

Collierville Schools Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Application and Employment	Descriptor Code: 5.106	Issued Date:
		Rescinds: 5.106	Issued: 04/08/14

1 APPLICATION

2 An individual desiring a position with the Board shall make application to the director of schools on
3 forms developed by his/her office. To ensure the safety and welfare of students and staff, the district
4 shall require criminal history background checks and fingerprinting of applicants for teaching positions
5 and any other positions that require proximity to children.¹

6 Knowingly falsifying information shall be sufficient grounds for termination of employment and shall
7 also constitute a Class A misdemeanor which must be reported to the District Attorney General for
8 prosecution.²

9 Any costs incurred to perform these background checks and fingerprinting shall be paid by the applicant.
10 ³

11 *Professional Employees*

12 The application must include a transcript of credits earned at the colleges or universities attended along
13 with references from persons such as previous employers, college professors, and supervisors of student
14 teachers. Other information shall include whether such applicant has been dismissed for cause from a
15 school system. If previously employed by a local board of education, the applicant shall provide evidence
16 of acceptable resignation.

17 No person shall be employed:

- 18 1. Who does not hold a valid license to teach from the State Board of Education;⁴
- 19 2. Who does not present a physician's certificate showing a satisfactory health record or has any
20 contagious or communicable disease in such form that might endanger the health of school
21 children;⁵
- 22 3. Who refuses to take and subscribe to an oath to support the Constitution of the State of Tennessee
23 and of the United States of America;⁶
- 24 4. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from
25 employment for cause; or
- 26 5. Who does not receive a satisfactory background check.

27 *Support Employees*

28 No person shall be employed:

- 29 1. Who has any contagious or communicable disease in such form that might endanger the health
30 of the children;⁵

- 1 2. Who has not complied with the Immigration Reform and Control Act of 1986;⁷
- 2 3. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from
- 3 employment for cause; or
- 4 4. Who does not receive a satisfactory background check.

5 **EMPLOYMENT**

6 *Professional Employees*

7 After checking references and receiving written recommendations, the director of schools shall hire and
8 assign qualified applicants.

9 *Initial Employment*

10 Upon initial employment, the director of schools shall notify such person, in writing, of the offer and
11 conditions of employment. Upon receipt of employment notification, such person shall have fourteen
12 (14) days to accept or reject, in writing, the offered employment. From the date of the written acceptance,
13 such person is considered to be under employment with the Board and is subject to all rights, privileges
14 and duties.

15 *Support Employees*

16 After checking references and receiving written recommendations from principals and/or supervisors,
17 the director of schools shall hire and assign qualified applicants. The contract of each support employee
18 shall contain a statement regarding the required ninety (90) day probationary period.

19 *Self-Reporting While Employed*

20 Employees are required to report arrests and/or criminal convictions that occur after initial employment
21 to the Superintendent or Designee. Employees are also required to notify the Superintendent or Designee
22 immediately if the Department of Children's Services (DSC) has named them as an indicated perpetrator
23 of child abuse.

Legal References

1. TCA 49-5-406 (a)(1)
2. TCA 49-5- 406 (a)(2)(A)
3. TCA 49-5-413(b)
4. TCA 49-5-403; TCA 49-5-101
5. TCA 49-5-404; TRR/MS 0520-01-03-.08(2)(f)
6. TCA 49-5-405
7. Immigration Reform and Control Act of 1986

Cross References

Orientation and Probation 5.107
Compensation Guides & Contracts 5.110

Collierville Schools Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: School Attendance Zones	Descriptor Code: 62041	Issued Date:
		Rescinds:	Issued:

1 The Board shall designate school attendance zones and periodically review boundary adjustments. The
2 Superintendent shall enforce these areas as designated by the Board.¹

3 Establishing School Attendance Zones

4 The primary considerations governing the establishment of a school attendance zone shall be:

- 5 1. The educational opportunity afforded students;
- 6
- 7 2. The capacity of each school; and
- 8
- 9 3. The geographic location of each school in relationship to the surrounding student population.

10 Periodic Review of School Attendance Zones

12 The Superintendent or his/her designee will conduct an annual review of student data, facility conditions,
13 and programmatic utilization to ascertain the need for new or modified school attendance zones.

14 If the annual review justifies rezoning, the Superintendent shall recommend to the Board an initiation of
15 the rezoning process. If, by majority vote, the Board recommends rezoning, the Board shall direct the
16 Superintendent to commence the rezoning planning process.

17 Rezoning

18 Rezoning may be implemented for reasons including, but not limited to, the need to equalize enrollment
19 when overcrowding exists, to plan for anticipated student population growth or decline, to modify school
20 feeder patterns, or to promote the efficient use of transportation services.

21 After Board direction to commence the rezoning planning process, the Superintendent may appoint a
22 Zoning Committee to review rezoning proposal(s) for consideration. Any such Committee may consist
23 of representatives from the following: Town of Collierville Development Department, Collierville
24 Schools Board of Education, Collierville Schools Planning Department, Curriculum and Accountability,
25 Transportation, Student Services and Operations, a Principal from each affected grade structure, a parent
26 representative from each affected grade structure, and any additional appointee(s) as the Superintendent

¹ T.C.A. §49-6-403(c)

- 1 deems necessary.
- 2 The Superintendent shall hold a public meeting to discuss any rezoning proposal(s) and provide an
3 opportunity for public input.
- 4 The Board shall take action on the Superintendent's recommendation as soon as possible but in any event
5 no later than the Spring prior to the school year the rezoning is to be effective.
- 6 Changes approved to school attendance zones during a current school year shall become effective
7 beginning with the commencement of the following school year, unless extenuating circumstances
8 require emergency rezoning action.
- 9 Extenuating Circumstances
- 10 Should the Superintendent and the Board determine extenuating circumstances necessitate an emergency
11 rezoning action, the Board shall direct the Superintendent to initiate the rezoning process less than
12 annually.
- 13 Notice
- 14 Prior to implementing changes to any attendance zone, parents or guardians shall be provided prior notice
15 of the rezoning plan adopted by the Board. Notice to parents or guardians may include, but is not limited
16 to, rapid notice, electronic communication, and posted notice on the Collierville Schools website.
17

Legal References

- 1.

Cross References

CS Accountability

TCAP and EOC Results Spring 2014

Collierville Board of Education

Work Session

August 26, 2014



TCAP & EOC

TCAP – Tennessee Comprehensive Assessment Program

SAT – 10 (Grade 2) measures Reading, Math and Language

TCAP (Grades 3-8) measures Reading, Math & Science

EOC – End of Course Assessment

EOC tests are given to students enrolled in Algebra I & II, English I, II & III, Biology and Chemistry

(No SS Assessments for 2014-15)



SAT-10 Achievement

**Number indicates the percentage of students scoring above the 50th National Percentile*

CS 2nd grade Reading 59-83 range

CS 2nd grade Math 69-94 range

CS 2nd grade Language 61-86 range



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TCAP Achievement Results

Math 3-8

State 53.3

CS Schools 66.3-88.6 range

Reading/Language 3-8

State 49.5

CS Schools 68.9 - 85.9 range

Science 3-8

State 63.6

CS Schools 79.9- 95.4 range

The number indicates the percentage of students scoring in the proficient or advanced range



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EOC Achievement Results

<i>Algebra I</i>	<i>State 62.4</i>	<i>CHS 87.5</i>
<i>Algebra II</i>	<i>State 47.9</i>	<i>CHS 81.2</i>
<i>English I</i>	<i>State 71.5</i>	<i>CHS 87.8</i>
<i>English II</i>	<i>State 63.4</i>	<i>CHS 85.2</i>
<i>English III*</i>	<i>State 38.1</i>	<i>CHS 60.2</i>
<i>Biology</i>	<i>State 71.4</i>	<i>CHS 84.4</i>

**does not include AP students*

Subgroups - Gap

***GAP** – refers to the comparison of how specific subgroups perform versus the overall school achievement in the specific subject*

Subgroups

***BHN** – Black, Hispanic and Native American*

***ELL** – English Language Learners*

***SWD** – Students with Disabilities*

***ED** – Economically Disadvantaged*



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School Accountability

Reward

Focus

Priority

Reward Schools

- *Reward Schools are the top 5 percent of schools in the state for performance—as measured by overall student achievement levels—and the top 5 percent for year-over-year progress—as measured by individual student growth*

CS Reward Schools

***Crosswind Elementary
2011, 2013 & 2014 Performance***

***Tara Oaks Elementary
2013 Performance & Progress***



Focus Schools

Focus Schools are the 10 percent of schools in the state with the largest achievement gaps between groups of students, such as racial and ethnic groups, students from economically disadvantaged backgrounds, students with disabilities and English-language learners.



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Title I: Targeted Assistance Schools



Title I, Part A

Improving Basic Programs Definition

Designed to help disadvantaged children meet high academic standards; to help children who are failing or most at risk of failing to meet the district's core academic curriculum standards

Targeted Assistance Programs:

The term “targeted assistance” signifies that services are provided to a select group of children-those identified as most at-risk of not meeting performance standards rather than provided for overall school improvement.



Targeted Assistance Programs:

- *Targeted assistance programs are supplemental service programs for low- achieving students and they use multiple objective educationally related criteria to rank order students.*
- *Use Title I funds to serve only those students who have been identified as most at-risk.*
- *Are part of the comprehensive site plan.*
- *Are reviewed on an on-going basis and are revised as needed.*

The low-income “formula children” who generate the funds are not necessarily the same children who will receive the services. Once the money reaches the school, children are selected for services solely on the basis of academic need.



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School Selection and Allocation

- *Ensures that Title I resources are provided to schools with highest concentrations of low-income children*
- *Ensures the district has some flexibility to determine where there is the greatest need for service*

Student Selection

Who is eligible?

- *Children who are most at risk of failing to meet performance standards.*
- *Children who are economically disadvantaged, children with disabilities, migrant children, and limited English proficient (LEP) children are eligible for services.*
- *Homeless children attending any school in the LEA.*

Components of a Targeted Assistance Program:

- Use Title I funds to assist identified student.
- Ensure Title I planning is incorporated into existing school planning.
- Use effective instructional strategies based on Scientifically Based Research.
- Coordinate and support the regular education program.
- Provide instruction by highly qualified teachers.
- Provide professional development.
- Provide strategies to increase parental involvement.
- Coordinate services and programs

Parental Involvement:

- District Parental Involvement Policy
- School Parental Involvement Policy
- Annual Parent Meeting
- Title I Planning Committee
- Parental Input for Title I Funds
- Shared Responsibility for Achievement
- Building Capacity for Involvement