

Board of Education Regular Meeting

January 25, 2022 6:00 PM

City Hall Council Chambers

I. CALL TO ORDER Procedural Item	Chair Butch Campbell
A. Pledge of Allegiance Procedural Item	
B. Moment of Silence Procedural Item	
II. APPROVAL OF AGENDA Action Item Motion to approve the agenda. This motion, made by Ms. Roseann Barton and seconded by Jimmy Richardson III, passed. Yea: 7, Nay: 0	Chair Butch Campbell
III. COMMUNICATIONS Information Item	Mrs. Lisa Trail
A. Spotlight on Education-School Board Appreciation Week January 23-29 Procedural Item	Dr. Trey Duke
B. The Best of MCS-ESP Department Procedural Item	Dr. Trey Duke
IV. CONSENT ITEMS Consent Agenda Motion to approve consent agenda.. This motion, made by Mr. Wesley Ballard and seconded by Ms. Becky Goff, passed. Yea: 7, Nay: 0	Chair Butch Campbell
A. Approval of 12/14 Board Meeting Minutes and 1/11 Board Retreat Minutes Consent Item	
B. Approval of School Fees Consent Item	
C. Minor Change to Board Policy Consent Item	
i. Approval of Board Policy 2.403 Surplus Property Sales Action Item	
D. Second Reading of Board Policies Consent Item	
E. Approval of Board Policy 6.313 Code of Behavior and Discipline on Second Reading Consent Item	

<p>V. ACTION ITEMS Action Item</p>	<p>Chair Butch Campbell</p>
<p>A. Approval of Board Policy 6.306 Interference/Disruption of School Activities on Second Reading Action Item</p> <p>Motion to approve Board Policy 6.306 Interference/Disruption of School Activities on Second Reading. This motion, made by Ms. Roseann Barton and seconded by Mr. Wesley Ballard, passed. Yea: 7, Nay: 0</p>	<p>Dr. Trey Duke</p>
<p>B. Middle TN Electric Lighting Conversion at Bradley Academy Action Item</p> <p>Motion to approve the Middle TN Electric Lighting Conversion at Bradley Academy.. This motion, made by Jimmy Richardson III and seconded by Ms. Amanda Moore, passed. Yea: 7, Nay: 0</p>	<p>Mr. Ralph Ringstaff</p>
<p>C. Approval of ESSER 3.0 Public Plan-Federal Relief Spending Addendum and Safe Return to In-person Instruction and Continuity of Services Plan Action Item</p> <p>Motion to approve the ESSER 3.0 Public Plan-Federal Relief Spending Addendum and Safe Return to In-Person Instruction and Continuity of Services Plan. This motion, made by Jimmy Richardson III and seconded by Mr. David Settles, passed. Yea: 7, Nay: 0</p>	<p>Dr. Trey Duke</p>
<p>D. Approval of Budget Transfers-Amendments Action Item</p>	<p>Dr. Trey Duke</p>
<p>i. Approval of the New Federal Grant and Increased Grant Allocations Action Item</p> <p>Motion to approve the New Federal Grant and Increased Grant Allocations. This motion, made by Jimmy Richardson III and seconded by Ms. Amanda Moore, passed. Yea: 7, Nay: 0</p>	<p>Dr. Trey Duke</p>
<p>ii. Approval of Existing Federal Grant Revisions Action Item</p> <p>Motion to approve the Existing Federal Grant Revisions. This motion, made by Ms. Roseann Barton and seconded by Mr. David Settles, passed. Yea: 7, Nay: 0</p>	<p>Dr. Trey Duke</p>
<p>VI. REPORTS AND INFORMATION Information Item</p>	<p>Chair Butch Campbell</p>
<p>A. Zoning Report Information Item</p>	<p>Dr. Trey Duke</p>
<p>B. Personnel Report Information Item</p>	<p>Mr. Ralph Ringstaff</p>
<p>C. Enrollment (PTR) Report Information Item</p>	<p>Mr. Joe Marlin</p>
<p>D. Revenue and Expenditure Report for December</p>	<p>Ms. Kim Williams</p>

Information Item	
E. Director's Update Information Item	Dr. Trey Duke
VII. OTHER BUSINESS Information Item	Chair Butch Campbell
VIII. ADJOURNMENT Action Item Motion to adjourn. This motion, made by Jimmy Richardson III and seconded by Mr. Wesley Ballard, passed. Yea: 7, Nay: 0	Chair Butch Campbell

MINUTES

Board of Education Regular Meeting

December 14, 2021 6:00 PM

City Hall Council Chambers

<p>I. CALL TO ORDER Procedural Item In attendance: Chair Butch Campbell, Vice Chair David Settles, Wes Ballard, Roseann Barton, Becky Goff, Amanda Moore, and Jimmy Richardson III.</p> <p>Staff: Dr. Trey Duke, Ralph Ringstaff, Sheri Arnette, Lisa Trail, Joe Marlin, Greg Lyles, Charise McDaniel, Natalie Hardiman, Sia Phillips, Kim Williams, Beth Prater, Caitlin Bullard, Tiara Vance, and Kristy Mall</p> <p>Assistant City Attorney Elizabeth Taylor and City Liaison Bill Shacklett</p>	Chair Butch Campbell
<p>A. Pledge of Allegiance Procedural Item The Pledge of Allegiance was led by Addison Moore, a 5th grade student at Salem Elementary, and Carwyn Wilson, a 6th grade student at Reeves Rogers Elementary.</p>	
<p>B. Moment of Silence Procedural Item During the moment of silence, Chair Campbell asked that everyone remember the family of Ms. Brenda Lee, a bus driver that recently passed away.</p>	
<p>II. APPROVAL OF AGENDA Action Item Motion to approve the agenda. This motion, made by Jimmy Richardson III and seconded by Ms. Becky Goff, passed. (7-0)</p>	Chair Butch Campbell
<p>III. COMMUNICATIONS Information Item Mitchell Neilson would like to thank Ginger and Danny Demonbreun of Sinking Creek Farm for their generous donation of \$500.</p> <p>At the time of the board meeting, Mitchell Neilson staff was serving hot chocolate and candy canes and reading to their students.</p> <p>The Christmas Parade this weekend was a great success. MCS staff handed out books from Bob the Book Bus and the children loved it.</p> <p>Several schools had STEAM Walks last week and this week. The walks were very impressive.</p> <p>Discovery School application deadline is January 7. That information will be sent out to parents.</p> <p>This week and next week, we will be announcing Teacher of the Year recipients at schools. There will be a TOY celebration in March.</p> <p>Excellence in Education will be held on April 9. Be sure and mark your calendar. It will be held at Copper Ridge.</p>	Mrs. Lisa Trail

<p>A. Public Comment Action Item The board heard a public comment from Mr. Michael Dewey regarding COVID guidelines.</p>	<p>Dr. Trey Duke</p>
<p>B. The Best of MCS Recognition-Rana Elfagi from Cason Lane Academy Information Item Rana Elfagi from Cason Lane Academy was the first recipient of "The Best of MCS" acknowledgement from Dr. Trey Duke. Rana Elfagi won the 4H Public Speaking Contest for all of Rutherford County. Her speech was on recycling. She was inspired by a recycling project her first year at Cason Lane Academy. She will be moving on the next level of the 4H Speech Contest. Congratulations to Rana!</p>	<p>Dr. Trey Duke</p>
<p>C. Spotlight on Education-Season of Sharing Information Item Dr. Duke asked Mr. Greg Lyles to come forward to discuss our wonderful community partnerships. Mr. Lyles and Ms. Charise McDaniel gave a brief Powerpoint overview of the program. Mr Ballard complimented the program. He encouraged everyone to support these partnership businesses. Chair Campbell thanked the Outreach Team for the presentation.</p>	<p>Dr. Trey Duke</p>
<p>IV. CONSENT ITEMS Consent Agenda Motion to approve consent agenda.. This motion, made by Ms. Roseann Barton and seconded by Jimmy Richardson III, passed. (7-0)</p>	<p>Chair Butch Campbell</p>
<p>A. Approval of 11-9-21 Board Minutes Consent Item</p>	
<p>B. Approval of School Fees Consent Item</p>	
<p>V. ACTION ITEMS Action Item</p>	<p>Chair Butch Campbell</p>
<p>A. Approval of First Reading of the Proposed 2022-2023 School Calendar Action Item Dr. Duke asked Mrs. Sheri Arnette and Ms. Tiara Vance to come forward to explain the school calendar process. Mrs. Arnette told the Board that she and Dr. Duke met with the Teacher Advisory Committee in November and presented a draft school calendar. She received feedback from the committee as far as what they liked and disliked about the draft calendar. Ms. Vance explained that the committee received teacher and principal input. There were several things requested and most were accomplished with this calendar. Some of the requests included August start date, planning days on Fridays and Mondays, having the week of Thanksgiving off, and out of school by Memorial Day. Mrs. Arnette said that she was proud of the calendar that was created and ultimately it meets the needs of the students. Roseann Barton thanked Dr. Duke and his staff for the calendar and the process they went through to draft this calendar. She appreciated the fact that the teachers have a voice in the process.</p>	<p>Dr. Trey Duke</p>

<p>David Settles said that it was a great concept to have teachers involved.</p> <p>Amanda Moore felt that the teacher input led to no half days in the middle of the week. Dr. Duke explained that there was one full day off in the middle of the week due to that being Election Day and some of our schools are used for election sites.</p> <p>Wes Ballard asked if parents were involved in the development of the calendar. Dr. Duke explained that he did not solicit parent input.</p> <p>Motion to approve the 2022-2023 School Calendar.. This motion, made by Ms. Roseann Barton and seconded by Ms. Amanda Moore, passed. (7-0)</p>	
<p>B. Approval of Board Policy 6.306 Interference/Disruption of School Activities on First Reading Action Item</p> <p>There was much discussion regarding this policy.</p> <p>Jimmy Richardson asked if this policy authorizes the ability to make a written request to remove a student.</p> <p>Ms. Taylor said yes, but six steps must have been completed before it can be given to the principal for consideration.</p> <p>Amanda Moore wanted to know how this new law intersects with Sped students. Ms. Taylor explained that there is a provision that states that we have to be in compliance with IDEA, ADA, and 504 laws.</p> <p>David Settles stated that he feels that this policy is rich for our age demographic.</p> <p>Ms Taylor covered the six steps of the policy.</p> <p>Mr. Settles would like to see the counselor involved in the last step. He asked if the counselor could sit in on the last meeting with the student. Ms. Taylor feels that would be appropriate and should not be an issue.</p> <p>She explained that it would be the principal's discretion of how long the removal would be. In-school suspension and out of school suspension will also count as removal.</p> <p>Jimmy Richardson made a motion that the policy be tabled. Ms. Taylor explained that the new law goes into effect on January 1. The motion died for lack of a second.</p> <p>Roseann Barton said that from past experience as a principal, she knew that the counselor and team is involved from day one, and the teacher seeks help from everyone. She stated that this law is not very different from what is already being done.</p> <p>Wes Ballard stated that the board has time to review the policy, and if they decide they have changes, the changes can be made before the second reading.</p> <p>Chair Campbell told the board that after reviewing the policy, if they had changes, they would contact Elizabeth Taylor and Dr. Duke.</p> <p>Motion to approve Board Policy 6.306 Interference/Disruption of School Activities on First Reading. This motion, made by Mr. David Settles and seconded by Ms. Becky Goff, passed.</p>	<p>Dr. Trey Duke</p>

Jimmy Richardson opposed. (6-1)	
C. Approval of Board Policy 6.313 Code of Behavior and Discipline on First Reading Action Item Motion to approve Board Policy 6,313 Code of Behavior and Discipline on First Reading. This motion, made by Ms. Roseann Barton and seconded by Jimmy Richardson III, passed. (7-0)	Dr. Trey Duke
D. Approval of Budget Amendments/Transfers Action Item Motion to approve budget amendments. This motion, made by Jimmy Richardson III and seconded by Mr. Wesley Ballard, passed. (7-0)	Ms. Kim Williams
VI. REPORTS AND INFORMATION Information Item	Chair Butch Campbell
A. Personnel Report Information Item	Mr. Ralph Ringstaff
B. Enrollment (PTR) Report Information Item	Mr. Joe Marlin
C. Revenue and Expenditure Report- November Information Item	Ms. Kim Williams
D. Director's Update Information Item Dr. Duke shared a Powerpoint on Behavior Supports with the Board. He told the Board that for this school year, we have two additional school counselors which makes that a 1-500 ratio, one additional social worker, which gives us a total of six. Additional STARS and Centerstone counselors have been hired. We have three ACES counselors and three Behavior Interventionists and a contract with Kim Frank to supervise and oversee the counselors and mental health services. Dr. Duke talked about the School Funding model. He said that the new funding law will go into effect in July 2023. He feels that this will be good for our district. Dr. Duke briefly addressed the mask mandate that will no longer be in effect when students return from winter break, according the last board vote. He said that this Friday will be the expiration date of that vote with no new extension in place. He said that the district will be mask optional in January. He will continue to post numbers each week so that families can make the most informed decision for their children. If he sees a hot spot, he will be direct messaging that school. Dr. Duke said that Friday will be the last day of the semester and hopes that everyone has a wonderful two-week vacation.	Dr. Trey Duke
VII. OTHER BUSINESS Information Item	Chair Butch Campbell
VIII. ADJOURNMENT Action Item The meeting adjourned at 7:05 p.m. Motion to adjourn. This motion, made by Jimmy Richardson III and seconded by Mr. Wesley Ballard, passed. (7-0)	Chair Butch Campbell

Director of Schools .

MINUTES

Board of Education Working Meeting/Retreat

January 11, 2022 4:00 PM

MCS Administrative Offices

<p>I. CALL TO ORDER Procedural Item In attendance: Chair Butch Campbell, Vice Chair David Settles, Wes Ballard, Roseann Barton, Amanda Moore, Becky Goff, and Jimmy Richardson</p> <p>Staff: Dr. Trey Duke, Ralph Ringstaff, Sheri Arnette, Kim Williams, Lisa Trail, Joe Marlin, Angela Fairchild, April Zavisa, Sara Walker, Cathy Pressnell, Greg Lyles, Don Bartch, Robin Newell, Natalie Hardiman, Quinena Bell, Maria Johnson</p> <p>Assistant City Attorney Elizabeth Taylor and City Liaison Bill Shacklett</p>	<p>Chair Butch Campbell</p>
<p>II. REPORTS AND INFORMATION Information Item</p>	<p>Chair Butch Campbell</p>
<p>A. Five Year Strategic Plan 4:00-5:15 Information Item Dr. Duke reviewed the 5-Year Strategic Plan Draft with the Board. He first covered the MCS top priorities. Dr. Duke recognized Lisa Trail and Cathy Pressnell for helping with the draft of the 5-year Plan. He explained the steps for final approval of the Plan.</p> <p>He explained that the Board would review the plan, he would gather input from the board, the central office team would revise and adjust the plan according to the requests of the Board and Dr. Duke will present the Plan to the Board at an upcoming board meeting for final approval.</p> <p>Dr. Duke stated that he would like to be able to look at this plan at the end of the 5-year period and make sure that the items were accomplished.</p> <p>Dr. Duke asked the Board to think of the following questions as he presented the plan. Are there items that you really agree with? Are there items that you have questions about? What is missing?</p> <p>Dr. Duke went over each of the four goals: Known, Safe, Challenged, and Empowered, and showed how each goal was covered in the plan.</p> <p>Dr. Duke also touched on the four choice schools in the district and explained that we may need to relaunch those schools and make sure that each school is focused on why they are called a choice school and that they have the support from central office to match that focus.</p> <p>As Dr. Duke covered each of the four goals, there were comments from the board members. Mr. Richardson loved the fact that mental health was at the top of the list under the "Known" goal. Mrs. Goff asked about the committee that Lisa Trail sits on and does she hear anything regarding mental health. Mrs. Trail said yes, that had been a topic of discussion and concern. Mr. Ballard asked about the costs of these items covered in the plan. Dr. Duke said that</p>	<p>Dr. Trey Duke</p>

everything would be in the budget over the next five years.

Under the "Safe" goal, there was discussion of building a new transportation facility and how urgent that was for our district. Dr. Duke said that he has spoken with the city council and there is discussion regarding a new transportation facility in the future.

During the discussion of the "Challenged" goal, there were questions regarding recruitment of employees and there were questions about losing teaching staff to other employers. Mrs. Moore asked Mr. Ringstaff if our district has looked at what other surrounding systems are paying. Mr. Ringstaff said that we are competitive with surrounding systems, but we have not looked at what the private sectors are paying.

Mr. Shacklett asked about the response rate from parents. Dr. Duke told him that he would pull that information and get it to him.

Becky Goff stated that she wished that we could be that district to take so much responsibility off teachers and just let them teach.

Under the "Empowered" goal, there was discussion regarding a focus on Early Literacy and maintaining and exceeding AMO's and increasing scores in ELA, math, and science.

Mr. Richardson asked if we have looked at other systems that have improved scores. Dr. Duke, Mrs. Arnette, Mrs. Pressnell, and some of the principals in attendance explained that a group of administrators and teachers visited Hamilton County. Hamilton County increased their reading scores even in the midst of the pandemic and with an at-risk school population. The group brought back lots of good ideas and information.

Dr. Duke told to the Board to think about all of the information that they were given regarding the 5-Year Strategic Plan and asked if they feel that we are on the right path and are there things that you did not hear that you'd like to see in the plan.

Roseann Barton said that she liked that the goals weren't safe. They will require work.

Dr. Duke said that in a previous meeting when his evaluation was discussed, Mr. Ballard asked about component C in the evaluation. Dr. Duke explained that these are the pieces from the 5 year plan that would be included in his evaluation.

Jimmy Richardson told Dr. Duke that this is exactly what he promised when the board interviewed him.

Dr. Duke asked for feedback from the board on the plan. He explained that if there were changes, he would send them to the board. He said that the final version that will be presented for board approval would be a more condensed version.

Amanda Moore thanked Dr. Duke for the plan. She felt that it is a terrific 5-year plan and she could tell that the entire staff worked very hard on it. She also appreciated that it was presented in a way that the board could understand it. There were a lot of things that she was going to bring up, but when she reviewed the plan, they were already covered.

Dr. Duke explained that after speaking with parents, there was a concern for student's physical health safety. Dr. Duke has worked with the Coordinated School Health team and that will be included in the final draft.

<p>Dr. Duke said that he would like for the 5-year plan to be approved in February before the budget starts.</p> <p>David Settles asked about the emotional/bullying piece. Mr. Marlin is going to look at the metric around decreasing bullying in our buildings and make sure that we are following the policy. This piece can be added into the plan as well. Roseann Barton asked if bullying can be included but not necessarily as a goal because most of the goals deal with bullying. Dr. Duke will bring a couple of options to the board on that point.</p> <p>Dr. Duke said that once he hears back from the Teacher Advisory Committee, he would send the entire plan to the board.</p> <p>Dr. Duke said that we will revisit the plan every January.</p> <p>Dr. Duke gave the board a brief update on the recent surge in COVID cases. He gave the board updated numbers and asked if the board wanted to change the protocol that was in place which was mask optional.</p> <p>Dr. Duke explained that he was limited on what he could do. He went over the three options that he had as far as the State was concerned. He said that if it got to a point where he could not cover staffing at a school, he could apply for a waiver to do virtual classes for a single classroom for five days, for an entire grade for five days, or close schools and use a snow day.</p> <p>Amanda Moore asked if we do still have virtual classes for students that are quarantined, and Dr. Duke said that we do. He explained that we are keeping cohort models in place in all areas of the buildings. The quarantines last five days, the students return on the sixth day and are strongly recommended to wear masks through day ten.</p> <p>He told the board that we are the only district still doing quarantines, which is putting a lot of work on our nurses. Dr. Duke is not suggesting that we change that now, but possibly when we come out of the surge he may suggest that we turn it over to the health department.</p> <p>Mr. Campbell said that he didn't see any reason to change protocol at this time. Dr. Duke agreed since vaccinations are available.</p> <p>Dr. Duke told the board to feel free to reach out to him should they have any other concerns.</p>	
<p>B. Dinner 5:15-5:45 Procedural Item</p>	
<p>C. Zoning 5:45-8:00 Information Item</p> <p>Dr. Duke went over the timeline of the rezoning plan with the board.</p> <p>He said that tonight would be the first proposal. On January 25, he will have any adjustments that the board would like to see. From January 27-February 14, there would be community meetings to gather feedback. On February 22, Dr. Duke would present the zoning proposal to board for final approval.</p> <p>Dr. Duke said that he wanted to give a shout out to April Zavisa for the tremendous job that she had done with these rezoning plans. He also thanked Ralph Ringstaff, Joe Marlin, Sheri Arnette, Tyra Murray, and Lisa Trail for all of the work they had done as well.</p>	<p>Dr. Trey Duke</p>

Dr. Duke began with a power point presentation to the board. He told the board that he would send them a copy of the enrollment update because it was not in the packet. Dr. Duke began explaining how many open seats each school has at this point.

Dr. Duke said that he was so grateful for the City Council approaching him regarding a land swap so that there would be land for a new school. Dr. Duke thanked Mr. Shacklett and the city council for that support.

Dr. Duke explained both advantages and disadvantages of each plan-the major rezoning plan and the minimal rezoning plan. He told the board that he would send both proposals to the board.

There was much discussion regarding both plans, the grandfather clause, open and closed zone schools, and out of city waivers, and how each would work with both plans.

Dr. Duke explained that right now, we have fifteen pre-k classes in our district, and Rutherford County has fifteen in their district. He said that twelve of these pre-k classes are funded through a VPK grant, and we are funding three pre-k classes ourselves out of Title I funds, but when looking at a space issue, that becomes a classroom, so he would like to recommend that we go from fifteen classes down to twelve. In the next year or so, if we see that we have space, we could add those back.

Mr. Richardson said that we could put the metrics for the pre-K classes in our 5-year plan.

Wes Ballard asked if there was any thought of getting rid of 6th grade. Dr. Duke explained that even then, that would not free up a lot of space, possibly two classrooms per school, and that is not something in good faith that he could do to the county. He told Mr. Ballard that if that is an option that the board would like to look at, Dr. Duke would have to sit down with the county and explain so that they would have time to prepare. Dr. Duke added that he feels that 6th grade is a service that we offer to parents because their students aren't ready for middle school. Dr. Duke said that he would want to have a conversation with the city council if that's the will of the board.

Dr. Duke stated that because the minimal plan would move a lot less students (approximately 360) and would only involve two schools, his recommendation would be the minimal plan. The plan would go into effect next year. The board agreed.

Dr. Duke explained that we will move forward with the minimal rezoning plan. We will get the townhall dates to the board. On January 25th, we will do a condensed review of this plan and present it to the board. January 27 is the first town hall meeting. Information will go out to parents before the January 25th board meeting, so they can watch the meeting.

Becky Goff said that Dr. Duke and his staff did a great job!!!
Mr. Campbell added that it was a great presentation.

Becky Goff asked why the legislators don't meet with us anymore. Dr. Duke said that he and Mr. Campbell will work on a future meeting.

III. ADJOURNMENT

Action Item

The meeting adjourned at 7:42 p.m.

Chair Butch Campbell

Director of Schools

Minutes
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January 11, 2022
Recorded by L. VanCleave

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

Murfreesboro City School Board

Monitoring: Review: Annually, in January	Descriptor Term: Surplus Property Sales	Descriptor Code: 2.403	Reviewed Date 08/27/19
		Rescinds: FM 11	Issued: 10/24/17

1 The Director of Schools/designee shall prepare a list of unusable items for Board approval.¹ The list shall contain
2 the following information: name of item, tag number/serial number, value of the item, date of purchase and reason
3 for disposal.

4 All unusable items shall be sold to the highest bidder after advertising in a newspaper of general circulation and
5 online at least seven (7) days prior to the sale and/or can be placed on an internet auction website used by the
6 LEA, the local government, or this state. Surplus property which has no value or has a value of less than five
7 hundred dollars (\$500) may be disposed of without the necessity of bids. In order for such disposal without bids,
8 the principal of the school with the surplus property, the Director of Schools and the Board Chair must all agree
9 in writing that the property is of no value or is of less value than five hundred dollars (\$500).²

10 If reasonable attempts to dispose of surplus properties fail to produce monetary return to the system, the Board
11 shall approve other methods of disposal.³

12 Surplus equipment will be auctioned off by the district at the end of the school year or as needed. The Executive
13 Committee must approve all surplus equipment prior to the equipment being disposed of at the end of the school
14 year.

15 **DISPOSITION OF EQUIPMENT PURCHASED WITH FEDERAL DOLLARS²⁴**

16 When equipment that was purchased with federal dollars is no longer needed for the original project or program
17 or for other activities currently or previously supported by a federal agency, disposition of the equipment shall be
18 made as follows:

19 (1) Items of equipment with a current per-unit fair market value of less than \$5,000 may be retained, sold or
20 otherwise disposed of with no further obligation to the awarding agency.

21 (2) Items of equipment with a current per unit fair market value in excess of \$5,000 may be retained or sold and
22 the awarding agency shall have a right to an amount calculated by multiplying the current market value or
23 proceeds from sale by the awarding agency's share of the equipment.
24

Legal References

1. [TCA 49-6-2006\(b\)\(3\); TCA 49-6-2208](#)~~TCA 49-6-2007;~~
2. [TCA 49-6-2007²²⁰⁸;](#)
3. [TCA 12-2-403\(a\)\(1\)-\(4\)](#)
24. [2 CFR § 200.313](#)~~EDGAR Title 34, Part 80.32(e)(1)-(2)~~

Cross References

Inventories 2.702

Version Date: September 5, 2019

Murfreesboro City School Board

Monitoring: Review: Annually, in April	Descriptor Term: <h2 style="text-align: center;">Code of Behavior and Discipline</h2>	Descriptor Code: <h3 style="text-align: center;">6.313</h3>	Issued Date: <h3 style="text-align: center;">4/28/20 09/24/19</h3>
		Rescinds: <h3 style="text-align: center;">STU 23 and STU 29</h3>	Issued:

1 The Board delegates to the Director of Schools the responsibility of developing specific codes of
 2 behavior and discipline which are appropriate for each level of school. The development of each code
 3 shall involve principals and faculty members of each level and shall be consistent with the relevant
 4 policies as adopted by the Board.¹

5 The following levels of misbehavior and disciplinary procedures and options are standards designed to
 6 maintain a safe learning environment where orderly learning is possible and encouraged.² These
 7 misbehaviors apply to student conduct on school buses, on school property, and while students are on
 8 school sponsored outings.
 9

10 Misbehavior: Level One

Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school, but which can usually be handled, by an individual staff member, with Tier One supports and interventions (Board Policy 6.3132).		
Examples (not an exclusive listing): <ul style="list-style-type: none"> • Demonstrated lack of respect for school staff or any authorized individual • Demonstrated lack of respect for fellow students • Classroom disturbances • Classroom tardiness • Wearing, while on the grounds of a public school during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment.³ • Cheating and lying • Abusive language • Non-defiant failure to do assignments or carry out directions • Victimization of any student (Bullying, Cyber-bullying, Harassment, or Hazing) 	Disciplinary Procedures: <ul style="list-style-type: none"> • Immediate intervention by a staff member • Determine what offense was committed and the severity • Determine offender and that offender understands the nature of the offense • Employ disciplinary options • Maintain a written record of the 	Disciplinary Options: <ul style="list-style-type: none"> • Re-teach and reinforce school-wide and classroom expectations and procedures • Review classroom behavior system and adjust as needed • Parent/student conference • Social skills instruction • Written reflection activity • Counseling • Verbal reprimand • In-school suspension

<ul style="list-style-type: none"> Any of the above listed behaviors committed on a school bus 	<p>offense and disciplinary action</p>	<ul style="list-style-type: none">
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11 Misbehavior: Level Two

<p>Misbehavior whose 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. These misbehaviors do not represent a direct threat to the health and safety of others but have educational consequences 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"> Continuation of unmodified Level 1 behaviors School or classroom truancy School or classroom tardiness Use of tobacco Use of forged notes or excuses Disruptive classroom behavior Harassment in violation of Board Policy Defiant failure to do assignments or carry out directions Bullying Unauthorized use of personal electronic devices Victimization of any student (Bullying, Cyber-bullying, Harassment, or Hazing) Creation, transmission, or carrying of material that may be considered obscene on school grounds, as defined by T.C.A. §39-17-1901 Any of the above listed behaviors committed on a school bus 	<p>Disciplinary Procedures:</p> <ul style="list-style-type: none"> Student is referred to principal for appropriate disciplinary action Principal meets with student and teacher 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 Principal takes appropriate disciplinary action and notifies teacher of action Depending on severity, notify parents Principal shall maintain a written record of the offense and disciplinary action Referral to behavior support team 	<p>Disciplinary Options:</p> <ul style="list-style-type: none"> Confirm that Tier I Interventions are implemented and monitored consistently Tier Two Interventions (Board Policy 6.3132) Parent/student conference Written reflection activity Teacher/schedule change Peer mediation Conflict resolution Social skills instruction Small group counseling In-school suspension Referral to appropriate community resources Out-of-school suspension (not to exceed ten (10) days) <u>Removal</u>

12

13 **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.		
Examples (not an exclusive listing):	Disciplinary Procedures:	Disciplinary Options
<ul style="list-style-type: none"> • Continuation of unmodified Level 1 or Level 2 behaviors • Fighting (simple) • Hazing, Bullying, Cyber-bullying • Vandalism (minor) • Stealing • Threats to others • Harassment in violation of Board Policy • Look-alike drugs • Look-alike weapons • Any of the above listed behaviors committed on a school bus 	<ul style="list-style-type: none"> • Student is referred to principal for appropriate action • Principal meets with student and teacher • 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 • Principal takes appropriate disciplinary action and notifies teacher of action • Principal may refer incident to Director of Schools and make recommendations for consequences. • Notify parents • 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 person 	<ul style="list-style-type: none"> • Confirm that Tier I and Tier II Interventions have been implemented and monitored consistently • Tier III Interventions • Parent/student conference • Written reflection activity • Teacher/schedule change • Peer mediation • Conflict resolution • Small group counseling • Social skills instruction • Restitution for loss, damage, or stolen property • In-school suspension • Out-of-school suspension not to exceed ten (10) days • Individual counseling • Referral to appropriate community resources

	<p>of the student's choosing</p> <ul style="list-style-type: none"> • A student may appeal a change in school assignment to the Board • Director/Principal shall maintain a written record of the offense and disciplinary action • Referral to behavior support team (Tier Two/Tier Three) 	
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15 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"> • Continuation of unmodified Level 1, Level 2, or Level 3 behaviors • Death threat (hit list) • Extortion • Bomb threat • Possession/transfer of firearm* (See Board Policy – Zero Tolerance) • Possession/use/transfer of dangerous weapons • Assault • Battery of a student • Battery of a teacher, principal, administrator, or any other school staff members* • Hazing • Vandalism • Theft/possession/sale of stolen property • Arson • Possession of unauthorized substances* (See Board Policy STU 38 – Zero Tolerance) 	<p>Disciplinary Procedures:</p> <ul style="list-style-type: none"> • Principal confers with appropriate staff member(s) and with the student • Principal hears accusation by accusing party and permits the student the opportunity of explaining conduct • Parents are notified • Law enforcement officials are contacted when appropriate or when a delinquent act has been committed • Incident is reported and recommendations are made to the Director of Schools 	<p>Disciplinary Options:</p> <ul style="list-style-type: none"> • Confirm that all Tier Two Interventions are implemented and monitored consistently • Parent/student conference • Individual counseling • Referral to appropriate community resources • Restitution for loss, damage, or stolen property • Out-of-school suspension • Expulsion

<ul style="list-style-type: none"> • Use/transfer of unauthorized substances • Possession/use/sale/transfer of alcoholic beverages • Possession/distribution of any drug paraphernalia • Harassment in violation of Board Policy • Bullying • Any of the above listed behaviors committed on a school bus 	<ul style="list-style-type: none"> • Complete and accurate reports are submitted to the Director of Schools • Student is given right to request a hearing before the Disciplinary Hearing Authority • Referral to behavior support team 	<ul style="list-style-type: none"> • Other hearing authority or Board action which results in appropriate placement
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16 *Expulsion/Remand for a period of not less than one (1) calendar year subject to modification by the
 17 Director of Schools on a case-by-case basis.

18 **ADDITIONAL GUIDELINES:**

- 19 1. A student shall not be suspended solely because charges are pending against the student in juvenile
 20 court or another court.
- 21 2. A principal shall not impose multiple consecutive short-term suspensions that cumulatively exceed
 22 ten (10) days for the same offense.
- 23 3. A teacher or other school official shall not reduce or authorize the reduction of a student's grade
 24 because of discipline problems except in the conduct grade.

25

26

Legal References

¹ TCA 49-6-4005; Public Acts of 2018,
 Chapter No. 958

² TCA 49-6-4002 to 4005; 20 USCA 7114, 7118

³ TCA 49-6-4009

To: Board of Education

RE: Policy 6.306

Board Meeting Date: January 25, 2022

On March 31, 2021, Governor Lee signed the Teacher Discipline Act into law. The Act, which went into effect on January 1, 2022, grants educators the ability to submit a written request to their principal requesting that a student who repeatedly or substantially disrupts the educational environment be removed from their classroom for a specified period of time.

As a result of the new law, we recommended adopting a new policy to address removal as a discipline option. Policy 6.306 was adopted on first reading during our December board meeting.

There was board discussion during the December meeting on ensuring the school counselor was involved in this process. Lines 15 and 16 have been added to address this concern.

We are recommending approval of Policy 6.306 as written.

Murfreesboro City School Board

Monitoring: Review: Annually, in March	Descriptor Term: Interference/Disruption of School Activities	Descriptor Code: 6.306	Issued Date:
		Rescinds:	Issued:

1 *General*

2 A student shall not engage in conduct which causes the disruption or interference with the operation of
3 the school while on school property, in school vehicles or buses, or at school-sponsored events, whether
4 on or off campus. The student shall not urge other students to engage in such conduct.

5 Employees are authorized to take reasonable measures to establish appropriate school behavior and have
6 the authority to control the conduct of any student while under the supervision of the school district.¹

7 A student may receive disciplinary action ranging from verbal reprimand to suspension and/or expulsion
8 depending on the severity of the offense and the student’s prior record.²

9 **REMOVAL OF STUDENT³**

10 If a student repeatedly or substantially interferes with the learning environment, the teacher may submit
11 a written request along with the required documentation to the principal/designee to remove the student
12 from the teacher’s classroom. The student will be given notice of the rationale for the request as well as
13 the opportunity to offer an explanation.

14 The principal/designee will investigate the request and make a decision regarding the student’s
15 placement. The principal shall consult with the school counselor during the investigation process if
16 appropriate based on the circumstances. The principal will notify the teacher as to his/her decision.

17 If a teacher abuses or overuses the student removal process, the principal/designee shall address the
18 abuse or overuse with the teacher and may require the teacher to complete additional professional
19 development to improve the teacher’s classroom management skills.

20 *Appeal Process*

21 If the teacher’s request for removal is denied, he/she may file an appeal with the Director of
22 Schools/designee. He/she will review the teacher’s request for removal as well as the decision of the
23 principal/designee and make a determination as to the student’s placement.

Legal References

1. TCA 49-6-4102
2. TCA 49-6-3401
3. Public Acts of 2021, Chapter No. 77

Cross References

- Code of Conduct 6.313
- Suspension/Expulsion/Remand 6.316
- Safe Relocation of Students 6.4081

January 25, 2022

Memorandum

To: Murfreesboro City School Board Members

From: Ralph Ringstaff

Touchstone Energy Project Day for Bradley Academy

Through a partnership with the United Way of Rutherford and Cannon Counties, Middle Tennessee Electric has volunteered to replace two hundred (200) fluorescent lights at Bradley to LED light kits. The two major advantages of LED light kits are that they can last approximately 50,000 to 100,000 hours or more compared to fluorescent lights that last roughly 10,000 hours. LED light kits are also extremely energy efficient. We will see approximately a 50% reduction in our lighting expenses.

The light kits will cost \$18,000 and the labor will cost approximately \$7,000 for a total of \$25,000. These expenses will be covered through the partnership.

The work to replace the light kits will be done on Saturday, March 5, 2022, when no students will be in the building.

We are recommending approval of this project at Bradley Academy.

We would like to thank Ella Weaver of United Way of Rutherford and Cannon Counties and Jay Sanders with Middle Tennessee Electric Company for coordinating this endeavor. Murfreesboro City Schools would like to thank the following organizations involved with this Touchstone Energy Project:

Touchstone Energy Cooperatives
NRECA (National Rural Electric Cooperatives Association)
Tennessee Valley Authority
Middle Tennessee Electric
TECA (Tennessee Electric Cooperative Association)
United Way of Rutherford and Cannon Counties

To: Board of Education

RE: ESSER 3.0 Public Plan Federal Relief Spending Addendum and Safe Return to In-person Instruction and Continuity of Services Plan Addendum

Board Meeting Date: January 25, 2022

School districts are required to update the ESSER 3.0 Public Plan and the Safe Return to In-Person Instruction plan every six months through September 30, 2023. These required addendums must be approved by the school board and posted on the district's website.

There are no program changes in this addendum from what the board has previously approved.

The Safe Return to In-Person Instruction and Continuity of Learning Plan has been updated to match our current COVID guidelines as listed on our district's website.

ESSER 3.0 Public Plan-Federal Relief Spending Addendum

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.

In the fall of 2021, LEAs developed and made publicly available a Public Plan-Federal Relief Spending. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website.

The following information is intended to update stakeholders and address the requirement.

General Information

LEA Name: Murfreesboro City Schools_____

Director of Schools (Name): Bobby Duke_____

ESSER Director (Name): Maryam Hill _____

Address: 2552 S.Church Street_____

Phone #:615-893-2313_ District Website: www.cityschools.net_____

Addendum Date:_____

Total Student Enrollment:	9378
Grades Served:	Pre-K-6 th
Number of Schools:	13

Funding

ESSER 1.0 Allocation:	1,298,107.63
ESSER 2.0 Allocation:	5,642,066.76
ESSER 3.0 Allocation:	12,671,280.46
Total Allocation:	16,363,984.96

Budget Summary

		ESSER 1.0	ESSER 2.0	ESSER 3.0
Academics	Tutoring			
	Summer Programming	625,000	2,601,864.00	198,180.00
	Early Reading		242,110.00	
	Interventionists			1,651,814.00
	Other	10,660.48	148,730.00	1,000,000.00
	Sub-Total	635,660.48	2,992,704.00	2849,994.00
 				
Student Readiness	AP and Dual Credit/ Enrollment Courses			
	High School Innovation			
	Academic Advising			
	Special Populations	62,905.00	118,200.00	323,056.00
	Mental Health		247,194.00	928,378.00
	Other			
	Sub-Total	62,905.00	365,394.00	1,251,434.00
 				
Educators	Strategic Teacher Retention		250,000.00	
	Grow Your Own			
	Class Size Reduction			1,134,349.00
	Other		287,850.00	1,378,513.00
	Sub-Total		537,850.00	2,512,862.00
 				
Foundations	Technology	318,871.85	1,111,054.76	369,500.00
	High Speed Internet		43,781.00	4,035,762.52
	Academic Space (facilities)		508,200.00	

	Auditing and Reporting			
	Other	280,670.30	83,083.00	1,651,727.94
	Sub-Total	599,542.15	1746118.76	6,056,990.46
	Total	1,298,107.63	5,642,066.76	12,671,280.46

Academics

1. Describe strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district’s needs assessment:

Strategic allocations in academics focus on continuing support for students with proficiency deficits in Reading or/and Math. MCS will employ 10 Academic Interventionists. Interventionists will work directly with the bottom 25 percentile in Math and Reading to help close and prevent learning gaps from widening. MCS will also use funds to ensure that teachers have resources needed to access high quality instructional materials. MCS will use funds to take an aggressive approach to tutoring and summer learning camps.

2. Describe initiatives included in the “other” category

Funds will be used for high dosage tutoring. MCS will employ 158 teachers on extended contracts at 35 hours per fiscal year to deliver tutoring.

Funds will be used for increase intervention. Interventionist will work directly with the bottom 25 percentile in Math and Reading to help close and prevent learning gaps from widening.

Funds will be used to fund summer learning camps. This includes instructional materials and professional development for summer learning camps. Funds will be used to for employing summer learning camp bus drivers, administrators, nurses, and support staff.

Funds will be used to employ a K-2 Intervention Reading Coordinator for the district.

Funds will be used for textbook adoption.

Student Readiness

1. Description of strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district’s needs assessment:

MCS strategic allocation investment will provide varied levels of professional development on meeting the needs of special population students (SPED, ELL, Economically Disadvantaged) who were and continue to be affected by the impact on COVID-19. These professional development opportunities will be provided on varied level of differentiated instruction for students who experienced learning gaps related to COVID.

In the area of mental health, funds will be used to employ one FTE Social Worker for three years. MCS will also employ 2 school counselors. These positions will work directly with students identifying/removing barriers associated with learning loss from COVID-19.

2. Describe initiatives included in the “other” category

N/A

Educators

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district's needs assessment:

Strategic allocation was used to retain MCS employees by providing a onetime 1% stipend during the 2020-2021 school year. MCS focused on maintaining properly socially distant classrooms with 15 over-staffed positions. MCS will also continue to provide varied levels of professional development over differentiated instruction to students who experienced learning gaps related to COVID.

2. Describe initiatives included in the "other" category

Funds will be used to employ a district ESL Coach, Homebound teachers, Quaver Ed health, and provide professional development.

Foundations

1. Describe strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district's needs assessment:

Strategic allocations will focus on proper spacing and social distancing per CDC guidelines with building level renovations. Renovation of office space will allow for secure waiting areas in the school lobby so that guest may be screened prior to being admitted into the main building. Allocations also focus on replacing HVAC units to increase clean air supply in five schools. HVAC replacement will increase the delivery of clean air and dilute potential contaminants.

2. Describe initiatives included in the "other" category

Funds will be used to ensure proper administering and handling of COVID Testing. This includes ESSER 1.0 funds equitable services reimbursement (\$28,849.98) health equipment, medical supplies, COVID testing flyers, UPS for Covid Test pick up, custodial equipment, hazard pick up, PPE, Federal bookkeeper, and Office supplies.

Monitoring, Auditing and Reporting

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

MCS will adhere to Part 200 of the Uniform Administration Requirements, Cost Principles and Audit Requirements for Federal Awards for ESSER 3.0 and all grant funds as documented in the District's Uniform Grants Guidance procedure. The District is guided by state and federal rules and regulations, and local policies and administrative directives, including the Davis Bacon Act for wage determination.

Financial reporting includes documentation of receipts, expenditures, procurement, inventory and fixed assets, and construction progress. The accounting software system tracks ESSER 3.0 funds separately from other funds by a unique sub-fund number as determined by the State of TN Department of Education.

Expenditures will be reported in E-plan at least monthly. This serves the dual purpose of reporting year-to-date expenditures and requesting reimbursement of grant funds. These funds may be requested in advance of anticipated recurring salaries or payment of large invoices. MCS staff understands that these funds must be expended within 72 hours of receipt to maintain compliance with the Cash Management Improvement Act (CMIA).

The District has a written system of internal controls which provides reasonable assurance that charges to the ESSER 3.0 award meet the cost principles of reasonable, necessary, and allocable. Requests are reviewed in advance of purchase by the Program Director, Finance and the Director of Schools to determine allowability.

The federal bookkeeper, finance manager, and finance director review budgeted to actual revenues and expenditures on an on-going basis. Expenditure Reports are provided to department heads and program managers at least monthly for further review.

Requisitions are routed through an electronic approval system so that program managers, finance and the director of schools' review and approve requisitions before becoming an authorized purchase order. Back up documentation, such as quotes, contracts and bid documents, may also be uploaded into the system to further evaluate purchases. Purchase requests without adequate funding, and requests that are deemed unallowable or unnecessary, will be denied. A budget revision may need to be approved before a purchase may be made. Budget revisions are approved by the Director of Schools and Board of Education. Some budget revisions require additional City Council approval.

The finance manager performs a pre-audit of invoices prior to payment to determine that this is a valid pre-authorized purchase. The federal bookkeeper and finance manager review personnel change reports to ensure employees are coded to the correct fund and budgeted line-item.

The Internal Auditor performs an annual site visit to all 13 schools. These internal reviews are shared with the finance manager and principal. Credit card and bank statements are balanced monthly.

MCS funds are audited annually by a CPA firm in accordance with state law and board policy. As a sub-recipient of federal funds in excess of \$750,000, a single audit will be performed as part of the annual audit. TNDOE staff supports the District by providing annual training, on-going technical assistance, and review of grant applications in advance of commitment of funds. District staff will monitor and review both program data and fiscal documents to maintain compliance with grant requirements.

2. Describe how the LEA will meet the requirements to spend 20 percent of ESSER 3.0 on direct services to students to address learning loss or indicate participation in TN ALL Corps.

Participation in TN ALL CORP

Family and Community Engagement

1. Describe how the LEA engaged in meaningful consultation with stakeholders in development of the revised plan.

MCS Director of Schools conducts monthly state of the schools addresses through local cityTV. MCS will conduct three community partner meetings during the 2021-2022 school year. MCS will conduct two district wide family engagement meetings during the 2021-2022 school year in addition to school family engagement meetings mandated by Title 1.

2. Describe how the LEA engaged at minimum 10% of the total stakeholders engaged vs. responses received in the development of the revised plan.

As a Pre-K district, MCS engaged a minimum of 10% of total stakeholders by providing multiple attempts at seeking feedback from parent on behalf of students in grades Pre-k-3. However, allowing students in grades 4th - 6th to provide direct input with a survey.

3. Describe how the LEA engaged a representation of a diverse population of stakeholders.

MCS engaged stakeholders during community feedback meeting with diverse student populations. These meeting was specifically designed for community representatives who represent the needs of our historically underserved populations including children experiencing homelessness, youth in foster care, and underserved students. Attendees represented faith-based organizations, community non-profits, the Rutherford county health department, and the Child Advocacy Center.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, town halls) to gain input from stakeholders in development of the revised plan.

MCS continues to keep stakeholders informed through the cityTV monthly updates, district leadership and community partner meetings. MCS holds monthly teacher advisory council meetings and quarterly director's chat with employees and student/parent surveys.

Safe Return to In-Person Instruction and Continuity of Services Plan Addendum

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a Safe Return to In-Person Instruction and Continuity of Services Plan. All plans were developed with meaningful public consultation with stakeholder groups. LEAs are required to update the plan every six months through September 30, 2023 and must seek public input on the plan and any revisions and must take such input into account. LEAs also must review and update their plans whenever there are significant changes to the CDC recommendations for K-12 schools and to ensure the plan is current. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

The following information is intended to update stakeholders and address the requirement.

LEA Name: Murfreesboro City Schools _____

Date: 01/28/2022 _____

1. Describe how the LEA engaged in meaningful consultation with stakeholders in development of the revised plan.

During the ESSER planning process, MCS staff held feedback and input meetings to ensure there was a wide range of feedback from a variety of stakeholders on the needs within our district. The information gathered during these meetings was utilized to set priorities for the use of ESSER funds. Compiled below is a list of stakeholders who met and the dates of the meetings that were held during the Spring semester of the 2020/2021 school year.

1. School Board – April 20, 2021 and April 21, 2021
2. School administrators – March 17, 2021, March 22, 2021, and May 12, 2021.
3. Central office district administrators (including representatives for special education, ESL, homeless and foster care students)- March 17, 2021, April 5, 2021, and April 12, 2021
4. Teacher and school personnel – 14 small group meetings where held at each school between March 22, 2021 and April 22, 2021. Each meeting had 10- 15 teachers, administrators and paraprofessionals.
5. City Council Representatives – April 29, 2021
6. Parents – Two meetings were held on May 18, 2021 to provide for flexible times. One meeting was held in the morning, and one meeting was held in the evening.
7. Community Representatives – May 24, 2021. This meeting was specifically designed for community representatives who represent the needs of our historically underserved populations including children experiencing homelessness, youth in foster care, and underserved students. Attendees represented faith-based organizations, community non-profits, the Rutherford county health department, and the Child Advocacy Center.
8. Additional feedback meetings have been held with community partners on 10/12/21

9. *Feedback meeting with MCS families on 01/07/22*

2. Describe how the LEA engaged the health department in the development of the revised plan.

MCS regularly engages health department officials in discussion of protocol and procedures. Representatives from the local health department serve on the MCS health advisory council. MCS seeks biweekly feedback on public health data and uses data to inform and seek feedback from all stakeholders.

3. Provide to the extent to which the LEA has updated adopted policies and a description of any such policies on each of the following health and safety strategies.

<p><i>Appropriate accommodations for children with disabilities with respect to health and safety policies</i></p> <p><i>Facemask accommodations for students with disabilities that cannot wear a face mask.</i> <i>In order to receive equitable participation, reasonable facemask accommodations for students with disabilities will allow a person with the disability to participate in, or benefit from, the programs offered. The practices and/or procedures may be modified and include distancing, clear barriers between student and teacher and social stories to alleviate anxiety of COVID and wearing masks.</i></p>
<p><i>Physical distancing (e.g., use of cohorts/podding)</i></p> <p><i>Students are assigned to cohorts and maintain them throughout the day.</i> <i>Breakfast will be served in the classroom.</i> <i>All students and staff will be encouraged to be distanced at 3-6 ft. when possible</i></p>
<p><i>Hand washing and respiratory etiquette</i></p> <p><i>Wash hands with soap and water for minimum of 20 seconds. If soap/water not available, use hand sanitizer (60% or greater alcohol based)</i></p> <p><i>Hand washing curriculum has been created and used throughout the district for students.</i></p> <p><i>Posters and signs regarding handwashing have been placed in all bathrooms</i></p> <p><i>Encourage - Cover your cough/sneeze into your elbow or tissue; follow with hand hygiene</i></p> <p><i>Special considerations related to COVID-19 - Respiratory symptoms and NO FEVER</i></p> <p><i>Carefully consider mask during assessment to prevent droplet transmission during close contact</i></p> <p><i>Evaluate clinical picture if appropriate to remain in school</i></p> <p><i>Evaluate if the individual has been exposed to someone with a positive or presumed positive COVID-19. Per CDC, individuals with mild symptoms should be cared for by provider with all recommended PPE (gloves, gown, eye protection, and at minimum a fit-tested disposable N95 respirator)</i></p> <p><i>If student evaluated to not remain in school, a medical follow-up with provider and clearance note may be required (see when to return after illness)</i></p> <p><i>Facemasks for persons with respiratory symptoms and fever over 100.4 degrees Fahrenheit is recommended if tolerated by the person and developmentally appropriate.</i></p> <p><i>Consider use of all recommended PPE (gloves, gown, eye protection, and at minimum a fit- tested disposable N95 respirator) for Health office staff, based on clinical picture</i></p> <p><i>Isolate febrile individual in a separate area until dismissed</i></p>

Must be sent home and follow up with a medical provider and a clearance note must be provided to return to school required (see when to return after illness)

Cleaning and maintaining healthy facilities including improving ventilation

MCS will continue cleaning of high touch surface. MCS will conduct routine environmental cleaning. There are postings throughout campus encouraging frequent hand washing. MCS has hand sanitizer dispensing units at each building entrance. MCS will continue to limit food sharing activities and large group congregation, such as school-wide assemblies.

IMPROVING VENTILATION;

MCS provides a clean germ free environment for all grade levels (preK-6). MCS will install two styles of purification systems. All building occupants including, but not limited to; students, teachers, cafeteria workers, custodial, educational assistances, maintenance workers, parents and visitors will all benefit from the use of the purification systems. With these systems, there will be a reduction of other airborne and surface microbial, bacteria, viruses, and mold spores. These units also are specified to reduce smoke, odors, allergens, dust, and other particles. If masks are still utilized after the installation of the units, it provides an added safety protection factor for the school occupants until the pandemic is under control.

Contact tracing in combination with isolation and quarantine

Any employee who feels sick or experiencing signs and symptoms of COVID-19 should stay home. Any employee who has tested positive, had close contact with a person who has tested positive or has been instructed by a physician or the Department of Health to self-isolate should stay home.

All employees should report any of the above to their supervisor and: School based employees should report to building nurse.

District wide employees (Technology, maintenance, transportation, central office, nutrition, etc.) should report to nursing supervisor.

Nursing staff in conjunction with Department of Health will trace all contacts and advise as needed.

Illness:

Staff who exhibits symptoms consistent with COVID-19 are to be masked and isolated immediately and sent home as quickly as possible.

Staff should not return until one of the following conditions are met:

A health care provider has confirmed that the individual's illness is not due to COVID-19 because another explanation has been identified. e.g., fever due to urinary tract infection, strep throat confirmed by a positive strep test, rash from poison ivy, etc.

Any respiratory diagnosis also needs a negative COVID-19 test to return to school.

The individual has evidence of a positive COVID-19 molecular/PCR test and has isolated for 10 days plus 24 hours of resolution of symptoms. Results of antibody tests are not reliable and should not be considered proof of immunity or lack of infection. (See Below)

The individual has self-isolated for a period of 10 days plus 24 hours of resolution of symptoms, regardless of test results (whether negative, positive or not obtained)

Quarantine:

Quarantine for close contact exposure ends 5 days after last known exposure. Individuals should wear a mask when around others for an additional five and self-monitor for symptoms. If an employee has been tested for COVID-19, employee shall self-quarantine while awaiting COVID-19 test results.

Quarantine Guidelines:

- You are within 6ft of someone that has COVID-19 for at least 15 minutes unless the employee is considered fully vaccinated.*
- You have provided care to someone that has COVID-19 and individuals is not considered fully vaccinated.*
- You have been advised by your physician or the Department of Health to quarantine.*
- If an employee has been tested for COVID-19, employee shall self-quarantine while awaiting COVID-19 test results.*
- Employees should quarantine if someone in the household is being tested for COVID-19 unless the employee is considered fully vaccinated. If the household contact is negative, the employee may return to work. If the household contact is positive, please refer to quarantine guidelines for amount of time to quarantine.*
- Employees do not have to quarantine after exposure if you are fully vaccinated.*

People are considered fully vaccinated if you:

- 2 weeks after their second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, or Home*
- 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine Isolation:*

Persons with Positive COVID-19 who have symptoms may discontinue isolation under the following conditions:

At least 5 days have passed since symptoms first appeared.

And at least 24 hours have passed since resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath);

Individuals should wear a mask when around others for an additional five days. Improvement in respiratory symptoms (e.g., cough, shortness of breath), and

Persons with Positive COVID-19 who have NO symptoms may discontinue isolation under the following conditions:

•At least 5 days have passed since the date of their first positive COVID-19 diagnostic test.

If you have no symptoms or your symptoms are resolving after 5 days, you can leave your house.

Continue to wear a mask around others for 5 additional days.

Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected ≥ 24 hours apart (total of two negative specimens).

Diagnostic and screening testing

Testing is provided for employees and students who develop Covid-19 symptoms while at work or in school by MCS Nursing Department. Testing is done with written consent.
MCS held a district wide COVID testing day for staff on January 18, 2022.

Efforts to provide vaccinations to educators, other staff, and students, if eligible

MCS Nursing department provided two vaccine days – Feb/Mar. 830 employees were vaccinated.
We continue to maintain vaccine provide status in case we need to add additional vaccination clinics.
Our students are not eligible because of the age requirements.

Universal and correct wearing of masks

Masks are strongly encouraged for students and staff when 6’ social distance cannot be maintained.
Masks will be optional when students are outside or when they are inside and socially distanced. Students are encouraged to wear a mask at any time; if that best meets the needs of their individual situation.

Adults should adhere to the CDC guidelines based on their specific health situation.

Student-specific facemask exemptions will be granted on a case-by-case basis with proper documentation.
When determining whether to grant an exemption, the students physical or mental health condition, including but not limited to the following factors shall be considered:

Student is unable to remove a cloth face covering without assistance as observed by school staff; Student has trouble breathing; Student is deaf or hard of hearing—or those who care for or interact with a student who is hearing impaired—may be unable to wear cloth face coverings if they rely on lip reading to communicate; In this situation, consider using a clear face covering. If a clear face covering is not available, consider whether you can use written communication, use closed captioning, or decrease background noise to make communication possible while wearing a cloth face covering that blocks your lips.

Student continuously plays with, sucks on, or chews their face covering as observed by school staff; and
Recommendation of the student’s primary care or treating physician. (Please provide documentation from physician stating that student should not wear a mask.)

*MCS has allowed guardians to opt their children out of mask requirements per Governor’s executive order.

4. Provide a current description as to how the LEA is ensuring continuity of services including but not limited to services to address the students’ academic needs, and students’ and staff social, emotional, mental health, and other needs, which may include student health and food services.

Murfreesboro City Schools (MCS) will continue in-person instruction for the 2021-2022 school year with no other options for instruction, except those options determined to be necessary by an IEP team for students with disabilities.

The district will continue to follow and update the guidelines and expectations delineated in our Opening School Plan “Working Document – Return to School” last updated January 4, 2022 (available here - <file:///C:/Users/Maryam.Hill/OneDrive%20-%20Murfreesboro%20City%20Schools/Documents/Return-to-School-January-4-2022.pdf>). This plan includes details regarding staff, nursing services, facemask guidelines, bus transportation, before and after-school programming. This plan was developed with guidance from the Tennessee Department of Health Recommendations for the Management of Covid-19 in Schools dated 6.30.20.

All services, academic and non-academic (including social, emotional, mental health, student health and food services), will be available and will be provided directly to students, except for services provided to students who may be quarantined in accordance with the latest CDC guidelines.

Services for students in quarantine will be provided according to the rules of the Tennessee Department of Education and State Board of Education. MCS employs three teachers to provide synchronous online instruction daily to quarantined students.

To: Board of Education

RE: New Federal Grant and Increased Federal Grant Allocations

Board Meeting Date: January 25, 2022

MCS was recently awarded one new federal grant along with increases to two existing federal grants.

1. The new two-year *Early Literacy Networks* federal grant of \$80,000 will be used to contract with a state approved vendor to provide support as MCS implements the Sounds First curriculum in Pre-K – 2nd grades. The budget amendment recognizes this new revenue source and increases “Other Contract Services” expenditure line-item for the total amount of the grant.
2. The increase of \$28,000 to the *Literacy Training Teacher Stipend* grant, for a new total of \$128,000, will provide training stipends to eligible Pre-K – 2nd grade teachers to implement the Sounds First curriculum. This budget revision recognizes the additional revenue and increases the “Regular Instruction - Other Salaries” expenditure line-item.
3. The increase of \$5,533 to the *ARP Homeless 2.0* grant, for a new total of \$95,418, will supply additional funding for School Social Workers to provide social and behavioral support for our students. The budget revision recognizes the additional revenue and increases the “Social Worker” labor and benefits line-items.

The expenditures are deemed reasonable, necessary and allowable costs to complete the grant requirements. The Board originally approved the Literacy Training Teacher Stipend and ARP Homeless 2.0 grants in June 2021 and October 2021, respectively.

Schools Federal Projects Fund

Resolution No. 22-R-01

Fiscal Year 2021-2022		BUDGET	AMENDED	AMENDMENT
Account Codes	Description	AS PASSED OR PREV AMENDED	BUDGET	INCREASE (DECREASE)
<u>Revenues</u>				
142 R 47309 000 951	Federal - Early Literacy Networks grant	\$ -	80,000	80,000
142 R 47309 000 950	Federal - Literacy Training Stipend grant	\$ 100,000	128,000	28,000
142 R 47404 000 701	Federal - ARP Homeless 2.0 grant	\$ 89,885	95,418	5,533
Total Increase in Federal Revenues			\$ 303,418	\$ 113,533

<u>Expenditures</u>				
142 E 72210 399 951	Instruction Program - Other Contract Services	\$ -	80,000	80,000
142 E 71100 189 950	Regular Instruction - Other Salaries	\$ 100,000	128,000	28,000
142 E 72130 130 701	Other Student Support - Social Workers	\$ 8,500	13,100	4,600
142 E 72130 201 701	Other Student Support - Social Security	\$ 540	825	285
142 E 72130 204 701	Other Student Support - Retirement	\$ 1,035	1,595	560
142 E 72130 212 701	Other Student Support - Medicare	\$ 125	213	88
Total Increase in Federal Expenditures			\$ 303,418	\$ 113,533

CHANGE IN FUND BALANCE (CASH) \$ -

MCS was recently awarded one new federal grant along with increases to two existing federal grants. This amendment budgets the new revenues and expenditures in allowable line items. These costs are reasonable and necessary to meet grant requirements.

The new two-year *Early Literacy Networks* federal grant of \$80,000 will be used to contract with a state approved vendor to support MCS' implementation of the Sounds First curriculum in Pre-K - 2nd grades.

MCS was awarded an additional \$28,000 in the *Literacy Training Stipend* grant to pay a training stipend to eligible Pre-K - 2nd grade teachers to implement the Sounds First curriculum. The original grant of \$100,000 was approved by both the Board and City Council in June, 2021.

The additional \$5,533 allocation in the *ARP Homeless 2.0* grant will be used to provide additional social supports to students. The original award of \$89,885 was approved by the Board and City Council in October, 2021.


 Reviewed by Finance Director/Finance Manager

1-19-2022
 Date

Approved	<input checked="" type="checkbox"/>		<u>1-19-22</u>
Declined	<input type="checkbox"/>	Director of Schools	Date

To: Board of Education

RE: FY22 Federal grants budget revisions

Board Meeting Date: January 25, 2022

Finance and Federal Programs staff present mid-year budget revisions to several grants in the Schools Federal Projects fund for approval. The original budgets were approved by the Board and City Council.

There are no new revenues or major programmatic changes, and no changes to fund balance. The budget revisions are reasonable, necessary and allowable for the successful completion of the grant requirements.

- The revision in *Title I-A* budgets labor and benefits to provide an extended contract stipend to coordinate MTSU volunteers who provide tutoring to Hobgood Elementary students.
- The *21st Century Community Learning Centers* grant revision totaling \$5,467 is needed to increase funds in Fringe Benefits and Professional Development from savings in Medical Insurance. An employee chose to receive the MCS fringe benefit of \$1,500 in lieu of participating in the State medical insurance plan.
- The revision to the *Epidemiology & Laboratory Capacity (ELC/Nursing)* grant moves \$119,930 into the Capital Outlay category from the Drugs & Medical Supplies line item. Additional Capital funds are needed to cover the estimated cost of sealcoating and striping school parking lots. Even with the decrease in the Drugs & Medical Supplies category, this leaves over \$400,000 available for COVID-19 tests and other medical supplies.
- The revision to the *ARP IDEA Part B* grant totaling \$35,623 increases Other Contracted Services from savings in Labor & Benefits to extend the contract for Vision services.
- In *ESSER 2.0 (Year 2)*, mileage for routine travel is needed for the Instructional Coordinator.
- The *ESSER 3.0 (Year 1)* revision of \$77,050 includes an increase to Other Salaries and benefits and a decrease to Professional Development to properly account for stipends for MCS staff to participate in the Project Optimal program. Additionally, funds are needed in Communications and Travel for a cell phone and mileage reimbursement for the ESL Coordinator.

Murfreesboro City Schools

INTER-FUND BUDGET TRANSFER/AMENDMENT REQUEST

Budget Fiscal Year 2021-2022 Schools Federal Projects Fund 142
 BOE Meeting Date January 25, 2022

Explanation: The revisions below are mid-year adjustments to previously approved federal grants to cover increases in line items from savings in other line items. All costs are reasonable, necessary and allowable within the requirements of each of the grants. There are no new revenues or major programmatic changes. There are no changes to fund balance.

Account	Description	Increase	Decrease
<i>Title I-A grant</i>			
142 E 72130 189 100	Other Student Support - Other Salaries	\$ 780	
142 E 72130 201 100	Other Student Support - Social Security	\$ 49	
142 E 72130 204 100	Other Student Support - State Retirement	\$ 73	
142 E 72130 212 100	Other Student Support - Medicare	\$ 12	
142 E 72130 499 100	Other Student Support - Other Materials & Supplies		\$ (914)
Total Title I-A grant		\$ 914	\$ (914)

To budget Labor and Benefits for a 13-week extended contract stipend at Hobgood Elementary. The Librarian will coordinate MTSU volunteers to provide tutoring for students and encourage family engagement.

<i>21st Century Community Learning Centers grant:</i>		Increase	Decrease
142 E 73300 207 431	Community Services - Medical Insurance		\$ (5,467)
142 E 73300 299 431	Community Services - Fringe Benefits	\$ 487	
142 E 73300 524 431	Community Services - In-Service/Prof Development	\$ 4,980	
Total 21st Century Community Learning Centers grant		\$ 5,467	\$ (5,467)

To cover the increase in Fringe Benefits and Professional Development from savings in medical insurance. An employee chose to receive the MCS fringe benefit of \$1,500 in lieu of participating in the State medical insurance plan.

<i>Epidemiology & Laboratory Capacity (ELC/Nursing) grant:</i>		Increase	Decrease
142 E 72120 413 940	Medical - Drugs & Medical Supplies		\$ (119,390)
142 E 76100 707 940	Capital Outlay - Building Improvements	\$ 119,390	
Total ELC/Nursing grant		\$ 119,390	\$ (119,390)

To increase Capital Outlay to cover the estimated additional cost of sealcoat and striping the school parking lots. Even with the reduction in Drugs & Medical Supplies, this revision leaves over \$400,000 available in this line-item.

<i>APR IDEA Part B grant:</i>		Increase	Decrease
142 E 71200 163 901	Special Education - Educational Assistant		\$ (24,000)
142 E 71200 201 901	Special Education - Matching Social Security		(1,400)
142 E 71200 204 901	Special Education - State Retirement		(2,900)
142 E 71200 207 901	Special Education - Medical Insurance		(6,700)
142 E 71200 208 901	Special Education - Dental Insurance		(273)
142 E 71200 212 901	Special Education - Matching Medicare		(350)
142 E 71200 399 901	Special Education - Other Contract Services	\$ 35,263	
Total ARP IDEA Part B grant		\$ 35,263	\$ (35,623)

Account	Description	Increase	Decrease
<i>ARP IDEA Part B (continued)</i>			
<i>To increase Other Contracted Services from savings in the Educational Asst. Labor & Benefits line-items to extend the contract for Vision services.</i>			
ESSER 2.0 grant (Year 2):		Increase	Decrease
142 E 72210 355 935	Instruction Program - Travel (Mileage)	\$ 1,500	
142 E 72210 524 935	Instruction Program - In-Service/Prof. Development		\$ (1,500)
Total ESSER 2.0 (Year 2)		\$ 1,500	\$ (1,500)

To add routine mileage for the Instructional Coordinator in the Travel account from savings in the In-Service/Prof. Development line-item.

ESSER 3.0 grant (Year 1):		Increase	Decrease
142 E 72210 189 936	Instruction Program - Other Salaries (Stipends Project Optimal)	\$ 64,000	
142 E 72210 201 936	Instruction Program - Social Security	\$ 4,000	
142 E 72210 204 936	Instruction Program - Retirement	\$ 6,000	
142 E 72210 212 936	Instruction Program - Medicare	\$ 950	
142 E 72210 299 936	Instruction Program - Fringe Benefits		\$ (2,100)
142 E 72210 307 936	Instruction Program - Communications	\$ 600	
142 E 72210 355 936	Instruction Program - Travel (Mileage)	\$ 1,500	
142 E 72210 524 936	Instruction Program - In-Service/Prof. Development		\$ (74,950)
Total ESSER 3.0 grant (Year 1)		\$ 77,050	\$ (77,050)

MCS partnered with MTSU to provide teacher training in math and literacy using the Project Optimal curriculum. Project Optimal costs were originally budgeted in the Professional Development line-items. This revision moves \$77,050 to Labor and Benefit line-items to pay eligible MCS staff a stipend to facilitate and participate in this training program.

[Signature]
 Reviewed by Finance Director/Finance Manager

1.19.2022
 Date

Approved	<input checked="" type="checkbox"/>	<i>[Signature]</i> Director of Schools	<i>1-19-2022</i> Date
Declined	<input type="checkbox"/>		

Murfreesboro City Schools

Proposed Minor Rezoning Plan for the 2022-2023 School Year

*School Board Presentation
January 11th 2022*

Submitted Version I

District Committee Members

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Director of Schools

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Attendance Generalist

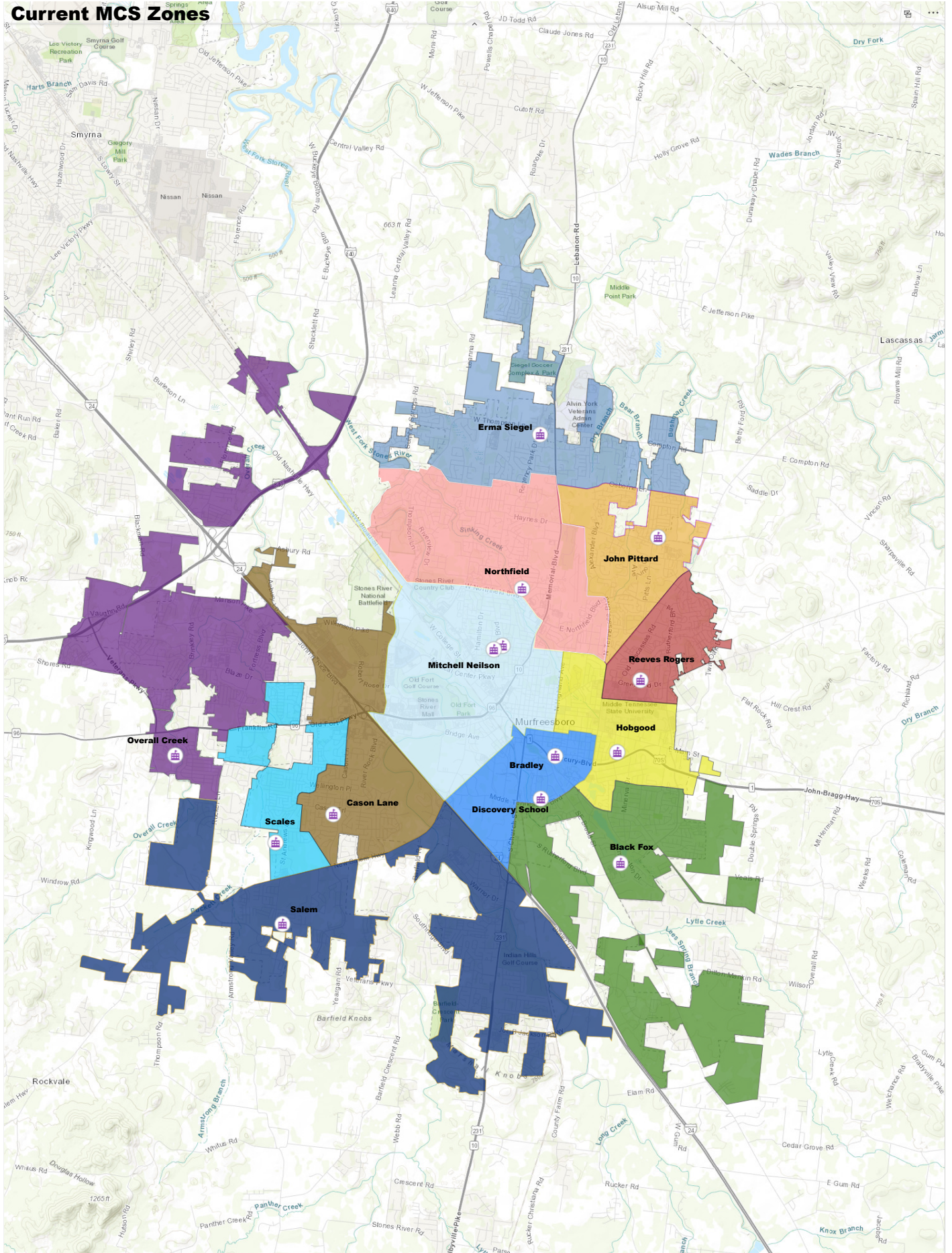
tyra.murray@cityschools.net

April Zavis

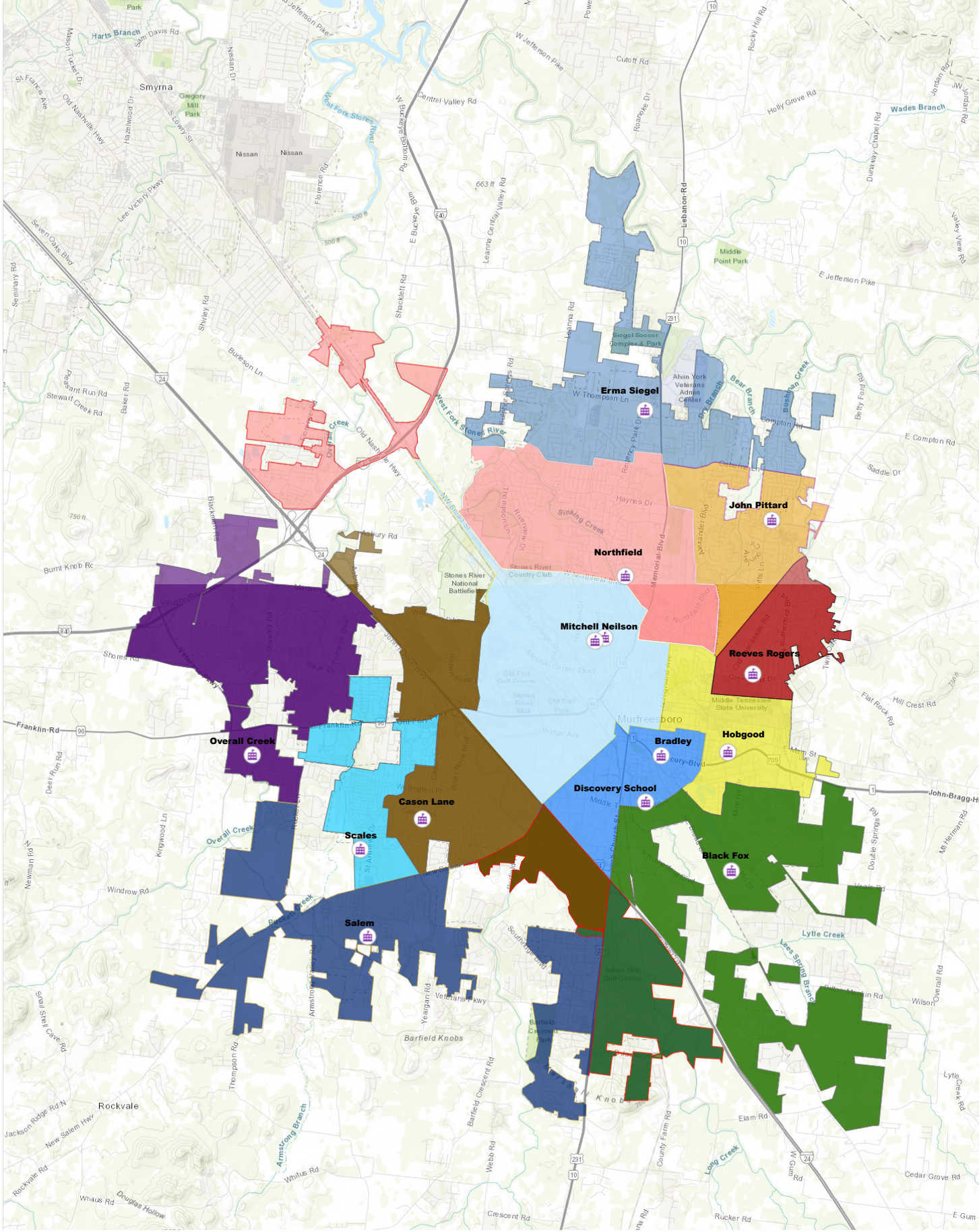
Director of Technology

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Current MCS Zones

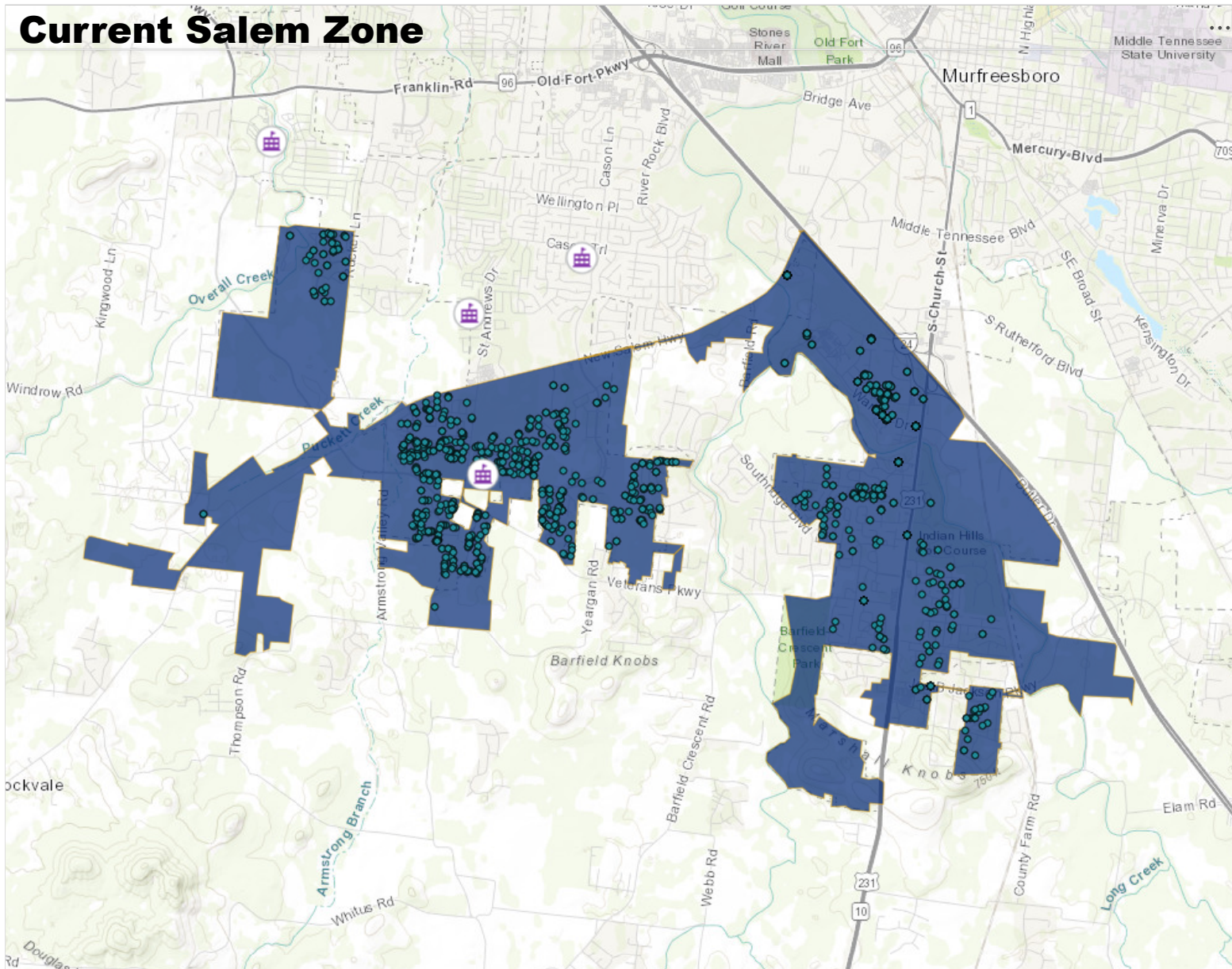


MCS Zones - Minor Rezoning Plan (changes outlined in red)





Current Salem Zone



Current MCS students within zone

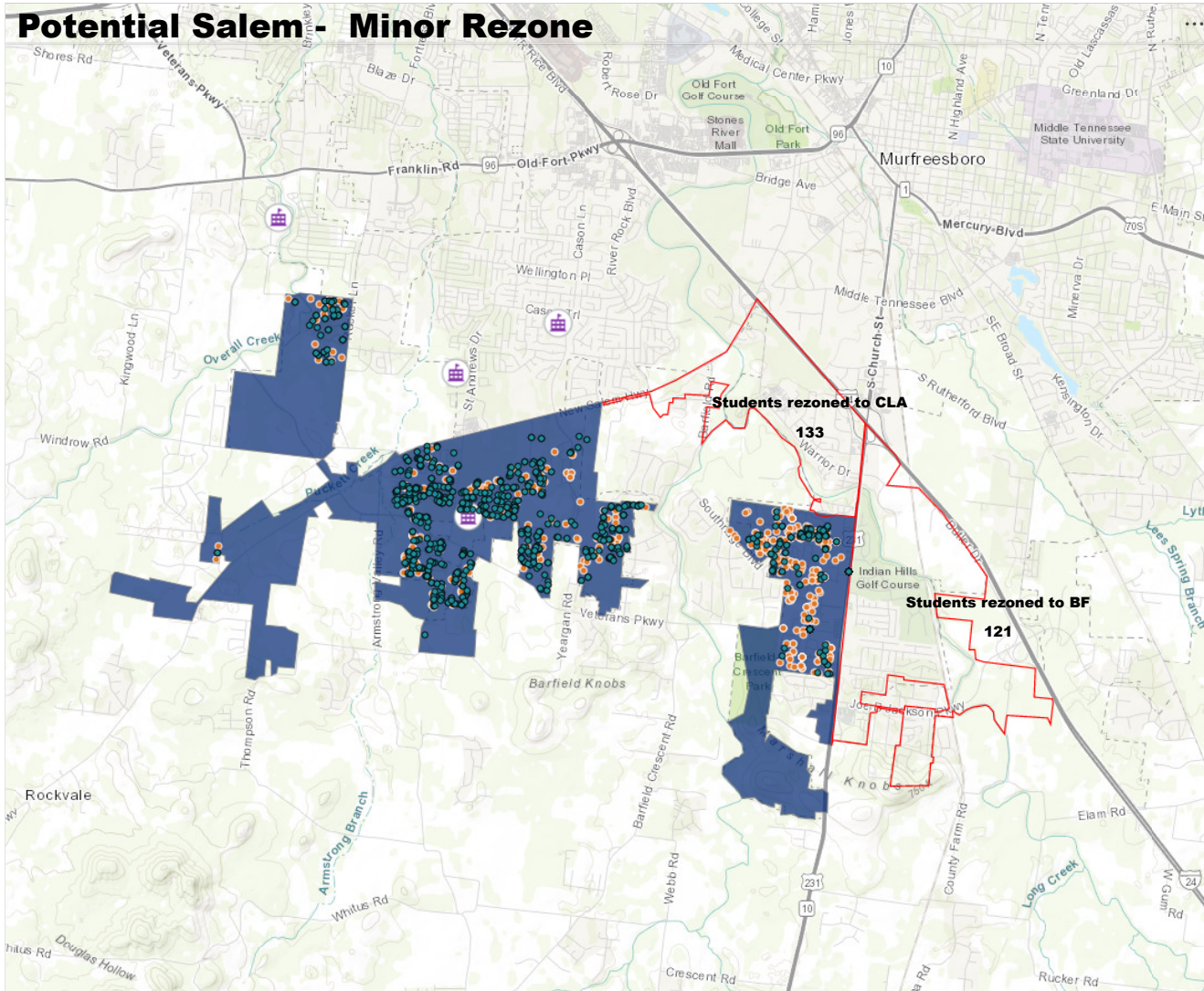
PK - 5th = 1045 (green)

Direct Cert = 216 (21%)

Transported = 560

Period 2 Enrollment = 1105

Potential Salem - Minor Rezone



Current MCS students within proposed zone

Rising K - 6th = 898* (-177)
 Direct Cert = 126 (14%)
 Transported = 426

Students attending RCS K-4 = 376 (orange)

Period 2 Enrollment = 1105

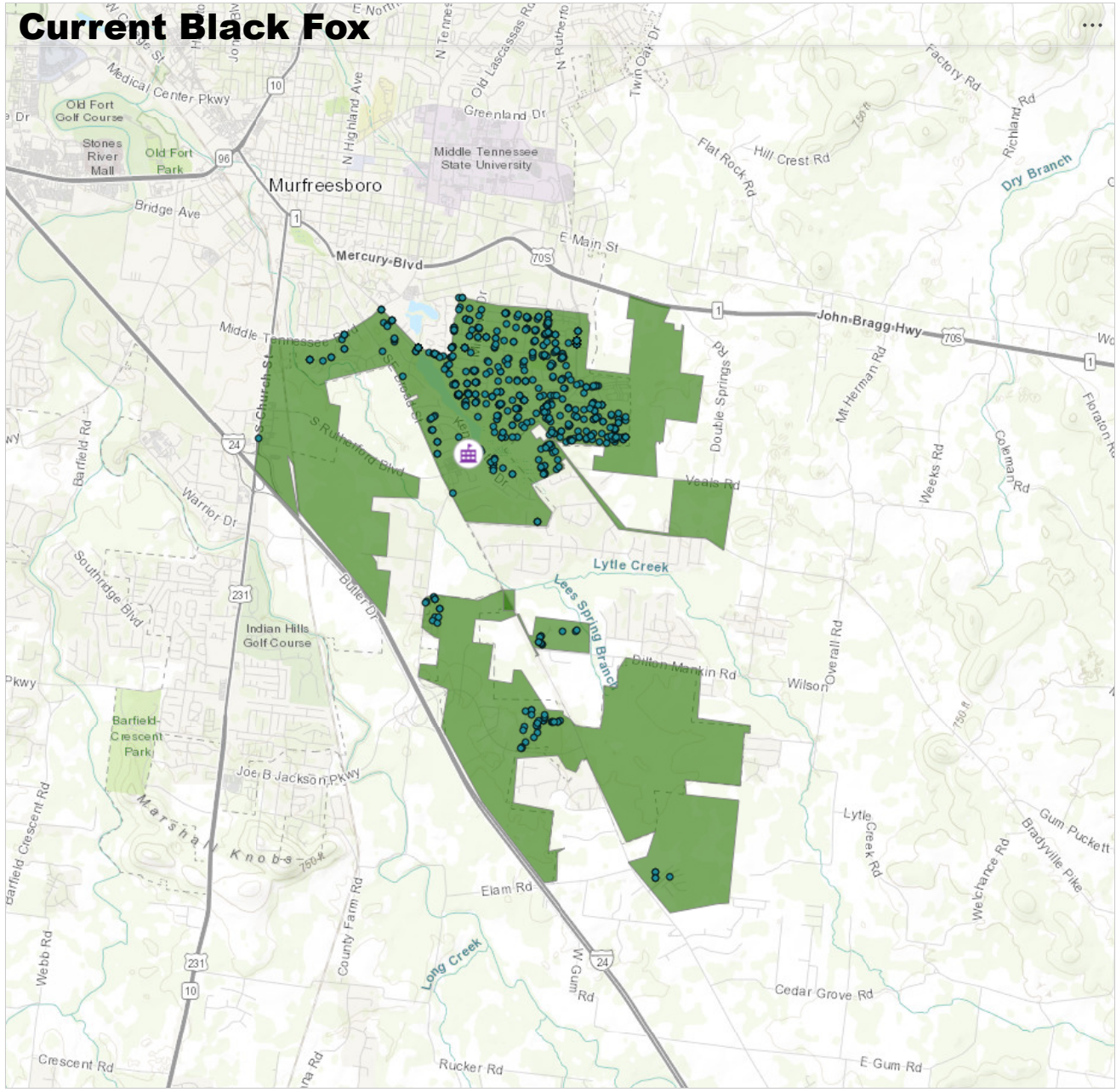
3-5 Year Potential Growth

Low 329.03 to High 588.61

Potential Seats = 1050

*Includes predicted K and 6th

Current Black Fox

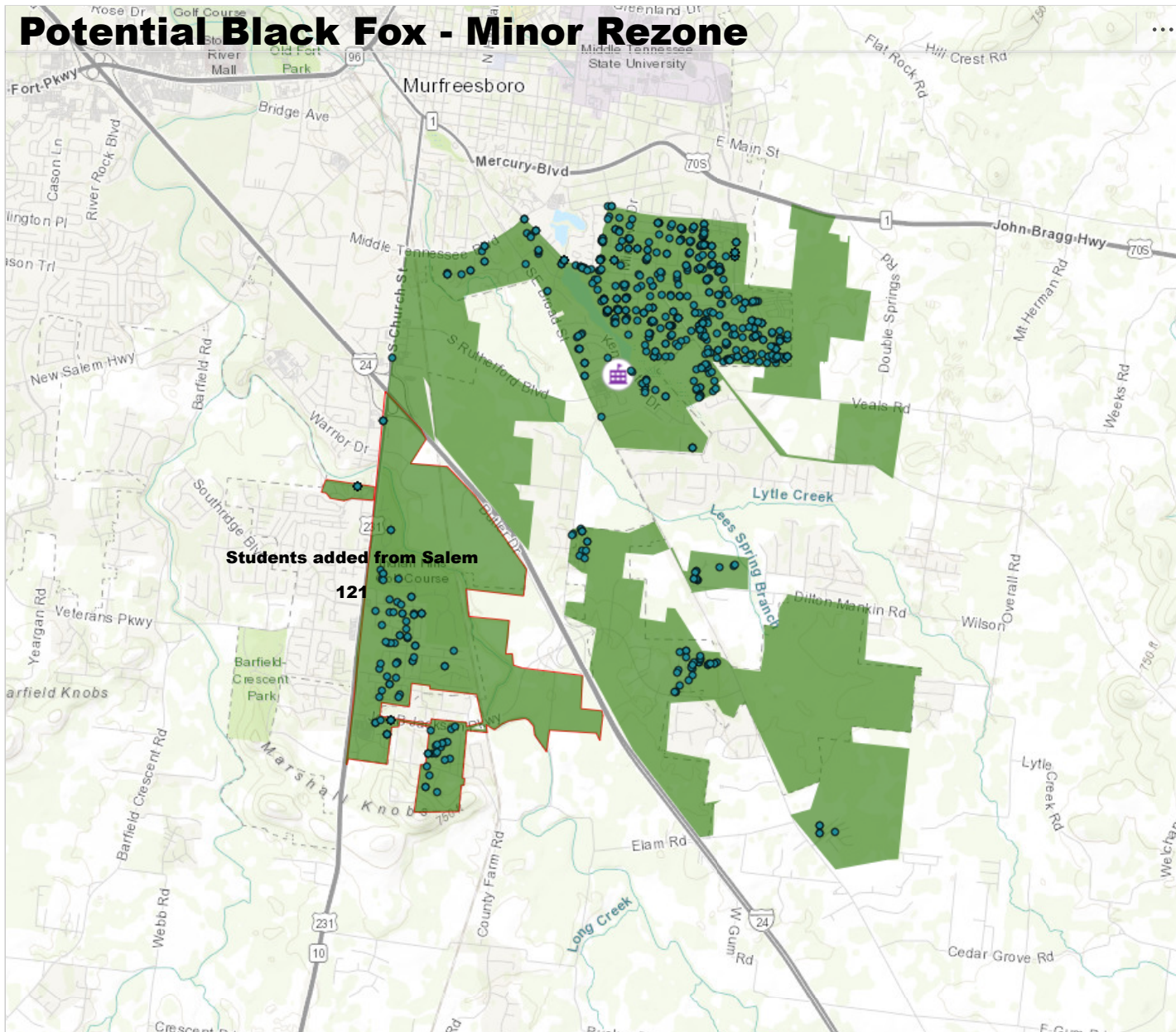


Current MCS students within current zone

- PK - 5th = 693
- Direct Cert = 276 (40%)
- Transported = 399

Period 2 Enrollment = 866

Potential Black Fox - Minor Rezone



Current MCS students within potential zone

Rising K-6th = 861* (+168)
Direct Cert = 306 (36%)
Transported = 441

Period 2 Enrollment = 866

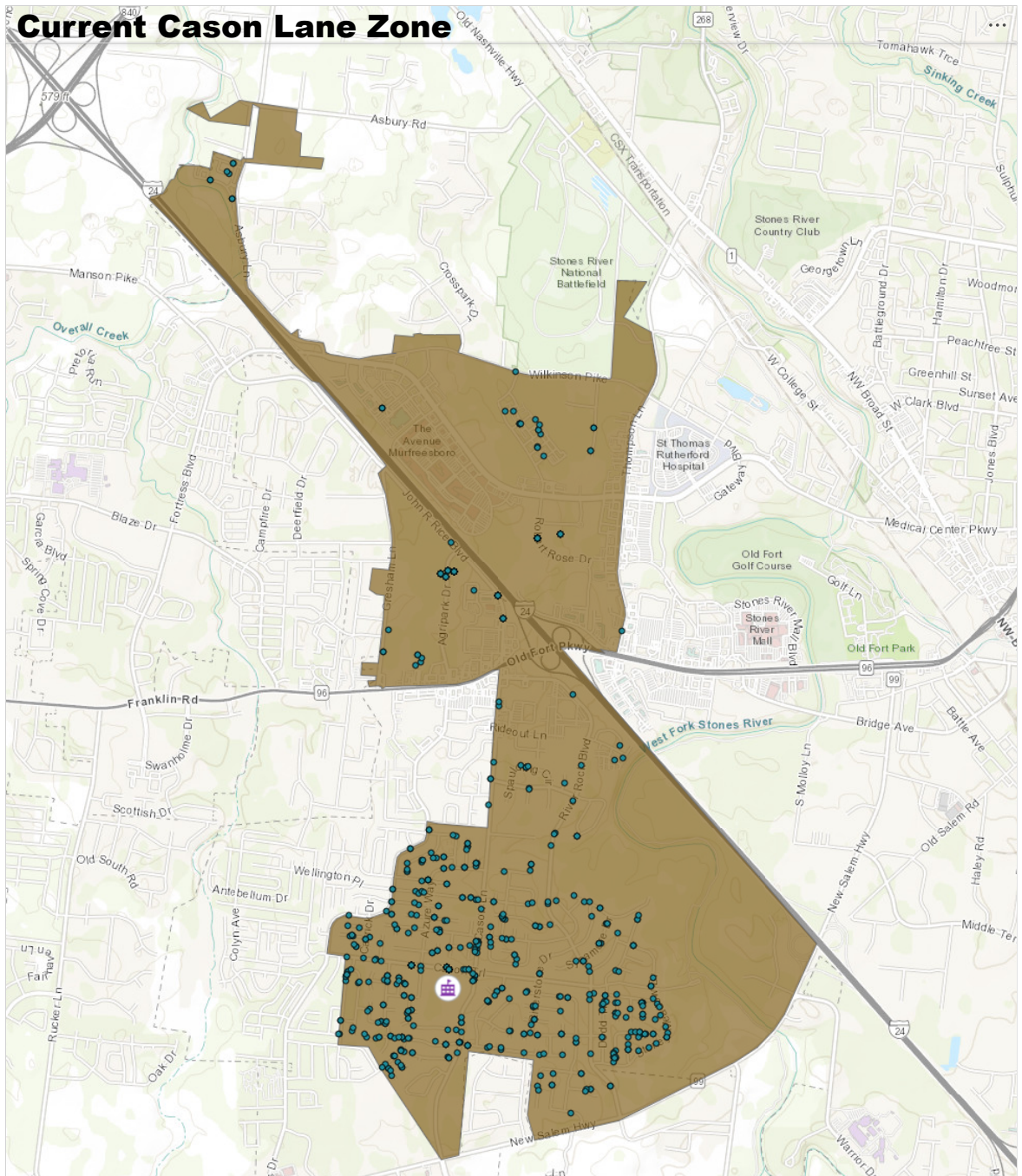
3-5 Year Potential Growth

Low 269.22 to High 482.18

Potential Seats = 970

*Includes predicted K and 6th

Current Cason Lane Zone

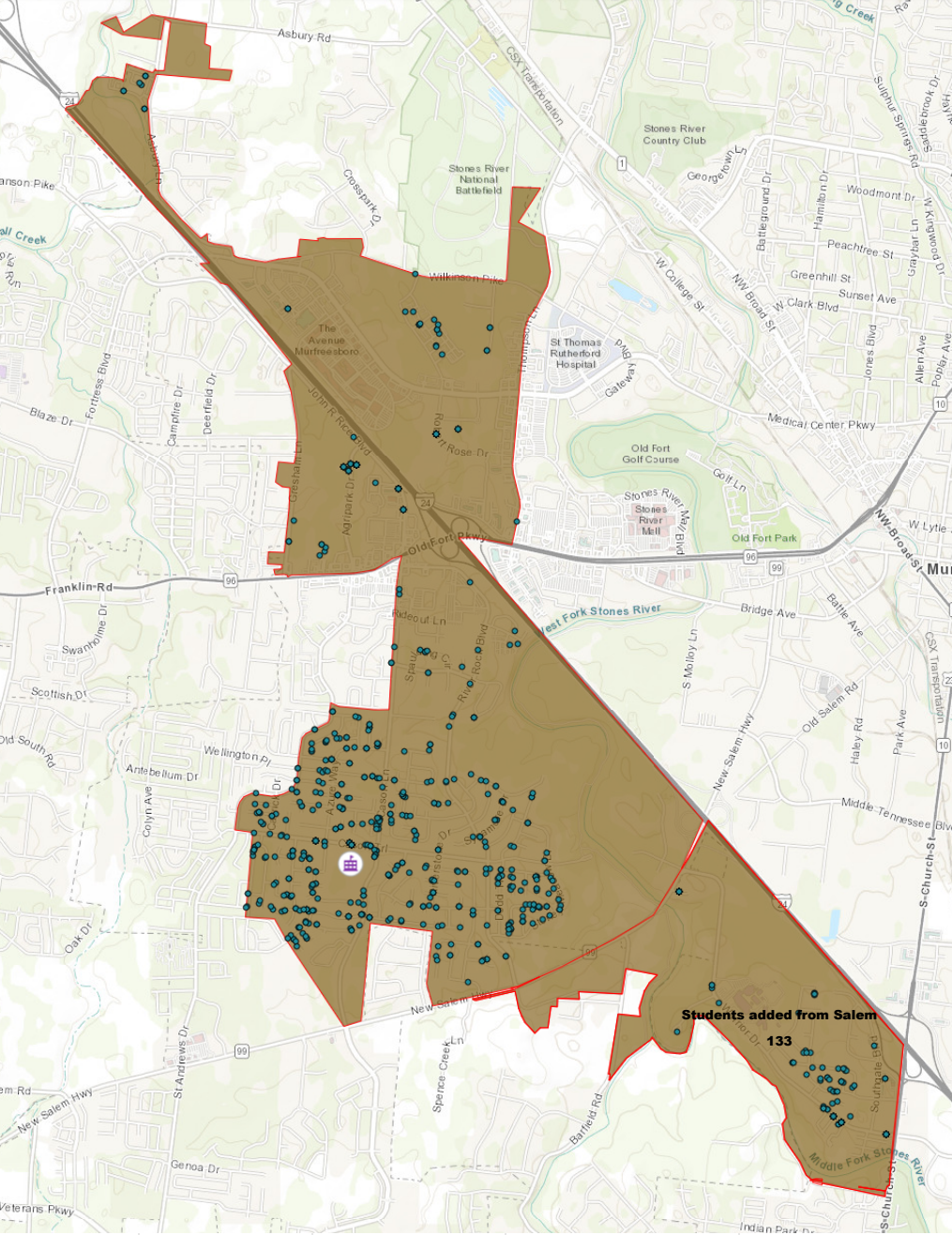


Current MCS students within current zone

- PK - 5th = 675
- Direct Cert = 200 (30%)
- Transported = 171

Period 2 Enrollment = 777

Potential Cason Lane- Minor Rezoning



Current MCS students within potential zone

- Rising K-6th = 778* (+103)
- Direct Cert = 262 (34%)
- Transported = 263

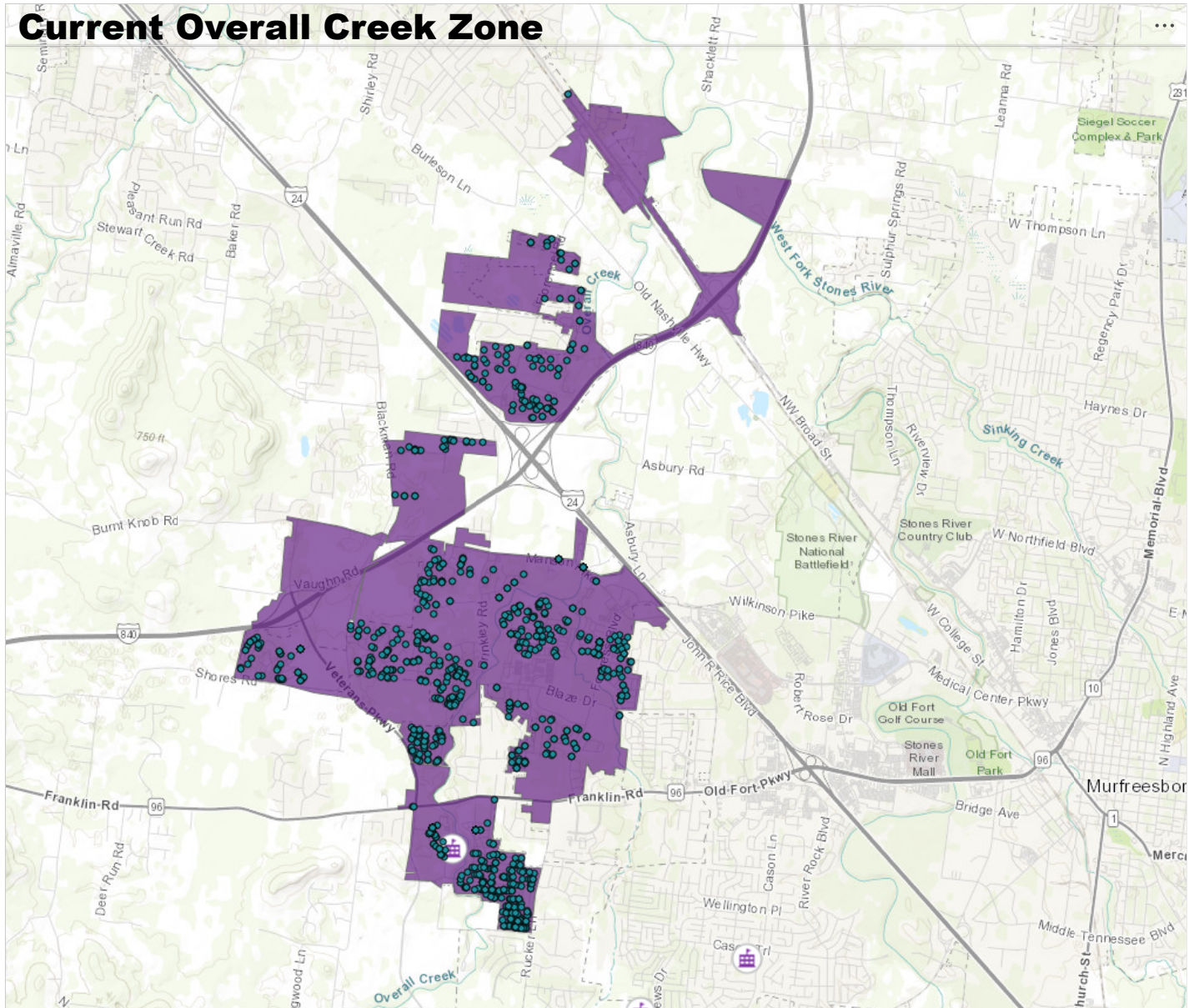
Period 2 Enrollment = 777

3 - 5 Year Potential Growth
Low 118.81 to High 221.78

Potential Seats = 900

*Includes predicted K and 6th

Current Overall Creek Zone

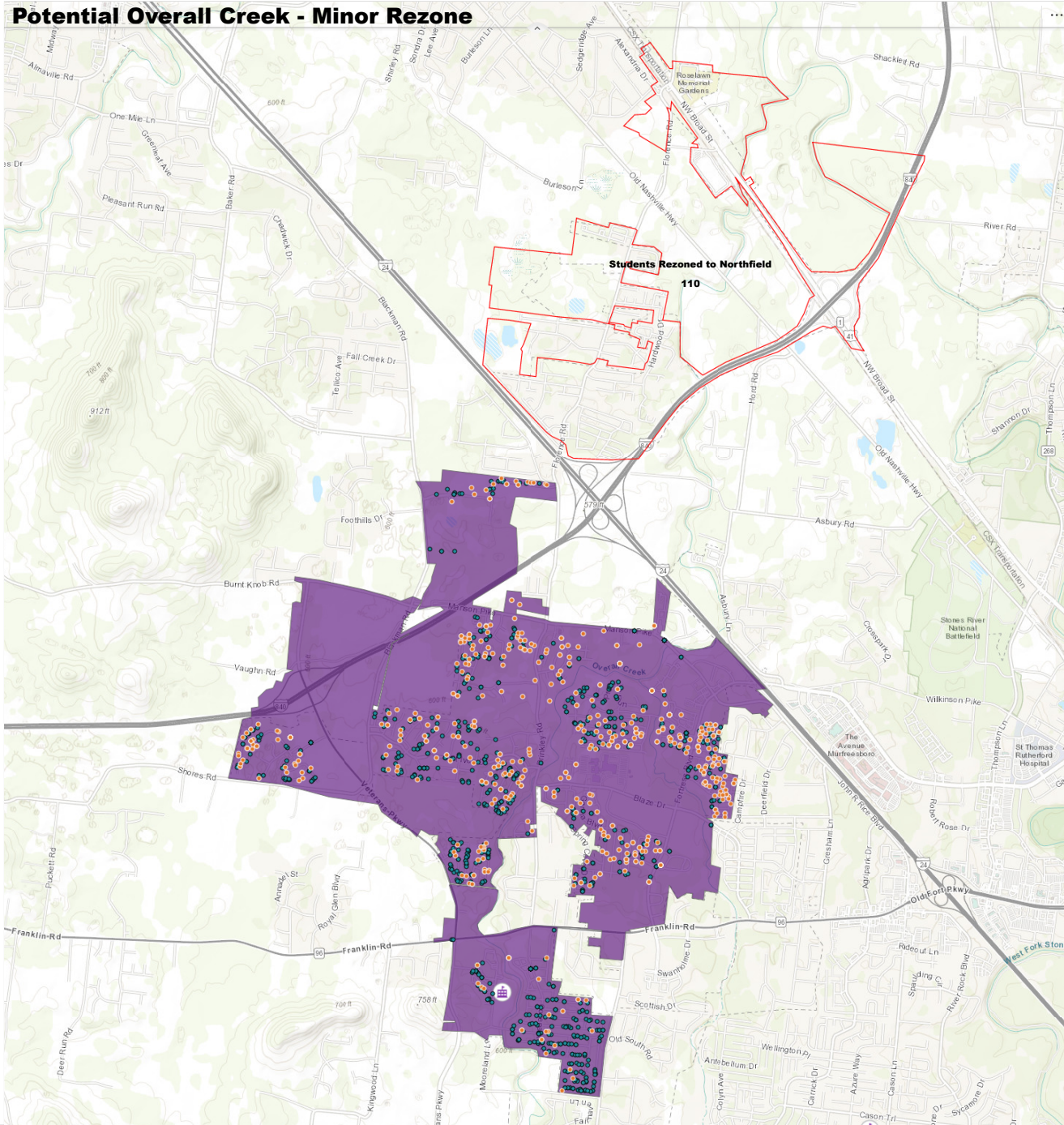


Current MCS students within zone

- PK - 5th = 1045
- Direct Cert = 98 (10%)
- Transported = 544

Period 2 Enrollment = 998

Potential Overall Creek - Minor Rezone



Current MCS students within potential zone
Rising K - 6th = 939* (-69)
Direct Cert = 83 (10%)
Transported = 453
Students attending RCS K-4 = 646 (orange)

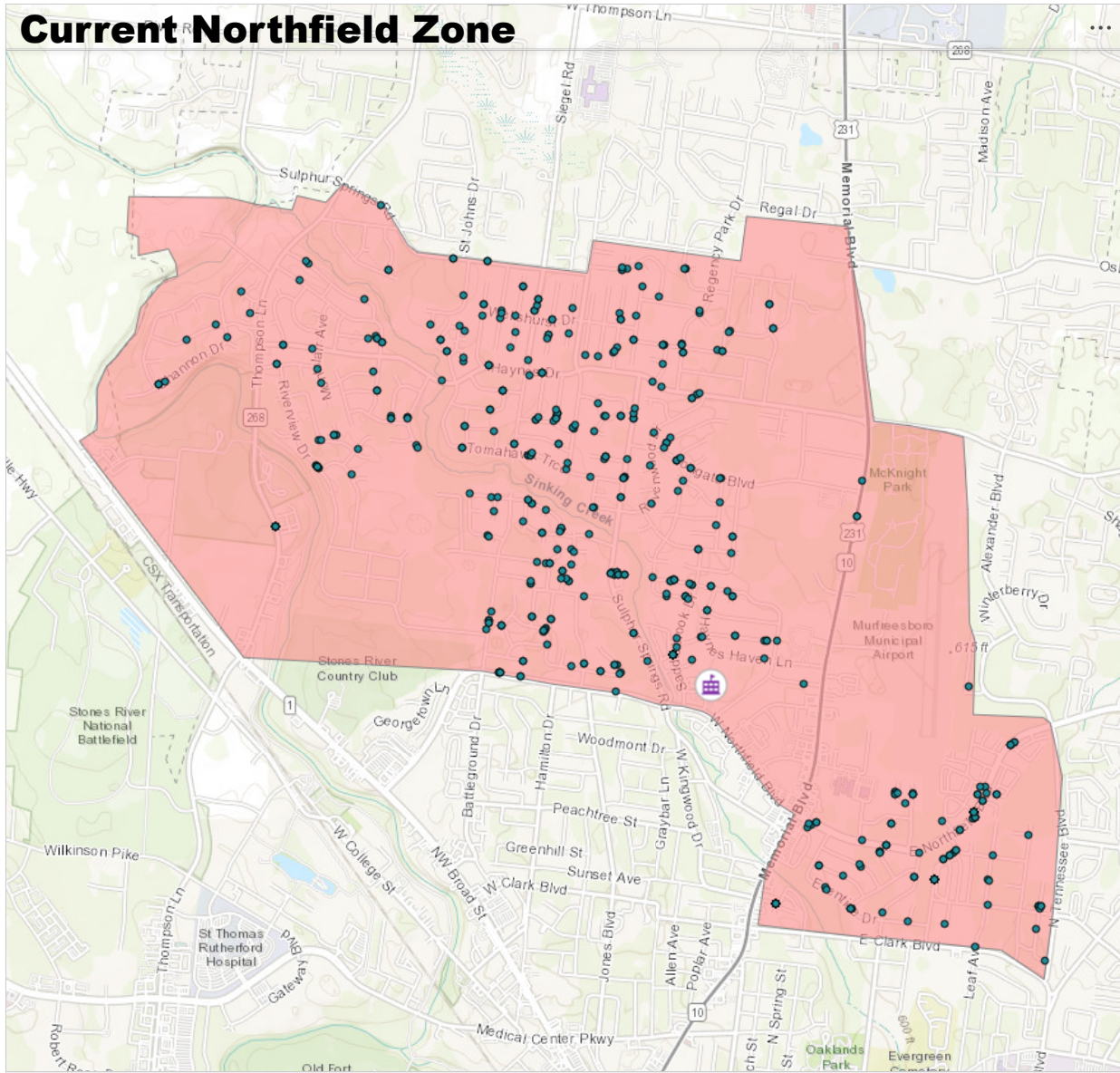
Period 2 Enrollment = 998

3-5 Year Potential Growth
Low 110.5 to High 195

Potential Seats = 1100

*Includes predicted K and 6th

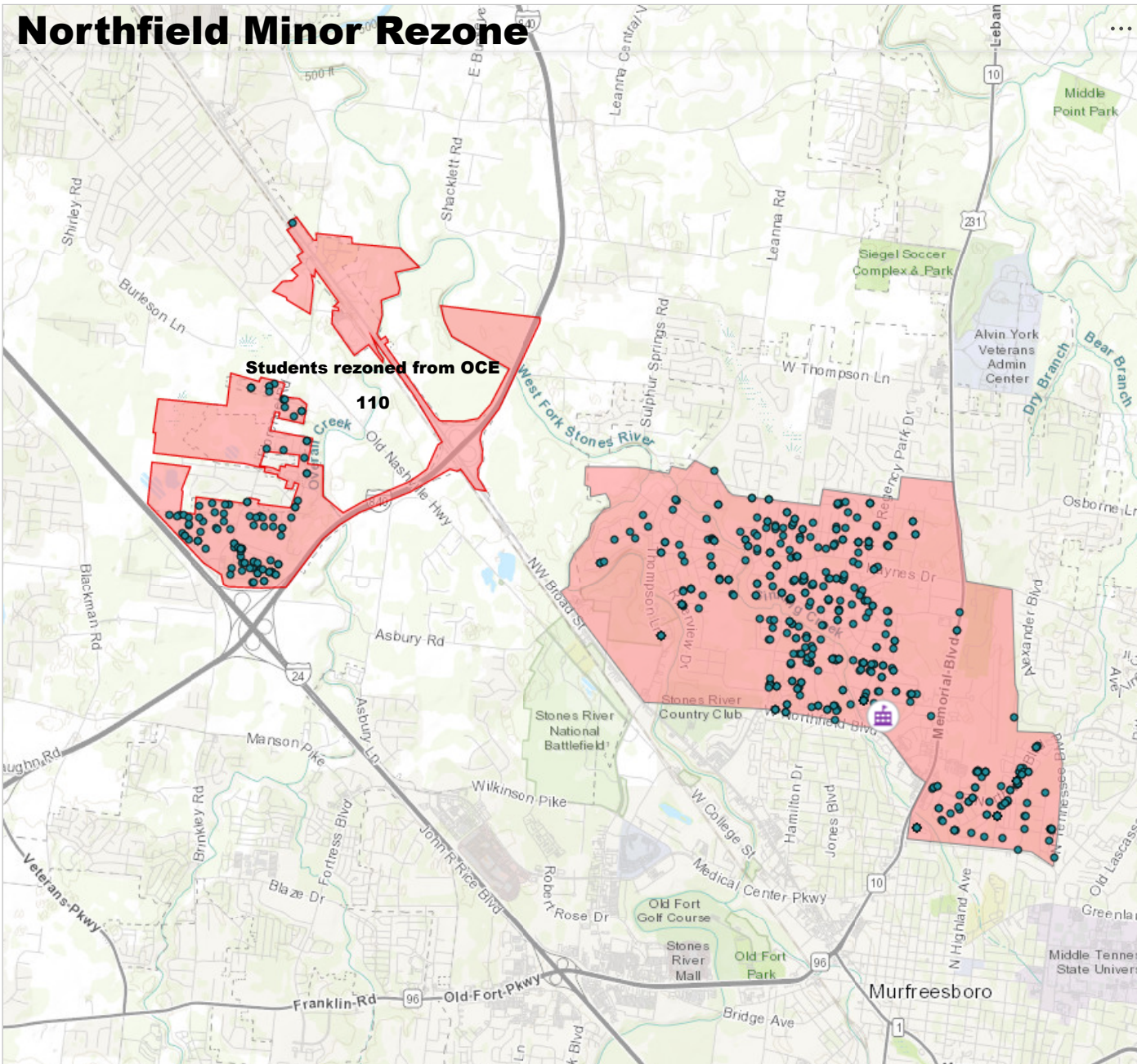
Current Northfield Zone



Current MCS students within current zone

PK - 5th = 536
Direct Cert = 158 (29%)
Transported = 192

Period 2 Enrollment = 661



Current MCS Students within potential zone

Rising K-6th = 643* (+239)
 Direct Cert = 171(27%)
 Transported = 259

Period 2 Enrollment = 661

3-5 Year Potential Growth
 Low = 13.6 to High 24.76

Potential Seat = 775

*Includes predicted K and 6th

Current Year Data		(PK-5 within the city limits as of 11/1/2021)							
School	PK	K	1st	2nd	3rd	4th	5th	Total	
Black Fox		48	121	114	105	105	94	106	693
Bradley		19	43	39	43	44	51	39	278
Cason Lane		44	97	98	112	110	105	109	675
Erma Siegel		30	130	113	124	127	128	132	784
Hobgood		29	104	108	88	91	88	83	591
John Pittard		38	117	108	106	118	103	107	697
Mitchell Neilson		41	100	85	114	104	101	87	632
Northfield		40	82	77	89	95	74	79	536
Overall Creek		34	160	180	157	167	160	150	1008
Reeves Rogers		27	70	76	77	81	60	52	443
Salem		34	181	179	177	165	178	161	1075
Scales		54	168	141	170	153	140	137	963
Specific Rezoned Area Data Minor Rezoning									
	K**	1st	2nd	3rd	4th	5th	**6th	Total	
OCE to NF		3	17	24	18	17	15	16	110
SES to BF		7	27	20	15	13	20	19	121
SES to CLA		8	18	29	21	26	18	13	133
	**Current PK and 5th within the zone expected to rise to K and 6								

Predicted Data 2022-2023 - Minor Rezoning										
School	K*	1st	2nd	3rd	4th	5th	6th*	Total	Potential Seats	
Black Fox	135	148	135	120	118	115	90	861	970	
Bradley	45	43	39	43	44	51	43	308	500	
Cason Lane	110	115	127	133	135	123	35	778	900	
Erma Siegel	115	130	113	124	127	128	22	759	880	
Hobgood	106	104	108	88	91	88	66	651	690	
John Pittard	110	117	108	106	118	103	52	714	975	
Mitchell Neilson	85	100	85	114	104	101	50	639	770	
Northfield	95	99	101	107	112	89	40	643	775	
Overall Creek	150	148	156	139	150	152	44	939	1100	
Reeves Rogers	65	70	76	77	81	60	21	450	520-580	
Salem	180	136	130	141	126	140	45	898	1050	
Scales	150	168	141	170	153	140	70	992	1075	

*estimates using previous average K numbers and average loss of 6th graders

Predicted Data <i>with Grandfathering estimates</i> 2022-2023 - Minor										
School	K*	1st	2nd	3rd	4th	5th	6th*	Total	Potential Seats	
Black Fox	135	148	135	120	109	101	90	838	970	
Bradley	45	43	39	43	44	51	43	308	500	
Cason Lane	110	115	127	133	117	110	35	747	900	
Erma Siegel	115	130	113	124	127	128	22	759	880	
Hobgood	106	104	108	88	91	88	66	651	690	
John Pittard	110	117	108	106	118	103	52	714	975	
Mitchell Neilson	85	100	85	114	104	101	50	639	770	
Northfield	95	99	101	107	112	78	40	632	775	
Overall Creek	150	148	156	139	150	163	44	950	1100	
Reeves Rogers	65	70	76	77	81	60	21	450	520-580	
Salem	180	136	130	141	153	166	45	951	1050	
Scales	150	168	141	170	153	140	70	992	1075	

*estimates using previous average K numbers and average loss of 6th graders

PreK, CDC, and Little Sprouts Placement Rezoning Plan

PreSchool Placements

School	Current Placement			Minimal Rezoning Placement			
	VPK	IPK	Little Sprouts	VPK	IPK	Little Sprouts	Notes
Northfield	2	3		2	2		
Hobgood	4	0		4	2		2 IPK from CLA
Black Fox	2	2		0	0		
John Pittard	2	0		2	2		2 IPK from BF
Erma Siegel	0	2		2	2		2 VPK from BF
Cason Lane	3	2		0	0		Dissolve 3 Title I
Scales	0	2		0	0		
Mitchell Neilson	2	0	3	2	3	2	2 IPK from Scales 1 from NFE
TOTAL	15	11	3	12	11	2	0

VPK - Voluntary PreK

IPK - Integrated (SpEd) PreK

Under both plans, three Title I funded PreK programs are paused

CDC Placements

School	Current CDC/ BEST	Minimal Rezoning
Black Fox	4	4
Cason Lane	4	4
Erma Siegel	2	2
Hobgood	0	0
John Pittard	4	4
Mitchell Neilson	4	4
Northfield	4	4
Overall Creek	0	2
Salem	2	2
Scales	3	2
Bradley	0	0
Reeves Rogers	0	0
TOTAL	27	28

**Plus one deaf ed.



RECOMMENDED GRANDFATHERING AND SIBLING ATTENDANCE PLAN **FOR REZONING PROPOSAL – [Minor Rezoning Plan](#)**

GRANDFATHERING RULE:

- If rezoned to a new school, rising 5th and 6th grade in-city students may remain in their current school or attend their new zoned school. If they remain in their current school, no transportation service would be available for this option. Students can complete their elementary schooling at the school if they can provide their own transportation and if MCS has the type of class offered to appropriately educate the student.
- For Salem Elementary, the grandfathering rule would apply to rising 4th, 5th, and 6th graders who reside in the city limits. This ensures the district is not moving a student to more than 2 schools during their elementary years.

SIBLING RULE (In-City Grandfathered Students):

- Younger siblings who have a sibling taking advantage of the grandfathering option can attend the grandfathered school along with the sibling as long as both were in the school when this zoning plan was implemented (2022-2023). The younger siblings can remain in the grandfathered school as long as the grandfathered student remains at the school and MCS has the type of class offered to appropriately educate the student. No transportation service will be available for this option if they remain out-of-zone under the sibling rule.

Out-of-Zone Waivers

- Salem, Overall Creek, Cason Lane, Black Fox, and Scales will be considered closed zone schools and will not accept or renew any out-of-city waivers for the 2022-2023 school year unless it is attached to MCS employment. Rising in-city 5th and 6th grade students on zone waivers will follow the grandfathering rule outlined above.
- These students may apply for a zone waiver at another open-zone MCS school with available space that is accepting waivers.
- Proposed Open Zone Schools: Bradley, Erma Siegel, Hobgood, John Pittard, Mitchell-Neilson, Northfield, Reeves-Rogers.

OUT-OF-ZONE RULE: (Applies to all students grandfathering or following a sibling)

- Grandfathered and sibling students will require an “Out-of-Zone Waiver” form to be filled out each year to go through the out-of-zone evaluation process. Students attending an out-of-zone school have to meet specific criteria to maintain the out-of-zone privilege. Students not meeting the criteria will forfeit their out-of-zone status and be reassigned to their zoned school or another MCS school as determined by the district.

Minimal Rezoning – Proposed Grandfather Plan

	In-City Students	Out-of-City Students
Who is grandfathered?	<ul style="list-style-type: none"> • Rising 5th/6th graders • Rising 4th/5th/6th graders for Salem only 	<ul style="list-style-type: none"> • No students eligible for grandfathering.
Sibling Rule	<ul style="list-style-type: none"> • Younger siblings with an older sibling taking advantage of the grandfather option. • Includes kindergarten students for 2022-2023 • Siblings must move to their new school once the grandfathered sibling leaves the school. 	<ul style="list-style-type: none"> • No students eligible for grandfathering
Who must go to the new zoned school?	<ul style="list-style-type: none"> • All students not eligible to be grandfathered including those on current zone waivers unless it is attached to MCS employment. 	<ul style="list-style-type: none"> • All non-employee related, out-of-city waivers from all closed zone schools. These students may submit a waiver for another open zone MCS school.
Which schools will accept/renew current zone waivers	<ul style="list-style-type: none"> • Bradley, Erma Siegel, Hobgood, John Pittard, Mitchell-Neilson, Northfield, Reeves-Rogers. 	<ul style="list-style-type: none"> • Bradley, Erma Siegel, Hobgood, John Pittard, Mitchell-Neilson, Northfield, Reeves-Rogers.
Which schools are closed zone schools and will NOT accept/renew zone waivers.	<ul style="list-style-type: none"> • Salem, Overall Creek, Cason Lane, Black Fox, and Scales 	<ul style="list-style-type: none"> • Salem, Overall Creek, Cason Lane, Black Fox, and Scales

Zone waivers for children of MCS employees will be allowed for all schools.

Human Resources Personnel Report 12/9/2021 - 01/19/2022

Certified Hires

<u>Last Name</u>	<u>First Name</u>	<u>Start Date</u>	<u>Location</u>	<u>Position</u>	<u>Notes</u>
Schaedel	Sarah	1/3/2022	CO	SLP	
Moya	Brandon	1/18/2022	MNE	SPED Teacher	
Earls	Amber	1/18/2022	OCE	1st Grade Teacher	

Certified Interims

<u>Last Name</u>	<u>First Name</u>	<u>Interim Dates</u>	<u>Location</u>	<u>Position</u>	<u>Interim For/Replacing</u>
Borendame	Genny	12/13 - 2/11	JP	PE Teacher	Regan Higgs
Jester	Rhiannon	12/15 - EOY	SC	Kindergarten	Amy Byrd
Proctor	Allison	12/13 - EOY	BF	3rd Grade	James Bjork
Graves	Kelsey	12/13 - EOY	BF	3rd Grade	Peggy Jackson
Tussey	Brooke	1/3 - EOY	DS	1st Grade	Angela Bunyi
Suggs	Savannah	1/13 - 2/4	BF	6th Grade	Stephanie Davis

Certified Resignations/Retirements/Terminations

<u>Last Name</u>	<u>First Name</u>	<u>Last Day</u>	<u>Location</u>	<u>Position</u>	<u>Tenure Y/N</u>
Craig	Sherry	12/17/2021	CO	SLP	Y
Byrd	Amy	12/17/2021	SC	Kindergarten Teacher	N
Looper	Lindsay	12/17/2021	SC	4th Grade Teacher	N
McGaughy	Joslyn	12/17/2021	CO	School Counselor	N
Beers	Donna	12/17/2021	BR	Kindergarten Teacher	Y
McKenzie	Latoria	12/17/2021	NF	6th Grade Teacher	N
Osborne	Kimberly	12/17/2021	CO	Coord. Of Data	Y
Beverly	Jelesia	1/7/2022	OCE	1st Grade Teacher	Y
Martie	Madeline	1/14/2022	SC	3rd Grade Teacher	N

Certified Transfers / Changes

<u>Last Name</u>	<u>First Name</u>	<u>Date of Change</u>	<u>FROM</u>	<u>TO</u>
Good	Miranda	1/3/2022	SPED BEST @ MNE	SPED Recource @ OCE

Classified New Hires

<u>Last Name</u>	<u>First Name</u>	<u>Start Date</u>	<u>Location</u>	<u>Position</u>	<u>Notes</u>
Lavoie	Jennifer	12/6/2021	BR	EA	
Torrez	Duran	12/8/2021	RR	EA	Sub to EA
Green	Bobby	12/10/2021	SHOP	Bus Driver	
Grissom	LaQuita	12/13/2021	SHOP	Bus Asst	
Chapman	Iris	12/13/2021	SC	Site Director	
Stone	Darrell	12/13/2021	SHOP	Bus Driver	PT to FT
Vandenbusch	Steven	12/27/2021	SHOP	Grounds Foreman	
Sroka	Elena	1/3/2022	JP	SPED EA	Sub to EA
Prymek	Ashley	1/3/2022	BF	EA	Sub to EA
Billington	Lynne	1/3/2022	OCE	EA	PT to FT
Ferrell	Will	1/3/2022	SHOP	Bus Driver	PT to FT
Kinzer	Marvelyn	1/4/2022	HG	SPED EA	Sub to EA
Disney	April	1/10/2022	SA	SPED EA	
Pierson	Dawn	1/10/2022	NF	SPED EA	

Classified Resignations/Retirements/Terminations

<u>Last Name</u>	<u>First Name</u>	<u>Last Day</u>	<u>Location</u>	<u>Position</u>
Mohammed	Haji	12/2/2021	BF	Custodian
Lee	Brenda	12/10/2021	SHOP	Bus Driver
Millsaps	Dorothy	12/10/2021	SHOP	Bus Driver
Tucker	Jake	12/13/2021	SHOP	Maintenance
Smith	Judy	12/16/2021	NF	EA
Leathers	Jennifer	12/17/2021	MNE	SPED EA
Le	Diem	12/17/2021	SC	EA
Webb	Michael	12/17/2021	JP	SPED EA
Bradley	Emily	12/17/2021	RR	EA
Williams	Ashley N	12/17/2021	BF	EA
Eaton	Taylor	12/17/2021	OCE	EA
Suttles	Sharista	12/17/2021	BR	Office EA
Kemp	Pandesala	12/17/2021	BF	SPED EA
Sneed	Patsy	1/7/2022	SA	Cafeteria
Potter	Brittany	1/7/2022	SA	EA

Enrollment Period 4 - 11/11/21 to 12/14/21

	K-6 Gen Ed Totals	PS VPK	PS SpEd	PS Peers	CDC	BEST	Deaf Ed	TOTALS
Black Fox	773	39	22	10	39			883
Bradley	337							337
Cason Lane	628	60	20	12	26			746
Discovery	398							398
Erma Siegel	730		24	12	20		5	791
Hobgood	598	79						677
John Pittard	700	39			29			768
Mitchell-Neilson	549	40				14		603
Northfield	566	40	18	16	30			670
Overall Creek	1012							1012
Reeves-Rogers	413							413
Salem	1089				14			1103
Scales	931		22	10	37			1000
								9401

Totals	8724	297	106	60	195	14	5	9401
	K-6 Gen Ed Total	PS VPK	PS SpEd	PS Peers	CDC	BEST	Deaf Ed	
BEP Funded	8724				195	14	5	8938
Non-BEP Funded		297	106	60				463

Growth Over Last Year	
End of 2020-2021 -----	9000
Growth from 20-21 to 21-22 ---	401

Average Attendance Percentage
93.6%

PTR Period 4 - 11/11/21 to 12/14/21

	Kindergarten			1st Grade			2nd Grade			3rd Grade			Total	Total	K-3 PTR	4th Grade			5th Grade			6th Grade			Total	Total	4-6 PTR	Total K-6	
	P	#	PTR	P	#	PTR	P	#	PTR	P	#	PTR	Pupils	Teachers	Ratio	P	#	PTR	P	#	PTR	P	#	PTR	Pupils	Teachers	Ratio		
Black Fox	134	7	19.14	117	6	19.50	112	6	18.67	117	6	19.50	480	25	19.20	102	5	20.40	107	5	21.40	84	4	21.00	293	14	20.93		773
Bradley	49	3	16.33	48	3	16.00	56	3	18.67	51	3	17.00	204	12	17.00	49	3	16.33	44	3	14.67	40	2	20.00	133	8	16.63		337
Cason Lane	111	6	18.50	91	5	18.20	98	5	19.60	96	5	19.20	396	21	18.86	97	5	19.40	100	5	20.00	35	2	17.50	232	12	19.33		628
Discovery	60	3	20.00	60	3	20.00	61	3	20.33	60	3	20.00	241	12	20.08	65	3	21.67	66	3	22.00	26	1	26.00	157	7	22.43		398
Erma Siegel	125	7	17.86	99	6	16.50	117	6	19.50	119	6	19.83	460	25	18.40	117	5	23.40	131	6	21.83	22	1	22.00	270	12	22.50		730
Hobgood	97	5	19.40	102	6	17.00	83	4	20.75	91	5	18.20	373	20	18.65	86	4	21.50	81	4	20.25	58	3	19.33	225	11	20.45		598
John Pittard	106	6	17.67	102	6	17.00	103	6	17.17	117	7	16.71	428	25	17.12	110	6	18.33	110	5	22.00	52	2	26.00	272	13	20.92		700
Mitchell-Neilson	85	5	17.00	67	4	16.75	94	5	18.80	89	5	17.80	335	19	17.63	97	5	19.40	73	4	18.25	44	2	22.00	214	11	19.45		549
Northfield	93	5	18.60	88	5	17.60	103	5	20.60	89	5	17.80	373	20	18.65	70	4	17.50	82	4	20.50	41	2	20.50	193	10	19.30		566
Overall Creek	156	8	19.50	175	9	19.44	158	8	19.75	168	9	18.67	657	34	19.32	164	8	20.50	156	7	22.29	35	2	17.50	355	17	20.88		1012
Reeves-Rogers	61	4	15.25	70	4	17.50	67	4	16.75	72	4	18.00	270	16	16.88	60	3	20.00	55	3	18.33	28	2	14.00	143	8	17.88		413
Salem	186	9	20.67	177	9	19.67	202	10	20.20	156	8	19.50	721	36	20.03	177	8	22.13	151	6	25.17	40	2	20.00	368	16	23.00		1089
Scales	156	9	17.33	141	7	20.14	165	8	20.63	139	7	19.86	601	31	19.39	139	6	23.17	131	6	21.83	60	3	20.00	330	15	22.00		931
Totals by Grade	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade										
	1419	77	18.43	1337	73	18.32	1419	73	19.44	1364	73	18.68	1333	65	20.51	1287	61	21.10	565	28	20.18							8724	

Regular Education PTR			Pupils	Teachers	PTR
Kindergarten thru Third Grade	-----		5539	296	18.71
Fourth Grade thru Sixth Grade	-----		3185	154	20.68
District Totals			8724	450	19.39

TRUANCY 10+ Days - Unexcused Absences

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Black Fox		5	10	17					
Bradley		4	2	2					
Cason Lane	1	5	10	24					
Discovery									
Erma Siegel	3	1	1	5					
Hobgood	1	2	3	11					
John Pittard		1							
Mitchell-Neilson	1	3	10	12					
Northfield		2	1	3					
Overall Creek		5	1	6					
Reeves-Rogers		2	1	2					
Salem				9					
Scales			2	6					
TOTALS	6	30	41	97	-	-	-	-	-

Chronic Absenteeism = missing 10% or more

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
	2+ days	4+ days	6+ days	8+ days	10+ days	12+ days	14+ days	16+ days	18+ days
Black Fox	231	234	210	152					
Bradley	132	185	154	159					
Cason Lane	203	197	157	134					
Discovery	66	36	17	20					
Erma Siegel	167	122	95	89					
Hobgood	191	204	180	140					
John Pittard	162	149	137	132					
Mitchell-Neilson	189	152	130	112					
Northfield	155	159	144	100					
Overall Creek	185	123	104	95					
Reeves-Rogers	124	99	79	86					
Salem	248	159	120	118					
Scales	243	212	176	147					
	2296	2031	1703	1484	-	-	-	-	-

YEAR-TO-DATE REVENUE COMPARISON

DECEMBER 2021

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	BUDGET CLASS.	2020-21 BUDGET	2020-21 YTD REV.	2020-21 OVR/(UNDR) BUDGET	2020-21 %	2021-22 BUDGET	2021-22 YTD REV.	2021-22 OVR/(UNDR) BUDGET	2021-22 %
1	40110-Current Prop. Tax	15,312,150	1,980,597	(13,331,553)	12.9%	15,700,000	1,930,783	(13,769,217)	12.3%
2	40210-Local Option Sales Tax	12,330,550	4,425,973	(7,904,577)	35.9%	13,000,000	5,100,195	(7,899,805)	39.2%
3	40000-41110-Other County Rev	1,850,000	805,455	(1,044,545)	43.5%	1,705,000	683,270	(1,021,730)	40.1%
4	43300-44000-Other Local Revenue	698,941	319,806	(379,135)	45.8%	1,792,500	268,890	(1,523,610)	15.0%
5	46511-Basic Educ. Program	48,350,000	23,397,500	(24,952,500)	48.4%	48,115,000	24,057,500	(24,057,500)	50.0%
6	46515-Early Childhood Ed.	1,072,125	-	(1,072,125)	0.0%	1,063,812	433,650	(630,162)	40.8%
7	46530-Energy Efficient Sch	-	-	-	N/A	-	-	-	N/A
8	46590-Other State Education	1,976,159	69,308	(1,906,851)	3.5%	354,248	369,716	15,468	104.4%
9	46610-Career Ladder Program	88,000	56,595	(31,405)	64.3%	82,000	46,785	(35,215)	57.1%
10	46615-Ext. Contract-ARRA	-	-	-	N/A	-	-	-	N/A
11	46591-Coordinated School Health	100,000	-	(100,000)	0.0%	100,000	49,176	(50,824)	49.2%
12	46595-Family Resource	29,600	-	(29,600)	0.0%	29,600	12,955	(16,645)	43.8%
13	46800-46990-Other State Revenue	262,503	92,752	(169,751)	35.3%	227,419	26,912	(200,507)	11.8%
14	47000- Federal Funds	283,653	462,671	179,018	163.1%	161,041	230,629	69,588	143.2%
15	49100-49800 Bond & City Transfers	3,244,831	-	(3,244,831)	0.0%	450,000	-	(450,000)	0.0%
16	49810-Approp./City Gen. Fund	7,885,103	3,942,552	(3,942,551)	50.0%	7,885,103	3,942,552	(3,942,551)	50.0%
17	49820-Operating Transfers	78,413	-	(78,413)	0.0%	-	-	-	N/A
	TOTALS	\$ 93,562,028	\$35,553,210	\$ (58,008,818)	38.0%	\$90,665,723.00	\$ 37,153,013	\$ (53,512,710)	41.0%

YEAR-TO-DATE EXPENDITURE COMPARISON

DECEMBER 2021

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	BUDGET CLASS.	2020-21 BUDGET	2020-21 YTD EXP.	2020-21 OVR/(UNDR) BUDGET	2020-21 %	2021-22 BUDGET	2021-22 YTD EXP.	2021-22 OVR/(UNDR) BUDGET	2021-22 %
1	71100-Reg. Instruction	50,568,178	20,488,597	(30,079,581)	40.5%	50,700,907	\$21,258,690.37	(29,442,217)	41.9%
2	71200-Sp. Ed. Instruction	9,646,900	3,868,436	(5,778,464)	40.1%	10,154,810	4,075,982	(6,078,828)	40.1%
3	71400-Student Body Ed.	-	-	-	N/A	-	-	-	N/A
4	72110-Attendance	157,489	58,656	(98,833)	37.2%	100,155	52,102	(48,053)	52.0%
5	72120-Health Services	948,039	426,455	(521,584)	45.0%	330,370	71,335	(259,035)	21.6%
6	72130-Guidance	2,743,401	1,195,456	(1,547,945)	43.6%	2,621,215	1,078,709	(1,542,506)	41.2%
7	72210-Reg. Instr. Support	2,315,361	1,069,404	(1,245,957)	46.2%	2,291,054	1,074,884	(1,216,170)	46.9%
8	72220-Sp. Ed. Support	1,841,650	708,252	(1,133,398)	38.5%	1,734,075	713,905	(1,020,170)	41.2%
9	72250-Technology	1,954,363	1,092,598	(861,765)	55.9%	2,075,760	1,007,173	(1,068,587)	48.5%
10	72310-Bd. Of Education	1,646,370	802,756	(843,614)	48.8%	1,739,681	768,587	(971,094)	44.2%
11	72320-Office of Supt.	388,039	104,066	(283,973)	26.8%	428,330	180,440	(247,890)	42.1%
12	72410-Office of Principal	4,739,039	2,123,864	(2,615,175)	44.8%	4,857,825	2,234,443	(2,623,382)	46.0%
13	72510-Fiscal Services	470,480	253,840	(216,640)	54.0%	519,200	288,305	(230,895)	55.5%
14	72520-Personnel Services	587,033	278,363	(308,670)	47.4%	467,240	247,148	(220,092)	52.9%
15	72610-Oper. Of Plant	6,304,017	2,536,872	(3,767,145)	40.2%	6,445,115	2,795,188	(3,649,927)	43.4%
16	72620-Maint. Of Plant	2,809,034	965,778	(1,843,256)	34.4%	2,905,842	903,770	(2,002,072)	31.1%
17	72710-Pupil Transp.	3,883,591	1,504,296	(2,379,295)	38.7%	3,691,951	1,557,251	(2,134,700)	42.2%
18	73300-Community Service	557,708	201,040	(356,668)	36.0%	581,565	216,088	(365,477)	37.2%
19	73400-Early Childhood Educ.	1,249,350	492,257	(757,093)	39.4%	1,208,825	464,175	(744,650)	38.4%
20	76100-Reg. Cap. Outlay	150,500	35,605	(114,895)	23.7%	130,000	13,240	(116,760)	10.2%
21	82130-Education Debt Serv.	3,244,831	-	(3,244,831)	0.0%	-	-	-	N/A
22	99100-Operating Transfers	409,200	191,880	(217,320)	46.9%	350,900	183,587	(167,313)	52.3%
	TOTALS	96,614,573	38,398,470	\$ (58,216,103)	39.7%	93,334,820	39,185,002	\$ (54,149,818)	42.0%

COMPARISON OF BUDGET TOTALS
July 1, 2021 Through December 31, 2021

TOTAL INCOME	7/1/21 - 12/31/21	\$	37,153,013
TOTAL EXPENSES	7/1/21 - 12/31/21		<u>39,185,002</u>
NET INCOME	12/31/21	\$	<u><u>(2,031,989)</u></u>