

IN THE UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF LOUISIANA
MONROE DIVISION

| | | |
|-----------------------------------|---|---------------------------|
| JIMMY ANDREWS, et al., |) | |
| |) | |
| Plaintiffs, |) | |
| |) | |
| UNITED STATES OF AMERICA, |) | |
| |) | |
| Plaintiff-Intervenor, |) | CIVIL ACTION NO. 65-11297 |
| |) | |
| v. |) | |
| |) | |
| MONROE CITY SCHOOL BOARD, et al., |) | |
| |) | |
| Defendants. |) | |
| _____ |) | |

CONSENT DECREE

This Consent Decree addresses the school desegregation obligations of the Monroe City School Board (“MCSB”). At the United States’ request, Defendant MCSB has provided extensive information regarding the Board’s compliance with its desegregation obligations. Consequently, the United States and MCSB have engaged in numerous discussions and have agreed, and it is the ruling of this Court, that the MCSB shall implement, *inter alia*, the policies detailed herein to address certain of its desegregation obligations.

I. PROCEDURAL HISTORY

On August 5, 1965, Jimmy Andrews and Tommy Ray Robertson, minor children enrolled in the District, sued Defendants through their mothers, alleging racial segregation and discrimination in the operation of the Monroe City public schools. On September 17, 1965, the Court signed a permanent injunction prohibiting the Defendants from “continuing to operate a

compulsory bi-racial school system.” In February 1970, the Court allowed the United States to participate as *amicus curiae*, “with the right to submit pleadings, evidence, arguments and briefs, the right to move for injunctive and other necessary and proper relief, and the right to initiate such further proceedings that may be necessary and appropriate.” On May 11, 1978, the Court granted the United States’ motion for leave to intervene. Recently, the United States initiated a review of the Monroe City school district to assess changes that had occurred in the District, and to ensure the District’s compliance with extant desegregation orders in this case and applicable federal law. As part of its review, the United States conducted a site visit of several of the District’s schools from March 4 through March 6, 2008.

II. SCHOOL DISTRICT PROFILE

The District currently operates eighteen schools – twelve elementary-level schools, two junior high schools, one middle school, three high schools – and one alternative academic center. The District’s student enrollment is 87% black, 12% white.

**District Student Enrollment
2009-2010 School Year**

| | SCHOOL NAME (GRADE SPAN) | BLACK STUDENTS | WHITE STUDENTS | OTHER MINORITY STUDENTS | TOTAL |
|----|--|----------------|----------------|-------------------------|-------|
| 1 | Carver Elementary (PS-6) | 429 (99.5%) | 2 (0%) | 0 (0%) | 431 |
| 2 | J.S. Clark Elementary (PS-6) | 421 (92.7%) | 28 (6.2%) | 5 (1.1%) | 454 |
| 3 | Barkdull Faulk Elementary (PS-6) | 267 (99.6%) | 1 (0.4%) | 0 (0%) | 268 |
| 4 | Clara Hall Accelerated School (PS-2) | 311 (99.7%) | 1 (0.3%) | 0 (0%) | 312 |
| 5 | Sallie Humble Elementary (PS-6) | 357 (75.6%) | 99 (21.0%) | 16 (3.4%) | 472 |
| 6 | Berg Jones Elementary (PS-5) | 396 (100%) | 0 (0%) | 0 (0%) | 396 |
| 7 | Lexington Elementary (PS-6) | 259 (38.8%) | 388 (58.2%) | 20 (3.0%) | 667 |
| 8 | Lincoln Elementary (PS-6) | 415 (98.6%) | 4 (1.0%) | 2 (0.4%) | 421 |
| 9 | Minnie Ruffin Elementary (PS-5) | 552 (99.5%) | 0 (0%) | 3 (0.5%) | 555 |
| 10 | Cypress Point Elementary (PS-6) | 416 (93.9%) | 25 (5.6%) | 2 (0.5%) | 443 |
| 11 | Madison James Foster Elementary (PS-6) | 417 (100%) | 0 (0%) | 0 (0%) | 417 |
| 12 | Thomas Jefferson Elementary (3-5) | 204 (100%) | 0 (0%) | 0 (0%) | 204 |
| 13 | Carroll Junior High (7-8) | 346 (99.7%) | 0 (0%) | 1 (0.3%) | 347 |
| 14 | Martin Luther King Jr. Middle (6-8) | 578 (98.6%) | 6 (1.0%) | 2 (0.3%) | 586 |
| 15 | Robert E. Lee Junior High (7-8) | 296 (67.7%) | 129 (29.5%) | 12 (2.7%) | 437 |
| 16 | Carroll High (9-12) | 557 (99.3%) | 4 (0.7%) | 0 (0%) | 561 |
| 17 | Neville High (9-12) | 519 (57.3%) | 358 (39.5%) | 29 (3.2%) | 906 |
| 18 | Wossman High (9-12) | 649 (98.5%) | 8 (1.2%) | 2 (0.3%) | 659 |
| | Total | 7524 (86.6%) | 1068 (12.3%) | 94 (1.1%) | 8686 |

III. ORDER

The parties to this Consent Decree agree that the prior orders of this court shall continue in full force and effect except to the extent that they are modified by this Order.

The Board agrees and is ordered to undertake the following provisions in good faith:

- A. **High School Course Offerings.** The District will offer the same courses at every high school in the District, including but not limited to AP, pre-AP, Honors, Dual Enrollment, and Distance Learning courses.
1. The District will modify the District's course scheduling forms accordingly and will develop and implement a system to ensure the availability of course offerings at every school in the District by the start of the 2010-2011 school year. The District will provide details of this system to the United States by January 15, 2010.
 2. The District will sponsor and/or provide activities for staff development related to the provision of the same course offerings at every high school in the District.
 3. These staff development activities will be completed prior to the start of the 2010-2011 school year. The District will detail all staff development activities in a report to the United States by April 1, 2010.
 4. Beginning in students' 7th-grade year and again in the 8th-grade year, the District will disseminate information to junior high and middle school students specifying all classes available at the high school level and will provide detailed descriptions of each class, including but not limited to a

list and detailed explanation of the following classes: TOPS pre-requisite classes (as set forth in Paragraph C below); Honors classes; pre-AP and AP classes that render students eligible for AP credits; and classes that provide college-level course credit.

5. The District will encourage high school Honors, pre-AP and AP class enrollment for all high school students, especially junior high and middle school students enrolled in Gifted classes.
6. The District will explore all sources of funding for AP examinations, such as the Louisiana Department of Education's Advanced Placement Test Fee Reimbursement Program, which allows schools with low-income students to apply for reimbursement for the cost of AP exams.

B. Medical Magnet Program. By the fall of the 2011-2012 school year, the District will fully implement the medical magnet program at Carroll High School as required by this Court's April 29, 1998 order (attached hereto as Exhibit 1) in an attempt to increase the diversity of the student population at Carroll High.

1. The District will actively promote the Carroll High School medical magnet program at all junior high, middle, and high schools in the District.
2. Each spring semester, the District will conduct an informative medical magnet assembly at each junior high and middle school in the District.
3. Carroll High School will form a partnership with local universities, such as Grambling State University or the University of Louisiana at Monroe, and with the Louisiana Community and Technical College System to

allow advanced college and university Nursing students to serve as mentors to medical magnet students at Carroll High School.

4. As part of its college and university partnership program, the District will make every effort to negotiate available transition assistance – such as discounted tuition – for students in the medical magnet program who choose to enroll as a student with one of the college or university partners.
5. Medical magnet students will have job shadowing opportunities at local healthcare facilities.

C. **TOPS Scholarship.** The District will encourage all high school students to attempt to qualify for the Tuition Opportunity Program for Students (TOPS), which provides scholarships for qualified high school students who choose to attend a Louisiana state college or university. During the high school pre-registration and registration process, the District will notify all entering high school students of TOPS and its prerequisites. The District will also ensure that every high school student has the opportunity to take two units of a foreign language and to take the American College Test (“ACT”) examination, prerequisites for TOPS qualification.

D. **Intercultural Development Research Association.** The Board agrees to work with the Equity Assistance Center of the Intercultural Development Research Association (IDRA) in order to ensure that all students have an equitable opportunity to participate in Gifted, Honors, pre-AP, and AP programming at all schools in the District. Within 45 days of the date of this Order, the Board will

continue discussions with the IDRA and will submit a formal request for assistance to Dr. Bradley Scott, Director of the IDRA South Central Collaborative for Equity. Alternatively, and only should the need arise, the professional services of a like professional or entity (that provides professional services), other than Dr. Bradley Scott or the IDRA South Central Collaborative for Equity, may be engaged to provide the assistance, provided that the professional or entity is mutually acceptable to the United States and the Board.

- E. The Board, acting through the Superintendent, will ensure that all principals, other administrators, faculty and certified staff and faculty are informed of the provisions of this Decree.

IV. MONITORING AND REVIEW

This Consent Decree sets forth in detail the areas to be addressed and the actions to be undertaken by the Board. The terms of this decree shall be in force for the next five (5) school years until June 30, 2014, at which time the parties shall conduct a full evaluation of the District's compliance with the terms of this agreement and with the Fourteenth Amendment to the United States Constitution and applicable federal law to determine the District's eligibility to request a declaration of unitary status from this Court. At the end of each school year, on June 30, the District shall submit to the Court, United States, and private plaintiffs a report on each of the above categories that includes the following information:

1. an update on the District's work with the IDRA or other mutually approved professional or entity;
2. a list of any and all classes offered at each high school in the District, the training

- and qualifications of each teacher selected to teach each class listed, and the number of students – by race/ethnicity – enrolled in each class listed;
3. copies of all information disseminated to junior high and middle school students regarding the high school course offerings;
 4. a detailed explanation of the District's efforts to provide funding for low-income students to take AP examinations;
 5. the number of students – by race/ethnicity – who have registered to take AP examinations and a list of the examinations those students have registered to take;
 6. the number of students – by race/ethnicity and by AP examination – who scored three (3) or above on one or more of the AP examinations they registered to take;
 7. the number of students – by race/ethnicity – enrolled in the medical magnet program at Carroll High School;
 8. the number of high school students – by school and by race/ethnicity – who received the TOPS scholarship.

ENTERED THIS _____ DAY OF _____, 2010.

UNITED STATES DISTRICT JUDGE

APPROVED:

FOR THE UNITED STATES:

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