AGENDA
MURFREESBORO CITY BOARD OF EDUCATION
Tuesday, August 27, 2013
6:00 p.m.—Council Chambers

ORDER OF BUSINESS

I. CALL TO ORDER BY BOARD CHAIR

- Pledge of Allegiance
- Moment of Silence

II. APPROVAL OF AGENDA

III. COMMUNICATIONS

- Presentation by Stoney Crockett, Robertson County Board member and TSBA Mid-Cumberland District Director, of a plaque to the MCS Board in recognition of having met the standards required to be named a "Board of Distinction."
- Update on the District's Partnership with the Dongcheng Education Corporation of Hangzhou Normal University.
- Recognition of the district's Reward Schools: The Discovery School at Reeves-Rogers and Erma Siegel Elementary.
- Update on Opening of School Year.
- Congratulations to Jess Grayum, District School Psychologist, who has been selected as an RTI Consultant for the Upper Cumberland region by the Tennessee Department of Education, Division of Special Populations.
- Mitchell-Neilson Schools would like to thank: Kroger on Old Fort Parkway for their donation of 100 boxes of school supplies, Screen Art for their support of the MN Summer ESP program, Third Baptist Church for hosting their "back to school" faculty and staff lunch, Mark and Martha Johnson for their donation, and Ben and Karen Phillips and Dr. and Mrs. Kyle Joiner for their donations to ESP at MNE/P.
- The MCS Outreach Department would like to thank the following community partners for their support of our efforts in addressing the back to school needs of our students: Lillian Branson Sunday School Class- First United Methodist Church, North Boulevard Church of Christ, St. Paul's Episcopal Church, New Vision Baptist Church, Tennessee Career Center, Dempsey, Vantrease & Follis.

IV. CONSENT ITEMS (Tab 1)

A. <u>Minutes of the June 25, 2013 Board Meeting, August 13, 2013 Special Called Board Meeting/Policy Work Session, and August 16-17, 2013 Board Retreat</u>

B. Designation of Coordinator of School Health as the individual who is responsible for coordination of all training/communications on HIV/AIDS and OSHA's Bloodborne Pathogens Standard

C. Approval of the Pre-K Advisory Board

D. Approval of the ESP Advisory Board

E. Approval of School Fees

V. ACTION ITEMS

A. Approval of Board Policies -- *First Reading* (Tab 2)
FM 14—Energy Management and Conservation *(Revision)*
IS 17—Relations with Education Research and Service Centers *(Revision)*
STU 25—Suspension/Expulsion/Remand *(Revision)*
BO 48—Section 504 Complaint/Grievance Procedures *(New)*
IS 22—Adopt-A-School Program *(Delete)*

B. Approval of Position Titled "Coordinator of Nutrition Education and Training" for the Child Nutrition Program (Tab 3)

C. Approval of Employee Life Insurance Program (Tab 4)

D. Approval of the MCS Mission Statement, Vision Statement, and Master Plan 2013-2018 (Tab 5)

VI. REPORTS/INFORMATION

A. Academic Update –Mrs. Karen Hawkins and Dr. Caresa Brooks

B. Personnel Report (Tab 6)

C. Monthly Revenue and Expenditure Report (Tab 7)

D. Attendance Update (Tab 8)

VII. OTHER BUSINESS

VIII. ADJOURNMENT

MISSION STATEMENT
To assure academic and personal success for each child.

MINUTES

MURFREESBORO CITY SCHOOL BOARD
Tuesday, June 25, 2013
6:00 p.m.—Council Chambers

ATTENDANCE

Board: Chair Mary Wade, Jared Barrett, Andy Brown, Butch Campbell, Nancy Phillips, Nancy Rainier, Collier Smith, and Council Liaison Ron Washington.

Staff: Director Linda Gilbert, Gary Anderson, Caresa Brooks, Crystal Farris, Kim Frank, Greg Lyles, Ralph Ringstaff, and Lisa Trail.

Others: Staff Attorney Kelley Baker, Sandy Scheele, Micky Brooks, Trent Cheeves, Principals, Teachers, and Others.

ORDER OF BUSINESS

I. CALL TO ORDER BY BOARD CHAIR

Chair Wade called the meeting to order at 6:00 p.m. The Pledge of Allegiance was led by Scales Technology Camp participants Zaria Avant and Alana Cheeves followed by a moment of silence.

II. APPROVAL OF AGENDA

Mrs. Phillips moved to remove Item B under Reports/Information for a later date; Mr. Barrett seconded the motion. The motion carried by acclamation.

III. COMMUNICATIONS

- Congratulations to Board Chair Mary Wade who has been recognized for her community service and accomplishments by the Order of Eastern Star.
- Congratulations to Sandy Scheele, our Supervisor of School Nutrition, who was installed on June 13th as the President of the Tennessee School Nutrition Association.
- Congratulations to our school nutrition programs as for the school year 2012-13, the health inspections systemwide average was 98% with five schools scoring 100%.
- Congratulations to several Murfreesboro City students and children of Murfreesboro City teachers who are prominently represented in the Common Core training videos used by the Tennessee Department of Education this summer. Those videos will be viewed by more than 35,000 teachers. Ben Durham, Shelby Jones, Kolby Offutt, Braden and Makenzie Ross, Grace Heath, Anna Hall, Robert and Ainsley Gordon, and Mary Jane Arnette participated in the

tapings along with business owner Doug Young. We appreciate the State selecting Murfreesboro City to be part of this endeavor.

- The Tennessee Department of Education Internal Audit Section completed a review of compliance with State education laws, rules, and regulations in the Murfreesboro City School District and has issued a report with no findings or recommendations. Dr. Gilbert stated that Mrs. Spencer provided the information required from Erma Siegel that resulted in the positive audit.
- This summer, the following sites are feeding any child, age 18 or under, a free breakfast and lunch: Franklin Heights, Oakland Court, Patterson Park, McFadden Community Center, Allen Chapel AME Church, Black Fox, Mitchell-Neilson Elementary, Northfield, Bradley Academy, and John Pittard Elementary. For specific times, check the front page of the City Schools website at www.cityschools.net or call the City Schools administrative office at 893-2313.
- National Night Out will be held on August 6, 5-8 p.m., with Franklin Heights being the kick-off site for this year's community-wide event.
- The City Schools Foundation has received $22,000 from United Way to support The Franklin Heights Homework/Tutoring Program.
- The City Council has authorized a 2013-14 Community Development Block Grant of $12,000 for the Franklin Heights project.
- Thanks to Belk Corporate for the donation of a picnic table, book cases, and artwork to Northfield Elementary. This event will take place on June 25 between 2 and 4 p.m.
- Office Max will be donating a variety of items they will be collecting over the summer to Black Fox at the beginning of the school as part of their "Day Made Better" campaign. A Black Fox teacher will also be chosen to receive a special gift from the summer donations.
- During the week of July 8, a group of teachers and children from Dongcheng, an elementary system in Hangzhou, China, will be visiting Murfreesboro through a partnership with MTSU. Board Member Collier Smith explained that a number of students visited China last year. MCS has entered into a partnership with the educational group that will be visiting Murfreesboro and MCS.
- Mrs. Wade announced that the Board was being evaluated as a requirement to obtain the status of "Board of Distinction." Visiting board members were: Wayne Blair and Terry Hodge from Rutherford County Schools, and Dixie Parker from Bedford County Schools.

IV. CONSENT ITEMS (Tab 1)

On motion by Mrs. Phillips and second by Mr. Campbell, the following consent agenda items were approved by acclamation:

A. Minutes of the May 28, 2013 Board Meeting and June 11, 2013 Special Called Board Meeting/Policy Work Session

B. The Surety Bond for Gary Anderson in the amount of $1,508,900 at a cost of $6,417

C. The Agreement of Understanding with Mid-Cumberland Head Start

V. ACTION ITEMS

A. Approval of Board Policies (*Second Reading)* (Tab 2)

STU 59—Special Education Behavioral Support *(New Policy)*

Mrs. Baker stated that STU 59 is a policy required to be in compliance with the Department of Education Rules and Regulations and the Behavioral Support Act regarding restraint and isolation of students. The district's primary technique is verbal de-escelation with physical holding restraint being used if necessary to assure the safety of others. She pointed out that the definitions have been included as set forth in state statutes. Mrs. Baker reviewed the section titled "Implementation of Restraint" noting that only the principal or principal's designee can authorize physical holding restraint or isolation to be used only when non-physical intervention has been ineffective. Physical restraint should only be used by faculty or staff who have been trained. Each school has a trained team, and teachers know who they are. The training focuses on de-escalation. In the event of an emergency where the safety of the student or others is at risk, personnel who have not received training may proceed with physical holding restraint. The district does not have many situations requiring this action. Prohibited forms of restraint and authorized forms of restraint were reviewed as listed in the policy. Incidents must be reported to the state as well as to the administration.

On motion by Mrs. Rainier and second by Dr. Brown, STU 59 was approved on second reading by acclamation.

STU 62—Safe Relocation of Students *(New Policy)*

Mrs. Baker stated that STU 62 specifies that: *Employees who have received Crisis Prevention and Intervention (CPI) training and who are directly responsible for a student's education or who otherwise interact within the scope of their assigned duties may relocate a student from the student's present location to another location when such relocation is necessary for the student's safety or the safety of others.*[1]

This would be a situation where de-escalation did not work. A report must be filed immediately with the building principal. The Director of Schools shall create procedures to implement the policy. Relocation, restraint or isolation of students receiving special education services shall be in compliance with the student's IEP and the Special Education Supports Act and Tennessee Department of Education rules and regulations. At the request of Mrs. Rainier, the district's zero tolerance policy has been listed as a reference as that policy is referred to in this policy. Dr. Brown also noted that it would be

beneficial for those involved to discuss what went right in the situation, what went wrong in the situation, and what improvements could be made in the event of another incident that requires physical holding restraint.

On motion by Mr. Campbell and second by Dr. Brown, STU 62 was approved on second reading by acclamation.

STU 61—Anti-Hazing *(New Policy)*

Mrs. Baker stated that anti-hazing had previously been addressed in the district's discipline policy; however during an audit, it was recommended that the district adopt a stand-alone anti-hazing policy. "Hazing" means any intentional or reckless act in Tennessee, on or off school property, by one (1) student acting alone or with others that is directed against any other student that endangers the mental or physical health or safety of that student or that induces or coerces a student to endanger that student's mental or physical health or safety. In response to Mrs. Phillips' question, Mrs. Baker stated that hazing is limited to those actions taken and situations created that are in connection with initiation into or affiliation with an organization. The elementary school typically does not have as many situations relative to this as they have few clubs or organizations.

On motion by Mrs. Smith and second by Mr. Barrett, STU 61 was approved on second reading by acclamation.

B. Approval of FY'13 Budget Amendments (Tab 3)

Mr. Anderson referred to documents regarding the fiscal year-end budget amendments received from the City. Typically, the Board approves the amendments after the audit so that they have actual amounts. But the district received information from the City that the Board must approve the amendments by June 30th, so the Board will approve estimates rather than the actual amounts. Most adjustments are small, but two that are large are transportation that includes the purchase of buses and the other is technology support equipment. Mrs. Phillips stated that she would like the district to think about developing a five-year technology plan. In response to Mrs. Rainier, Mr. Anderson stated that the Board had approved these purchases in the approval of the budget. In response to Mrs. Smith's questions, Mr. Anderson stated that Skyward cost $500,000 and the maintenance costs have been divided between the various departments. The addition of security cameras required the purchase of additional data storage.

Dr. Brown moved to approve the budget amendments as presented; Mr. Campbell seconded the motion. The motion carried by acclamation.

VI. REPORTS/INFORMATION

A. Director's Update for Summer Camps and ESP Activities

The Board received the document titled "Summer Activities Summary." Mr. Lyles reviewed various camps listed which included: Camp PRISM, G.E.M.S., Scales Technology Camp, Reading Clinics at Bradley, Allied Health Camp at the Tennessee Technology Center, Reading Clinic regarding dyslexic studies taught by Dr. Caresa Brooks, and a camp required by state law provided for third graders who scored below basic in reading on TCAP (only seven students qualified districtwide), and the Franklin Heights Weekly Camps. In addition, a football and cheerleading camp will be offered. A listing of ESP fieldtrips was also provided. A PowerPoint featured some of the camps. District technology coaches Micky Brooks and Trent Cheeves conducted a technology camp at Scales and brought students Zaria Avant and Alana Cheeves to showcase a media project they produced. Dr. Rebecca Callahan addressed the Board regarding Camp PRISM as did teachers Ms. Kristy Lewis and Ms. Kelley Kleppinger. Dr. Callahan stated that Dr. Sarah Bleiler had commented that she could tell that these students come from a system that promotes thinking and allows questioning, which is something to be proud of. The camp was offered to Mitchell-Neilson, Erma Siegel, Northfield, and John Pittard students. The hope is to offer the camp to more schools in the future. Mrs. Rainier asked that they look into offering the camp on the other side of town. Two MTSU doctoral students, Chris Willingham and Jennifer Parrish, participated and spoke to the math and science learning experiences provided to students and learning experiences gained by MTSU undergraduate students who participated. Mrs. Phillips thanked Dr. Callahan for her participation in the camp over the years. Dr. Gilbert stated that the program is MTSU driven and believes that the partnerships can be increased.

B. Distribution of Information to the Board (Removed by Board action under "Approval of Agenda.")

C. A Discussion About Recess (Tab 4)

Dr. Gilbert stated that she has provided to the Board a draft schedule provided from principals regarding the projected time to be allotted for recess next school year. There are no minimum or maximum times recommended by the state; however, there are guidelines provided by the State Department of 20 minutes per day. She stated that recess is not to be denied as a form of punishment. Mrs. Phillips stated that there has been concern from teachers that with new requirements from the state, recess might be eliminated. She hopes there is enough flexibility that teachers and students have recess. She can provide information regarding the importance of recess.

Dr. Gilbert stated that most schools now have a master schedule, and she has copies of both Erma Siegel's and Northfield's schedules. Recess is not part of PE time. Teachers are encouraged to monitor students during recess. Mrs. Spencer stated that teachers at her school do stand to provide adequate monitoring of students. Dr. Gilbert stated that she can speak to principals about how recess is monitored but will leave how teachers approach monitoring during recess to the principals as they are responsible. She believes principals are reasonable in their procedures. Recess can look different at different schools, and she would prefer not to mandate how recess is handled. The key is

monitoring which should be left to the principals and teachers to determine what that looks like.

Mrs. Phillips stated that what is important is the commitment to recess time. She would like to have information regarding how recess is handled at the different schools. Mrs. Baker stated that a few years ago there was an increased number of accidents on the playground, so the city's risk management recommended that the teachers are engaged during recess to monitor students to decrease the incidents of broken arms or other injuries. Those incidents of injuries have decreased. Mrs. Rainier stated that it is important for teachers to be engaged. She noted the discrepancy in times for recess and would prefer more consistency.

In response to Mr. Campbell's question, Dr. Gilbert stated that there is reasonableness in how recess is monitored and requirements made of teachers, standing, sitting, etc. However, monitoring is important. The purpose of recess is to provide socialization, play time, development of social and emotional skills, making choices, learning experiences, etc. It is time for students to interact freely. There is the expectation that recess take place everyday. Mr. Campbell stated that the Board does not need to mandate a required time for recess as principals and teachers should make that decision. Dr. Gilbert stated that at the next Board meeting it would be beneficial for Dr. Caresa Brooks and Mrs. Karen Hawkins to talk about the mandates coming down from the state. Dr. Gilbert stated that she did not want to mandate what recess looks like. Mr. Campbell agreed that administrators in the schools have the capability of handling that in their own schools. Mrs. Smith stated that recess is necessary, and teachers should have the flexibility to provide an outlet for students at various times when the teacher sees the need. She also stated that she appreciates that recess cannot be taken away from a student as punishment. She is aware that discussion about recess has been on the social media but that the district is committed to recess. Dr. Brown stated that he appreciates everyone's comments and input, but he has had feedback from teachers expressing concerns that they feel they are being micromanaged, and to him if the Board tries to micromanage to the point of recess, that's just too much. He believes the Board supports recess, and there should be some general guidelines about what is acceptable, but he hesitates to tell teachers they have to go outside as they can get just as much of a break and socialization inside. The Board should be careful when they start trying to micromanage to too great a detail.

Mrs. Rainier stated that her point was that the students need movement and socialization. Regarding teachers standing, benches placed at strategic points would be beneficial so students can be monitored. Mrs. Phillips stated that she just wanted the Board to confirm that they have a commitment to recess. Mr. Barrett stated that recess is here to stay, and schools should have the flexibility to do what they feel is needed during recess. Dr. Gilbert thanked the Board for their discussion. She encouraged the Board to contact her if the Board hears something that is of concern. It has never been nor will it ever be the case that recess is eliminated.

D. Construction Update (Tab 5)

Mr. Anderson reviewed the document provided to the Board regarding construction projects in the district. Groundbreaking for the new school took place prior to the Board meeting. The school is scheduled to open in July, 2014. The parking lot resurfacing is finished at Bellwood, will go to the Mitchell-Neilson schools next, and then move to Discovery. The MNE roof is 40% completed and should be finished before the scheduled date. The Bradley elevator project is moving along, and he anticipates it being finished on time. The Hobgood construction meetings will be held weekly. The entire project may not be finished on time, but the district will receive partial completion by July 8. The project should be finished by the start of school. He explained that pavers are permeable, in smaller pieces, allowing water to be absorbed into the ground and not into the creek. It is tight and should not be a safety/tripping concern. A request is being made to the Water and Sewer Board to provide funding for the difference in cost of pavement versus pavers from the Storm Water funds. Mr. Washington stated that Maney Avenue does have pavers if the Board wishes to view the pavers at that location.

E. Personnel Update (Tab 6)

The personnel report this month included Assignment Lists for Certified Personnel.

Dr. Brown stated that concerns have been shared with him regarding the inter- and intra-transfers of teachers. He asked that the Board be provided information regarding transfers of personnel, either by administration recommendation or employee request. Dr. Gilbert stated that the transfers are usually by principal or by teacher request. She asked that Dr. Brown contact her, and she will be happy to discuss this with him. Mrs. Phillips stated that in the past there was an agreement that if questions are asked by a Board member, that information would be shared with all Board members so all are on the same page. Dr. Gilbert asked Board members to send her specific questions, and she will share responses with all Board members.

F. Monthly Revenue and Expenditure Report (Tab 7)

Mr. Anderson reported that the district has completed 92% of the fiscal year and has a net income of $1,657,859. Property tax revenue is down $400,000, and sales tax revenue is flat. State revenue is up, and there is anticipated growth money. However, expenditures are at 85%, so the district is doing well.

G. Attendance Report (Tab 8)

The district finished the school year with 7,029 students, but at 7,207 including special ed pre-k. This is an increase of 22 students over projected/budgeted enrollment. Pupil:teacher ratios are: K-3, 18.77; grades 4-6, 20.71, and overall, 19.47. The attendance percentage is excellent at 97.35%. Projected enrollment for next year is 7,404

students. Mrs. Rainier stated that she believes the Board will be looking at growth on the north side of town, including the location of apartments.

H. Annual Agenda (Tab 9)

The annual agenda is provided as an information item for the Board.

VII. OTHER BUSINESS

Mr. Barrett asked that the Board discuss at the next meeting consideration of an employee suggestion program that allows employees to make recommendations that could result in money savings for the district. He also asked that the Board consider whether they would wish to meet with legislators again. Dr. Gilbert stated that the Summer Law Institute will take place in July and the Superintendent's conference in September, so she hopes to have more information following those meetings.

Mr. Campbell suggested that the Board consider establishing a policy committee that could consist of Board members, community members, administrators, teachers, etc.

Mrs. Smith asked if there is a deadline for submitting names for the new school. Dr. Gilbert stated that it would be beneficial if names could be submitted prior to the next Naming Committee meeting which will be held on July 3rd. Mrs. Ridley will send the names of the committee members to the Board. Dr. Gilbert asked that names be submitted to Lisa Trail by calling 893-2313 or be submitted on the website. She also asked that the person who submits the name specify why they are recommending that name.

VIII. ADJOURNMENT

There being no further business, Chair Wade adjourned the meeting at 7:28 p.m.

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Director of Schools

MINUTES

MURFREESBORO CITY BOARD OF EDUCATION
SPECIAL CALLED BOARD MEETING--
POLICY WORK SESSION
Tuesday, August 13, 2013
6:00 p.m.—Council Chambers

ATTENDANCE

Board: Chair Mary Wade, Jared Barrett, Andy Brown, Butch Campbell, Nancy Phillips, Nancy Rainier, and Collier Smith. Absent: Council Liaison Ron Washington.

Staff: Director Linda Gilbert, Gary Anderson, Sheri Arnette, Lea Bartch, Caresa Brooks, Crystal Farris, Kim Frank, Karen Hawkins, Shavon Davis-Louis, Greg Lyles, Joe Marlin, Ralph Ringstaff, Lisa Trail.

Others: Staff Attorney Kelley Baker, Dan Boshers, Sandy Scheele, and Others.

ORDER OF BUSINESS

I. CALL TO ORDER BY BOARD CHAIR

Chair Wade called the meeting to order at approximately 6 p.m.

II. COMMUNICATIONS

Introductions: Joe Marlin, Special Education Supervisor
Shavon Davis-Louis, Coordinator of Instructional Effectiveness

III. NAMING THE NEW SCHOOL

Mrs. Baker referenced the Board's policy regarding naming a school. She pointed out that the Board chose to appoint a committee that would review all names submitted and then present at least two but no more than four for the Board to make a final selection and then present to Council for their information. Schools should not be named for living persons, except for those who have rendered exemplary service to public education in Murfreesboro. Two schools should not be given the same name or similar names. Schools may be named for the area or community in which the school is located, or the street on which the school is located, or a street bordering the school site, if that street is well known in the community, or presidents, governors or recognized national, state and local leaders who have made an outstanding contribution to the field of education. The committee would submit its recommendations with supporting reasons to the Board.

Dr. Gilbert stated that committee members were: Nancy Loucky, Ron Washington, Caresa Brooks, Marisela Tapia, and Mary Wade. Two other members in attendance at the meeting were Joani Beckwith and Russell Smith.

Mrs. Wade stated that although it was a privilege to serve on the naming committee, it was a not an easy chore. Committee members voted by ballots. The names being submitted for the new school are: Overall Creek Elementary and Westside Elementary.

Mrs. Smith stated that she would like to see the school named for a person who has contributed so much to the community and would be a role model for children. She asked Mrs. Baker if the Board had to accept the names submitted by the committee. Mrs. Baker replied that the Board clearly chose to appoint a committee to review the names and submit their recommendations to the Board. She noted that if the Board chose not to accept the names, they could ask the committee to continue the search, but the purpose of the committee was to review the names submitted to the committee. Mrs. Smith stated that the County School Board did overrule Central Magnet School's recommendation for that school. Mrs. Phillips stated she sees both sides so asked if there might be a compromise such as having the committee submit two more names. Mrs. Baker stated that it is the Board's discretion, but this would require a motion from the Board on which direction they wish to take. Mrs. Baker suggested that one of the committee members share the reason behind the selections as required by Board Policy BO 47, Naming a School.

Mrs. Wade stated that over 40 names were submitted, which included the names of many community members. The committee deliberated on all suggestions. Overall Creek is located behind the school. Westside is due to the location of the school. The committee felt these were the two best names for the new school. Mrs. Phillips asked if there was a way to add one name to the list and then vote on these three names, or send it back to the committee. Mrs. Baker stated that the policy stated that the committee would submit the names to the Board. The Board has two names before them that the committee they appointed has submitted to them, and the Board must decide if they will choose one of those two names or move in a different direction. Dr. Brown stated that forty names had been submitted for this school, and schools in the past are about 50:50 for names or regions but does not indicate any trend. He stated that the Board asked the committee to do a very difficult job, the committee deliberated and came back with two very good recommendations, and he feels comfortable voting on the two presented. Mr. Barrett agreed with Dr. Brown, and stated that Westside might not be west with the city's continued growth, but believed that Overall Creek would be a good name for the school. Mr. Campbell stated that the Board decided the direction they wanted to go when they adopted the policy. Although he did not have a problem with asking the committee to review other names, he felt this would start the process all over again. He felt comfortable going with these two names. Mrs. Rainier stated that she knew distinguished

names of community members had been submitted. She asked if the Board should be polled as to whether they should vote now or ask the committee to go back and review those names already submitted. Mrs. Baker stated that she believes the Board is at a point where the Board would need to make a motion as to which direction they feel it would be best to go. Mrs. Phillips asked if the Board could ask for two names to be added to the list.

Ms. Joani Beckwith, a committee member, addressed the Board stating that the committee really worked hard with the suggested names, the frequency of the names submitted, but it would be difficult to go back and decide between all the names suggested. She stated that the committee felt Overall Creek was suggested because the school will be using the creek as a learning resource. She would not mind going back, but there were many names suggested. The committee did not have just two names submitted but many names.

Mr. Barrett moved that the Board approve Overall Creek Elementary to be the name of the new school; Dr. Brown seconded the motion. On roll call: Barrett—yes; Brown—yes; Campbell—yes; Phillips—yes; Rainier—no; Smith—no; Wade—yes. The motion carried.

Mrs. Wade thanked members of the School Naming Committee for their work on this assignment, and the Board for taking action. Dr. Gilbert thanked Mrs. Wade for her leadership on the committee, and the serious way the committee handled their selection.

IV. APPROVAL OF TECHNOLOGY PROPOSAL

Dr. Gilbert provided a PowerPoint for the Board as well as other documentation supporting the administration's recommended technology plan. She pointed out that technology is integral in completing tasks in today's world. Education must keep up, and she is asking the Board to put into the hands of students the tools to be successful. Factors in the recommendation include: Common Core Standards, required electronic testing, PARCC, etc. The Board has researched for about two and a half years what will be best for the students to move them ahead, contacting districts in Tennessee and in other states, the State Department of Education, vendors, etc. The four factors driving the decision would be: What would best prepare our children for the future? What will satisfy PARCC? What will put as many devices as possible into the students' hands? What will be the best use of taxpayers' money? The rationale for PC's was a cost difference of over a million dollars, a four-year warranty with Dell, onsite parts, remote technical support, and the ability to replace on a regular schedule. She reviewed the document stating what devices would be provided for each grade level, kindergarten through sixth grade as well as ELL, SPED, library, speech, and teachers as well as the

software available for students and for teachers. The infrastructure advantages include network speed increased 10X, single sign-on, improved system to manage software to support the network, and Virus/Spam Filter and all upgrades managed when sign on. Teachers will keep their district-issued Apple computer through the end of the year to help with the transition. Professional development will take place throughout the year. The total cost, including devices for the new school, totaled $5,206,724.60.

In response to Mr. Campbell's question, Mrs. Hawkins stated students can access the programs from home. The type-to-learn program would require a keyboard. Online textbooks are already online, and Mr. Brooks and Mr. Cheeves have been instrumental in entering student access. Mrs. Phillips noted that Mr. Claud Vick had been instrumental in the beginning of assuring that technology is integral in the classroom and learning is taking place. She asked several questions. Dr. Gilbert explained that computer labs will be on carts so teachers can pair together so instruction can take place in the classroom. Teachers will be provided support and professional development. Mrs. Hawkins added that the numbers of computers at the teachers' fingertips is a definite asset for teachers. Dr. Gilbert stated the technology proposal will be presented to Council for funding. Chris Lilly, Mr. Lyons and Mr. Crumley have been involved in the process and are aware of the proposal and the upcoming request for funding.

In response to Mr. Barrett, Dr. Gilbert stated that other devices were considered, but in looking at what the assessment will look like and research with the other devices, the laptop is what she believes will be best. She is not comfortable with students bringing their own devices at this time. She does want to assure that what is presented in this technology proposal is equitable across the district. The district would be happy for entities to donate devices to the district. Mr. Boshers explained that the infrastructure piece will cover everything, but the new school's costs will be included in the construction project. Dr. Gilbert stated that the approach to homework is to assure that students have the necessary tools at home to accommodate assignments to be completed at home.

In response to Mrs. Smith's questions, Dr. Gilbert stated that they have looked at districts instate and out of state, as well as Mooresville, NC which is known for 1:1, attended workshops, and received assistance from Chris Lilly, Information Technology Director for the City. As a result, she believes the laptops will meet what will be demanded of the students when looking at Common Core. Teachers have stated that this will assist them in diversifying their instruction. Mrs. Hawkins stated that they did look at other tablets, but were looking for the device that would give them more access to software and the ability to manipulate items, and be able to move to advanced applications. Keyboarding is also a consideration. She wanted to go for the recommended devices that will take the

district forward for several years. Every teacher will have their own cart with their devices. Two classrooms could decide to put them together. The cart is secure, not rolling. Mr. Boshers stated that a rolling cart is a security risk.

Mrs. Rainier asked if the district will provide support for Apples during the interim period where teachers will have their Apple computers. Mr. Boshers stated that the district will continue to maintain them and provide support for the iPad, too. He explained that the infrastructure includes wireless access points, and must be built to support the increased number of devices, and additional storage. Parents can only log into one thing so will not have access to anything else. In response to Mr. Campbell, Dr. Gilbert stated concerns have arisen about the students taking the devices home for security, etc. She will be discussing this with Dr. Clark.

Mrs. Rainier moved for approval of the Technology Proposal as presented; Mr. Campbell seconded the motion. On roll call: Barrett—yes; Brown—yes; Campbell—yes; Phillips—yes; Rainier—yes; Smith—yes; Wade—yes. The motion carried. Dr. Gilbert thanked the Board for their support.

V. APPROVAL OF BUDGET AMENDMENT FOR FY'14

Mr. Anderson explained that the Board is being asked to approve an amendment to the budget so that the district can meet the requirement that the amount of local funds put into the education program does not drop below the previous year's amount. The district had decreased the anticipated property tax by $42,000 less than last year. Based on conversations with State Finance officials, they recommended that the district add the $42,000 in revenue to the Business tax line, since this past year the district ended up collecting more than budgeted in that line. The Board is being asked to approve adding $42,000 in revenue to the overall general purpose budget. Supporting documents were provided. Dr. Brown moved to approve the recommended budget amendment as presented; Mr. Barrett seconded the motion. The motion carried by acclamation.

VI. APPROVAL OF POSITION TITLED "COORDINATOR OF NUTRITION EDUCATION AND TRAINING" FOR THE CHILD NUTRITION PROGRAM

Mrs. Smith provided the Board with copies of the district's menu for the month. Mr. Campbell asked that on the document titled "Coordinator of Nutrition Education and Planning," second paragraph, "he" be changed to "their". Mrs. Phillips moved that this item be moved to the August 27 board meeting agenda so that the job description of the Supervisor of Child Nutrition could be provided; Mr. Campbell seconded the motion. The motion carried by acclamation.

VII. BOARD POLICY REVIEW

For Discussion:
FM 14—Energy Management and Conservation *(Revision)*

Mr. Anderson explained that the revisions to this policy are a recommendation from the Energy Efficiency Schools Initiative because they found that some districts were creating an uncomfortable learning environment in order to assure energy savings. Line 5 has been revised to read: *Maintenance of the learning environment shall always take precedence over energy conservation measures*. In addition, lines 19-27 note that districts will be in compliance with the recommended American Society of Heating Refrigeration Air Conditioning Engineers (ASHRAE) standards as listed. These standards will be placed as attachments to the district's energy management directive. Mr. Barrett moved to approve FM 14 as presented to be brought the Board for approval on first reading; Mr. Campbell seconded the motion. The motion carried by acclamation.

IS 7—Selection of Instructional Materials (Other than Textbooks) *(Revision)*
IS 8—Special Interest Materials *(Revision)*

Mrs. Baker stated that there are additional revisions to be made to IS 7 and IS 8 so the policies will be brought to the Board at a later meeting.

IS 17—Relations with Education Research and Service Centers *(Revision)*

Mrs. Baker stated that she will be adding one additional paragraph to this policy that research projects shall comply with the relevant provisions of the Family Education Rights and Privacy Act (FERPA) including but not limited to Section 34 CFR Section 99.31A6 that deals with research projects. Dr. Gilbert stated that anyone that deals directly with students would have to follow the same policy of all volunteers in that background checks would be required. Some research projects would only deal with looking at student records. Mrs. Baker also pointed out MTSU does background checks on students who come into our schools to do student teaching. The revision will be paragraph 8 and will basically say that the research project will comply with FERPA. Mrs. Phillips moved to approve IS 17 as presented with the additional revision as indicated by Mrs. Baker to be brought to the Board for approval on first reading; Mr. Barrett seconded the motion. The motion carried by acclamation.

Mrs. Baker stated that the only changes to be made on STU 13, 14, 15, and 16 are some changes to the language regarding the notice of rights and notice for directory information that the U. S. Department of Education has issued. This information was included in the district's Parent handbook, and these policies will be revised to include

the revised federally required language. Mrs. Baker provided three documents from which the information will be taken. The revised policies will be brought to the Board at the next policy meeting.

STU 13—Student Records *(Revision)*
STU 14—Student Records Annual Notification Rights *(Revision)*
STU 15—Student Records Inspection & Correction Procedure *(Revision)*
STU 16—Student Records Use of Records *(Revision)*

STU 25—Suspension/Expulsion/Remand *(Revision)*

Mrs. Baker stated that STU 25 has been revised to include assault on a school bus driver or other school personnel (line 30). Mr. Campbell moved to approve STU 25 with revisions as indicated to be brought to the Board for approval on first reading; Mrs. Smith seconded the motion. The motion carried by acclamation.

STU 63—Section 504 Complaint/Grievance Procedures *(New)*

Mrs. Baker provided the Board a new policy mandated by the Federal government dealing with Section 504 Complaint/Grievance Procedures, which is similar to the Americans with Disabilities Act. Any educational entity that receives Federal funding must comply with section 504 and make reasonable accommodations to individuals with disabilities for them to participate in those programs. The Tennessee Department of Education Office of Civil Rights has issued a consent decree that the federal government wanted all school districts in the State of Tennessee to adopt this particular grievance procedure set forth in this policy. It is a federally mandated procedure that was sent to all school districts in the State of Tennessee. The revision indicates that individuals can make oral complaints as well as written complaints. Debra Savely is the Section 504 coordinator for MCS, and the state also has an individual that works with Section 504. Dr. Brown moved to approve new Board policy titled Section 504 Complaint/Grievance Procedure to be brought back to the Board for approval on first reading; Mrs. Phillips seconded the motion. The motion carried by acclamation.

Delete:
IS 22—Adopt-A-School Program

Mrs. Baker stated that various means are now being used by schools to obtain contributions, and the Adopt-A-School Program policy is outdated. The district did adopt a Community Involvement policy that reflected the ability of schools to work with community organizations that might wish to contribute to the schools. Mr. Campbell

moved to delete IS 22—Adopt-A-School Program; Mrs. Smith seconded the motion. The motion carried by acclamation.

VIII. LIST OF 2013-14 NEW HIRES

Provided for Board information.

IX. DISCUSSION OF EMPLOYEE SUGGESTION PROGRAM

Mr. Barrett stated that he had suggested this program in an effort to provide a means for employees to make money-saving recommendations to the administration. After discussion, it was clarified that although the Board cannot compensate an employee for a recommendation that was successful in saving the district money, they could be recognized in another way. Mrs. Rainier asked that the purpose of this program be clarified that it is not a complaint avenue. Dr. Gilbert suggested that Mrs. Trail and Mr. Anderson be authorized to put this initiative in play. Dr. Brown suggested this be done electronically. Mrs. Rainier stated that issues can be addressed through the Teacher Advisory Council. Mrs. Smith asked that suggestions received by the administration also be sent to Board members.

X. DISCUSSION OF NEED FOR MEETING WITH LEGISLATORS

Mr. Barrett made this suggestion. If the decision is made to have a joint meeting, Mr. Campbell asked that the meeting be conducted in a less formal way, with sharing information and asking questions, throwing out ideas, in a conversational style. Following discussion, Mr. Campbell stated that he would contact the Rutherford County School System and legislators to determine if they wish to pursue a joint meeting and will report back to the Board. Dr. Gilbert pointed out that some legislation still on the floor could be discussed so it would be beneficial to have the meeting before the legislature reconvenes. The district would host the meeting.

XI. DISCUSSION OF POSSIBLE POLICY COMMITTEE

Mr. Campbell stated that he had suggested this committee as he had been involved in one in the county. After looking at how this Board handles policies, he believes the Board is doing a good job. Mrs. Trail pointed out that the district has an icon on the website that says “Ask MCS” by which the public can ask questions or make suggestions which are forwarded to the appropriate personnel. Mrs. Wade asked that the administration make sure the public is aware that they have the ability to access “Ask MCS.”

XII. REVIEW OF DRAFT AUGUST 27, 2013 AGENDA

Mr. Smith asked for an update from the people who worked on the partnership with China.

Mrs. Phillips asked for a "good news" update on the opening of the school year.

Mrs. Wade reminded the Board and public that the Board will meet in retreat on Friday, August 16, and Saturday, August 17, at MTSU in the Business and Aerospace Building.

XIII. ADJOURNMENT

There being no further business, Mrs. Wade adjourned the meeting at approximately 7:50 p.m.

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Director of Schools

MISSION STATEMENT

To assure academic and personal success for each child.

MINUTES
MURFREESBORO CITY SCHOOL BOARD
SPECIAL MEETING/RETREAT
5 P.M. FRIDAY, AUGUST 16, 2013
8 A.M. SATURDAY, AUGUST 17, 2013
MTSU College of Business, SunTrust Meeting Room

ATTENDANCE: Chair Mary Wade, Vice Chair Butch Campbell, Jared Barrett, Andy Brown, Nancy Phillips, Nancy Rainier, and Collier Smith. Council Liaison Ron Washington attended the Saturday portion of the retreat.

Chair Wade called the meeting to order at approximately 5 p.m.

I. BOARD SELF-ASSESSMENT – RANDALL BENNETT Tab 1

Mr. Randall Bennett, TSBA, reviewed the "Top Items with Greatest Success." He pointed out that the Board had adequately identified those items that they felt the Board was successful in addressing. In reference to "setting policies needed for the operation of the district," Mr. Campbell stated that the Board collaborates in work sessions under the leadership of Mrs. Wade. He believes the Board has realized the benefit of having the work sessions. Mrs. Rainier noted that it is very helpful to have Mrs. Baker keep the Board on track with policies. Mrs. Baker noted that the Board's special meeting will become a regular meeting after the Council approves the revisions to the City Code.

Mr. Campbell asked that any revisions to board meeting attachments be updated on the Board's website prior to the meeting. Dr. Gilbert asked that requests from the Board for additional information give the administration some lead time to gather the information.

Mrs. Baker pointed out that a Board member can under "Approval of Agenda" move to amend the agenda to add an item, but the Board would vote to approve or deny the request. In discussion regarding the Board holding itself responsible for high achievement by all students, Mrs. Rainier stated that the Board approves policies that drive the district, but the Director is the person who puts in place the initiatives to address student needs to assure improved student achievement. The Board reviewed the various ways that teachers are recognized, noting that more can be done to recognize teachers, as well as all other employees. Frequent recognition for even small progress can motivate not only students, but employees as well. Members do respect each other once Board action has been taken. Board members attend the Day-on-the-Hill but also keep in touch with legislators. Requests are made of administrative staff but do not appear to be excessive. The Board appears to be satisfied with the Director's evaluation process and how it addresses the Board's goals. Mr. Campbell noted that the community feels comfortable calling the Board even though they do not expect the Board to answer. Mrs. Wade added that

when you ask for partnerships, you have to be accountable to them, and step into the community. Mrs. Phillips shared a community experience. The Board believes that they work well with other local elected officials as well as the funding body, City Council, etc.

Mr. Bennett referred to "Top Items of Greatest Concern." Mrs. Smith stated that as a newcomer, she is learning what the Board's role and responsibilities are, relative to the authority of the Director of Schools. Mrs. Rainier stated that they do support the role of the Director, and noted that the Board's role is that of policy makers. Mr. Barrett added that he does trust the decisions of the Dr. Gilbert. Mrs. Phillips noted that the Board must be cognizant of the budget, too. Mr. Campbell stated that he wished principals, and others, could attend Board meetings so that as the Board makes decisions, such as those pertaining to board policies, they have first-hand understanding of the Board's rationale behind their decisions. Dr. Brown stated that the key to the whole thing is communication, as Board members have to let Dr. Gilbert know what they hear in the community. It is ultimately her decision, but the Board can evaluate her performance. He noted that there are two communities, the teacher community and the general population. Mrs. Rainier stated that the orientation to board responsibilities provided by Ms. McGannon and Mrs. Baker was very helpful. Mrs. Wade stated that the Board needs to communicate to the Director when they become aware of concerns. Mrs. Phillips noted that the Board does hear from teachers, but it is important to not react to everything you hear.

The Board noted that Facebook has become an issue as some have a tendency to share their negative comments. Dr. Gilbert stated that she is in the schools, listening and observing what is going on in the classrooms. She can be contacted by email or by cell phone. Board members can visit and talk with principals. Mr. Bennett stated that two-way communication is very important. Mr. Campbell stated that the Board can call and discuss issues or ideas with Dr. Gilbert. Mrs. Phillips stated that the Board is a public face for the school system and should listen to concerns from the community and school district. Mrs. Smith noted that Board members are the elected officials designated to develop board policies.

Mr. Bennett stated that a district's mission statement should be simple; one that the community will remember and then look further to the Board's vision. If the district has a document, it is easier to communicate to the public for understanding. Mr. Barrett noted that it is important to get the Board's vision out to the public. Dr. Gilbert stated that she believes vision statements are actually adjectives describing what the school staff ultimately develop into a strategic plan. Mrs. Smith emphasized the need to make sure employees have a thorough understanding of policies/administrative directives so there is consistency across the district. Dr.

Brown added that when policies are interpreted, one should keep in mind what is best for students and teachers.

In conclusion, Mr. Bennett stated that the Board is doing very well, however, if two Board members have an issue or misunderstanding, they should communicate and discuss the problem with each other.

II. DISCUSSION OF ADVANCED ACCREDITATION PROCESS Tab 2

Dr. Bob Eaker stated that in the past, the accreditation process did not address whether the kids are learning. He provided some questions that the accreditation committee might ask Board members, such as: As a school board, how are you modeling a collaborative culture? How can you help kids learn more and can you show how kids are learning more? The Board and Director of Schools are a team. You will have data to support student achievement. The Board has supported the district through budget approval that translated into additional personnel, instructional resources, technology, improvements to facilities, etc. An important concept is how data is used to drive the process, working toward student achievement, kid by kid, skill by skill. Board minutes are a great resource to provide evidence of the Board's support, community and district recognitions, etc. He emphasized the need to motivate people on the never-ending learning journey. A plan should be developed to assure that recognitions and celebrations are ongoing and should take place for students who achieve, at their level of ability, big or small. Adults need this as they are aware of the assault taking place on education, teachers, administrators, etc. Mrs. Phillips emphasized the need to get the district's story, the good news, out to the community.

Dr. Gilbert provided input to the Board regarding the questions Dr. Eaker provided, and in addition provided them with a statement identifying the role of an administrator, a graph regarding response to instruction and intervention, the 2013-14 structure requirements, etc. Dr. Gilbert stated that the district has benefited greatly from Professional Learning Communities, from additional personnel that provide layers of intervention to identify the weaknesses of every student who is struggling and to put into place a plan to assure that the student achieves. The district is data-driven. The Board, the Director, administrators, teachers, etc., have to get the message out to the public, the success stories. Communication is key. Dr. Eaker emphasized that the district must identify the needs of those students who are under performing and extend the learning of those who are. Show appreciation for a job well done. Dr. Brown stated that every child should have a teacher that is just as effective as the next one. Dr. Gilbert shared that

Mrs. Arnette models for teachers, providing strategies to help them improve their instruction. Improvement plans are put into place to help a struggling teacher.

Dr. Gilbert stated that once assessments are done, PLC teams review each student's performance and develop a plan, involving interventionists, social workers, etc. Students get specific intervention/help. Monthly data meetings are held. Ms. Louis looks at data and works with principals and teachers adding another layer of intervention. Mrs. Bartch works with teachers to provide effective instruction for gifted students.

Dr. Eaker stated that there should be ongoing practice, feedback, and encouragement. Dr. Brown stated that the layers of intervention will prevent a student from falling further and further behind, either by identifying weak teachers or early intervention to the needs of the student. Mr. Barrett suggested that Board members visit a school and look at their data boards.

Suggestions were made to share the positive aspects of the district through the media, the Chamber, the Foundation, billboards, etc. Mr. Campbell asked for talking points about common core.

III. VISION Tab 3

The Mission Statement of the district is: *To assure academic and personal success for each child*.

Dr. Gilbert shared PowerPoints used in leadership meetings and dated February 19, 2010, April 26, 2011, and August 2012. She reviewed the values, and she pointed out the keys which were: Professional Learning Communities and Partnerships. She stressed that all initiatives that the district puts in place must impact student learning. As Dr. Eaker had noted, the approach is to work school by school, kid by kid, and skill by skill. Embedded professional development and teacher mentoring are essential. The PowerPoint dated July 15, 2013 stressed the successes over the past three years as a result of the district's emphasis of "focusing on the whole child." Documents were shared that contained the input from the Board, districtwide leadership, and from community members regarding their perception of what is important in the overall vision of the district.

Board members worked as group to develop a vision for the Board. It was noted that the vision statement should be one that is not lengthy and therefore easily remembered. Comments were made regarding the need to include "the whole child", "global community", "successes", etc. After discussion and input from Board

members, the final recommended vision statement was: *Murfreesboro City Schools will create a culture of collaborative learning focusing on the whole child assuring success in the global community*. Dr. Brown moved to approve the final recommended version as indicated; Mr. Barrett seconded the motion. The motion carried by acclamation.

The Board reviewed the Master Plan for Murfreesboro City Schools, 2013-2018. Mrs. Phillips provided the Board a list of those key areas that she believed should be included in the Board's Master Plan which included technology, academics, gifted, special ed, ELL, the standard bearers, teachers, parents, innovation, and bullying. Board members reviewed each section making recommendations for revisions where they believed it necessary. Points made were that students must be provided an education that will assure they are competitive in the global world. The district must focus on the social, physical, and emotional well being of all students. Administrators and teachers must constantly review data, kid by kid, to assure that all students achieve and no child is allowed to continue to fall behind. All students deserve to have teachers of equal competency. After discussion, the Board developed the following beliefs for Murfreesboro City Schools:

WE BELIEVE:

- Educational success focuses on the whole child.
- Education should consist of a guaranteed and viable curriculum, high quality instruction, and collaborative learning.
- Children should be prepared to be responsible, confident, and positive citizens who successfully meet and exceed the challenges of a changing global community.
- Children have the ability to learn and achieve their full potential.
- Children are most successful in a safe, affirmative, and culturally inclusive learning environment.
- Children deserve a school environment that is grounded in respect and integrity.
- Significant community and business partnerships are important for success.
- Student learning is a joint responsibility of home, school, and community.
- Public education is essential to a democratic society.

Mr. Campbell moved to approve the "Beliefs of Murfreesboro City Schools" as listed in the bullets above; Mrs. Rainier seconded the motion. The motion carried by acclamation.

Board members reviewed each of the six goals listed in the Master Plan. Mrs. Phillips noted that she believes a section should be added to deal with the district's overall communications. She asked that under the overall goal statement, a

subgoal/paragraph should be inserted similar to that of the Williamson County Strategic Plan and to possibly include information from the document she provided. The Board asked Dr. Gilbert to provide the subgoals/paragraphs and revised strategies based on their suggestions to her, and then bring the document back for their additional review.

IV. EFFICIENT USE OF SCHOOL FACILITIES Tab 4

Mr. Anderson provided the Board with a map of current school zones and enrollment and pupil:teacher ratios by school as of the seventh full day of school. He also provided the number of out-of-city students attending each school, as well as those attending schools out of their zone by zone waiver. A review of the lots available by school zone shows that the greatest number of available lots are in the Scales (395), Cason Lane (158), and Black Fox (137) zones. John Pittard also has 130 lots available.

Mr. Anderson stated that the new school, Overall Creek Elementary, will help to alleviate the issues on the west side of town. The county school system has actually waited to address the overcrowding at Blackman due to the fact that MCS was building the new school in that area. The F. W. Dodge Summary Report reports that residential building in Rutherford County has rebounded and is on the increase.

The next issue would be to address the overcrowding on the east side of town, as in John Pittard Elementary zone. Mr. Anderson stated that at this meeting, he would like to present to the Board the 2014-2015 Rezoning Process and Implementation Plan that addresses: Why we are rezoning the school zones; The Goal; The Process; and, Implementation Plan. He noted that the goal would be to have an approved rezoning plan in place before the winter holidays. A proposed rezoning calendar was provided.

Mrs. Phillips asked that the Board not move the special education populations in our district that are the most fragile. She would also like to see fifth and sixth grade students grandfathered to remain in their current schools. In response to Board questions, Mr. Anderson shared the impact of large apartment complexes (over 50 units) on various school zones. He also pointed out that there is a plan on the table to build apartment complexes around Overall Creek Elementary.

After discussion and input from Board members, Dr. Brown stated that Mr. Anderson should draw up the best plan to rezone the district that works in the foreseeable future and that would not require rezoning again in a short period of

time. Mr. Campbell stated that this plan could then be presented to the Board in perhaps a half-day retreat.

V. LEGAL UPDATE Tab 5

Mrs. Baker reviewed a PowerPoint that she had received at the recent legislative update. She pointed out that Board members should not communicate with a complainant or the complainant's attorney regarding a suit. It is a violation of the ethics rules for attorneys if a complainant's attorney discusses a matter that is the basis of threatened litigation or pending litigation with a Board member because the Board member is represented by an attorney, and if this happens, she should be notified immediately. Any communications, hand-written or electronic, can be subpoenaed and that would include any information on a personal computer. She stated that Board members should reconsider the use of their personal email accounts and instead use the district emails assigned to them.

Board policies must be followed; if a person operates outside of the policy, potential sources of liability are: Constitutional violations, State law tort law, and Employment law.

Mrs. Baker provided a refresher on the open meetings law and public records act. She pointed out that the fundamental principle of the Open Meetings Act, commonly known as the Sunshine Law, is that "formulation of public policy and decisions is public business and shall not be conducted in secret." This principle is ensured by the requirement that two or more members of a public body do not deliberate on public business except at a regular or special public meeting of the public body. She stated that Board members should not discuss any potential MCS business outside of a Board meeting with another Board member. If discussions take place between two or more Board members relative to school business that might come before the Board for action, the Board members must declare that conversation at an open meeting bringing it before the public. Mrs. Baker also stressed that Board members should speak in the microphone during a Board meeting, as side conversations/whispers and/or handwritten messages between Board members could be considered a violation of the Sunshine Law. Any handwritten message or electronic message to or from a Board member or to any employee on public business other than an attorney-client communication or one otherwise rendered confidential by State law would be deemed a public record which could be requested for inspection by any Tennessee citizen.

Mrs. Baker recommended that Board members include in their email regarding school business the following statement:

If your email was sent to me in my capacity as a Murfreesboro City School Board member or regarding School Board business, please note that such email is a public record. Information which is sensitive or legally protected should not be included in the email.

If two or more Board members post a comment on a social media site, regarding a matter that may come before the Board, the posting could be considered a violation of the Open Meetings Law.

Mrs. Baker stated that when a Board member receives a call from citizens, school employees, parents, etc., regarding a complaint, although they may listen, a Board member should not respond to that complaint. The Board member should inform the complainant of the proper procedure to follow relative to the complainant. The issue should be passed to the administrator who is assigned to investigate the complaint, Dr. Gilbert or Mrs. Baker. The Board member should not conduct their own investigation. An individual Board member should not become involved early in the process as they may have to recues themselves from addressing the issue if it comes before the Board on appeal. Mrs. Baker provided the Board a copy of AD 111—Complaint Procedure.

There being no further business, Chair Wade adjourned the meeting at approximately 3:30 p.m.

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Director of Schools

Bellwood-Bowdoin Pre-Kindergarten

Advisory Council Members

2013-2014

Dr. Linda Gilbert, Director of Schools
Murfreesboro City Schools

Regina Payne, Principal
Bellwood-Bowdoin Preschool

Beth Swain, Assistant Principal
Bellwood-Bowdoin Preschool

Joe Marlin, Department for Exceptional Children
Murfreesboro City Schools

Greg Lyles, Candy Clifford & Marisella Tapia
Community Outreach Program

Butch Campbell
Murfreesboro City School Board

Ron Washington
Murfreesboro City Council

Tommy Roberts
Murfreesboro Police Department

Leslie McKenney
Mid-Cumberland Head Start

Patsy Noland
Murfreesboro Housing Department

Debbie Simpson, Early Childhood Education
Middle Tennessee State University

Lisa Mitchell
Read to Succeed

Jennifer Smith
United Way Representative

Eric Talbot
The Discovery Center

Margaret Hull
School & Community Activist

Myia Frierson
Parent Representative

Pre-Kindergarten Teacher Representatives
Amy Adcock, Julie Caster & Ellen Summers

MCS Social Worker : LaToya Beard

BBP ESP Site Director: April Davis

ESP Advisory Board for 2013-2014

Ralph Ringstaff – Human Resources Director

Cathrine Gordon- ESP 21st Century Community Outreach Coordinator *(MCS)*

Jessica Novak- Staff & Volunteer Coordinator *(Discovery Center)*

Dr. Ron Kates- Professor *(MTSU)*

Gernell Floyd- Operations Coordinator *(Patterson Park Community Center- Parks & Recreation)*

Lisa Mitchell- Executive Director *(Read to Succeed)*

Rita Shacklett- Director *(Linebaugh Library)*

Judy Henegar- Assistant Director *(Tennessee Technology Center at Murfreesboro)*

Leigh Gostowski- Program Manager/Instructor Mteach *(MTSU)*

Nancy Rainier- School Board Member *(MCS)*

Lisa Trail- Director of Communications *(MCS)*

Robin Newell- Principal *(Mitchell-Neilson Schools)*

Francina Austin- Teacher *(John Pittard)*

Leslie Honeyman- ESP Site Director *(Cason Lane)*

Cathey Lively- ESP Parent *(Northfield)*

Becky Eshleman- Former ESP Parent *(Scales)*

Allyson Clemans- ESP Parent *(Black Fox)*

LOCAL FIELD TRIPS FOR BOARD CONSIDERATION AND APPROVAL
AUGUST 2013

SCHOOL	GRADE/GROUP PARTICIPATING	INSTRUCTIONAL VALUE OF THE ACTIVITY	COST PER STUDENT	STUDENTS PARTICIPATING	DATE OF TRIP	HOW FUNDED	DESTINATION
BF	5	Tour stations filled with learning about science, technology, agriculture	$3.72	94	9/10/13	Students	Tennessee State Fair
BW	Pre-K	Observe and describe the world through our community	$7	36	9/20/13	Families/Fundraiser	Morning Glory Orchard/Lunch
CL	4	To provide a living experience of what life was like in the 19th century	$6	120	9/25/13	Students	Travellers Rest
NF	K	An interactive learning session which includes live pumpkin plants	$7.00	25	10/18/13	Students	Lucky Ladd Farm
SC	3rd-6th	Special Olympics Practice	$0.00	9	9/11/13	No charge	Smyrna Bowling Alley
SC	K-4 CDC	Learn about pumpkins life cycle & participate in unique science experiments	$6.00	19	10/14/13	Parents	Discovery Center
SC	6	Environmental trip that provides students with hands-on outdoor learning	$115.00	90	10-23-10-25	Parents	Camp Ridley 4-H Camp
SC	3rd-6th	Special Olympics Bowling	$0.00	9	10/30/13	No charge	Smyrna Bowling Alley

MURFREESBORO CITY SCHOOL BOARD POLICY

Descriptor Term:	Descriptor No:	Date Adopted:
ENERGY MANAGEMENT AND CONSERVATION	**FM 14**	**9/12**
	***Reviewed*/Revision Adopted:**	

It is the policy of Murfreesboro City Schools to ensure that every effort is made to conserve energy and natural resources while exercising sound financial management. To minimize the impact increased energy costs have on the district's operating budget, energy management efforts are to be implemented district-wide without infringement upon the educational mission of the District. **Maintenance of the learning environment shall always take precedence over energy conservation measures.**

The judicious use of the various energy systems of each facility will be the joint responsibility of the Principal and/or Site Director and the Maintenance Supervisor to ensure that an efficient energy posture is maintained on a daily basis. It shall be the responsibility of each District employee and student to actively participate in conservation efforts.

Accurate records of energy consumption and the cost of energy will be maintained by the District's Finance Office. The Principal and/or Director will provide leadership and support for energy management and conservation. All operations of District facilities will be governed by established administrative rules and guidelines designed to implement the Board's intent to manage and conserve the district's energy resources.

The Murfreesboro City School District shall amend its policy and action plan as required, to strive for the following:

1. **Continuing compliance with the most recent adoption of ASHRAE Standard 90.1 (the minimum standard for energy efficiency);**
2. **Continuing compliance with the most recent version of ASHRAE Standard 62.1 (the minimum standard for indoor air quality); and**
3. **Continuing compliance with the most recent version of ASHRAE Standard 55 (the minimum standard for human comfort).**

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Legal Reference:

T.C.A. §49-17-101 et. seq., Energy Efficient Schools Initiative (EESI) 2008

MURFREESBORO CITY SCHOOL BOARD POLICY

Descriptor Term:	Descriptor No:	Date Adopted:
RELATIONS WITH EDUCATION RESEARCH AND SERVICE CENTERS	**IS 17**	**4/79**
	***Reviewed*/Revision Adopted:** **4/01; 3/12**	

The Director of Schools is authorized to cooperate insofar as possible with colleges, universities, and other recognized research agencies in promoting potentially useful research. **Decisions about research involving students, teachers, and other employees should be made using the following guidelines:** ~~Before decisions are made in connection with research involving students, teachers, and other employees, the following factors should be considered~~:

1. The objectives of the research should be clearly stated and the design should show promise of producing valid and reliable results which will then be provided to the Murfreesboro City Schools.

2. The research should be expected to contribute to the improvement of education or the general welfare of children.

3. Parents of students must give their informed consent in writing before the students may be used as subjects in the research project and before data may be obtained from student records.

4. The proposed research should be of sufficient scope and depth to justify the time and effort of the Murfreesboro City Schools' students and staff members.

5. Interruption of normal instructional activities will be kept to a minimum.

6. **The value of the project for individual schools should be considered.**

7. Projects involving student researchers must have prior written approval of an advisor of the institution and the Institutional Review Board in which the student is enrolled. This faculty member must have direct responsibility related to the student's research.

8. **The research project shall comply with the relevant provisions of the Family Educational Rights and Privacy Act, including but not limited to 34 CFR §99.31(a)(6)**

MURFREESBORO CITY SCHOOL BOARD POLICY

Descriptor Term:	Descriptor No:	Date Adopted:
SUSPENSION/ EXPULSION REMAND	**STU 25**	**4/79**
	***Reviewed*/Revision Adopted:** **2/01**	

DEFINITIONS:

Suspension: dismissed from attendance at school for any reason for not more than ten (10) consecutive school days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school.

Expulsion: removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion.

Remand: assignment to an alternative school.

REASONS FOR SUSPENSION/EXPULSION:

Any principal or assistant principal (herein called principal) may suspend/expel any student from attendance at school; or, any school-related activity on or off campus or from attendance at a specific class or classes or from riding a school bus without suspending such student from attendance at school (in-school suspension). Any such suspension shall be for good and sufficient reasons including, but not limited to:

1. Willful and persistent violation of the rules of the school or truancy;
2. Immoral or disreputable conduct, including vulgar or profane language;
3. Violence or threatened violence against the person of any personnel attending or assigned to any school;
4. Willful or malicious damage to real or personal property of the school, or the property of any person attending or assigned to the school;
5. Inciting, advising, or counseling of others to engage in any of the acts herein enumerated;
6. Possession of a pistol, gun, or firearm on school property;
7. Possession of a knife, etc., as defined in T.C.A. §39-6-1701, on school property;
8. Assaulting a principal, teacher, **school bus driver or other school personnel** with vulgar, obscene, or threatening language;
9. Unlawful use or possession of barbital or legend drugs, as defined in T.C.A. 53-10-101;
10. Engaging in behavior which disrupts a class or school-sponsored activity;
11. Off-campus criminal behavior resulting in felony charges when behavior poses a danger to persons or property or disrupts the educational process;

12. Any other conduct prejudicial to good order or discipline in any school.

IN-SCHOOL SUSPENSION:

1. Students given an in-school suspension in excess of one (1) day from classes shall attend either special classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for study; and
2. Personnel responsible for in-school suspension will see that each student is supervised at all times and has textbooks and class work assignments from his/her regular teachers. Students given in-school suspension shall be required to complete academic assignments and shall receive credit for work completed.

PROCEDURES FOR SUSPENSION, IN-SCHOOL SUSPENSION AND EXPULSION:

1. Unless the student's continued presence in the school, class, or school-related activity presents an immediate danger to the student or other persons or property, no principal shall suspend/expel any student until that student has been advised of the nature of his/her misconduct, questioned about it, and allowed to give an explanation.
2. Upon suspension/expulsion of any student (including in-school suspension in excess of one (1) day), the principal shall make an immediate attempt to contact the parent or guardian to inform them of the suspension/expulsion. The student shall not be sent home before the end of the school day unless the parent or guardian has been contacted and arrangements have been made.
3. The principal shall notify the parent or guardian and the Director of Schools or designee in writing of:
    a. The suspension/expulsion and the cause for it; and
    b. A request for a meeting with the parent or guardian, student and principal, to be held as soon as possible, but no later than five (5) days following the suspension/expulsion.
4. If at the time of the suspension, the principal determines that an offense has been committed which, in the judgment of the principal, would justify a suspension/expulsion for more than ten (10) days, he/she may suspend/expel/remand the student unconditionally for a specified period of time or upon such terms and conditions as the principal deems reasonable.
5. Immediately following the scheduled meeting, whether or not attended by the parent or guardian or student, the principal shall determine the length of the suspension/expulsion and set conditions for readmission. If the principal determines the length of the suspension to be between six (6) and the maximum of ten (10) days, the principal shall develop and implement a plan for correcting the behavior when the student returns to school.
6. The principal shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend/expel/remand for more than ten (10) days. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student, or any person holding a teaching license who is employed by the school system if requested by the student.
7. The appeal from this decision shall be to the Board or to a Disciplinary Hearing Authority appointed by the Board.
8. If the suspension/expulsion occurs during the last ten (10) days of any term or semester, the student shall be permitted to take such final examinations or submit such required

work as necessary to complete the course of instruction for that semester, subject to conditions prescribed by the principal.

SPECIAL EDUCATION STUDENTS:

Those students falling under the purview of IDEA will be disciplined in accordance with federal and state regulations for IDEA students.

_____

Legal References:

T.C.A. §49-6-3007(g)
T.C.A. §49-2-203(a)(8); T.C.A. §49-6-3401(a)
T.C.A. §49-6-4216; T.C.A. §39-17-1309; T.C.A. §39-17-417
T.C.A. §49-6-3401(b)(1)
T.C.A. §49-6-3491(4)-(6); Goss v. Lopez, 419 U.S. 565 (Ohio, 1975);
Individuals with Disabilities Act Amendments of 1997 615

MURFREESBORO CITY SCHOOL BOARD POLICY

Descriptor Term:	**Descriptor No:**	**Date Adopted:**
SECTION 504 COMPLAINT/GRIEVANCE PROCEDURE	**BO 48**	
	***Reviewed*/Revision Adopted:**	

The Murfreesboro City School District acknowledges that it is desirable to resolve employee allegations of discrimination through free and informal communications. A request for an informal conference must be made by the grievant within ten (10) calendar days after an alleged violation has occurred. A conference must be convened within five (5) calendar days after receipt of the request.

If the informal process fails to satisfy the grievant, a grievance may be processed as follows:

Step 1: Within five (5) calendar days following the informal conference, the grievant shall file a grievance on the form provided by the Murfreesboro City Schools Central Office. The grievant may present the grievance orally or in writing to the Section 504 Coordinator. Oral complaints will be reduced to writing. Within twenty (20) calendar days of the receipt of the grievance, the Section 504 Coordinator shall conduct a hearing regarding the complaint. All parties involved in the grievance shall be given a five (5) calendar day notice of the date, time and place of the hearing. The parties shall be granted appropriate due process rights as required by law including the right to be represented by counsel, offer testimony, present evidence, cross examine witnesses, and appeal rulings. Within fifteen (15) calendar days of the adjournment of the hearing, the coordinator shall render a written decision regarding the grievance.

Step 2: If the grievant is not satisfied at Step 1, the grievant may refer the grievance to the Director of Schools within ten (10) calendar days after receipt of the Step 1 answer. The Director or designee shall hold a de novo hearing following the same procedures as in the previous hearing.

Step 3: If the grievant is not satisfied at Step 2, the grievant may within ten (10) days request a Due Process Hearing. This hearing shall follow the same procedures as required in the cases involving parents and students.

Definitions: A "grievance" shall mean any claim by an employee that there has been a violation, misinterpretation, or misapplication of the terms of Section 504.

Advanced Step Filing: Grievances may be initially filed at Step 1 thereby eliminating the informal conference.

No Reprisals: No reprisals shall be taken by the Board or its agents against any individual because of participation in this process.

Withdrawal: A grievance may be withdrawn at any level without establishing a precedent.

Time Limitations: An extension of the time limits is permissible by mutual consent of the parties at any level.

MURFREESBORO CITY SCHOOL BOARD POLICY

Descriptor Term:	Descriptor No:	Date Adopted:
ADOPT-A-SCHOOL PROGRAM	**IS 22**	**2/84**
	***Reviewed*/Revision Adopted:**	
	7/01	

The Board endorses the Adopt-A-School program as promoted by the Tennessee Department of Education's State Advisory Council for Community Education and encourages principals, in cooperation with their faculties, to explore opportunities to establish an Adopt-A-School relationship.

The Board views the Adopt-A-School concept as a means of achieving community involvement in the City schools—involvement which shall be a partnership between a particular school and an organization of the community. This partnership shall be based on mutual respect, positive interaction, and shared accountability so that set goals may be achieved.

Once a school and a community organization believe they would mutually benefit by forming a partnership relation, the school principal shall obtain the approval of the Director of Schools. The Director of Schools will inform the Board of school adoptions.

COORDINATOR OF NUTRITION EDUCATION AND TRAINING

Tennessee is recognizing that the food and menus the USDA are requiring school districts to serve must be prepared and presented in a different way if we want students to be more interested in participating in school lunches.

The Coordinator of Nutrition Education and Training will be responsible for instructing all food service employees in food nutrition and preparation—demonstrating how to cook, prepare, display, and serve food items to the children. In that role, they will travel to individual schools, model food preparation, and conduct professional development.

In addition, the Coordinator of Nutrition Education and Training will plan menus, with a goal of planning foods that are more pleasing to student tastes, are more attractive, and are more nutritious.

Finally, the Coordinator will be working with schools and ESP to facilitate a Junior Chef program. The Junior Chef program teaches children about good nutrition, meal planning, food preparation, and the importance of exercise to enable children adopt and "live" healthy lifestyles.

Funding the position will come from the Food Service budget, which must stand alone. Currently, the USDA allows school districts to only keep in reserve (fund balance) up to three months of expenses. If a district has over the three month reserve, it should be spent on the program in one or more of three ways: 1. Purchase equipment that is either ready to be replaced or add new equipment to better run the program. 2. Lower the selling price of meals. 3. Improve food quality. With the new rules on price, we cannot lower the selling price of our full-priced meals. So, the one main area we can utilize these funds is to improve food quality. The Coordinator position will directly address that goal.

The Coordinator of Nutrition Education and Training will report to the Supervisor of School Nutrition who is responsible for overall management of the food service operations of Murfreesboro City Schools.

Department of Nutrition

Coordinator of Nutrition Education and Training

JOB SUMMARY

Help direct the District's Food Service program in conformance with local, State and Federal regulations and requirements including public health and safety. Provide culinary training to staff and managers.

QUALIFICATIONS

- Bachelor's Degree in Culinary Arts, or Culinary Certification and a minimum 4 years experience in Culinary Management as an Executive Chef or Sous Chef.
- Working knowledge of quantity food preparation, sanitation principles, menu planning, inventory control, record keeping, and production schedules.
- Ability to do simple math in order to prepare food, etc.
- Knowledge of computer applications as related to job functions.
- Ability to speak clearly and concisely both in oral and written communication.
- Skill in human interaction and conflict management and ability to provide leadership to assigned personnel and train others. Ability to work with a variety of personnel and the public.
- Ability to be flexible, handle a variety of tasks, and manage multiple tasks.
- Such alternatives to the above qualifications as the Supervisor of Child Nutrition may find appropriate and acceptable.

ESSENTIAL FUNCTION/ JOB DUTIES

- The Coordinator of Nutrition Education and Training will be based out of the Central Office in which they will assist with recipe compliance and program standardization.
- Assist in product and menu development.
- Engage, establish and maintain effective working relationships with students, staff and the school community.
- Provide culinary technique and instruction to stakeholders.
- Provide culinary training for all staff and managers.
- Provide cooking lessons to students as assigned.
- Implement and foster Chef's Move Initiative.
- Travel between schools providing product and brand development, and assist with the training of personnel in quantity food production, etc.
- Evaluate meal costs and recommend changes as appropriate.
- Interpret food service policy and procedure to ensure that managers understand regulations and that cafeteria regulations comply with Federal, State, and local laws.
- Perform other duties as assigned.

PHYSICAL DEMANDS

Depending on the job duties for the day, the Coordinator of Nutrition Education and Training may have to perform lifting, pushing or pulling on a more or frequent basis. However, job duties may change throughout the day.

Bending/Squatting/Twisting is frequently required throughout the day. Awkward positioning is required at times that combine all three movements when lifting or moving materials.

Pushing/Pulling is required frequently while moving food materials. Frequently required when moving dishes to/from sink to be cleaned/put up as well as when receiving new shipment.
Lifting/Carrying Is required frequently in lifting boxes of food, putting up new shipments.

Employees are able to get help with lifting heavy objects and are encouraged to, if an object weighs over 50#.

Standing/Walking Will be required constantly through day depending on job.
Sitting Will be required occasionally for completing reports, etc.
Reaching Required frequently throughout workday for lifting supplies, cooking food, and general cleaning work area.
Manual Dexterity Performed frequently.
Climbing ladders Occasionally required on small stepladder for reaching items in storeroom.
Overhead Activity Occasionally required to obtain food supplies, dishes, etc.

Tools handled:
Dishes
Computer
Kitchen Equipment

Work Conditions:
Exposed to:
Hot temperatures
Cold temperatures
Noise
Slippery surfaces
Dust/Dirt
Fumes
Smells associated with cooking
Chemicals for cleaning

Need physical ability for:
Squatting
Bending/Crouching
Stooping
Hand gripping
Twisting
Pushing/pulling
Lifting/carrying
Reaching
Overhead activity
Climbing
Walking
Standing
Sitting

STAFF RELATIONSHIP
Reports directly to the Supervisor of Child Nutrition.

TERMS OF EMPLOYMENT
Twelve (12) months
Salary and benefits set annually by Board of Education.
Exempt

DISTRICT CHILD NUTRITION DEPARTMENT

Range 6	$51,631	$59,465	$69,855

Sandy Scheele, Supervisor of Child Nutrition, 12-month -- $53,865

Range 9	$29,211	$34,363	$39,519

Janet Bowling, School Food Service Assistant and Bookkeeper, 12-month -- $30,981

Brent White, Free & Reduced Specialist, Field Operator, 12-month -- $30,450

Coordinator of Nutrition Education and Training, 12-month -- $30,500

Cafeteria Managers, 10-month – Salaries range from $27,942 to $28,406

MURFREESBORO CITY SCHOOLS - JOB DESCRIPTION
SUPERVISOR OF SCHOOL NUTRITION
(Department of Finance and Administrative Services)

Credentials: **College Degree in related field or experience in related field with non-related college degree**

Other Qualifications: The person in this position must be able to work effectively and cooperatively with all school staff; be able to train, motivate, lead, supervise and evaluate the job performance of others; must be safety oriented, confidential, efficient in work habits, knowledgeable and enthusiastic about child nutrition service and handle multiple tasks. Person must be computer literate in Microsoft Office Products including Word, Excel, Power Point, Outlook email and a computerized POS system. Person must demonstrate a professional demeanor at all times demonstrating a happy and helpful attitude, using correct grammar, articulate clearly, be able to keep information confidential, follow directions, be organized, committed to detail and accuracy, be trustworthy and poses the ability of being a leader and advocate for children as it relates to food service. Person must have a vehicle available for use during working hours. Experience is preferred.

Physical Demands: The person in this position must have a good memory, be able to organize thoughts and activities, be able to perform basic mathematical computations, be able to give and follow directions while also being able to work independently without continuous supervision and direction. Most importantly, the person must be able to work the hours necessary to complete accurate and complete reports for State and Federal requirements under strict regulatory guidelines and timetables and be flexible with time requirements. Person must be emotionally mature and able to cope with stress in various office situations, and be able to tolerate interruptions and changes. Person will have to from time-to-time go to the school cafeterias or other district facilities as part of their job responsibilities. Representing the Department of School Nutrition for various activities at the schools and central office, and assist with the district's catering needs. The person should be capable of using good judgment in all decisions.

Primary Duties: The person in this position will be responsible for the planning, organizing and directing the school nutrition program with emphasis on good nutrition, enjoyment, compliance with guidelines of all regulatory agencies and assure fiscal soundness of the overall program.

Essential Job Functions:

1. Manage all aspects of the Department of School Nutrition working with the Finance and Administrative Services Director, principals, and cafeteria personnel to develop and follow procedures by which the school nutrition program can adapt to changing policies from regulatory agencies and changing economic conditions.
2. Maintain records and make reports to various state, federal and local agencies as required as well as to the Finance and Administrative Services Director.
3. Coordinate and supervise the school nutrition program to assure that it is administrated in compliance with various applicable local, state, and federal directives, policies, regulations, standards, and laws.
4. Review the financial status of the program and prepare reports.
5. Prepare requests for bids on food or other cafeteria equipment.
6. Establish workshops, demonstrations, and on-the-job continuous training for all personnel.
7. Coordinate menu planning; assisting managers in providing for proper storage, food preparation, and serving.
8. Recommend sound policies for operating the lunchroom with quality personnel.
9. Prepare news releases for food service to be submitted to the Director of Finance and Administrative Services.
10. Receive and allocate USDA commodities to schools and supervise utilization and proper storage.
11. Cooperate with other school personnel in conducting program evaluation or accreditation studies.
12. Provide opportunity for children to learn to eat a variety of wholesome foods.
13. Keep informed by attending professional meetings and workshops and periodically visiting all school cafeterias.
14. Plan, provide, and/or assist with special occasion refreshment breaks, receptions, teas, luncheons, banquet, etc. as may be requested by the district administration.
15. Train or cause to be trained all cafeteria workers in the use of universal precautions and all other safety rules.
16. Exercise discretion and use good independent decision making skills.
17. Report to the Finance and Administrative Services Director all matters which are believed to be potential problems and/or issues which may require his/her attention.

In addition to essential job functions listed above, perform other duties as assigned.

Staff Relationship: Reports directly to the Finance and Administrative Services Director
Terms of Employment: Twelve (12) month position, salary and benefits set annually, Non-Exempt

(Revised July, 2007)

Murfreesboro City Schools
JOB DESCRIPTION
DEPARTMENT OF SCHOOL NUTRITION
ADMINISTRATIVE ASSISTANT/BOOKKEEPER

Credentials: High School Diploma or GED

Other Qualifications: The person in this position must be able to handle multiple tasks including but not limited to: effective keyboarding skills, posses a broad range of adequate secretarial/clerical skills, be computer literate in Microsoft Office Products including Word, Excel, Power Point, and Outlook email. Person must demonstrate a professional demeanor at all times demonstrating a happy and helpful attitude, using correct grammar, articulate clearly, be able to keep information confidential, follow directions, work cooperatively with staff, be organized, committed to detail and accuracy, be trustworthy and have or be able to quickly learn basic accounting procedures including the district's accounting program. Person must have a vehicle available for use during working hours.

Physical Demands: The person in this position must have a good memory, be able to organize thoughts and activities, be able to perform basic mathematical computations, be able to follow directions while also being able to work independently without continuous supervision and direction. Most importantly, the person must be able to work the hours necessary to complete accurate and complete reports for State and Federal requirements under strict regulatory guidelines and timetables and be flexible with time requirements. Person must be emotionally mature and able to cope with stress in various office situations, and be able to tolerate interruptions and changes in work assignments. Person may from time-to-time at the Supervisor of School Nutrition's instruction, have to go to the school cafeterias or other district facilities for special assignments including but not limited to: filling-in where and when needed, aiding in data entry and other computer tasks, representing the Department of School Nutrition for various activities at the schools and central office, and assist with the district's catering needs. The person should be capable of using good judgment in all decisions.

Primary Duties: The person in this position will serve as the district-wide bookkeeper for the Department of School Nutrition and serve as the administrative assistant to the supervisor of the department. The person will perform related clerical and secretarial duties including supporting the overall needs of the department.

Essential Job Functions: The Supervisor of School Nutrition has the discretion to assign specific duties as needed. Such assignments may vary from day to day and may include, but not limited to the following:

1. Manage the Department of School Nutrition office as directed by the supervisor of the department.
2. Maintain friendly and efficient office environment for students, staff, parents, and other visitors in person or by phone.
3. Keep ledgers on individual school accounts and post deposits, withdrawls, and transfers.
4. Do the daily bank reporting and reconciliation of school food service account(s) including reconciling bank statements, checkbook, and ledger.
5. Prepare and post requisitions.
6. Verify bills, make copies and prepare invoices for payment utilizing the district's computerized accounting system.
7. Maintain business records and prepare bi-weekly payroll information and time sheets for transmittal to central office.
8. Maintain inventory of office materials and office equipment.
9. Monitor, acquire, and submit in a timely manner required personnel and business reports including but not limited to a leave form for every staff absence, reports of student and adult accidents/injuries, Tennessee Employer's First Report of Work Injury, Free and Reduced Application processing and verification, etc.
10. Provide secretarial services for the supervisor of school nutrition.
11. If directed, run errands to post office, bank, central office and other area locations as needed.
12. Prepare all required financial and administrative State and Federal reports pertaining to the operation of the department.
13. Prepare ledger sheets based on the department's operation.
14. Exercise discretion and use good independent judgment.
15. Report to the Supervisor of School Nutrition all matters which are believed to be potential problems and/or issues which may require his/her attention.

In addition to essential job functions listed above, perform other duties as assigned.

Staff Relationship: Reports directly to the Supervisor of School Nutrition

Terms of Employment: Twelve (12) month position, salary and benefits set annually, Non-Exempt

Murfreesboro City Schools

Job Description

Free & Reduced Specialist/Field Operator
Department of School Nutrition

Credentials: High School Diploma or GED

Other Qualifications: The person in this position must have prior (school) food service experience. This person must be computer literate and know how to use various types of office equipment (i.e. copier, fax, telephone console, etc.). Ten key skills are a must. The person in this position must be accurate, efficient, punctual and consistent in work habits; be able to function successfully as part of a team; be able to follow verbal and written directions; have good memory, organization and filing skills. The person in this position must demonstrate a professional, positive attitude toward work and people; interact well with children; maintain and protect confidential information; be courteous, use appropriate grammar, communicate effectively verbally and in writing; dress appropriate for office environment; and be willing to work flexible schedule.

Physical Demands: The person in this position must be physically and verbally active and interactive throughout the work day; sometimes must carry items weighing as much as 50 pounds; be able to work reasonable lengths of time at a computer; frequently carry items up and down stairs; drive a car; be emotionally mature and able to cope with stress in ways appropriate to an office environment; and be in general good health for consistent attendance. The person in this position must be able to work in an open office, or close proximity office arrangement and be able to tolerate frequent interruptions and changes in work order.

Primary Duties: This job involves working with the Federal Free & Reduced lunch/breakfast program. The job duties include working in the school cafeterias as a trainer and auditor. You would provide support and assistance with the various services, programs and supervisory personnel of the Department of Nutrition and with other office functions as may be assigned.

Essential Job Functions:

1. Enter and maintain all free & reduced meal applications.
2. Provide clerical assistance as assigned.
3. Interact appropriately with public and employees in person, email, and by phone to receive documents and follow through on messages and share information as directed.
4. Work efficiently on excel, word, and Department data entry program.
5. Effectively use and maintain office equipment within area of responsibility.
6. Assist with producing, displaying and providing schools with needed materials and supplies.
7. Occasionally run errands, prepare refreshments and assist with setting up the physical environment and materials for group meetings and workshops.

In addition to essential job functions listed above, perform other duties as assigned.

Staff Relationship: Directly responsible to Supervisor of School Nutrition.

Terms of Employment: Twelve (12) months, salary and benefits set annually. Non-exempt.

Murfreesboro City Schools

Administrative Offices

Linda Arms Gilbert, Director of Schools

2552 South Church Street, Suite 100

Murfreesboro, TN 37127-6342

615-893-2313 Fax 615-893-2352

August 27, 2013

Memorandum

To: Murfreesboro City School Board Members

Cc: Linda Gilbert, Gary Anderson

From: Ralph Ringstaff

Life Insurance Bid

We recently put our life insurance benefit out to bid. The bid process was advertised in the Daily News Journal, and bids were solicited from many different companies. Nine bids were received, and comparisons of each of those bids are attached. Guardian and One America bids had the same rates. It is estimated that these rates will save Murfreesboro City Schools approximately $53,000+ a year in our life insurance premiums. While Guardian and One America proposals have the same rates, the Guardian proposal offers a few enhancements that One America does not. A more in-depth comparison between Guardian and Reliance (our current life insurance provider) is also attached. Staff recommends that the board vote to give approval to for the best and lowest bid to provide the life insurance plan for the district, to become effective on October 1st, 2013.

If you have any questions or comments, please let me know.

Murfreesboro City Schools

Basic Life and AD&D Rate Overview

Carrier	Guardian	One America	Minnesoto Life
Number covered	904	904	904
Quoted Rates			
Basic Life Per $1,000	$0.090	$0.090	$0.095
AD&D Per $1,000	$0.020	$0.020	$0.018
Total Per $1,000	$0.110	$0.110	$0.113
Total Volume	$73,392,384	$73,392,385	$73,392,385
Monthly Premium	$8,073.16	$8,073.16	$8,293.34
Rate Guarantee	3 years	3 years	3 years
Current Plan Reliance Standard			
Reliance Total Per $1,000	$0.171	$0.171	$0.171
Total Monthly Premium	$12,550.10	$12,550.10	$12,550.10
Monthly Savings Over Reliance	$4,476.94	$4,476.94	$4,256.76
Annual Savings Over Reliance	$53,723.23	$53,723.23	$51,081.10
Primary Benefits			
Benefit Amount	2 x's salary min $10,000	2 x's salary min $10,000	2 x's salary round to next $1,000
Max Benefit	$200,000	$200,000	$200,000
AD&D	100% of life benefit	100% of life benefit	100% of life benefit
Benefit Reductions	See age reduction	See age reduction	See age reduction
Guarantee Issue	$200,000	$200,000	$200,000
Life Assist LTC Benefits	Pays 2% of face value of life policy for qualified Long Term Care expenses. Employee must be ADL disabled for at least 9 months. Please see benefit summaries for more details.	N/A	N/A

Please see the actual proposal from each carrier for more details, exclusions, and limitations.

Murfreesboro City Schools

Basic Life and AD&D Rate Overview

Carrier	Prudential	Met Life	Dearborn Natl
Number covered	904	904	904
Quoted Rates			
Basic Life Per $1,000	$0.112	$0.120	$0.127
AD&D Per $1,000	$0.011	$0.016	$0.011
Total Per $1,000	$0.123	$0.136	$0.138
Total Volume	$73,392,385	$73,392,385	$73,392,385
Monthly Premium	$9,027.26	$9,981.36	$10,128.15
Rate Guarantee	3 years	2 years	3 years
Current Plan Reliance Standard			
Reliance Total Per $1,000	$0.171	$0.171	$0.171
Total Monthly Premium	$12,550.10	$12,550.10	$12,550.10
Monthly Savings Over Reliance	$3,522.83	$2,568.73	$2,421.95
Annual Savings Over Reliance	$42,274.01	$30,824.80	$29,063.38
Primary Benefits			
Benefit Amount	2 x's salary rounded to next $1,000	2 x's salary min $10,000	2 x's salary min $10,000 rounded next $1,000
Max Benefit	$200,000	$200,000	$200,000
AD&D	100% of life benefit	100% of life benefit	100% of life benefit
Benefit Reductions	See age reduction	See age reduction	See age reduction
Guarantee Issue	$200,000	$200,000	$200,000
Life Assist LTC Benefits	N/A	N/A	N/A

Please see the actual proposal from each carrier for more details, exclusions, and limitations.

Murfreesboro City Schools

Basic Life and AD&D Rate Overview

Carrier	Hartford	Unum	Lincoln
Number covered	904	904	904
Quoted Rates			
Basic Life Per $1,000	$0.120	$0.130	$0.135
AD&D Per $1,000	$0.020	$0.015	$0.020
Total Per $1,000	$0.140	$0.145	$0.155
Total Volume	$73,392,385	$73,392,385	$73,392,385
Monthly Premium	$10,274.93	$10,641.90	$11,375.82
Rate Guarantee	3 years	3 years	2 years
Current Plan Reliance Standard			
Reliance Total Per $1,000	$0.171	$0.171	$0.171
Total Monthly Premium	$12,550.10	$12,550.10	$12,550.10
Monthly Savings Over Reliance	$2,275.16	$1,908.20	$1,174.28
Annual Savings Over Reliance	$27,301.97	$22,898.42	$14,091.34
Primary Benefits			
Benefit Amount	2 x's salary min $10,000	2 x's salary rounded to next $1,000	2 x's salary rounded to next $1,000
Max Benefit	$200,000	$200,000	$200,000
AD&D	100% of life benefit	100% of life benefit	100% of life benefit
Benefit Reductions	See age reduction	See age reduction	See age reduction
Guarantee Issue	$200,000	$200,000	$200,000
Life Assist LTC Benefits	N/A	N/A	N/A

Please see the actual proposal from each carrier for more details, exclusions, and limitations.

Murfreesboro City Schools

Basic Life and ADD Contract Comparison

Provision	Guardian	Reliance Standard	Notes
Eligibility	Will match current	30 Hours -All FT Licensed and Non-Licensed Employees Eligibility Wait: Licensed none, Non-licensed 90 days	
Basic Life	2 x salary to $200,000; $10,000 minimum	2 x salary to $200,000	
Benefits			
Waiver of Premium	If totally disabled prior to age 60, insurance will continue until age 65 or no longer disabled, 9 month elimination period. Includes LifeAssist (pays benefit of 2% of face amount to $2,000 a month for up to 100 months if on Waiver and ADL disabled)	If totally disabled prior to age 60; insurance continued until age 70. 6 month elimination period.	Can match to Age 70.
Accelerated Life	Included. Terminal within 6 months, can accelerate 50% up to $250,000, $10,000 minimum. Processing Fee applies.	Included. Terminal within 12 months. Must have 60 days on plan, and be under age 75. Can Accelerate 50% to $250,000; no minimum. No reference to a minimum amount. No mention of processing fees.	
Portability	Included; no EOI required. Cannot Port if greater than age 70. Port terms at age 70.	Not included	
Conversion	Included	Included. Can Convert reduced amounts.	
Cutbacks	Same as current	35% at age 70; 50% at age 75; 70% at age 80	
Earnings Definition	Standard earnings	Standard earnings	
Facility of Payment	$500	$500	
Continuation			
Leave of Absence/Layoff	One month following leave	One month	
FMLA/Military Leave	Comply with FMLA/USERRA	Will comply	
Rehire Provision	6 months	6 months	Options available up to 6 months, with UW approval
Illness/Injury	Will allow premium continued for disabled employees - no time limit. Handled administratively - does not appear in wording.	12 months	
AD&D Benefits			
Schedule	Same as Life	Same as Life	
Life	100%	100%	
One Hand	50%	50%	
One Foot	50%	50%	
Sight in One Eye	50%	50%	
Hearing	50%	50%	
Speech	50%	50%	
Thumb/Index Finger (same hand)	25%	n/a	
Combination (One hand, one foot, etc.)	100%	100%	
Covered of loss within	365 days	365 days	
Enhanced Benefits	Yes	No	
Repatriation	$5,000	No	
Common Carrier	Not included	Not included	
Seatbelt	$10,000	n/a	
Airbag	$5,000	n/a	
Child Education Benefit	5% to $2,500 per term, lifetime max of $20,000, max 8 payments over 6 years	n/a	
Paraplegia	50%	Not included	
Hemiplegia	50%	Not included	
Quadriplegia	100%	Not included	
Loss of cognitive function	100%	n/a	
Spouse Education/ Retraining	5% to $2,500 per term, lifetime max of $20,000; 8 max payments for FT post-secondary, 4 for PT post-secondary	n/a	
Day Care Expense Benefit	Up to $10,000 maximum annually, up to 4 years	n/a	
Exclusions	Will match current	Only limits for war, suicide and sickness/disease	8/7/2013

MASTER PLAN FOR MURFREESBORO CITY SCHOOLS

2013-2018

Murfreesboro City School Board
2552 South Church Street
Murfreesboro, TN 37127
Phone (615) 893-2313
Fax (615) 893-2352

VISION STATEMENT

Murfreesboro City Schools will create a culture of collaborative learning focusing on the whole child assuring success in the global community.

MISSION STATEMENT

It is the mission of Murfreesboro City Schools to assure academic and personal success for each child.

BELIEFS OF MURFREESBORO CITY SCHOOLS

WE BELIEVE:

- **Educational success focuses on the whole child.**
- **Education should consist of a guaranteed and viable curriculum, high quality instruction, and collaborative learning.**
- **Children should be prepared to be responsible, confident, and positive citizens who successfully meet and exceed the challenges of a changing global community.**
- **Children have the ability to learn and achieve their full potential.**
- **Children are most successful in a safe, affirmative, and culturally inclusive learning environment.**
- **Children deserve a school environment that is grounded in respect and integrity.**
- **Significant community and business partnerships are important for success.**
- **Student learning is a joint responsibility of home, school, and community.**
- **Public education is essential to a democratic society.**

1. GOAL: WE WILL EDUCATE THE WHOLE CHILD TO ACHIEVE THEIR HIGHEST POTENTIAL.

Core to the work of Murfreesboro City Schools is the deeply embedded philosophy that children are more than numbers. The district has a profound commitment to both the academic and the personal success of each child. This means that a child's physical, emotional, academic, and social development matter—regardless of the child's learning capacity, ethnicity, or socioeconomic status. Strategies associated with this goal are designed to give challenge, enrichment, and support to every child we serve and to put tools in the hands of personnel so that all can achieve success in the global community.

STRATEGIES:

1. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.

2. Implement a comprehensive tiered instructional model, including differentiation in the content areas to maximize the academic learning of all children, and a tiered behavioral model to meet their social and emotional needs. This means that the unique needs of all subgroups of children—regardless of their academic, socioeconomic, cultural, or ethnic demographic—are held to a high standard.

3. Develop and utilize a data dashboard to improve decision making and inform instruction.

4. Increase opportunities for teachers to learn and collaborate in professional learning communities that develop and nurture staff in the study and use of research-based practices which accelerate student learning.

5. Implement research-based instructional practices that build creativity, critical thinking, problem-solving, and application.

6. Encourage students and staff to be versatile, communicative, optimistic global thinkers.

7. Increase ESP program offerings and participation to augment student learning.

2. GOAL: WE WILL RECRUIT, HIRE, TRAIN, EVALUATE, AND RETAIN HIGH QUALITY PERSONNEL.

Murfreesboro City Schools believes that education is the single most important profession in the world. Our support staff, teachers, principals, and district level administrators educate children who in turn become the leaders of the next generation. Because the main pillars of a progressive society are the personnel who work in our schools, the strategies associated with this goal are designed to attract and develop talented employees who can actively engage our students in diverse learning experiences that inspire and empower them to become contributing citizens.

STRATEGIES:

1. Build a pipeline of high quality teacher and administrator applicants from a variety of sources.
2. Implement comprehensive induction and mentorship programs.
3. Using peer collaboration, virtual resources, and pertinent educational authorities, implement a differentiated professional growth plan in which all staff learn how to individualize the academic program.
4. Initiate a staff recognition program to honor certified and classified staff.
5. Develop and nurture future leaders.

3. GOAL: WE WILL HAVE AN ONGOING FOCUS ON INSTRUCTIONAL TECHNOLOGY.

Murfreesboro City Schools acknowledges that technology is a natural part of our students' lives and should be integral to their educational experiences. Used appropriately, technology can drive instruction, engage students in meaningful learning, accommodate individual differences, and ensure that students are well-equipped to meet the challenges of a global community. The strategies associated with this goal are designed to enable staff to function more efficiently, promote high levels of achievement for all students, and create a culture that embraces technology as a natural part of everyday classroom experiences while at the same time attending to the safety of our children in a digital environment.

STRATEGIES:

1. Encourage and train teachers and students to achieve digital literacy and accelerate student learning by integrating instructional technology into the academic content areas.

2. Allocate time, resources, and access to technology-based tools and digital resources to ensure ongoing professional growth in technology fluency and integration.

3. Use technology to develop a bank of integrated lessons that are available for all teachers.

4. Establish a student information system and data warehouse to augment the effectiveness of meeting the needs of the whole child.

5. Create awareness among students and employees of the vulnerability that is inherent in the Internet and social media.

4. GOAL: WE WILL MAINTAIN HEALTHY, SAFE, CLEAN, ORDERLY, AND NURTURING ENVIRONMENTS IN WHICH CHILDREN AND ADULTS CAN WORK AND LEARN.

Murfreesboro City Schools is committed to a physically and emotionally non-threatening environment in which each child is healthy, safe, engaged, valued, and challenged academically. The strategies associated with this goal are designed to develop educational settings in which each student has access to an inclusive, encouraging, positive culture of respect.

STRATEGIES:

1. Establish procedures that create a welcoming environment while maximizing the safety of all occupants.
2. Promote an environment of wellness and good health practices.
3. Provide a variety of quality meal choices to encourage student participation in the school meal program while maintaining compliance with USDA regulations.
4. Implement a research-based character education program with a tiered behavioral response system and positive behavior support.
5. Provide cultural awareness and other appropriate training for staff to create an inclusive learning environment.
6. Conduct a school safety audit of every school each year.
7. Develop and maintain a safety and crisis plan at each school, provide prescribed safety training in each school each year, and hold schools accountable for conducting all safety and crisis drills throughout the year.

5. GOAL: WE WILL PROVIDE CLEAR AND EFFECTIVE COMMUNICATIONS TO SUPPORT AND PROMOTE OUR MISSION AND GOALS.

Murfreesboro City Schools regards clear and effective internal and external communications as essential to supporting teaching and learning, improving relationships among staff, building credibility of the profession, and fostering positive collaboration between school, home, and community. The strategies associated with this goal are designed to nurture two-way communication with parents, keep our community informed and involved, provide avenues for feedback about the effectiveness of our programs, and solicit suggestions for improvement.

STRATEGIES:

1. Develop and support communication among/between students, parents, staff, and the community, including languages other than English where practicable.

2. Develop accessible and interactive technology tools to facilitate effective and transparent internal and external communication.

3. Provide systematic avenues for feedback from students, parents, staff, and the community about programs and services, effectiveness of communications, effectiveness of student learning, and quality of facilities.

4. Share district success stories with stakeholders.

5. Promote openness, access, and availability of information about Murfreesboro City Schools.

6. GOAL: WE WILL BUILD STRONG PARTNERSHIPS WITH FAMILIES AND THE COMMUNITY TO ENHANCE STUDENT LEARNING.

Murfreesboro City Schools acknowledges that we must create welcoming environments that encourage strong, comprehensive family and community partnerships through which all have the tools to advance student success. The strategies associated with this goal are designed to promote two-way communication between schools, families, and the community and to provide opportunities for meaningful and active collaborative involvement in the educational process.

STRATEGIES:

1. Develop parent and community involvement campaigns to maximize the level of parent and community participation in our schools in conjunction with celebrating all students.

2. Partner with outside organizations to bring real world practitioners to the classroom to link students with the world of work.

3. Expand community service projects and service learning opportunities for students and staff.

4. Develop and implement a plan to involve students, staff, parents, and community as partners in promoting Murfreesboro City Schools.

5. Communicate with parents regarding positive student behavior and achievement.

6. Enhance, add to, and improve web-based information at the district level and across schools.

7. Expand our cooperative partnership with the City Schools Foundation.

7. GOAL: WE WILL DEVELOP A COMPREHENSIVE PLAN FOR OPERATIONS, FINANCES AND FUNDING, FACILITIES, TRANSPORTATION, AND FOOD SERVICE THAT SUPPORTS STUDENT LEARNING.

Murfreesboro City Schools is committed to transparent and efficient use of resources that enable our district to effectively anticipate, respond to, and manage change. The strategies associated with this goal are designed to provide a foundation for policies and practices associated with the planning and management of services that support exemplary preschool through sixth grade education.

STRATEGIES:

1. Generate a plan for development and use of facilities based on growth projections and capacity analysis.

2. Seek out non-traditional revenue sources and secure funding from these sources to improve or enhance educational achievement.

3. Identify multiple-year budget needs and build responsible annual budgets that support educational measures which advance student learning.

4. Develop a comprehensive energy efficiency strategy.

5. Annually review technology infrastructure and equipment needs and plan for technology hardware maintenance and replacement.

MCS Resignations, Retirements, Leave of Absence and New Hires as of 8-19-13

Licensed Personnel Hired

Last Name	First Name	Location	Position/Experience

Leave Of Absence ~ Instructional Personnel

Last Name	First Name	Location	Position/Experience
Cook	Ambre	NFE	1st Grade

Interim Instructional Personnel

Last Name	First Name	Location	Position/Experience
Beggin	Courtney	NFE	1st Grade BS/0
Jackson	Jeremy	JPE	4th/ BS/0

Retirements/ Certified

Last Name	First Name	Location
Newman	Anedra	ES

Resignations/Certified

Last Name	First Name	Location
Kennedy	Patty	C/0
Hamler	Xavier	C/0
Huddleston	Jason	CLA
Senne	Gina	CLA
Fitch	Beth	DS
Graham	Carrie	DS
Grandey	Lauren	JPE
Montgomery	Katherine Anne	JPE
Cantrell	Brooke	MNE
Myers	Paula	MNP
Baker	Jeffrey	NFE
McClanahan	Marlane	NFE
Davenport	Janetta	SC
Gilbert	Janice	SC
Denton	Lindsey	SC
Ennamorato	Julie	SC

Resignations/Retirements/Terminations- Classified

Last Name	First Name	Location
Braswell	Paige	BW
Nanney	Brenda	BFE
Sexton	Cherryl	BR
Swader	Valencia	MNE
Hill	LeeAnn	NFE
McDaniel	Kirsten	NFE
Leahew	Tracy	SC
Slavens	Nancy	ES

Classified Personnel Hired

Last Name	First Name	Location	Position
Parker	Julia	BW	EA
Farmer	Katrice	BW	EA
Martin	Anna	BFE	EA
Alejandro	Dina	BR	Tech. Sec.
Dadson	Fifi	BR	EA
Reynolds	Lori	HG	Office EA
McAdoo	Anthony	HG	Sped EA
Burton	Rachel	HG	Sped EA
Doliveira	Jerri	MNE	EA
Good	Miranda	NFE	Sped EA
Montalbano	Julie	ES	MDA to EA
Preston	Bonnie	ES	MDA to EA
Woods	Ivory	ES	Deaf Ed EA
Murray	Tyra	SC	MDA to Acad. Int. EA
Espinoza	Dimas	HG	Prt. Liason – Title 1 EA
Hale	Pamela	MNP	MDA to Sped. EA

COMPARISON OF BUDGET TOTALS
July 1, 2013 Thru July 31, 2013

TOTAL INCOME	**7/1/13 - 7/31/13**	**$**	**402,815**
TOTAL EXPENSES	**7/1/13 - 7/31/13**		**1,194,478**
NET INCOME	**7/31/13**	**$**	**(791,663)**

YEAR-TO-DATE REVENUE COMPARISON

JULY 2013 *PAGE 1*

BUDGET CLASS.	2012-13 BUDGET	2012-13 YTD REV.	2012-13 OVR/(UNDR) BUDGET	2012-13% %	2013-14 BUDGET	2013-14 YTD REV.	2013-14 OVR/(UNDR) BUDGET	2013-14% %
40110-Current Prop. Tax	$10,775,000.00	$0	(10,775,000)	0.0%	$10,250,000.00	-	$ (10,250,000)	0.0%
40210-Local Option Sales Tax	6,798,775	-	(6,798,775)	0.0%	7,280,812	-	(7,280,812)	0.0%
40000-41110-Other County Rev	1,459,000	-	(1,459,000)	0.0%	1,502,000	-	(1,502,000)	0.0%
44000-Other Local Revenue	351,750	2,414	(349,336)	0.7%	351,750	1,973	(349,777)	0.6%
46511-Basic Educ. Program	29,838,000	-	(29,838,000)	0.0%	31,152,552	-	(31,152,552)	0.0%
46512-BEP ARRA	-	-	-	N/A	-	-	-	N/A
46530-Energy Efficient Sch	-	-	-	N/A	-	-	-	N/A
46615-Ext. Contract-ARRA	-	-	-	N/A	-	-	-	N/A
46990-Other State Funds	392,241	-	(392,241)	0.0%	681,398	-	(681,398)	0.0%
46592-CONNECT TEN ARRA	-	-	-	N/A	-	-	-	N/A
46595-Family Resource ARRA	-	-	-	N/A	-	-	-	N/A
46595-SSMS ARRA	-	-	-	N/A	-	-	-	N/A
47000- Federal Funds	35,000	-	(35,000)	0.0%	35,000	-	(35,000)	0.0%
49810-Approp./City Gen. Fund	4,810,103	400,842	(4,409,261)	8.3%	4,810,103	400,842	(4,409,261)	8.3%
49820-Operating Transfers	-	-	-	N/A	-	-	-	N/A
TOTALS	***$ 54,459,869***	***$ 403,256***	***$ (54,056,613)***	***0.7%***	***$ 56,063,615***	***$ 402,815***	***$ (55,660,800)***	***0.7%***

YEAR-TO-DATE EXPENDITURE COMPARISON

JULY 2013 *PAGE 1*

BUDGET CLASS.	2012-13 BUDGET	2012-13 YTD EXP.	2012-13 OVR/(UNDR) BUDGET	2012-13% %	2013-14 BUDGET	2013-14 YTD EXP.	2013-14 OVR/(UNDR) BUDGET	2013-14% %
71100-Reg. Instruction	$32,360,786.00	$12,186.41	$ (32,348,600)	0.0%	$33,887,321.00	$252,806.28	$ (33,634,515)	0.7%
71200-Sp. Ed. Instr.	3,839,162	$8,798.00	(3,830,364)	0.2%	4,102,766	$12,122.00	(4,090,644)	0.3%
72110-Attendance	85,545	$4,625.00	(80,920)	5.4%	80,857	$11,244.00	(69,613)	13.9%
72120-Health Services	532,459	$4,724.00	(527,735)	0.9%	484,820	$10,759.00	(474,061)	2.2%
72130-Guidance	1,183,009	$9,961.00	(1,173,048)	0.8%	1,187,695	$9,096.00	(1,178,599)	0.8%
72210-Reg. Instr. Spprt.	1,332,868	$65,131.00	(1,267,737)	4.9%	1,508,496	$42,493.00	(1,466,003)	2.8%
72220-Sp. Ed. Support	473,963	$20,681.00	(453,282)	4.4%	524,784	$9,375.00	(515,409)	1.8%
72310-Bd. Of Educ.	1,168,340	$2,315.00	(1,166,025)	0.2%	1,127,706	$15,878.00	(1,111,828)	1.4%
72320-Office of Supt.	301,320	$21,975.00	(279,345)	7.3%	305,228	$24,631.00	(280,597)	8.1%
72410-Office of Prin.	2,974,650	$123,788.00	(2,850,862)	4.2%	3,120,473	$126,072.00	(2,994,401)	4.0%
72510-Fiscal Services	509,164	$35,567.00	(473,597)	7.0%	531,538	$66,911.00	(464,627)	12.6%
72520-Personnel Services	270,032	$17,441.00	(252,591)	6.5%	270,634	$34,516.00	(236,118)	12.8%
72610-Oper. Of Plant	4,623,471	$100,063.00	(4,523,408)	2.2%	4,418,919	$284,205.00	(4,134,714)	6.4%
72620-Maint. Of Plant	1,333,274	$35,600.00	(1,297,674)	2.7%	1,554,942	$54,265.00	(1,500,677)	3.5%
72710-Pupil Transp.	1,601,930	$21,292.00	(1,580,638)	1.3%	1,897,158	$54,745.00	(1,842,413)	2.9%
72810-Other Support	689,883	$40,747.00	(649,136)	5.9%	725,646	$50,596.00	(675,050)	7.0%
73300-Community Servic	458,411	$19,186.00	(439,225)	4.2%	482,040	$31,897.00	(450,143)	6.6%
73400-Early Childhood Educ	721,729	$8,239.00	(713,490)	1.1%	859,000	$8,720.00	(850,280)	1.0%
76100-Reg. Cap. Outlay	370,000	$6,610.00	(363,390)	1.8%	996,700	$77,718.00	(918,982)	7.8%
99100-Operating Transfers	-	$0.00	-	N/A	-	$16,429.00	16,429	N/A
TOTALS	***$54,829,996.00***	***$558,929.41***	***$ (54,271,067)***	***1.0%***	***$58,066,723.00***	***$ 1,194,478.28***	***$ (56,872,245)***	***2.1%***

MCS PTR FOR 2013-2014 (August 21, 2013) -12th Full Day

SCHOOL	Kindergarten			1st Grade			2nd Grade			3rd Grade			Total Pupils	Total Teachers	K-3 PTR Ratio	4th Grade			5th Grade			6th Grade			Total Pupils	Total Teachers	4-6 PTR Ratio	Total Students Current Year	1st Day 12-13	9th Month 12-13
	P	#	PTR	P	#	PTR	P	#	PTR	P	#	PTR				P	#	PTR	P	#	PTR	P	#	PTR				13 - 14		
DISCOVERY																														
Registered	60	3	20.00	60	3	20.00	60	3	20.00	79	4	19.75	259	13	**19.92**	65	3	21.67	75	4	18.75	26	1	26.00	166	8	**20.75**	**425**	**437**	430
													0												0					
																												425		
BLACK FOX																														
Registered	131	7	18.71	125	7	17.86	122	6	20.33	125	6	20.83	503	26	**19.35**	110	5	22.00	94	5	18.80	86	4	21.50	290	14	**20.71**	**793**	**826**	780
													0												0					
																												810		
BRADLEY																														
Registered	67	4	16.75	71	4	17.75	56	3	18.67	57	3	19.00	251	14	**17.93**	57	3	19.00	58	3	19.33	47	2	23.50	162	8	**20.25**	**413**	**377**	382
													0												0					
																												390		
CASON LANE																														
Registered	143	7	20.43	141	7	20.14	152	8	19.00	131	7	18.71	567	29	**19.55**	116	6	19.33	122	6	20.33	63	3	21.00	301	15	**20.07**	**868**	**947**	902
													0												0					
																												935		
ERMA SIEGEL																														
Registered	80	4	20.00	110	6	18.33	110	6	18.33	122	6	20.33	422	22	**19.18**	120	6	20.00	115	5	23.00	25	1	25.00	260	12	**21.67**	**682**	**760**	738
													0												0					
																												757		
																CDC Classrooms		32	4			Deaf Ed Class		4	1				
HOBGOOD																														
Registered	78	5	15.60	80	4	20.00	70	4	17.50	61	4	15.25	289	17	**17.00**	60	3	20.00	53	3	17.67	45	3	15.00	158	9	**17.56**	**447**	**455**	434
													0												0					
																												490		
																		Behavior Management				6	1						
MNE																														
Registered										91	5	18.20	91	5	**18.20**	96	5	19.20	76	4	19.00	50	3	16.67	222	12	**18.50**	**313**	**332**	319
													0												0					
																												321		
																		Behavior Management				6	1						
MNP																														
Registered	120	6	20.00	114	6	19.00	100	6	16.67				334	18	**18.56**													**334**	**347**	316
													0																	
																												350		
NORTHFIELD																														
Registered	94	5	18.80	88	5	17.60	102	5	20.40	88	5	17.60	372	20	**18.60**	98	5	19.60	92	5	18.40	64	3	21.33	254	13	**19.54**	**626**	**609**	671
													0												0					
																												655		
	Homebound																	CDC Classrooms				39	4						
PITTARD																														
Registered	183	9	20.33	175	9	19.44	179	9	19.89	140	8	17.50	677	35	**19.34**	152	7	21.71	155	7	22.14	63	3	21.00	370	17	**21.76**	**1047**	**1009**	1033
													0												0					
																												1065		
	Homebound																													
SCALES																														
Registered	186	9	20.67	182	9	20.22	141	8	17.63	162	8	20.25	671	34	**19.74**	143	7	20.43	162	8	20.25	94	5	18.80	399	20	**19.95**	**1070**	**1084**	1024
													0												0					
																												1087		
Bellwood	252	13	→	36	2	→	40	2	→	31	2	→	BB	**359**	**19**															
																		CDC Classrooms				30	3						

Total BW Teachers			OC	MC	FH	Students	Teachers	PTR
Special Ed	36	7		Kindergarten thru Third Grade →		4436	233	**19.04**
BW TOTAL	**395**			Fourth Grade thru Sixth Grade →		2582	128	**20.17**
				District Totals →		**7018**	**361**	**19.44**

Grade Level PTR Totals	1142	59	19.4	1146	60	19.1	1092	58	18.8	1056	56	18.9	1017	50	20.3	1002	50	20	563	28	20.1

Attendance Percentage

SUB TOTAL	**7018**	**7183**	**7029**
SPECIAL ED K-6	**117**	**88**	77
SPECIAL ED PRE-K	**36**	**43**	55
TOTAL BEP FUNDED	**7171**	**7314**	**7161**
DIFFERENCE FROM LAST YEAR		-143	10
BUDGETED FOR 13-14	7404		
DIFF FROM BUDGET	-233		