

**IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF ALABAMA
NORTHEASTERN DIVISION**

SONNIE WELLINGTON HEREFORD,)	
IV, <i>et al.</i> ,)	
)	
PLAINTIFFS,)	NO.: 5:63-cv-00109-MHH
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and)	
)	
UNITED STATES OF AMERICA,)	
)	
PLAINTIFF-INTERVENOR,)	
)	
v.)	
)	
HUNTSVILLE BOARD OF)	
EDUCATION, <i>et al.</i> ,)	
)	
DEFENDANTS.)	

**BRIEF OF HUNTSVILLE BOARD OF EDUCATION IN SUPPORT OF
THE UNOPPOSED MOTION FOR PARTIAL UNITARY STATUS AS TO
FACULTY AND STAFF**

Today, in compliance with the Consent Order and consistent with Freeman v. Pitts, 503 U.S. 467, 489 (1992), the Huntsville City Board of Education (“District”) filed an Unopposed Motion for Partial Unitary Status as to Faculty and Staff¹ (“Motion”). The District’s Motion is due to be granted because the District has fully and satisfactorily complied with the requirements of the Consent Order

¹ The Consent Order contains a section titled “Faculty.” (Doc. 450, p. 65). However, in light of the Green court’s consideration of both faculty and staff, the District’s Motion seeks partial unitary status and release of federal court supervision as to both the faculty and staff Green factors. Green v. Cnty. Sch. Bd. of New Kent Cnty, Virginia, 391 U.S. 430, 435 (1968).

related to faculty and staff and has shown a good-faith commitment to the whole of the Consent Order.

I. BACKGROUND LAW

As this Court is well aware, “[t]he Supreme Court's decisions in Brown v. Bd. of Educ., 347 U.S. 483, 74 S.Ct. 686, 98 L.Ed. 873 (1954) (‘Brown I’), and Brown v. Bd. of Educ., 349 U.S. 294, 75 S.Ct. 753, 99 L.Ed. 1083 (1955) (‘Brown II’), placed all *de jure* segregated school systems under a constitutional obligation to desegregate.” Holton v. City of Thomasville Sch. Dist., 425 F.3d 1325, 1336-37 (11th Cir. 2005). A school district’s obligation is to eliminate the vestiges of past discrimination “to the extent practicable.” Id. at 1337; see also Missouri v. Jenkins, 515 U.S. 70, 101 (1995). If the district is successful in meeting its constitutional obligation, it may be declared “unitary,” as opposed to dual, and have federal court supervision removed. Freeman, 503 U.S. at 486-87. The defendant school system bears the burden of proving that it has achieved unitary status and that any current racial imbalances within the school system are not related, proximately, to the prior operation of a segregated system of education. Lee v. Etowah Cty. Bd. of Educ., 963 F.2d 1416, 1425 (11th Cir. 1992).

In determining whether past *de jure* discrimination has been eliminated to the extent practicable, the Supreme Court has advised that courts must examine six areas of the school system: (1) facilities; (2) extracurricular activities; (3) faculty;

(4) staff; (5) transportation; and (6) student assignment. Green v. Cty. Sch. Bd. of New Kent Cty, Virginia, 391 U.S. 430, 435 (1968). These six areas are commonly referred to as the Green factors.

“A federal court in a school desegregation case has the discretion to order an incremental or partial withdrawal of its supervision and control.” Freeman, 503 U.S. at 489. In other words, “upon a finding that a school system subject to a court-supervised desegregation plan is in compliance in some but not all areas, the court in appropriate cases may return control to the school system in those areas where compliance has been achieved, limiting further judicial supervision to operations that are not yet in full compliance with the court decree.” Id. at 491. Where justified by the facts of a case, partial relinquishment of judicial control can be an “important and significant” step in fulfilling the district court’s duty to return the operations and control of schools to local authorities. Id. at 490. When considering a partial withdrawal of supervision, the Supreme Court has advised that lower courts must consider:

whether there has been full and satisfactory compliance with the decree in those aspects of the system where supervision is to be withdrawn; whether retention of judicial control is necessary or practicable to achieve compliance with the decree in other facets of the school system; and whether the school district has demonstrated, to the public and to the parents and students of the once disfavored race, its good-faith commitment to the whole of the court's decree and to those provisions of the law

and the Constitution that were the predicate for judicial intervention in the first instance.

Id.

II. BACKGROUND FACTS

This case began on March 11, 1963, when five Huntsville public school students, by and through their parents, filed a Motion for Preliminary Injunction seeking the right to be enrolled in schools operated by the District on a non-segregated basis. (March 11, 1963, Motion for Preliminary Injunction). On September 2, 1970, the Court entered an Order requiring the District to prepare “a plan for a unitary school system not based on race which meets the requirements of law.” (Doc. 67, p. 1). Among other things, the Order required the Board to “announce and implement” policies to address the desegregation of faculty and staff. (Id. at p. 3).

Relevant to the District’s Motion and the faculty and staff Green factors, the 1970 Order required the District to assign all “principals, teachers, teacher-aides, and other staff who work directly with children at a school” so that the racial composition of staff at a given school would not indicate whether the school was intended for Black or White students. (Id. at p. 3). The 1970 Order required the District to assign staff so that the ratio of Black teachers to White teachers in each school, and the ratio of other staff in each, was “substantially the same as each such ratio is to the teachers and other staff, respectively, in the entire school

system.” (*Id.*)² The 1970 Order mandated that faculty and staff be “hired, assigned, promoted, paid, demoted, dismissed and otherwise treated without regard to race, color, or national origin.” (*Id.*). The 1970 Order also contained other obligations related to any future reductions in force. (*Id.* at pp. 4-5).

To ensure compliance, the 1970 Order required the Board to file an annual report with the Court on a number of topics, including the number of full and part time teachers, by race, in the District and in each school. (Doc. 67, pp. 9-10). The 1970 Order also obligated the District to report information regarding the dismissal and demotion of teachers. (*Id.*). In a previous opinion, this Court found that the District filed annual reports each year from 1975 through 1986. (Doc. 364, p. 14). The Court stated that “[t]he record contains no indication that the Board filed an annual report, per the 1970 desegregation order, after July 1986.” (*Id.*).

On April 24, 2015, the Court entered the Proposed Consent Order (“Consent Order”) submitted by the District and the United States, via the Department of Justice (“DOJ”). (Doc. 450). The Consent Order outlines the District’s obligations with respect to the faculty and staff Green factors. Those obligations will be discussed in more detail below. Since the entry of the Consent Order, the District

² The Court’s 1970 Order stated that “[t]he school district shall assign the staff described above so that the ratio of [Black] *students* to White teachers in each school, and the ratio of other staff in each, are substantially the same as each such ratio is to the teachers and other staff, respectively, in the entire school system.” (Doc. 67, p. 3) (emphasis added). The District believes this was an error, and the Court intended to cite the standard developed by the Fifth Circuit in Singleton in the 1970 Order. See Singleton v. Jackson Municipal Separate Sch. Dist., 419 F.2d 1211, 1218 (5th Cir. 1969) (en banc), rev’d in part by Carter v. West Feliciana Parish Sch. Bd., 396 U.S. 290 (1970) (“For the remainder of the 1969-70 school year the district shall assign the staff described above so that the ratio of Negro to white teachers in each school, and the ratio of other staff in each, are substantially the same as each such ratio is to the teachers and other staff, respectively, in the entire school system.”)

has worked to implement the terms of the Consent Order in cooperation with the DOJ.

III. SUMMARY OF EVIDENCE

This section of the Brief proceeds in five parts. First, Section A below shows that the District has fully and satisfactorily complied with the requirements of the Consent Order related to faculty and staff. To show compliance with this requirement, the District submits the affidavits of Lee Simmons, Micah Fisher, and Superintendent Christie Finley. Although discussed in more detail in a different section of this Brief, the affidavit of Dr. George Smith also shows that the District has complied with the Consent Order's requirements.

Second, Section B provides statistical evidence showing that the District has eliminated the vestiges of *de jure* segregation to the extent practicable as to the faculty and staff Green factors. In support of this showing, the District submits the affidavit of Dr. George Smith. Third, the information described in Section C shows that retention of supervision over the faculty and staff Green factors is not necessary in order for the Court to ensure the District's compliance with the whole of the Consent Order. Finally, Section D shows that the District has worked in good faith to adhere to its faculty and staff related obligations and has demonstrated a commitment to the whole of the Consent Order. To show good faith, the District submits the affidavit of Superintendent Christie Finley.

A. The District has Fully Complied with the Provisions of the 2015 Consent Order Regarding Faculty and Staff.

The 2015 Consent Order contains the District's obligations related to the recruitment, hiring, promotion, demotion, dismissal, and assignment of faculty and staff. (Doc. 450, pp. 65-66). Additionally, the Consent Order obligates the District to maintain specific records related to faculty and staff, and lists thirteen annual reporting obligations. (Doc. 450, pp. 67-70). The Board submits the affidavit testimony of Lee Simmons, Micah Fisher, and Superintendent Christie Finley as evidence that it has fully and satisfactorily complied with the terms of the faculty section of the Consent Order.

Lee Simmons is the District's Talent Management Director. (Simmons Aff., ¶ 1). Simmons is charged with coordinating and overseeing the District's hiring and assignment processes, vacancy postings, applicant screening process, recruiting program, training and professional development for certified employees, and evaluations for certified employees. (*Id.*). Simmons' affidavit testimony provides extensive evidence regarding how the District's hiring procedures and process for making vacancy postings comply with the terms of the Consent Order. (*Id.* at ¶¶ 6-56). Simmons' affidavit discusses in detail the District's recruiting activities, including the District's participation in college recruiting fairs. (*Id.* at ¶¶ 57-70). Simmons' affidavit testimony provides evidence of the District's efforts to

maintain records in compliance with the Consent Order. (Id. at ¶¶ 13, 16, 28, 52-53).

Micah Fisher is the District's Human Resources Director. (Fisher Aff., ¶ 1). Fisher is charged with ensuring proper implementation of the District's human resources policies and maintaining compliance with federal and state law with regard to human resource's decisions. (Id.). Fisher's affidavit provides an explanation of the District's process for making pay decisions on a nondiscriminatory basis using non-racial criteria. (Id. at ¶¶ 6-15).

Christie Finley is the District's Superintendent. Superintendent Finley's affidavit discusses the District's incentive pay programs. (Finley Aff., ¶ 22). The District began offering incentive pay in the 2014-2015 school year to provide a performance-based incentive meant to increase AP exam pass rates. (Id.). The District found incentive pay to be ineffective and, after facing budgetary constraints, discontinued the incentive pay program after the 2018-2019 school year. (Id.).

As will be discussed more fully in Section B below, the affidavit of Dr. George Smith provides evidence of the District's successes related to the recruitment and promotion of Black principals and assistant principals. Dr. Smith was previously employed by the District as its Chief Student Equity Officer and Data Strategist. (Smith Aff., ¶¶ 1-2). In the District's first court report, the District

reported 13 Black (32.5%) and 25 White (62.5%) principals. (Doc. 461-8, p. 2-3). The District also reported 20 Black (39%) and 29 White (57%) assistant principals or teachers on special assignment (TOSA).³ (Id.). In the court report filed in November 2021, the District reported 23 Black (53.5%) and 17 White (39.5%) principals. (Doc. 723-6, p. 11). The District reported 24 Black (58.5%) and 16 White (39%) assistant principals. (Id.). While these raw numbers show that the District has increased the number and percentage of Black principals and assistant principals since the 2014-2015 school year, Dr. Smith’s affidavit provides even greater analysis. Dr. Smith found that, between the 2017-2018 school year and 2020-2021 school year, the District hired 15 Black principals (compared to 12 White) and 20 Black assistant principals (compared to 15 White). (Smith Aff., ¶¶ 49, 53). Dr. Smith found that “[t]he fact that Black staff members have been represented at a higher rate as principals and APs than the percentage in the larger pool of certified staff shows a continued pipeline for Black administrators in the District, especially since the principal pool relies heavily on the AP pool.” (Id. at ¶ 64). Dr. Smith stated that his analysis showed “a trend of Black staff member representation in the positions of principal and AP at expected or higher rates based on initial frequencies in the respective pools.” (Id. at ¶ 65). Dr. Smith found no bias against Black staff members in principal or AP roles, noting that “[i]f

³ TOSAs operated very similarly to assistant principals.

anything, there is a trend of Black staff members being placed in principal and AP roles at a steady rate.” (Id.).

Dr. Smith’s affidavit also provides evidence of the District’s non-discrimination in the discipline, demotion, suspension, and termination of District employees. (Smith Aff., ¶¶ 83-90). Dr. Smith analyzed court report data from report V.D.11 between 2017-2018 and 2020-2021 school years. Dr. Smith found that “the analyses did not find an association between race and dismissal. Race of the certified staff member was not related to dismissal from one’s position.” (Smith Aff., ¶ 90).

In addition to the statements by Dr. Smith, Superintendent Finley’s affidavit also provides evidence of the District’s efforts to ensure the recruitment, development, and promotion of Black administrators and teachers in the District. (Finley Aff. ¶¶ 6-11). Her affidavit also discusses the District’s efforts to equitably hire and assign Black principals and teachers. (Id.).

Superintendent Finley discusses some aspects of the District’s good faith implementation of the Consent Order and future commitment. For example, she discusses the District’s efforts to timely file annual reports since the Court’s entry of the Consent Order. (Finley Aff. ¶ 2). She also identifies her understanding that a grant of unitary status limits a District’s ability to make faculty and staff decisions on the basis of race. (Finley Aff. ¶ 13). However, she and her team have developed

procedures designed to maintain the same level of success in recruiting and hiring after a grant of partial unitary status, without the need for considering race in a way that would violate the law. (Finley Aff. ¶¶ 13-15).

In sum, the affidavit testimony of Superintendent Finley, Dr. Smith, Simmons, and Fisher show that the District has fully complied with the terms of the faculty section of the 2015 Consent Order and that the District has demonstrated a commitment to treat faculty and staff in a non-discriminatory manner.

B. The District Has Eliminated the Vestiges of *De Jure* Segregation in Faculty and Staff to the Extent Practicable.

In Singleton, the Fifth Circuit held that school districts must assign faculty and staff “so that the ratio of [Black] to [W]hite teachers in each school, and the ratio of other staff in each, are substantially the same as each such ratio is to the teachers and other staff, respectively, in the entire school system.” Singleton v. Jackson Mun. Separate Sch. Dist., 419 F.2d 1211, 1218 (5th Cir. 1969). Courts have interpreted Singleton’s “substantially the same” mandate as allowing some variation between the school level ratios for each employee category as compared to the ratio, in the entire school district, for each employee category. See Coalition to Save Our Children v. State Bd. of Educ. of State of Delaware, 90 F.3d 752, 766 n.21 (3rd Cir. 1996) (“Courts addressing unitary status motions typically have considered faculties within ± 15 percentage point of the district-wide minority

composition to be racially balanced. Indeed, recognizing the difficulty of achieving perfect balance, particularly with small elementary school faculties, some courts have applied a standard of ± 20 percentage points.”).

The Eleventh Circuit has found no abuse of discretion where a lower court allowed up to a ± 15 percentage point variance from the district-wide average for faculty and staff composition. Pitts v. Freeman, 887 F.2d 1438, 1447-48 (11th Cir. 1989), *rev'd on other grounds*, 503 U.S. 467 (1992). The Eleventh Circuit cautioned that its holding “does not establish 15-percent as the standard for all cases; we merely find no abuse of discretion on the facts of this case.” Id. Thus, an even greater variation may be acceptable because the ± 15 is not a rule; “it is merely a statistic that courts have repeatedly found satisfactory.” United States v. Jefferson Cty. Sch. Dist., 63 F.Supp.3d 346, 1351 (N.D. Fla. 2014); see also Flax v. Potts, 915 F.2d 155, 163 (5th Cir. 1990) (affirming use of ± 20 variation by lower court).

To this point, the District has filed report V.D.4 as part of its annual Consent Order Reports. Report V.D.4 shows the percentage of certified employees at each school site, disaggregated by race. Functionally, this report shows the District’s percentages for Singleton ratio purposes. Each year, the District has had a small number of schools that have fallen outside the ± 15 percentage point range for Singleton purposes. (Simmons Aff., ¶ 75). Looking at the District’s elementary,

middle, high, and pre-kindergarten through eighth grade schools, the District has fluctuated between two and five schools outside of the Singleton ratio each year since Consent Order implementation, with the exception of the 2021-2022 school year. (Id.). Data from the 2021-2022 school year shows that 11 schools are out of compliance with the Singleton ratio. (Doc. 744, p. 34). However, six of the 11 schools that fell outside of the Singleton ratio were within a +/- 20 percentage point band. (Id.); see Flax, 915 F.2d at 163 (affirming use of ± 20 variation by lower court). The sudden and uncharacteristic increase in schools outside the Singleton ratio is a product of the teacher shortage in Alabama and likely effects from the Covid-19 pandemic. (See Doc. 744, p. 34). The District received a drastically reduced number of applications, which resulted in the District being forced to choose between falling out of compliance with the Singleton ratio or not having a teacher in a classroom. (Id.).

The data from the 2020-2021 school year is more reflective of the District's historical compliance. (See Doc. 723-6, p. 11). This report shows that five schools out of 37 fell outside the Singleton ratio. (Simmons Aff., ¶ 76). Those five schools were Columbia High School, Jemison High School, McNair Junior High, Challenger Middle School, and Montview Elementary School. (Id.); (see also Doc. 723-6, p. 11).

The Singleton ratio has proven to be a very difficult target to hit because it is always moving. (Simmons Aff., ¶ 72-73). As teachers retire or move and new teachers are added, the target for the District is regularly shifting. (Id.). As described in Lee Simmons’ affidavit, the District has worked in good faith to meet Singleton’s requirements. (Id. at ¶¶ 71-74).

In addition to analyzing the composition of school and district-level faculty and staff, Singleton demands that courts also consider whether school systems have discriminated against Black employees “in the hiring, assignment, promotion, pay, demotion, or dismissal of faculty members and administrative staff.” See Fort Bend Indep. Sch. Dist. v. Stafford, 651 F.2d 1133, 1138 (5th Cir. 1981) (discussing Singleton, 419 F.2d at 1217-18). To comply with this Singleton mandate, “the district’s current employment practices must be non-discriminatory and in compliance with constitutional standards.” Fort Bend Indep. Sch. Dist., 651 F.2d at 1140.

Courts have also considered whether the school system has made a sustained, good faith effort to recruit Black employees and faculty members. See Duval Cty. Sch., 273 F.3d at 967 (granting unitary status where school system “aggressively recruited black faculty and staff”); see also Fort Bend Indep. Sch. Dist., 651 F.2d at 1140 (granting unitary status where school system made a “sustained good faith effort to recruit minority faculty members so as to remedy

the effects of any past discriminatory practices”); United States v. Texas Educ. Agency, 467 F.2d 848, 873 (5th Cir. 1972) (“A showing of good faith effort to find sufficient qualified Mexican-American teachers to achieve an equitable ratio, will rebut any inference of discrimination.”).

To better understand the impact that the District’s recruitment and retention efforts have had on Black employees, the District worked with Dr. George Smith, who formerly served as the District’s Chief Student Equity Officer, but who had previously been responsible for analyzing and interpreting the District’s data for the entire period of Consent Order implementation. (Smith Aff. ¶¶ 1-5). In support of the District’s Motion, Dr. Smith analyzed data from the 2017-18 to the 2020-21 school years to determine what, if any, relationship exists between race and four different aspects of the District’s implementation of the Consent Order. Those four aspects are: 1.) selection rates for teaching positions; 2.) selection rates for principals and assistant principals; 3.) transfers for certified positions; and 4.) dismissals of certified employees. (Smith Aff. ¶¶ 6-16). With the exception of dismissals, Dr. Smith analyzed each of the identified aspects in several different ways to better understand what statistical relationship, if any, exists between race and each aspect.

Dr. Smith’s affidavit provides extensive statistical analysis including pertinent tables for helping understand his findings. In lieu of including all of those

findings in this Brief, the District instead offers Dr. Smith's conclusions with citations to the pertinent portions of his affidavit:

- **Regarding faculty and staff selection:** Dr. Smith found that, generally speaking, Black qualified candidates were either selected at a higher rate than their White counterparts (school years 2018-19 and 2020-21) or there was no statistical relationship between race and selection (school years 2017-18 and 2019-20) (Smith Aff. ¶¶ 18-27). He also found that Black candidates participate in the same or fewer interviews prior to selection than White candidates (Smith Aff. ¶¶ 28-34), and he found that Black candidates were not initially passed over for selection based on their first interview. (Smith Aff. ¶¶ 35-42).
- **Regarding principal and assistant principal selection:** Dr. Smith found that when compared to the certified staff pool from the District, the frequency of Black applicants, interviewees, and selected candidates for principal and assistant principal tended to be higher. (Smith Aff. ¶¶ 43-56). Regarding the demographic makeup of principals and assistant principals – and not just the selection rate – Dr. Smith found that Black staff member representation is at expected or higher rates than the pool of certified employees. (Smith Aff. ¶¶ 57-65)
- **Regarding transfers of certified staff:** Dr. Smith did not find a relationship between race and District-directed transfers, but he did find a relationship between race and self-selected transfers of employees. (Smith Aff. ¶¶ 66-75). Dr. Smith found that, although a small difference, there is a difference between the rates at which Black employees sought transfers for new positions (i.e., a promotion rather than a lateral change) and lateral positions (in three out of the four analytical years) than did White employees. (Smith Aff. ¶¶ 76-82).
- **Regarding dismissals of certified staff:** Dr. Smith found no statistical association between race and dismissal. (Smith Aff. ¶¶ 83-90).

Based on the above findings, Dr. Smith concluded that there is no statistical evidence to support a finding that the District is engaging in discriminatory practices against Black employees. (Smith Aff. ¶¶ 91-94). In fact, he states that

“[t]he results of my analyses either show no relationship between race and the District’s selection practices (i.e., race does not play a role in the implementation of the District’s procedures) or they show a positive relationship between the District’s practices and the selection of Black candidates.” (Smith Aff. ¶ 92).

C. Retention of Judicial Supervision of Faculty and Staff is Not Necessary for the District to Achieve Compliance with the 2015 Consent Order as to Other Facets of the School System.

In Freeman, the Supreme Court cautioned that, before granting a partial withdrawal of federal court supervision, a lower court should consider whether retention of supervision is necessary in order to ensure compliance with other facets of the Consent Order. Freeman, 503 U.S. at 491. This is because “two or more Green factors may be intertwined or synergistic in their relation, so that a constitutional violation in one area cannot be eliminated unless the judicial remedy addresses other matters as well.” Id. at 497. The Supreme Court has observed that segregation in student assignment and faculty/staff are often related. See Freeman, 503 U.S. at 497. However, the Freeman court found that the interdependence of the two factors did not bar the release of supervision as to student assignment, where “the record does not show that student reassignments would be a feasible or practicable way to remedy [deficiencies in faculty assignments].” Id. at 498.

The District recognizes that the Court’s analysis as to Freeman’s second factor requires a nuanced approach. However, there are two primary reasons why

Freeman's interdependence test poses no bar to a declaration of partial unitary status as to faculty and staff. First, the language of the Consent Order itself supports a finding that retention of judicial control over the District's core faculty practices is unnecessary to achieve compliance with other areas of the Consent Order. While the Consent Order does impose obligations related to equitable access to course offerings and student discipline that are in essence faculty-related duties, those obligations are clearly outlined in the equitable access to course offerings and student discipline sections of the Consent Order. The Consent Order does not condition partial unitary status as to faculty and staff on the District's compliance with these other obligations because the obligations are – at their core – obligations related to equitable access to course offerings and student discipline. Because this Court will continue to have judicial supervision over equitable access to course offerings and student discipline, retention of judicial supervision over the faculty and staff Green factors is not required to ensure compliance with the whole of the Consent Order.

Second, the language contained in this Motion explicitly acknowledges that a grant of partial unitary status as to faculty and staff will not exempt the District from the obligations found in the equitable access to course offerings and student discipline sections of the Consent Order that involve faculty as an ancillary matter. Given that the party bound by the obligations outlined in the Consent Order

concedes that a declaration of partial unitary status as to faculty and staff does not alter the Court's oversight of obligations outlined in other areas of the Consent Order, retention of judicial control over the faculty and staff Green factor is unnecessary.

D. The District Has in Good Faith Complied With and Shown a Commitment to the Whole of its Desegregation Plan.

“To be entitled to unitary status, not only must a school system eliminate the vestiges of *de jure* segregation to the extent practicable, but ‘local authorities [must] have in good faith fully and satisfactorily complied with, and shown a commitment to, the desegregation plan.’” Duval Cty. Sch., 273 F.3d at 974 (quoting Oklahoma City Pub. Sch. v. Dowell, 498 U.S. 237, 249-50 (1991)). To determine if a school board has shown good faith, courts consider whether the school board's policies and actions “form a consistent pattern of lawful conduct directed to eliminating earlier violations.” Freeman, 503 U.S. at 491; see also Lockett v Bd. of Educ. of Muscogee Cty. Sch. Dist., 111 F.3d 839, 843 (11th Cir. 1997). In addition to looking backward to evaluate the District's conduct since implementation began, a good faith inquiry “requires that the court look into the future and consider whether the school district's record of performance inspires confidence that the district will continue to be concerned with the equality of educational opportunity for all of its students.” Hoots v. Pennsylvania, 118 F. Supp. 2d 577, 588, 612 (W.D. Pa. 2000) (citing Mills v. Freeman, 942 F. Supp.

1149 (N.D. Ga. 1996)). The inquiry is, *in toto*, measuring the District's attitude, policies, decisions, and actions. See Hoots, 118 F. Supp. 2d at 612 ("Good faith may also be measured by school board attitudes, policies, and decisions.").

Since implementation of the 2015 Consent Order, the District has shown a consistent pattern of lawful conduct complying with all faculty and staff related obligations in both the 2015 Consent Order and 1970 Order. As detailed in the Superintendent's affidavit, the District has worked tirelessly to recruit, hire, and retain Black applicants in a highly competitive market created by the nationwide teacher shortage. (Finely Aff. ¶¶ 16-21). Additionally, the District has worked in good faith with the United States as part of the United States' efforts to monitor the District's compliance with the Consent Order. This has involved many conference calls, site visits, and e-mail exchanges. The District has acted promptly and in good faith to address any concerns or issues identified by the District or United States related to faculty and staff. Moving forward, the District will continue to ensure that the goals of the Consent Order related to faculty and staff are met.

IV. Conclusion

For the reasons discussed above, the District has eliminated the vestiges of segregation to the extent practicable and demonstrated good faith compliance with the Consent Order in the areas of faculty and staff. Therefore, the District's Motion for Partial Unitary Status as to Faculty and Staff should be granted.

RESPECTFULLY SUBMITTED this 5 April 2023.

/s/ Christopher M. Pape

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CERTIFICATE OF SERVICE

I certify that I have filed the foregoing with the Clerk of the Court using the CM/ECF electronic filing system which will send notification of such filing to those parties of record who are registered for electronic filing, and further certify that those parties of record who are not registered for electronic filing have been served by mail by depositing a copy of the same in the United States mail, first class postage prepaid.

/s/ Christopher M. Pape
Christopher M. Pape

**UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF ALABAMA
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AFFIDAVIT OF CHRISTIE FINLEY

Background

1. My name is Christie Finley. I am the Superintendent for the Huntsville City Board of Education ("the District"). I have held this position since May 17, 2018, when I was appointed as Interim Superintendent to replace Dr. Matt Akin. In this position, I am responsible for undertaking, directing, and overseeing all activities necessary for the operation of the District's schools, including oversight and implementation of the District's Consent Order.
2. Prior to serving as Interim Superintendent and Superintendent, I served as the District's Deputy Superintendent of Strategy and Innovation from July

2017 through August 2018. In addition, I served as the District's Director of Strategy and Innovation from October 2016 through July 2017. In both of those roles, I was responsible for facilitating and overseeing the implementation of the District's Consent Order, including oversight of the District's compliance with Consent Order obligations related to faculty and staff assignment. In addition, my duties included serving as the District's liaison for the Desegregation Advisory Committee ("DAC"). In this role, and in my role as Superintendent, I have worked to ensure that the District meets its annual requirements of timely filing reports with the Court.

3. My previous experience within the District includes serving as the District's Director of Secondary Programs (June 2014 through January 2017), Principal at Blossomwood Elementary School (2011 through 2014), Principal at Monte Sano Elementary (2010-2011), and serving as an Assistant Principal at Hampton Cove Elementary (2007-2010). I also served as Assistant Principal at Bob Jones High School in Madison City Schools (2006-2007). Prior to that, I served as a guidance counselor at Hampton Cove Elementary School (2001-2006).
4. I have been employed by the District, in either an administrative or central office position, at all times since the District began implementing the Consent Order. A copy of my complete resume is attached hereto as **Exhibit 1**.
5. I submit this affidavit to provide background information in support of the Unopposed Motion for Partial Unitary Status as to Faculty and Staff

Assignment (“Motion”). The purpose of my affidavit is to provide the Court information explaining the District’s future plans for its hiring and assignment of faculty and staff.

District’s Plan to Continue Current Procedures

6. During the District’s implementation of the Consent Order, the District’s Talent Management and Human Resources departments have developed procedures to ensure that employees and applicants are treated fairly as part of the District’s hiring, promotion, transfer, and disciplinary procedures. Most of these procedures are detailed in the affidavits of Micah Fisher and Lee Simmons in support of the Motion.
7. The key feature of many of these procedures, such as the various screening and interview committees, is the District’s commitment to ensuring that the teams responsible for implementation are diverse. These diverse teams help the District with recruitment efforts from our pipeline colleges and universities, and after interested individuals apply, our diverse teams ensure that qualified candidates are treated fairly and in a non-discriminatory manner.
8. Talent Management’s work on growing a diverse workforce also supports the District’s efforts in ensuring that its leadership is diverse.
9. To have diversity in leadership – both at the District level and the school level – we must treat all of our qualified teachers and administrators fairly. One of my team’s major areas of focus in the nearly four years I have

served as Superintendent has been ensuring that the District take steps to recruit, develop, and promote our Black teachers and administrators.

10. This effort has been largely successful, and the District has more diversity, especially in school-level leadership, than it has had in recent memory.
11. A benefit of a diverse administration, faculty, and staff is that it helps the District eliminate discrimination and inequity in its discipline, demotion, suspension, and termination of District employees.
12. The District team's statistical analysis of the impact of its procedures can be found in Dr. George Smith's affidavit in support of the Motion.
13. While a grant of partial unitary status for faculty and staff assignment would remove the District's ability to make decisions based on race, the bulk of the District's procedures do not rely on decisions made based on a person's race. Instead, the District team has been able to meet its obligations by ensuring that its focus is on diversity.
14. For example, the District currently ensures that applicants sent to schools for consideration would tend to improve the diversity of a given school. Even before this filing, the District has attempted to limit or discontinue practices of requiring schools to hire particular qualified applicants in order to meet racial targets – such as the Singleton ratio. Additionally, the goal of the Singleton ratio is to prevent a school from being identifiable as a Black or White school solely by inspecting the race of the teachers at that school. If declared unitary, an initial part of the job of Talent Management and Human Resources will be to ensure that the applications shared with

our schools will reflect the diversity of the overall number of qualified applicants. By so doing, the District will be able to ensure that all schools are able to select from a similar pool of applicants while still considering the diversity of their school's faculty.

15. These practices will serve the District well even after it earns partial unitary status. The District should be well-positioned to continue employing a diverse faculty and staff that is treated equitably.

The District's Plans for Faculty and Staff Retention

16. Notwithstanding the District's attempts to perfect its internal procedures, there are several external issues that impact the District's ability to retain its workforce.
17. While these external factors are not unique to the District nor tied directly to the Consent Order, I wanted to share some of the initiatives that my team has undertaken to encourage faculty and staff retention in the District.
18. One of the first issues that my team sought to address when I became Superintendent was to lower the number of non-tenured teachers who were non-renewed at the end of a school year. To do this, my leadership team worked with school principals to develop plans for supporting struggling non-tenured teachers. Only after good faith implementation of these plans would a school be able to non-renew a non-tenured teacher. The only exception to this is teacher misconduct.
19. Largely, these measures were successful in increasing the percentage of retained teachers each year. When I took over the teacher retention

percentage was around 80%, and prior to the pandemic, we hit a nearly 90% retention. Once the pandemic hit, we saw a dip in teacher retention back down to previous numbers (approximately 80%).

20. To address the retention issues caused by the pandemic, my team has implemented the following measures:
 - a. The District has created a Professional Learning Academy (“PLA”) available to all classified (typically, non-teachers) and certified personnel. The PLA provides professional development opportunities for faculty and staff, and, to incentivize participation, the District provides supplemental payment to individuals who participate in this optional program.
 - b. The District has also created an Instructional Leadership Academy (“ILA”). The ILA is another optional program that allows certified staff who are interested in becoming instructional leaders (i.e., principals, assistant principals, coordinators, etc.) with professional development directly related to stepping into those roles in the future. This is a way for the District to continue growing its future leaders.
 - c. The District has increased the daily rate of pay for substitute teachers to help schools find substitutes for when classroom teachers need to be absent.
 - d. I have worked with various teacher advisory committees during my time as Superintendent, and this year, I created an advisory

committee out of the teachers of the year. I wanted our most recognized teachers to have a voice in the direction of the District.

- e. My District team has also increased the number of opportunities for recognizing individual teachers for their accomplishments. This includes celebrating those teachers who earn their National Board Certification.
- f. To increase the number of teachers who have the ability to seek a National Board Certification, the District has partnered with The Schools Foundation and Creative Cities to raise money to cover the tuition for teachers seeking their National Board Certification. Students whose teachers are certified by the National Board tend to outperform their peers, and this partnership is a great way to invest both in faculty and our students.
- g. Lastly, teacher morale has been of paramount importance as we navigate the different stages of the pandemic. It is not always easy to get a clear picture of how our teachers are feeling throughout the year. As such, we have begun working with company that specializes on internal engagement and measuring morale of an entity's workforce. We began implementing this specialized engagement (through weekly "pulse surveys" designed to analyze faculty and staff morale) in February of 2022. We have used and plan to continue using this information to identify areas that the District can address to better support our faculty and staff. The

above measures have largely replaced previous supplements for teachers that were solely linked to student performance as that tended to benefit teachers at schools with lower percentages of poverty. The above measures help us recognize the hard work of all our teachers.

21. Between the District's continuation of its current practices and its implementation of retention efforts, the District is prepared to continue treating its faculty and staff in a non-discriminatory and equitable manner even after earning unitary status.

Incentive Pay

22. The District began offering incentive pay in the 2014-2015 school year to provide a performance-based incentive meant to increase AP exam pass rates. The District found incentive pay to be ineffective and, after facing budgetary constraints, discontinued the incentive pay program after the 2018-2019 school year.

FURTHER AFFIANT SAYETH NAUGHT.


Christie Finley

STATE OF ALABAMA }
COUNTY OF MADISON

SWORN TO AND SUBSCRIBED BEFORE ME this the 24th day of
March 2023.

LISA TEAGUE
NOTARY PUBLIC, ALABAMA STATE AT LARGE
MY COMMISSION EXPIRES AUG. 20, 2023

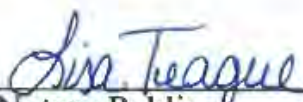

Notary Public
My Commission Expires: Aug. 20, 2023

EXHIBIT 1

CHRISTIE H. FINLEY

200 White Street

Huntsville, AL 35801

256-428-6800

superintendent@hsv-k12.org

EDUCATION AND CREDENTIALS:

2005-2006 **University of South Alabama**, Class AA Certification (Educational Leadership)
1994-1996 **Alabama A&M University**, M.A. School Counseling
1988-1991 **Auburn University**, B.S. Secondary Social Science Education

PROFESSIONAL EXPERIENCE:

August 2018-Present **Superintendent**
 Huntsville City Schools

Responsibilities:

- Developed plan that would encompass current state accountability measures and Consent Order Green Factors
- Developed Indicators of Future Success to ensure focus on increasing student achievement
- Developed and implemented a School Safety Task Force that would provide stakeholder feedback and recommendation to improve school safety
- Collaborated with community leaders to develop a plan for expansion of National Board-Certified Teacher opportunities
- Created “New Mentor/ Mentee Professional Learning Community” for new principals
- Implemented strategic financial plan that progressed the District towards one-month General Fund reserve while preserving the teacher pay-raise
- Developed partnership with Auburn University and NCAME to expand Advanced Manufacturing and Engineering to expand workforce development opportunities for students
- Partnered with the United States Space and Rocket Center to expand opportunities for the Culinary Career Technical program

June 2018-August 2018 **Interim Superintendent,**
 Huntsville City Schools

Responsibilities:

- Lead the initial development of the strategic plan for Huntsville City Schools with emphasis on increasing student achievement, ensuring a safe learning environment, building teacher capacity, maintaining efficient and effective operations, and engaging in community connectedness
- Lead, collaborated, and communicated weekly with district leaders to define, discuss, and determine instructional foci for the school year
- Collaborated with Chief School Finance Officer to ensure the district budget is fiscally responsible and financially stable
- Collaborated with various community stakeholders to gather feedback and input regarding the direction of Huntsville City Schools
- Facilitated a professional development pathway that is systemic, purposeful, and connected directly to student achievement and teacher learning
- Established expectations for school leaders through data analysis with focus on ensuring all students are learning at high levels

*Simultaneously serving as Interim Superintendent and Deputy Superintendent of Strategy and Innovation

July 2017- present

**Deputy Superintendent of Strategy and Innovation,
Huntsville City Schools**

Responsibilities:

- Facilitated implementation of the Joint Consent Order in various ways, including, meeting and collaborating with Department of Justice attorneys, providing an update to Honorable Judge Haikala during the Fall Joint Consent Order Status Conference
- Supervised and supported multiple departments (Assessment and Accountability, Behavioral Learning, Networked Learning, Talent Management) that directly supported the implementation of the Joint Consent Order
- Lead the initial development of the strategic plan for Huntsville City Schools
- Co-lead professional development programs for school and district leaders
- Co-lead the revision of the Behavior Learning Guide and development of the elementary and secondary matrices with a focus on creating a user- friendly document for administrators and faculties
- Facilitated the implementation of the Virtual School to provide non-traditional opportunities for students
- Provided strategic initiative professional development to new department leaders
- Assisted and supported the implementation of the District Restorative Panel Meetings
- Served as the district liaison for the Desegregation Advisory Committee
- Organized and supported the Desegregation Advisory Committee Feeder Pattern Meetings and District-Wide Meetings

October 2016- July 2017

**Director of Strategy and Innovation,
Huntsville City Schools**

Responsibilities:

- Collaborated with all Huntsville City School departments to ensure development and implementation of proposed and existing board policies as it related to the implementation of the Joint Consent Order
- Coordinated and collaborated with the Chief School Financial Officer to establish budget priorities and ensure the availability and appropriate allocation of district resources for alignment with the Joint Consent Order
- Researched and assisted with the implementation of Power Hour in all high schools to increase student participation in extra-curricular activities

June 2014- January 2017

**Director of Secondary Programs,
Huntsville City Schools**

Responsibilities:

- Lead the development of a comprehensive district wide action plan to increase equitable access course offerings for all students in grades six through twelve (this plan is part of the current Joint Consent Order for Huntsville City Schools)
- Organized and coordinated National Blue Ribbon Schools assessment for eight (8) schools, lead four (4) schools to national recognition

- Assisted with the launch of inaugural district wide “I-Register” event for Huntsville City School students and parents to provide information regarding course offerings, career pathways, and post-secondary opportunities for students in grades six through twelve
- Collaborated with Guidance Services to establish college entrance exam preparatory classes for all high school students that led to an increase in National Merit Semi-finalists in the district
- Assisted with establishing an industry partnership with AMRDEC Engineering Directorate in Advanced/Addictive Manufacturing and Engineering Design to bridge career readiness for high school students, student internships, and student scholarship opportunities for high school students
- Collaborated with non-profit leadership organization to implement student leadership courses in all high schools to increase student awareness of organizational leadership
- Collaborated with Southern Regional Educational Board to align feeder pattern core courses with career awareness for all students

2011- 2014	Principal, Blossomwood Elementary School
2010- 2011	Principal, Monte Sano Elementary School
2007- 2010	Assistant Principal, Hampton Cove Elementary School
2006-2007	Assistant Principal, Bob Jones High School, Madison City School System
2001-2006	School Counselor, Hampton Cove Elementary School
1999-2001	School Counselor, Sparkman High School, Madison County School System
1998-1999	Career Counselor, Madison County Career Academy, Madison County School System
1996-1998	School Counselor Bob Jones High School, Madison City School System
1992-1996	High School Teacher, Bob Jones High School, Madison County School System

HONORS AND DISTINCTIONS:

- Recognition as a National Blue Ribbon School of Excellence, 2013
- Huntsville City Schools PTA, *Principal of the Year*, 2013
- Co-led the development of the Entertainment Technology Academy for Huntsville City Schools, 2013
- Monte Sano Elementary Huntsville Council of PTA Award, 2011
- Blue Cross Blue Shield Healthy Reading Award, 2011
- Who’s Who Among Professional Women, 2011
- Cambridge Educators, 2011
- Who’s Who Among American High School Teachers, 2007
- Cambridge Educators, 2007
- Bob Jones High School Hall of Fame, 2007

**UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF ALABAMA
NORTHEASTERN DIVISION**

SONNIE WELLINGTON HEREFORD,)	
IV, <i>et al.</i> ,)	
)	
PLAINTIFFS,)	NO.: 5:63-cv-00109-MHH
)	
and)	
)	
UNITED STATES OF AMERICA,)	
)	
PLAINTIFF-INTERVENOR,)	
)	
v.)	
)	
HUNTSVILLE BOARD OF)	
EDUCATION, <i>et al.</i> ,)	
)	
DEFENDANTS.)	

AFFIDAVIT OF MICAH FISHER

Background

1. My name is Micah Fisher. I am the Human Resources (“HR”) Director for the Huntsville City Board of Education (“District”). I have held this position since 2016. I am part of the team responsible for managing the District’s HR policies and ensuring the correct application of federal and state employment law. I also ensure that our HR decisions conform to our District’s policies. My role includes helping oversee the District’s implementation efforts as it relates to non-discriminatory pay decisions for District employees.

2. I started with the District as a Human Resources Manager in November 2012, until my promotion in 2016. Prior to my employment with the District, I was the Human Resources Director for Eagle Support Services, a government contractor, for approximately nine years. I have worked in the HR sector since approximately 2000.
3. I have a master's degree in Business Administration from Middle Tennessee State University. I also have a bachelor's degree from the University of Alabama in Commerce & Business Administration. Additionally, I hold several certifications: as a Senior Professional in Human Resources via the HR Certification Institute; as a Senior Certified Professional via the Society for Human Resource Management; and as a Professional Human Capital Leader in Education via the American Association of School Personnel Administrators.
4. A copy of my complete resume is attached hereto as **Exhibit 1**.
5. I submit this affidavit to provide information in support of the Motion for Partial Unitary Status for Faculty and Staff. The purpose of my affidavit is to provide the Court information necessary for understanding the District's efforts in implementing the faculty section of the Consent Order related to pay decisions.

Non-Discriminatory Pay Decisions

6. As part of my duties, I am tasked with helping the Superintendent ensure that decisions regarding pay are based solely on non-racial criteria. My

primary duty is to ensure that employees are paid consistent with the Board's non-discriminatory salary schedules.

7. The District only has two employees, the Superintendent and Chief School Financial Officer, that have salaries determined by contract instead of a salary schedule. The salaries for the Superintendent and Chief School Financial Officer are negotiated, documented in a contract, and approved by the Huntsville City Board of Education. My duty relative to these two employees is to ensure that each employee is paid consistent with their contract.¹
8. All other District employees are paid based on a salary schedule. This includes all certified teachers, certified administrators, central office administrators (excluding the Superintendent and Chief School Financial Officer), and non-certified employees². The District has implemented a salary schedule every year since the Consent Order's implementation. Generally, the salary schedule is updated annually. As an example, I have attached hereto as **Exhibit 2** the District's 2022-2023 Salary Schedule.
9. For certified teachers, there are multiple salary schedules depending on the number of months the teacher is scheduled to work in a school year. (See Exhibit 2, pp. 2-5). A certified teacher's pay is determined based on the employee's degree level as recognized by the Alabama State Department

¹ From time to time, the District has certain positions that are paid through a grant. Those positions are generally paid consistent with the terms of the grant.

² Non-certified employees – including both exempt and non-exempt employees – are called “classified” employees under Alabama law.

of Education (bachelor, masters, doctorate, etc.), experience, and whether the employee is a nine-, ten-, eleven-, or twelve-month employee. Race is not a factor in determining the pay for certified teachers.

10. In 2021, Alabama passed a law that established the Teacher Excellence and Accountability for Mathematics and Science (“TEAMS”) salary schedule for qualifying math and science teachers. The purpose of the law is to provide additional compensation for qualifying math and science teachers in an effort to retain those teachers and help schools fill hard to staff positions in math and science. An employee’s placement on the TEAMS salary schedule is determined based on the employee’s degree level as recognized by the Alabama State Department of Education, (bachelor, masters, doctorate, etc.) and years of experience. (See Exhibit 2, p. 6).
11. Under Alabama law, school principal salaries can be determined on a case-by-case basis as part of a contract negotiation process.³ However, to ensure equity and consistency, the District implements a unique salary schedule for elementary principals, middle school principals, and high school principals. (See Exhibit 2, p. 7). Each employee’s placement on the salary schedule is determined based on the employee’s experience and months

³ Currently, there are six remaining principals that receive pay based on a contract instead of the District’s principal salary schedule. These six principals were on a contract before the District implemented the salary schedule for school principals. These six principals were allowed to remain on contract to avoid a cut in pay. For some principals who were on a contract, the salary schedule implementation resulted in a pay increase. Those principals transitioned to the salary schedule instead of remaining on contract.

the employee is scheduled to work. In addition to the salary schedule, each school principal receives a “Higher Degree Supplement” if the school principal has a Ed.S/AA Certificate, Ed.S/AA Certificate plus a doctorate degree, or a doctorate degree. Race is not a factor in determining pay for school principals.

12. All remaining employees in the District are paid pursuant to a salary schedule that is tied to a position grade/rank. The District grades positions based on a number of factors, including the scope of the position’s responsibilities, the types and number of duties to be performed, and the qualifications required to perform the job. I work with the Superintendent and Chief School Financial Officer to determine the grade for each position in the District.
13. Once a position’s grade is determined, the employee is paid based on the salary schedule for the position’s grade. Each salary schedule, except for the position of hearing impaired interpreter, is broken into pay steps. An employee is placed on the schedule based on the employee’s experience level.
14. It is my understanding that the salary schedule is publicly posted on the District’s website via a link on the Human Resources department page.
15. Since the implementation of the Consent Order, I have worked to ensure that decisions regarding pay are made based solely on non-racial criteria. When placing employees on a salary schedule, I do not consider race. Race is a not a consideration for any of the District’s pay decisions.

FURTHER AFFIANT SAYETH NAUGHT.




Micah Fisher

STATE OF ALABAMA)
COUNTY OF MADISON)

SWORN TO AND SUBSCRIBED BEFORE ME this the 29th day of
March 2023.





Notary Public
My Commission Expires 01/12/2025

EXHIBIT 1

Micah S. Fisher

Professional Experience

Huntsville City Schools – Huntsville, Alabama

Human Resources Director
2016 – Present

Human Resources Manager
2012 - 2016

Eagle Support Services Corporation – Huntsville, Alabama

Director of Human Resources
2008 – 2012

Human Resources Manager
2005 – 2008

Human Resources Coordinator
2004 – 2005

HCA, Physician Services – Brentwood, Tennessee

Human Resources Specialist
2000 - 2004

Education

Middle Tennessee State University – Murfreesboro, Tennessee

Master of Business Administration, 2003

University of Alabama – Tuscaloosa, Alabama

Bachelor of Science in Commerce and Business Administration, 1997

Professional Certifications

Senior Professional in Human Resources (SPHR)

HR Certification Institute

SHRM Senior Certified Professional (SHRM-SCP)

Society for Human Resource Management

Professional Human Capital Leader in Education (pHCLE)

American Association of School Personnel Administrators

EXHIBIT 2



Huntsville City Board of Education

2022-2023 Salary Schedule

Approved: June 2, 2022

Revised/Approved: August 30, 2022

Huntsville City Board of Education2022-2023 Salary Schedule - Teacher and Other Certificated Employees**Public School Experience - Nine Months - 187 Days**

Schedule -	B				
	Degree/Rank				
Step/ Years	Bachelor/ BS	Master/ MA	AA, EDS/ AA	Doctoral/ DR	Non-Degree/ ND
0	43,872	50,445	54,393	58,341	43,872
1	45,198	51,486	55,199	59,072	45,198
2	46,038	52,207	55,842	59,664	46,038
3	47,753	54,869	59,658	63,987	47,753
4	50,430	57,409	61,458	65,028	50,430
5	52,672	59,681	63,676	66,933	52,672
6	53,711	60,858	64,930	68,256	53,711
7	54,247	61,466	65,578	68,940	54,247
8	54,788	62,082	66,234	69,629	54,788
9	55,747	63,168	67,393	70,673	55,747
10	56,723	64,273	68,572	72,010	56,723
11	57,716	65,398	69,772	73,270	57,716
12	58,582	66,379	70,819	74,369	58,582
13	59,461	67,375	71,881	75,585	59,461
14	60,603	68,636	73,209	76,969	60,603
15	61,361	69,494	74,124	77,931	61,361
16	62,128	70,363	75,051	78,905	62,128
17	63,080	71,418	76,189	80,091	63,080
18	63,869	72,311	77,141	81,092	63,869
19	64,667	73,215	78,105	82,106	64,667
20	65,152	73,764	78,691	82,722	65,152
21	65,478	74,133	79,084	83,136	65,478
22	65,805	74,504	79,479	83,552	65,805
23	66,134	74,877	80,650	83,761	66,134
24	66,465	75,251	81,053	84,180	66,465
25	66,797	75,627	81,458	84,811	66,797
26	67,131	76,005	81,865	85,235	67,131
27	67,467	76,385	82,774	85,661	67,467
28	68,142	77,149	83,602	86,089	68,142
29	68,823	77,920	84,438	86,950	68,823
30	69,511	78,504	85,282	87,820	69,511
31	70,206	79,289	86,135	88,698	70,206
32	70,908	80,082	86,996	89,585	70,908
33	71,617	80,883	87,866	90,481	71,617
34	72,333	81,692	88,745	91,386	72,333
35	73,056	82,509	89,632	92,300	73,056

The anniversary date of experience shall be used to determine the appropriate step for qualified public education experience. Full-time, public teaching experience will be used to determine placement, with the exception of those positions that require industry experience for certification. An employee is entitled to pay for an advanced degree in the monthly pay period that begins after the State Superintendent recognizes the advanced degree. If the contract period has ended, the increase in pay will become effective with the first pay period of the next contract. The advanced degree must be earned from a regionally accredited institution.

Huntsville City Board of Education2022-2023 Salary Schedule - Teacher and Other Certificated Employees**Public School Experience - Ten Months - 202 Days**

Schedule -	BA				
	Degree/Rank				
Step/ Years	Bachelor/ BS	Master/ MA	AA, EDS/ AA	Doctoral/ DR	Non-Degree/ ND
0	47,391	54,491	58,756	63,021	47,391
1	48,824	55,616	59,627	63,810	48,824
2	49,731	56,395	60,321	64,450	49,731
3	51,583	59,270	64,443	69,120	51,583
4	54,475	62,014	66,388	70,244	54,475
5	56,897	64,468	68,784	72,302	56,897
6	58,019	65,740	70,138	73,731	58,019
7	58,598	66,396	70,838	74,470	58,598
8	59,183	67,062	71,547	75,214	59,183
9	60,219	68,235	72,799	76,342	60,219
10	61,273	69,429	74,072	77,786	61,273
11	62,346	70,644	75,369	79,147	62,346
12	63,281	71,704	76,500	80,334	63,281
13	64,231	72,779	77,647	81,648	64,231
14	65,464	74,142	79,081	83,143	65,464
15	66,283	75,068	80,070	84,182	66,283
16	67,112	76,007	81,071	85,234	67,112
17	68,140	77,147	82,300	86,515	68,140
18	68,992	78,111	83,329	87,597	68,992
19	69,854	79,088	84,370	88,692	69,854
20	70,378	79,681	85,003	89,357	70,378
21	70,730	80,079	85,428	89,805	70,730
22	71,083	80,480	85,854	90,254	71,083
23	71,439	80,883	87,119	90,480	71,439
24	71,796	81,287	87,555	90,932	71,796
25	72,155	81,693	87,992	91,614	72,155
26	72,516	82,102	88,432	92,072	72,516
27	72,879	82,512	89,414	92,532	72,879
28	73,608	83,337	90,308	92,995	73,608
29	74,344	84,170	91,211	93,925	74,344
30	75,087	84,801	92,123	94,864	75,087
31	75,837	85,649	93,044	95,813	75,837
32	76,596	86,506	93,974	96,771	76,596
33	77,362	87,371	94,914	97,739	77,362
34	78,135	88,245	95,864	98,716	78,135
35	78,916	89,127	96,822	99,704	78,916

The anniversary date of experience shall be used to determine the appropriate step for qualified public education experience. Full-time, public teaching experience will be used to determine placement, with the exception of those positions that require industry experience for certification. An employee is entitled to pay for an advanced degree in the monthly pay period that begins after the State Superintendent recognizes the advanced degree. If the contract period has ended, the increase in pay will become effective with the first pay period of the next contract. The advanced degree must be earned from a regionally accredited institution.

Huntsville City Board of Education2022-2023 Salary Schedule - Teacher and Other Certificated Employees**Public School Experience - Eleven Months - 222 Days**

Schedule -	BB				
	Degree/Rank				
Step/ Years	Bachelor/ BS	Master/ MA	AA, EDS/ AA	Doctoral/ DR	Non-Degree/ ND
0	52,083	59,887	64,574	69,260	52,083
1	53,658	61,122	65,530	70,128	53,658
2	54,655	61,978	66,294	70,831	54,655
3	56,691	65,139	70,824	75,963	56,691
4	59,869	68,154	72,961	77,199	59,869
5	62,530	70,851	75,594	79,461	62,530
6	63,764	72,249	77,083	81,031	63,764
7	64,400	72,970	77,852	81,843	64,400
8	65,042	73,702	78,631	82,661	65,042
9	66,181	74,991	80,007	83,901	66,181
10	67,340	76,303	81,406	85,488	67,340
11	68,518	77,638	82,831	86,984	68,518
12	69,547	78,803	84,074	88,288	69,547
13	70,590	79,985	85,335	89,732	70,590
14	71,946	81,482	86,911	91,375	71,946
15	72,846	82,501	87,997	92,517	72,846
16	73,756	83,533	89,098	93,673	73,756
17	74,886	84,785	90,449	95,081	74,886
18	75,823	85,845	91,579	96,270	75,823
19	76,770	86,918	92,724	97,473	76,770
20	77,346	87,570	93,419	98,205	77,346
21	77,733	88,008	93,886	98,696	77,733
22	78,121	88,449	94,355	99,190	78,121
23	78,512	88,891	95,745	99,438	78,512
24	78,905	89,335	96,223	99,936	78,905
25	79,299	89,782	96,704	100,685	79,299
26	79,696	90,231	97,187	101,188	79,696
27	80,095	90,682	98,266	101,694	80,095
28	80,896	91,589	99,249	102,202	80,896
29	81,704	92,504	100,242	103,224	81,704
30	82,521	93,197	101,244	104,257	82,521
31	83,346	94,129	102,257	105,299	83,346
32	84,180	95,071	103,279	106,352	84,180
33	85,021	96,022	104,312	107,416	85,021
34	85,871	96,982	105,355	108,490	85,871
35	86,730	97,952	106,408	109,575	86,730

The anniversary date of experience shall be used to determine the appropriate step for qualified public education experience. Full-time, public teaching experience will be used to determine placement, with the exception of those positions that require industry experience for certification. An employee is entitled to pay for an advanced degree in the monthly pay period that begins after the State Superintendent recognizes the advanced degree. If the contract period has ended, the increase in pay will become effective with the first pay period of the next contract. The advanced degree must be earned from a regionally accredited institution.

Huntsville City Board of Education2022-2023 Salary Schedule - Teacher and Other Certificated Employees**Public School Experience - Twelve Months - 240 Days**

Schedule -	BD				
	Degree/Rank				
Step/ Years	Bachelor/ BS	Master/ MA	AA, EDS/ AA	Doctoral/ DR	Non-Degree/ ND
0	56,306	64,742	69,809	74,876	56,306
1	58,008	66,078	70,844	75,814	58,008
2	59,086	67,004	71,669	76,574	59,086
3	61,287	70,420	76,566	82,122	61,287
4	64,723	73,680	78,877	83,458	64,723
5	67,600	76,596	81,723	85,903	67,600
6	68,934	78,107	83,333	87,601	68,934
7	69,622	78,887	84,164	88,479	69,622
8	70,316	79,677	85,006	89,363	70,316
9	71,547	81,071	86,494	90,703	71,547
10	72,800	82,489	88,007	92,419	72,800
11	74,074	83,933	89,547	94,036	74,074
12	75,185	85,192	90,891	95,447	75,185
13	76,314	86,471	92,254	97,007	76,314
14	77,779	88,089	93,958	98,784	77,779
15	78,752	89,190	95,132	100,018	78,752
16	79,736	90,305	96,322	101,268	79,736
17	80,958	91,659	97,783	102,791	80,958
18	81,971	92,806	99,004	104,075	81,971
19	82,995	93,966	100,242	105,377	82,995
20	83,618	94,670	100,994	106,167	83,618
21	84,036	95,144	101,498	106,699	84,036
22	84,456	95,620	102,005	107,233	84,456
23	84,878	96,099	103,508	107,501	84,878
24	85,303	96,579	104,025	108,039	85,303
25	85,729	97,061	104,545	108,848	85,729
26	86,157	97,547	105,067	109,393	86,157
27	86,589	98,034	106,234	109,939	86,589
28	87,455	99,015	107,297	110,489	87,455
29	88,329	100,004	108,370	111,594	88,329
30	89,212	100,754	109,453	112,710	89,212
31	90,104	101,761	110,548	113,837	90,104
32	91,005	102,779	111,653	114,975	91,005
33	91,915	103,807	112,769	116,125	91,915
34	92,834	104,845	113,897	117,287	92,834
35	93,762	105,894	115,036	118,460	93,762

The anniversary date of experience shall be used to determine the appropriate step for qualified public education experience. Full-time, public teaching experience will be used to determine placement, with the exception of those positions that require industry experience for certification. An employee is entitled to pay for an advanced degree in the monthly pay period that begins after the State Superintendent recognizes the advanced degree. If the contract period has ended, the increase in pay will become effective with the first pay period of the next contract. The advanced degree must be earned from a regionally accredited institution.

Huntsville City Board of Education2022-2023 Salary Schedule - TEAMS Participating Teachers**Public School Experience - Nine Months - 189 Days**

Schedule -	BC				
	Degree/Rank				
Step/ Years	Bachelor/ BS	Master/ MA	AA, EDS/ AA	Doctoral/ DR	Hard to Staff Supplement
0	48,558	55,059	58,963	62,864	5,000
1	51,981	59,778	64,456	69,138	5,000
2	54,758	62,969	67,916	72,826	5,000
3	56,360	64,813	69,904	74,958	5,000
4	58,005	66,705	71,944	77,146	5,000
5	59,693	68,646	74,038	79,392	5,000
6	61,426	70,638	76,188	81,696	5,000
7	63,204	72,685	78,393	84,061	5,000
8	64,468	74,136	79,961	85,743	5,000
9	65,757	75,620	81,560	87,458	5,000
10	66,743	76,755	82,783	88,769	5,000
11	67,745	77,906	84,025	90,100	5,000
12	68,761	79,075	85,285	91,452	5,000
13	68,761	79,075	85,285	91,452	5,000
14	68,761	79,075	85,285	91,452	5,000
15	69,796	80,266	86,570	92,830	5,000
16	69,796	80,266	86,570	92,830	5,000
17	69,796	80,266	86,570	92,830	5,000
18	70,853	81,481	87,881	94,235	5,000
19	70,853	81,481	87,881	94,235	5,000
20	70,853	81,481	87,881	94,235	5,000
21	71,931	82,722	89,217	95,669	5,000
22	71,931	82,722	89,217	95,669	5,000
23	71,931	82,722	89,217	95,669	5,000
24	73,030	83,984	90,581	97,131	5,000
25	73,030	83,984	90,581	97,131	5,000
26	73,030	83,984	90,581	97,131	5,000
27	74,151	85,275	91,971	98,622	5,000

The anniversary date of experience shall be used to determine the appropriate step for qualified public education experience. Full-time, public teaching experience will be used to determine placement, with the exception of those positions that require industry experience for certification. An employee is entitled to pay for an advanced degree in the monthly pay period that begins after the State Superintendent recognizes the advanced degree. If the contract period has ended, the increase in pay will become effective with the first pay period of the next contract. The advanced degree must be earned from a regionally accredited institution.

Huntsville City Board of Education2022-2023 Salary Schedule - Principal

Schedule/ Rank	PR/EA	PR/EB	PR/MA	PR/MB	PR/HA
	Elementary School Principal K-5, K-6	Elementary School Principal K-5, K-6	Middle School Principal 6-8, 7-8	Middle School Principal 6-8, 7-8	High School Principal 9-12
Step	12 Months, 240 Days	11 Months, 222 Days	12 Months, 240 Days	11 Months, 222 Days	12 Months, 240 Days
0	104,234	96,416	114,795	106,185	122,386
1	105,315	97,416	115,989	107,290	123,678
2	106,394	98,414	117,184	108,395	124,970
3	107,474	99,413	118,379	109,501	126,264
4	108,554	100,412	119,572	110,604	127,556
5	109,632	101,410	120,769	111,711	128,849
6	110,712	102,409	121,962	112,815	130,140
7	111,791	103,407	123,157	113,920	131,432
8	112,871	104,406	124,352	115,026	132,726
9	113,950	105,404	125,547	116,131	134,018
10	115,030	106,403	126,742	117,236	135,309
11	116,110	107,402	127,937	118,342	136,603
12	117,189	108,400	129,131	119,446	137,896
13	118,270	109,400	130,326	120,552	139,188
14	119,348	110,397	131,521	121,657	140,480
15	120,427	111,395	132,717	122,763	141,772

Step placement based upon public school experience as a Principal, Assistant Principal or Dean

HIGHER DEGREE SUPPLEMENT:

Ed.S/AA Certificate	\$5,696
Ed.S/AA Certificate + Doctorate (\$5,696 + \$2,073)	\$7,769
Doctorate Only	\$7,769

Huntsville City Board of Education**2022-2023 Salary Schedule - Classified and Non-Instructional Certified**

Schedule/ Rank	AA/00	AA/01	AA/02	AA/03	AA/04
Step	12 Months, 240 Days, 8 Hours	12 Months, 240 Days, 8 Hours	12 Months, 240 Days, 8 Hours	12 Months, 240 Days, 8 Hours	12 Months, 240 Days, 8 Hours
0	135,185	91,096	84,739	77,294	70,524
1	137,889	95,431	87,068	80,973	73,882
2	140,646	99,768	91,026	84,653	77,239
3	143,460	104,105	94,983	86,634	80,597
4	146,329	108,442	98,941	90,243	83,954
5	149,256	112,778	102,900	93,852	87,310
6	152,240	117,114	106,856	97,463	88,925
7	155,286	121,451	110,812	101,073	92,218
8	158,391	125,788	114,768	104,682	95,509
9	161,559	130,125	118,724	108,293	98,804
10	164,790	132,293	120,703	110,099	100,449
11	168,086	134,463	122,683	111,903	102,095
12	171,448	136,631	124,660	113,708	103,741
13	174,877	138,799	126,637	115,513	105,387
14	177,500	140,968	128,616	117,318	107,035
15	180,162	143,136	130,595	119,124	108,682
16	181,964	144,582	131,914	120,327	109,779
17	183,784	146,026	133,232	121,530	110,876
18	185,621	147,472	134,551	122,734	111,974

Positions by Schedule/Rank:

AA/00	Chief Academic Officer, Chief Information Officer, Chief Strategy and Innovation Officer, Deputy Superintendent, Deputy Superintendent of Learning Supports
AA/01	Chief Communications Officer, Chief Equity Officer, Compliance Officer/Policy Administrator, Executive Director of Prevention and Support Services
AA/02	Director of Career and Technical Education, Director of Elementary Instruction, Finance Director, Operations Director, School readiness Director, Special Education Services Director, Director of Information Systems and Analytics
AA/03	Human Resources Director, Maintenance and Construction Manager, Talent Management Director, Information Security Manager
AA/04	Asset Management Coordinator, CNP Director, Dean of College Academy, Director of Public Development, ETV Director, Facilities Coordinator, Federal Programs Coordinator, Internal Audit & Risk Coordinator, Lead Financial Coordinator, Magnet Coordinator, Procurement Director, Secondary Alternative School Administrator, Special Education Collaborative Services Coordinator, Special Education Resource Coordinator, Special Education Services Coordinator, Student Welfare and Social Services Coordinator, School Improvement Administrator

Huntsville City Board of Education**2022-2023 Salary Schedule - Classified and Non-Instructional Certified**

Schedule/ Rank	AB/01	AB/02	AB/03	AC/01	AC/02
Step	12 Months, 240 Days, 8 Hours	11 Months, 222 Days, 8 Hours	10 Months, 202 Days, 8 Hours	12 Months, 240 Days, 8 Hours	10 Months, 202 Days, 8 Hours
0	64,711	59,982	50,276	59,080	45,901
1	67,689	62,743	52,590	61,801	48,015
2	70,669	65,504	54,904	64,522	50,128
3	73,648	68,266	57,219	67,242	52,241
4	76,626	71,027	59,533	69,962	54,356
5	79,604	73,786	61,846	72,682	56,469
6	82,582	76,548	64,161	75,401	58,581
7	85,560	79,307	66,474	78,122	60,694
8	88,538	82,068	68,788	80,840	62,807
9	91,516	84,828	71,101	83,561	64,920
10	93,005	86,209	72,258	84,914	65,971
11	94,494	87,589	73,415	86,280	67,033
12	95,984	88,970	74,572	87,640	68,090
13	97,474	90,351	75,730	88,999	69,145
14	98,466	91,270	76,500	89,906	69,851
15	99,458	92,190	77,272	90,813	70,555
16	100,450	93,110	78,043	91,720	71,260
17	101,444	94,031	78,814	92,627	71,964
18	102,437	94,951	79,585	93,532	72,667
19	103,542	95,976	80,445	94,438	73,371

Positions by Schedule/Rank:

AB/01	Athletics and Extracurricular Activities Coordinator, Financial Coordinator, Gifted Services Coordinator, Health Services Coordinator, Network Coordinator, Security Operations Coordinator, Student Outcome Data Strategist, Transportation Coordinator
AB/02	Assistant Principal, Dean of Students
AB/03	Occupational Therapist Lead
AC/01	Behavioral Learning Specialist, Digital Curriculum Coordinator, Dyslexia Coordinator, English for Speakers of Other Languages (ESOL) Coordinator, Financial Accounting Supervisor, Human Resources Coordinator, Professional Development Coordinator, Talent Management Coordinator, Fine Arts Coordinator
AC/02	Assistive Technology Specialist, Nurse Manager, Occupational Therapist (Itinerant)

Huntsville City Board of Education**2022-2023 Salary Schedule - Classified and Non-Instructional Certified**

Schedule/ Rank	AC/03	AC/04	AC/05	AC/06	AC/07
Step	12 Months, 240 Days, 8 Hours	10 Months, 202 Days, 8 Hours	9 Months, 187 Days, 8 Hours	12 Months, 240 Days, 8 Hours	11 Months, 222 Days, 8 Hours
0	53,954	41,918	38,806	49,631	42,046
1	56,443	43,852	40,595	51,822	43,908
2	58,931	45,785	42,385	54,014	45,769
3	61,419	47,717	44,174	56,207	47,631
4	63,907	49,651	45,964	58,399	49,493
5	66,395	51,584	47,754	60,589	51,352
6	68,881	53,515	49,541	62,780	53,208
7	71,368	55,447	51,329	64,968	55,066
8	73,856	57,380	53,119	67,158	56,925
9	76,342	59,311	54,908	68,252	57,853
10	77,585	60,277	55,801	69,346	58,782
11	78,828	61,244	56,696	70,441	59,711
12	80,072	62,210	57,590	71,536	60,640
13	81,317	63,176	58,485	72,266	61,259
14	82,144	63,821	59,081	72,997	61,878
15	82,973	64,464	59,677	73,727	62,497
16	83,802	65,108	60,273	74,456	63,116
17	84,631	65,752	60,869	75,185	63,735
18	85,460	66,396	61,465	75,915	64,355
19	86,289	67,039	62,061	75,915	64,355

Positions by Schedule/Rank:

AC/03	CNP Coordinator, Compensation & Benefits Coordinator, District Webmaster, Electrical Supervisor, End User Device Coordinator, Facility Use Coordinator, Financial Systems Coordinator, Grounds Maintenance Supervisor, Human Resources Specialist, Internal Auditor, Maintenance Supervisor, Media Content Coordinator, Professional Development Specialist, School Counseling Services Coordinator, Senior Network Specialist, Senior Software Specialist, Talent Management Specialist, Video Operations Manager, SIS & Assignment Coordinator
AC/04	Orientation & Mobility Specialist, Physical Therapist
AC/05	Audiologist, Monitor Nurse
AC/06	Executive Administrative to the Board, Instructional Materials Coordinator, Program Compliance Monitor, Senior Maintenance Specialist (Itinerant), Senior Systems Specialist
AC/07	Social Worker (Student Support Services)

Huntsville City Board of Education**2022-2023 Salary Schedule - Classified and Non-Instructional Certified**

Schedule/ Rank	AC/08	AC/09	AC/10	CA/01	CA/02
Step	12 Months, 240 Days, 8 Hours	10 Months, 202 Days, 8 Hours	9 Months, 187 Days, 8 Hours	12 Months, 240 Days, 8 Hours	10 Months, 202 Days, 8 Hours
0	45,361	35,241	32,625	41,515	32,254
1	47,369	36,802	34,069	43,346	33,677
2	49,377	38,362	35,514	45,179	35,101
3	51,386	39,922	36,958	47,011	36,524
4	53,395	41,484	38,403	48,844	37,948
5	55,401	43,042	39,847	50,676	39,371
6	57,404	44,598	41,287	52,506	40,793
7	59,407	46,154	42,727	54,339	42,217
8	61,413	47,713	44,170	56,171	43,640
9	62,415	48,491	44,891	57,087	44,352
10	63,416	49,269	45,611	58,002	45,063
11	64,419	50,048	46,332	58,918	45,775
12	65,421	50,827	47,053	59,834	46,486
13	66,089	51,346	47,533	60,445	46,961
14	66,756	51,865	48,013	61,055	47,435
15	67,423	52,383	48,493	61,666	47,910
16	68,092	52,902	48,974	62,276	48,384
17	68,761	53,422	49,454	62,887	48,858
18	69,428	53,941	49,935	63,496	49,332

Positions by Schedule/Rank:

AC/08	Area Facilities Supervisor, CNP Area Supervisor, Executive Administrative Assistant, Finance Specialist, Maintenance Specialist (Itinerant), Network Specialist, Print Shop Supervisor, Senior Buyer, Social Worker (Student Support Services), Software Specialist, HVAC Maintenance Specialist, Campus Security Officer Supervisor
AC/09	Behavioral Intervention Specialist, District College and Career Counselor (Classified)
AC/10	Title I Behavior Support Specialist
CA/01	CNP Nutritionist, Payroll Specialist, Software Generalist, Student Information Software Specialist, Systems Specialist, Warehouse Supervisor, Video Production Specialist
CA/02	Truancy Specialist

Huntsville City Board of Education2022-2023 Salary Schedule - Classified and Non-Instructional Certified

Schedule/ Rank	CA/03	CA/04	CA/05	CA/06	CA/07
Step	9 Months, 182 Days, 8 Hours	12 Months, 240 Days, 8 Hours	11 Months, 222 Days, 8 Hours	10 Months, 202 Days, 8 Hours	9 Months, 187 Days, 8 Hours
0	29,858	37,992	35,215	29,517	27,325
1	31,176	39,671	36,771	30,821	28,532
2	32,494	41,349	38,328	32,126	29,740
3	33,811	43,028	39,884	33,430	30,947
4	35,130	44,706	41,440	34,734	32,155
5	36,448	46,384	42,994	36,036	33,360
6	37,764	48,060	44,548	37,339	34,566
7	39,082	49,736	46,101	38,640	35,771
8	40,400	51,414	47,657	39,944	36,978
9	41,058	52,252	48,433	40,595	37,581
10	41,716	53,089	49,210	41,246	38,184
11	42,376	53,927	49,987	41,897	38,787
12	43,034	54,766	50,763	42,548	39,389
13	43,474	55,325	51,282	42,983	39,791
14	43,913	55,883	51,800	43,418	40,193
15	44,352	56,443	52,318	43,852	40,595
16	44,791	57,001	52,836	44,286	40,998
17	45,230	57,561	53,354	44,720	41,399
18	45,668	58,119	53,872	45,155	41,802

Positions by Schedule/Rank:**CA/03** Social Worker (School Based)

CA/04 Assessment Specialist, Asset Management Technician, Educational Technology Technician, Help Desk Technician, Lead Security Operator, Network Generalist, Records Management Specialist, Security System Maintenance Technician, System Generalists, Systems Generalist (CNP Support)

CA/05 Help Desk Technician**CA/06** Help Desk Technician**CA/07** Certified Occupational Therapist Assistant (COTA)

Huntsville City Board of Education2022-2023 Salary Schedule - Classified and Non-Instructional Certified

Schedule/ Rank	CA/08	CA/09	CA/10	CA/11	CA/12
Step	12 Months, 240 Days, 8 Hours	11 Months, 222 Days, 8 Hours	12 Months, 240 Days, 8 Hours	11 Months, 222 Days, 8 Hours	12 Months, 240 Days, 8 Hours
0	35,103	32,537	31,338	29,048	30,515
1	36,564	33,893	32,836	30,436	31,788
2	38,026	35,247	34,308	31,800	33,084
3	39,487	36,602	35,805	33,188	34,357
4	40,948	37,956	37,327	34,599	35,730
5	42,410	39,311	38,774	35,940	36,977
6	43,871	40,665	40,096	37,166	38,100
7	45,333	42,020	41,219	38,206	39,073
8	46,792	43,372	41,992	38,924	39,722
9	47,523	44,050	42,766	39,641	40,471
10	48,254	44,727	43,614	40,427	41,144
11	48,619	45,066	43,964	40,751	41,494
12	48,985	45,405	44,388	41,144	41,842
13	49,351	45,744	44,762	41,491	42,117
14	49,716	46,083	45,161	41,861	42,441
15	49,960	46,309	45,436	42,116	42,691
16	50,203	46,535	45,635	42,301	42,941
17	50,446	46,760	45,910	42,555	43,115
18	50,690	46,985	46,134	42,763	43,415
19	50,933	47,211	46,384	42,995	43,590
20	51,176	47,436	46,634	43,226	43,839

Positions by Schedule/Rank:

- CA/08** Administrative Assistant, Buyer, Data Management Specialist, Finance Generalist I, Lead Accounting Clerk, Lead Student Data Generalist, Title I Administrative Assistant
- CA/09** Lead Accounting Clerk, Office Manager/Administrative Assistant
- CA/10** Lead Mechanic, Maintenance Generalist (Itinerant), Senior Accounting Clerk
- CA/11** Senior Accounting Clerk, Student Transition Support Specialist
- CA/12** Mechanic, School Office Assistant, Student Data Generalist - High School

Huntsville City Board of Education2022-2023 Salary Schedule - Classified and Non-Instructional Certified

Schedule/ Rank	CA/13	CA/14	CA/15	CA/16	CA/17
Step	11 Months, 222 Days, 8 Hours	9 Months, 187 Days, 8 Hours	9 Months, 187 Days, 6.75 Hours	12 Months, 240 Days, 8 Hours	11 Months, 222 Days, 8 Hours
0	28,285	21,958	18,656	28,669	26,574
1	29,464	22,904	19,433	29,892	27,707
2	30,668	23,828	20,226	31,189	28,910
3	31,847	24,728	21,004	32,412	30,042
4	33,119	26,146	21,843	33,609	31,153
5	34,275	27,040	22,606	34,832	32,286
6	35,316	27,902	23,293	35,855	33,234
7	36,218	28,642	23,888	36,778	34,090
8	36,819	29,168	24,284	37,451	34,714
9	37,513	29,728	24,742	38,100	35,316
10	38,138	30,128	25,153	38,774	35,940
11	38,461	31,261	25,367	39,073	36,218
12	38,785	32,437	25,581	39,372	36,496
13	39,040	33,604	25,748	39,697	36,796
14	39,340	34,848	25,947	39,971	37,050
15	39,571	35,055	26,099	40,146	37,212
16	39,803	35,258	26,252	40,396	37,444
17	39,964	35,403	26,359	40,570	37,605
18	40,242	35,649	26,542	40,745	37,768
19	40,404	35,790	26,648	40,945	37,953
20	40,635	35,790	26,801	41,144	38,138

Positions by Schedule/Rank:

- CA/13** School Office Assistant
- CA/14** Campus Security Officer (Itinerant)
- CA/15** Systems Technician (Itinerant)
- CA/16** Accounting Clerk, Security Operator
- CA/17** Accounting Clerk, Registrar

Huntsville City Board of Education2022-2023 Salary Schedule - Classified and Non-Instructional Certified

Schedule/ Rank	CA/18	CA/19	CA/20	CA/21	CA/22
Step	9 Months, 187 Days, 6.75 Hours	10 Months, 202 Days, 6.75 Hours	12 Months, 240 Days, 8 Hours	12 Months, 240 Days, 8 Hours	12 Months, 240 Days, 8 Hours
0	17,526	18,207	27,247	26,153	25,275
1	18,274	18,982	29,242	28,992	26,398
2	19,067	19,822	30,298	30,048	27,570
3	19,814	20,613	31,354	31,104	28,694
4	20,546	21,404	32,928	32,678	29,767
5	21,294	22,162	34,004	33,754	30,839
6	21,919	22,705	35,136	34,886	31,688
7	22,484	23,282	36,269	36,019	32,486
8	22,896	23,661	37,421	37,171	32,961
9	23,293	24,090	38,535	38,285	33,484
10	23,705	24,188	39,495	39,245	33,659
11	23,888	24,337	40,628	40,378	33,858
12	24,071	24,469	41,799	41,549	34,083
13	24,268	24,650	43,008	42,758	34,283
14	24,437	24,732	44,256	44,006	34,432
15	24,543	24,798	44,256	44,006	34,582
16	24,696	24,913	44,256	44,006	34,707
17	24,803	25,029	44,256	44,006	34,807
18	24,909	25,127	44,256	44,006	34,956
19	25,032	25,211	44,256	44,006	35,081
20	25,153	25,211	44,256	44,006	35,081

Positions by Schedule/Rank:**CA/18** Title I Social Worker Assistant, Title IV Bilingual Social Worker Support Specialist**CA/19** Student Data Generalist - Middle/P-8 School**CA/20** Head Custodian I (Itinerant)**CA/21** Head Custodian II (Itinerant)**CA/22** Maintenance/Warehouse Helper (Itinerant)

Huntsville City Board of Education2022-2023 Salary Schedule - Classified and Non-Instructional Certified

Schedule/ Rank	CA/23	CA/24	CA/25	CA/26	CA/27
Step	12 Months, 240 Days, 8 Hours	9 Months, 187 Days, 6.75 Hours	9 Months, 187 Days, 8 Hours	12 Months, 240 Days, 8 Hours	12 Months, 240 Days, 8 Hours
0	23,581	14,414	22,631	24,060	33,600
1	24,633	15,055	23,299	27,648	34,349
2	25,636	15,666	23,997	28,705	35,174
3	26,687	16,322	24,718	29,856	36,019
4	27,691	16,931	25,463	31,411	36,883
5	28,767	17,587	26,226	32,506	37,766
6	29,550	18,061	27,012	33,638	38,669
7	29,794	18,212	27,817	34,771	39,590
8	30,186	18,457	28,656	35,923	40,531
9	30,333	18,548	29,516	37,037	41,510
10	30,455	18,624	30,402	37,997	42,509
11	30,602	18,701	31,314	39,130	43,526
12	30,773	18,807	32,252	40,301	44,563
13	30,846	18,853	33,221	41,510	45,638
14	30,919	18,899	34,217	42,758	46,733
15	31,017	18,960	35,243	42,758	47,846
16	31,189	19,067	35,243	42,758	48,998
17	31,262	19,113	35,243	42,758	50,170
18	31,335	19,159	35,243	42,758	51,610

Positions by Schedule/Rank:**CA/23** Clerical Assistant (Dept Support)**CA/24** Clerical Assistant, Regular Education Instructional Assistant**CA/25** Special Education Instructional Assistant**CA/26** Custodian (Itinerant)**CA/27** School Plant Manager

Huntsville City Board of Education

2022-2023 Salary Schedule - Classified and Non-Instructional Certified



Schedule/ Rank	CA/28
	10 Months, 202 Days
Step	
0	68,095
1	69,126
2	70,158
3	71,189
4	72,220
5	73,252
6	74,283
7	75,314
8	76,346
9	77,377
10	78,408

Positions by Schedule/Rank:

CA/28 Board Certified Behavior Analyst

Huntsville City Board of Education2022-2023 Salary Schedule - Classified and Non-Instructional Certified

Schedule/ Rank	CN/01	CN/02	CN/03	CN/04	CN/05
Step	9 Months, 184 Days, 6 Hours	9 Months, 187 Days, 7 Hours	9 Months, 187 Days, 8 Hours	9 Months, 187 Days, 8 Hours	9 Months, 187 Days, 8 Hours
0	17,222	19,660	26,928	28,274	30,253
1	17,565	20,399	27,467	28,840	30,859
2	17,918	21,199	28,020	29,421	31,480
3	18,459	21,952	28,574	30,003	32,103
4	19,011	22,706	29,576	31,055	33,229
5	19,585	23,429	30,608	32,138	34,388
6	20,170	23,947	31,685	33,269	35,598
7	20,777	24,496	32,314	33,930	36,305
8	21,396	24,858	32,957	34,605	37,027
9	22,036	25,266	33,615	35,296	37,767
10	22,698	25,360	34,288	36,002	38,522
11	23,383	25,502	34,976	36,725	39,296
12	23,846	25,627	35,680	37,464	40,086
13	24,321	25,800	36,398	38,218	40,893
14	24,807	25,878	37,131	38,988	41,717
15	25,304	25,941	37,879	39,773	42,557
16	25,304	26,051	38,642	40,574	43,414
17	25,304	26,161	39,420	41,391	44,288
18	25,304	26,255	39,420	41,391	44,288
19	25,304	26,334	39,420	41,391	44,288
20	25,304	26,334	39,420	41,391	44,288

Positions by Schedule/Rank:**CN/01** CNP Worker**CN/02** School CNP Lead**CN/03** CNP Supervisor - Schools with less than 900 Average Daily Meal Equivalents**CN/04** CNP Supervisor - Schools with 900 or greater Average Daily Meal Equivalents**CN/05** CNP Supervisor - Schools with 1,500 or greater Average Daily Meal Equivalents

Huntsville City Board of Education2022-2023 Salary Schedule - Nurses and Hearing Impaired Interpreters**Public School Nursing Experience - 187 Days**

Schedule/ Rank	RN/01	RN/02	RN/03
Step	LPN	RN	RN w/ Masters
0	22,791	43,357	49,864
1	22,791	43,357	49,864
2	22,791	43,357	49,864
3	25,049	47,690	54,839
4	25,049	47,690	54,839
5	25,049	47,690	54,839
6	26,126	49,778	57,245
7	26,126	49,778	57,245
8	26,126	49,778	57,245
9	26,466	50,445	58,013
10	26,466	50,445	58,013
11	26,466	50,445	58,013
12	26,942	51,363	59,064
13	26,942	51,363	59,064
14	26,942	51,363	59,064
15	27,534	52,533	60,416
16	27,534	52,533	60,416
17	27,534	52,533	60,416
18	27,865	53,213	61,193
19	27,865	53,213	61,193
20	27,865	53,213	61,193
21	28,199	53,891	61,977
22	28,199	53,891	61,977
23	28,199	53,891	61,977
24	28,798	54,533	62,618
25	28,798	54,533	62,618
26	28,798	54,533	62,618
27	29,397	55,175	63,260

Hearing Impaired Interpreters

Schedule/ Rank	RN/04	RN/05	RN/06
	Provisional/Educator Interpreter	Permitted Interpreter	Licensed Interpreter
Salary	37,387	47,855	59,819

Huntsville City Board of Education2022-2023 Salary Schedule - Academic Supplements

Salary Schedule - S1			
Rank	Supplement Description	Maximum Allotment	Amount
<u>High School</u>			
01	Art Club	1	\$ 330
02	Choral	1	\$ 1,800
03	Choral Assistant (enrollment > 150)	1	\$ 1,000
04	Competitive Academic Team	1	\$ 2,200
05	Cyber Security	1	\$ 5,000
06	Debate	1	\$ 1,100
07	Drama	1	\$ 1,375
08	Foreign Language Clubs	4	\$ 275
09	Green Power (Minimum 1 Competition)	1	\$ 600
10	Junior Class	1	\$ 600
11	Literary Publications	1	\$ 550
12	Math Team	1	\$ 1,000
13	National Honor Society	1	\$ 500
14	Newspaper/Journalism	1	\$ 650
15	Robotics A (60 or more Students)	1	\$ 5,000
16	Robotics B (30 to 59 Students)	1	\$ 3,000
17	Robotics C (29 or fewer Students)	1	\$ 1,000
18	School Information Specialist (Web)	1	\$ 1,500
19	Science Team	1	\$ 1,000
20	Senior Class	1	\$ 650
21	Service Club A (60 or more Students)		\$ 500
22	Service Club B (25 to 59 Students)		\$ 250
23	Student 2 Student	1	\$ 275
24	Student Council	1	\$ 650
25	Yearbook	1	\$ 650
<u>Middle School</u>			
61	Choral	1	\$ 1,320
62	Competitive Academic Team	1	\$ 1,050
63	Cyber Security	1	\$ 600
64	Green Power (Minimum 1 Competition)	1	\$ 600
65	Honor Society	1	\$ 275
66	Math Team	1	\$ 600
67	Robotics (Minimum 1 Competition)	1	\$ 600
68	School Information Specialist (Web)	1	\$ 1,000
69	Student 2 Student	1	\$ 275
70	Student Council	1	\$ 550
71	Yearbook	1	\$ 550

Huntsville City Board of Education2022-2023 Salary Schedule - Academic Supplements

Salary Schedule - S1			
Rank	Supplement Description	Maximum Allotment	Amount

Elementary School

85	Green Power (Minimum 1 Competition)	1	\$ 600
86	Math Team	1	\$ 600
87	Robotics (Minimum 1 Competition)	1	\$ 600
88	School Information Specialist (Web)	1	\$ 750
89	Student Council	1	\$ 300
90	Yearbook	1	\$ 300

Salary Schedule - S2			
Rank	Supplement Description	Maximum Allotment	Amount

District Supplements

01	IB Coordinator High School - Columbia	1	\$ 1,500
02	IB Coordinator Middle School - ASFL & Williams	1	\$ 1,000
03	IB Primary Years Coordinator - ASFL, Providence, & Williams ES	1	\$ 500
04	Magnet Coordinator HS - Columbia, Lee, New Century	1	\$ 1,500
05	Magnet Coordinator MS - AAA, ASFL, Williams MS	1	\$ 1,000
06	Magnet Coordinator ES - AAA, ASFL	1	\$ 500
07	Career Tech Manufacturing Greenpower (A)	1	\$ 8,500
08	Career Tech Manufacturing (B)	1	\$ 5,000
09	Career Tech Manufacturing Food Service	1	\$ 3,500
10	District Academic Competition Coordinator	1	\$ 6,050

Magnet High School (Lee High School)

21	Artist Director-Choreography (2 Performances per year)	1	\$ 6,000
22	Artist Director-Ensemble/Production (2 Performances per year)	1	\$ 6,000
23	Artist Director-Orchestra (2 Performances per year)	1	\$ 6,000
24	Artist Director-Vocal (2 Performances per year)	1	\$ 6,000

Magnet High School (Lee High School)

31	Artist Director-Choreography (2 Performances per year)	1	\$ 3,000
32	Artist Director-Ensemble/Production (2 Performances per year)	1	\$ 3,000
33	Artist Director-Orchestra (2 Performances per year)	1	\$ 3,000
34	Artist Director-Vocal (2 Performances per year)	1	\$ 3,000

Huntsville City Board of Education2022-2023 Salary Schedule - **Athletic Supplements**

Salary Schedule - S3			
Rank	Supplement Description	Maximum Allotment	Amount
<u>High School</u>			
01	Athletic Director/Supplement Coordinator	1	\$ 6,000
02	Athletic Director/Supplement Coordinator - New Century	1	\$ 4,000
03	Band Head	1	\$ 10,500
04	Band Assistant (Enrollment 300+)	1	\$ 3,500
05	Baseball Head Coach	1	\$ 8,025
06	Baseball Varsity Assistant Coach	1	\$ 2,000
07	Baseball Jr. Varsity Head Coach	1	\$ 2,000
08	Baseball Jr. Varsity Assistant Coach	1	\$ 1,000
09	Baseball 9th Grade Head Coach	1	\$ 1,000
10	Basketball Boys Head Coach	1	\$ 11,025
11	Basketball Boys Varsity Assistant Coach	1	\$ 3,200
12	Basketball Boys Jr. Varsity Head Coach	1	\$ 3,200
13	Basketball Boys 9th Grade Head Coach	1	\$ 1,000
14	Basketball Girls Head Coach	1	\$ 11,025
15	Basketball Girls Varsity Assistant Coach	1	\$ 3,200
16	Basketball Girls Jr. Varsity Head Coach	1	\$ 3,200
17	Basketball Girls 9th Grade Head Coach	1	\$ 1,000
18	Bowling Boys	1	\$ 3,000
19	Bowling Girls	1	\$ 3,000
20	Cheerleader Head Coach	1	\$ 5,000
21	Cheerleader Jr. Varsity Coach	1	\$ 1,000
22	Cross Country Boys	1	\$ 3,500
23	Cross Country Girls	1	\$ 3,500
24	Drill Team, Dance Team, Flag Corp	1	\$ 3,600
25	E-Sports (2 Total) / Fall (1) & Spring (1)	1	\$ 750
26	Football Head Coach	1	\$ 17,000
27	Football Assistant DC	1	\$ 6,250
28	Football Assistant OC	1	\$ 6,250
29	Football Varsity Assistant Coach	5	\$ 5,000
30	Football Specialist Coach	3	\$ 2,000
31	Flag Football Head Coach	1	\$ 2,500
32	Flag Football Assistant Coach	1	\$ 1,500
33	Golf Boys	1	\$ 3,000
34	Golf Girls	1	\$ 3,000
35	Soccer Boys Head Coach	1	\$ 5,000
36	Soccer Boys Assistant Coach	1	\$ 1,000
37	Soccer Girls Head Coach	1	\$ 5,000
38	Soccer Girls Assistant Coach	1	\$ 1,000
39	Softball Head Coach	1	\$ 8,025
40	Softball Varsity Assistant Coach	1	\$ 2,000

Huntsville City Board of Education2022-2023 Salary Schedule - **Athletic Supplements**

Salary Schedule - S3			
Rank	Supplement Description	Maximum Allotment	Amount
<u>High School</u>			
41	Softball Jr. Varsity Head Coach	1	\$ 2,000
42	Softball Jr. Varsity Assistant Coach	1	\$ 1,000
43	Softball Varsity 9th Grade Coach	1	\$ 1,000
44	Swimming Boys Head Coach	1	\$ 3,600
45	Swimming Girls Head Coach	1	\$ 3,600
46	Track Indoor Boys	1	\$ 3,250
47	Track Indoor Girls	1	\$ 3,250
48	Track Boys Varsity Head Coach	1	\$ 5,000
49	Track Boys Varsity Assistant Coach	1	\$ 1,000
50	Track Girls Varsity Head Coach	1	\$ 5,000
51	Track Girls Varsity Assistant Coach	1	\$ 1,000
52	Tennis Boys Coach	1	\$ 3,250
53	Tennis Girls Coach	1	\$ 3,250
54	Volleyball Head Coach	1	\$ 7,250
55	Volleyball Assistant Coach	1	\$ 1,500
56	Volleyball Jr. Varsity Head Coach	1	\$ 1,000
57	Wrestling Head Coach	1	\$ 5,000
58	Wrestling Assistant Coach	1	\$ 1,500
<u>Middle School</u>			
70	Athletic Director / Supplement Coordinator	1	\$ 3,000
71	AAA & ASFL Athletic Director / Supplement Coordinator	1	\$ 1,000
72	Band	1	\$ 3,850
73	Basketball Boys 8th Grade	1	\$ 3,200
74	Basketball Girls 8th Grade	1	\$ 3,200
75	Basketball Boys 7th Grade	1	\$ 1,500
76	Basketball Girls 7th Grade	1	\$ 1,500
77	Cheerleader	1	\$ 2,000
78	Football Head Coach	1	\$ 4,500
79	Football Assistant Coach	1	\$ 2,200
80	Football Specialist Coach	2	\$ 1,000
81	Soccer Boys	1	\$ 2,000
82	Soccer Girls	1	\$ 2,000
83	Track Boys	1	\$ 1,500
84	Track Girls	1	\$ 1,500
85	Volleyball	1	\$ 2,000

**UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF ALABAMA
NORTHEASTERN DIVISION**

SONNIE WELLINGTON HEREFORD,)	
IV, <i>et al.</i> ,)	
)	
PLAINTIFFS,)	NO.: 5:63-cv-00109-MHH
)	
and)	
)	
UNITED STATES OF AMERICA,)	
)	
PLAINTIFF-INTERVENOR,)	
)	
v.)	
)	
HUNTSVILLE BOARD OF)	
EDUCATION, <i>et al.</i> ,)	
)	
DEFENDANTS.)	

AFFIDAVIT OF LEE SIMMONS

Background

1. My name is Lee Simmons. I am the Talent Management Director for the Huntsville City Board of Education ("District"). I have held this position since July 2016. Prior to serving in this role, I held the position of Professional Development Coordinator (2012-2016). I am responsible for coordinating and overseeing the District's hiring and assignment processes, vacancy postings, applicant screening processes, recruiting program, training and professional development for certified employees, and evaluations for certified employees. In both positions, I play a critical role in overseeing the District's implementation efforts of the Consent

Order regarding faculty. Importantly, I have been employed by the District in a central office position and directly involved in the District's implementation efforts at all times since the District began implementing the Consent Order.

2. Prior to serving as Talent Management Director and Professional Development Coordinator, I served as the District's Curriculum Specialist, focused on school improvement (July 2009 to June 2012). In addition, I have served as a Reading Specialist (October 2005 to June 2009), Reading Coach (August 2003 to October 2005), and classroom teacher (August 1998 to May 2003).
3. I have a Masters of Arts in English from the University of Alabama in Huntsville, with a P-12 Reading Specialist Certification. Additionally, I have a Bachelors of Science Education with a P-3 Early Childhood Education Certification. I am also a graduate of Huntsville City Schools.
4. A copy of my complete resume is attached hereto as **Exhibit 1**.
5. I submit this affidavit to provide information in support of the Motion for Partial Unitary Status as to Faculty and Staff. The purpose of my affidavit is to provide the Court information necessary for understanding the District's efforts in implementing the faculty section of the Consent Order.

Hiring Procedures – Certified Teachers

6. I thought it would be helpful to begin my discussion of the District's implementation efforts by providing an overview of the District's hiring procedures for certified teachers.

Vacancy Posting

7. The District's hiring process begins with the distribution of a vacancy notice and posting on the Alabama State Department of Education's ("ALSDE") Teach in Alabama website. I have been responsible for oversight of vacancy notices and job postings since September of 2020. Prior to that, Micah Fisher, the District's Human Resources Director, was responsible for oversight of vacancy notices.
8. The District's job vacancy posting obligations are governed by Alabama Code § 16-22-15 which sets timelines for the posting of vacancies and outlines what must be contained within a vacancy notice. For example, Alabama law requires that the vacancy notice for certified teachers be posted at least seven days before the position is to be filled. Alabama law requires the vacancy notice to include: job description and title; required qualifications; salary schedule and amount; information on where to submit an application; and information on any deadline for applying. The District's vacancy notices have at all times complied with the requirements of Alabama law.
9. The purpose of the notice of job vacancy is to alert potential applicants that a job posting has been made on the ALSDE Teach in Alabama website. The information required by Alabama Code § 16-22-15 is housed on the ALSDE Teach in Alabama website, which is the same website used by the applicant to submit an application.

10. A vacancy notice is posted for all vacant personnel positions. Notice of a vacancy is posted on the ALSDE Teach in Alabama website, on a bulletin board at the District's central office, at schools around the District, and e-mailed to all users with a District e-mail address.
11. Importantly, in an effort to build a strong applicant pool, the District does not typically make vacancy specific postings on Teach in Alabama. Instead, the District maintains yearly, district-wide, content area specific job postings for certified teachers. For example, if the District has an opening for a 9th grade English teacher at Huntsville High School, the District would not create a job posting specific to that position. Instead, the District would provide notice of the vacancy and invite applicants to apply to the job posting for a district-wide English teaching position, grades 6-12.
12. By having district-wide job postings, applicants are not required to reapply to numerous job postings every time a vacancy occurs in the District. Once the applicant submits an application to the district-wide job posting, the applicant will be considered for all vacancies in that content area.
13. Consistent with the requirements of Section V.C.1.a of the Consent Order (Doc. 450, p. 67), the District has maintained records of each vacancy notice.

Initial Applicant Screening by Talent Management Department

14. Once a vacancy notice is posted, the District begins receiving applications from interested applicants. All applications are received via the ALSDE's

Teach in Alabama website. Once an application is received, the application is screened by me or a member of my team. I am responsible for oversight of the initial applicant screening process. The purpose of the initial applicant screening is to confirm that the applicant meets the position's minimum qualifications, meets Alabama teaching certificate requirements, lists adequate references, and lists any criminal history.

15. I have attached hereto as **Exhibit 2** a document titled "Ten Step Instrument for Screening Applicants in Searchsoft." I require that members of my team use Exhibit 2 when completing the initial screening step described above. Exhibit 2 provides the screener specific directions for how to properly screen a new application. The District maintains records related to applications received and initial screening results. Except in special circumstances,¹ applications that do not pass the initial applicant screening are not considered for the position. Applications that do pass the initial applicant screening are referred for an initial interview by the District's interview committees.
16. Consistent with the requirements of Section V.C.1.b of the Consent Order (Doc. 450, p. 67), the District has maintained records of all application materials for District vacancies available from the State of Alabama's application portal.

¹ Because of extenuating circumstances created by the teacher shortage, the District reconsidered some non-passing applications in the summer of 2022. This was done most commonly for applications that only failed pre-screening due to teaching certificate issues. The District was concerned that, without taking this step, the number of open vacancies could impact the District's ability to start school on time for the 2022-2023 school year.

Interview by Interview Committee

17. If an applicant passes the initial applicant screening, the applicant is scheduled for an initial interview with a District interview committee. I am responsible for oversight of the District's interview committees and ensuring compliance with the Consent Order provisions related to interview committees. I am responsible for creating and reporting data for the Annual Court Reports that respond to sections V.D.1 and V.D.2 of the Consent Order regarding interview committees and exigent circumstances.
18. Once an interview is scheduled with an applicant, I ensure that a group of two to four diverse certified employees are scheduled to complete a screening interview of the applicant.² My department maintains a set of interview questions for certified teaching positions that are used by every interview committee. I have attached hereto as **Exhibit 3** the most commonly used and current interview question forms used by interview committees.³ The interview question forms are separated by content area. Thus, there are unique question forms for math teachers, science teachers, gifted teachers, secondary teachers, social science teachers, reading specialists, foreign language specialists, and many more.

² Towards the end of the summer of 2022, due to extenuating circumstances created by the teacher shortage, the District waived the screening interview. This meant that applicants went straight from the initial applicant screening to placement on the master spreadsheet for a principal interview. Without taking this step, I was concerned the District would be in danger of not having enough teachers in the classroom to be able to start school on time for the 2022-2023 school year. My belief is this decision did not harm applicants and only served to speed up the hiring process.

³ The District maintains interview question forms for almost every position in the District. Thus, there are close to a hundred or more interview question forms.

19. Interview committees are required to use the interview questions contained in Exhibit 3. Since March of 2020, interview committees have completed interviews via zoom. Applicants are scored on scale of 1-4 for each question response. At the end of the interview, the interview committee reviews and compares scores for each question. Then, the interview committee is required to work together to reach a consensus regarding each applicant's overall interview score.
20. Once the committee reaches a consensus score, the committee then completes the "Interview Summary Report." I have attached hereto as **Exhibit 4** an example "Interview Summary Report." The Interview Summary Report lists the candidates name, consensus score, area of certification, whether the applicant is recommended for employment, and the list of interview committee members.
21. Applicants that are recommended for employment are added to a master spreadsheet that lists all applicants recommended for hire for that school year. The master spreadsheet lists each applicant's name, race, interview committee score, interview date, jobs applied for, certification status, years of experience, education history, contact information, and notes on the applicant. When vacancies occur in certified positions, the master spreadsheet, as explained in more detail below, is used to generate a list of screened applicants for consideration by the local school.
22. After the Consent Order was approved by the Court in 2015, the District struggled during the 2015-2016 school year to maintain interview

committee diversity because interview committee participants would cancel at the last minute because of an emergency or other obligation. For example, during the 2015-2016 school year, the Talent Management Department reported that the District had 148 interviews that did not have a diverse interview committee out of 918 total interviews. While this was still an 83.9% success rate, I knew the District could do better.

23. I was determined to ensure that every screening interview in the District would be completed by a diverse interview committee. Thus, after the 2015-2016 school year, I took steps to ensure diversity. For example, my department began scheduling interview dates well in advance to give committee participants plenty of notice of an upcoming interview. My department began sending out reminders to interview committee participants. I designated certain employees as emergency back-ups in the event an interview committee participant had a last-minute cancellation.
24. My staff and I have, in the past, had last minute cancellations by expected committee members which required us to hit the stairs at the central office and go floor by floor looking for someone to fill the spot. We make calls, send texts, and do everything we can to ensure diversity on interview committees.
25. I am proud to say that between the 2016-2017 and 2019-2020 school years, I only reported 30 total screening interviews that lacked a diverse interview panel. I was very proud to report that, during the 2019-2020 school year,

all district screening interviews were completed by diverse interview committees.

26. This data is not a reflection of my efforts alone, but, instead, a reflection of both how serious the District takes its commitment to ensuring diverse screening interview committees, and a reflection of the teamwork of all District staff, from the classroom to the central office.
27. I am proud of the District's good faith efforts and commitment to ensuring that the racial composition of each interview committee approximated the district-wide racial composition of certified staff.
28. Consistent with the requirements of Section V.C.1.c, the District has maintained records of each applicant extended a District-level screening interview for certified staff positions. In addition, the District has maintained records of any written interview questions administered during the selection process for certified staff, including any written responses, as required by Section V.C.1.d of the Consent Order.

Filling a Vacancy

29. Typically, someone from my team speaks with the principal of the school with the vacancy to get the principal's view on the school's needs and goals. Next, I analyze the faculty of the school in question. For example, I consider the experience level, racial demographics, and education history of teachers on the grade level at the school with the vacancy. I consider whether this a grade level with experienced teachers that could mentor and help a new teacher. Alternatively, I consider whether this is a grade level

of new teachers that could use the addition of an experienced teacher. Next, I consider the school's faculty as a whole as compared to district-wide averages for race and experience. I also analyze the District's ratios as it relates to Section V.B.1 of the Consent Order to ensure the District is in compliance with the provision related to teacher assignment.

30. After my team has reviewed all of this information, we review the applicants listed on the master spreadsheet. We provide unique candidates to the school principal based on the following guidelines⁴:
 - a. One to two vacancies in the same content area: four unique candidates.
 - b. Three vacancies in the same content area: five unique candidates.
 - c. Four vacancies in the same content area: six unique candidates.
 - d. Five or more vacancies in the same content area: three more unique candidates than the number of vacancies.
31. When selecting prescreened candidates from the master spreadsheet, my team works in collaboration with the Superintendent, Deputy Superintendent, the respective Director of Instruction, and in the case of special education or counselor vacancies, the Director of Special Education or Counseling Services Coordinator, as appropriate.
32. My goal is to select recommended and diverse candidates for the principal to interview and consider. However, if a school is out of compliance with Section V.B.1 of the Consent Order, the school may only receive applicants that match the race needed to ensure compliance with Section V.B.1 of the Consent Order.

⁴ My ability to provide unique candidates consistent with ¶ 30(a)-(d) is dependent on there being enough applicants to fill the required quota.

33. This process allows the District to ensure that it is assigning classroom teachers such that the racial breakdown of teachers within each school reflects the district-wide average for the grade levels served by that school.
34. Once the principal receives the applicants for consideration, the principal takes control of the process, with oversight from myself, the Superintendent, the Deputy Superintendents, and, if applicable, the respective Director of Instruction. The principal must review each candidate's application and interview each candidate. After reviewing each application and interviewing each candidate, the principal may reject all applicants provided and request a new batch of applicants only if the principal submits explanations as to why the group of candidates are not a good fit for his or her school. If that occurs, the District would send another batch of possible candidates.
35. The process at the school level has evolved since the implementation of the Consent Order, with the primary changes relating to the forms used at the school level and the amount of reporting required of the school to the central office team. Below, I will describe the District's current process.
36. Interviews at the local school level must be completed by a diverse panel of at least three staff members. When scheduling interviews, the principal must complete the "Interview Schedule Form." A copy of the "Interview Schedule Form" is attached hereto as **Exhibit 5**. At the completion of the interview, panel members must complete the "Panel Recommendation

Form.” A copy of the “Panel Recommendation Form” is attached hereto as **Exhibit 6**.

37. Once an applicant has been selected for hire by the principal, the principal must call at least one professional reference listed on the application and complete the “Professional Reference Form.” A copy of the “Professional Reference Form” is attached hereto as **Exhibit 7**. Provided the reference check meets expectations, the principal, using the Teach in Alabama software, recommends to the Superintendent that the applicant be hired. The principal must also submit copies of the Interview Schedule Form, Panel Recommendation Form, and Professional Reference form to my department.
38. The District maintains a document titled “Teacher Placement Process” which outlines the above procedures. A copy of that document is attached hereto as **Exhibit 8**.
39. Once an applicant is recommended to the Superintendent for hire, the Superintendent reviews and considers the recommendation. Then, if the Superintendent agrees with the principal’s decision, the Superintendent recommends the applicant for hire to the Huntsville City Board of Education.

Hiring Procedures – Classified Employees

40. Classified employees include all non-certified employees in the District. Prior to the 2022-2023 school year, most classified employees in the District were employed by a contract staffing agency. However, the

District has recently started hiring more of its own classified employees. Examples of classified employees would be Child Nutrition Program workers, security staff, maintenance staff, and custodians. I am responsible for oversight of the hiring process for classified employees.

41. Vacancy postings for classified employees follow the same rules and procedures as that of certified teaching positions. Thus, my statements in paragraphs seven through ten above are true for classified employees as well.
42. Like certified teaching applicants, classified employee applications are screened by my department. To pass the initial screening, a classified employee must meet the listed job requirements and have two completed references. Unlike certified teaching applicants, classified employees do not go through an initial screening interview by an interview committee.
43. If a classified applicant passes the initial screening, the classified applicant is added to a master spreadsheet, just like a certified teaching applicant.
44. When a job is requisitioned, my team reviews the master spreadsheet and provide the local school principal with applicant materials for candidates based on the following guidelines:
 - a. One to two vacancies in the same area: four unique candidates.
 - b. Three vacancies in the same area: five unique candidates.
 - c. Four vacancies in the same area: six unique candidates.
 - d. Five or more vacancies in the same area: three more unique candidates than the number of vacancies.
45. Once the principal receives the application materials, the principal must schedule interviews for the applicants. As with certified employees, the

process at the school level has evolved over time. Below, I will describe the District's current process.

46. When scheduling interviews, the principal must complete the "Interview Schedule Form." This is the same form that is used for certified teaching positions. (See Exhibit 5). Principals must interview the applicants using a panel of at least three diverse staff members. Principals must provide the panel with a list of interview questions and keep all copies of interview materials.
47. At the completion of all interviews, the interview panel members must complete the "Panel Recommendation Form." This is the same form used for certified employees. (See Exhibit 6).
48. Once an applicant has been selected for hire by the principal, the principal must call at least one reference listed on the application and complete the "Classified Reference Form." A copy of the "Classified Reference Form" is attached hereto as **Exhibit 9**. Provided the reference check meets expectations, the principal, using the Teach in Alabama software, recommends to the Superintendent that the applicant be hired. The principal must also submit copies of the Interview Schedule Form, Panel Recommendation Form, and Professional Reference form to my department.
49. The principal's hiring recommendation is then reviewed by the Superintendent. If the Superintendent approves of the hire, the

Superintendent recommends the applicant for hire, and then the Huntsville City Board of Education votes on the recommendation.

Administrator Applications

50. I also play a role in the District's process for hiring school principals and assistant principals. My role in this process is to oversee the initial applicant screening process and initial applicant interview by the Administrative Screening Team.
51. Like for certified teaching positions, once a vacancy notice is posted, the District begins receiving applications from interested applicants via the ALSDE's Teach in Alabama website. Once an application is received, the application is screened by my team to ensure the application meets the requirements for the posted position. If the position has a high number of applicants, my team also checks for recent past experience and for any preferred qualifications.
52. The District maintains records related to applications received and initial screening results. Applications that do not pass the initial applicant screening are not considered for the position. Applications that pass the initial applicant screening are referred for an initial interview by the District's Administrative Screening Committee.
53. Consistent with the requirements of Section V.C.1.b of the Consent Order (Doc. 450, p. 67), the District has maintained records of all application materials for District vacancies available from the State of Alabama's application portal.

54. If an applicant passes the initial applicant screening, the applicant is scheduled for an initial interview with a District Administrative Screening Committee. Like the process for certified teaching positions, the interview is completed by a group of two to four diverse employees. However, for administrative positions, the committee members must be administrators in the District.
55. Attached hereto as **Exhibit 10**, I have included the interview questions used by the Administrative Screening Committee. Administrative Screening Committees are required to use the interview questions contained in Exhibit 10. At the end of the interview, the screening committee determines whether the applicant proceeds to the next interview step. Most administrator positions have three to four rounds of interviews prior to a recommendation for hire to the Huntsville City Board of Education by the Superintendent.
56. After the initial application screening and interview committee process, I am less involved in the process for hiring District principals and assistant principals. Instead, Superintendent Christie Finley is responsible for the process after the interview by the Administrative Screening Committee. My understanding is that Superintendent Finley has submitted an affidavit describing the process beyond the administrative screening interview.

Recruiting Efforts

57. In addition to my duties described above, I am also responsible for overseeing the District's effort to recruit minority faculty and staff. The

District has expended a large amount of resources and devoted considerable time to recruiting new Black applicants and developing in-house Black faculty and administrators.

58. To recruit new Black faculty, the District has attended career fairs at various colleges and universities in Alabama. Additionally, the District recruits applicants through its student-teaching and internship programs.
59. Since implementation of the Consent Order, my team has attended approximately 99 recruiting events and visited the campuses of 20 different colleges and universities. The most frequently visited colleges and universities include the University of North Alabama (15 times), Auburn University (13 times), Alabama A&M University (13 times), University of Alabama (12 times), and Athens State University (8 times). My team chose to regularly visit these colleges and universities because of their diverse student enrollments, locations, and likelihood of having students interested in working in Huntsville.
60. In addition to the colleges and universities already listed, the District has also attended career fairs at the University of Alabama-Huntsville, University of Montevallo, Alabama State University, Jacksonville State University, Miles College, Samford University, University of Alabama-Birmingham, Auburn University in Montgomery, Tennessee State University, University of Mississippi, Gwinnett College, University of South Carolina, Troy University, Mississippi State University, and University of North Carolina – Pembroke.

61. For on-campus recruiting events, my team creates a schedule of career fairs each year. Then, my team goes to work securing a diverse group of district representatives to attend each recruiting event. I believe it is important that the individuals that represent the District at recruiting events show the great diversity the District has to offer. Most often, District representatives consist of 2 to 4 diverse administrators.
62. At the career fairs, District representatives have the opportunity to meet and greet students enrolled at the college and share information about the District with prospective applicants. At larger universities, such as the University of Alabama, the District may meet more than 200 students in one day. Each university conducts its event in a slightly different format. However, my team tries to bring small, free items to give students as an incentive to visit our table. The District representatives that attend these career fairs do their best to sit and talk with each student that shows interest in working for the District. The District representatives also obtain contact information from relevant applicants so that my team can follow-up after the career fair.
63. Over time, my team has become more intentional about the career fairs the District attends. In the first few years after Consent Order implementation, the District attended many recruiting events across a large geographic area. However, my team realized that more does not always equate to successful recruiting. More recently, the District has focused its efforts on attending recruiting events at colleges and universities where the District has had

success recruiting applicants. In addition, the District has targeted its efforts by attending career fairs that are focused on education-related jobs, instead of just general career fairs where many students may not be pursuing degrees in education.

64. In addition to attending on-campus career fairs, the District began hosting its own yearly career fair in April 2016. The purpose of the District's own career fair was to give interested candidates the opportunity to visit the District, learn about opportunities in the District, and meet District administrators and staff.
65. To advertise the District career fair, my team creates a flyer and shares them with the education departments at the colleges and universities located in Alabama. My team also works with District staff to advertise the career fair on social media and the District website.
66. At the career fair, my team invites the District's various departments to set up tables, so applicants can learn about the school system. For example, departments such as English Language Learners, Career and Technical Education, Special Education, Human Resources, Elementary Programs, Secondary Programs, and Magnet Programs have all set up tables at the career fair. In addition to central office leadership, the Superintendent strongly encourages all school principals to attend the event.
67. The District career fair has been a big success. In a typical year, I have had anywhere from 80 to 100 students attend the event from various colleges and universities around Alabama.

68. The District also uses its internship and student teaching programs as a way to recruit new, diverse applicants to come to the District. On average, the District has about 20 to 30 interns working in the District in a given school year. I am responsible for overseeing the District's internship placements. Additionally, students from local colleges and universities are placed at Huntsville City Schools to complete their required practicum hours. Many students enjoy their time in internships and student-teaching for Huntsville City Schools and ultimately decide to pursue employment in the District.
69. In the spring of 2022, anticipating the staffing crisis facing school districts, my team added two new recruiting events. First, my team organized school tours for applicants or potential applicants. Interested individuals could sign up and receive a tour of a school by the school principal. Tours were available at various high school and elementary schools across the District.
70. Additionally, my team created a downtown scavenger hunt to help those interested in working in the District learn more about the city of Huntsville. Participants used an application on their phone to locate local landmarks. My team created a contest to determine which participant visited the most scavenger hunt locations. My team estimates that about 30 to 50 people participated in the event.

Singleton Ratio Compliance


71. Part of my role is helping ensure that the District complies with the Consent Order's requirement to assign classroom teachers such that the

racial breakdown of teachers within each school reflects the district-wide average for the grade levels served by that school (e.g., the racial ratio of teachers within a given elementary school will be measured against the district-wide average for elementary school teachers) within +/- 15 percentage points.

72. To ensure compliance with this requirement, my team regularly tracks the percentage of Black, White, and Other certified teachers at each school in the District. Then, my team compares the percentages at each school to the required range for the appropriate school level (elementary, middle, high, and P-8). As teachers retire or move and new teachers are added, the target for the District moves. The retirement or movement of one teacher could potentially knock a school out of compliance or shift the target such that another school falls out of compliance. The District has worked in good faith to meet the Consent Order's requirements. However, this has proven to be an extremely difficult task.
73. As I described in paragraphs 29 and 30 above, this ratio analysis helps guide which unique candidates from the master spreadsheet are provided to the school principal for consideration. Every year, my team deals with a finite number of applicants. My team must ensure that the applicants are disbursed to schools in a manner that allows for the schools to fill critical vacancies while also ensuring that the racial demographics of the school stay within the Consent Order's bounds. All the while, the District's target is shifting with every personnel decision.

74. At times, for my team, it has felt like we are trying to put together a puzzle where the picture is subtly changing each time a piece goes into place. My team has done its best since the Consent Order was implemented to get all the pieces of the puzzle together in a way that allows schools to operate at full staff and in compliance with the Consent Order's mandate.
75. Since the Consent Order was implemented, the annual Court Reports show that the District has fluctuated between two and five schools outside of the required ratio each year, with the exception of the 2021-22 school year where 11 schools fell outside the ratio. This is looking only at the District's elementary, middle, high, and P-8 schools. Often, even when schools have fallen outside of the required ratio, the percentage is close to the target. This happened during the 2021-22 school year, where six of the 11 schools out of compliance were within a +/- 20 percentage point band.
76. The Court Report filed in November 2021 (Report V.D.4) shows that five of the District's 37 schools fell outside the Singleton ratio. Those five schools were Columbia High School, Jemison High School, McNair Junior High, Challenger Middle School, and Montview Elementary School. This Report is more indicative of the District's historical compliance with the Consent Order and the Singleton ratios.

FURTHER AFFIANT SAYETH NAUGHT.



Lee Simmons

STATE OF ALABAMA)
COUNTY OF MADISON)

SWORN TO AND SUBSCRIBED BEFORE ME this the 5th day of
April 2023.





Notary Public
My Commission Expires: 11/16/2026

EXHIBIT 1

10219 Gibraltar Drive
Huntsville, Alabama 35803

Phone 256-797-5526
Lee.simmons@hsv-k12.org

Lee Chaffin Simmons

Work experience	July 2016 – Present	District Level
	Talent Management Coordinator	
	<ul style="list-style-type: none">Huntsville City Schools	
	June 2012 – Present	District Level
	Professional Development Coordinator	
	<ul style="list-style-type: none">Huntsville City Schools	
	July 2009 – June 2012	District Level
	Curriculum Specialist – School Improvement	
	<ul style="list-style-type: none">Huntsville City Schools	
	October 2005 – June 2009	District Level
	Area Specialist - Reading	
	<ul style="list-style-type: none">Huntsville City Schools	
	August 2003 – October 2005	Chapman Elementary School
Education	Reading Coach	
	<ul style="list-style-type: none">Huntsville City Schools	
	August 1998 – May 2003	Chapman Elementary School
	Classroom Teacher	
	<ul style="list-style-type: none">Huntsville City Schools	
	University of Alabama in Huntsville	June 2000 – December 2002
	Masters of Arts in English	
	<ul style="list-style-type: none">P-12 Reading Specialist Certification	
	University of North Alabama	August 1992 – December 1997
	Bachelors of Science in Education	
	<ul style="list-style-type: none">P-3 Early Childhood Education Certification	
	Grissom High School	August 1988 – May 1992
	Advanced Diploma	

Professional
Memberships

Kappa Delta Pi
Alabama Reading Association
International Reading Association
Leadership Huntsville/Madison County
Association for Supervision and Curriculum Development
Learning Forward

Publications

Teaching Reading in Social Studies, *Journal of Content Reading*
Published Fall 2001

Training

Alabama State Department of Education – Continuous Improvement
Residency Program

Alabama State Department of Education – College and Career Ready
Standards

Alabama State Department of Education - School Improvement Summit

Alabama State Department of Education – School Assistance Meetings

Huntsville City Schools Curriculum Alignment and Mapping Training

ARI Project for Adolescent Literacy Training

Alabama Reading Initiative Training

Alabama Reading Academy Recertification
July 2004 and June 2006

Alabama Reading Initiative Coaching Internship

Scott Foresman Reading Street Training K-6

Scott Foresman My Sidewalks Training K-5

Corrective Reading Training

Read 180 Training

Advanced Reading Renaissance Training

Quality Core Training

Huntsville City Schools Leadership Academy

PLC Facilitator Training

National Institute of School Leadership

Disney Institute: Disney's Approach to Selection, Training, and Engagement

International Center for Leadership in Education: Model Schools Training

Instructional Rounds Facilitator

Culturally Responsive Facilitator Training

EXHIBIT 2

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Ten Step Instrument for Screening Applicants in Searchsoft

(If applicant has an interview date or has "Contact HR" or "HR reviewed," then he/she has already been screened. Re-screening is allowed every 2 years. Transfers are not allowed after the start of the school year)

Go To:

Step 1	1a. The application is complete. Next Gen has been checked for previous employment with the district. If previously employed, personnel file has been checked for documentation. _____ Date/Initials of HR File Review	2
	1b. The application is not complete.	10a
Step 2	2a. The applicant has a <u>Current</u> Alabama Certificate (not expired) in the area for which he/she is applying	7a
	2b. The applicant does not have a Current Alabama certificate in the area for which he/she is applying	3a
Step 3	3a. The applicant does have a <u>Current</u> certificate from another state in the area for which he/she is applying	4a
	3b. The applicant does not have a current certificate from another state in the area for which he/she is applying	5a
Step 4	4a. The applicant qualifies for reciprocity because he/she has valid certification in another state & has passed Praxis & Basic Skills Test.	7a
	4b. The applicant does not qualify for reciprocity because there is no evidence of having taken the Praxis and/or no indication of registration to take the Praxis.	10a
Step 5	5a. The applicant is a very recent graduate and/or will be graduating during this semester and has not yet received certification credentials. (If applicant makes it to 10b, list certification as "pending.")	6a
	5b. The applicant does not have a certificate in the area for which he/she is applying (Certificate is in another area, he/she has not been in a certification program, or applicant graduated 6 months ago but still no certificate)	10a
Step 6	6a. The applicant has passed ABI/FBI background check via alsde.edu public certificate search	7a
	6b. The applicant has not yet passed ABI/FBI background check according to alsde.edu public certificate search	10a
Step 7	7a. The applicant's <i>Searchsoft</i> background information has no red flags (no misdemeanors, no felonies, or no other areas of concern).	8a
	7b. The applicant's <i>Searchsoft</i> background information has red flags (misdemeanors, felonies, or other areas of concern.)	10a
Step 8	8a. The applicant does not have a gap in his/her employment history or the gap is understandable (maternity, sickness, etc.)	9a

9/16/20 1:50 PM

	8b. The applicant has a gap in their educational employment history that is questionable. (Appears to have difficulty maintaining employment within the education industry)				10a
Step 9	Reference Rating	Educational reference Y or N	Unsatisfactory Marks If Yes - How many?	Total Score 1-4	
	Reference 1				
	Reference 2				
	Reference 3				
	9a. Applicant has 3 references that are satisfactory/strong. (If there are only 2 references but references are from educators, and are strong/satisfactory then 2 references are sufficient to proceed to 10b)				10b
	9b. The applicant has references that includes Unsatisfactory responses.				10a
Step 10	10a. Disregard application at this time. Make a note in ledger as to why the individual is not currently being considered. If the applicant made it to at least step 8b in the screening key then note this in the ledger for later reference if necessary.				Go to next applicant
	10b. Complete area below. Code for ethnicity.				Send to TM/PD

Y or N Applicant Passed initial Searchsoft screening based on criteria above

Searchsoft Screening Date: _____

Name: _____ Race: _____

Job Applied for: _____

Area of Certification: _____

US State of Certification and validation dates: _____

Important Notes:

EXHIBIT 3

Secondary Interviews

Art Certification

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room. (See interview schedule.)
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room.

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position. (Describe any experiences you have had working with young children and their parents.)	
<i>Learning Environment</i> Academic, behavioral and social expectations addressed	<i>Prompt 1: What does 21st Century Learning mean to you? How does this learning address the social, behavioral, and academic needs of your students?</i> 1. You've written about what 21 st Century Learning means to you. Please summarize your response to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century Learning a reality?	
<i>Data-Driven Instruction</i> Interprets data and provides examples to meet needs	2. Please explain the data set you analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you plan lessons so that you are meeting the diverse needs of your class?	
<i>Formative Assessment/Instructional Design</i> Can differentiate between formative and summative assessment	3. Feedback and opportunities for correction are essential steps of instruction. Describe how you assess and provide feedback to your students during instruction. (If applicant doesn't reference formative assessments, use this follow-up question: Can you describe how you use formative assessment in your classroom?)	
<i>Classroom Management</i> Classroom and lesson structure- Teaching and Management	4. Art teachers have a unique set of classroom management challenges because you see so many students for such a short time—what would you do when a student is off-task, unmotivated, or not participating in a lesson?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Look Fors	Question	Score 1 - 4
<i>Content Knowledge</i> Interest and passion for art Integration across the curriculum	5. How can you connect your activities in the art room into lesson taught within other subject areas? Why do you think art is an important part of a child's education?	
<i>Life-Long Learning</i> Identify qualities/talents and shows willingness to serve or be a leader of learning	6. What type of professional development activities would enhance your teaching effectiveness? What qualities and talents do you bring to this district?	
<i>Instruction/Content Knowledge</i> Use of State Standards Backward Design Formative assessments to check for understanding	7. Describe the components of a good lesson. How do you know that the students have mastered the objectives of the lesson?	
<i>Integrating Technology</i> Identifies ways that technology would be integrated.	8. What role would technology play in designing and executing a lesson? How would the students be using technology during instruction?	
<i>Contributions</i> Reflective on the power a teacher has on the lives of students	9. Name one accomplishment from your previous teaching experiences that characterizes your work. Why?	
<i>Diversity</i> Importance of diversity and collaborating together toward a common goal	10. Please tell us about how you differentiate instruction for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to teach in a school where HCS needs you the most?	
TOTAL SCORE OUT OF POSSIBLE 40 POINTS		

ADDITIONAL COMMENTS:

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

24 November 2015

Secondary Interviews

Business/Career Tech Certification

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room. (See interview schedule.)
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room.

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position. (Describe any experiences you have had working with young children and their parents.)	
<i>Learning Environment</i> Academic, behavioral and social expectations addressed	<i>Prompt 1: What does 21st Century Learning mean to you? How does this learning address the social, behavioral, and academic needs of your students?</i> 1. You've written about what 21 st Century Learning means to you. Please summarize your response to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century Learning a reality?	
<i>Data-Driven Instruction</i> Interprets data and provides examples to meet needs	2. Please explain the data set you analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you plan lessons so that you are meeting the diverse needs of your class?	
<i>Formative Assessment/Instructional Design</i> Can differentiate between formative and summative assessment	3. Feedback and opportunities for correction are essential steps of instruction. Describe how you assess and provide feedback to your students during instruction. (If applicant doesn't reference formative assessments, use this follow-up question: Can you describe how you use formative assessment in your classroom?)	
<i>Classroom Management</i> Classroom and lesson structure- Teaching and Management	4. Briefly discuss your approach to discipline/classroom management. Follow-up questions, if needed: What happens in the (first or last) 15 minutes of class? What happens when students don't follow procedures?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Look For	Question	Score 1 - 4
<i>Content Knowledge</i> Internet-Current Events Student Research Differentiated Instruction Open Inquiry and investigation	5. How would you introduce current trends or related topics of interest to the students through course instruction? What input would be accepted of students in this area?	
<i>Life-Long Learning</i> Identify qualities/talents and shows willingness to serve or be a leader of learning	6. What type of professional development activities would enhance your teaching effectiveness? What qualities and talents do you bring to this district?	
<i>Instruction/Content Knowledge</i> Use of State Standards Backward Design Formative assessments to check for understanding	7. Describe the components of a good lesson. How do you know that the students have mastered the objectives of the lesson?	
<i>Integrating Technology</i> Identifies ways that technology would be integrated.	8. What role would technology play in designing and executing a lesson? How would the students be using technology during instruction?	
<i>Contributions</i> Reflective on the power a teacher has on the lives of students	9. Name one accomplishment from your previous teaching experiences that characterizes your work. Why?	
<i>Diversity</i> Importance of diversity and collaborating together toward a common goal	10. Please tell us about how you differentiate instruction for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to teach in a school where HCS needs you the most?	
TOTAL SCORE OUT OF POSSIBLE 40 POINTS		

ADDITIONAL COMMENTS:

Please rate candidates in the following way:

1. There is no evidence of knowledge or skill set.
2. There is minimal evidence of knowledge or skill set.
3. There is evidence of a good level of knowledge or skill set.
4. There is evidence of extensive knowledge or skill set.

24 November 2015

Interview Collaborative/SPED Certification

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room. .

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position. (Describe any experiences you have had working with young children and their parents.)	
Learning Environment Academic, behavioral And social expectations addressed	1. You've written about what the 21 st Century Learning means to you. Please summarize your responses to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century a reality?	
Data-Driven Instruction Interprets data and provides examples to meet needs	2. Please explain the data set you analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you plan lessons so that you are meeting the diverse needs of your class?	
Motivation to improve learning for all Identifies reasons that relate to special education children	3. What motivated you to select special education as a career?	
Team Work Build relationships with teacher; Plan together; Students first	4. What are the challenges of facilitating and guiding effective collaboration relationships among teachers?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Look Fors	Question	Score 1 - 4
-----------	----------	----------------

Parental and Community Importance of Parental and Community involvement	5. Parental involvement can be a key component to success of a child. How would you empower parents to actively participate in their child's learning?	
Laws/Collaboration Student strengths and weaknesses; goals/assessments; involve all stakeholders	6. What do you consider as you write an Individual Education Plan for your students? How do you meet their individual needs?	
Instruction/Content Knowledge Use of State Standards Backward Design Formative Assessments to check for understanding	7. Describe the components of a good lesson. How do you know that the students have mastered the objectives of the lesson?	
Integrating Technology Identifies at least 3 ways that technology would be integrated	8. What role would technology play in designing and executing a lesson? How would the students be using technology during instruction?	
Contributions Reflective on the power a teacher has on the lives of students	9. Name one accomplishment from your previous teaching experiences that characterizes your work. Why?	
Diversity Importance of diversity and collaborating together towards a common goal	10. Please tell us about how you differentiate instruction for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to work where HCS needs you the most?	
TOTAL SCORE OUT OF POSSIBLE 40 POINTS		
ADDITIONAL COMMENTS:		

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Counseling Certification

Interview

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room. (See interview schedule.)
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room.

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position. (Describe any experiences you have had working with young children and their parents.)	
<i>Learning Environment</i> Academic, behavioral and social expectations addressed	<i>Prompt 1: What does 21st Century Learning mean to you? How does this learning address the social, behavioral, and academic needs of your students?</i> 1. You've written about what 21 st Century Learning means to you. Please summarize your response to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century Learning a reality?	
<i>Data-Driven Instruction</i> Interprets data and provides examples to meet needs	2. Please explain the data set you analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you plan lessons so that you are meeting the diverse needs of your class?	
<i>Integration of Counseling Program</i> Supporting student challenges and advocating for all students	3. How will the counseling program fit into the overall curriculum? How will you act as an advocate for students?	
<i>College-and Career-Ready Support</i>	4. How will you help students select and apply for college? Understand admission requirements, entrance exams, financial aid, trade or technical schools?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

<i>Parental Support and Involvement</i> Ways to support students and families	5. What are your beliefs about parent communication? How would you empower parents to actively participate in their child's learning?	
<i>Job-Specific Knowledge</i> Counselor responsibilities	6. Briefly, describe the characteristics of an effective counselor.	
<i>Applicant's talents and qualities. Knowledge and support of Huntsville initiatives</i>	7. What qualities and talents to you bring to this district? Why do you want to work in Huntsville?	
<i>Communication and Collaboration</i> Identifies ways of collaboration and communication	8. How will you communicate, consult and collaborate with teachers, school administrators, medical professionals and social workers in order to develop and implement strategies to help students be successful in the education system?	
<i>Contributions</i> Reflective on the power a teacher has on the lives of students	9. Name one accomplishment from your previous counseling experiences that characterizes your work. Why?	
<i>Diversity</i> Importance of diversity and collaborating together toward a common goal	10. Please tell us about how you differentiate services for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to teach in a school where HCS needs you the most?	

TOTAL SCORE OUT OF POSSIBLE 40 POINTS**ADDITIONAL COMMENTS:**

Would your team recommend this candidate for a position?

What are additional comments that your team would like considered regarding this candidate?

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

CT Health Interview

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room. (See interview schedule.)
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room. .

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position.	
<i>Learning Environment</i> Academic, behavioral and social expectations addressed	<i>Prompt 1: What does 21st Century Learning mean to you? How does this learning address the social, behavioral, and academic needs of your students?</i> 1. You've written about what 21 st Century Learning means to you. Please summarize your response to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century Learning a reality?	
<i>Data-Driven Instruction</i> Interprets data and provides examples to meet needs	2. Please explain the data set you analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you plan lessons so that you are meeting the diverse needs of your class?	
<i>Formative Assessment/Instructional Design</i> Can differentiate between formative and summative assessment	3. Feedback and opportunities for correction are essential steps of instruction. Describe how you assess and provide feedback to your students during instruction. (If applicant doesn't reference formative assessments, use this follow-up question: Can you describe how you use formative assessment in your classroom?)	
<i>Classroom Management</i> Classroom and lesson structure- Teaching and Management	4. Briefly discuss your approach to discipline/classroom management. Follow-up questions, if needed: What happens in the (first or last) 15 minutes of class? What happens when students don't follow procedures?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Look Fors	Question	Score 1 - 4
<p><i>Current events</i></p> <p>Importance of current events and application of content</p>	5. How would you introduce current events and related topics of interest to the students through course instruction? What input would be accepted of students in this area?	
<p><i>Characteristics of effective teachers</i></p> <p>Identify 3 – 5 traits</p>	6. Please briefly describe the characteristics of an effective teacher. How do you teach so that students remember what they have learned years later?	
<p><i>Talents/Qualities</i></p> <p>Identify 3 - 5</p>	7. What qualities and talents do you bring to the district?	
<p><i>Integrating Technology</i></p> <p>Identifies at last three ways that technology would be integrated.</p>	8. What role would technology play in designing and executing a lesson? How would the students be using technology during instruction?	
<p><i>Contributions</i></p> <p>Reflective on the power a teacher has on the lives of students</p>	9. Name one accomplishment from your previous teaching experiences that characterizes your work. Why?	
<p><i>Diversity</i></p> <p>Importance of diversity and collaborating together toward a common goal</p>	10. Please tell us about how you differentiate instruction for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to teach in a school where HCS needs you the most?	
TOTAL SCORE OUT OF POSSIBLE 40 POINTS		

ADDITIONAL COMMENTS:

Please rate candidates in the following way:

1. There is no evidence of knowledge or skill set.
2. There is minimal evidence of knowledge or skill set.
3. There is evidence of a good level of knowledge or skill set.
4. There is evidence of extensive knowledge or skill set.

24 November 2015

Interviews

Elementary Certification

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room. .

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position. (Describe any experiences you have had working with young children and their parents.)	
Learning Environment Academic, behavioral And social expectations addressed	1. You've written about what the 21 st Century Learning means to you. Please summarize your responses to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century a reality?	
Data-Driven Instruction Interprets data and provides examples to meet needs	2. Please explain the data set you analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you plan lessons so that you are meeting the diverse needs of your class?	
Formative Assessment/Instructional Design Can differentiate between formative and summative assessment	3. Feedback and opportunities for correction are essential steps of instruction. Describe how you assess and provide feedback to your students during instruction. (If applicant doesn't reference formative assessment, use this follow-up question: Can you describe how you use formative assessment in your classroom?)	
Classroom Management Classroom and lesson structure – Teaching and Management	4. Briefly discuss your approach to discipline/classroom management. Follow-up question, if needed: What happens in the (first or last) 15 minutes of class? What happens when students don't follow procedure?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Look Fors	Question	Score 1 - 4
Parental and Community Involvement Importance of Parental and Community Involvement	5. Parental involvement can be a key component to the success of a child. How would you empower parents to actively participate in their child's learning?	
Life-Long Learning Identify 3-5 qualities and shows willingness to serve or be a leader of learning	6. What type of professional development activities would enhance your teaching effectiveness? What qualities and talents do you bring to this district?	
Instruction/Content Knowledge Use of State Standards Backward Design Formative Assessments to check for understanding	7. Describe the components of a good lesson. How do you know that the students have mastered the objectives of the lesson?	
Integrating Technology Identifies at least 3 ways that technology would be integrated	8. What role would technology play in designing and executing a lesson? How would the students be using technology during instruction?	
Contributions Reflective on the power a teacher has on the lives of students	9. Name one accomplishment from your previous teaching experiences that characterizes your work. Why?	
Diversity Importance of diversity and collaborating together towards a common goal	10. Please tell us about how you differentiate instruction for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to work where HCS needs you the most?	
TOTAL SCORE OUT OF POSSIBLE 40 POINTS		
ADDITIONAL COMMENTS:		

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Secondary Interviews

Foreign Language Certification

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room. (See interview schedule.)
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room.

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position. (Describe any experiences you have had working with young children and their parents.)	
<i>Learning Environment</i> Academic, behavioral and social expectations addressed	<i>Prompt 1: What does 21st Century Learning mean to you? How does this learning address the social, behavioral, and academic needs of your students?</i> 1. You've written about what 21 st Century Learning means to you. Please summarize your response to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century Learning a reality?	
<i>Data-Driven Instruction</i> Interprets data and provides examples to meet needs	2. Please explain the data set you analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you plan lessons so that you are meeting the diverse needs of your class?	
<i>Formative Assessment/Instructional Design</i> Can differentiate between formative and summative assessment	3. Feedback and opportunities for correction are essential steps of instruction. Describe how you assess and provide feedback to your students during instruction. (If applicant doesn't reference formative assessments, use this follow-up question: Can you describe how you use formative assessment in your classroom?)	
<i>Classroom Management</i> Classroom and lesson structure- Teaching and Management	4. Briefly discuss your approach to discipline/classroom management. Follow-up questions, if needed: What happens in the (first or last) 15 minutes of class? What happens when students don't follow procedures?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Look Fors	Question	Score 1 - 4
<i>Content Knowledge</i> Internet-Current Events Student Research Differentiated Instruction Open Inquiry and investigation	5. How do you create a classroom that is immersed in the culture of the language? Are there ways you plan to involve your students in school-wide activities by using the language you are teaching?	
<i>Life-Long Learning</i> Identify qualities/talents and shows willingness to serve or be a leader of learning	6. What type of professional development activities would enhance your teaching effectiveness? What qualities and talents do you bring to this district?	
<i>Instruction/Content Knowledge</i> Use of State Standards Backward Design Formative assessments to check for understanding	7. Describe the components of a good lesson. How do you know that the students have mastered the objectives of the lesson?	
<i>Integrating Technology</i> Identifies ways that technology would be integrated.	8. What role would technology play in designing and executing a lesson? How would the students be using technology during instruction?	
<i>Contributions</i> Reflective on the power a teacher has on the lives of students	9. Name one accomplishment from your previous teaching experiences that characterizes your work. Why?	
<i>Diversity</i> Importance of diversity and collaborating together toward a common goal	10. Please tell us about how you differentiate instruction for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to teach in a school where HCS needs you the most?	
TOTAL SCORE OUT OF POSSIBLE 40 POINTS		

ADDITIONAL COMMENTS:

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

24 November 2015

Interviews

Gifted Certification

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room. (See interview schedule.)
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room.

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position. (Describe any experiences you have had working with young children and their parents.)	
<i>Learning Environment</i> Academic, behavioral and social expectations addressed	<i>Prompt 1: What does 21st Century Learning mean to you? How does this learning address the social, behavioral, and academic needs of your students?</i> 1. You've written about what 21 st Century Learning means to you. Please summarize your response to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century Learning a reality?	
<i>Data-Driven Instruction</i> Interprets data and provides examples to meet needs	2. Please explain the data set you analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you plan lessons so that you are meeting the diverse needs of your class?	
<i>Formative Assessment/Instructional Design</i> Can differentiate between formative and summative assessment	3. Feedback and opportunities for correction are essential steps of instruction. Describe how you assess and provide feedback to your students during instruction. (If applicant doesn't reference formative assessments, use this follow-up question: Can you describe how you use formative assessment in your classroom?)	
<i>Classroom Management</i> Classroom and lesson structure- Teaching and Management	4. Briefly discuss your approach to discipline/classroom management. Follow-up questions, if needed: What happens in the (first or last) 15 minutes of class? What happens when students don't follow procedures?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Look Fors	Question	Score 1 - 4
<i>Parental and Community Involvement</i> Importance of Parental and Community Involvement	5. How have you communicated student progress to parents? How would you empower parents to actively participate in their child's learning?	
<i>Life-Long Learning</i> Identify 3 – 5 qualities and shows willingness to serve or be a leader of learning	6. What are the top three skills for gifted teachers? What kind of professional learning would interest you?	
<i>Instruction/Content Knowledge</i> Use of State Standards Backward Design Formative assessments to check for understanding	7. Describe one of the most successful lessons you've taught? Explain why it worked so well.	
<i>Integrating Technology</i> Identifies at last three ways that technology would be integrated.	8. What role would technology play in designing and executing a lesson? How would the students be using technology during instruction?	
<i>Contributions</i> Reflective on the power a teacher has on the lives of students	9. Name one accomplishment from your previous teaching experiences that characterizes your work. Why?	
<i>Diversity</i> Importance of diversity and collaborating together toward a common goal	10. Please tell us about how you differentiate instruction for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to teach in a school where HCS needs you the most?	
TOTAL SCORE OUT OF POSSIBLE 40 POINTS		

ADDITIONAL COMMENTS:

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

23 November 2015

Interviews

Library/Media Specialist Certification

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room. (See interview schedule.)
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room.

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position. (Describe any experiences you have had working with young children and their parents.)	
Learning Environment Academic, behavioral and social expectations addressed	<i>Prompt 1: What does 21st Century Learning mean to you? How does this learning address the social, behavioral, and academic needs of your students?</i> 1. You've written about what 21 st Century Learning means to you. Please summarize your response to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century Learning a reality?	
Data-Driven Instruction Interprets data and provides examples to meet needs	2. Please explain the data set your analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do plan lessons so that you are meeting the diverse needs of your class?	
Knowledge of Media Program and Support for School Learning Environment	3. What should be included in a school's integrated media program? How will your media center and program fit into the overall curriculum of the school?	
Classroom Management Classroom and lesson structure- Teaching and Management	4. How do you keep children actively engaged in their learning in order to keep discipline problems at a minimum? Follow-up questions, if needed: What happens in the (first or last) 15 minutes of class? What happens when students don't follow procedures?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Look Fors	Question	Score 1 - 4
<i>Support of Technology Integration</i>	5. HCS is in its second year of implementing a 1:1 Technology Initiative. How would you support the integration of technology into the classroom and in the library?	
<i>Life-Long Learning</i> Identify 3 – 5 qualities and shows willingness to serve or be a leader of learning	6. What type of professional development activities would enhance your teaching effectiveness? What qualities and talents do you bring to this district?	
<i>Problem Solving</i>	7. Describe a recent problem that you solved (without prompting...this can be non-educationally related. Often, this brings some things to light that ordinarily would not come out in an interview.)	
<i>Instruction/Content Knowledge</i>	8. If we walked into your library, what would we see? What would the students be doing? What would you be doing?	
<i>Contributions</i> Reflective on the power a teacher has on the lives of students	9. Name one accomplishment from your previous educational experiences that characterizes your work. Why?	
<i>Diversity</i> Importance of diversity and collaborating together toward a common goal	10. Please tell us about how you differentiate instruction for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to teach in a school where HCS needs you the most?	
TOTAL SCORE OUT OF POSSIBLE 40 POINTS		

ADDITIONAL COMMENTS:

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

24 November 2015

Secondary Interviews Math Certification

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room. (See interview schedule.)
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room.

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position. (Describe any experiences you have had working with young children and their parents.)	
<i>Learning Environment</i> Academic, behavioral and social expectations addressed	<i>Prompt 1: What does 21st Century Learning mean to you? How does this learning address the social, behavioral, and academic needs of your students?</i> 1. You've written about what 21 st Century Learning means to you. Please summarize your response to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century Learning a reality?	
<i>Data-Driven Instruction</i> Interprets data and provides examples to meet needs	2. Please explain the data set you analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you plan lessons so that you are meeting the diverse needs of your class?	
<i>Formative Assessment/Instructional Design</i> Can differentiate between formative and summative assessment	3. Feedback and opportunities for correction are essential steps of instruction. Describe how you assess and provide feedback to your students during instruction. (If applicant doesn't reference formative assessments, use this follow-up question: Can you describe how you use formative assessment in your classroom?)	
<i>Classroom Management</i> Classroom and lesson structure- Teaching and Management	4. Briefly discuss your approach to discipline/classroom management. Follow-up questions, if needed: What happens in the (first or last) 15 minutes of class? What happens when students don't follow procedures?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Look Fors	Question	Score 1 - 4
<i>Content Knowledge</i> Critical Thinking Problem Solving Higher-Order Thinking Mathematical Practices	5. How can students apply math skills to courses other than mathematics? How can these skills assist students in their everyday life?	
<i>Life-Long Learning</i> Identify qualities/talents and shows willingness to serve or be a leader of learning	6. What type of professional development activities would enhance your teaching effectiveness? What qualities and talents do you bring to this district?	
<i>Instruction/Content Knowledge</i> Use of State Standards Backward Design Formative assessments to check for understanding	7. Describe the components of a good lesson. How do you know that the students have mastered the objectives of the lesson?	
<i>Integrating Technology</i> Identifies ways that technology would be integrated.	8. What role would technology play in designing and executing a lesson? How would the students be using technology during instruction?	
<i>Contributions</i> Reflective on the power a teacher has on the lives of students	9. Name one accomplishment from your previous teaching experiences that characterizes your work. Why?	
<i>Diversity</i> Importance of diversity and collaborating together toward a common goal	10. Please tell us about how you differentiate instruction for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to teach in a school where HCS needs you the most?	
TOTAL SCORE OUT OF POSSIBLE 40 POINTS		

ADDITIONAL COMMENTS:

Please rate candidates in the following way:

1. There is no evidence of knowledge or skill set.
2. There is minimal evidence of knowledge or skill set.
3. There is evidence of a good level of knowledge or skill set.
4. There is evidence of extensive knowledge or skill set.

23 November 2015

Instructional Specialist Interview Reading Specialist/Curriculum Specialist

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

Interviewer	Question	Score 1 - 4
	Please tell us a little about yourself. Explain any experiences as they relate to this position.	
	1. What effective instructional techniques have you used that increased student engagement?	
	2. How do you perceive the role of an instructional specialist? What talents do you bring to this position?	
	3. How would you establish a relationship with the principal to encourage peer collaboration and improve student learning?	
	4. Assessing student strengths and weaknesses is essential to improving teaching and learning. What assessments are you familiar with administering and what useful information is contained in the results that would assist teachers in meeting the needs of students?	
	5. Each month, as an instructional specialist (Curriculum or Reading), you will attend training sessions. During these meetings you will be provided with information to take back to your faculty. How would you "turn around" this information to your colleagues in order to improve student learning?	

	6. Data review, analysis, and management are vital components of the school improvement process. How will you collaborate with the school principal and leadership team to organize for data meetings and walk-throughs? What would be the relationship between the data meetings and walk-throughs?	
	7. This job is not an administrative position; however, many times it is viewed by others as such. How would you handle the role of not being a teacher, but not being an administrator either?	
	8. Please describe how you would work to create an environment that is welcoming, inclusive, and increasingly diverse. How would you encourage people to honor the uniqueness of each individual?	
	9. What are some challenges that you have faced in your current position? How do you address these challenges? What has been the most rewarding experience you have had?	
	10. What are your three best leadership qualities? Describe a situation where one of these qualities was exemplified.	
TOTAL SCORE OUT OF POSSIBLE 40 POINTS		
ADDITIONAL COMMENTS:		

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Secondary Interviews Science Certification

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room. (See interview schedule.)
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room.

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position. (Describe any experiences you have had working with young children and their parents.)	
<i>Learning Environment</i> Academic, behavioral and social expectations addressed	<i>Prompt 1: What does 21st Century Learning mean to you? How does this learning address the social, behavioral, and academic needs of your students?</i> 1. You've written about what 21 st Century Learning means to you. Please summarize your response to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century Learning a reality?	
<i>Data-Driven Instruction</i> Interprets data and provides examples to meet needs	2. Please explain the data set you analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you plan lessons so that you are meeting the diverse needs of your class?	
<i>Formative Assessment/Instructional Design</i> Can differentiate between formative and summative assessment	3. Feedback and opportunities for correction are essential steps of instruction. Describe how you assess and provide feedback to your students during instruction. (If applicant doesn't reference formative assessments, use this follow-up question: Can you describe how you use formative assessment in your classroom?)	
<i>Classroom Management</i> Classroom and lesson structure- Teaching and Management	4. Briefly discuss your approach to discipline/classroom management. Follow-up questions, if needed: What happens in the (first or last) 15 minutes of class? What happens when students don't follow procedures?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Look For	Question	Score 1 - 4
<i>Content Knowledge</i> Internet-Current Events Student Research Differentiated Instruction Open Inquiry and investigation	5. How would you introduce current scientific trends, discoveries, or related topics of interest to the students through course instruction? What input would be accepted of students in this area?	
<i>Life-Long Learning</i> Identify qualities/talents and shows willingness to serve or be a leader of learning	6. What type of professional development activities would enhance your teaching effectiveness? What qualities and talents do you bring to this district?	
<i>Instruction/Content Knowledge</i> Use of State Standards Backward Design Formative assessments to check for understanding	7. Describe the components of a good lesson. How do you know that the students have mastered the objectives of the lesson?	
<i>Integrating Technology</i> Identifies ways that technology would be integrated.	8. What role would technology play in designing and executing a lesson? How would the students be using technology during instruction?	
<i>Contributions</i> Reflective on the power a teacher has on the lives of students	9. Name one accomplishment from your previous teaching experiences that characterizes your work. Why?	
<i>Diversity</i> Importance of diversity and collaborating together toward a common goal	10. Please tell us about how you differentiate instruction for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to teach in a school where HCS needs you the most?	
TOTAL SCORE OUT OF POSSIBLE 40 POINTS		

ADDITIONAL COMMENTS:

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

23 November 2015

Teacher Screening Committee 2020-2021

Interview Team 1	Race	Interview Team 2	Race
Donna Clark – Behavior Learning	Other	Beth Keller – Secondary Education	Other
Sherri Goodwin – Special Education	Black	Paula Pippen – Elementary Education	Black
Deborah Hill – Federal Programs	Black	Susan Hunsecker – School Readiness	Other

Interview Team 3	Race	Interview Team 4	Race
Rachael Turner – Elementary Education	Other	Wendy Graham – Special Education	Other
Antoinette Parker – Secondary Education	Black	Teresa Dent – Behavior Learning	Black
Ann Marie Batista – ESOL	Other	Mark VanHooser – Secondary Education	Other

Interview Team 5	Race	Interview Team 6	Race
Tyra Pickens – Secondary Education	Black	Peggy Long – Special Education	Other
Cristy Dothard – School Readiness	Other	Tasheria Small – Special Education	Black
Mary Robinson – Federal Programs	Black	Leah Edgecombe – Magnet	Black

Interview Team 7	Race	Interview Team 8	Race
Janet Kaylor – Elementary Education	Other	Steven Miller – Elementary Education	Other
Natalie Smith – AP Huntsville HS	Other	Leigh Ann Brown - Counseling	Other
Nicole Johnson – Federal Programs	Black	Miguel Stricklen – AP Goldsmith-Schiffman	Black

Secondary Interviews

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room. (See interview schedule.)
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room.

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position. (Describe any experiences you have had working with young children and their parents.)	
<i>Learning Environment</i> Academic, behavioral and social expectations addressed	<i>Prompt 1: What does 21st Century Learning mean to you? How does this learning address the social, behavioral, and academic needs of your students?</i> 1. You've written about what 21 st Century Learning means to you. Please summarize your response to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century Learning a reality?	
<i>Data-Driven Instruction</i> Interprets data and provides examples to meet needs	2. Please explain the data set you analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you plan lessons so that you are meeting the diverse needs of your class?	
<i>Formative Assessment/Instructional Design</i> Can differentiate between formative and summative assessment	3. Feedback and opportunities for correction are essential steps of instruction. Describe how you assess and provide feedback to your students during instruction. (If applicant doesn't reference formative assessments, use this follow-up question: Can you describe how you use formative assessment in your classroom?)	
<i>Classroom Management</i> Classroom and lesson structure- Teaching and Management	4. Briefly discuss your approach to discipline/classroom management. Follow-up questions, if needed: What happens in the (first or last) 15 minutes of class? What happens when students don't follow procedures?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

Look Fors	Question	Score 1 - 4
Diversity Use of multiple student groupings and instructional supports to meet the needs of students.	5. Briefly describe the value of diversity in your classroom and its impact on student collaboration.	
Life-Long Learning Identify qualities/talents and shows willingness to serve or be a leader of learning	6. What type of professional development activities would enhance your teaching effectiveness? What qualities and talents do you bring to this district?	
Instruction/Content Knowledge Use of State Standards Backward Design Formative assessments to check for understanding	7. Describe the components of a good lesson. How do you know that the students have mastered the objectives of the lesson?	
Integrating Technology Identifies ways that technology would be integrated.	8. What role would technology play in designing and executing a lesson? How would the students be using technology during instruction?	
Contributions Reflective on the power a teacher has on the lives of students	9. Name one accomplishment from your previous teaching experiences that characterizes your work. Why?	
Diversity Importance of diversity and collaborating together toward a common goal	10. Please tell us about how you differentiate instruction for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to teach in a school where HCS needs you the most?	
TOTAL SCORE OUT OF POSSIBLE 40 POINTS		
ADDITIONAL COMMENTS:		

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

23 November 2015

Secondary Interviews

Social Science Certification

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

General Guidance:

1. The facilitator should greet the candidate in the appropriate room and escort them to the interview room. (See interview schedule.)
2. Each committee member will introduce him/herself prior to questioning the candidate.
3. The facilitator will monitor the flow of the interview and keep time so that each candidate completes the question.
4. Upon the completion of the interview, the facilitator will thank the candidate for their time and escort them out of the room.

Look Fors	Question	Score 1 - 4
Introductory Question	Please tell us a little about yourself. Explain any experiences as they relate to this position. (Describe any experiences you have had working with young children and their parents.)	
Learning Environment Academic, behavioral and social expectations addressed	<i>Prompt 1: What does 21st Century Learning mean to you? How does this learning address the social, behavioral, and academic needs of your students?</i> 1. You've written about what 21 st Century Learning means to you. Please summarize your response to Prompt 1. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you make 21 st Century Learning a reality?	
Data-Driven Instruction Interprets data and provides examples to meet needs	2. Please explain the data set you analyzed and the instruction you planned to address the needs of the students. (The response will be projected on the wall for all interviewers and the candidate to reference.) Follow-up question, if needed: How do you plan lessons so that you are meeting the diverse needs of your class?	
Formative Assessment/Instructional Design Can differentiate between formative and summative assessment	3. Feedback and opportunities for correction are essential steps of instruction. Describe how you assess and provide feedback to your students during instruction. (If applicant doesn't reference formative assessments, use this follow-up question: Can you describe how you use formative assessment in your classroom?)	
Classroom Management Classroom and lesson structure- Teaching and Management	4. Briefly discuss your approach to discipline/classroom management. Follow-up questions, if needed: What happens in the (first or last) 15 minutes of class? What happens when students don't follow procedures?	

Please rate candidates in the following way:

- | | |
|---|---|
| 1. There is no evidence of knowledge or skill set. | 3. There is evidence of a good level of knowledge or skill set. |
| 2. There is minimal evidence of knowledge or skill set. | 4. There is evidence of extensive knowledge or skill set. |

<p><i>Content Knowledge</i></p> <p>Internet – Current Events Relating History to Current Events Patterns in History Video Clips</p>	<p>5. How would you introduce current events and related topics of interest to students through course instruction? What input would be accepted of students in this area?</p>	
<p><i>Life-Long Learning</i></p> <p>Identify qualities/talents and shows willingness to serve or be a leader of learning</p>	<p>6. What type of professional development activities would enhance your teaching effectiveness? What qualities and talents do you bring to this district?</p>	
<p><i>Instruction/Content Knowledge</i></p> <p>Use of State Standards Backward Design Formative assessments to check for understanding</p>	<p>7. Describe the components of a good lesson. How do you know that the students have mastered the objectives of the lesson?</p>	
<p><i>Integrating Technology</i></p> <p>Identifies ways that technology would be integrated.</p>	<p>8. What role would technology play in designing and executing a lesson? How would the students be using technology during instruction?</p>	
<p><i>Contributions</i></p> <p>Reflective on the power a teacher has on the lives of students</p>	<p>9. Name one accomplishment from your previous teaching experiences that characterizes your work. Why?</p>	
<p><i>Diversity</i></p> <p>Importance of diversity and collaborating together toward a common goal</p>	<p>10. Please tell us about how you differentiate instruction for your students. How do you celebrate their diversity? Do you feel that ALL children can learn? Are you willing to teach in a school where HCS needs you the most?</p>	

TOTAL SCORE OUT OF POSSIBLE 40 POINTS

ADDITIONAL COMMENTS:

Please rate candidates in the following way:

1. There is no evidence of knowledge or skill set.
2. There is minimal evidence of knowledge or skill set.
3. There is evidence of a good level of knowledge or skill set.
4. There is evidence of extensive knowledge or skill set.

23 November 2015

EXHIBIT 4

Interview Summary Report

Facilitator: _____

Date: _____

Candidate's Name	Candidate's Average Score Out of 40	Area of Certification (Elem. Ed., Math, PE, etc.)	Recommended (Yes or No)	Qualities to Consider or School Recommendation

Interview Committee Members

EXHIBIT 5

Interview Schedule

Position:

School:

Date:

Time

Name

1.

2.

3.

4.

EXHIBIT 6

Panel Recommendation Form

Position:

School:

Date:

The panel members recommend the following applicant:

1st choice _____

2nd choice _____

3rd choice _____

Panel Members:

(All panel members must sign their name as indicated below.)

Name

Signature

Title

EXHIBIT 7

Professional Reference Form

Please document a professional reference for each candidate

Applicant _____

Position Applied For _____

Name of Reference _____ Title _____
 School/Business _____ Telephone No. _____

How long have you known the applicant? From _____ To _____

The applicant's position in your school/business was: _____

What was your official relationship with the applicant? _____

Applicant's Characteristics	Unknown	Below Average	Average	Above Average	Superior
Initiative					
Content Knowledge (job specific)					
Commitment					
Judgment					
Ability to relate to students					
Professional ethics					
Cooperation with administrators					
Cooperation with staff					
Public relations					
Willingness to accept suggestions					
Interest in professional growth					
Organization and planning					
Effectiveness with student discipline					
Parent communication skills					

The applicant's weakest characteristic is _____

The applicant's strongest characteristic is _____



EXHIBIT 8

Teacher Placement Process

The Talent Management Department will identify prescreened candidates for all vacant certified positions in collaboration with the Superintendent, the Deputy Superintendent, the respective Director of Instruction and in the case of special education or counselor vacancies, the Director of Special Education or Director of Guidance Services, as appropriate. Placement of certified staff will be according to the following process and guidelines outlined below.

1. Talent Management identifies candidates for placement in schools with two objectives in mind:
 - a. To place highly effective staff in all schools.
 - b. To make progress toward achievement of unitary status by balancing certified staff within and across schools so that, over time, the racial balance moves toward the percent of African American certified staff for each grade span plus or minus 15 percent.
2. Based upon school staffing requirements provided by the Directors of Instruction or Special Education Director, the Department of Talent Management identifies candidates for principals by position. Candidates will be reviewed and selected by principals according to the following schedule:
 - a. One to two vacancies in the same content area: Four unique candidates.
 - b. Three vacancies in the same content area: Five unique candidates.
 - c. Four vacancies in the same content area: Six unique candidates.
 - d. Five or more vacancies in the same content area: Three more unique candidates than the number of vacancies.
3. Principals make selections within five working days of receiving candidate lists. Principals who cannot complete selections within this timeframe may request an extension from the Superintendent. Such requests will be routed through the Director of Talent Management with a CC to the Director of Instruction. In cases where principals have not made a selection within the five-day period and have not obtained an extension from the Superintendent.
4. Principals fill vacant positions from candidates identified by the Talent Management Department. In instances in which principals cannot identify a suitable candidate from the pre-screened candidate list, they will contact the Superintendent and Deputy Superintendent via email, with CC to Director of Instruction and the Director of Talent Management. In this email, principals will explain why none of the pre-screened candidates were suitable.
5. The Superintendent will review selections of certified staff by principals and make the final decision regarding the placement of certified employees.
6. Interview Process:
 1. The principal schedules interviews for the candidates in the position folder.
 2. Interviews must contain a diverse panel of staff members (at least 3) to provide input and feedback.
 3. The principal must provide interview questions for the panel and keep all copies of interview materials.
 4. At the completion of all interviews, panel members must complete the *HCS Interview Recommendation Form*.
 5. After a decision has been made by the panel, Principals must complete a Professional Reference Form based on a reference check of the individual selected.
 6. If the reference check meets expectations, Principals should complete the request to hire In SearchSoft AND return the following materials to Talent Management:
 - I. *Interview Schedule Form*
 - II. *Panel Recommendation Form*
 - III. *Professional Reference Form*

7. Positions will be approved in SearchSoft when the interview and recommendation forms have been submitted.

EXHIBIT 9

Professional Reference Form

Please document a professional reference for each candidate

Applicant _____

Position Applied For _____

Name of Reference _____ Title _____

Telephone No. _____

How long have you known the applicant? From _____ To _____

What was your official relationship with the applicant? _____

Applicant's Characteristics	Unknown	Below Average	Average	Above Average	Superior
Initiative					
Commitment					
Judgment					
Ability to relate to students					
Cooperation with administrators					
Cooperation with staff					
Willingness to accept suggestions					

The applicant's weakest characteristic is _____

The applicant's strongest characteristic is _____



EXHIBIT 10

Administrator Interview

Candidate's Name _____

Date of Interview _____

Interviewer's Name _____

Look Fors	Question	
Philosophy of Education Vision and Beliefs for school	1. Please discuss your philosophy, vision and beliefs for your work as an administrator. Why are you interested in an administrative position with Huntsville City Schools?	
Data-Based Decision Making Walk-Throughs Data-Meetings Leadership Team	2. How do you use data to make decisions about teaching and learning? Describe structures, procedures, and any processes that you will use to do this.	
Site Based Management and Shared Decision Making	3. In what areas will teachers be empowered to share decisions? What areas will be reserved for administrative prerogative?	
Staff Development, Evaluation, Communication, Relations	4. Please describe the qualities of an effective teacher. If you become aware of teachers who are having difficulty with instructional strategies or classroom management, what would you do to improve their practice?	

Communication	5. As a new administrator in a school, how would you go about building relationships of trust and collaboration with staff, parents, and students?
School Climate	6. What message would you want your school to convey when visitors walk into the building?
<p>Do you feel all children can learn?</p> <p>Are you willing to work at a school where HCS needs you the most?</p>	
<p>ADDITIONAL COMMENTS:</p>	

**UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF ALABAMA
NORTHEASTERN DIVISION**

SONNIE WELLINGTON HEREFORD,)	
IV, <i>et al.</i> ,)	
)	
PLAINTIFFS,)	NO.: 5:63-cv-00109-MHH
)	
and)	
)	
UNITED STATES OF AMERICA,)	
)	
PLAINTIFF-INTERVENOR,)	
)	
v.)	
)	
HUNTSVILLE BOARD OF)	
EDUCATION, <i>et al.</i> ,)	
)	
DEFENDANTS.)	

AFFIDAVIT OF GEORGE SMITH

Experience

1. I am currently a Policy Researcher for Mathematica. From June 1, 2021 until July 14, 2022, I served as the Huntsville City Board of Education's (hereinafter "District") Chief Student Equity Officer ("CSEO"). In my role as the District's CSEO, I worked with other District leaders to ensure that the District's practices, policies, and procedures were developed and implemented equitably. Additionally, much of my work involved supporting the District in its implementation of the Consent Order (Doc. 450). While serving as the CSEO, I completed the analysis contained in this affidavit.

2. Prior to serving as the District's CSEO, I served as a Data Strategist for the District. I served in that position from August 2014 until June of 2021. My work as a Data Strategist consisted of managing and analyzing student information to guide decision making of District leaders. I also provided support in the form of statistical analysis for a variety of Consent Order related projects.
3. I earned a Ph. D. in May 2014 and a Master of Science degree in December 2010, both from the University of Michigan in the area of Social Psychology. I earned a Bachelor of Science in May of 2008 from the University of Florida, also in Psychology.
4. As part of my education and work experience, I am proficient in SPSS, Microsoft Excel, and Advanced Statistical Methods. I regularly made use of statistical models to interpret both faculty and staffing data and student data. The District used this information to help set targets for improvement consistent with the requirements of the Consent Order. I have attached a copy of my Curriculum Vitae hereto as **Exhibit 1**.
5. In my role as CSEO, I helped the District analyze its faculty and staffing data in support of the Motion for Partial Unitary Status as to Faculty and Staff Assignment.

Faculty and Staffing Data

6. My analysis of faculty and staff data consisted of four main components.
7. First, I analyzed the selection rate of qualified candidates to determine whether the selection process was associated with the race of the qualified

applicant. As part of this analysis, I considered the question three different ways: 1.) Is there a relationship between the race of a candidate and his or her selection for employment? 2.) Is there a relationship between the number of interviews a successful candidate participated in and his or her race? 3.) Is there a relationship between a candidate that was hired after his or her first interview and his or her race?

8. To perform this three-part analysis, I used information from the District's annual report "V.D.12 Candidate List", which the District's Talent Management Department prepares each year.
9. Second, I analyzed whether there is a connection between the selection of principals and assistant principals ("APs" or "AP" for singular) and race. As part of this analysis, I considered the question three different ways: 1.) What are the racial demographics of applicants, interviewees, and those selected for the position of principal and AP? 2.) How do the racial demographics of the applicant, interviewee, and selection pool for principals and APs compare to the racial demographics of certified staff overall? 3.) Are the racial demographics of the principals and APs similar to the racial demographics of certified staff overall?
10. To perform this three-part analysis, I used information from the District's annual reports "V.D.4 School Certified List" and applicant information from the Talent Management Department.
11. Third, I analyzed whether transfers of certified personnel are associated with the employee's race. As part of this analysis, I considered this

question two different ways: 1.) Is there a relationship between a certified employee's race and whether the employee's transfer was self-requested or District-directed and 2.) Is there a relationship between race and self-selected transfer requests, when accounting for whether the request is for a similar position or a different position.

12. To perform this analysis, I used information from the District's annual reports "V.D.4 School Certified List" and "V.D.5 Transfers of Certified Personnel."
13. Fourth, I analyzed whether dismissals of certified staff members from their current positions are associated with the race of the employee.
14. To perform this analysis, I used information from the District's annual reports "V.D.4 School Certified List" and "V.D.11 Demotions, Suspensions, Dismissals, and Terminations."
15. For all four analyses, I reviewed applicable data for the 2017-18, 2018-19, 2019-20, and 2020-21 school years, separately. I was able to do this because the sample size for each school year was sufficient to detect statistical trends, and the year-over-year approach allowed me to detect trends in the data over time.
16. In order to ensure that my analysis had sufficient statistical power, I aggregated the data for each school year across schools. In other words, my analysis does not look at each particular school but at the District overall.
17. In the following sections, I will describe my statistical findings.

Statistical Findings: Selection Rates of Certified Staff

18. The underlying data, taken from the District's annual reports, on which my following three analyses rely is as follows:

Race of Qualified Candidates by Year (% of year total in ())					
School Year	Black	White	Other	No Response	Total
2017-18	145 (18%)	547 (68%)	36 (4%)	81 (10%)	809
2018-19	139 (20%)	449 (65%)	35 (5%)	70 (10%)	693
2019-20	119 (19%)	416 (66%)	32 (5%)	66 (10%)	634
2020-21	130 (20%)	400 (62%)	44 (7%)	69 (11%)	643

Analysis One: Is there a relationship between the race of a candidate and his or her selection for employment?

19. In reviewing this data, I found that candidates likely interviewed at multiple schools. As such, for each candidate, the data was collapsed to indicate if the candidate was selected by a principal or not selected in any interview for that school year.
20. Analyses were narrowed to Black and White candidates. These groups made up over 80% of each qualified candidate pool and are the focus of the District's work in implementing the Consent Order¹.
21. I performed a chi-squared test for each year of data. Chi-squared tests are used to measure associations between two sets of nominal variables, in this case, race (Black or White) and selection (yes or no).
22. Results of the analysis for each school year are shown in the table below.
- The "p" in the tables below represents the p-value of the statistical test, and

¹ Analyses were conducted grouping "Other" and "No Response" together. Analyses were significant for 2017-18, 2018-19, 2020-21, and marginally significant for 2019-20. The Other/No Response group was selected at a rate of 62%, 60%, 56%, and 63% for each school year, respectively. We have no reason to assume those who did not respond to the race question are either majority Black or majority White. To allow more statistical power to detect trends for Black and White candidates, the Other/No Response group was removed from final analyses.

for an analysis to be significant (i.e., results not due to chance or error), the p-value should be less than .05. Any p-value over .05 means the analysis is not significant (*ns*), and there is no association between the variables.

Relationship between Race of Candidate and Selection of Candidate			
School Year	Significant Association Between Race and Selection?	Count of Black Candidates Selected (% of group total)	Count of White Candidates Selected (% of group total)
2017-18	No association ($p > .40$)	77 (53%)	269 (49%)
2018-19	Yes, higher selection rate for Black candidates ($p < .05$)	88 (63%)	224 (50%)
2019-20	No association ($p > .40$)	56 (47%)	178 (43%)
2020-21	Yes, higher selection rate for Black candidates ($p < .05$)	74 (57%)	187 (47%)

23. As seen in the table above, two school years, 2018-19 and 2020-21, did show a significant association between selection and race. Data for the other two school years, 2017-18 and 2019-20, did not show a significant relationship between selection and race.
24. To understand the association between selection and race for 2018-19 and 2020-21, we must look at the data in more detail. As indicated in the above table, Black candidates were more likely to be selected by the principal for employment from the pool of qualified candidates than were White candidates from the pool of qualified candidates in the 2017-18 school year. A similar trend can be seen in the data for 2020-21.
25. Data for the remaining two school years does not show a significant association between candidate selection and race beyond chance. Based on the analyses of the data provided, there is not a consistent relationship between candidate race and selection for employment by the principal.

26. Moreover, while the evidence is not consistent year-to-year, the trends that do appear are in favor of Black candidate selection.
27. Ultimately, I am confident that Black candidates are not selected at lower rates than White candidates by principals.

Analysis Two: Is there a relationship between the number of interviews a successful candidate participated in and his or her race?

28. In analysis one above, I determined candidates to be selected by a principal for hire if they received a “yes” in any of their interviews during the given school year. While some candidates were interviewed only once before they received a “yes,” other candidates were interviewed multiple times before receiving a “yes.” One could surmise that even though Black and White candidates were selected at similar rates by principals as the above analyses showed, it was more difficult for Black candidates to receive a “yes” if they had to participate in more interviews on average to receive that “yes.”
29. The next set of analyses examines the number of times those candidates that ultimately received a “yes” in the selection process were interviewed by principals.
30. Over the four years of data, candidates selected for hire were interviewed between one and seven times during the selection process, though most were interviewed once (70%) and almost all were interviewed three or fewer times (96%). Because of the skewed nature of the data, the number

of interviews was “truncated” into a “One interview” category and a “more than one interview” category.

31. As with the first analysis, I analyzed each year of data separately, limited my analysis to Black and White candidates, and used a chi-squared test for each year of data to measure associations between two sets of nominal variables, race (Black or White) and interviews (one or more than one).

Relationship between Race of Candidate and Interview Frequency for Candidates Selected by a Principal			
School Year	Significant Association Between Race and Interview Frequency?	Count of Black Candidates Interviewed Once (% of group total)	Count of White Candidates Interviewed Once (% of group total)
2017-18	No association ($p > .30$)	57 (74%)	183 (68%)
2018-19	No association ($p > .80$)	57 (65%)	165 (66%)
2019-20	Yes, lower interview frequency for Black candidates ($p < .05$)	48 (86%)	118 (66%)
2020-21	No association ($p > .80$)	56 (76%)	139 (74%)

32. The table above shows there is not a significant difference between the number of interviews Black and White candidates who are ultimately selected for hire participate in for three of the four years of data.
33. For the remaining year, 2019-20, Black candidates are less likely to have to participate in multiple interviews.
34. Taken together, these analyses show again that race is not a consistent predictor of selection for candidates, and that Black candidates are not disadvantaged.

Analysis Three: Is there a relationship between a candidate that was hired after his or her first interview and his or her race?

35. As discussed above, some candidates participate in multiple interviews, so another way to examine if it is more difficult for Black candidates to

receive a “yes” is to look at the result of the first interview.

36. If we see an association between the result of the first interview and race, but did not see an association between receiving a “yes” in any interview and race (*see analysis one above*, ¶¶ 19 - 27), this indicates more difficulty in being selected for hire for Black candidates.
37. In other words, Black candidates may be selected for hire at similar rates to White candidates, but Black candidates may be more likely to be “passed over” initially, and only hired after no other option is available. This could indicate bias in our selection process.
38. To test this hypothesis, I repeated the first set of chi-squared tests described above, but this time I only used the first interview response as the metric for selection.

Relationship Between Race of Candidate and Initial Interview Selection			
School Year	Significant Association Between Race and Initial Interview Selection?	Count of Black Candidates Selected Initially (% of group total)	Count of White Candidates Selected Initially (% of group total)
2017-18	No association ($p > .35$)	64 (44%)	219 (40%)
2018-19	Yes, higher initial selection rate for Black candidates ($p < .05$)	68 (49%)	172 (38%)
2019-20	Yes, higher initial selection rate for Black candidates ($p < .05$)	52 (44%)	129 (31%)
2020-21	Yes, higher initial selection rate for Black candidates ($p < .05$)	62 (48%)	148 (37%)

39. The results in the table above show an interesting trend. First, there is no evidence for the hypothesis that Black candidates may be more likely to be “passed over” for selection initially and are only hired after options are depleted.

40. Instead, in three of the four school years, there is a significant association between race of candidate and initial selection in favor of Black candidates. Black candidates are associated with higher initial selection rates than White candidates.
41. While this finding does seem peculiar at first, there are at least two potential reasons. First, school principals may see the need to diversify their staff. Understanding the overall scarcity of diverse candidates, principals may be more likely to hire a qualified Black candidate initially. Second, principals are likely aware of the District's Singleton ratio and will have taken steps to ensure compliance with this metric at their school.
42. Based on the data provided and the above analyses, I do not find evidence of bias against qualified Black candidates in the qualified candidate selection process by principals.

Statistical Findings: Selection Rates of Principals and APs

43. Analyses in this section will be exploratory. From a numerical standpoint, being a principal or an AP in the District is a relatively rare event. Assuming about 1,800 certified staff, only a little over 40, or about 2.5%, are a principal at any given time. The frequency of assistant principals is similar.
44. Nonetheless, it is important to ensure that our principal and AP selection does not suggest racial bias by the District. In particular, the District wants Black staff members to be represented as principals and APs in at least the

same frequency with which they are represented in the larger pool of certified staff.

45. It is also important to remember that while the District may have 43 principal positions, the number of positions to be filled each year is much lower. In the data I examined, the District hired nine principals for a school year at most. With such relative infrequency, performing conventional statistical analyses becomes a less appropriate (and unnecessary) method for examining racial bias in the process.
46. A more appropriate and straightforward methodology is to simply compare the demographic breakdown of our certified staff to our applicant pool, our interview pool, and our final selection pool for both principals and APs.
47. Finally, the District wants to see how the final selection of principals and assistant principals impacts the demographics of the larger (but not very large) existing pool of principals and assistant principals.

Analyses One and Two: What are the racial demographics of applicants, interviewees, and those selected for the position of principal and AP, and, how do the racial demographics of the applicant, interviewee, and selection pool for principals and APs compare to the racial demographics of certified staff overall?

48. In the charts below, racial demographics of certified staff are used as a reference. Keep in mind that not all applications to principal and AP positions come from the District's pool of certified staff; some applications come from candidates external to the District. Data is separated by year to examine trends in data over time.

49. Applicants who identify as a race besides Black or White (e. g., “Other”) and those who did not report their race are combined due to low numbers of each. As with other analyses in this affidavit, the focus of the data examinations is on Black and White staff.

2017-18 Principal Data				
Group	Total	# Black (%)	# White (%)	# Other/No Response (%)
Certified Staff	1871	544 (29%)	1276 (68%)	51 (3%)
Principal Applicants	179	84 (47%)	75 (42%)	20 (11%)
Principal Interviewees	25	16 (64%)	8 (32%)	1 (4%)
New Principals Selected	5	2 (40%)	3 (60%)	0

2018-19 Principal Data				
Group	Total	# Black (%)	# White (%)	# Other/No Response (%)
Certified Staff	1884	533 (28%)	1302 (69%)	49 (3%)
Principal Applicants	230	111 (48%)	102 (44%)	17 (7%)
Principal Interviewees	29	18 (62%)	10 (35%)	1 (3%)
New Principals Selected	7	5 (71%)	2 (29%)	0

2019-20 Principal Data				
Group	Total	# Black (%)	# White (%)	# Other/No Response (%)
Certified Staff	1790	518 (29%)	1228 (69%)	44 (2%)
Principal Applicants	171	86 (50%)	70 (41%)	15 (9%)
Principal Interviewees	17	9 (53%)	7 (41%)	1 (6%)
New Principals Selected	9	5 (56%)	4 (44%)	0

2020-21 Principal Data				
Group	Total	# Black (%)	# White (%)	# Other/No Response (%)
Certified Staff	1798	512 (29%)	1242 (69%)	44 (3%)
Principal Applicants	175	76 (43%)	68 (39%)	31 (18%)
Principal Interviewees	17	8 (47%)	8 (47%)	1 (6%)
New Principals Selected	6	3 (50%)	3 (50%)	0

50. For data shown in the charts above, Blacks account for 40% to 71% of the applicants, interviewees, and selections for the principal position in each of the years of data, while accounting for less than 30% of certified staff members. Conversely, Whites account for 29% to 60% of the applicants, interviewees, and selections for the principal position in each of the years of data, while accounting for just under 70% of certified staff members.
51. Blacks are overrepresented in comparison to their frequency in the certified staff pool at the applicant level, the interviewee level, and the selection level for principals. Whites, in comparison to their frequency in the certified staff pool, are underrepresented at each of these levels.
52. Additionally, for 2018-19, 2019-20, and 2020-21, the percent of principals selected who are Black is higher than the initial percentage of the applicant pool who are Black. 2017-18 is the only year that shows a decrease between applicant pool percentage and selection percentage for Blacks.
53. To perform the same analysis for APs, I considered the following data:

2017-18 Assistant Principal Data				
Group	Total	# Black (%)	# White (%)	# Other/No Response (%)
Certified Staff	1871	544 (29%)	1276 (68%)	51 (3%)
Assistant Principal Applicants	280	138 (49%)	110 (39%)	32 (11%)
Assistant Principal Interviewees	31	17 (55%)	13 (42%)	1 (3%)
New Assistant Principals Selected	13	7 (54%)	6 (46%)	0

2018-19 Assistant Principal Data				
Group	Total	# Black (%)	# White (%)	# Other/No Response (%)
Certified Staff	1884	533 (28%)	1302 (69%)	49 (3%)
Assistant Principal Applicants	220	108 (49%)	91 (41%)	21 (10%)
Assistant Principal Interviewees	26	14 (54%)	11 (42%)	1 (4%)
New Assistant Principals Selected	12	6 (50%)	6 (50%)	0

2019-20 Assistant Principal Data				
Group	Total	# Black (%)	# White (%)	# Other/No Response (%)
Certified Staff	1790	518 (29%)	1228 (69%)	44 (2%)
Assistant Principal Applicants	119	63 (53%)	44 (37%)	12 (10%)
Assistant Principal Interviewees	8	3 (38%)	4 (50%)	1 (13%)
New Assistant Principals Selected	2	1 (50%)	1 (50%)	0

2020-21 Assistant Principal Data				
Group	Total	# Black (%)	# White (%)	# Other/No Response (%)
Certified Staff	1798	512 (29%)	1242 (69%)	44 (2%)
Assistant Principal Applicants	201	93 (46%)	83 (41%)	25 (12%)
Assistant Principal Interviewees	20	10 (50%)	8 (40%)	2 (10%)
New Assistant Principals Selected	9	6 (67%)	2 (22%)	1 (11%)

54. For data shown in the charts above, Blacks account for 38% to 67% of the applicants, interviewees, and selections for the assistant principal position in each of the years of data, while accounting for less than 30% of certified staff members. Conversely, Whites account for 22% to 50% of the applicants, interviewees, and selections for the assistant principal position in each of the years of data, while accounting for just under 70% of certified staff members.

55. Blacks are overrepresented in comparison to their frequency in the certified staff pool at the applicant level, the interviewee level, and the selection level for assistant principals. Whites, in comparison to their frequency in the certified staff pool, are underrepresented at each of these levels.
56. Additionally, for 2017-18, 2018-19, and 2020-21, the percent of assistant principals selected who are Black is higher than the initial percentage of the applicant pool who are Black. 2019-20 is the only year that shows a decrease between applicant pool percentage and selection percentage for Blacks.

Analysis Three: Are the racial demographics of the principals and APs similar to the racial demographics of certified staff overall?

57. The final piece of data to examine for principals and APs is the overall racial demographics of all principals and APS, and not just new hires.
58. I will consider the data for principals first.

Principal Demographics				
School Year	Total	# Black (%)	# White (%)	# Other (%)
2017-18	38	12 (32%)	23 (61%)	3 (8%)
2018-19	38	17 (45%)	18 (47%)	3 (8%)
2019-20	44	21 (48%)	20 (45%)	3 (7%)
2020-21	44	23 (52%)	18 (41%)	3 (7%)

59. In the table above, the alternative school administrator is included in the principal counts. As with my other analyses in this section, there is no evidence of underrepresentation of Black certified staff in the ranks of principal across school years. The data instead demonstrates a trend in

which the number/percentage of Black principals has increased each year since 2017-18. Like the applicant information, the data suggests an overrepresentation in comparison to the lower frequency of Black certified staff in the larger pool.

60. Below is the data for APs:

Assistant Principal Demographics				
School Year	Total	# Black (%)	# White (%)	# Other (%)
2017-18	51	33 (65%)	17 (33%)	1 (2%)
2018-19	51	28 (55%)	22 (43%)	1 (2%)
2019-20	42	22 (52%)	19 (45%)	1 (2%)
2020-21	42	25 (60%)	16 (38%)	1 (2%)

61. As the table above shows, Black certified staff are overrepresented as APs across school years in comparison to their frequency in the larger pool of staff members. This data does not show a linear increase like the data for principals. Instead, there are increases and decreases in the percent of Black APs year-to-year.
62. It is important to note, though, that the percentage of Black APs was not less than 52% for any of the years I examined while the overall percentage of Black certified staff is less than 30%. Despite the increases and decreases, the data does not suggest evidence of underrepresentation of Black staff members in the ranks of assistant principal across school years.
63. My analysis also discovered a relationship between APs and principals. In 2018-19, four of the new principals had been APs in the District during the previous year (three Black and one White). In 2019-20, eight of the new principals had been APs in the District during the previous year (four Black

and four White). In 2020-21, six (all) of the new principals had been APs in the District during the previous year (three Black and three White).

64. The fact that Black staff members have been represented at a higher rate as principals and APs than the percentage in the larger pool of certified staff shows a continued pipeline for Black administrators in the District, especially since the principal pool relies heavily on the AP pool.
65. The analyses described in this section show a trend of Black staff member representation in the positions of principal and AP at expected or higher rates based on initial frequencies in the respective pools. Moreover, the racial demographics of our principals and APs more closely approximate the racial demographics of our students than the racial demographics of all certified staff. Taken together, this information does not suggest a bias against Black staff members in principal and AP roles. If anything, there is a trend of Black staff members being placed in principal and AP roles at a steady rate.

Statistical Findings: Transfers of Certified Staff

66. When analyzing transfer data, the data can be generally categorized into one of three categories: District-directed transfers; self-requested transfers; and “cost center” transfers.
67. District-directed transfers are mandated by the District and are not requested by a staff member. Self-requested transfers occur at the request of a staff member.

68. “Cost center” transfers are transfers that do not involve a physical change in work location, but, instead, only a change in where funds come from to pay the employee. Transfers caused by the split of P-8 schools into separate middle and elementary schools fall into this category. For instance, teachers at Whitesburg P8 are listed on the V.D.5 reports as having transferred to Whitesburg Elementary or Whitesburg Middle. This was not a change in physical location, but a change in cost center.
69. Transfers due to the closing of Westlawn Middle, on the other hand, are treated as District-directed transfers because it involved a physical location change for employees that was not at their request.
70. Counts for each category of transfer are shown in the table below. Less than 10% of staff are transferred each year. That is an important point to keep in mind, because the transfer of staff is a relatively uncommon occurrence, and these analyses examine outcomes for a small set of employees. Though shown in the table below, transfers that do not include a location change will not be included in the analyses, as these pose minimal impact to staff.

Transfers of Certified Staff by Year					
School Year	Total Certified Staff	District-directed transfers	Self-requested transfers	Transfers, no location change	% Transfers with location change
2017-18	1871	68	58	1	7%
2018-19	1884	38	86	2	7%
2019-20	1790	55	51	130	6%
2020-21	1798	36	48	0	5%

Analysis One: Is there a relationship between a certified employee's race and whether the employee's transfer was self-requested or District-directed?

71. As with other analyses described in this affidavit, I collapsed the data is across schools and limited my analysis to Black and White staff members.² It may appear logical to look at transfers by race and conclude that if there are roughly the same number of transfers for Black and White staff members, there is no bias. But, this cursory glance would not account for the frequency of transfers of certified staff by race and the rate of transfers.
72. In other words, if there are substantially more staff members of one race or another, we would expect that trend to be mirrored in transfers. For this reason, I performed a chi-squared test for each year of data to test for an association between race and transfers. Chi-squared tests are used to measure associations between two sets of nominal variables, in this case, race (Black or White) and transfer (no transfer, District-directed transfer, self-requested transfer).
73. Results of the analysis for each school year are shown in the table below. For more information on the meaning of the p-value in the table below, see ¶ 22 above.

²Transfers of "Other" staff members total less than 5 each year, and "Other" staff comprise less than 5% of certified staff in each year. All cell sizes should be at least 5 for a chi-squared analysis, and the data for "Other" does not meet this criterion.

Relationship between Race of Certified Staff Member and Transfer Status					
School Year	Significant Association Between Race and Transfer Status?	Count of District-Directed Transfers of Black Staff (% of group)	Count of District-Directed Transfers of White Staff (% of group)	Count of Self-Requested Transfers of Black Staff (% of group)	Count of Self-Requested Transfers of White Staff (% of group)
2017-18	Yes, more self-requested transfers for Black staff and less self-requested transfers for White staff ($p < .05$) in each year's analysis	24 (4%)	42 (3%)	31 (6%)	27 (2%)
2018-19		13 (2%)	23 (2%)	45 (8%)	39 (3%)
2019-20		23 (4%)	31 (3%)	25 (5%)	26 (2%)
2020-21		7 (1%)	29 (2%)	28 (6%)	20 (2%)

74. The table above shows that there is an association between transfers and race of certified staff member in each year of data analyzed. Notably, the relationship is not between race and District-directed transfers. District-directed transfers occur at a similar rate for Black and White staff members. Self-requested transfers, on the other hand, show differential rates by race. Black staff members engage in self-requested transfers at higher rates than expected, whereas White staff members engage in self-requested transfers at lower rates than expected.

75. I consider the impact of this relationship in my next analysis.

Analysis Two: Is there a relationship between race and self-selected transfer requests when accounting for whether the request is for a similar position or a different position?

76. To further understand the relationship between race and self-requested transfers, I consulted report “V.D.5 Transfers of Certified Personnel.” This report includes information about the type of self-requested transfer including whether it is a move to a similar position at another school (i.e., transferring from an elementary teacher at school A to an elementary

teacher at school B) or a move to a new position (i.e., transferring from an elementary teacher at school A to a specialist or administrator at school B).

77. The table below breaks down the type of self-requested transfer by race. As a reminder, transfers are a relatively uncommon event, and disaggregating transfers by self-requested or district-directed, race, and transfers to similar or new positions reduces the combinations of these instances that we expect to occur. Due to these small, expected cell counts (less than five), the data is no longer appropriate for chi-squared analyses.

Race of Certified Staff Member and Type of Self-Requested Transfer				
School Year	Count of Self-Requested Transfers for Similar Position by Black Staff (% of group)	Count of Self-Requested Transfers for Similar Position by White Staff (% of group)	Count of Self-Requested Transfers for New Position by Black Staff (% of group)	Count of Self-Requested Transfers for New Position by White Staff (% of group)
2017-18	14 (3%)	14 (1%)	17 (3%)	13 (1%)
2018-19	23 (4%)	26 (2%)	22 (4%)	13 (1%)
2019-20	10 (2%)	14 (1%)	15 (3%)	12 (1%)
2020-21	4 (1%)	11 (1%)	24 (5%)	9 (1%)

78. Reviewing the table above, we see that, generally speaking, the gap between the Black and White staff member rate of self-requested transfers for new positions is slightly larger for than the gap between the Black and White staff member rate of self-requested transfers for similar positions.
79. This tells us, anecdotally, that Black candidates may be more likely to seek out a transfer for a new position than White candidates. This is only a

hypothesis, but it does make sense with some of the other trends we see in the faculty and staff data.

80. With an overrepresentation of Black staff in principal and AP positions (*described in ¶¶ 57 - 65 above*), it follows that Black staff members would need to request transfers more than White staff members, and those transfers are likely to be for new positions.
81. Also, the data for type of self-requested transfer further demonstrates that transfers are relatively uncommon events.
82. Taken together, the results of analyses one and two show that there is not an association between race of the certified staff and district-directed transfers. There is, however, an association between race of certified staff member and self-requested transfers. When considered in context of my analysis regarding the selection of principals and APs, this result may be driven, at least in part, by the transfer of Black candidates to new positions, including specialists and administrator positions.

Statistical Findings: Dismissal of Certified Staff

83. There are situations involving staff members during the course of the school year that warrant action by the District. That action can take the form of demotions, suspensions, or terminations. Additionally, non-tenured teachers can be “non-renewed” at the end of the school year, and, depending on the conditions within the District (i.e., budget and staffing) and the non-tenured teacher’s work performance, the District can choose not to re-employ that employee.

84. Any District-enacted dismissal of an employee from their current position by the District should be based on legitimate, non-discriminatory and non-racial reasons. The next set of analyses examines if there is an association between dismissals of certified staff members from their current position and the race of the certified staff member.
85. For this analysis, I limited my analysis to certified positions because only two of the four years of data included any non-certified dismissals, and the count is less than 10 in both instances.
86. Below are the total certified staff members with the count of specific dismissal actions from each year. There are a couple of important things to note when reviewing the following chart. First, there are not many dismissals each year – accounting for less than 6% of certified staff. This is a good thing. Second, some of the individual counts of reasons for dismissal are very small, less than 10. For this reason, counts for demotions; non-tenured, not returned; resigned in lieu of termination; suspended; and terminated are combined for all analyses:

Dismissals of Certified Staff from Current Position by Year							
School Year	Total Certified Staff	# Demoted	# Non-Tenured, Not Returned	# Resigned in Lieu of Termination	# Suspended	# Terminated	% Dismissed from Current Position
2017-18	1871	0	109	2	0	0	6%
2018-19	1884	1	69	0	1	3	4%
2019-20	1790	1	28	0	3	0	2%
2020-21	1798	0	45	5	1	2	3%

87. As with other analyses described in this affidavit, I collapsed the data is across schools and limited my analysis to Black and White staff members.³ It may appear logical to see that most staff members who are dismissed are of one race versus another, and conclude there is or is not bias. But, this does not account for the frequency of certified staff by race and the rate of dismissal.
88. In other words, if there are substantially more staff members of one race or another, we would expect that trend to be mirrored in dismissals. For this reason, I performed a chi-squared test for each year of data to test for an association between race and dismissals. Chi-squared tests are used to measure associations between two sets of nominal variables, in this case, race (Black or White) and dismissal (yes or no).
89. Results of the analysis for each school year are shown in the table below. For more information on the meaning of the p-value in the table below, see ¶ 22 above.

Relationship between Race of Certified Staff Member and Dismissal from Current Position			
School Year	Significant Association Between Race and Selection?	Count of Black Staff Dismissed (% of group)	Count of White Staff Dismissed (% of group)
2017-18	No association ($p > .20$)	38 (7%)	70 (6%)
2018-19	No association ($p > .35$)	24 (5%)	47 (4%)
2019-20	No association ($p > .65$)	10 (2%)	20 (2%)
2020-21	No association ($p > .10$)	20 (4%)	31 (3%)

³Dismissals of “Other” staff members total less than 5 each year, and “Other” staff comprise less than 5% of certified staff in each year.

90. The table above shows that the analyses did not find an association between race and dismissal. Race of the certified staff member was not related to dismissal from one's position.

Conclusions

91. Based on my review and analysis of the pertinent faculty and staff data, I do not have evidence of discriminatory practices on the part of the District against Black applicants, faculty, and administrators.
92. The results of my analyses either show no relationship between race and the District's selection practices (i.e., race does not play a role in the implementation of the District's procedures) or they show a positive relationship between the District's practices and the selection of Black candidates.
93. Additionally, my analyses show that there is no statistical relationship between District-directed actions (such as dismissals and District-directed transfers) and race.
94. In sum, the District's faculty and staff assignment practices appear equitable and non-discriminatory.

FURTHER AFFIANT SAYETH NAUGHT.



GEORGE SMITH

STATE OF ALABAMA)
COUNTY OF MADISON)

SWORN TO AND SUBSCRIBED BEFORE ME this the 29th day of
March, 2023.



Notary Public
My Commission Expires: 2/2/26

George C. Smith

Researcher

Experience

Mathematica Policy Research; Remote

As **Researcher (2022-)**, focuses primarily on research and policy in K-12 education, leading research projects, providing technical assistance to clients, developing briefings, and reviewing proposals and studies. Current primary projects include working on implementation report of federally funded neighborhood transformation program and advancement of equity focus in human services offices.

Huntsville City Schools; Huntsville, AL

As **Chief Student Equity Officer (2021-2022)**, developed and provided professional development for staff on data access, data usage, and equitable classroom practices. Monitored and supported the implementation of a federal desegregation order. Served as a liaison for community groups and staff for equity related issues and provided data analysis and project support.

As **Data Strategist (2014-2021)** in the Assessment and Accountability Office, managed analyzed, and reported academic and behavior data from multiple sources to aid in decision making. Developed and implemented surveys and early warning indicators. Managed and conducted troubleshooting on assessment platforms. Evaluated programs and interventions.

Harvard University; Cambridge, MA

As **Strategic Data Project Data Fellow (2016)** in the Center for Education Policy Research, guided school district leadership in the use of data to drive decision making, solve problems, and evaluate district practices.

Educational Testing Service; Princeton, NJ

As **Research Intern (2013-2014)**, researched and developed novel ways to measure cross-cultural competence in U.S. soldiers in collaboration with the Army Research Institute.

University of Michigan; Ann Arbor, MI

As **Graduate Teaching Consultant (2012-2014)** in the Center for Research on Learning and Teaching, observed graduate student instructors in various disciplines and collected performance feedback from students. Provided instructors with feedback, resources, and solutions to improve instruction.

As **Graduate Student Instructor (2009-2013)**, led discussion sessions for groups of 20-30 undergraduate students on topics including social psychology, violence in the media, identity, and research.

Eastern Michigan University; Ypsilanti, MI

As **Adjunct Lecturer (2012)**, developed and delivered lessons, assignments, and assessments covering diverse topics in the field of psychology for classes of 60-90 undergraduate students.

Education

2014 Ph.D., Social Psychology,
University of Michigan

2008 B.S., Psychology, University
of Florida

Positions

2022- Mathematica

2014-2021 Huntsville City Schools

2021-2022 Chief Student Equity
Officer

2014-2021 Data Strategist

2016 Strategic Data Project Data
Fellow, Harvard University

2013-2014 Research Intern,
Educational Testing Service

2009-2014 University of Michigan

2012-2014 Graduate Teaching
Consultant

2009-2013 Graduate Student
Instructor

2012 Adjunct Lecturer, Eastern
Michigan University

Papers and Publications

Smith, G.C., and D. Oyserman. "Just Not Worth My Time? Experienced Difficulty and Time Investment." *Social Cognition*, vol. 33, 2015, pp. 85-103.

Landau, M., D. Oyserman, L. Keefer, and G.C. Smith. "The College Journey and Academic Engagement: How Metaphor Use Enhances Identity-Based Motivation." *Journal of Personality and Social Psychology*, vol. 106, 2014, pp. 679-698.

Smith, G.C., L. James, M. Varnum, and D. Oyserman. "Give Up or Get Going? Productive Uncertainty in Uncertain Times." *Self and Identity*, vol. 13, 2014, pp. 681-700.

Oyserman, D., K. Elmore, and G. Smith. "Self, Self-Concept, and Identity." In *Handbook of Self and Identity, 2nd Edition*, edited by M. Leary, and J. Tangney. New York: Guilford Press, 2012, pp. 69-104.

Honors and Awards

2013	Daniel Katz Dissertation Fellowship, University of Michigan
2010	National Science Foundation Graduate Research Fellowship, University of Michigan
2008	College of Liberal Arts and Sciences Four-Year Scholar, University of Florida
2007	Phi Beta Kappa Honor Society, University of Florida

Information Technology

SPSS, Qualtrics, Microsoft Office Suite, Google Products, Tableau, SQL Servers, ACT Products, Pearson Products, Panorama Ed Surveys, APEX, Enterprise Reporting, BLOOM, SharePoint