

Board of Education Retreat

November 12, 2019 4:00 PM

MCS Administrative Offices

<p>I. CALL TO ORDER Procedural Item In attendance: Chair Butch Campbell, Vice Chair David Settles, Wes Ballard, Amanda Moore, Roseann Barton, David LaRoche, and Becky Goff (arrived at 6:00)</p> <p>Staff: Dr. Linda Gilbert, Gary Anderson, Ralph Ringstaff, Sheri Arnette, Greg Lyles, Lisa Trail, Joe Marlin, Raeshon Torres, Cherrye Robertson, Tamara Cosby, Lea Bartch, Tammy Garrett, Kristina Maddux, Heather Knox, Scott Campbell, Angela Fairchild, Blake Woodlee, Maria Johnson, and Amy Jackson.</p> <p>Assistant City Attorney Elizabeth Taylor and City Liaison Bill Shacklett</p>	<p>Chair Butch Campbell</p>
<p>A. Pledge of Allegiance Procedural Item</p>	
<p>B. Moment of Silence Procedural Item</p>	
<p>II. APPROVAL OF AGENDA Action Item Dr. Gilbert asked if Kristina Maddux could be moved to top of the agenda because she had to leave the meeting early, and she was prepared to present the Discovery School entrance process with the Board.</p>	<p>Chair Butch Campbell</p>
<p>III. COMMUNICATIONS Information Item American Education Week</p> <p>Inclement Weather/School Closing Procedure</p> <p>Overall Creek has been asked to present at the STEM Designated School Leadership Convening on November 21 at Embassy Suites. Mr. Don Bartch and some of his teachers/coaches will conduct a round table discussion at this conference on Systems to Support STEM.</p> <p>Murfreesboro City Schools would like to thank Pastors Chris & Joy Warren, First Cumberland Presbyterian Church, and the home school support group for their continuous donations to the Backpack Food Program.</p> <p>Murfreesboro City Schools would also like to thank Dr. Bill Kraus for his generous donation to our outreach initiatives at the Oakland Court Family Resource Center.</p> <p>Mitchell Neilson Schools would like to thank Parks Realty for donating 38 pumpkins for their annual Pumpkin Decorating Contest and for the generous</p>	<p>Mrs. Lisa Trail</p>

<p>check to the school.</p> <p>Congratulations to Kristy Mall for the publication of an article that she wrote about parenting twice exceptional (gifted and learning disabled) students in the December issue of <i>Parenting for High Potential</i> magazine. This magazine is printed quarterly by the National Association for Gifted Children and is distributed internationally.</p>	
<p>IV. CONSENT ITEMS Consent Agenda</p>	Chair Butch Campbell
A. Approval of 10-22 Board Minutes Consent Item	
B. Approval of School Fees Consent Item	
C. Minor Changes to Board Policies Consent Item	
i. Approval of Board Policy 4.201 Basic Instructional Program Action Item	
ii. Approval of Board Policy 4.207 Limited English Proficiency Action Item	
iii. Approval of Board Policy 4.406 Use of Internet Action Item	
iv. Approval of Board Policy 4.407 School and School System Websites Action Item	
v. Approval of Board Policy 4.502 Parent Involvement Action Item	
<p>vi. Approval of Board Policy 4.603 Promotion and Retention Action Item</p> <p>Mr. Ballard asked the process of retaining students. Sheri Arnette explained that process to the Board. Mr. Ballard also asked how many students were retained last year. Dr. Gilbert will get that information to Mr. Ballard.</p>	
<p>vii. Approval to Change Board Policy PER 32-Drug Free Workplace to new TSBA number 5.403</p> <p>Consent Item</p>	
<p>V. ACTION ITEMS Action Item</p>	Chair Butch Campbell
A. Substitute Pay Proposal Action Item	Mr. Ralph Ringstaff
<p>B. FY20 GP Budget Amendment and Resolution Information Item</p> <p>Mr. Anderson informed the Board that the city has agreed to pay 1.3 million dollars for the computers that we are needing. Mr. Anderson thanked Mr. Bill Shacklett for spearheading this. Mr. Settles asked what our plan is for 2022 with computers. Mr. Anderson said that we are phasing in so that we can begin rotating computers.</p>	Mr. Gary Anderson
<p>C. Dr. Linda Gilbert's Evaluation Document Action Item</p> <p>Dr. Gilbert presented the evaluation document that was used for her evaluation last year. She asked if the Board wanted to change anything on the document.</p> <p>She explained the percentages that each section would count.</p> <p>She also gave the Board the timeline of the evaluation and explained that</p>	Chair Butch Campbell

<p>TSBA handles the entire process.</p> <p>Mr. Ballard suggested a change for next year's evaluation. He would like to see measurables of certain items added to the evaluation. Dr. Gilbert will talk with TSBA or other Directors about that.</p> <p>Ms. Barton asked about teachers evaluating the Director and Dr. Gilbert said that she would check with other systems, but didn't feel that any other systems do that. Dr. Gilbert feels that if she is directly responsible for teachers, it will change the relationship.</p> <p>Dr. Gilbert also explained that teachers do a teacher survey, and it has questions about climate, etc.</p>	
D. Approval of Special Question Committee for Collaborative Conferencing Action Item	Mr. Ralph Ringstaff
VI. REPORTS AND INFORMATION Information Item	Chair Butch Campbell
A. Internet Safety Information Item Scott Campbell and Blake Woodlee presented information on internet safety to the Board.	Scott Campbell
B. Update on 5-Year Plan Information Item Lea Bartch presented information to the Board regarding screening for giftedness in schools.	Dr. Linda Gilbert
<p>Sheri Arnette handed out information compiled by Caresa Dodson and Jess Grayum that explained the process of identifying dyslexic students.</p> <p>Dr. Gilbert explained that there are two surveys that are done annually. One is a climate survey and one is a state survey. Roseann Barton asked how the results of those are used to evaluate administrators and Dr. Gilbert said not a lot because she is usually already aware of the situation.</p> <p>Maria Johnson and Joe Marlin explained the different tiers of behavior to the Board.</p> <p>Tammy Garrett spoke about the benefits of BEST classrooms</p> <p>Ralph Ringstaff talked about recruitment and the teacher shortage.</p> <p>Mr. Campbell asked about a retirement incentive and asked Mr. Ringstaff to think about that.</p>	
C. Board Self-Assessment Discussion Information Item	Chair Butch Campbell
D. Board of Distinction Information Item Dr. Gilbert told the Board that they will be eligible to achieve Board of Distinction Status again September 2020. A checklist of items to complete was attached.	Dr. Linda Gilbert
Board members also discussed ways to achieve different levels of boardmanship.	
E. Upcoming Legislative Session	Dr. Linda Gilbert

Information Item Dr. Gilbert briefly discussed points that would be coming up in the next legislative sessions: Nurses, Pre-K and Kindergarten, Accountability, Home School, and Charter Schools	
F. Personnel Report Information Item	Mr. Ralph Ringstaff
G. Enrollment (PTR) Report Information Item	Mr. Gary Anderson
H. Budget Timeline Information Item	Mr. Gary Anderson
VII. OTHER BUSINESS Information Item	Chair Butch Campbell
VIII. ADJOURNMENT Action Item The meeting adjourned at 7:57 p.m.	Chair Butch Campbell

MINUTES

Board of Education Regular Meeting

October 22, 2019 6:00 PM

City Hall Council Chambers

<p>I. CALL TO ORDER Procedural Item Attendance: Chair Butch Campbell, Vice Chair David Settles, Wes Ballard, Roseann Barton, Becky Goff, David LaRoche, and Amanda Moore</p> <p>Staff: Dr. Linda Gilbert, Gary Anderson, Ralph Ringstaff, Joe Marlin, Julia Williams, Tiffany Strevel, Lisa Trail, Sheri Arnette, Heather Knox, Tamara Cosby, Noelle Koenig, Eric Matthews, Karen Cook, Amberly Sandburg, Stephanie West, Laura Mann, Amy Baltimore, Leadership Rutherford, Tammy Pirtle, Kristina Maddux, Angela Bunyi, Miranda Good, Ali Stovall, Katie Vehr</p> <p>Assistant City Attorney Elizabeth Taylor and City Liaison Bill Shacklett</p>	<p>Chair Butch Campbell</p>
<p>A. Pledge of Allegiance Procedural Item The Pledge of Allegiance was led by Charlie Pirtle, a 4th grader at Black Fox, along with his sister, Sara Pirtle, a 2nd grader at Black Fox. Also, joining them will be Laura Jo Kraner, a 5th grader at Northfield.</p>	
<p>B. Moment of Silence Procedural Item</p>	
<p>II. APPROVAL OF AGENDA Action Item Motion to approve the agenda. This motion, made by Mr. David LaRoche and seconded by Ms. Roseann Barton, passed.</p>	<p>Chair Butch Campbell</p>
<p>III. COMMUNICATIONS Information Item Recognition of Laura Jo Kraner, a student at Northfield Elementary who recently received the Leading Age National Volunteer Award.</p> <p>MTSU will be partnering with Murfreesboro City Schools for books, training, and family literacy nights at Bradley, Hobgood, Mitchell-Nielson, Reeves-Rogers, and Pittard. These will be enabled by a grant partnership between MTSU, Lipscomb, Read To Succeed, and Murfreesboro City Schools. Our thanks to Dr. Katie Schrodtt of MTSU and Dr. Suzy Gilbert at Lipcomb for involving us in the grant application.</p> <p>Mitchell Neilson Schools would like to thank the congregation of Family Worship Center for their generous donation to purchase a structure to provide shade on the playground.</p> <p>Murfreesboro City Schools would like to thank Shawn and Jennifer Kaplan, Legacy Mutual Mortgage and the Coffee Drop Project, for their donation of \$23,000.00 to Second Harvest Food to fund the MCS Backpack Food Program for the 2019-2020 school year.</p> <p>Foundation update regarding teacher grants</p> <p>We received a very nice note from the Tennessee Department of Education recognizing the performance of Steel de Boro at the September 16th Foundations for Learning Forum. Special thanks go to Tony Hartman who leads the group and also to the students of Scales who performed.</p>	<p>Mrs. Lisa Trail</p>

Scales' principal, Maria Johnson, shared how her school and Murfreesboro City Schools are addressing Adverse Childhood Experiences (ACEs) with Tennessee superintendents at the October 2nd TOSS training event concerning how to better address safety, ACES, and trauma in the schools.

Congratulations to Overall Creek Elementary School. Overall has been asked by the Tennessee STEM Innovation Network to be part of the Tennessee STEM Designation Mentorship Model and mentor other schools in the state that are interested in applying for Tennessee STEM School Designation.

Also, on October 15, Overall Creek's Don Bartch was invited to be part of the Tennessee STEM Center panel titled, "Making STEM Learning Meaningful and Authentic for All Students: A Teacher Event" hosted by MTSU.

Finally, we wish great luck to Mr. Bartch, who will be participating in Read To Succeed's Celebrity Spelling Bee that will be held the evening of Thursday, November 7.

Congratulations to Reeves-Rogers teachers Linell Linell and Tena Bailey who will be traveling to China the third week of November to be sharing about a summer school program they have developed in partnership with the Confucius Institute for Chinese middle school students and to share the ideas of teaching ESL in America, and specifically in Murfreesboro City Schools.

Gary Anderson has been asked to present at the Georgia Association of School Facility Administrators Conference which will occur October 27-30 in Savannah. His topic will be "Tracking Energy in Schools" and he will be sharing the website he uses that tracks energy usage in schools as well as the other cost-saving measures practiced by Murfreesboro City Schools.

Kristy Mall, of Discovery School, was recently chosen as a speaker for the Vanderbilt Program's for Talented Youth/Tennessee Association for the Gifted Conference on October 24-25. We are so proud to have Kristy representing Murfreesboro City Schools.

Congratulations to Heather Knox, Gifted Specialist, who was recently selected to receive a Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST).

Taste of Latin America and the Murfreesboro Symphony Performance is Saturday, October 26, from 10:00 a.m. to 2:00 p.m. at Patterson Park.

Farm Saturday at Black Fox has been postponed from October 26 to next Saturday, November 2.

Mr. Ballard thanked the City Schools Foundation for their hard work and dedication to Murfreesboro City Schools. The City Schools Foundation Gala is coming up on January 24 and will be highlighting Discovery School and honoring Collier Smith.

IV. CONSENT ITEMS

Consent Agenda

Motion to approve consent agenda.. This motion, made by Mr. Wesley Ballard and seconded by Ms. Amanda Moore, passed.

A. Approval of the September 24, 2019 Board Minutes

Consent Item

B. 2019 LEA Compliance Report

Consent Item

Chair Butch Campbell

<p>The Compliance Report is one mechanism the Tennessee Department of Education employs to ensure that school districts carry out the laws and rules of the state. This is a self-assessment that covers such stipulations as planning time, class size for K-12, graduation requirements, district improvement planning, etc. This is an annual report, and Murfreesboro City Schools is in compliance.</p>	
<p>C. Pre-K Partnership Agreement between MCS and Community Development Institute Head Start Consent Item</p>	
<p>D. Approval of Board Policies With Minor Changes for October Consent Item</p>	
<p>i. Approval of Board Policy 3.100 Business Management Goals Consent Item</p>	
<p>ii. Approval of Board Policy 3.201 Safety Consent Item</p>	
<p>iii. Approval of Board Policy 3.202 Emergency Preparedness Consent Item</p>	
<p>iv. Approval of Board Policy 3.212 District Water Testing Consent Item</p>	
<p>v. Approval of Board Policy 3.218 Service Animals in District Facilities Consent Item</p>	
<p>vi. Approval of Board Policy 3.400 Student Transportation Management Consent Item</p>	
<p>vii. Approval of Board Policy 3.401 Scheduling and Routing Consent Item</p>	
<p>viii. Approval of Board Policy 3.404 Private Vehicles Consent Item</p>	
<p>E. Approval of School Fees Consent Item</p>	
<p>V. ACTION ITEMS Action Item</p>	Chair Butch Campbell
<p>A. Tenured Teachers Action Item To recommend teachers for tenure.. This motion, made by Ms. Roseann Barton and seconded by Mr. David Settles, passed.</p>	Mr. Ralph Ringstaff
<p>VI. REPORTS AND INFORMATION Information Item</p>	Chair Butch Campbell
<p>A. Update on Discovery School, State STEM Designated School Information Item Kristina Maddux, Karen Cook, Angela Bunyi, and Eric Matthews gave an update on Discovery School and the things that they are doing as a STEM school.</p>	Ms. Kristina Maddux
<p>B. Report on <u>Charting A Course For Success: America's Strategy for STEM Education</u> Information Item</p>	Ms. Heather Knox
<p>C. Enrollment (PTR) Report Information Item</p>	Mr. Gary Anderson
<p>D. September Revenue and Expenditure Report Information Item</p>	Mr. Gary Anderson
<p>E. Personnel Report Information Item</p>	Mr. Ralph Ringstaff
<p>VII. OTHER BUSINESS Procedural Item Roseann Barton wanted to mention that Murfreesboro City TV was recently recognized nationally with five awards. She thanked them for all the work</p>	Chair Butch Campbell

<p>they do for us.</p> <p>David Settles attended the STEM Festival at Hobgood and said that he was very impressed with the students and their knowledge of STEM. Amanda Moore reiterated that. She visited schools during the STEAM Walks and was also very impressed.</p> <p>Dr. Gilbert and Chairman Campbell acknowledged Mr. Smotherman from City Council attending the meeting.</p>	
<p>VIII. ADJOURNMENT</p> <p>Action Item</p> <p>The meeting adjourned at 7:10 p.m.</p> <p>Motion to adjourn. This motion, made by Mr. David Settles and seconded by Ms. Becky Goff, passed.</p>	<p>Chair Butch Campbell</p>

Director of Schools

Murfreesboro City School Board

Monitoring: Review: Annually, in November	Descriptor Term: <h2 style="text-align: center;">Basic Instructional Program</h2>	Descriptor Code: <h3 style="text-align: center;">4.201</h3>	Issued Date:
		Rescinds: <h3 style="text-align: center;">IS 3</h3>	Issued: <h3 style="text-align: center;">02/01/12</h3>

- 1 The Board shall not discriminate on the basis of sex, race, national origin, creed, age, or marital status
 2 in its educational programs or activities.
- 3 Educational materials that are utilized shall reflect the cultural and racial diversity which is present in
 4 the United States as well as the variety of careers, roles and life-styles open to women and men. One of
 5 the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate
 6 bias on the basis of sex, race, ethnicity, religion and disability. The curriculum shall foster respect and
 7 appreciation of the cultural diversity found in our country and an awareness of the rights, duties and
 8 responsibilities of each individual as a member of a pluralistic society.¹
- 9 Students shall be provided opportunities to develop intellectual curiosity, critical thinking, problem-
 10 solving abilities, and aesthetic appreciation in such a manner that these will be used throughout a
 11 lifetime. A variety of methods, research-based instructional strategies, materials, and resources shall
 12 be employed and adapted to individual uniqueness in the effort to maximize learning for all students.
- 13 Emphasis shall be placed on students' acquiring the skills, concepts, content, and attitudes needed for
 14 the realization of their personal goals for living in a democracy.
- 15 The course of study shall include those subjects and topics required by state and federal laws and
 16 regulations.²
- 17 The Board reserves the right to add additional courses and to amend the content of prescribed courses
 18 as needed.

Legal References

1. 42 U.S.C. 12101; 34 CFR § 106.34
2. TCA 49-6-1001 to 1034, ~~1201-1205, 1301~~

Cross References

- Student Goals 6.100
 Complaints and Grievances 6.305

Murfreesboro City School Board

Monitoring: Review: Annually, in November	Descriptor Term: <u>Limited English Proficiency / Language Minority Students English Language Learners</u>	Descriptor Code: 4.207	Issued Date:
		Rescinds: STU 48	Issued: 10/01/02

1 The Board recognizes the need to provide equal educational opportunities for all students in the district.
2 Therefore, if the inability to speak and understand the English language excludes a student from effective
3 participation in the educational programs offered by the district, the district shall take reasonable actions
4 to rectify the English language deficiency in order to provide the student equal access to its programs.
5 Students ~~in a language minority (LM) or who have limited English proficiency (LEP)~~ are English
6 Learners (ELs) shall be identified, assessed and provided appropriate services. No child shall be admitted
7 to or excluded from any program based solely on surname or LM-EL status.¹

8 DEFINITIONS

9 ~~Language Minority (LM): Refers to a student whose linguistic background, such as country of birth or~~
10 ~~home environment, includes language other than English. Language minority is based solely on the~~
11 ~~student's language background and not on proficiency.~~

12 ~~Limited English Proficiency (LEP): Refers to an LM student whose proficiency in reading, writing,~~
13 ~~listening and/or speaking English is below that of grade and age-level peers. Limited English~~
14 ~~proficiency is based on the assessment of a student.~~

15 English Learner: Refers to a student who

- 16 (I) was not born in the United States or whose native language is a language other than English;
17 or
- 18 (II) is a Native American or Alaska Native, or a native resident of the outlying areas comes from
19 an environment where a language other than English has had a significant impact on the
20 individual's level of English language proficiency;
- 21 (III) or who is migratory, whose native language is a language other than English, and who comes
22 from an environment where a language other than English is dominant; and
- 23 (IV) whose difficulties in speaking, reading, writing, or understanding the English language may
24 be sufficient to deny the individual the ability to meet the challenging State academic
25 standards or the ability to successfully achieve in classrooms where the language of
26 instruction is English; the opportunity to participate fully in society.

27 English for Speakers of Other Languages (ESOL): An instructional approach that can include structured
28 ESOL immersion, content-based ESOL and pull-out ESOL instruction.

- 29 1. Structured ESOL immersion involves a bilingual teacher and a self-contained classroom.
- 30 2. Content-based ESOL allows the student to remain in the regular classroom and focuses on
31 delivering content in an adapted English format.

- 32 3. Pull-out ESOL periodically removes students from the regular classroom for instruction in
33 English.

34 *Bilingual Education:* An instructional approach that explicitly includes the student's native language in
35 instruction. This approach requires an instructor fluent in the student's native language and proficient in
36 content areas and is often used where many LEP students share the same language and where qualified
37 bilingual teachers are available.

38 *Language Instruction Education Program:* An instructional course in which an ~~LEPEL~~ child is placed
39 for the purpose of developing and attaining English proficiency while meeting challenging state
40 academic standards as required by law. The program may make instructional use of both English and a
41 child's native language and may include the participation of English proficient children if such course is
42 designed to enable all participating children to become proficient in English and a second language.

43 LANGUAGE INSTRUCTION PROGRAM

44 The Board directs the administration to develop and implement language instruction programs that:²

- 45 1. Appropriately identify ~~language minority~~EL students through the use of a Student Home
46 Language Survey. The building administrator shall develop procedures to ensure that all new and
47 currently enrolled students complete the Home Language Survey.

48 ~~Appropriately identify students with limited English proficiency.~~

- 49 2. Determine the appropriate instructional environment for ~~LEP~~EL students.

- 50 3. Annually assess the English proficiency of ~~LEP~~EL students and monitor the progress of students
51 receiving ESOL or bilingual instruction in order to determine their readiness for the ~~mainstream~~
52 ~~classroom environment~~standard instructional program.

- 53 4. Provide parents with notice of and information regarding the instructional program as required
54 by law. Parental involvement will be encouraged and parents will be regularly apprised of their
55 child's progress.³

Legal References

1. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 1112(e)(3)(D) No Child Left Behind, Part A § 3102

2. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), § 3113(b)(3)(B) No Child Left Behind, Part A § 3116

3. Elementary and Secondary Education Act, as amended by ESSA (Pub. L. 114-95), §

~~1112(c)(3)(A) No Child Left Behind, Part A § 1112
(g) & (4)~~

Murfreesboro City School Board

Monitoring: Review: Annually, in November	Descriptor Term: Use of the Internet	Descriptor Code: 4.406	Issued Date:
		Rescinds: BO 45	Issued: 11/01/12

1 The Board supports the right of staff and students to have reasonable access to various information
2 formats and believes that it is incumbent upon staff and students to use this privilege in an appropriate
3 and responsible manner.

4 **Employees**

5 Before any employee is allowed use of the district's Internet or intranet access, the employee shall sign
6 a written agreement, developed by the Director/designee that sets out the terms and conditions of such
7 use. Such agreement shall include a provision stating that an employee may not characterize himself or
8 herself as representing Murfreesboro City Schools in any online posting, unless acting pursuant to the
9 system's written policies. Any employee who accesses the district's computer system for any purpose
10 agrees to be bound by the terms of that agreement, even if no signed written agreement is on file.

11 The Director of Schools shall develop and implement procedures for appropriate Internet use which shall
12 address the following:

- 13 1. Development of the Network and Internet Use Agreement.
- 14 2. General rules and ethics of Internet access.
- 15 3. Guidelines regarding appropriate instruction and oversight of student Internet use.
- 16 4. Prohibited and illegal activities, including but not limited to the following:¹
 - 17 • Sending or displaying offensive messages or pictures
 - 18 • Using obscene language
 - 19 • Harassing, insulting, defaming or attacking others
 - 20 • Damaging computers, computer systems or computer networks
 - 21 • Hacking or attempting unauthorized access to any computer
 - 22 • Violation of copyright laws
 - 23 • Trespassing in another's folders, work or files
 - 24 • Intentional misuse of resources
 - 25 • Using another's password or other identifier (impersonation)
 - 26 • Use of the network for commercial purposes
 - 27 • Buying or selling on the Internet

28 **Students**

29 The Director of Schools shall develop and implement procedures for appropriate Internet use by students.
30 Procedures shall address the following:

- 31 1. General rules and ethics of Internet use.
- 32 2. Prohibited or illegal activities, including, but not limited to:¹

- 33 • Sending or displaying offensive messages or pictures
- 34 • Using obscene language
- 35 • Harassing, insulting, cyberbullying, defaming or attacking others
- 36 • Damaging computers, computer systems or computer networks
- 37 • Hacking or attempting unauthorized access
- 38 • Violation of copyright laws
- 39 • Trespassing in another's folders, work or files
- 40 • Intentional misuse of resources
- 41 • Using another's password or other identifier (impersonation)
- 42 • Use of the network for commercial purposes
- 43 • Buying or selling on the Internet

44 **INTERNET SAFETY MEASURES** ³²

45 Internet safety measures shall be implemented that effectively address the following:

- 46 • Controlling access by students to inappropriate matter on the Internet and World Wide
- 47 Web
- 48 • Safety and security of students when they are using electronic mail, chat rooms, and other
- 49 forms of direct electronic communications
- 50 • Preventing unauthorized access, including "hacking" and other unlawful activities by
- 51 students on-line
- 52 • Unauthorized disclosure, use and dissemination of personal information regarding
- 53 students
- 54 • Restricting students' access to materials harmful to them

55 The Director of Schools/designee shall establish a process to ensure the district's education technology
56 is not used for purposes prohibited by law or for accessing sexually explicit materials. The process shall
57 include, but not be limited to:

- 58 • Utilizing technology that blocks or filters Internet access (for both students and adults) to
- 59 material that is obscene, child pornography or harmful to students
- 60 • ~~Maintaining and securing a usage log~~
- 61 • Monitoring on-line activities of students

62 ~~The Board shall provide reasonable public notice of, and at least one (1) public hearing or meeting to~~
63 ~~address and communicate, its Internet safety measures.~~

64 A written parental consent shall be required prior to the student being granted access to electronic media
65 involving district technological resources. The required permission/agreement form, which shall specify
66 acceptable uses, rules of on-line behavior, access privileges and penalties for policy/ procedural
67 violations, must be signed by the parent/legal guardian and also by the student. This document shall be
68 executed each year and shall be valid only in the school year in which it was signed unless parent(s)
69 provide written notice that consent is withdrawn. In order to rescind the agreement, the student's
70 parent/guardian must provide the Director of Schools with a written request.

71 **E-MAIL**

72 Users with network access shall not utilize district resources to establish electronic mail accounts
 73 through third-party providers or any other nonstandard electronic mail system. All data including e-mail
 74 communications stored or transmitted on school system computers shall be monitored.
 75 Employees/students have no expectation of privacy with regard to such data. E-mail correspondence
 76 may be a public record under the public records law and may be subject to public inspection.²³

77 **INTERNET SAFETY INSTRUCTION**⁴

78 Students will be given appropriate instruction in internet safety as a part of any instruction utilizing
 79 computer resources. The Director shall provide adequate in-service instruction on internet safety. Parents
 80 and students will be provided with material to raise awareness of the dangers posed by the internet and
 81 ways in which the internet may be used safely.

82 **SOCIAL NETWORKING**

- 83 1. District staff who have a presence on social networking websites are prohibited from posting
 84 data, documents, photographs or inappropriate information that is likely to create a material and
 85 substantial disruption of classroom activity.
- 86 2. District staff are prohibited from accessing personal social networking sites on school computers
 87 or during school hours except for legitimate instructional purposes.
- 88 3. The Board discourages district staff from socializing with students on social networking
 89 websites. The same relationship, exchange, interaction, information, or behavior that would be
 90 unacceptable in a non-technological medium is unacceptable when done through the use of
 91 technology.

92 **VIOLATIONS**

93 Violations of this policy or a procedure promulgated under its authority shall be handled in accordance
 94 with the existing disciplinary procedures of Murfreesboro City Schools.

 Legal References

1. TCA 39-14-602
2. ~~Children's Internet Protection Act (Public Law 106-554)~~
- ~~2-3.~~ TCA 10-7-512
- ~~3.~~ ~~Children's Internet Protection Act (Public Law 106-554)~~
4. TCA 49-1-221

 Cross References

Use of Electronic Mail (e-mail) 1.805
 Web Pages 4.407

Murfreesboro City School Board

Monitoring: Review: Annually, in November	Descriptor Term: School and System Websites	Descriptor Code: 4.407	Issued Date:
		Rescinds: PER 45	Issued:

1 CONTENT STANDARDS

2 The Board authorizes the creation of school and/or district web pages on the Internet. Only those web
3 pages maintained in accordance with Board policy and established procedures shall be recognized as
4 official representations of the district or individual schools. All information on a school or district web
5 page must accurately reflect the mission, goals, policies, program, and activities of the school and
6 district. The web page must have a purpose which falls within at least one of three categories:

- 7 1. Support of curriculum and instruction — intended to provide links to Internet resources for
8 students, parents, and staff in the district;
- 9 2. Public information —intended to communicate information about the schools and district to
10 students, staff, parents, community and the world at large; and
- 11 3. District technology support —intended to provide and respond to instructional and administrative
12 technology needs of students and staff.

13 All material on a school website shall be either original to the school, in the public domain, or posted
14 with the express permission of its rightful owner. This includes, but is not limited to, text, graphics,
15 pictures, video, sounds, music, characters, logos, and trademarks. Web page publications shall follow all
16 applicable copyright laws and guidelines.

17 Websites developed under contract for the school district or within the scope of employment by district
18 employees are the property of the school district.

19 PRIVACY STANDARDS

- 20 1. Because Internet publications are available to the entire world, special care shall be taken to
21 protect the privacy of students and staff. Web pages may not include personal identifying
22 information regarding a student¹ such as: telephone numbers, addresses, names of other family
23 members, names of friends, e-mail addresses, specific location of a student at any given time,
24 grades or any other academic information. No confidential information shall be published on or
25 linked to the web site.
- 26 2. Student work may be published on web pages or other media with written consent of the student's
27 parent/guardian.
- 28 3. Links to student e-mail accounts are prohibited.
- 29 4. Pictures of students may be included only under the following conditions:⁻²¹

- 30 • Individual student pictures may be published on the web site only with written consent of the
 31 student's parent/guardian.
 32 • Pictures of groups of students involved in a school-related activity may be published without
 33 consent; however, the students shall only be identified by the group name.
 34 • Students shall not be individually identified in pictures unless there is a special reason for
 35 doing so, such as recognition for receiving an award. In such cases, the student's
 36 parent/guardian give written consent.

37 **ADVERTISING/SPONSORSHIPS**

38 Any use of advertising or sponsorships that appears on a school web site must be approved by the school
 39 web administrator, the principal, and the Director of Schools/designee. Guidelines for approval shall be
 40 established by the Director of Schools/designee and must be consistent with the board's policies and
 41 guidelines used in other school and district publications.

42 **ADMINISTRATIVE PROCEDURES**

43 The director of schools shall develop administrative procedures for development of web pages including
 44 content, quality and consistency standards and shall designate an individual(s) to be responsible for
 45 maintaining the official district web page and monitoring all district web page activity. A building
 46 principal shall make such designation for an individual school. Schools or departments that wish to
 47 publish a web page must identify the webmaster's name, e-mail address and phone number on the web
 48 page.

49 **CONCERNS/COMPLAINTS**

50 As with any instructional materials or publication used by or representing the school or district, the
 51 building principal or director of schools, respectively, is ultimately responsible for accuracy and
 52 appropriateness of the information made available on the web site. Concern about the content of any
 53 page(s) created by students or staff should be directed to the building principal or the director of schools'
 54 office when related to the district web site. If the concern is not resolved, persons who wish to file a
 55 formal complaint shall submit a written request for reconsideration of instructional material.

Legal References

1. 20 USCS 1232 g(a)(5)(A)-(B)
~~ESEA (20 USCS 7908) Sect. 9528; 10 USCS 503~~

Cross References

Reconsideration of Instructional Materials 4.403
 Use of Copyrighted Materials 4.404
 Employee-Developed Materials 4.405

Murfreesboro City School Board

Monitoring: Review: Annually, in November	Descriptor Term: Parental and Family Involvement	Descriptor Code: 4.502	Issued Date:
		Rescinds: IS 6	Issued: 09/01/10

1 GENERAL EXPECTATIONS FOR PARENTAL INVOLVEMENT

2 The Board is committed to increasing and ensuring the involvement of parents and other family members in the
3 education of students.

4 The Director of Schools/designee shall:

- 5
- 6 • Identify barriers to parental involvement and provide coordination, technical assistance, and other
7 necessary support to assist individual schools with planning and implementing parental involvement
8 activities;
 - 9 • Ensure parents are involved with the development of educational or improvement plans as required by
10 state and federal laws; and
 - 11 • Ensure those plans include strategies for parental participation in the schools that are designed to
improve parent and teacher cooperation.

12 The school district shall ensure Title I schools are in compliance with the *Every Student Succeeds Act*.

13 SCHOOL -LEVEL POLICY

14 As required by law,¹ each Title I school shall submit its school parent involvement policy to the Director of
15 Schools to ensure that each school meets state and federal requirements, including a school-parent compact.
16 This school level policy shall be developed jointly with and distributed to parents of participating students.

17 FAMILY-SCHOOL PARTNERSHIPS

18 Families and community members should be engaged in the education of students based on the following
19 standards:

- 20
- 21 • Families are welcomed into the school community;
 - 22 • Families and school staff should regularly communicate about student learning;
 - 23 • Families and school staff should work together to support student learning and development;
 - 24 • Families should be informed and encouraged to be advocates for students;
 - 25 • Community, civic, and business resources should strengthen school programs, family practices, and
26 student learning.

Legal References

1. ~~No Child Left Behind Act of 2001~~ ESSA, Title 1, Part A, Sect. ~~11181116~~; TCA 49-6-7001; State Board of Education - Tennessee Parent/Family Involvement Policy 4.207; TCA 49-2-305
~~TCA 49-6-7001~~

Murfreesboro City School Board

Monitoring: Review: Annually, in November	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date:
		Rescinds: IS 14	Issued: 4/79; 11/98; 4/01; 9/05; 2/12

1 The guiding philosophy for determining promotion or retention will be what is in the best interest of the
2 child.

3 Students shall progress in sequential order from grade to grade. The professional staff shall place
4 students at the grade level best suited for them academically, socially and emotionally.

5 In order to enhance the opportunity for remediation, students with problems shall be identified as early
6 as possible in the school year. Parents shall be notified when problems are identified and shall be
7 informed periodically of remedial efforts and given progress reports.

8 Retentions may be made when, in the judgment of the teacher, such retentions are in the best interest of
9 the students. In arriving at a decision for either the promotion or retention of a pupil, the combined
10 views of the teacher, principal, and Director of Schools/designee should be taken into consideration
11 along with those of the parents. However, the final decision rests with school personnel.

12 Before a student is retained, the parents shall be informed in writing and shall have the opportunity to
13 participate in a conference at least six (6) weeks before the end of the school year.

14 Before the decision is finalized, the principal shall make a report to the Director of Schools/designee of
15 each student being considered for retention. The report shall include explicit documentation of student
16 deficiencies and documentation of the differentiated instruction implemented by the teacher/school to
17 support the student being successful.

18 This evidence shall be placed in the student's cumulative record.

19 Educational approaches and techniques for the repeated year shall vary from the prior year in order to
20 provide an appropriate instructional program. Variations may include, but are not limited to assigning
21 the child to a different teacher, using different materials or strategies, or varying lengths of time per
22 subject.

23 For the purpose of determining the effectiveness of retention toward improving student achievement,
24 the progress of retained students shall be monitored for at least three (3) years.

25 The following factors shall be considered in making a decision on promotion and retention.⁻²¹

26 1. Students shall have mastered essential skills sufficiently to ensure a likelihood of success at the
27 next grade level.

- 28 2. Students who have been identified as having special problems, including high risk students and
 29 others with special needs, shall be given special consideration. Placement of students with IEPs
 30 shall be determined by the IEP-Team.
 31 3. Except under unusual circumstances, students may not be retained more than once.
 32 4. Retention should not be a substitute for special education, counseling, intervention, or social
 33 services.
 34 5. Retention shall not be used as a disciplinary measure.
 35 6. No student enrolled in the third grade shall be promoted unless the student has shown a basic
 36 understanding of curriculum and ability to perform the skills required in the subject of reading
 37 as demonstrated by the student's grades or standardized test results. This requirement shall not
 38 apply to students who are participating in a Board approved research-based intervention prior to
 39 the beginning of the next school year or to students who have IEPs pursuant to 20 U.S.C. § 1400
 40 et seq.⁴²

 Legal References

1. ~~TRR/MS 0520-01-03-.05(3)(b)~~~~TCA 49-6-3115~~
2. ~~TCA 49-6-3115~~~~TRR/MS 0520-01-03-.05(3)(b)~~

 Cross References

Grading System 4.600
 Reporting Student Progress 4.601
 Attendance 6.200

Murfreesboro City School Board

Monitoring: Review: Annually, in March	Descriptor Term: Drug-Free Workplace	Descriptor Code: 5.403	Issued Date:
		Rescinds: PER 32 PER 36; 1.804	Issued: 09/01/01

1 No employee shall unlawfully manufacture, distribute, dispense, possess or use on or in the workplace
2 alcohol or any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other
3 controlled substance, as defined in federal law.¹ No employee shall have illegal controlled substances,
4 abused prescription drugs, or any other mind-altering or intoxication substances present in their system
5 while at the workplace or on duty. "Workplace" shall include any school building or any school premise;
6 any school or district-owned vehicle; any other school-approved vehicle used to transport students to
7 and from school or school activities; and off-school property during any school-sponsored or school
8 approved activity, event or function.

9 Any employee who violates the terms of this policy shall be suspended and shall be subject to dismissal
10 and referral for prosecution.

11 The Director of Schools shall be responsible for providing a copy of this policy to all school system
12 employees.

13 REASONABLE SUSPICION DRUG TESTING

14 Trained supervisors have the responsibility to observe and document the cause for reasonable suspicion
15 and when appropriate, refer the matter to the Director of Schools/designee. It is not the supervisor's
16 responsibility to attempt diagnosis. All information, facts and circumstances leading to and supporting
17 this suspicion, should be included in a written report detailing the basis for the suspicion. After the
18 report is filed, the employee should be notified.

19 Any employee may be required to submit to substance screening if the following conditions exist: (list
20 is not inclusive)

- 21 1. Observed use, possession or sale of illegal drugs and/or use, possession, sale, or abuse of alcohol
22 and/or prescription drugs.
- 23 2. Apparent physical state of impairment of motor functions.
- 24 3. Marked changes in personal behavior not attributed to other factors.
- 25 4. Employee involvement in or contribution to an accident where the use of alcohol or drugs is
26 reasonably suspected or employee involvement in a pattern of repetitive accidents whether or not
27 they involve actual or potential injury.
- 28 5. Violation of criminal statutes involving the use of illegal drugs, alcohol or prescription drugs
29 and/or violations of drug statutes.

30 **TESTING FOR CDL EMPLOYEES**

31 All drivers and applicants for driver positions who are required to hold a Commercial Driver's License
32 (CDL) to perform their job function must adhere to the requirements of this policy and all procedures
33 relating to this policy.²

34 The use, possession, sale, purchase or transfer of any controlled substances except medically prescribed
35 drugs on school property, while on school business or while operating school vehicles and equipment is
36 prohibited. Drinking alcoholic beverages during working hours, within four (4) or fewer hours before
37 reporting to work or having any measurable amount of alcohol in their system during working hours is
38 prohibited, whether on or off school property. Working hours include all breaks. Off-duty use of drugs
39 and alcohol is prohibited to the extent that it affects the driver's attendance or performance and their
40 ability to pass required DOT alcohol and controlled substance tests. Any violation of this policy is
41 grounds for termination as an employee of the Board and possible legal prosecution.

42 The use of any prescription drug that could affect the central nervous system or one that would impair
43 reaction time shall be reported to the Director of Schools/Transportation Supervisor. Notice shall be
44 given of non-prescription (over-the-counter) drugs being taken on a regular basis. The notice shall
45 include the duration of ingestion and the possible side effects.

46 **Pre-employment Drug Screening**

47 Prior to employment, as a condition of any job offer, substance screening will be required for individuals
48 applying for the positions of school bus driver or mechanic. This requirement applies to all CDL
49 (Commercial Driver's License) personnel in compliance with the federal Omnibus Transportation
50 Employee Testing Act of 1991.

51 Applicants will sign an acknowledgment prior to substance screening, permitting the summary result to
52 be sent to the Director of Schools/designee.

53 Refusal to sign the acknowledgment or to submit to substance screening will be considered as withdrawal
54 of the individual's application for employment.

55 If the substance screening shows a confirmed positive result for which there is no current physician's
56 prescription, the applicant is not eligible for employment.

57 All CDL employees are subject to random substance screening.

58 **Procedures**

59 The execution and enforcement of this policy will follow set procedures to screen bodily fluids, conduct
60 breath testing, and/or search all employee/applicants for alcohol and drug use, including those employees
61 suspected of violating this policy or who are involved in a reportable accident or who are periodically
62 randomly selected. The procedures are designed not only to detect violations of this policy, but also to
63 ensure fairness to each employee. Disciplinary action will be taken as necessary.

64

65 Implementation

66 The Director of Schools/Supervisor of Transportation is authorized to implement this policy and the
67 procedures for the drug testing program, including a periodic review of the program to address any
68 problems, changes and/or revisions of it, maintenance of all records required by the federal regulations,
69 and determination upon Board approval of how the program will be accomplished, whether in-house,
70 contracted or by consortium.

71 Dissemination

72 The Director of Schools/Transportation Supervisor shall be responsible for communicating this policy
73 and the procedures to all employees affected by this policy and shall be accountable for its consistent
74 enforcement.³ The Director of Schools/Transportation Supervisor is designated to answer questions
75 about this policy, procedures and all other matters involved in alcohol and controlled substance testing
76 of CDL drivers and the reasonable suspicion testing of all other employees.
77

Legal References

1. Subtitle D Drug Free Workplace Act of 1988
2. 49 USCS § 5331; Alcohol and Controlled Substances Testing
(Omnibus Transportation Employee Testing Act of 1991)
3. 49 CFR 382.601

Cross References

Drug-Free Schools 6.307

Substitute Pay Information for Board 10/22/2019

	Current MCS Rate	Proposed MCS Rate	RCS	Metro	Williamson	Wilson	FSSD
HS or Equivalent	\$73	\$80	\$80	\$85	\$70	\$72	\$80
Associate's or 48 Hours of College	\$77	\$80	\$80	\$85-\$90	\$75	\$77	\$80
4 Year Degree or Higher	\$80	\$80	\$80	\$100	\$85	\$85	\$90
Teaching License	n/a	\$90	\$90	\$115	\$90	n/a	\$100

****currently paying more than MCS****

In addition to the above, RCS also provides monthly bonus opportunities.

Williamson pays \$5 more per day if they sub over 20 days, and \$10 more per day if they sub over 50.

Approximate cost if Murfreesboro City Schools raises sub pay to match RCS beginning January 1st, 2020:	\$9,000
Approximate cost if Murfreesboro City Schools adds \$5 per day incentive to those who work 21-50 days, and \$10 per day incentive to those who work 50+ days beginning January 1st, 2020:	\$11,000
Total Approximate Cost:	\$20,000

RESOLUTION

**A RESOLUTION OF THE MURFREESBORO CITY BOARD OF EDUCATION
REQUESTING A ONE-TIME APPROPRIATION OF \$1.3 MILLION FROM THE
CITY GENERAL FUND TO THE MURFREESBORO CITY SCHOOLS AND
AMENDING THE MURFREESBORO CITY BOARD OF EDUCATION'S
FISCAL YEAR 2020 BUDGET**

WHEREAS, the Murfreesboro City Board of Education ("MCS") has previously requested that the City of Murfreesboro ("City") include allocations of \$1.3 million in Fiscal Year 2020 and \$875,000 in Fiscal Year 2021 in the City's 2020 Community Investment Program ("CIP") to be used for the purchase of laptop computers for MCS staff and Chromebook tablets for students;

WHEREAS, City staff has proposed that instead of paying for the Fiscal Year 2020 request out of future CIP borrowings that \$1.3 million be transferred from the City General Fund to MCS for technology purchases anticipated in Fiscal Year 2020; and

WHEREAS, MCS acknowledges that this transfer would constitute a one-time appropriation from the City General Fund to MCS Budget for Fiscal Year 2020 and that as such this transfer would not increase or otherwise affect the City's maintenance-of-effort obligation under state law; and

WHEREAS, MCS further acknowledges that the request for \$875,000 for Fiscal Year 2021 will be considered by the City as part of the City's Operating and CIP Budget processes.

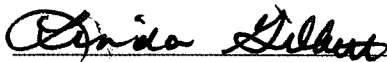
THEREFORE, BE IT RESOLVED THAT THE MURFREESBORO CITY BOARD OF EDUCATION that the MCS Fiscal Year 2020 Budget be amended as presented in Exhibit A hereto, subject to approval by the Murfreesboro City Council.

Passed on the 12th of November 2019.

Yeas: 7 Nays: 0



Butch Campbell, Chair



Linda Gilbert, Director of Schools

Dr. Linda Gilbert
Murfreesboro
Director of Schools

2019
Evaluation Instrument

Appendix A 35%
Appendix B 50%
Appendix C 15%

By:
Tennessee School Boards Association
Dr. Tammy Grissom
525 Brick Church Park Drive
Nashville, TN 37207
800/448-6465

APPENDIX A
Administrators' Perceptions of Director's Performance Objectives

	5- Significantly Above Expectations	4- Above Expectations	3-At Expectations	2- Below Expectations	1 Significantly Below Expectations
1. The director develops clear expectations.					
2. The director models good communication skills.					
3. The director is knowledgeable about the curriculum.					
4. The director ensures that funds are spent wisely.					
5. The director holds me accountable.					
6. The director supports professional growth activities for administrators.					
7. The director maintains positive relationships with administrators.					
8. The director enforces board policy in a fair and consistent manner.					
9. The director ensures the safety of students and school personnel.					
10. The director administers the schools in accordance with state laws.					
11. The director recruits effective employees.					
12. The director takes an active leadership role in instructional improvement.					
13. The director evaluates my performance in a fair and consistent manner.					
14. The director interacts effectively with system employees.					
15. The director is accessible to administrators.					
16. The director develops good staff morale and loyalty to the system.					
17. The director involves administrators as much as possible in decision-making.					
18. The director listens to suggestions from the administrative staff.					
19. The director demonstrates a caring attitude.					

Additional Comments:

APPENDIX B Board Assessment

BOARD RELATIONSHIP	5- Significantly Above Expectations	4- Above Expectations	3-At Expectations	2- Below Expectations	1 Significantly Below Expectations
1. Keeps all board members informed on issues, needs and operation of the school system.					
2. Keeps board informed of employment, promotion, and dismissal of personnel.					
3. Has a harmonious relationship with the board.					
4. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.					
5. Maintains a high degree of understanding and respect between staff and the board.					
6. Is accessible to the Board.					
Total Mean Score for Board Relationships					
COMMUNITY RELATIONSHIPS					
1. Is an effective spokesperson for the school system.					
2. Models the highest professional standards to the community.					
3. Builds public support for the school district.					
4. Develops cooperative relationships with the news media.					
5. Works effectively with public and private agencies.					
Total Mean Score for Community Relationships					
STAFF AND PERSONNEL RELATIONSHIPS					
1. Develops good staff morale and loyalty to the system.					
2. Treats all personnel fairly.					
3. Delegates authority to staff members appropriately.					
4. Recruits and assigns the best available personnel.					
5. Organizes a planned program of staff evaluation.					
6. Finds a good balance between time in the office and time in the schools.					
Total Mean Score for Staff and Personnel Relationships					

	5- Significantly Above Expectations	4- Above Expectations	3-At Expectations	2- Below Expectations	1 Significantly Below Expectations
FACILITIES AND FINANCE					
1. Demonstrates knowledge of school facilities and develops a process that builds support for buildings needs.					
2. Ensures the maintenance of school property and the safety of personnel and property.					
3. Provides accurate and timely reports to the board on the financial condition of the school system.					
4. Ensures that expenditures are within the limits approved by the board.					
5. Evaluates financial needs and makes recommendations for adequate financing.					
Total Mean Score for Facilities and Finance					
VISION					
1. Works effectively with board, staff, and community to develop long-range strategic plans.					
2. Keeps board and community informed of progress towards long-range goals.					
3. Clearly articulates system's vision, mission and priorities to community and media.					
4. Inspires others to achieve the vision of the school system.					
Total Mean Score for Vision					
STUDENT ACHIEVEMENT					
1. Develops, implements, promotes and monitors continuous improvement in student achievement.					
2. Applies effective methods of providing, monitoring, evaluating and reporting student achievement.					
3. Promotes academic rigor and excellence for students.					
4. Maintains a current knowledge of developments in curriculum and instruction.					
5. Reviews, reports and reacts appropriately to state accountability measures.					
Total Mean Score for Student Achievement					

APPENDIX C ANNUAL OBJECTIVES

**Performance Objective:
Improve student achievement and growth.**

Performance Indicators - The performance objective is complete when the Director of Schools reports:	5- Significantly Above Expectations	4- Above Expectations	3-At Expectations	2- Below Expectations	1 Significantly Below Expectations
1. The improvement agenda is clear and data-based.					
2. Staff regularly examine data, set goals, and stay the course or initiate change as necessary.					
3. Resources are clearly aligned with improvement as indicated by personnel, curriculum expenditures, and professional development.					
4. Principals initiate and support instructional improvement as indicated by involvement in the PLC process.					
5. There are high expectations for teachers.					

Additional comments:

Approval of the Special Question Committee per Collaborative Conferencing Act of 2011

Board Members

Becky Goff
David LaRoche
Amanda Moore

Professional Educators

Kristy Mall
Teresa Rotella
Sandra Clemmons

2018 LOCAL & STATEWIDE EPP DEMOGRAPHIC DATA

2017 Data						
Statewide EPP Data (ALTERNATIVE PATHWAY PROGRAMS)						
		Memphis Teacher Residency (4)	TFA Memphis (4)	TFA Nashville (4)	Nashville Teacher Residency	TNTP Nashville Teaching Fellows (4)
Enrollment by Ethnicity	American Indian or Alaskan Native	0%	0.3%	0.8%	0%	0%
	Asian	4.3%	3.3%	2.5%	9.1%	2.3%
	Black	17.4%	25.3%	14.3%	45.5%	21.7%
	Hispanic/Latino	2.5%	4.9%	5.9%	9.1%	3.9%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%
	White	72.7%	63.4%	73%	36.4%	71.3%
	Two or More Races	3.1%	2.8%	3.4%	0%	0.8%
Percentage of High-Demand Endorsements (State Average: 27.15%)	ESL	7.5%	11.5%	19.2%	0%	27.9%
	Special Education	1.9%	14%	8.8%	0%	5.4%
	Secondary Science	3.1%	10.5%	10%	0%	3.9%
	Secondary Math	7.5%	7.2%	5%	9.1%	5.4%
	Spanish	3.1%	5.7%	2.1%	0%	0%
	TOTAL	27.3%	46.9%	44.8%	9.1%	42.6%
# of Completers	2015	56	157	93	N/A	50
	2016	57	106	76	N/A	46
	2017	48	138	70	11	33
Percentage of Racially Diverse Cohort Members (State Average: 15.05%)		27.3%	36.6%	27%	63.6%	28.7%
1 st Year Placement Rate in Tennessee Public Schools (State Average: 74.1%)		96.9%	97%	98.7%	90.9%	96.9%
Percentage of Completers with Observation Scores of Levels 3+ (State Average 95.9%)		98%	96.4%	96.6%	No Data Available	92.2%
Percentage of Completers with Observation Scores of Levels 4-5 (State Average 58.82%)		80.4%	64.8%	57.4%	No Data Available	43.1%
Percentage of Completers with TVAAS Score of Levels 3 or above (State Average: 62.01%)		69.3%	64%	73.2%	No Data Available	75%
Percentage of Completers with TVAAS Score of Levels 4-5 (State Average: 28.7%)		35.2%	29.2%	38.6%	No Data Available	51.8%
Percentage of Cohort Members whose Overall Level of Effectiveness Scores are Levels 4-5 (State Average: 63.68%)		69.7%	54.8%	59.5%	No Data Available	60%

*Items highlighted in **ORANGE** indicate metric areas where the EPP data is better than the state average

*The parenthesized number next to the university name indicates the school's Overall Score determined by the Tennessee State Board of Education: Report Card on the Effectiveness of Teacher Training Programs

BROOK DENNARD ROSSER, ED.D.

Knox County Schools
Talent Acquisition & Retention

2018 LOCAL & STATEWIDE EPP DEMOGRAPHIC DATA

2017 Data													
Local EPP Demographic Data													
		Carson Newman (3)	ETSU (3)	Johnson (2)	King (3)	Lee (2)	LMU (2)	Maryville (3)	South (1)	TTU (3)	Tusculum (3)	UTC (2)	UTK (4)
Enrollment by Ethnicity	American Indian or Alaskan Native	0%	0%	0%	1.1%	0%	0%	0%	0%	0.2%	0.4%	0.2%	0.2%
	Asian	2.4%	0.4%	2.2%	1.1%	0.7%	0%	0%	0%	0.4%	0%	0.2%	2.3%
	Black	4.5%	1.1%	0%	1.1%	2.4%	2.3%	1.5%	2.3%	1.2%	0.4%	3.5%	2.6%
	Hispanic/Latino	0.4%	1.1%	0%	1.1%	3.6%	0.6%	4.5%	0%	1.6%	1.6%	1.7%	1.7%
	Native Hawaiian or Other Pacific Islander	0.0%	0%	0%	0%	0.2%	0%	0%	0%	0%	0%	0.2%	0%
	White	91.8%	96.8%	97.8%	94.4%	91.9%	96%	92.4%	95.3%	95.3%	97.6%	90.5%	90.3%
	Multiracial	0.8%	0.6%	0%	1.1%	1.2%	1.1%	1.5%	2.3%	1.2%	0%	3.7%	3%
Percentage of High-Demand Endorsements (State Average: 27.15%)	ESL	4%	0%	23.9%	11.1%	4.3%	0%	6.1%	0%	1%	4%	2.5%	6%
	Special Education	20.1%	10.4%	0%	0%	12.6%	1.7%	0%	0%	4.8%	3.6%	9.5%	11%
	Secondary Science	9.2%	4%	0%	3.3%	3.3%	6.3%	3%	0%	4.3%	4%	4.5%	5.7%
	Secondary Math	5.6%	4.2%	0%	4.4%	6.2%	2.3%	9.1%	0%	3.5%	2.4%	3.9%	7.2%
	Spanish	1.2%	1.1%	0%	0%	2.4%	0%	3%	0%	1.3%	1.2%	3.9%	2.9%
	TOTAL	40.2%	19.6%	25%	18.9%	28%	10.3%	21.2%	0%	14.8%	11.5%	21.3%	32.7%
# of Completers	2015	69	204	29	30	137	73	30	19	368	73	165	209
	2016	79	157	37	31	133	59	21	13	292	94	168	182
	2017	101	169	26	29	151	43	15	11	270	86	151	190
Percentage of Racially Diverse Cohort Members (State Average: 15.05%)		8.2%	3.2%	2.2%	5.6%	3.1%	4%	7.6%	4.7%	4.7%	2.4%	9.5%	9.7%
1 st Year Placement Rate in Tennessee Public Schools (State Average: 74.1%)		70.7%	64.9%	46.7%	55.6%	49.9%	60%	48.5%	55.8%	74.3%	96.4%	69.6%	76.6%
Percentage of Completers with Observation Scores of Levels 3+ (State Average 95.3%)		98.3%	96.1%	89.5%	97.8%	85.4%	98.2%	100%	91.7%	96.7%	96.4%	83.8%	96.7%
Percentage of Completers with Observation Scores of Levels 4-5 (State Average 58.82%)		63.7%	64.1%	39.5%	60%	37.2%	60.5%	57.9%	41.7%	60.6%	65%	34.5%	62.8%
Percentage of Completers with TVAAS Score of Levels 3 or above (State Average: 62.01%)		64.2%	64.5%	75%	68.8%	68.8%	63.3%	62.5%	52.9%	59%	60.6%	62.6%	64.8%
Percentage of Completers with TVAAS Score of Levels 4-5 (State Average: 28.7%)		32.8%	31.3%	31.2%	28.1%	29.4%	23.3%	33.3%	17.6%	26.7%	27.9%	24.5%	34.7%
Percentage of Cohort Members whose Overall Level of Effectiveness Scores are Levels 4-5 (State Average: 63.68%)		68.3%	72.2%	55.6%	68.2%	48.2%	65.7%	71.1%	50%	65.7%	70.3%	48.3%	71.3%

*terms highlighted in **ORANGE** indicate metric areas where the EPP data is better than the state average

*The parenthesized number next to the university name indicates the school's Overall Score determined by the Tennessee State Board of Education: Report Card on the Effectiveness of Teacher Training Programs

BROOK DENNARD ROSSER, ED.D.

Knox County Schools
Talent Acquisition & Retention

2018 LOCAL & STATEWIDE EPP DEMOGRAPHIC DATA

2017 Data											
Statewide EPP Data (TRADITIONAL PROGRAMS)											
		Austin Peay (3)	Belmont University (3)	Cumberland University (3)	Lipscomb (4)	MTSU (3)	Tennessee State (3)	Univ. of Memphis (3)	UT Martin (2)	Union University (4)	Vanderbilt (3)
Enrollment by Ethnicity	American Indian or Alaskan Native	0.2%	0%	0%	0.5%	0.4%	0%	0.3%	0%	0.2%	0.3%
	Asian	2.3%	0%	0.8%	1.4%	1.1%	0.7%	2%	0%	2.2%	5.7%
	Black	7.4%	6.9%	11.8%	10.3%	6.7%	36.6%	22.6%	7.4%	20.2%	1.7%
	Hispanic/Latino	4.1%	6.2%	2.5%	3.9%	3.4%	3.5%	0%	0.6%	3%	5.7%
	Native Hawaiian or Other Pacific Islander	0.4%	0.7%	0%	0%	0.1%	0.7%	0%	0%	0%	0%
	White	84.5%	86.1%	84.9%	82.5%	86.6%	56.3%	74.8%	92.1%	72.2%	84.6%
	Two or More Races	1.2%	0%	0%	1.5%	1.8%	2.1%	0.3%	0%	1.6%	2%
Percentage of High-Demand Endorsements (State Average: 27.15%)	ESL	0%	3.5%	0%	25.9%	9%	0%	1.7%	0%	5.3%	12.4%
	Special Education	10.9%	9%	29.4%	11.9%	8.6%	4.2%	38.3%	7%	5.3%	21.8%
	Secondary Science	7%	5.6%	2.5%	6.5%	4.8%	3.5%	3%	3.4%	7.7%	7%
	Secondary Math	4.7%	4.2%	5%	5.2%	3%	3.5%	1.9%	2%	6.3%	6.7%
	Spanish	2.5%	.7%	.8%	3%	2%	2.1%	.8%	2.5%	4%	.7%
	TOTAL	24.5%	22.9%	37.8%	52.2%	19.4%	13.2%	45.5%	14.9%	27.7%	48%
# of Completers	2015	163	56	35	229	306	51	207	208	212	104
	2016	165	38	34	211	311	45	162	166	163	102
	2017	187	50	50	232	338	48	103	181	120	92
Percentage of Racially Diverse Cohort Members (State Average: 15.05%)		15.5%	13.9%	15.1%	17.5%	13.4%	43.7%	25.2%	8%	27.3%	15.4%
1 st Year Placement Rate in Tennessee Public Schools (State Average: 74.1%)		76.9%	63.9%	87.4%	84.7%	80.3%	84%	69.3%	79.6%	85.2%	45.3%
Percentage of Completers with Observation Scores of Levels 3+ (State Average 95.9%)		91.8%	94.1%	96.1%	96.3%	96.6%	94.9%	98.4%	96.4%	97.2%	96.9%
Percentage of Completers with Observation Scores of Levels 4-5 (State Average 58.82%)		50.2%	51.8%	62.8%	59.4%	62.0%	55.1%	68%	53.4%	68.6%	75%
Percentage of Completers with TVAAS Score of Levels 3 or above (State Average: 62.01%)		63%	65.7%	68.6%	65.8%	58.9%	63.4%	56.4%	52.8%	63.1%	60.7%
Percentage of Completers with TVAAS Score of Levels 4-5 (State Average: 28.7%)		28.7%	37.1%	17.1%	29.7%	24.8%	29.3%	26.2%	24.6%	32.8%	29.5%
Percentage of Cohort Members whose Overall Level of Effectiveness Scores are Levels 4-5 (State Average: 63.68%)		61.2%	58.2%	69.3%	63.7%	67.9%	55.3%	70.1%	62.1%	66.4%	69.6%

*Items highlighted in **ORANGE** indicate metric areas where the EPP data is better than the state average

*The parenthesized number next to the university name indicates the school's Overall Score determined by the Tennessee State Board of Education: Report Card on the Effectiveness of Teacher Training Programs

BROOK DENNARD ROSSER, ED.D.

Knox County Schools

Talent Acquisition & Retention

BROWSER EXTENSIONS

for a safer Internet



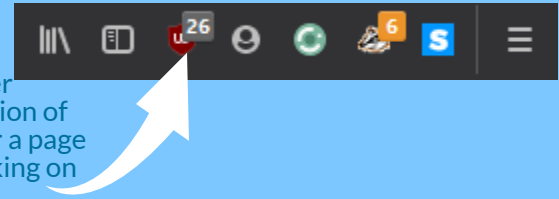
UBLOCK ORIGIN

UBlock Origin is an ad blocker that will prevent webpages from displaying advertisements. After installation it will appear in the upper right portion of your web browser, near the menu button. After a page loads, it will display the number of ads it is blocking on the page.

Download It Here

Firefox : <https://addons.mozilla.org/en-US/firefox/addon/ublock-origin/>

Chrome : <https://chrome.google.com/webstore/detail/ublock-origin/>



PRIVACY BADGER

Privacy Badger will find and disable invisible trackers on webpages. Similar to UBlock origin it will appear in the upper right corner of the web browser and display the number of trackers being blocked.

Download It Here

Firefox : <https://addons.mozilla.org/en-US/firefox/addon/privacy-badger17/>

Chrome : <https://chrome.google.com/webstore/detail/privacy-badger/>



HTTPS EVERYWHERE

HTTPS Everywhere is an extension to protect your communications by enabling HTTPS encryption automatically on sites that are known to support it, even when you type URLs or follow links that omit the https: prefix. It is also in the upper right corner of your browser, but will display alerts less frequently than UBlock or Privacy Badger.

Download It Here

Firefox : <https://addons.mozilla.org/en-US/firefox/addon/https-everywhere/>

Chrome : <https://chrome.google.com/webstore/detail/https-everywhere/>

Encryption is a sealed envelope for your web communications. Without it, all data sent over the internet from your computer can be viewed by a third party, similar to a postcard.

REMEMBER!

Always download your extensions directly from Google or Mozilla (Firefox). They have a rigorous approval process for the extensions they provide, and by downloading from a third-party site you put your data at risk for theft.

Before downloading any extension make sure the web address is either <https://addons.mozilla.com> if you use Firefox, or <https://chrome.google.com> for Chrome.

Are you using Edge, Internet Explorer, or just don't know what you are using? Do you need assistance installing these extensions?

WE CAN HELP!

Submit a Skyward Ticket and a technician will gladly help.



ONLINE SAFETY

Tips and Best Practices

SHOULD I OPEN



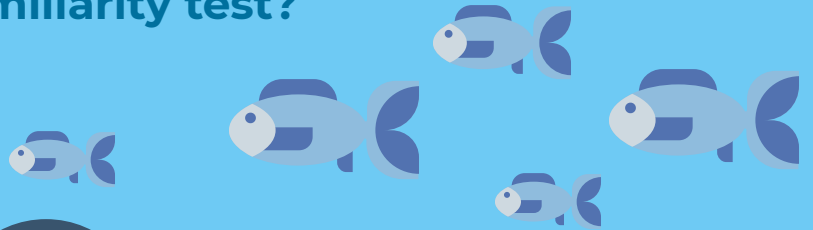
THAT EMAIL

Phishing is the fraudulent attempt to obtain sensitive information such as usernames, passwords and credit card details by disguising oneself as a trustworthy entity in an electronic communication.

- Phishing accounts for 90% of data breaches
- Phishing attempts have grown 65% from 2018 to 2019
- 30% of phishing emails are opened by targeted users

Does the message pass the familiarity test?

- Were you expecting the email?
- Verify the sender. Do you know them?
- Are they using their normal signature?
- Do they typically send attachments?



If you don't know, don't open!

It is okay to not reply!

SHOULD I CLICK THAT LINK?



- Hover over the link to ensure it leads where it says it does.
- Do you recognize the website?
- Were you expecting to receive a link?
- Is the address familiar? (.com, .net)



DON'T KNOW? DON'T CLICK!

PASSWORDS

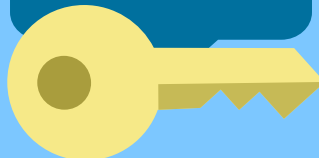


Avoid using a password that can be associated with you

- Address
- Pets
- Phone Numbers
- Sports Teams
- Children's Name
- Hobbies

86%

OF PASSWORDS
ARE TOO SIMPLE



What makes a good password?

- Length is more important than complexity
- Bad Password: P@ssw0rd
- Great Password:
MycarwaspurchasedonNovember15th!
- 10 or more characters
- Separate passwords for each account

**2018-2023
MASTER PLAN
FOR
MURFREESBORO CITY
SCHOOLS**

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

VISION STATEMENT

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

MISSION STATEMENT

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

BELIEFS OF MURFREESBORO CITY SCHOOLS

WE BELIEVE:

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

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

Core to the work of Murfreesboro City Schools is a profound commitment to the academic, physical, emotional, and social development of each child—regardless of the child’s learning capacity, ethnicity, or socioeconomic status. Therefore, schools will engage students in meaningful learning, accommodate individual differences, and ensure that students are well-equipped to meet the ever-changing challenges of a global community. The strategies associated with this goal are designed to increase collaboration, problem-based learning, digital literacy, and the dispositions and skills necessary for a productive future by providing diverse academic and non-academic learning opportunities.

STRATEGIES:

1. Provide learner-centered environments equipped with standards-aligned learning resources, technology, and support services to meet the individual, diverse needs of all learners.
2. Continue to provide a comprehensive tiered instructional model, including differentiation in the content areas to maximize the academic learning of all children, and a tiered behavioral model to meet their social and emotional needs. This means that the unique needs of all subgroups of children—regardless of their academic, socioeconomic, cultural, or ethnic demographic—are held to a high standard.
3. Increase opportunities for teachers and leaders to learn and collaborate in professional learning communities that develop and nurture staff in the study and use of rigorous standards-aligned core instruction and research-based practices which accelerate student learning and positively impact the academic, physical, social and emotional development of each child.
4. Continue to implement standards-aligned research-based instructional practices that build creativity, critical thinking, problem-solving, and application, while encouraging students and staff to be versatile, communicative, optimistic global thinkers.
5. Increase Extended School Program offerings and participation to augment student learning.

6. Encourage and train teachers and students to achieve responsible digital literacy and accelerate student learning by integrating instructional technology into the academic content areas.
7. Allocate time, resources, and access to technology-based tools and digital resources to ensure ongoing professional growth in technology fluency and integration.

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

Murfreesboro City Schools acknowledges that strong, comprehensive parent, family, and community partnerships are necessary pillars of a progressive society. The strategies associated with this goal are designed to promote a collective will and shared commitment to preparing children with the skills and tools to succeed in life.

STRATEGIES:

1. Develop parent and community involvement campaigns that will increase parent engagement and celebrate student diversity.
2. Partner with outside organizations and real world practitioners to link students with the world of work.
3. Expand community service projects and service learning opportunities for students and staff.
4. Develop and implement a plan to involve students, staff, parents, and community as partners in promoting Murfreesboro City Schools.
5. Communicate with parents regarding positive student behavior and achievement.

3. GOAL: WE WILL CREATE A CULTURE THAT INVITES, NURTURES, AND VALUES THE HIGHEST QUALITY PERSONNEL TO ENSURE STUDENT SUCCESS.

Murfreesboro City Schools believes that student success hinges on the ability to create a team of high-performing employees. Strategies associated with this goal are designed to attract and develop outstanding employees who can actively engage students with diverse learning experiences that prepare them academically, physically, socially, and emotionally for a fast-moving, competitive global workforce.

STRATEGIES:

1. Expand the pipeline of high quality applicants.
2. Expand the number of comprehensive induction and mentorship programs of new staff.
3. Expand the mentoring programs for all district employees needing assistance.
4. Using peer collaboration, virtual resources, and pertinent educational authorities, implement a differentiated professional growth plan in which all staff learn how to individualize the academic program.
5. Develop and nurture future leaders.
6. Expand staff recognition programs to honor certified and classified staff.

4. GOAL: WE WILL PROVIDE SAFE, HEALTHY, CLEAN, WELL-MAINTAINED, AND OPERATIONALLY EFFICIENT ENVIRONMENTS IN WHICH CHILDREN AND ADULTS CAN FLOURISH.

Murfreesboro City Schools is committed to physically clean, well-maintained, and emotionally non-threatening environments in which each child is safe, healthy, engaged, valued, and challenged to learn. In addition, the district is committed to using funds wisely and efficiently. The strategies associated with this goal are designed to develop compliance with all safety and environmental regulations, while providing well-maintained facilities in which students can have superior learning experiences and adults can be empowered for excellence.

STRATEGIES:

1. Establish procedures that create a welcoming environment while maximizing the safety of all occupants.
2. Promote an environment of wellness and good health practices.
3. Provide a variety of quality meal choices to encourage student participation in the school meal program while maintaining compliance with USDA regulations.
4. Implement a research-based character education program with a tiered behavioral response system and positive behavior support.
5. Provide cultural awareness and other appropriate training for staff to create an inclusive learning environment in which bullying does not occur.
6. Conduct a school safety audit of every school each year.
7. Develop and maintain a safety and crisis plan at each school, provide prescribed safety training in each school each year, and hold schools accountable for conducting all safety and crisis drills throughout the year.

Board Member Self-Evaluation

Using the following scale, rate your individual performance in the first column "How I am now" and indicate in the second column "How I wish I were." Check the appropriate box in each column.

Scale: 1=Never 2= Rarely 3=About Half the Time 4=Almost Always 5=Always

A. Relationship with the superintendent											
	How I am now					How I wish I were					
	1	2	3	4	5	1	2	3	4	5	
1. I keep the superintendent informed on issues, needs, and complaints in a manner allowing the superintendent the opportunity to solve related problems in a professional manner.				5	2				2	5	
2. I publicly support the superintendent's administrative regulations and decisions and relay any disagreement in a private session.				3	4				2	5	
3. I disregard personalities and consider the recommendations of the superintendent in an unbiased and objective manner.				4	3				1	6	
4. If I want additional information about an agenda item, I contact the superintendent or the responsible person, in advance.			3	2	2				3	4	
5. I am a positive influence for giving the superintendent sufficient research time and not forcing an on-the-spot decision.				4	3				3	4	

Board Member Self-Evaluation

B. Relationship with the community												
	How I am now					How I wish I were						
	1	2	3	4	5		1	2	3	4	5	
1. I work to preserve the trust my fellow citizens have put in me and my fellow board members for the educational development of the children and youth of this community.				2	5						7	
2. I work to do what is in the best interest of each and every student without distinction as to who they are or what their background may be.				2	5						7	
3. I take the initiative in helping all community members to have all the facts about their schools so they will readily provide the finest possible school program, school staff, and school facilities.		1	2	2	2						7	

C. Relationship during meetings												
	How I am now					How I wish I were						
	1	2	3	4	5		1	2	3	4	5	
1. I arrive early and am prepared for the meeting to start on time.			1	1	4						6	
2. I treat other members of the board and professional staff with respect during board meetings.				1	6						7	

One member didn't respond

Board Member Self-Evaluation

3. On those occasions when I differ with other board members, I do so based on the issues at hand and not on personalities.	1	2	3	4	5		1	2	3	4	5
				3	4						7
4. I behave in such a manner as to emphasize that individual board members have no authority except when convened in a legally conducted board meeting.	1	2	3	4	5		1	2	3	4	5
				2	5						7
5. I refrain from discussions and comments that are unrelated to the agenda item.	1	2	3	4	5		1	2	3	4	5
			2	4	1				1	1	5
6. I exercise good listening skills during meetings.	1	2	3	4	5		1	2	3	4	5
				4	3						7
7. I listen to all sides before making a decision.	1	2	3	4	5		1	2	3	4	5
				5	2					1	6
8. I display a spirit of compromise when impasses arise and urge consensus.	1	2	3	4	5		1	2	3	4	5
			1	5	1					3	4
9. I vote my conscience, but support the majority decisions.	1	2	3	4	5		1	2	3	4	5
				2	5						7
10. I work within the board role as policy maker and do not become involved in making administrative decisions.	1	2	3	4	5		1	2	3	4	5
				3	4					2	5
11. At meetings, I speak loudly and clearly enough to be heard by everyone present.	1	2	3	4	5		1	2	3	4	5
				3	4						7
12. I conduct myself in a businesslike manner, following accepted parliamentary procedures and rules.	1	2	3	4	5		1	2	3	4	5
				4	3						7
13. I refrain from monopolizing the discussion.	1	2	3	4	5		1	2	3	4	5
				3	4					1	6

Board Member Self-Evaluation

D. Relationship with staff and personnel												
	How I am now					How I wish I were						
	1	2	3	4	5	1	2	3	4	5		
1. I consistently adhere to the law governing superintendent authority for personnel.				2	5				1	6		
2. I make every effort to become acquainted with district personnel		1	2	2	2				2	5		
3. I do not allow personal friendships with district personnel to affect overall board decisions or policies.			1	3	3				2	5		
4. I channel complaints and potential problems to the proper authority.				5	2				2	5		

E. Support of instructional program												
	How I am now					How I wish I were						
	1	2	3	4	5	1	2	3	4	5		
1. I keep informed about student achievement.			2	4	1					7		
2. I solicit information from the community pertaining to instructional program needs.		2	2	3					1	6		
3. I support policies that enable the staff to develop the educational program required to meet the needs of the community.				3	4				1	6		

Board Member Self-Evaluation

F. Fiscal responsibility												
	How I am now					How I wish I were						
	1	2	3	4	5	1	2	3	4	5		
1. I support efforts to provide resources to properly fund the school district budget.				3	4				1	6		
2. I support policies requiring proper accountability for the expenditure of school district funds.				3	4				2	5		
3. I keep my constituents informed about the financial needs of the school district.			5	2					2	5		

G. Personal work habits												
	How I am now					How I wish I were						
	1	2	3	4	5	1	2	3	4	5		
1. I keep the educational and welfare of children as my primary concern.				2	5					7		
2. I am willing to make unpopular decisions, in the best interest of children.				1	6					7		
3. I represent the best interests of all citizens rather than special interest groups.				2	5				1	6		
4. I take time to do my homework and prepare for meetings.			1	3	3					7		
5. I attend board meetings regularly.				2	5					7		
6. I refrain from asking that items be added to the agenda at the last minute.			1	2	4				1	6		

Board Member Self-Evaluation

7. I reach decisions on the merits of issues and on the basis of best available information.	1	2	3	4	5		1	2	3	4	5
				2	5					1	6
8. I participate in board training programs at regional, state and national levels.	1	2	3	4	5		1	2	3	4	5
				5	2					2	5
9. I do not individually or unilaterally make decisions or commitments on the board's behalf.	1	2	3	4	5		1	2	3	4	5
				1	6						7
10. I am open and honest with board members, school staff and community members.	1	2	3	4	5		1	2	3	4	5
				1	6						7
11. I share information and avoid "surprises" whenever possible.	1	2	3	4	5		1	2	3	4	5
				3	4					1	6
12. I am familiar with and abide by the Tennessee School Boards Association Boardsmanship Code of Ethics.	1	2	3	4	5		1	2	3	4	5
				3	4						7
13. I respect those who differ in opinion and belief.	1	2	3	4	5		1	2	3	4	5
				3	4					1	6
14. I accept constructive criticism.	1	2	3	4	5		1	2	3	4	5
				3	4						7
15. I remain calm and think clearly under pressure.	1	2	3	4	5		1	2	3	4	5
				6	1						7

Board of Distinction Checklist

To recognize outstanding performance by a board as a whole, TSBA has established a Board of Distinction Program. Complete the following checklist to document that your board is meeting the challenge of leadership in every area of board responsibility.

PLANNING

- _____ 1. Participated in a retreat of at least 7 hours.
- _____ 2. Conducted a superintendent evaluation.
- _____ 3. Developed/updated Strategic Plan, which included vision statement, mission statement and shared beliefs.

POLICY

- _____ 4. Conducted an annual review and maintenance of the entire policy manual.
- _____ 5. Adopted and adhered to policies for effective board operations.
- _____ 6. Adopted the TSBA Boardsmanship Code of Ethics policy.

PROMOTION

- _____ 7. Developed/maintained a plan for promotion of the school system.
- _____ 8. Was represented the last two years at the TSBA Delegate Assembly.
- _____ 9. Designated a legislative representative.

BOARD DEVELOPMENT

- _____ 10. Participated in a board self evaluation and developed a plan for improvement.
- _____ 11. Had a board meeting critiqued by a team of Level III or greater board members from at least two other school boards. (Evaluation form may be obtained from TSBA.)
- _____ 12. Was represented at Fall District Meeting the last two years by a majority of the Board.
- _____ 13. Was represented at TSBA Convention the last two years by a majority of the Board.
- _____ 14. Achieved (at least 1/3 of the board) Level II in the TSBA Boardsmanship Program.
- _____ 15. Each board member has attended at least 75 percent of the board meetings during the last two years.

Our board has completed each of the above items within a two-year period immediately preceding the date of our signatures on this form.

Board Chairman

School Board

Superintendent

Date

Date

PLEASE MAKE A COPY FOR YOUR FILES BEFORE SENDING TO:
525 Brick Church Park Drive – Nashville, TN 37207 – 800/448-6465 – Fax: 615/815-3911

Human Resources Personnel Report 10/16/2019 - 11/07/2019

Certified Hires

Last Name	First Name	Hire Date	Location	Position
HOLLOWAY	BRITTANY	11/04/2019	SALEM	ESL TEACHER
SALEH	MOUSSA	11/04/2019	JOHN PITTARD	ESL TEACHER

Certified Resignations/Terminations/Retirements

Last Name	First Name	Last Day of Work	Location	Position	Tenure Y/N
CREWS	BETHANY	10/25/2019	JOHN PITTARD	GRADE 5 TEACHER	Y
FRENCH	MELANIE	10/25/2019	REEVES ROGERS	GRADE 2 TEACHER	N
SPRAYBERRY	JAMIE	10/25/2019	BLACK FOX	GRADE 4 TEACHER	N
REYNOLDS	LYNN	11/01/2019	JOHN PITTARD	SPED TEACHER	Y

Certified Interim Teachers Hired

Last Name	First Name	Interim Dates	Location	Position	Interim For...
RAMBO	SHERRI	10/17 - 01/31	JOHN PITTARD	INTERIM P.E. TEACHER	PATRICK
JACKSON	PEGGY	10/23 - 12/19	BLACK FOX	INTERIM 4TH GRADE	SPRAYBERRY

Certified Transfers

Last Name	First Name	Transferred From	Transferred To
MCLANE	TONIA	ESL TEACHER @ JP	5TH GRADE TEACHER @ JP

Classified Hires 10/16/2019 - 11/07/2019

Last Name	First Name	Hire Date	Location	Position	Other Notes
MACDAVID	LYDIA	10/21/2019	MNE	SPED EA	
SHIPLEY	LINDSEY	10/28/2019	SALEM	EDUCATIONAL ASST.	PT MDA to EA
MASSENGILL	HAYLEE	10/30/2019	BRADLEY	OFFICE EA	MDA TO EA
WOODARD	HENRY	11/04/2019	DISCOVERY	LEAD CUSTODIAN	PT Cust. To FT
EDWARDS	SELENA	11/05/2019	TRANSPORTATION	BUS ASST.	

Classified Resignations/Terminations/Retirements

Last Name	First Name	Last Day of Work	Location	Position
SUTTON	GABRIELLE	10/04/2019	BRADLEY	OFFICE EA
BOWLING	ROBERT	10/18/2019	DISCOVERY	LEAD CUSTODIAN
SEIBERT	DINA	10/25/2019	JOHN PITTARD	EDUCATIONAL ASST.
WRIGHT	CASSANDRA	10/31/2019	TRANSPORTATION	BUS ASST.
LINDSEY	JALEN	10/31/2019	MAINTENANCE	GROUNDSKEEPER
ORANGE	RACHEL	11/01/2019	NORTHFIELD	SPED EA
SMOTHERMAN	SHARDA	11/07/2019	SALEM	SPED EA

PTR Worksheet 2019-2020 191106 End of Third Period

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	Total w/o Pre-K	Building Total		
DISCOVERY				60	3	20.00	62	3	20.67	60	3	20.00	60	3	20.00	242	12	20.17		66	3	22.00	65	3	21.67	23	1	23.00	154	7	22.00	396	396	
BLACK FOX	8	40	2	20	114	6	19.00	117	6	19.50	99	5	19.80	103	5	20.60	433	22	19.68		119	6	19.83	122	5	24.40	93	5	18.60	334	16	20.88	767	884
		32	2	16																							37	4	9.25	37				
	CDC																																	
BRADLEY				64	3	21.33	56	3	18.67	61	3	20.33	55	3	18.33	236	12	19.67		66	3	22.00	65	3	21.67	36	2	18.00	167	8	20.88	403	403	
CASON LANE	9	40	2	20	86	4	21.50	87	4	21.75	99	6	16.50	92	4	23.00	364	18	20.22		94	5	18.80	110	6	18.33	47	3	15.67	251	14	17.93	615	717
		24	2	12																							29	3	9.67	29				
	CDC																																	
ERMA SIEGEL	10	40	2		106	5	21.20	93	5	18.60	110	5	22.00	116	6	19.33	425	21	20.24		132	6	22.00	127	6	21.17	20	1	20.00	279	13	21.46	704	752
		21	2	10.5													4	1	4.00								13	2	6.50	17				
	CDC									Deaf Ed									CDC															
HOBGOOD		58	3	19.33	84	5	16.80	105	6	17.50	90	6	15.00	91	5	18.20	370	22	16.82		76	4	19.00	99	5	19.80	67	4	16.75	242	13	18.62	612	670
MITCHELL-NEILSON		40	2	20	103	5	20.60	100	6	16.67	103	5	20.60	91	5	18.20	397	21	18.90		81	4	20.25	76	4	19.00	56	3	18.67	213	11	19.36	610	673
		15												9	1	9.00											14	3	4.67	23				
	CDC									Best									Best															
NORTHFIELD		40	2	20	99	5	19.80	97	5	19.40	81	4	20.25	92	5	18.40	369	19	19.42		99	4	24.75	98	4	24.50	51	2	25.50	248	10	24.80	617	727
		26	3	8.667																							29	4	7.25	29				
	CDC																																	
OVERALL				135	7	19.29	158	8	19.75	160	8	20.00	151	8	18.88	604	31	19.48		156	7	22.29	163	7	23.29	28	2	14.00	347	16	21.69	951	951	
REEVES-ROGERS				72	4	18.00	68	4	17.00	53	3	17.67	62	4	15.50	255	15	17.00		61	3	20.33	45	3	15.00	24	2	12.00	130	8	16.25	385	385	
PITTARD		40	2	20	112	6	18.67	132	6	22.00	115	6	19.17	111	5	22.20	470	23	20.43		95	5	19.00	112	6	18.67	88	4	22.00	295	15	19.67	765	836
																										31	4	7.75	31					
SALES	10	153	7	21.86	139	7	19.86	138	7	19.71	116	6	19.33	546	27	20.22											76	4	19.00	351	16	21.94	897	952
		15	2	7.5																							30	3	10.00	30				
SALEM				180	10	18.00	136	6	22.67	146	7	20.86	121	6	20.17	583	29	20.10		91	4	22.75	87	4	21.75	20	1	20.00	198	9	22.00	781	795	
																										14	2	7.00	14					
OFF SITE PRE-K	CDC			KINDERGARTEN			1ST GRADE			2ND GRADE			3RD GRADE			4TH GRADE			5TH GRADE			6TH GRADE			CDC									
Oakland Court	0	0		1368	70	19.54	1350	69	19.57	1315	68	19.34	1261	65	19.40	1272	60	21.20	1308	62	21.10	629	34	18.50				REGULAR ED SUB TOTAL		8503				
Mercury Court	39	2	19.5																									SPED K-6 CDC, BEST, DEAF		210				
TOTAL OFF SITE	39	2	19.5																									SPECIAL ED PRE-K		118				
PRE-K SUBTOTALS				AVERAGE ATTENDANCE PERCENTAGE 96 %			REGULAR EDUCATION PTR			Students	Teachers	PTR	GROWTH OVER LAST YEAR																					
Pre-K Peer Models	52									5294	272	19.46	End of 2018-2019 → 8955																					
Pre-K Regular Ed	297	15	19.8							3209	156	20.57	Growth from 18-19 to 19-20 → 225																					
Pre-K Special Ed	118	11	10.7							8503	428	19.87										DISTRICT TOTAL STUDENTS		9180										
PRE-K TOTALS	467	26	18																						Budgeted Estimate of K-6 Reg Ed		8485							



BUDGET DEVELOPMENT TIMELINE FOR 2020 - 2021

MONTH	DAY	FUNCTION/ACTIVITY	RESPONSIBILITY
December	2	Distribute Facility Needs Assessment & Budget Request Forms to Principals, CO and SHOP Distribute Budget Forms to School Board Members	Finance Department
	19	Completed Facility Needs & Budget Forms to be returned to Finance Dept	Principals, CO, Maintenance and School Board
January	6	Facility Needs Assessments forwarded on to Maintenance for Funding Needs	Finance Department
	24	Facility Needs Assessment Funding Needs Returned to Finance Department	Maintenance
	31	Enrollment Projections (First Estimate)	Finance Department
February	3	Generate 2020-2021 Budget Template with Anticipated Revenues/Exp	Finance Department
	3	Begin Individual School and Department Supervisors Presentation to Budget Review Team	Budget Review Team
	21	End of Individual School and Department Supervisors Presentations	Budget Review Team
	28	Position Control Chart Developed based on Budget Guidelines	Human Resources
March	6	First Draft 2020-2021 Operating & Capital Budget Review & Revisions	Budget Review Team
	20	Final Draft of 2020-2021 Operating Budget	Budget Review Team
	24	Distribution of Proposed 2020-2021 Budget to School Board	DOS, Finance Department
April	4/6-4/17	Board Work Session(s) to be completed by April 17th (Spring Break 3/30-4/3, Good Friday 4/10)	School Board
	24	Final Draft of Proposed Budget Distributed to School Board	DOS, Finance Department
	28	Board to Approve General Purpose, CIP, ESP, Food Service Budget (Board Meeting)	School Board
	30	Submit Budget to City Council	Director of Schools
May/June		City Council Review and Budget Approval	Mayor and City Council