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WESTERN DISTRICT OF LOUISIANA
ALEXANDRIA, LOUISIANA

IN THE UNITED STATES DISTRICT COURT
FOR THE WESTERN DISTRICT OF LOUISIANA
ALEXANDRIA DIVISION

UNITED STATES OF AMERICA,)

Plaintiff,)

ALLEN HOLMES,)

Intervenor,)

Civil Action No. 1:65-cv-12721

v.)

AVOYELLES PARISH)
SCHOOL BOARD, *et al.*,)

Defendants.)

CONSENT ORDER

I. BACKGROUND

The above-captioned school desegregation case was filed in 1967 by the United States of America against the Avoyelles Parish School Board (“District” or “APSB”). On July 23, 1969, this Court approved the District’s first desegregation plan, which was developed in consultation with the United States. On April 20, 1987, this Court approved the motion to intervene filed by Private Plaintiff Allen Holmes. On July 7, 1988, following litigation related to Private Plaintiff’s petition for further remedial relief, this Court issued an order concerning student assignment, which was subsequently modified in 1992, 1996, 2000, 2003, and 2005.

In 2008, the District developed a plan to realign its schools and in 2009, filed a motion for approval of its revised plan. On May 28, 2009, the Court issued a ruling, noting that the revised plan did not adequately describe how the District intended to achieve unitary status, concluding that “there [were] too many unknowns and variables in the desegregation picture

even to get a viable snapshot of the net effects of the plan if implemented in its entirety.” Thus, the Court directed APSB to focus on certain facets of its operations, including student assignment, faculty assignment, facilities, curriculum, student discipline, and cohesion with respect to the review and approval of Board policies. For example, APSB was expected to eliminate improper “zone jumping,” fully implement its majority-to-minority (M-to-M) transfer program, “rebrand” the Louisiana School for the Agricultural Sciences (LASAS), adopt a “New Tech” magnet curriculum at Bunkie High School (BNTHS), and develop a comprehensive plan for a magnet program at Bunkie Elementary School.

In response to subsequent motions filed by the District, the Court granted APSB declarations of partially unitary status in the areas of transportation (March 9, 2012), faculty and staff assignment (Sept. 2, 2012), and extracurricular activities (Dec. 14, 2012). The District also filed a motion for a declaration of partial unitary status in the area of facilities, which was denied; the District renewed its motion on August 18, 2013. On April 6, 2014, the District filed a motion for a declaration of full unitary status, which the United States opposed on June 3, 2014. On July 24 – 25, 2014, the Court held an evidentiary hearing on the District’s facilities motion, and the District’s subsequent motion for approval of its prospective renovation/construction plans (the “Ten Year Plan”). At the conclusion of the hearing, the Court directed the United States, the District, and Private Plaintiff (collectively, the “Parties”) to engage in good faith settlement negotiations with the assistance of a mediator to resolve all outstanding issues in an amicable fashion.

The Parties have engaged in subsequent mediation to negotiate the terms of this Consent Order, which is intended to resolve the outstanding issues in this case. After reviewing the terms of this Consent Order, and finding them fair, just, and reasonable, it is the opinion of this Court

that entry of the Consent Order comports with federal law and the Fourteenth Amendment to the United States Constitution and should further the orderly desegregation of the District. The Parties agree that the entry of this Consent Order, without further litigation, is in the public interest and agree to all terms and conditions below.

The Parties agree to the terms of this Consent Order and agree to comply with its provisions to address and resolve the issues raised by the United States and Private Plaintiff, consistent with the District's desegregation obligations. The signatories undertake this Consent Order as a means of alternative dispute resolution to avoid further litigation and for the purposes of judicial and governmental economy. The District understands that this Consent Order shall be binding upon any successor school boards and district superintendents.

It is therefore **ORDERED, ADJUDGED and DECREED:**

II. GENERAL REQUIREMENTS

1. AP SB has an affirmative legal duty "not only to avoid any official action that has the effect of perpetuating or reestablishing a dual school system, but also to render decisions that further desegregation and help to eliminate the effects of the previous dual school system." *Harris v. Crenshaw Cnty. Bd. of Educ.*, 968 F.2d 1090, 1095 (11th Cir. 1992). To fulfill this duty, the District shall ensure that all facets of its operations are performed free of discrimination on the basis of race and in a manner that furthers desegregation.

2. The District shall ensure that all new policies/procedures that impact the assignment of students between and within schools, including any new magnet or specialized programs and any discipline policies, are evaluated, adopted, and implemented pursuant to the process set forth in the document attached as Exhibit A.

III. STUDENT ASSIGNMENT BETWEEN SCHOOLS

3. The District's grade structure and enrollment for the current 2014-15 school year are set forth in Table 1 below:

Table 1: Student Enrollment (2014-2015)								
		Black	%	White	%	Other	%	Total
Avoyelles	7-12	296	42.8%	380	55.0%	15	2.2%	691
BNTHS	7-12	269	56.9%	189	40.0%	15	3.2%	473
Marksville	7-12	396	44.5%	445	50.1%	48	5.4%	889
LASAS	7-12	101	29.2%	236	68.2%	9	2.6%	346
HS Total		1062	44.3%	1250	52.1%	87	3.6%	2399
Bunkie	K-6	314	81.8%	65	16.9%	5	1.3%	384
Cottonport	K-6	268	63.5%	145	34.4%	9	2.1%	422
Lafargue	K-6	129	19.3%	532	79.6%	7	1.0%	668
Marksville	K-6	366	58.6%	225	36.0%	34	5.4%	625
Plaucheville	K-6	243	41.0%	339	57.2%	11	1.9%	593
Riverside	K-6	183	57.7%	132	41.6%	2	0.6%	317
ES Total		1503	50.0%	1438	47.8%	68	2.3%	3397
AVAP	6-12	~0	~0.0%	~0	~0.0%	~00	~0.0%	~0
TOTAL		2565	47.4%	2688	49.7%	155	2.9%	5408

4. This enrollment data shows that three of the District's schools remain racially identifiable; the enrollments at these schools exceed +/- 15 percentage points from the relevant overall enrollments (*i.e.*, elementary or secondary). Two of the District's schools have disproportionate enrollments using a ratio of +/- 20 percentage points. Bunkie Elementary School is 81.8% African-American when the overall African-American enrollment is 47.4% and Lafargue Elementary School is 79.6% White when the overall White enrollment is 49.7%. LASAS, a charter school which is expected to enroll students from throughout the parish, has a 68.2% White enrollment.¹

5. According to APSB's data, as many as 254 District students do not attend their home schools (not counting those who attend LASAS), and some of these reassignments hinder the desegregation process by sending White students to majority White schools and African-American students to majority African-American schools. For example, the District's records

¹ It should be noted that the enrollment at BNTHS, which recently adopted the New Tech curriculum and is supposed to serve as a district-wide magnet school, experienced a significant change between the 2013-14 school year and the current school year, with the African-American enrollment decreasing by 2.9 percentage points and the White enrollment increasing by 2.2 percentage points. Likewise, the African-American enrollment at LASAS increased by 4.1 percentage points since last year and the White decreased by 3.6 percentage points. Also, while the enrollment of the Avoyelles Virtual Alternative Program (AVAP) fluctuates, that facility usually has a disproportionately high African-American enrollment.

indicate that 14 White students who reside in the BNTHS attendance zone are enrolled at Avoyelles High School, 17 students who reside in the Riverside Elementary School attendance zone are enrolled at Plaquemine Elementary School, and 15 African-American students who reside in Lafargue Elementary School attendance zone are enrolled at Marksville Elementary School. The District also granted reassignments that were categorized as majority-to-minority (M-to-M) transfers, but actually had the opposite result; students were reassigned from schools where their race was in the minority into schools where their race was in the majority.

A. Residential Attendance Zones & Address Verification

6. Except as otherwise provided herein, APSB students shall attend the schools located in the geographic attendance zone in which they reside as indicated in the map attached as Exhibit B. This District shall post digital versions of these maps on its website.

7. To ensure that the residential attendance zones are properly enforced, the District shall adopt and fully implement the student assignment and address verification policy set forth in the document attached as Exhibit C and ensure that its other policies are consistent with this student assignment and address verification policy.

8. The District shall allow students who are currently attending schools outside their residential attendance zones to remain at their current school until the end of the current school year.

B. Majority to Minority Transfers

9. The District shall encourage African-American and White students attending a school in which their race is in the majority to attend another school in the District where their race is in the minority. The District shall grant M-to-M transfers to all students who qualify for and request such a transfer. The District also shall provide free transportation to all students who are granted an M-to-M transfer.

10. All M-to-M transfer requests for the forthcoming school year are due by June 1. The District will evaluate requests based solely on the racial composition of the schools according to the end-of-the-year student enrollment data from the school year just ending, and grant requests that are consistent with paragraph 9 above for appropriate grade levels (*e.g.*, elementary, junior high, and high schools). Once granted, M-to-M transfers will be renewed

automatically each year until the student volunteers to return to his/her home school or matriculates to a new school.

11. The District shall publicize and broadly disseminate accurate information about M-to-M transfers by, *inter alia*, including a description of the program in its Student Handbook, posting relevant information on the District's website, placing applicable timely notices in the appropriate print media, disseminating notices to parents, and providing relevant announcements during parent orientation and informational sessions. Annually, by no later than March 15, the District shall mail a letter, enclosing a M-to-M transfer application, to the parents of all students informing them of the availability of M-to-M transfers. The letter, a sample of which is attached as Exhibit D and other such notifications the District disseminates will explain: (a) that APSB will permit a student to transfer pursuant to the M-to-M transfer policy; (b) in detail the M-to-M transfer policy; (c) that APSB provides free transportation to all students who are granted such transfers; (d) that such transfers will be renewed automatically each year (without parents needing to reapply) unless the parents elect to have their children return to their home schools; and (e) how parents may apply for such transfers and the date by which they must do so.

12. The District shall provide annual training on its M-to-M transfer policies and procedures to all school and system administrators, as well as all employees who are involved with the processing of such transfer requests, before the start of the Spring semester. The District shall send an e-mail to all teachers and staff each year at the beginning of the Spring semester notifying them of the District's M-to-M transfer policies.

C. LASAS Recruitment & Enrollment

13. The District shall adopt and fully implement the LASAS Admission policy, attached as Exhibit E, which describes the process the District shall employ to admit students to the school. An objective of this policy is to foster the desegregation of this school by encouraging African-American students to enroll at LASAS. The District shall take all practicable steps needed to achieve this goal, including but not limited to, ensuring that a minimum of 35% of new applicants accepted for admission to the school are African-American. APSB shall use a standardized admission interview and require that all members of the interview committees be qualified and that at least one of the committee members be an African-American administrator. The policy shall describe the process the District shall employ whenever a student withdraws his/her application or declines to attend the school after being admitted/selected.

14. The District shall adopt and fully implement the LASAS Outreach and Recruitment Plan attached as Exhibit F and take all other practicable steps to encourage African-American students to apply for admission to and enroll in LASAS.

15. The District shall employ a qualified and experienced recruiter to coordinate its LASAS outreach and recruitment efforts and perform the duties set forth in the position description attached as Exhibit G. Under the direction of the APSB's Superintendent, the recruiter shall coordinate the District's LASAS recruitment efforts, including, *inter alia*, all relevant community and student outreach, publicity/advertising, and media and communication efforts. The recruiter shall coordinate informational "open house" sessions and recruitment events and conduct outreach meetings with representatives of local African-American organizations and groups. The recruiter shall provide to each African-American student who submits an application for admission to LASAS and his/her parents the opportunity to meet in person with an appropriate District representative before the student attends his/her admission interview, although the students and parents may choose not to participate in such a meeting. During this meeting the District representative shall discuss the school's program, describe the application and interview process, encourage the student to enroll in the school, and provide the student and his or her parents an opportunity to ask questions. The failure to convene a meeting with the applicant's parents shall not negatively affect the student's application and/or admission to LASAS.

16. The District shall publicize and broadly disseminate accurate information about the LASAS application and admission process by, *inter alia*, including a description of the process in its Student Handbook, posting relevant information on the District's website, placing appropriate timely notices in the appropriate local print media, disseminating notices to parents, and providing relevant announcements during parent orientation and informational sessions. Annually, by no later than December 15, the District also shall mail a letter to the parents of all students in grades 7-11 with information about the LASAS, including a description of the academic/curricular program and a copy of the admission application. A sample of the letter is attached as Exhibit D.

17. The District shall provide annual training on the LASAS application and admission process to all school and district administrators, as well as all employees who are involved with processing admission applications, before the start of the Spring semester. This

training shall include information about the LASAS educational program. The District shall send an e-mail to all teachers who teach grades 7-11 and all staff involved in counseling students or conferring with parents each year at the beginning of the Spring semester notifying them of the LASAS application and admission process.

18. The District shall conduct a comprehensive review of its LASAS recruitment and admission process efforts no later than October 30, 2015 and annually thereafter by no later than May 15 evaluate the District's efforts to increase African-American enrollment at LASAS. The District shall prepare and send a written report to the parties by no later than April 1, 2016, and annually thereafter no later than May 15, summarizing the results of its annual review and listing proposed programmatic changes designed to increase African-American enrollment at LASAS.

D. Bunkie Magnet Programs

Bunkie New Tech High School

19. The District shall adopt and fully implement the Bunkie New Tech High School (BNTHS) magnet program, attached as Exhibit H, which describes the unique curricular program to be offered at the school and the process the District will employ to admit students to the school. An objective of this magnet program is to foster the desegregation of this school, and the District shall take all practicable steps needed to achieve this goal.

20. The District shall adopt and fully implement the BNTHS Magnet Outreach and Recruitment Plan attached as Exhibit I and take all practicable steps to ensure that the magnet program fosters the desegregation of BNTHS.

21. The District shall designate a qualified and experienced recruiter to coordinate its BNTHS magnet program outreach and recruitment efforts and perform the duties set forth in the position description attached as Exhibit J. Under the direction of the APSB's Superintendent, this person shall coordinate the District's BNTHS magnet program recruitment efforts, including, *inter alia*, all relevant community and student outreach, publicity/advertising, and media and communication efforts. This person also shall coordinate informational "open house" sessions and recruitment events and conduct outreach meetings.

22. The District shall publicize and broadly disseminate accurate timely information about the BNTHS magnet program application and admission process by, *inter alia*, including a description of the process in its Student Handbook, posting relevant information on the District's

website, placing timely applicable information in the appropriate print media, disseminating notices to parents, and providing relevant announcements during parent orientation and informational sessions. Annually, no later than December 15, the District shall mail a letter to the parents of all students in grades 7-11 informing them about the BNTHS academic/curricular program and magnet program admission process along with a copy of the admission application. A sample of the letter is attached as Exhibit D.

23. The District shall provide annual training on the BNTHS magnet program application and admission process to all school and system administrators, as well as all employees who are involved with processing admission applications, before the start of the Spring semester. This training shall include information about the BNTHS academic and co-curricular program. The District shall send an e-mail to all teachers who teach grades 7-11 and all staff involved in counseling students or conferring with parents each year at the beginning of the Spring semester notifying them about the BNTHS magnet program application and admission process.

24. The District shall conduct a review of its BNTHS magnet program recruitment and admission process efforts no later than April 15, 2016, and annually thereafter no later than May 15, evaluate the District's efforts to foster the desegregation of BNTHS. The Superintendent's Committee shall prepare a report to the Board no later than April 15, 2016, and annually thereafter no later than April 15, 2016, summarizing the results of its annual review and listing proposed programmatic changes designed to ensure that the magnet program fosters the desegregation of the school.

Bunkie Elementary Learning Academy

25. The District shall conduct a comprehensive study and prepare a thorough report concerning the feasibility of establishing a magnet program at BELA beginning the start of the 2016-17 school year. One objective of the magnet program would be to foster the desegregation of this school. The study must evaluate whether it is practicable to achieve this goal, taking into consideration the steps the District will need to take to: (a) identify, through mechanisms such as interest surveys and resource studies, an adequate theme and/or curriculum and design for the magnet program that is likely to desegregate the school; (b) secure sufficient funding and/or resources and complete all renovations that would be needed to open and operate the program; (c) employ and/or train qualified staff required to open and operate the program, if deemed

necessary; and (d) adopt and implement an effective outreach and recruitment plan and an appropriate admission policy; and the possible adverse effects on desegregation. The District shall send its written feasibility report to the parties no later than October 30, 2015.

26. Beginning in the 2015-16 school year, the District shall publicize and broadly disseminate timely accurate information about the existing extended school year program at BELA and the benefits of this program by, *inter alia*, including a description of the program in its Student Handbook, posting relevant information on the District's website, placing timely applicable notices in the appropriate local print media, disseminating notices to parents, and providing relevant announcements during parent orientation and informational sessions. In addition, the District shall implement a targeted publicity campaign, including open house sessions, designed to encourage M-to-M transfers to BELA, emphasizing the school's unique academic program(s) and improved facilities.

27. The District shall prepare a report describing specific alternative actions that may further the desegregation of BELA other than establishing a magnet program at the school. This report shall evaluate, *inter alia*, what steps the District can take to encourage more M-to-M transfers to BELA. The District shall send its written report to the parties no later than October 30, 2015.

IV. STUDENT ASSIGNMENT WITHIN SCHOOLS

28. The District shall ensure the creation and maintenance of racially desegregated classrooms. The District shall require school principals to review proposed classroom assignment data before each academic year to identify racial disparities and make appropriate changes to mitigate any such disparities before the academic year begins. For the purposes of this consent order, racial disparities shall be defined as assignments that deviate by +/- 20 percentage points from the relevant overall school enrollment (*e.g.*, the racial composition of the school or applicable grade level). The District's obligation to desegregate classes applies to all schools and academic programs, such as the LASAS accelerated classes and the AVAP classes.

29. For every class where a racial disparity in enrollment exists after the academic year begins, the District shall retain a record of all actions APSB took, if any, upon discovering the disparity and actions it proposes to take to eliminate the disparity.

V. STUDENT DISCIPLINE

30. The District shall administer student discipline in a fair and non-discriminatory manner and provide all students with an equal opportunity to learn in a safe, orderly, and supportive environment. The District shall take all practicable steps to eliminate racial disparities attributable to the District's use of exclusionary discipline, which is defined for the purposes of this Consent Order as all disciplinary actions that have the effect of removing students from the regular classroom instruction setting in his/her home school, such as in-school suspension (ISS), out-of-school suspension (OSS), placement in an alternative setting or program (e.g., AVAP), expulsion, referral to law enforcement, and arrests.

31. The District shall adopt and fully implement APSB's Student Code of Conduct attached as Exhibit K and ensure that none of its other policies are inconsistent with this policy. The District also shall incorporate culturally responsive techniques into its discipline practices and fully implement the State-mandated multi-tiered Positive Behavior Interventions and Supports (PBIS) program and an appropriate Response to Intervention (RTI) model to reinforce positive behavior and character development and address patterns of misbehavior by individual students.

32. Pursuant to the Student Code of Conduct, the District shall ensure that students remain in the regular classroom environment to the greatest extent possible. Except in emergency situations involving serious and immediate threats to safety, the District shall not administer exclusionary discipline consequences or corporal punishment to discipline any student before utilizing and documenting appropriate non-exclusionary PBIS and RTI strategies and intervention techniques. For the purposes of this Consent Order, corporal punishment is defined as any punishment that involves physical contact with a student's body and any punishment that requires restraint or a student to engage in a physically stressful act, such as kneeling down in class.

A. Positive School Climate

33. The District shall continue to phase in and properly administer the PBIS approach to classroom management and student behavior, and provide sufficient resources and training to implement the PBIS model at each school.

34. To ensure that the District utilizes effective student discipline and classroom management practices, and properly administers PBIS, the District shall hire or designate a qualified central office administrator to serve as its "Discipline Coordinator" and shall require this person to:

- (a) Assist schools to adopt and approve effective behavior and discipline data reporting mechanisms and self-monitoring practices;
- (b) Review all exclusionary discipline and corporal punishment administered;
- (c) Review and analyze the District's behavior and discipline data to identify areas of concern, including concerns regarding racial disparities;
- (d) Work with administrators and all appropriate faculty and staff to develop corrective action plans in response to concerns raised by disciplinary data or narratives;
- (e) Serve as a direct contact for student and parent complaints and concerns regarding the administration of discipline, and work with District- and school-level administrative staff to resolve these concerns;
- (f) Develop model behavior assessments and interventions and integrate them into the RTI program;
- (g) Coordinate and implement a comprehensive multi-year schedule of PBIS-related professional development for all faculty and administrators, appropriate to each person's job responsibilities, and annual professional development on these topics for all other employees; and
- (h) Coordinate with representatives from the National Technical Assistance Center on PBIS or other mutually agreeable technical assistance providers to conduct periodic reviews of the District's disciplinary policies and practices to ensure that they are nondiscriminatory and effective.

35. No later than August 1, 2015, the District shall designate a school-level PBIS coordinator at each school. The District shall ensure that the school-level PBIS coordinators, in consultation with the Discipline Coordinator, assist teachers/staff to effectively communicate school rules, reinforce appropriate student behavior, use constructive classroom management skills and proper PBIS and RTI support/intervention strategies, and determine fair and consistent

disciplinary consequences when appropriate. The District shall notify parents how to contact the Discipline Coordinator.

36. The District shall ensure that all teachers and staff who are designated to serve on any PBIS and RTI teams and/or implement any support and intervention strategies, including check-in/check-out, functional behavior assessments, and ISS monitoring, are adequately trained and have sufficient time and resources to fulfill these duties.

B. Communication with Students and Parents

37. The District shall develop and deliver an informational program to assist students and parents in understanding their roles and responsibilities under APSB's Discipline Policy and accompanying Student Code of Conduct, all applicable procedures, and school and classroom rules, as well as the PBIS program and RTI model.

38. As part of its informational program, the District shall host student assemblies at each school at least once at the beginning of each school year to communicate positive core values and behavioral expectations and to explain in an age-appropriate manner the District's discipline policies and Code of Conduct. The District also shall host at least two student assemblies at each school to announce PBIS awards and recognitions that students earned/received.

39. The District shall publicize and broadly disseminate accurate information about PBIS and the District's student discipline policies and practices by, *inter alia*, including a description of the program in its Student Handbook along with a copy of the Student Code of Conduct, posting APSB's Discipline Policy and accompanying Student Code of Conduct on the District's website, disseminating periodic notices to parents, and providing relevant announcements during parent orientation and informational sessions. The information disseminated to parents and students shall include a clear explanation of APSB's corrective strategies and consequences (including classroom policies where appropriate), the Code of Conduct, due process and appeal procedures, and an accurate description of the District's efforts to reduce exclusionary discipline and ensure that discipline referrals and consequences are administered in an equitable manner. The District shall provide an opportunity for parents to raise questions or concerns about the administration of discipline, and provide guidance on how parents may ask questions or submit complaints about student discipline.

C. Professional Development

40. The District shall ensure that all employees are familiar with APSB's Discipline Policy and accompanying Student Code of Conduct, implement discipline in an equitable and inclusive manner with appropriate PBIS and RTI support/intervention strategies, and properly record all disciplinary conduct and consequences. The District shall take appropriate remedial action in the event employees fail to follow District discipline policies or procedures.

41. The District shall ensure that all District employees responsible for classroom management and student discipline, including all teachers and school level administrators, receive a minimum of 16 hours of initial training no later than October 15, 2015 (or within three months of being hired by the District) and that they receive a minimum of 8 hours of training each year thereafter on APSB's Discipline Policy and Code of Conduct so they understand how to apply the policies consistently and in a non-discriminatory manner. The training shall include the following elements:

- (a) A description and discussion of students' due process rights and the limited role that exclusionary discipline should play in the discipline process;
- (b) A review of APSB's Discipline Policy and Code of Conduct with examples of what constitutes prohibitive conduct by category and level of offense and the objective criteria to be used to determine violations/ infractions;
- (c) A description of acceptable PBIS and RTI support/intervention strategies and appropriate disciplinary consequences, including both exclusionary and non-exclusionary options;
- (d) Explicit instructions for determining the appropriate intervention or disciplinary consequences, including the factors to be considered in devising the appropriate punishment (*e.g.*, prior misbehavior, prior PBIS intervention efforts);
- (e) Demonstrations of effective classroom management techniques and a step-by-step description of the procedures to be employed in response to student misbehavior;
- (f) Instruction on the proper protocol for documenting and record disciplinary conduct and consequences;
- (g) A review of the District's anti-discrimination and harassment policy; and

(h) Information on cultural awareness in the provision of classroom management and student discipline, including interactive dialogue about the relationship between discipline and race.

42. No later than August 1, 2015, the District shall designate or retain a mutually agreeable person/group to conduct the training required by paragraph 41 above.

43. The District shall supplement and reinforce the formal training required by paragraph 41 above with periodic informal professional development and mentoring, school site meetings, and performance reviews to be conducted throughout the school year.

44. In addition to the formal training required by paragraph 41 above, the District's school PBIS coordinators shall receive specialized training on PBIS, restorative justice, and other behavior management techniques; the particular needs of students, including students with disabilities and English language learners; and other training as necessary to perform their duties.

D. Data Collection, Data Review, and Self-Assessment

45. The District shall ensure that all disciplinary actions taken against a student and all referrals to law enforcement are properly recorded in the District's JPams data system (APSB's computerized student discipline information system). The District's data collection and review shall capture, at a minimum, the following information: the student's name (or unique student identifier), race, sex, school, grade level, disability status, name and race of the referring staff member, infraction, date the incident occurred, accurate and detailed description of the specific incident, student's prior disciplinary history, consequence (including all referrals to law enforcement and/or arrests), date the consequence was imposed, description of interventions that were attempted prior to imposing the consequence, and whether the parent appealed any aspect of the disciplinary decision, if so a copy of the appeal and disposition and the reason therefore.

46. The District shall require each school principal to prepare and submit to the Discipline Coordinator on a monthly basis a report(s) of all disciplinary actions taken at their respective schools during the relevant school year. These reports, which shall be reviewed by the Discipline Coordinator and discussed at monthly meeting of all school level administrators, must include, *inter alia*, data disaggregated by the race/ethnicity of the students involved, categories of offenses, and types of interventions or disciplinary consequences. The District also shall require each school principal and the Discipline Coordinator to collect and review in a timely manner the individual records of all exclusionary discipline consequences and corporal

punishment. The District shall ensure that the data referenced above is analyzed and evaluated to identify any racial disparities or disproportionality in the administering of APSB's Discipline Policy and applicable procedures, the use of exclusionary discipline or corporal punishment, or the severity of disciplinary consequences. If disparities or disproportionality are identified, the District shall develop and implement a responsive action plan for the either the classroom or school, which shall include measurable objectives for reducing the identified disparities and disproportionality and identify the particularized assistance the District will provide to relevant principals and schools.

VI. FACILITIES AND RENOVATIONS

47. On January 28, 2015, the Court approved APSB's prospective renovation/construction plans (the "Ten Year Plan"), authorizing the District to, *inter alia*, to construct a stage (and accompanying space/equipment) at BNTHS suitable for use for educational programs and community functions. On April 17, 2015, the Court approved the funding mechanism APSB will use to complete its Ten Year Plan.

48. The parties now stipulate that in the area of facilities APSB has eliminated the vestiges of segregation to the extent practicable, has complied with its desegregation obligations for a reasonable period of time, has demonstrated a good faith commitment to the whole of the Court's orders, and is, therefore, entitled to a declaration of partial unitary status.

49. Having found that the District has satisfied its desegregation obligations in the area of facilities, the Court hereby declares that with respect to the factor of facilities, APSB is unitary, and the Court dismisses the permanent injunction as to the issue of facilities.

VII. PAYMENT OF FEES AND COSTS

50. This Consent Order does not address the payment of attorneys' fees or other litigation expenses. The parties agree that any discussion of payment of fees and costs will not be appropriate until after a Consent Decree is entered and approved by the Court.

VIII. MONITORING AND ENFORCEMENT

A. Record Retention & Inspection

51. The District shall retain all documents used to prepare the reports described in paragraphs 55(a)-(k) below, the United States and Private Plaintiff shall have the right to inspect all records related to the District's efforts to comply with this Consent Order, and the parties will cooperate to exchange such information. The United States and Private Plaintiff also retain the right to speak directly with District employees who are not administrators. The District acknowledges that the parties, through its representative and any consultant or expert it may retain, may conduct an on-site review of the District's schools to evaluate APSB's compliance efforts upon giving reasonable notice and consultation with the District to minimize any disruption to the education process in the schools.

B. Consultant & Annual Report

52. To help the District collect and analyze data related to the factors at issue in this Consent Order and to facilitate the exchange of information with all the parties, the District shall retain an appropriately qualified expert consultant to monitor the implementation of this Consent Order.

53. The monitoring consultant shall be responsible for collecting pertinent information required to prepare reports on APSB's progress complying with the obligations of this Consent Order. These reports, which shall be presented to the Court and the parties annually no later than October 15, must be based on evidence supported by facts related to each of the District's outstanding obligations, without opinions or commentaries. The District shall grant the monitoring consultant unfettered access to all information s/he requests, and the monitoring consultant shall conduct quarterly visits to the District (coordinated through the office of the Superintendent) to conduct interviews and gather information/data from central office staff and principals to complete the annual report. The consultant shall be accessible to confer and consult with all parties.

54. The District shall be responsible for payment of the monitoring consultant's fees and expenses. Although the monitoring consultant shall work closely with the District, s/he shall be an independent entity and the annual report shall be prepared without the District's advance review or approval.

55. Unless otherwise indicated, the report, which the consultant shall prepare and file annually no later than October 15 shall use data captured for the school year preceding each annual report. To the extent practicable, the reports provided to the parties shall be in a searchable electronic format (*e.g.*, Microsoft Excel). The annual reports shall include at least the following:

(a) The total number and percentage of students, by race/ethnicity and grade level, assigned to each school operated by the District.

(b) For each classroom in each school, the total enrollment in the class, by race/ethnicity; grade served; and the subject or program of the class, specifically indicating any groupings or assignments by ability, achievement, or other basis such as advanced placement or honors classes, programs for students with intellectual or specific learning disabilities, gifted and talented programs, or limited English proficient classes.

(c) The total number of students who have requested intra-district transfers, indicating for each such request the student's race/ethnicity, grade, zoned school, receiving school, reason for transfer request, and the reason for granting or denying the transfer. The same information for students who were previously granted transfers that were renewed automatically. The same information for inter-district transfers.

(d) The total number of students, if any, the District reassigned pursuant to the address verification policy.

(e) A description of the District's efforts to publicize M-to-M transfers, the magnet program at BNTHS, and admission to LASAS, along with copies of all letters, notices, and other published information; this should include a description of all outreach meeting, open-houses, information sessions, and pre-interview consultations conducted or attended by the LASAS Recruiter and/or the BNTHS Recruiter.

(f) A list of all trainings the District conducted to instruct employees about the M-to-M transfers, the magnet program at BNTHS, and admission to LASAS, including for each the number of people in attendance, the location, the name and title of the presenter, and a description of the subject matter. A copy of all notices disseminated to employees concerning these options

(g) The total number of students who have applied to attend LASAS, indicating for each such applicant the student's race/ethnicity, grade, zoned school,

whether the student was admitted to the school, and whether the student enrolled to the school.

(h) A copy of the annual report prepared by the Superintendent's Committee and presented to the Board regarding the District's efforts to foster the desegregation of BNTHS.

(i) For each school, the total number of students who received exclusionary discipline or corporal punishment delineated by race/ethnicity, grade, infraction type (*e.g.*, disruption, dress code violation, fight, etc.), and the type of discipline administered.

(j) For each school, the total number of PBIS and RTI interventions taken following an out-of-class referral delineated by race/ethnicity, grade, and infraction type.

(k) A list of all trainings the District conducted to instruct employees about student discipline and/or PBIS including for each the number of people in attendance, the location, the name and title of the presenter, and a description of the subject matter.

56. Within sixty (60) days after receiving the District's annual reports, the parties shall participate in a meet and confer conference to discuss the status of the case, and the United States and Private Plaintiff shall provide the District with feedback regarding any concerns they might have about the report or the District's compliance with this Consent Order. The District shall respond to any such concerns within thirty (30) days.

57. On or before January 15, 2016, and annually thereafter, the parties shall file a joint report to the Court confirming that they have participated in the meet and confer conference required by paragraph 56 above. In this report, the parties also shall indicate whether they believe a status conference with the Court is warranted and propose a date for any such conference.

IX. CONTINUING JURISDICTION

58. The District contends that it may be declared unitary at this time in the areas of student assignment and student discipline and that this Court may retain jurisdiction over the case for the purpose of ensuring that the District complies with this Consent Order. *See* Argument in Support of Unitary Status in the Area of Facilities Filed by the Avoyelles Parish School Board, ECF Doc. No. 288, (09-08-14). The United States contends that the District should not be declared unitary until it shows, *inter alia*, that it has complied with this Consent

Order for a reasonable period of time, *see* United States' Post-Hearing Brief, ECF 289, (09-18-14). After conference with the Court, however, the United States does not object to the District being declared unitary at this time so long as the case is not dismissed for a period of three (3) school years.

59. The District is hereby declared unitary in the areas of student assignment and student discipline. However, this case is not dismissed and this Court shall retain jurisdiction of this case for a period of three (3) school years, until June 1, 2018, for the purpose of monitoring the District's efforts to fully and faithfully comply with applicable federal law and this Consent Order.

60. During the three-year monitoring period, the United States and Private Plaintiff reserve the right to file appropriate motions to enforce provisions of this Consent Order with the Court; provided that they not initiate or pursue such enforcement action without first attempting to resolve the issue in dispute through good faith negotiations with the District for thirty (30) days, or until the parties reach an impasse, whichever comes sooner.

61. At the end of the three-year period, on June 1, 2018, the District may file a motion to dismiss the case; the United States and/or Private Plaintiff may show cause sixty (60) days thereafter why, based on applicable case law, the District should not be dismissed.

The Court has reviewed the provisions of this Consent Decree and adopts the Consent Decree as the Order of the Court. IT IS, THEREFORE, ORDERED that the provisions of this Consent Decree become the Order of this Court and this Court shall retain jurisdiction over this case until further Order of the Court.

SO ORDERED, ADJUDGED AND DECREED, this 21st day of MAY, 2015.


UNITED STATES DISTRICT JUDGE

AGREED:

VANITA GUPTA
PRINCIPAL DEPUTY
ASSISTANT ATTORNEY GENERAL

ANURIMA BHARGAVA
FRANZ R. MARSHALL

/s/ Mark A. Dann
MARK A. DANN
U.S. DEPARTMENT OF JUSTICE
Civil Rights Division
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STEPHANIE A. FINLEY
UNITED STATES ATTORNEY
WESTERN DISTRICT OF LOUISIANA

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KATHERINE W. VINCENT
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UNITED STATES OF AMERICA

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ALLEN HOLMES

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ATTORNEYS FOR DEFENDANT
AVOYELLES PARISH SCHOOL DISTRICT

Exhibit A

Board Policy for making changes to the current policies/procedures that impact the student assignments of the district:

1) Any proposed changes to APBS policies or practices that impact the assignment of student of the district, including but not limited to, the establishment of magnet or specialized programs, the approval of charter schools, and changes to the student discipline policies, will first be approved by a unanimous vote of the four members of the "Superintendent's Committee," – the Superintendent, Assistant Superintendent, Director of Finance, and Maintenance Supervisor – and the Director of Child Welfare before being recommended to the Executive Committee of the board for review and consideration. The Executive Committee, which consists of three members of the School Board, including at least one African-American, also must approve the plan by a majority vote before the proposed changes may be considered by the entire Board for approval.

2) If a proposed change is approved by a majority vote of the Board, the Board will direct its attorney to file a motion for approval of the proposed modification with the U.S. District Court for the District of Western Louisiana in *United States v. Avoyelles Parish School Board*, C.A. No. 1:65-cv-12721, after consultation with counsel for the parties.

3) The Board shall provide a copy of the proposed policy modification and the motion for approval to the parties in *United States v. Avoyelles Parish School Board*, C.A. No. 1:65-cv-12721, for their review and consideration no less than 45 days before filing the motion with the court pursuant to paragraph 3 above. The Board also shall provide the parties with all additional information that demonstrates how the proposed modification will impact the desegregation of the schools, and, upon written request, all additional information the parties request. The Board, at its discretion, may provide a courtesy copy of the proposed modification to the parties before the Board reviews it.

4) No changes to the current student assignments of the district will be made without an order from the court in *United States v. Avoyelles Parish School Board*, C.A. No. 1:65-cv-12721.

FILE: JBCC

STUDENT ASSIGNMENT & TRANSFERS

The Avoyelles Parish School Board shall have the authority and responsibility for the assignment, placement, transfer, and continued education of all students attending schools within its jurisdiction. All students, by and through their parents/guardians, shall be required on an annual basis to register at and attend the school to which they are assigned by virtue of their domicile residence (zoned school) unless their parent/guardian has made proper application and the student has been approved to attend an out-of-zone school pursuant to the transfer process set forth below. Each student shall have only one domicile which is determined to be: (a) the place where s/he predominantly sleeps, takes meals, and maintains personal belongings; or (b) when legal custody has been awarded by competent court of law,¹ the principal residence of the parent awarded primary or domiciliary custody; or (c) if s/he is eighteen years old or has been emancipated by a court order, by the student's own domicile.

All children residing within the district who have no permanent address or who have been abandoned by their parents, or who are in foster care, shall be assigned on a case-by-case basis according to the best interest of the child, pursuant to 42 USC § 11381 *et seq.*, generally resulting, to the extent feasible, in the child remaining in his/her school of origin. The Board shall keep documentation concerning the process by which it assigns each homeless student.

VERIFICATION OF DOMICILE

Each student seeking enrollment into the Avoyelles Parish school system will be required to complete and submit an application for enrollment which shall be accompanied by a residency affidavit signed by the parent/guardian and supported by original documents verifying said residency. The documents used in support of the residency affidavit shall include at least one (1) of the following: deed or property tax statement, mortgage statement, rental agreement/lease or notarized statement from the landlord. At least two (2) of the following additional forms of documentation also shall be submitted at the time of registration: utility bill, phone bill, cable bill, bank statement, insurance statement or government issued documents that contain the same address (e.g. public assistance documentation such as for food stamps, W-2 form, drivers license, passport, voters registration). These forms of documentation shall be current and statements and bills must have been issued within the last sixty (60) days. No parent/guardian will be permitted to register a student without providing the required residency affidavit and accompanying forms of proof.

If a student's residence changes during the school year, the school must be notified and a new residency affidavit accompanied by new proof of residency documentation must be submitted within

¹ *Legal custody* is defined as the legal status created by a court order which establishes in a custodian the right to have physical custody of the child or minor. *Legal custody* shall also include cases where custody of a minor student has been granted to a person, as in the event of separation or divorce. In no event shall a "shall a "Custody of Mandate" be utilized for student assignment purposes.

ten (10) business days of the change. If the student moves outside the assigned school zone after the first month of school, an out-of-zone transfer request must be submitted to the Board office and approved by the Director of Child Welfare and Attendance in order for the student to continue to attend the out-of-zone school for the remainder of the school year.

In order to register a student when the parent, guardian, foster parent and/or student are under the mandates of a court order relating to custody of or visitation rights with the student, a copy of the court order and any related documents awarding custody, as well as documents establishing, when applicable, a legal guardianship or foster care arrangement with the student, must be provided at the time of registration. A copy of these documents shall be provided to the student's school and kept in the student's permanent cumulative file. The parent or guardian is responsible for notifying the school of any custody or visitation changes to the court order immediately, and no more than ten (10) business days after the modified or new order is issued.

If a student resides with a person who is not the student's parent/guardian, such non-parent must provide the admitting school with a signed, dated, notarized affidavit stating his/her relationship with the student and that the student will be living in his/her home for a period of time encompassing the entire upcoming school year and fully explaining the reasons for this arrangement. Changing school attendance zones will not be a justifiable reason for such a living arrangement. Situations such as an unavoidable or emergency situation or family condition, such as a broken home, abused children or extreme poverty, may, for example, be acceptable reasons for a student to reside with an adult other than a parent, legal guardian, or foster parent, if specifically approved by the admitting principal. The principal will make a good faith inquiry into the merits of the reason(s) to determine if they are "justifiable" and will require supporting documentation from the non-parent to the extent it is available, and such documentation and a record of the request will be kept on file.

The legal residence of the student must be in the Avoyelles Parish school system. Legal residence is defined as the primary residence of the student's custodial parent/guardian. A student's "primary residence" must be within the attendance zone as defined by an intent to remain in the domicile and/or a pattern of staying at the residence at least three (3) school nights per week.

Monitoring of Enrollment

The Superintendent or his/her designee shall be responsible for verifying that all students are residing in their residence of record when the student registers as well as periodically throughout the year. If any improper enrollments are detected during the monitoring process, the Director of Child Welfare and Attendance shall immediately investigate and correct any improper enrollments. At the end of each semester, the Director of Child Welfare and Attendance shall report to the Board at its next regular meeting the improper enrollments discovered during the previous semester and its resolution.

Every principal shall have the authority to investigate any enrollment that may be improper and shall also be required to investigate any allegation of improper enrollment. This notwithstanding, all principals, teachers and support staff members shall have the responsibility of ensuring that every student is properly and correctly enrolled. In the event it is determined that a student is improperly enrolled in a school or the district, the parent/guardian shall be notified orally if possible and in

writing that the student will be removed from the out-of-zone school in five (5) school days and directed to enroll in the student's home school.

On or before the last day of the preceding school term, parents will be notified in writing of the date of registration and enrollment for the next school year. At least (30) days before registration is held for the upcoming school term, the Board shall broadly and adequately disseminate information sufficient to inform parents/guardians concerning the documentation they will need in order to register their children and to verify their residency. At a minimum, such information and notices will be published in a local weekly newspaper for two (2) consecutive weeks, published on the Board's web site, and physically posted at each school and at the Board's central office beginning at least thirty (30) days prior to the day of registration for the upcoming school year.

The Director of Child Welfare and Attendance shall conduct random on-site visits to the home addresses provided in students' enrollment applications, and shall prepare and maintain adequate records related to such site visits. The Board will maintain records related to students' address verification and such records shall be subject to lawful inspection.

The Board shall designate a person(s) who shall be responsible for assisting the parent/guardian with student registration. The person(s) responsible for this task shall be knowledgeable about the Board's obligations under the Orders of the Court in *United States v. Avoyelles Parish School Board*, C.A. No. 1:65-cv-12721, to properly and adequately respond to any questions or to direct them to someone capable of answering related questions.

TRANSFER BETWEEN SCHOOLS

Students will attend the school assigned to serve the attendance zone in which they reside unless they have applied and been approved for one of the transfers provided for in this policy.

All transfer requests and transfer renewal requests shall be submitted and approved (or denied) for each school year and will not carry forward from a prior year, with the exception of Majority-to-Minority (M-to-M), Special Education, and *No Child Left Behind* (NCLB) Public School Choice transfers, which shall be renewed automatically each year until the student volunteers to return to his/her home school or matriculates to a new school.

The Board shall not authorize any other transfers except for those listed herein without proper petition to and approval by the Court in *United States v. Avoyelles Parish School Board*, C.A. No. 1:65-cv-12721.

Transportation

The Avoyelles Parish School Board will provide transportation to all students attending the school assigned to serve the attendance zone in which the student legally resides, as well as all M-to-M transfers as authorized by the order of the Court in *United States v. Avoyelles Parish School Board*, C.A. No. 1:65-cv-12721 and consistent with applicable state law. Transportation to any school outside a student's attendance zone (out-of-zone school) will be the responsibility of the student's parent/guardian, except as indicated for NCLB, Special Education, and M-to-M transfers.

Majority to Minority (M-to-M)

An M-to-M transfer is defined as a transfer of a student from a school wherein the majority of the students are of the same race as such child to a school where the student's race is in the minority. In such instances; said student shall have an automatic right to transfer and space shall be provided. The Board shall provide free transportation to all students who request and are granted an M-to-M transfer.

The Board shall publicize and broadly disseminate accurate information about M-to-M transfers. Annually, by no later than March 1, the also Board shall mail a letter to the parents of all students and inform them of the availability of M-to-M transfers along with a copy of the transfer application. The letters will explain: (a) that the Board will permit a student to transfer pursuant to the M-to-M transfer policy; (b) that the Board provides free transportation to all students who are granted such transfers; (c) that such transfers will be renewed automatically each year (without parents needing to reapply); and (d) how parents may apply for such transfers and the date by which they must do so. . All new M-to-M transfer requests to be considered for the following school year must be received by the District office no later than June 1.

Once granted, an M-to-M transfer will be permitted to continue from year to year through the terminal grade of the receiving school without a yearly application until the student volunteers to return to his/her home school or matriculates to a new school.

Special Education

If a student with a disability pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 *et seq.*, or a student who is eligible for special education services under the Individuals with Disabilities Education Act, 20 U.S. Code § 1400 *et seq.*, resides in the attendance zone of a school that is unable to provide the student with a program that is appropriate for the student's unique needs, the student may be placed by the Board, in consultation with the team that develops the student's Individual Education Plan (IEP), in a school specifically designed to provide for the appropriate needs of the student. Assignment of the student must be considered and directed by the IEP team each year.

Dependent of Resident District Employee

Except where such transfers have a cumulative negative impact on the desegregation of the sending and receiving schools, the dependent of a resident Board employee may be enrolled in the school where the parent or guardian is employed while the dependent is within the grade level specific to said school. If the parent/guardian's school of employment is out-of-zone, an out-of-zone transfer request for the dependent verifying the parent/guardian's school of employment and position must be received by the Board office at least ten (10) business days before the first day of school for each applicable school year. In the event a resident Board employee is hired or re-assigned ten (10) business days prior to the first day of school, an out-of-zone transfer request must be received by the Board office prior to the child attending the out-of-zone school.

Public School Choice under No Child Left Behind

In the event a school is identified for school improvement, corrective action, or restructuring under NCLB Public School Choice transfers will be offered to students of the school in accordance with the Board's implementation plan except where such transfers have a cumulative negative impact on the desegregation of the sending or receiving schools. Once granted, an NCLB transfer will be permitted to continue from year to year through the terminal grade of the receiving school without a yearly application until the student volunteers to return to his/her home school or matriculates to a new school.

Parent/Guardian Moves Out of Assigned Zone

If a student's parent(s) or guardian moves outside the assigned school zone after the first month of school, an out-of-zone transfer request must be submitted to the Board office and approved by the Superintendent or his/her designee in order for the student to continue to attend the out-of-zone school for the remainder of the school year. No transfer request will be approved if the move occurs during the first month of school.

CLASSROOM ASSIGNMENT

Classroom assignments for student in grades K through 8 will be made by the principal of the school with input from teachers. The placement of a student shall be based on grades, achievement test scores, and participation in special programs and be made in accordance with the Board's *Pupil Progression Plan*. Principals shall ensure that students are not assigned to racially segregated classrooms by reviewing the assignments of each classroom in relationship to the compositions of the relevant grade level at the schools, identifying racial disparities, and remedying any disparate assignments that are attributable to the actions or inactions of District employees. For the purposes of this policy, a racially segregated classroom shall be defined as assignments that deviate by +/- 20 percentage points from the relevant overall school enrollment.

Selection of courses of study in grades 9 through 12 shall be made by individual students. Assistance in planning a course of study and selection of classes shall be provided by teachers, counselors, parents, and administrators. Each student shall be furnished a schedule of classes offered and requirements for graduation. Some classes may have prerequisites for enrollment. Principals shall ensure that students are not assigned to racially segregated classrooms.

In grades K through 2, the parent of twins, triplets, etc. (more than one child at a single birth event) may request that their children be placed initially in the same, or separate, classrooms, if the children are in the same grade at the same school. Such a request shall be presented to the Superintendent or his/her designee no later than fourteen (14) days either after the first day of the school year or after the first day of attendance if the child enrolls after the fourteenth day of the school year. Notwithstanding any law, rule, regulation, or School Board policy to the contrary, the request of the parent for initial placement shall be granted subject to further review by the Superintendent.

By no later than fifteen (15) days after the start of each school year, the Superintendent or his/her designee shall review the initial placement of the child. If the Superintendent or his/her designee, in consultation with the school principal, the child's(ren's) teacher(s), and the parent, determines that the initial placement of the children is disruptive to the school, is not in the best educational interests of the child(ren), or places students into racially segregated classes the initial placement of the child shall be modified, and the child(ren) shall be placed in accordance with School Board policy otherwise applicable to the child(ren).

Revised: December 7, 2010

Ref: La. Rev. Stat. Ann. §§9:951, 9:952, 9:953, 9:954, 17:81, 17:104.1, 17:221.2, 17:221.4,
17:221.5
Board minutes, 1-16-79, 10-7-08, 12-7-10

Avoyelles Parish School Board

Avoyelles Parish School Board
Residency Affidavit
School Year: 20__ - 20__

School: _____

I. Identifying Information – please print

This form is to be completed by the student's parent or legal guardian and signed/witnessed by a school district employee. You must submit a separate Residency Affidavit for each child enrolled in the district. You may photocopy this form.

A. Student Information:

Student's Name: _____
First Name Middle Initial Last Name

Date of Birth _____ Grade _____

B. Student lives with: Print name(s) and CHECK RELATIONSHIP TO STUDENT:

Parent or Guardian's Name: _____
First Name Middle Initial Last Name

Relationship to the Student: mother father guardian foster parent non-parent

- (i) If I have checked the guardian or foster parent box above, I have attached _____ to this affidavit as documentation verifying my legal relationship to the Student. Moreover, I will immediately inform the school of any changes to my status as the student's guardian or foster parent.
- (ii) If I have checked the non-parent box above, I have attached _____ to this affidavit as documentation verifying my relationship with the Student and that the Student will be living in my home for a period of time encompassing the entire upcoming school year and that the Student's living arrangement with me complies with the non-parent requirements of Board Policy JBCC (Student Assignment & Transfers).

C. Address: PLEASE NOTE THAT A POST OFFICE BOX IS NOT ACCEPTABLE AS A RESIDENCE ADDRESS.

Address: _____
Street Address City State Zip

Phone Number: _____
Home Mother/Guardian Work Father/Guardian Work

D. Proof of Residency:

The following are forms of documentation that will be accepted as proof of residency. A total of three (3) proofs of residency are required.

- (i) Check the proofs of residency that are provided. (Note: At least one (1) of the following may be provided):

- _____ 1. Deed or Property Tax Statement
- _____ 2. Mortgage Statement
- _____ 3. Rental Agreement/Lease
- _____ 4. Notarized Statement from Landlord

Avoyelles Parish School Board

(ii) Check the proofs of residency that are provided. (Note: At least two (2) of the following may be provided):

- _____ 1. Utility Bill
- _____ 2. Phone Bill
- _____ 3. Cable Bill
- _____ 4. Bank Statement
- _____ 5. Insurance Statement
- _____ 6. Current Government issued documents that contain the same address (e.g., Public Assistance Documentation such as for food stamps, W-2 Form, Driver's License, Passport, Voter Registration Card)

NOTE: If legal custody of a child is split between two parents, in addition to the documents listed above, you also must attach a certified copy of the court order identifying each parent's respective award of physical custody. You must immediately inform the school (i.e., within ten (10) business days) of any changes to the Court Order.

I declare under the penalty of perjury that this student resides at the above address. I agree to notify the school within ten (10) business days of any residency changes during the school year by submitting a new Affidavit, which is available at the District's main office and at each school in the District, and new proofs of residency. If I move outside the school zone, an Out of Zone Request will also be required. I understand that an Out of Zone request may be denied if it would result in overcrowding or oversized classes of the school except in the cases of majority to minority transfers. I also understand that there are other reasons for which Out of Zone Requests may be denied, including where such requests would negatively impact desegregation in the sending or receiving school.

I further declare that all documents presented and offered by me that are referenced hereinabove and will be relied upon as proof of the student's residency contain the name of the signatory or my name, indicate the address of the student's residence and is dated within sixty (60) days of submission.

I further understand that failure to notify the district when there has been a change in the student's residence or falsification of any information, including documents required for residency verification, or the use of the address of another person with whom the student does not actually reside, may result in the student being required to leave the out-of-zone school or the district in five (5) school days and to enroll in the Student's assigned school or school district.

Signature of Parent/Guardian

Date

Subscribed and sworn before me on this _____ day of _____, 20_____.

NOTARY PUBLIC

My Commission Expires: _____

OFFICIAL SCHOOL DISTRICT SIGNATURE

Date

Dear Parents/Guardians:

I am writing on behalf of the Avoyelles Parish School Board to encourage you to take advantage of the school district's Majority to Minority ("M-to-M") transfer program. An M-to-M transfer allows students who are in the majority race at their home school to transfer to a school in which their race is in the minority. APSB will provide **FREE transportation** to the selected school for every student who is granted an M-to-M transfer.

APSB will begin accepting the enclosed application for M-to-M transfers beginning April 1, 2016. The deadline for submitting your child's application will be June 1, 2016, and no applications will be accepted after the deadline. Parents will be notified by July 10, 2016, if the transfer has been granted and will be fully informed about the provision of transportation by letter of the same date.

Please feel free to contact the APSB Central Office 318-253-5982 or check the APSB website (www.avoyellespsb.com) for more information about M-to-M transfers. To qualify, the student's race must be in the majority at the home zoned school and in the minority at the requested school. For example, an African American student zoned to a predominantly African American school can be granted a transfer to a predominately White school. So, any African-American student who attends one of the schools listed in the column on the left below may volunteer to attend one of the schools listed in the column on the right, and any White student who attends one of the schools listed in the column on the right may transfer to one of the schools listed in the column on the left.

Majority African American Schools

- Elementary
- Bunkie Elementary
- Cottonport Elementary
- Marksville Elementary
- Riverside Elementary
- High
- Bunkie High

Majority White Schools

- Elementary
- Lafargue Elementary
- Plaucheville Elementary
- High
- Avoyelles High
- Marksville High
- Louisiana School for Ag. Science

If you are interested in applying for an M-to-M transfer, please submit your child's application to his or her principal, or to Debbie Bain at the school board office. Students who have already been granted an M-to-M transfer do not need to submit a new application. M-to-M transfers are automatically renewed each year through the highest grade served at the school unless the parents volunteer to return their child to his/her zoned home school.

Sincerely,

Debbie C. Bain, Supervisor

Child Welfare and Attendance

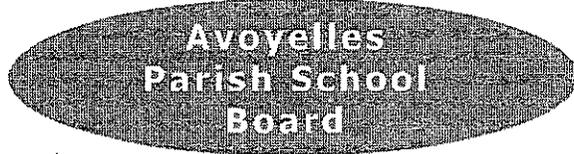
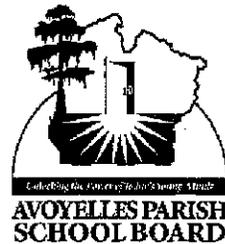
APSB Mission

Avoyelles Parish School Board

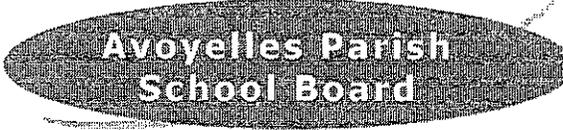
The Avoyelles Parish School System operates 10 schools with an enrollment of over 6,000 students. All of our schools are accredited by the Louisiana State Department of Education.

The Avoyelles Parish School System recognizes that no one philosophy of education can express the total sentiments or beliefs of all teaching personnel. Generally, education is perceived as a process of growth and includes the mental, moral, emotional, physical, and spiritual aspects of the individual.

Each student is seen as a unique person who possesses certain potential, needs, aspirations, and interests. As each student is different, the purpose of education is to provide appropriate experiences in school which develop maximum achievement so each individual will become a useful and productive member of society.



221 Tunica Drive West
Marksville, LA 71351
Phone: 318.240.0200
E-mail address



K-12 School
Educational
Opportunities
for Students

Unlocking the Power of
Today's Young Minds.

Tel: 318-240-0200

LaSAS
Louisiana School
for the
Agricultural Sciences

The Louisiana School for the Agricultural Sciences (LaSAS) offers an innovative hands-on approach to the education process with programs that focus on the agricultural sciences, welding, culinary arts, business, and marketing.

Designed for students in grades 7-12, the school is based on the premise that students learn more effectively when learning is connected to the real world.

Developing leadership, personal growth, and career success by integrating education and real-world activities and internships.

*Applications Deadline is
February 29*

*We Strongly Encourage You...
Contact the LaSAS Recruiter,
[FILL name] at [FILL number]
to get more information about the
admission process*

*Also, please go to the LaSAS
Website at [FILL]*

5303 Hwy 115
Bunkie, La 71322
(318) 346-8029
(318) 346-4479

<http://lasas.la.asa.schoolinsites.com/>

BNTHS
Bunkie New Tech
High School

Bunkie New Tech High School gives students in grades 9-12 the opportunity to join a community of learners. The magnet program seamlessly integrates technology into the classroom and lets students experience project-based learning where curriculum is relevant and creative.

Our teachers are trained in the New Tech educational approach with engaging and hands-on projects. Working together as a team, BNTH is ensuring that all students have the opportunity to be successful in college and careers of their choice.

There is no application deadline

*Please call the BNTHS Recruiter,
[FILL name] at [FILL number]
for more information about the
admission process*

*Also, please go to the LaSAS
Website at [FILL]*

435 Evergreen Street
Bunkie, La 71322
(318) 346-6216
(318) 346-9611 (fax)

<http://bunkie.la.ash.schoolinsites.com/>

APSB
Avoyelles Parish School
Board

M-to-M Transfer Opportunity
{K-12}

The Avoyelles Parish School Board will begin accepting applications for Majority to Minority transfers beginning April 1, 2015. The deadline for submitting your child's application will be June 11, 2015. Applications may be obtained from any school in the parish, the APSB Central Office or downloaded from the APSB website (www.avoyellespsb.com). No applications will be accepted after the deadline. To qualify, the student's race must be in the majority at the home zoned school and in the minority at requested school.

Majority African American
BELA-CES-MES-RES BNTHS
Majority White
LES-PES-AHS-MHS-LaSAS

Apply at your current school
Or Contact
Supervisor of Child Welfare and
Attendance
318-240-0220
www.avoyellespsb.com

Louisiana School for the Agricultural Sciences Application Process

Consistent with the Louisiana School for the Agricultural Sciences (LaSAS) charter and in an effort to admit a diverse student body to the school, the Avoyelles Parish School Board (APSB) has established the following admission process.

Publicity & Marketing

APSB will fully implement the LaSAS Outreach and Recruitment Plan and employ a qualified and experienced LaSAS Recruiter to broadly and strategically disseminate information about the school and its admission process. The goal of APSB's recruitment efforts will be to increase and diversify the student enrollment at LaSAS.

Application Process

Annually, by no later than December 15, APSB will mail a letter to the parents of all of its students in grades 7-11 with information about LaSAS. This notice will describe the academic/curricular program and emphasize LaSAS's innovative hands-on educational approach; explain that the school offers multiple programs, including agricultural sciences, welding, culinary arts, business, and marketing; summarize the admission process, and provide all forms and documents the parents and students will need to complete and submit to be considered for admission to the school.

Parents will be permitted to submit completed applications at their home schools, LaSAS, or the APSB central office. Applications should be submitted no later than February 29 of each year. Applications that are submitted after February 29 will be accepted, but the student will be placed on a wait list described below.

The LaSAS Recruiter will contact the parents of each African-American student who submits an application for admission to the school and offer to schedule a meeting with an appropriate LaSAS representative before the applicant's admission interviews occurs. During these meetings the LaSAS representative will discuss the school's program, describe the benefits of activity-based learning, explain the application and interview process, and answer all questions that the student and his or her parent may ask.

Application Review & Interviews

If the number of applicants for admission to LaSAS exceeds the number spaces available, APSB will use the following interview screening process to determine who will be admitted to attend the school.

APSB will select six individuals to serve on the LaSAS New Student Acceptance Committee, including the following LaSAS personnel: Principal, Assistant Principal, Counselor, and three faculty members. The Acceptance Committee members will be familiar with the school's mission, academic program, and admission process, and they will be qualified and available to review applications, conduct interviews, and make sound admission decisions. The Acceptance Committee will have a minimum of two African-American members at all times.

Annually, during the month of March, the Acceptance Committee will conduct student admission interviews. Every applicant will be given an opportunity to interview for admission to LaSAS. Interviews will be scheduled to take place on three (3) nights over a two week period; the schedule will be designed to maximize participation and minimize potential scheduling conflicts with the applicants' parents schedules. APSB will give applicants reasonable advance notice of the dates reserved for interview, and ask them to sign up for interview times on those dates. If an applicant is unable to schedule or attend an interview, the Acceptance Committee will take reasonable steps to accommodate applicants.

The Acceptance Committee will develop a uniform set of questions to be used during each interview. The questions will be designed to assess the students' academic performance, interest in the LaSAS's various programs, and any unique contributions the student might offer to the LaSAS learning environment. The Acceptance Committee members also will carefully review each prospective student's application packet before his/her interview begins. At the beginning of each interview, the Acceptance Committee will provide the interviewee with a brief description of the LaSAS program.

Admission to LaSAS will be based on a number of criteria, including the student's academic performance, responses to the interview questions, and interest in the LaSAS program. Other factors that also may be taken into consideration include the LaSAS chartered mission, whether the applicant has a sibling attending LaSAS, whether the applicant's parent is an APSB employee, whether the LaSAS program is likely to benefit the applicant, the applicant's race in relation to the overall diversity of the student body and applicant pool, and resource constraints.

At the conclusion of each interview, each member of the Acceptance Committee will assess the students' applications and interview responses, giving each applicant a specific numeric score for his/her academic performance, responses to interview questions, and interest in the LaSAS program. Each applicant's admission scores will be recorded on a LaSAS Applicant Score Sheet at the conclusion of the applicant's interview. After all of the interviews have been completed the applicants' scores will be calculated based on the approved rubric, ranked from highest to lowest, and evaluated based on class size and capacity. APSB also will make adjustments to the

admission rankings to ensure that a minimum of 35% of new applicants accepted for admission each year are African-American.

Notifications and Wait List

APSB will notify all students who are admitted to LaSAS each year by no later than April 15. This notification will include information concerning the student's bus transportation arrangements. All applicants who are not admitted will be informed that they are being placed on a waiting list, which will be used along with the other criteria identified above to fill vacancies that may subsequently arise.

If at any time during the admission process a student withdraws his/her application or declines to attend LaSAS, or a student withdraws from the school, APSB will ask the student and his/her parent to explain why s/he is electing not to attend the school by requesting that they complete an informational survey/form or having the LaSAS Recruiter interview them and document their response. The recruiter will keep these records for three years and APSB will utilize them during its annual review of the recruitment and admission process, which is described below.

Professional Development

Before the start of the Spring semester, APSB will provide annual training on the LaSAS educational program and admission process to all school-level and central administrators, as well as all employees who are involved with processing admission applications. APSB also will send an e-mail to all teachers who teach grade 7-11 and all staff involved in counseling students or conferring with parents each year at the beginning of the Spring semester notifying them of the LaSAS application and admission process.

Annual Review

Annually no later than May 15, APSB will conduct a detailed review of its LaSAS recruitment and admission process and evaluate its efforts to increase African-American enrollment at the school. APSB will prepare a written report summarizing the results of its annual review and the actions it will take to implement to increase African-American enrollment at LaSAS.



LaSAS

LOUISIANA SCHOOL FOR THE AGRICULTURAL SCIENCES

Applicant Grade for 20__ - 20__

Siblings currently enrolled at LaSAS

Name _____

Grade _____

Date: _____

Name of Student: _____ Age _____

Last First Middle

SSN: _____ Date of Birth: _____ Present School: _____

Mailing Address: _____ 911 Address: _____

City: _____ State: _____ Zip: _____ City: _____ State: _____ Zip: _____

Male Female

Parent/Guardian email _____

Student's Ethnicity: American Indian Asian Black Hispanic White Other

Parent/Guardian Name: _____

Home Phone(____) _____ Work Phone(____) _____ Cell Phone(____) _____

Does your child require special services? Yes No

The following questions must be answered to meet the charter requirement for LaSAS:

Did the applicant participate in the Free/Reduced Lunch Program for 2015-2016? Yes No

Has your child failed the LEAP or GEE test? Yes No

Is your child one year or more behind in school? Yes No

Is your child a parent or pregnant? Yes No N/A

Does your child live in a single parent home? Yes No

LaSAS supports and enforces a mandatory student uniform dress code.

Application Deadline: Feb. 29, 2016

Agreement of Understanding

By signing below, I acknowledge my understanding of the following conditions for this application:

- Failure to complete all requested information will cause this application to be rejected.
- Additional admission requirements may be necessary and these must be completed and submitted as part of the application process.
- Racial balance is a consideration in the selection of students for this program.
- Eligibility may be determined by such factors as skill, talent, academic performance, conduct, written essay, and interest.
- When the lottery of eligible student applicants to the program exceeds the number of seats available, students will be admitted according to a waiting list based upon a placement lottery for reasons of racial equity.

I hereby give permission for my child to be screened for admission to the agriscience program. If accepted, he/she will be enrolled as a full-time student at the school. My child must demonstrate acceptable performance (as determined by school-site policy) in order to remain in the program.

Parent or Guardian Signature: _____ Date: _____

Answer each of these questions in more than one sentence:

5. What does Agriculture mean to you?

6. Who has been the most influential person in your life and why?

7. What is your favorite subject in school?

8. What subject do you struggle the most with in school?

9. Are you involved in any clubs or organizations at your school? Which one do you like best and why?

10. If you could raise an animal, what would it be and why?

11. If you could build a wood project, what would it be and why?

12. If you could plant a crop, what would it be and why?

LaSAS New Student Acceptance Committee

Blaine Dauzat – Principal

Monique Gaspard*- Asst Principal

Debbie Gaspard- Counselor

Michelle Roy- Regular Ed Teacher

Mary Jackson*- Special Ed Teacher

Robin Moreau- Career/Tech Ed Teacher

*- Minority committee member

The committee will always be made up of faculty members that hold the above positions. There will be a minimum of 2 minority members on the committee at all times.

Louisiana School for the Agricultural Sciences Applicant Score Sheet

Name of Applicant _____

Academics	2	4	6	Interview Questions	1	2	3
Ag Interest	1	2	3		Average-		
Siblings? (+.1) Parent an employee of Avoyelles Parish Schools? (+.1) P.B. Factor (+.1)							
Member 1 Total-							

Academics	2	4	6	Interview Questions	1	2	3
Ag Interest	1	2	3		Average-		
Siblings? (+.1) Parent an employee of Avoyelles Parish Schools? (+.1) P.B. Factor (+.1)							
Member 2 Total-							

Academics	2	4	6	Interview Questions	1	2	3
Ag Interest	1	2	3		Average-		
Siblings? (+.1) Parent an employee of Avoyelles Parish Schools? P.B. Factor (+.1)							
Member 3 Total-							

Academics	2	4	6	Interview Questions	1	2	3
Ag Interest	1	2	3		Average-		
Siblings? (+.1) Parent an employee of Avoyelles Parish Schools? (+.1) P.B. Factor (+.1)							
Member 4 Total-							

Academics	2	4	6	Interview Questions	1	2	3
Ag Interest	1	2	3		Average-		
Siblings? (+.1) Parent an employee of Avoyelles Parish Schools? (+.1) P.B. Factor (+.1)							
Member 5 Total-							

Academics	2	4	6	Interview Questions	1	2	3
Ag Interest	1	2	3		Average-		
Siblings? (+.1) Parent an employee of Avoyelles Parish Schools? (+.1) P.B. Factor (+.1)							
Member 6 Total-							

Final Total (Add Members 1- 6 Totals)

****After all students are ranked, if the group of students accepted is not a minimum of 35% African American, white students will be replaced by African American students until the group reaches 35%.**

LaSAS Outreach and Recruitment Plan

To attract a diverse pool of applicants to the Louisiana School for the Agricultural Sciences (LaSAS), APSB will actively publicize and broadly disseminate information about the charter school's program and its application and admissions processes pursuant to this Plan.

Annually, between December and February, APSB will distribute notices and brochures at each of its schools and appropriately throughout the Parish. APSB also will use other media, including letters, newspaper, websites and social media platforms, posters/signs, and telephonic Connect-ED announcements to encourage students to apply for admission to LaSAS. In addition to these publicity efforts, APSB also will conduct in-person community outreach and parental engagement to disseminate information about LaSAS by making appropriate announcements at APSB meetings/events, such as parent-teacher nights and open houses, and participating in select community meetings. APSB will undertake most of its annual publicity efforts well in advance of the LaSAS application deadline.

All of APSB's publicity concerning LaSAS will be accurate and designed to maximize students' interest in enrollment to the school. The information APSB disseminates should emphasize LaSAS's innovative hands-on approach to the education process and explain that the school offers multiple programs, including agricultural sciences, welding, culinary arts, business, and marketing. It also will be tailored to the appropriate audience and, whenever possible, include the following information:

- Content that encourages students to apply to the school, utilizing LaSAS's unique activity-based academic programming;
 - An accurate summary of the application process, including relevant deadlines;
 - Assurances that APSB provides transportation to students and that students who attend LaSAS are eligible to participate in their home school athletic programs;
 - The date and locations of student tours, open houses, and other outreach events; and
 - Contact information for the LaSAS Recruiter.
1. APSB will place a description of LaSAS and the school's admissions process in APSB's Student Handbook.
 2. APSB will post advertisements and relevant information on the internet. APSB's online promotion will include prominent posts/links on the APSB website and appropriate social media platforms. APSB's LaSAS website page will contain a comprehensive description of the school; all of its unique programs, including agricultural sciences, welding, culinary arts, business, and marketing; and any awards or recognitions that the school has received. If feasible, it also will include descriptive testimonials of current students and alumni.
 3. APSB will place advertisements in the Avoyelles Journal. These advertisements will appear in the newspaper's weekend editions for at least three consecutive weeks during the months of December and January.

4. APSB will post signs in high traffic areas throughout the Parish. Signs will be posted no later than January 15 and will remain on display throughout the application period.
5. APSB will mail at least one informational letter to the parents of all APSB students in grades 7-11, along with an application packet. The parental notices will be mailed no later than December 15.
6. APSB will make presentations regarding the LaSAS program during parent orientations and parent-teacher nights at all elementary schools, and make appropriate information available at these events. The LaSAS Recruiter or an appropriate designee will attend these events to provide information and answer questions.
7. APSB will host two informational open house meetings/tours at LaSAS. APSB will advertise these open houses appropriately and ensure that the parents of all grade 6 students are notified about the events using the Connect-ED calling system. APSB will schedule both open houses during the first two weeks in February at dates/times that are reasonably calculated to maximize attendance, accounting for parents' work schedules and potential transportation needs. If feasible, APSB also will provide and advertise free transportation to the events from its other schools, for both students and parents. All student and faculty contributors to the open houses will be selected according to their ability to contribute to the substance of the program and to foster diversity at the school.
8. APSB will host school-wide tour events of LaSAS, for all of APSB's grade 6 students during regular school hours. These tour events will be tailored to showcase LaSAS's activity-based instructional program, and the LaSAS Recruiter will select appropriate LaSAS students to help run the event. APSB will provide students free transportation to and from their respective schools in order to attend these tours. All student and faculty contributors to the tour events will be selected according to their ability to contribute to the substance of the program and to foster diversity at the school.
9. Before February 1, the LaSAS Recruiter will visit each of APSB's elementary schools to provide information about LaSAS to grade 6 students and to meet with school counselors and administrators about prospective applicants. The information may be provided during assemblies, in small-group sessions, or during one-on-one meetings with individual students.
10. The LaSAS Recruiter will host or participate in meetings with a minimum of six local African-American community groups, businesses, or churches, with at least two of the meetings occurring between January 1 and February 15. During these meetings, the LaSAS Recruiter will provide the attendees with information about LaSAS and distribute appropriate promotional materials.

LaSAS Recruiter Responsibilities

The Superintendent will hire or designate a Recruiter, who will be familiar with the program at the Louisiana School for the Agricultural Sciences (LaSAS) and possess demonstrated marketing and event coordination experience. This position description outlines the LaSAS Recruiter's responsibilities.

The LaSAS Recruiter will:

1. Be responsible for implementing the LaSAS Outreach and Recruitment Policy.
2. Be readily available to all parents who inquire about the LaSAS program and the school's admissions process, and will timely and accurately respond to all such inquiries.
3. Oversee the design of promotional materials used for marketing and outreach, and will ensure that promotional materials are appropriate for the setting in which they are to be used.
4. Oversee the design and implementation of LaSAS publicity efforts, to include the parent letters, newspaper advertising, website and social media platform postings, signs, and telephonic announcement system notices.
5. Design and implement the in-person outreach program, including orientations and evening events, open houses and tour events, elementary school visits, and select community meetings.
6. Be the primary event coordinator for the open houses and student tours. The LaSAS Recruiter will work with the LaSAS Principal to organize all such events. These responsibilities will include:
 - a. Selecting and instructing student tour guides for the open house and student tour events. The guides will take parents/students across the entire campus and describe the LaSAS student experience and opportunities for extracurricular activities.
 - b. Maintaining sign in sheets for all open house and student tour events.
 - c. Selecting spokespeople from each club on the LaSAS campus to speak to students at the end of the tour.
 - d. Drafting a survey assessing student interest in LaSAS, to be completed at the end of the student tour trips; collecting the survey and reviewing the results of the survey; evaluating data from the student surveys; and designing and implementing improvements to the open house and student tours based on such data.
7. Design an interview and/or survey to be provided to students who apply to attend LaSAS but subsequently withdraw their applications, elect not to attend the school, and withdraw from the school. Such interview and/or survey will be designed to assess why the student chose not to attend the school. The Recruiter will coordinate the retrieval and analysis of information from the interview and/or survey; evaluate data; and oversee the design and implementation of improvements to the recruiting and promotional programs that might reduce the withdrawal rate.
8. Keep time cards as verification of the time spent conducting activities described in this policy, to be submitted to the administration.



New Tech Network

**STUDENT ADMISSION
BUNKIE NEW TECH HIGH
2015-2016**

New Tech is a Non-Traditional, Project-Based Instructional Model incorporating 21st Century Skills

Consistent with the goals of the magnet program at Bunkie New Tech High School (BNTHS) and in an effort to enroll a diverse student body in the school, the Avoyelles Parish School Board (APSB) has established the following admission process.

Publicity & Marketing

APSB will fully implement the BNTHS Outreach and Recruitment Plan and designate a qualified and experienced BNTHS Recruiter to broadly and strategically disseminate information about the school and its admission process. The goal of APSB's recruitment efforts will be to increase and diversify the student enrollment of the magnet program at BNTHS.

Application Process

Annually, by no later than December 15, APSB will mail a letter to the parents of all of its students in grades 7-11 with information about the magnet program at BNTHS. This notice will include a description of how the New Tech magnet program integrates technology into the curriculum at the school, provide detailed and accurate information about the application process, and enclose copies of all forms and documents the parents and students will need to complete and submit to enroll at the school.

Parents will be permitted to submit completed applications at their home schools, BNTHS, or the APSB central office. Applications will be submitted on a rolling basis; there is no deadline for submitting an application.

Admission Considerations

Students who reside within the BNTHS attendance zone will be assigned to attend the school unless they apply for and are granted an intra-district transfer pursuant to APSB's Student Assignment & Transfer policy. If the number of applications

for admission to BNTHS from students who reside outside the BNTHS attendance zone exceeds the number spaces available at the school, APSB will admit students based on when they submit their applications, although priority consideration will be given to students who have siblings attending BNTHS and will increase the diversity of the student body.

APSB will notify all students who are admitted to BNTHS by letter. The letter will be sent as soon as the application is reviewed and the assignment is confirmed. This notification letter will include information concerning the student's bus transportation arrangements.

Any student who is not admitted will be informed that s/he is being placed on a waiting list, which APSB will use along with the other considerations identified above to fill vacancies that may subsequently arise.

Enrollment in BNTHS is continuous until a students' parents notify APSB that they want to withdraw their child from the school and have the student reassigned to his/her home school or to another program. Parents do not need to submit or otherwise renew their application to be admitted to BNTHS; students will either be enrolled or be placed on the wait list.

Professional Development

Before the start of the Spring semester, APSB will provide annual training on the BNTHS magnet program and application process to all school-level and central administrators, as well as all employees who are involved with processing admission applications. APSB also will send an e-mail to all teachers who teach grade 7-11 and all staff involved in counseling students or conferring with parents each year at the beginning of the Spring semester notifying them of the BNTHS application and admission process.

Annual Review

Annually no later than May 15, APSB will conduct a detailed review of its BNTHS recruitment and admission process and evaluate its efforts to diversity the enrollment at the school. APSB will prepare a written report summarizing the results of its annual review and the actions it will take to further diversify the enrollment at BNTHS.



New Tech Network

**STUDENT APPLICATION
BUNKIE NEW TECH HIGH
20__-20__**

New Tech is a Non-Traditional, Project-Based Instructional Model incorporating 21st Century Skills

PLEASE Type or Print Neatly:

Student Name: _____ Gender: M F Student Birthday: ____ / ____ / ____ Age: _____
Last First MI Month Day Year

Mailing address: _____ Phone Number: _____
Street City State Zip Code Circle One → Father Mother Student

Student's Ethnicity: ___ American Indian ___ Asian ___ Black ___ Hispanic ___ White ___ Other _____

Student's current school of attendance: _____ Social Security Number: _____

Student's current Grade: (circle) 8 9 10 11

Name of both parents/legal guardians: _____

Please circle Relationship of Parents/Guardians: Male: Father Step Foster Guardian Female: Mother Step Foster Guardian

Parent E-mail: (optional) _____

Home phone number: _____ Work/Cell number: _____
Father/Mother (Circle One)

Signed: _____ Date: _____
Parent/Legal Guardian

Signed: _____ Date: _____
Student

**BUNKIE NEW TECH HIGH SCHOOL
A School for 21st Century Learners
435 EVERGREEN ST., BUNKIE, LA 71327
318-346-6216 FAX 318-346-9611**



BNTHS Outreach and Recruitment Plan

To attract a diverse pool of applicants to the Bunkie High School (BNTHS), APSB will actively publicize and broadly disseminate information about the magnet school's program and its application and admissions processes pursuant to this Plan.

Annually, APSB will designate a two-month period during which it will concentrate its BNTHS publicity efforts. During this period, APSB will distribute notices and brochures at each of its schools and appropriately throughout the Parish. APSB also will use other media, including letters, newspaper, websites and social media platforms, posters/signs, and telephonic Connect-ED announcements to encourage students to apply for admission to BNTHS. In addition to these publicity efforts, APSB also will conduct in-person community outreach and parental engagement to disseminate information about BNTHS by making appropriate announcements at APSB meetings/events, such as parent-teacher nights and open houses.

All of APSB's publicity concerning BNTHS will be accurate and designed to maximize students' interest in enrollment to the school. It also will be tailored to the appropriate audience and, whenever possible, include the following information:

- Content that encourages students to apply to the school, utilizing BNTHS's academic programming and extracurricular opportunities;
 - An accurate summary of the application process, including any relevant deadlines;
 - Assurances that APSB provides transportation to students and that students who attend BNTHS are eligible to participate in their home school athletic programs;
 - The date and locations of student tours, open houses, and other outreach events; and
 - Contact information for the BNTHS Recruiter.
1. APSB will place a description of BNTHS and the school's admissions process in APSB's Student Handbook.
 2. APSB will post advertisements and relevant information on the internet. APSB's online promotion will include prominent posts/links on the APSB website and appropriate social media platforms. APSB's BNTHS website page will contain a comprehensive description of the school, all of its unique programs, and any awards or recognitions that the school has received. If feasible, it also will include descriptive testimonials of current students and alumni.
 3. APSB will place periodic advertisements in the Avoyelles Journal.
 4. APSB will post signs in high traffic areas throughout the Parish.
 5. APSB will mail at least one informational letter to the parents of all APSB students in grades 7-11, along with an application packet. The parental notices will be mailed no later than December 15.

6. APSB will make presentations regarding the BNTHS program during parent orientations and parent-teacher nights at all elementary schools, and make appropriate information available at these events. The BNTHS Recruiter or an appropriate designee will attend these events to provide information and answer questions.
7. APSB will host two informational open house meetings/tours at BNTHS. APSB will advertise these open houses appropriately and ensure that the parents of all grade 6 students are notified about the events using the Connect-ED calling system. APSB will schedule both open houses during the first two weeks in February at dates/times that are reasonably calculated to maximize attendance, accounting for parents' work schedules and potential transportation needs. If feasible, APSB also will provide and advertise free transportation to the events from its other schools, for both students and parents. All student and faculty contributors to the open houses will be selected according to their ability to contribute to the substance of the program and to foster diversity at the school.
8. APSB will host school-wide tour events of BNTHS, for all of APSB's grade 6 students during regular school hours. These tour events will be tailored to showcase BNTHS's unique academic program, and the BNTHS Recruiter will select appropriate BNTHS students to help run the event. APSB will provide students free transportation to and from their respective schools in order to attend these tours. All student and faculty contributors to the tour events will be selected according to their ability to contribute to the substance of the program and to foster diversity at the school.
9. Before February 1, the BNTHS Recruiter will visit each of APSB's elementary schools to provide information about BNTHS to grade 6 students and to meet with school counselors and administrators about prospective applicants. The information may be provided during assemblies, in small-group sessions, or during one-on-one meetings with individual students.

BNTHS Recruiter Responsibilities

The Superintendent will hire or designate a Recruiter, who will be familiar with the program at the Bunkie New Tech High School (BNTHS) and possess demonstrated marketing and event coordination experience. This position description outlines the BNTHS Recruiter's responsibilities.

The BNTHS Recruiter will:

1. Be responsible for implementing the BNTHS Outreach and Recruitment Policy.
2. Be readily available to all parents who inquire about the BNTHS program and the school's admissions process, and will timely and accurately respond to all such inquiries.
3. Oversee the design of promotional materials used for marketing and outreach, and will ensure that promotional materials are appropriate for the setting in which they are to be used.
4. Oversee the design and implementation of BNTHS publicity efforts, to include the parent letters, newspaper advertising, website and social media platform postings, signs, and telephonic announcement system notices.
5. Design and implement the in-person outreach program, including orientations and evening events, open houses and tour events, and elementary school visits.
6. Be the primary event coordinator for the open houses and student tours. The BNTHS Recruiter will work with the BNTHS Principal to organize all such events. These responsibilities will include:
 - a. Selecting and instructing student tour guides for the open house and student tour events. The guides will take parents/students across the entire campus and describe the BNTHS student experience and opportunities for extracurricular activities.
 - b. Maintaining sign in sheets for all open house and student tour events.
 - c. Selecting spokespeople from each club on the BNTHS campus to speak to students at the end of the tour.
 - d. Drafting a survey assessing student interest in BNTHS, to be completed at the end of the student tour trips; collecting the survey and reviewing the results of the survey; evaluating data from the student surveys; and designing and implementing improvements to the open house and student tours based on such data.
7. Design an interview and/or survey to be provided to students who apply to attend BNTHS but subsequently withdraw their applications, elect not to attend the school, and withdraw from the school. Such interview and/or survey will be designed to assess why the student chose not to attend the school. The Recruiter will coordinate the retrieval and analysis of information from the interview and/or survey; evaluate data; and oversee the design and implementation of improvements to the recruiting and promotional programs that might reduce the withdrawal rate.
8. Keep time cards as verification of the time spent conducting activities described in this policy, to be submitted to the administration.

RECEIVED

MAY 21 2015

TONY R. MOORE, CLERK
WESTERN DISTRICT OF LOUISIANA
ALEXANDRIA, LOUISIANA

UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF LOUISIANA
ALEXANDRIA DIVISION

UNITED STATES OF AMERICA

CIVIL ACTION NO. 65-12721

-vs-

JUDGE DRELL

AVOYELLES PARISH SCHOOL BOARD

MAGISTRATE JUDGE KIRK

ADDITIONAL REASONS FOR RULING

The Court has been presented with a proposed Consent Order in this matter which, if signed, would find that the Avoyelles Parish School system is unitary. The court has already orally declared its concurrence with a draft version of the order. The order resulted from a mediated procedure ordered by the Court last year. That mediation was conducted by Dr. Percy Bates, a well-recognized expert in the field of school desegregation cases for many years.

This case is one of several remaining in which unitary status had never been reached, even though it has technically been in litigation for roughly fifty years. Approximately nine years ago, the undersigned required that the School Board get to work on specific compliance with the requirements of the so-called Green Factors in the quest for achieving unitary status. As part of the process, the Board retained the services of Dr. William Gordon, another exceptionally well-qualified expert in desegregation cases. Dr. Gordon carefully guided the Board and its then-new superintendent, Dr. Dwayne Lemoine, in the effort. We are especially indebted to these two men who both strove at each opportunity to "get it right."

What this Court has seen along the way is a hopeful transformation of a school board which was initially tentative, recalcitrant, and partially uninformed regarding the depth of its responsibilities in the desegregation area. That board has now matured and we have seen a remarkable effort within the board to get along and get on with the work of providing the best for the children of Avoyelles Parish.

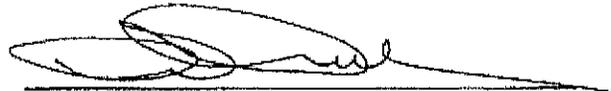
We also cannot say enough about the good faith efforts of Mr. Charles Riddle, District Attorney of Avoyelles Parish, and Mr. Allen Holmes, the long time intervenor in this suit. Both of these men have gone the absolute extra mile in getting this good work done. Their labors have been successful, and they are to be congratulated.

So, too, was the good and faithful work put into this case by Mr. Franz Marshall, Mr. Mark Dann, and several other past representatives from the U.S. Justice Department, together with several experts retained on behalf of the Government. We were pleased to find that these people were careful, diligent, and interested in only the best result understanding the local situation in every reasonable way.

The net effect of these efforts is the consent order, which speaks for itself. The Court's part from here forward will be simply to be sure that the progress made so far continues and to require that the commitments made are fulfilled. We will watch, now hopefully from the sidelines, to see that THIS School Board does not forget the children in the name of personal politics. Hopefully, they have learned that, together, they can do great work. For every child who is successfully educated in Avoyelles parish constitutes hope for the future. For this board and its new Superintendent, Blaine Dauzat, now to move forward with that goal in mind will help to create an atmosphere of success and prosperity perhaps beyond their wildest dreams!

Thus, in executing this Consent Order, we can only add, "Well Done" to all who have helped to fashion the attitudes and changes that made this day arrive. It was, is, and always will be FOR THE CHILDREN! Each must remember that.

Signed on this 21st day May, 2015 at Alexandria, Louisiana.

A handwritten signature in black ink, appearing to read "Dee D. Drell", written over a horizontal line.

DEE D. DRELL, CHIEF JUDGE
UNITED STATES DISTRICT COURT