herein:

- a. Mutual: District and Institution may terminate this Agreement at any time by written agreement.
- b. District's Sole Discretion: District in its sole discretion may terminate the Agreement for any reason on 30 days' written notice to institution. However, when reasonable, Interns should be allowed to conclude their placement experience.

- c. Breach: Either party may terminate this Agreement in the event of breach by the other party. To be effective, the party seeking termination must give to the other party written notice of the breach and its intent to terminate. If the breaching party does not entirely cure the breach within 15 days of the date of the notice, then the non-breaching party may terminate this agreement at any time thereafter by giving a written notice of termination.
- d. Institution Licensing, etc.: District may terminate this Agreement immediately by written notice to Institution upon denial, suspension, revocation, or non-renewal of any license, permit, or certification that Institution must hold to provide services under this Agreement.

**10. Work Performed on District Property.**

- a. Identification: Where on District property, all Interns must carry photo identification and must present it to any District personnel upon request. If the Intern cannot produce such identification or if the identification is unacceptable to District, District may provide at its sole discretion, District-produced identification tags to Interns.
- b. Sign-In Required: As required by schools and other District location, each day an Intern is present on District property, the Intern must sign into the location's main office to receive an in-school identification/visitor tag. Interns shall display this tag on their person at all times while on District property.
- c. No Smoking: All District properties are tobacco-free zones; Interns are prohibited from using any tobacco product on District property.
- d. No Drugs: All District properties are drug-free zones.
- e. No Weapons or Firearms: Except as provided by statute and District policy, all District properties are weapons and firearms-free zones; Interns are prohibited from possessing on their person or in their vehicles any weapons or firearms while on District property.
- f. Intern Notice: Institution is responsible for informing it Interns on these and all other conditions of this Agreement related to Intern performance and conduct.

**11. Criminal Background Check.** Before their assignment begins at a District or other site, all Interns placed by Institution under this Agreement shall submit to and pass a criminal background check (including fingerprints) including review of the Child Abuse Registry. Intern shall pay all fees assessed by Mississippi Department of Public Safety for processing the background check.

**12. Reporting of Child Abuse.** Institution and Intern agree to comply with the Mississippi laws on mandatory reporting of child abuse, neglect, and exploitation as if they were mandatory abuse reporters. In so agreeing, Institution and Intern shall immediately report to the proper state and law enforcement agency circumstances supporting reasonable

cause to believe that any child has been abused. Further, Institution and Intern shall report to the school principal or designated school authority the circumstances supporting reasonable cause to believe that any child has been abused.

13. **Security.** Any disclosure of a District matter or removal of any District property by Institution or its Interns shall be the cause for immediate termination of this Agreement. District hereby deems all information, documents, and property contained in or on District property privileged and confidential.
14. **Liability/Indemnification.** As public entities of the State of Mississippi, the liability of both the District and Institution is determined and controlled in accordance with Mississippi Code Annotated § 11-46-1 et seq., including all defenses and exceptions contained therein. Nothing in this Agreement shall have the effect of changing or altering the liability or eliminating any defense available to the State under statute.
15. **Confidentiality: Family Education Rights and Privacy Act ("FERPA") prohibits the disclosure of student information.** Except in very specific circumstances, Institution and Intern shall not disclose to any other party without prior consent of the parent/guardian any information or records regarding students that Institution or Intern may learn or obtain in the course and scope of its performance of this Agreement. Any disclosure of confidential student information must comply with the disclosure laws of FERPA. Consistent with FERPA's requirements, personally identifiable information obtained by Institution or Intern in the performance of this Agreement must be used only for the purposes identified in the Agreement.
16. **Compliance with Applicable Law.** Institution and District shall comply with all federal, state, and local laws applicable to public contracts, to the work done under the Agreement, and with all regulations and administrative rules established pursuant to those laws.
17. **Non-discrimination Clause.** Both parties agree that no person shall be subject to unlawful discrimination based on race; color; gender; age; religion; national origin; U.S. military veteran status; marital status; sexual orientation; disability; source of income; or political affiliation in programs, activities, services, benefits, or employment in connection with this Agreement. The parties further agree not to discriminate in their employment in connection with this Agreement. The parties further agree not to discriminate in their employment or personnel policies.
18. **Insurance.** Interns are required to obtain professional liability insurance through either Mississippi Professional Educators (MPE) or Mississippi Association of Educators (MAE) during the term of their Intern Placement Experience.
19. **Notices.** All notices or demands of any kind required or desired to be given by District or Institution must be in writing and shall be deemed delivered upon depositing the notice or

demand in the United States mail, certified or registered, postage prepaid, addressed to the respective party at the addresses herein.

- 20. **Entire Agreement.** When signed by both parties, this Agreement is their final and entire Agreement. As their final and entire expression, this Agreement supersedes all prior and or contemporaneous oral or written proposals, statements, discussions, negotiations or other arrangements. The parties acknowledge that they have not been induced to enter into this Agreement by oral or written representations or statements not expressly contained in this Agreement. This Agreement may be modified, or any provision waived, only in writing signed by the parties.

**I HAVE READ THIS AGREEMENT AND THE ATTACHED EXHIBITS, IF ANY. I CERTIFY THAT I HAVE THE AUTHORITY TO SIGN AND ENTER INTO THIS AGREEMENT ON BEHALF OF THE PARTY I REPRESENT AND AGREE TO BE BOUND BY ITS TERMS.**

**INSTITUTION**

**DISTRICT**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

Ontario Wooden, Ph.D.  
Provost/ Sr. VP for Academic Affairs  
Printed Name and Title

J. Scott Rimes, FlD  
Printed Name and Title of Authorized  
District Representative

\_\_\_\_\_  
Date

6/8/22  
Date

\_\_\_\_\_  
Signature

Felecia M. Nave, Ph.D., President  
Printed Name and Title of Authorized  
Institution Representative

\_\_\_\_\_  
Date



# Alcorn State University

**Department of Education & Psychology  
Office of Student Teaching & Field Experiences  
1000 ASU Drive #480  
Lorman, MS 39096  
t/601-877-6549 f601-877-6211**

## **Criteria for Clinical and Cooperating Teachers**

The Office of Student Teaching & Field Experiences collaborates with superintendents and school principals to select the cooperating teachers who work with undergraduate interns, student teachers and practicum students. Clinical/Cooperating teachers must be selected using the following criteria:

- Hold a Mississippi license in the appropriate subject and grade levels.
- Three or more years of successful teaching experience in the appropriate subject and grade levels, *with at least one year of teaching experience in the current school system of employment.*
- Full-time teaching responsibilities in the area of the candidate's licensure.
- Effective instructional, management, communication, and interpersonal skills.
- Effective mentoring and supervision skills.
- Endorsement by the principal as a good role model for teaching.
- Willingness to serve as a clinical for cooperating teacher.
- Have to complete the Teacher Intern Assessment Instrument (TIAI) and Educator Professional Disposition Online Trainings.

The University of Mississippi has designed online training modules to certify all individual using the TIAI and rating interns. All of Alcorn's clinical and cooperating teachers and University Supervisor and Student Teachers must complete this training.

Practicum experiences are a series of supervised observational and interactive experiences in a school department that provide for emphasize the teaching application of theory in the field. To facilitate the practicum, Alcorn State University students are placed with a Clinical Teacher in a partnering school by the Office of Student Teaching and Field Experiences. The primary role of the Clinical Teacher is to supervise and guide the practicum student throughout his or her field placement.

Student teaching is defined as a full day, full time, school-based experience that is supervised by both a certified experience teacher and a university supervisor. The primary objective of student teaching is to provide the opportunity for acquisition and demonstration of instructional competence with beginning professional educators.



**Alcorn**  
State University

**SCHOOL OF EDUCATION & PSYCHOLOGY**

**OFFICE OF STUDENT TEACHING & FIELD EXPERIENCE**

**CLINICAL EXPERIENCE TERMS OF AGREEMENT**

**between**

**Alcorn State University**

**and**

**School District Name**

**Rankin County School District**

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## TERMS AND CONDITIONS

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**Student Teaching and Field Experience and Professional Counseling Coordinator from Institution.**

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- d. **Institution Licensing, etc.**: District may terminate this Agreement immediately by written notice to Institution upon denial, suspension, revocation, or non-renewal of any license, permit, or certification that Institution must hold to provide services under this Agreement.

**10. Work Performed on District Property.**

- a. **Identification**: Where on District property, all Interns must carry photo identification and must present it to any District personnel upon request. If the Intern cannot produce such identification or if the identification is unacceptable to District, District may provide at its sole discretion, District-produced identification tags to Interns.
- b. **Sign-In Required**: As required by schools and other District location, each day an Intern is present on District property, the Intern must sign into the location's main office to receive an in-school identification/visitor tag. Interns shall display this tag on their person at all times while on District property.
- c. **No Smoking**: All District properties are tobacco-free zones; Interns are prohibited from using any tobacco product on District property.
- d. **No Drugs**: All District properties are drug-free zones.
- e. **No Weapons or Firearms**: Except as provided by statute and District policy, all District properties are weapons and firearms-free zones; Interns are prohibited from possessing on their person or in their vehicles any weapons or firearms while on District property.
- f. **Intern Notice**: Institution is responsible for informing it Interns on these and all other conditions of this Agreement related to Intern performance and conduct.

**11. Criminal Background Check.** Before their assignment begins at a District or other site, all Interns placed by Institution under this Agreement shall submit to and pass a criminal background check (including fingerprints) including review of the Child Abuse Registry. Intern shall pay all fees assessed by Mississippi Department of Public Safety for processing the background check.

**12. Reporting of Child Abuse.** Institution and Intern agree to comply with the Mississippi laws on mandatory reporting of child abuse, neglect, and exploitation as if they were mandatory abuse reporters. In so agreeing, Institution and Intern shall immediately report to the proper state and law enforcement agency circumstances supporting reasonable

cause to believe that any child has been abused. Further, Institution and Intern shall report to the school principal or designated school authority the circumstances supporting reasonable cause to believe that any child has been abused.

13. **Security.** Any disclosure of a District matter or removal of any District property by Institution or its Interns shall be the cause for immediate termination of this Agreement. District hereby deems all information, documents, and property contained in or on District property privileged and confidential.
14. **Liability/Indemnification.** As public entities of the State of Mississippi, the liability of both the District and Institution is determined and controlled in accordance with Mississippi Code Annotated § 11-46-1 et seq., including all defenses and exceptions contained therein. Nothing in this Agreement shall have the effect of changing or altering the liability or eliminating any defense available to the State under statute.
15. **Confidentiality: Family Education Rights and Privacy Act (“FERPA”)** prohibits the disclosure of student information. Except in very specific circumstances, Institution and Intern shall not disclose to any other party without prior consent of the parent/guardian any information or records regarding students that Institution or Intern may learn or obtain in the course and scope of its performance of this Agreement. Any disclosure of confidential student information must comply with the disclosure laws of FERPA. Consistent with FERPA’s requirements, personally identifiable information obtained by Institution or Intern in the performance of this Agreement must be used only for the purposes identified in the Agreement.
16. **Compliance with Applicable Law.** Institution and District shall comply with all federal, state, and local laws applicable to public contracts, to the work done under the Agreement, and with all regulations and administrative rules established pursuant to those laws.
17. **Non-discrimination Clause.** Both parties agree that no person shall be subject to unlawful discrimination based on race; color; gender; age; religion; national origin; U.S. military veteran status; marital status; sexual orientation; disability; source of income; or political affiliation in programs, activities, services, benefits, or employment in connection with this Agreement. The parties further agree not to discriminate in their employment in connection with this Agreement. The parties further agree not to discriminate in their employment or personnel policies.
18. **Insurance.** Interns are required to obtain professional liability insurance through either Mississippi Professional Educators (MPE) or Mississippi Association of Educators (MAE) during the term of their Intern Placement Experience.
19. **Notices.** All notices or demands of any kind required or desired to be given by District or Institution must be in writing and shall be deemed delivered upon depositing the notice or

demand in the United States mail, certified or registered, postage prepaid, addressed to the respective party at the addresses herein.


- 20. **Entire Agreement.** When signed by both parties, this Agreement is their final and entire Agreement. As their final and entire expression, this Agreement supersedes all prior and or contemporaneous oral or written proposals, statements, discussions, negotiations or other arrangements. The parties acknowledge that they have not been induced to enter into this Agreement by oral or written representations or statements not expressly contained in this Agreement. This Agreement may be modified, or any provision waived, only in writing signed by the parties.

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**I HAVE READ THIS AGREEMENT AND THE ATTACHED EXHIBITS, IF ANY. I CERTIFY THAT I HAVE THE AUTHORITY TO SIGN AND ENTER INTO THIS AGREEMENT ON BEHALF OF THE PARTY I REPRESENT AND AGREE TO BE BOUND BY ITS TERMS.**

**INSTITUTION**

**DISTRICT**

  
 \_\_\_\_\_  
 Signature

  
 \_\_\_\_\_  
 Signature

Ontario Wooden, Ph.D.  
 \_\_\_\_\_  
 Provost/ Sr. VP for Academic Affairs  
 Printed Name and Title

J. Scott Rimes, Ph.D.  
 \_\_\_\_\_  
 Printed Name and Title of Authorized  
 District Representative

9/12/22  
 \_\_\_\_\_  
 Date

6/8/22  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Signature

Felecia M. Nave, Ph.D., President  
 \_\_\_\_\_  
 Printed Name and Title of Authorized  
 Institution Representative

\_\_\_\_\_  
 Date

**Memorandum of Understanding**  
**“Grow Your Own” Teacher Education Collaborative**  
**Three year degree option for Teacher Education**

This Memorandum of Understanding (the “Memorandum”) is made by and between William Carey University and the undersigned school district in Mississippi in an effort to impact the teacher shortage through a creative partnership between the university and the district.

**I) Responsibilities of William Carey University**

- Advise potential students with the assistance of school district personnel in selection of dual credit classes;
- Work with participating school districts to place students for practicum and student teaching experiences during their teacher assistant position;
- Provide the Teacher Assistant Scholarship to participating and eligible students;

**II) Responsibilities of School District**

- Collaborate with William Carey University in recruiting and advising students;
- Allow access to students in their final two years of high school for advising purposes regarding dual credit classes;
- Agree to giving **hiring preference** for assistant teacher positions to candidates in the Grow Your Own program and also give preference when possible for teaching positions once students graduate from WCU;
- Coordinate internship placements for students who are hired as an assistant teacher in the district.

**III) Responsibilities of Students**

- Be eligible for admission to teacher education prior to being admitted to the teacher assistant program;
- Graduate from high school with at least 12 hours of dual credit courses which apply to the core requirements of WCU.
- If hired as an assistant teacher, agree to work as a certified teacher in the district **pending job openings and placement** for three years after graduation.

Each party shall be liable for its own acts and omissions and the results thereof to the extent provided by law, and shall not be responsible for the acts or omissions of the other parties and the results thereof.

The parties agree there will be no discrimination against any student, instructor, coordinator or applicant covered under this Memorandum because of race, color, religion, national origin, age, disability, military status, or sex.

The parties agree that by signing this Memorandum they may have access to certain confidential information. The parties agree that they will not at any time disclose confidential information and/or material without the consent of the affected party unless such disclosure is authorized by this Memorandum or required by law.

Any violation of the foregoing responsibilities will warrant the cancellation of the Memorandum of Understanding within thirty (30) days upon notice to parties.

This Memorandum may only be modified or amended by mutual consent of all parties by the issuance of a subsequent written agreement.

In the event that any provision of this Memorandum shall be held to be invalid or illegal, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.

All notices or other communications will be in writing and mailed first class, postage prepaid or transmitted by facsimile or email, as addressed below.

We, the undersigned have read and agree with this Memorandum of Understanding. Further, we have reviewed the proposed project and approve it.

By: *Au Lounser*  
Title: \_\_\_\_\_  
William Carey University  
710 William Carey Parkway  
Hattiesburg, MS 39401  
P: (601) \_\_\_\_\_

*Ben Beunk*  
By: \_\_\_\_\_  
Title: *EVP, WCU*

Date *1-28-21*