

AGENDA  
Murfreesboro City School Board  
6 p.m., Tuesday, June 9, 2015  
Council Chambers

ORDER OF BUSINESS

I. CALL TO ORDER BY BOARD CHAIR

Pledge of Allegiance  
Moment of Silence

II. APPROVAL OF AGENDA

III. COMMUNICATIONS

MCS would like to thank the following individuals for their support of our outreach programs:

Peggy Seneker  
Jim & Judy Smythe  
Advance Financial  
Stones River Mall  
Murfreesboro Lioness Club

IV. CONSENT ITEMS

Minutes: May 26, 2015 Meeting  
Board Policy STU 22 Code of Acceptable Behavior and Discipline  
Board Policy STU 23 Discipline Procedures

*Second Reading*  
*Second Reading*

V. ACTION ITEMS

Year-End Budget Amendments  
Approval of Federal Project Funds (IDEA, Title, etc.)  
Approval of Community Technology Center Site  
Approval of Surety Bond for Finance Director

VI. REPORTS/INFORMATION

Coordinated School Health: Year in Review  
MTSU/MCS Gifted Academy Sponsored by the Jennings & Rebecca Jones Foundation  
Attendance (PTR) Report

VII. OTHER BUSINESS

VIII. ADJOURNMENT

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

ATTENDANCE

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

Staff: Dr. Linda Gilbert, Gary Anderson, Karen Hawkins, Caresa Dodson, Kim Frank, Joe Marlin, Robin Newell, Lea Barch, Shavon Davis-Louis, Lisa Trail, Kim Fowler

Staff Attorney Kelley Baker, Council Liaison Ron Washington, City Council Member Madelyn Scales Harris

I. CALL TO ORDER BY BOARD CHAIR

Pledge of Allegiance led by Martha Worley  
Moment of Silence

II. APPROVAL OF AGENDA

Ms. Rainier moved to approve the agenda. Dr. Brown seconded the motion, and all approved by saying aye.

III. COMMUNICATIONS

A 50-Year Celebration in the Making: Martha Worley

Robin Newell introduced Martha Worley who is celebrating her 50<sup>th</sup> year at MCS, most of which was at Mitchell-Neilson. Ms. Worley retired in 2009, but she loved what she did so much, Ms. Newell said, she came back and did it part time. Ms. Newell presented Ms. Worley with a gift on behalf of MCS. Ms. Worley said, “There is no better place to have your children go to school.” She said over the years, she has watched things happen to make schools exemplary, and she has watched it go the other way, but that now it is going up again. She thanked the Board and the school system for the support she has been given over the years.

2015 Hope Street Group Fellowship: Debbie Hickerson & Rebecca Few

Dr. Gilbert announced that two teachers out of 30 selected for the 2015 Hope Street Group Fellowship are from MCS. The purpose of the partnership between the state and the fellowship is to connect Tennessee teachers to education policy.

Dr. Gilbert made the following additional announcements.

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.

Chair Campbell recognized educators Kelly Bearden of Mitchell-Neilson, Owen Davis of Erma Siegel, Luke Dickerson of Northfield, and Herman Nelson of Overall Creek for being recipients of the Business Education Partnership Foundation Nissan Teacher Mini-Grants.

Chair Campbell also noted that the MCS School Board was one of only 33 to receive the Tennessee School Board Association's (TSBA) Boards of Distinction honor, thanking the Board for their hard work and commitment.

#### IV. CONSENT ITEMS

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

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

#### V. ACTION ITEMS

Board Policy STU 22 Code of Acceptable Behavior and Discipline *First Reading*

Ms. Frank explained that at the state discipline conference earlier this year, there was a large focus on the number of days that students are out of school because of disciplinary action, and that there are 4,900 children out on any given day in Tennessee due to discipline. She said the focus is more on what can we do to make our schools stronger so that we have less of a need to use suspension. Ms. Frank said that a lot of things the state recommended, our district is already doing. The examples she gave are bullying prevention, positive behavioral interventions consistent with the Comprehensive Integrated Three Tier Intervention, and fidelity checks. She said our schools have been positioned well, and that discipline is less of an issue because we are proactive. Ms. Frank said these policies are before the Board at the state's recommendation to make the policies consistent with our actions.

Ms. Smith asked about highlighted areas on the policies. Dr. Gilbert explained these were recommendations from principals. Mr. Barrett recommended that line 24 of STU 22 be changed from "schools" to "school employees." He noted on line 49 the word "are" is missing, and recommended a footnote explanation for the asterisk on line 67.

Board Policy STU 23 Discipline Procedures *First Reading*

Chair Campbell, in reviewing STU 23, recommended that under Level Two Disciplinary Procedures the language "Principal hears accusation made by teacher..." to be the same as the language in Level Three Disciplinary Procedures "Principal hears accusation made by accusing party...."

Ms. Frank said that would not be a problem. She explained the meaning of the tiers in that Tier One is universal, Tier Two is low intensity and may be individualized, and Tier Three is increasingly intensive and individualized, noting that Tier One and Tier Two must have been completed in order to do Tier Three.

Mr. Barrett made some recommendations for consistency in language, and clarification about personal electronic devices. Ms. Smith noted the adoption and revision dates of the policies were absent. Ms. Baker cited the dates, and said they would be applied to the policies.

Ms. Frank said, regarding the fidelity walk-throughs for year one, all schools had scores that were consistent with first year implementation for positive behavior. She said this means we talked about it, we are doing it, we are reviewing it, and we are continuing to perfect it. She said it has been well received, that suspension numbers are down, office referrals are down, and it is making a difference for children.

Mr. Barrett moved to approve policies STU 22 and STU 23 on first reading with the recommended changes. Dr. Brown seconded the motion. All approved by saying aye.

#### Approval of Contract with Head Start

Dr. Gilbert said the contract before them had no significant changes from prior years, and is a continuation of the partnership between MCS and Head Start.

Dr. Brown moved to approve the contract. Ms. Smith seconded the motion, and all approved.

## VI. REPORTS/INFORMATION

#### Revenue and Expenditure Report

Mr. Anderson said the district is at 83.3 percent of revenues at this time of year. He said he expects the growth money to offset all the extra teachers hired as the end of the fiscal year approaches. He said property tax is up over \$223,000, and sales tax collections are \$497,000 over last year indicating strong economies in Murfreesboro and Rutherford County in general. Mr. Anderson said the district is at 77 percent of expenditures noting that last year at this time, the district was at 84 percent of expenditures primarily because of the computer purchases.

#### Personnel Report

Dr. Gilbert said the information is explanatory on the report noting no new teacher hires at this time of year.

#### Attendance (PTR) Report

Mr. Anderson said enrollment has grown again with 32 additional students over last month through the May 5 reporting period. He said student population has risen by 476 students over last year, reminding the Board that pre-K was reduced by 100 students. He said the pupil teacher ratio is at 20.16 overall, and the district still has an average attendance of 97 percent. Mr. Anderson said there is still a lot of interest in Overall Creek, and the kindergarten numbers have increased, which means the district is still growing. Dr. Gilbert said Rutherford County has seen increases also.

Ms. Smith said teachers are concerned about students coming in right before TCAP and how that affects their scores. Ms. Davis-Louis said it depends on the number of days a student is enrolled. She said if a student is enrolled less than 74 days, it counts as partial credit for value added. She said if a student enrolls in the last month of school, that student's test scores would not have harsh standing on teachers. Ms. Davis-Louis said that if the student is floating around inside the district, it would affect the district, but not the teacher. She said the magic number is 74 where it does not count 100 percent.

#### VII. OTHER BUSINESS

#### VIII. ADJOURNMENT

Mr. Barrett moved to adjourn the meeting. Mr. King seconded, and the meeting was adjourned at approximately 6:36 p.m.

## MURFREESBORO CITY SCHOOL BOARD POLICY

<b>Descriptor Term:</b>  <b>Discipline Foundation Policy School-wide Positive Behavior of Intervention And Support<sup>i</sup></b>	<b>Descriptor No:</b>  <b>STU 22</b>	<b>Date Adopted:</b>  <b>04/79</b>
	<b>Reviewed/Revision Adopted:</b>  <b>01/01, 05/12, 05/15</b>	

### 1 **MISSION AND BELIEFS**

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

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

### 8 9 **ADMINISTRATION, IMPLEMENTATION, AND POSTING OF THE CODE**

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

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

19  
20 In accordance with T.C.A. §49-6-4007, a copy of the Discipline Foundation Policy shall be  
21 posted at each school, and school counselors shall be supplied copies for discussion with  
22 students. The Discipline Foundation Policy shall be referenced in all school handbooks. All  
23 teachers, administrative staff, and parents shall be provided copies annually.

### 24 25 **A CULTURE OF DISCIPLINE**

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

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34 This policy provides guidelines and procedures for a consistent framework for developing,  
35 implementing, and maintaining a culture of discipline built on positive behavior support and

36 interventions. Positive behavior support is a systems approach for establishing the social culture  
37 and individualized behavioral supports needed for schools to achieve both social and academic  
38 success for all. It is based on research that indicates the most effective discipline systems use  
39 proactive strategies designed to prevent discipline problems. Before consequences are given,  
40 students must first be supported in learning the skills necessary to enhance a positive school  
41 climate and avoid inappropriate behavior.

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

- 46  
47 **RESPONSIBILITIES**  
48 **It shall be the responsibility of all Murfreesboro City Schools to:**  
49 • Maintain a safe environment for all children and staff;  
50 • Establish, post, and actively teach clear and positively stated behavioral/social school-wide  
51 expectations to all students;  
52 • Establish and implement a clear system to recognize students for meeting these expectations;  
53 • Establish and implement a clear system to correct student misconduct;  
54 • Provide additional behavioral/social support and intervention to students who demonstrate  
55 and/or at risk of developing a pattern of inappropriate behavioral/social development;  
56 • Communicate with parents concerning the child’s conduct and progress; and  
57 • Inform students, parents, and staff of the Murfreesboro Discipline Foundation Policy.

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59 **It shall be the responsibility of all Murfreesboro City School teachers to:**  
60 • Maintain an orderly, planned, and varied instructional climate that includes materials and  
61 activities of interest to students;  
62 • Establish, post, and actively teach clear and positively stated class rules that are consistent  
63 with the school-wide behavioral/social expectations;  
64 • Establish and implement a clear system to recognize students for complying with class rules  
65 and procedures;  
66 • Establish and implement a clear system to correct student misconduct;  
67 • Maintain open communication with parents; and  
68 • Assist the principal in maintaining school-wide discipline.

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70 **It shall be the responsibility of all Murfreesboro City School students to:**  
71 • Learn and follow school-wide expectations and classroom rules;  
72 • Learn and comply with rules regarding the Olweus Bullying Program;\* i.e.,  
73     ○ We will not bully others  
74     ○ We will try to help students who are bullied  
75     ○ We will try to include students who are left out  
76     ○ If we know that somebody is being bullied, we will tell an adult at school and an adult  
77     at home;  
78 • Attend school on time, have necessary materials, and be ready to learn; and  
79 • Dress and groom in a manner that is not distracting to the classroom atmosphere or to the  
80 educational process.

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

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

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<sup>i</sup> Prior version of STU 22 adopted 04/79, reviewed 01/01 and 05/12 was titled “Code of Acceptable Behavior and Discipline.”

## MURFREESBORO CITY SCHOOL BOARD POLICY

<b>Descriptor Term:</b>  <b>Guide to Intervention Supports &amp; Alternatives To Suspension<sup>1</sup></b>	<b>Descriptor No:</b> <b>STU 23</b>	<b>Date Adopted:</b> <b>01/01</b>
	<b>Reviewed/Revision Adopted:</b> <b>08/01; 04/06; 05/12; 05/15</b>	

1 The Discipline Foundation Policy is based on the Comprehensive Integrated Three-Tiered Model  
2 (CI3T). CI3T is a research-based, effective approach to promote, teach, and reinforce the social,  
3 emotional, and academic learning skills necessary to improve and sustain academic achievement  
4 as well as the social/behavioral well-being of students. The Comprehensive Integrated Three-  
5 Tiered (CI3T) model of intervention aligns school-wide positive behavior support and Response  
6 to Intervention (RTI) to create comprehensive and integrated multi-tiered systems of support to  
7 address the academic and social/behavioral needs of all students.

8  
9 The most effective alternative to suspension is prevention. The Comprehensive Integrated  
10 Three-Tiered (CI3T) model provides three tiers of increasingly intensive and individualized  
11 intervention to address academic and social/behavioral skill deficits.

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13 **Tier One social/behavioral supports and interventions** are built on a strong community and  
14 school connection that engages all stakeholders (students, parents/guardians, staff, and  
15 community members) in the development of universal behavioral and social expectations and  
16 procedures. Tier One interventions are preventative in nature and are taught to ALL students  
17 throughout the school year. Tier One interventions include:

- 18 • Explicit teaching and modeling school-wide positive behavior expectations and procedures
- 19 • Effective instruction and classroom management
- 20 • Effective procedures and supervision in non-classroom areas
- 21 • Positive reinforcement and recognition for appropriate behaviors for all students
- 22 • Bullying prevention program
- 23 • Consistent consequences for inappropriate behaviors
- 24 • Active monitoring and supervision across all school related settings

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26 **Tier Two supports and interventions** provide more focused social/behavioral interventions for  
27 students who do not respond to Tier One intervention. The goals of Tier Two supports and  
28 interventions are to reverse existing social/behavioral challenges that emerge. Tier Two  
29 interventions involve specialized intervention groups or low-intensity individualized supports  
30 designed to address students' acquisition, fluency, or performance of appropriate  
31 social/behavioral skills. Tier Two interventions include:

- 32 • Small group social skills instruction
- 33 • Behavior support plans

- 34 • Increased academic support
- 35 • Mentoring program
- 36 • Behavior contracts
- 37 • Check-in/check-out program
- 38 • Token economies
- 39 • Self-monitoring plans

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

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

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

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### 53 **DISCIPLINE PROCEDURES**

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

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

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83 **Misbehavior: Level One**

<p>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.</p>		
<p>Examples (not an exclusive listing):</p> <ul style="list-style-type: none"> <li>• Demonstrated lack of respect for school staff members 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>	<p>Disciplinary Procedures:</p> <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>	<p>Disciplinary Options:</p> <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>

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**Misbehavior: Level Two**

<p>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>		
<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 of carry out directions</li> <li>• Bullying (See Board Policy STU 53)</li> <li>• Unauthorized use of personal electronic devices as defined by STU 43.</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>
		<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>

**Misbehavior: Level Three**

Acts directly against persons or property, but the consequences do not seriously endanger the health or safety of others in the school.		
<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>

**Misbehavior: Level Four**

<p>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 of Education.</p>		
<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 staff members* (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>

127 \*Expulsion/Remand for a period of not less than one (1) calendar year subject to modification by  
 128 the Director of Schools on a case-by-case basis.

129 ADDITIONAL GUIDELINES:

- 130 1. A student shall not be suspended solely because charges are pending against the student in  
131 juvenile court or another court.
- 132 2. A principal shall not impose multiple consecutive short-term suspensions that cumulatively  
133 exceed ten (10) days for the same offense.
- 134 3. A teacher or other school official shall not reduce or authorize the reduction of a student's  
135 grade because of discipline problems except in the conduct grade.
- 136 4. A student shall not be denied the passing of a course or grade promotion solely on the basis  
137 of absences.
- 138 5. A student shall not be denied the passing of a course or grade promotion solely on the basis  
139 of failure to:
- 140 a. Pay any activity fee;
  - 141 b. Pay a library or other school fine; or
  - 142 c. Make restitution for lost or damaged school property.
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<sup>i</sup> Prior version of STU 23 adopted 01/01, revised 08/01, 04/06, and 05/12 was titled "Discipline Procedures."

**MEMO TO: BOARD MEMBERS,  
LINDA GILBERT, MELANIE PRICE, KELLEY BAKER**

**FROM: GARY ANDERSON**

**DATE: JUNE 9, 2015**

**SUBJECT: FISCAL YEAR END 2015 BUDGET AMENDMENTS**

At the end of each fiscal year we present you with Budget Amendments that need to be approved by the Board for the annual financial report and to fulfill our State requirements. As was the case last year, these amendments need to be finalized on or before the last day of the fiscal year which is June 30<sup>th</sup>.

In previous years, we have provided you with this “housekeeping” amendment after the completion of our audit based on actual figures. This year, as we did last year, we will be using estimates to satisfy this requirement and meet the deadline.

Therefore, we recommend that the board approve the budget amendments we are presenting so that we can forward them on to City Hall for their official financial records.

Thank you!

MEMO TO: BOARD MEMBERS, LINDA GILBERT, MELANIE PRICE & KELLEY BAKER

FROM: GARY ANDERSON

DATE: JUNE 9, 2015

SUBJECT: FISCAL YEAR END 2015 BUDGET AMENDMENTS BY CATEGORY

Background information on the proposed 2014-2015 budget amendments:

**REVENUE ADJUSTMENTS:**

**Current Property Tax**

Property tax collections came in higher than originally estimated and the ADA percentage increased. This allowed us to increase our revenue budget in this area.

**Trustee's Collections-Prior Years**

Trustee's collections came in higher than originally estimated. This allowed us to increase our revenue budget in this area.

**Local Option Sales Tax**

Sales Tax Collections are higher than originally estimated. This allowed us to increase our revenue budget in this area.

**BEP**

We did not include growth funds in the original budgeted figure. We expect to receive a total of \$800,000 in growth funds. This allowed us to increase our revenue budget in this area.

**EXPENDITURE ADJUSTMENTS:**

**Regular Instruction**

Amendment is for an increase in EAs, contracted services, fringe benefits, and supplies and materials.

**Special Education Instruction**

Amendment is for an increase in teachers, EAs, and contracted services.

**Student Support-Health**

Amendment is mostly due to the transition of the nursing supervisor. The previous supervisor worked an additional period of time to assist with nursing services. Also, CSH grant expenditures are reported through this line, for which we receive grant monies.

**Regular Instruction-Student Support**

Amendment is for an increase in EAs and fringe benefits.

**Administrative Support-Board of Education**

Amendment is due to the increase in trustee commissions.

**Administrative Support-Office of Director**

Amendment is mostly due to an increase in land, fax and security line fees for entire district.

**Administrative Support-Office of Principal**

Amendment is due to principals, assistant principals, fringe benefits, and communications.

**Support Services-Operation of Plant**

Amendment is to incorporate the startup of custodial services. Some of this will be offset from the contracted services line. Also, this amendment is necessary for an increase in water/sewer and gas utilities.

**Support Services-Maintenance of Plant**

Amendment is mostly due to an increase in repair and maintenance of buildings.

**Support Services-Transportation**

Amendment is to incorporate the cost of additional bus drivers and aides.

**Support Services-Technology**

Amendment is due to ENA fees and remaining new technology purchases, which has been reimbursed by the city.

**Community Services**

Amendment is due to an increase in fees for Constant Contact and coaches for the athletic program.

**Capital Outlay**

Amendment is mostly due to some projects for 2013-2014 budget year having been completed in 2014-2015.

**MURFREESBORO CITY SCHOOLS  
2014-2015 BUDGET AMENDMENTS**

DESCRIPTIONS	PRIOR BUDGET	FINAL BUDGET	AMENDMENT INCREASE (DECREASE)
<b>REVENUE</b>			
<u>CURRENT PROPERTY TAX</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 715,000	<u>\$ 715,000</u>
REVENUE	\$ 10,485,000	\$ 11,200,000	<u>\$ 715,000</u>
<u>TRUSTEE'S COLLECTION-PRIOR YEARS</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 30,000	<u>\$ 30,000</u>
REVENUE	\$ 150,000	\$ 180,000	<u>\$ 30,000</u>
<u>LOCAL OPTION SALES TAX</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 484,000	<u>\$ 484,000</u>
REVENUE	\$ 7,616,000	\$ 8,100,000	<u>\$ 484,000</u>
<u>BEP</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 800,000	<u>\$ 800,000</u>
REVENUE	\$ 31,434,000	\$ 32,234,000	<u>\$ 800,000</u>

**MURFREESBORO CITY SCHOOLS  
2014-2015 BUDGET AMENDMENTS**

DESCRIPTIONS	PRIOR BUDGET	FINAL BUDGET	AMENDMENT INCREASE (DECREASE)
<b>EXPENDITURES</b>			
<u>REGULAR INSTRUCTION (71100)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 287,996	<u>\$ 287,966</u>
EXPENDITURES	\$ 34,128,377	\$ 34,416,373	<u>\$ 287,996</u>
<u>SPECIAL EDUCATION INSTRUCTION (71200)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 157,302	<u>\$ 157,302</u>
EXPENDITURES	\$ 4,964,978	\$ 5,122,280	<u>\$ 157,302</u>
<u>STUDENT SUPPORT-HEALTH (72120)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 35,404	<u>\$ 35,404</u>
EXPENDITURES	\$ 547,653	\$ 583,057	<u>\$ 35,404</u>
<u>REGULAR INSTRUCTION-STUDENT SUPPORT (72210)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 83,198	<u>\$ 83,198</u>
EXPENDITURES	\$ 1,750,071	\$ 1,833,269	<u>\$ 83,198</u>
<u>ADMINISTRATIVE SUPPORT-BOARD OF EDUCATION (72310)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 57,790	<u>\$ 57,790</u>
EXPENDITURES	\$ 1,015,136	\$ 1,072,926	<u>\$ 57,790</u>
<u>ADMINISTRATIVE SUPPORT-OFFICE OF DIRECTOR (72320)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 13,500	<u>\$ 13,500</u>
EXPENDITURES	\$ 293,590	\$ 307,090	<u>\$ 13,500</u>

**MURFREESBORO CITY SCHOOLS  
2014-2015 BUDGET AMENDMENTS**

DESCRIPTIONS	PRIOR BUDGET	FINAL BUDGET	AMENDMENT INCREASE (DECREASE)
<u>ADMINISTRATIVE SUPPORT-OFFICE OF PRINCIPAL (72410)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 46,600	<u>\$ 46,600</u>
EXPENDITURES	\$ 3,515,793	\$ 3,562,393	<u>\$ 46,600</u>
<u>SUPPORT SERVICE-OPERATION OF PLANT (72610)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 399,705	<u>\$ 399,705</u>
EXPENDITURES	\$ 4,483,908	\$ 4,883,343	<u>\$ 399,705</u>
<u>SUPPORT SERVICE-MAINTENANCE OF PLANT (72620)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 176,500	<u>\$ 176,500</u>
EXPENDITURES	\$ 1,661,557	\$ 1,838,057	<u>\$ 176,500</u>
<u>SUPPORT SERVICES-TRANSPORTATION (72710)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$0	\$268,760	<u>\$268,760</u>
EXPENDITURES	\$2,023,296	\$2,292,056	<u>\$268,760</u>
<u>SUPPORT SERVICES-TECHNOLOGY (72810)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 100,103	<u>\$ 100,103</u>
EXPENDITURES	\$ 763,530	\$ 863,633	<u>\$ 100,103</u>
<u>COMMUNITY SERVICES (73300)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$0	\$17,580	<u>\$17,580</u>
EXPENDITURES	\$416,802	\$434,382	<u>\$17,580</u>
<u>CAPITAL OUTLAY (76100)</u>			
FROM CASH (INCLUDED IN FUND BALANCE)	\$ -	\$ 237,000	<u>\$ 237,000</u>
EXPENDITURES	\$ 941,700	\$ 1,178,700	<u>\$ 237,000</u>

	<b>PRIOR 2014-2015</b>	<b>FINAL 2014-2015</b>	<b>AMENDMENT INCREASE</b>
<b><u>CITY SCHOOLS CAFETERIA FUND</u></b>			
<b>REVENUES</b>			
Other State Funds	\$ 534,500	615,000	80,500
USDA Other		22,100	22,100
			<u>102,600</u>
 <b>EXPENDITURES</b>			
OTHER SALERIES & WAGES	\$ 55,248	\$ 60,500	\$ 5,252
RETIREMENT	86,000	91,000	5,000
LIFE INSURANCE		2,300	2,300
DENTAL INSURANCE		5,400	5,400
EMPLOYER MEDICARE	1,706	30,900	29,194
FRINGE BENEFITS	10,500	12,500	2,000
TRAVEL	5,000	13,500	8,500
MAIL CHARGES		17	17
UNIFORMS	1,200	2,800	1,600
OTHER SUPPLIES & MATERIALS	121,714	184,400	62,686
OTHER CHARGES	27,560	42,000	41,972
FOOD SERVICE EQUIPMENT	60,345	69,000	8,655
			<u>172,576</u>

## 2015-2016 FEDERAL & STATE PROJECT REVENUES

(2015-2016 FEDERAL BUDGETS SUBJECT TO REVISIONS ON/BEFORE OCTOBER 1, 2015)

FUND NUMBER	DESCRIPTION	BUDGET AMOUNT
100	Title I Part A	\$1,843,697
200	Title II Part A Teacher Training	222,441
300	Title III-English Language Acquisition	65,753
431	EAGLE	246,200
433	LEAPS	400,000
728	Pilot/Voluntary Lottery	1,085,647
900	IDEA Part B	1,386,112
910	Preschool IDEA	25,350
961	Bradley Arts	10,000
962	Coordinated School Health	100,000

GRAND TOTAL FEDERAL &  
STATE PROJECT REVENUES

\$5,385,200

**EXISTING LEGEND**

- POWEL POLE
- LIGHT POLE
- GUY WIRE
- METAL BOLLARDS
- FIRE HYDRANT
- GATE VALVE & BOX
- WATER METER
- CLEANOUT
- BACKFLOW PREVENTER
- SINGLE POLE SIGN
- GAS METER
- GAS VALVE
- GREASE TRAP
- ELECTRIC VAULT
- ELECTRIC TRANSFORMER PAD
- TRAFFIC SIGNAL BOX
- TRAFFIC SIGNAL POLE
- TRAFFIC SIGNAL ELECTRIC PAD
- FLAG POLE
- SANITARY SEWER MANHOLE
- JUNCTION BOX
- SANITARY SEWER LINE
- WATER LINE
- GAS LINE
- ELECTRIC LINE
- STORM DRAIN LINE

**GENERAL SITE NOTES**

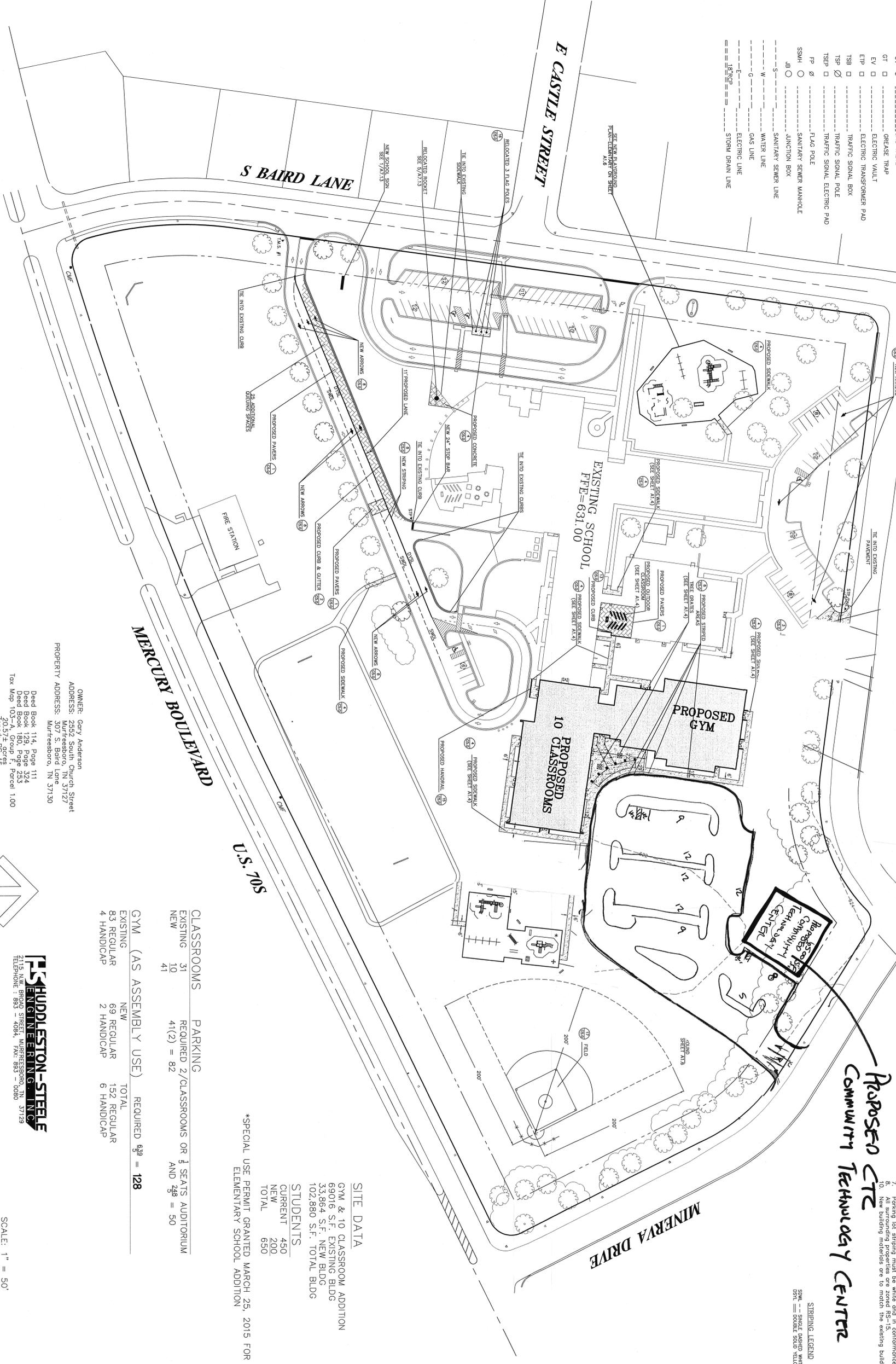
- ALL PARKING SPACES ARE 9'-0" WIDE BY 19'-0" LONG. ACCESS BETWEEN HANDICAPPED PARKING SPACES IS 5'-0" WIDE BY 19'-0" LONG. PAVEMENT SLOPE AT ALL HANDICAPPED PARKING & AISLES SHALL NOT EXCEED 1:50 (2% SLOPE) IN ANY DIRECTION.
- ALL PARKING AND DRIVES, UNLESS OTHERWISE NOTED, ARE PERMEABLE CONCRETE PAVERS OVER STONE BASE. SEE 1-C5.0 FOR DETAILS REGARDING PAVEMENT AND BASE DESIGN.
- TRAFFIC CONTROL SIGNS ARE TO BE AS FOLLOWS:  
ONE - ONE WAY  
DNE - DO NOT ENTER  
LTD - LEFT TURN ONLY  
HC - HANDICAPPED PARKING SIGN (TO COMPLY WITH ADA REQUIREMENTS)  
SEE DETAIL 6 & 12 ON SHEET C3.0 FOR ADDITIONAL INFORMATION.

**CAR RIDER PICK-UP**

- TRAFFIC MESSAGE SIGNS (T.M.S. #X) ARE TO READ AS FOLLOWS:
- MAXIMUM SLOPE OF SIDEWALKS TO BE 1:20 WITH MAXIMUM CROSS SLOPE OF 1:50.
- MAXIMUM SLOPE OF SIDEWALKS AT EXTERIOR DOORS SHALL BE 1:50 FOR A DISTANCE OF 5'-0" BEYOND DOOR & 1'-6" ON BOTH SIDES OF DOOR.

**JUPITER PLACE**

4' TRANSITION FROM CURB TO SIDEWALK SECTION



**PROPOSED CTR Community Technology Center**

- In accordance with the International Building Code and Video Services Act, in cases of new construction or property development where utilities are to be placed underground, the developer or property owner shall give all providers of cable or video service the opportunity to install their lines in the ground prior to the provider's installation of conduit, pedestals or vaults, and laterals, referred to as "equipment," to be provided at each such provider's expense.
- All signs, including flag and flagpole, is subject to independent approval by the City Engineer. All signs must conform to their requirements and require separate sign permits.
- A Land Disturbance Permit may be required. Determination whether a Land Disturbance Permit is required, application shall be made to the office of the City Engineer for review and upon approval for issuance of a Land Disturbance Permit.
- Construction General Permit is required. Evidence of this permit must be provided to the office of the City Engineer prior to construction commencement.
- Transportation Department prior to commencement of work in this area to avoid damage to traffic signal devices.
- A DOT permit may be required. Evidence of DOT approval is required for all construction activities in the roadway.
- Parking lot striping must be white and in conformance with MUTCD.
- All surrounding properties are zoned RS-15.
- New building materials are to match the existing building.

**SIGNALING LEGEND**

- SBL - SINGLE DASHED WHITE LINE
- DBL - DOUBLE SOLID YELLOW LINE

**SITE DATA**

GYM & 10 CLASSROOM ADDITION  
69016 S.F. EXISTING BLDG  
33,864 S.F. NEW BLDG  
102,880 S.F. TOTAL BLDG

**STUDENTS**  
CURRENT 450  
NEW 200  
TOTAL 650

\*SPECIAL USE PERMIT GRANTED MARCH 25, 2015 FOR ELEMENTARY SCHOOL ADDITION

CLASSROOMS	PARKING
EXISTING 31	REQUIRED 2/CLASSROOMS OR 1/3 SEATS AUDITORIUM
NEW 41	41(2) = 82
TOTAL 72	AND 248 = 50

GYM (AS ASSEMBLY USE)	REQUIRED 629 = 128
EXISTING 83 REGULAR	NEW 69 REGULAR
4 HANDICAP	2 HANDICAP
TOTAL 87	152 REGULAR
	6 HANDICAP

OWNER: Gary Anderson  
ADDRESS: 2552 South Church Street  
PROPERTY ADDRESS: 307 S. Baird Lane  
Murfreesboro, TN 37130

Deed Book 114, Page 111  
Deed Book 128, Page 324  
Deed Book 180, Page 233  
Tax Map 102, 572 acre, Parcel 1.00  
Zoned: RS-15

THIS LOT IS NOT LOCATED IN AN AREA DESIGNATED AS A SPECIAL FLOOD HAZARD AREA. FLOOD MAP PANEL: 47148C 0289 H ZONE: X  
DATE: JANUARY 5, 2007



**HUDDESTON-STEEL ENGINEERING**  
2115 N. WILSON STREET, MURFREESBORO, TN 37129  
TELEPHONE: 983-24084, FAX: 983-20080

SCALE: 1" = 50'  
0 50' 100'

SITE LAYOUT PLAN

Murfreesboro City Schools  
Hobgood Elementary School

Gymnasium & Classroom Addition at

City Center  
100 East Vine St.  
Murfreesboro, Tennessee 37130  
415-890-4560  
Fax: 615-890-4564

Johnson + Bailey Architects P.C.



PROJECT NO. 1418  
DATE 5-15-15  
DRAWN BY S.H.B.  
CHECKED BY E.E.L.

C2.0

6-4-15

THIS DRAWING SHALL NOT BE REPRODUCED, PUBLISHED, OR USED IN ANY MANNER WITHOUT THE WRITTEN PERMISSION OF THE ARCHITECT.

NOTES:

REVISION	DATE

**STATE OF TENNESSEE**  
**MURFREESBORO CITY SCHOOL DISTRICT**  
**OFFICIAL STATUTORY BOND**  
**TREASURER OR FISCAL AGENT FOR**  
**LOCAL EDUCATION AGENCY**  
 STATE OF  
**OFFICE OF TENNESSEE, DIRECTOR FINANCE AND ADMINISTRATIVE SERVICES**

**KNOW ALL MEN BY THESE PRESENTS:**

That GARY B ANDERSON of STATE OF TENNESSEE  
 (Special/City School District), of NOLENVILLE Tennessee, as Principal, and  
The Cincinnati Insurance Company as Surety, are held and firmly bound unto **THE STATE OF**  
One Million  
**TENNESSEE** in the full amount of Five Hundred Eight Thousand Nine Hundred and No/100 Dollars  
 ( \$1,508,900.00 ) lawful money of the United States of America for the full and prompt payment whereof we bind  
 ourselves, our representatives, successors and assigns, each jointly and severally, firmly and unequivocally by these presents.

WHEREAS, The said Principal was duly appointed to the office of DIRECTOR FINANCE AND ADMINISTRATIVE SERVICES of and for  
MURFREESBORO CITY School District for the 1.00 year term beginning on the 1st day of July, 20 15 and  
 ending on the 1st day of July, 20 16.

**NOW, THEREFORE, THE CONDITION OF THIS OBLIGATION IS SUCH:**

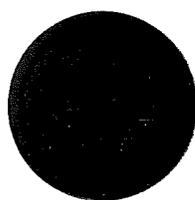
That if the said GARY B ANDERSON, Principal, shall:

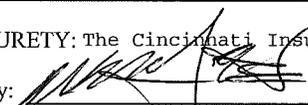
1. Faithfully perform the duties of the office of DIRECTOR FINANCE AND ADMINISTRATIVE SERVICES of MURFREESBORO CITY School District during his term of office or his continuance therein; and,
2. Pay over to the persons authorized by law to receive them, all monies, properties, or things of value that may come into his hands during his term of office or his continuance therein without fraud or delay, and shall faithfully and safely keep all records required of him in his official capacity, and at the expiration of this term, or in case of his resignation or removal from office, shall turn over to his successor all records and property which have come into his hands, then this obligation shall be null and void; otherwise to remain in full force and effect.

WITNESS our hands and seals this 27th day of May, 20 15.

WITNESS - ATTEST:  


COUNTERSIGNED BY:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Tennessee Resident Agent



PRINCIPAL:  
 \_\_\_\_\_  
 SURETY: The Cincinnati Insurance Company  
 By:   
 \_\_\_\_\_  
 Jr., William Halliburton  
**Attorney-in-fact:**  
 214 W College St  
 Murfreesboro, TN 37130  
 (attach evidence of authority to execute bond)

**ACKNOWLEDGEMENT OF PRINCIPAL**

STATE OF TENNESSEE

COUNTY OF \_\_\_\_\_

Before me, a Notary Public, of the State and County aforesaid, personally appeared GARY B ANDERSON  
 with whom I am personally acquainted and who, upon oath, acknowledged himself to be the individual who executed the foregoing bond,  
 and he acknowledged to me that he executed the same.

Witness my hand and seal this \_\_\_\_\_ day of \_\_\_\_\_, 2 \_\_\_\_\_.

My Commission Expires:  
 \_\_\_\_\_, 2 \_\_\_\_\_.

Notary Public

(over)

# MILLER | LOUGHRY | BEACH

## Insurance Services

CITY OF MURFREESBORO SCHOOLS  
 2552 S CHURCH ST  
 MURFREESBORO, TN 37127

# INVOICE

<b>Customer</b>	Anderson, Gary B 11281
<b>Date</b>	05/28/2015
<b>Customer Service</b>	Eddie Miller Shirley Vanzant
<b>Page</b>	1 of 1

Payment Information	
<b>Invoice Summary</b>	1,580.00
<b>Payment Amount</b>	
<b>Payment for:</b>	Invoice#674458
0572634	

Thank You

Please detach and return with payment

Customer: Anderson, Gary B

Invoice	Effective	Transaction	Description	Amount
674458	07/01/2015	Renew policy	Policy #0572634 07/01/2015-07/01/2016 Cincinnati Insurance Company 2015-16 Fiscal Agent Bond Renewal Due Date: 7/21/2015	1,580.00
<b>Total</b>				1,580.00

Thank You

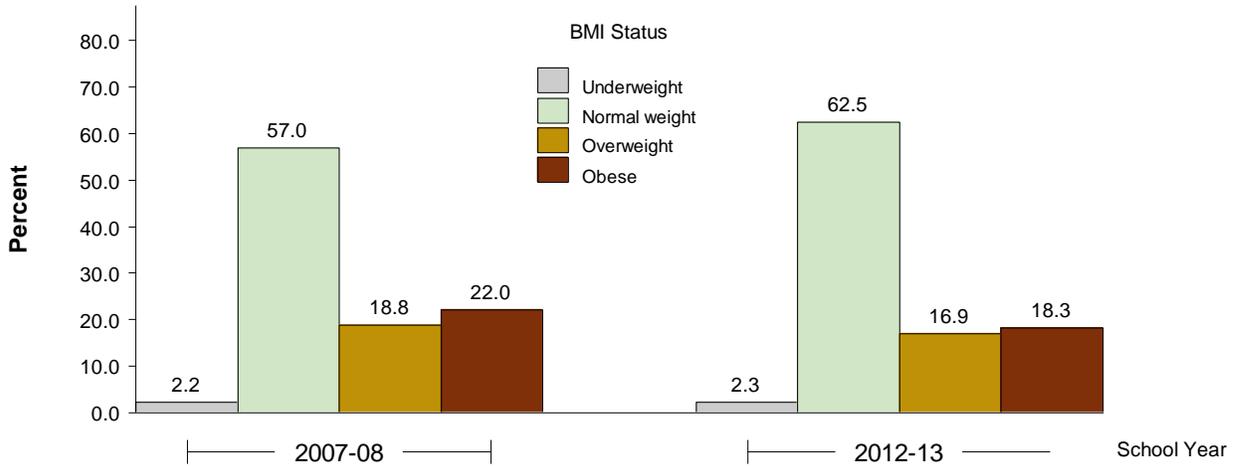
Miller Loughry Beach 214 West College Street PO Box 7001 Murfreesboro, TN 37133-7001	(615)896-9292  mlbsupport@mlbins.com	<b>Date</b>
		05/28/2015

# Murfreesboro City Schools

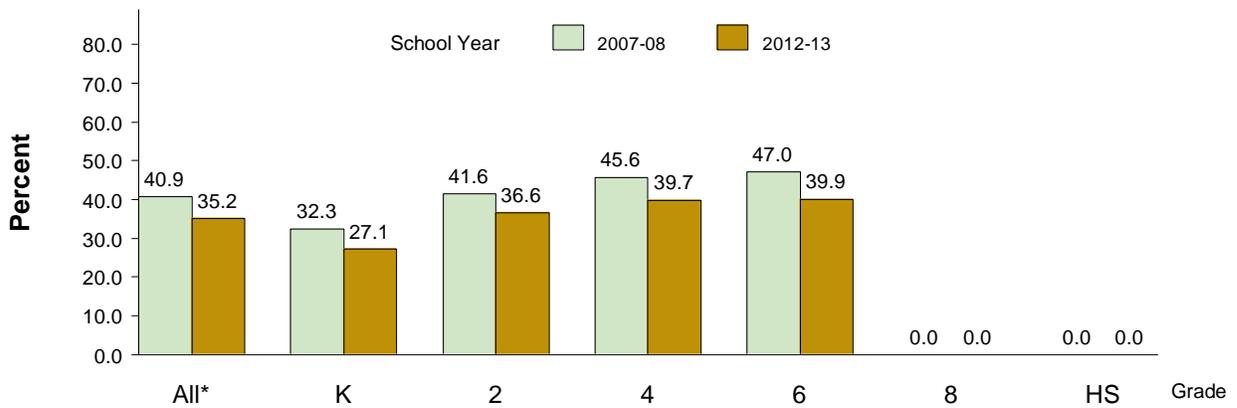
## Student Body Mass Index Status 2012-13 School Year, Coordinated School Health

	Gender					
	Both		Female		Male	
	Count	Percent	Count	Percent	Count	Percent
Underweight (<5th percentile)	78	2.3	40	2.4	38	2.2
Healthy Weight (>=5th - <85th percentile)	2,142	62.5	1,034	62.3	1,108	62.7
Overweight (>=85th - <95th percentile)	579	16.9	270	16.3	309	17.5
Obese (>=95th percentile)	627	18.3	316	19.0	311	17.6
Number of students with valid data	3,426	100.0	1,660	100.0	1,766	100.0

Student Body Mass Index Status  
2007-08 and 2012-13 School Years



Overweight and Obesity Prevalence by Grade  
2007-08 and 2012-13 School Years



--0.0 denotes no data or less than 10 students with valid data for that grade level--  
\*Statistically significant change in prevalence from 2007-08 to 2012-13 by comparing 95% confidence intervals

## MCS PTR WORKSHEET FOR 2014 - 2015 (5/22/15) End of Period 9

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	106	5	21.20	113	7	16.14	128	6	21.33	117	6	19.50	464	24	19.33		119	5	23.80	102	5	20.40	90	4	22.50	311	14	22.21	775	815			
BRADLEY				64	4	16.00	72	4	18.00	75	4	18.75	72	4	18.00	283	16	17.69		62	3	20.67	57	3	19.00	41	2	20.50	160	8	20.00	443	443			
CASON LANE				113	6	18.83	120	6	20.00	107	5	21.40	114	6	19.00	454	23	19.74		105	5	21.00	104	5	20.80	62	3	20.67	271	13	20.85	725	733			
Special Ed	8	1	8																																	
ERMA SIEGEL				100	5	20.00	99	5	19.80	122	6	20.33	106	6	17.67	427	22	19.41		126	6	21.00	129	6	21.50	29	1	29.00	284	13	21.85	711	761			
Special Ed	19	2	9.5													5	1	5.00										26	4	6.50	31					
Deaf and Vision Ed CDC																																				
HOBGOOD				63	4	15.75	85	5	17.00	67	4	16.75	68	3	22.67	283	16	17.69		65	3	21.67	65	3	21.67	36	2	18.00	166	8	20.75	449	449			
MN	37	2	18.5	111	5	22.20	120	7	17.14	122	6	20.33	132	6	22.00	485	24	20.21		110	5	22.00	105	5	21.00	45	2	22.50	260	12	21.67	745	794			
Special Ed																6	1	6.00										6	1	6.00	12					
Best Best																																				
NORTHFIELD	40	2	20	69	4	17.25	84	4	21.00	72	3	24.00	75	4	18.75	300	15	20.00		65	4	16.25	79	4	19.75	45	2	22.50	189	10	18.90	489	592			
Special Ed	22	2	11																									41	4	10.25	41					
CDC																																				
OVERALL				114	5	22.80	99	5	19.80	108	5	21.60	97	5	19.40	418	20	20.90		107	4	26.75	63	3	21.00	15	1	15.00	185	8	23.13	603	603			
REEVES ROGERS				74	4	18.50	84	4	21.00	80	4	20.00	67	4	16.75	305	16	19.06		68	4	17.00	53	3	17.67	18	1	18.00	139	8	17.38	444	463			
CDC																																				
PITTARD	38	2	19	140	7	20.00	173	8	21.63	144	7	20.57	169	9	18.78	626	31	20.19		129	6	21.50	142	6	23.67	53	3	17.67	324	15	21.60	950	988			
SCALES	20	1	20	130	6	21.67	141	7	20.14	141	7	20.14	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					
CDC																																				
OFF SITE PRE-K				KINDERGARTEN			1ST GRADE			2ND GRADE			3RD GRADE			4TH GRADE			5TH GRADE			6TH GRADE			REGULAR ED SUB TOTAL			7955								
Oakland Court				1144 58 19.72			1250 65 19.23			1224 60 20.40			1176 61 19.28			1148 54 21.26			1084 52 20.85			543 26 20.88			7569			<div style="font-size: 2em; color: blue;">↓</div>								
Mercury Court				40 2 20																		138														
Franklin Heights				35 2 17.5																		73														
Pre-K Regular Ed				283 15 18.87																		7780														
Pre-K Special Ed				65 6 10.83																		108			DISTRICT TOTAL STUDENTS → 8063											
Pre-K Totals				348 21																																

REGULAR EDUCATION PTR			
	Students	Teachers	PTR
Kindergarten thru Third Grade	4794	244	19.65
Fourth Grade thru Sixth Grade	2775	132	21.02
District Totals	7569	376	20.13

AVERAGE ATTENDANCE PERCENTAGE

97 %

Building Sub Total → 7955

REGULAR ED SUB TOTAL 7569

SPECIAL ED K-6 138

SPECIAL ED PRE-K 73

TOTAL BEP FUNDED 7780

TOTAL OFF-SITE PRE-K 108

DISTRICT TOTAL STUDENTS → 8063