

MINUTES

MURFREESBORO CITY BOARD OF EDUCATION

Tuesday, February 24, 2009

5:00 p.m.—Central Administration Building

ATTENDANCE

Board: Chair Mary Wade, Susan Andrews, Ray Butrum, Butch Campbell, Nancy Duggin, David Hopper, Nancy Phillips, and Council Liaison Ron Washington.

Staff: Director Marilyn Mathis, Gary Anderson, Cheryl Harris, Michelle Hummel, Danielle Kaminsky, Crystal Roshon, Priscilla Van Tries, and Lee Wilkerson.

Others: City Staff Attorney Kelley Baker, *Daily News Journal* reporter Chasity Gunn, principals, and others.

ORDER OF BUSINESS

I. CALL TO ORDER BY BOARD CHAIR – 5:00 P.M.

5:00 – 6:00 p.m.—Discussion of Proposed Rezoning Plan

Chair Mary Wade called the Murfreesboro City School Board meeting to order at approximately 5:00 p.m. She noted that the purpose of the 5:00 p.m. start of the meeting was to discuss the proposed rezoning plan as indicated on the agenda, IV-C, and information behind Tab 4.

Mrs. Mathis referred to IV-C reading the recommendation to the Board: *Approval of the Proposed Rezoning Plan for John Pittard and Scales Elementary Schools as Outlined in the “Rezoning Proposal Overview” and as Depicted on the Proposed Rezoning Maps.*

Gary Anderson reviewed the information provided to the Board. The intent of the proposal was to reduce the student population at John Pittard Elementary and at Scales Elementary before they reach an overcrowding situation. John Pittard students would be rezoned to Erma Siegel Elementary and Scales students would be rezoned to Black Fox, Bradley, or Hobgood. The Scales rezoning would affect 74 students maximum. By grandfathering sixth grade students, 22 of those students could stay along with siblings. The John Pittard rezoning would affect 79 students with 20 eligible to be grandfathered in. Mr. Anderson reviewed the maps of the zones as they exist and as rezoning would impact them. Pittard’s enrollment is currently at 958 students. When you take into consideration the special needs and other uses of the building, the actual capacity is closer to 960 students. Student capacity depends on the programs offered at the school.

Over the years, the state has changed requirements/programs, which may have decreased the capacity. Mr. Anderson referred to the area north of Osborne Lane that is proposed to be rezoned to ES and to the document that gives a breakdown of the students in that area. Mrs. Phillips asked what was planned for the section with no students that would be taken away from MNE/P; Mr. Anderson stated that since there are no students, it would not impact MNE/P or ES and would put the transportation zone line on one side of Sulphur Springs Road.

Mrs. Phillips: If in the future some nice homes were built in this area, it could possibly help the demographics at MNE. I want to do what we can to keep our socioeconomic demographics as positive as we can for each of the schools.

Dr. Butrum: I have a question on that also. On the John Pittard to Erma Siegel transfer, how does that impact socioeconomic status in those schools?

Mr. Anderson: Look at the page that has the chart and at the bottom it shows the socioeconomics and changes to that. Erma Siegel would have a higher free/reduced percentage than currently exists, and John Pittard would increase slightly.

Dr. Butrum: Do you have the percentages for Erma Siegel and John Pittard now?

Mr. Anderson: I think it is 55% at Pittard and 8% at Erma Siegel.

Dr. Butrum: So would this decrease the 55% at Pittard?

Mr. Anderson: No, it will keep it very close to the same amount because of the number of students we are moving, but it will tweak up slightly at John Pittard. It will increase the socioeconomic number at Erma Siegel.

Dr. Butrum: Well, I would like to see us be very cautious about any school that has over 50% free and reduced lunch, that we would not add any students to their populations that would increase a single percentage. I think we especially need to stay away from those schools with 50% or more when we are looking at these students that are free and reduced, because we desperately need to balance that out in this system.

Mr. Anderson: Dr. Butrum, I have put this information on the last page of the material. The 55% is actually Black Fox; John Pittard is at 46%. The last page shows what the breakdown would be. At Pittard it's 46.51% and at Erma Siegel it's 8.73%. If all the students moved at 35.7%, it would make Pittard 47.48% and Siegel 11.19%. The overall effect would be .97% at Pittard and 2.46% at Pittard.

Dr. Butrum: But both of those schools are still under 50%?

Dr. Anderson: Yes, they are.

Mr. Anderson: Scales rezoning is based on an area that is east of South Church Street. The area west of South Church Street is the only area to remain in the Scales zone as was originally planned. The effort to move students out of Scales is proposed because we have reached its usable space capacity of 875 students and every classroom in the building is being used. The proposal is to move the area outlined in black on the map from Scales to three different schools and to keep contiguous zones while bringing students to schools that are actually closer to their proximity. Potentially twenty students could be affected, depending on siblings, too. Bradley has the potential of gaining 15 students of which 8 could be grandfathered. Thirteen students in that zone have already chosen to go to Bradley so this is not a bad change. For Hobgood, seventeen students could potentially go there and already 28 of these students who live in that area choose to go to Hobgood making this a good, solid move. The last page indicates current socioeconomic status without grandfathering taken into consideration. The last column indicates that Scales' free and reduced percentage would decrease by 2.81%, Black Fox would drop by .26%, Bradley would drop by 1.2%, and Hobgood would increase by 1.22%.

Mrs. Phillips: Reiterate for the public at home why are we taking these children out of Scales.

Mr. Anderson: Scales is already at capacity with 975 students, and every room is being used.

Mrs. Phillips: And we are not planning to replace these students with other students that are coming within new developments?

Mr. Anderson: If they were within the zone itself, they would fill it up.

Mrs. Phillips: How many building lots are there within that zone?

Mr. Anderson: About 1,200 potential building lots.

Mrs. Phillips: But we are not moving some kids out to move others in?

Mr. Anderson: We don't know; building has slowed down. Lots are there, but they have not been permitted yet. If students move in there, they will go to that school.

Mrs. Mathis: That is one area in which we have been looking for a site for a new school.

Mrs. Phillips: I was wondering because if they are at capacity...

Mrs. Mathis: We have identified one and brought it to you once, but it has been put on a back burner.

Mr. Anderson: All of the areas (he pointed out) have not been built out.

Mr. Campbell: But they have already been annexed to the city?

Mr. Anderson: Yes, that is what the 1,200 number is based on; approved by the city as a lot but not approved to build yet.

Mrs. Phillips: Do you have Mr. Aydelott's formula to predict how many students per household would attend the school?

Mr. Anderson: I don't have it with me.

Mrs. Phillips: I would be interested in seeing that.

Mr. Campbell: Does it average out to 1.5 per household?

Mr. Anderson: No, it is lower than that.

Mrs. Duggin: Where specifically, when we build a new school, how many schools do you think would be impacted then?

Mr. Anderson: Our strongest growth is in the Scales and Cason Lane area so that is the primary area. The second is the Pittard area. The third is down in the Black Fox area. The Scales area has a potential of 1,200 additional homes, so it's got to be in the Scales/Cason Lane area.

Mrs. Mathis: Interestingly, CLA increased by 14 students this month, and Scales stayed the same.

Mrs. Duggin: So if the school were built in that area, and I know you can't give us a definitive answer, how many of our current schools would be impacted by zoning at that point?

Mr. Anderson: Well at this point, the biggest areas for growth are Scales and Cason Lane. Scales is at capacity, and CLA will get there. It's going to definitely affect those two schools and may hit some of Black Fox's area, depending on where the school is built.

Dr. Butrum: Were all of these subdivisions that are being rezoned away from Scales, were they part of the old Bellwood zone?

Mr. Anderson: I believe they are.

Dr. Butrum: It appears that they were part of the Bellwood School. I don't know if the Board ever discussed opening Bellwood as a K-6 again and that would pull back the overcrowding from CLA and Scales. Then if we could redistribute our pre-k classes into the schools, I think a lot of schools could possibly take a class or two. We may want to consider reopening Bellwood to students, and then the funding would be better. I think it might be a financially beneficial thing for our system to consider, especially since our two schools that have the highest growth are the two schools that took all of the students from this school. I notice as we look at the map that we are still busing those students all of the way over to CLA. We could bring those back to Bellwood and redistribute our kids through rezoning that entire quadrant again. I know that would be something the Board would have to discuss, but I would rather look at some of those possibilities rather than increase any of those schools in their free and reduced population, especially schools over 80%. I think our goal should be to get those numbers down closer to the system's average.

Dr. Andrews: I would have a lot of comments to make on that but I don't know if this is the right time for that discussion.

Mrs. Wade: We are open for discussion, but we need to stay as close as we can to the proposals on the table for John Pittard and Scales. We have other times we could set because that would get into a long discussion. I don't want to give the audience any indication that we are bringing up rezoning anywhere else.

Mrs. Phillips: I do think there is some merit to what Dr. Butrum is saying, and it would be good to discuss perhaps at a retreat.

Dr. Andrews: It would be good to revisit why we made those decisions and that Bellwood had our highest percentage of free and reduced students at the time that it was changed to a preschool.

Dr. Butrum: No it wasn't.

Dr. Andrews: It had gotten close to the highest.

Dr. Butrum: It was changed to be a Discovery School

Mrs. Wade: We are not into that right now. Let's stay with Pittard and Scales. We can set a time like we have this time to have a meeting to discuss the other issues.

Dr. Butrum: But if there is a possibility for us to make a change before next fall on rezoning then that would affect a possible vote on this rezoning. Because if we considered that option later on in a month or two, then I might vote differently on this proposal tonight.

Mrs. Wade: This is on the table for rezoning to address overcrowding. I don't want to see five or six more meetings come up, but I wish we would stay with this and not bring Bellwood or the others into it right now. We need more time to talk about that. You may say you are not ready for this vote, you may want to do it, but I would like to see us deal with this tonight and move forward.

Mrs. Duggin: Zoning is always a difficult issue because we are talking about children and having had children in the system myself, I understand that. As much as we could offer any assurance that if in two years we had a new school, I would just wish that we would be sensitive to students that have already been moved that we would not be moving them yet again if we can at all avoid that. And as I read the comments from parents whose students have been moved and are now in fifth or sixth grade, I know they are grandfathered in, but they cannot provide transportation so cannot take advantage of it. I want parents to know that we are very sensitive to that issue, and we don't take this very lightly.

Mr. Campbell: I would assume some of the kids that live within the city and are zoned to Scales might at this time actually be going to Rockvale. Do you have any idea on those numbers?

Mr. Anderson: No. Obviously with Blackman being in the Scales zone, there are quite a few there and so does Rockvale, but we do not know those numbers.

Mr. Campbell: In the areas in white that are not city property, there are streets, so we assume that those students at the present time are going to a county school.

Mr. Anderson: My assumption is that the vast majority are going to a county school. When the school (Scales) opened up, I understand they were taking anyone living in the

general area. We have not let anyone into Scales from out of the city in the last couple of years because we assumed Scales would reach capacity.

Mrs. Duggin: How does the system actually determine how many children may live in a neighborhood? Does the census work into that because I know it is difficult to get numbers, some go to private schools, are home-schooled, etc.?

Mr. Anderson: That is a great question. We don't really look at the census numbers. What pretty much happens is the rollover. Two big questions are how many are going to be coming to kindergarten and who is going to stay with us in our sixth grades.

Mrs. Wade: Any more questions or comments?

Dr. Andrews: We are trying to balance a lot of different needs. One is to be sensitive to students to go to their neighborhood school. And another is to cause as little disruption to families as possible, and the other is to be sensitive to the socioeconomic balance of our schools. They all pull against each other sometimes. I think this plan is a pretty good balance to reach those things and does less to disrupt families while zoning students to schools where there is room. So I think overall, this is a good job with solutions that make sense. My children were rezoned while attending MCS and were rezoned from one excellent school to another. As Board members, we need to have the conviction and drive to make sure each of our schools is an excellent school for students to go to. We have to do the best we can to make the process as easy and comfortable as possible for our families and children.

Mr. Campbell: What would happen if we don't approve this?

Mr. Anderson: If you don't approve it, it is possible that we would have to cram students into areas that are not intended to be a classroom or put portables at those two schools. Again, I am making the assumption that we will have some growth in those areas and the track record is that we will.

Mr. Hopper: In looking at the map, would this cut down on the travel time for these students?

Mr. Anderson: Yes, especially in the Scales reconfiguration, that will cut down significantly on travel time and by using this as a main dividing line will cut down on crisscrossing and cut down on some fuel costs as well.

Mr. Hopper: Mrs. Duggin reminded me about not rezoning again. My children were rezoned, and I had to listen to them complain; but once they found out their buddies

moved with them, their old school was the lowest so they adjusted. But as far as this Board or any other Board is concerned, we are going to have growth. If a realtor tells you when you buy your house you are zoned to a certain school, realistically we are going to have growth and things change. There are times when rezoning is necessary. Out beyond CLA and Scales, there are a huge number of developed lots and when the economy picks up, there will be a tremendous growth out there. I defer to the staff's recommendation personally.

Mrs. Wade: We as School Board members have a very hard task in rezoning. With growth, we must consider rezoning. I know we have to do it to not go to portables or use classrooms that are not designed as a classroom.

Mrs. Phillips: What is the capacity for Erma Siegel?

Mr. Anderson: The building was originally built for 1,000 but what we feel with current classroom usage is 920. That is based on twenty students to a classroom, which does not always happen.

Dr. Butrum: Before I would want to vote yes or no on this, if there is a possibility to have a minor study on how it would impact those two schools to reopen Bellwood as an elementary school, I would like to see that in comparison to this plan as that would help with the overcrowding of those two schools. It would be an alternative that we should at least consider looking at the foundational issues.

Dr. Andrews: I don't think that there is any way that we could responsibly open Bellwood as a K-6 school again by then; that would be an extremely fast rate to do it. There are a lot of other issues involved. Personally, knowing why we closed Bellwood and changed things and put preschool there, I am not interested in doing it. But I don't think we need to delay a vote on zoning to wait for a study about something that we haven't had a chance to think about, the staff hasn't had a chance to think about, and that could not be pulled off very well by August, so I'd rather not deal with that at this point.

Mrs. Wade: Let me make sure I understood what Dr. Butrum said. Were you thinking about opening Bellwood by August, the new school year, or did you just want a study done?

Dr. Butrum: I think if we could look at the impact of reopening that school and what it would do to the two schools in question, Scales and Cason Lane, it would give us an opportunity to decide do we want to make this change this year or should we continue at all the schools like we currently are and consider reopening Bellwood for the 2010 school year. We would not have to do it this year, but I think very effective school systems

could do things that quickly. We opened the Discovery School in half a year, and it was successful. But I think if we change these students now and we find out at a July board retreat that it would be more effective to open Bellwood then we would have to switch those kids to another school again. So yes I would like to know something about restructuring that school as a possibility before I would make a decision here.

Dr. Andrews: This really wasn't on the agenda and it is a little bit out of the range of what we were talking about, so I am not sure what we want to do about this now.

Mrs. Wade: Mrs. Baker, when we initially decided to have a session of this type, were we to strictly stay with what we had on the table for us or can we veer off into other forms of rezoning?

Mrs. Baker: What you all had scheduled to discuss was the rezoning for Scales and John Pittard. Any other potential issues that impact that rezoning could be discussed.

Dr. Andrews: And we can also vote because it is our announced meeting time.

Mrs. Wade: Well, we will just move right along.

Mrs. Phillips: I would like to amend the rezoning plan, that I discussed with Mr. Anderson, that was originally zoned to Mitchell-Neilson that doesn't have any homes on it right now. Because it won't affect it one way or the other, I hate to take it out of the zone if it could positively impact Mitchell-Neilson at a later date.

Dr. Andrews: Was that a motion?

Mrs. Phillips: Yes.

Dr. Andrews: I second the motion. I think the other thought is that the Mitchell-Neilson area has very little room for growth in it. The Siegel area has quite a bit. Would Mitchell-Neilson have room for children if that area were built out?

Mr. Anderson: Yes.

Mr. Hopper: Did you have any reason to rezone it?

Mr. Anderson: The only reason I rezoned it that way was to keep the bus from having to cross over Sulphur Springs Road. All of the zone would be on one side of the road.

Mr. Hopper: I am assuming that once the growth starts back, we are basically close to capacity at most places, we are probably going to have to do a rezoning for the whole system anyway, so taking this spot out doesn't really make any difference on a short-term basis.

Mr. Anderson: No, it doesn't and with no major impact.

Mr. Campbell: So the area that Mrs. Phillips is talking about, there are no homes there?

Mr. Anderson: There are only four homes there but no students.

Mr. Campbell: So if someone moves in there, they will be zoned to go to Mitchell-Neilson?

Mr. Anderson: If you go with Mrs. Phillips' amendment, then they would go to Mitchell-Neilson.

Mr. Campbell: But the reason you rezoned that area was primarily transportation?

Mr. Anderson: Yes.

Mrs. Wade: Are we ready to vote on the amendment? Mrs. Ridley, call the roll.

On roll call: Hopper—yes; Phillips—yes; Andrews—yes; Butrum—yes; Campbell—yes; Duggin—yes; Wade—yes. The motion carried.

Mrs. Wade: If there is no more discussion on the rezoning, are you prepared to vote?

Dr. Andrews: I move to approve the rezoning plan as presented and as amended by Mrs. Phillips. Mrs. Phillips seconded the motion.

On roll call: Duggin—yes; Hopper—yes; Phillips—yes; Andrews—yes; Butrum—yes; Campbell—yes; Wade—yes. The motion carried.

Mrs. Wade called for a recess so the Board could attend the reception as indicated below:

6:00 – 6:30 p.m. – Reception for School and System Level
Teachers of the Year

RECONVENE BOARD MEETING – 6:30 P.M.

Chair Mary Wade called the Board meeting to order at approximately 6:33 p.m. Principal Joe Thompson led the Board and audience in the Pledge of Allegiance followed by a moment of silence.

II. COMMUNICATIONS

- Recognition of School and System Teachers of the Year (Program sponsored by the Council of Chief State Officers)
Director Mathis read the names as indicated on the enclosed list of teachers of the year as Mrs. Wade presented them with a certificate and token of appreciation from the Board. Mrs. Mathis congratulated Ms. Felecia Jackson and Mr. Mel Prater as system level teachers of the year who will now represent MCS in state competition.
- Mr. Wayne Blair representing TSBA presented the “2008 Award for Excellence in Education Programs” to the Board and Principal Catherine Stephens in recognition of Scales Elementary’s “Step Up and Serve” Program.
- Literacy Matters: One Book Community Read – Ms. Ronni Shaw, Director of Read to Succeed, asked everyone to read the book titled Animal Vegetable Miracle by Barbara Kingsolver.
- Read Across America will be celebrated on March 2 in recognition of Dr. Seuss’s birthday. Many community members will read to students in our schools.
- Thanks to the following three companies for their contributions to Hobgood: Kohl’s--\$500; Smyrna Bowling Center--\$500; Exxon/Mobil--\$500
- During the 2007-08 school year, all MCS schools conducted a Jump Rope for Heart event raising more than \$50,000. Black Fox P.E. teacher Mike Vaughn has been instrumental in the successful organization of MCS’s Jump Rope for Heart Program and is the State Joint Projects Coordinator for the Tennessee Association of Health, Physical Education, Recreation and Dance (TAHPERD).
- Mr. Neil Scott, Associate Professor and Librarian at MTSU, visited the Library of Congress and returned with 150 books to donate to MNE’s library. This is the third time Mr. Scott has donated books from the Library of Congress to MNE.
- Principal Barbara Tuckson shares that Erma Siegel has received donations as follows: A \$599 E-Book grant from Sylvan-Dell (Grant written by Media Specialist Patti Dodd); Parent Volunteer Program--\$500 from Verizon for parent Kelly Hurley and \$500 from State Farm for parent Krista Hawkins.

- Mrs. Toni Leathers' fourth-grade class at MNE was selected by Scholastic Book Club's ClassroomCare Program to receive 500 free books to donate within the community. Her classroom was selected from nearly 16,000 entries nationwide.
- Mrs. Mathis reminded everyone that the Foundation's Fashion Show would be held on Saturday, February 27, beginning at 11:00 a.m. at the Stones River Country Club.

III. CONSENT ITEMS (Tab 1)

On motion by Dr. Andrews and second by Mrs. Phillips, the following consent agenda items were approved:

- A. Minutes of regularly scheduled board meeting of January 27, 2009
- B. Application to United Way for Approximately \$17,000 for the Indigent Children's Fund

IV. ACTION ITEMS

- A. Approval of Resolution Affirming Appointed Superintendents (Tab 2)

Mrs. Duggin stated that just this afternoon information was shared about this topic in the legislature. It comes up every year, but there seems to be more fuel this year. She stated that it is very critical to maintain the highest standards for the directors of schools. At one time, the superintendent was appointed and so was the school board. She feels it is a good mix to have one appointed and one elected. She stated that it is important for the Board to have input on who runs the school system and for that person to avoid the issue of running a campaign, trying to get re-elected, etc. so the director can focus on running the school system and on what is best for children. Dr. Andrews moved to approve the resolution affirming appointed superintendents; Mr. Campbell seconded the motion.

On roll call: Duggin—yes; Hopper—yes; Phillips—yes; Andrews—yes; Butrum—yes; Campbell—yes; Wade—yes. The motion carried.

- B. Approval of Revised Board Policies (Tab 3)

Mrs. Mathis stated that the Board will look separately at the two policies referenced below for revision. She commended Mrs. Baker on the outstanding job that she does serving as legal counsel for the School Board. She noted that Mrs. Baker had worked

arduously to come up with language in the policies that best represents input from all of the Board members.

BO 2—Rules of Order

Mrs. Baker: This policy was discussed at length at the last Board meeting, and it is here before the Board for final approval. This is a combination of different suggestions by various Board members and the suggestion that I review some scaled-down versions of *Roberts Rules of Order*.

Mr. Campbell: What substantiates a conflict of interest?

Mrs. Baker: That information has been provided in the ethics policy and state statutes. State statutes state that if you have a direct conflict of interest, meaning if you have a financial interest in an institute that comes before the board; for example, if you have a financial interest in a company that sells school buses, and you are a majority shareholder, then you would have to disclose that you have a direct conflict of interest and abstain from that vote. An indirect conflict of interest would be that you have a relative that works for a school system so you would announce that as an indirect conflict of interest before you voted, but you would not have to abstain from voting.

Mrs. Duggin moved to approve the revision to BO 2—Rules of Order as provided behind Tab 3; Dr. Butrum seconded the motion. On roll call: Butrum—yes; Campbell—yes; Duggin—yes; Hopper—yes; Phillips—yes; Andrews—yes; Wade—yes. The motion carried.

BO 7—Agenda Preparation and Dissemination

Mrs. Baker: BO 7 was placed on the Board's desk with the additional recommended revisions in bold. I inserted these changes because in reviewing the Board's minutes, the Board had discussed the need to have some leeway so that if there is an emergency item that needed to be dealt with prior to the next Board meeting that that be allowed to be added to the agenda. That revision is found under II. a. and under VI. b. and VII. Also, under VI. b., I specified what agenda an item of other business can be placed on, "on the next agenda for the next or subsequent Board meeting in the appropriate category."

Dr. Butrum: So we will still have other business tonight on our agenda?

Mrs. Baker: Yes, this will allow a Board member to deal with other business. A Board member can bring up an item and request that it be placed on a subsequent agenda or if it is of an emergency nature that has to be dealt with prior to the next board meeting.

Dr. Andrews: But that would be determined by the chair if it fits under that category.

Mrs. Baker: If the Director has a contract that needs approval before the next meeting, she can bring that up, or if there are situations where I have legal matters that I need to bring to your attention before the next board meeting and have those dealt with, then I can do that.

Mr. Campbell: If you added those tonight, we could do it tonight.

Mrs. Baker: Yes.

Mrs. Duggin: Under number II on the first page, some reasoning for why that sentence was added?

Mrs. Baker: That was added to deal with the emergency situations. And so with approval of the agenda, items could be added that needs to be dealt with.

Mrs. Duggin: That removes the Board from the picture.

Dr. Andrews: I think when we talked about it, we said that the Board Chair could be added to that group.

Mrs. Phillips: But this is solely for emergency situations.

Dr. Butrum: Can we add the Board Chair to that item?

Mrs. Baker: Can I get how you would like for that item to read in the form of a motion?

Dr. Butrum: Yes. I move that in the sentence under II. a. that has been added that it be changed to read "The Director, Board Counsel or Board Chair may add or remove items to the agenda at any time before the approval of the agenda."

Mrs. Wade: Is there anything in state law, Mrs. Baker, that affects this.

Mrs. Baker: No.

Mr. Hopper: Is that recommended TSBA policy that says the director and the chair will have the authority or is that statute?

Mrs. Baker: State law says the director and the chair are the Executive Committee that sets the agenda. But I thought you were referencing that particular sentence to be able to revise after the agenda was sent out, and that is not dealt with in state law.

Mr. Campbell: I don't disagree with Dr. Butrum's motion, but as much as this has been discussed, and the last time that we had a meeting we discussed that we couldn't change the agenda. Then it was stated that yes the agenda could be changed, but how do you notify the public. It is on the web page, but I dare say that the majority of the people in this audience didn't check the MCS web site before they came to this meeting to see if the agenda had been changed.

Mrs. Baker: You had also discussed that with the approval of the agenda you would have the capability to add items to the agenda or remove items from the agenda and rearrange the order of the agenda. And the discussion reflected the Board acknowledged that there are going to be those situations where last-minute items need to be added to the agenda and that is why I added these changes to reflect that need to add last-minute items to the agenda to avoid having to call a special meeting.

Dr. Andrews: I think we mentioned at that time that it would be the director and the board chair that would be responsible for that, and I would assume that anything the counsel would bring would go through them anyway.

Mr. Campbell: I still have a problem that I as a school board member cannot ask for something to be put added to the agenda tonight because I can't. I can ask, but if it doesn't pass those people that make those decisions whether it is a majority vote of the Board or not, it still cannot be placed on the agenda.

Dr. Andrews: Right. But if you have something urgent, you can bring it up to Mrs. Wade ahead of time or, the way this would be written, to Board Counsel or Mrs. Mathis and say I think this is urgent and I think this needs to be done this time and would you please put it on this agenda. If they decided it is appropriate, it will be added.

Mr. Campbell: That is what I am saying. They may not agree with me that it's appropriate, but I guess that is the power that they have.

Dr. Andrews: That's right.

Mrs. Phillips: Mrs. Baker, would you give us some typical scenarios where this would be invoked.

Mrs. Baker: For example, tonight I need to get you to make a decision on a public records request that has been made to me regarding some information that has attorney/client privilege associated with it. So I will need to make a decision on that tonight. That is an emergency item that must be made immediately so that I can respond in a timely fashion to the public records request. I have seven days to respond so I need to bring that to your attention tonight.

Mrs. Phillips: So these are not policy things. These are things within the workings of the system such as a roof flooded or a school caught on fire so these are emergency situations that need to be dealt with in a timely way.

Mrs. Kelley: Yes.

Mrs. Wade: Any more discussion? I hear none.

Mrs. Baker: We did not have a second.

Dr. Andrews: I second the motion.

On roll call: Butrum—yes; Campbell—yes; Duggin—yes; Hopper—yes; Phillips—no; Andrews—yes; Wade—yes. The motion carried.

Mrs. Wade: Now can I get a motion for Board Policy BO 7.

Dr. Andrews: I move we approve Board Policy BO 7.

Dr. Butrum: Second.

On roll call: Hopper—yes; Phillips—yes; Andrews—yes; Butrum—yes; Campbell—yes; Duggin—yes; Wade—yes. The motion carried.

Mrs. Duggin: When we have revisions to policies, could we possibly when we receive them within the same format show what the changes were compared to...

Mrs. Mathis: We typically give you the current policy and then the new one, and we will show the (changes) in bold. This was such a huge revision that everything would have been in bold. We did put the current policy on your desk tonight, and we had done that earlier. If any current policy comes up for revision, we will put the current policy with the revised one.

Mr. Hopper: Mrs. Baker, do you need a motion on that other item.

Mrs. Wade: We will go ahead and deal with it now, Mrs. Baker.

Mrs. Baker: As you can tell, I need the Board's permission to release the email because it does have attorney/client privilege attached to it because it is from me to you.

Dr. Andrews: So we are not obligated to release this because it is covered but it would be okay so it looks like you think it would not be a problem to waive that privilege and to let them see that email.

Mrs. Baker: That is correct. It would not be a problem for you to waive this privilege regarding this particular email.

Mr. Campbell: Has anyone discussed with the Board member and gotten the other side of the story.

Mrs. Baker: No, I don't even know who it was.

Mr. Campbell: Okay.

Mrs. Wade: Can I get a motion?

Mr. Hopper: So moved.

Dr. Andrews: I'll second it.

Dr. Butrum: Will this set a precedent in future emails that you may send that you may feel would be detrimental to release or to waive attorney/client privilege? I just don't want to set a precedent and then the next time one comes up that we may feel shouldn't at your suggestion or not, the public comes back and says you told us this one but you won't tell us this.

Mrs. Baker: I appreciate that valid concern. You deal with the attorney/client privilege and any record request on an individual basis. You would look at them individually and if it was a matter that has a judicial condition attached to it, I may not advise you to waive your attorney/client privilege and release that information. This particular correspondence, I don't feel that there is any detriment to the Board in releasing it and feel that it will be okay.

Dr. Butrum: Can we ask why someone has requested it?

Mrs. Baker: A reporter has requested it, and I do not know why.

Mr. Campbell: But you don't know who the Board member is supposed to be. You have the email.

Mrs. Baker: No. I have the request from the reporter if you want to see that.

Dr. Andrews: I don't think it's necessary to see the request.

Mr. Campbell: You have a copy of the request, is that correct? Do you have the email?

Mrs. Baker: Yes, I have the email. Do you need your memory refreshed?

Mr. Campbell: I would like to because I don't know what we are talking about.

On roll call: Phillips—yes; Andrews—yes; Butrum—yes; Campbell--yes; Duggin—yes; Hopper—yes; Wade—yes. The motion carried.

C. Approval of the Proposed Rezoning Plan for John Pittard and Scales Elementary Schools as Outlined in the "Rezoning Proposal Overview" and as Depicted on the Proposed Rezoning Maps (Tab 4)

Addressed during 5:00-6:00 p.m. session of Board meeting.

V. REPORTS/INFORMATION

A. School Reports: John Pittard Elementary, Principal Roseann Barton
The Discovery School at Reeves-Rogers, Principal Linda Clark

John Pittard Elementary Principal Roseann Barton shared that an after-school tutoring program is in place to assist ELL students. Educational assistants are also assigned to tutor at-risk students individually and in groups. At John Pittard, the educational program is tailored to meet the needs of the individual students. Academic intervention plans are put in place to assist students to become proficient. Innovative and motivational teaching techniques are always sought to reinforce and challenge the students.

When teachers and staff were asked what should be shared with the Board in the presentation, the one major factor that was suggested was the human factor—the relationships between students, parents, teachers, and staff. Kindergarten teacher Diane Byrd explained the importance of the school's Kindercamp program that prepares children entering kindergarten for the academics and routines of the school. Laura Heath

and Jennifer Wells have the literacy program up and running, training students everyday to be lifelong readers and writers. Olivia Snow, President of the Student Council, talked about family nights (History Mystery Night, Reading Night, and the Fall Festival). She stated that they have been involved in community service through their Giving Tree program which assisted Room in the Inn. Vice President Jessica Mejia shared that students are involved in Steel de Boro, Student Council, band, choir, a photography club, school bank, and LBL. Teachers parked cars for the Oakland ballgames to raise money for LBL, and students sold Sonic cards and had dances. Miss Mejia stated that in her classroom, students trust each other, tell each other everything, and share. Sixth grade teacher Jennifer Austin stated that John Pittard has a unique relationship with Oakland High School by utilizing their students to mentor and tutor sixth graders. She also took the students to see Oakland's musical "Oklahoma." Grade level partnerships allow teachers to share and plan together. Older students mentor younger students. She explained that like a diamond, John Pittard has the four "C's"--community, curriculum, compassion, and celebration. A video developed by Mr. Steve Nagy was shared with the Board.

Principal Dr. Linda Clark stated that The Discovery School at Reeves-Rogers is in its fourth year serving high achievers. A variety of programming is offered to extend what students are exposed to in the classroom and to dig deeper into the curriculum. The vision for the school is to provide maximum opportunities for high achievers across the board—technology, drama, music, arts, science, etc., providing a challenge in all interests. A video was shown describing the new Student Ambassadors Program centered on student leadership. Students placed seventh in the BEST Robotics competition. A focus is also placed on offering learning opportunities for student interests outside of the regular curriculum; i.e., advertising, marketing, research, etc. Enrichment clusters are designed to promote high levels of achievement and creativity beyond the regular curriculum. Teachers use the Renzulli learning system that is designed to provide enriched, challenging learning experiences.

B. Basketball Financial Report – Crystal Roshon (Tab 5)

ESP Supervisor Crystal Roshon explained that all schools that participated in the basketball program have now made a contribution to the program. The ultimate balance was revenue under expenditures of \$6,877. Mrs. Mathis explained that the expenses are absorbed through the Extended School Program and do not come from the General Purpose budget.

C. Budget Calendar (Tab 6)

Mrs. Mathis shared the listing of special budget study sessions that will be held. In response to Mrs. Duggin's question, Mrs. Mathis stated that she had attended a meeting with Education Commissioner Tim Webb at which he said they hoped to have more information on the stimulus plan, although, they do not at this time. There is some expectation of what the state will receive so she does hope that by the end of March, the system will have some information to share at the first budget study session.

D. Personnel Update (Tab 7)

Mrs. Mathis shared the following personnel information:

1. Completion of Ninety Days:
Cheryl Sherrod Pre-K E.A. Mercury Court
Kelly Young Custodian Hobgood
2. Interim Teachers Hired for 2008-09 (no new positions)

E. Monthly Revenue and Expenditure Report (Tab 8)

The net income is in the red by \$675,865; however, this time last year the shortfall was \$1.3 million. The system is through 58% of the budget year.

F. Attendance Report (Tab 9)

The fifth month attendance report shows a total K-6 enrollment of 6,892 students, an increase of 27 students over last month, with an additional 370 preschool students. Black Fox gained 22 students, CLA gained 14 students, but Scales did not gain any net students this month.

Mr. Campbell: I would like for us to add to the agenda next month the request from Jamison Place to be rezoned to Erma Siegel.

Mrs. Phillips: Does that have to be voted on?

Dr. Andrews: No, it is a request to have something added to the agenda.

Mrs. Mathis: Do you want it as an information or action item?

Mr. Campbell: I would like to have it as an action item to move those 15-16 students to Erma Siegel.

Mrs. Wade: Mr. Campbell has requested an item for the agenda for next month. I have no problem per se with anything on the agenda, but we have discussed this, it being in the process of the rezoning and we moved this to Northfield. This is not the only street (neighborhood) that has made this request that we have had to turn down the request. I would like to ask Mr. Campbell to rethink if he would and get back with you as the Director to get some information because he needs to be aware of in that last zoning how many we had to move. And this would only hurt another school. If we vote or even discuss this, then we would have to open that same pot again for all of the other subdivisions and streets that we rezoned. So I would like for you to get with Mr. Campbell and talk about this.

Mr. Campbell: Is that telling me that it will not be on the agenda?

Mrs. Wade: No, I said I would get Mrs. Mathis to talk to you about it. You may want to make the adjustment.

Mr. Campbell: Okay. How are you on the negotiations?

Mrs. Mathis: We have met once, and they have given their ground rules and then our team will respond back this time (tomorrow).

Dr. Butrum: I would like to thank the MEA for the invitation to attend the negotiations and look forward to going and listening to some of those.

VI. ADJOURNMENT

Mrs. Phillips moved to adjourn the meeting; Mrs. Duggin seconded the motion. Chair Mary Wade adjourned the Murfreesboro City School Board meeting at approximately 7:55 p.m.

Director of Schools

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

