



HOOVER CITY BOARD OF EDUCATION
CALLED BOARD MEETING
MARCH 7, 2016 5:30 PM
MINUTES

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

The Hoover City Board of Education met in a called session on Monday, March 7, 2016. The meeting was called to order at 5:30 PM by President Derrick Murphy. Mr. Murphy asked those who wished to participate, to join in a moment of prayer. Vice-President Stephen Presley led the Pledge of Allegiance. The following record of attendance was made:

Mr. Derrick M. Murphy, President
Mr. Stephen D. Presley, Vice-President
Mr. Craig P. Kelley
Mrs. Jill Ganus Veitch
Dr. Kathy L. Murphy, Superintendent
Mrs. Louise White, Recording Secretary

II. ADOPTION OF AGENDA

Mr. Murphy asked for a motion to adopt the agenda. A motion was made by Mr. Presley and seconded by Mr. Kelley. The agenda was adopted by unanimous vote.

III. PRESENTATION OF PROPOSED REZONING PLAN

Superintendent Murphy told of the events leading up to the finalization of the proposed rezoning plan. Five community meetings were held in the fall to lay the groundwork with the community for the need for rezoning. In December and January, meetings were held with the Department of Justice and the Legal Defense Fund personnel. On February 4, the initial plan was presented to the community followed by five community meetings to hear the concerns and issues of each area and the entire city. In addition to these events, there were meetings with Hoover City Schools principals and with the Hoover Parent-Teacher Council. After a DOJ and LDF meeting of February 25, an amended plan emerged, which was made public on March 3. This plan took into consideration the factors that the community deemed as most important to the rezoning proposal; however, the plan does not and will not meet everyone's desires.

Donald Sweeney then spoke and stated that this rezoning process represented 2 1/2 years of work. He thanked Dr. Murphy and her staff for the diligence they have shown by reading every letter and every email sent regard rezoning. He went on to express his appreciation to the Board members for their time in attending the community meetings and reading all correspondence from the public. He shared that the Department of Justice and Legal Defence Fund representatives stated that they had never worked with such professional and dedicated people. He stressed to the audience that this plan evolved after many meetings, and the time to act is now. He then announced the protocol for the public participation. He asked that each speaker give his/her name, address and in what capacity he/she is speaking. He requested the participants limit their time to three minutes each and avoid repetition, and stated that there would not be any debating or answering of questions during the public participation time.

IV. PUBLIC PARTICIPATION

Tricia Cain stated that she is satisfied that students are being brought back to their neighborhood schools, but she requested that resources be available to these students, i.e. special education teachers and counselors to help with the transition.

Trent Cowsert requested that the approval of the rezoning plan be denied. He spoke of the possibility of high poverty and lowered test scores for the schools in the center of the city. He questioned the reasoning for not allowing Highland Crest to remain at Gwin Elementary School, refusing to let younger siblings be grandfathered, and not allowing those students with an Individual Educational Programs to remain at their current schools.

Shea Maple spoke of her child who has a chronic disease and how the faculty and staff at Gwin has helped in dealing with this issue. She spoke of the lengthy commute for her family, traffic issues and allowing younger siblings to remain at their current schools.

Robin Shultz pointed out to the Board that the Quail Run community students would be going three times as far for their commute to Rocky Ridge Elementary School. He requested that students currently enrolled at Riverchase Elementary School be allowed to remain, and new students be required to attend Rocky Ridge.

Ray Faircloth thanked the Board for their hard work. He gave a brief history of the Highland Crest community and their close proximity to The Preserve and to Gwin. He pointed out the fact that over 50% of the homes are occupied by their original owners, their concern about the value of their homes, and then asked that the Board to consider not approving the rezoning plan.

Chris Monti pointed out issues that the plan does not address, i.e. strategy for meeting the Green Factors in the Unitary Status pursuit, magnet schools, budget expenditures, staff changes, time factor, Title I details, vision for a third high school, bus distances, double bus routes and costs, and the two-mile radius issues.

Linda Habig agreed with what Mr. Monti had said. She spoke of concern for the poverty levels and asked if a document had been signed by the Department of Justice and Legal Defense Fund. She mentioned that an attorney with the Civil Rights Division of the Department of Justice had entered into a Motion of Appearance within the state of Alabama.

Lori Westhoven questioned the occupancy rates, once the plan is implemented, for South Shades Crest Elementary School and Brock's Gap Intermediate School. She expressed concern regarding funding and resources provided by the PTOs of both schools due to the split. She also asked where the student growth would come for these schools.

Emilio Cerice asked why Paige Drive and half of O'Neal Drive were being rezoned from Bluff Park Elementary School to Green Valley Elementary School. He sited distance and choice of school being a concern for these families. He requested that current students be grandfathered.

Beth Blanchard expressed concern about the quality of education provided at Green Valley versus that of Bluff Park, i.e. test scores, field trips provided and other areas. She requested that the plan be postponed until the 2017-2018 school year.

Kevin Speed pointed out that his community, Crest Cove, only has five students who would be rezoned, his daughter being the only girl. He asked if moving these students would be necessary to received Unitary Status. He asked the Board to either grandfather these families or vote no.

Katrina Pyron spoke of the logistical challenge of having two elementary-age children at two schools and the close proximity of Highland Crest to The Preserve. She asked for grandfathering of younger siblings.

Anthony Richey voiced his opposition to the rezoning of Paige Drive. He read a quote from the U.S. Department of Education which stressed the importance of parents choosing a residence to ensure their choice of school for their children. He asked for other possible options which would include grandfathering of these families.

Katie Holland asked if Brock's Gap would not be needed for a middle school, requested student enrollment projections and mentioned the possibility of closing Brock's Gap in the future.

Jenny Sutton explained that the Birchtree and Pinewood area communities date back to the 1970s, and she asked the Board to vote no on the proposal.

Kirk Posey requested the questions asked by the participants be answered tonight. Mr. Murphy said that he would make the answers part of the Board discussion of the proposed rezoning discussions.

President Murphy recognized State Representative David Faulkner. Mr. Faulkner announced that the legislators would be looking at the Education Trust Fund and exploring the possibility of a teacher pay raise. He said his top priority is the schools in

his district. He spoke of touring three Hoover City Schools and how impressed he is with the work of Dr. Murphy, principals and teachers.

Mr. Sweeney made clear that there was a verbal commitment from the Department of Justice and the Legal Defense Fund. He explained that the attorney mentioned earlier who filed a Motion of Appearance was associated with Huntsville City Schools and that often trial lawyers will act when needed to assist the Department of Justice.

Superintendent Murphy explained the grandfathering allowances in the plan: all high school students may remain at their current schools; all students with 2016-2017 being their last year at their school can remain. All grandfathered students will be required to provide their Children's transportation. She mentioned the low percentage of occupancy at Brock's Gap and explained that she hopes that a use for the extra space will be forthcoming. She pointed out that, if approved, the plan will be a joint proposal of the Department of Justice, Legal Defence Fund and Hoover City Schools and will be submitted as such to Judge Madeline Haikala for her ruling. The hearing dates will be April 7 and 8, 2016. Should the plan not be approved by the Board, Judge Haikala will be free to create a rezoning plan.

With regard to issues surrounding Title I resources, Dr. Debra Smith, Coordinator of Federal Programs, provided the Board members with specific support plans for the schools deemed at Title I schools. (See Attachment "A")

Jill Ganus Vietch thanked the public for all the emails she had received. She spoke of the difficulty of the decision and how her own personal experiences of her child being rezoned and her tenure as a judge in juvenile court has influenced the gravity of the resolution of her approval determination. She said she knows that not all the community was pleased with the plan.

Instructional Support Director, Dr. Barbara Mayer gave a brief synopsis of her department's plans to transition students with disabilities, students with significant cognitive disabilities, English language learners and enrichment. She provided the Board members a hand-out with specific details. (See Attachment "B")

Brian Cain, Principal of Simmons Middle School, spoke of his school's plans to change the lunch areas and times and the addition of lockers in order to accommodate the increase in student enrollment. He did explain that the school building had housed over 1300 students in the past.

Dr. Murphy explained that she understood the questions from the public as to the reasons for some areas to be affected and some not. She said that with each change of the initial plan, the results impacted the plan as a whole. She had shared these concerns with the DOJ and LDF, and they were reviewed; however, some mitigation options could not work due to the total impact. She stressed that it was known, going into the process, all involved would not be satisfied with the final results.

Mr. Kelley agreed with some of Mrs. Veitch's comments. Mr. Presley questioned Mr. Sweeney about the ramifications, if the Board did not approve the plan. Mr. Sweeney explained that without collaboration with DOJ and LDF on our part, the court would move forward with its own rezoning plan. He also went on to say that Hoover City Schools had pledged to Judge Haikala that we would adhere to the timetable previously given to her, that being the implementation for the 2016-2017 school year. Once the plan is approved, the school system will not be at liberty to make changes; however, the Judge can make changes.

IV. ACTION ITEMS

President Murphy called for a motion to approve the Proposed Rezoning Plan. Mr. Presley entered the motion with Mr. Kelley seconding. The motion was approved by unanimous vote.

V. DATE OF NEXT BOARD MEETING

The next regular Board meeting will be March 14, 2016 at 5:30PM at Rocky Ridge School.

XI. ADJOURNMENT

There being no further business, the meeting was adjourned at 8:15 PM.

Superintendent

Board President

ATTACHMENT “A”

Title I Targeted Assistance

Using the funds allocated to Hoover City Schools for Title I, the following supports will be implemented in order to increase student achievement and learning, support a positive and collaborative learning culture, and improve organizational effectiveness:

- Title I Interventionists
 - Employ highly qualified teachers and paraprofessionals to provide supplemental reading and/or mathematics instruction in a small group setting.
- Professional Development
 - Staff professional development activities for Title I school(s) correlated to each school’s specific identified need related to instructional improvement.
- Research-based Materials and Programs
 - Research-based materials that are above and beyond the current school offerings will be purchased and utilized to improve student achievement
- Classroom Supplies
- Parental Involvement
 - Schools will identify strategies to increase parental involvement by offering parenting sessions, resources, and guidance.
- Homeless Set Aside
 - Students identified as homeless by the district’s McKinney Vento Coordinator will be provided support for any school incurred expense to maintain that student’s level of participation and access to curriculum.

The following support services will be considered based upon the needs assessment conducted for each identified school:

- Health Services
- Social Services
- Psychological Services
- Instructional Improvement and Curriculum Development
- Student Transportation
- Extended Day/Dependent Care

Additionally, Hoover City Schools will offer a summer program to support Title I students. This program will be held for four weeks. Students will attend sessions two days a week for

two hours per day, and receive reading and math remediation. A healthy snack will be provided.

ATTACHMENT “B”

Instructional Support Plan for Transitioning Students March 7, 2016

Students with Disabilities:

1. Cross-reference students to see who is zoned to stay, who is zoned out of school, who is grandfathered, etc. Currently, the needs of most students with disabilities (other than those in self-contained classes for students with significant cognitive disabilities) can be met in the school to which they are zoned.
2. Dr. Mayer will meet with each principal individually to discuss projected numbers and student needs.
3. Dr. Mayer will work with principals and HR in identifying staff who can address the needs of students, if student needs indicate that additional staff are needed and may need to be moved from one school to another. Materials purchased through the district funds will be redistributed, if needed, based on the student's needs.
4. Instructional support staff/administrators from the schools (coming and going) will meet together to discuss the needs of the students. Hopefully, staff will be able to meet/observe students, if needed, to better prepare for their transition.

Students with Significant Cognitive Disabilities

1. There are 2 elementary (TC, GV), 2 middle (Berry, Simmons), and 3 high school classes with programs (2 HHS, 1 SP). Currently, students from TC, SSC, and DV go to TC. Students from all other elementary schools go to GV. Students zoned for Simmons and Bumpus go to Simmons. Students zoned for Berry go to Berry. There are also 2 classes for students with multi-disabilities (RR for K-5; Berry for 6-12). The latter 2 classes might not be impacted due to one classroom per level and limited number of students.
2. The lists of students with significant cognitive disabilities who are currently zoned to schools and those zoned for next year will be reviewed to identify the numbers/names of students (Dr. Mayer will work with AAA teachers).
3. It is important that the numbers in the self-contained classes not be too high so the students' needs can adequately be addressed. If numbers are imbalanced, staff will review needs and consideration for changes. If needed, IEP meetings will be held with parents to discuss where student's needs would best be met and how the transition will occur. Hopefully, this will not need to occur and the numbers will be somewhat balanced.
4. Staff needs will be reviewed once numbers and needs are determined. If staff needs to be shifted, the principal and Director of Instructional Support will work with HR in determining possible changes.

5. Dr. Mayer will be happy to talk with parents if there are questions regarding specific individual students as the process continues.

English Language Learners (K-12)

1. There are currently ELL students in all schools. A query of the students in the schools in 2015-2016 will be run and compared to a query of the students zoned for schools in 2016-2017 and those who can/will be grandfathered.
2. Dr. Mayer will meet with principals individually to identify the number of students who will be in the ELL program (with projections for kindergarten) and to discuss staffing needs.
3. If staff needs to transition in or out, Dr. Mayer will work with principals and HR in identifying teachers who would best meet the needs of the students/school.
4. An inventory of the materials/resources for the current year and those needed for 2016-2017 will be taken to determine what materials will be needed or not needed and could be moved, if needed.

Enrichment (Grades K - 5)

1. The enrichment program is offered at each elementary school
2. Second grade child find is required at each elementary school. (will not be done at Brock's Gap)
3. Pull-out services are available to all eligible students in grades 3 - 5.
4. Enrichment teachers are currently completing child find activities and will be screening all students identified in the top two quadrants of gifted characteristics.
5. Numbers will be secured from each school regarding the students who qualify for enrichment in the school currently and those who will be zoned for the school the following year (and those who will be grandfathered)
6. Dr Mayer will meet with principals individually to discuss the number of students who will be in the pull-out program in 2016-2017 and to discuss staffing needs.
7. If staff needs to transition in or out, Dr. Mayer will work with principals and HR in identifying teachers who would best meet the needs of the students and the school and who might move out or in, if needed.
8. An inventory of the materials/resources for the current year and those needed for 2016-2017 will be taken to determine what materials will be needed or not needed and could be moved, if needed,
9. A special consideration will need to be made with SSC (K-2) and Brock's Gap (3-5). There will need to be staff that can work at SSC at least a portion of the day/year to provide enrichment child find and collaboration with teachers.

Dr. Mayer will conduct individual meetings with principals to carefully discuss student and staffing needs for each of the programs. Usually, these are completed before spring break and before other staffing meetings are held. Dr. Mayer will work with Mary Veal, Dr. Dodson, and Dr. Murphy in determining the best time to complete these meetings.