

OFFICE OF EDUCATIONAL ACCOUNTABILITY
Summary of State Board of Education Agenda Items
April 17-18, 2014

OFFICE OF ACCREDITATION

33. Approval of the proposed revisions to the Process Standards in the *Mississippi Public School Accountability Standards, 2012*
(Has cleared the Administrative Procedures Act Process with public comment)

On January 14, 2014, the Commission on School Accreditation approved the recommendation of the Educational Principles and Practices Task Force to revise the Process Standards in the *Mississippi Public School Accountability Standards, 2012*.

On January 17, 2014, the State Board of Education granted approval to begin the Administrative Procedures Act (APA) Process. Public comments were received in the Office of Accreditation January 22, 2014, through February 18, 2014. A public hearing was held on April 1, 2014, in response to a request made during the APA process.

Based on the APA comments, the public hearing, and 2014 legislation, proposed revisions were presented to the Commission on School Accreditation on April 3, 2014. The attached back-up material outlines the proposed revisions approved by the Commission on School Accreditation on April 3, 2014.

Recommendation: Approval

Back-up material attached

2

***Proposed Revisions to MS Public School Accountability Standards, 2012
Based on APA Comments, Public Hearing Testimony, and 2014 Legislation
Approved by the Commission on School Accreditation April 3, 2014***

STD	Original Proposed Change	Comments/Revised Recommendation	Status/Actions
1	<p>1. The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include but are not limited to such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5. The duties and responsibilities of the local school board are as follows:</p> <p>1.1 The school board assigns all executive and administrative duties to the superintendent, who is properly licensed and chosen in the manner prescribed by law. {MS Code 37-6-3(3-4); 37-9-7, 13, 14; 37-61-9; and 37-151-5(h)}</p> <p>1.2 School board policies that comply with state and federal statutes, rules, and regulations serve as the basis of operation for the district, and current copies (print or electronic) of school board policies are published and available for public review. {MS Code 25-41-7; 25-61-1 through 17; 37-9-1</p>	<p>Additional clarification of language regarding separation of powers between school boards and superintendents and the threat of sanctions against school boards for violation of the Standard.</p> <p>Suggested Language: <i>The local school board and the superintendent of schools shall exercise due diligence in performing the respective duties of each office in accordance with applicable law.</i> The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include but are not limited to such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy. {<i>MS Codes 25-41-1 et. al; 25-61-1 through 17; 37-3-4(5); 37-6-7, 9, 11, and 15; and 37-7-306(1-4), 37-9-1 through 75; 37-9-101 through 113; 37-7-301(p)(w); 37-6-3(3-4); 37-9-7, 13, 14; 37-61-9; 37-151-5(h) and Federal Civil Rights Act of 1964</i>}</p>	<p>A PUBLIC HEARING WAS REQUESTED IN RESPONSE TO THE REVISION OF THIS STANDARD. THE HEARING WAS HELD ON APRIL 1, 2014, AND APPROXIMATELY TEN (10) INDIVIDUALS VOICED THEIR CONCERNS REGARDING THE BALANCE OF SEPARATION OF POWER BETWEEN THE SUPERINTENDENT AND SCHOOL BOARD. THE VIEWS PRESENTED DURING ORAL TESTIMONY INDICATE ADDITIONAL LANGUAGE SHOULD BE ADDED TO CLARIFY THESE ROLES. (SEE SUGGESTED LANGUAGE.) APA COMMENTS TOTALED FOUR (4).</p> <p>In response to the public hearing testimony, the Commission on School Accreditation approved additional language to the introduction of the standard and the addition of specific MS Code references during the April 4, 2014 meeting.</p>

4

***Proposed Revisions to MS Public School Accountability Standards, 2012
Based on APA Comments, Public Hearing Testimony, and 2014 Legislation
Approved by the Commission on School Accreditation April 3, 2014***

STD	Original Proposed Change	Comments/Revised Recommendation	Status/Actions
	<p>through 75; 37-9-101 through 113; 37-7-301(p)(w); and Federal Civil Rights Act of 1964}</p> <p>1.3 School board members complete required basic and continuing education programs in order to effectively perform their duties in the manner prescribed by law. {MS Code 25-41-1 et. al; 25-61-1 through 17; 37-3-4(5); 37-6-7, 9, 11, and 15; and 37-7-306(1-4)}</p> <p>Rationale: Group Standards 1, 2, & 3 into one standard with 3 sub standards as all three (3) of the standards relate to the issues of responsibilities and governance by the local school board and superintendent. Rearrange the order of standards into a more logical sequence. Indicate the consequences of noncompliance. Define the role of the board as governance/setting policy and the role of superintendent as management and implementation of policy.</p> <p>Rationale: Revise new standard 1.2 to include the words "print or electronic". Allowing electronic versions of policies will accommodate the digital age, will require less paper and thereby lower costs to districts.</p>		

***Proposed Revisions to MS Public School Accountability Standards, 2012
Based on APA Comments, Public Hearing Testimony, and 2014 Legislation
Approved by the Commission on School Accreditation April 3, 2014***

STD	Original Proposed Change	Comments/Revised Recommendation	Status/Actions
5, 5.1, 5.2	<p>5.2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth of the workday to library/media administrative activities. {MS Code 37-17-6(3)(a-e)}</p> <p>5.1 2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required recommended.</p> <p>5.2 2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required recommended.</p>	<p>Concern over wording in Standards 2.3.1 & 2.3.2 regarding the change to "recommended" from "required" a ½ time librarian for 499 students or less and recommend a full-time librarian for greater than 500 students.</p> <p>5.2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth of the workday to library/media administrative activities. {MS Code 37-17-6(3)(a-e)}</p> <p>5.1 2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required recommended.</p> <p>5.2 2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required recommended.</p>	<p>ONE HUNDRED FOUR (104) APA COMMENTS WERE RECEIVED EXPRESSING CONCERN OVER THE RECOMMENDED REVISION.</p> <p>THE REVISION OF THIS STANDARD WAS CONTINGENT UPON THE PASSAGE OF A TECHNICAL AMENDMENT TO MS CODE 37-17-6 (HB 452; SB 2549). THE BILL(S) DID NOT PASS IN 2014 LEGISLATION. CONSEQUENTLY, THERE WILL BE NO REVISIONS TO THIS STANDARD.</p>
11 & 11.1	<p>11.5 The local school board budgets and expends funds as follows:</p> <p>11.1 The local school board of education budgets and expends from the District Maintenance Fund (Fund #1120) a minimum of \$20.00 per student for</p>	<p>Concern over eliminating funding of \$20.00 per student for instructional/library supplies, materials, and equipment.</p> <p>11.5 The local school board budgets and expends funds as follows:</p>	<p>FIFTEEN (15) INDIVIDUALS (LIBRARIANS OR PERSONS AFFILIATED WITH LIBRARY PROGRAMS) GAVE ORAL TESTIMONY AT THE PUBLIC HEARING, APRIL 1, 2014, IN SUPPORT OF KEEPING THIS STANDARD.</p>

∞

***Proposed Revisions to MS Public School Accountability Standards, 2012
Based on APA Comments, Public Hearing Testimony, and 2014 Legislation
Approved by the Commission on School Accreditation April 3, 2014***

STD	Original Proposed Change	Comments/Revised Recommendation	Status/Actions
	<p>instructional/library supplies, materials, and equipment.</p> <p>11.2 5.1 Funds available for classroom supplies, materials, and equipment from the Education Enhancement Fund (Fund #2440) are allocated and expended in compliance with Section 37-61-33, Mississippi Code of 1972, as amended, and SB Policy 3400.</p> <p>11.3 5.2 The local school board budgets and expends funds under the Public School Health Insurance Plan as required by state law and State Board policy. Failure to remit premiums, interest penalties and/or late charges in a timely manner may result in withholding a school district's adequate education program funds. {MS Code 37-151-95} (SB Policy 4904)</p> <p>Rationale: DELETE current Standard 11.1 to remove reference to a specific expenditure amount and to give districts flexibility to budget for instructional programs based on needs.</p> <p>Rationale: Method of expenditure is now through EEF debit cards.</p>	<p>11.1 The local school board of education budgets and expends from the District Maintenance Fund (Fund #1120) a minimum of \$20.00 per student for instructional/library supplies, materials, and equipment.</p> <p>11.2 5.1 Funds available for classroom supplies, materials, and equipment from the Education Enhancement Fund (Fund #2440) are allocated and expended in compliance with Section 37-61-33, Mississippi Code of 1972, as amended, and SB Policy 3400.</p> <p>11.3 5.2 The local school board budgets and expends funds under the Public School Health Insurance Plan as required by state law and State Board policy. Failure to remit premiums, interest penalties and/or late charges in a timely manner may result in withholding a school district's adequate education program funds. {MS Code 37-151-95} (SB Policy 4904)</p>	<p>IN ADDITION, WRITTEN REPORTS WERE SUBMITTED AT THE HEARING AS WELL AS SIXTY-FIVE (65) WRITTEN COMMENTS DURING THE APA PROCESS. ALL WERE PASSIONATE ABOUT THE FACT THAT IF IT WEREN'T IN THE STANDARD, SOME LIBRARIANS WOULD RECEIVE \$0. THE OFFICE OF ACCREDITATION RECEIVED APPROXIMATELY NINETY (90) WRITTEN COMMENTS DURING THE APA PROCESS FROM LIBRARIANS/MEDIA SPECIALISTS IN SUPPORT OF LEAVING ALL STANDARDS THAT SUPPORT LIBRARIANS, INCLUDING STANDARD 11.1 IN THE ACCOUNTABILITY STANDARDS.</p> <p>The Commission on School Accreditation voted to uphold the initial recommendation of the Task Force and remove this standard as the wording of the standard provides no benefit to librarians. The requirement for funding libraries would be addressed in the programmatic area under Standard 24.</p>
12	<p>12. 6. The school district complies with state law and State Board of Education policy on enrollment requirements.</p> <p>12.1 6.1 Residency requirements {MS Code 37-15-29} (SB Policy 6600)</p> <p>12.2 6.2 12.2 Immunization</p>	<p>12. 6. The school district complies with state law and State Board of Education policy on enrollment requirements.</p> <p>12.1 6.1 Residency requirements {MS Code 37-15-29} (SB Policy 6600)</p>	<p>DURING THE 2014 LEGISLATIVE SESSION THE TECHNICAL AMENDMENT WAS PASSED IN SB 2571 AND WAS SIGNED BY THE GOVERNOR. HOWEVER, THE MISSISSIPPI HOUSE OF</p>

***Proposed Revisions to MS Public School Accountability Standards, 2012
Based on APA Comments, Public Hearing Testimony, and 2014 Legislation
Approved by the Commission on School Accreditation April 3, 2014***

STD	Original Proposed Change	Comments/Revised Recommendation	Status/Actions
	<p>requirements {MS Code 37-7-301(i), 37-15-1, and 41-23-37}</p> <p>12.3 6.3 Age of entry requirements {MS Code 37-15-9}</p> <p>The Task Force recommended that MS Code 37-15-9 be revised to change the September 1 date to August 1. The Technical Amendment was submitted during the 2014 Legislative Session.</p>	<p>12.2 6.2 Immunization requirements {MS Code 37-7-301(i), 37-15-1, and 41-23-37}</p> <p>12.3 6.3 Age of entry requirements {MS Code 37-15-9}</p>	<p>REPRESENTATIVES AND SENATE VOTED TO RETURN THE AUGUST 1 DATE TO SEPTEMBER 1 IN HB 454'S CONFERENCE REPORT, ADOPTED APRIL 1, 2014.</p>
18	<p>18. — There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code 37-7-337} (Districts Meeting the Highest Levels of Performance are exempted.)</p> <p>18.1 — DELETED.</p> <p>18.2 — A school district that has been designated as Failing as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council. {MS Code 37-18-5(4)}</p> <p>18.3 — A district and/or a school below the Successful level (includes Academic Watch D, Low Performing F, At Risk of Failing F, and Failing F) shall establish a pre-kindergarten through higher education (P-16) council.</p>	<p>Deletion of Standard, P16 Community Engagement Councils and Guidelines</p> <p>18. There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code 37-7-337} (Districts Meeting the Highest Levels of Performance are exempted.)</p> <p>18.1 — DELETED.</p> <p>18.2 18.1 A school district that has been designated as Failing (F) as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council. {MS Code 37-18-5(4)}</p> <p>18.3 A district and/or a school below the Successful level (includes Academic Watch D, Low Performing F, At Risk of Failing F, and Failing F) shall establish a pre-kindergarten through higher</p>	<p>A PUBLIC HEARING WAS REQUESTED IN RESPONSE TO THIS REVISION. IT WAS HELD APRIL 1, 2014. APPROXIMATELY TWENTY (20) INDIVIDUALS GAVE ORAL TESTIMONY AS TO WHY IT SHOULD NOT BE DELETED. ADDITIONALLY, A NUMBER OF WRITTEN COMMENTS WERE RECEIVED. EIGHT (8) APA COMMENTS WERE RECEIVED. EVERYONE WAS STRONGLY IN FAVOR OF LEAVING STANDARD 18 IN THE ACCREDITATION STANDARDS. WHILE THEY UNDERSTOOD THAT IT IS IN LAW (37-18-5), THEY FELT IT WOULD NOT RECEIVE THE ATTENTION IT DESERVED IF NOT IN THE ACCREDITATION STANDARDS.</p> <p>MDE RECOMMENDED REINSTATING STANDARD 18 AND MAKING EDITORIAL</p>

***Proposed Revisions to MS Public School Accountability Standards, 2012
Based on APA Comments, Public Hearing Testimony, and 2014 Legislation
Approved by the Commission on School Accreditation April 3, 2014***

STD	Original Proposed Change	Comments/Revised Recommendation	Status/Actions
	Note: Refer to the pilot edition of the Guidelines for P-16 Community Engagement Council.	education (P-16) council. 18.2 A district and/or a school designated as a D or F shall establish a pre-kindergarten through higher education (P-16) council. Note: Refer to the pilot edition of the Guidelines for P-16 Community Engagement Council.	CHANGES TO 18.3 TO MAKE THE LANGUAGE CURRENT. In its meeting April 3, 2014, the Commission on School Accreditation voted unanimously to uphold the position of the public regarding the importance of Standard 18 remaining in the Public School Accreditation Standards.
19	19. The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled classroom instruction. Any request for an exception to this standard must be submitted in writing to the Commission on School Accreditation for review and action. If the Governor has declared a disaster emergency or the President of the United States has declared an emergency or major disaster to exist in this state, the local school board may request approval from the State Board of Education to operate the schools in its district for less than one hundred eighty (180) days. {MS Code 37-151-7(3)(d)}* {MS Code 37-3-49, 37-13-61 through 69, 37-151-5(j), and 37-151-7(3)(c)} {MS Code 37-3-49, 37-13-61 through 69, 37-151-5(j), and 37-151-7(3)(c)} *This language was in the standard as a "Note" but it was recommended that it be incorporated into the standard.	19. 12. The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled classroom instruction. Any request for an exception to this standard must be submitted in writing to the Commission on School Accreditation for review and action. If the Governor has declared a disaster emergency or the President of the United States has declared an emergency or major disaster to exist in this state, the local school board may request approval from the State Board of Education to operate the schools in its district for less than one hundred eighty (180) days. {MS Code 37-151-7(3)(d)}* {MS Code 37-3-49, 37-13-61 through 69, 37-151-5(j), and 37-151-7(3)(c)} *This language was in the standard as a "Note" but it was recommended that it	

***Proposed Revisions to MS Public School Accountability Standards, 2012
Based on APA Comments, Public Hearing Testimony, and 2014 Legislation
Approved by the Commission on School Accreditation April 3, 2014***

STD	Original Proposed Change	Comments/Revised Recommendation	Status/Actions
	<p>19.1 DELETED.</p> <p>19.1 12.1 Effective with the 2014-15 school year, the academic year of instruction shall begin on or after the third Monday in August. (MS Code 37-13-62).</p> <p>19.2 12.2. The teaching day must provide at least 330 minutes of instruction per day. {MS Code 37-13-67}</p> <p>Rationale: Based on the 2012 legislative session, current Standard 19.1 (new Standard 12.1) addressing the starting date of school has been reinstated. Add new Standard 12.1 to comply with the <i>School Start Date Act of 2012</i>.</p>	<p>be incorporated into the standard.</p> <p>19.1 12.1 Effective with the 2014-15 school year, the academic year of instruction shall begin on or after the third Monday in August. (MS Code 37-13-62)</p> <p>19.2 12.1. The teaching day must provide at least 330 minutes of instruction per day. {MS Code 37-13-67}</p> <p>Rationale: Based on the 2012 legislative session, current Standard 19.1 (new Standard 12.1) addressing the starting date of school has been reinstated. Add new Standard 12.1 to comply with the <i>School Start Date Act of 2012</i>.</p>	<p>19.1 SECTION 37-13-62 OF THE MS CODE WAS REPEALED DURING THE 2014 LEGISLATIVE SESSION IN SB 2571 TO ALLOW SCHOOL DISTRICTS TO CHOOSE THEIR OWN SCHOOL START DATES.</p>

REVISED ACCOUNTABILITY STANDARDS

APA COMMENTS

JANUARY 22 – FEBRUARY 18, 2014

Changes to the *Mississippi Public School Accountability Standards, 2012*

THE NEW YORK PUBLIC LIBRARY

ASTOR LENOX TILDEN FOUNDATION

274 31 320 3 1894

1894 31 320 3 1894

From: Paula Vanderford
To: Accountability
Subject: FW: PUBLIC COMMENT in Opposition to the Deletion of Accountability Standard #18 re: P16 Community Engagement Councils
Date: Friday, January 24, 2014 2:45:17 PM
Attachments: 01-24-14 COMMENT re proposed Deletion of Standard 18 - P16 Councils v1.pdf

From: Mike Sayer [mailto:mikesayer@comcast.net]
Sent: Friday, January 24, 2014 2:35 PM
To: Mike Sayer
Subject: PUBLIC COMMENT in Opposition to the Deletion of Accountability Standard #18 re: P16 Community Engagement Councils

Paula,

Happy New Year! Thank you for sharing the information on the APA review of the proposed revisions of the Accountability Standards.

Attached please find my Public Comment in opposition to the Deletion of Standard #18 regarding the P16 Community Engagement Councils and the Guidelines.

We will be requesting a Public Hearing regarding our opposition. The paperwork for requesting a public hearing by at least 10 persons will be provided next week.

Please Note: The ideal outcome here would be if we could come together and agree that:

- a. we are all interested in making the P16 Council process work;
- b. the state statute ... standing alone ... is not sufficient to move the P16 Council process;
- c. restoration of Standard #18 and the Guidelines will avoid serious harm to the P16 Council process that will result if the Standard and Guidelines are deleted;
- d. since no harm exists now from the existence of the Standard and the Guidelines, retention of Standard #18 and the Guidelines will accommodate all interests.
- e. If we can agree to this outcome we can share our agreement with the Board ... which is a lot easier than the alternative.

What do you think?

Mike
Southern Echo

Southern Echo needs your help! Please consider making a contribution in any denomination: \$5, \$10, \$20, \$100 or any other amount to support our continuing efforts by [CLICKING HERE](#).

From: Angela Clark
To: Accountability
Cc: Limeul Eubanks
Subject: Librarians & Mississippi Accountability Standards
Date: Tuesday, January 28, 2014 10:45:06 AM

To Whom It May Concern:

I have included my comments in regards to the Mississippi Accountability Standards below.

MY COMMENTS ARE IN GREEN

PAGE 4 COMMENTARY

CURRENT STANDARD RECOMMENDATIONS/COMMENTS AND RATIONALE SBE/TA

5. The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth of the workday to library/media administrative activities. {MS Code 37-17-6(3){a-e}}

A school librarian's situation is really the opposite of what this states. School Librarians work with students from before school starts till after school ends and they usually do not have a designated time during their workday for "administrative" activities. School Librarians usually have to find "spaces" throughout the day to complete administrative task (collection analysis, collection development, paper work, organization, repairing, inventory, filing, cataloging, etc.) Maybe it should actually state, "The school district employs in each school a licensed librarian or media specialist who is allotted one-fourth of the work day to library/media administrative activities." Although, schools would then need to employ employee paraprofessionals to allow the library to be open and assist teachers and students during that percentage of the day.

5.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.

5.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.

PLEASE KEEP THE LANGUAGE STATING THE WORD **REQUIRED!** School and student test scores have been directly linked to strong and thriving media centers.

PAGE 4 RECOMENDATIONS

5. 2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth of

the workday to library/media administrative activities. {MS

When it states “devotes no more than one-fourth of the workday” it sounds as though there is a policy stating that school librarians do not interact with students and teachers and a policy is needed to enforce library usage and interaction of the library media specialist. **The position of the Library Media Specialist is an extremely active role in the educational process!** Librarians teach, in addition to maintaining administrative activities. We teach and develop a collection of thousands of books. We teach and advocate proper usage of social media, technology, and electronics. We teach and collaborate with our fellow colleagues. Libraries are the hub for knowledge and education! We offer internet access, literature, research material, technology, and assistance. We provide staff developments, develop lesson plans, and survey our students for their interest. We teach the whole student body and most of the time this is done without a “planning period” or the assistance of “paraprofessionals”. Sometimes, we also assist students in learning how to read and we serve as a tutor to the student who is struggling with their research for a class and they are looking for someone to help them. If anything, we need standards that show more support for School Library Media Centers! As a library media specialist, I have many students--over 600 students to be exact!

Thank you for your time in reading my feedback. I appreciate the consideration that is given to the policies that impact our children.

Thank You,

Angela Clark

CHS Librarian

111 Confederate Dr.

Caledonia, MS 39740

Work Phone: 1-662-356-2004

Email: Angela.Clark@lowndes.k12.ms.us

"Challenge all students to attain their greatest potential!"

From: Angela Clark
To: Accountability
Cc: Limeul Eubanks
Subject: SCHOOL LIBRARY FUNDING
Date: Tuesday, January 28, 2014 1:11:53 PM

To Whom It May Concern:

My comments are in regards to proposed changes for library related Mississippi Accountability Standards. I wrote an email earlier, but after further review of the proposed changes I noticed that the proposed standards COMPLETELY DELETE any wording with regard to libraries and funding. Currently, it is recommended that a school library budget consist of \$20.00 per student for instructional/library supplies, materials, and equipment.

If this funding policy was removed it might be possible that districts no longer funded their school libraries or a less than ideal budget might be provided. This would cause library material to become outdated without new addition and collection development. It would be a very sad day when our school libraries stopped receiving new books. Many of our school libraries stay up to date with technology trends and provide eBooks in addition to hardback circulation material. We need funding to stay at the current level for Mississippi's school libraries or to increase.

I believe one of the most important needs that we have in education is a well-funded school library. (The library is where we house literature, media, and electronic resources that contain an immense amount of knowledge! It is the hub of the school.) The library is where students obtain information for class projects, reports, research, obtain literature for class or personal interests, apply for college or vocational school, complete their FAESA/MTAG, discover a love for reading, and read about future dreams and goals.

Referencing:

Was 11.0/ Now 5.0. The local school board budgets and expends funds as follows:

11.1/ 5.0 The local school board of education [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Thanks,

Angela Clark

CHS Librarian

111 Confederate Dr.

Caledonia, MS 39740

Work Phone: 1-662-356-2004

Email: Angela.Clark@lowndes.k12.ms.us

Southern Echo, Inc.

1350 Livingston Lane, Suite C
Jackson, MS 39213
ph: 601-982-6400
Fax: 601-982-2636

email: souecho@southernecho.org
web: www.southernecho.org

January 28, 2014



EMPOWERMENT
ACCOUNTABILITY
TRUTHTELLING
FIGHTING RACISM
TRAINING
ASSISTANCE

Board of Directors

KIMBERLYN GALVIN
Sunflower County
Parent & Student Org.
Sunflower County, MS

TANYA GARDUNO
Southwest Workers Union
Bexar County, TX

LAVINA GRANDON,
Rural Community Alliance
Everton, AR

MARVIN HAIRE
Delta Research &
Cultural Institute, MVSU
Leftore County, MS

GREG JOHNSON
Southern Echo, Inc.
Holmes County, MS

MICHAEL MONTOYA
SouthWest Organizing Project
Bernatillo County, NM

JOYCE PARKER
Concerned Citizens for a
Better Greenville
Washington County, MS

KAMEISHA SMITH
Nollie Jenkins Family Center
Holmes County, MS

JERRY WILSON
Attorney at Law
DeKalb County, GA

ALFONZO WHITE
Action Communication &
Education Reform, Inc.
Montgomery County, MS

Staff

HOLLIS WATKINS, *President*

LEROY JOHNSON, *Director*

BRENDA HYDE, *Assistant Director*

MICHAEL SAYER, *Senior Organizer
and Training Coordinator*

HELEN JOHNSON, *Education
Coordinator*

RACHEL MAYES, *Finance Coord.
and Office Administrator*

DIANNA FREELON-FOSTER,
Field Organizer

BETTY PETTY, *Senior Organizer*

JANAS SAULSBERRY, *Field Organizer*

MARILYN YOUNG, *Field Organizer*

CONSTANCE HARVEY-BURWELL,
Field Organizer

GREG JOHNSON
Resource Dev. & Communications

CATHERINE JENKINS, *Office Staff*

Student Interns

KAHLIL JOHNSON

ANTOINETTE MCKAY
Jackson State University

Ms. Paula A. Vanderford
Education Bureau Manager
Office of Accreditation and Accountability
MS Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Re: PUBLIC COMMENT: Request for clarifying language in Standard #1 concerning separation of powers between School Boards and Superintendents

Dear Ms. Vanderford:

For the reasons stated below I am requesting that the State Board of Education include *clarifying language* in the proposed Revision of Standard #1 to ensure a realistic and appropriate balance of power between School Boards and Superintendents, as reflected in their respective duties and responsibilities.

This is not a brief for or against school boards or superintendents. Rather, my concerns grow from the experience of the last 25 years in Mississippi with clashes over power between boards and superintendents to the detriment of students, parents and community.

Proposed Supplemental Language for Standard #1: I propose the following additional language (highlighted in [REDACTED]) be added to the revised Accountability Standard #1 to fashion an appropriate balance regarding the separation of powers between superintendents and boards:

The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include but are not limited to such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5. [REDACTED]

[REDACTED]

Why I make this recommendation: The proposed revision of Standard #1 focuses on the separation of powers between School Boards and Superintendents, seeks to clarify the often difficult relationship between school boards and the superintendents, and tries to create a hard and fast rule to frame the distinction between policy formation and management of operations. Further, the revision intentionally includes the threat of sanctions against the school board for violations of what is supposed to be a bright line of separation, but which often is a gray area of joint responsibility.

The proposed revision of Standard #1 adopted by the State Board of Education states (page 2):
The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include but are not limited to such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5.

On the surface the division of duties and responsibilities appears simple:

- a. A school board has the *legislative* role to make policy for the school district;
- b. A superintendent has the *executive* role to supervise the management of the operation of the school district;

However, notwithstanding their different roles, there is a substantial need for an effective working relationship between boards and superintendents because they are inextricably dependent on each other. In practice ... in "the doing" at ground level ... the relationship between policy and operations is a lot more complex than the framing of a bright line, hard and fast rule, might suggest.

I support a division of labor, a separation of powers. It is a logical undergird to this model of rational school governance structure. It is appropriate to have an accountability mechanism to motivate compliance with the division of labor and a basis for sanctions for willful or grossly negligent defiance of its boundaries.

The problem is the frequency with which dilemmas arise that require the exercise of thoughtful discretion to protect the school district, its students, parents and teachers. Sometimes such dilemmas test the sufficiency of how the bright line of separation is framed ... especially when there is a threat of severe sanction on the local school board if there is a miscalculation as to where the line is drawn.

The Nature of the Dilemmas: There are occasions when a school superintendent systematically fails or refuses to implement a State Board of Education or local school board policy, or a statute adopted by the state legislature or Congress, or a regulation required by the US Dept. of Education, or improperly lets contracts or misappropriates school funds, to the great detriment of the school district, its children, parents, teachers and community. Or, there are occasions when an elected superintendent, once on the job, proves unequivocally incompetent to carry out the duties and responsibilities as an educator and administrator, with disastrous effect.

So --

- a. If the local board takes steps to force the superintendent to comply with and implement state or federal policies, laws or regulations, or to protect the fiscal integrity of the district, *is the Board in violation of the Standard #1 prohibition against interfering with the superintendent in the management of the school district?* That is, will the Board be “guilty” of micro-managing?
- b. If the local board attempts to require an unwilling or incompetent superintendent to perform his duties as set forth in policies, laws and regulations, *is the Board in violation of the Standard #1 prohibition against interfering with the superintendent in the management of the school district?*
- c. If the answer is “yes” to these questions, then what is the recourse of the Board to protect the school district, its children, parents, teachers and community when they are at risk?

Example to illustrate the point: A superintendent systematically fails or refuses to implement the *Response to Intervention* and *Teacher Support Team* policies that were adopted by the State Board of Education.

During the school year numerous teachers identified numerous students who were entitled to intervention under State Board of Education policies (i.e. Response to Intervention; Teacher Support Teams, etc.). The teachers invoked the intervention process with their local school principals. The teachers alerted the parents of these students that Teacher Support Team intervention has been requested and that the parents would be invited to participate.

Nothing happened. The parents inquired of the teachers and the teachers inquired of the administration as to why no action had been taken. Some teachers went to their local school principals to insist that the intervention process be instituted. So did some parents. Some of the principals indicated that they were not going to devote staff time or school expense for interventions because it would be time consuming, could be expensive when diagnostic evaluations are required, and they didn't believe it mattered, anyway.

Some teachers and some parents complained to the district superintendent to obtain intervention supports in those schools where the principals refused to provide it. The superintendent backed his resistant principals and stated that the decision is in the hands of each principal. The teachers and parents contended that State Board of Education regulations required the interventions in these cases based on their individual circumstances. The superintendent acknowledged that the teachers and parents might be correct, but that he had no intention of following state policy when principals did not want to devote staff time or expense to the process. In short, he made them feel that he didn't care what happened to the children.

Some teachers and some parents attended several school board meetings to complain about the failure and refusal of the administration, from the superintendent down to the principals, to provide the intervention supports to which the students, parents and teachers are entitled. The parents became very exercised that the board members are their elected representatives and have the responsibility to ensure that the students obtain delivery of the education services to which they are entitled under laws and regulations.

The superintendent stated at the school board meeting that this is not a school board matter, but rather a management issue for the superintendent and that he had already met with the teachers and parents and resolved the matter to his satisfaction. Further, the superintendent cautioned the school board that it is not their role to micro-manage the administration of the schools and that it was his job to oversee implementation of policy. So, the superintendent said to Board members and the audience

of parents and students, the board was free to listen to the complaints, but the board has no authority to do anything about it. Furthermore, the superintendent told the board members privately after the meeting: the superintendent is elected by the public, not by the board; the constituency of the superintendent is larger than that of any of the individual board members; and the board has no power under the law to seek redress against him. In short, the superintendent pointed out that an elected superintendent is functionally immune from sanction for non-performance and the board should back off.

What is the school board to do? Students are at risk and their needs require intervention. The State Board mandated an intervention policy to assist these students. The superintendent has refused to implement the policy when necessary to do so. The local school board wants to take steps ... be proactive rather than passive or indifferent ... to protect and support the district's students, parents and teachers by delivering to them the support services to which they are entitled. But the board is haunted by the specter that board members will be accused of acting beyond the scope of their authority ... micro-managing, if you will ... and that onerous sanctions will be imposed upon the board and its members under Accountability Standard #1.

In a model of sound, accountable governance, isn't it both appropriate and necessary that the school board have *meaningful recourse* to protect its students, parents and teachers when confronted with dilemmas generated by the *misconduct* or *failure to act* by an errant or less than competent superintendent? When such dilemmas arise Accountability Standard #1 ought to enable rather than disable school boards, so that boards can protect their districts, students, parents and community.

As noted at the beginning, as a remedy to this conundrum, I propose the following additional language (highlighted in [REDACTED]) be added to the revised Accountability Standard #1 to properly balance the separation of powers between superintendents and boards:

The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include but are not limited to such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5. [REDACTED]

THEREFORE, for Standard #1 the State Board of Education ought to adopt the proposed *clarifying language*, or such other language that accomplishes the intended result, to properly balance the separation of powers between School Boards and Superintendents and account for the "dilemmas".

Respectfully submitted,

Michael Sayer

Michael Sayer
Senior Organizer & Training Coordinator
Southern Echo, Inc.

Contact information:

Home/Office: 601-957-7817

Cell: 601-278-2145

Email: mikesayer@comcast.net

From: [Rone, Miriam](#)
To: [Accountability](#)
Subject: Comment/Mississippi Accountability Standards proposed change for school libraries
Date: Thursday, January 30, 2014 12:31:26 PM

Not all superintendents and school boards are able to see that school libraries no longer fit the 1950's model. With MCT2, many administrators viewed library time as taking away from classroom instruction for the test items, and libraries (and non-core classes) were pushed to the side. Superintendents who think that all information can be found via google or who favor "drill and kill" instruction could view this change as a way to save a lot of money. And Mississippi's students will never develop the 21st Century skills that Common Core demands.

The exception for schools meeting the highest levels of performance from funding libraries/librarians is ignoring the body of research that says effective **school libraries raise test scores**. Eliminate libraries/librarians and the schools performing at the highest levels can expect scores to drop.

Miriam Rone, MLS
NBCT, Library Media
7th/8th Grade Librarian
Oxford Middle School
662-234-2288
New email: mrone@oxfordsd.org

Dear Dr. Vanderford,

31 January 2014

I would like to submit the following comments to the SBE regarding the proposed changes to the current MPS Accountability Standards. I am employed as the library media specialist at a K-3 elementary school. Prior to that I taught in the classroom for several years, and I was an assistant in the library at another school before that. I hope the inclusion of some of the standards is not confusing, but I wanted to make it clear which I was referring to.

MDE RATIONAL FOR CHANGE OF STANDARD:

2.2) While media/library services are required, [REDACTED]

[REDACTED] (See comments below from Office of Curriculum and Instruction.)

I see this being interpreted to many schools as "we can just put an assistant in the library and save a teacher salary." However, there is a reason library science is a college level degree program; there is more to this job than pointing a scanner at a barcode. I think the more this becomes accepted practice, the more it will spread. As I mentioned, I was once an assistant in a busy library, and I can say with assurance that a paraprofessional is not skilled enough to handle what a true media specialist does on a daily basis.

The other issue I have with this rationale is that allowing a district to remove a media professional from the library means making children even less ready for college. My goal as a media specialist is to make sure that my students are able to find and use information independently. This means in college and career that they can make informed decisions. Not informed by just one source, or any number of unreliable sources, or a "fact" on a social media site, and it is a skill that has to be taught. I want my students (and future citizens, which is what we are teaching) to be able to walk into a public or college library and be able to do successful research. Whether they get the info from a book or online, they learn skills of discernment and process from the media professional. Funding has already caused the loss of my paraprofessional. I can tell you I am not as effective as a teacher now. Before, I could work with small groups of students, but now I must devote half my class time just to checking out books. The fact that the librarian/library is seen as expendable tells me that what we NEED is a library curriculum. If any school sees reason to defund their library, that library is not being run effectively. (Having MSTAR standards specific to libraries would be a good starting point.)

MDE RATIONAL FOR CHANGE OF STANDARD: DELETE current Standard 11.1 [REDACTED]

As an educator in general, this is scary. There is a reason this is in place. It says a minimum of \$20, and that is ALL we currently get for each student. It is barely enough! This is the cost of one library-bound book. What about periodicals? Electronic licenses? Binding material? Labels? Office supplies? So what will happen when this is removed? Can we really trust each district to allocate appropriately? I'm sure the highly performing districts won't change anything, but can we trust those districts that have us coming in at 51st (*we are now behind DC*) in the country? Also, the library funding should be expressly stated. I know of many schools where they are neglecting this ALREADY. If we are considering this, are we really doing what is best for children? I feel this leaves too much open to interpretation. This is a prime example of why our schools rate so poorly nationwide-- lack of accountability and consistency across the state.

~~24.1 / 17.1~~ Each school has a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. [REDACTED]

24.2 / 17.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students. ([REDACTED])

I think these two standards are great, however, go back to the first proposed change. This cannot happen if the media specialist has reduced time, availability, or funding. I'm sure the highest performing schools would not even consider being exempt from these standards, because they understand the importance. There are skills that only the LMS is most qualified to teach. Students learn to conduct appropriate research IN the library. Collaboration between the LMS and teachers should be required in certain areas. However, I'm not sure why these standards are not also being removed as they contradict those above.

How do we "reallocate" the librarian due to cuts, but make sure the media center is organized and up to date with the latest in technology. Who will make it so? If the wording for library funding is removed as well, we have a library without a teacher, no funds to replace worn or outdated material, and no one qualified to select appropriate resources. The worst part is that we will have students graduate not understanding how to use a library or discern for themselves. That student is neither career nor college ready. I realize this is a worst case scenario, but with the cuts libraries have already faced with the old standards in place, I do fear that over time this will become reality, lowering school expectations and leading to more decline in our students' scores. The research speaks for itself:

Full Time School Librarians Improve Test Scores

http://www.mediabistro.com/galleycat/full-time-school-librarians-dramatically-improve-student-test-scores_b60932

School Libraries and School Achievement

http://www.lrs.org/documents/school/school_library_impact.pdf

Facts from the above studies:

- a school with a full time librarian has improved reading scores
- this increase exists regardless of student poverty level and even if overall other staff declined (but school maintained or gained a librarian)

Other characteristics of the library program that are associated with better test scores:

- LMS teaches info literacy (research) skills to students
- staffed by endorsed LMS
- collaborative planning
- more student visits
- flex scheduling
- higher expenditures

Thank you for considering my concerns,

Jennifer Tannehill, NBCT
Library/Media Specialist
jtannehill@harrison.k12.ms.us

From: [Paula Vanderford](#)
To: [Accountability](#)
Cc: [Susan Andrews](#)
Subject: FW: A quick question about MDE proposed changes to library related standards
Date: Monday, February 03, 2014 1:40:40 PM

From: Otha Keys [mailto:orkeys@yahoo.com]
Sent: Sunday, February 02, 2014 6:56 AM
To: Paula Vanderford
Subject: A quick question about MDE proposed changes to library related standards

Good Morning Dr. Vanderford,

I hope all is going well with you. I am emailing you because I have some serious concerns about these proposed changes and a few questions. I am very concerned about what the future holds for my students and coworkers if these changes take place. "Librarians are teachers whose subject is learning" and I am one of those. As I tell my students all the time I am a teacher, just in a different classroom. Yes, my undergraduate (MUW) and graduate degrees (USM) are in Library Science, so I have always been a librarian, but I have always taught and tried to make a difference. I am also a National Board Certified Teacher in the area of Library Media. On a daily basis, I make the real world connections to my students. I ensure that they are treated fairly and equitably. I ensure that the Media Center is open and accessible to all, and not just to a select few. I want them to be pulled in not kept out. I play a big part in their success by showing them that not only am I a learner, leader, and collaborator, but that I have a vested interest in their successes and failures. I have always tried to break the mold and show others, not just at my school, but in the community, and throughout the state and world that librarians are more than just keepers of books. We are integral parts of the instructional program. I have made it my goal to ensure all have equal access. No, I am not at an elementary school, where things are scheduled in. I work with students in grades 7-12 and I take pride in the fact that when teachers attend meetings and tell others that "our librarian makes sure all students have access; middle school students have just as much access as high schoolers." I use my library budget for all and whatever is purchased all use and those items can be for the library or classroom. If the budget, runs short or something else is needed by students, teachers, or myself, I search for other avenues of funding through grants or donations. I do that not just for my school, but for others at other schools, in the district or wherever. If I receive information about grants or contests that aren't applicable to our students, I send it out to those who can use it. I believe all students deserve a quality education with quality teachers, and that does include librarians. So, if you get a minute, please give me a call at (601) 477-8451(2). Thanks for listening. Have a great day!

Otha Keys, NBCT
Media Specialist

From: [Elizabeth Simmons](#)
To: [Accountability](#)
Subject: RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards
Date: Tuesday, February 04, 2014 5:22:54 PM

Dr. Vanderford,

I am writing in regards to the changes to the Accountability Standards 5, 11, and 24.

Standard 5.1: I work in a school of more than 350 students (7-12 grade) and I have spent countless hours in the past year and half working to take a sub-standard library media center and turn it into a place where teachers and students want to be. Prior to my employment at this school, there was teacher who had been moved from the classroom into the library and she was not certified and knew little about budgets, collection development, and technology. I spent many weekends of my summer vacation painting, cleaning, and organizing the library so that it would be ready for the first day of school. Because of my Master's in Library and Information Science and work experience, I was able to quickly develop a Policy and Procedure Manual, Budget, and a Collection Development Plan that has helped to turn things around. It took me weeks to get students to come in because of how out of date the fiction collection was and even longer to assure teachers that I had enough resources for their assignments. On the first day of school, I ran a collection analysis of the printed materials and found that 70% of the books were older than 1980 which falls 17 years outside of the Southern Association Colleges and Schools' print material standards. I also found that the majority of teachers knew nothing of the print and electronic resources that we had available. After a lot of hard work, I now have on average 20 students per day using the library to read for pleasure and 2 classes per day using the library to complete higher-level research which is one of the cornerstones of the Common Core State Standards and 21st Century Learning Initiative. Without licensed librarians in charge, the library media centers will quickly become nothing more than a study hall or book storage facility. I know the librarians in my school district have worked too hard to beat that stereotype for something as simple as changing the term "required" to "recommended".

Standard 11.1: Depending on the interpretation, removing Standard 11.1 could be viewed as a friend or foe to the library. All libraries stand to benefit from an increase in their budget; however, without some standard expenditure amount dedicated to the library then most would see a decrease in the budget. As of right now, I receive \$15 per student which comes to \$5175 each year and it is very difficult to purchase books, computers, and databases for my teachers and students. This amount does not allow for any room for repairs or updates because having sufficient resources for my patrons trumps the overall look of the library. Therefore, I have spent my personal money on paint, decor, and furniture to help the aesthetic feel of the library media center. Because of the small budget that I receive, I have written several grants to help purchase books and technology; however, due to the current economy I have only received the smaller book grants versus the larger technology grants. Once again, deleting Standard 11.1 would go against the very heart of curriculum - who else would purchase the necessary print and electronic resources for the students to use to meet the rigorous standards? Teachers? Where would they house the sources? What about students reading for pleasure? The whole idea of a school library is to serve the students and teachers? Who will provide the latest fiction book or reference source on Hamlet if the library loses its funding? The local

public library cannot keep up with the needs of the teachers and students - it has to fall on the shoulders of the school library. We must have a substantial budget to keep going at our current rate; however, only a budget increase would help propel us towards being first on the county's education list instead of last.

Standard 24.1 and 24.2: By adding "Schools Meeting the Highest Levels of Performance may be exempted under MS Code 37-17-11," does this mean that high-performing schools do not have to have a library media center? This goes back to removing Standard 11.1 - who would oversee purchasing the necessary print and electronic resources to meet the rigorous standards set forth in Common Core State Standards? Teachers? Principals? According to Standard 3.8 in the Southern Association of Colleges and Schools, the institution must provide facilities that support teaching, research and service missions (3.8.1), users have access to regular and timely instruction in the use of the library (3.8.2), and the school must provide a sufficient number of qualified staff to accomplish the mission of the institution (3.8.3). I ask that you take a look at your "A" rated schools' library media centers. An active library media center and staff can always be found in high-performing schools - they go hand-in-hand. Lastly, my school went from a "B" rated school to an "A" rated school due to more students reading on grade level which directly improves their test scores. In 2013, Colorado Department of Education revised the state's Highly Effective School Library Programs rubric. "Colorado has recently passed several initiatives that make it a more vital time than ever for all Colorado schools to have highly effective library programs led by a certified and/or endorsed School librarian. ...a highly effective library program will help fulfill the Colorado Department of Education initiatives."

The adoption and implementation of the Common Core Standards will launch the school library media specialist into a role as leader within the school and to reaffirm the position of the library media center as the integral heart of the learning community. More than 1/3 of the standards from the Common Core curriculum will only be met if the library is up-to-date in both resources, technology, and staff.

No matter which direction that MDE decides to go in curriculum, we will always be striving forward in technology, research, and curriculum alignment across the board. Teachers, administration, and the "powers that be" all have the common goal to push Mississippi from one of the lower performing state's educational systems to one of the country's best - this will not be possible without certified librarians and fully funded, functional libraries. We are the heart of research and technological advancement. We provide vital assistance not only to students but to teachers as well. We work hand-in-hand with teachers to help them implement current resources and technology within their rigorous lesson plans. We are the bridge between our "old-school" teachers and the technologically-advanced students. We provide a service that is more than checking in and out books.

Just as the kitchen is the heart of the home, the library is the heart of the school!

Elizabeth Simmons
Puckett Attendance Center
Library Media Specialist
601.825.5742
elizabeth.simmons@rcsd.ms

The mission of the Rankin County School District is to prepare every student with the cognitive and social skills necessary to be productive members of an ever-changing global society.

This email and any attachments to it may be confidential and are intended solely for the use of the individual to whom it is addressed. If you are not the intended recipient of this email, you must neither take any action based upon its contents, nor copy or show it to anyone. Please contact the sender if you believe you have received this email in error.

From: Applin, Mary E.
To: Accountability
Cc: Limeul Eubanks
Subject: Comments on Proposed Changes to Standards
Date: Thursday, February 06, 2014 1:34:14 PM

To Whom it May Concern,

At the bottom of the recommended library-related standard changes are my comments. If you have any questions, comments or if you would like a copy of the research cited, please don't hesitate to contact me.

Best wishes,
Mary Beth Applin
District Dean of Libraries
Hinds Community College

PROPOSED CHANGES TO LIBRARY-RELATED STANDARDS

Was 5.0 Standard; Now 2.3

2.2 With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provide that they do not act in the place of the principal. [REDACTED]

~~5.0~~ / 2.3. The school district [REDACTED] who devotes no more than one-fourth of the workday to library/media administrative activities. {MS Code 37-17- 6(3)(a-e)}

~~5.1~~ / 2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required [REDACTED]

~~5.2~~ / 2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required [REDACTED]

~~Was 11.0~~ / Now 5.0. The local school board budgets and expends funds as follows:

~~11.1~~ / 5.0 The local school board of education [REDACTED]

(COMPLETELY DELETES ANY WORDING WITH REGARD TO LIBRARIES AND FUNDING.)

~~11.2~~ / 5.1 Funds available for classroom supplies, materials, and equipment from the Education Enhancement Fund (Fund #2440) are ~~allotted~~ **allocated** and ~~expended~~ in compliance with Section 37- 61- 33, Mississippi Code of 1972, as amended, and SB Policy 3400 (which reads).

~~11.3~~ / 5.2 The local school board budgets and expends funds under the Public School Health Insurance

Plan as required by state law and State Board policy. Failure to remit premiums, interest penalties and/or late charges in a timely manner may result in withholding a school district's adequate education program funds. {MS Code 37-151-95} (SB Policy 4904)

~~Was 24.0~~; Now 17.0

~~24.0~~ / 17.0 [REDACTED]. Refer to the current edition of the Mississippi School Library Media Guide. {MS Code 37-17-6(3)(a-e)}

~~24.1~~ / 17.1 Each school has a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.
[REDACTED]

~~24.2~~ / 17.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.
[REDACTED]

Comments: There is an abundance of research available from states throughout the US that shows student academic achievement is higher in schools that maintain fully equipped, fully integrated, and professionally staffed school libraries. There was a study conducted in Mississippi in 2002-03 that found the same: "The most notable differences between libraries in successful versus unsuccessful schools can be categorized into five main areas: collections, budget, library use, technology, and staffing. The successful schools in the present sample had more print volumes, more magazine subscriptions, more electronic subscriptions, more video materials, more reference titles on CD-Rom, and more student software packages available for student use. In 2002, libraries in samples of successful schools were allocated 43% more money ($M = \$8,994.10$) than was allocated for library expenditures in the unsuccessful schools ($M = \$6,274.57$). Total expenditures for books averaged \$7,605 for successful schools and \$6,139 for unsuccessful schools. In the area of technology, the successful schools had more than twice the number of computers in their libraries; 14 compared to 5.27. Among the successful schools, more than twice as many computers as opposed to the unsuccessful schools were Internet

connected or connected to a printer. The implication is that in successful schools students have greater access to electronic research tools in their school library than students in unsuccessful schools.

Additionally, the results indicated that the way libraries were used differed between successful and unsuccessful schools. Successful schools schedule more class time in the library, spend more time allowing students to check out materials, have more individual student research hours, offer more time for reading incentive programs like Accelerated Reader, are used more by faculty members for professional growth and classroom support, and are open more hours beyond the school day... Finally, differences in library staff were noted. Successful schools reported that librarians spend more time meeting with the principal, serving on committees, co-teaching lessons with teachers, leading staff development, and providing reading incentives." (From "Survey of the Influence of Mississippi School Library Programs on Academic Achievement: Implications for Administrator Preparation Programs," Behavioral & Social Sciences Librarian, 2003, Vol. 22 Issue 1, p97-114.)

Allowing schools the option to have "full time" or "half time" librarians, cutting language in the standards that supports library funding or exempting "high performing" schools is giving those schools and districts a green light to cut back on libraries and library staffing and disregards evidence that absolutely ties academic achievement to the success of well-supported libraries. It is in the state's interest to maintain and hold schools to the highest academic standards.

From: Foster, Jay
To: Accountability
Cc: Paula Vanderford
Subject: Consideration for Accountability Standard 24.1 (New Proposed Standard 17.1)
Date: Friday, February 07, 2014 10:49:21 AM

To Whom It May Concern:

According to Accountability Standard 24.1 (New Proposed Standard 17.1) "Each school has a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology." I interpret this standard to specify that a separate library in a separate building is required for all schools. However, our current junior high school and senior high school both occupy the same campus. I would ask that consideration be given to local school districts to allow for the sharing of library-media centers when two schools are adjacent to one another. This consideration would prevent school districts from incurring additional costs associated with maintaining separate functioning library-media centers. If schools already have librarian-media specialists in place, consideration of changing this standard would allow school districts to utilize current staff to maintain both library programs, as long as student body sizes did not exceed the numbers laid out in standard 5.

I appreciate your consideration in this matter. If I can answer any questions further clarifying our position please don't hesitate to contact me.

--

Jay Foster
Superintendent
Senatobia Municipal Schools
104 McKie Street
Senatobia, MS 38668

662-562-4897

The foregoing electronic message and any files transmitted with it are confidential and are intended only for the use of the intended recipient named above. This communication may contain material protected by the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient, copying, distribution, or use of the contents of this message is strictly prohibited. If you received this electronic message in error, please notify us immediately at 662-562-4897.
Senatobia Municipal School District, 104 McKie St, Senatobia, MS 38668
<http://www.senatobiaschools.com>



Mississippi School Boards Association

P.O. Box 203 / Clinton, Mississippi 39060

(601) 924-2001 / Fax: (601) 924-2003 / Toll Free: 1-888-367-6722

www.msbaonline.org

BOARD OF DIRECTORS

President

James Stubbs
Long Beach Municipal

Vice President

Etta Taplin
North Pike Consolidated

Secretary-Treasurer

Sondra Odom
Pearl Municipal

Immediate Past President

Bobby Gault
New Albany Municipal

District 1 (2013-2015)

Mindy Brand
Amory Municipal
Patrick Nash
Alcorn County
Danny Robbins
Pontotoc County

District 2 (2012-2014)

Jesse King
Greenville Municipal
Leroy Matthews
Quitman County
Marilyn Young
Tunica County

District 3 (2013-2015)

Scott Bryan
Lawrence County
Von Norwood
Jefferson Davis County
Kay Smith
Union Municipal

District 4 (2012-2014)

Annie Chapman
Hattiesburg Municipal
Randall Dewitt
Piass Christian Municipal
Bobbie Whitfield
East Jasper Consolidated

Presidential Appointees

Glenda Barrett
Newton County
Lygannah Bean
South Panola Consolidated
David Duncan
South Tiptah Consolidated
Jamelda Fulton
Western Line

MSBA Board Member

Miranda Beard
Laurel Municipal

Executive Director

Michael W. Waldrop, Ph.D.

General Counsel

Jim Keith, Esq.
Adams and Reese

February 6, 2014

Ms. Paula A. Vanderford
Education Bureau Manager
Office of Accreditation and Accountability
MS Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Re: PUBLIC COMMENT: Standard #1: Separation Of Powers Between School Boards And Superintendents

Dear Dr. Vanderford,

In preparing comments regarding the changes to accreditation standards affecting school board members, I received a copy of Mike Sayer's response. MSBA agrees with the comments issued by Mr. Sayers and approves of his recommended language to clarify the board's authority.

I have found that many boards are so afraid of being accused of micro-managing that they often do not follow up when they see "Red Flags." School boards are also unclear on their authority to investigate should the board believe that the superintendent is not performing his or her duties properly. School boards need the authority to launch an investigation when the board has clearly detected possible issues with the superintendent that could lead to a State takeover. Board members should not be removed from office if the board can demonstrate that a failure by the board to provide proper oversight of the superintendent was a result of the superintendent's action.

Recommended language: Anytime the school board has evidence that the superintendent is operating in a manner that could lead to a possible withdrawal of the school district's accreditation, such as (1) withholding vital information from the board which is necessary for the board to make an informed decision, and/or (2) making decisions/taking action contrary to the superintendent's legal authority, and/or (3) ignoring a board's directive or board policy, the school board is authorized to conduct an independent investigation of such matter(s). The investigation shall be conducted by a non-partisan third party selected by the school board. Reasons leading to the board's action initiating such investigation and approval of the third party to conduct such investigation shall be reflected in the school board minutes.

Sincerely,

Michael W. Waldrop, Ph.D.
Executive Director
Mississippi School Boards Association

From: Audra Rester
To: Accountability
Subject: Deleting section 8.2
Date: Friday, February 07, 2014 4:57:28 PM

To Whom It May Concern:

I am very concerned about deleting section 8.2 (Secondary teachers endorsed in a academic subject area may teach in their academic subject area in a departmentalized elem grades 5 and 6) from the standards. As a principal of a 5th and 6th grade school, I recognize the need for strong content in all teachers. The Common Core Standards require teachers to have strong background in their content area, a 7-12 certified teacher often comes with more college hours in content than an Elem endorsed teacher.

Please reconsider deleting this option from the standards.

--
Audra Rester
Principal, Petal Upper Elem School
400 Hillcrest Loop
Petal, MS 39465
Phone: (601) 584-7660
Fax: (601) 545-1720

*This communication may contain material protected by the Family Educational Rights and Privacy Act (FERPA.) This communication and any documents or files transmitted with it are confidential and are intended solely for the use of the Petal School District and the individual or entity to which it is addressed. Any use, dissemination, forwarding, printing or copying of this communication is strictly prohibited. *

From: Kelli Brown
Cc: Accountability
Subject: Re: Deleting section 8.2
Date: Sunday, February 09, 2014 9:28:41 PM

To Whom It May Concern:

I am very concerned about deleting section 8.2 (Secondary teachers endorsed in a academic subject area may teach in their academic subject area in a departmentalized elem grades 5 and 6) from the standards. It seems that a departmentalized 5th and 6th grade classroom could benefit from the content knowledge these teachers could offer. The Common Core Standards require teachers to have strong background in their content area, a 7-12 certified teacher often comes with more college hours in content than an Elem endorsed teacher.

Please reconsider deleting this option from the standards.



Kelli Brown
Principal
Petal Elementary School

On Fri, Feb 7, 2014 at 4:56 PM, Audra Rester <audra.rester@petalschools.com> wrote:

To Whom It May Concern:

I am very concerned about deleting section 8.2 (Secondary teachers endorsed in a academic subject area may teach in their academic subject area in a departmentalized elem grades 5 and 6) from the standards. As a principal of a 5th and 6th grade school, I recognize the need for strong content in all teachers. The Common Core Standards require teachers to have strong background in their content area, a 7-12 certified teacher often comes with more college hours in content than an Elem endorsed teacher.

Please reconsider deleting this option from the standards.

Audra Rester
Principal, Petal Upper Elem School
400 Hillcrest Loop
Petal, MS 39465
Phone: (601) 584-7660
Fax: (601) 545- 1720

*This communication may contain material protected by the Family Educational Rights and Privacy Act (FERPA.) This communication and any documents or files transmitted with it are confidential and are intended solely for the use of the Petal School District and the individual or entity to which it is addressed. Any use, dissemination, forwarding, printing or copying of this communication is strictly prohibited. *

From: McBee, Martha
To: Accountability; Limeul Eubanks; karenrsh@hotmail.com; Lawrence, Allen
Subject: MS Public School Accountability Standards regards to school libraries
Date: Monday, February 10, 2014 9:21:18 AM

I am writing in response to the proposed changes to Mississippi Accountability Standards 5.0, 11.0, and 24.0 in regards to school libraries.

Surely the State Board of Education has read carefully the research that has been done concerning the impact that school libraries have on student achievement. Studies have shown that students who have access to a funded library with an endorsed librarian do better on standardized tests than those who do not. Please refer to the data that was collected in 2013 by the Colorado State Library. You can access this document at <http://www.LRG.org>.

Having been a school librarian in a middle school for the last 25 years, I have no doubt about the crucial role libraries play in our schools. I am shocked that the legislature would allow school districts to cut their budgets by not funding school libraries and not hiring certified staff, given the wealth of data showing that doing so would be detrimental to students. For many children in our state, the school library proves the only access to computers, printers, reference materials, and the books they need to prepare them for college and the job market.

Sincerely,
Martha McBee
Olde Towne Middle School
Ridgeland, MS 39157

Mississippi School Boards Association

Post Office Box 203

Clinton, MS 39060

www.msbaonline.org

Ms. Paula A. Vanderford
Education Bureau Manager
Office of Accreditation and Accountability
MS Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Re: PUBLIC COMMENT: Standard #1: Separation Of Powers Between School Boards And Superintendents

Dear Dr. Vanderford,

In preparing comments regarding the changes to accreditation standards affecting school board members, I received a copy of Mike Sayer's response. MSBA agrees with the comments issued by Mr. Sayers and approves of his recommended language to clarify the board's authority.

I have found that many boards are so afraid of being accused of micro-managing that they often do not follow up when they see "Red Flags." School boards are also unclear on their authority to investigate should the board believe that the superintendent is not performing his or her duties properly. School boards need the authority to launch an investigation when the board has clearly detected possible issues with the superintendent that could lead to a State takeover. Board members should not be removed from office if the board can demonstrate that a failure by the board to provide proper oversight of the superintendent was a result of the superintendent's action.

Recommended language: Anytime the school board has evidence that the superintendent is operating in a manner that could lead to a possible withdrawal of the school district's accreditation, such as (1) withholding vital information from the board which is necessary for the board to make an informed decision, and/or (2) making decisions/taking action contrary to the superintendent's legal authority, and/or (3) ignoring a board's directive or board policy, the school board is authorized to conduct an independent investigation of such matter(s). The investigation shall be conducted by a non-partisan third party selected by the school board. Reasons leading to the board's action initiating such investigation and approval of the third party to conduct such investigation shall be reflected in the school board minutes.

From: [Perez, Linda](#)
To: [Accountability](#)
Subject: Re: Proposed Changes in Library Standards
Date: Monday, February 10, 2014 12:27:30 PM
Attachments: [The link between strong school library programs and student achievement is well documented.docx](#)

To the Accountability Committee:

A certified librarian is an asset to every school. We librarians are teachers with extra degrees and certifications who make a difference in children's lives every day. We are instructional consultants, experts, guides, mentors. We direct children to the perfect book that can change the way they see the world and open their minds to all the possibilities! We give children a chance to choose during a time in their lives when making choices is something new. We teach them to be critical seekers of credible information.

Reading, thinking about what is read and communicating what is read (through both speaking and writing - think Common Core) makes a big difference in student achievement. Studies have proven that schools with full-time librarians have higher test scores than those who don't. **[I have attached results of several studies.]** I fear that the children who most need the nurturing guidance of a librarian will be the ones to lose their full-time librarian under the proposed lowering of our state standards! A librarian needs to know her students and her school's curriculum, not likely when hours are cut or duties divided between schools.

I know my students and my school's curriculum. I order resources to supplement subjects taught in the classroom as well as the latest great titles for my students! Cutting my budget would hurt our whole school - every teacher and every child. The \$20 per child should continue to be earmarked **specifically** for the library. Books are more cost-effective than *programs*! The money spent on libraries is money invested in the school and its students. In a heavily used library like ours, money is needed to replace worn copies of good books, in addition to acquiring new books. Books don't last when they are continually checked out.

I believe in the value of my 30+ years in school libraries, high school, middle and mostly elementary, as well as my classroom experience. I have a B.S. degree in Education/Library Science. I have a M.Ed degree in Elementary Education with an emphasis in Reading. I am certified in Library Media for grades K-12, Teaching K-8 and in Gifted Education K-12. I have achieved and renewed National Board Certification in Library Media. I have received Teacher of the Year honor at my school, was awarded the *Fay B. Kaigler Award* at the *Children's Book Festival* in Hattiesburg and have served on the Executive Committee and the 3-5

Selection Committee for *The Magnolia Award: Mississippi's Children's Choice*.

I have devoted my life to bringing children and books together and know that I have made and continue to make a difference in children's lives. I encourage those making the decisions about Mississippi's school library standards to please reconsider the importance of books, reading, libraries and librarians in our schools! If the standards are lowered, I fear that author Patricia Polacco's words of warning from her character *Aunt Chip* will come to pass:

There will be consequences...mark my words. There will be consequences!

The children will suffer - and in more ways than test scores.

Thank you.

Sincerely,

Linda Perez

Linda Perez, M.Ed, NBCT
Librarian
Madison Station Elementary School
459 Reunion Parkway
Madison, MS 39110

"Wisdom begins with wonder." Socrates

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] In a 2010 study conducted in Colorado, more children scored "proficient" or "advanced" in reading in schools with a full-time, credentialed librarian than those without. Today's librarian is less a stern guardian of the collection and more like a curator, eager to share resources she has found and the skills it takes to distinguish good information from bad.

from *Scholastic Administrator* magazine

[REDACTED] 11
Conclusion

This is the [REDACTED]
[REDACTED], and the second one to examine their impact on student performance on the Colorado Student Assessment Program (CSAP) tests. The findings of this latest study are consistent with those of the two previous studies on several key points. [REDACTED]

[REDACTED];

Larger collections of periodicals and instructional videos;

Better-networked online resources made accessible via computers in the library as well as in classrooms, labs, and offices;

[REDACTED]; and

[REDACTED].

Between 2000 and 2009, similar findings have been generated by studies in 17 other states (Alaska, California, Florida, Illinois, Indiana, Iowa, Massachusetts, Michigan, Minnesota, Missouri, New Mexico, New York, North Carolina, Oregon, Pennsylvania, Texas, and Wisconsin) as well as the Canadian province of Ontario. Many of these studies also present evidence that [REDACTED]

[REDACTED]
More recent studies in Indiana and Idaho suggest some of the day-to-day dynamics of school life that may account for these relationships. In Idaho (the latest of these studies), higher test scores tended to be earned by students whose principals felt that their schools did an excellent job of teaching information, communication, and technology (ICT) literacy. In turn, such self-assessments were more likely at schools where principals valued as essential (or at least desirable) several policies and practices associated with fully credentialed librarians:

Flexibly scheduled access to the library,

Collaboration between the school librarian and classroom teachers in the design and delivery of instruction,

Provision of in-service professional development opportunities to teachers by the librarian,

Appointment of the librarian to key school committees,

Regular meetings between librarian and principal, and

Addressing the instructional role of the librarian during teacher hiring interviews.



Such findings in other states suggest that exploring the prevalence of similar policies and practices in Colorado might shed further light on the value of school libraries and librarians and why they are associated so consistently with student test performance

From the Colorado Study

From School Library Journal:

Latest Study: A full-time school librarian makes a critical difference in boosting student achievement

By Debra E. Kachel and Keith Curry Lance on March 7, 2013 [7 Comments](#)

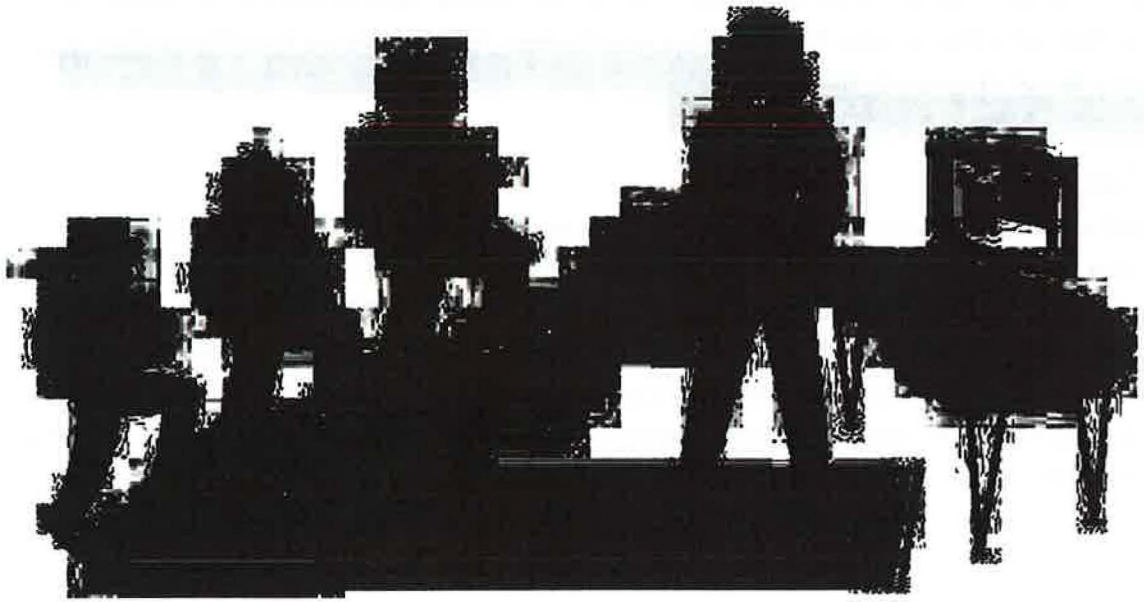


Illustration by David Flaherty.

Imagine trying to teach kids how to swim in an empty pool.

That's exactly what Baruch Kintisch envisioned when he took a hard look at the effects of his city's deep education cuts. Philadelphia's "schools are underfunded; classrooms are crowded; libraries, labs, and special-education services are outdated or nonexistent," writes Kintisch, the director of policy advocacy and a senior staff attorney at the Education Law Center (see the Philadelphia Inquirer's "[City Schools' Real Problem](#)," August 9, 2012).

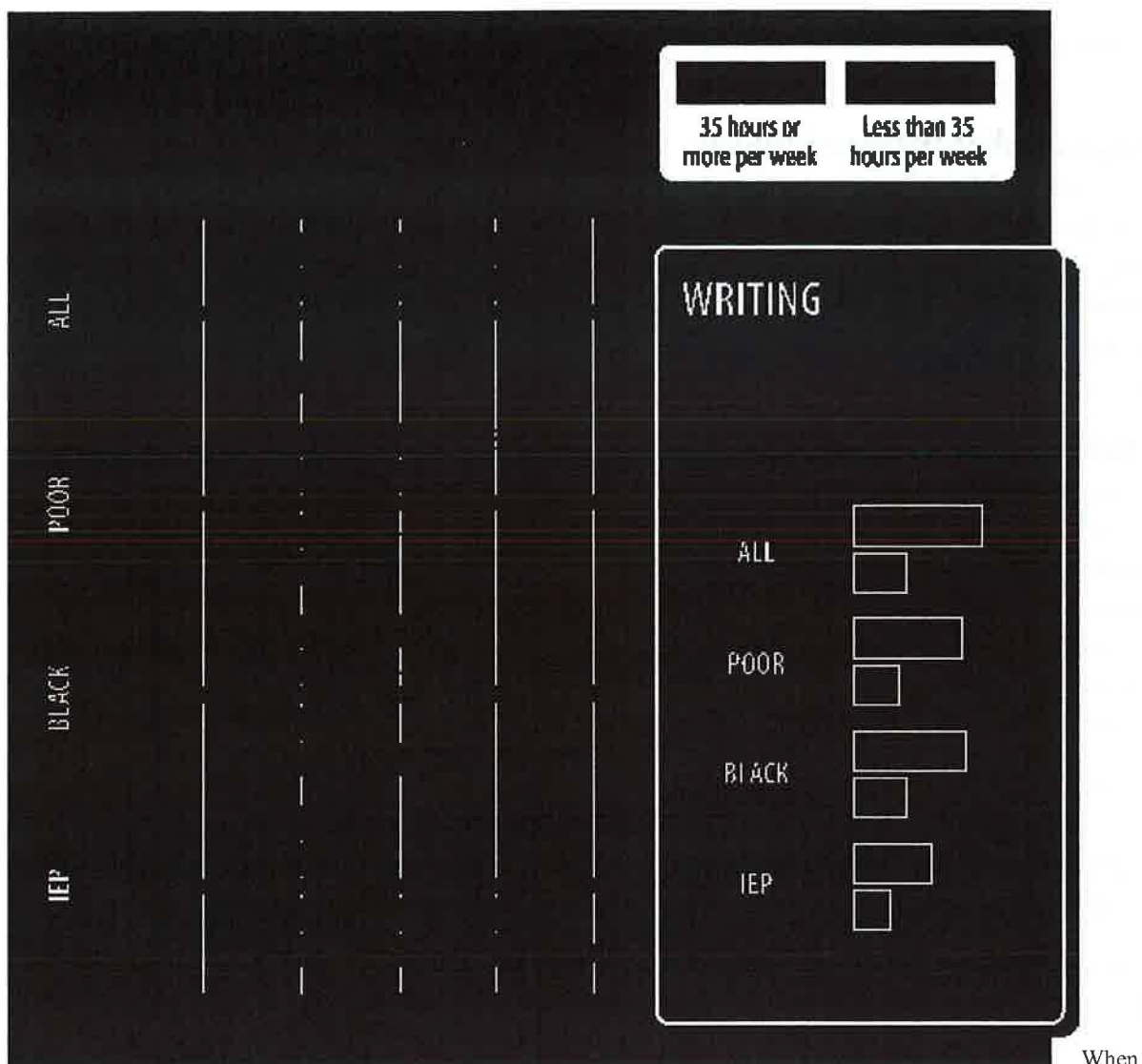
"Nearly every public school in Bucks, Delaware, and Montgomery Counties has a library with certified staff, which has been proven to increase student reading and comprehension," notes Kintisch. "In contrast, most public schools in Philadelphia do not employ a certified librarian, and more than 140 do not have a library."

He's right. More than half of Philadelphia's public schools are currently without a library. And according to the recent Pennsylvania School Library Study, a comprehensive study of school library services in publicly funded K–12 schools, 56 percent of the state's schools don't have a full-time school librarian. During the current school year, 2012–2013, the School District of Philadelphia, the state's largest district, provided only 17 percent of its schools with professional librarians—that's an anemic 43 of 249 schools. The picture is almost as bleak in the Pittsburgh School District, where just 27 percent of schools have full-time librarians—or a measly 14 out of 51 schools. Yet that hasn't deterred many districts from getting rid of media specialists.

Even wealthy suburban districts find library reductions acceptable. For example, Manheim Township in Lancaster County, PA, has slashed librarian positions by 80 percent since 2010, going from 10.5 to 2.5 media specialists. At the same time, other districts employ full-time librarians in every building, many with support staff and annual budgets that enable them to update their collections and technology. How do these inequities affect teacher effectiveness and student achievement? And

BACKGROUND

In 2007, when the trend to cut library programs and staffing became apparent to us, the Pennsylvania School Librarians Association (PSLA) teamed up with the Education Law Center (ELC), a nonprofit educational advocacy organization that has made substantial gains for the state's most vulnerable children—including poor kids, kids of color, kids with disabilities, English-language learners, and others. PSLA and ELC discovered that they had many similar interests and goals, including a strong urge to ensure a quality public education for every child. The two groups began to lobby for statewide regulations and reforms to ensure library equity for Pennsylvania's 1.8 million K–12 students.



When

representatives of the two organizations approached influential state legislators, they quickly discovered that some lawmakers didn't know that schools weren't required to have libraries, and others had no idea how rapidly these programs were being eliminated. Among many legislators' first questions were, "How many schools do not have libraries or librarians?" and "How do school librarians improve student achievement and by how much?" Clearly, research and verifiable data were needed to influence these policymakers.

In the absence of data to answer their questions, PSLA persuaded the state's House of Representatives to commission the Pennsylvania School Library Study of 2011—a "snapshot" of library programs in which 73 percent of public schools participated. While the study uncovered huge inequities among various districts, according to PSLA surveys, school library programs and staff have continued to be cut. For instance, in 2011–2012, an additional seven percent of librarians were let go, and, in 2012–2013, another six percent were jettisoned. As a result, "almost

200,000 students have been affected by elimination or severe curtailment of school library services throughout the Commonwealth,” says PSLA’s president, Eileen Kern.

RESEARCH AND KEY FINDINGS

Joining forces with the Education Law Center and the Health Sciences Library Consortium (a nonprofit group that manages ACCESS PA and POWER Library electronic databases), PSLA was awarded an Institute of Museum and Library Services (IMLS) National Leadership research grant to determine what school library infrastructure contributes most to student achievement, the costs and benefits associated with it, and what’s needed to develop students with 21st-century learning skills. Although more than two decades of similar research has been conducted in over 22 states, the Pennsylvania study uncovered the following new and significant findings:

Quality school library programs significantly impact the most vulnerable students. For the first time, the impact of library programs on selected student groups that tend to experience achievement gaps was examined directly. The Pennsylvania System of School Assessment (PSSA), which measures how well schoolchildren are doing in reading, writing, math, and science according to the state’s education standards, maintains separate test scores for subgroups of students who are economically disadvantaged, black, Hispanic, and have Individualized Education Programs (IEPs). PSSA scores range from “Advanced,” which indicates an in-depth understanding of the subject and superior academic performance, to “Below Basic,” which reflects poor understanding and inadequate academic performance.

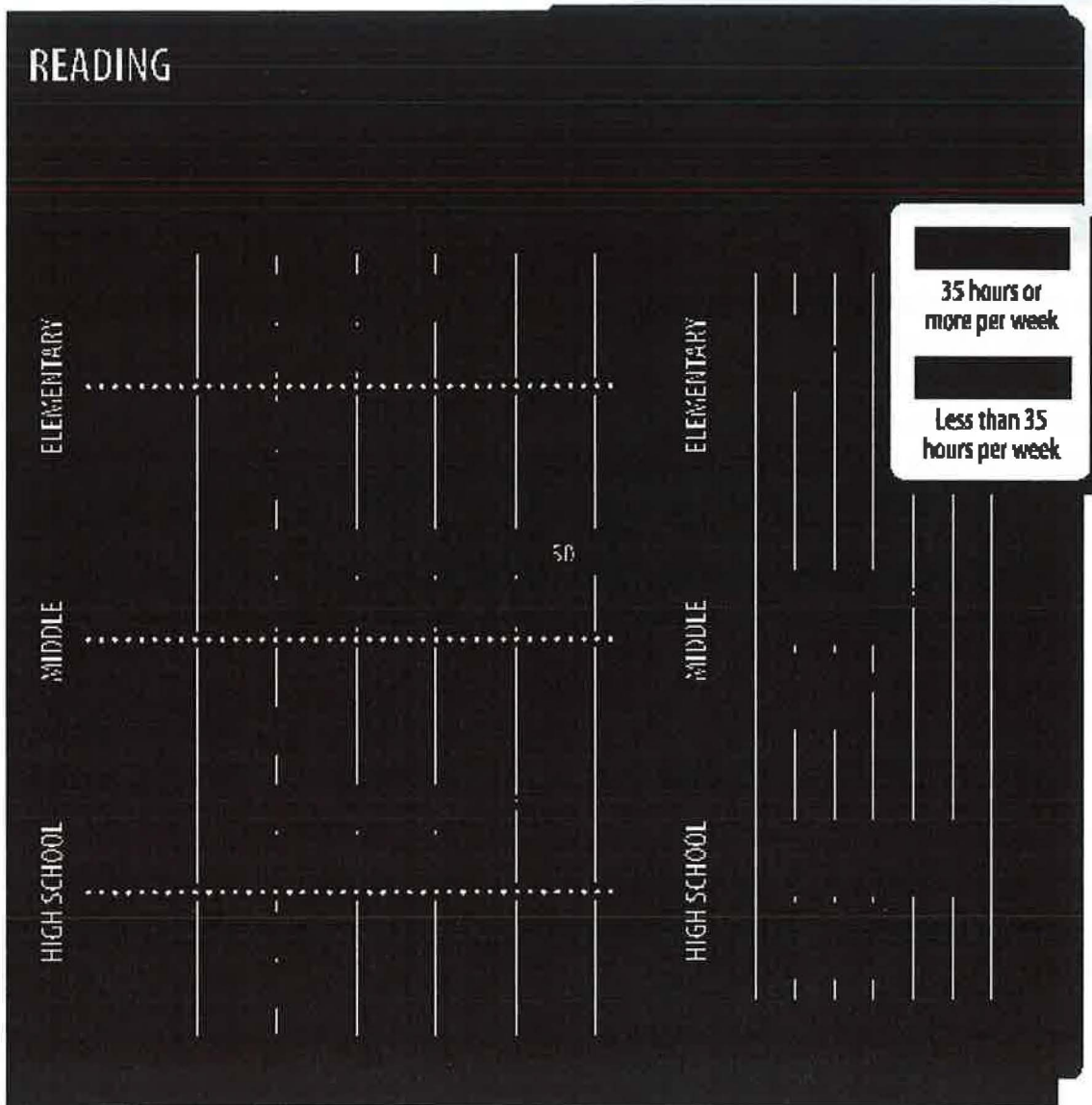
Consistently, reading and writing scores are better for students who have a full-time certified librarian than those who don’t. Students who are economically disadvantaged, black, Hispanic, and have IEPs (i.e., students with disabilities) benefit proportionally more than students generally. These findings suggest that staffing libraries with certified librarians can help close achievement gaps. What are some of the other key findings?

- Students who are poor, minority, and have IEPs, but who have full-time librarians, are at least twice as likely to have “Advanced” writing scores as their counterparts without full-time librarians.
- Generally, the benefits associated with larger staffing and collections and increased access to technology, databases, and to the library itself are proportionally greater for students who are poor, black, Hispanic, and disabled.
- For black and Hispanic students, access to more books more than doubles their chances of obtaining “Advanced” writing scores and cuts their risk of “Below Basic” writing scores in half.
- The association between flexible scheduling and writing scores is more pronounced. With flexible scheduling, all students are about four times more likely to earn “Advanced” writing scores, and Hispanic students are almost seven times more likely to earn “Advanced” scores with flexible scheduling.

Writing scores are more positively impacted than reading scores. Since 21st-century learners must be effective knowledge producers as well as information consumers, examining the relationship between writing scores and quality school library programs was essential. Writing scores of students were studied at both the “Advanced” and

“Below Basic” levels. Interestingly, the impact of school library programs was greater proportionally on writing than reading scores. Students with access to well-resourced libraries are two to five times more likely to score “Advanced” in writing than students without such libraries. Other significant findings include:

- For all students, those with full-time librarians are almost three times as likely to have “Advanced” writing scores as students without full-time librarians.
- The differential impact of librarians suggests that writing rather than reading scores may be a better indicator of a student’s mastery of 21st-Century Learner and Pennsylvania/Common Core standards.



The role of the school library program and academic standards. This is the first statewide study to assess the roles of librarians in teaching the American Association of School Librarians’ (AASL) Standards for the 21st-

Century Learner as well as Common Core standards. We and our associates at RSL Research Group in Louisville, CO, surveyed more than 1,850 librarians, teachers, and school administrators to determine the extent to which these standards are addressed by school library programs and the instruction by librarians. To verify their perceptions, survey results were then correlated with the reading and writing scores of the respondents' schools.

As Carol Heinsdorf, a National Board–certified school librarian at Philadelphia’s Youth Study Center High School, explains, “These nationally adopted academic aspirations, supported by empirical evidence of school librarians’ effectiveness, are at odds with the 87 percent of Philadelphia’s incoming ninth graders who have never experienced an adequately resourced school library managed by a certified librarian, don’t know how books are arranged on a library shelf, do not know to, or how to, cite sources, and have not read a book from beginning to end for either academic purposes or pleasure. How are these students being prepared to successfully complete a two- or four-year college program? How are they to be reading role models as their children’s first teachers? How are those policy and decision makers shepherding public education as a public good for the future of our democracy going to prioritize adequately resourced school libraries managed by certified school librarians, to align with the evidence?”

Staffing remains the key factor. This study suggests that there’s no substitute for a full-time, certified school librarian who’s fully engaged in the teaching and learning process. Key findings include:

- With a full-time librarian, students are more likely to score “Advanced” and less likely to score “Below Basic” on reading and writing tests.
- Consistently, reading scores are better for elementary, middle, and high school students who have full-time certified librarians. In schools with full-time librarians, “Below Basic” scores not only improve, but improve more from elementary to middle to high school as well.
- The proportional difference in “Advanced” reading scores associated with a full-time librarian grows from elementary to middle to high school.
- Students who are Hispanic and whose full-time librarians have support staff are three times as likely to earn “Advanced” writing scores as their counterparts whose full-time librarians lack such support staff.

• On average, almost nine percent more students score “Advanced” in reading where students have a full-time, certified librarian with support staff than where they have a full-time, certified librarian alone. Further, almost eight percent more students score “Advanced” in reading where students have a full-time, certified librarian than where they do not.

• On average, the percentage of students scoring “Advanced” in writing is two and a half times higher for schools with a full-time, certified librarian than those without one. Similarly, the average percentage of students scoring “Advanced” in writing is almost twice as high for schools with a full-time, certified librarian with support staff as for those with only a full-time certified librarian.

As Jessie B. Ramey, a parent of two Pittsburgh public school students, wrote on her educational advocacy blog, [Yinzercation](#), “

We couldn’t agree more. Of all the factors examined in this study, the one with the most impact on students is the presence of a full-time certified librarian in the school library.

CONCLUSION

Debra E. Kachel teaches online library science and technology courses at [Mansfield \(PA\) University](#). Keith Curry Lance is a consultant with the [RSL Research Group](#) in Louisville, CO. To read a complete report of the study, see [Pennsylvania School Libraries Pay Off: Investments in Student Achievement and Academic Standards](#). The research was presented at SLJ’s [2012 Leadership Summit](#).

Summary & Recommendations

The evidence produced by this study indicates that Illinois school libraries contribute measurably to the academic achievement of students, as reflected by their test scores. [REDACTED]

[REDACTED]

- where educational technology is more widely available to augment the local collection and, generally, to extend access to online resources into the classroom,

Powerful Libraries Make Powerful Learners: The Illinois Study

Conclusion - 123

[REDACTED], and

- where students use school libraries, both individually and in groups, to learn and practice the information literacy skills they will need to excel on tests and as lifelong learners.

These links between high-quality school library programs and academic achievement cannot be explained away as mere artifacts of community socio-economic factors (i.e., household income, race/ethnicity) or certain key school conditions (per pupil spending, teacher-pupil ratio). Indeed, sometimes, taking these contextual variables into account reveals a greater impact by school libraries or librarians that was previously masked by those other variables. In short, the findings of this study and its predecessors support the belief that [REDACTED]

Several recommendations for action relating to Illinois school libraries are offered on the basis of this study's findings:

- **Access to school libraries should be scheduled as flexibly as possible.** Local conditions sometimes limit the extent to which flexible scheduling can be adopted. Vested interests in existing schedules sometimes make it difficult to make such changes. But, the evidence supports a policy of flexible scheduling to maximize the benefits to students and teachers of school library programs.

[REDACTED]

- **Computers that provide access to library resources—both in the library or elsewhere in the school—should be available to facilitate student performance.** When library and educational technology

programs are coordinated, library resources can be available to students and teachers when and where the resources are needed. Computers outside the library, but connected to library resources, extend the reach of the library program beyond its own walls. At the same time, the results of this study suggest that print collections of books and periodicals remain important resources, and that their currency is especially important.

From **Powerful Libraries Make Powerful Learners: The Illinois Study**

All the time we're spending online is rewiring our brains and changing the way we handle and process information. Nicholas Carr wrote the book *The Shallows: What The Internet Is Doing To Our Brains*. He points out that

Bottom line: When you read a book, you're forced to focus on one subject, but the Internet lets you jump around. In fact, the average web surfer reads just 20 percent of a written page. The longer we're online – juggling and handling bits of information - the more we train our brains to be distracted, to lose focus, and not pay attention to anything particular. It's causing us to lose things – like the ability to slow down, and to be attentive and reflect on important issues, and even takes away our focus on what we're doing online at any given moment. You go to a webpage and forget why you clicked on it in the first place.

Our online behavior is making us that way *offline*, too. It's becoming harder to sit down and pay attention to anything for a long time. Instead of being deep-thinkers, the Internet is creating a generation that's shallow and superficial.

From: [Cassandra Stovall](#)
To: [Accountability](#)
Subject: Fw: Proposed Standards
Date: Monday, February 10, 2014 5:19:07 PM

----- Forwarded Message -----

From: Limeul Eubanks <LEubanks@mde.k12.ms.us>
To: Cassandra Stovall <cwstovall1@bellsouth.net>
Sent: Monday, February 10, 2014 11:43 AM
Subject: RE: Proposed Standards

Cassandra,

Thank you so much for taking the time to share with me your comments and concerns and the supporting document in regards to the revisions to the Process Standards of the Mississippi Accountability Standards.

It is very significant that you also take the time to submit comments in writing by e-mail to accountability@mde.k12.ms.us no later than 5:00 p.m. Tuesday, February 18, 2014. The comments will be compiled and submitted to the State Board of Education. (You may have already submitted them to accountability@mde.k12.ms.us, if so thank you so much, if not please do so or your comments will not be included)

Feel free to call me and again thank you,
Limeul

Mr. Limeul L. Eubanks, B.A., M.Ed., M.F.A.

Division Director II
Visual and Performing Arts
Library Media
Foreign Language
Course Codes
Mississippi Department of Education
Office of Curriculum and Instruction
P.O. Box 771 | 359 North West Street Suite 313
Jackson, MS 39205-0771
Phone 601.359.2586 | Fax 601.359.2040
www.mde.k12.ms.us
leubanks@mde.k12.ms.us

From: Cassandra Stovall [mailto:cwstovall1@bellsouth.net]
Sent: Friday, February 07, 2014 10:49 PM
To: Limeul Eubanks
Subject: Proposed Standards

Good evening,

As I was reading the proposed standards change, it struck me as my job will become a part time library media specialist. My job as an elementary library media specialist includes the following tasks:

1. teach Pre-K- Grade 5 classes
2. inventory all books, laptops, computers and audiovisuals
3. test all students on Renaissance Place Accelerated Reader Quizzes
4. tutor students that are below grade level
5. sponsor school reading fair, Pizza Hut Book-It, Scholastic Book Fair, St. Judes Mathathon, American Heart Association "Jump Rope for Heart", Ms Blues Marathon
6. requisitions for teacher supplies
7. Assist classroom teacher during literacy block
8. assist with district and state audit for state and federal funded equipment
9. attend professional development paid with personal funds
10. attend all PTO functions and member of committees to help student achievement like Book Buddies, Girl Scouts, School/Business Sponsor, community health and improvement activities

I must fight for my budget every year because the district will take the library media funds when there are shortfalls.

Someone has thought to give them access in writing. In Jackson Public Schools (Viola E. Lake Elementary School) I do not have but one new desktop computer in my library. They invested in Thinkpads (cheaper version of laptops) which are always needing Tech support to keep them running. By eliminating a set per student expenditure schools will not

do it without a state mandated funds. Even though my school numbers have changed my library budget would be devastated. The proposals are going to hurt schools that do not have administrations who believe that the library is a relevant and heart beat of every school. Mississippi needs its school libraries that develop, inspire, and prepare our students for the 21st century.

I love my job as library media specialist and I do it with pride.

Cassandra Stovall, librarian
Viola E. Lake Elementary

From: trumpetdls@aol.com
To: [Accountability](#)
Subject: Revisions of the Process Standards of the MS Public School Accountability Standards
Date: Tuesday, February 11, 2014 11:30:00 AM

To Whom It May Concern,

I'd like to offer some input regarding -

5.1 / 2.3.1 If the student enrollment is 499 or less, a half - time licensed librarian or media specialist is recommended

5.2 / 2.3.2 If the student enrollment is 500 or more, a full - time licensed librarian or media specialist is recommended

I've been in the education field now for over 27 years and have had the opportunity to work in the public, private, parochial (Catholic), and boarding school setting. I've been a teacher, coach, administrator and volunteer stage band director. I was named a 2010 Outstanding Educator by the Community Foundation of Greater Jackson and a 2011 Metro Jackson Teacher of the Year by Parents for Public Schools and the Greater Jackson Chamber Partnership. In 2012, I was selected a Watson Quality Ford Teacher of the Week. In 2013, I was Teacher of the Year at my school.

I've been serving as a full time certified librarian at Watkins Elementary (Jackson Public School District) for the past 9 years - *a school with less than 500 students.*

I'm afraid that - if we soften the wording on this due to economic reasons - we are going create another set of problems for ourselves with regard to *student achievement.*

Over the past 9 years, my other responsibilities have included: Reading Fair Co-Chair, Spelling Bee Coordinator, Science Fair Assistant, Accelerated Reader Coordinator, Web site sponsor, Book Fair Chair, School Promotional Materials, School Photographer, Media-Specialist, Yearbook Editor, School Newsletter Editor, Grant-Writer (over \$100,000 raised), Partners in Education Advisory Board, School Adopter Campus Contact, Playground Project Leader, Recycling Coordinator and serve on the School Leadership Team. In addition, I assist teachers in spending

their Educational Enhancement Funds and serve as a volunteer handyman for the school. Furthermore, I provide MCT2 test preparation to students and now serve as a remedial reading teacher in the Read Well program.

I'm afraid if the librarian position is cut back to part time status or eliminated, we may see that this adversely affects student achievement. Watkins has been ranked "Successful" or better 8 out of the last 9 years by the MS Dept of Education.

Librarians do far more than just check out and read books.

Respectfully submitted,

David Schommer, Librarian
Watkins Elementary

From: Jennifer Parker
To: Accountability
Cc: Limeul Eubanks
Subject: Proposed MDE standards regarding libraries and librarians
Date: Tuesday, February 11, 2014 12:03:45 PM

February 11, 2014

To Whom It May Concern:

Librarians are a critical component to all schools – elementary, middle, and high school. Librarians are professionals who stay current in technology trends, research, and literature. All schools should have AT LEAST one full-time, certified librarian; otherwise, the library (books, computers, and other materials and technology) will not be accessible to all students/faculty AND/OR will not be properly kept current and maintained. Librarians understand proper usage of media and library resources to assist students and faculty with books and technology; if there is no library professional at the school then the materials and space will quickly come to disrepair. How can a library be “required” without a professional librarian to oversee the daily needs of the library patrons as well as the physical space? Most fully certified Librarians have obtained a master’s degree in Library and Information Science from an ALA (American Library Association) accredited university; we are highly trained and knowledgeable about our subject matter.

In Standard 2.3.1, the language should reflect that **at least one licensed librarian should be REQUIRED.** (Student population 499 and below)

In Standard 2.3.2, the language should reflect that **at least one licensed librarian should be REQUIRED and two would be RECOMMENDED.** (Student population 499 and above)

In Standard 11.1 / 5.0, the budget should allocate funds based on student population to be used ONLY by the library for books and other Library materials to support the students, faculty, and teaching/learning process. **A minimum of \$20.00 per student should be allocated to the Library** budget to be able to stay current and meet the needs of the students and school.

It strikes me as ironic that schools that perform the highest would remove such a valuable resource as the Librarian/Library. **High performing schools would need the Library more than low performing schools!!** Libraries and Librarians help prepare students for higher education institutions! Students who attend college will be expected to know how to do research and function in a library/research environment. Librarians also play a large role in promoting literacy which is critical to our students’ success!

In elementary, middle, and high school libraries, Librarians teach students and are an integral component of the teaching/learning process. Often in elementary and middle school environments the Librarian serves as an activity period, and he/she teaches students about the Library and age-appropriate research skills as well as encourages students to develop a love of literature. In high schools, most libraries have an open, flexible schedule to allow all students and teachers to utilize the Library throughout the entire school day. Librarians teach library instruction/research sessions to students and teachers as well as instill a love of literature to students. They also collaborate with teachers to meet the needs of the teaching/learning process in the classroom.

It would be a huge step backwards for Mississippi to belittle the importance of Libraries and Librarians. We are already struggling to compete with other states and countries, and these standard changes are moving us in the wrong direction to bridge that gap.

Please reexamine the importance of having **at least one full-time, fully licensed Librarian in EVERY Mississippi school!**

Jennifer Regel Parker
Magee High School Library
Magee, MS

From: Susan Bryant
To: Accountability
Subject: Several Issues regarding Accountability Standards
Date: Tuesday, February 11, 2014 1:40:31 PM

I am the Media Specialist at McLaurin High School in Rankin County and I am very concerned about several issues proposed in the MDE Accountability Standards revision. If these proposed changes are made, it seems to me that we are not putting the best interests of the students first, and isn't that why we are here? First, if Librarians/Media Specialists are not REQUIRED, we are doing an injustice to our teachers as well as our students who use our services on a daily basis. We are their resource/information source for literacy, research and improving test scores through reading in addition to numerous other services. Secondly, without proper funding, resources such as books, databases and technology are simply not available to children who do not have access at home. And finally, ALL public schools need a Media Center/Library regardless if they are high performing or low performing. If they are to stay in the high performing category, or move from low performing, resources are imperative for success. I hope you will consider helping our Media/Library programs and librarians not become a thing of the past.

Standard 5 - recommended vs. required staffing - assuming this means that a principal or district can reallocate funds for our salaries to something else - we could be part time in several smaller schools or worse????

Standard 11 - funding - some or all of our funds could be reallocated outside the library, it would not be protected

Standard 24 - library program - high performing schools would not require a library and/or program?

Sincerely,

Susan Bryant

--
Susan Bryant, Media Specialist
Webmaster
High School Student Council Sponsor
Annual Staff Sponsor
McLaurin High School

The mission of the Rankin County School District is to prepare every student with the cognitive and social skills necessary to be productive members of an ever-changing

global society.

This email and any attachments to it may be confidential and are intended solely for the use of the individual to whom it is addressed. If you are not the intended recipient of this email, you must neither take any action based upon its contents, nor copy or show it to anyone. Please contact the sender if you believe you have received this email in error.

From: Dianne Butler
To: [Accountability; Limeul Eubanks; jmoore@house.ms.gov](#)
Subject: librarian standards
Date: Tuesday, February 11, 2014 1:42:30 PM

February 11, 2014

To Whom It May Concern:

The new proposals to the standards for Librarians are very disturbing to me and other professional librarians. As one who remembers the time when only para-professionals were in the libraries and the destruction that caused, the possibility of not having a library with a certified librarian is very scary. Librarians have been proven to be a critical component to all schools – at all levels. Librarians spend a lot of time making sure that their students and staff have the most up to date materials available in both print and non-print. They are professionals who stay current in technology trends, bringing new ideas back to their schools. They spend time and money attending conferences, sometimes even during the summer.

All schools should have AT LEAST one full-time, certified librarian; otherwise, the library (books, computers, and other materials and technology) will not be accessible to all students/faculty AND/OR will not be properly kept current and maintained. As a librarian I am constantly repairing and replacing torn and damaged books, this would not occur if someone were not available to see to immediate needs. Circulation records are maintained with extreme accuracy, and I have been trained extensively on the automation system at my school. Several years ago, my library burned, if there is no library professional at the school at that time, then the materials and space would not have been recovered.

Libraries and librarians play a critical role in the learning process by providing proper reading materials on a wide genre of materials. The library gives the students a chance to put into practice the skills being taught in the classroom. And everyone knows that practice makes perfect!

Teachers and librarians collaborate on many of the lessons within the classroom with the librarian providing valuable resources to supplement lesson plans. Many times the librarian is the "go to person" for current trends, current materials and current resources.

Specifics that I see:

In Standard 2.3.1, the language should reflect that at least one licensed librarian should be REQUIRED. (Student population 499 and below)

In Standard 2.3.2, the language should reflect that at least one licensed librarian should be REQUIRED and two would be RECOMMENDED. (Student population 499 and above)

In Standard 11.1 / 5.0, the budget should allocate funds based on student population to be used ONLY by the library for books and other Library materials to support the students, faculty, and teaching/learning process. A minimum of \$20.00 per student should be allocated to the Library budget to be able to stay current and meet the needs of the students and school. Many of us do not currently receive the \$20.00 recommended because of the word "instructional", this word should be removed so that the library receive the full \$20.00 per student.

The changes I am seeing would return Mississippi to the dark ages of libraries. We are a state of literary figures who all began their careers in a school library. Let's don't ignore the John Grishams, William Faulkners and Eudora Weltys of tomorrow.

Please reexamine the importance of these issues.

Sincerely,

Building readers of books, reading to learn, reading to grow On Our Mission to Greatness!
Dianne Butler
National Board Certified Librarian/Media Specialist
Magee Middle School
413 Choctaw St. E
Suite 100
Magee, MS 39111
dbutler@simpson.k12.ms.us
601-849-3334, ext. 309

From: Charlotte Brown
To: Accountability
Subject: Changes to Accountability Standards
Date: Tuesday, February 11, 2014 4:19:16 PM

I am quite disturbed that a librarian is not considered to be an important part of a school. It should be required to have a half time for 499 students or less and a full time librarian for 500 or more students. Without them keeping track of the materials, the library would cease to exist and be properly maintained. The materials would not be kept up with and they would probably disappear without proper checks and balances in place. Not only does our librarian keep current materials on file, check out books electronically, administers tests for the Accelerated Reading program.

She keeps track of all the laptop computers assigned to teachers, the rolling computer carts, etc. She checks them out and checks them to make sure they are returned properly. The list goes on and on here.

Please change this language to make sure it is mandatory and not an option to have a licensed librarian in place.

Charlotte Brown
School Board Member

From: Laurie Turnipseed
To: Accountability
Subject: Public Comment on Revisions to Process Standards
Date: Tuesday, February 11, 2014 5:00:34 PM

To whom it may concern,

First, I would like to request an extension to the time for public comments. Most of the people who would like to comment on this (parents and taxpayers) don't regularly peruse the MDE website and therefore don't know about these proposed changes. There needs to be a better system of notifying parents about such proposed changes.

Secondly, I think that taking personnel and management responsibilities from local school boards and giving it to the superintendents is a dangerous step towards complete loss of local control. Where does this leave the voice of the parents? Don't local elected boards hire these superintendents? Will the boards then be able to fire a superintendent for poor performance or misconduct if they have no say in personnel decisions? Who will hire the superintendent? Is this a step towards being able to hire Broad superintendents in MS? And why the dire consequences for non-compliance and what exactly constitutes non-compliance?

Sincerely,
Laurie Turnipseed
141 Harry Jackson Rd.
Eupora, MS 39744

Sent from my iPhone

From: Cheryl Cohen
To: Limeul Eubanks; Accountability; Paula Vanderford
Subject: Comments on the Proposed Revisions to the Process Standards of the MS Pub Sch Accountability Standards - as relates to Libraries
Date: Tuesday, February 11, 2014 5:54:49 PM

February 11, 2014

To Whom It May Concern:

Librarians are a critical component to every student's education at all levels – elementary, middle, and high school. We are professional educators, who stay current in technology trends, research, and literature and can and do teach our children to become independent learners. All schools should have AT LEAST one full-time, certified librarian; otherwise, the library (books, computers, and other materials and technology) will be just a room, and will not be accessible to all students/faculty AND/OR will not be properly kept current and maintained. How can a library be "required" without a professional librarian to oversee the daily needs of the library patrons as well as the physical space? Many of us are fully certified and have obtained a graduate degree in Library and Information Science from an ALA (American Library Association) accredited university; we are highly trained and knowledgeable about our subject matter.

In Standard 2.3.1, the language should reflect that **at least one licensed librarian should be REQUIRED.** (Student population 499 and below)

In Standard 2.3.2, the language should reflect that **at least one licensed librarian should be REQUIRED and two would be RECOMMENDED.** (Student population 499 and above)

In Standard 11.1 / 5.0, the budget should allocate funds based on student population to be used ONLY by the library for Library materials (books, technology and software) to support the students, faculty, and teaching /learning process. **A minimum of \$20.00 per student should be allocated to the Library** budget to be able to stay current and meet the needs of the students and school.

In Standard 24, the language should be clearly stated that all schools - **high performing, as well as, every other performing, schools need a professional Librarian to help prepare students** for higher education institutions! Students who attend college will be expected to know how to do research and function in a library/research environment. Students who conclude their formal education at high school must have all the capabilities to find information independently.

Librarians teach library instruction/research sessions to students and teachers as well as instill a love of literature to students. They teach the research process as a lifelong skill. They also collaborate with teachers to meet the needs of the teaching/learning process in the classroom. Librarians also play a large role in promoting literacy, which is critical to our students' success – locally, nationally and globally!

Please reexamine the importance of having **at least one full-time, fully licensed Librarian in EVERY Mississippi school!**

Thank you for your attention and consideration in this very serious matter, and it's impact to our children's education.

Cheryl Cohen

--

"INFORMATION STATION"

Cheryl A. Cohen
Library Media Specialist, NBCT
Northwest Rankin HS
601-992-2242x223
cheryl.cohen@rcsd.ms

The mission of the Rankin County School District is to prepare every student with the cognitive and social skills necessary to be productive members of an ever-changing global society.

This email and any attachments to it may be confidential and are intended solely for the use of the individual to whom it is addressed. If you are not the intended recipient of this email, you must neither take any action based upon its contents, nor copy or show it to anyone. Please contact the sender if you believe you have received this email in error.

From: Guntharp, Anna S
To: Accountability
Subject: process standards for librarian
Date: Wednesday, February 12, 2014 10:04:51 AM

I do not agree with changing the standard for librarians from required to recommended. Librarians are an important part of the literacy program of our schools. With the rigor of common core standards, our students and teachers need the support of a media specialist.

CONFIDENTIALITY DISCLAIMER

This email (including attachments) is confidential information protected by the Electronic Communications Privacy Act 18 U.S.C. §2510-2521 and any other applicable law, and may not be opened or forwarded without consent of the named recipient(s). It is intended only for the use of the individual or entity named herein. If the reader of this message is not the intended recipient, or the employee or agent responsible to deliver it to the intended recipient, you are hereby notified that any retention, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please immediately notify us by return email. Thank you.

From: [Susan Andrews](#)
To: [John Cartwright](#)
Subject: FW: APA Process to Revise the Accreditation Process Standards
Date: Wednesday, February 12, 2014 1:57:38 PM
Attachments: [APA Memo to Supts 1.22.14.docx.pdf](#)
[Proposed Process Standard Revisions.pdf](#)
[SBP 7210.pdf](#)
Importance: High

From: Heather Deaton
Sent: Wednesday, February 12, 2014 11:50 AM
To: Susan Andrews
Cc: Therrell Myers
Subject: FW: APA Process to Revise the Accreditation Process Standards
Importance: High

Good morning, Susie.

On page 27, process standard 27.4 appears to conflict with SBP 7210 and the recommendations that OSE makes to school districts regarding student teacher ratios in special education self-contained classes. OSE SBP 7210 provides that the student teacher ratio should not exceed 14:1. Proposed process standard 27.4 on page 27 of the attached document allows student teacher ratios of up to 30:1 in self-contained. Attached is SBP 7210 and the proposed process standards. Please do not hesitate to contact me should you have any questions.

Heather S. Deaton
Special Assistant Attorney General
359 N. West St.
Jackson, MS 39201
P.O.Box 771
Jackson, MS 39205-0771
Telephone: (601) 359-1830
Facsimile: (601) 359-2198

The foregoing electronic message and any files transmitted with it are confidential and are intended only for the use of the intended recipient named above. This communication may contain material protected by the attorney-client privilege. If you are not the intended recipient, copying, distribution or use of the contents of this message is strictly prohibited. If you received this electronic message in error, please notify us immediately at (601) 359-3498.

From: Therrell Myers
Sent: Thursday, January 23, 2014 7:22 AM
To: Armerita Tell; Alice Hunter; Andrea Mayfield; Heather Deaton; Ellen Burnham; Tanya Bradley
Subject: FW: APA Process to Revise the Accreditation Process Standards

fyi

From: Todd Ivey [<mailto:TIvey@mde.k12.ms.us>]

Sent: Wednesday, January 22, 2014 4:50 PM

To: Therrell Myers

Subject: [ms_superintendents] APA Process to Revise the Accreditation Process Standards

Please see the attached information regarding the State Board of Education approval to begin the APA process to revise the Process Standards in the *Mississippi Public School Accountability Standards*. Comments may be submitted through February 18, 2014, at 5:00 p.m.

Todd Ivey

Director, Office of Educational Accountability

Mississippi Department of Education

601-359-5254

Fax 601-359-6740

tivey@mde.k12.ms.us

From: [Gillespie, Mollie](#)
To: [Accountability](#)
Cc: [Limeul Eubanks](#)
Subject: Revisions to the Process Standards of the Mississippi Public School Accountability Standards
Date: Wednesday, February 12, 2014 11:40:35 AM

To whom this may concern:

As a Mississippi Public School Librarian with 33 years of experience as a librarian, I am concerned with a few of the revisions to the Mississippi Public School Accountability Standards. Recommended changes to Standard 5 are unacceptable in my opinion. We have a state who is rated the poorest in the nation in education yet you seem to want to make school librarians an option rather than a requirement. It is important to all students and teachers in our public schools to have access to their school libraries at all times during the school day. It is also important to have a licensed librarian who knows what she/he is doing when guiding students in research for their classroom activities as well as guide them to the love of reading. Only when this state becomes the nation's best readers should you decide to eliminate the requirement of a licensed librarian from a school.

I also have some concerns with Standard 24. I work in a district with a technology department. I feel the school district's technology department should be required to give the librarians a hands-on training of all new technology and equipment as it is introduced to the school district if the librarians are the ones in a school building required to offer instruction of the new technology. As of now, the equipment is unboxed and lefted without instruction booklets and without training or demonstration of how the equipment works. Required training sessions given within the districts would help librarians be able to train others in their buildings as well as troubleshoot problems. Please rethink your recommendations in regards to Standard 5 and Standard 24.

Sincerely,
Mollie Gillespie

From: Lee Hagerty-Wilson
To: Accountability
Cc: Lee Hagerty-Wilson
Subject: Concerning proposed changes to school libraries and librarians
Date: Wednesday, February 12, 2014 12:20:13 PM

I am responding to the proposed changes concerning school libraries and librarians.

The change in current standard 5 from requiring a librarian to recommending that one is used is detrimental to all schools and students. With the advent of CORE standards, the librarian is even more important in maintaining, acquiring, and disseminating the necessary media, along with implementing CORE standards. The increase in required information, especially artifacts and other nonfiction sources, necessitates having the proper training to choose, acquire, and maintain the media. It is our job to be an asset to the teachers in supplementing their classroom lessons with the necessary resources. This requires specialized training received through degree work in our field. Many schools searching for ways to cut the budget would look at this as an opportunity to put a non certified person in the library. This would be a mistake for our students and teachers as Common Core requires even more knowledge on every teacher's and librarian's part to increase the rigor.

In addition, doing away with current standard 11 could allow for the library to receive no funding in order to purchase the increasing amount of resource material necessary to support Common Core. Our students do not have the resources at home to complete research and projects. Nor do they have access to public libraries because of parental limitations. Having what they need in the library is vital to their classroom success. If funding requirements are removed, budget cuts could severely affect the resources available to the students.

The changes proposed on these two issues seem to be sending us backwards instead of forward. We can not afford this as we move into the Common Core era or what ever standards are to come. I would appreciate you considering the negative impact that these changes would have.

Sincerely,

Lee Hagerty Wilson
Library Media Specialist
St. Martin Middle School

From: [Beverly McWilliams](#)
To: [Accountability](#)
Subject: Revisions to the process standards
Date: Wednesday, February 12, 2014 12:50:23 PM

I want to express my concerns about changes to the process standards numbers 5.1 and 5.2. I believe these should not be changed. Library media specialists should continue to be required. With the emphasis on informational text reading with common core and the changes to internet based research, librarians are needed now more than ever. Children need to be directed to the best sources of information. Common Core is about proper research skills. Who is better than librarians to direct this area of learning.

Librarians are also taking important roles in RTI and IEP in their schools. School districts need to require and utilize their librarians in their varied areas of expertise.

From: Beverly McWilliams
To: Accountability
Subject: Revisions to the Process Standards
Date: Wednesday, February 12, 2014 1:03:10 PM

Please do not change process standard 11.1. These funds are necessary to help fund libraries and other learning programs in the schools. As schools face challenges of computerized testing, reading requirements, and other changes such as common core, financing libraries is more important than ever. A strong library can be the greatest support that a school has. The state department needs to train administrators in methods for adequately utilizing their libraries and librarians.

Thank you,
Beverly McWilliams
529 Robinson Drive
Cleveland, MS 38732
662-347-1652
beversmc@gmail.com

From: Beverly McWilliams
To: Accountability
Subject: Proposed revisions to 5.1 and 5.2
Date: Wednesday, February 12, 2014 1:06:51 PM

I want to express my concerns about changes to the process standards numbers 5.1 and 5.2. I believe these should not be changed. Library media specialists should continue to be required. With the emphasis on informational text reading with common core and the changes to internet based research, librarians are needed now more than ever. Children need to be directed to the best sources of information. Common Core is about proper research skills. Who is better than librarians to direct this area of learning.

Librarians are also taking important roles in RTI and IEP in their schools. School districts need to require and utilize their librarians in their varied areas of expertise.

Thank you,
Beverly McWilliams
529 Robinson Drive
Cleveland, MS 38732
662-347-1652
beversmc@gmail.com

From: Jeannie Thompson
To: Accountability
Subject: Comments on Standard Revisions
Date: Wednesday, February 12, 2014 1:28:03 PM

Office of Accreditation and Accountability:

The proposed revisions to the accountability standards as they apply to employment of certified library media staff will enable and encourage schools to operate without qualified personnel in library media centers. Standard 5 should continue to require certified library media specialists, not recommend. Standard 11 giving districts the ability to eliminate funding of library programs is essentially saying that libraries and literacy are not priorities in Mississippi. In the wake of the adoption of Common Core Standards, this couldn't be a bigger mistake, as the role of the library and library media specialist is fundamental.

Giving students access to library resources and the knowledge of a qualified library media specialist has been repeatedly proven to increase test scores in populations of at-risk and low socio-economic students. I wonder how an unstaffed or inadequately staffed library will serve anyone or persuade any student to "cross the threshold into a library"? Certainly the likelihood of a library with outdated resources and part-time or unqualified staff will not increase the use of a library media center. How will students entering college who've never been taught information literacy, a love of reading, or research skills fare in Mississippi? That is if they test high enough to enter. Study after study point to adequately staffed and funded libraries as essential to increasing test scores and student achievement. Instead of dissuading districts from supporting libraries, I suggest revisions that require the daily use of school libraries and increase teacher collaboration with library media specialists to bring students in Mississippi's public schools to the levels of literacy required to succeed.

The library media specialist's role in development of student thinking skills and information literacy is discussed in the excerpt from "Educating Students to Think: The Role of the School Library Media Program" by Jacqueline C. Mancall, SLMQ.

What contributions can the school library media specialist make to the development of thinking skills?

Library media specialists have traditionally described their *raison d'être* as one of promoting access to a broad range of information and ideas, in order to assist students in acquiring the knowledge, skills, and attitudes necessary to function effectively in an information society. However, there has been disagreement among professionals in the field, as well as among educators in other areas, as to how this mission should be accomplished. A central issue is one of definition of the term access, and determination of how such access, however defined, can be translated into a program of library media services for students and teachers. In its narrowest sense, access to information and ideas has been interpreted as the provision of services that help the user locate the physical unit containing the information or idea sought. Under a broader interpretation of the concept of access, a program emerges characterized by a wide range of resources and services designed to bring the user into contact with special information, whether in book, magazine, film, database, or other physical unit, and to help him/her evaluate and use the desired information or ideas effectively. Archibald MacLeish clearly distinguished between these two concepts of service, stressing that the former focuses on the "physical book," while the latter provides entrée to the "intellectual book"; the first thus emphasizes the cover or package (that is, the book), the second emphasized its content. MacLeish points out that those concerned with content are constantly searching for ways to get young people as well as adults to examine critically the broad range of wares in the "marketplace of ideas"—the library.

Library media specialists who advocate the second, i.e., broader, concept of services realize that a major part of their time must be spent helping students develop the thinking skills that will equip them to not only locate but also evaluate and use information effectively and thereby become information-literate. Primary functions performed by the library media staff that contribute directly to the development of these skills include collection development, organization for retrieval of materials and information, information guidance services, materials production, student instruction, and instructional development services.

If the following Nov. 2013 article, "Implementing Common Core Standards: The Role of the School Librarian", is any indication of the level of skill and knowledge required for preparing students for College and Career Readiness Standards in Common Core, the need for qualified library media specialists in each school is apparent. Indeed, a part-time librarian in a school of 499 students would find library administrative duties and achieving the level of collaboration described in the article impossible.

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/externalrelations/CCSSLibrariansBrief_FINAL.pdf

I hope that you will consider the long-term and short-term implications of revising standards in a way that enables districts to reduce their certified library staff and the funding of public school libraries.

Sincerely,

Jeannie Thompson, MLIS

"Libraries store the energy that fuels the imagination. They open up windows to the world and inspire us to explore and achieve, and contribute to improving our quality of life. Libraries change lives for the better."-Author Sidney Sheldon

"At the moment that we persuade a child, any child, to cross that threshold, that magic threshold into a library, we change their lives forever, for the better."-Barack Obama

From: [Amanda Koonlaba](#)
To: [Accountability](#)
Subject: Revisions to Process Standards
Date: Wednesday, February 12, 2014 2:45:52 PM

I read through the revision document and a couple of areas jumped out at me as major areas of concern.

First, 26.3 allows for instruction in the arts, health, and physical education to be done by a regular classroom teacher. I feel that there should be some provision that limits or prevents this. Students need an education in each of those areas, and classroom teachers are not qualified to give it. Even in an instance where arts integration is employed by a school or teacher as a means of providing quality regular education, there should be a trained educator offering instruction to students specifically in the areas of the arts and physical education without integration with other academic areas. In other words, students need PE for PE's sake and art for art's sake. Please take a look at research on this matter. The Mississippi Arts Commission's Whole Schools Initiative is a good place to start such a quest.

Second, 27.2, 27.3, and 27.4, which provide a standard for student-teacher ratios have numbers that are WAY TOO HIGH! How can a teacher provide individualized instruction to so many students at once? Again, there is research supporting smaller class sizes for student achievement.

I understand that funding plays a major role in both of these areas. However, when we ask ourselves why Mississippi students continue to underperform, we must consider the possibility that both of these are significant factors.

Thank you for your time.

Sent from my iPad

From: Chris Williams
To: Accountability
Subject: Liberians
Date: Wednesday, February 12, 2014 9:40:56 PM

I am disappointed to read of your plans to destroy school libraries. It is a shame. Each day I serve so many students who love to read. Many of these children have no money to buy their lunch with, much less money to buy books for extracurricular reading. In addition, I serve students who don't have Internet access in their homes. Many times They don't have computers or printers. I am shocked and saddened that you propose taking a giant step backwards for the students of Mississippi.

Christi Williams

Sent from my iPhone

Date: February 13, 2014

To: Dr. Paula Vanderford
Education Bureau Manager
Office of Accreditation and Accountability

From: JoAnne McDonald
District Librarian, Long Creek/McAdams
Attala County School District

Re: **School Library Revisions**
Mississippi Public School Accountability Standards

With the successful implementation of Common Core in the curriculum and the availability of Lexile level books for increased comprehension, it is essential that the Library is utilized with the continued required staffing of a certified Librarian, along with ample funding for its collection.

Standard 5:1 and 5:2 Required Staffing of Certified Librarian

In regards to the proposed recommendations for revisions to the Process Standards of the Mississippi Public School Accountability Standards, I firmly agree with the Comment Section stated by the Office of Curriculum and Instruction on prior Standard 5:1 and 5:2 in its opposition and concern to the revised new Standard 2:3.1 and 2:3.2.

Standard 11:1 Library Funding through shared Funds 1120

The deletion of the acknowledgment of shared Library funds from District Maintenance Fund (Fund 1120) in prior Standard 11:1 (ref: new Standard 5) will result in a direct financial hardship for school libraries. Without the required application of shared District Maintenance Funds (Fund 1120), you are requesting a school Library to function without a budget. The original Standard 11.5 was implemented due to the direct result of the State Department of Education, the State Legislature, and members of the Mississippi Library Association recognizing the importance of an exemplary School Library.

Thank you for the opportunity to share the importance of continuing the support and delivery of an exemplary school library program for both Mississippi students and faculty.

ADDITIONAL COMMENTS:

The Office of Curriculum and Instruction does not recommend changing language in new Standard 2.3, as a recommendation would require a licensed librarian be employed in each school, but could negatively impact library media services (reduction in availability of resources for teachers and students due to reduction in hours). Districts currently have some staffing flexibility in instances where two schools are located on the same physical campus. Additionally, library media specialists need time designated each day for tasks specific to library media centers (i.e., shelving returned materials, weeding collection, expanding materials collection, gathering resources for staff, etc.)

Paula A. Vanderford, Education Bureau Manager
Office of Accreditation and Accountability
PO Box 771
Jackson, MS 39205-0771

February 13, 2014

This letter is in response to the proposed revisions to the Process Standards of the *Mississippi Public School Accountability Standards*; specifically Standards 5 and 11 as they pertain to libraries.

By approving the proposed changes the Commission on School Accreditation and the State Board of Education are essentially approving the dismissal of librarians across the state, eliminating funding for school libraries and ensuring Mississippi's continued place in dead last when it comes to education. The very idea that anyone who values education would even entertain the notion of no longer requiring adequate, professional library staff in each and every library or the adequate funding of those libraries is the epitome of what is wrong with our state's educational system. It is asinine decisions such as these that will keep Mississippi in last place and deservedly so.

I currently work in a school district that understaffs its libraries, supplies them with less than 1/3 of the minimum funding in Standard 11 and has even built a new school without a library except for a few bookcases they have placed in the cafegymatorium (cafeteria/gymnasium/auditorium and now /library) and managed to pass off as a library! If this is how libraries are staffed and funded under the current standards, I can only imagine what will happen under the proposed revisions. When school districts already barely do what is required and find ways to circumvent those requirements altogether, what will they do with terms like "recommended" when it comes to staffing the library or the complete elimination of funding guidelines for the library? In essence the new standards will require that a room be designated as the library, but staff and funding are eliminated. Brilliant.

Sadly, it will be school districts that are in desperate need of librarians who will suffer the most. Libraries already without staff will remain closed as positions are left unfilled while professional librarians will be replaced with less expensive paraprofessionals. Library budgets will be slashed or eliminated for other "instructional needs". You are only fooling yourselves if you pretend that such scenarios will not take place under the proposed revisions.

In the state with the highest illiteracy rate in the nation I would think that the stewards of our educational system would be taking a stance to protect the libraries rather than just the opposite. Backwards thinking will land us precisely there; back.

Study after study shows that librarians and libraries have tremendous positive impact on our student's education. Reading is a foundation for all other education. Students who read have a higher vocabulary and perform better in school across the board. It is the teacher librarian who is the expert at putting the right books in students' hands, developing a collection of engaging, appropriate level books with a wide variety of resources and providing a place where students can read for pleasure. For our students, who live in one of the poorest states in the nation, the library is often their only source for books. Imagine what a difference it would make if we actually made libraries a priority rather than an option.

I strongly encourage the Commission and the Board to rethink the proposed revisions. Unless our goal is an uneducated, illiterate workforce that is capable of only menial work we need to focus our energies on literacy and wake up to the importance and value of our teacher librarians and libraries in the education of our students.

T. Johnson, MLIS

"What a school thinks about its library is a measure of what it thinks about education." Harold Howe
former U.S. Commissioner of Education

From: [Jo.arnold](#)
To: [Accountability](#)
Subject: Process Standards of the MS Public School Accountability Standards
Date: Friday, February 14, 2014 11:52:09 AM

Please do not accept the following Code 37-17-6(3)(a-e)} of the Process Standards of the Mississippi Public School Accountability Standards. All public schools MUST have a full time librarian in order for the students to have access to books all day long. At the school I work at many of the students would not be reading on their current level if the library was not open all day. These students check out books, read and take tests on them and then they come and check out new ones. If these students could not check out all the books they wanted then their reading score would reduce dramatically. In order to keep our students moving forward in education full time librarians are a MUST in every school.

Thank you,
Jo Lyn Arnold

From: Casey Clark
To: Accountability
Cc: Elizabeth Laster
Subject: Revisions to Mississippi Public Schools Accountability Standards
Date: Friday, February 14, 2014 1:46:54 PM

To Whom It May Concern,

With all due respect, revising the accountability standards to make having a school librarian "recommended" instead of mandatory is a mistake in my opinion. As a public school employee and a parent of two children who attend public school, I can tell you that a librarian is an invaluable resource for our children as well as our teachers. Librarians encourage our children to read by helping them choose books that interest them and that are on their reading level. Becoming better readers helps students in all of their school subjects, and continues to help them throughout their lifetime. Librarians help teachers find books to help them teach different lessons, which makes the lessons more interesting and informative for the students.

Thank you for your time and consideration,

Casey L. Clark, RN, BSN, NCSN
Caledonia Elementary School Nurse

****KEEP ALL MEDICAL INFORMATION CONFIDENTIAL****

All medical information is protected by the Family Educational Rights and Privacy Act (FERPA) and shall not be shared with anyone unless that person has a right to know. Medical information should not be left out in the open for others to see, including information on computers.

From: Linda Owens
To: Accountability
Subject: Concerned for Students
Date: Saturday, February 15, 2014 11:49:22 AM

Dear Sir or Madam,

RE: Revisions to the Process Standards of the Mississippi Public School
Accountability Standards

I am concerned that in our state schools may think they are saving money
and not be thinking about the needs of students.

If districts reduce librarians at their school they will decrease the
number of books students are able to check out (Less time = Less books).
Do we really want our students to check out half the books they did last
year or none of the books last year. If they think they can rely on
e-books as an alternative, not all students will have access because
many do not have internet, computers, e-readers and many do not get
trips to the public library. Librarians are also the guardians of the
largest assets at the school. Resources have been known to walk. As a
taxpayer this is also a concern. Without librarians how will students
and teachers have a planned activity time?

Sincerely,

Linda Owens
Concerned Citizen

From: Christy Wise
To: Accountability
Subject: Revision to the process standards
Date: Saturday, February 15, 2014 12:42:20 PM

I do not agree with the proposed changes that remove the requirement for licensed librarians and a set library budget. Changing this requirement to a recommendation will further hurt our low SES schools. These schools already have low reading scores & will no longer make their libraries a priority in order to use money in other places. I know, because my children's school is a Title I funded school that could use extra money for its cash-strapped budget; however, this shouldn't be at the expense of our libraries. Beginning next year, our third grade students will HAVE to read on grade-level in order to move to the fourth grade. Less than half of our current 2nd & 3rd graders are reading on level. Many of these students have never stepped foot into a library. Our school library provides many new & current books for our students to read. These opportunities will be missed without a required budget and a licensed librarian who knows how to help students select the correct books for each student's needs.

Mississippi has suffered low reading scores for too long. Please don't remove this requirement; our schools need their libraries and their library funding in order to combat these statistics.

Sincerely,
Christy Wise

From: Pieroni, Leigh Ann
To: Accountability
Subject: Revisions to Accountability Standards
Date: Saturday, February 15, 2014 7:00:13 PM

Mrs. Vanderford and SBE Members,

I am writing you in concern for the current revisions. As a high school librarian, I see the value of the librarian as a resource for the teachers and students in a school. Librarians provide a wealth of knowledge about books, research skills, information gathering, and guidance in using technology. We are a valuable resource in our schools. I was deemed so valuable that in 2007, I was awarded Elementary TEACHER of the year (as a school librarian) for the entire district in Madison County. Librarians are just that TEACHERS of library skills!!!! I believe by the vague wording of "recommending" a librarian in a school, an ineffective principal or superintendent could do away with these VALUABLE teachers to pay for other school expenditures. I know technological advances are changing the roles of librarians, but I still circulate over 1,000 books a month in my library to over 300 students. If I was not in my school, that would be 300 students deprived of the joy of reading a good book suggested by a knowledgeable librarian!!!! Please protect my job, not just for me, but for these students that enjoy reading!

Libraries also provide a safe haven for students that often need a place to get away from the stress of high school. They escape in a good book or sit and talk with a librarian that cares about them! Please protect my library, not just for me, but for these students that need a place to escape!

Lastly, I am concerned about the funding issue in the revisions. Most knowledgeable principals and superintendents will fully fund libraries because they know the value of books and technology in the library, but I am concerned about those districts where there may be a lack of knowledge. Many schools may be cut short. The standards need to keep the \$20.00 per student wording to keep districts accountable and make sure students in every district are given the same funding and resources. Please protect the funding of libraries, not just for me, but for all the students in Mississippi.

Thank you for your time!

Leigh Ann Pieroni, Librarian/ Media Specialist
Senior Beta Club Sponsor
Germantown High School
200 Calhoun Parkway
Madison, MS 39110
(601) 859- 6150

From: Amanda Counts
To: Accountability
Subject: Proposed Changes to School Library Standards
Date: Sunday, February 16, 2014 10:49:17 AM

To whom it may concern:

I am deeply saddened and disturbed to hear that the Mississippi Department of Education is considering a change to the requirement that public schools have a licensed school librarian. I know it seems like a quick fix when financial dire straits arise, but please know that this is the last thing you want to do if your mission is to "ensure a bright future for each child."

Countless studies show that having a well stocked library with a licensed media specialist is integral to student success. Here are just a few of those studies:

Colorado: http://www.lrs.org/documents/fastfacts/287_CO3_Staffing_Test_Scores.pdf

Reading Workshops are most effective with a teacher-librarian:
<http://connection.ebscohost.com/c/articles/52571253/reading-workshops-are-most-effective-teacher-librarian>

Infographic on Librarians and Student Achievement:
http://www.lrs.org/documents/school/school_library_impact.pdf

Both of my parents were born and raised in the Mississippi Delta. My mother is a high school media specialist. They both enjoyed their school libraries in Cleveland and Clarksdale, MS. It would be a sad day for them to know that their home state was even considering such a poor choice.

If you are worried about your states' low test scores now then brace yourself: They will dip even lower if you take away school library funding and expertise from your already struggling schools. Don't do it.

Amanda N. Counts, M.Ed.
Hobgood Elementary Librarian
Murfreesboro, TN
amanda.counts@cityschools.net

"Every kid succeeds @ the library!"

From: Barb and Bob
To: Accountability
Subject: Librarian Standards
Date: Sunday, February 16, 2014 11:48:05 AM

I am writing to voice my opposition to revisions proposed in the Mississippi Public School Accountability Standards concerning the library. As the standards are now, public schools are **REQUIRED** to have licensed librarians (either full- or part-time, depending on enrollment), and administration is **REQUIRED** to provide adequate funding for libraries. The newly proposed (drafted) set of standards are changing from "requiring" schools to have a librarian to "recommending" schools have a librarian and are to set **NO BUDGET REQUIREMENTS** for the libraries.

I was under the impression that we are trying to raise student achievement in the state of Mississippi? If you don't require librarians or budgets for the library, that is what you will get. Currently, we have all kinds of programs for students to achieve in sports, music, song, and dance. What about the students who love to read? These are generally students who perform well in the classroom - the students who are curious about the world. Fund libraries so that we can offer students the latest books, Internet access, computer access, etc. Let a library be the place where students can come to expand their minds; change the library - don't do away with it!

And this revision WILL allow principals to do away with the library. That, in the end, is the purpose of this legislation. Studies have shown that schools with fully-funded and equipped libraries have higher achievement. I implore you to find and read those studies before you make this change because I can assure you that principals will find other uses for the money that is currently dedicated to the library, and most of the time, those "other" uses will not benefit the school or students as much as books will.

Sincerely,
Barbara Le Tourneau
Librarian
New Hope Middle School
Columbus, Mississippi

From: Ellen adams
To: Accountability
Subject: Library standards
Date: Sunday, February 16, 2014 7:54:37 PM

As a school media specialist in GA, I am dismayed to read that you would choose to simply recommend rather than require certified librarians in all schools as well as cutting the budget for the library. The library truly is the heart of the school and our jobs directly. Affect all students and teachers in the school. On a given day, I may help a child with a project, find resources for teachers, assist the administration and help another child find the perfect book. Teachers have so much required of them, the support staff, specifically librarians, is crucial as we seek to provide our children with the education and resources that they need to become successful members of society. Thank you for your time.

Ellen Adams, M.Ed

From: [Ruby Burkhead](#)
To: [Accountability](#)
Cc: [Limeul Eubanks](#)
Subject: Proposed changes to Library Standards
Date: Sunday, February 16, 2014 9:58:50 PM

February 16, 2014

To: Mississippi Department of Education

I have read the proposed changes to library related standards. I am respectfully asking that you please reconsider the changes. The proposed changes will effect library services to children and communities. In my school and many other schools in Mississippi, this will be interpreted as permission to replace all certified librarians with an assistant or volunteer. This person will not be licensed and the students will not receive the benefits of having a knowledgeable librarian to assist them.

I received my Master's degree in the best state and from the best university in the world. The state of Mississippi and the University of Southern Mississippi (USM) awarded me a Master's degree. The professors worked tirelessly to provide us with the best education possible. With the proposed changes, you are basically saying the Library of Information Science program at USM is no longer relevant. Your group is saying fostering a love of reading and helping students across this great state is not important. You are placing more value on funding than that of a child's education and future.

All school libraries will be affected by these changes. In my small town, we have a public library; however, it is not accessible to all of the students. Most students live several miles away from the library and it is closed when their parents leave work. The school library is "the hub" for my students. Along with my personal library initiatives, we also have a formal program designed to help with reading. If students miss a day coming to the library because of testing or etc., I will have students from said missed classes stop me wondering when they can make up their library time. I always get the missed classes to the library to check out books sometime during the week and assist them in finding the "right" book for them. My library is more than just a library. We are a reading and media center for the community. Many of my students do not have computers in their homes. Our students come to the library to do research and complete assignments. During this time, I teach them about proper research and using reputable sources.

Certified Librarians are task organizers. We manage all books and media collections. A certified librarian looks forward to January, when the American Library Association announces the Caldecott and Newbery award winners. I make an effort to purchase every award winner to insure that our students have access to the best. This will be difficult if you cut funding.

We collaborate with teachers in the classroom in order to instill the love of reading, learning and information. We create relationships between the library and the classroom, the library and the administration, and the library and the students. We go above and beyond. We do better, be better, and work harder not for personal accolades, but because I want to be the best for my students. Librarians help schools become high performing.

My concern is that this will cease to be, if you pass the proposed changes to the library standards. A volunteer cannot provide the level of service students require in order to grow. Thank you for wanting the best education possible for the students of Mississippi. I want librarians to remain a vital part of this system.

Sincerely,

--

Ruby Burkhead, Librarian
Marshall Elementary School
802 Marshall Road
P.O. Box 130
North Carrollton, MS. 38947
Phone: 662-237-6840
Fax: 662-237-0080
ccsd.rburkhead@gmail.com
ruby_8_00@hotmail.com

From: [Amanda Zuniga](#)
To: [Accountability](#)
Subject: Public School Accountability Standards
Date: Sunday, February 16, 2014 10:33:43 PM
Attachments: [AVG Certification.txt](#)

To whom it may concern:

I am deeply saddened to hear that MDE is considering a change to the requirement that public schools have a licensed school librarian and to not set funding for school libraries. School libraries are the heart and hub of the school and the role that they play in a student's learning and fostering a desire to read are priceless.

I am an elementary school librarian in the Mississippi Delta and many of my students do not have access to the books and technology that they do in our school. This technology and information is changing on a daily basis. I think we can agree that our common goal is to equip all of our students with everything they need to be successful in school and later on in life. How can we expect our students to be successful when we intentionally limit their learning by failing to fund libraries in their own schools? Furthermore, in a time where information, access to information, and acquiring information is changing at a rapid speed, how can our own students compete when books, equipment, and expertise are inadequate as they most likely would become if the proposed funding and staffing requirements are implemented?

I urge you to reconsider these proposed changes. I also invite you to step inside a school library and see how innovative they have become at meeting the academic needs of students and staff. Librarians are checking out books, gathering support materials to enhance curriculum and lessons, helping their students choose a "just right" book, lending tech support for papers and projects, helping reinforce reading comprehension skills, maintaining a collection that supports the needs of the students and staff, teaching research skills, and helping plant the seed of lifelong reading and learning in even the most reluctant reader. Times have certainly changed since I was a young girl in my own school's library. This change is exciting and further preparing our students for success. I can assure you that your return on investment in your school libraries will show up in better test scores for the students of Mississippi.

It's no secret that the media would like to portray our great state as being "last in everything", including education. Let's not prove them right by trying to save a dollar at the expense of our students by limiting their access to information. Thank you for your consideration on this matter.

Sincerely,

Amanda Zuniga

From: Green, Jackie
To: Accountability
Subject: Recommendation for Media Specialist
Date: Monday, February 17, 2014 8:30:50 AM

To whom it may concern,

I am sending this email in regards to the changes proposed for Librarian/Media Specialist. I feel that changing the words REQUIRED TO RECOMMENDING will lessen the quality of education for all students when a Licensed librarian/media specialist is not required in schools. It has been proven that the library is the hub of the school and increases the learning level of students. Please reconsider your recommendation.

Sincerely,
Jackie Green
Media Specialist
X: 5011

From: [tonia johnson](#)
To: [Accountability](#)
Subject: Proposed Process Standards Revisions
Date: Monday, February 17, 2014 8:38:58 AM

This email is in response to the proposed Process Standards revisions, specifically standards 5 and 11 dealing with staffing and funding of school libraries.

If our goal is truly to "ensure a bright future for every child", I urge you to reconsider the proposed revisions. Making way for the elimination of professional, trained librarians and adequate funding for our school libraries will only serve to further diminish the state of education in Mississippi.

Study after study shows the positive impacts librarians and libraries have on student achievement. <http://www.lrs.org/data-tools/school-libraries/impact-studies/> From increased reading scores to overall academic performance across the curriculum. A well equipped school library staffed with a professional, trained librarian makes a difference in the lives of our students, especially with so many of our students living in poverty. For many of our students the school library provides their only source for books.

In light of Common Core with its emphasis on reading and the initiative to put "Reading First", I strongly encourage you to consider the implications of the proposed revisions. If we want to provide our children with bright futures we need to provide them with a strong educational foundation ~ reading is the cornerstone of that foundation and libraries and librarians are the key to setting that cornerstone.

Our students need an education that places them at the head of companies, industries and innovative technologies, not on the work line. Their bright future needs to include the opportunity and vision to become more than an hourly wage worker at the local factory.

As an educator and more importantly a parent, the proposed revisions make me seriously reconsider my decision to live in and raise my children in Mississippi. If the revisions are approved and implemented, I will be doing some "revising" of my own.

Please do what is best for our students and provide them with the libraries and librarians they desperately need.

From: Angela Smalley
To: Accountability
Subject: Librarians proposals
Date: Monday, February 17, 2014 8:44:21 AM

To the Office of Accreditation and Accountability:

I am middle school librarian in one of the smaller student population schools within the Lamar County School District. The reason for my correspondence with your office is the recent notification that the Mississippi Department of Education has proposed and drafted several changes to the Process Standards of the Mississippi Public Accountability Standards. As the standards are now, public schools are required to have licensed librarians, based on enrollment statistics, and administration is required to provide adequate funding for libraries. The newly proposed and drafted set of standards are changing from "requiring" schools to have a library and librarian to recommending that status and also that no budgetary allowances are mandatory for school libraries.

Recommending? The reality is that with the implementation of the Common Core Standards within our schools, the library and librarian have never been more critical to the educational process in a school. There is more emphasis placed on access to informational text and research than ever before. Our students in Mississippi deserve more than this disregard of what is best for them and our librarians are educated professionals who are licensed by the State of Mississippi, who deserve better as well!

I am joining my voice with others from across the state to inform you of our concern and dismay that yet again, education/educators in Mississippi are pushed down the ladder as these "recommendations" are being considered! Please hear our combined voices and do what it takes to provide a bright future and incentive for libraries and librarians. We must remain a priority by keeping the original "requirements" in place for our children's sake. Thank you for your time.

Sincerely,

--

Angela B. Smalley, Librarian
Purvis Middle School
Room AM 15
Phone Ext. # 3723

Confidentiality Notice: This communication and any documents or files transmitted with it are confidential and are intended solely for the use of the Lamar County School District and the individual or entity to which it is addressed.

From: Wooley, Phillip
To: Accountability
Subject: Revisions to process standards
Date: Monday, February 17, 2014 8:48:49 AM

Dr. Vanderford,

I am writing to express my concern with the proposed changes to the state process standards as they relate to the school library. I have been an educator for 30 years and have served as a general classroom teacher, APAC teacher, Open Doors teacher and school administrator. I have been our school librarian for the past 4 years and my varied career gives me a unique perspective on the role and value of the school library and school librarian.

During my years as a classroom teacher, I was fortunate to work in a school that had an excellent librarian who saw it as her job to make sure the teachers were fully supported with resources making delivery of the curriculum easier. As a school administrator, I also witnessed the vital role the librarian takes in the day to day operation of the school.

Now, as I serve my school as librarian, I personally feel responsible for helping each teacher become more proficient in their craft. I strive to encourage our students to read a lot and often. The library truly is the hub of our school. It is where all meetings occur, whether faculty or student led. My library is inviting to all. The space and environment is welcoming and conducive to scholarly endeavors.

Underfunded and/or understaffed libraries will not produce positive effects in our schools. The opposite, I feel would be inevitable. The students of our state deserve more. It is with these concerns that I ask that the proposed changes be reconsidered. The library is more than a large room filled with books. The library is the life of the school.

Thank you for your time and consideration,

Phillip C. Wooley M. Ed.
NBCT
Media Librarian
Chastain Middle School
4650 Manhattan Road
Jackson, MS 39206
601-987-3550 ext. 5959

"Great spirits have always encountered violent opposition from mediocre minds."

From: Melissa Luna
To: Accountability
Subject: Please help protect our school libraries!
Date: Monday, February 17, 2014 8:50:44 AM

To whom it may concern:

Our school emphasizes reading and we are working hard to build life-long readers! We are having great success getting our students to read and our middle school library is an extremely busy place. We have students coming in and out all day long. Students come weekly with their classes and they come on their own throughout the day. Our student computers are always occupied with students typing paper and doing research. Our library computer lab is always used continuously. Like all of the other school librarians I know, I stay super-busy every day all day and very rarely take a break. I also sponsor several clubs and am very involved in the life of our school. We don't get much money to buy new books as it stands now but we are able to do a pretty good job of keeping our selection current. Our school library is a vital part of our school and I would like to see everything possible done to help protect and promote our school libraries.

Thank you very much!

Melissa Luna
New Albany Middle School
400 Apple Street
New Albany,MS 38652
662-534-1820
662-534-1819 fax

From: Hurdle, Lynndy F.
To: Accountability
Subject: Revisions to Accountability Standards
Date: Monday, February 17, 2014 9:19:22 AM

It is imperative that schools be required to have a licensed librarian/media specialist and that schools be required to fund the library. Without these standards, the quality of the library is at stake. The library must be staffed and funded in a professional manner that reflects the educational impact that the library has in a student's life.

Lynndy Hurdle, Librarian
Oxford High School
662-234-1562
lfhurdle@oxfordsd.org

From: Debbie Campbell
To: Accountability
Subject: Revisions to the Process Standards of the Mississippi Public School Accountability Standards
Date: Monday, February 17, 2014 9:22:49 AM

"What a school thinks about it's library is a measure of what it thinks about education." Harold Howe, former U.S. Commissioner of Education

Please change the word school to state in the above quote. Research shows that school librarians and libraries empower students to be critical thinkers, enthusiastic readers, researchers, and educated users of the internet. Student achievement and school library programs is well documented. Collaboration between school librarians and teachers is crucial to implementing common core. Our school libraries are needed to help close the achievement gap by providing quality reading materials for all students! School librarians are active fundraisers to provide materials for students since our libraries have not been funded according to accountability standards for years. The internet will not take the place of the school librarian and library in providing quality fiction and nonfiction titles for our students.

Please reconsider the proposed changes in the accountability standards with reference to certified staff and funding for libraries for the students of Mississippi.

*This communication may contain material protected by the Family Educational Rights and Privacy Act (FERPA.) This communication and any documents or files transmitted with it are confidential and are intended solely for the use of the Petal School District and the individual or entity to which it is addressed. Any use, dissemination, forwarding, printing or copying of this communication is strictly prohibited. *

From: [Diane Dueitt](#)
To: [Accountability](#)
Subject: Comments - Library revisions
Date: Monday, February 17, 2014 9:30:40 AM

PLEASE don't diminish the importance of having a certified librarian in our schools with revising the accountability standards! If the Dept. of Education doesn't uphold and support libraries & librarians, our significance will fade in the eyes of our local school districts. Our students need a well stocked & diverse library of reading materials. Who will be in charge of selecting and purchasing the nonfiction books that are required with common core? Who will help them when researching for term papers? Who better to instill in our students a love for reading, than a certified librarian who has chosen this field based on a love of reading and a desire to inspire young students into lifelong readers?

From: Charlotte McDonald
To: Accountability
Date: Monday, February 17, 2014 9:31:28 AM

"A library is to the school what the heart is to the body."

Libraries are the heart of the school that provide certain resources that are necessary for teachers and students. Libraries are needed in the public schools for students who have no other access to books and print media. Under funding or absolute no funding is like issuing a death certificate to students.

Learning will die if libraries are taken out of the schools.

Charlotte McDonald, Librarian
Heidelberg High School

February 17, 2014

To whom it may concern,

Why in the world do professional educators believe that Professional Media Specialists are not necessary in public schools? I am appalled at your underestimation of our purpose. Professionally educated and highly trained librarians are the core and lifeblood of the school. With the recent demands on our students and classroom teachers, it is in the library where students have an opportunity to apply their new knowledge and explore areas where they otherwise may not have an opportunity to be exposed. It is where teachers come for resources selected and purchased by professionals intended to be a companion to Common Core Standards. School libraries are the only place for some children to hold a book. School libraries are where teachers collaborate and have a partner in teaching lessons or research. School libraries need professionals who can manage, organize and plan for multiple grades, interests, standards, and community events. Schools librarians wear many hats. Mississippi will be making a huge mistake if they remove one of the best student, teacher, and curriculum advocates in the state.

Please reconsider your proposal to make Media Specialists "optional." You know the old saying: "You get what you pay for...if you get that!" Well, I am afraid that without a reasonable budget, and a professional to manage these resources, our media centers will suffer- and ultimately become another reason our student literacy rate is suffering. Instead of reducing the importance of Media Specialists, why not make them **more important**. Provide more training and establish a consistent expectation of this role across the state. I know from personal experience that there are so many ways in which we are a valuable asset to our public education system. **Look at our role as an asset instead of a liability.**

Thank you for your time.

Sincerely,

Kim D. Baldwin
Library Media Specialist, NBCT, Masters Elem Ed
D'Iberville Elementary School

Deborah East
Library Media Specialist, NBCT
West Harrison High School

Marie Brandt
Library Media Specialist
D'Iberville Middle School

From: Janas Saulsberry
To: Accountability
Subject: Written comment on Standard # 18
Date: Monday, February 17, 2014 10:40:39 AM

Paula;

Standard 18 of the Accountability Performance Standards (P-16 Council and Guidelines) gives weight to the need for and importance of schools and communities working together to facilitate quality, first rate, public education in schools and communities in districts that are performing at less than successful status because it holds both community and schools (districts) accountable.

There are always prevailing reasons why schools perform poorly; some of those reasons extend beyond the institution of schools and are embedded in the community as well as the school system. Reaching the root or genesis of the causes are more likely to occur when all parties involved are fully engaged in a systematic fashion to identify and address.

Historically, schools and districts that perform at less than successful rates are also schools and districts that lack effective parent, student and community engagement. Standard 18, requiring the establishing of the p-16 council process as originally designed and adopted in the 2011 Accountability Standards revision and supporting guidelines address this in a way that no other process has. Requiring both school and community to work together to bring about meaningful long-term improvement is a must.

The removal of Standard #18 as revised in 2011 will diminish the ability to hold districts accountable to the development of effective community engagement councils and will rob community of opportunities to have input and participation in the process. Without the vehicle of Standard #18 and supporting guidelines as revised in 2011, we will continue to have business as usual in these districts and schools that are less than successful.

We respectfully request that you reconsider the removal, and reinstate Standard #18 of the Accountability Performance Standards and the guidelines as revised and adopted in 2011.

Thank you for your consideration.

P-16 Council West Tallahatchie School District

Janas Saulsberry, Vision & Mission Committee Member

janassaulsberry@gmail.com

662-375-8717 (h) 601 942-4004

From: Tammy Scott
To: Accountability
Subject: Librarian/media specialists
Date: Monday, February 17, 2014 10:47:19 AM

Good morning,

It has come to my attention that there are several proposals that will effect the requirements for librarians/media specialists in Mississippi schools.

As a librarian for over 25 years and a school librarian for 15 years, I have several objections to these proposals. Most importantly, I love all my "babies" and want them to have the best education and future possible. I understand that new technology has altered library/ media specialist's jobs, I still believe that a certified library media specialist has a positive impact on student achievement.

1. Test scores are directly connected to skills gained through reading. Research indicates that reading increases a student's vocabulary, as well as, their ability to imagine and create. I assist with testing and can verify that students who have difficulty reading score lower on tests. They exhibit frustration and confusion because they lack vocabulary and can not comprehend the questions.

Without a librarian, students would not have the materials needed to succeed on tests and in our global economy. I have the skills required to select materials specifically for my students' needs. I know my students and constantly encourage them to read, by directing them to materials at their reading level that they would enjoy-- A student who likes to hunt would likely enjoy Gary Paulsen fiction.

2. The schools of Mississippi are sadly not technology ready to replace physical materials with electronic materials yet. While we do have two new computer labs at Raleigh, they are not monitored constantly and can only be used by students when teachers take their classes. I only have four student computers, but I am an area they can work and be monitored constantly. Also, without access to the materials available in the library, students would have to depend on the labs more and this will create a "bottle-neck" in the labs.

On a personal level, many of our students do not have personal computers, kindles, iPads, etc. available for research or reading. Being from a lower socio-economic area, parents are unable or unwilling to purchase the materials their student needs. As a parent I attempt to provide for my girls everything they need for learning and I can tell you that even with that there are many nights of frustration. The internet system in Smith County is deplorable. It is slow and constantly disconnects.

3. Without trained professionals monitoring them, libraries would quickly become disorganized and many materials would be lost. Over this past summer, I assisted a new librarian whose collection had 31 categories just for fiction. (There should only be two-four maximum categories.) The books were disorganized from incorrect shelving and lack of monitoring, many materials were lost and no records were available so they might be recovered. You have to have a full time, trained person to monitor, organize and maintain a collection.

4. I know that at one time Smith County only had one full time librarian for the school district and I understand that it did not work very well. I had the opportunity to work with Mrs. Powell, the previous county librarian and one of her aides, Mrs. Rogers. They both shared with me their enthusiasm for on-site trained school librarians and discussed the difficulties of that arrangement. Mrs. Powell had to

order books and handle all the administrative tasks. She was not working directly with the teachers and students of every school and had to make "blind" decisions. Mrs. Rogers, while intelligent and hard working, often felt inadequate when assisting students with research and book selections because of her lack of training. Many tasks were put on hold because Mrs. Powell was not there to perform them including book repair and cataloging.

I understand that things change, but I truly believe that these proposed changes would be detrimental to the education of the students of Mississippi at this time. My training gives me the skills required to work with the teachers and students to accomplish the tasks required to create a better Mississippi. I know and love my school, my teachers and my students for their sake please reconsider this plan.

Enclosed is a link to a recent article that supports my statements.

<http://www.collegeonline.org/library/adult-continued-education/librarians-needed.html>

Thanking you in advance and trusting you do ensure that all my "babies" get every opportunity necessary to succeed.

--
Tammy Scott
Raleigh High School
491 Magnolia Drive
Raleigh, Ms 39153
601-782-4261

From: Rachel Kiepe
To: Accountability
Cc: Mary Harrison; Robyn Johnson
Subject: New proposed library standards
Date: Monday, February 17, 2014 10:50:04 AM

Dear Ms. Vanderford,

I am extremely concerned about the new proposed library standards. Particularly the following: As the standards are now, public schools are **REQUIRED** to have licensed librarians (either full- or part-time, depending on enrollment), and administration is **REQUIRED** to provide adequate funding for libraries. The newly proposed (drafted) set of standards are changing from "requiring" schools to have a librarian to "recommending" schools have a librarian, and are to set **NO BUDGET REQUIREMENTS** for the libraries.

How are teachers expected to fulfill Common Core Curriculum standards without adequately staffed and funded libraries? Common Core is focused around exemplar texts, reading non-fiction literature, and research/project based learning. It has taken us years under the current standards to get our heads above water. When I walked into my library 15 years it was full of outdated titles. I have been struggling to gradually purge my library of old titles stamped with "Carver High School". This was our African-American school before desegregation! I finally discarded the last of these books this year.

We are dependent upon the current funding to fulfill the standards within Common Core. Cutting our budgets will prevent the purchasing of relevant non-fiction, exemplar fiction texts, research materials, and technology. You will have mandated standards with no money for materials needed.

Although, my district is a Level B we are aware that the library is key to Level A status. It is imperative that our students continue to acquire more in-depth reading and research skills. Success in these areas will improve classroom achievement, state testing scores, ACT scores, graduation rates, and college readiness.

Libraries have been centers of scholarship from the 3rd century B.C. with the Royal Library of Alexandria. How do these proposed library standard changes help elevate us from ranking 51st nationally in education? How does this help our students achieve on grade level reading competency by third grade? How do we expect our students to pass already extremely rigorous state testing without access to libraries? The end result of crippling our libraries will be the crippling of our students. If you are content with 51st ranking in education then pass these new standards. Should the state truly wish to excel then place more emphasis on staffing, books, and technology for school libraries. Isn't that what we do with our state universities?

Respectfully,

Rachel Y. Kiepe

**Library Media Specialist
Neshoba Central High School
1125 Golf Course Road
Philadelphia, MS
39350**

"Thy Word is lamp unto my feet and light unto my path"



From: cpennington@addthis.com on behalf of cpennington@cmsd.k12.ms.us
To: [Accountability](#)
Subject: Advocating for School Librarians - American Libraries Magazine
Date: Monday, February 17, 2014 11:24:42 AM

Please review this article and reconsider changing the accountability standards. I believe it will be totally harmful to our schools.

<http://www.americanlibrariesmagazine.org/article/advocating-school-librarians>

--- This message was sent by cpennington@cmsd.k12.ms.us via <http://addthis.com>. Please note that AddThis does not verify email addresses.

Make sharing easier with the AddThis Toolbar: <http://www.addthis.com/go/toolbar-em>

To stop receiving any emails from AddThis, please visit:
<http://www.addthis.com/privacy/email-opt-out?e=YJYKwgjOHs8fwAnIB8gf2CvMD8RFylqTRcwYjx7S>

From: [Paula Vanderford](#)
To: [Accountability](#)
Subject: Fwd: Mississippi Public Schools Accountability Standards revision
Date: Monday, February 17, 2014 11:50:53 AM

Sent from my iPhone

Begin forwarded message:

From: Katie Guest <katie.guest@gocommodores.org>
Date: February 17, 2014, 11:40:38 AM CST
To: <pvanderford@mde.k12.ms.us>
Subject: **Mississippi Public Schools Accountability Standards revision**

To Whom it May Concern,

It has come to my attention that there are proposed revisions to the accountability standards that do not require a licensed librarian to be employed by public school districts. I, as a licensed librarian, take issue with this proposal. Having a licensed librarian in the public schools should not merely be a recommendation. Licensed librarians should be REQUIRED in all public schools. The job of a librarian is extremely important to the daily functioning of a school. There are essential requirements that only a person who is qualified and properly educated in the library sciences can preform. I ask that the requirement of a licensed librarian remain a part of the Mississippi Public Schools Accountability Standards. Thank you for your consideration.

Katie Guest
Librarian/Media Specialist
Lafayette Middle School
Oxford, MS 38655

From: Paula Vanderford
To: Accountability
Subject: Fwd: Libraries
Date: Monday, February 17, 2014 11:59:05 AM

Sent from my iPhone

Begin forwarded message:

From: "Jennings, Janet" <jjennings@oxfordsd.org>
Date: February 17, 2014, 8:10:21 AM CST
To: "pvanderford@mde.k12.ms.us" <pvanderford@mde.k12.ms.us>
Subject: Libraries

To

Please take the time to read this concerning librarians. Every school needs a qualified, professionally trained librarian and in large schools, more. The library is the hub to every school and should be recognized as such. It would be deplorable to think a child could possibly go through his school years without the encouragement, guidance, training and educational benefit of a professional librarian.

We librarians are the main resource for teachers, administrators, and students for information, location, use of equipment, software, professional materials as well as providing a place conducive to learning and show students to love reading and books.

By down grading librarians to just anyone off the street, you are just dismissing us! Is it your plan to dismiss other professionals as unneeded? I expect not. This plan will be the end of libraries and librarians as we know it. Are you aware of detriment you are recommending?

Libraries must have a yearly budget not at the whim of an administrator who may or may not support the library. It has been my experience, once the budget is decreased, it is going to be like moving a mountain! Please rethink this proposal!

Sincerely,

Janet Jennings

36 years of library experience

Janet Jennings, NBCT

Librarian

jjennings@oxfordsd.org

Oxford Elementary School

1637 Hwy. 30 E.

Oxford, MS 38655

662-234-3497

"Books may well be the only true magic."
Alice Hoffman

"To teach and inspire, reach and transform, every student, every year"

To: Paula Vanderford
Education Bureau Manager
From: Connie Robinson, NBCT
Oxford School District Librarian
Date: February 15, 2014
Re: Revisions to the Process Standards of the Mississippi Public
School Accountability Standards

I would like to request that the revisions to Standards 5 and 11 be reconsidered based on the following:

Standard 24 (17 rev.) states, "Each school must have a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology. The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students."

However, the revisions want all of this done without *requiring* a full-time licensed librarian in Standard 5 (2.3.1 and 2.3.2 rev.) and without allotting a required amount of budget money in Standard 11 (5 rev.). Research has shown that a quality school library program with a certified school librarian who teaches information literacy skills to students improves academic achievement and to have such a program you must have an adequate budget and a trained librarian.

Your "rationale to DELETE current Standard 11.1 is to give districts flexibility to budget for instructional programs based on needs." The needs are that libraries must have a budget to have the materials and equipment that is stated in Standard 24. A library cannot stay abreast if funds are not provided on a consistent basis. A library budget is not an issue that should be considered or debated each school year. It is a constant need.

The Mississippi School Library Guide is referenced in Standard 24. The revised standards contradict the guide. The guide *requires*, not recommends licensed librarians to have an up-to-date collection, which can only be done with a budget. Funding the library should not be at the discretion of the current administration. People have opinions, are easily swayed...library budgets should be based on a standard. Administration comes and goes on a

regular basis. One year the administration may be pro-library and the next year's administrator may be anti-library. A collection that promotes student learning will not be possible with this mentality.

Students across Mississippi will not have a fair 'playing field.' A scenario: North Mississippi administrators may understand the need to fund a library; while South Mississippi administrators may have the opinion that their needs are somewhere else in the school and not adequately fund their library. Therefore, the students in South Mississippi will be at a disadvantage because their access to resources will be less.

As a professional librarian for 20 years, I can honestly say that this move will not help Mississippi education move from the bottom of the ratings to the top. These revisions are watering down the opportunities for students.

Please consider keeping the standards for libraries as they are currently stated in the standards so student success and student expectations can be at the highest level.

Respectfully submitted,

Connie Robinson

February 17, 2014

Paula A Vanderford, Ph.D.
Education Bureau Manager
Office of Accreditation and Accountability
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Vanderford:

The MDE proposal concerning revisions on the status of licensed librarians and budget requirements for school libraries impacts hundreds, if not thousands, of people's lives. For all licensed librarians in our public school system, it occasions grave concern. For Mississippi children of all ages, it poses an educational deterrent. I urge you to reconsider this proposal.

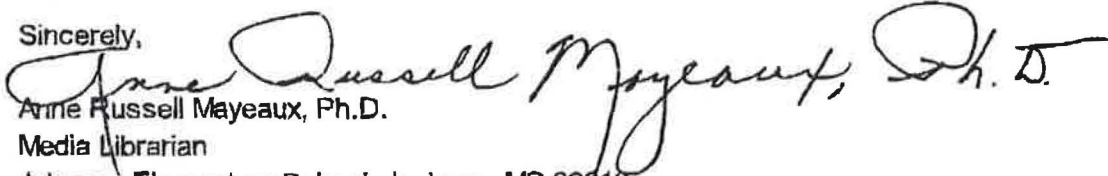
Through my extensive research and years of teaching at the Harvard Graduate School of Education and at the Harvard Divinity School, I can assure you that school libraries impact literacy, information literacy, and technological skills to improve student growth. Access to school library resources and equipment demonstrably increases student motivation, results in higher assessment scores, and achieves higher graduation rates. With superbly trained, certified professional library staff, larger collections of print and electronic resources, and more funding, school libraries propel students to earn higher state reading test scores. The empirical evidence here is incontrovertible.

For our students and educators to function as literate learners in today's information-saturated and digital age, they must have a school library's information technology and multimedia resources. Guided by highly trained, certified media specialists in the frequent use of appropriate technologies, students and teachers build confidence in their skills and gain access to the growing wealth of information and productivity tools on which literate learners rely.

School libraries, staffed by highly qualified media librarian specialists, are a powerful force in the lives of America's children. The school library is one of the few factors whose contribution to academic achievement has been documented empirically. It is a contribution that cannot be explained away.

I urge you to do everything in your power to preserve this powerful force in the lives of Mississippi's children.

Sincerely,


Anne Russell Mayeaux, Ph.D.
Media Librarian
Johnson Elementary School, Jackson, MS 39213



February 17, 2014

Paula A. Vanderford
Education Bureau Manager
Office of Accreditation and Accountability
P.O. Box 771
Jackson, MS 39205-0771

Dear Ms. Vanderford:

Numerous K-12 librarians and media specialists from around the state of Mississippi have contacted us concerning the proposed revisions to the Process Standards of the *Mississippi Public School Accountability Standards*. After reading through the document proposal ourselves, we are extremely concerned over the suggested changes – especially with the advent of Common Core throughout the state.

We realize, of course, that budgets are strained, and purse strings must be tightened. However, the revisions that are being proposed are a death knell to all licensed librarians in the state, and an educational deterrent to public school children of all ages. Mississippi has been ranked 48th in State Education Rankings, with a grade of D+. By not supporting public school librarians or public school libraries, how can that status hope to change? Research compiled in the last few years shows that schools maintaining superior school libraries with accredited librarians have students with consistently higher test scores. The *School Library Journal* recently conducted a groundbreaking study using data from the National Center for Education Statistics, documenting the impact of librarian layoffs on fourth-grade reading scores. The results: In many cases fewer librarians translated to lower performance – or a slower rise in scores – on standardized tests. The study goes on to say that the lower reading scores can not be blamed on cuts to other school staff. Regardless of whether there were fewer classroom teachers schoolwide, students in states that lost librarians tended to have lower reading scores.

We personally visit hundreds of public schools around the state each year, talking with librarians and administrations. We see firsthand how a well-maintained library embodies an atmosphere of learning, and

encourages children to explore the shelves and find a good book. These are the schools that perform on average or above average. We also visit libraries that have been neglected because there has been little or no budget for the past few years. These are the libraries that offer little to the children. The shelves are full of outdated science and math books, and the biography sections contain titles that are not relevant to today's students. All in all, these types of libraries discourage children from even visiting. Consequently, these are the schools that have been labeled "failing" schools, in turn failing our children.

While visiting schools, we have become cognizant of the fact that there are many principals and administrators who are not "library friendly" – choosing to virtually ignore the library and librarians. Instead they focus on sports, technology, and other aspects of an educational environment – even though all areas of education should be equally recognized – not one above the other. We have also witnessed firsthand, how some administrations treat librarians as inferior educators. And because they view them and the library in this regard, they appropriate very little, if any, budget for the library. We can only imagine what will happen in these schools if this type of administration is given a free reign in deciding how important a library and/or a librarian is to that school.

We have also met with those that are librarians in multiple schools, dividing their time between libraries – some miles apart. Then there are the librarians that divide their time between being a librarian and teaching a class. And perhaps the most extraordinary thing we've seen is librarians, whose budgets are so small, they purchase books for the library out of their own pockets. These are dedicated individuals, wearing multiple hats, and coping to the best of their ability. These are the type of educators that actually care about our children and are willing to go the extra mile – educators that have spent years getting their degrees, and investing in our children. The library is the hub of a school, and without an up-to-date, adequately funded one, it will have a devastating effect on the school as a whole. Implementation of the proposed revisions would signal the end of a livelihood for hundreds of librarians and would change the foundation of public education in Mississippi as we know it.

The impact of these revisions becoming part of the *Mississippi Public School Accountability Standards* will be catastrophic to every public school librarian and to all school-aged children in the state. We ask that you reconsider or re-write the proposed revisions in order to help protect the state's public school librarians and to maintain the educational value of public schools to the state's children.

Sincerely,

Eddie & Karen Mann

Directors

Mississippi Library and Media Professionals Workshop

To Whom It May Concern,

It is with great concern for all school-aged children of MS that I write this. It has recently been brought to my attention that a revision to the Process Standards of the MS Public School Accountability **Standards** is even a possibility. Libraries are the nucleus of any school worth attending. This is a proven fact. As a mother of four and as a seasoned educator (28 years), I assert that the only revision that should be considered is to allot **more monies** to a library/media center in hopes of preparing our students for the many standards being set and help prepare our teachers with the daunting task of providing information to meet those standards. There are so many changes taking place simultaneously in education. Higher standards are being set and more accountability is expected. Why would we take the most valuable bank of knowledge available? If the revisions are made and it is left to the discretion of each district and not a requirement that librarians/media specialists remain to purchase and oversee the continued resources funded by said amount then this integral, necessary part of education will fall by the wayside. Budget cuts are a constant. More demands are being made with less funding to see them to fruition. Important programs are being cut out of survival if not mandated to keep. Libraries will become that target as well. Please, do not let this happen. Keep libraries and the professionals that know how to manage them. Help me help our students and teachers move forward by meeting the needs of tasks that are set before them. Move Mississippi forward.

Professionally Yours,



Michele B. Starr

Educator/Media Specialist

February 18, 2014

Office of Accreditation and Accountability

To whom it may concern,

Below are my thoughts on the recommendations for the new standards in regards to school library funding and the employment of licensed librarians/media specialists:

RECOMMENDATIONS/COMMENTS AND RATIONALE

11. 5. The local school board budgets funds as follows:

The current recommendations eliminate the following standard:

11.1 The local school board of education budgets and expends from the District Maintenance Fund (Fund #1120) a minimum of \$20.00 per student for instructional/library supplies, materials, and equipment.

Libraries are an essential and integral component in every student's education. In the library setting, students learn the research process, they learn how to use both print and online resources, and they are exposed to the many genres of books/literature. Librarians influence our young people to develop a love of reading and teach them skills that enable students to become lifelong learners.

It is vital that Mississippi school libraries keep the funding mandated in the Mississippi Public School Accountability Standards. I fear that if this standard is omitted that libraries across the state will see an immediate reduction in funds that will lead to our school libraries being ill-equipped to meet the curriculum standards of today. If not properly funded, our school libraries will soon become outdated and will not be able to provide current resources for our students and staff.

2.2 While media/library services are required, districts should be allowed discretion regarding employment of media/library staff due to decreases in funding.

2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth of the workday to library/media administrative activities.

2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required recommended.

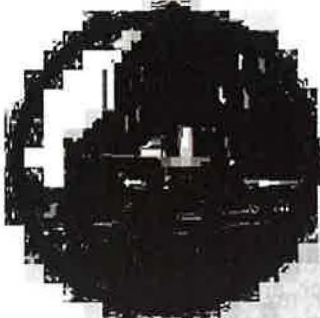
2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is ~~required~~ recommended.

After reading Standards 2.2 and 2.3 I am somewhat confused. My issue with Standard 2.2 is that the wording is ambiguous as to whether the employment of a licensed librarian is required. Does the word "staff" refer to the employment of library assistants? If not, does Standard 2.2 contradict Standard 2.3? Am I correct in assuming that the point of Standards 2.2 and 2.3 is that a licensed librarian is mandated, but library assistants are hired at the discretion of the school/school district? **Please clarify. Realize that it is essential and should be required that all school libraries employ a licensed librarian or media specialist.**

In regards to Standards 2.3.1 and 2.3.2, I disagree that the employment of a full-time licensed librarian should be dependent upon the student enrollment of a school. I work at a school with a population of approximately 320 students. Students and staff have access to the library every day, all day. The library stays busy on a daily basis. Staffing the library half-time would reduce access to the library to half-time as well, ultimately this would result in some classes not having appropriate access.

In conclusion, it is critical that libraries employ licensed librarians or media specialists. Equally important is that the library funding of \$20 per student remains mandated in the new standards. Both are essential in meeting the educational needs of students today.

Cheryl Liggett
Librarian



Mississippi Library Communication

January 14, 2014



Paula A. Vanderford, Ph.D.
Education Bureau Manager, Office of Accreditation and Accountability
PO Box 771
Jackson, MS 39205-0771

Re: Proposed Changes to Library-related Standards

Dear Dr. Vanderford:

This letter reflects my concerns with the proposed recommendations for revision to the ~~Mississippi~~ *Standards of the Mississippi Public School Accountability Standards* as reflected in your Memorandum, dated January 22, 2014. I have grave concerns that, if adopted, these proposed changes would effectively eliminate both school libraries and school librarians. I specifically refer to:

Standards 4.1 and 5.2; Recommendation 2.1, 1.1, and 2.3.1 – these standards would remove ANY requirement for a licensed librarian or media specialist. School districts would be allowed to place unqualified assistants in school library and media centers. Unqualified assistants are not trained professionals capable of instructing and assisting students in reference and research for educational purposes.

The rationale for the change of standard states, "While media/library services are required, districts should be allowed discretion regarding employment of media/library staff due to decreases in funding." There is absolutely no incentive to employ ~~licensed~~ media/library specialists if the *requirement* is removed. How are our students to succeed without proper library assistance? Should we expect them to ~~write~~ their own materials? How will an untrained assistant know what materials or learning activities to provide?

Standards 11, 11.1; Recommendation 20 – this standard completely deletes any wording with regard to libraries and funding! 11.2/5.1 ~~states that~~ "Funds available for classroom supplies, materials, and equipment from the Education Enhancement Fund are allocated in compliance with Section 21-1-10, Mississippi Code of 1972, as amended and SB Policy 3400." ~~Allocated funds are~~ expended! Budgeting/allocating is required, but expending is ~~not~~ – resulting that in many cases no funds will be spent to provide library materials and/or equipment for school library media centers.

Standard 24, 24.1-24.2; Recommendation 17, 17.1-17.2 – these standards read the same: 24.1/17.1 "Each school has a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology." 24.2/17.2 "The library staff offers a systematic program of service to students and staff by providing access to the materials and

equipment, providing instruction in the use of the materials and equipment and by working with teachers and other staff members to provide learning activities for the students.”

With no funds **required** to purchase “a broad range of current learning media, including instructional technology” materials or equipment in a school library/media center, and no licensed librarian or media specialist **required** to staff one and offer “a systematic program of service to students and staff by providing access to the materials and equipment, providing instruction in the use of the materials and equipment and by working with teachers and other staff members to provide learning activities for the students,” what purpose would a school library/media center serve? Numerous studies have proven that a quality school library program with a certified school librarian who teaches information literacy skills to students improves academic achievement (<http://www.psla.org/publications/research-findings-national/>).

Further, Section 37-17-11, Mississippi Code of 1972, as amended, states that “*The State Board of Education, in its discretion, may exempt any school district meeting the highest levels of state accreditation standard, as defined by the State Board of Education, from any compulsory standard of accreditation. However, if the standard of accreditation is an educational policy required by statute, any such exemption shall only be made if specifically authorized by law.*”

I cannot stress enough the negative impact these proposed changes would have on the educational system in the State of Mississippi. At a time when we need to improve educational standards in order to improve the opportunities we provide to our students and to insure their futures, this is a huge step backward. I strongly urge the State Board of Education to consider the impact these recommendations would have and to elect not to implement them, based on the negative effect they would create.

As referenced in Section 39-3-107, Mississippi Code of 1972, as amended, the powers and duties of the Mississippi Library Commission include, “shall give advice to all schools, public and other libraries...” In my capacity as the Executive Director, I felt it was my duty to address my concerns regarding these recommendations to you. I thank you for the time in giving your attention to these concerns. Should you wish to contact me, I may be reached by telephone at 601.432.4039, or by email at: susan@mlc.lib.ms.us.

Again, thank you,



Susan S. Cassagne
Executive Director

Angela Dean
P.O. Box 38
Mantachie, MS 38855
February 18, 2014

Paula A. Vanderford
Education Bureau Manager
Office of Accreditation and Accountability
P.O. Box 771
Jackson, MS 39205

Dear Ms. Vanderford:

As a school librarian for grades 7-12, I am very concerned about the proposed revisions to the Public School Accountability Standards. The library/media center is the place where life-long learners are created. Information literacy is the cornerstone of any educational pursuit our students may make in the future.

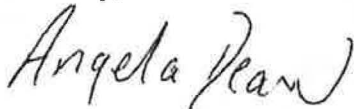
I work in a great district and feel that my job is secure. If we face another economic downturn, that may not be the case. Small school districts with low tax bases struggle with budget issues, even in good years. Not maintaining the current standards would mean a great loss to those students who can least afford it.

Removing the budget requirements would be detrimental to all school libraries. Instead, I would propose setting a required minimum amount per student that every district must meet, but allowing those districts with more money to set higher standards. This would provide some flexibility while maintaining the minimum each student should be given.

School librarians are here as accredited professionals to help and support our instructors as well as our students. As such, we must stay abreast of current issues in education in order to serve our patrons. This includes, but is not limited to, the Common Core.

Please reconsider these changes to the Accountability Standards. Mississippi's students will best be served by continuing to require licensed librarians in all public schools.

Sincerely,



Angela Dean
Librarian
Mantachie High School
Itawamba County School District

TO: Paula A. Vanderford, Education Bureau Manager

FROM: Mantachie High School Students

DATE: February 18, 2014

RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.

Payton Bryant

Emmalee Johnson

James Johnson

Ty Steele

Julie McDonald

Jared Spigner

Hannah Harvey

Haley Baxter

Jesse Waddle

Sarah Reeves

Ellis Powell

Hallie Lindsey

Katelyn Riley

Lexia Dickinson

Damon Timms

Hunter Lindsey

Joel West

Halie Brown

Lisa Cooper

Jason Cough

Eric Meadows

Joshua Brown

Hannah Sparks

Matt Jackson

Josh Barnett

Michael Walston

Jacob Barnett

Charlie Zunderbuck

Branden Johnson

J.G. Gattlin

Tyler Gore

Cedrick Rhodes

Madison Wilson

Destiny Beede

Hope Abraham

Anna Caggins

TO: Paula A. Vanderford, Education Bureau Manager

FROM: Mantachie High School Students

DATE: February 18, 2014

RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.

Blake Hood

Justin Farahar

Jordan Rose

Wang Michael

Hunter Matthews

Amber Carter

Connie Sheffield - retired librarian

TO: Paula A. Vanderford, Education Bureau Manager

FROM: Mantachie High School Students

DATE: February 18, 2014

RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.

Ben Mosey

Samantha Adams

Samantha Strickland

Elizabeth McDaniel

Marlee Lindsey

Ainsley Williams

Tori Holton

Corey Smith

Anna Reed Sheffield

Justin Black

Dunster Stephens

TO: Paula A. Vanderford, Education Bureau Manager

FROM: Mantachie High School Students

DATE: February 18, 2014

RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.

Gracie Spradling

Oliver Erickson

Landon Franks

Aubrey Parker

Alyssa Moore

Bailey Kizer

Rachel Carter

Justin Sykes

Hannah Upton

Tristan Leach

Mackenzie Raper

Ashley Ayers

Maddie Hoague

Mia House

Savannah Odom

Stormy Moore

Jayden Elghram

Abigail Prochaska

Morgan Johnson

Dylan Hawkins

Brady West

Meadow Rogers

Zander Sheppard

TO: Paula A. Vanderford, Education Bureau Manager

FROM: Mantachie High School Students

DATE: February 18, 2014

RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.

Landice Franks

Michelle Clause

Sarah Frederick

Jessica Collins

~~Cam mason~~ Cam mason

Johnathan Houston

Roy Graham

Shelby Johnson

Eric Elgin

Cole Hughes

Jacob Williams

Kara-Beth Scott

Hanna Moss

Garnett West

Dalton Beasley

Shannon Evans

Lindsey Dobbins

Julia Johnson

Peyton Wren

Brittany Bishop

TO: Paula A. Vanderford, Education Bureau Manager

FROM: Mantachic High School Students

DATE: February 18, 2014

RE: Revisions to the Proccss Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.

Andrew Jones

Brandon Grant

Corey Hardin

Shanna Dunaway

TO: Paula A. Vanderford, Education Bureau Manager

FROM: Mantachie High School Students

DATE: February 18, 2014

RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.

Kelly Harrison

Destiny Swindle

Casely Stewart

Peter Andrew Moots

Abigail

Allana Wilson

Jackson Williams

Reagan Watson

Robert Dyson

Austin Stamply

Dalton Edge

Makenzie Rae

Chelyanne Nicole

Cameron Thompson

Daniel Grande

Adam Hill

Andrew Jones

Hannah Bishop

Brandon Green

TO: Paula A. Vanderford, Education Bureau Manager

FROM: Mantachie High School Students

DATE: February 18, 2014

RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.

Brynn Cowart

Dee Franklin

Rebecca Hodges

Katlyn Williams

Katlyn Turner

Kale Bishop

Cayley West

Barbara Jiles

Terry Smith

Brady Hood

Alex P. + G

Savannah Scott

Jacob Guin

Joel West

Sarah Wilbanks

Leslie Wren

TO: Paula A. Vanderford, Education Bureau Manager

FROM: Mantachie High School Students

DATE: February 18, 2014

RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.

Megann Hall

Car Dine

Greiss Jamar

Madeleine

Trenton Wigginton

Morgan Tuckett

Shelley Northington

Trevor Herring

John Taylor McFarlin

Mason Roberts

~~Car Dine~~ Car Dine

Jonathan Hawkins

Lahun Gurley

Taylor Tuckett

Dawson Young

Madison Nichols

Car Dine

Laken Franks

Samantha Pannell

TO: Paula A. Vanderford, Education Bureau Manager

FROM: Mantachie High School Students

DATE: February 18, 2014

RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.

Brittany Johnson

Rash McNeill

Jerrí Stallworth

Ollas Alexis Woodridge

Lonnie Smith

As a special education teacher, I feel that it is imperative that our school libraries have a full-time accredited librarian on staff to meet the varied needs of our special education population.

TO: Paula A. Vanderford, Education Bureau Manager

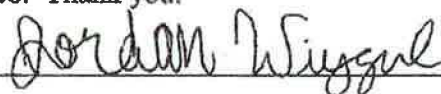
FROM: Mantachie High School Students

DATE: February 18, 2014

RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.







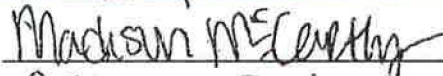
Hannah Kirby



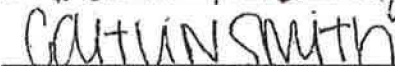
Bri Horton




Ruten Stephens



Madison McLenthy



Caitlin Smith



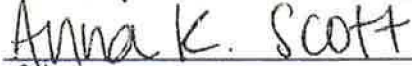
Anna Bennett



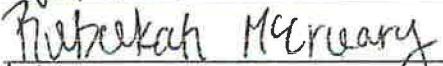
Sarah Minor



Kaylee Beth Dodson



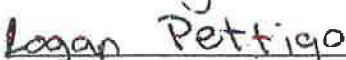
Anna K. Scott



Rebekah Mercury



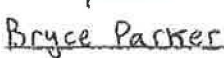
Mallory Pannell



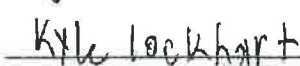
Logan Pettigo



Ricky Houston



Bryce Parker



Kyle Lockhart



TO: Paula A. Vanderford, Education Bureau Manager

FROM: Mantachie High School Students

DATE: February 18, 2014

RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.

Gable Reeves

Vatie Lindsey

Riley Hood

Drake Frazier

Tristan Moss

Jaren Johnson

Mary Sheffield ♥

Nathaniel Miller

Christopher Williams

Carrissa Phillip

Andrew Dill

Samantha Reenan

Madison Williams ~~Reenan~~

Allie DuBose

Mackenzie Guin

Jade Miller

Kameron Estew

Victoria Pollock

TO: Paula A. Vanderford, Education Bureau Manager
FROM: Mantachie High School Students
DATE: February 18, 2014
RE: Revisions to the Process Standards of the Mississippi Public School Accountability Standards

We oppose the proposed revisions to the library/media standards. We need our school library to have a full-time accredited librarian and be fully funded. Thank you.

Morgan Bowden

Savannah Starling

Drew West

Kellyann Hugley

Courtney Guin

Blake Wigginton

Abby Funderburk

Chase Haley

Jacob Clause

Hailey Beth Guin

Brianna Davis

Breanna Dodson

Tyler McClair

Katelynn Lingo

Allison Mobbs

Hallie Dill

Jake Nears

Summer Dill

Shelbie Coleman

Anna Delaney

Bethany Bryan

Jan Sheffield

Galaxy Simpson

Kristen Burch

Will Loden

Bartlett Pollock

Brady Bonkur

Ethan Corbell

Drew Capper

Shelley Taylor

Vannie Weston

From: [tetoney](#)
To: [Accountability](#)
Subject: School Librarians
Date: Monday, February 17, 2014 12:10:37 PM

I do not believe it is a good idea to change the standards in regard to Librarians. Some school districts would use this to reduce librarians as a cost saving measure which is not a good idea.

Sincerely,

Thomas E. Toney
Retired Educator

Sent from my iPad

From: Fowler, Amanda
To: Accountability
Subject: Proposed changes
Date: Monday, February 17, 2014 12:45:20 PM

To Whom It May Concern:

I have been a high school librarian/media specialist in the state of Mississippi for the past twelve years of my life. Prior to that time, I worked as a 6th grade classroom teacher for two years. In my time in education in this great state, I have seen many things and I have educated many children. I have also seen many moves in the politics of education which have made me weep for our future generations, but the move to eliminate licensed librarians from schools is the absolute pinnacle of my disappointment.

On many occasions, I have watched and waited as legislators have tried to eliminate us, but I never thought the day would come when I would see MDE throw us "under the bus." I cannot, for my life, understand what good could come from eliminating the people that do more toward educating the populace than anyone else in any other career.

In my time as a librarian, I have had the opportunity to help not only far more students than I ever did in the classroom, but more teachers, other members of the community and the school in general. I assist the classroom teachers with teaching the students to do research, to become self-taught learners, and to write research papers. I write grants to fund vital needs in our school and district. I tutor algebra and biology students who need extra help. I advised the school yearbook for ten years and mentored the students to produce something they could be proud of. I have in-depth knowledge of how to operate and instruct students and teachers to use every piece of media equipment that we currently have available. I am a master at both classroom and individual material selection based on need. I assist with presentations and other professional development presentations. I write recommendation letters for students almost daily. I assist classroom teachers in writing for their graduate classes and provide information which edifies the masses. I offer assistance to community members on everything from taxes to writing resumes. At the end of the day, I also loan and shelve books.

To do job of a librarian/media specialist takes more than a high school diploma. It takes a quick mind and intense education that only a teaching license can provide. It also takes a person who is willing to be a lifelong learner and who can adapt on a daily basis to the needs of school and community. A high school diploma can never fill the void of knowledge that the lack of a qualified librarian/media specialist would create. Simply put, librarians are an unquestionable necessity.

You cannot artificially create our knowledge. As to our impact, it is personal for every librarian. I shudder to think what all those students who needed help from me over the years would've done had I not been here to help them in their time of need. How many class hours would've been lost if I hadn't had some resource for a certain teacher at the last minute? How many scholarships would my students have been passed over for if not for my assistance in filling out their applications? How many students would've failed the test if I hadn't tutored them?

If you eliminate librarians in schools, it will save a few dollars in the short term, but you will pay tenfold in the long run. The already-gross number of dropouts in this state will multiply and illiteracy will increase. A generation of writers will not have the resources and assistance they need to learn to communicate and thrive. The number helpless citizens will increase and in turn, the number of people who can't find jobs will skyrocket. Our workforce will weaken and you will find that all reflected in the state of the future dismal economy.

At the end of the day, before you eliminate librarians, maybe you should ask yourselves, "Is it worth what it will cost our state in educational value and future prosperity to save a dollar now?"

Libraries and librarians are not optional. Please leave the standards in tact so that librarians and library funds are not made disposable at a whim.

--

Amanda Fowler

Media Specialist/Librarian

Mooreville High/Middle School

With enough courage, you can do without a reputation. - Rhett Butler

We each need to make peace with our own memories. We have all done things that make us flinch. ~Surya Das

***Hardships often prepare ordinary people for
an extraordinary destiny...***

-C.S. Lewis

Confidentiality Disclaimer

The foregoing electronic message and any files transmitted with it are confidential and are intended only for the use of the intended recipient named above. This communication may contain material protected by the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient, copying, distribution or use of the contents of this message is strictly prohibited. If you received this electronic message in error, please notify us immediately at (662-680-4895).

CONCERNED CITIZENS

Robert Hall
President

For a Better Tunica County
Post Office Box 2249
1028 Prichard Road, Suite #201
Tunica, MS 38676
Tel. Office 662-363-1228
Fax 662-357-0412
Email: concernedcitizen@gmi.net
www.tunicateensinaction.org

Melvin Young
Executive Director

Date: February 15, 2014

To: Mississippi Department of Education
Dr. Carey M. Wright, State Superintendent of Education
Post Office Box 771
Jackson, MS 39205

RE: Letter of Support for the P-16 Community Engagement Council Requirement as a Process Standard (18.3) for Public Schools

Hello Dr. Wright:

We are writing you today to ask you and the Mississippi Department of Education to keep the P-16 Community Engagement Council requirement as a required process standard for all schools that have a less than successful academic rating.

As a community based and community led grassroots education reform organization, we are very focused on having actively engaged parents, students, and community working to improve education for all students in the public school system. We have actively worked in partnership with Southern Echo, the Mississippi Delta Catalyst Roundtable, and other Mississippi Education Stakeholders to help design and inform the legislation and implementation of the P-16 Community Engagement Council process. We strongly believe that the P-16 Councils are a valuable community engagement tool that the everyday moms, dads, and students can use to have increased participation in their local schools.

Here in Tunica County, Mississippi, the P-16 Council process has helped our community to have more direct and substantive access with our public schools. The P-16 Councils have helped our parents to forge a better relationship with our school principals and other administrators. In several instances, the P-16 Councils allowed parents to have valuable policy engagement conversation with our County Superintendent. The P-16 Councils inside of the schools have gotten more parents directly involved in their children academic work also.

We have also experienced pushback from the Superintendent and Principals at various times about the establishment and the role of the P-16 Community Engagement Councils. We believe that if the P-16 Councils were not a process standard requirement by MDE that our local Superintendent would not have any P-16 Councils.

As we close this letter of support for the MDE continued requirement of P-16 Community Engagement Councils as a mandatory process standard (18.3), we would like to encourage the strengthening of the P-16 Councils with more educational authority in the near future.

Sincerely Yours,

Melvin Young
Concerned Citizens For A Better Tunica County

From: [Laura Tally](#)
To: [Accountability](#)
Subject: REQUIRED NOT RECOMMENDED
Date: Monday, February 17, 2014 1:52:09 PM

To Whom It May Concern:

I have been a teacher in the Smith County Public School District for thirty years. I have been a regular education teacher, as well as librarian. For the past ten years, I have been our school's librarian. I see approximately 800 children a week. I see each class for forty minutes. During that forty minutes, I am very busy helping children choose books that are not only age appropriate reading material, but also something that is on his or her reading level. Our district is a very rural district, because of this many of our students have never even seen written print much less had a book read to them. I work extremely hard to develop in my students a lifelong love of reading. I strongly feel that if certified teachers are taken out of the libraries across of state, our state will slip even farther back. There may be perhaps some libraries across this state where students do not enter the library much during any given week, but, I can assure you that most are not like that. Just like with any program, I know there are those who may not do all they can. Take for instance, the athletic programs across the state. We have winners and we have losers. We have those who work long hours in order to win state titles, and those who don't. I do not see why you have chosen to start with libraries in order to raise more revenue. The people of our state would not settle for non certified coaches, nor should we settle for non certified librarians!!!

--

Laura Tally
Raleigh Elementary School

From: Venetia Oglesby
To: Accountability
Cc: Limeul Eubanks
Date: Monday, February 17, 2014 2:01:50 PM

To Whom it May Concern,

I would like to express my concerns about the proposed changes to the MDE standards # 5.0, 11.0, and 24.0.

In a time where we are so focused on literacy and the CCSS in our state, I think it is a mistake to minimize the importance of a qualified, certified school librarian who is doing their job properly. There are 22 state studies that have proven a direct correlation between higher scores on standardized tests and the presence of a certified librarian. The studies took into account all other variables, including poverty, ethnicity, and education level of the community. Quality school library programs provide support to the classroom teacher, help to close the achievement gap between students from higher and lower economic backgrounds, and improve the quality of learning for students. By changing the word "Required" in standard # 5 to "Recommended", you are sending the message that school librarians are unimportant and unnecessary. School libraries and quality school librarians are essential to improving the education of our students.

With the **CCSS** encouraging a strong focus on deep research and a balance between informational and literary text, now is not the time to take away the money designated to be spent on library materials. No one is better qualified to choose quality, appropriate, authoritative, informational text than the school librarian. I know of specific cases in the last 2 years where administrators who thought they had all the information they needed purchased materials specifically intended for the CCSS, and now these materials are sitting on shelves untouched because they were NOT appropriate or relevant for the age and the curriculum. School librarians KNOW what their teachers are asking for and have access to professional reviews of materials to be certain that the materials purchased are authoritative and up-to-date concerning the subject matter. Administrators generally do not have the time necessary in their schedules to do the research required to make these purchasing decisions. School librarians are also your best source for finding the best technology available and the best educational web-sites to assist in educating our students.

As school section chair for the MLA over the last 3 years, I have heard the horror stories from teachers across the state about the burned-out classroom teacher who moved to the library and does nothing to help her teachers or students. I've also heard the stories from numerous college educators who say our students are not "ready" for college upon graduation from high school. Much of their complaining centers around skills that should be taught or reinforced by the school librarian. This is inexcusable! School administrator's

need to be educated about the proper role of a school librarian and then hold that librarian responsible for doing their job just as they do the classroom teacher. I am a member of the committee who just spent a year and a half re-writing the MDE School Library Media Guide. Now is NOT the time to lower the bar, now is the time to **RAISE** the standard of expectations for school librarians across our state. It may be the best and most economical way to prepare our students for the demands of the twenty-first century workplace.

I urge you to reconsider the changes you have proposed. Do a little research and see what is REALLY working in states that REQUIRE **MORE** from their school librarians. We are the heart and soul of the school. We see ALL of the students. We hear from ALL of the teachers. We know the curriculum, we know what materials and resources we have to help our teachers prepare to meet the needs of the curriculum and we know what materials and resources (not just books!) are needed to meet those needs next year.

I grew up in a school without a library. I have a nephew in a low-income area school now without a certified librarian. I know what it's like not to have access to the materials needed to complete school projects available at your school. PLEASE, have the courage to take a stand for strong library programs that will improve student achievement.

Respectfully,

Venetia Oglesby
NBCT 2010
Library Media Specialist
New Hope Elementary School
199 Enlow Road
Columbus, Ms. 39702
Ph. 662-244-4760
venetia.oglesby@lowndes.k12.ms.us

A man who does not read good books has no advantage over the man who can't read them."

*--Mark Twain,
American writer*

From: Tiffany M. Fillingim
To: Accountability
Subject: Comments about the Revisions to the Process Standards of the Mississippi Public School Accountability Standards
Date: Monday, February 17, 2014 2:07:45 PM

Requiring a school to have a certified librarian is a necessity, for every educator in Mississippi would be at a loss without the librarian's knowledge and helpful insight. I fear that if librarians and their budgets are simply "recommended" the administrators across the state will chose that area as a budget cut, and I for one could not imagine trying to complete my teacher duties and the duties of the missing librarian. Who will help locate much needed media, technology, and paper resources? If librarians are kept, but their budget is minimal or non existent, for it was only "recommended", then how will the new kindles, chrome carts, books, and media resources be purchased? Who will monitor the exchanging of these vital materials? If I send a group of students to the library, who will assist them with locating their needed materials, or who will order a missing book for the next semester to use?

I truly hope the Mississippi Department of Education will continue to require a certified librarian, and that an adequate budget will remain a requirement, for I fear the "recommending" of a certified librarian and adequate funding will ultimately hinder and gravely affect the helpful educational source we call our Librarian.

Tiffany Maples Fillingim
Teacher, GCHS

"Teachers open the door to education, but the students must walk through it"

There are certain aspects of the proposed changes to library related standards that are going to affect many librarians, library assistants, and staff in the state of Mississippi. The proposed changes were sent out to district superintendents, principals, and other concerned parties yet many are not aware of the changes. The changes will affect our career and MSTAR evaluation.

Proposed section 2.3 states: "The school district employs in each school a licensed librarian or media specialist who devotes no more than one fourth of the workday to library/media administrative activities."

I disagree with the fact that there is a mandate that states that I only can work on library activities for no more than one fourth of the workday. Librarians are responsible for cataloging, upkeep, and locating materials for the staff and students all day. This process takes up a good amount of time. Not only processing books but taking care of the media that is stored in the library. Many of us are in charge of computers, fixed assets, and Chromebooks. This media is in our responsibility, upkeep, and constant attention.

Many of us also have computer labs in the library. Scheduling classes, assisting students, and teaching the teachers as well is a constant job. We wear many hats during the day. This bill is equivalent to telling a principal you can only take care of discipline for only one fourth of the day. This needs to be rethought. If there is a problem with principals taking their librarians out of the library and putting them elsewhere then shame on them. I can understand this would mandate some but for others it would be abused.

Librarians are also in charge of certain programs for the school. For example, Accelerated Reader is such a program. Running reports, checking on status for teachers, and other duties is part of our job. Taking away most of our day to "not be a librarian" and "be a teacher" defeats the purpose of hiring a librarian. We are in the heart of the school and we are not in a reading class or history class. Taking away most of our day and not being there for our students, staff, and teachers is detrimental to the success of a school library media facility no matter how big or small it is.

Proposed section 5.2 to now 2.3.2 states that if you have less than 499 students, a half time licensed librarian is recommended.

I work in a school that is less than 499 students. During my day, my library assistant takes care of book repair, circulation, and other various tasks. I, on the other hand throughout my day spend it ordered books for students. The books I choose of course are requests from them and staff, but I also look at my collection analysis and chose materials to get ready for National History day, Common Core, needs of special students, and what I need to make my collection better and well rounded.

Many students come to me during the day to ask me what to read, help them read, and reference questions are answered throughout the day. You can't get this service from a part time librarian. You can't get this service from an assistant. My education through University of Southern Mississippi trained me on various ways to service a patron no matter who the patron might be.

As quoted from <http://www.ala.org/aasl/advocacy/tools/toolkits/parent-advocate>, school librarians empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. Our job is to make the students and staff more aware of the right way to research, find materials, and be better learners and independent learners. Many librarians teach throughout the day as well. We do not teach a subject that is required for a benchmark or objective but we teach students how to be a better 21st century learner. Many of us make lesson plans and create interesting ways to present information so students will become independent. Please see this link for more info. <http://www.ala.org/aasl/standards-guidelines/learning-standards>.

"School library programs continue to undergo momentous changes that have heightened the importance of technology and evidence-based learning. The focus has moved from the library as a confined place to one with fluid boundaries that is layered by diverse needs and influenced by an interactive global community. Guiding principles for school library programs must focus on building a flexible learning environment with the goal of producing successful learners skilled in multiple literacies. Defining the future direction of school library programs is the purpose of AASL's newest set of guidelines."

Source: <http://www.ala.org/aasl/standards-guidelines/program-guidelines>

As a member of American Association of School Librarians, I feel the need to speak on my behalf, but for other professional librarians in my field in the state of Mississippi. Our students need us in schools. Our students need licensed professionals to guide them through the 21st century and be a better, more independent learner. With the various ways a student can learn, there needs to be someone in the school to show the proper way to research, find materials, and give support in the process of reading. Reading is the key to success.

Many of our students in the state, do not graduate. I play a vital role of keeping my middle school students who are low readers but demand high interest books. I keep them reading by researching titles and buying them for their various needs. Slowly but surely they succeed and eventually they regain this confidence to read more and more. I show and tell them that if they do not know how to read on a certain level, they can't succeed in college. My support to the classroom teachers is very important. Please read the article about why librarians are still important at <http://www.scholastic.com/browse/article.jsp?id=3757441>.

I would like to ask why these changes are happening and is there a panel of librarians that were on a board to help make these changes. This would have helped solve many issues that are on hand. A licensed library should be on each campus no matter what size the student body is. Recommended means that any district could fire and not rehire a school media librarian.

Gautier Middle School Librarian
1920 Graveline Road
Gautier, MS 39553
Phone 228-522-8818
Fax 228-522-8813
School 228-522-8806

From: [hldickens](#)
To: [Accountability](#)
Subject: Proposed Changes in Process Standards
Date: Monday, February 17, 2014 2:43:29 PM

Paula A. Vanderford, Education Bureau Manager
Offices of Accreditation and Accountability
P.O. Box 771
Jackson, MS 39205-0771

Dear Ms. Vanderford:

As a retired superintendent and secondary teacher in the school districts of Mississippi, I am saddened to learn of the proposed changes in Process Standards 2.3.1 and 2.3.2 (formerly 5.1 and 5.2) of the Mississippi Public School Accountability Standards. Specifically, I am referring to the proposed changes regarding the services of a licensed librarian or media specialists from "required" to "recommended."

As a former superintendent, no one understands the need for flexibility in funding choices more than I understand this need. However, the "hub" of the academic program in a school is not the place for such flexibility. In my humble professional opinion, the long term effects of these proposed changes would be nothing less than devastating to the quality of the academic programs in our schools!

Respectfully,

Hugh L. Dickens, Ed.D.
Superintendent Retired
1508 Hickory Bend
Columbia, MS 39429

From: Benjamin
To: Accountability
Subject: Comment on Accountability Standards (P-16)
Date: Monday, February 17, 2014 2:59:23 PM

Benjamin Saulsberry
P.O. Box 212
Sumner, MS 38957

To: Paula Vanderford,

As a person who has been involved with public education in MS, please allow me to say that it is **imperative** that The P-16 guidelines remain a part of the accountability standards in our state. It (Standard 18) holds everybody accountable; which is paramount in the process of moving a district forward that has a history of performing beneath the successful status.

In addition, allow me to say that as an active member and acting chair of our P-16 Council, I know that one of the strongest cases to be made involving community and district engagement in this process is the fact that until recently, Standard 18 was in place. That being said, the dissolution of the fore mentioned standard would be detrimental to the P-16 process which calls for people of all walks of life in a given community to work together for the desired outcome of a strong, healthy school district being rooted in a strong, healthy community.

Thank you for your time.

Benjamin Saulsberry
benjaminsaulsberry@hotmail
662-375-4801

From: Paula Vanderford
To: Accountability
Subject: Fwd: Revisions of the Process Standards of the MS Public School Accountability Standards
Date: Monday, February 17, 2014 3:34:09 PM

Sent from my iPhone

Begin forwarded message:

From: <trumpetdls@aol.com>
Date: February 17, 2014, 3:23:44 PM CST
To: <pvanderford@mde.k12.ms.us>
Subject: Fwd: Revisions of the Process Standards of the MS Public School Accountability Standards

FYI

-----Original Message-----

From: trumpetdls <trumpetdls@aol.com>
To: accountability <accountability@mde.k12.ms.us>
Sent: Tue, Feb 11, 2014 11:29 am
Subject: Revisions of the Process Standards of the MS Public School Accountability Standards

To Whom It May Concern,

I'd like to offer some input regarding -

5.1 / 2.3.1 If the student enrollment is 499 or less, a half - time licensed librarian or media specialist is recommended

5.2 / 2.3.2 If the student enrollment is 500 or more, a full - time licensed librarian or media specialist is recommended

I've been in the education field now for over 27 years and have had the opportunity to work in the public, private, parochial (Catholic), and boarding school setting. I've been a teacher, coach, administrator and volunteer stage band director. I was named a 2010 Outstanding Educator by the Community Foundation of Greater Jackson and a 2011 Metro Jackson Teacher of the Year by Parents for Public Schools and the Greater Jackson Chamber Partnership. In 2012, I was selected a Watson Quality Ford Teacher of the Week. In 2013, I was

Teacher of the Year at my school.

I've been serving as a full time certified librarian at Watkins Elementary (Jackson Public School District) for the past 9 years - *a school with less than 500 students.*

I'm afraid that - if we soften the wording on this due to economic reasons - we are going create another set of problems for ourselves with regard to *student achievement.*

Over the past 9 years, my other responsibilities have included: Reading Fair Co-Chair, Spelling Bee Coordinator, Science Fair Assistant, Accelerated Reader Coordinator, Web site sponsor, Book Fair Chair, School Promotional Materials, School Photographer, Media-Specialist, Yearbook Editor, School Newsletter Editor, Grant-Writer (over \$100,000 raised), Partners in Education Advisory Board, School Adopter Campus Contact, Playground Project Leader, Recycling Coordinator and serve on the School Leadership Team. In addition, I assist teachers in spending their Educational Enhancement Funds and serve as a volunteer handyman for the school. Furthermore, I provide MCT2 test preparation to students and now serve as a remedial reading teacher in the Read Well program.

I'm afraid if the librarian position is cut back to part time status or eliminated, we may see that this adversely affects student achievement. Watkins has been ranked "Successful" or better 8 out of the last 9 years by the MS Dept of Education.

Librarians do far more than just check out and read books.

Respectfully submitted,

David Schommer, Librarian
Watkins Elementary

From: Janice Ainsworth
To: Accountability; Joy Tyner; Limeul Eubanks; voglesby@lowndes.k12.ms.us
Subject: Concern about proposed changes to MDE Accountability Standards 5, 11 and 24
Date: Monday, February 17, 2014 3:41:39 PM

To Mississippi Public School Accountability Team:

I urge you to NOT accept proposed revisions to the Process Standards of the Mississippi Public School Accountability Standards within MDE standards 5.0, 11.0 and 24.0. These three changes would disrupt strong library media programs that fundamentally support administrators and teachers in accomplishing our very purpose - educating Mississippi's children. In a state with such limited resources due to poverty and geography, how can we eliminate equitable access to sources of information available to all of our students through the school library media programs?

In Standard 5.0, wording is changed from "requiring" a library media specialist to "recommending" a library media specialist. At this time, I will not stop to argue the point that the present staffing requirement is inadequate, in order to address the more horrendous possibility that a school would eliminate a librarian altogether to save a few dollars.

I serve 760 second- and third-graders - alone. I see them weekly for instruction in library access, genres, authors, research, current events, and many other topics that enhance language arts and social studies. We maintain a circulation of over 2000 books per month. I maintain an 8000-volume collection of books kept by reading levels that is a necessary part of scaffolding our students' reading skills. With the emphasis on achieving third-grade literacy such a hot topic, equitable access through school libraries is vital. I also serve approximately 45 faculty and staff. Over and over I observe teachers coming out of college having no instruction in children's literature. I am a resource for them for appropriate texts in all subjects.

Standard 11.0 strips designated funding for library media programs. With the CCSS encouraging a strong focus on deep research and a balance between informational and literary text, now is not the time to take away this money. Informational text is expensive. No one is better qualified to choose high-quality, age-appropriate, authoritative text than the school library media specialist; and I've never seen an educator stretch a dollar any farther than a school librarian can. We are the resident experts on what is available and what is the best fit for our student body. While e-books are seeing increased and appropriate use, they will not take the place of print books with our emerging readers.

Standard 24 is linked to a Section 4.2.1 that seeks to provide rewards by offering exemptions for schools meeting the highest levels of performance. One of those rewards is actually the option to eliminate the library media program. How do you think these schools became high-performing in the first place? Their dedicated faculty included a strong library media specialist who was a vital part of their successful strategies. I am privileged to work in such an environment, and the need for a strong library media program still exists. I have also worked in less "successful" districts that also have the strong need for strong library media programs.

As library media specialists, we remain relevant and actively engaged in our schools' mission. I urge you to support from the state level the important role of the library media centers and their specialists. Please DO NOT accept these proposed changes.

Sincerely,

Janice Ainsworth

Library Media Specialist

Northside Elementary School

Clinton, Mississippi

From: Becky Keefer
To: Accountability
Subject: MS Public Schools Standard 2.3
Date: Monday, February 17, 2014 3:49:47 PM

I am a school librarian for the Long Beach School District. I have been the librarian for two elementary schools for the past three years. I have been a librarian for the district for 26 years. These past three years have been difficult for me as a professional. I don't know how a paraprofessional could provide the same services as a librarian. If the standard is changed to recommended, I afraid most Mississippi districts would eliminate certified librarians. In order for Mississippi to reach national standards and Common Core, certified librarians must be required. The code must also be followed by all school districts to ensure quality library services. The Mississippi Department of Education's recommendation that the language not be changed in new standard is confusing. Does the department of education want quality school libraries or does it want to allow school districts to eliminate certified librarians to save money? Standards should never be lowered.

Rebecca Mitchum Keefer
School Librarian

"The foregoing electronic message and any files transmitted with it are confidential and are intended only for the use of the intended recipient named above. This communication may contain material protected by the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient, copying, distribution or use of the contents of this message is strictly prohibited. If you received this electronic message in error, please notify us immediately at (228-864-1146)."

From: [faye.holcombe](#)
To: [Accountability](#)
Subject: Faye Holcombe/school libraries
Date: Monday, February 17, 2014 3:59:46 PM

My husband and I met with you in 2011 concerning Raymond High School in Hinds County. One of the major concerns we have once our son began 10th grade at this school was the condition of the library-- a beautiful room with hardly any books. The books had been "culled" the year before by central office staff due to the deteriorating condition of the books---due to lack of attention that had been given to the library by the administrators of Hinds County. I learned that approximately \$10,000 was given to this school each year for books but money was not spent in that manner undoubtedly. Since then, due to efforts of parents, the library is up and running. These kids were well aware that reading was not a priority at that school at that time and so many read below grade level. If these schools need to "save money" look at the \$4 million Dr. Handley "squirreled" away over the course of his 6 years as superintendent for a NEW CENTRAL OFFICE. These kids deserve the money spent on them for academics--- and reading, books, and librarians are essential for academic growth. Cut funding to the adults that have office jobs in central office buildings first for goodness sakes!. Faye Holcombe

From: Mary Brownlee
To: Accountability
Subject: Revisions in Process Standards
Date: Monday, February 17, 2014 4:38:35 PM

At a time when Common Core is being implemented, it would seem that you would recognize an even greater need for librarians in the each and every school. From my understanding of Common Core standards, there is an increased focus for both implementing reading and research into the curriculum. Librarians are trained to evaluate and select appropriate materials that are needed in the classroom as well as processing them and making them available for use. Training both teachers and students to use technology and resources such as the MAGNOLIA data bases for research is also equally important to prepare students for college. In many schools, the librarian is the only person available to assist teachers in technology issues such as projector problems or wireless access as technicians serve many schools and are not always readily available. Teachers don't need to miss that "teachable moment". In many schools, the librarian is also in charge of all fixed assets for the school. We are no longer in charge of just books but have a great amount of equipment such as overhead projectors, DLP projectors, computers, laptops, HoverCams, cameras, video equipment, and audio visual resources including software, cassettes, and DVD's that have to be maintained, serviced, and tracked. In addition, many librarians serve as administrators for programs such as Accelerated Reader and MyOn. These duties include managing testing and keeping teachers and principals informed of student progress as well as helping students achieve success by assisting them in the selection of appropriate books on their reading level. Even considering making librarians recommended instead of required would seem to show a definite lack of understanding of the role of the librarian in the school. I hope that you will reconsider this revision.

Thank you.

Mary Brownlee, Librarian
Terry High School
235 West Beasley Road
Terry, MS 39170
601-878-5522 Ext.1626
mbrownlee@hinds.k12.ms.us

This email is confidential and intended solely for the use of the individual to whom it is addressed. If you are not the intended recipient, be advised that you have received this email in error, and that any use, dissemination, forwarding, printing, or copying of this email is prohibited. If you have received this email in error, please contact the sender.

From: Teresa Tretbar
To: Accountability
Subject: Mississippi Libraries
Date: Monday, February 17, 2014 7:13:10 PM

It is very sad that Mississippi is considering "recommending" certified school librarians. I am National Board Certified in Library Media and I know what it takes to get kids to read. My day is filled with teaching lessons (common core and MS frameworks), recommending books, encouraging reluctant readers by finding books that are "just right" for them, and teaching students to be life long learners. Certified librarians are an invaluable asset to our students.

Please don't do this to our Mississippi children. Help us to continue to teach our students and teach them the love of reading.

Sincerely,
Teresa Tretbar, NBCT

From: Tondia Ferracci
To: Accountability
Subject: Recommended Librarian
Date: Monday, February 17, 2014 8:35:57 PM

To whom it may concern:

I believe that a librarian is at the heart of a school. Not only do I DISAGREE with having a recommended librarian versus a required librarian, I believe that ALL schools should have a FULL-TIME required librarian. Our librarian is split between two schools which makes it increasingly difficult for her to have a vested interest in a home school. Past full-time librarians have had the opportunity to lead school-wide events and delve into writing and research curricula. This is not a "cut" schools need to become a victim to.

Tondia Ferracci
Bowmar Elementary School
Vicksburg, MS 39180

From: Jan Richardson
To: Accountability
Subject: School libraries
Date: Monday, February 17, 2014 8:42:58 PM

> To whom it may concern:

> Please continue to REQUIRE that school districts employ a certified librarian/ media specialist. We are #51! We need to have these positions filled with certified individuals.

>

> As a parent of three students in public schools I know this is vital.

>

> Sincerely,

>

> Jan Richardson

> 322 Indian Gate Circle

> Ridgeland, MS 39157

>

> Sent from my iPhone

From: Bethany Garrett
To: Accountability
Subject: Library media specialist
Date: Monday, February 17, 2014 9:12:58 PM

I suggest you keep it required for schools to have a library media specialist. If we want our children to be successful for the future then we need to give them the tools to succeed---which include a library media specialist to be required not recommended!

Please keep this as a requirement.

Bethany Garrett

From: Liggett, Cheryl
To: Accountability
Subject: Review of Recommended Revisions to Standards - Suggestions
Date: Monday, February 17, 2014 9:17:34 PM

To whom it may concern,

Below are my thoughts on the recommendations for the new standards in regards to school library funding and the employment of licensed librarians/media specialists:

RECOMMENDATIONS/COMMENTS AND RATIONALE

11. 5. The local school board budgets funds as follows:

The current recommendations eliminate the following standard:

11.1 The local school board of education budgets and expends from the District Maintenance Fund (Fund #1120) a minimum of \$20.00 per student for instructional/library supplies, materials, and equipment.

Libraries are an essential and integral component in every student's education. In the library setting, students learn the research process, they learn how to use both print and online resources, and they are exposed to the many genres of books/literature. Librarians influence our young people to develop a love of reading and teach them skills that enable students to become lifelong learners.

It is vital that Mississippi school libraries keep the funding mandated in the Mississippi Public School Accountability Standards. I fear that if this standard is omitted that libraries across the state will see an immediate reduction in funds that will lead to our school libraries being ill-equipped to meet the curriculum standards of today. If not properly funded, our school libraries will soon become outdated and will not be able to provide current resources for our students and staff.

2.2 While media/library services are required, districts should be allowed discretion regarding employment of media/library staff due to decreases in funding.

2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth of the workday to library/media administrative activities.

2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required recommended.

2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required recommended.

After reading Standards 2.2 and 2.3 I am somewhat confused. My issue with Standard 2.2 is that the wording is ambiguous as to whether the employment of a licensed librarian is required. Does the word "staff" refer to the employment of library assistants? If not, does Standard 2.2 contradict Standard 2.3?

Am I correct in assuming that the point of Standards 2.2 and 2.3 is that a licensed librarian is mandated, but library assistants are hired at the discretion of the school/school district? Please clarify. Realize that it is essential and should be required that all school libraries employ a licensed librarian or media specialist.

In regards to Standards 2.3.1 and 2.3.2, I disagree that the employment of a full-time licensed librarian should be dependent upon the student enrollment of a school. I work at a school with a population of approximately 320 students. Students and staff have access to the library every day, all day. The

library stays busy on a daily basis. Staffing the library half-time would reduce access to the library to half-time as well, ultimately this would result in some classes not having appropriate access.

In conclusion, it is critical that libraries employ licensed librarians or media specialists. Equally important is that the library funding of \$20 per student remains mandated in the new standards. Both are essential in meeting the educational needs of students today.

Cheryl Liggett
Librarian

From: Sissy Lynn
To: Accountability
Subject: Certified Librarian
Date: Monday, February 17, 2014 9:36:19 PM

To Whom it May Concern,

I am writing to share my views of the proposed revisions to the Process Standards of the Mississippi Public School Accountability Standards in regard to whether a certified librarian is "required" or "recommended." I am a very involved parent who has served on various PTO boards in Ridgeland's public schools, and I am a firm believer that a certified librarian is a necessity. Librarians do more than just shelve books. They teach literacy skills that will benefit our students throughout their entire lives. Given that Mississippi is at the bottom of the rankings when it comes to education and many of our students aren't encouraged to read at home, it makes absolutely no sense that our state would potentially take away certified librarians from our schools.

I hope you will reconsider this wording change so that all Mississippi schoolchildren will benefit from a certified librarian.

Sincerely,
Sissy Lynn

From: Doug
To: Accountability
Subject: Revisions of the Ms. Public School Accountability Standards
Date: Monday, February 17, 2014 10:24:20 PM

Sent from my iPad

I have been an elementary teacher and a school librarian for over 26 years. I have worked as a public librarian for five years. I have also taught as a adjunct university instructor for ten years (USM). Over the last 13 years, I have had a full-time assistant, part-time assistant and for the last two years due to budget cuts no assistant. It is very hard to effectively operate an elementary library with a student enrollment which exceeds 700 students alone. I have six 45 minute classes a day with a 45 minute planning period. I rarely leave work before five o'clock due to having plenty of work not finished and between 150 to 200 books waiting to be shelved daily. I am trying to perform two jobs. I can not imagine what it would be like for a new librarian or a non-licensed staff member since it is a tough job for me as an experienced librarian.

Now, I am reading the revisions of the Ms. Public School Accountability Standards to change from requiring librarians to just recommending librarians for employment. 2014, I can not imagine not having licensed librarians in libraries. That would really be stepping backward! 1991-1992, we had assistants operating libraries in our district.

Also, the allocated amount of funding per student is possibly not going to be required. This will really hurt the library collections from staying current. Both considerations will really hurt students, faculty, and staff...the community...and the state. Please reevaluate the proposed revisions. Thanks!

Lawana Cummings
Media Specialist
St. Martin East Elementary
Ocean Springs, Ms.

From: Karrie
To: Accountability
Subject: MS Librarians
Date: Monday, February 17, 2014 11:04:30 PM

Please ensure that our students have access to a fully funded library with certified teachers to help them learn how to use resources. In order for our state to progress, we must provide tools and resources to teach literacy skills to every child.

Thank you,

Karrie Womack, Educator

From: Fran Jefferson
To: Accountability
Subject: This comes in response to the proposed revision to the Process Standards approved by the Commission on School Accreditation
Date: Tuesday, February 18, 2014 2:05:56 AM

To: Paula Vanderford, Education Bureau Manager, Office of Accreditation and Accountability
From: Fran Jefferson, Holmes County

These changes continue to weaken the leadership/authority of the board; however, as soon as a school is in its second year of failing "the board" is penalized. Per diem is cut in half and additional training is required. It is the board who does not have the day-to-day operation responsibility, but is held accountable for its failure. Why? Because it is the board who is responsible for providing effective leadership, monitoring progress or lack of, and making decisions based on the data that will show them rather students are learning, monies are spent properly, people are safe, community's represented, policies are set and followed and due process available.

Under the current and recommended standards there is a requirement for all school board members to complete basic & continuing education programs in order to effectively perform their duties in the manner prescribed by law; however, in the case of chronically failing schools and/or districts, with elected Superintendents, it is unfair to penalize the board and/or downgrade the district's accreditation status if they [the board] take all steps necessary do what is in the best interest of educating all children. If the brd is using solid data to drive their decisions to move that district forward, that is called effective leadership; and is what training has taught them. The brd is essentially useless if the lines of authority and their ability to govern is threatened. In fact, the line of authority is already weakened. Too often school brd training is conducted by former Supts and most failing district have weak leadership from board members who clearly do not understand their roles.

In the case of an ineffective, arrogant or insubordinate elected Superintendent, the board should have the authority to strip him/her of their duties and turn those duties over to a more effective assistant Superintendent who will place the district's children's interests above his/her own. The purpose of the public school is to educate children not to protect the pride of the superintendent or even the board members. When the ship is headed in the wrong direction...the children aren't learning ... the captain [the board] has to order the helmsman to change course to put the ship in the right direction!

Sincerely,
Fran Jefferson
(662)582-7621

From: [Emily Elkin](#)
To: [Accountability](#)
Subject: Standards change
Date: Tuesday, February 18, 2014 6:29:39 AM

I am a library/media specialist at a K-2 school, and I am very concerned about the proposed changes in the Standards. My role in the school I serve is much more than a person who checks out library books to children. I am the technology help desk/troubleshooter for my school, spending most mornings helping teachers update equipment in their rooms (Macbooks, Promethean boards, desktops, etc.). I am the system manager for Accelerated Reader, STAR and English in a Flash for our building, as well. I, as a librarian, wear many hats, not just your stereotypical book checker. I challenge you to look at the reading levels or scores of schools that do not have full time librarians, and compare them to schools that do. Based on all the paperwork, testing, etc teachers often do not have time to introduce characters, books, etc to individual students. I try to instill a love of reading in the students I serve, as well as be an extension of the classroom. We learn about science, social studies, current events, and many more subjects, that teachers may not have the time to cover. With common core and the focus in instructional text we are needed more than ever. Thank you for taking the time to read my comments and concerns.

Sincerely,
Emily C. Elkin, Ed.S.

From: [Elkin, Emily C](#)
To: [Accountability](#)
Subject: Standards concerns/comments
Date: Tuesday, February 18, 2014 6:30:22 AM

I am a library/media specialist at a K-2 school, and I am very concerned about the proposed changes in the Standards. My role in the school I serve is much more than a person who checks out library books to children. I am the technology help desk/troubleshooter for my school, spending most mornings helping teachers update equipment in their rooms (Macbooks, Promethean boards, desktops, etc.). I am the system manager for Accelerated Reader, STAR and English in a Flash for our building, as well. I, as a librarian, wear many hats, not just your stereotypical book checker. I challenge you to look at the [reading levels or scores of schools that do not have full time librarians](#), and compare them to schools that do. Based on all the paperwork, testing, etc teachers often do not have time to introduce characters, books, etc to individual students. I try to instill a love of reading in the students I serve, as well as be an extension of the classroom. We learn about science, social studies, current events, and many more subjects, that teachers may not have the time to cover. With common core and the focus in instructional text we are needed more than ever. Thank you for taking the time to read my comments and concerns.

Sincerely,

Emily Elkin, Ed.S.
Media Specialist
Joyner Elementary School
1201 Joyner Ave.
Tupelo, MS 38804
(662) 841-8900

CONFIDENTIALITY DISCLAIMER

This email (including attachments) is confidential information protected by the Electronic Communications Privacy Act 18 U.S.C. §2510-2521 and any other applicable law, and may not be opened or forwarded without consent of the named recipient(s). It is intended only for the use of the individual or entity named herein. If the reader of this message is not the intended recipient, or the employee or agent responsible to deliver it to the intended recipient, you are hereby notified that any retention, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please immediately notify us by return email. Thank you.

From: Kathryn Baugher
To: Accountability
Subject: save the libraries
Date: Tuesday, February 18, 2014 7:44:48 AM

I fully support having licensed librarians and funded libraries. In a time of education when reading skills are dropping off, we need these critical resources! Defunding the core of our educational system would be detrimental and have long lasting consequences. Please do not defund our libraries and cut our librarians!

Katie Baugher
Band Director
Vicksburg High School

From: Betsy Hertz
To: Accountability
Subject: Changes to Standards relating to librarians
Date: Tuesday, February 18, 2014 7:46:29 AM

To whom it may concern,
I would like to suggest these changes not take place, changing the words from required to recommended would not be in the best interest for teachers, students or the community. With budgeting cuts already affecting all aspects of our school system, this one is essential not to cut. The library has to have funding to keep up with resources for our teachers and students that supplement curriculum for the whole school. Everyone depends on the library at the school for so many reasons I cannot even begin to list them all. It is a necessary and integral part of our school and we need to keep qualified people in their positions to facilitate the growth and change needed for student achievement. Please consider this request not to change the current standards. A qualified librarian needs to be at every school and we need to have a required budget to take care of the needs of each and every student that comes through our doors. Thank you for your time.

Sincerely,
Betsy Hertz

"The foregoing electronic message and any files transmitted with it are confidential and are intended only for the use of the intended recipient named above. This communication may contain material protected by the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient, copying, distribution or use of the contents of this message is strictly prohibited. If you received this electronic message in error, please notify us immediately at (228-864-1146)."

From: Guined, Christy
To: Accountability
Subject: School Librarians
Date: Tuesday, February 18, 2014 8:25:12 AM

To whom it may concern,

School librarians are an essential part of the high school wheel. Students are learning to become independent. Often, students need to do independent research. They may not need their teacher holding their hands, but do require some guidance. This often comes from the school librarians. School librarians should not be just suggested or recommended. The role of librarian is important and needs to be filled by someone who is an expert librarian. I fear that if a librarian were merely recommended, the districts and boards would take that as an easy budget trim. Please consider keeping librarians as a required member of a high school faculty.

Thank you,
Christy Guined

From: Stephanie Pierce
To: Accountability
Subject: Library staffing
Date: Tuesday, February 18, 2014 8:28:17 AM

In regards to changes proposed for school staffing of librarians, I would like to say that our state is already behind most others in education. I feel that the proposed changes are saying that Mississippi does not care about literacy and media support for our students. These changes will send the wrong message to our students, parents and citizens of our state. The fact that this is even being considered as an option for our school libraries is outrageous. We need to do everything possible to keep moving forward in all education practices not backwards, which is exactly what this change will do!

Sincerely,

Stephanie Pierce

Stephanie Pierce
Media Specialist, NBCT
East Central Upper Elementary
228-588-7062
spierce@jcsd.k12.ms.us

From: Roberts, Stephanie
To: Accountability
Subject: "recommended" librarians
Date: Tuesday, February 18, 2014 8:34:02 AM

Attention Ms. Vanderford:

Simply stated, my high school librarian is very necessary to me as a classroom instructor. She completes the organization and resource recommendation for my students' research and keeps our media sources coordinated for class use. I am too busy with new Common Core standards to do all of this myself.

If Mississippi allows librarians and media coordinators to be "recommended" rather than "required," then these positions will become expendable. This seems just another step backward in providing educational services to our state's students.

Concerned,

Stephanie R. Roberts
English Instructor/National Board Certified

From: Neeli Watts
To: Accountability
Subject: library
Date: Tuesday, February 18, 2014 8:45:55 AM

Please do not change the law to state that librarians are recommended. Librarians are a necessity to reading success. In addition, without funding the librarians & materials we are hindering ourselves through common core. Common core's foundation is reading. Without requiring librarians, we will only be hurting Mississippi's children! Please consider making the law read that librarians are REQUIRED in every school. Thank you!

Neeli Watts

Mother & Teacher

From: Randy Grant
To: Accountability
Subject: Revisions to the Process Standards of the Mississippi Public School Accountability Standards
Date: Tuesday, February 18, 2014 9:01:43 AM

To whom it may concern:

I am writing in regards to the revisions to the process standards of the MS public school accountability standards. I have worked in our high school library for the past 3 years and in our school system for the past 17 years in other capacities. I understand that this is not a substantial amount of time in the library, but in the 3 years that I have worked in our library, I have seen the numerous benefits that our students have by having access to a school library.

We live in a rural community where the only access some of our students have to resources and computers is our school library. I feel that it would be detrimental to our students and future students to not require a school librarian. The library is the hub of our school. Students come to participate in the Accelerated Reading program, do research for projects or research papers, and to use the various resources we have to help make them successful. Without access to some of this some of our students would simply do without.

Our high school participates in the accelerated reading program. About 90% of our students participate in this and studies have shown that the more students read the more test scores improve. Reading helps build vocabulary, comprehension, and help increase the overall reading ability of students.

Every test that our children take, from the MCT to state subject area tests, to the ACT all require students to be able to read and answer questions. If we do not teach our children to read how can we ever expect them to improve these test scores.

According to Margaret Spelling, Secretary of Education "One of the cornerstones of No Child Left Behind is teaching children how to read. School libraries play a critical role by providing children with books and resources so they can improve their reading scores and achieve at high levels." Shouldn't every child that comes through our public schools have this chance to achieve at high levels? Yes, but without access to a functioning library or media center some simply will not.

Please consider not only the librarians who have worked to get certified in this field that would be affected by this decision, but more importantly the children that will be negatively impacted.

Thank you,
Randy Grant, Morton High School Media Specialist

—Margaret Spelling, Secretary of

Education.

From: MP - McGraw, Ann
To: Accountability
Cc: MP - Block, Alison; MP - Lee, Melissa; CO - Coleman-Potter, Bonita
Subject: Proposed Changes
Date: Tuesday, February 18, 2014 9:16:14 AM

To Whom it May Concern-

When I saw that the MDE, the voice and leader of education in our state, proposed to change School Librarian positions from Required to Recommended (2.3.1 and 2.3.2) , I was dumbfounded. I could not believe that in a state where we consistently struggle to move up from the bottom that the leaders at the MDE would focus on **CUTTING** and not **SECURING** qualified personnel in the school library. Studies have shown that a strong school library (run by highly qualified certified librarians) can help improve test scores.

I do indeed wonder what the real purpose behind this change. Is it to place anyone in this position? So that an inadequate teacher can be shoved into the library to wait out his or her days until retirement or is it simply to cut a position considered to be a financial burden. Both reasons impact the learning environment of our most valuable resource, our children.

I have a very busy active library. I teach lessons that support Common Core. I collaborate with teachers and teach the students organization and information gathering skills that will last a lifetime. I work to excite my students about reading and encourage them all to do their best. I am my school's literature expert, which helps the teachers secure quality books for their lessons. In addition I run a fully functioning library with all that entails. A school library is much, much more than just checking out books. I am more than a glorified clerk and a non-qualified person cannot do my job.

Please reconsider this matter. I fear that the MDE will set a precedent that will adversely affect many generations to come.

Ann McGraw, MLIS, NBCT
Media Specialist
Magnolia Park Elementary
Ocean Springs School District
Go Hounds
(228) 872-0021

From: Rhonda Dorsey
To: Accountability; jnelson@vwvsd.org; tburris@vwvsd.k12.ms.us
Subject: Librarians
Date: Tuesday, February 18, 2014 9:19:17 AM

To The Mississippi Department of Education,

It has been brought to my attention by Christi Williams, media specialist of Amory High School in Amory, that the Mississippi Department of Education is proposing and has drafted "Revisions to the Process Standards of the Mississippi Public School Accountability Standards". As the standards are now, public schools are **REQUIRED** to have licensed librarians (either full- or part-time, depending on enrollment), and administration is **REQUIRED** to provide adequate funding for libraries. The newly proposed (drafted) set of standards are changing from "requiring" schools to have a librarian to "recommending" schools have a librarian, and are to set **NO BUDGET REQUIREMENTS** for the libraries. This is a death knoll for all licensed librarians and an educational deterrent to school children of all ages. The library is the hub of the school! Every school should be required to have librarians especially with the 3rd grade Gateway Act being implemented in 2014. Librarians are literary drum majors at every school. They develop and nurture the love of reading for our elementary school students and teach our middle and high school students to be hunters and seekers of knowledge. I am writing this email to strongly recommend that librarians/media specialists be **required** for every school in the state of Mississippi.

Rhonda Dorsey
Counselor and Parent
Bowmar Magnet Elementary
601-636-2486

From: Ashley Spivey
To: Accountability
Subject: Revisions to the Process Standards of the Mississippi Public School Accountability Standards
Date: Tuesday, February 18, 2014 9:30:28 AM

Requiring a school to have a certified librarian is a necessity, for every educator in Mississippi would be at a loss without the librarian's knowledge and helpful insight. I fear that if librarians and their budgets are simply "recommended" the administrators across the state will chose that area as a budget cut, and I for one could not imagine trying to complete my teacher duties and the duties of the missing librarian. Who will help locate much needed media, technology, and paper resources? If librarians are kept, but their budget is minimal or non existent, for it was only "recommended", then how will the new kindles, chrome carts, books, and media resources be purchased? Who will monitor the exchanging of these vital materials? If I send a group of students to the library, who will assist them with locating their needed materials, or who will order a missing book for the next semester to use?

I truly hope the Mississippi Department of Education will continue to require a certified librarian, and that an adequate budget will remain a requirement, for I fear the "recommending" of a certified librarian and adequate funding will ultimately hinder and gravely affect the helpful educational source we call our Librarian. Thanks for your time.

Ashley Steber Spivey, IC3
Special Education Instructor
George County High School
ashley.spivey@gcsd.us
601.947.3116

From: Elkin, Emily C
To: Accountability
Subject: concerns about Standards
Date: Tuesday, February 18, 2014 9:40:44 AM

I emailed you earlier about the concerns I have about the proposed changes in the Standards, and I neglected to list some other concerns. As I sit here at work, I have textbooks that I am checking in and out for students, because I am in charge of textbooks for our school, I have received several emails from teachers about technology issues they are having since school began this morning that I have not had the opportunity to check on due to working with students on Classworks and English in a Flash (I help monitor Tier III students on Classworks each morning, as well), managing a book fair, and helping a student take a STAR Early Literacy test. So you see, librarians aren't just people who sit at their desk and check out books each day. We are teachers, too. We are librarians --- Teacher/Librarians. We are a vital part of our school's pulse.

Thank you,

Emily Elkin, Ed.S.
Media Specialist
Joyner Elementary School
1201 Joyner Ave.
Tupelo, MS 38804
(662) 841-8900

CONFIDENTIALITY DISCLAIMER

This email (including attachments) is confidential information protected by the Electronic Communications Privacy Act 18 U.S.C. §2510-2521 and any other applicable law, and may not be opened or forwarded without consent of the named recipient(s). It is intended only for the use of the individual or entity named herein. If the reader of this message is not the intended recipient, or the employee or agent responsible to deliver it to the intended recipient, you are hereby notified that any retention, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please immediately notify us by return email. Thank you.

From: [Paula Vanderford](#)
To: [Accountability](#)
Subject: Fwd: Proposed Revisions to Status of Libraries
Date: Tuesday, February 18, 2014 9:41:12 AM

Sent from my iPhone

Begin forwarded message:

From: anne mayeaux <annemayeaux@gmail.com>
Date: February 18, 2014, 5:54:34 AM CST
To: <pvanderford@mde.k12.ms.us>
Subject: Proposed Revisions to Status of Libraries

February 17, 2014

Paula A Vanderford, Ph.D.
Education Bureau Manager
Office of Accreditation and Accountability
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Vanderford:

The MDE proposal concerning revisions on the status of licensed librarians and budget requirements for school libraries impacts hundreds, if not thousands, of people's lives. For all licensed librarians in our public school system, it occasions grave concern. For Mississippi children of all ages, it poses an educational deterrent. I urge you to reconsider this proposal.

Through my extensive research and years of teaching at the Harvard Graduate School of Education and at the Harvard Divinity School, I can assure you that school libraries impact literacy, information literacy, and technological skills to improve student growth. Access to school library resources and equipment demonstrably increases student motivation, results in higher assessment scores, and achieves higher graduation rates. With superbly trained, certified professional library staff, larger collections of print and electronic resources, and more funding, school libraries propel students to earn higher state reading test scores. The empirical evidence here is incontrovertible.

For our students and educators to function as literate learners in today's information-saturated and digital age, they must have a school library's information technology and multimedia resources. Guided by highly trained, certified media specialists in the frequent use of appropriate technologies, students and teachers build confidence in their skills and gain access to the growing wealth of information and productivity tools on which literate learners rely.

School libraries, staffed by highly qualified media librarian specialists, are a

powerful force in the lives of America's children. The school library is one of the few factors whose contribution to academic achievement has been documented empirically. It is a contribution that cannot be explained away.

I urge you to do everything in your power to preserve this powerful force in the lives of Mississippi's children.

Sincerely,
Anne Russell Mayeaux, Ph.D.
Media Librarian
Johnson Elementary School
Jackson, MS 39213

Anne Russell Mayeaux, Ph.D

From: Calvert, Jamie
To: Accountability
Subject: Revisions to the Process Standards
Date: Tuesday, February 18, 2014 9:57:18 AM

With the implementation and subsequent testing of the Common Core Curriculum, along with a drive for increasing the number of advanced placement classes, the need for access to nonfiction texts will increase. Where will students and teachers find this required information, if not in the library? Who will order, process, and circulate these books? If students and teachers choose to gather nonfiction information from the internet, who will monitor the computers and teachers as they search for the material? A school MUST have a librarian in order to meet the latest objectives and learning goals. Test scores, teachers, and, ultimately, the students will suffer if schools are not required to employ and fund librarians and libraries.

Sincerely,

Jamie Calvert

From: Courtney Henderson
To: Accountability
Subject: Revisions to the Mississippi Public Schools Accountability Standards
Date: Tuesday, February 18, 2014 9:57:38 AM

I am writing to ask you to reconsider changing the accountability standards regarding Mississippi public school librarians. A certified school librarian is essential in our public schools. Librarians consistently work with students, faculty and staff. I am a high school librarian and I see over 100 **scheduled** students per day. That is 500 scheduled students per week in a school that has an enrollment of 700. This does not include students who come in on their own time to research and work on term papers and essays before school, after school and during their break and lunch. I help students find books and materials they need to be successful in class. I also help students who are struggling in class and come to me for assistance. I work one on one with teachers making sure we have all the resources they need to perform productively in the classroom. I work with our administrators on budget planning and purchasing materials for our students and faculty. As we move forward in education, I ask you not to go back to 1990's when an assistant could run a public school library. Our students and teachers deserve someone who is trained and certified to help them with their library/media needs. I am also asking you not to cut the funding for our school libraries. It is important that we stay current with books, media, and resources in which students, faculty, and staff need to achieve success.

Thank you for your time and I trust the MS Department of Education will clearly see that if we remove certified media specialists and librarians from our schools we will be regressing, not progressing, Mississippi education.

Courtney Henderson
Library Media Specialist
Vanceleave High School

From: Yarber, Cecile
To: Accountability
Subject: librarians
Date: Tuesday, February 18, 2014 10:11:29 AM

Certified librarians are necessary to the growth of students at all levels of education. Technology has indeed made it easier to get our hands on materials without a library, but in low income counties many students don't have access to the internet outside of school. Libraries, especially at lower levels inspire learning and a love of reading in children; however, a librarian is a vital part of that resource.

As a teacher, I am always "borrowing" the knowledge of my librarian about books, kindles, and other valuable information. Please do more than "recommend" certified librarians for Mississippi schools.

Cecile Yarber
ECF teacher
George County High School

From: Shaun Mims
To: Accountability
Subject: Library
Date: Tuesday, February 18, 2014 10:19:08 AM

We need our libraries and librarians! Fully fund education!
Thank you!

--

Shaun K. Mims
Kindergarten Teacher
Singing River Elementary
smims@psd.ms
228-522-8835
"All I Really Need to Know I Learned in Kindergarten!"

From: Janice Garrett
To: Accountability
Subject: Accountability standards for libraries
Date: Tuesday, February 18, 2014 10:45:07 AM

Please consider carefully in removing librarians from public school requirements. Librarians are not in a school to provide specials for teachers to have a planning period. They are there to foster a love of reading for each child. This love is necessary for reading to become an intimate part of a child, a part which almost always guarantees success in life. Reading is a lifelong skill that is fostered by a skilled librarian building on the skills learned in a classroom.

As a retired librarian of twenty-eight years, I can provide you with countless notes that I have received over my career saying thank you for help provided in book selection, research skills, and various other areas. Students need someone to guide them through the process of selecting books, regardless of age and maturity. It is vital to keep this position a requirement, vital for the success of students in Mississippi.

Why do I think that administrators will not view this as necessary? Because I have worked in school districts where I was the only certified librarian for several schools. One district that I worked finally figured it out when the school with the librarian tested better than the other schools. Since testing is such a part, unfortunately, of the success of a school, the librarians were added back to all schools. This won't happen in small districts where money, as you all suggested, is the issue. What is more important, another coach added to the staff for profit or a librarian added for the success of students?

Removing the library materials from the budget is another area of these standards that should not change. Even in our district, which is large, that was used for the budget. It was never twenty dollars per student, it was the original seven dollars that was used to compute a budget. Librarians were expected to hold book fairs and other money-making affairs to raise their own money. I actually worked in two districts where no money was provided because the standard didn't say required.

Yes, the field is changing and I do understand that. I know the value of a dollar and I know where that dollar can best be used. I know that technology is going to change the librarian field even more. I know that, without someone to guide, research in most schools will be centered around Google. Who, then, will teach students that not everything on the internet is true. The state database is not encouraged by your department nor is it taught to teachers.

I would like to see a public hearing for parents, administrators, and librarians to have a say in this decision. You have a very important role to play in the lives of all children in Mississippi. Please consider carefully before removing someone of such vital importance to all, students and teachers. Thank you.

Janice K. Garrett
Retired Librarian

From: Ruth Blackburn
To: Accountability
Subject: Change to Accountability Standards
Date: Tuesday, February 18, 2014 10:45:13 AM

I feel that the changes in the standards for library media specialists are contradictory and detrimental to the school districts and their students.

Accountability 2.3 states,

"The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth of the workday to library/media administrative activities. {MS Code 37-17-6(3)(a-e)}

2.3.1

If the student enrollment is 499 or less, a halftime licensed librarian or media specialist is **recommended**.

2.3.2

If the student enrollment is 500 or more, a full time licensed librarian or media specialist is **recommended**."

First of all, I agree with 2.3. The librarian should only devote 1/4 of their work day to administrative activities. The librarians job is to promote literacy, aid the teachers, and students through co-teaching, lessons, access to technology, and other activities. However, I do not agree with changing the LMS from required to recommended. If LMS are replaced with teacher's aids or non-certified personnel, the students and the staff will suffer. It is another example of Mississippi lowering our standards for our children. To me, it is the same as saying a non-certified person could replace a principal or a teacher. It is absurd.

I also think you are doing a disservice by not requiring funding for the library in deleting Standard 11.1 -- "The local school board of education budgets and expends from the District Maintenance Fund (Fund #1120) a minimum of \$20.00 per student for instructional/library supplies, materials, and equipment."

By not requiring funding, libraries will deteriorate and no longer be a priority in our schools. There is so much research that proves the importance of the library and its impact on literacy and our students. Please do not incorporate these changes in the accountability standards.

Sincerely,

Ruth Blackburn
Library Media Specialist
English I/Learning Strategies
Strayhorn Jr./High School

The foregoing electronic message and any files transmitted with it are confidential and are intended only for the use of the intended recipient named above. This communication may contain material protected by the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient, copying, distribution or use of the contents of this message is strictly prohibited. If you received this electronic message in error, please notify us immediately at >> 662-562-9246.

From: Dena Bradford
To: Accountability
Subject: Revisions to the Process Standards of the Mississippi Public School Accountability Standards affect Librarians
Date: Tuesday, February 18, 2014 11:11:29 AM

I am writing concerning the revisions to our standards that affect our libraries. I am currently a middle school librarian in Mississippi. I love promoting learning and I take it very seriously.

5. I do not think it is a good idea to only *recommend* that schools have a librarian.

This should remain a *requirement*. Librarians should not be cut due to budget cuts. The library is the hub learning center in a school. It is a resource for students as well as the teachers.

11.1 I don't feel like the \$20 per student should be cut or left up to the district. Do you realize that we are lucky to purchase **ONE** hardback book for that amount? What are we supposed to operate on?

I am very concerned about the future of our school libraries. Our reading scores are low across the state and this is one place we should NOT cut. We need for you to let our districts know that reading is important to you and that you require them to give us the support we need to survive.

Thanks for your time!

Dena :)

--

Dena Bradford
Library Media Specialist
dbradford@asdms.us
Shivers Middle School
P. O. Box 607
316 North Franklin Street
Aberdeen, MS 39730
(662) 369-6241
(662) 369-3207 (fax)

The Lord is my strength and my shield; in him my heart trusts, and I am helped; my heart exults, and with my song I give praise to him. Psalm 28: 7

401 Arrow Drive
Clinton, MS 39056

February 18, 2014

To Whom It May Concern:

I would like to express my concern regarding the proposed revisions to the accountability standards that will impact school libraries. By recommending, instead of requiring, a staffing standard and by eliminating specific funding for collection and equipment, clearly the door is open for the erosion of library programs in the public schools of Mississippi. Additionally and just as disturbing, is "rewarding" high achieving schools by permitting them to completely opt out of providing a library at all with no negative repercussions. (From the MS Sec. of State website: <http://www.sos.ms.gov/ACProposed/00020300b.pdf> -- 4.2, page 20)

All these measures seem to imply that our library media centers are irrelevant to, and perhaps a burden to, our public schools. It seems counterintuitive to ignore the fact that the library is the perfect place to celebrate and support the marriage of technology and traditional library services. Our libraries can be a hub for research and learning of all kinds, from all sources. Common Core requires that our students provide evidence for their writing from all types of formats. Where will they gain access to these resources if not in the library? What better place to reinforce sound, scholarly research practices than in the library?

I feel that the contribution the libraries make to student success has been overlooked because there is not test to evaluate their impact on the educational process—no data to quantify their contribution to student growth. To say that this lack of evidence suggests that our libraries are superfluous is shortsighted. We have already invested in building and maintaining libraries. Let's require continued funding, double down on offering professional development specifically targeted to librarians and explore the opportunities to move our libraries into the 21st century to the benefit of our 21st century students.

Sincerely,

Merrie Anderson

Library Media Specialist
Clinton High School

From: Sandra Mitchell
To: Accountability
Date: Tuesday, February 18, 2014 11:22:15 AM

I am deeply concerned with the recommendations for standards regarding librarians in our elementary schools. My concern comes from both a professional and personal standpoint. As an elementary librarian I am offended by the revisions that deem my position unnecessary. I currently teach 27 classes of K-4th grade students following a curriculum of Language Arts, Reading, and Writing objectives. With the implementation of Common Core, my class has become even more necessary in aiding the students with research skills and materials. In addition I am responsible for managing our reading program (reports, diagnostics, and awards), ordering all materials and books, collaborating with teachers in lesson planning, maintaining Fixed Assets, editing our yearbook, ...etc. From a professional standpoint, I can't imagine who would think Librarians/Media Specialist are not necessary and required licensed personnel for our districts. Who is going to add the Media Specialist's responsibilities to their load? Who will assist students with reading programs? Who will guide and assist students in choosing reading material?

Please reconsider your revisions. Please remember we are trying to pull Mississippi to the top. And if nothing else, please take a moment and remember what it was like to check out your very first library book at school. Remember it is our libraries and librarians that foster a life long love of reading with our children.

Sandra Mitchell, NBCT
Martin Bluff Elementary
1306 Roys Road
228-522-8844

From: Stephanie Cotnam
To: Accountability
Subject: Library Revision in Process Standards
Date: Tuesday, February 18, 2014 11:29:31 AM

To Whom It May Concern:

I am very concerned to hear that the Process Standards of the Mississippi Public School Accountability Standards are going to be revised to not require librarians or library budgets. This must not change. In today's educational climate, literacy is key. Librarians are active members in our educational system that must be required in our schools. By changing the wording to recommend, many school districts will choose to cut this aspect of our school program. Our schools need librarians and books!

Librarians serve our schools as extensions to the classroom. There is not a day that goes by which librarians do not work one-on-one with students, teachers and parents to help in some capacity. Whether it is teaching library skills classes, remediating students failing state tests, implementing Accelerated reader, or working to build cross-curriculum lessons in our schools, librarians are at the center of it all.

Also, it is alarming that they new process standards will not require schools to have a mandatory library budget. Schools need books! Many of our libraries state wide do not meet the minimum required number of books per child as recommended in the Mississippi Library Standards. If we cut funding, our libraries will become even more limited. This will then effect the implementation of programs like Common Core, which clearly require a large amount of literature. Please think hard about the decision to revise requiring librarians and library budgets. Our schools need them to be successful in their education!

Thank you for your time and consideration.

Stephanie M. Cotnam

REVISED ACCOUNTABILITY STANDARDS

PUBLIC HEARING COMMENTS

**Accountability Standards 1, 5,
11, 24, & 18**

April 1, 2014

UNITED STATES DEPARTMENT OF JUSTICE

CRIMINAL DIVISION

OFFICE OF THE ATTORNEY GENERAL

MEMORANDUM

TO THE ATTORNEY GENERAL

FROM THE DEPUTY ATTORNEY GENERAL

**REVISED ACCOUNTABILITY
STANDARDS**

**Accountability
Standard 1**

PUBLIC HEARING

April 1, 2014

REVISED ACCOUNTABILITY STANDARDS

Accountability Standards

PUBLIC HEARING

April 1994

From: [Paula Vanderford](#)
To: [Accreditation](#)
Cc: [Joel Jones](#); [Kathy Boteler](#); [Todd Ivey](#)
Subject: Fwd: Commission on School Accreditation Restores P16 Council Standard; Leaves Muddled the School Board/Superintendent Governance Standard
Date: Saturday, April 05, 2014 9:59:37 PM

FYI

Sent from my iPhone

Begin forwarded message:

From: Mike Sayer <mikesayer@comcast.net>
Date: April 5, 2014, 11:49:05 AM CDT
To: Mike Sayer <mikesayer@comcast.net>
Subject: **Commission on School Accreditation Restores P16 Council Standard; Leaves Muddled the School Board/Superintendent Governance Standard**

Good People,

Good News! On Thursday, April 3, 2014, the Commission on School Accreditation voted unanimously to restore **Accountability Standard #18** regarding the mandate to create **P16 Community Engagement Councils** in school districts and individual schools ranked less than Successful (i.e. D or F districts or schools). This action also restores the Guidelines for the creation and conduct of P16 Councils promulgated by the State Board of Education.

Unfortunate News! The Commission on School Accreditation revision on April 3 of **Accountability Standard #1** places school boards in a regulatory Catch-22! They will be damned if they don't and damned if they do. What do I mean? See the discussion below re: Standard #1.

Re: State Board of Education Accountability Standard #18 — P16 Community Engagement Councils

The restoration of **Standard #18** regarding **P16 Community Engagement Councils** came about as the result of opposition to the removal of the Standard organized by Southern Echo and the MS Delta Catalyst Roundtable.

The MDE Accountability Task Force had recommended the removal of the Standard on the premise that the state statute is a sufficient mandate to address the obligation to create P16 Councils. The Commission had adopted the Task Force recommendation, and the State Board of Education approved the recommendation from the Commission. Then the proposed removal, along with all the other proposed changes to the standards, were sent out for Public Comment under the Administrative Procedures Law (APA).

Southern Echo and the Catalyst Roundtable filed several written Comments to the Commission and requested a Public Hearing. The Public Hearing was held on Tuesday, April 1 in the 2nd floor Auditorium at the MS Dept. of Education in Jackson. More than 20 community activists, school board members, teachers, parents and students testified in support of restoring the P16 Council Standard #18 because:

- A. The excellent impact that P16 Councils are having in bringing a diverse community of education stakeholders on to the policy playing field in numerous local schools and districts across the state;
- B. The Standard and Guidelines are necessary to hold school officials accountable to the mandate in the 2009 Children First Act to create P16 Councils;
- C. The Standard and Guidelines provide a uniform process that enables and facilitates the provision of training to school officials and community stakeholders on how to implement the P16 Councils; and
- D. Removal of the Standard and Guidelines will leave a void that will lead to confusion, uncertainty and disagreement that will undermine the creation of the diverse, community-based independent council required by the state law.

At the Commission meeting on April 3, Dr. Paula Vanderford, who heads the Office of Accountability and Assessment and led the meeting, announced that she had spoken with the State Supt. of Education, Dr. Carey Wright, and the Deputy Supt. Of Education for School Improvement and Recovery District, Dr. Larry Drawdy, and that they supported restoration of Standard #18.

Commission member Henry Aldredge, Supt. of Schools for Harrison County School District, made the motion to restore Standard #18 and it passed without further discussion.

Southern Echo and the Catalyst Roundtable express their deep appreciation to the Commission, Office of Accountability and MDE leadership for their thoughtful support for the restoration of this Standard.

Re: State Board of Education Accountability Standard #1 — Governance ... Striking the Balance between School Boards and Superintendents

The Accountability Task Force proposed, the Commission recommended, and the State Board adopted a revision of the **Standard #1 on Governance** which alerts school boards *not* to interfere with the school superintendents' prerogatives under state law as chief administrators of their respective districts. The Standard threatens school boards with the ultimate sanction of takeover and abolition of the district and, consequently, abolition of the boards themselves.

Southern Echo and the Catalyst Roundtable submitted written Comments, requested a Public Hearing, and 10 persons testified at the hearing to request *additional language* be added to Standard #1. Some Commission members acknowledged the reality and importance of the issues raised by Southern Echo.

We proposed that the Commission add language to provide that when a board takes *reasonable steps* to protect students and the district that the board will not be subject to sanction for an apparent step over the line or for attempting to “micro-manage” the administration of the district. Our additional language would insulate the board from sanctions for trying reasonably to alleviate the consequences of failures or wrongdoings of a superintendent incompetent to perform his/her duties, or who fails or refuses to comply with state or federal laws, rules and regulations. However, the Commission did not consider our proposed language during its meeting.

Rather, at the urging of the Board’s attorney, the Commission voted to add language that both superintendents and school boards follow the law (“engage in due diligence”), and at the request of a Board member voted to add the citations to relevant statutes in the MS Code.

During the discussion several board members had suggested that the proposed additional language “to engage in due diligence” did not actually address the probative concerns raised by Southern Echo. And we agree with those comments; the language adopted by the Commission does not address our concerns.

Echo and the Roundtable are not trying to obliterate the division of responsibility between the board (legislative; policy formation) and the superintendent (administrative; policy implementation). Rather, our goal is to recognize that the board has a fundamental duty to protect the students and enforce their rights, and to protect the district against harm. At times, this may require that the board take *reasonable steps* to stand up to either a headstrong or indifferent superintendent, whose conduct or failure to act threatens the educational opportunity, health, safety or welfare of the students.

Unfortunately, under our current regulatory scheme, the board is subject to sanctions notwithstanding apparent risks to students and district, if it makes any attempt to “interfere” with the administrative process, which is the superintendent’s turf. But at the same time, the board is subject to sanction, including takeover and abolition, if the board fails to prevent the consequences of a superintendent’s failures or wrongdoing, whether it is the under-performance of students, student safety issues, misappropriation of funds, or the failure to provide the supports for students to which they are entitled under law and regulation.

Talk about boards being between a rock and hard place! Southern Echo and the Roundtable contend that it is unfair, and therefore inappropriate, and does not address how boards can protect students and the district when there is a mal-functioning elected superintendent.

One Commission member suggested that the annual evaluation of the superintendent by the board is a place where concerns about the superintendent can be aired and used to address shortcomings. [Mike’s comment: In many districts such evaluations never takes place.] One Commission member acknowledged that in districts where the superintendents are elected, the superintendents often don’t care what the board thinks because they have their own constituency and do not have to be accountable to the board. It is different in district where

superintendent are appointed because the board can terminate the superintendent for wrongdoing or incompetence.

Under the MS Code, and in the reality on the ground, superintendents already have enormous power to control virtually everything that goes on in the district, including the information provided to and the decisions made by the school board. This regulatory Catch-22, as reflected in Accountability Standard #1, will unnecessarily exacerbate the disproportionate powers of full-time highly-paid superintendents over part-time hardly-paid school board members.

If we want parents, students and community to respect and trust our public school districts and want them to send their children to our public schools, we must have a regulatory scheme that provides remedies when superintendents "mess up big time" to the detriment of students and the district. And whether we like to admit it or not, we have some superintendents who do! To acknowledge this takes nothing away from the great work that many superintendents do in very difficult circumstances.

If we want school board members to do the job they were elected to do on behalf of students and parents, they must have the capacity to be more than rubber stamps for the will of superintendents who want nothing more of them. If we want school board members to have the will to stand up for the community, then the regulatory scheme must support that in a meaningful way.

While I am disappointed in the outcome on Standard #1, I can understand that this was a difficult analytical hurdle for the Commission to address. It is very difficult to craft governance regulations that appear to answer all the possible "What if ..." questions, especially when historic turf expectations are at stake. Nevertheless, it is important to raise this issue and we will continue to fight for a framework that provides remedies for parents and students who may be unable to vindicate their rights, needs and interests.

Mike
Southern Echo

Southern Echo, Inc.

1350 Livingston Lane, Suite C

Jackson, MS 39213

ph: 601-982-6400

Fax: 601-982-2636

email: souecho@southernecho.org

web: www.southernecho.org

January 28, 2014



EMPOWERMENT
ACCOUNTABILITY
TRUTHTELLING
FIGHTING RACISM
TRAINING
ASSISTANCE

Board of Directors

KIMBERLYN GALVIN
Sunflower County
Parent & Student Org.
Sunflower County, MS

TANYA GARDUNG
Southwest Workers Union
Bexar County, TX

LAVINA GRANDON,
Rural Community Alliance
Everton, AR

MARVIN HAIRE
Delta Research &
Cultural Institute, MVSU
Leflore County, MS

GREG JOHNSON
Southern Echo, Inc.
Holmes County, MS

MICHAEL MONTOYA
SouthWest Organizing Project
Bernalillo County, NM

JOYCE PARKER
Concerned Citizens for a
Better Greenville
Washington County, MS

KAMEISHA SMITH
Nollie Jenkins Family Center
Holmes County, MS

JERRY WILSON
Attorney at Law
DeKalb County, GA

ALFONZO WHITE
Action Communication &
Education Reform, Inc.
Montgomery County, MS

Staff

HOLLIS WATKINS, President

LEROY JOHNSON, Director

BRENDA HYDE, Assistant Director

MICHAEL SAYER, Senior Organizer
and Training Coordinator

HELEN JOHNSON, Education
Coordinator

RACHEL MAYES, Finance Coord.
and Office Administrator

DIANNA FREELON-FOSTER,
Field Organizer

BETTY BETTY, Senior Organizer

JANAS SAULSBERRY, Field Organizer

MARILYN YOUNG, Field Organizer

CONSTANCE HARVEY BURWELL,
Field Organizer

GREG JOHNSON
Resource Dev. & Communications

CATHERINE JENKINS, Office Staff

Student Interns

KARLIL JOHNSON

ANTOINETTE MCKAY
Jackson State University

Ms. Paula A. Vanderford
Education Bureau Manager
Office of Accreditation and Accountability
MS Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Re: PUBLIC COMMENT: Request for clarifying language in Standard #1 concerning separation of powers between School Boards and Superintendents

Dear Ms. Vanderford:

For the reasons stated below I am requesting that the State Board of Education include *clarifying language* in the proposed Revision of Standard #1 to ensure a realistic and appropriate balance of power between School Boards and Superintendents, as reflected in their respective duties and responsibilities.

This is not a brief for or against school boards or superintendents. Rather, my concerns grow from the experience of the last 25 years in Mississippi with clashes over power between boards and superintendents to the detriment of students, parents and community.

Proposed Supplemental Language for Standard #1: I propose the following additional language (highlighted in yellow) be added to the revised Accountability Standard #1 to fashion an appropriate balance regarding the separation of powers between superintendents and boards:

The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include but are not limited to such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5. However, in the event that the school superintendent, in his/her capacity as supervisor of the management of school operations, fails or refuses to comply with state or federal policies, laws or regulations to the detriment of the health, safety or welfare of the district, its students, parents or community, or the superintendent demonstrates clear incapacity to perform the duties of office, then the school board shall have the

authority to take such reasonable steps that are appropriate and necessary to protect the district, its student, parents and community, without being in violation of these Standards.

Why I make this recommendation: The proposed revision of Standard #1 focuses on the separation of powers between School Boards and Superintendents, seeks to clarify the often difficult relationship between school boards and the superintendents, and tries to create a hard and fast rule to frame the distinction between policy formation and management of operations. Further, the revision intentionally includes the threat of sanctions against the school board for violations of what is supposed to be a bright line of separation, but which often is a gray area of joint responsibility.

The proposed revision of Standard #1 adopted by the State Board of Education states (page 2): The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include but are not limited to such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5.

On the surface the division of duties and responsibilities appears simple:

- a. A school board has the *legislative* role to make policy for the school district;
- b. A superintendent has the *executive* role to supervise the management of the operation of the school district;

However, notwithstanding their different roles, there is a substantial need for an effective working relationship between boards and superintendents because they are inextricably dependent on each other. In practice ... in "the doing" at ground level ... the relationship between policy and operations is a lot more complex than the framing of a bright line, hard and fast rule, might suggest.

I support a division of labor, a separation of powers. It is a logical undergird to this model of rational school governance structure. It is appropriate to have an accountability mechanism to motivate compliance with the division of labor and a basis for sanctions for willful or grossly negligent defiance of its boundaries.

The problem is the frequency with which dilemmas arise that require the exercise of thoughtful discretion to protect the school district, its students, parents and teachers. Sometimes such dilemmas test the sufficiency of how the bright line of separation is framed ... especially when there is a threat of severe sanction on the local school board if there is a miscalculation as to where the line is drawn.

The Nature of the Dilemmas: There are occasions when a school superintendent systematically fails or refuses to implement a State Board of Education or local school board policy, or a statute adopted by the state legislature or Congress, or a regulation required by the US Dept. of Education, or improperly lets contracts or misappropriates school funds, to the great detriment of the school district, its children, parents, teachers and community. Or, there are occasions when an elected superintendent, once on the job, proves unequivocally incompetent to carry out the duties and responsibilities as an educator and administrator, with disastrous effect.

So --

- a. If the local board takes steps to force the superintendent to comply with and implement state or federal policies, laws or regulations, or to protect the fiscal integrity of the district, *is the Board in violation of the Standard #1* prohibition against interfering with the superintendent in the management of the school district? That is, will the Board be “guilty” of micro-managing?
- b. If the local board attempts to require an unwilling or incompetent superintendent to perform his duties as set forth in policies, laws and regulations, *is the Board in violation of the Standard #1* prohibition against interfering with the superintendent in the management of the school district?
- c. If the answer is “yes” to these questions, then what is the recourse of the Board to protect the school district, its children, parents, teachers and community when they are at risk?

Example to illustrate the point: A superintendent systematically fails or refuses to implement the *Response to Intervention* and *Teacher Support Team* policies that were adopted by the State Board of Education.

During the school year numerous teachers identified numerous students who were entitled to intervention under State Board of Education policies (i.e. *Response to Intervention*; *Teacher Support Teams*, etc.). The teachers invoked the intervention process with their local school principals. The teachers alerted the parents of these students that *Teacher Support Team* intervention has been requested and that the parents would be invited to participate.

Nothing happened. The parents inquired of the teachers and the teachers inquired of the administration as to why no action had been taken. Some teachers went to their local school principals to insist that the intervention process be instituted. So did some parents. Some of the principals indicated that they were not going to devote staff time or school expense for interventions because it would be time consuming, could be expensive when diagnostic evaluations are required, and they didn’t believe it mattered, anyway.

Some teachers and some parents complained to the district superintendent to obtain intervention supports in those schools where the principals refused to provide it. The superintendent backed his resistant principals and stated that the decision is in the hands of each principal. The teachers and parents contended that State Board of Education regulations required the interventions in these cases based on their individual circumstances. The superintendent acknowledged that the teachers and parents might be correct, but that he had no intention of following state policy when principals did not want to devote staff time or expense to the process. In short, he made them feel that he didn’t care what happened to the children.

Some teachers and some parents attended several school board meetings to complain about the failure and refusal of the administration, from the superintendent down to the principals, to provide the intervention supports to which the students, parents and teachers are entitled. The parents became very exercised that the board members are their elected representatives and have the responsibility to ensure that the students obtain delivery of the education services to which they are entitled under laws and regulations.

The superintendent stated at the school board meeting that this is not a school board matter, but rather a management issue for the superintendent and that he had already met with the teachers and parents and resolved the matter to his satisfaction. Further, the superintendent cautioned the school board that it is not their role to micro-manage the administration of the schools and that it was his job to oversee implementation of policy. So, the superintendent said to Board members and the audience

of parents and students, the board was free to listen to the complaints, but the board has no authority to do anything about it. Furthermore, the superintendent told the board members privately after the meeting: the superintendent is elected by the public, not by the board; the constituency of the superintendent is larger than that of any of the individual board members; and the board has no power under the law to seek redress against him. In short, the superintendent pointed out that an elected superintendent is functionally immune from sanction for non-performance and the board should back off.

What is the school board to do? Students are at risk and their needs require intervention. The State Board mandated an intervention policy to assist these students. The superintendent has refused to implement the policy when necessary to do so. The local school board wants to take steps ... be proactive rather than passive or indifferent ... to protect and support the district's students, parents and teachers by delivering to them the support services to which they are entitled. But the board is haunted by the specter that board members will be accused of acting beyond the scope of their authority ... micro-managing, if you will ... and that onerous sanctions will be imposed upon the board and its members under Accountability Standard #1.

In a model of sound, accountable governance, isn't it both appropriate and necessary that the school board have *meaningful recourse* to protect its students, parents and teachers when confronted with dilemmas generated by the *misconduct* or *failure to act* by an errant or less than competent superintendent? When such dilemmas arise Accountability Standard #1 ought to enable rather than disable school boards, so that boards can protect their districts, students, parents and community.

As noted at the beginning, as a remedy to this conundrum, I propose the following additional language (highlighted in yellow) be added to the revised Accountability Standard #1 to properly balance the separation of powers between superintendents and boards:

The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include but are not limited to such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5. However, in the event that the school superintendent, in his/her capacity as supervisor of the management of school operations, fails or refuses to comply with state or federal policies, laws or regulations to the detriment of the health, safety or welfare of the district, its students, parents or community, or the superintendent demonstrates clear incapacity to perform the duties of office, then the school board shall have the authority to take such reasonable steps that are appropriate and necessary to protect the district, its student, parents and community, without being in violation of these Standards.

THEREFORE, for Standard #1 the State Board of Education ought to adopt the proposed *clarifying language*, or such other language that accomplishes the intended result, to properly balance the separation of powers between School Boards and Superintendents and account for the "dilemmas".

Respectfully submitted,

Michael Sayer

Michael Sayer

Senior Organizer & Training Coordinator

Southern Echo, Inc.

Contact information:

Home/Office: 601-957-7817

Cell: 601-278-2145

Email: mikesayer@comcast.net

From the Desk of

Marilyn L. Young

Post Office Box 1603
Tunica, Mississippi 38676
Mobile: 662.541.5333
E-mail: marilynyoungtunicams@gmail.com
Office Tel. 662.363.1228

1062 James Street
Robinsonville, Mississippi 38664
Residence Tel. 662.357.9021
Residence Facsimile 662.363.2901
Office Fax 662.357.0412

April 1, 2014

Mississippi Department of Education

Public Comment for Process Standard #1:

Good morning, my name is Marilyn Young. I am a life long resident of Tunica, MS. I am a warrior and servant for public education. I am here today to request that you please allow Accountability standard number #1 to remain a standard however, I believe some of the language need to be clarified. **First**, I would like to ask MDE to define exactly what is micro-managing the Superintendent. I am very concerned about this because if a Board of Education has knowledge of an issue and the Board asked the Superintendent to correct the problem. It is the duty and responsibility of the Superintendent to fix the problem. However, if the superintendent does not correct the problem and the district is audited by MDE. The Board of Education receives the sanction for being out of compliance not the superintendent. The accreditation of the whole school district is also put in jeopardy. For example, we have a several classroom that have more than 40 students in them at our Middle School. I have requested that the Superintendent fix this problem because we are in violation with Accountability standard 34:4 with the Teacher pupil ration should be 33 to 1. However, each time the Superintendent is asked if the problem has been fixed he lied to the Board and state it has been fixed because he

personally went over and fixed the problem. Each month after we have been told it has been fixed I have personally visit the school and check and recheck and found that the 40 plus students are still in the classroom. However, when MDE audits the district I am sure the site will be against the Board and not the Superintendent.

Secondly, the infractions that are found during the school audits are used against Board members. For example if the Superintendent causes the district to drop from a Successful district to a failing district and the Board is not responsible for the day to day operation. Please explain to me why the board is sanction by not being able to attend out of state conferences and their stipend check is cut in ½ and the Superintendent is not. If the Superintendent is responsible for the day-to-day operation, then it should be written in the law that the Superintendent salary should be cut in half also. However, it seems to be a hands off approach when dealing with the Superintendent. But it seems to be a rush to judgment when complaints are brought against a school board member.

Thirdly, if a single board member is doing things outside of their purview, I don't believe it is proper to combine all board members in one category and label the Board as micro-managing without during a through investigation. It should not be assume that all Board members are guilty by association. An investigation should reveal what Board member is doing inappropriate things and that individual should be sanction along not the entire Board member.

Next, some people are afraid to report incidents to MDE because it's a perception that the information will be used against the district. Some people feel uncomfortable with the threat of a state take over.

Lastly, year after year we complain about the Board of Education not being properly notified by the local superintendent. However, we have not been able to convince and ensure that all Board members receive proper notification directly from the Mississippi Department of Education. Instead the information is still given to the Superintendent and it is assumed that the Superintendent will automatically give the information to Board members. For example in January 2014 Mississippi Department of Education did an audit in my district. After MDE was in the district for two days they realize that the Board of Education had not been contacted by the Superintendent as they requested.

Educationally Yours,

Marilyn L. Young
Concerned Citizen and Parent
Secretary, Tunica County Board of Education

Keep Standard 1 and strengthen the
Authority of the School Board to be able
to correct problems when the Superintendent
Wants to do it. And not think that the School
Board is micro Managing the Superintendent.

Betty L. Petty
Dunbar County Parents & Students Organization, E.D.
Southern Echo - Senior Organizer

CONCERNED CITIZENS

Robert Hall
President

For a Better Tunica County, Inc.
Post Office Box 2249
1028 Prichard Road, Suite #201
Tunica, MS 38676
Tel. Office 662-363-1228
Fax 662-357-0412
Email: concernedcitizen@gmi.net
www.tunicateensinaction.org

Melvin Young
Executive Director

Date: April 1, 2014

To: **Mississippi Department of Education**
Dr. Carey M. Wright, State Superintendent of Education
Post Office Box 771
Jackson, MS 39205

RE: **Public Comment for Support for Standard 1 to give the Board of Education Clarity on keeping the Superintendent of Education Accountable and not sanctioning the Board of Education**

Good Morning Members of the Mississippi Department of Education:

For the record, my name is Melvin Young. I am a resident of Tunica County, Mississippi. My address is Post Office Box 1539, Tunica, Mississippi 38676. I am a member of the Mississippi Delta Catalyst Roundtable. I am the Director or Concerned Citizens For A Better Tunica County. Concerned Citizens is a local grassroots community organizing group that has its genesis in public education reform. Concerned Citizens For A Better Tunica County has been fighting for community participation in the development and implementation of education policy since 1993.

I stand before you today to oppose the CHANGES of Accountability Standard #1 that gives the Superintendent of Education more authority while sanctioning the Board of Education for attempting to hold the Superintendent accountable to enforcing state law and local school district policy. Standard #1 needs to give the Board of Education clarity on keeping the

Superintendent Accountable.

Our organization is in direct support and we echo and adopt the public comments that were spoken and submitted by our Tunica County School Board Member, Marilyn Young, and we would like for her comments to be added to our official public comments.

In closing my public comment, we would like to encourage the Mississippi Department of Education to keep Accountability Standard 1 in a manner that will not penalize or sanction our local school boards or school districts.

Thank You,

Melvin Young

Melvin Young

Concerned Citizens For A Better Tunica County

Mississippi Delta Catalyst Roundtable

Parent

REVISED ACCOUNTABILITY STANDARDS

Accountability Standards 5, 11, & 24

PUBLIC HEARING

April 1, 2014

John Cartwright

From: Janice Ainsworth <jainsworth@clintonpublicschools.com>
Sent: Tuesday, April 01, 2014 6:16 PM
To: Accountability; Paula Vanderford; Limeul Eubanks
Subject: follow up on today's public hearing

This morning, I enjoyed participating in the public hearing concerning proposed changes to several accreditation standards.

I did feel we wrapped up before discussing Standard 24 and the possibility of two schools sharing one library media center. My school is physically set up in this way.

On "my side," I alone serve 768 second- and third-graders, as well as 45 faculty members, in a library media center that shares space on "the other side" with 760 fourth- and fifth-grade students. We operate our library programs separately.

My primary concern is STAFFING if these programs were to be combined. When we realistically look at work production of one individual, I believe we need standards to insist such a setup would be adequately staffed.

Thank you for your efforts to serve our Mississippi children in the most effective and efficient ways possible. Please continue to seek input from those of us who are in the trenches. We share the same mission.

Janice Ainsworth
Library Media Specialist
Northside Elementary School
Clinton, Mississippi



**Proposed Changes to the Mississippi
Public School Accountability Standards, 2012**

**April 1, 2014
10:00 a.m.**

Comment Sheet—Please submit written comments on this sheet to any MDE staff.

I am concerned that specific language is needed to ensure that individual library/media specialist budget is "earmarked" for the purchase of library/media materials. If funds are not required to go to the school library it will be used for other purposes. These earmarked funds are needed to keep library/media centers up-to-date and a high quality collection. Right now, the average book cost \$20.⁰⁰ - \$125.⁰⁰. Without school districts being required to provide funds the media center will become outdated quickly. Students, parents and communities expect a high quality, cutting edge media center. Please make sure that the wording demands that library/media centers are adequately funded by the school district & state.

In regards to libraries being shared on same campuses I strongly disagree with this policy. First, the state needs to clarify the numbers that librarians are responsible for. In a middle school & high school teachers are only required to teach 150 students. Media Specialists can be responsible for as many as 1200 students. This greatly over extends the librarians ability to help students adequately. This also leaves the librarian with no administrative time that is required. Currently, I teach 30 classes

out reading materials. We have 3 hours of planning and most of that becomes extra check out times for classes that are encouraging students to meet reading goals. If a specific number is not set for student to librarian ratio students will not get enough one-on-one help locating required information.

These standards need specific and realistic guidelines in regards to serving multiple schools or multi level librarians.

The rewording of these standards will impact economic impact in both fast growing districts and low income schools. Businesses look at schools and expect a high quality 21st century media center that supports the curriculum and promote 21st century life long learners. Allowing school districts / principals to decide media center funding will be detrimental to the growth of a community. Lack of adequate funding and lack of quality time with a highly qualified library/media specialist will impact test scores in ~~most~~ all areas. Please make sure our students have up to date materials by providing and requiring school districts to provide adequate funding for library media centers.

As a parent please keep libraries separated according to ages. Students need librarians that are able to focus on appropriate materials based on age. If a librarian is shared between several grade levels he/she will not be able to provide individualized assistance. Students will not have enough time to use the media center to meet curriculum research requirements. Students need "open library time" to research and get assistance for research. As a parent and a citizen our students need and deserve a library/media specialist that focus on certain age groups skills & abilities and they need access to the media center in order to learn college readiness reach skills.



Proposed Changes to the Mississippi
Public School Accountability Standards, 2012

April 1, 2014
10:00 a.m.

Comment Sheet - Please submit written comments on this sheet to any MDE staff.

Hope Jobe
Madison County School District
Camden Elementary

-I propose that you do not delete standard 11.1
which states the funds allotted.

Schools must have a standard requiring funds.
Schools with low enrollment such as Camden Elem.
currently receive a small budget ^{Based on enrollment.} I feel that
if our budget ^{Amount} is not required, ~~libraries will not~~
funds will not be provided. If funds are
not provided, schools will lack the ability to
purchase books, ^{equipment,} supplies & resources. If these
resources are not purchased, libraries are unable
to grow to meet the needs of the school & community.
The ability to have funds for the library will
help reach the demands of improving literacy.

325 In closing it would be wise to keep the standard & increase

The dollar amount due to the price
of library books & materials.

Principal's goal is literacy across the
curriculum. without funds to buy books
I will not be able to ~~meet~~ meet the assigned
goal.



**Proposed Changes to the Mississippi
Public School Accountability Standards, 2012**

**April 1, 2014
10:00 a.m.**

Comment Sheet –Please submit written comments on this sheet to any MDE staff.

I know that \$20.00 per student is an outdated amount, but my fear is that if no amount is given for library funding - books, supplies, materials, and equipment - then the library will not have a budget. There have been school libraries that administrators have taken their budget for other things. The library budget is vital and as a librarian who collaborates daily with teachers, I ensure my budget is used for all the items I purchase each year are used by all students, teachers, and even administrators. I urge you to put in writing an amount or clarify that there should be funding for library books, supplies, materials, and equipment. Thank you & thanks for what you do for the students and teachers across the state! Ottha Keys, NBCT - Media Specialist - SJHS
or Keys@jones.k12.ms.us

Mary Beth
Applin
Standard Set II

**"Survey of the Influence of Mississippi School Library Programs on Academic
Achievement: Implications for Administrator Preparation Programs"**

"Survey of the Influence of Mississippi School Library Programs on Academic Achievement: Implications for Administrator Preparation Programs"

By
Thelma Roberson, Ph.D.
William Schweinle, Ph.D.
Mary Beth Applin, MLIS

Abstract: This article describes recent curricular changes being made to the Educational Administration program at the University of Southern Mississippi to include information regarding the value of quality school library programs and the effective management of such programs. Faculty involved in the course changes are also conducting a two-part study to determine the current status of public school libraries in Mississippi, their impact on academic achievement, and how the perceptions of teachers, principals and librarians shape the function and use of those libraries. The results of the first phase of the study are described. The article includes 28 references.

Keywords: School libraries, student achievement, school administrator preparation, Mississippi

Thelma Roberson, Ph.D., is currently an assistant professor in the Department of Educational Leadership and Research at the University of Southern Mississippi. She is a former classroom teacher and elementary school principal. P.O. Box 5027 USM, Hattiesburg, MS 39406. Thelma.Roberson@usm.edu

William Schweinle, Ph.D., is currently an assistant professor in the Department of Educational Leadership and Research at the University of Southern Mississippi. P.O. Box 5027 USM, Hattiesburg, MS 39406. William.Schweinle@usm.edu

Mary Beth Applin, MLIS, is currently an assistant professor for The University Libraries of the University of Southern Mississippi. She is the chair of the Mississippi Library Association's Committee on Information Literacy. P.O. Box 5053 USM, Hattiesburg, MS 39406. Mary.Applin@usm.edu

Survey of the Influence of Mississippi School Library Programs on Academic Achievement: Implications for an Administrator Preparation Programs

Introduction

For many, the school library is traditionally remembered as the place students went for study hall, film viewing, or baby-sitting when the classroom teacher was away from class. In the same respect, school librarians are remembered as 'keepers of the books,' 'shushers' who expected students to be seen but not heard while visiting the school's book sanctuary. Rarely is the school library or librarian remembered as an integral part of the learning experience. Given this mental model created by past experiences with school libraries, many in the field of education have failed to give credence to the notion that an active school library can actually have a positive affect on student achievement. Yet, there exists a significant body of research which indicates that effective school library programs can and do contribute to the overall academic success of students.

As early as the 1960s, researchers began amassing evidence that correlated higher student achievement with access to quality library services in the school setting. Of the many studies, some of the most significant have been published within the last 10 years and include the work of Lance (1994), Lance, Rodney and Hamilton-Pennell (1999, 2001), Rodney, Baughman (2000), Smith (2001) and Lance and Hamilton-Pennell (2002). These empirically-based studies are particularly convincing because of their use of correlation and factor analytic methods to isolate specific characteristics of school library programs that contribute to academic achievement while controlling for other influences. These studies reported positive correlations between certain attributes of

school library programs and higher scores for students on standardized tests. These specific library attributes include staffing levels; student/teacher access to the library; the librarian's level of collaboration and involvement with the curriculum and instruction; large, up-to-date collections; access to technology; and the school's partnership with the local public library.

Importance of Administrative Support

The building level principal has tremendous influence over the operations of the school and the overall school climate. His attitude and support of the school library program is one of the greatest determining factors of whether or not a school's library will have the attributes necessary to positively influence academic achievement (Charter 1982, Haycock 1999, Hellene 1973, AASL/AECT 1988, Oberg, Hay, & Henri 1999, Wilson & Lyders 2001). Decisions made by the principal regarding the budget, space utilization, technology, personnel/hiring, scheduling, assignment of duties, curriculum planning, committee appointments, etc. all have an impact upon school libraries. (Hartzell 2002). In light of the important role the school library plays in student learning and the influence principals have in creating and sustaining quality library programs, it is imperative that principals have an awareness of the value of library programs and the role they play in student learning. Absent this knowledge, libraries may be viewed as a 'luxury' (Connors 1984) and/or a nonessential element in the school environment. When such attitudes prevail and influence decision making, the school library becomes an easy target for budget cuts (Hartzell 2002).

With a collective budget shortfall of \$50 billion in 2002 (Washington Post 2002), most states were forced to make major cuts in public programs including education.

These cuts were passed on to the local school level where administrators were faced with the daunting task of eliminating and/or reducing student services. Unfortunately, many of these cuts occurred in library programs (Coeyman 2002).

Need for Administrator Training

Although past and current findings overwhelmingly support the notion that more effective school library programs increase student achievement, many administrators and classroom teachers still hold a stereotype of libraries as disposable. Hartzell (2002) in "What's it Take?" offered two reasons why this may be so: 1.) The current age of our school leaders, and 2.) Lack of dissemination of school library research in education and school administration journals.

Susan Gates, a Rand economist, reported at a National Forum on Education Policy that the average age of school principals in the year 2000 was 49.3 (Anthes 2002). The National Center for Education Statistics reported that in 1998, 56% of professors in colleges of education were 50 or older (NCES 2001). That means that at least half of our school leaders and those that prepare future teachers and school administrators attended K-12 schools in the 1950's and 1960's. Most schools during this era had no centralized library and, therefore, lacked a professionally trained librarian. The roles and expectations of the library program were far different from the modern view (Latrobe 1998). For the 1953-1954 school year, the U.S. Department of Education reported that only 38% of public schools in the United States had a centralized library (Wright 1960). By the 1962-1963 school year, that percentage had risen to only 59% and of those, less than half were supervised by a librarian with 15 or more hours of library training (American Library Association, 1965). By 1978 at least 85% of public schools had a

library, yet less than a third of these had a librarian with a library-related degree (Cahalan 1987).

With this limited exposure to a model school library program, today's school leaders, teachers, and higher education faculty must base their views of school library programs upon their own school experiences or base their views on the prevailing educational literature. Despite numerous studies linking effective school libraries to higher student achievement, this research has not been prevalent in journals written for educational administrators, teachers, and/or higher education faculty. Most of this information has been published to an audience of librarians.

In a ten-year longitudinal study by Holzberlein (1971) the contents of 14 professional school administrator journals from 1960-69 were reviewed. One of the most obvious omissions from the topics covered during these years was research-based literature concerning the school library and its affect upon student achievement. Holzberlein concluded by pointing out the need for more library-relevant theory and research in professional education journals. However, a recent sampling of the spring issues of 14 major journals for educational administrators and teachers revealed no articles concerning school libraries.

If the past experience of school leaders is based on such a narrow view of the school library and current professional journals ignore the relevance of school library issues, then it is left to higher education faculty to instill within these future school leaders the importance of a quality school library program and the impact it can have upon student learning.

A Collaborative Effort Towards Change

Recognizing the value of library media services in the school and its impact upon student learning, faculty from the University of Southern Mississippi's (USM) Education Administration, Library and Information Science, University Libraries and librarians from a local public high school are working together to institute curricular changes in the school's Principal Preparation Program in order to ensure that pre-service principals possess the necessary skills to supervise and support quality library media programs.

The endeavor began by recognizing the need graduate students have in regards to personal information literacy, which led to a combined effort between faculty in the Department of Educational Leadership and Research and University Libraries to plan and conduct information literacy workshops. From these efforts, dialogue began about the need for these future principals to have a clear understanding of the value of library media services in the school and how to effectively supervise and support such programs. After a few initial meetings, faculty from Library and Information Sciences were included to share their knowledge and expertise. Two ideas emerged from our meetings. We outlined some immediate additions to be made to the educational administration courses being taught. Further, we thought it necessary to gather some additional data about the present function of the state's public school media programs and the perceptions of principals, teachers, and media professional towards the role of their school media program.

Immediate Changes Made to Coursework

Prior to these meetings, the Principal Preparation Program at USM had undergone a major reform effort which resulted in a total revision of the existing Master's degree

program in Educational Leadership and Research. Traditional 3-hour lecture formatted courses were revised and integrated into three blocks of thematic instruction. The format shifted from individual coursework taken at will to a team-taught, cohort design that focused on problems-based and field-based learning. Therefore, the addition of library media curricula fit naturally into the sequence of the overall program.

Block I – Landscape of Leadership

This block assists students in understanding the theoretical dimensions of leadership, organizational theory, systems thinking, and understanding who they are as an individual and as a future leader. Key concepts of the block include leadership theory, organizational oversight, self-understanding, educational philosophy, and research consumerism.

The team decided that in addition to the information literacy workshops that students were currently participating in, there needed to be additional readings selected to create an awareness of the value of effective library media programming. Also, it was noted that the current data collection assignment students completed to analyze their current school and district needed to include information related to library media services. The selection of appropriate readings and modifications to the data survey assignment are currently in progress.

Block II – The Principal as Instructional Leader

The second block builds on the concepts presented in Block I and students are progressively challenged to think as an administrator. Students are presented with the idea that principals serve as the instructional leader of the school and therefore, must have a clear understanding of issues involving curriculum, instruction, and supervision.

Key topics of this block include: improving teaching and learning; curriculum products, process and issues; professional development; targeting student success through measurement and evaluation and action research.

The team recognized an opportunity to present students with the idea that the library media center is a valuable resource for instruction. Library Science faculty created a Power Point presentation to highlight key components of an effective library media program, selected appropriate reading materials, and volunteered to serve as guests presenters (along with local school librarians) on the subjects of literacy and collaboration. Faculty members also assisted in the development of a model job description, a model evaluation instrument, and identification of appropriate interview questions for the library media specialist.

Block III – The Principal as Manager

The last block in the Principal Preparation program focuses on the managerial aspects of the principalship. This block serves as the synthesizer for the two previous blocks and the field experiences. Central concepts include leadership accountability; human, fiscal and material resource management; school improvement; school law; and educational equity.

Recognizing that both human and fiscal resources must support effective library media programs, this block was the logical place to discuss budgeting for library media services and facility management issues. Again, appropriate readings were selected and library faculty and local school librarians agreed to serve as guest experts.

Additional Information to be Gathered

In order to help us better understand how school libraries currently function in the state of Mississippi and to gather supporting evidence of how perceptions shaped that use, a 2-phase survey project was developed. The first survey (completed Fall 2002) was a survey of school library media programs based on Keith Lance's **Colorado Studies**.

Information gathered in this survey compares practices associated with libraries in schools with high and low academic performances. The results of this phase has led to the identification of quality practices in school library programs in Mississippi and this data, along with research from other states, will be used in administrative coursework to help students understand the role and value of specific qualities of a library program in terms of its contribution to higher academic achievement . The second phase of the research project (still to be completed) will include a survey of teachers, principals, and librarians from schools at each of the five state accreditation levels. Teachers will be sampled from three groups, beginning, mid-career, and veteran and comparisons will be made. This study will evaluate the perceptions of teachers, librarians and administrators relative to their understanding of the role of school library program and the library professional and how this perception impacts the function and ultimately the use and support of the library program in their school. It is hoped that the results of this phase will provide supporting evidence for the inclusion of library and information literacy training in, not only the pre-principal programs in higher education, but in programs that prepare teachers as well.

The Survey of School Media Programs

Instrumentation: Lance's work in the field of school library research has provided fellow researchers with a model survey instrument for use in similar studies. Lance's

original survey instrument has been modified for several studies in several states, including the present study of school libraries in Mississippi (Lance, Rodney and Hamilton Pennell 1999, 2001 and Smith 2001). The Mississippi instrument is most like the version used in the Texas study (Smith 2001) and was modified to include items specific to the Mississippi educational system. The survey solicited information in the following areas: Demographic Information, Library Management, Library Staff (i.e., number and qualification of staff), Service Hours, Staff Activities, Library Use (i.e., use of library in a typical week, library schedule, use by teachers), Technology, Collections and Budget (see Appendix A).

Method: A list of potential participants for this study was provided by the Mississippi State Department of Education. In the spring of 2002 a survey was mailed to the librarian of every public school in the Mississippi. Each librarian was asked to complete a survey and return it in the provided, self-addressed, stamped envelope.

The response rate from the original 834 librarians contacted was 19% and included 149 surveys from librarians from schools whose districts were classified as *successful* and 11 surveys from librarians from schools whose districts were classified as *unsuccessful* (See *Assigned Performance Ratings* section below). Follow up phone calls were made to schools in low performing school districts in order to increase the representation from these schools. However, the return rate among unsuccessful schools was very low. It is intuitively plausible that librarians in lower performing schools had less time, staff, librarian involvement, and/or accurate accounting systems that would have facilitated the return of completed surveys. In fact, we found during follow-ups with lower performing schools that few, if any, had phones in the library. Also, it was

common during a follow-up conversation to learn that many of these librarians actually were serving more than one school site and/or were in their first year in the library and had little knowledge of the information being asked for in the survey.

Assigned Performance Ratings: At the time surveys were distributed, the school accreditation system in the state of Mississippi was undergoing substantial revision. Until the revised system could be implemented, The Mississippi State Department of Education (2002) chose to freeze all school district accreditation levels as they were assigned in March 1999. Although the revised accreditation model includes school-level accreditation ratings, as opposed to district-level ratings, the new school-level accreditation ratings were not available at the time of this writing. Therefore, only district level accreditation ratings were used in the analyses reported below.

School districts were classified as either *successful* or *unsuccessful* based on the district's assigned accreditation level. Mississippi school district accreditation levels are designated as: Accredited-5-Excellent, Accredited-4-Advanced, Accredited-3-Successful, Accredited-2-Warning, and Accredited-1-Probation (Mississippi State Department of Education 2000). Criteria used in the accreditation model include compliance with general process standards and student performance on standardized tests. For this study, a school was classified as *successful* if it was in a district with an accreditation rating of 3, 4, or 5. A school was classified as *unsuccessful* if it was in a district with an accreditation rating of 1 or 2. Of the 147 school districts and three agricultural high school districts rated by the Mississippi Commission on School Accreditation, 119 districts (79.4%) had accreditation levels of 3, 4, or 5, and 31 districts (20.6%) had accreditation levels of 1 or 2.

Results: Once schools were classified by district accreditation rating, *t-tests* were used to compare the means of the two groups for several items in the survey. Due to a low return rate from *unsuccessful* schools and due to missing data, several items had too few responses for any reasonable comparison. However, in nearly every category, schools classified as *successful* had higher means than those identified as *unsuccessful* (see Table 1). The most notable differences between libraries in successful versus unsuccessful schools can be categorized into five main areas: collections, budget, library use, technology, and staffing. The successful schools in the present sample had more print volumes, more magazine subscriptions, more electronic subscriptions, more video materials, more reference titles on CD-Rom, and more student software packages available for student use. In 2002, libraries in samples of successful schools were allocated 43% more money ($M = \$8,994.10$) than was allocated for library expenditures in the unsuccessful schools ($M = \$6,274.57$). Total expenditures for books averaged \$7,605 for successful schools and \$6,139 for unsuccessful schools.

In the area of technology, the successful schools had more than twice the number of computers in their libraries; 14 compared to 5.27. Among the successful schools, more than twice as many computers as opposed to the unsuccessful schools were Internet connected or connected to a printer. The implication is that in successful schools students have greater access to electronic research tools in their school library than students in unsuccessful schools.

Additionally, the results indicated that the way libraries were used differed between successful and unsuccessful schools. Successful schools schedule more class time in the library, spend more time allowing students to check out materials, have more

individual student research hours, offer more time for reading incentive programs like Accelerated Reader, are used more by faculty members for professional growth and classroom support, and are open more hours beyond the school day. Although libraries in unsuccessful schools report being open more hours during the school day proper, these libraries did not report more student or faculty use during the school day.

Finally, differences in library staff were noted. Successful schools reported that librarians spend more time meeting with the principal, serving on committees, co-teaching lessons with teachers, leading staff development, and providing reading incentives.

Categorization of Schools by Test Data

Results from select standardized tests conducted in the State of Mississippi were analyzed. These included the Mississippi Curriculum Test for Reading in grades two (MCT-R-2), four (MCT-R-4) and eight (MCT-R-8), and the Mississippi Subject Area Testing Program English II Test of Reading and Language Conventions (MSATP-ENGII-RLC), administered to tenth-grade students. The use of reading scores as an adequate measure of schools' academic performance was addressed and justified by Lance (1994).

Test scores from these particular grade levels were chosen for three reasons. First, the present sample included elementary, middle and high schools as well as schools that serve combinations of primary, middle and secondary grades, e.g. kindergarten through eighth, kindergarten through twelfth or a combination of middle and high-school grades. Second, test-score information for all schools originally surveyed was not available. Finally, the number of missing responses to several questionnaire items necessitated an

approach that would maximize the number of valid responses available for comparisons. In other words, by focusing on these particular grades, we were best able to observe differences between school libraries across a relatively broad range of public schools and do so with the greatest generalizeability the data could afford.

Following the precedent set by Rodney, Lance and Hamilton-Pennell (2002) we used *t*-tests to assess differences between the library-related characteristics of low performing schools and the library-related characteristics of high performing schools at each grade level of interest. In order to differentiate between high and low performing schools at each grade level, median splits were used.

The performance of students in each school was reported by the Mississippi Department of Education as the percentage of students exhibiting “basic” competence on the MCT-R and as student’s average score on the SATP ENGII RLC. In the present sample the median percentage of second grade students scoring at the “basic” level was 94.0% ($n = 66$). Schools in which more than 94.0% of second-graders exhibited “basic” competence in reading were categorized as high-performing schools, whereas schools in which 94.0% or fewer second graders demonstrated “basic” competence in reading were categorized as low-performing. School performance was similarly categorized as either high or low performing by using sample medians from the MCTR-4 (*Median* = 92.5%, $n = 64$), the MCTR-8 (*Median* = 78.0%, $n = 43$), and the SATP ENGII-RLC (*Median* = 303.70, $n = 40$).

Selection of dependent variables

By controlling for several covariates that were not directly related to school libraries, Lance (1994) demonstrated that several factors directly related to school

libraries accounted for a significant portion of students' academic performance. Among these library-related effects were the number of print volumes, number of electronic subscriptions, expenditures on books, total operating expenses, computer technology in the library and factors related to library staffing.

In the present investigation, a variety of similar information was collected through the mail-out survey and included, (1) total school expenditure per pupil, (2) number of print volumes, (3) electronic subscriptions, (4) total library operating expenses, (5) the number of working computers in the library, (6) the number of computers in the school connected to the Internet, (7) the number of computers in the library with printing available, (8) the number of paid library staff, and (9) the number of library person-hours per week.

Table 2 depicts the results of these tests for the primary schools (grades 2 and 4) in the present sample. Table 3 depicts similar results for the secondary schools. Note that within the present sample and across all four tests, schools in which students scored at or below the median on the relevant standardized tests tend to spend more money per pupil than the schools which reported standardized test scores above the median. This data supports that of Lance (1994), who found a positive relationship between student test scores and the quality of school libraries and that this relationship was *not* a function of per pupil expenditure. Therefore, the remainder of the findings shown in Table 2 and Table 3 indicate that, within this sample, libraries which are better funded, equipped, and staffed tend to exist in schools with higher academic achievement and that this greater achievement is not a function of more expenditure per pupil.

Although there are few statistically significant differences between libraries from schools with higher standardized test scores, both the significant and the non-significant differences suggest a pattern across all of the schools represented in the sample. This lack of statistical significance was noted in other studies and is explained by Rodney, Lance and Hamilton-Pennell (2002) in this way:

Statistical significance is an often-misunderstood concept. Usually, when a statistical finding is reported, the first question someone asks is "Is that figure significant?" In this context, the intuitive response is to question the magnitude or size of the figure or the difference between two figures. There are no statistical tests to determine if a difference between two groups is "big enough," particularly if the groups in question represent an entire universe of subjects rather than a sample.

For instance, across all four grade-levels the average expenditure per pupil was higher for low-performing schools in this sample than the higher performing schools. Within the present sample the higher performing schools in grades 2, 8 and 10 reported having more print volumes, more staff hours per week, and higher overall library budgets than the lower performing schools. Across all grade levels, the libraries in the higher performing schools reported having more computer resources; e.g. computers, print capability, and Internet access; than the lower performing schools. The conclusion to be drawn is that within the present sample, students in schools which invest more of their per-pupil expenditure in library-related resources tend to perform better on standardized tests at several grade levels.

Conclusion

The pattern of results in the Mississippi survey of public school libraries is clear: students in schools with better funded, better equipped and better staffed libraries tend to perform better on standardized tests. Although a body of research exists to support this

assertion, a void is present in the knowledge possessed by pre-service principals. It is likely that pre-service principals have no effective prior experience to draw from and since current administrator literature is void of information, the need for training in educational administration programs is imperative. Pre-service principal programs must teach future principals that the library is a vital and essential element in their school environment. It is only with this knowledge that they can make wise decisions concerning the support and management of their school's library program.

Though educational administration programs differ, the information needed by pre-service principals concerning school libraries is essentially the same.

1. Students in educational administration programs need training from their academic libraries to make them more information literate. They should be taught about the tenets of information literacy and how it contributes to life-long learning.
2. Students should be taught about the research correlating quality library programs with higher academic achievement. This information should include a discussion about the specific aspects of quality programs that have been demonstrated to affect change.
3. Students should be taught about the

Bibliography

- AASL/AECT. 1998. *Information Power: Building Partnerships for Learning*. Chicago: American Library Association..
- Anthes, Katy. "Nobody Wants This Job!" Highlights from the National Forum on Education Policy 2002. July 10, 2002. Internet. Available <<http://www.ecs.org/html/meetingsEvents/NF2002/Highlights.asp?recID=6>>. February 16, 2003.
- Baughman, James C. "School Libraries and MCAS Scores." October 26, 2000. Paper presented at a Symposium Sponsored by the Graduate School of Library and Information Science Simmons College Boston, Massachusetts. Internet. Available <<http://web.simmons.edu/~baughman/mcas-school-libraries/Baughman%20Paper.pdf>>. December 10, 2002.
- Cahalan, Margaret. 1987. *Statistics of Public and Private School Library Media Centers, 1985-86: (With Historical Comparisons from 1958-85)*. Washington, D.C.: Center for Education Statistics.
- Chater, J. B. 1982. *Case Study Profiles of Six Exemplary Public High School Library Media Programs* Ph.D. diss., Florida State University.
- Coeyman, Marjorie. 2002. "Kids Check Out Refurbished Library." *Christian Science Monitor*. Learning Section June 25, 2002 Internet. Available <<http://www.csmonitor.com/2002/0625/p11s01-lepr.html>>. January 10, 2003.
- Connors, 1984
- Gaver, Mary. 1963. *Effectiveness of Centralized Library Service in Elementary Schools*. New Jersey: Rutgers University Press.
- Hartzell, Gary. June 2002. "What's it Take." Internet. Available from Institute of Museum and Library Services, White House Conference on School Libraries <<http://www.imls.gov/pubs/whitehouse0602/garyhartzell.htm>>. December 17, 2002.
- Hartzell, G. November 2002. "Why Should Principals Support School Libraries?" Internet. Available from ERIC Clearinghouse on Information and Technology <<http://www.ericit.org/digests/EDO-IR-2002-06.shtml>>. December 17, 2002.
- Haycock, K. 1999. *Fostering Collaboration, Leadership, and Information Literacy: Common Behaviors of Uncommon Principals and Faculties*, *NASSP Bulletin*, volume 83, no. 605 (March, 1999), pp. 82-87.

Hellene, D. L. 1973. *The Relationship of Behaviors of Principals in the State of Washington to the Development of School Library Media Programs*, Ph.D. diss. University of Washington, 1973.

Holzherlein, Deanne B. 1971. "The Contribution of School Media Programs to Elementary and Secondary Education as Portrayed in Professional Journals Available to School Administrators from 1960-1969." Ph. D. diss., University of Michigan.

Lance, K.C. 1994. "The Impact Of School Library Media Centers On Academic Achievement." *School Library Media Quarterly* 22 (Spring): 167-170, 172. E-journal. Available <http://www.ala.org/aasl/SLMR/slmr_resources/select_lance.html>. October 29, 2001.

Lance, Keith Curry, et al. 1999. *Information Empowered: The School Librarian as an Agent of Academic Achievement in Alaska Schools*. Juneau: Alaska State Library, Internet. Available <<http://www.library.state.ak.us/dev/infoemp.html>>. December 10, 2002.

Lance, Keith Curry, Marcia J. Rodney and Christine Hamilton-Pennell. 2000a. *Measuring Up to Standards: The Impact of School Libraries & Information Literacy in Pennsylvania Schools*. Greensburg, Pa.: Pennsylvania Citizens for Better Libraries. Internet. Available <<http://www.statelibrary.state.pa.us/libraries/lib/libraries/measuringup.pdf>>. December 10, 2002.

Latrobe, Kathy Howard, ed. *Emerging School Library Media Center: Historical Issues and Perspectives*. Englewood, CO: Libraries Unlimited, 1998.

Lance, Keith Curry, Marcia J. Rodney and Christine Hamilton-Pennell. 2000b. *How School Librarians Help Kids Achieve Standards*. Denver: Library Research Service, Internet. Available <<http://www.lrs.org/documents/lmcstudies/CO/execsumm.pdf>>. December 10, 2002.

Livingston, Martha J. 2001. "Age Concerns of Faculty in Colleges of Education with Inferences for the Educational Leadership Professoriate." *National Forum of Educational Administration and Supervision Journal* 17E, no. 4. E-journal. Available <<http://www.nationalforum.com/14LIVING.htm>>. December 20, 2002.

Mississippi State Department of Education: *2000 Annual Report of the State Superintendent of Education*. Internet Available: <<http://www.mde.k12.ms.us/account/2000report/Accred99.htm>>

- Mississippi State Department of Education: *2002 Annual Report of the State Superintendent of Education*. Internet Available: <http://www.mde.k12.ms.us/account/2002report/Accred02.htm>
- Mississippi State Department of Education: Grade Level Testing Program. Internet Available: <http://www.mde.k12.ms.us/ACAD/osa/gltp.html>
- Mississippi State Department of Education: Subject Area Testing Program. Internet Available: <http://www.mde.k12.ms.us/ACAD/osa/English2.htm>
- NAESP. "Is There a Shortage of Qualified Candidates for Openings in the Principalship? An Exploratory Study." *NAESP Principal Online*. Internet. Available <http://www.naesp.org/misc/shortage.htm>. December 20, 2002.
- NCES. "Post-Secondary Education: Table 232." *Digest of Education Statistics, 2001*. Internet. Available < <http://nces.ed.gov/pubs2002/digest2001/tables/dt232.asp>>. February 17, 2003.
- Oberg, Hay, and Henri, 1999. "The Role of the Principal in an Information Literate School Community: Findings from an International Research Project." In L. Lighthall and E. Howe (Eds.), *Unleash the Power! Knowledge, Technology, Diversity: Papers Presented at the Third International Forum on Research in School Librarian*, Birmingham, Alabama (Seattle, WA: IASL).
- Rodney, Marcia J. Keith Curry Lance and Christine Hamilton-Pennell. 2002. *Make the Connection: Quality School Library Media Programs Impact Academic Achievement in Iowa*. Bettendorf, Iowa: Mississippi Bend Area Education Agency. Internet. Available http://www.aea9.k12.ia.us/aea_statewide_study.pdf. December 10, 2002.
- Smith, Ester G. 2001. *Texas School Libraries: Standards, Resources, Services, and Students' Performance*. Texas State Library and Archives Commission. Internet. Available <http://www.tsl.state.tx.us/ld/pubs/schlibsurvey/>. December 10, 2002.
- United States Office of Education, Library Services Branch. 1965. *National Inventory of Library Needs*. Chicago: American library Association.
- Washington Post, 2002
- Wilson, P. P. and Lyders, 2001
- Wright, Whllis E., ed. 1960. *American Library and Book Trade Annual*. New York: Bowker.

Table 1: Comparison of Means of Select Characteristics of Libraries in Successful and Unsuccessful Schools as Determined by District Accreditation Level

	Unsuccessful			Successful		
	n	mean	std dev	n	mean	std dev
Collections						
Print Volumes	7	7095.86	6455.1	136	8426.84	4361.11
Magazine Subscriptions	10	19.5	14041	141	23.05	14.67
Electronic Subscriptions	6	0.17	0.41	125	12.86	134.12
Newspaper Subscriptions	10	2.1	1.37	141	2.02	1.25
Video Materials	9	196.33	127.68	132	399.08	350.94
Reference titles on CD-Rom	9	2.89	2.2	136	10.94	41.78
Student Software Pkgs	7	5.86	7.31	123	14.88	31.71
Budget						
Expenditures - books (sch)	10	4111.35	3125.91	121	4089.65	3510.5
Expenditures - books (other)	5	2027.57	3401.92	72	3515.75	5508.11
Total Operating Budget	9	6274.43	3973.58	120	8994.1	7557.64
Library Use						
Scheduled class time	10	308.9	296.68	141	411.58	309.97
Checking out materials	10	38.9	36.58	137	55.99	94.76
Individual student research	9	169	314.55	129	238.9	289.43
Reading Programs (AR)	8	21.86	19.63	112	49.28	93.02
Faculty -classroom support	11	7.18	6.66	148	17.35	15.14
Faculty - Individual research	10	2.7	3.06	137	4.17	5.8
Faculty -consults w/librarian	10	4.65	7.33	144	8.27	9.63
Faculty -input on acquisitions	10	2.45	3.06	147	4.31	6.08
Hrs open -during school	10	36.65	4.14	149	33.08	10.63
Hrs open -before school	10	1.85	1.99	130	1.98	2.45
Hrs open - after school	10	0.9	1.07	127	2.19	2.91
Hrs open-summer	8	1.88	5.3	136	2.06	10.11
Technology						
Comps in Library -working	11	5.27	2.25	147	14	42.08
Comps in Library- Internet	11	4.12	2.32	147	10.16	14.18
Comps in Library -printers	11	4.73	2.37	146	10.35	14.61
Staff						
Master's or above w/lib cert	8	1	0	88	1.02	0.3
Plans w/teachers	8	2.75	3.06	138	2.28	2.57
Meets w/admin	9	0.83	0.61	131	2.11	3.91
Teaches lesson w/teachers	7	3.57	3.6	129	4.33	6.69
Leads staff development	8	2.38	3.34	135	2.77	7.31
Provides reading incentives	9	3.67	2.87	140	9.29	16.76
Committee work	8	2.13	1.89	134	3.59	5.45

Table 2

	MCT Basic Reading Grade 2							MCT Basic Reading Grade 4						
	High Scoring Schools			Low Scoring Schools			<i>t</i>	High Scoring Schools			Low Scoring Schools			<i>t</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	
Total school expenditure per pupil	33	5490.1	522.9	29	5852.1	548.7	2.66*	30	5563.5	476.5	30	5812.8	614.6	1.76†
Print Volumes	33	7908.0	3045.2	24	7031.0	4440.3	-0.89	31	7048.0	3259.0	26	8623.0	4588.1	1.51
Electronic Subscriptions	27	0.41	0.75	22	0.23	0.43	-1.00	25	60.28	299.94	24	0.29	0.46	-0.98
TOTAL Library Operating Expenses	30	8681.2	7349.8	23	6965.9	4261.9	-1.00	27	6677.1	5218.4	24	8958.5	6272.5	1.42
# Working Computers in Library	35	21.77	85.08	31	7.84	5.50	-0.91	32	23.88	88.87	32	7.31	4.55	-1.05
# Computers in School Connected to Internet	35	5.69	3.95	31	11.29	25.45	1.29	32	11.06	24.79	32	6.69	5.38	-0.98
# Computers in Library can Print	35	6.43	4.82	31	11.77	26.46	1.17	32	11.03	24.96	32	5.97	4.82	-1.13
# Paid Library Staff	25	1.48	0.51	22	1.41	0.59	-0.44	24	1.42	0.65	26	1.58	0.50	0.98
Library Staff Person-Hours/Week	17	50.9	23.8	14	47.0	22.6	-0.46	18	51.4	20.8	15	57.3	21.2	0.80

Note: High-scoring schools scored above the sample median on the relevant Mississippi Competence Test (MCT), ** $p < .01$, * $p < .05$, † $p < .10$

Table 3

	MCT Basic Reading Grade 8							SATP English RLC						
	High Scoring Schools			Low Scoring Schools			t	High Scoring Schools			Low Scoring Schools			t
	n	M	SD	n	M	SD		n	M	SD	n	M	SD	
Total school expenditure per pupil	21	5395.8	563.5	18	5687.8	634.1	1.52	19	5645.4	764.9	19	5799.9	763.1	0.62
Print Volumes	19	8889.6	4162.8	18	6032.3	3551.1	-2.24*	19	10236.0	5579.5	18	9546.5	5425.5	-0.38
Electronic Subscriptions	21	1.52	3.67	17	0.65	0.86	-0.96	18	1.61	2.57	16	0.38	0.72	-1.86†
TOTAL Library Operating Expenses	19	9383.1	7203.2	16	6638.8	3615.9	-1.38	17	12569.4	7387.4	15	5523.9	3892.2	-3.31**
# Working Computers in Library	22	10.27	7.80	20	8.05	4.54	-1.11	20	14.75	13.33	19	13.37	9.73	-0.37
# Computers in School Connected to Internet	22	9.09	8.23	20	7.05	4.30	-0.99	20	13.05	13.89	19	11.63	10.10	-0.36
# Computers in Library can Print	21	9.52	8.33	20	6.90	4.91	-1.22	20	13.45	14.01	19	10.32	9.41	-0.82
# Paid Library Staff	13	1.62	0.65	16	1.31	0.48	-1.44	17	2.03	1.04	15	1.33	0.49	-2.37*
Library Staff Person-Hours/Week	6	57.5	23.0	12	46.2	14.5	-1.29	10	69.8	24.9	8	48.6	17.7	-2.03†

Note: MCT – Mississippi Competence Test, SATP English RLC – SAT Practice test in English Reading and Language Comprehension, ** $p < .01$, * $p < .05$, † p

$< .10$

Appendix A

MISSISSIPPI PUBLIC SCHOOL LIBRARY QUESTIONNAIRE

Please complete the questionnaire by November 30, 2002. If you have any questions or are unsure how to respond to a specific question please contact Dr. Thelma Roberson at (601) 266-4562 Thelma.Roberson@usm.edu or Mary Beth Applin at (601) 266-4245 Mary.Applin@usm.edu. (This survey is based on the "Colorado Study Survey" developed by Keith Lance)

I. IDENTIFYING INFORMATION

Please provide information for one library per school.

1. School Name: _____
2. District Name: _____
3. Does your school have more than one library for student use?
Yes No
4. School Level: (CIRCLE ONE ONLY)
Elementary
Middle/Junior High
High school
Combined: Elementary-Middle/Junior High
Combined: Middle/Junior High and High School
Combined: Elementary-Middle/Junior High-High School
5. Grade levels: (CIRCLE ALL THAT APPLY)
Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
6. District's Accreditation Level: (Circle One)
1 2 3 4 5
6. Name of Person Filling out Questionnaire: _____
Title: _____
7. Phone Number: _____ Fax: _____
E-mail: _____

II. LIBRARY MANAGEMENT

1. What is the total seating capacity of the library? _____
2. Do you prepare and submit a formal budget request to your school administration?
Yes No
3. Is there on-going collaboration between your library staff and your local public library?
Yes No
4. Does your library have a school board approved copyright policy?
Yes No
- 5a. Does your library have a school board approved collection development policy?
Yes No (SKIP TO Q.6)

5b. If yes, does your collection development policy address the following:

Materials selection policy	Yes	No
Weeding policy	Yes	No
Reconsideration of challenged materials	Yes	No

6. Does your library have a policy and procedures manual?
School Yes No
District Yes No
State Yes No
7. Does your school library have a summer reading program?
Yes No
8. Is your library responsible for coordinating distance learning? That is, are there lessons:
a. for students taught via live television, satellite or a computer network handled or coordinated through the library?
Yes No
b. for staff development taught via live television, satellite or a computer network handled or coordinated through the library?
Yes No
9. Does your district have a district library coordinator? (CIRCLE ONE ONLY)

- Yes, full-time
 Yes, part-time
 No district library coordinator

III. LIBRARY STAFF

1. Please record in the table below the number of paid staff in your library by level of education and credentials and by the hours they work in a typical week.
Do not report more than 40 hours per week per person. Count each person only once.

Highest Education and Certification of Library Staff	Number of Persons	Total Number of Person Hours per Week
Master's degree or higher with education license and media/librarian endorsement		
Master's degree or higher with education license		
Master's degree without education license or other state credentials		
Bachelor's degree with education license and media/librarian endorsement		
Bachelor's degree with education license without media/librarian endorsement		
Bachelor's degree without education license		
Non-licensed/Non-degreed		
TOTAL (for Paid Staff)		
Volunteers (record any non-paid workers here)		

2. Does the librarian with primary responsibility for this library also work regularly in another school library?

Yes

No

IV. SERVICE HOURS PER TYPICAL WEEK

1. Please record the typical weekly number of hours that this school library is open for use.

Library Hours	Hours per Typical Week
Hours library is open per typical week during school hours	
Hours library is open per typical week before school hours	

Hours library is open per typical week after school hours	
Hours library is open per typical week in the summer	

V. STAFF ACTIVITIES PER TYPICAL WEEK

1. Library staff engage in a wide variety of activities each week. Please record (estimating, if necessary) the number of hours spent on each activity in a typical week by your **paid** staff.

Note: If library staff do not engage in some activities weekly, please estimate the number of hours spent on that activity in a typical month and designate it as monthly (i.e. "2 hours/month") OR estimate the number of hours spent on that activity in a typical year and designate as yearly (i.e. "8 hours/year").

Activities Performed by Paid Library Staff	Number of Person Hours per Typical Week
Learning and Teaching	
Planning instructional units with teachers	
Teaching cooperatively with teachers	
Providing information skills instruction to students either individually or as a group such as: library research, citations, copyright, critical thinking, evaluation of online sources	
Providing staff development to teachers or other school staff	
Providing reading incentive activities (i.e. book talks, story times, reader's advisory services, author visits)	
Meetings with school or district committees/teams/task forces; i.e. curriculum, technology, planning, student improvement	
Information Access and Delivery	
Performing library activities (such as: checking materials in and out, re-shelving, processing, retrieving)	
Identifying existing materials for instructional units developed by teachers	
Developing the library collection (i.e. researching and acquiring appropriate materials for the general library collection)	
Program Administration	
Managing library technology (computers, computer network, automation)	
Administering electronic reading programs such as Accelerated Reader	
Managing inter-library loans	
Meeting with building and district library staff	
Meeting with library staff outside the district	
Meeting with principal and/or other building or district administrators	
Attending faculty meetings	

Duties unrelated to school library services (i.e. monitoring recess, lunch, restrooms, buses, testing)	
Other activities	

VI. LIBRARY USE PER TYPICAL WEEK

- Indicate the ways students are using the school library by indicating the average number of students who come to the media center on a typical week for:

Library Use in a Typical Week	Average Number of Students
Scheduled class time	
Checking out materials	
Individual research (not during scheduled class time)	
Accelerated Reader (or other similar programs)	
Leisure (example play games, socialize)	
Other (please list below)	

- Place an "X" in the column to the right which best describes your library's scheduling pattern for student use.

School Library Scheduling	Mark an X
Fixed scheduling. Classes come at a definite time. Classes may not use the media center outside of this schedule.	
Flexible scheduling. Use of the school library is provided at the point when the resources are needed within the curriculum.	
Combination scheduling. Some classes come to the school library on a regular schedule, but time is also allotted for flexible scheduling as described above.	

- Please indicate how often your faculty utilize the school library and/or its resources by indicating the number of faculty who use the school library per week.

Teacher Use	Number per Week
In an average week, how many faculty members use the library or its resources to support classroom instruction	
In an average week, how many faculty members use the library or its resources for individual professional development (do not include staff development workshops, CEU workshops, etc.)	
In an average week, how many faculty members actively consult with the school librarian to plan and/or support instructional lessons	
In an average week, how many faculty members suggest acquisition of specific library materials that support the curriculum	

4. Please indicate "other uses" for the library and if these activities occur during, before or after school by writing the estimated number of events per year.

Other Uses of the Library	Number of Events per Year	Number of Events per Year
Staff development		
Faculty meetings		
PTA/PTO meetings		
Student assemblies		
Community sponsored events		
Other (please list)		

VII. LIBRARY TECHNOLOGY

1. Please write in your answers to the following questions:

Computers	
How many "working" computers are in the school library?	
How many computers in the school library are connected to the Internet? (56k modem or better)	
How many computers in the school library are connected to a printer?	
What is the computer-to-student ratio in your school?	
How many computer labs does your school have (outside the library)?	
What percentage of classrooms has at least one computer?	
Are all classroom computers connected to the Internet?	
Are Internet-connected computers available on campus for all students to access?	
Number of computers on campus with accommodations for persons with disabilities (e.g. voice synthesizer, magnified screen)	

2. Does your library have:

An automated circulation system (catalog)	Yes	No
An automated district wide catalog	Yes	No
An automated catalog accessible through the Internet	Yes	No
A telephone	Yes	No
A fax machine	Yes	No
A CD ROM server	Yes	No
A video projector	Yes	No
A digital camera	Yes	No
A satellite dish	Yes	No
One or more laptops	Yes	No

VCR Yes No
 TV Yes No
 Other Technology (please list):

3. Does your school have a board adopted Internet access policy (attach a copy)?
 Yes No

4. Please describe your library's conditions/restrictions of student Internet access.
 (CIRCLE ALL THAT APPLY)
 No restrictions
 With parental permission and/or acceptable use agreement
 Restricted for grades: (SPECIFY) _____
 Access only when supervised by school staff
 Other restrictions: _____

VIII. LIBRARY COLLECTION

1. Does your library access any licensed services:

Magnolia databases Yes No
 Other online periodical services (other than Magnolia)? Yes No
 CD ROM services ? Yes No
 Other subscription services ? Yes No
 List: _____

2. Are any of your licensed online databases accessible from teachers' and students' home computers?

Teachers Yes No N/A (No licensed databases)
 Students Yes No N/A (No licensed databases)

3. Please record information on all your holdings (in or not in circulation) available for use by teachers and/or students

Collection	Number
Print volumes	
Current print subscriptions to magazines	
Current print subscriptions to newspapers	
Electronic subscriptions (received through Internet access)	
Encyclopedias or reference titles on CD ROM or laser disc	
Video materials (cassettes and disks)	
Computer software packages for use in school library by students	

IX. LIBRARY OPERATING EXPENDITURES AND CAPITAL OUTLAY

1. Please report your library's expenditures, capital outlay and totals for 2001-2002, including funds from both the school budget and other sources (e.g. grants, donations, PTAs).

2001-2002 Operating Expenditures	School Budget	All Other Sources
Books		
Newspapers and magazines		
Electronic format materials (software, CD ROM, laser disc)		
Non-print materials (audio, video, microform)		
Electronic access to information (online databases, searching, Internet access)		
Other operating expenditures		
TOTAL Operating Expenditures		
2001-2002 Capital Outlay	School Budget	All Other Sources
Equipment (computers, CD ROM drives, VCRs)		
Other capital purchases (furniture, shelving)		
TOTAL Capital outlay		

THANK YOU for completing the questionnaire!



3/31/14

Resolution Opposing Weakening School Libraries

The Mississippi Library Association, an organization representing school, academic, public and special libraries, strongly supports requiring certified librarians in each public school in Mississippi. School librarians provide essential curriculum support, information literacy skills, and technology training to the students of Mississippi in today's information and technology-focused academic and work environments. Without the contributions of our school librarians, the academic integrity and effectiveness of Mississippi's public schools will be compromised. The proposed revisions to the *Mississippi Public School Accountability Standards, 2012* would make school librarians recommended instead of required for school districts, and additionally eliminate language related to funding of libraries for public schools. In a time of decreasing budgets, these changes will effectively eliminate school librarians in many districts and restrict access for our students to critical resources in support of educational initiatives such as Common Core. The school librarian is a certified specialist with a critical role to play in producing students with the level of information literacy and technology proficiency that industry and academia have come to expect in the 21st century. The Mississippi Library Association rejects these revisions and recommends strengthening the role of the librarian within our schools.

Amanda Clay Powers, President
Mississippi Library Association



Mississippi Library Commission

April 1, 2014

As Executive Director of the Mississippi Library Commission, and speaking on behalf of the Board of Commissioners, the following resolution approved by the Mississippi Library Association is endorsed:

Mississippi Library Association
Resolution Opposing Weakening School Libraries

The Mississippi Library Association, an organization representing school, academic, public and special libraries, strongly supports requiring certified librarians in each public school in Mississippi. School librarians provide essential curriculum support, information literacy skills, and technology training to the students of Mississippi in today's information and technology-focused academic and work environments. Without the contributions of our school librarians, the academic integrity and effectiveness of Mississippi's public schools will be compromised. The proposed revisions to the *Mississippi Public School Accountability Standards, 2012* would make school librarians recommended instead of required for school districts, and additionally eliminate language related to funding of libraries for public schools. In a time of decreasing budgets, these changes will effectively eliminate school librarians in many districts and restrict access for our students to critical resources in support of educational initiatives such as Common Core. The school librarian is a certified specialist with a critical role to play in producing students with the level of information literacy and technology proficiency that industry and academia have come to expect in the 21st century. The Mississippi Library Association rejects these revisions and recommends strengthening the role of the librarian within our schools.

Amanda Clay Powers, President
Mississippi Library Association

I cannot stress enough the negative impact these proposed changes would have on the educational system in the State of Mississippi. At a time when we need to improve educational standards in order to improve the opportunities we provide to our students and to insure their futures, this is a huge step backward. I strongly urge the State Board of Education to consider the impact these recommendations would have and to elect not to implement them, based on the negative effect they would create.

Sincerely,

Susan S. Cassagne
Executive Director

From: [Paula Vanderford](#)
To: [John Cartwright](#)
Cc: [Susan Andrews](#)
Subject: FW: Follow up from 4/1/14 Public Hearing on Process Standards
Date: Friday, April 04, 2014 9:42:19 AM

FYI

From: Amanda Powers [<mailto:APowers@library.msstate.edu>]
Sent: Thursday, April 03, 2014 10:12 AM
To: Paula Vanderford
Cc: scassagne@bellsouth.net; Limeul Eubanks
Subject: Follow up from 4/1/14 Public Hearing on Process Standards

Apologies--I sent this yesterday, but mistyped your email address Dr. Vanderford

Dear Dr. Vanderford:

Thank you so much for the time you gave us to speak about school libraries yesterday in the hearing. It was a valuable experience for all of us as librarians to be part of your process, and I look forward to working more closely with MDE in the future.

In reflection, I did have one concern I didn't think we had time to address regarding Process Standard 24 regarding combining libraries when multiple schools are on one campus, and I don't believe it came up for discussion during the hearing.

As the President of the Mississippi Library Association, I would like to take this opportunity to enter our view into the record that we do not believe this would be advantageous to the students of Mississippi on these campuses. The types of service and materials provided by libraries and librarians are quite different based on age group, and even the physical setup of a library will vary dramatically between an Elementary School library and a High School library. Furniture, books, technology, electronic resources, programming, decor, curriculum support, and information literacy needs are quite different for 6 year-olds than they are for 15 year olds. Younger students need furniture that fits their sizes, books targeted to their age group and curriculum needs, programming and services at their age level, even the noise level becomes an issue. It would be beyond challenging for a librarian to try to meet the needs of all of these students simultaneously, and you will effectively end up with an understaffed, underfunded library and under-served populations.

We strongly recommend that you retain the current language requiring each school to have its own library and librarian. We are aware of the current budget climate and the need to offer flexibility to schools in managing their funding. We do not believe that it will benefit any student, however, in what would surely be a large population once the individual schools are combined, to have a library and librarian not suited to the needs of the population. These students deserve a library designed for their particular age-appropriate needs.

Thank you so much for giving us the time to reflect on these proposed changes. Please let me know if I can be of service in any way.

All best,

Amanda Clay Powers
Mississippi Library Association President
cell: 662-549-1293

Amanda Clay Powers

Associate Professor
Research Services Department Interim Coordinator
Social Media Research Librarian
Mississippi State University
<http://library.msstate.edu/amandaclaypowers> | @amandaclay | acp120

From: [Paula Vanderford](#)
To: [John Cartwright](#)
Cc: [Susan Andrews](#)
Subject: FW: Follow up from 4/1/14 Public Hearing on Process Standards
Date: Friday, April 04, 2014 9:42:55 AM

You may already have this one, but sending to be sure.

From: Susan Cassagne_MLC [mailto:susan@mlc.lib.ms.us]
Sent: Thursday, April 03, 2014 9:37 AM
To: Paula Vanderford
Subject: Fwd: Follow up from 4/1/14 Public Hearing on Process Standards

I am out of the office, but wish to echo Amanda's comments completely! Combining libraries on a school campus would create a logistical nightmare. Not to mention scheduling class times in the library. As I mentioned on Tuesday - a school library and a school cafeteria cannot be considered similar in any way. The library needs of elementary, middle/junior high, and high school students just cannot be lumped together. Please consider the impact of this standard change and determine it is NOT in the best interest of Mississippi's students!

Thank you,
Susan

Sent from Susan's iPad
Executive Director
Mississippi Library Commission

Begin forwarded message:

From: "Amanda Powers" <APowers@library.msstate.edu>
Date: April 2, 2014 at 4:21:38 PM CDT
To: <pvanderford@mde.k12.ms.us>
Cc: <scassagne@bellsouth.net>, <LEubanks@mde.k12.ms.us>
Subject: Follow up from 4/1/14 Public Hearing on Process Standards

Dear Ms. Vanderford:

Thank you so much for the time you gave us to speak about school libraries yesterday in the hearing. It was a valuable experience for all of us as librarians to be part of your process, and I look forward to working more closely with MDE in the future.

In reflection, I did have one concern I didn't think we had time to address regarding Process Standard 24 regarding combining libraries when multiple schools are on one campus, and I don't believe it came up for discussion during the hearing.

As the President of the Mississippi Library Association, I would like to take this opportunity to enter our view into the record that we do

not believe this would be advantageous to the students of Mississippi on these campuses. The types of service and materials provided by libraries and librarians are quite different based on age group, and even the physical setup of a library will vary dramatically between an Elementary School library and a High School library. Furniture, books, technology, electronic resources, programming, decor, curriculum support, and information literacy needs are quite different for 6 year-olds than they are for 15 year olds. Younger students need furniture that fits their sizes, books targeted to their age group and curriculum needs, programming and services at their age level, even the noise level becomes an issue. It would be beyond challenging for a librarian to try to meet the needs of all of these students simultaneously, and you will effectively end up with an understaffed, underfunded library and underserved populations.

We strongly recommend that you retain the current language requiring each school to have its own library and librarian. We are aware of the current budget climate and the need to offer flexibility to schools in managing their funding. We do not believe that it will benefit any student, however, in what would surely be a large population once the individual schools are combined, to have a library and librarian not suited to the needs of the population. These students deserve a library designed for their particular age-appropriate needs.

Thank you so much for giving us the time to reflect on these proposed changes. Please let me know if I can be of service in any way.

All best,

Amanda Clay Powers
Mississippi Library Association President
cell: 662-549-1293

Amanda Clay Powers
Associate Professor
Research Services Department Interim Coordinator
Social Media Research Librarian
Mississippi State University
<http://library.msstate.edu/amandaclaypowers> | @amandaclay | acp120

To: The Mississippi Department Education Accountability Commission

Let me begin by thanking you for your support, heretofore, of Mississippi's school librarians, libraries and the students and teachers whose instructional experiences have been enhanced by some great school library programs state-wide. In a world where educational reforms are often handed down in the form of unfunded or under-funded initiatives Mississippi's school librarians have been fortunate to have process standards that have provided a safety net for school libraries with respect to staffing, funding and physical space.

It is not hard to accept that the *intent* of the revisions may not have been to 'get rid of librarians or compromise school library programs;' however, I feel strongly that the language of all three of the revisions DOES in fact leave librarians and library programs in a much more vulnerable state with respect to staffing (Standard 5.0; now 2.0), funding (Standard 11; now 5.0) and physical space (Standard 24; now 17.0). The *intent* would suggest that, in the absence of standards, common sense' would prevail (the idea being that 'common sense' can't be legislated). Perhaps, but the existing standards at least assure some measure of support for school libraries in districts where superintendents, administrators, and school boards may not recognize the value of librarians and/or school library programs.

In light of the public hearing held Tuesday, April 1, 14 I offer the following reflections on each of the proposed revisions:

5.0 The school district employs in each school a licensed librarian or media specialist who devotes no more than one- of the workday to library/media administrative activities. {MS Code 37-17- 6(3)(a-e)}

*5.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required. (Revision replaces **REQUIRED** with **RECOMMENDED**).*

*5.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required (Revision replaces **REQUIRED** with **RECOMMENDED**).*

We are, collectively, thrilled that the action taken (or not taken) by the legislature prior to Tuesday effectively keeps this standard intact; however, we are not naïve enough to think that the language of the standard WILL NOT be revisited at some future date. With that in mind I will take this opportunity to re-iterate points of concern with respect to this standard.

- Districts do, in fact, **currently have some staffing flexibility with the language of the existing 5.0 standard** - especially in instances where two smaller (under 499 students) schools are

located on the same physical campus or in close proximity. Any future revision changing 'Required' to 'Recommended' has grave potential to limit student / teacher access to library resources and services on an 'as needed' basis and to impact the systemic program of services mandated by Standard 24.2.

- That fact is troubling on several levels but, of equal or greater concern is the non-existent 'ceiling' of a student : librarian ratio that would **REQUIRE** the hiring of a full-time librarian. How many students and teachers (librarians serve both) constitute the need (REQUIREMENT) for a full-time librarian . . . 750, 1000, 1,500? **Where is the 'safe-guard' or language to assure that this standard will not be abused?**

11.0 The local school board budgets and expends funds as follows:

~~The local school board of education budgets and expends from the District Maintenance Fund (Fund #1120) a minimum of \$20.00 per student for instructional/library supplies, materials, and equipment. (completely deleted)~~

- As I understand this revision, the way libraries are funded could (and in many cases, will) change dramatically. The removal – in one fell swoop – of a reference to a **specific expenditure amount (\$20) AND governing terminology (instructional / library materials, equipment and supplies)** would lead to situations where **funds would not be equitably distributed and, in some school systems, could lead to situations in which libraries receive no funding at all.**
- Rational for removing the language was that it was 'archaic.' The general consensus was that – rather than deleting the **standard** in it's entirety it **should be strengthened with either an increased amount or – at a minimum – language that ensures that librarians will receive sufficient monies for libraries.**

I was fortunate to work in a district with excellent leadership at both the district and individual school level. Their understanding of the role school librarians and library programs have in helping our district obtain the successful rating our schools and parents treasure should be modeled. In the interest of all librarians, I would like to know that librarians in districts statewide would not face a year in which they receive no funding. Librarians understand that during economically difficult times, we will all have less money – and we ARE very thankful for every penny we are allotted. **By keeping or strengthening the current funding mechanism, a safeguard is in place assuring that each area of classroom support / instructional programs will receive some money each year.**

Standard 24.0 – The removal of the unintended EXEMPTION language from this standard was welcomed news with respect to the requirement of a library in each school of a district. At the same time we were informed that there is a **'push' (for lack of a better word) to formulate additional language that would allow for 'flexibility' with respect to combining adjacent multiple grade-level schools on a common campus.** Small districts across our state have so many different grade level scenarios that **the crafting of a simple, one-size fits all statement that could successfully address all of those possibilities is difficult to imagine.** I was asked to submit those concerns in an additional document which was submitted to Ms. Vanderford by e-mail.

Yours in education,

Karen Lyon
Retired Librarian / Library Supervisor
'Azar Educational Consulting

To: Paula Vanderford and Accountability Commission Members
From: Karen Lyon

Limuel Eubank asked me to submit comments with respect to the prospect of adding flexibility 'language' to Standard 24.0. He offered the case scenario below to address the **combining of two libraries on adjacent campuses into one**. He also asked that a second scenario in which a **single library collection is to be divided to now serve two libraries**.

Standard 24.0: "Each school has a library-media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology."

CASE SCENARIO: Two libraries become One

I (superintendent/administrator) interpret this standard to specify that a separate library in a separate building is required for all schools. However, our current junior high school and senior high school both occupy the same campus. I would ask that consideration be given to local school districts to allow for the sharing of library-media centers when two schools are adjacent to one another. This consideration would prevent school districts from incurring additional costs associated with maintaining separate functioning library-media centers. If schools already have librarian media specialists in place, consideration of changing this standard would allow school districts to utilize current staff to maintain both library programs as long as student body sizes did not exceed the numbers laid out in standard 5.

Concerns with respect to additional language to address combining of libraries on campuses with multiple grade level buildings:

* Too many grade level scenarios exist to construct simple, 'one-size-fits-all' language to address the myriad of possibilities that the **combining of multiple grade-level libraries on adjacent campuses could present**. For example (and these represent just a few of many grade-level building configurations across the state), smaller districts may have **K-5 / 6-8** buildings on adjacent campuses; others **K-6 / 7-12** buildings on adjacent campuses and still others with **6-8 / 9-12 OR 7-9 / 10-12** situations.

While there are certainly situations in which the combining of 2 small libraries is a viable option there are also many other situations in which the combining of school libraries present multiple issues that need to be considered:

* **Physical space**, addressed first only because this one factor **impacts or minimizes many the other issues to be considered**. If the idea is simply to cram two library collections, furniture, equipment, LANS, and bodies into a space designed (or more likely designated) for one library collection and its' supporting components, the **effectiveness and efficiency of library services can** (and almost assuredly would be) **immediately be compromised**. Libraries should have **adequate space to facilitate flow of traffic, quick, easy access to computers, information and materials needed and to accommodate individuals, small groups and classes** as is the expectation of students and teachers and the hallmark of the **systematic program of services addressed in Standard 24. 2**. This becomes all the more so when two distinct populations are being served under one roof.

* Of primary concern is having **younger, immature students with older, mature students**. Would I (as an administrator/teacher/librarian/ parent) want, for example, my Kindergartners moving in the same 'circles' as OR interacting with 6-8th graders OR my 6th -7th graders with high school students? Ideally, such interaction would be limited; however, **if the physical space for the combined library is limited** (think how large cafeterias are in contrast to most libraries) the **opportunity for problems simply cannot be disregarded**. Why are so many new schools designed with separate 'wings' for each grade level served . . . to minimize issues.

* **Marked differences in grade and content appropriate titles** within the collections. This is especially relevant in middle school/high school combinations where **controversial topics are introduced or expounded upon in both fiction and non-fiction titles** and where depth of regular instructional content can vary considerably from one grade level to another. Even if collections maintain 'separate' areas in the physical space of the library extra vigilance would be necessary to assure that students utilize age and content appropriate materials.

* **Distinct differences with respect to the needs of students, types of services and the roles of the librarian** at various grade levels. For example, although 6th and 7th graders are – for the most part – still doing **general research** they often require a good bit of 'hands-on help and one-to-one' instruction and/or assistance in finding, assessing and analyzing appropriate sources/information **as opposed to** high school students who should be more self-sufficient with respect to finding, assessing and analyzing sources but who **need assistance with the major aspects of in-depth research, i.e., correct citation of sources, plagiarism issues, the use of primary sources, academic databases, etc.** Either population can keep a librarian 'hopping;' combined they present a challenge with respect to meeting patron needs satisfactorily. At the other end of the spectrum – in possible **elementary/middle combinations** – Kindergartners would need help with the **most basic aspects of finding and**

checking out a book. That same librarian would have multiple k-5 library classes (with rigid or flexible scheduling) weekly who need **instruction in library skills** and time to check out a book and would also be juggling 6-8th graders / **classes who need access to materials to complete assignments** or who want a leisure reading book but **want/need 'help finding a book.'**

* **'As needed' access to materials – (logistics).** This is not so much an issue **IF the assumption is that all students would operate on much the same schedule, i.e., - all on 7 period or block schedules – in which open access to the library is the standard.** As such teachers would have multiple opportunities to collaborate with, make requests for materials and schedule class use of the library and students would have open access to print and non-print resources on an 'as needed' basis. In a combination **K-8 scenario, a dramatically different situation would exist.** Most elementary (k-5) librarians are **REQUIRED** to have **library classes** and most have a **rigid schedule** for these classes. Depending on the number of 'special classes' students have available to them, these classes can range from 15 – 45 minutes and, in effect, **shut down access for all but the class in the library at the moment.** At the same time you would have **6th-8th graders** who are **on a different schedule** and who would be **without access** to the library during elementary class times **(unless 2 librarians are maintained) OR** would – at best – **have access but little to no assistance and/or supervision.** I have had this exact set-up and my junior high students rarely used the library because they had no one to help them with research or assist them in finding or checking out a book.

***Budgeting.** A 'combined' budget must be **sufficient to purchase books, videos, etc at the varied grade levels and provide multiple and varied titles to cover lexile ranges / reading levels, varied student interests and age and content appropriate titles that cover the varying curriculum and instructional goals of the combined schools.** Combined collections that 'appear' large do not an organized, up-to-date, relevant collection make. This scenario **CAN NOT** be allowed to **justify cutting library budgets.**

***Staffing.** If combining two libraries allows administrators to **'utilize current staff to maintain both library programs** as long as student body sizes did not exceed the numbers laid out in standard 5' (as stated above) means that **one librarian would be expected to effectively and efficiently provide library services** in any of the multiple scenarios discussed above, we are kidding ourselves. Exception language in this arena – though attached to Standard 24.0 – is a way around Standard 5.0 it remains.

Any of the concerns voiced above play directly into and could compromise and

call into question the second aspect of Standard 24.0 into

17.2/24.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.

Continued . . .

One Library becomes Two

Dividing an Existing Collection to form two new collections

Considerations include:

- **Equitable division of collections – PRIMARY Concern.** Without careful monitoring of the division of the collections, human nature is that the library whose collection is being divided **may send worn-out, out-of date, irrelevant, grade and content inappropriate titles to the 'new' school rather than 'pillage' their own collection.** No different than any other like situation, we tend to 'protect' what we consider 'ours.' Librarians cannot just walk down a shelf and pull 'every other book' and expect to maintain an existing or begin a new library that is age, content and curriculum appropriate. **A systematic plan must be in place to assure equitable division of the collections.** For example, the **percentage of titles pulled from the original library should reflect the percentage of students to be serviced by the new library.** In the absence of a standard about numbers of books per children we used the old SACS accreditation numbers for new libraries (4 books per child with promise of funding to add 2 books per child per year until reaching full standard of 10 books per child). That way we **had a number of volumes to be pulled as a goal/guideline** which was comforting for both libraries. When dividing collections we always began with **pulling one of multiple copies, then made choices based on age/content appropriateness and curriculum support, etc.** Some new or gently-used titles HAD to be sent to the new collection, and so on. This equitable distribution also includes audio-visual equipment and other components of the library. **It takes a great deal of thoughtful consideration and planning to**

carry out a successful division of collections. *We began planning a year in advance of an anticipated split.

- **Funding – 1) The existing library** that has given up substantial volumes (print and non-print) and should be 'compensated' with some **reasonable additional funding to replace the loss of those volumes**; otherwise – with a regular budget – those losses would be many years IF EVER recovered and 'holes' left in the collection from the division could effect curriculum support; 2) The **new library** will – in all likelihood – have a **bare bones collection** and will also **need to be given additional funding to build a collection that adequately meet the instructional needs of the curriculum.**
- **Other budgeting issues include:** purchase of other library components, ie another/ separate **automated (if applicable) circulation system, age-appropriate and adequate shelving, tables and seating, computers for research and audio-visual equipment especially** if the careful planning in bullet one (1) does not guide the division of **all aspects of the library collection.** It is perfectly conceivable that one library could end up with old, barely-working equipment or worn out furniture, etc.
- **STAFFING.** If a district is using the pupil:librarian ratio of Standard 5.0 to staff these two libraries, the probability is that **one librarian (often without an assistant) will be expected to serve two schools.** What will that look like? If , for example, the librarian **serves** the two schools on an **'every other day' rotation then each of the school would have multiple days in the week where access on an 'as needed' basis to a librarian and the library collection is seriously limited and or non-existent.** The systemic program of services in Standard 24.2 is severely marginalized. If the library of the school not being served is left open for access collections will, inevitably, suffer loss in one form or the other of books, materials, equipment, etc. Teachers/coaches would not leave their classrooms unlocked for unfettered access; however, librarians in these scenarios are often required to leave the library open or leave a key for access by teachers, classes, etc in their absence.

Thanks for your consideration!

**REVISED ACCOUNTABILITY
STANDARDS**

**Accountability
Standard 18**

PUBLIC HEARING

April 1, 2014

From the Desk of

Marilyn L. Young

Post Office Box 1603
Tunica, Mississippi 38676
Mobile: 662.541.5333
E-mail: marilynyoungtunicams@gmail.com
Office Tel. 662.363.1228

1062 James Street
Robinsonville, Mississippi 38664
Residence Tel. 662.357.9021
Residence Facsimile 662.363.2901
Office Fax 662.357.0412

Date: April 1, 2014

To: **Mississippi Department of Education**
Dr. Carey M. Wright, State Superintendent of Education
Post Office Box 771
Jackson, MS 39205

RE: Public Comment for Support for the P-16 Community Engagement Council as a Process Standard for Public Schools

Good Morning Members of the Mississippi Department of Education:

For the record, my name is Marilyn Louise Young. I am a resident of Tunica County, Mississippi. I reside at 1062 James Street, Robinsonville, Mississippi 38664.

I stand before you today **to oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines as proposed in the Revision of Accountability Standards sent out for review and public comment.** I am asking you to keep the P-16 Community Engagement Council requirement as a required process standard, 18.3, for all schools that have a less than "Successful" academic rating. The P-16 Councils have been very valuable to me as a public education policy maker on several levels.

As you know, I "wear several hats" when it comes to education reform in the State of Mississippi. I am an elected Tunica County School District Board of Education member from District #1, I am a member of the Mississippi School Board Association from District #2, I am a

staff person of Southern Echo (a premier Education Reform Organization in the State), I am the Education Director for Tunica Teens In Action, and (the most important) I am a proud mother of four children who are products of the Mississippi public education system.

As a local school board member, the P-16 Community Engagement Councils have allowed the Board of Education to work with many persons to help improve our school district. I have noticed that parental participation has increased during the P-16 meetings. I have also noticed that more parents have been showing up for our monthly Board of Education meetings.

The proposed Revision wipes out all of Standard #18, including the reference to the P16 Council Guidelines to be used by school districts and schools to implement the creation and governance of the P16 Community Engagement Councils.

MS Code 37-18-5 expressly mandated the State Board of Education to adopt regulations to provide for the implementation of the community engagement provision in the 2009 Children First Act: *The State Board of Education shall develop procedures for appointments to the council....*

In the absence of the Accountability Standard #18 there is no mechanism under the law or regulations to enforce the statutory mandate to create the P16 Councils. In the absence of the Guidelines there is no framework with which school districts and school have to comply to ensure compliance with the goals for meaningful community engagement under the state law.

I believe the P-16 Councils should continue to be a requirement for the local school districts as described in process standard 18.3 in the Mississippi Department of Education 2012 Accountability Standards.

If you would like to talk with me more about this, please give me a call or drop me an email.

Educationally Yours,

**Marilyn L. Young
Concerned Citizen and Parent
Secretary, Tunica County Board of Education**

Dear Paula,

Standard 18 of the Accountability Act gives strength to the importance of schools and communities working together. It requires school districts that are less than successful to create P16 Councils that are charged with developing a comprehensive education and healthy community plan. It brings together with authority for the first time parents, students, businesses and school personnel to help design and ensure the delivery of quality education in local school districts. Standard 18 is very important to keep because if school districts that are less than successful are not mandated to create P16 Councils, I fear that they want. I have been a part of P16 Councils Process and have seen the benefits of schools and communities working together to create first-rate quality public education schools. The P16 Councils work and need the support of Standard 18 to ensure that school systems engage with communities in the education process.

Questions are always arising as to why our schools are failing and then the blame game begins; this is not the time to blame one another, but the time for us to come together for the betterment of our children to help develop young productive citizens in local societies. To do this, we all need to be fully engaged in the education system for all children and families of the state of Mississippi.

In my opinion, schools and districts that are performing less than successful are districts that do not have effective parental engagement, students, churches and

community. Standard 18 requires the establishment of the P-16 Council ~~that was originally adopted in 2011~~ that gives the latitude to all parties, school, students, community leaders, and business leaders to work together for the betterment of the education system and the community.

Removing standard 18 ~~as revised in 2011~~ would take away the ability to hold school districts accountable to the development of real effective community engagement councils and take away an opportunity and the voice from community to be actively engaged with all children education.

Taking away standard 18 and the great support of the guidelines would continue to set us back further in our education system with children education. Therefore, I ask that you please keep Standard 18.

Betty Petty
Sunflower County Parents & Students Organization - Executive Director
Southern Echo - Senior Organizer

staff person of Southern Echo (a premier Education Reform Organization in the State), I am the Education Director for Tunica Teens In Action, and (the most important) I am a proud mother of four children who are products of the Mississippi public education system.

As a local school board member, the P-16 Community Engagement Councils have allowed the Board of Education to work with many persons to help improve our school district. I have noticed that parental participation has increased during the P-16 meetings. I have also noticed that more parents have been showing up for our monthly Board of Education meetings.

The proposed Revision wipes out all of Standard #18, including the reference to the P16 Council Guidelines to be used by school districts and schools to implement the creation and governance of the P16 Community Engagement Councils.

MS Code 37-18-5 expressly mandated the State Board of Education to adopt regulations to provide for the implementation of the community engagement provision in the 2009 Children First Act: *The State Board of Education shall develop procedures for appointments to the council....*

In the absence of the Accountability Standard #18 there is no mechanism under the law or regulations to enforce the statutory mandate to create the P16 Councils. In the absence of the Guidelines there is no framework with which school districts and school have to comply to ensure compliance with the goals for meaningful community engagement under the state law.

I believe the P-16 Councils should continue to be a requirement for the local school districts as described in process standard 18.3 in the Mississippi Department of Education 2012 Accountability Standards.

If you would like to talk with me more about this, please give me a call or drop me an email.

Educationally Yours,

**Marilyn L. Young
Concerned Citizen and Parent
Secretary, Tunica County Board of Education**

Dear Paula,

Standard 18 of the Accountability Act gives strength to the importance of schools and communities working together. It requires school districts that are less than successful to create P16 Councils that are charged with developing a comprehensive education and healthy community plan. It brings together with authority for the first time parents, students, businesses and school personnel to help design and ensure the delivery of quality education in local school districts. Standard 18 is very important to keep because if school districts that are less than successful are not mandated to create P16 Councils, I fear that they won't. I have been a part of P16 Councils Process and have seen the benefits of schools and communities working together to create first-rate quality public education schools. The P16 Councils work and need the support of Standard 18 to ensure that school systems engage with communities in the education process.

Questions are always arising as to why our schools are failing and then the blame game begins; this is not the time to blame one another, but the time for us to come together for the betterment of our children to help develop young productive citizens in local societies. To do this, we all need to be fully engaged in the education system for all children and families of the state of Mississippi.

In my opinion, schools and districts that are performing less than successful are districts that do not have effective parental engagement, students, churches and

community. Standard 18 requires the establishment of the P-16 Council ~~that was originally adopted in 2011~~ that gives the latitude to all parties, school, students, community leaders, and business leaders to work together for the betterment of the education system and the community.

Removing standard 18 ~~as revised in 2011~~ would take away the ability to hold school districts accountable to the development of real effective community engagement councils and take away an opportunity and the voice from community to be actively engaged with all children education.

Taking away standard 18 and the great support of the guidelines would continue to set us back further in our education system with children education. Therefore, I ask that you please keep Standard 18.

Betty Petty
Sunflower County Parents & Students Organization - Executive Director
Southern Echo - Senior Organizer

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. Francis Butler	Sunflower	Indianola	Francis Butler
2. Valerie Sutton	Sunflower	Indianola	Valerie Sutton
3. Sabrina Pratt	Sunflower	Indianola	Sabrina Pratt
4. Susie Minniefield	Sunflower	Indianola	Susie Minniefield
5. Mary (Scale)	Sunflower	Indianola	Mary (Scale)
6. Linda Kimber	Sunflower	Indianola	Linda Kimber
7. Angela Thomas	Sunflower	Indianola	Angela Thomas
8. Jada Thomas	Sunflower	Indianola	Jada Thomas
9. Mikayla Thomas	Sunflower	Indianola	Mikayla Thomas
10. Teresa Nolden	Sunflower	Indianola	Teresa Nolden
11. Ray Nolden	Sunflower	Indianola	Ray Nolden
12. Brenda Boatman	Sunflower	Indianola	Brenda Boatman
13. Hellen Sanders	Sunflower	Sunflower	Hellen Sanders
14. Lester Lome	Sunflower	Indianola	Lester Lome
15. Timothy Daniel	Sunflower	Indianola	Timothy Daniel
16. Cameron Roper	Sunflower	Indianola, ms.	Cameron Roper
17. Sam Young	Sunflower	Sunflower	Sam Young
18. Mary A Young	Sunflower	Sunflower	Mary A Young
19. Angela Thomas	Sunflower	Indianola	Angela Thomas
20. Lillie Davis	Sunflower	Indianola	Lillie Davis

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. <u>Velma S Hillie</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Velma S Hillie</u>
2. <u>Deveria Hillie</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Deveria Hillie</u>
3. <u>Bruce Hillie</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Bruce Hillie</u>
4. <u>Gregory Hillie</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Gregory Hillie</u>
5. <u>Rita Winston</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Rita Winston</u>
6. <u>Dorothy Clayton</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Dorothy Clayton</u>
7. <u>LC Clayton</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>LC Clayton</u>
8. <u>Tom Huey</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Tom Huey</u>
9. <u>Betty Huey</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Betty Huey</u>
10. <u>Dea Smith</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Dea Smith</u>
11. <u>Willie Johnson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Willie Johnson</u>
12. <u>Marilynne Hawkins</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Marilynne Hawkins</u>
13. <u>Melba Hawkins</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Melba Hawkins</u>
14. <u>Charles Hawkins</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Charles Hawkins</u>
15. <u>Racheal Hawkins</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Racheal Hawkins</u>
16. <u>Charlene Hawkins</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Charlene Hawkins</u>
17. <u>Chauncey Hawkins</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Chauncey Hawkins</u>
18. <u>Michael Hawkins</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Michael Hawkins</u>
19. <u>Brittany Hawkins</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Brittany Hawkins</u>
20. <u>Antonio Watson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Antonio Watson</u>

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. Charlene Hawkins	Sunflower	Indianola	Charlene Hawkins
2. Betty L. Petty	Sunflower	Indianola	Betty L. Petty
3. Billie Williams	Sunflower	Indianola	Billie Williams
4. ALEXANDER WILSON, III	SUNFLOWER	INDIANOLA	Alexander Wilson III
5. Sarah Ware	Sunflower	Indianola	Sarah Ware
6. John H. Ware	Sunflower	Indianola	John H. Ware
7. Barbara Smith	Sunflower	Indianola	Barbara Smith
8. Arleia Milton	Sunflower	Indianola	Arleia Milton
9. Myron Hawkins	Sunflower	Indianola	Myron Hawkins
10. Wylesia Martin	Sunflower	Indianola	Wylesia Martin
11. Randy Clark	Sunflower	Indianola	Randy Clark
12. Bobby Daniel	Sunflower	Indianola, MS	Bobby Daniel
13. L.C. Clayton	Sunflower	Ind.	L.C. Clayton
14. Dorothy Clayton	Sunflower	Ind.	Dorothy Clayton
15. April Daniel	Sunflower	Ind.	April Daniel
16. Annie J. Stetley	Sunflower	Ind.	Annie J. Stetley
17. Clearthorn Stetley	Sunflower	Ind.	Clearthorn Stetley
18. Richard Little	Sunflower	Indianola	Richard Little
19. Vera W. Smith	Sunflower	Indianola	Vera W. Smith
20.			

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. Danielle McClain	Sunflower	Indianola	Danielle McClain
2. Patricia McClain	Sunflower	Indianola	Patricia McClain
3. Monique McClain	INDIANA	INDIANA	Monique McClain
4. Kim Clark	Sunflower	Indianola	Kim Clark
5. Virginia White	Sunflower	Sunflower	Virginia White
6. Courtney Russell	Sunflower	Sunflower	Courtney Russell
7. Darius Little	INDIANA	INDIANA	Darius Little
8. Damien White	Sunflower	Sunflower	Damien White
9. Jalexis Thompson	Moorhead	Sunflower	Jalexis Thompson
10. Jalecia Lyons	Moorhead	Sunflower	Jalecia Lyons
11. Jakeyla Lyons	Moorhead	Sunflower	Jakeyla Lyons
12. Moses Thompson	Sunflower	Sunflower	Moses Thompson
13. Katrina White	Sunflower	Sunflower	Katrina White
14. Khamjah White	Sunflower	Sunflower	Khamjah White
15. Jalecia McCoy	Sunflower	Sunflower	Jalecia McCoy
16. Jalecia Parker	Sunflower	Sunflower	Jalecia Parker
17. Imogene Lee	INDIANA	INDIANA	Imogene Lee
18. Kendrick Pearson	Sunflower	Indianola	Kendrick Pearson
19. Dennis Smith	Sunflower	Sunflower	Dennis Smith
20. Tommy Perry	Sunflower	Indianola	Tommy Perry

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. Darrell Johnson	Sunflower	Sunflower	Darrell Johnson
2. Desiree Chandler	Sunflower	Sunflower	Desiree Chandler
3. Ben Johnson	Sunflower	Sunflower	Ben Johnson
4. Beverly Tate	Sunflower	Sunflower	Beverly Tate
5. Denise Payne	Sunflower	Sunflower	Denise Payne
6. Irene White	Sunflower	Sunflower	Irene White
7. Miya Conrad	Sunflower	Sunflower	Miya Conrad
8. Nabateu Danks	Sunflower	Sunflower	Nabateu Danks
9. Shamiquea J. Herron	Sunflower	Sunflower	Shamiquea J. Herron
10. Zandretta Washington	Sunflower	Sunflower	Zandretta Washington
11. Jammie Wash. Hyten	Sunflower	Sunflower	Jammie Wash. Hyten
12. R'Vant J. Herron	Sunflower	Sunflower	R'Vant J. Herron
13. Darrell White	Sunflower	Sunflower	Darrell White
14. Cadynela Lee	Sunflower	Sunflower	Cadynela Lee
15. Latasha Payne	Sunflower	Sunflower	Latasha Payne
16. Carletha Sanders	Sunflower	Sunflower	Carletha Sanders
17. Corene Sanders	Sunflower	Sunflower	Corene Sanders
18. Tami Simmons	Sunflower	Sunflower	Tami Simmons
19. Latisha McCoy	Sunflower	Sunflower	Latisha McCoy
20. Jasmine Shavers	Sunflower	Sunflower	Jasmine Shavers

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. Sarah White	Sunflower	Sunflower	Sarah White
2. Marissa Tate	Sunflower	Sunflower	Marissa Tate
3. Tangelia White	Sunflower	Sunflower	Tangelia White
4. Antoine White	Sunflower	Sunflower	Antoine White
5. Taha White	Sunflower	Sunflower	Taha White
6. Jimmy Calvert	Sunflower	Sunflower	Jimmy Calvert
7. Dominique McEay	Sunflower	Sunflower	Dominique McEay
8. Duane McEay	Sunflower	Sunflower	Duane McEay
9. Shafoney White	Sunflower	Sunflower	Shafoney White
10. Anthony Kavin White	Sunflower	Sunflower	Anthony Kavin White
11. Anthony Stucky	Sunflower	Sunflower	Anthony Stucky
12. Michael Calvert	Sunflower	Sunflower	Michael Calvert
13. Clarence Calvert	Sunflower	Sunflower	Clarence Calvert
14. Martin Carpenter	Sunflower	Sunflower	Martin Carpenter
15. Dennis Moore	Sunflower	Sunflower	Dennis Moore
16. Manaca Parker	Sunflower	Sunflower	Manaca Parker
17. Tasha Jenkins	Sunflower	Sunflower	Tasha Jenkins
18. Shirley Harris	Sunflower	Sunflower	Shirley Harris
19. Dorcetta Johnson	Sunflower	Sunflower	Dorcetta Johnson
20. Thaddeus Fairley	Sunflower	Sunflower	Thaddeus Fairley

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. <u>Martine Todd</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Martine Todd</u>
2. <u>Clarissa Young</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Clarissa Young</u>
3. <u>Christopher Williams</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Christopher Williams</u>
4. <u>George Petty</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>George Petty</u>
5. <u>Ophelia Holmes</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Ophelia Holmes</u>
6. <u>Eva Holmes</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Eva Holmes</u>
7. <u>Rosie Dozier</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Rosie Dozier</u>
8. <u>Lula Brewer</u>	<u>Sunflower</u>	<u>Moorehead</u>	<u>Lula Brewer</u>
9. <u>FANNIE Dozier</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>FANNIE Dozier</u>
10. <u>Johnnie Gibbs</u>	<u>Moorehead</u>		<u>Johnnie Gibbs</u>
11. <u>Jamar Cobbs</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Jamar Cobbs</u>
12. <u>John Travis</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>John Travis</u>
13. <u>Darrell Hamilton</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Darrell Hamilton</u>
14. <u>Gable Pitts Jr</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Gable Pitts Jr</u>
15. <u>Gable Pitts</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Gable Pitts</u>
16. <u>Vanessa Hamilton</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Vanessa Hamilton</u>
17. <u>Luthea Hamilton</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Luthea Hamilton</u>
18. <u>Brandon Hamilton</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Brandon Hamilton</u>
19. <u>Kimbley Williams</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Kimbley Williams</u>
20. <u>Julius Williams</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Julius Williams</u>

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. <u>Jame Dotson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Jame Dotson</u>
2. <u>Mary Holmes</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Mary Holmes</u>
3. <u>Johnny Adams</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Johnny Holmes</u>
4. <u>Kennedy Knights</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Kennedy Knights</u>
5. <u>Jerry Knights</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Jerry Knights</u>
6. <u>David Knights</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>David Knights</u>
7. <u>Clara Hinda</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Clara Hinda</u>
8. <u>Nekisha Williams</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Nekisha Williams</u>
9. <u>Jasmine Williams</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Jasmine Williams</u>
10. <u>Jamess Williams</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Jamess Williams</u>
11. <u>Tonia Petty</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Tonia Petty</u>
12. <u>Lucy Weeks</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Lucy Weeks</u>
13. <u>Yoland Weeks</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Yoland Weeks</u>
14. <u>Linda Gather</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Linda Gather</u>
15. <u>Marlean Wilson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Marlean Gather Wilson</u>
16. <u>J.C. Wilson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>J.C. Wilson</u>
17. <u>Lernand Gallin</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Lernand Gallin</u>
18. <u>Akita Raspberry</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Akita Raspberry</u>
19. <u>Joyce Brown</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Joyce Brown</u>
20. <u>Jack Wade</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Jack Wade</u>

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. Josie Jordan	Sunflower	Indianola	Josie Jordan
2. Billy Martin	Sunflower	Indianola	Billy Martin
3. Lillie Smith	Sunflower	Indianola	Lillie Smith
4. Rosie Gaston	Sunflower	Indianola	Rosie Gaston
5. Connie Shaw	Sunflower	Indianola	Connie Shaw
6. Tommie Stokes	Sunflower	Indianola	Tommie Stokes
7. Clemmie Stokes	Sunflower	Indianola	Clemmie Stokes
8. Willie Round	Sunflower	Indianola	Willie Round
9. Bob White	Sunflower	Indianola	Bob White
10. Floyd White	Sunflower	Indianola	Floyd White
11. Stepmen James	Sunflower	Indianola	James Stepmen
12. France Johnson	Sunflower	Indianola	France Johnson
13. Gloria McClinton	Sunflower	Indianola	Gloria McClinton
14. Linda Robinson	Sunflower	Indianola	Linda Robinson
15. David McCre	Sunflower	Indianola	David McCre
16. Billy McCre	Sunflower	Indianola	Billy McCre
17. W. D. Dozier	Sunflower	Indianola	W. D. Dozier
18. Sarah Scott	Sunflower	Indianola	Sarah Scott
19. Mary Coleman	Sunflower	Indianola	Mary Coleman
20. Canale Powell	Sunflower	Indianola	Canale Powell

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. <u>Jane Johnson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Jane Johnson</u>
2. <u>Robert Brook</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Robert Brook</u>
3. <u>Patricia Johnson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Patricia Johnson</u>
4. <u>Candy Graham</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Candy Graham</u>
5. <u>Leon Price</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Leon Price</u>
6. <u>Amye Pearl Brooks</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Amye Pearl Brooks</u>
7. <u>Theresa Young</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Theresa Young</u>
8. <u>Lela Young</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Lela Young</u>
9. <u>Ludie Rush</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Ludie Rush</u>
10. <u>Willie Young</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Willie Young</u>
11. <u>Peter Ward</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Peter Ward</u>
12. <u>Patricia Gibson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Patricia Gibson</u>
13. <u>Willie Gibson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Willie Gibson</u>
14. <u>John Johnson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>John Johnson</u>
15. <u>Jerome Gibson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Jerome Gibson</u>
16. <u>Sammie Hawthorn</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Sammie Hawthorn</u>
17. <u>Dandle Coleman</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Dandle Coleman</u>
18. <u>Brenda Jennings</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Brenda Jennings</u>
19. <u>Dammie Jennings</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Dammie Jennings</u>
20. <u>Fam Wade</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Fam Wade</u>

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. Catherine Myrick	Sunflower	Indianola	Catherine Myrick
2. John Nellew	Sunflower	Indianola	John Nellew
3. Julius Jackson	Sunflower	Indianola	Julius Jackson
4. Ella Mae Brown	Sunflower	Indianola	Ella Mae Brown
5. Marion Coleman	Sunflower	Indianola	Marion Coleman
6. Earnestine James	Sunflower	Indianola	Earnestine James
7. Brandon Gibson	Sunflower	Indianola	Brandon Gibson
8. Ella Denton	Sunflower	Indianola	Ella Denton
9. Bernice McNair	Sunflower	Indianola	Bernice McNair
10. Allie Pitts	Sunflower	Indianola	Allie Pitts
11. Jessie Minton	Sunflower	Indianola	Jessie Minton
12. Edward Young	Sunflower	Indianola	Edward Young
13. Clemmie Truevillian	Sunflower	Indianola	Clemmie Truevillian
14. Betty Williams	Sunflower	Indianola	Betty Williams
15. Lillie Dotson	Sunflower	Indianola	Lillie Dotson
16. Lillie Johnson	Sunflower	Indianola	Lillie Johnson
17. Betty Hope	Sunflower	Indianola	Betty Hope
18. Jenell White	Sunflower	Indianola	Jenell White
19. Dolly Baker	Sunflower	Indianola	Dolly Baker
20. Bill Bush	Sunflower	Indianola	Bill Bush

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. <u>Lula Gooden</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Lula Gooden</u>
2. <u>Eddie Frison</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Eddie Frison</u>
3. <u>Glenmie Parker</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Glenmie Parker</u>
4. <u>Debra Randle</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Debra Randle</u>
5. <u>Michael Jones</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Michael Jones</u>
6. <u>Wesley Reed</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Wesley Reed</u>
7. <u>Shirley Phillips</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Shirley Phillips</u>
8. <u>Leann Phillips</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Leann Phillips</u>
9. <u>Glenda Tate</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Glenda Tate</u>
10. <u>Henry Singleton</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Henry Singleton</u>
11. <u>Osceola Hamilton</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Osceola Hamilton</u>
12. <u>Leann Simmons</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Leann Simmons</u>
13. <u>Mary Townsend</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Mary Townsend</u>
14. <u>Vida Townsend</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Vida Townsend</u>
15. <u>Robert Townsend</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Robert Townsend</u>
16. <u>LaVon Price</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>LaVon Price</u>
17. <u>Kisha Phillips</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Kisha Phillips</u>
18. <u>Louise Barnes</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Louise Barnes</u>
19. <u>Cornelia Walker</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Cornelia Walker</u>
20. <u>Gloria Wilson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Gloria Wilson</u>

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. <u>Bobbie Reed</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Bobbie Reed</u>
2. <u>Corine Griffin</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Corine Griffin</u>
3. <u>Lewis Coleman</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Lewis Coleman</u>
4. <u>Rosie Bell</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Rosie Bell</u>
5. <u>Willie Bell</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Willie Bell</u>
6. <u>Nekisha Jones</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Nekisha Jones</u>
7. <u>Sam Cross</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Sam Cross</u>
8. <u>Mary Wilson</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Mary Wilson</u>
9. <u>Linda L. Love</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Linda L. Love</u>
10. <u>Rosie L. Wade</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Rosie L. Wade</u>
11. <u>Robert Powell</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Robert Powell</u>
12. <u>Tommy Stuckey</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Tommy Stuckey</u>
13. <u>Geri Jones</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Geri Jones</u>
14. <u>Everise Wright</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Everise Wright</u>
15. <u>Alice Martin</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Alice Martin</u>
16. <u>Clairo Ridven</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Clairo Ridven</u>
17. <u>Teresa Williams</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Teresa Williams</u>
18. <u>Sam Huggins</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Sam Huggins</u>
19. <u>Estella Farrow</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Estella Farrow</u>
20. <u>Tim Farrow</u>	<u>Sunflower</u>	<u>Indianola</u>	<u>Tim Farrow</u>

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. LaDaron Young	Sunflower	Indianola	LaDaron Young
2. Willie B Smith	Sunflower	Indianola	Willie B. Smith
3. Dorothy McCoy	Sunflower	Indianola	Dorothy McCoy
4. Vera Bush	Sunflower	Indianola	Vera Bush
5. Robert Brook Jr.	Sunflower	Indianola	Robert Brook Jr.
6. Rosie Wilkard	Sunflower	Indianola	Rosie Wilkard
7. Elaine Williams	Sunflower	Indianola	Elaine Williams
8. Helen White	Sunflower	Indianola	Helen White
9. Rich. Oliver	Sunflower	Indianola	Rich. Oliver
10. Early Brown	Sunflower	Indianola	Early Brown
11. Genetta Wilburn	Sunflower	Indianola	Genetta Wilburn
12. Emma Smith	Sunflower	Indianola	Emma Smith
13. Olivia Wilson	Sunflower	Indianola	Olivia Wilson
14. Minnie Dixon	Sunflower	Indianola	Minnie Dixon
15. Leard Gooden	Sunflower	Indianola	Leard Gooden
16. Rosie Smith	Sunflower	Indianola	Rosie Smith
17. Betty Johnson	Sunflower	Indianola	Betty Johnson
18. Margaret James	Sunflower	Indianola	Margaret James
19. Diana Sims	Sunflower	Indianola	Diana Sims
20. Joanne Sims	Sunflower	Indianola	Joanne Sims

CONCERNED CITIZENS

Robert Hall
President

For a Better Tunica County, Inc.
Post Office Box 2249
1028 Prichard Road, Suite #201
Tunica, MS 38676
Tel. Office 662-363-1228
Fax 662-357-0412

Melvin Young
Executive Director

Email: concernedcitizen@gmi.net
www.tunicateensinaction.org

Date: April 1, 2014

To: **Mississippi Department of Education**
Dr. Carey M. Wright, State Superintendent of Education
Post Office Box 771
Jackson, MS 39205

RE: **Public Comment for Support for the P-16 Community Engagement Council as a Process Standard for Public Schools**

Good Morning Members of the Mississippi Department of Education:

For the record, my name is Melvin Young. I am a resident of Tunica County, Mississippi. My address is Post Office Box 1539, Tunica, Mississippi 38676. I am here this morning representing many of our community people from Tunica County who could not be here this morning. Please note the petitions that are being submitted today from Tunica County with over 700 signatures.

I stand before you today to oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines as proposed in the Revision of Accountability Standards sent out for review and public comment. I am asking you to keep the P-16 Community Engagement Council requirement as a required process standard, 18, for all schools that have a less than "Successful" academic rating. The P-16 Councils have been very valuable to us (as everyday Moms, Dads, Students, and Parents), our communities, and our organizations as local community organizers and as an advocates for community engagement in public education.

As a resident of Tunica County, Mississippi, I am a warrior and a servant for public education. I am a member of the Mississippi Delta Catalyst Roundtable. I am the Director or Concerned Citizens For A Better Tunica County. Concerned Citizens is a local grassroots community organizing group that has its genesis in public education reform. Concerned Citizens For A Better Tunica County has been fighting for community participation in the development and implementation of education policy since 1993. And, that is one of the primary reasons why we believe Accountability Standard 18 is necessary from a community perspective.

Accountability Standard 18 gives local community people the opportunity to have a respected voice in the local development of education policies that will aid in the develop of healthy communities rooted in a quality first rate education system. Without Accountability Standard 18, we believe that many of our local school districts would not set up the P-16 Councils.

The Guidelines adopted by the State Board provide the basis for school districts to follow the necessary rules to create properly the independent, community-based Councils. The Guidelines provide for and enable Council members to work with community to govern the Councils. The Guidelines provide for participation in the Councils by school officials and staff, but preclude control by school officials and staff. Accountability Standard #18 enables the MS Dept. of Education to hold school districts and schools accountable to the Guidelines, the creation of which Guidelines was mandated by statute.

Prior to the adoption in 2011 of Standard #18 and the Guidelines there had been negligible voluntary compliance with the requirement to establish P16 Councils. Where there had been voluntary compliance prior to the Guidelines superintendents tended to fashion a process which placed the superintendent and school staff in firm control of the Council, which is

directly contrary to stated goals of the statute to create a community-based organization independent of the school district or local school:

In short, the power of the Standard affects the consciousness of school officials. The Guidelines provide a clear path as to how to begin and then implement the creation of the Councils. School officials, parents, students, local business people and public officials in many communities have been made aware of the duty and obligation of the school district to create the P16 Councils, that community people have a major role to play in their implementation, and there are Guidelines which explain how to do it. In many of our communities, especially Tunica, if the State Department of Education does not require it, it seldom gets done.

In closing my public comment, we would like to encourage the Mississippi Department of Education to keep Accountability Standard 18. Accountability Standard 18 helps to give community a voice in education policy development by requiring school districts to create local P-16 Community Engagement Councils.

Thank You,

Melvin Young

Melvin Young
Concerned Citizens For A Better Tunica County
Mississippi Delta Catalyst Roundtable
Parent



Nollie Jenkins Family Center

P.O. Box 276 | Lexington, MS 39095 | 662.834.0089 | www.nolliejenkinsfamilycenter.org

April 1, 2014

Mississippi Department of Education
State Board of Education
Central High School Building
359 North West Street
Jackson, MS

Re: Accountability Standard #18 – P-16 Community Engagement Council

Dear Board Members:

The Children First Act of 2009, **37-18-5 (4)**, mandated that the State Board of Education promulgate regulations for the creation by failing school districts of broad-based, diverse Community P16 Councils designed to work to build strong communities and to report its progress to the entire community. The statutory provision, in its entirety, states:

37-18-5 (4) A school district that has been designated as failing as defined by the State Board of Education shall also establish a community-based prekindergarten through higher education council comprised of a broad spectrum of the community, including economic developers, elected officials, civic leaders, business leaders, faith-based leaders, social services, nonprofit organizations, school attendance officers, law enforcement officials, health department officials, day care providers, librarians, parents, students and others with the knowledge and resources that can be leveraged to build strong communities. The State Board of Education shall develop procedures for appointments to the council, which shall not be appointed solely by the school board. The Council will serve as a community-led group that is inclusive, accountable and required to publicly report progress to the community as a whole.

After the passage of this Act, the communities such as Holmes County, waited patiently (and sometimes pushing) for the regulations and guidelines for the P16 Councils to be developed. Soon after, community-based organizations like Nollie's begin providing training to education stakeholders-parents, students, public & elected officials because we strongly felt this was a mechanism by which community members could become fully active and engaged in the education of our children. Unfortunately, our experiences engaging at the local board level had not been successful and/or our input welcomed.

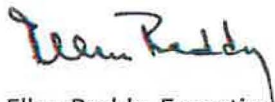
While school districts and schools have a duty and responsibility to build quality first-rate schools accessible to all children regardless of race, ethnicity, class, gender, disability, or status, this requires meaningful participation of parents, students and other parts of the community in the formation and implementation of policy at the school district and school levels. The P16 Councils Community Engagement Councils is an essential opportunity to build this kind of process.

Currently, the Holmes County School District is an "F" District and we have six (6) "F" rated schools. Lexington Elementary School has been a "persistently failing" school for four (4) consecutive years. The regulations and guidelines developed by the State Board of Education and the Office of School Improvement, Oversight & Recovery under the leadership of Dr. Drawdy has afforded communities such as Holmes County the opportunity to begin the process of developing a comprehensive plan to answer two fundamental questions:

- a. "What will a strong, healthy community, rooted in a quality public education system, need to look like 10, 15, or 20 years from now?
- b. What do we have to do this year, next year and the years that follow in order to build this process in the right direction?"

A couple of years back when Hank Bounds was State Superintendent, the buzz word was "demand parents"... "You need to be Demand Parents." Well, we are those "demand parents and we are respectfully asking members of the State Board of Education not to remove from statue the entire Standard and Guidelines for P16 Community Engagement Councils. The state statue...standing alone...is NOT sufficient! Accountability Standard #18 is essential to create a mechanism for enforcement of the guidelines, since the statue creates no mechanism for enforcement of its provisions.

Respectfully submitted,



Ellen Reddy, Executive Director

www.nolliejenkinsfamilycenter.org

ellen@nolliejenkinsfamilycenter.org

....Those who profess to favor freedom and yet deprecate agitation are men who want crops without plowing the ground; they want rain without thunder & lightning; they want the ocean without the awful roar of its many waters! Frederick Douglas (1857)

cc: file

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. Kevin Smith	Tunica	Tunica	K Smith
2. Jetty Mome	Tunica	Tunica	J Mome
3. Ishley McKay	Tunica	Tunica Co.	Ishley McKay
4. Markeshia Caldwel	Tunica	Tunica	M Caldwell
5. Shantell Herron	Tunica	Tunica	Shantell Herron
6. Kimberly Versell	Tunica	Tunica	Kimberly Versell
7. Tishy Herron	Tunica	Tunica	Tishy Herron
8. Mary McKay	Tunica	Tunica	Mary McKay
9. Lee Earl Boyd	Tunica	Tunica	Lee Earl Boyd
10. Lee Earl Boyd	Tunica	Tunica	Lee Earl Boyd
11. Nalanda Butler	Tunica	Tunica	Nalanda Butler
12. Tachala Samuel	Tunica	Tunica	Tachala Samuel
13. Tachala Samuel	Tunica	Tunica	Tachala Samuel
14. Green McKay	Tunica	TSD	Green McKay
15. Willie Starks Jr.	Tunica	Tunica	Willie Starks
16. Dwayne Hodgie	Tunica	Tunica	Dwayne Hodgie
17. Erika Robinson	Tunica	Tunica	E Robinson
18. Sandra Rob Dorsey	Tunica	Tunica	Sandra Rob Dorsey
19. Norman Harvey	Tunica	Tunica	Norman Harvey
20. Gonesha Starks	Tunica	Tunica	G Starks

Petitioner Signature: 

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Marilyn Young	Tunica	Tunica	Marilyn Young
2. Cortez Wilkins	Tunica	Tunica	Cortez Wilkins
3. <u>Melvin Young</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Melvin Young</u>
4. Tyrone T. McNeil	Tunica		Tyrone T. McNeil
5. Louise McKay	Tunica	Tunica	Louise McKay
6. Niketa Srednick	Tunica	Tunica	Niketa Srednick
7. Carla Daniels	Tunica	Tunica	Carla Daniels
8. Cortez Wilkins	Tunica	Tunica	Cortez Wilkins
9. James A. Wilkins	Tunica	Tunica	James Wilkins
10. Latashia Partee	Tunica		Latashia Partee
11. Chris Johnson	Tunica	Tunica	Chris Johnson
12. Tony Wilkins	Tunica	Tunica	Tony Wilkins
13. Shameyshia Taylor	Tunica	Tunica	Shameyshia Taylor
14. William D. Taylor	Tunica	Tunica	William D. Taylor
15. Jesse Mabry	Tunica	Tunica	Jesse Mabry
16. Daron Jenkins	Tunica	Tunica	Daron Jenkins
17. Shadela Sagar	Tunica	Tunica	Shadela Sagar
18. Tiana Bridges	Tunica	Tunica	Tiana Bridges
19. Luther Barn	Tunica	Tunica	Luther Barn
20. LAMELANE PLACE	Tunica	Tunica	Lamelane Place

Petitioner Signature: [Signature]

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. Catherine Pickett, Tunica	Tunica	Tunica	Catherine Pickett
2. Karian Pickett	Tunica	Tunica	Karian Pickett
3. Torrian Vaughn	Tunica	Tunica	Torrian Vaughn
4. Michelle Pickett	Tunica	Tunica	Michelle Pickett
5. Madelon Pickett	Tunica	Tunica	Madelon Pickett
6. Destiny Redmond	Tunica	Tunica	Destiny Redmond
7. Holmes, Nancy	Tunica	Tunica	Nancy Holmes
8. Veria J. McKay	Tunica	Tunica	Veria J. McKay
9. Carline Jones	Tunica	Tunica	Carline Jones
10. Alfred Jones	Tunica	Tunica	Alfred Jones
11. Judy Holt	Tunica	Tunica	Judy Holt
12. Jessica Holt	Tunica	Tunica	Jessica Holt
13. Tanya Jones	Tunica	Tunica	Tanya Jones
14. Alecia Davis	Tunica	Tunica	Alecia Davis
15. LEE EARL BOYD			
16. Devonte Pollard	Tunica	Tunica	Devonte Pollard
17. Melvin Young	Tunica	Tunica	Melvin Young
18. Annie Holliday	Tunica	Tunica	Annie Holliday
19. Billy Holliday	Tunica	Tunica	Billy Holliday
20. Dajon Steele	Tunica	Tunica	Dajon Steele

Petitioner Signature: _____

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Shelia McKay	Tunica	Tunica Co	Shelia McKay
2. Oscar Owens	Tunica	Tunica Co.	Oscar Owens
3. Jerlean McKay	Tunica	Tunica Co.	Jerlean McKay
4. Robert Fleming	Tunica Co	Robert Fleming	
5. Javonta Wright	Tunica Co.	Tunica Co.	Javonta Wright
6. Guatemere Vardaman	Tunica Co.	Tunica Guatemere Vardaman	
7. Rogerious Lewis	Tunica Co.	Tunica Co.	Rogerious Lewis
8. Jeldrich Kimmons	Tunica Co.	Tunica Co.	Jeldrich Kimmons
9. Zarcione Scott	Tunica Co.	Tunica Co.	Zarcione Scott
10. Marquise Terry	Tunica Co.	Tunica Co.	Marquise Terry
11. John Walton	Tunica, Co.	Tunica, Co.	John Walton
12. Albert Douglas	Tunica Co.	Sharon Douglas	
13. George Walker	Tunica Co.	George Walker	George Walker
14. Chris Belter	Tunica Co	Chris Belter	
15. Calvin Belter	Tunica Co	Calvin Belter	
16. Steven Wainwright	Tunica Co	Steven Wainwright	
17. Daniel Davis	Tunica Co	Daniel Davis	
18. Adrian Northcutt	Tunica Co	Adrian Northcutt	
19. Fredrick Sisk		Fredrick Sisk	
20. Kadarius Howard	Tunica Co	Kadarius Howard	

Shelia McKay

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Aleshia Young	Tunica	Tunica	Aleshia Young
2. L. W. Dyer	Tunica	Tunica	L. W. Dyer
3. Alexius McKay	Tunica	Tunica	Alexius McKay
4. Montez Hayes	Tunica	Tunica	Montez Hayes
5. Christopher Tate	Tunica	Tunica	Christopher Tate
6. Jamarus Hillard	Tunica	Tunica	Jamarus Hillard
7. Anthony Sharp	Tunica	Tunica	Anthony Sharp
8. Jikveen Davis	Tunica	Tunica	Jikveen Davis
9. Kiangela Byrd	Tunica	Tunica	Kiangela Byrd
10. Martha V. V. V.	Tunica	Tunica	Martha V. V. V.
11. Dominique Diggs	Tunica	Tunica	Dominique Diggs
12. Datson, Brandon	Tunica	Tunica	Datson, Brandon
13. Jeremiah Berry	Tunica	Tunica	Jeremiah Berry
14. Jataja Brown	Tunica	Tunica	Jataja Brown
15. Evelyn Kaye	Tunica	Tunica	Evelyn Kaye
16. Darius Cotton	Tunica	Tunica	Darius Cotton
17. Mikia Jackson	Tunica	Tunica	Mikia Jackson
18. Pateck Wooten	Tunica	P. W.	Pateck Wooten
19. Eddie Parker	Tunica, MS	E/P	Eddie Parker
20. Kentavious Brooks	Tunica, MS	Kentavious	Kentavious Brooks

Petitioner Signature: _____

Aleshia Young

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Joshua Brooks	Tunica	Tunica	Joshua Brooks
2. JOMARION HALL	Tunica	Tunica	JOMARION HALL
3. Joshua Childers	Tunica	Tunica	Joshua Childers
4. Jason Wilson	Tunica	Tunica	Jason Wilson
5. Jason Jones	Tunica	Tunica	Jason Jones
6. Kayden Rosebur	Tunica	Tunica	Kayden Rosebur
7. Frederick Armstrong	Tunica	Tunica	Frederick Armstrong
8. Mekia Armstrong	Tunica	Tunica	Mekia Armstrong
9. Robert Weston	Tunica	Tunica	Robert Weston
10. Jacqueline Weston	Tunica	Tunica	Jacqueline Weston
11. Tesha Brown	Tunica	Tunica	Tesha Brown
12. Jakwive Brown	Tunica	Tunica	Jakwive Brown
13. Byron Johnson	Tunica	Tunica	Byron Johnson
14. Willie Perkins Jr	Tunica	Tunica	Willie Perkins Jr
15. Patricia Dyes	Tunica	Tunica	Patricia Dyes
16. Chris Round	Tunica	Tunica	Chris Round
17. Jamie Hall	Tunica	Tunica	Jamie Hall
18. Jessica Carway	Tunica	Tunica	Jessica Carway
19. Shantrece Lewis	Tunica	Tunica	Shantrece Lewis
20. Henrietta Hayes	Tunica	Tunica	Henrietta Hayes

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Keshawn Brooks	Tunica	Tunica	Keshawn Brooks
2. Inesha Coleman	Tunica	Tunica	Inesha Coleman
3. Shana Coleman	Tunica	Tunica	Shana Coleman
4. Kalaysha Pullard	Tunica	Tunica	Kalaysha Pullard
5. Aamaria B. Rosebur	Tunica	Tunica	Aamaria Rosebur
6. Antonio Clemons	Tunica	Tunica	Antonio Clemons
7. Zykarius Sutton	Tunica	Tunica	Zykarius Sutton
7. Zykarius Sutton	Tunica	Tunica	Zykarius Sutton
8. Jaden Gray	Tunica	Tunica	Jaden Gray
9. Darian Angard	Tunica	Tunica	Darian Angard
10. Aaron Smith	Tunica	Tunica	Aaron Smith
11. Alana Smith	Tunica	Tunica	Alana Smith
12. Katelyn Turner	Tunica	Tunica	Katelyn Turner
13. Katerria Lewis	Tunica	Tunica	Katerria Lewis
14. Kanyla Lewis	Tunica	Tunica	Kanyla Lewis
15. Takajia Lewis	Tunica	Tunica	Takajia Lewis
16. D R	Tunica	Tunica	D R
17. Troy Tyler	Tunica	Tunica	Troy Tyler
18. Glenda Tyler	Tunica	Tunica	Glenda Tyler
19. Elzbie Young	Tunica	Tunica	Elzbie Young
20.			

Petitioner Signature: _____

Jakyla Dunn

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Nikyla Dunn	Tunica	Tunica	Nikyla Dunn
2. Linda Terry	Tunica	Tunica	Linda Terry
3. Tyquera Collins	Tunica	Tunica	Tyquera Collins
4. Kartrell Terry	Tunica	Tunica	Kartrell Terry
5. Claudie Mae Terry	Tunica	Tunica	Claudie Terry
6. Sophia Byrd	Tunica	Tunica	Sophia Byrd
7. Marissa Holly	Tunica	Tunica	Marissa Holly
8. Tanica Ayler	Tunica	Tunica	Tanica Ayler
9. Welton Hodges	Tunica	Tunica	Welton Hodges
10. Tanya Cook	Tunica	Tunica	Tanya Cook
11. Kat Kelly	Tunica	Tunica	Kat Kelly
12. Ania Jones	Tunica	Tunica	Ania Jones
13. Alicia Naylor	Tunica	Tunica	Alicia Naylor
14. Marla Miller	Tunica	Tunica	Marla Miller
15. Yasmine Cotton	Tunica	Tunica	Yasmine Cotton
16. Ayana Gilliam	Tunica	Tunica	Ayana Gilliam
17. Elijah Spellers	Tunica	Tunica	Elijah Spellers
18. Gene Davis	Tunica	Tunica	Gene Davis
19. Tamyra Webbs	Tunica	Tunica	Tamyra Webbs
20. Tytionna Cribbs	Tunica	Tunica	Tytionna Cribbs

Petitioner Signature: _____

Nikyla Dunn

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Jalen Dnn	Tunica	Tunica	Jalen Dnn
2. James W. Wilkins	Tunica	Tunica	James Wilkins
3. Ruth Taylor	Tunica	Tunica	Ruth Taylor
4. Shamereya Taylor	Tunica	Tunica	Shamereya Taylor
5. Henry Hargrow	Tunica	Tunica	Henry Hargrow
6. DeVore Hampton	Tunica	Tunica	DeVore Hampton
7. Janna Bridges	Tunica	Tunica	Janna Bridges
8. Mary Moore	Tunica	Tunica	Mary Moore
9. Luther Barnes	Tunica	Tunica	Luther Barnes
10. Glad Hampton	Tunica	Tunica	Glad Hampton
11. Glad Hampton	Tunica	Tunica	Glad Hampton
12. Glad Hampton	Tunica	Tunica	Glad Hampton
13. Glad Hampton	Tunica	Tunica	Glad Hampton
14. Glad Hampton	Tunica	Tunica	Glad Hampton
15. Virg J. Roach	Tunica	Tunica	Virg J. Roach
16. Barbara Roach	Tunica	Tunica	Barbara Roach
17. Latoya D. Redmond	Tunica	Tunica	Latoya D. Redmond
18. James Redmond	Tunica	Tunica	James Redmond
19. Ethel Pearson	Tunica	Tunica	Ethel Pearson
20. Berde Pearson	Tunica	Tunica	Berde Pearson

Petitioner Signature: Jalen Dnn

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Albert Pearson	Tunica	Tunica	Albert Pearson
2. Daniel Moore	Tunica	Tunica	Daniel Moore
3. Mary McGowan	Tunica	Tunica	Mary McGowan
4. Consuelo Hodges	Tunica	Tunica	Consuelo Hodges
5. Willie Mae Yong	Tunica	Tunica	Willie Mae Yong
6. Cynthia Porter	Tunica	Tunica	Cynthia Porter
7. Harkeria Hampton	Tunica	Tunica	Harkeria Hampton
8. Elisha Dahn	critland	Earle	Elisha Dahn
9. Sonya Dunn	Tunica	Tunica	Sonya Dunn
10. Sherm Dunn	Tunica	Tunica	Sherm Dunn
11. Jabarrin Dunn	Tunica	Tunica	Jabarrin Dunn
12. Katarsha Dorsey	Tunica, Tunica	Tunica, Tunica	Katarsha Dorsey
13. Sherisha McKay	Tunica, Tunica	Tunica, Tunica	Sherisha McKay
14. Jane McKay	Tunica, Tunica	Tunica, Tunica	Jane McKay
15. Xifora Jones	Tunica, Tunica	Tunica, Tunica	Xifora Jones
16. Ora Taylor	Tunica, Tunica	Tunica, Tunica	Ora Taylor
17. Donita Starks	Tunica, Tunica	Tunica, Tunica	Donita Starks
18. Kyondai Fleming	Tunica, Tunica	Tunica, Tunica	Kyondai Fleming
19. Mechy Murray	Tunica	Tunica	Mechy Murray
20. Javeyounna White	Tunica	Tunica	Javeyounna White

Petitioner Signature: 

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
2. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
3. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
4. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
5. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
6. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
7. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
8. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
9. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
10. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
11. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
12. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
13. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
14. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
15. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
16. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
17. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
18. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
19. Jhar'Keira	Tunica	Tunica County	Jhar'Keira
20. Jhar'Keira	Tunica	Tunica County	Jhar'Keira

Petitioner Signature: _____

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Linda Joiner	Tunica	Tunica	Linda Joiner
2. Jakyiah Hibbler	Tunica	Tunica	Jakyiah Hibbler
3. Angelia Talley	Tunica	Tunica	Angelia Talley
4. Khalil Viedeman	Tunica	Tunica	Khalil Viedeman
5. Tierrica Purter	Tunica	Tunica	Tierrica Purter
6. Travis Williams	Tunica	Tunica	Travis Williams
7. Sedrick Taylor	Tunica	Tunica	Sedrick B. Taylor
8. Kadarius James	Tunica	Tunica	Kadarius James
9. James Redmond	Tunica	Tunica	James Redmond
10. Wallaceanna Coleman	Tunica	Tunica	Wallaceanna Coleman
11. Shakyla Smith	Tunica	Tunica	Shakyla Smith
12. Brenisha Hayes	Tunica	Tunica	Brenisha Hayes
13. Arkenya Smith	Tunica	Tunica	Arkenya Smith
14. LaNette Evans	Tunica	Tunica	LaNette Evans
15. Frank Jones	Tunica	Tunica	Frank Jones
16. Arvinah McKinn	Tunica	Tunica	Arvinah McKinn
17. Deziree Smith	Tunica	Tunica	Deziree Smith
18. Shakyla Laughlin	Tunica	Tunica	Shakyla Laughlin
19. Jaleesa McDonald	Tunica	Tunica	Jaleesa McDonald
20. Sedrunna Taylor	Tunica	Tunica	Sedrunna Taylor

Petitioner Signature:

Arvinah McKinn

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. <u>Alynn Bryant</u>	<u>Tunica</u>	<u>HHS</u>	<u>Alynn Bryant</u>
2. <u>Eric Thaddies</u>	<u>Tunica</u>	<u>"</u>	<u>Eric Thaddies</u>
3. <u>Jashun Williams</u>	<u>Tunica</u>	<u>"</u>	<u>Jashun Williams</u>
4. <u>Jarrell Kelly</u>	<u>Tunica</u>	<u>"</u>	<u>Jarrell Kelly</u>
5. <u>Tony Bowman</u>	<u>Tunica</u>	<u>"</u>	<u>Tony Bowman</u>
6. <u>Kizziah Carter</u>	<u>Tunica</u>	<u>"</u>	<u>Kizziah Carter</u>
7. <u>Antwan Jackson</u>	<u>Tunica</u>	<u>"</u>	<u>Antwan Jackson</u>
8. <u>John Fields</u>	<u>Tunica</u>	<u>"</u>	<u>John Fields</u>
9. <u>Jasmine Carter</u>	<u>Tunica</u>	<u>"</u>	<u>Jasmine Carter</u>
10. <u>Shameysha Taylor</u>	<u>Tunica</u>	<u>"</u>	<u>Shameysha Taylor</u>
11. <u>Chandresha Gordon</u>	<u>Tunica</u>	<u>"</u>	<u>Chandresha Gordon</u>
12. <u>Karnisha Ford</u>	<u>Tunica</u>	<u>"</u>	<u>Karnisha Ford</u>
13. <u>Diamond Thomas</u>	<u>Tunica</u>	<u>"</u>	<u>Diamond Thomas</u>
14. <u>JaMetria Hardeman</u>	<u>Tunica</u>	<u>"</u>	<u>JaMetria Hardeman</u>
15. <u>Nakira Johnson</u>	<u>Tunica</u>	<u>"</u>	<u>Nakira Johnson</u>
16. <u>Alexus Vaughn</u>	<u>Tunica</u>	<u>"</u>	<u>Alexus Vaughn</u>
17. <u>Lauren Carter</u>	<u>Tunica</u>	<u>"</u>	<u>Lauren Carter</u>
18. <u>Lynette Anderson</u>	<u>Tunica</u>	<u>"</u>	<u>Lynette Anderson</u>
19. <u>DaQuan Nickson</u>	<u>Tunica</u>	<u>"</u>	<u>DaQuan Nickson</u>
20. <u>Wendell Anderson</u>	<u>Tunica</u>	<u>"</u>	<u>Wendell Anderson</u>

Petitioner Signature: _____

Karnisha Ford (72)

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. <u>Dorothy Vaughn</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Dorothy Vaughn</u>
2. <u>Candy Hall</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Candy Hall</u>
3. <u>Asheley Bright</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Asheley Bright</u>
4. <u>Sharnel Gladney</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Sharnel Gladney</u>
5. <u>Marcella Holland</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Marcella Holland</u>
6. <u>Kai Kimms</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Kai Kimms</u>
7. <u>Johnny Jackson</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Johnny Jackson</u>
8. <u>Justin Hibbler</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Justin Hibbler</u>
9. <u>Kiana Hawkins</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Kiana Hawkins</u>
10. <u>Tia Reynolds</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Tia Reynolds</u>
11. <u>Terreous Johnson</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Terreous Johnson</u>
12. <u>Romelo Hopkins</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Romelo Hopkins</u>
13. <u>Marquitos Shipp</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Marquitos Shipp</u>
14. <u>Angelica Brown</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Angelica Brown</u>
15. <u>Deidra Bowman</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Deidra Bowman</u>
16. <u>Willie Miller</u>	<u>Tunica</u>		<u>Willie Miller</u>
17. <u>James Waters</u>	<u>Tunica</u>		<u>James Waters</u>
18. <u>Jonathan Woods</u>	<u>Tunica</u>		<u>Jonathan Woods</u>
19. <u>Robert McKinn</u>	<u>Tunica</u>		<u>Robert McKinn</u>
20. <u>James E. Hudson</u>	<u>Tunica</u>		<u>James E. Hudson</u>
Petitioner Signature: <u>Shelia McKay</u>			

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. <i>[Signature]</i>	Tunica	<i>[Signature]</i>	JW
2. <i>[Signature]</i>	Tunica	Tunica	J.B.
3. <i>[Signature]</i>	Tunica	Tunica	S.M.
4. <i>[Signature]</i>	Tunica	Tunica	<i>[Signature]</i>
5. <i>[Signature]</i>	Tunica	Tunica	J.M.
6. <i>[Signature]</i>	Tunica	Tunica	TA
7. <i>[Signature]</i>	Tunica	Tunica	CN
8. <i>[Signature]</i>	"	"	<i>[Signature]</i>
9. <i>[Signature]</i>	Tunica	Tunica	<i>[Signature]</i>
10. <i>[Signature]</i>	Tunica	Tunica	<i>[Signature]</i>
11. <i>[Signature]</i>	Tunica	Tunica	D.W.
12. <i>[Signature]</i>	Tunica	Tunica	T.I.
13. <i>[Signature]</i>	Tunica	Tunica	D.H.
14. <i>[Signature]</i>	Tunica	Tunica	<i>[Signature]</i>
15. <i>[Signature]</i>	Tunica	Tunica	<i>[Signature]</i>
16. <i>[Signature]</i>	Tunica	Tunica	T.J.
17. <i>[Signature]</i>	Tunica	Tunica	K.W.
18. <i>[Signature]</i>	Tunica	Tunica	T.F.
19. <i>[Signature]</i>	Tunica	Tunica	S.T.
20. <i>[Signature]</i>	Tunica	Tunica	<i>[Signature]</i>

Petitioner Signature: _____

[Signature]

[Signature]

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Cortavious Wilk	Tunica	Tunica	Cortavious Wilk
2. King	Tunica	Tunica	King
3. [Signature]	Tunica	Tunica	[Signature]
4. Erin Scott	Tunica	Tunica	Erin Scott
5. Derrick Twilare	Tunica	Tunica	Derrick Twilare
6. Shelly Wilk	Tunica	Tunica	Shelly Wilk
7. Katrina Pusey	Tunica	Tunica	Katrina Pusey
8. [Signature]	Tunica	Tunica	[Signature]
9. Tricia Camper	Tunica	Tunica	Tricia Camper
10. Tanisha Daise	Tunica	Tunica	Tanisha Daise
11. Carleah Daniels	Tunica	Tunica	Carleah Daniels
12. Erica Summers	Tunica	Tunica	Erica Summers
13. [Signature]	Tunica	Tunica	[Signature]
14. [Signature]	Tunica	Tunica	[Signature]
15. [Signature]	Tunica	Tunica	[Signature]
16. [Signature]	Tunica	Tunica	[Signature]
17. Regan Cornels	Tunica	Tunica	Regan Cornels
18. [Signature]	Tunica	Tunica	[Signature]
19. [Signature]	Tunica	Tunica	[Signature]
20. [Signature]	Tunica	Tunica	[Signature]

Petitioner Signature: _____

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. LaPatricia Robinson	Tunica		<i>[Signature]</i>
2. (Cecil) Jones	Tunica		<i>[Signature]</i>
3. Robert Walker	Tunica		<i>[Signature]</i>
4. Markel Jackson	Tunica	Tunica	<i>[Signature]</i>
5. Naniiah Anderson	Tunica		<i>[Signature]</i>
6. James Harris	Tunica		<i>[Signature]</i>
7. Lasherika Lee	Tunica		<i>[Signature]</i>
8. Tiesha Harris	Tunica		<i>[Signature]</i>
9. Lashia Bland	Tunica		<i>[Signature]</i>
10. Jeremiah Berry	Tunica	—	<i>[Signature]</i>
11. Koderick Haynes	Tunica		<i>[Signature]</i>
12. Mykita Young	Tunica		<i>[Signature]</i>
13. Kiah'Daria Douglas	Tunica		<i>[Signature]</i>
14. Alondra Wright	Tunica		<i>[Signature]</i>
15. Keila Burton	Tunica		<i>[Signature]</i>
16. Shauntayah Wesson	Tunica		<i>[Signature]</i>
17. Montez Hurd	Tunica		<i>[Signature]</i>
18. Tiesha Brinkley	Tunica		<i>[Signature]</i>
19. Alonzo Granberry	Tunica		<i>[Signature]</i>
20. Milton Hadzel	Tunica		<i>[Signature]</i>

Petitioner Signature: *[Signature]*

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. McKinley Daley	Tunica	Tunica	McKinley Daley
2. Kimberly Powell	Tunica	Tunica	Kimberly Powell
3. Monique Thompson	Tunica	Tunica	Monique Thompson
4. Laquadrus Harris	Tunica	Tunica	Laquadrus Harris
5. Trentiss Gordon	Tunica	Tunica	Trentiss Gordon
6. Reco Reed	Tunica	Tunica	Reco Reed
7. Ruby 2600	Tunica	Tunica	Ruby Hall
8. Danny Calhoun	Tunica	Tunica	Danny Calhoun
9. Latavia Jones	Tunica	Tunica	Latavia Jones
10. Rylan Hopkins	Tunica	Tunica	Rylan Hopkins
11. Timia Host	Tunica	Tunica	Timia Host
12. Miracle Taylor	Tunica	Tunica	Miracle Taylor
13. Baronreshia Jackson	Tunica	Tunica	Baronreshia Jackson
14. Jamesha Booker	Tunica	Tunica	Jamesha Booker
15. Jamariah Terry	Tunica	Tunica	Jamariah Terry
16. Darren Angland	Tunica	Tunica	Darren Angland
17. Leasha Bass	Tunica	Tunica	Leasha Bass
18. Mary Jewell	Tunica	Tunica	Mary Jewell
19. Carol Madis	Tunica	Tunica	Carol Madis
20. Eugene Turner	Tunica	Tunica	Eugene Turner

Petitioner Signature: Sheila McKay

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. <u>Lucy Miller</u>	<u>Tunica</u>	<u>Tunica County</u>	<u>Lucy Miller</u>
2. <u>Jabica Clark</u>	<u>Tunica</u>	<u>Tunica County</u>	<u>Jabica Clark</u>
3. <u>AKil McEllins</u>	<u>Tunica</u>	<u>Tunica County</u>	<u>Akil McEllins</u>
4. <u>Kimberlee Fisher</u>	<u>Tunica</u>	<u>Tunica County</u>	<u>Kimberlee Fisher</u>
5. <u>Christina Walker</u>	<u>Tunica</u>	<u>County</u>	<u>Christina Walker</u>
6. <u>Kentarious Johnson</u>	<u>Tunica</u>	<u>County</u>	<u>Kentarious Johnson</u>
7. <u>Tenara Hogan</u>	<u>Tunica</u>	<u>County</u>	<u>Tenara Hogan</u>
8. <u>Zernice Lane</u>	<u>Tunica</u>	<u>County</u>	<u>Zernice Lane</u>
9. <u>Jadaveon Adams</u>	<u>Tunica</u>	<u>County</u>	<u>Jadaveon Adams</u>
10. <u>Jadesha White</u>	<u>Tunica</u>	<u>County</u>	<u>Jadesha White</u>
11. <u>Margaret Jackson</u>	<u>Tunica</u>	<u>County</u>	<u>Margaret Jackson</u>
12. <u>Walfredo Triplitt</u>	<u>Tunica</u>	<u>County</u>	<u>Walfredo Triplitt</u>
13. <u>Lawrence Tellis</u>	<u>Tunica</u>	<u>County</u>	<u>Lawrence Tellis</u>
14. <u>Ricardo Stapleton</u>	<u>Tunica</u>	<u>County</u>	<u>Ricardo Stapleton</u>
15. <u>Alexandra Brown</u>	<u>Tunica</u>	<u>County</u>	<u>Alexandra Brown</u>
16. <u>Eddie Davis</u>	<u>Tunica</u>	<u>County</u>	<u>Eddie Davis</u>
17. <u>Montego Conway</u>	<u>Tunica</u>	<u>County</u>	<u>Montego Conway</u>
18. <u>Unehia Nesbitt</u>	<u>Tunica</u>	<u>County</u>	<u>Unehia Nesbitt</u>
19. <u>Nicole Young</u>	<u>Tunica</u>	<u>County</u>	<u>Nicole Young</u>
20. <u>Vanessa Paster</u>	<u>Tunica</u>	<u>County</u>	<u>Vanessa Paster</u>

Petitioner Signature: Shelia McKay

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. <u>Sharon Angeland</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Sharon Angeland</u>
2. <u>Christopher Couch</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Christopher Couch</u>
3. <u>Joey Hunter Sr</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Joey Hunter Sr</u>
4. <u>Ervin Siffert Sr</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Ervin Siffert Sr</u>
5. <u>Orlando Taylor</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Orlando Taylor</u>
6. <u>Timothy Dorr</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Timothy Dorr</u>
7. <u>Akita Bell</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Akita Bell</u>
8. <u>Raymond Jefferson</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Raymond Jefferson</u>
9. <u>Shirley Dorr</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Shirley Dorr</u>
10. <u>Shelby Kelly</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Shelby Kelly</u>
11. <u>Samantha Foster</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Samantha Foster</u>
12. <u>Christopher McHenry</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Christopher McHenry</u>
13. <u>Howard Hall</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Howard Hall</u>
14. <u>George Bell</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>George Bell</u>
15. <u>Jeremiah Berry</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Jeremiah Berry</u>
16. <u>Leilantis Pool</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Leilantis Pool</u>
17. <u>Quintarius Wynn</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Quintarius Wynn</u>
18. <u>Christopher Edwards</u>	<u>Robinson, CO</u>	<u>Robinson, CO</u>	<u>Christopher Edwards</u>
19. <u>Shavanna Bland</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Shavanna Bland</u>
20. <u>Keon Porter</u>	<u>Tunica, CO</u>	<u>Tunica, CO</u>	<u>Keon Porter</u>

Shelia McKay

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. <u>Maele Presley</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Maele Presley</u>
2. <u>Soterica Conway</u>	<u>Tunica County</u>		<u>Soterica Conway</u>
3. <u>Jasmine Grant</u>	<u>Tunica County</u>		<u>Jasmine Grant</u>
4. <u>Leon Hubbard</u>	<u>Tunica County</u>		<u>Leon Hubbard</u>
5. <u>Alex Turner</u>	<u>Tunica</u>		<u>Alex Turner</u>
6. <u>Donald Williams</u>	<u>Tunica</u>		<u>Donald Williams</u>
7. <u>Armon Haynes</u>	<u>Tunica County</u>		<u>Armon Haynes</u>
8. <u>Mary Bates</u>	<u>Tunica County</u>		<u>Mary Bates</u>
9. <u>Lisa Carter</u>	<u>Tunica County</u>		<u>Lisa Carter</u>
10. <u>Ladaisha Carter</u>	<u>Tunica County</u>		<u>Ladaisha Carter</u>
11. <u>Allen Carter</u>	<u>Tunica County</u>		<u>Allen Carter</u>
12. <u>Willie Carter</u>	<u>Tunica County</u>		<u>Willie Carter</u>
13. <u>Frank Rogers</u>	<u>Tunica County</u>		<u>Frank Rogers</u>
14. <u>Kevin Rogers</u>	<u>Tunica County</u>		<u>Kevin Rogers</u>
15. <u>Willie Lee Coffey</u>	<u>Tunica County</u>		<u>Willie Lee Coffey</u>
16. <u>William Pickett</u>	<u>Tunica County</u>		<u>William Pickett</u>
17. <u>Lawrence Roach</u>	<u>Tunica Co.</u>		<u>Lawrence Roach</u>
18. <u>Vera Bowman</u>	<u>Tunica Co.</u>		<u>Vera Bowman</u>
19. <u>Deadan Kucin</u>	<u>Tunica</u>		<u>Deadan Kucin</u>
20. <u>Willie Tucker Jr</u>	<u>Tunica Co</u>		<u>Willie Tucker</u>

Petitioner Signature

Shelia McKay

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Tyrese Smith	Tunica	Tunica	Tyrese Smith
2. Demarcus Gordon	Tunica	Tunica	Demarcus Gordon
3. Makayla Moore	Tunica	Tunica	Makayla Moore
4. Jason Gardner	Tunica	Tunica	Jason Gardner
5. Darayious Jackson	Tunica	Tunica	Darayious Jackson
6. Jasmine McLinton	Tunica	Tunica	Jasmine McLinton
7. Loun'Terrius H	Tunica	Tunica	Loun'Terrius Henderson
8. STEPHANIA BYKINS	TUNICA	TUNICA	Stephania Bykins
9. D'Nayla Norwood	Tunica	Tunica	D'Nayla Norwood
10. Tyronne Stacks	Tunica	Tunica	Tyronne Stacks
11. Jimmy Brooks	Tunica	Tunica	Jimmy Brooks
12. Elmesia Armstrong	Tunica	Tunica	Elmesia Armstrong
13. Kanyline Lewis	Tunica Middle	Tunica Middle	Kanyline Lewis
14. Damarco Brown	Tunica Middle	Tunica Middle	Damarco Brown
15. Justin Hillard	Tunica Middle	Tunica Middle	Justin Hillard
16. Cidraunne Stee	Tunica	Tunica	Cidraunne Stee
17. Joshua Wilhite	Tunica	Tunica	Joshua Wilhite
18. Brudell Harris	Tunica	Tunica	Brudell Harris
19. Biddarius Kelly	Tunica	Tunica	Biddarius Kelly
20. Eugonarius Blue	Tunica	Tunica	Eugonarius Blue

Petitioner Signature:

Shelia McKay

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Keardell Stokes	Tunica	Tunica	Keardell Stokes
2. Kentrell Barnes	Tunica	Tunica	Kentrell Barnes
3. Dakyla Spight	Tunica	Tunica	Dakyla Spight
4. James C. Wells	Tunica	Tunica	James C. Wells
5. Camelia Mason	Tunica	Tunica	Camelia Mason
6. Desmond Remond	Tunica	Tunica	Desmond Remond
7. Kelsey Island	Tunica	Tunica	Kelsey Island
8. Chylantae Starks	Tunica	Tunica	Chylantae Starks
9. Devan Willis	Tunica	Tunica	Devan Willis
10. Tetteana Evans	Tunica	Tunica	Tetteana Evans
11. Chauncey Tribble	Tunica	Tunica	Chauncey Tribble
12. Lashondra Matthews	Tunica	Tunica	Lashondra Matthews
13. Nataly Lopez	Tunica	Tunica	Nataly Lopez
14. TyDarius Bush	Tunica	Tunica	TyDarius Bush
15. Jacoby Jones	Tunica	Tunica	Jacoby Jones
16. Damontayz Webb	Tunica	Tunica	Damontayz Webb
17. Kendrick Logan	Tunica	Tunica	Kendrick Logan
18. Anas Sharhan	Tunica	Tunica	Anas Sharhan
19. Kraven Cook	Tunica	Tunica	Kraven Cook
20. Quaneisha Pearson	Tunica	Tunica	Quaneisha Pearson

Petitioner Signature:

Sheka McKay

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Nekkegra Hillard	Tunica	Rosa Fort High	<i>Nekkegra Hillard</i>
2. Brenda McKay	Tunica	Rosa Fort High	<i>Brenda McKay</i>
3. Patrick D Alexander	Tunica	Tunisco	<i>Patrick D Alexander</i>
4. JANE ANDERSON	tunica	tunica	<i>Jane Anderson</i>
5. Maryjane Smith	Tunica	Tunica	<i>Maryjane Smith</i>
6. Claudine Anderson	Tunica	Tunica	<i>Claudine Anderson</i>
7. RHODA JONES	TUNICA	TUNICA	<i>Rhoda Jones</i>
8. Willie M Eskridge	Tunica	Tunica	<i>Willie M. Eskridge</i>
9. Barbara Hibbler	Tunica	Tunica	<i>Barbara Hibbler</i>
10. <i>[Signature]</i>	Tunica	Tunica	<i>[Signature]</i>
11. Undreanna Jones	Tunica	Tunica	<i>Undreanna Jones</i>
12. Marcus Jones Marcus Jones	Tunica	Tunica	<i>Marcus Jones</i>
13. Anthony Rice	Tunica	Tunica	<i>Anthony Rice</i>
14. Nickie Black	Tunica	Tunica	<i>Nickie Black</i>
15. McKinley Scott	Tunica	RFHS	<i>McKinley Scott</i>
16. Keithlon Worthen	Tunica	Tunica	<i>Keithlon Worthen</i>
17. Cassius Black	Tunica	Tunica	<i>Cassius Black</i>
18. Lavin Bragg	Tunica	Tunica	<i>Lavin Bragg</i>
19. <i>[Signature]</i>	Tunica	Tunica	<i>[Signature]</i>
20. Loniha Burt	Tunica	Tunica	<i>Loniha Burt</i>

Petitioner Signature: *Shelia McKay*

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. Traytariya Gordon	Tunica	Tunica	<i>Traytariya Gordon</i>
2. Tyler Ford	Tunica	Tunica	<i>Tyler Ford</i>
3. Markedrick Hayes	Tunica	Tunica	<i>Markedrick Hayes</i>
4. Jakristion Noble	Tunica	Tunica	<i>Jakristion Noble</i>
5. Kendrick Ligon	Tunica	Tunica	<i>Kendrick Ligon</i>
6. Devin Gordon	Tunica	Tunica	<i>Devin Gordon</i>
7. Quintiesha Jackson	Tunica	Tunica	<i>Quintiesha Jackson</i>
8. Michael Burk	Tunica	Tunica	<i>Michael Burk</i>
9. Kassandra Taylor	Tunica	Tunica	<i>Kassandra Taylor</i>
10. Brandon Collins	Tunica	Tunica	<i>Brandon Collins</i>
11. Diamond Becker	Tunica	Tunica	<i>Diamond Becker</i>
12. Tremayne Kinnison	Tunica	Tunica	<i>Tremayne Kinnison</i>
13. Patrick Franklin	Tunica	Tunica	<i>Patrick Franklin</i>
14. Kevdrea Thomas	Tunica	Tunica	<i>Kevdrea Thomas</i>
15. Miracle Pansom	Tunica	Tunica	<i>Miracle Pansom</i>
16. Quindashia Evans	Tunica	Tunica	<i>Quindashia Evans</i>
17. Sheri Trean Dorsey	Tunica	Tunica	<i>Sheri Trean Dorsey</i>
18. Doris Ann Harris	Tunica MS	Tunica	<i>Doris Ann Harris</i>
19. Mary Bryant	Tunica	Tunica	<i>Mary Bryant</i>
20. Daisha Fimmel	Tunica	Tunica	<i>Daisha Fimmel</i>

Petitioner Signature: *Shelia McKay*

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Jerrica Kinnel	Tunica	Tunica	Jerrica Kinnel
2. Kylan Crawford	Tunica	Tunica	Kylan Crawford
3. Richard Thomas	Tunica	Tunica	Richard Thomas
4. Dennis D Taylor	Tunica	Tunica	Dennis D Taylor
5. Jasmine Jones	Tunica	Tunica	Jasmine Jones
6. Derrick Scott	Tunica	Tunica	Derrick Scott
7. Elvin Winters	Tunica	Tunica	Elin Winters
8. Shedraunna Washington	Tunica	Tunica	Shedraunna Washington
9. Amos Westgate	Tunica	Tunica	Amos Westgate
10. Whitney Hamilton	Tunica	Tunica	Whitney Hamilton
11. Bertha Banks	Tunica	Tunica	Bertha Banks
12. Deborah Knight	Tunica	Tunica	Deborah Knight
13. Ruby Crawford	Tunica	Tunica	Ruby Crawford
14. Xane Huston	Tunica	Tunica	Xane Huston
15. Beverly Daniel	Tunica	Tunica	Beverly Daniel
16. Orlando Jones	Tunica	Tunica	Orlando Jones
17. Charles Sledge	Tunica	Tunica	Charles Sledge
18. DeQuan Spears	Tunica	Tunica	DeQuan Spears
19. Scottie Davis	Tunica	Tunica	Scottie Davis
20. Robert McKinney	Tunica	Tunica	Robert McKinney

Petitioner Signature:

Sheila McKay

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Lameranie Pickett	Tunica	Tunica	Lameranie Pickett
2. Chyhaunte Starks	Tunica	Tunica	Chyhaunte Starks
3. Keshia Ramsey	Tunica	Tunica	Keshia Ramsey
4. Michelle Pickett	Tunica	Tunica	Michelle Pickett
5. Cynthia McIntyre	Tunica	Tunica	Cynthia McIntyre
6. Larecia Moore	Tunica	Tunica	Larecia Moore
7. Tyre'na Versell	Tunica	Tunica	Tyre'na Versell
8. Torion Versell	Tunica	Tunica	Torion Versell
9. Kevyn Lester	Tunica	Tunica	Kevyn Lester
10. Kire'na Versell	Tunica	Tunica	Kire'na Versell
11. Brittany Roby	Tunica	Tunica	Brittany Roby
12. Blawyn Pickett	Tunica	Tunica	Blawyn Pickett
13. Tylandria Northern	Tunica	Tunica	Tylandria Northern
14. Kaitlyn Bryant	Tunica	Tunica	Kaitlyn Bryant
15. Jorelyn Brown	Tunica	Tunica	Jorelyn Brown
16. Alexis Vaughn	Tunica	Tunica	Alexis Vaughn
17. Tajoda Richard	Tunica	Tunica	Tajoda Richard
18. Monesha Wade	Tunica	Tunica	Monesha Wade
19. Hal Northern	Tunica	Tunica	Hal Northern
20. Lucien Crawford	Tunica	Tunica	Lucien Crawford

Petitioner Signature: Lameranie Pickett

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Jermeria	Tunica	TCSD	Jermeria Singleton
2. Michael	Tunica	TCSD	Michael Mullen
3. Jakyana	Tunica	Tunica	Jakyana Brubaker
4. Thosé	TUNICA	TCSD	Roy Johnson
5. Moshann	Tunica	TCSD	Joshua Johnson
6. Ashard	Tunica	Tunica	Ashard Williams
7. Jacques	Tunica	TCSD	Jacques Wright
8. Akel Johnson	TUNICA	TCSD	Akel Johnson
9. Kaiya Taylor	Tunica	TCSD	Kaiya Taylor
10. Tracy Brown	Tunica	TCSD	Tracy Brown
11. MC Harris Jr.	Tunica	TCSD	MC Harris Jr.
12. Montel Taylor	Tunica	TCSD	Montel Taylor
13. Edwin Norwood	Tunica	TCSD	Edwin Norwood
14. Rata Office	Tunica	TCSD	Rata Office
15. Taborious Chibbar	Tunica	TCSD	Taborious Chibbar
16. Classic Thomas	Tunica	TCSD	Classic Thomas
17. Willis Mae Allen	Tunica	TCSD	Willis Mae Allen
18. Nick Higginbottom	Tunica	TCSD	Nick Higginbottom
19. Renardo Wicks	Tunica	TCSD	Renardo Wicks
20. Corey Wicks	Tunica	TCSD	Corey Wicks

Petitioner Signature: _____

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Ikegious Clay	Tunica	Tunica	Ikegious Clay
2. Jisa Aurtance	Tunica	Tunica	Jisa Aurtance
3. Jeremiah B. Jones	Tunica	Tunica	Jeremiah B. Jones
4. Darnell Jones	Tunica	Tunica	Darnell Jones
5. Isaac Jones	Tunica	Tunica	Isaac Jones
6. Vicki Cooper	Tunica	Tunica	Vicki Cooper
7. Shamia Thomas	Tunica	Tunica	Shamia Thomas
8. John Carter	Tunica	Tunica	John Carter
9. Shana Wilson	Tunica	Tunica	Shana Wilson
10. Belva Davis	Tunica	Tunica	Belva Davis
11. Shanterrius Pollard	Tunica	Tunica	Shanterrius Pollard
12. Jadarrius McKinley	Tunica	Tunica	Jadarrius McKinley
13. Anthony Yang	Tunica	Tunica	Anthony Yang
14. Alienne Burk	Tunica	Tunica	Alienne Burk
15. Karynda Woodard	Tunica	Tunica	Karynda Woodard
16. Kisha Franklin	Tunica	Tunica	Kisha Franklin
17. Ray Simpson #24	Tunica	Tunica	Ray Simpson #24
18. Lucien Crawford #3	Tunica	Tunica	Lucien Crawford #3
19. Lakaytha Clay	Tunica	Tunica	Lakaytha Clay
20. M. J. Clayton	Tunica	Tunica	M. J. Clayton

Petitioner Signature: _____

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. <u>Leann C. Clay</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Leann C. Clay</u>
2. <u>Tylerisha Carter</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Tylerisha Carter</u>
3. <u>Khalid Nickson</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Khalid Nickson</u>
4. <u>Kymberlee Taylor</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Kymberlee Taylor</u>
5. <u>Starkisha Smith</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Starkisha Smith</u>
6. <u>Ronald Ladd, Jr.</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Ronald Ladd Jr.</u>
7. <u>Malaysia Hurd</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Malaysia Hurd</u>
8. <u>Cc</u>			
9. <u>Nigeria Angland</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Nigeria Angland</u>
10. <u>Edlishian Williams</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Edlishian Williams</u>
11. <u>Kendrick Baker</u>			<u>Kendrick Baker</u>
12. <u>Sedrick Taylor</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Sedrick Taylor</u>
13. <u>Jonathan Lee</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Jonathan Lee</u>
14. <u>Shakira Eung</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Shakira Eung</u>
15. <u>Kentasha Harris</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Kentasha Harris</u>
16. <u>Jasmine Page</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Jasmine Page</u>
17. <u>Myron Mills</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Myron Mills</u>
18. <u>Hal Northern</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Hal Northern</u>
19. <u>Markvinas Drung</u>	<u>Tunica</u>	<u>Tunica</u>	<u>Markvinas Drung</u>
20. <u>TK Gaines</u>	<u>Tunica</u>	<u>TKSD</u>	<u>TK Gaines</u>

Petitioner Signature: [Signature]

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Makayla Smith	Tunica	Tunica	Makayla Smith
2. Makayla Jones	Tunica	Tunica	Makayla Jones
3. Kylan McMiller	Tunica	Tunica	Kylan McMiller
4. Amber Taylor	Tunica	Tunica	Amber Taylor
5. Michia Shotts	Tunica	Tunica	Michia Shotts
6. Nyah Rogers	Tunica	Tunica	Nyah Rogers
7. DeShawn Harris			
8. DeLeon Vaughn	Tunica	Tunica	DeLeon Vaughn
9. Charlesha Bragg	Tunica	Tunica	Charlesha Bragg
10. Der Jarvis Dickey	Tunica	Tunica	Der Jarvis Dickey
11. Taylor Hopper	Tunica	Tunica	Taylor Hopper
12. Charlotte Davis	Tunica	Tunica	Charlotte Davis
13. Erin			
14. Diamond Sutton	Tunica	Tunica	Diamond Sutton
15. Wilma Robinson			
16. Erin			
17. Erin			
18. Erin			
19. Erin			
20. Ja'Den Smith	Tunica	Tunica	Ja'Den Smith

Petitioner Signature: Catlin Wick

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. Keshion Miller	Tunica		Keshion Miller
2. Tyleria Friston	Tunica		Tyleria Friston
3. Lashondra Tunica	Tunica		Lashondra
4. Terrence Tanna	Tunica	Tunica	Terrence Tanna
5. Tyrell Haddleston	Tunica		Tyrell H.
6. Ari Antonia Bell	Tunica		Ari Antonia Bell
7. KYLEA NORWOOD	Tunica		Kylea Norwood
8. Natasha Hubbard	Tunica		Natasha Hubbard
9. Jaida Weeden	Tunica	Tunica	Jaida Weeden
10. Jazlyn Weeden	Tunica	Tunica	Jazlyn Weeden
11. West Stutson	Tunica	Tunica	West Stutson
12. Jacylin Shelton	Tunica	Tunica	Jacylin Shelton
13. Chandra Shelton	Tunica		Chandra Shelton
14. Malya Carter	Tunica	Tunica	Malya Carter
15. Zyheeria Johnson	Tunica	Tunica	Zyheeria Johnson
16. Diamond McAss	Tunica	Tunica	Diamond McAss
17. Shania Howard	Tunica	Tunica	Shania Howard
18. Tmesha Bass	Tunica	Tunica	Tmesha Bass
19. The Saxon	Tunica		The Saxon
20. Emyatar Hayes	Tunica	Tunica	Emyatar Hayes
Petitioner Signature: <u>Aashia Young</u>			

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Glen B. Pearson	Tunica	Tunica County	[Signature]
2. Tracy Dumas	Tunica	Tunica County	[Signature]
3. Caliyah Harris	Tunica	Tunica County	[Signature]
4. L. King	Tunica	Tunica County	[Signature]
5. Danyel Nelson	Tunica	Tunica County	[Signature]
6. Kobe Bishop	Tunica	Tunica County	[Signature]
7. Damarious Wilbert	Tunica	Tunica County	[Signature]
8. Sabrina England	Tunica	Tunica County	[Signature]
9. Shadae Calhoun	Tunica	Tunica County	[Signature]
10. Tyanika Wynn	Tunica	Tunica County	[Signature]
11. Amoney Coleman	Tunica	Tunica County	[Signature]
12. Cleodora Anderson	Tunica	Tunica County	[Signature]
13. Deleasha Scott	Tunica	Tunica County	[Signature]
14. Tamara M.	Tunica	Tunica	[Signature]
15. Zakiya King	Tunica	Tunica	[Signature]
16. Christopher Thomas	Tunica	Tunica	[Signature]
17. Agnes N. Hawkins	Tunica	Tunica	[Signature]
18. Betsy Williams	Tunica	Tunica	[Signature]
19. Karen Jackson	Tunica	Tunica	[Signature]
20. Lakenya Thomas	Tunica	Tunica	[Signature]

Petitioner Signature: Aleshia Young

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Kato...			
2. Darius...			
3. Apr...			
4. Shan Doron Tunica	Tunica	Tunica	Shan Doron
5. Jonathan Pickett	Tunica	Tunica	Jonathan Pickett
6. Lore...			
7. Deuteria Smith	Tunica	Tunica	D Smith
8. Javion Harris	Tunica	Tunica	Javion H
9. Jia Jones	Tunica	Tunica	Jia Jones
10. Tony Williams	Tunica	Tunica	Tony Williams
11.			
12.			
13.			
14.			
15. Henry Nickson Jr	Tunica	Tunica	Henry Nickson Jr
16. Elhona Taylor	Tunica	Tunica	Elhona Taylor
17. Deante' Murphy	Tunica	Tunica	Deante' Murphy
18. Kyonna Hubbard	Tunica	Tunica	Kyonna Hubbard
19. Kaleb Banks	Tunica	Tunica	Kaleb Banks
20. Kaiser Willis	Tunica County	Tunica County	Kaiser Willis

Petitioner Signature: Jalen...

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

<u>Name (printed)</u>	<u>County</u>	<u>School District</u>	<u>Signature</u>
1. <u>Adrian Scott</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Adrian Scott</u>
2. <u>Nancy Wallace</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Nancy Wallace</u>
3. <u>Danitha Young</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Danitha Young</u>
4. <u>Kera Turner</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Kera Turner</u>
5. <u>Loresha Thomas</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Loresha Thomas</u>
6. <u>Stanisha Lane</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Stanisha Lane</u>
7. <u>Brendon Burroughs</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Brendon Burroughs</u>
8. <u>Lernesha Turner</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Lernesha Turner</u>
9. <u>Antonio Calvert II</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Antonio Calvert</u>
10. <u>Nathan Citchen</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Nathan Citchen</u>
11. <u>Ferdinand DeBose</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Ferdinand DeBose</u>
12. <u>Dannan Hill</u>	<u>Tunica</u>	<u>TCSP</u>	<u>Dannan Hill</u>
13. <u>Kendrick Hubler</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Kendrick Hubler</u>
14. <u>Tanyatta Simpson</u>	<u>Tunica</u>	<u>TUSD</u>	<u>Tanyatta Simpson</u>
15. <u>Robert Leflore Jr</u>	<u>Tunica</u>	<u>TCSP</u>	<u>Robert Leflore Jr</u>
16. <u>Quinn Anderson</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Quinn Anderson</u>
17. <u>Ashley Crawford</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Ashley Crawford</u>
18. <u>Michael Bradley</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Michael Bradley</u>
19. <u>Michael Jackson</u>	<u>Tunica</u>	<u>TCSD</u>	<u>Michael Jackson</u>
20. _____			

Petitioner Signature: Karnesha Terry

(Signature)

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

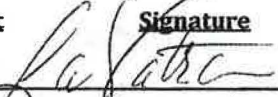
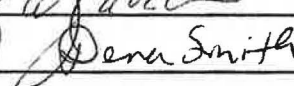
Name (printed)	County	School District	Signature
1. Kerdanas Brook	Tunica	Tunica	KBrook
2. Jermynique	Tunica	Tunica	Jermynique
3. Atlanta	Tunica	Tunica	Atlanta
4. Jonathan	Tunica	Tunica	Jonathan
5. Joe William	Tunica	Tunica	Joe William
6. Sidney Washington	Tunica	Tunica	Sidny Washington
7. Yaconin Harris	Tunica	Tunica	Yaconin Harris
8. Jamiah Thomas	Tunica	Tunica	Jamiah Thomas
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Petitioner Signature: _____

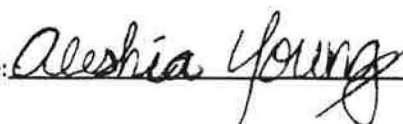
**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. LATAYIA CATZON	Tunica	Tunica	
2. Dena Smith	Tunica	Tunica	
3.	Tunica	Tunica	
4.	Tunica	Tunica	
5.	Tunica	Tunica	
6.	Tunica	Tunica	
7.	Tunica	Tunica	
8.	Tunica	Tunica	
9.	Tunica	Tunica	
10.	Tunica	Tunica	
11.	Tunica	Tunica	
12.	Tunica	Tunica	
13.	Tunica	Tunica	
14.	Tunica	Tunica	
15.	Tunica	Tunica	
16.	Tunica	Tunica	
17.	Tunica	Tunica	
18.	Tunica	Tunica	
19.	Tunica	Tunica	
20.	Tunica	Tunica	

Petitioner Signature:



**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), invested in the development and implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. <u>Tonia Wilbert</u>	<u>Tunica</u>	<u>TCSD</u>	<u>[Signature]</u>
2. <u>Shyresha Dyer</u>	<u>Tunica</u>	<u>TCSD</u>	<u>[Signature]</u>
3. <u>Shannon Hillard</u>	<u>Tunica</u>	<u>TCSD</u>	<u>[Signature]</u>
4. <u>Marguiana Williams</u>	<u>Tunica</u>	<u>TCSD</u>	<u>[Signature]</u>
5. _____			
6. _____			
7. _____			
8. _____			
9. _____			
10. _____			
11. _____			
12. _____			
13. _____			
14. _____			
15. _____			
16. _____			
17. _____			
18. _____			
19. _____			
20. _____			

Petitioner Signature: Caithlin Wicks [Signature]

**PETITION TO THE STATE BOARD OF EDUCATION (SBE) TO OPPOSE THE DELETION OF
ACCOUNTABILITY STANDARD #18 AND THE P16 COUNCIL GUIDELINES**

We, the undersigned, citizens of the state of Mississippi (MS), Invested in the development and Implementation of equitable education policy providing all children in the state of MS a quality public education, **oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines** as proposed in the Revision of Accountability Standards sent out for review and public comment. The State Board of Education *should restore* Accountability Standard #18 and the P16 Community Engagement Council Guidelines.

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable. The underlying goal of P16 Community Engagement Councils is to bring community into the policy formation process to create a healthy community rooted in healthy schools. Elimination of Standard #18 undermines the efforts of parents, students, and education stakeholders in local communities to contribute to the progressive development of their communities, which is key to job creation, job acquisition, higher income and accumulation of wealth, effective citizen participation in the political process, and impacts effective access to health care. **Standard #18 and the P16 Council Guidelines should not be deleted.**

Name (printed)	County	School District	Signature
1. Kenya Bragg	Tunica	Tunica	Kenya Bragg
2. Jarquise Harris	Tunica	Tunica	Jarquise Harris
3. Brandon Bryant	Tunica	Tunica	Brandon Bryant
4. Tina Black	Tunica	Tunica	Tina Black
5. Shantay Cotten	Tunica	Tunica	Shantay Cotten
6. Romelia Hopkins	Tunica	Tunica	Romelia Hopkins
7. Diaphi Lambert	Tunica	Tunica	Diaphi Lambert
8. Keyanna Taylor	Tunica	Tunica	Keyanna Taylor
9. LaDesha Williams	Tunica	Tunica	LaDesha Williams
10. Keshia Anderson	Tunica	Tunica	Keshia Anderson
11. Taylor Wills	Tunica	Tunica	Taylor Wills
12. Jaquasha Shipp	Tunica	Tunica	Jaquasha Shipp
13. Dominique Smith	Tunica	Tunica	Dominique Smith
14. Samantha Davis	Tunica	Tunica	Samantha Davis
15. Shameysha Taylor	Tunica	Tunica	Shameysha Taylor
16. Kai Kimmons	Tunica	Tunica	Kai Kimmons
17. _____	_____	_____	_____
18. _____	_____	_____	_____
19. _____	_____	_____	_____
20. _____	_____	_____	_____

Petitioner Signature: La McKeen Pickett

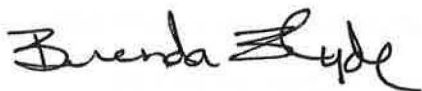
Comments for April 1, 2014 Public Hearing around Standard #18

My name is Brenda Hyde. I am the Assistant Director of Southern Echo, Inc. and I am a parent of a seventh grade student in the Jackson Public School System. I would like to request that the Mississippi Department of Education do not remove Standard #18 or the Guidelines that supports the development of P16 Councils for the following reasons:

- If the Standard is removed and the Guidelines are eliminated, there will be no way for the community education stakeholders to hold the Superintendent and School Officials accountable to ensuring that the P16 Councils will be diverse, community based, independent and committed to creating a comprehensive plan rooted in yielding a quality first-rate education system.
- Until the State Board of Education, adopted Standard #18 and the Guidelines to support the statute, there was little activity anywhere to create P16 Councils.
- Since the Standard and Guidelines, P16 Councils have been implemented in more schools and school systems that are diverse, community based and independent. More importantly, they have included students, parents and community in the majority.
- The Standard and Guidelines are helping to facilitate the type of relationship that should exist between all the players who have a stake in public education and the creation of public education policy that yields a quality first-rate education system for all families in the state of Mississippi.

So again, I asked that you do not take away something that is good and positive that is ensuring that our children receives a quality education by removing Standard #18 and the Guidelines that support it. I fear that if you remove the Standard and Guidelines that there will be few to none P16 Councils and/or that they will not be diverse, community based or independent.

Thank you for your consideration in this matter.

A handwritten signature in black ink that reads "Brenda Hyde". The signature is written in a cursive, flowing style.

Brenda Hyde

Activists With A Purpose Plus
136 Green Street
Grenada, MS 38901

#10

Mississippi Board of Education
c/o MS Department of Education
P.O. Box 771
Jackson, MS 39202-0771

April 1, 2014

Public Comment before the Mississippi Board of Education Opposing the Deletion of Accountability Standard #18 and the P16 Council Guidelines

I am Dianna Freelon-Foster from the City of Grenada in Grenada County, MS. I work with *Southern Echo, Inc.* as an organizer. I am the founder and director of *Activists With A Purpose Plus*, a grassroots community organization based in Grenada County that works with students and adults to impact education policy formation and implementation in the local school district, and is actively involved in the work of the MS Delta Catalyst Roundtable to impact education policy at the state level. I have been actively involved in the political process in Grenada for more than twenty-five years and was elected the first African American and first woman Mayor of the City of Grenada.

Because the Grenada School district has an accountability rating of High Performing, we are not mandated to institute a P16 Council in our local schools. Nonetheless, I stand before you today **opposing the deletion of Accountability Standard #18 and the P16 Council Guidelines** because I understand the importance of community input in the development of education policy and I am concerned about the experiences and opportunities offered to all of Mississippi's children – all of whom should receive a high quality public education whether they reside in Grenada County or not. So, I stand before you today in full support of the restoration of Accountability Standard #18 and the P16 Community Engagement Guidelines.

P16 Councils were developed with the express intention of allowing families, young people, parents, and a diversity of community stakeholders, many who have traditionally been left out of the development and decision-making process around education policy, an

Activists With A Purpose Plus
136 Green Street
Grenada, MS 38901

opportunity to have a voice in the development of plans that result in healthy schools and healthy communities. In 2011, this Board of Education made the appropriate decision to adopt Standard #18 as it currently exists and institute the P16 Community Engagement Council Guidelines. I like many others, whether located in successful or failing school districts across the state – some of them are gathered with us in the auditorium today – applauded the creation of the regulations because now in the state of Mississippi there was a legal mechanism designed to enforce creation of a process that valued a diversity of community experience and input into the development of the plans to get local schools and communities from where they are to where they need to be. Now, only a few years later, the importance of family and community input seems in question. The value of whole families and whole communities creating healthy schools appears in flux.

Members of the Board, families matter. Communities matter. Allowing families and a much broader diversity of community than has traditionally been a part of education policy in local school district's by Mississippi's public schools is necessary if we are serious about providing a high quality education to every child in the state of Mississippi. Therefore, I reassert my opposition to the deletion of Standard #18 and the P16 Community Engagement Councils. The Mississippi Board of Education should restore Standard #18 and the guidelines in their entirety in the Accountability Standards.

Submitted by,

Diana Freelon-Foster
Director, Activist with a Purpose Plus
Organizer, Southern Echo, Inc.
136 Green Street
Grenada, MS 38901
Phone: 662-809-0113
Email:kiamshi@bellsouth.net

Southern Echo, Inc.

1350 Livingston Lane, Suite C

Jackson, MS 39213

ph: 601-982-6400

Fax: 601-982-2636

email: souecho@southernecho.org

web: www.southernecho.org

January 24, 2014



EMPOWERMENT
ACCOUNTABILITY
TRUTHTELLING
FIGHTING RACISM
TRAINING
ASSISTANCE

Board of Directors

KIMBERLYN GALVIN
Sunflower County
Parent & Student Org.
Sunflower County, MS

TANYA GARDUNO
Southwest Workers Union
Bexar County, TX

LAVINA GRANDON,
Rural Community Alliance
Everton, AR

MARVIN HAIRE
Delta Research &
Cultural Institute, MVSU
Leflore County, MS

GREG JOHNSON
Southern Echo, Inc.
Holmes County, MS

MICHAEL MONTROYA
SouthWest Organizing Project
Bernadillo County, NM

JOYCE PARKER
Concerned Citizens for a
Better Greenville
Washington County, MS

KAMEISHA SMITH
Nollie Jenkins Family Center
Holmes County, MS

JERRY WILSON
Attorney at Law
DeKalb County, GA

ALFONZO WHITE
Action Communication &
Education Reform, Inc.
Montgomery County, MS

Staff

HOLLIS WATKINS, President

LEROY JOHNSON, Director

BRENDA HYDE, Assistant Director

MICHAEL SAYER, Senior Organizer
and Training Coordinator

HELEN JOHNSON, Education
Coordinator

RACHEL MAYES, Finance Coord.
and Office Administrator

DIANNA FREELON-FOSTER,
Field Organizer

BETTY PETTY, Senior Organizer

JANAS SAULSBERRY, Field Organizer

MARILYN YOUNG, Field Organizer

CONSTANCE HARVEY-BURWELL,
Field Organizer

GREG JOHNSON
Resource Dev. & Communications

CATHERINE JENKINS, Office Staff

Student Interns

KARL L. JOHNSON

ANTOINETTE MCKAY
Jackson State University

Ms. Paula A. Vanderford
Education Bureau Manager
Office of Accreditation and Accountability
MS Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Re: PUBLIC COMMENT: Opposition to the proposed Deletion of Accountability Standard #18 and the P16 Community Engagement Council Guidelines

Dear Ms. Vanderford:

I oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines as proposed in the Revision of Accountability Standards sent out for review and public comment. *The State Board of Education ought to restore Accountability Standard #18 and the P16 Community Engagement Council Guidelines.*

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable, as is explained below.

As noted in the proposed Revision the *existing* Standard #18 states (at Page 12):

18. There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code 37-7-337} (Districts Meeting the Highest Levels of Performance are exempted.)

18.1 DELETED.

18.2 A school district that has been designated as Failing as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council. {MS Code 37-18-5(4)}

18.3 A district and/or a school below the Successful level (includes Academic Watch-D, Low Performing-F, At-Risk of Failing-F, and Failing-F) shall establish a pre-kindergarten through higher education (P-16) council.

Note: Refer to the pilot edition of the Guidelines for P-16 Community Engagement Council.

The proposed DELETION of Standard #18 in the proposed Revision is explained as follows (at Page 12):

~~18. There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code 37-7-337} (Districts Meeting the Highest Levels of Performance are exempted.)~~

~~18.1 DELETED.~~

~~18.2 A school district that has been designated as Failing as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council. {MS Code 37-18-5(4)}~~

~~18.3 A district and/or a school below the Successful level (includes Academic Watch D, Low Performing F, At Risk of Failing F, and Failing F) shall establish a pre-kindergarten through higher education (P-16) council.~~

~~Note: Refer to the pilot edition of the Guidelines for P-16 Community Engagement Council.~~

Rationale: DELETE Standard 18 because the requirements are addressed in federal program regulations as well as in requirements of MS Code 37-18-5.

1. The proposed Revision wipes out all of Standard #18, including the reference to the P16 Council Guidelines to be used by school districts and schools to implement the creation and governance of the P16 Community Engagement Councils. This is an unfortunate development since we, the State Board and the Accountability Office all support the development of P16 Councils. However, we strongly disagree that the state statute and federal program regulations are sufficient.
2. MS Code 37-18-5 expressly mandated the State Board of Education to adopt regulations to provide for the implementation of the community engagement provision in the 2009 Children First Act:
The State Board of Education shall develop procedures for appointments to the council....
3. In the fall of 2010 State Supt. of Education Dr. Tom Burnham authorized the director of the Recovery District, Dr. Larry Drawdy, and his leadership team, to work with parent-student organizations to craft Guidelines for the implementation of the P16 Councils.
4. After six months a final draft was provided to the Office of Accountability and then to the State Board of Education. In 2011 the State Board undertook two steps. First, it adopted Standard #18 as it now exists. Second, the Board adopted the P16 Community Engagement Council Guidelines, the APA process for public comment was instituted, and the Guidelines became State Board of Education regulations.
5. Note: In the absence of the Accountability Standard #18 there is no mechanism under the law or regulations to enforce the statutory mandate to create the P16 Councils. In the absence of the Guidelines there is no framework with which school districts and school have to comply to ensure compliance with the goals for meaningful community engagement under the state law.

The Guidelines adopted by the State Board provide the basis for school districts to follow the necessary rules to create properly the independent, community-based Councils. The Guidelines provide for and enable Council members to work with community to govern the Councils. The

Guidelines provide for participation in the Councils by school officials and staff, but preclude control by school officials and staff. Accountability Standard #18 enables the MS Dept. of

Education to hold school districts and schools accountable to the Guidelines, the creation of which Guidelines was mandated by statute.

So – the statute (MS Code 37-18-5) ... standing alone ... is not sufficient. The necessary accountability (enforceability mechanism) and guidelines for how to do it do not spring from the statute as written. Nor does the legislature have the necessary expertise or the time to adopt regulations that balance all of the competing interests and issues that underlie the regulatory process. That is why the statute mandated that the State Board of Education adopt regulations to implement the provisions of the statute. Legislators understood that the expertise about how best to do this was in the experienced hands of the MS Dept. of Education, with assistance from community input.

Therefore, the suggestion in the proposed Revision that Standard #18 is not necessary because of the existence of the statute is incorrect. The deletion of Standard #18 and suppression of the Guidelines would be most unfortunate because it would pull the rug out from under the goals of the statute.

6. *Prior to the adoption in 2011 of Standard #18 and the Guidelines there had been negligible voluntary compliance with the requirement to establish P16 Councils. Where there had been voluntary compliance prior to the Guidelines superintendents tended to fashion a process which placed the superintendent and school staff in firm control of the Council, which is directly contrary to stated goals of the statute to create a community-based organization independent of the school district or local school:*

The State Board of Education shall develop procedures for appointments to the council, which shall not be appointed solely by the school board. The council will serve as a community-led group that is inclusive, accountable and required to publicly report progress to the community as a whole.

7. The proof is in the pudding as to the necessity of the Standard and Guidelines. Since the adoption of the Guidelines and Accountability Standard a great many school districts and schools have recognized their obligations under the Standard, and are using the Guidelines to chart their path for the creation and implementation of the P16 Community Engagement Councils.

Since the adoption of the Standard and Guidelines Southern Echo and the MS Delta Catalyst Roundtable alone are now working with more than a dozen districts and schools in both the training and implementation process under the Accountability Standard mandate and consistent with the Guidelines. Other community organizations, school districts and schools are similarly engaged.

In short, the power of the Standard affects the consciousness of school officials. The Guidelines provide a clear path as to how to begin and then implement the creation of the Councils.

- a. School officials, parents, students, local business people and public officials in many communities have been made aware of the duty and obligation of the school district to create

the P16 Councils, that community people have a major role to play in their implementation, and there are Guidelines which explain how to do it ... and do it efficiently at little expense.

- b. The Guidelines eliminate the need for each district and each school to craft from scratch the vision of the Council and the process of implementation to be followed. As a result, time and energy can be focused on the substantive goals to be achieved through a broad-based, independent Council which builds meaningful participation by community and working relationships with school officials.
 - c. The Guidelines were expressly designed to prescribe a specific process for school officials and community to follow in the Council creation process, with a maximum of local flexibility in response to local conditions, while providing a clear outline of how to do it that will be the same initial process framework in each district and school.
 - d. This means the Guidelines recognize that the culture and circumstances in every district or school situation will be different from all others. At the same time, the learning from the process of local adaptation of uniform Guidelines enable people from different districts and schools to share their experiences as an evolving base of knowledge about what works best and what does not.
 - e. Last, but not least, the mandate in the Standard and the outlines set in the Guidelines enable community-based organizations, such as Southern Echo and the MS Delta Catalyst Roundtable, to conduct training workshops on how to implement the Councils for school officials and community members, sometimes at the behest of school officials and sometimes at the request of community groups.
8. The existence of Standard #18 and the Guidelines have caused NO HARM! The rationale for Deletion of the Standard is that the statute is sufficient. Since the statute ... standing alone ... is clearly not sufficient to accomplish the goals of the statute, restoration of Standard #18 and the Guidelines is necessary and appropriate. Since Standard #18 causes no harm, there is no harm in restoring Standard #18 and the Guidelines.

THEREFORE, the State Board of Education ought to RESTORE STANDARD #18 and the Guidelines in their entirety in the Accountability Standards.

Respectfully submitted,

Michael Sayer

Michael Sayer
Senior Organizer & Training Coordinator
Southern Echo, Inc.

Contact information:

Home/Office: 601-957-7817

Cell: 601-278-2145

Email: mikesayer@comcast.net

#4

Comments for April 1, 2014 Public Hearing around Standard #18

My name is Brenda Hyde. I am the Assistant Director of Southern Echo, Inc. and I am a parent of a seventh grade student in the Jackson Public School System. I would like to request that the Mississippi Department of Education do not remove Standard #18 or the Guidelines that supports the development of P16 Councils for the following reasons:

- If the Standard is removed and the Guidelines are eliminated, there will be no way for the community education stakeholders to hold the Superintendent and School Officials accountable to ensuring that the P16 Councils will be diverse, community based, independent and committed to creating a comprehensive plan rooted in yielding a quality first-rate education system.
- Until the State Board of Education, adopted Standard #18 and the Guidelines to support the statute, there was little activity anywhere to create P16 Councils.
- Since the Standard and Guidelines, P16 Councils have been implemented in more schools and school systems that are diverse, community based and independent. More importantly, they have included students, parents and community in the majority.
- The Standard and Guidelines are helping to facilitate the type of relationship that should exist between all the players who have a stake in public education and the creation of public education policy that yields a quality first-rate education system for all families in the state of Mississippi.

So again, I asked that you do not take away something that is good and positive that is ensuring that our children receives a quality education by removing Standard #18 and the Guidelines that support it. I fear that if you remove the Standard and Guidelines that there will be few to none P16 Councils and/or that they will not be diverse, community based or independent.

Thank you for your consideration in this matter.

A handwritten signature in black ink that reads "Brenda Hyde". The signature is written in a cursive style with a large, stylized "B" and "H".

Brenda Hyde

Paula Vanderford

From: Jeremiah Burks <burksj@tunicak12.org>
Sent: Tuesday, April 01, 2014 2:03 PM
To: Paula Vanderford
Subject: Standard 18 - P16 Council

As a school principal, I value the spirit and intent of P16 Councils due to the opportunity for community engagement and organizational transparency.

With regards,

Jeremiah Baron Burks, Ed. D.
Principal
Robinsonville Elementary School
662-357-1077 phone 662-357-1087 fax
"Respect. Empowerment. Scholarship."

Southern Echo, Inc.

1350 Livingston Lane, Suite C
Jackson, MS 39213
ph: 601-982-6400
Fax: 601-982-2636

email: souecho@southernecho.org
web: www.southernecho.org

January 24, 2014



EMPOWERMENT
ACCOUNTABILITY
TRUTHTELLING
FIGHTING RACISM
TRAINING
ASSISTANCE

Board of Directors

KIMBERLYN GALVIN
Sunflower County
Parent & Student Org.
Sunflower County, MS

TANYA GARDUNO
Southwest Workers Union
Bexar County, TX

LAVINA GRADON,
Rural Community Alliance
Everton, AR

MARVIN HAIRE
Delta Research &
Cultural Institute, MVSU
Leflore County, MS

GREG JOHNSON
Southern Echo, Inc.
Holmes County, MS

MICHAEL MONTOTA
SouthWest Organizing Project
Bernillo County, NM

JOYCE PARKER
Concerned Citizens for a
Better Greenville
Washington County, MS

KAMEKSHA SMITH
Nolie Jenkins Family Center
Holmes County, MS

JERRY WILSON
Attorney at Law
DeKalb County, GA

ALFONZO WHITE
Action Communication &
Education Reform, Inc.
Montgomery County, MS

Staff

HOLLIS WATKINS, President

LEROY JOHNSON, Director

BRENDA HYDE, Assistant Director

MICHAEL SATYER, Senior Organizer
and Training Coordinator

HELEN JOHNSON, Education
Coordinator

RACHEL MAYES, Finance Coord.
and Office Administrator

DIANNA FREELON-FOSTER,
Field Organizer

BETTY PETTY, Senior Organizer

JANAS SAULSHERRY, Field Organizer

MARILYN YOUNG, Field Organizer

CONSTANCE HARVEY-BURWELL,
Field Organizer

GREG JOHNSON
Resource Dev. & Communications

CATHERINE JENKINS, Office Staff

Student Interns

KAHILIL JOHNSON

ANTOINETTE MCKAY
Jackson State University

Ms. Paula A. Vanderford
Education Bureau Manager
Office of Accreditation and Accountability
MS Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Re: PUBLIC COMMENT: Opposition to the proposed Deletion of Accountability Standard #18 and the P16 Community Engagement Council Guidelines

Dear Ms. Vanderford:

I oppose the DELETION of Accountability Standard #18 and the P16 Council Guidelines as proposed in the Revision of Accountability Standards sent out for review and public comment. *The State Board of Education ought to restore Accountability Standard #18 and the P16 Community Engagement Council Guidelines.*

Elimination of Standard #18 will undermine the P16 Community Engagement Council process and render the goals of the state statute unenforceable, as is explained below.

As noted in the proposed Revision the **existing Standard #18** states (at Page 12):

18. There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code 37-7-337} (Districts Meeting the Highest Levels of Performance are exempted.)

18.1 DELETED.

18.2 A school district that has been designated as Failing as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council. {MS Code 37-18-5(4)}

18.3 A district and/or a school below the Successful level (includes Academic Watch-D, Low Performing-F, At-Risk of Failing-F, and Failing-F) shall establish a pre-kindergarten through higher education (P-16) council.

Note: Refer to the pilot edition of the Guidelines for P-16 Community Engagement Council.

The proposed DELETION of Standard #18 in the proposed Revision is explained as follows (at Page 12):

~~18. There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision making. {MS Code 37-7-337} (Districts Meeting the Highest Levels of Performance are exempted.)~~

~~18.1 DELETED.~~

~~18.2 A school district that has been designated as Failing as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council. {MS Code 37-18-5(4)}~~

~~18.3 A district and/or a school below the Successful level (includes Academic Watch D, Low Performing F, At Risk of Failing F, and Failing F) shall establish a pre-kindergarten through higher education (P-16) council.~~

~~Note: Refer to the pilot edition of the Guidelines for P-16 Community Engagement Council.~~

Rationale: DELETE Standard 18 because the requirements are addressed in federal program regulations as well as in requirements of MS Code 37-18-5.

1. The proposed Revision wipes out all of Standard #18, including the reference to the P16 Council Guidelines to be used by school districts and schools to implement the creation and governance of the P16 Community Engagement Councils. This is an unfortunate development since we, the State Board and the Accountability Office all support the development of P16 Councils. However, we strongly disagree that the state statute and federal program regulations are sufficient.
2. MS Code 37-18-5 expressly mandated the State Board of Education to adopt regulations to provide for the implementation of the community engagement provision in the 2009 Children First Act:
The State Board of Education shall develop procedures for appointments to the council...
3. In the fall of 2010 State Supt. of Education Dr. Tom Burnham authorized the director of the Recovery District, Dr. Larry Drawdy, and his leadership team, to work with parent-student organizations to craft Guidelines for the implementation of the P16 Councils.
4. After six months a final draft was provided to the Office of Accountability and then to the State Board of Education. In 2011 the State Board undertook two steps. First, it adopted Standard #18 as it now exists. Second, the Board adopted the P16 Community Engagement Council Guidelines, the APA process for public comment was instituted, and the Guidelines became State Board of Education regulations.
5. Note: In the absence of the Accountability Standard #18 there is no mechanism under the law or regulations to enforce the statutory mandate to create the P16 Councils. In the absence of the Guidelines there is no framework with which school districts and school have to comply to ensure compliance with the goals for meaningful community engagement under the state law.

The Guidelines adopted by the State Board provide the basis for school districts to follow the necessary rules to create properly the independent, community-based Councils. The Guidelines provide for and enable Council members to work with community to govern the Councils. The

Guidelines provide for participation in the Councils by school officials and staff, but preclude control by school officials and staff. Accountability Standard #18 enables the MS Dept. of

Education to hold school districts and schools accountable to the Guidelines, the creation of which Guidelines was mandated by statute.

So – the statute (MS Code 37-18-5) ... standing alone ... is not sufficient. The necessary accountability (enforceability mechanism) and guidelines for how to do it do not spring from the statute as written. Nor does the legislature have the necessary expertise or the time to adopt regulations that balance all of the competing interests and issues that underlie the regulatory process. That is why the statute mandated that the State Board of Education adopt regulations to implement the provisions of the statute. Legislators understood that the expertise about how best to do this was in the experienced hands of the MS Dept. of Education, with assistance from community input.

Therefore, the suggestion in the proposed Revision that Standard #18 is not necessary because of the existence of the statute is incorrect. The deletion of Standard #18 and suppression of the Guidelines would be most unfortunate because it would pull the rug out from under the goals of the statute.

6. *Prior to the adoption in 2011 of Standard #18 and the Guidelines there had been negligible voluntary compliance with the requirement to establish P16 Councils. Where there had been voluntary compliance prior to the Guidelines superintendents tended to fashion a process which placed the superintendent and school staff in firm control of the Council, which is directly contrary to stated goals of the statute to create a community-based organization independent of the school district or local school:*

The State Board of Education shall develop procedures for appointments to the council, which shall not be appointed solely by the school board. The council will serve as a community-led group that is inclusive, accountable and required to publicly report progress to the community as a whole.

7. The proof is in the pudding as to the necessity of the Standard and Guidelines. Since the adoption of the Guidelines and Accountability Standard a great many school districts and schools have recognized their obligations under the Standard, and are using the Guidelines to chart their path for the creation and implementation of the P16 Community Engagement Councils.

Since the adoption of the Standard and Guidelines Southern Echo and the MS Delta Catalyst Roundtable alone are now working with more than a dozen districts and schools in both the training and implementation process under the Accountability Standard mandate and consistent with the Guidelines. Other community organizations, school districts and schools are similarly engaged.

In short, the power of the Standard affects the consciousness of school officials. The Guidelines provide a clear path as to how to begin and then implement the creation of the Councils.

- a. School officials, parents, students, local business people and public officials in many communities have been made aware of the duty and obligation of the school district to create

the P16 Councils, that community people have a major role to play in their implementation, and there are Guidelines which explain how to do it ... and do it efficiently at little expense.

- b. The Guidelines eliminate the need for each district and each school to craft from scratch the vision of the Council and the process of implementation to be followed. As a result, time and energy can be focused on the substantive goals to be achieved through a broad-based, independent Council which builds meaningful participation by community and working relationships with school officials.
 - c. The Guidelines were expressly designed to prescribe a specific process for school officials and community to follow in the Council creation process, with a maximum of local flexibility in response to local conditions, while providing a clear outline of how to do it that will be the same initial process framework in each district and school.
 - d. This means the Guidelines recognize that the culture and circumstances in every district or school situation will be different from all others. At the same time, the learning from the process of local adaptation of uniform Guidelines enable people from different districts and schools to share their experiences as an evolving base of knowledge about what works best and what does not.
 - e. Last, but not least, the mandate in the Standard and the outlines set in the Guidelines enable community-based organizations, such as Southern Echo and the MS Delta Catalyst Roundtable, to conduct training workshops on how to implement the Councils for school officials and community members, sometimes at the behest of school officials and sometimes at the request of community groups.
8. The existence of Standard #18 and the Guidelines have caused NO HARM! The rationale for Deletion of the Standard is that the statute is sufficient. Since the statute ... standing alone ... is clearly not sufficient to accomplish the goals of the statute, restoration of Standard #18 and the Guidelines is necessary and appropriate. Since Standard #18 causes no harm, there is no harm in restoring Standard #18 and the Guidelines.

THEREFORE, the State Board of Education ought to RESTORE STANDARD #18 and the Guidelines in their entirety in the Accountability Standards.

Respectfully submitted,

Michael Sayer

Michael Sayer
Senior Organizer & Training Coordinator
Southern Echo, Inc.
Contact information:
Home/Office: 601-957-7817
Cell: 601-278-2145
Email: mikesayer@comcast.net

Comments for April 1, 2014 Public Hearing around Standard #18

My name is Brenda Hyde. I am the Assistant Director of Southern Echo, Inc. and I am a parent of a seventh grade student in the Jackson Public School System. I would like to request that the Mississippi Department of Education do not remove Standard #18 or the Guidelines that supports the development of P16 Councils for the following reasons:

- If the Standard is removed and the Guidelines are eliminated, there will be no way for the community education stakeholders to hold the Superintendent and School Officials accountable to ensuring that the P16 Councils will be diverse, community based, independent and committed to creating a comprehensive plan rooted in yielding a quality first-rate education system.
- Until the State Board of Education, adopted Standard #18 and the Guidelines to support the statute, there was little activity anywhere to create P16 Councils.
- Since the Standard and Guidelines, P16 Councils have been implemented in more schools and school systems that are diverse, community based and independent. More importantly, they have included students, parents and community in the majority.
- The Standard and Guidelines are helping to facilitate the type of relationship that should exist between all the players who have a stake in public education and the creation of public education policy that yields a quality first-rate education system for all families in the state of Mississippi.

So again, I asked that you do not take away something that is good and positive that is ensuring that our children receives a quality education by removing Standard #18 and the Guidelines that support it. I fear that if you remove the Standard and Guidelines that there will be few to none P16 Councils and/or that they will not be diverse, community based or independent.

Thank you for your consideration in this matter.

A handwritten signature in dark ink, appearing to read "Brenda Hyde". The signature is fluid and cursive, with the first name "Brenda" being more legible than the last name "Hyde".

Brenda Hyde