

MEMORANDUM OF AGREEMENT

The following agreement is the product of a series of mediation sessions between the Coalition of Concerned Parents and the Everman Independent School District. The parties were convened under the auspices of the Community Relations Service, United States Department of Justice for the purpose of resolving their differences

Issue #1: The perception that the EISD fails to consult with Black parents when placing students in special education or lower academic courses.

Remedy: (Special Education) The parties agree that with regard to the issue of special education the EISD will reaffirm that all requirements of the Texas Education Agency, Applicable Federal Regulations and EISD Regulations. (copies attached and labeled attachments 1, 2 and 3) regarding the placement of students in Special Education will be adhered to. The rules will be available for any parent (including those who may not have children in special education) to review. It is understood that parents who do have children who may be placed in special education will be given a complete set of the rules at the initial discussion of the placement of their student.

Remedy: (lower academic) The parties agree that with regard to the issue of lower academic courses, the parents or guardians will be contacted before the student is placed in a lower academic course. The parties further agree that the parent will have the option of allowing the student to remain in the regular course of study and can reject movement into a lower academic course. The parties agree that this process will be used with students who are currently enrolled.

Issue #2: The perception that the EISD fails to inform Black parents of disciplinary problems until the problem has reached a crisis stage. _

Remedy: The parties agree that the present method of informing parents of a students problem after the third referral to the principal may be contributing to this perception and also placing the parents or guardians in a position where they are not informed of the problem until it has reached a crisis level. The parties further agree that, effective immediately the parent will be notified of the first referral to the office via U.S. Mail (revised referral form attached and labeled attachment #4).

Remedy: The parties agree that the EISD will make an affirmative effort to hire more Black teachers and counselors. The parties further agree that the EISD will contact traditional minority colleges and Universities. It is also agreed that the EISD will utilize the services of minority professional organizations, including minority media in the effort to obtain minority applicants. The parties also agree that notification of available positions will be mailed to minority community groups including minority churches.

Issue #4: The perception that the EISD fails to hire Black Administrators

Remedy: The parties agree that the EISD will make an affirmative effort to hire more minority administrators. The parties further agree that the EISD will utilize the services of traditional minority professional organizations and media in the search for minority applicants. It is further agreed that the notification of job opening in all areas of employment will be supplied to all minority organizations for distribution and dissemination in the minority community.

Issue #5: The perception that the EISD fails to give proper orientation to Black students (other than athletes on how to apply for scholarships or take the correct college entrance examinations).

Remedy: The parties agree that there is a need to emphasize to both students and parents the necessity of proper orientation in the areas of: a) college entrance, college selection, college financial assistance and taking the proper examinations. The parties agree to have at least two orientation sessions every school year. One will be in the fall and the other in the spring. The orientation sessions will be for students and their parents and notification will be sent to all the parents. Attendance will be voluntary, but all parents and students will be urged to attend regardless of the students grade point average. The parties also agree that the EISD will institute a "college night" type program and invite Colleges, Universities, Business and Technical schools to the program so they can meet students and parents who may want to avail themselves of the programs they offer.

Issue #6: The perception that the EISD fails to place Black students in programs that would prepare them for college courses or career planning.

Remedy: The parties agree that the " placement matrix " (copy attached) presently utilized by the placement committee of the EISD will be modified to include the following: a) The eight grade registration form will indicate at the bottom of form if the course selected by student is a remedial course and the parent will be advised that they can either allow the student to take the

remedial course or take the regular course of study. (In the event the parent desires the regular course of study, the Counselor will have the parent sign a waiver stating they did not want the student to take the remedial course. The Counselor will also advise the parent the type of assistance the student should obtain to be successful in the course.) The placement matrix will be further modified to include the number of credit hours and points toward graduation the student will receive for each course selected. The section entitled " Everman High School Master Plan (4 year)" will be modified to include College Preparatory. It is agreed that the matrix once completed by the Placement Committee will be forwarded via U.S. Mail to the parent. It is understood that the EISD cannot endure lengthy delays in course assignment so it becomes the responsibility of the parent or guardian to return the approved matrix within five days or call and make an appointment to discuss same with the proper authority at the school. Failure of the parent to respond within the five day period will constitute approval to the school district. This condition will be stated on the matrix form.

7) Issue #7: The perception that the EISD relies more on subjective criteria rather than grades when determining if Blacks should take honors courses.

Remedy: The parties agree that the documents entitled " Identification Procedure Advanced Honors Program , Everman Independent School district " and " Program for the Gifted and Talented Identification Procedure" will be modified to include the following: Step 1 : The screening committee presently allows for the optional inclusion of a parent. This will be changed to delete optional and a parent from the minority and the majority community will be added to the committee . Step 2 : Selection The present system allows the optional use of two teachers of gifted and talented students. This will be changed to require the use of the two teachers. The optimum situation would be to have a minority and majority teacher on the committee. Step 3: Appeal process: Presently reads that it will take a unanimous vote of the selection committee to admit a student on probationary status to the program. This will be modified to include a statement that the final decision rests with the Supt. The Supt. will have the authority to sustain, veto, or override the recommendation of the committee. The section entitled "Scale for rating Behavioral characteristics Superior Students will be amended. A Committee comprised of a teacher, a counselor, the Supt or his desigee, one parent from the minority community and one parent from the majority community will develop a system for rating students. The system should rely on objective criteria such as grades, behavior, school attendance etc.

It was further agreed that the EISD will ensure that all parents or guardians are informed that they may nominate their student for either the Advanced Honors program or the Talented and gifted program. It is understood that all parents or guardians will be informed of all aspects of the Advanced Honors Program and the Talented and Gifted Program at least once a year by the EISD.

Issue #8: The perception that the site selection of the new proposed school deliberately places the school far away from the Black community.

Remedy: To address this perception it was necessary for all parties to make a candid assessment of why this perception exists. The conversation that followed addressed past practices when a new school is constructed outside of the Black community. The past practice as perceived by the Black community has been to remove the white students from a school in the Black area which causes lower attendance to the extent that it becomes economically unfeasible to operate the school. The next move would be to close the older school in the Black community and bus the Black students to the new school. This fear was addressed and reasonable assurances were given that this would not happen. The District expects growth in the area of the proposed school to be adequate enough to insure no students will be transferred from other areas to the new school. It is agreed that the District will hold public hearings before shifting students from one school to another.

Issue #9: The perception that the holding of PTA meetings in private homes in a white subdivision is an attempt to discourage Black participation.

Remedy: The parties agree that P.T.A. meetings will be held at a public facility in the future. The parties further agree that this perception may have surfaced because on occasions there may have been executive committee meetings of the PTA in a private home because of convenience. To ensure; however, that all meetings are open, the EISD will publish the meeting dates, times and place of all PTA and Executive PTA meetings. Efforts will also be made to have community organizations and public service organizations announcements made of all PTA and Executive committee meetings.

Issue #10: The perception that the EISD fails to include the achievement of Blacks and other minorities in the regular courses of study is an attempt to relegate the achievements of minorities to brotherhood month activities only.

Remedy: The parties agree that it shall be the practice of the EISD in the future to include the achievement of minorities in the normal course of study. It is understood that any listing of reading materials given to students will include books written by minority authors, scientist, sociologist and any other discipline normally used to enhance a students knowledge. It is further understood that the libraries of the EISD will ensure that many of these books are available to all students. Finally the parties agree that the EISD will utilize the talents of local minority leadership as a resource in compiling a listing of available books and periodicals.

Issue #11 The perception that the EISD does not want Black representation on the school Board and has therefore resisted efforts to abandon the at large system of selecting representatives to the board.

Remedy: It was agreed by all parties that a committee consisting of the Superintendent, Legal Counsel for the School Board, two representatives from the Board, three representatives from the Black Coalition of Concerned Parents and a CRS Mediator will meet and consider a recommendation to the School Board on adoption of a single member district voting system. It was further agreed that if any recommendation to change to a single member district is made by the committee and approved by the E.I.S.D. board, the recommended change will be submitted to the Voting Rights Section, United States Department of Justice, for approval as required by the Voting Rights Act.

Issue #12: The perception that the EISD has failed to utilize minority contractors.

Remedy: The parties agree that the utilization of minority contractors has been difficult because of problems related to bonding, notification of bids and the Districts lack of knowledge regarding the availability of Black and minority contractors.

Remedy: The parties agree that the EISD will institute an affirmative effort to locate and utilize minority contractors. The parties further agree that the EISD will host, in cooperation with other institutions; such as, other nearby school districts, Small Business Administration, Majority and Minority Chamber's of Commerce, Womens groups, local Banks and other businesses, a series of programs designed to involve the minority business person in contracting and to develop a roster of available minority contractors.

Issue #13: The perception that the EISD refuses to place a voting box in the Black community

Remedy: The parties agree that a voting box will be placed in the Black community. It is further agreed that upon signing this agreement the EISD will immediately request permission for the placement of the box in the Black community from the Voting Rights Section United States Department of Justice in accordance with the provisions of the Voting Rights Act. A copy of the request to be forwarded to the Black Coalition of Concerned Parents and the Community Relations Service, United States Department of Justice.

of the committee. The Committee should meet at least six times a year, but may meet as often as it deems necessary. It is understood that the Community Relations Service, United Department of Justice will assist in the implementation of this agreement, if needed.

The parties signed affirming this agreement on February 1, 1988

Joe C. Bean
DR. Joe Bean: Superintendent Everman
Independent School District

Jefferson Davis
Jefferson Davis: Asst. Superintendent
Everman Independent School District

B.C. Puryear
B.C. Puryear: Asst. Superintendent
Everman Independent School District

Jerry Sanders
Jerry Sanders: High School Principal
Everman Independent School District

Betty Brown
Betty Brown: High School Counselor
Everman Independent School District

Rev. Tom Franklin
Reverend Tom Franklin: Chairman
Coalition of Concerned Parents

Mattie F. Brewer
Mattie F. Brewer: Member
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Don Bowers
Don Bowers: Member
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James Gibson
James Gibson: Member
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Witnessed By:

Augustus Taylor
Augustus Taylor: Chief Conciliator
Community Relations Service
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