



Topics & Questions to Consider before You Vote

1. Psychological and Educational Impacts on Kids from Multiple Rezones
 - a. Children will “fall through the cracks” because teachers and staff will not notice bullying or problems at home
 - b. Lack of consistency in curriculum, sports and programs between schools
 - c. Potential loss of scholarship opportunities
 - d. Special needs children and students with IEP’s need familiar faces and environments and consistency
 - e. 4 schools in 4 school years for current 4th and 7th grade students

2. Population Growth & Projections
 - a. Less than 1% growth in enrolled students each year for the last 5 years. SCSC should be able to use current facilities until new school campus is built.
 - b. What are the actual projected numbers in the Station Camp area for families with school age children? What data was used to formulate this plan?
 - c. Are some kids being counted twice? This could be happening to families living in apartments while awaiting their new home to be built, moving within the zone and private school attendees.
 - d. Where did the population projection data come from? Who analyzed it? Why can’t it be produced for the board and public?
 - e. Sumner County is a retiree destination and is experiencing the “half back” phenomenon. Is this being considered when calculating population projections?

3. Benefit/Motivation of Director of Schools for Selecting Stage 1 for Transitional Rezoning
 - a. Is the motivation to raise Beech’s test scores? There is a stark difference between the state report cards that were just released. Parents in Stage 1 have been told by a school board representative that Stage 1 was selected because they have “good kids with good parents”.
 - b. Why was the Station Camp campus specifically targeted for transitional rezoning when other schools have more of an overcrowding problem?
 - i. Gallatin HS- 96% capacity
 - ii. Howard ES- 114% capacity
 - iii. Rucker Stewart MS- 110% capacity
 - c. Why was a Station Camp parent seeking to achieve an out of zone allowance to have their child attend Beech denied by the Director of Schools due to overcrowding at Beech?

- d. The Hendersonville BOMA was told there was not an overcrowding problem in the Station Camp campus when approving Forest Park, but the same night as it was approved, the plan for transitional rezoning was released to the SCSC due to overcrowding.
 - e. Are the demands of developers and builders being put ahead of the students?
4. Travel/Traffic
- a. Increased travel time and mileage to Beech vs SC
 - b. Board Member, Sarah Andrews stated traffic is a big concern near Beech
 - c. Stage 1 families will literally pass other families on Long Hollow going in the opposite directions to the 2 campuses. This goes against the SCSC “no leapfrogging rule”.
 - d. Zoning is driven by transportation per SCSC but this plan increases transportation costs, time and traffic
5. Negative Effects to Community
- a. Fundraising decline
 - b. Stage 1 property values and home sales decline
 - c. Lack of proper planning and controlled growth by Hendersonville, Gallatin and Sumner County has created this crisis and reflects badly on everyone in the local government.
 - d. Does anyone in the public actually support this plan? Does anyone agree unnecessarily rezoning children multiple times is what’s best for the community?
6. New School & County Growth
- a. Stop Stage 1 fully supports the new school.
 - b. Stop Stage 1 supports controlled growth and proper planning.
 - c. Why is the high school being built first rather than the middle school? The middle schools are the most overcrowded and high schoolers are already grandfathered in?
7. More Options are Necessary and Should be Demanded
- a. More options were presented and more input was solicited for the school calendar and new school name
 - b. Were other solutions presented or discussed between the school board members and Director of Schools before the Board Retreat on October 23? If so, what were those?
 - c. Why aren’t schools with low classroom capacity’s being utilized to their full capacity based on geo-location? This would allow for single, permanent rezoning to take place instead of double, transitional rezoning.
 - i. Elementary Schools- Beech, Burrus, Whitten, Brown, Nannie Berry, Guild, Vena Stuart (all less than 80% capacity)
 - ii. Middle Schools- TW Hunter, Hawkins, Shafer (all less than 80% capacity)
 - d. Why aren’t portables an option other than for political reasons? A temporary problem warrants a temporary solution.
 - e. Why can’t preschool classrooms be moved from SC to Burrus or Beech to free up classroom space?
 - f. Director of Schools stated that he wanted to hear from parents on better solutions
8. Concerns about Laws, School Board Policies/Guidelines and Past Complaints

- a. The county commission has no copy of the “building program report” that is necessary to achieve funding for new construction projects. According to one county commissioner, all they received was a “contract for an architect”. This report should have included “short and long range planning, budget requests and rationale”. Where is it?
- b. The SCSC employee whose job is to oversee school corporation construction projects is currently being investigated by the DA for illegal campaign mailers and using school corporation time to conduct these activities. How can we trust this person who played a role in developing this plan? This same employee has never attended a county commission meeting regarding schools or budgeting according to a county commissioner.
- c. Where is the data and sources used to develop this 2 stage plan? According to the Director of Schools, “it’s all in his head”, but that is unacceptable. A parent has filed an official open records request and hasn’t received the data.
- d. In 2015, a Joelton man sued the school board after denying an open records request and violations of the Open Meetings Act were investigated.
- e. See highlighted areas in School Board policies for more topics to consider

Duties and Powers of Board of Education

POLICY:

It is the duty of the Board:

1. To employ a Director of Schools under a written contract of up to four years' duration which may be renewed, to transfer the Director during the term of the contract when the Board believes such is in the best interest of the school system, and to dismiss the Director for cause as specified in TCA 49-2-203(a)(15)(A) if necessary;

School System Planning

POLICY:

In its efforts to ensure that the school system and its students are given the opportunity to meet the demands of the future, the Board shall develop an ongoing, comprehensive long-range planning process that has as its goals:

1. Identifying, analyzing, and planning to cope successfully with the major internal and external factors that will affect what and how students learn and how the public schools function as a vital element of society over a 10- to 15- year period;
2. Developing and implementing a written five-year plan to include a mission statement, goals, objectives and strategies;

3. Establishing a limited number of program improvement objectives over a one-year period, including major activities, expected outcomes, timelines, responsible persons, and required resources; and
4. Basing major budget decisions on long-range plans.

The Board shall participate in long-range planning through an annual conference or retreat with the Director of Schools to review progress meeting the Board's goals and to review major issues that may affect the Board's goals. The Board shall consider and act upon the Director of Schools' objectives and strategies proposed by the Director of Schools to achieve the Board's goals.

An annual status report on these plans shall be submitted to the Commissioner of Education by September 1 of each year in the required format.

Attendance Zone Changes

DEFINITIONS: A school attendance zone means a geographical area within the school system consisting of housing where students legally reside and which is assigned to a specified school facility.

POLICY:

Rapid population growth in Sumner County frequently requires the modification of school attendance zones in order to maintain efficient operation of the school district. As a result of this growth, the Board of Education cannot guarantee that any school zone will exist without change for more than one school year.

When it becomes necessary to change an attendance zone, the Director of Schools shall make recommendation(s) to the Board. The Board shall approve the recommendation or defer action with specific instruction to the Director for action for changes, deletions, and/or additions.

GUIDELINES

The Director of Schools shall consider the following guidelines in making a recommendation to change a school attendance zone:

- a. Maintain the neighborhood school concept, where feasible, keeping neighborhoods and communities of neighborhoods together whenever possible. Reassign school attendance areas only when other reasonable and educationally sound choices are not available.
- b. Retain a reasonably balanced racial/ethnic relationship in all schools being considered for change.
- c. Consider the effects of boundary adjustments on instructional programs at all the schools involved, including feeder schools.
- d. Transport students in the most efficient and feasible manner, minimizing travel time and transportation costs.
- e. Where possible, develop feeder school networks in such a way that elementary school boundaries coincide with those of middle schools and middle school boundaries coincide with those of high schools.
- f. Permit students who have been reassigned to complete the grade span at the school they are assigned to if possible; and permit seniors to complete school at the current high school.

g. Examine and follow natural boundaries, such as railroads, highways, and creeks, when drawing school boundaries.

h. Maintain a commitment to long-range decisions, where possible.

The Director of Schools has the authority to add guidelines to this list, but the Director shall notify

AUTHORITY: TCA 49-2-203(a)(2), 49-2-301(f)(34)

Board Goals and Beliefs

POLICY:

The Sumner County Board of Education and all employees of the Sumner County School District will strive to provide a safe environment in which all students will be given challenging learning opportunities to foster responsible, productive, and respectful citizens for a changing world.

The Board believes in educational experiences which embrace diversity, give equal access to all children, foster self-esteem and accountability, and produce self-directed life-long learners.

The Board believes that all members of the school community need to be able to work together diligently and to treat each other with respect and dignity.

The Board believes that it is a partner in the education of all children. Students, parents, teachers and community members all have responsibilities and are accountable to one another.

The Board believes in an environment that holds high expectations for all.

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SECRETARY

The director, as executive officer of the Board, shall serve as secretary to the Board. He/she shall conduct all correspondence of the Board, keep and preserve all of its records, receive all reports acquired by the Board, and see that such reports are in proper form. She/he has the right to advise on any question under consideration, but he/he has no vote.

Board-Community Relations

POLICY:

The Board recognizes the need for school-community interaction relating to the policy and operation of local schools. To this end the Board will encourage dissemination of information about the schools and will solicit the views of individuals and organizations on educational programs and processes.

The Board will:

1. Strive to keep citizens of the school system regularly informed through channels of communications on all policies, problems and planning through its own efforts and the office of the Director of Schools;

2. Direct all school employees, including teachers, administrators and support service personnel to participate in good school-community interaction by:

- a. Transmitting pertinent and correct information to citizens upon request or upon initiative of school employees;
- b. Seeking ways to improve school-community relations; and

3. Recognize the right of news media to inquire, research and report to the public information about local schools.

The principal of each school shall promote programs which involve parents and the community with the school to enhance public relations.

The director shall be responsible for leadership in school-community relations. Through use of his staff he will promote a program to best coordinate the involvement of the schools and community.

Evaluation of the Director of Schools

1.0 Purpose. The annual evaluation of the Sumner County Director of Schools (the "Director") by the Sumner County Board of Education (the "Board") enables the Board to determine:

- the Director's success in improving student achievement generally across the county, and;
- the Director's success in improving student achievement through the management and administration of low-performing schools;
- the Director's performance in the areas of community relations, school finance, personnel relations, curricular standards and programs, and overall leadership of the school district;
- the Director's performance of his or her direct reports delineated in his or her contract or other written agreement with the Board; and,
- the degree to which the Director keeps the Board apprised continuously of any issues that affect the Board of its schools, programs and initiatives.

2.0 Other Evaluative Purposes. Other purposes of the Director's annual evaluation are to:

- enhance the Director's effectiveness;
- assure the Board that its policies are being implemented, and that Board programs, services and initiatives are being implemented to the satisfaction of the Board;

- clarify for the Director and individual Board members the responsibilities the Board expects the Director to fulfill;

- establish a structured means for discussion of the Director's overall effectiveness in his or her position, and to allow the Director to receive, in a formal setting, feedback from the Board as to his or her areas of commendation and areas for continued growth and improvement.

Short and Long Range Planning

SCHOOL FACILITY NEEDS ASSESSMENT STUDY

At the direction of the Board, the Director shall present an annual facility needs assessment. The needs assessment shall include a review of each school site and a justification for any needs.

The system-wide needs assessment shall include the following information:

1. individual school assessments;
2. system-wide curriculum needs;
3. population growth projections;
4. industrial and business forecasts; and
5. other information as deemed necessary.

Facility Expansion-Goals and Objectives

GOALS

The Board shall authorize the construction of a sufficient number of school buildings and renovations of existing buildings to meet the demands of present and future enrollments.

OBJECTIVES

1. To ensure openness in planning, developing and implementing school facility improvements and school site selections.
2. To involve the community, school staff, and authorities on school construction and design and to use the latest developments and research in building plans and specifications.
3. To develop short and long range building programs, including a facility needs assessment report.
4. To prepare a building program report as needed for submittal to the County Commission which is to include short and long range planning, budget requests, and rationale.
5. To establish teamwork with the County Commission to secure funding.
6. To base educational specifications for facilities on identifiable learner needs.
7. To design facilities as economically as feasible, provided learner needs are effectively and adequately met by the design.

8. To design school buildings to meet community needs.
9. To renovate existing schools whenever possible and practicable.