

AGENDA  
Murfreesboro City School Board  
6 p.m., Tuesday, May 26, 2015  
Council Chambers

ORDER OF BUSINESS

I. CALL TO ORDER BY BOARD CHAIR

Pledge of Allegiance led by Martha Worley  
Moment of Silence

II. APPROVAL OF AGENDA

III. COMMUNICATIONS

A 50-Year Celebration in the Making: Martha Worley

2015 Hope Street Group Fellowship: Debbie Hickerson & Rebecca Few

Mitchell-Neilson School would like to thank David Scott at Regions Bank for providing lunch from Moe's for the entire Mitchell-Neilson staff for Teacher Appreciation Day.

Career days were observed at individual MCS locations, and we would like to thank the many businesses, government agencies, universities, and individuals for their support and for making MCS' career days so successful.

IV. CONSENT ITEMS

Minutes: May 12, 2015 Meeting  
Approval of School Fees (Field Trips)

V. ACTION ITEMS

Board Policy STU 22 Code of Acceptable Behavior and Discipline  
Board Policy STU 23 Discipline Procedures  
Approval of Contract with Head Start

*First Reading*  
*First Reading*

VI. REPORTS/INFORMATION

Revenue and Expenditure Report  
Personnel Report  
Attendance (PTR) Report

VII. OTHER BUSINESS

VIII. ADJOURNMENT

MINUTES  
Murfreesboro City School Board  
6 p.m., Tuesday, May 12, 2015  
Council Chambers

ATTENDANCE

Vice Chair Nancy Rainier, Jared Barrett, Andy Brown, Phil King, Nancy Phillips, Collier Smith

Staff: Dr. Linda Gilbert, Gary Anderson, Karen Hawkins, Caresa Dodson, Ralph Ringstaff, Laurie Offutt, Kim Frank, Pam Holden, Joe Marlin, Maria Johnson, Roseann Barton, Tammy Sutton, Gene Loyd, Don Barch, Andrew McKnight

Staff Attorney Kelley Baker, Council Liaison Ron Washington

Retirees: Judy Bowen, Linda Clark, Mickey Haston, Mary Francis, Elma McKnight, Lana Hurt, Phyllis Carr, Melanie Richardson, Peggy Currier, Karen Lamb, Diana Lowe, Neoma Youree

I. CALL TO ORDER BY BOARD CHAIR

The Pledge of Allegiance was led by Reeves-Rogers teacher Shiloh Siegle and followed by a Moment of Silence.

II. APPROVAL OF AGENDA

Dr. Brown and Ms. Phillips simultaneously moved to approve the agenda. Mr. King seconded the motion. All approved.

III. APPROVAL OF DIRECTOR'S CONTRACT EXTENSION

Ms. Baker explained that state law requires discussion of renewal of contract as the first item on the agenda. The Board packet included a copy of the current contract, which runs through June 30, 2016. Ms. Baker said that, at the Board's direction, she drafted the new contract to include an extension until June 30, 2019, included a four percent increase in salary, and revised the section about speaking engagements to state that the director does not have to get prior approval from the Board to speak before conferences, etc.

Dr. Brown moved to approve the director's contract extension, and Ms. Phillips seconded the notion. Vice Chair Rainier requested the vote by roll call.

Jared Barrett: Yes                      Andy Brown: Yes                      Phil King: Yes  
Collier Smith: Yes                      Vice Chair Nancy Rainier: Yes

The vote was unanimous with six approving.

#### IV. COMMUNICATIONS

##### Recognition of Retirees

Judy Bowen	Education Assistant	Hobgood
Marilynn Burnworth	Bookkeeper	Erma Siegel
Phyllis Carr	Cafeteria Manager	Mitchell-Neilson
Linda Clark	Principal	Discovery
Peggy Currier	Teacher	Mitchell-Neilson
Patti Dodd	Teacher	Erma Siegel
Mary Francis	Teacher	John Pittard
Mickey Haston	Teacher	John Pittard
Lana Hurt	Teacher	Mercury Heights
Marcia Jones	Teacher	Hobgood
Karen Lamb	Assistant Principal	Mitchell-Neilson
Diana Lowe	Cafeteria Manager	Mitchell-Neilson
Emma Lytle	Cafeteria	Discovery
Elma McKnight	Teacher	Erma Siegel
Maggie Meredith	Cafeteria	Discovery
Walter Owen	Maintenance	Maintenance
Marilyn Patterson	Mid-Day Assistant	Mitchell-Neilson
Melanie Richardson	Teacher	Reeves-Rogers
Karen Whitaker	Teacher	Cason Lane Academy
Neoma Youree	Cafeteria	Mitchell-Neilson
Susan Zumbro	Teacher	Hobgood

Congratulations to Reeves-Rogers' Shiloh Siegle for being named Shining Star of Read To Succeed, and congratulations to Black Fox for being named Read To Succeed School of the Year.

##### School Recycling Champion

Mr. Anderson explained the district's efforts to recycle and introduced special guests Mimi Keisling, Environmental Education Coordinator for Rutherford County Government, and Mac Nolen, Solid Waste Director for Rutherford County. Mr. Anderson said the ultimate goal for MCS is to achieve a 50 percent recycling effort in volume. The initial goal was to recycle 25 percent in volume and 10 of the 13 campuses have attained that goal. Mr. Anderson said a competition was held among the schools this year resulting in two distinct winners—one for being the most creative, and the other for the District Recycling Champion. The award for most creative went to Hobgood who produced their own music video encouraging students to be green. The Hobgood team will receive mini trash cans with the MCS logo and the words, "Don't trash our future. Recycle!" The winning champion team was Northfield Elementary with a recycling rate of 45.7 percent, an increase of 21.9 percent increase from the prior semester. Representatives from the Northfield team were on hand to receive the mini Recycling Champion dumpster.

#### V. CONSENT ITEMS

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

Minutes: April 28, 2015 Meeting

Minutes: April 21, 2015 Budget Meeting

Board Policy IS 11 – Testing Programs

*Second Reading*

2015-2016 Board Meeting Calendar

Dr. Brown moved to approve the consent items. Mr. King seconded the motion and all approved.

## VI. ACTION ITEMS

### 2015-2016 Differentiated Pay Plan Proposal

Dr. Gilbert explained that the District is required to provide a Differentiated Pay Plan, and that the one proposed is the same as last year offering a \$2,000 signing bonus for ESL teachers. Dr. Brown moved to approve. Ms. Smith seconded. After discussion, all approved.

## VII. REPORTS/INFORMATION

Ms. Baker stated that Public Chapter 250 amends two sections of state law: 39-17-1311 regarding weapons on park property and 39-17-1310 regarding weapons on school property. She said the biggest change to the law is that now if someone has a valid carry permit, handguns are allowed on specific property, such as public parks, natural areas, nature trails, campgrounds, greenways, waterways, and historic areas. Ms. Baker said the law still prohibits weapons on park property that include public parks, playgrounds, civic centers, municipal, county, or state government property for recreational purpose. These weapons encompass explosives or explosive weapons, short barrel rifles, silencers, knuckles or any other instrument that have no common lawful purpose. Handguns are the exception, but are still not allow inside buildings, just those outside areas – open park areas. By inserting the handgun exception into the law, Ms. Baker said the caveat does not authorize anyone carrying a handgun to be in the immediate vicinity of a school related activity.

Ms. Baker said the change to the weapons on school property law previously stated handguns could not be on property owned or operated by an educational institution, but new language has been added to prohibit handguns on property that is in use by a board of education, and it is designed to encompass if a park is being used by a board of education. She said handguns are still not allowed on property owned or operated or being used by a school. She said if someone brings weapons with the intent to go armed on school property it is a class E felony, and a class A misdemeanor to bring them on park property. Ms. Baker said there is still some verbiage in the new legislation that have caused cities and school systems to seek clarification. She recommended the board have discussions about bringing portable sandwich board signs on field trips or in parks to put handgun owners on notice when a school is using the property.

Ms. Smith thanked Ms. Baker for making the board aware of the details. Ms. Smith said she would like MCS to follow the signage recommendations of Ms. Baker. Dr. Gilbert asked if the parks and recreation department is going to use signs. Ms. Baker said they are and they recently had a meeting about revising the signs. She said it might be good idea for the school system to

have some signs especially for field trips. Dr. Gilbert suggested looking at getting sandwich signs and presenting the cost at the next board meeting for approval, especially if ESP has field trips this summer. Ms. Smith recommended signs for the CHOW bus too. Mr. Anderson said the signs would have to be secured on buses so they do not fly around. He said he would check with transportation. Dr. Brown asked if the legislature gave any clarification on the “immediate vicinity” language. Ms. Baker said we have to use common sense and Webster’s general definition. Ms. Phillips suggested partnering with the local media outlets to get this information to the public and take that extra step to protect the children.

#### Information Regarding Carrying or Possession of Weapons in Public Recreational Areas

### VIII. OTHER BUSINESS

Ms. Phillips thanked Ms. Trail and her team for the retirement reception. Ms. Smith asked if there was an update on TCAP scores. Dr. Gilbert said she is hoping for quick scores on Monday. Ms. Smith said she hopes scores will be in time to make it onto report cards. Vice Chair Rainier recognized city council member Madelyn Scales Harris for her attendance at the meeting.

### IX. ADJOURNMENT

Mr. Barrett moved to adjourn the meeting. Ms. Phillips seconded the motion, and all approved. The meeting adjourned at approximately 6:40 p.m.

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Director of Schools

LOCAL FIELD TRIPS FOR BOARD CONSIDERATION AND APPROVAL  
MAY 2015

SCHOOL	GRADE/GROUP	INSTRUCTIONAL VALUE OF THE ACTIVITY	COST PER	STUDENTS	DATE OF	HOW	DESTINATION
	PARTICIPATING		STUDENT	PARTICIPATING	TRIP	FUNDED	
BF	1st	Hands on experience with goods and services (Community helpers)	\$0.00	40	04-29-05-01-15	no cost	Publix
HG	6th	Support 6th grade science standards and NASA Explorer Schools Mission	\$30.00	38	5/15/15	Grant/Parents/School	Huntsville Space and Rocket Center
MN	4th & 5th	STEM activity - Math & Science	\$0.00	30	5/15/15	No charge	Campus School
NF	2nd	To see force motion and simple machines at work	\$10	73	5/8/15	Parents	Smyrna Bowling Center
RR	2nd	To see force motion and simple machines at work	\$5	70	5/15/15	Parents	Sam Davis Home
RR	6th	Visit future middle school	\$0	15	5/13/15	no cost	Oakland Middle School
RR	2nd	Forces of Motion	\$7.50	70	5/19/15	Parents	Smyrna Bowling Center

## MURFREESBORO CITY SCHOOL BOARD POLICY

<b>Descriptor Term:</b>  <b>Discipline Foundation Policy School-wide Positive Behavior of Intervention &amp; Support</b>	<b>Descriptor No:</b>  <b>STU 22</b>	<b>Date Adopted:</b>
	<b>Reviewed/Revision Adopted:</b>	

### 1 **MISSION AND BELIEFS**

2 The mission of the Murfreesboro City School System is to assure academic and personal success for each child.

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4 The purpose of the Discipline Foundation Policy of the Murfreesboro City School District is to support that mission  
5 by maintaining safe classrooms and healthy environments conducive to learning and free from disruption for all  
6 students.

### 7 **ADMINISTRATION, IMPLEMENTATION, AND POSTING OF THE CODE**

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9 The Director of Schools shall be responsible for the overall implementation and supervision of the Board's  
10 Discipline Foundation Policy and shall ensure that students at all schools are subject to a uniform and fair  
11 application of the policy.

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13 The principal of each school shall be responsible for implementation and administration in their school and shall  
14 apply the policy uniformly and fairly to each student in the school without partiality or discrimination. This  
15 authority shall extend to all activities of the school, including all games and public performances of athletic or  
16 extracurricular teams, trips, excursions, transportation to and from school, and other school activities and groups.

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18 In accordance with T.C.A. §49-6-4017, a copy of the Discipline Foundation Policy shall be posted at each school,  
19 and school counselors shall be supplied copies for discussion with students. The Discipline Foundation Policy shall  
20 be referenced in all school handbooks. All teachers, administrative staff, and parents shall be provided copies  
21 annually.

### 22 **A CULTURE OF DISCIPLINE**

23 All stakeholders (students, parents, teachers, and schools) share responsibility for creating a culture of discipline.  
24 All students, parents, and staff are expected to model appropriate behaviors necessary for creating and maintaining a  
25 positive school climate. Creating a school-wide positive behavior intervention and support system provides the  
26 foundation to prevent inappropriate behavior from occurring. It is only through cooperation from students, parents,  
27 teachers, and schools that learning environments can be created that lead to optimum academic achievement for all  
28 students.

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31 This policy provides guidelines and procedures for a consistent framework for developing, implementing, and  
32 maintaining a culture of discipline built on positive behavior support and interventions. Positive behavior support is  
33 a systems approach for establishing the social culture and individualized behavioral supports needed for schools to  
34 achieve both social and academic success for all. It is based on research that indicates the most effective discipline  
35 systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students  
36 must first be supported in learning the skills necessary to enhance a positive school climate and avoid inappropriate  
37 behavior.

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39 In the event of misconduct, there are appropriate consequences. Ongoing monitoring shall be used to ensure that  
40 equitable schools-based practices are implemented in a fair, not-discriminatory, and culturally responsive manner.

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**RESPONSIBILITIES**

**It shall be the responsibility of all Murfreesboro City Schools to:**

- Maintain a safe environment for all children and staff;
- Establish, post, and actively teach clear and positively stated behavioral/social school-wide expectations to all students;
- Establish and implement a clear system to recognize students for meeting these expectations;
- Establish and implement a clear system to correct student misconduct;
- Provide additional behavioral/social support and intervention to students who demonstrate and/or at risk of developing a pattern of inappropriate behavioral/social development;
- Communicate with parents concerning the child’s conduct and progress; and
- Inform students, parents, and staff of the Murfreesboro Discipline Policy.

**It shall be the responsibility of all Murfreesboro City School teachers to:**

- Maintain an orderly, planned, and varied instructional climate that includes materials and activities of interest to students;
- Establish, post, and actively teach clear and positively stated class rules that are consistent with the school-wide behavioral/social expectations;
- Establish and implement a clear system to recognize students for complying with class rules and procedures;
- Establish and implement a clear system to correct student misconduct;
- Maintain open communication with parents; and
- Assist the principal in maintaining school-wide discipline.

**It shall be the responsibility of all Murfreesboro City School students to:**

- Learn and follow school-wide expectations and classroom rules;
- Learn and comply with rules for bullying;\* i.e.,
  - We will not bully others
  - We will try to help students who are bullied
  - We will try to include students who are left out
  - If we know that somebody is being bullied, we will tell an adult at school and an adult at home;
- Attend school on time, have necessary materials, and be ready to learn; and
- Dress and groom in a manner that is not distracting to the classroom atmosphere or to the educational process.

**It shall be the responsibility of all Murfreesboro City School parents to:**

- Ensure their child attends school every day, on time, and is ready to learn;
- Encourage their child to comply with all school-wide and classroom behavioral/social expectations and rules;
- Monitor and guide their child’s academic progress by supervising homework, conferencing with teachers, and advocating for their child’s education and the school’s well-being.
- **Demonstrate respect for all adults and students on school premises.**

## MURFREESBORO CITY SCHOOL BOARD POLICY

<b>Descriptor Term:</b>  <b>Guide to Intervention Supports &amp; Alternatives to Suspension</b>	<b>Descriptor No:</b>  <b>STU 23</b>	<b>Date Adopted:</b>
	<b>Reviewed/Revision Adopted:</b>	

1 The Discipline Foundation Policy is based on the Comprehensive Integrated Three-Tiered Model (CI3T). CI3T is a  
2 research-based, effective approach to promote, teach, and reinforce the social, emotional, and academic learning  
3 skills necessary to improve and sustain academic achievement as well as the social/behavioral well-being of  
4 students. The Comprehensive Integrated Three-Tiered (CI3T) model of intervention aligns school-wide positive  
5 behavior support and Response to Intervention (RTI) to create comprehensive and integrated multi-tiered systems of  
6 support to address the academic and social/behavioral needs of all students.  
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8 The most effective alternative to suspension is prevention. The Comprehensive Integrated Three-Tiered  
9 (CI3T) model provides three tiers of increasingly intensive and individualized intervention to address  
10 academic and social/behavioral skill deficits.  
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12 **Tier One social/behavioral supports and interventions** are built on a strong community and school  
13 connection that engages all stakeholders (students, parents/guardians, staff, and community members)  
14 in the development of universal behavioral and social expectations and procedures. Tier One  
15 interventions are preventative in nature and are taught to ALL students throughout the school year.

16 Tier One interventions include:

- 17 • Explicit teaching and modeling school-wide positive behavior expectations and procedures
- 18 • Effective instruction and classroom management
- 19 • Effective procedures and supervision in non-classroom areas
- 20 • Positive reinforcement and recognition for appropriate behaviors for all students
- 21 • Bullying prevention program
- 22 • Consistent consequences for inappropriate behaviors
- 23 • Active monitoring and supervision across all school related settings  
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25 **Tier Two supports and interventions** provide more focused social/behavioral interventions for students  
26 who do not respond to Tier One intervention. The goals of Tier Two supports and interventions are to  
27 reverse existing social/behavioral challenges that emerge. Tier Two interventions involve specialized  
28 intervention groups or low-intensity individualized supports designed to address students' acquisition,  
29 fluency, or performance of appropriate social/behavioral skills. Tier Two interventions include:

- 30 • Small group social skills instruction
- 31 • Behavior support plans
- 32 • Increased academic support
- 33 • Mentoring program

- 34 • Behavior contracts
- 35 • Check-in/check-out program
- 36 • Token economies
- 37 • Self-monitoring plans

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39 **Tier Three supports and interventions** provide specialized, intensive systems of support for students who are at  
 40 heightened risk for school failure because they have not responded to Tier One or Tier Two intervention efforts.

41 Tier Three supports and interventions include;

- 42 • Functional behavioral assessment
- 43 • Function-based behavior intervention plan
- 44 • Individual counseling
- 45 • Intensive academic support based on child’s level of need
- 46 • Multi-agency collaboration

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48 **PLEASE NOTE that the lists of interventions referenced above are intended to provide guidance and**  
 49 **are not inclusive of all possible supports and interventions.**

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51 **DISCIPLINE PROCEDURES**

52 Students are expected to conform to the rules and regulations of the school system and apply  
 53 themselves to the learning process.

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55 The following levels of misbehavior and disciplinary procedures and options are designed to protect all  
 56 members of the educational community in the exercise of their rights and duties.

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58 **Misbehavior: Level One**

Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school, but which can usually be handled with Tier One supports and interventions.		
Examples (not an exclusive listing): <ul style="list-style-type: none"> <li>• Demonstrated lack of respect for school employees or any authorized individual</li> <li>• Demonstrated lack of respect for fellow students</li> <li>• Classroom disturbances</li> <li>• Classroom tardiness</li> <li>• Cheating and lying</li> <li>• Abusive language</li> <li>• Non-defiant failure to do assignments or carry out directions</li> <li>• Harassment in violation of Board Policy STU 42</li> <li>• Bullying (See Board Policy STU 53)</li> <li>• Any of the above behaviors committed on a school bus</li> </ul>	Disciplinary Procedures: <ul style="list-style-type: none"> <li>• Immediate intervention by a staff member</li> <li>• Determine what offense was committed and the severity</li> <li>• Determine offender and that offender understands the nature of the offense</li> <li>• Employ disciplinary options</li> <li>• Maintain a written record of the offense and disciplinary action</li> </ul>	Disciplinary Options: <ul style="list-style-type: none"> <li>• Tier One Interventions</li> <li>• Re-teach and reinforce school-wide and classroom expectations and procedures</li> <li>• Review classroom behavior system and adjust as needed</li> <li>• Parent/student conference</li> <li>• Social skills instruction</li> <li>• Written reflection activity</li> </ul>

**Misbehavior: Level Two**

Misbehavior which due to the frequency or seriousness tends to disrupt the learning environment of the school and/or behaviors that have not responded to consistent implementation of Tier One interventions. Included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but the educational consequences are serious enough to require action on the part of administrative personnel.

<p>Examples (not an exclusive listing):</p> <ul style="list-style-type: none"> <li>• Continuation of unmodified Level 1 behaviors</li> <li>• School or classroom truancy</li> <li>• School or classroom tardiness</li> <li>• Use of tobacco</li> <li>• Use of forged notes or excuses</li> <li>• Disruptive classroom behavior</li> <li>• Harassment in violation of Board Policy STU 42</li> <li>• Defiant failure to do assignments or carry out directions</li> <li>• Bullying (See Board Policy STU 53)</li> <li>• <b>Unauthorized use of personal electronic devices as defined by STU 43.</b></li> <li>• Creation, transmission, or carrying of material that may be considered obscene on school grounds, as defined by T.C.A. §39-17-1901</li> <li>• Any of the above listed behaviors committed on a school bus</li> </ul>	<p>Disciplinary Procedures:</p> <ul style="list-style-type: none"> <li>• Student is referred to principal for appropriate disciplinary action</li> <li>• Principal meets with student and teacher</li> <li>• Principal hears accusation made by teacher, permits student the opportunity of explaining the student’s conduct, denying it, or explaining any mitigating circumstances</li> <li>• Principal takes appropriate disciplinary action and notifies teacher of action</li> <li>• Principal shall maintain a written record of the offense and disciplinary action</li> <li>• Referral to behavior support team (Tier Two/Tier Three)</li> </ul>	<p>Disciplinary Options (Tier Two):</p> <ul style="list-style-type: none"> <li>• Confirm that all Tier One Interventions are implemented and monitored consistently</li> <li>• Tier Two Interventions</li> <li>• Parent/student conference</li> <li>• Written reflection activity</li> <li>• Teacher/schedule change</li> <li>• Peer mediation</li> <li>• Conflict resolution</li> <li>• Social skills instruction</li> <li>• Small group counseling</li> </ul> <hr/> <p>Disciplinary Options (Tier Three):</p> <ul style="list-style-type: none"> <li>• Confirm that all Tier Two Interventions are implemented and monitored consistently</li> <li>• Tier Three Interventions</li> <li>• Parent/student conference</li> <li>• Individual counseling</li> <li>• Referral to appropriate community resources</li> </ul>
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**Misbehavior: Level Three**

<p>Acts directly against persons or property, but the consequences do not seriously endanger the health or safety of others in the school.</p>		
<p>Examples (not an exclusive listing):</p> <ul style="list-style-type: none"> <li>Continuation of unmodified Level 1 or Level 2 behaviors</li> <li>Fighting (simple)</li> <li>Hazing</li> <li>Vandalism (minor)</li> <li>Stealing</li> <li>Threats to others</li> <li>Harassment in violation of Board Policy STU 42</li> <li>Look-alike drugs</li> <li>Look-alike weapons</li> <li>Bullying (see Board Policy STU 53)</li> <li>Any of the above listed behaviors committed on a school bus</li> </ul>	<p>Disciplinary Procedures:</p> <ul style="list-style-type: none"> <li>Student is referred to principal for appropriate action</li> <li>Principal meets with student and teacher</li> <li>Principal hears accusation made by accusing party and permits student the opportunity of explaining the student's conduct, denying it, or explaining any mitigating circumstances</li> <li>Principal takes appropriate disciplinary action and notifies teacher of action</li> <li>Principal may refer incident to Director of Schools and make recommendations for consequences. If student's school assignment is to be changed, adequate notice shall be given to the student and the student's parents of the charges against the student, the student's right to appear at a hearing, and to be represented by of person of the student's choosing</li> <li>A student may appeal a change in school assignment to the Board</li> <li>Director/Principal shall maintain a written record of the offense and disciplinary action</li> <li>Referral to behavior support team (Tier Two/Tier Three)</li> </ul>	<p>Disciplinary Options (Tier Two):</p> <ul style="list-style-type: none"> <li>Confirm that all Tier One Interventions are implemented and monitored consistently</li> <li>Tier Two Interventions</li> <li>Parent/student conference</li> <li>Written reflection activity</li> <li>Teacher/schedule change</li> <li>Peer mediation</li> <li>Conflict resolution</li> <li>Small group counseling</li> <li>Social skills instruction</li> <li>Restitution for loss, damage, or stolen property</li> </ul>
		<p>Disciplinary Options (Tier Three):</p> <ul style="list-style-type: none"> <li>Confirm that all Tier Two Interventions are implemented and monitored consistently</li> <li>Tier Three Interventions</li> <li>Parent/student conference</li> <li>Individual counseling</li> <li>Referral to appropriate community resources</li> <li>In-school suspension</li> </ul>

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**Misbehavior: Level Four**

Acts which result in violence to another’s person or property or which pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board.

<p>Examples (not an exclusive listing):</p> <ul style="list-style-type: none"> <li>• Continuation of unmodified Level 1, Level 2, or Level 3 behaviors</li> <li>• Death threat (hit list)</li> <li>• Extortion</li> <li>• Bomb threat</li> <li>• Possession/transfer of firearm* (See Board Policy STU 38 – Zero Tolerance)</li> <li>• Possession/use/transfer of dangerous weapons</li> <li>• Assault</li> <li>• Battery of a student</li> <li>• Battery of a teacher, principal, administrator, or any other school employee* (See Board Policy STU 38 – Zero Tolerance)</li> <li>• Hazing</li> <li>• Vandalism</li> <li>• Theft/possession/sale of stolen property</li> <li>• Arson</li> <li>• Possession of unauthorized substances* (See Board Policy STU 38 – Zero Tolerance)</li> <li>• Use/transfer of unauthorized substances</li> <li>• Possession/use/sale/transfer of alcoholic beverages</li> <li>• Possession/distribution of any drug paraphernalia</li> <li>• Harassment in violation of Board Policy STU 42</li> <li>• Bullying (See Board Policy 53)</li> <li>• Any of the above listed behaviors committed on a school bus</li> </ul>	<p>Disciplinary Procedures:</p> <ul style="list-style-type: none"> <li>• Principal confers with appropriate staff member(s) and with the student</li> <li>• Principal hears accusation by accusing party and permits the student the opportunity of explaining conduct</li> <li>• Parents are notified</li> <li>• Law enforcement officials are contacted when appropriate or when a delinquent act has been committed</li> <li>• Incident is reported and recommendations are made to the Director of Schools</li> <li>• Complete and accurate reports are submitted to the Director of Schools</li> <li>• Student is given right to request a hearing before the Disciplinary Hearing Authority</li> <li>• Referral to behavior support team</li> </ul>	<p>Disciplinary Options:</p> <ul style="list-style-type: none"> <li>• Confirm that all Tier Two Interventions are implemented and monitored consistently</li> <li>• Parent/student conference</li> <li>• Individual counseling</li> <li>• Referral to appropriate community resources</li> <li>• Out-of-school suspension</li> <li>• Expulsion</li> <li>• Other hearing authority or Board action which results in appropriate placement</li> </ul>
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84 \*Expulsion/Remand for a period of not less than one (1) calendar year subject to modification by the Director of  
85 Schools on a case-by-case basis.

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ADDITIONAL GUIDELINES:

1. A student shall not be suspended solely because charges are pending against the student in juvenile court or another court.
2. A principal shall not impose multiple consecutive short-term suspensions that cumulatively exceed ten (10) days for the same offense.
3. A teacher or other school official shall not reduce or authorize the reduction of a student's grade because of discipline problems except in the conduct grade.
4. A student shall not be denied the passing of a course or grade promotion solely on the basis of absences.
5. A student shall not be denied the passing of a course or grade promotion solely on the basis of failure to:
  - a. Pay any activity fee;
  - b. Pay a library or other school fine; or
  - c. Make restitution for lost or damaged school property.

**Partnership Agreement Between  
Mid-Cumberland Community Action Head Start Program and  
Murfreesboro City School System**

THIS AGREEMENT is made on July 1, 2015 between Mid-Cumberland Community Action Agency's Head Start Program and the Murfreesboro City School System.

In the event of a conflict in the provisions of any attachments hereto and the provisions set forth in this Agreement, the provisions of such attachments shall govern.

The services listed in the Scope of Services and executed by both Murfreesboro City Schools and Mid-Cumberland Community Action Agency Head Start. Such services are hereinafter referred to as "Services."

**Murfreesboro City School System agrees to or to provide (for):**

- Participation in ongoing communication & attendance in monthly meetings or as needed with Head Start Site Supervisor to ensure effectiveness of partnership and implementation of services with the Head Start children and families according to the Head Start Performance Standards (CFR 1304).
- Participation by a decision-making representative on the Head Start School Readiness Advisory Team.
- Documentation on shared Head Start children selected by the approved criteria to include: School system's child's application, birth certificate, immunization record, proof of income and physical.
- Classrooms and all maintenance and upkeep necessary to ensure safe and handicapped accessible environments appropriate for pre-school age children with appropriate child-size furniture and equipment;
- Equipment and maintenance for playgrounds with appropriate safety barriers and resilient surfaces;
- Maintenance of facilities and playgrounds to meet the Department of Education's equivalent of Day Care Licensing regulations and compliance with all federal, state and local safety, health, fire regulations and the requirements of the Head Start Performance Standards and, upon request, provide verification documents to MCCA Head Start. If a difference between Department of Education standards and Head Start standards for compliance exists, expense for complying with Head Start standards will be borne by Head Start;

- Provide developmentally appropriate early childhood education services to be implemented by state certified ECE teachers and Assistant Teachers who meet the minimum requirements of a CDA or equivalent or show progress towards working on this credential to be completed within two years.
- Maintain classroom quality at required levels as measured by the Classroom Assessment Scoring System (minimum average score of 4 in Emotional Support, 3 in Classroom Organization, and 2 in Instructional Support).
- Implement a research-based early childhood curriculum that promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning; is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation; is comprehensive and linking to ongoing assessment, with developmental and learning goals and measurable objectives; is focused on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development; and is aligned with the Head Start Child Development and Early Learning Framework and TN-ELDS.
- Use research-based, valid and reliable assessment tools in order to support the educational instruction and school readiness of children in the program. Information from these assessment tools should be collected at three different intervals throughout the program year (baseline, mid-point, and end). There should be written documentation of providing individualized education services to children based on information gathered from this assessment.
- Provide breakfast and lunch at no charge to all participating Head Start eligible children in accordance with the CACFP or USDA age appropriate standards for meals and meet the Head Start guidelines for Nutrition services. Ensure oral health practices, including daily tooth brushing, are taking place.
- Provide copies of documentation of children's developmental screenings, assessment reports completed at three intervals, two parent/teacher conferences and two education home visits; Individual Education Plans for any Head Start child; and classroom attendance rosters for shared Head Start/PreK children. Assessment results on all children will be aggregated to measure progress towards school readiness goals as defined by Head Start.
- Avoid the suspension and/or expulsion of any Head Start child. These exclusionary methods should only be used as a last resort in extraordinary circumstances when there is a determination of serious safety threat that

cannot otherwise be reduced or eliminated by the provision of reasonable modifications. Head Start leadership will be included in the decision-making process in any cases involving shared children; however, the final decision will be made by Murfreesboro City Schools.

- A work space for four Head Start employees.

**Mid-Cumberland Head Start agrees to provide (for):**

- Participation in ongoing communication and attendance at monthly meetings with School Representative to ensure effectiveness of partnership and implementation of services with the Head Start children and families according to the Federal Performance Standards;
- Services for at least 10% of children with disabilities, including those in special education classrooms, to include family partnerships services, mental health, staff development and assistance in classroom and with transitions as necessary.
- Health Screenings for all HS preschool children enrolled in the system, including:
  - Dental Screening, Height and Weight with BMI, Hearing screen, Vision screen, Blood Pressure, Speech Screening (Joint effort). Head Start will provide staff to assist with maintaining the Head Start records. Non Head Start children identified with a failed screening will be referred to the School System Family Resource Coordinator for follow-up action.
- Family Partnership Services for the Head Start families, including the following: goal setting, referrals, family partnership home visits, parent training, and leadership opportunities such as serving on the Head Start Policy Council and parent committees (2 full-time social workers / parent involvement coordinators will be assigned to assist with these objectives).
- Staff Development services provided by an on-site staff development coordinator, including the following: classroom observations and feedback, positive behavior support, training and technical assistance to include CDA trainings/webinars.
- Mental health services, including the following: access to a Mental Health Coordinator and Mental Health Consultant, classroom observations, and individualized support for children with challenging behavior.
- Mid-Cumberland will provide one Family Service Associate/Bus Driver who will assist with record keeping and documentation of other Head Start Services and provide transportation of Head Start children to and from medical/dental appointments if necessary.

The Murfreesboro City School System agrees that Mid-Cumberland Head Start or any of its duly authorized representatives shall have ready access to the School District staff, classrooms, students, and any books, documents and records that are specific to the partnership in order to perform and monitor the required services provided for in this contract.

The Murfreesboro City School System agrees that Mid-Cumberland Head Start will be provided with or have access to the following personnel documents for any classroom staff in classrooms with Head Start children, which include:

- Employment Application
- Fingerprint/Background Check through the Tennessee Bureau of Investigation or other State and/or Federal Bureau of Investigation
- 3 letters of reference & verification
- Verified work history of previous five years
- Job Description
- Pre-employment orientation
- Standards of conduct (code of Conduct and Confidentiality)
- Professional Growth Plan
- Initial health exam with TB, re-exam documentation (if applicable)
- Initial and Ongoing Training (evidence of at least 15 hours of classroom focused professional development each year)
- Corporal & Child Abuse & Neglect Training
- Proof of education qualifications (copy of transcript and/or teaching license)
- Proof of training on Policies & Procedures
- Evaluations (minimum of 1/year)

All personnel information will be kept in confidential locked files and will be reviewed by federal, state or local authorities as required.

The services shall be performed by Murfreesboro City School System and their staff. Mid-Cumberland shall not be required to hire, supervise or pay any additional staff or assistants to perform the education services described in this agreement.

## **Rate of Payment for Services**

Monetary re-imbursement shall be provided for education services for a minimum of 120 Head Start eligible children not to exceed 140 eligible children. Mid-Cumberland C.A.A. Head Start agrees to pay the Murfreesboro City School System \$13,333.20 per month for education services for a minimum of 120 Head Start eligible children and no more than 140 Head Start eligible children as outlined above for a minimum of 160 days. Parties may agree to increase the number of children if eligible children are enrolled and both parties agree. Payments will be made monthly for a nine month period beginning in September 2015 through May 2016. Payments not to exceed \$13,333.20 per month will be paid by the 28<sup>th</sup> of each month for nine months as outlined below. The total payments may not exceed \$120,000.00 for the nine month period, beginning September 2015--ending May 2016.

A one-time increase of \$6,375 was previously paid to ensure 15 Education Assistants obtain a minimum of Child Development Associate Credential and should be used for CDA Assessment fees.

<b>Month #</b>	<b>Service Month</b>	<b>Submit Bill By</b>	<b>Month #</b>	<b>Service Month</b>	<b>Submit Bill By</b>
1	Aug/Sept Service	10/12/15	6	Feb Service	03/12/16
2	Oct Service	11/12/15	7	March Service	04/12/16
3	Nov Service	12/12/15	8	April Service	05/12/16
4	Dec Service	01/12/16	9	May Service	06/12/16
5	Jan Service	02/12/16			

## **Invoicing**

Murfreesboro City School system will submit a request for payment by the 12<sup>th</sup> of each of the aforementioned nine months, beginning October 12, 2015 through June 12, 2016. With the request, Murfreesboro City School system will submit a copy of the current attendance roster for each eligible child by classroom and a current classroom staff roster (any changes in classroom staff will require aforementioned required personnel documents). Payment vouchers will be issued by the 28<sup>th</sup> day of each month as previously described. A faxed or e-mail request and associated attendance records will be submitted by the 12<sup>th</sup> of each month to:

Sone-Ser e Batten at 615-893-9883 with a follow up hard copy to:

Mid-Cumberland Head Start, Attention: Sone-Ser e Batten  
P.O. Box 1583  
Murfreesboro, TN, 37133-1583

**Confidentiality**

Both parties, Murfreesboro City School System and Mid-Cumberland CAA Head Start, acknowledge that during the performance of this contract, they may learn or receive confidential Client information and agree all such information relating to both parties client’s will be kept confidential, revealed on a need to know basis to the extent that such information is required by law, by either funding source, staff or associates to enable the performance of the contract obligation.

**Liability**

- a. Mid-Cumberland Community Action Agency will provide Certificate of Child accident insurance for eligible children enrolled in Head Start.
- b. Murfreesboro City School system will provide Mid-Cumberland Community Action Agency with a certificate of workers compensation coverage for the annual contract audit.

**Duration**

Either party may cancel this contract with 90 days written notice; otherwise, the contract shall remain in force for a term of the school year, ending May 31, 2016.

**Notices**

(i). Notices to Mid-Cumberland Head Start may be mailed or e-mailed as follows:

Mid-Cumberland Head Start,  
 ATTN: Janet Ogles, Head Start Director  
 P.O. Box 1583  
 Murfreesboro, TN 37133-1583  
 Phone Number: 615-893-2267

(ii). Notices to Murfreesboro City School system should be sent to:

Murfreesboro City School System  
 ATTN: Linda Gilbert, Director  
 2552 S. Church Street  
 Murfreesboro, TN 37127

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Linda Gilbert  
 Director of Schools, Murfreesboro City Schools

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Date

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Janet Ogles  
 Head Start/Early Head Start Director, MCCA

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Date

**COMPARISON OF BUDGET TOTALS**  
**July 1, 2014 Thru April 30, 2015**

<b>TOTAL INCOME</b>	<b>7/1/14 - 4/30/15</b>	<b>\$</b>	<b>51,199,513</b>
<b>TOTAL EXPENSES</b>	<b>7/1/14 - 4/30/15</b>		<b><u>46,068,036</u></b>
<b>NET INCOME</b>	<b>4/30/15</b>	<b>\$</b>	<b><u><u>5,131,477</u></u></b>

**YEAR-TO-DATE REVENUE COMPARISON**

APRIL 2015

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	<b>2013-14 BUDGET</b>	<b>2013-14 YTD REV.</b>	<b>2013-14 OVR/(UNDR) BUDGET</b>	<b>2013-14% %</b>	<b>2014-15 BUDGET</b>	<b>2014-15 YTD REV.</b>	<b>2014-15 OVR/(UNDR) BUDGET</b>	<b>2014-15% %</b>
1 <b>40110-Current Prop. Tax</b>	\$10,470,000.00	\$10,334,304	(135,696)	98.7%	\$10,485,000.00	10,558,021.09	\$ 73,021	100.7%
2 <b>40210-Local Option Sales Tax</b>	7,530,812	5,683,485	(1,847,327)	75.5%	7,616,000	6,181,089	(1,434,911)	81.2%
3 <b>40000-41110-Other County Rev</b>	1,502,000	935,996	(566,004)	62.3%	1,422,500	968,285	(454,215)	68.1%
4 <b>44000-Other Local Revenue</b>	351,750	5,383,672	5,031,922	1530.5%	450,000	514,412	64,412	114.3%
5 <b>46511-Basic Educ. Program</b>	31,152,552	28,145,900	(3,006,652)	90.3%	31,434,000	28,699,600	(2,734,400)	91.3%
6 <b>46512-BEP ARRA</b>	-	-	-	N/A	-	-	-	N/A
7 <b>46530-Energy Efficient Sch</b>	-	48,369	48,369	N/A	-	4,119	-	N/A
8 <b>46615-Ext. Contract-ARRA</b>	-	-	-	N/A	-	-	-	N/A
9 <b>46990-Other State Funds</b>	681,398	498,318	(183,080)	73.1%	265,000	221,952	(43,048)	83.8%
10 <b>46592-CONNECT TEN ARRA</b>	-	-	-	N/A	-	-	-	N/A
11 <b>46595-Family Resource ARRA</b>	-	-	-	N/A	-	-	-	N/A
12 <b>46595-SSMS ARRA</b>	-	-	-	N/A	-	-	-	N/A
13 <b>47000- Federal Funds</b>	35,000	70,025	35,025	200.1%	70,000	43,616	(26,384)	62.3%
14 <b>49810-Approp./City Gen. Fund</b>	4,810,103	4,008,419	(801,684)	83.3%	4,810,103	4,008,419	(801,684)	83.3%
15 <b>49820-Operating Transfers</b>	-	-	-	N/A	-	-	-	N/A
<b>TOTALS</b>	<b>\$ 56,533,615</b>	<b>\$ 55,108,488</b>	<b>\$ (1,425,127)</b>	<b>97.5%</b>	<b>\$ 56,552,603</b>	<b>\$ 51,199,513</b>	<b>\$ (5,353,090)</b>	<b>90.5%</b>

\*44000-Includes City payment of \$248,802 for new technology purchases

**YEAR-TO-DATE EXPENDITURE COMPARISON**

APRIL 2015

PAGE 1

	<b>2013-14 BUDGET</b>	<b>2013-14 YTD EXP.</b>	<b>2013-14 OVR/(UNDR) BUDGET</b>	<b>2013-14% %</b>	<b>2014-15 BUDGET</b>	<b>2014-15 YTD EXP.</b>	<b>2014-15 OVR/(UNDR) BUDGET</b>	<b>2014-15% %</b>
1 <b>71100-Reg. Instruction</b>	\$33,887,321.00	\$25,495,218.36	\$ (8,392,103)	75.2%	\$34,128,378.00	\$25,572,421.25	\$ (8,555,957)	74.9%
2 <b>71200-Sp. Ed. Instr.</b>	4,533,929	\$3,428,662.00	(1,105,267)	75.6%	4,964,978	\$3,821,290.00	(1,143,688)	77.0%
3 <b>72110-Attendance</b>	80,857	\$62,222.00	(18,635)	77.0%	79,274	\$58,795.00	(20,479)	74.2%
4 <b>72120-Health Services</b>	525,580	\$406,133.00	(119,447)	77.3%	547,653	\$419,215.00	(128,438)	76.5%
5 <b>72130-Guidance</b>	1,187,695	\$913,477.00	(274,218)	76.9%	1,272,191	\$963,124.00	(309,067)	75.7%
6 <b>72210-Reg. Instr. Spprt.</b>	1,508,496	\$1,145,337.00	(363,159)	75.9%	1,750,071	\$1,256,773.00	(493,298)	71.8%
7 <b>72220-Sp. Ed. Support</b>	591,609	\$460,911.00	(130,698)	77.9%	585,913	\$460,818.00	(125,095)	78.6%
8 <b>72310-Bd. Of Educ.</b>	1,127,706	\$732,797.00	(394,909)	65.0%	1,015,136	\$792,834.00	(222,302)	78.1%
9 <b>72320-Office of Supt.</b>	305,228	\$251,207.00	(54,021)	82.3%	293,590	\$251,636.00	(41,954)	85.7%
10 <b>72410-Office of Prin.</b>	3,120,473	\$2,419,545.00	(700,928)	77.5%	3,515,793	\$2,838,548.00	(677,245)	80.7%
11 <b>72510-Fiscal Services</b>	531,538	\$432,413.00	(99,125)	81.4%	488,412	\$402,700.00	(85,712)	82.5%
12 <b>72520-Personnel Services</b>	270,634	\$232,433.00	(38,201)	85.9%	245,335	\$192,630.00	(52,705)	78.5%
13 <b>72610-Oper. Of Plant</b>	4,418,919	\$3,484,206.00	(934,713)	78.8%	4,483,908	\$3,653,546.00	(830,362)	81.5%
14 <b>72620-Maint. Of Plant</b>	1,554,942	\$1,182,498.00	(372,444)	76.0%	1,661,557	\$1,258,454.00	(403,103)	75.7%
15 <b>72710-Pupil Transp.</b>	2,130,955	\$1,771,279.00	(359,676)	83.1%	2,023,296	\$1,775,906.00	(247,390)	87.8%
16 <b>72810-Other Support</b>	725,646	\$5,681,522.00	4,955,876	783.0%	763,530	\$688,876.00	(74,654)	90.2%
17 <b>73300-Community Servc</b>	509,082	\$406,800.00	(102,282)	79.9%	416,802	\$326,241.00	(90,561)	78.3%
18 <b>73400-Early Childhood Educ</b>	859,000	\$557,931.00	(301,069)	65.0%	10,800	\$9,993.00	(807)	92.5%
19 <b>76100-Reg. Cap. Outlay</b>	996,700	\$442,792.00	(553,908)	44.4%	941,700	\$1,159,946.00	218,246	123.2%
20 <b>99100-Operating Transfers</b>	-	\$0.00	-	N/A	624,063	\$164,290.00	(459,773)	26.3%
<b>TOTALS</b>	<b>\$58,866,310.00</b>	<b>\$49,507,383.36</b>	<b>\$ (9,358,927)</b>	<b>84.1%</b>	<b>\$59,812,380.00</b>	<b>\$ 46,068,036.25</b>	<b>\$ (13,744,344)</b>	<b>77.0%</b>

\*72810-Includes \$87,703.00 for new technology purchases to be split with City of Murfreesboro

# Personnel Report

May 18, 2015

## *Licensed Personnel Hired*

Last Name	First Name	Location	Position

## *Licensed Personnel Leave of Absence*

Last Name	First Name	Location	Position

## *Interim Licensed Personnel*

Last Name	First Name	Location	Position

## *Certified Retirements*

Last Name	First Name	Location	Position

## *Certified Resignations/Retirements/Terminations*

Last Name	First Name	Location	Position
Huff	Jayson	Bradley	4th Grade
Pass	Juliane	MNP	Special Education

## *Classified Resignations/Retirements/Terminations*

Last Name	First Name	Location	Position
Staggs	Gilda	Central Office	ESP Administrative Assistant
Fox	Jason	John Pittard	Educational Assistant

## *Classified Personnel Hired*

Last Name	First Name	Location	Position
Shadden	Jessica	Central Office	ESP Administrative Assistant

**MCS PTR WORKSHEET FOR 2014 - 2015 (5/5/15) End of Period 8**

SCHOOL	Pre - K			Kindergarten			1st Grade			2nd Grade			3rd Grade			Total	Total	K-3 PTR	4th Grade			5th Grade			6th Grade			Total	Total	4-6 PTR	Total Students				
	P	#	PTR	P	#	PTR	P	#	PTR	P	#	PTR	P	#	PTR	Pupils	Teachers	Ratio	P	#	PTR	P	#	PTR	P	#	PTR	Pupils	Teachers	Ratio	Current w/o Pre-K	Building Total inc Pre K			
DISCOVERY				60	3	20.00	60	3	20.00	58	3	19.33	59	3	19.67	237	12	19.75				83	4	20.75	64	3	21.33	27	1	27.00	174	8	21.75	411	411
BLACK FOX	40	2	20	105	5	21.00	113	7	16.14	127	6	21.17	121	6	20.17	466	24	19.42				119	5	23.80	101	5	20.20	90	4	22.50	310	14	22.14	776	816
BRADLEY				64	4	16.00	72	4	18.00	75	4	18.75	70	4	17.50	281	16	17.56				62	3	20.67	57	3	19.00	41	2	20.50	160	8	20.00	441	441
CASON LANE				114	6	19.00	121	6	20.17	109	5	21.80	116	6	19.33	460	23	20.00				106	5	21.20	104	5	20.80	62	3	20.67	272	13	20.92	732	740
Special Ed	8	1	8																																
ERMA SIEGEL				101	5	20.20	99	5	19.80	122	6	20.33	106	6	17.67	428	22	19.45				125	6	20.83	130	6	21.67	29	1	29.00	284	13	21.85	712	762
Special Ed	19	2	9.5													5	1	5.00										26	4	6.50	31				
																			Deaf and Vision Ed																
HOBGOOD				63	4	15.75	86	5	17.20	67	4	16.75	68	3	22.67	284	16	17.75				65	3	21.67	65	3	21.67	36	2	18.00	166	8	20.75	450	450
MN	37	2	18.5	111	5	22.20	122	7	17.43	122	6	20.33	133	6	22.17	488	24	20.33				110	5	22.00	106	5	21.20	45	2	22.50	261	12	21.75	749	798
Special Ed																6	1	6.00										6	1	6.00	12				
																			Best																
NORTHFIELD	40	2	20	70	4	17.50	84	4	21.00	73	3	24.33	75	4	18.75	302	15	20.13				65	4	16.25	79	4	19.75	45	2	22.50	189	10	18.90	491	594
Special Ed	22	2	11																									41	4	10.25	41				
OVERALL				114	5	22.80	97	5	19.40	108	5	21.60	96	5	19.20	415	20	20.75				107	4	26.75	63	3	21.00	15	1	15.00	185	8	23.13	600	600
REEVES ROGERS				73	4	18.25	84	4	21.00	79	4	19.75	68	4	17.00	304	16	19.00				68	4	17.00	55	3	18.33	20	1	20.00	143	8	17.88	447	466
																												19	2	9.50	19				
																			CDC																
PITTARD	38	2	19	139	7	19.86	173	8	21.63	145	7	20.71	168	9	18.67	625	31	20.16				128	6	21.33	141	6	23.50	53	3	17.67	322	15	21.47	947	985
SCALES	20	1	20	131	6	21.83	139	7	19.86	142	7	20.29	100	5	20.00	512	25	20.48				109	5	21.80	121	6	20.17	82	4	20.50	312	15	20.80	824	903
Special Ed	24	2	12																									35	3	11.67	35				
OFF SITE PRE-K																																			
Oakland Court	33	2	16.5	1145	58	19.74	1250	65	19.23	1227	60	20.45	1180	61	19.34							1147	54	21.24	1086	52	20.88	545	26	20.96					
Mercury Court	40	2	20																																
Franklin Heights	35	2	17.5																																
Pre-K Regular Ed	283	15	18.87																																
Pre-K Special Ed	65	6	10.83																																
Pre-K Totals	348	21																																	

  

REGULAR EDUCATION PTR				Students	Teachers	PTR
Kindergarten thru Third Grade	→	4802	244	19.68		
Fourth Grade thru Sixth Grade	→	2778	132	21.05		
District Totals	→	7580	376	20.16		

  

AVERAGE ATTENDANCE PERCENTAGE	
	97 %

  

Building Sub Total		→	7966
REGULAR ED SUB TOTAL			7580
SPECIAL ED K-6			138
SPECIAL ED PRE-K			73
TOTAL BEP FUNDED			7791
TOTAL OFF-SITE PRE-K		→	108
<b>DISTRICT TOTAL STUDENTS</b>		→	<b>8074</b>