

Budget Committee Meeting
February 7, 2022 4:40 PM
Central Services Board Room

1. Call to Order - Mr. Chris King
2. Moment of Silence and Pledge of Allegiance - Mr. Chris King
3. Approval of Oct 2020 Minutes
4. Recommendation from Athletic Committee
5. Recommendation from Salary Study Committee
6. ESSER 3.0 Budget
- 6.A. ESSER Committee Approved Budget 2-1-22
7. Blue Angel Jet Discussion
8. Other Discussion
9. Adjournment

**Budget Committee Meeting
October 20, 2021
Central Services Board Room**

The Budget Committee met on Wednesday, October 20, 2021, in the Central Services Board Room where Mr. Chris King called the meeting to order at the approximate hour of 4:40 p.m. He welcomed everyone to the meeting and appreciated everyone for attending.

PRESENT:

Mr. Chris King, 6 th District	Mrs. Teresa Boston, 8 th District
Dr. Ina Maxwell, Director of Schools	Mrs. Stephanie Barnes, CAO
Mrs. Kacee Harris, CFO	Mr. Jim Inman, 1 st District
Mr. Scott Maddox, CTE/9-12 Supervisor	Mrs. Angela Randolph, Federal Programs Director
Mrs. Stace Karge, 9 th District	Mrs. Anita Hale, 4 th District
Mrs. Marlene Holton, SPED Supervisor	Mr. Bo Magnusson, Emergency and Safety Supervisor
Mrs. Kim Bray, HR Director	Mrs. Julia Timson, CCEA Rep
Mr. Mike DiBicarro, HS Teacher, CCHS	Mr. Stephen Prudhomme, Media

ABSENT: None

- 1. Call to Order – Mr. Chris King**
- 2. Moment of Silence/Pledge of Allegiance – Mr. Chris King**
- 3. Nominate Chair-**Mr. King asked if they would like to nominate a chair for the committee. Karge said she nominates Mr. King, and Boston with a second.
- 4. Approval of Committee Minutes**
Karge moved to approve. Boston with a second.

VOICE VOTE: Karge (mover-yes)
Boston (seconder-yes)
All Ayes

MOTION: Carried Unanimously

5. Federal Programs 142 Budget

Mr. King introduced the budget.

Boston: Mr. Chair if I may, if we could separate out Federal Programs, take the ESSER grants and discuss them separately, that would be helpful. Because the ESSER grants time gets swallowed up because they get incorporated into Federal Programs.

Karge: But aren't they though? It's a different line item.

Boston: It's not a Federal Program, those are, it's grant money but it's not a Federal Program that we get every year so I'd like to keep the ESSER grants separate if we could. And discuss those separate.

Karge: I have no objection to that.

King: Can we do that separately and come back to them?

Harris: Yeah, we can discuss each one individually.

Karge: That's what I thought we were doing anyway

Harris: Yeah, we're gonna kind of go line by line to the extent the committee wishes.

King: I think you're asking though can we do it in 2 groups. ESSER group and everything else?

Boston: Yes, that's what I'm asking. Once we finish Federal Programs, then we address ESSER.

Harris: Ok, just the order...

Boston: Separate

Harris: Ok, sure.

King: Ms. Harris?

Harris: Sure, I'll get it started. So, the bulk 142 Federal budget was approved in the budget process back in the spring. In, our move to our new and improved process in handling Federal budgets and their amendments, we felt there had been enough changes to come through and we give that disclaimer when they're presented in the spring-sometimes we don't know the allocations yet. Sometimes the grants we've not even been awarded yet and sometimes the rules change, imagine that, kind of mid-stream. So, we thought this would be an excellent opportunity to put all of our 142 budgets out there, as they are today and get approval for that, so we've got that clean slate to go forward with the process we discussed last time. From this point, once we've got that kind of even playing field, we'll see budget amendments in the Federal budget similar to what you're used to seeing in the 141 general budget. So, we're trying to streamline that process so it's a more familiar, very transparent process.

Boston: Kacee, are we going over the budgets or are we going over possibly some amendments?

Harris: So, that is what is presented tonight for your alls consideration-the budgets are they need to be going forward. And our process, since we're kind of in this grey area, before we had implemented this new process, the budget amendments did not go through the board for 142-for Federal Programs, for Federal money. We want to streamline that and increase that transparency so this will get us to that point. This is how anything that has changed since the last time you all saw it and approved it is highlighted and that's what we thought we would focus on going through. I will say, there's a couple of new grants in here that were approved by the board, again, before we started this new process, but the budget wasn't included. So, we wanted you all to see that budget in black and white so that entire grant will be highlighted for you. That will just enable us to, from that point forward, part of that process also includes, from now on when we present a new Federal grant for board approval, that entire budget will be with it. But this is really just to get us all caught up, everybody on the same page, so we can fully implement that new process.

Boston: Are we using the documents that you emailed to us yesterday to go through or are we using the other ones?

Harris: So, there's 2 parts. I have labeled them 1 and 2. The original that was published last Wednesday, I've labeled that number 1. Yesterday in my preparation for this meeting, we were looking at a few things and I realized there were several pages missing. And I will just take full responsibility, when I sent that in to be uploaded, I did not include those pages. That is the packet that I emailed yesterday, and that Ms. Diane has labeled Federal Programs part 2 and put the date. I will tell you, this is-that pages that I forgot were our CTE and our SPED department and there's pretty minimal changes as we go through there. But all of those changes are highlighted too. That's why you have 2 separate ones. We've invited all of the department heads to be here to answer these questions as we go through. And again, there's nothing that is brand new on here. For example, when we get to the innovative high school grant, that was presented to the budget committee and the board, and the board approved the grant, but the details of that budget, we really wanted everybody to see line item and have that transparency. There's been some changes even in that since it was presented back in May. Just for various reasons. That's the aviation one. So, there's nothing brand new, it's just really clean up, getting us to that point where we can start bringing those amendments to the board so it's more of a streamlined, transparent process.

Boston: Thank you.

King: We've got our seatbelts on, take off.

Harris: What I would advise, if you all have the print-out packet, and you can tell me if this is too confusing. If you lift the first 2 pages of that, that is the summary, where we just do kind of a snapshot, we do 3 categories. We've got CTE, SPED and Federal Programs. If you lift that up, behind that is only Federal Programs. So, if you want to put the packet that came yesterday, that I forgot, and I do extend

my apologies for that, that should go up front. That should go right behind your summary page. If I'm throwing anybody off, let me know.

Boston: Kacee, will you also give us the information of which of these grants we get yearly, which grants are something that's just been put out there and we said oh yeah, let's apply, but we can't expect it next year. There are some grants we get every year, is that correct?

Harris: That is correct. Federal Programs, and I don't want to speak out of turn, I would venture to say, we can't necessarily count on any Federal money from year to year. Now there is money that we've had historically. But we can kind of highlight and department heads if you kind of hit that as we present here.

Boston: Just let me know what we get historically.

Harris: We've got our summary page first and then our first page then is just the summary of those 3 areas that we talked about. What I thought I would do since we do have our 3 programs here, I thought we could just go down the list and if you have any questions about specific line items, or anything that's highlighted that's changed, as we go through, our department heads will be happy to answer that. Is that acceptable?

Karge: I feel like we're going in the weeds. I like the transparency, don't get me wrong.

Harris: We can hit the highlights.

Karge: I've read them, I've got it. I'm just wondering...

Harris: Sure, we can hit the highlights and then answer specific questions as we go through. We will start with CTE. So, there's 2 grants there. Minimum changes, if you guys want to look at that. The first one is the Perkins Reserve Grant in your handout. That was one we had budgeted to get and then that money was pulled. That was not available for us to get this year.

Maddox: The innovative high school grant was actually a component of that Perkins Reserve.

Harris: Ok, so, kind of a replacement.

Maddox: Mr. King will understand that more than any of us. The Perkins Reserve-we normally get something from them but this year we did not, because we got the innovative high school grant. The other one, the Perkins Basic Grant is one we get every year. Now, it does change somewhat based on the economic status of our county.

Boston: Ok, I've heard Perkins Grant since I've been here. That is historical that we get that grant?

Maddox: Perkins Basic is an annual grant. Although the total amount will change.

Harris: The next several pages you will see there's no highlights there. The next grant to come out is the innovative high school grant and I'll turn it over to Dr. Maddox to let us talk again. This is a grant that was approved by the board, but the budget was not specifically approved.

Maddox: I'll answer any questions anybody may have regarding the grant. The total amount of the innovative high school grant was 974,100.00. Just like the word says-innovative high school grant-so, when the grant was written there were some things that we were sort of reaching for the stars. Once we were awarded the grant, we started figuring some things that we could not do cause of liability purposes. So, we had to back up and submit some revisions to that grant and they were accepted. We had to move some money around. I will be happy to answer any questions you guys have.

Boston: I just want to ask a couple of questions. The other contracted services, that is the group out of...

Maddox: Azure Flight.

Boston: Thank you, so that's what we're projecting that would be there?

Maddox: The 399-line, other contracted services, the contract that Earl just sent us, that's our agreement with Azure Flight Support for flight training for the students. That's being provided by Azure.

Boston: What equipment would be the section of the simulator?

Maddox: Initially, we were looking at purchasing an aircraft...(inaudible) there are 3 motion simulators, which are very expensive but then we had to (inaudible) CCHS and also Stone Memorial with new desktop type simulators and what's happened since we've had revisions to the grant that like a lot of things that are made from computer chips, manufacturing of the simulators are on hold right now. They cannot make them.

Boston: Oh really?

Maddox: The motion simulators we can still get but as far as the desktop simulators, the company that produces those, they're on hold.

Boston: Now, the simulators in the contract were very expensive.

Maddox: Yes, there's 2 types of simulators, the full motion simulators, which 2 people can get inside and it FFA approved to count hours in a flight training so it decreases the amount of time kids have to spend in the air. The full motion simulators, we had 3 of those coming.

Boston: Will you spend 569,000?

Maddox: That is still, well yes if I don't spend it there then I'm going to have to move some money over to increase the contracted services.

Boston: And you can do that?

Maddox: Yes, yes.

Boston: Ok.

Maddox: I mean it has to go through the revision process.

Boston: I read that contract and I was very impressed (inaudible)...very impressed with the simulators and what the kids will be able to do.

Karge: Dr. Maddox, when those come in is there any way that we can check them out? I think that sounds cool.

Maddox: Oh absolutely, we're gonna have a party.

Karge: Please sign me up.

Maddox: Actually, because it's been such a long process, we're hoping once the contract goes to the contract committee and that's approved and goes to the full board then we can go ahead...what happens is we have to put those simulators out for a sealed bid process just like we did for our school bus cause they are so expensive. So right now, it's in the hands of the courthouse, waiting on the approval of the board. (Inaudible) bid all the specs to Nathan Brock and as soon as he gets the go ahead, he has to put that out for sealed bids.

Karge: I just love to see the students engaging in that, I think that's so cool. Awesome.

Boston: Is this a grant where we spend the money then get reimbursed?

Maddox: Yes.

Boston: This is a reimbursement grant.

Maddox: See, that's one of the reasons that initially we also thought we would purchase blocked time from Azure Flight Support-that we could pay them for some of the hours of flight training, but later found out this was a reimbursement so we can't do that. We have to pay as we go. We will be billed every month for the flight hours.

Boston: And you're ok with that?

Maddox: Yeah. Anybody have any more questions?

Karge: I just want to play with it.

Maddox: I look forward to it.

Magnusson: Can I say something? Back when we developed that program, we never imagined that it would come to this. So, I am so proud of Cumberland County for understanding-cause we started this what, 15-16 years ago, and not only is it still going but Dr. Maddox and that group has made this huge leap with this grant and I'm just, as an old CTE Teacher and flight instructor, I'm just tickled to death to see that we're doing this.

Boston: My daughter took flight lessons and loved it.

Magnusson: And the jobs are there.

Boston: And the jobs are there, yes, they are.

Harris: So, if there's no more questions about CTE, good? In our FED-SPED as it's lovingly referred to, you'll see some changes throughout and again, these are either updates in the allocations and carry over that came in. You will see the ARP/IDEA B912 and 902. These were 2 of those grants that were approved by the board, but the budget was not included. That's kind of your reference there. Ms. Holton is here to answer any questions you might have about those.

Holton: I will say that the APR/IDEA 912 and 902 in the IDEA world they separate ages 3-5 years old and then they put 6-22. Anytime I get Federal Funds, they are always broken into Pre-School and School

age. So, that 's why you always see a 902 and 912, 911, 901. It's because they break mine in to ages. APR was a new thing they did this year. This is the first time we've received these funds. But they did say that I can't carry over anything less than 15% of the money that we got. So, we got 37,642 for pre-school and then 405,614.75 for this school age. As far as I know this is just going to be one-time non-recurring funds. I didn't spend the money on personnel or anything like that, but I am allowed to carry over any of the money that we don't spend this year in that fund. The main things that we purchased in that, if you look at the budget lines, we are going to try to buy a new Special Education bus which is about 80,000. We're going to buy new laptops and some technology items for about 150,000.00. we were going to try to increase some in-service, staff development, instructional supplies and materials that we've not been able to purchase prior to this. This gave us some of that extra money to be able to purchase some things that we've not been able to previously.

The Pre-school 911 and 901, we get those funds every year so those are reoccurring. I have 6.35 teachers paid out of the 901 and I have 65% of the 3-year old classroom teacher paid out of that line. (Inaudible) Specialist, service coordinator, compliance coordinator, 3 bus attendants is also out of that line and this other instructional supply (inaudible). When we did it in May, we didn't have final allocation, so you will see that almost every line in my budget is highlighted because once I got final allocations, I made sure I had the right money in the right spot. And with the insurance increase, we had to move some of that money into insurance and social security lines.

The TEIS Baby Birds, that was approved in June or July. That's a 3-year grant and it pays for the Baby Birds teacher and her assistants. That's the majority of what that grant pays for and that is for the 18 months to 36 months through TEIS. We do have that for 3 years. That will be this year and then 2 more years.

Boston: The same amount?

Holton: Yes.

Karge: I heard raves about that program by the way.

Boston: Where is this?

Holton: It's the red building in the back parking lot. It's amazing.

Boston: Who goes?

Holton: Any student that qualifies for the Tennessee Early Intervention System that between 18mo and 3 years old. In other counties they don't have a center base, so they do in home tutoring and things like that but because we have a center, the students are allowed to come to the center, get their therapy, be with other children, have a certified teacher and assistants. It's a really great resource for our community.

Karge: That's fantastic.

Boston: Now, you're buying another bus?

Holton: With the APR, one of the things I requested was 80,000 for a bus. I had talked to Ms. Reed, prior to her leaving, about if we needed a bus and she said yes we did, with the new camera system. Typically for a bus I have to save up over 3-5 years to try to get that amount of money. I thought this would be a good time to be able to purchase that.

Boston: And that leads me, does SPED buy their own buses or do we through our budget?

Harris: Both. This is a great opportunity in the budget process, if you remember on our transportation line, we talked about, we decreased the number of buses and one them was a SPED. So, when this came up and Ms. Holton came up, hey this is a great need for us, we thought it was a wonderful idea, a way to go ahead and check that box and get it through. Especially as the rules have changed and we don't know, it's going to be more difficult through ESSER funds to get a bus. We thought this met the need and we're really excited.

Boston: So, this decreased our projected budget one bus and she picked it up?

Harris: I think we decreased ours, remember, by one new bus and one SPED bus? With the intent of applying it for those into ESSER funds. So, yeah, this grant will pick one of the SPED bus up.

Boston: Perfect.

Holton: It has been approved from the state, so it is a reimbursement as well, so we will start that process. Any of the Federal money, all of mine is reimbursement. Every one listed there is

reimbursement. So, we can't spend any money-we have to spend it, say what we spend it on and then get reimbursed.

Boston: Kacee, do we ever run into a problem doing reimbursements?

Harris: Yes. So, do you remember 4 years ago the board allowed us to move \$200,000 of fund balance?

Boston: I do.

Harris: Over to 142 to help with that? But I would venture to say there's not a month that goes by that there's not a cash flow problem with that process. It's not our fault, it's not the courthouse's fault, it's the way the system is set up. We have to spend it and be able to prove that that check has been written before we can ask the state to send us the check. It's really a numbers game, an accounting game, to try to get it back in as soon as possible. It is a challenge every single month.

Holton: And sometimes we have to use money from a different line to pay that month's if we don't have enough money in that so it's a chess game for sure with Federal funds and the reimbursement.

Boston: Who sort of monitors that?

Harris: That balancing is done over in the Finance office.

Boston: They do?

Harris: Right, right, I mean each department keeps up and they know, well we can tell you we're \$20,000 in the red right now until this check clears and that type of thing, but the finance office-and that's one of the things, even with vendors, we just have to say-when they call and say hey why haven't we got this check? We just have to say it's Federal money, we're doing everything we can, we appreciate your patience.

Boston: How quickly does the Fed or the State or whoever reimburse us? How quickly?

Randolph: It can take anywhere, say from 3 or 4 days, up to 10 days or a little bit longer. Usually a general rule of thumb, average is about 10 days.

Karge: Is that impacted when the Federal Government shuts down? You get to have that fun party?

Randolph: Well, I haven't experienced that yet, so...

Harris: And your Federal money is channeled through the state, so it's another Federal of red tape sometimes but that probably also gives us a little protection.

Holton: Once the state, once you guys approve it, the consolidated is waiting for approval, so once it goes to the full board for approval then we have to send it to the state, then the state will say whether they approve it or not. We always get typically something, like a word, or anything like that can always be sent back. So you guys approve it then the state also approves it so we're not ever allowed to spend anything without reason.

Boston: Well with reimbursement, it may not be as tight of an issue, but it's gonna get tight.

Harris: Well, with this influx of Federal money, it's always been tight in Federal Programs and we've never had this much Federal money before. So, that's just something we've had discussions with the courthouse and even in house. It just is what it is, there's not a thing we can do, but just try to make sure we're turning around as fast as we can and wait. And that's just-we can't change the states process of reimbursement. And that's an interesting point, because some of the other entities, county or city governments that receive money, it's not always reimbursement. Typically, and I don't want to speak out of turn, it can be up front money that then they draw down from and it's always a little bit different when people see us kind of looking like we're dragging our feet or something like that, it's just part of the process.

Boston: Well, I think the county got theirs up front and they're drawing down from it instead of reimbursement. Which makes...no sense.

Harris: Any other questions on the SPED/FED? Alright, we'll go into the larger section of Federal Programs. And that will be, if you have 2 packets, we're digging into the original packet here. Again, just as a reminder, these were all just either updates or small changes that needed to be made. There was the ARP 1.0 that was approved, it was one of those that was approved by the board but not necessarily, the budget wasn't clearly approved. I'll turn it over to Ms. Angela to field any questions there.

Randolph: So, consolidated administration Title 1, Title 1C, Title 2, Title 3, Title 5 are all part of that consolidated administration and the highlights that you see in yellow are due to the final allocations being dropped on September 27 or due to carry over. Which was allocated once our final expenditure

report was approved in August. Are there any questions over the consolidated funding portions? Ok, so, if there are no questions over those, we move into our Title 9 McKinney-Vento and again this another grant, historically we receive it every year. The changes that you see in the McKinney-Vento are final allocations and carry over. So, any questions over McKinney-Vento?

Boston: Go back to consolidated administration Title 1-5. Do we get those grants every year?

Randolph: Historically, we get them every year. Now, I will tell you Title 1C is new to us this year and it's to support our migrant students so...

Boston: Where is Title 1C?

Randolph: Ok, it's probably in the back toward the back of your packet, but it actually should go with the consolidated.

Harris: I think it's the second to last one in your packet.

Randolph: Like I said, it's new this year but we have been told this will be a part of the consolidated funding application going forward and it's supports our migrant students.

Boston: Can you help me Kacee, please?

Harris: If you go to the back, the very last grant is Turn Around Action...

Boston: Ok, Title 1C, that's new?

Randolph: That's new. They're going to lump it in with the consolidated funding application, so all of the other Title grants. The Title 9 McKinney-Vento, historically we get it every year and that supports our homeless students.

Boston: And we get that every year?

Randolph: Yes. So, moving on to our District Priority School Improvement Grant. We get this grant to support Phoenix School because it is a priority school. This we will not be receiving anymore, so the portion that you see that has been budgeted, that was actually carry over that we had to obligate by September 30, so we will not be receiving the DPSIG grant anymore. That's just the state, it was the end of the grant.

Boston: End of grant, we're done?

Randolph: Yes. They have replaced it and we will be getting to that one in just a minute with the Turn Around Action grant. The TAAG grant.

Boston: So, that replaced the DPSIG grant?

Randolph: Yes, for one year. For this upcoming year. Then we go into ARP which is the American Rescue Plan 1.0. And as Kacee said, we did not present the full budget to the board so to make sure everyone is on the same page that's why the entire grant is budgeted. This is to supplement the Title 9 McKinney-Vento grant to support our students experiencing homelessness.

King: We had a grant to support a grant.

Randolph: We had a grant to support a grant, absolutely. And it has to supplement the McKinney-Vento.

Karge: Approximately how many students do we know are homeless?

Randolph: Our October 1st count, I believe we were at 79 students.

Boston: When you say homeless, can you define that?

Randolph: I don't have it...the definition encompasses several different scenarios.

Boston: I mean are the majority of our children that are homeless literally homeless?

Randolph: Some of them are homeless, but it can also include being doubled up with another family due to economic hardship, loss of a job or something of that nature. It can be families that are doubled up.

Boston: I'm moving in with my aunt Rosie because I've lost my job and I'm taking my 3 kids with me.

Randolph: Then those 3 kids would be considered students experiencing homelessness.

Boston: Ok, ok.

Karge: My nephew was considered homeless even though he was living with us, because his parents abandoned him. So, he was classified as homeless.

Boston: I just don't want kids sleeping in cars.

Karge: Well, they are.

Randolph: We do have some of that. Campgrounds.

Boston: That is....I mean, but what do you do? Ok, I'm sorry. Different subject.

Randolph: No, you're fine. Then we went into the American Rescue Plan, ARP 2.0 which is an additional supplement to the McKinney-Vento. So, again, this is funding that helps to support our students experiencing homelessness.

Boston: What, I mean do we do food, do we do furniture?

Randolph: We do food, we do furniture, we do...

Boston: Clothing?

Randolph: Yes, whatever our students have need of. Supplies, school supplies, gas, we offer after school tutoring, whatever the need is, we are able to help. Some need a lot, some need a little. I know we have funds set aside for vision screening, if they need eyeglasses. Personal hygiene.

Boston: Who identified the students?

Randolph: So, when they enroll, every student, every year, has to fill out a student residency questionnaire. That gets turned in with the enrollment packet to the attendance clerks. The attendance clerks, if they see on that residency questionnaire, there are certain items checked marked, then they know to get with that homeless liaison at each school, they in turn will contact Lisa Phillips, which is our district liaison and that's how they are identified.

Karge: And Lisa is amazing. She reached out constantly just to do a check in to make sure...

Randolph: Yes, even after the initial support is given, she does do monthly, if not a sooner turn around, to check and see when support is needed.

Karge: It's a great program.

Boston: Is there more that we can do, or do you think we are doing everything we can?

Randolph: I believe we are doing everything allowable with the funds that we are given. We are providing every support that we possibly can.

Boston: Do you run short of funds?

Randolph: So far, we have not. We have not. So those funds also include if a student is classified as homeless, we offer transportation to their school of origin. Let's just say you said you have moved in with your brother and you took your 3 kids with you, well when you had your job your students were attending North, but you had to move in with your brother that's zoned for Homestead, then we will still provide transportation for your children to go to North.

Boston: I'm going to ask you, this is not budget, but if you ever find that you run short on those funds in helping those students, would you please bring it to the Board's attention?

Randolph: Absolutely.

Boston: Cause those are the ones that fall through the crack. Those are the ones that need our help.

Randolph: Right. Any more questions about McKinney-Vento or the 1.0 and 2.0? And then we move in to our 21st Century. The reason that 21st Century...we receive this every year. It is a competitive grant based on participation but the reason it's highlighted is because the actual budget, we did not have the allocation at the time. It has been approved at this point. I just received notification on Tuesday that our grant had been approved. We will be able to start programming very soon. Then if there are no more questions, that has, I believe all of....

Harris: The TAAG

Randolph: Oh, I'm sorry.

Kacee: So, we can jump to keep ESSER separate, we can jump to TAAG, it's the very last page.

Randolph: That is the Turn Around Action Grant. That has replaced the District Priority School Improvement Grant to support our Phoenix High School.

Boston: So, it supports Phoenix?

Randolph: Yes, student achievement, improving academic growth for our students and it really, when you complete your grant and you develop an action plan based on the school improvement plan, then we work with a team from the State Department to make sure that what we are using the funds for is effectively moving our students forward in their academics.

Boston: And it is.

Harris: ESSER 1 and 2 are next. Both of these budgets have already been approved. We've just highlighted where they have been updated or changed to fit the need. I'll turn it back over to Ms. Angela for any questions.

Randolph: So, ESSER 1.0-it was not a new allocation, and this was actually the last year of the grant and we only had carry over. That carry over that you see budgeted had to stay true to the actual intent of the original allocation.

Boston: What health equipment? Is that just for our nurses?

Randolph: That was for the nursing-it was the nursing isolation units to keep students separated in the nurses' office, so yes. Any other questions over ESSER 1? Ok, on ESSER 2, like Kacee said, it's already been approved. But we did find out that there were a couple of changes that needed to be made. If you will look at line items 72210, 499 and 790, we had to pull \$4500.00 from that 499 line item in order to purchase a computer and printer for the administrative bookkeeper. That had to be put in a separate item, in a separate line other than 499.

Boston: Which bookkeeper?

Randolph: The ESSER, the bookkeeper that's funded out of ESSER. And then the only other change that was made was in the regular capital outlay. We had to add an architect services line item. It could not be included in the building construction or building improvements line item. So, we had to pull funds out and put it in line item 304.

Boston: And we think we're going to spend \$300,000.00 on architects?

Kacee: So, we estimated high, just because we were so excited to get ESSER 2 approval, and jump into those playgrounds and bleachers and those projects, we were quickly thrown to put the brakes on because we were not allowed to pull, if needed. So that would be a maximum and if we don't use all of that we would come back and re-budget that somewhere else.

Boston: Ok, I have 2 questions, of course I do. On the building construction, the 1.9 which is...or the 2.1, it says 1.9 here and it says 2.1 on the other. Where it's playground, bleachers, anything, or those pavilions that we're looking at doing, if I'm the principal of the school and I prefer using additional money for playground equipment, I don't necessarily want a pavilion-can I do that?

Harris: Perhaps after the initial wave. We will have to bid these projects out in chunks. And we won't be able to say immediately, hey you didn't want your \$30,000.00 for your concrete pad with a roof, so you can throw it over here. We might have to shore that up and say this is our initial expenditure and get these projects moving and then come back and then say, ok, if you didn't want that, it's just a...

Boston: But wouldn't it make more sense, if I'm doing the layout of my playground and look these elementary schools, I don't know if they've ever had 50 or 60 thousand from us for playground equipment. But if don't necessarily really want a pavilion, but you've given me the opportunity to build one, but I've got 600 students in my building and new playground equipment would be amazing. Or I could use that, use it to buy the rubber mulch instead of the regular sawdust mulch or whatever we use, would I have the opportunity to do that up front while I'm designing my playground, is what I'm asking.

Harris: I think that's a good question and something we can definitely evaluate and see if it all is in that line that we...we had thought through the process as far as trying to word the bids where the principals would have at least 2 choices to pick from, as far as playground, but we really hadn't thought that in depth about that piece yet. So that's definitely something we could look at and make sure that would still fit our approval, as far as what we've been approved for.

Boston: Would we have to resubmit that? To Nashville, to say look, we've got 2 principals that really want to forgo our initial request, can we amend that and move that \$30,000 over and now I get one heck of a playground for our students. I've not talked to any principals, don't know that, I just want to know if that's an option.

Karge: I have a question about that though. My question would be if you're bidding it, you're bidding as a package for some of these schools and that's going to be your cost break. But if you come back and you say, whoa, whoa, wait, we're only going to do this much, now you're cost increased because you're not going to be able to get that cost break, and my other question I have is so, ok now this school gets all this whiz bang stuff and this school doesn't and so now you're going to have disparity in the community

as why my school get this and not that. I would rather it be more uniform, that everybody is getting the same thing.

King: I think Dr. Maxwell is going to make sure that happens. (Inaudible).

Boston: Well, Crab Orchard just put in a lot of new playground equipment so they're not going to need as much as Pleasant Hill. Pineview has 150 students, so they aren't going to need...so you can't do equality where it comes to playground equipment. My suggestion, not a suggestion-don't care, I just want that option to be noted, if it's allowable and it gives the principals, when they're requesting playground equipment, if they're requesting playground equipment, who tells them what they can buy and what they can't? Cause if that's the case, you have to have 3 swing set, you have to have 2 slides and you have to have the monkey bars. That's all we can get. Well, then we are telling them what they can buy. This is the program you're getting. That's equality. If you're letting the principals choose what they want, in accordance to what they already have, that's different. Which is it?

Maxwell: I don't have the printout that they're looking at, I think it was written where the elementary schools, plus Phoenix, because they housed children younger than high school age, were to get playground equipment and then the high schools were to get the concrete pads, but I may have mis...

Boston: But were the principals of the elementary schools picking out the playground equipment that they wanted? Or were we telling them what they could buy?

Maxwell: We were going to give them, I think 4 different options that were presented, they were going to select from, if memory serves me.

Boston: So, you can buy this, this, this or this or you can buy 2 or whatever you...

Harris: Up to a dollar amount.

Boston: Yeah, when your money runs out. So, we gave them a choice of playground equipment they could buy, we didn't say you get new playground equipment, you get to pick it out?

Harris: Right, and that's just because the bidding process. We have to have some specs to bid out.

Boston: And I get that, I was just trying to, I was kind of curious as how derived at that and if the option was out there for principals to say...I want 3 of those then I'm done.

Harris: Right, and I think that's something we can double check just quickly reading over the narrative...

Randolph: Quickly reading over the narrative if there's money left over after the initial, like we talked about, then this would not have to be resubmitted to Nashville for approval with the way that the narrative was originally written. We would be good, if there was additional money left over and we wanted to give all 9 elementary schools, for instance, the option to choose additional, the application would not have to be resubmitted.

Boston: So, they would have a choice at that point? If it was playground equipment....

Randolph: Or a pavilion...

Boston: Or they wanted a pavilion?

Randolph: Exactly.

Boston: And I don't know, I think a pavilion would be pretty neat, but you know kids play on playground equipment and it's been so long. As PTO's we had to work so hard to get the money to buy equipment.

Harris: And the money just doesn't go far.

Boston: It does not. No, it does not. That was a question and then I had one more question. HVAC. Where do we stand on getting the expert to come in and evaluate those?

Harris: We met with one option yesterday and we're exploring some other options.

Boston: Ok, so the HVAC money is kind of on hold until we do get a recommendation or evaluation?

Harris: From my understanding, the ESSER 2 HVAC money was approved and the ESSER 3, which also has some HVAC, that's my interpretation.

Boston: So, if we're moving forward with, what, then why aren't you having it evaluated if we're moving forward with...can we not get the evaluation first? And see where we stand? Because he may have some recommendations, he or she, whatever, that would save us money. Would that have to be resubmitted to Nashville if we said this is what we're going to do, or does it all have to be spent on that HVAC and is that our choice?

Harris: I think we could get that input for the HVAC. Just what we're looking at with timing, I want us to make the best decisions we can with that money, and we have to balance that with timing.

Boston: How long do we have to do this on ESSER 2 monies?

Harris: ESSER 2...

Randolph: We have until June 30, 2023 for ESSER 2.

Boston: So, that gives us 2 years. I certainly think we would have a recommendation well in advance of actually going ahead and doing anything. There again, whether it's ESSER 2 or ESSER 3, the main objective here is HVAC evaluation and where can we best apply all of those funds.

Maxwell: And if I might add, absolutely, we want to be as fiscally responsible and absolutely where is the need the greatest? However, we do have needs right now within the system that our HVAC specialist have identified that are needs at each school. The ESSER 2 money will allow us to go ahead to start working on those, because of the supply chain, hopefully we would very soon, within the next few months, have what you have asked for with the expert to come in and evaluate. And as Kacee said, we are in talks with different groups, if you will, to get their input. We do have identified needs now within the district that we could take care of because of this.

Boston: Can you kind of give me an example, what is so desperate?

King: We had classrooms that didn't have air conditioning when school started.

Boston: We should have already fixed those, there's money in the budget to repair those.

Maxwell: You're absolutely right.

Boston: But also, I've noticed in going through all the documentation, every child that submitted wants a fan in the gym. So, whatever you do, go ahead and put those fans in the gyms and we'll let the expert just get over it.

Harris: I think that was one of the things on the list that our team put together with ESSER 2.

Boston: We have air and I assuming and/or heat in every classroom at this point?

Maxwell: Yes. If we don't, I do not know about it. And I don't have my packet with me, but we had outlined the highest priority needs at each school based upon what is the greatest need to help with HVAC while trying to be equitable and help each school out.

Boston: There again, if we could move forward and get those recommendations, if you have a unit that goes out, by all means, that's your...you're going to fix it.

Maxwell: Oh, absolutely.

Boston: But, if we could hold off just long enough, then we could combine the ESSER 2 and ESSER 3 and coordinate that recommendation and do the best that we can with our monies.

Maxwell: Well, we can't combine ESSER 2 and ESSER 3.

Boston: I don't mean physically. I meant...that would give us...it's a very good business practice. We have these 2 groups of money that we could do a great deal with HVAC. Cause we hear a whole lot about it.

Maxwell: Oh, I know you do, I do too.

Boston: If you have something that's in dire straits then that's your decision to make. You're going to know whether to fix that or not. But if we could just wait until we get the recommendation. Just speed up on the recommendations.

Maxwell: So, are we going to take the recommendations? Obviously, these will be experts, hopefully, but I have to say, I have to value the input of my HVAC people also. They said these are...this will significantly help the airflow wherever, in a classroom or wherever, so, please understand where I'm coming from. They've said these are needs that we should address that are in and above our emergencies and things as they go out.

Boston: If this is what your HVAC people are saying, then I'm assuming, I would hope, that the expert is going to come back with the same opinion. So, if they come back with the same opinion, there's no issue there.

Karge: Well, we've got certified HVAC people on staff...

Boston: How many certified HVAC do we have?

Maxwell, Bray: 2

Boston: Ok.

Inman: Mr. Chair, I think we're talking about 2 different things. I believe what you're (referencing Boston) talking about is the actual HVAC units and stuff, what type to get.

Boston: No, I'm talking about the ESSER funds that have, this is what we're doing with the ESSER funds, fixing all this.

Inman: Right, I'm saying, what you're aiming at is for us to be the very best we can with the money we've got, with what the experts tell us we need as far as HVAC systems.

Boston: Absolutely.

Inman: I think what Dr. Maxwell is talking about is other things, not just the HVAC units, but other things that our people have said that we can do to help. That's what she's wanting to use the money for. Other situations like that. Not necessarily just the HVAC units.

Maxwell: It could be both.

Inman: I don't want us to hold up the ESSER 2 money for the type things she's talking about.

Boston: You're not going to.

Inman: Well, if we have to wait until we get the experts opinions, we do. But I'm not talking about the HVAC itself. I agree, we need to have somebody to tell us, what's the best system to go with? I just don't want to see us holding up money for remedies that could help besides HVAC units.

Boston: That's not what I'm saying. If you've got something that is in dire strait, then by all means, get it fixed. By all means, re-run duct work, whatever it is you've got to do to make it more efficient. However, we can take part of the ESSER 2 money, which we had designated for HVAC and this evaluation comes back and says if you'll do this, this and this, you're going to be better off 15 years down the road, then our money is better spent in doing that. If it's been approved, I can't stop you from doing anything.

Karge: Don't we have some contract with an HVAC company that they monitor stuff and then do an annual thing?

Harris: Not anymore.

Karge: Ok.

Inman: We phased that one out.

Harris: And if I may, I think there's probably a way to check both of the boxes and since we do have tentatively budgeted in ESSER 3, a significant amount, I think there's a way to melt the 2 and take care of those already identified needs but also work towards a greater system to assure maximum efficiency. I think we can marry them.

Boston: If we can just work in that direction, it's going to be money better spent. But whatever we do, I want fans in those gyms.

Karge: Did they give you any time frame, the folks you spoke with yesterday, about when they might be able to get an evaluation?

Harris: We didn't get to that point. The folks we spoke with yesterday will do so much for free and then it's a service cost after that point. That was kind of a new, that was a first group like that we had talked to. We have put our heads together with VEC and with the State Department, but we've not formalized those meetings yet.

Karge: Ok, thank you.

Boston: Does TWA come in and do any, are they more power, supply power?

Harris: That's another option we have not, you know we were thinking Tn Dept of Energy and VEC...

Boston: TVA, that's it.

Harris: That's another avenue we can look at and see what we can get for free.

Boston: In my looking at it, TVA, VEC, and someone else, I can't remember who it was, would and assist you. I don't want someone to assist us who's going to save us on electric bills. I don't care. I want somebody to come and say this is the unit you're using, it needs to go and here's how much it's going to cost you to replace it. And 10 years down the road, you're going to be in really good shape. Cause we spend an incredible amount on HVAC every year. And it builds up. So, if we could just look at that.

Harris: Other questions? Alright, that will conclude the updated version of the federal budget. We would ask for the budget committee's approval to send it on to the full board.

Karge: Move to approve. As presented.

King: Second.

Karge: I appreciate all the work you've done in that. Thank you, everyone.

Harris: Huge team effort. We've got some great, great, from our bookkeeping staff to our supervisors to everybody in between.

Boston: Information only assists us in making good decisions. If we don't have information, we can't make good decisions. So, I certainly appreciate you taking the time and the patience in letting me ask the questions.

King: Ok, we've concluded item number 4.

Boston: Don't forget to vote. You have a first and second, but nobody voted on it.

King: Let's vote.

King & Karge: Aye

Boston: Pass

King: Motion passes with the ayes and 1 pass.

VOICE VOTE: Karge (mover-yes)
King (seconder-yes)
2 Ayes
1 Pass

MOTION: Carried 2 to 1

6. Discussion of the Athletic Committee Meeting

King: In looking at this, the minutes for a referral to the budget committee for consideration about the subject of...

Karge: Had to do with concessions and how the parents take tickets, is that the way I read it? It's kind of convoluted.

King: There's several things, but the main point was that we should look into compensation for those working the games. How they might be funded.

Karge: For the staff?

King: Yeah.

Inman: Mr. Chairman, I can add just a little bit of light on this. Mr. DiBiccaro would be able to add a whole lot of light if you want to let him speak. In the past, several years ago, when we were at CCHS, we paid our workers for the football and basketball games and the money came out of the receipts for the gate money for football and basketball. That way we didn't have to ask anyone to do it. They volunteered to do it and they were compensated for it. I think this is the same idea that they have brought to us. Trying to do the same thing. As far as I know, let me back up, as far as I know they do not do that anymore at CCHS. Not that I know of. I don't know for sure. That was kind of the idea of trying to pay people for doing ballgame duty and things of that nature that's above and beyond the school days, at the elementary level and the high school level. We talked about it pretty in depth but since it was a budget item, they felt like it was better to come to the budget committee for discussion. I can put a little bit of light on it. You can ask Mr. DiBiccaro about any of the particulars.

Karge: Currently if there's a game you have to volunteer to work it or you get assigned to work it on a volunteer basis?

DiBiccaro: You're assigned.

Karge: You're assigned to be a volunteer. Is this like a rotating...

King: You're voluntold.

Karge: You're voluntold.

DiBiccaro: Do you want me to add into it?

Inman: Mr. Chairman, is it ok for him to speak?

King: Yes, please.

DiBiccario: What happened was, this was something that was agreed to on the MOU to be looked at. Get the MOU signed. We originally thought we'd go with coming out of the gate but there was concern from the principals, rightfully so, that all the sports don't make enough. At the meeting with the athletic committee, by the way, you have to work anywhere between 8-10 hours, Saturdays, etc. In the meeting it was brought up how there's disparity between the high schools. SMHS they work as little as 1 game or 3, max 3. CCHS we work 4 or 5. Anyhow, what we were looking for was compensation. Mr. Safdie actually brought up the idea, why don't we send this to budget and see if the school board would budget for it. At that point, we need to do some research, figure out how many game duties, see what it's going to cost. I've emailed this out to everybody, but I don't mind giving it to you, it took me a weekend to do it.

Karge: I didn't get an email from you, I'm sorry.

DiBiccario: I'm sorry I probably didn't have, I apologize I didn't realize you're on the budget committee. It took me a weekend to figure it out and what it would cost, wasn't that difficult except that I found that there's no consistency across the district at all. But if you look at it, I've got the number of personnel and I averaged 3 game duty. And we're only asking for 15\$ a game, if we're certified. There's other things that could be done in procedural and policy but that's way above my pay grade. But the CCEA president is here. You can see \$11,000 for high school games, \$2100 for middle school and then \$6480 for elementary who really should only be working 8 games but there's some elementary that do additional games because they want to play additional games but then they got to work those games, etc. Then they also have to work concessions. But, if you look at it without concessions, I personally believe that concessions should be paid out of profit cause that money is used by the schools. So, without concessions, if you were to have some policies and procedures and figure out how Stone only has to assign 3 games and CCHS has to do 4 & 5. Stone has more personnel. I know Mr. Brown was there and explained it but if both AD's would get together maybe they could figure it out. It would cost the board, based on these estimates, \$20,000 a year.

Boston: Who gets the money from the gates now?

DiBiccario: The school.

Boston: So, it goes back into the school athletic account?

DiBiccario: Yes and to be fair, basketball and football make a lot of money. And that money is used for students. And one of the things was, well you're going to take away from students, that's what Ms. Smith said. We're not trying to take away from students, we're just saying we're free labor. Of course, there are fundraisers. And those are big sports. And that's kind of easy, like Mr. Inman said, they used to pay for that. Now smaller sports, they don't make anything out of the gate, but it does go into the general fund of the school and they help pay the rest of the athletics.

Boston: Where does concession money go?

Inman: Depends on the school. Some of the schools, the PTO or the Booster Club...

DiBiccario: Booster. At the high school, that's what happens.

Timson: At the high school the Booster clubs do it, at the elementary school, we do it and the school keeps the money.

Barnes: At some schools, the Boosters, even the elementary do it. It just depends on the school.

Timson: We only do non-district games. Our Booster club does non-district games, and the Booster club handles it. If it's a district game at North, I can just speak for North, I work the concession stand.

Karge: I just want to say, I'm all for, I think if you work you need to be compensated. I think that's just period, end of discussion as far as I'm concerned. I would want it to, I like the 15\$ an hour because I think that's a reasonable dollar amount. I would want it to be certified or non-certified, if you've got to be working the evening leaving your family and your kids you got to make it worth your while.

Obviously you've opened up more opportunities for people maybe actually want to work, especially some of those non-certifieds.

DiBiccario: Which by the way, can't work right now, which I've never understood. It's only certified teachers. They are hourly workers and you have to pay them but certified teachers, you don't have to pay.

Karge: So, we couldn't do that as a stipend?

Timson: We could.

Inman: No, if you do non-certified, you've got to be real careful-you can't have them going over their hours. If you do, you have to pay them time and a half.

Karge: But if this is considered a voluntary stipend...

Inman: No, doesn't make any difference.

Boston: We're going to pay them 9.75 for the day but we're going to give them 15\$ an hour, and I'm talking about non-certified, to work ballgames and concessions and gates and things of that nature. Do we run into a problem there?

Inman: I think we have to be very, very careful about the employment clause with overtime. We have to be very careful. It's like Mr. DiBiccaro said, right now, non-certified is not eligible. They do not work any ballgames, as far as concessions and gatekeeping and things like that. Now, you have custodians that come up and clean up after a ballgame.

Boston: But they are paid.

Inman: They are paid normally.

Boston: So, we're only talking, really, certified individuals?

Karge: But if you do it as a contract, which is not part of their employment. If you did it as a 10-99, why could you not?

Inman: I don't know, like I said, I don't know. I'm just saying we have to be very, very careful with the...Ms. Bray?

Bray: I would not be comfortable with a 10-99 because you are saying they are contracted labor and there are laws that go around that. You're telling them when to be there, what to do, so that really doesn't meet the criteria as a contract employee. So, it couldn't be a 10-99. Even the stipends, we just add and they pay taxes on that. And, TCRS is taken out of that just like it's any other wages.

Karge: Well, just keep it to certified then, make it simple.

Harris: Could you offer a stipend to both, I mean, as a stipend to both groups?

Bray: I'm not comfortable doing a stipend for an hourly employee because, if they work over 40 hours you owe them time and half. Period. It would be 2 hours.

Timson: Would 2 hours knock them over?

Bray: Some people it would, some people it wouldn't.

Boston: Well if you're paying me 15\$ an hour, I may volunteer every week.

Timson: The most we have is 2 games, so that's 4 hours.

Boston: You're talking about the week, period. Most games you have...

Timson: We have 4 games.

Inman: But it's different at each school. Now, they may have 2, but at CCHS they have 4 or 5 ballgame duties and different elementary schools...

Timson: But they also don't really have assistants at the high school either.

Inman: No, they don't. But every school is different as far as how many games they have to work.

Boston: What was agreed to in collaborative conferencing as far as this was concerned?

DiBiccaro: What was agreed to...

Timson: That they would take this...

Maxwell: That we would look at it. There wasn't a yes, we are going to do. We said we would take it and consider it because it is something that they were interested in.

Inman: It's also part of an MOU that can be brought up every year.

Timson: At any time.

Inman: It doesn't have to wait at the end of 3 years.

Boston: And it's not an MOU, I just didn't know what the agreement was in the MOU in regards to this.

King: For us to look at it, which is what we're doing.

Karge: Mr. Chair, I move to take this before the whole board to compensate our certified at \$15 an hour for working the games.

King: Should we take it to the Salary Committee first?

Karge: We have a salary committee? Well let's do that.

Inman: Yeah, but it's never met.

Karge: Sure, I'm good with that. I change my motion, I move to take to salary.

King: Because within that, we can discover these legalities and talk about labor laws.

Karge: I'm good with that.

King: Not that I don't want to continue the discussion, I'm just saying that may be where...

Karge: Sounds like it's inappropriate for us to. Yeah, I'm with you on that.

Boston: Well, once the salary committee determines what we can or cannot do, but now is it in the teacher's contracts or our policies or anywhere that teachers will be assigned additional duties? I mean isn't that part of their contract?

King: It's in the catch all that says other assigned duties.

Boston: And that's how we fall under it in contract? You have to work 2 ballgames...

Bray: Any other duties, assigned duties I think is what is says.

DiBiccario: It's not in our contract, it's in the MOU. It's not in our contract. The hours are in our contract. This is in the MOU and that's why we wanted to address it.

Karge: I stand firm, I think you work, you need to be compensated.

DiBiccario: And one of the issues, if I may add, was the fact it would have to be a stipend, you would have to keep track of your hours. Policies and procedures isn't in our job, we're just trying to get compensated. We do believe there should be some consistency across the district. But that's not our job, we just think we should be compensated for however many hours we work, that will be required to work after school.

Karge: I move we take this to salary committee.

King: Teresa would you like to second?

Boston: No. If I might say something. Before we send it to salary committee, and I'm fixing to throw Ms. Bray under the bus, could you figure out what we can do within the legalities of it as far as that's concerned? If this falls outside of their contract, how do we do it legally? Are we adding it as a bonus? Are we adding it as additional hours?

Bray: It will be an additional job.

Boston: And that's what I'm trying to get at.

Bray: If we have a certified person today, it would be the same thing. That they also serve as a bus attendant. They are certified teacher by day, then they ride the bus.

Boston: Ok, ok. And they're compensated?

Bray: And they're compensated accordingly. But that is a different duty and that is an hourly position in this district. And they are compensated but it is additional work. This would have to be compensated as additional work and it would have to be monitored. I mean, he fills out a time sheet just like all of our non-certs do. 2 hours in the morning, 2 hours in the afternoon. And he does not receive overtime because this is a different job distinction. It is hourly versus a salaried position.

Karge: That's fair.

Boston: Do we fall under any specific legalities? It's just like he's got a part time job.

Bray: Correct. We have people that have more than one job in the district. Just most of the time they have 2 non-certified positions.

Maddox: Mr. Chair may I say something. I would ask that the committee would consider just a couple of things. I'm not against the teachers being paid. I think they need to be compensated. I think \$15 is too low.

Karge: That's why I was asking if that's fair?

Maddox: I think that's too low. The second thing I would ask that the committee really consider. I understand where Mr. DiBiccario is coming from and I really appreciate that, but as far as the administrative side of that-I would not want to see us go to a point where we say well we're offering...we've got 7 positions for next Friday night, we need 7 people to work. I still think the administrators need to be able to say, ok we're going to assign duties to these people but we're going to compensate you for those duties. I think it puts an extra burden on the administration if they just put it out there and nobody is volunteering and we've got a ballgame coming up in a few hours and no workers.

Karge: I think that's fair too.

Timson: And you also agree that I can swap with somebody?

Maddox: Most certainly. And some of you may not know this but what's happening around the county, and I'm ok with it, because if someone is assigned duty and they want to pay someone, a non-certified, to do their duty. I think the going rate is either 20 or 25 bucks.

Timson: It is at SMHS.

DiBiccaro: But that's not per hour.

Karge: I would not want to know about that because then you get into tax...I didn't hear that.

DiBiccaro: And Mr. Maddox, coming from CCEA, procedures and policies that would be up to you all. I absolutely agree with you, Principals and AD's would have to know who's going to work the games. I have to agree with Dr. Maddox, if he thinks it should be higher...

Karge: Thank you for bringing that to our attention.

DiBiccaro: Thank you for listening.

King: We need a second before we can move forward. We want to discuss further, so second.

Boston: You say it or want me to say it?

King: I'll say it.

Boston: Second, ok, if we were to do this, I think the original question was that it was at no cost to the BOE or the normal budget. It appears that it's going to be. So, where does this money come from?

Bray: Exactly. That was going to be my question.

Harris: That's something we would need to, the admin team, evaluate. I'm always very hesitant mid-year to add a recurring expense, but it's not too early to start working this process to build into next year. And have ready to roll if that's what the board chooses.

Inman: I think it would be better to get all of our ducks in a row, get it ready for next school year, not try to jump in and do it right now.

Boston: You've got to have a system. The administrators have got to know what their guidelines are. The certified teachers have got to know...I know with basketball and football you've got more workers, but I've a tennis match, and I need one certified person there. Well, ok, I assign one person. But then I've got soccer. Do you even need anybody there? You've got parents.

Maddox: Well, you've got 3 sports you've got to have administrators there.

Boston: Thank you, what are they?

Maddox: Football, Basketball and Soccer.

Boston: Ok. So, you don't have to have it in tennis. What about baseball?

Maddox: No, it's not required by TSSAA but we charge an amount, we still have a gate at baseball so we have certified people there. But as far as administrators staying there the whole time during the playing of the game, it's not required for softball.

Boston: See, I think that's information....

Karge: My motion is to take it to the salary committee.

Boston: I think we need to (inaudible) before we move it forward. I'm not sure who...

King: The motion is to forward it to the salary committee to be sure the considerations we are talking about now...

Harris: I will voluntold, if the committee so wanted, I think the admin team could get together with the supervisors, with HR, with budget and perhaps come up with some more specific recommendations for the salary committee to evaluate and that might narrow it down a little bit and get input from those parties.

Bray: Like how many games we're talking about, how many people.

Maddox: You need to look at each one of them as units. How many units do we have, how many people do we have throughout the year, Fall and Spring.

Boston: Before we send it to the salary committee, could the budget not look at that cause if the budget votes pay them \$15 an hour, what does it have to do with salary?

King: (Inaudible) We've got an idea with this information here, but we don't know the legalities of what we can and can't do.

Karge: I think you're absolutely right, I think salary needs to come with the admin team then they can come up with a figure (inaudible). I agree.

King: Other discussion? Vote.

Karge: Aye

King: Aye

Boston: No

King: 2 ayes and 1 nay. Ayes have it.

Boston: Let me clarify my no vote. I think the budget committee is smart enough and the CFO can lead us through it and offered to get us a plan together (inaudible)

Karge: But we've got a committee that is geared (inaudible) towards that (inaudible)

VOICE VOTE: Karge (mover-yes)
King (seconder-yes)
2 Ayes 1 Nay

MOTION: Carried 2 to 1

7. Other Discussion

King: I have a question. Ms. Harris, on the Baker's Crossroads Property, where do we stand?

Harris: I've talked to with a gentleman that completed that appraisal in January and just asked his professional opinion, with the changes in the market if he thought we would need a new appraisal. He said in his estimation, property values have increased 2-3 % in Crossville and we could use that number as an estimate if you all wanted to use that to entertain offers.

Boston: Who did our appraisal?

Harris: I would have to look that up. It was a gentleman out of Cookeville. We had a hard time finding a commercial-residential appraisers wouldn't touch it-a commercial appraiser and he was out of Cookeville and his name has escaped me.

Karge: Values have increased over 70% here in Cumberland County for residential. In the last 8 months. I see it every day.

*Someone asked a question-I could not determine who or what was asked.

Harris: Off the top of my head, I want to say 216,000/218,000, ballpark.

Inman: That sounds about right, I was hoping it would be closer to 300 and it wasn't.

Harris: And I think I calculated between 6-8000 dollars increase if you did the 2-3%.

Boston: What was our offer that came in? 125, 000.

Inman: I think it was \$66,000 or something like that.

Boston: But that's the one we declined.

Inman: Yeah, we declined that.

Boston: We had another interested party for \$125,000?

Harris: We don't have a formal offer yet. We have to advertise and we're in the process of getting that out.

Karge: I would recommend a couple of sealed bids from realtors in town and let them do a market analysis and submit them. That's where you're really going to get the true value, with what's happening today on the market, which is insanity.

Inman: Well, she said....

Boston: The appraiser will do comparables.

Karge: But that was in January.

Inman: I thought you said the ones around here wouldn't touch it. The appraisers.

Harris: Commercial, we had to find a commercial appraiser.

Karge: I'm talking about realtors though. Realtors are going to be a different animal. They are really going to know what that's going to sell for versus what....I would recommend that. Especially the appraisal being done back in January. The market is completely different. And I don't know where he's

coming up with 2-3 %, I totally disagree with that. And it certainly wouldn't hurt. That's just my suggestion.

Boston: Motion to adjourn?

Inman: Wait a minute, I have one real quick thing just for information. I've been contacted by a real estate agent about the property over on Foxfire, Obed Drive, that lot over there. He's wanting to list it. I've asked the Director to check in to that.

Boston: Have we not had that listed before?

Inman: I think we put it out at the same time we did the Baker's Crossroads property, but I don't think we've had any hits on it, did we?

Boston: I think we listed it before that, did we not Kacee?

Harris: I think, at a minimum we re-listed Baker's Crossroads since, we have may done them together originally...

Inman: I just know I've got a realtor that's wanting to list it, if we're willing, if we're wanting to sell it and the Board voted to sell it but I've asked them to check into it. I just wanted to give you the information.

Karge: Don't we have to have the sealed bids for that though?

Boston: What's the process?

Inman: I don't know.

Karge: I don't think we can just say yeah, you can go ahead and do it. They have to submit the...

Inman: That's what I was asking them to check in to.

Harris: Previously when we used a realtor to list the Baker's Crossroads property, that's the one most familiar in my mind, we did have to do an RFQ and they had to submit those sealed names, and I believe, is that one of the times we had no one? Or did we select, did the Board select one and no offers?

Boston: We didn't, no. There were a couple that were interested, but they weren't willing to really go through the process of what you had to submit, so they didn't. It just kind of dropped.

Harris: And that's why we had no RFQ's turned in. We had done our due diligence in advertising and that's why we were allowed to list it directly in the paper at that point. I believe that's how that progressed.

Inman: It's been a while.

King: If there are no other items.

Boston: Motion to adjourn.

Karge: Second.

King: Before we do that, I want to thank Dr. Maxwell for preparation and having her people stay over so motion to adjourn has been made and seconded so we are adjourned.

8. Adjournment

VOICE VOTE: Boston (mover-yes)
Karge (seconder-yes)
All Ayes

MOTION: Carried Unanimously
(The meeting was adjourned at the approximate hour of 6:13)

Dr. Ina Maxwell
Director of Schools

Mr. Chris King
Chairman of the Budget Committee

Diane McCartney
Executive Assistant for the Director of Schools and BOE

To: CCBOE Athletic Committee
 Dean Patton, County-Wide Athletic Director
 From: Brian Parker, SMHS Teacher/Coach
 Date: October 23, 2021

I would like to express my concern for the coaches that have dedicated a large part or entirety of their career to Cumberland County athletics. In my 23 years as a teacher/coach and 3 years as a volunteer coach, coaching supplements as a whole have never received an increase. I can't think of any other job that doesn't get an increase in over 25 years. My proposals are as follows:

Proposal 1

Reward longevity for our coaches by giving them a 10% step raise (10% of current supplement) for every 5 years of coaching/sponsorship in their sport/activity in Cumberland County. This proposal would reward coaches only for their experience in the county.

2021-22 Total Supplements	Year 0 Initial Increase (2022-23)	Year 1 Increase (2023-24)	Year 2 Increase (2024-25)	Year 3 Increase (2025-26)	Year 4 Increase (2026-27)	Year 5 Increase (2027-28)
\$357,000	\$32,824	\$4,153	\$5,000	\$7,544	\$9,806	\$5,481
	Cumulative Increase	\$36,977	\$41,997	\$49,521	\$59,327	\$64,808

Note: It would take an 11.5% step raise to keep up with the current 20-year average rate of inflation (2.2%).
 Inflation source: www.officialdata.org/2000-dollars-in-2021

Example: Head Football Coach with 12 years in county and 15 years total (3 years out of county).

2021-22 Head Football Supplement	Initial Increase (2022-23)	Increase (2023-24)	Increase (2024-25)	15 th Year Increase (2025-26)	Increase (2026-27)	Increase (2027-28)
\$5,100	\$1,071	\$0	\$0	\$617	\$0	\$0

This proposal would cost the BOE approximately \$32,824 in the first year according to current coach experience. Subsequent yearly increases will vary as coaches reach their respective 5-year incremental milestones.

Proposal 2

Reward longevity for our coaches by giving them a 10% step raise (10% of current supplement) for every 5 years of coaching/sponsorship in their sport/activity in their total career. Proper documentation of out-of-county experience would be required. This proposal would help recruit coaches from out-of-county where needed.

2021-22 Total Supplements	Year 0 Initial Increase (2022-23)	Year 1 Increase (2023-24)	Year 2 Increase (2024-25)	Year 3 Increase (2025-26)	Year 4 Increase (2026-27)	Year 5 Increase (2027-28)
\$357,000	\$51,881	\$6,235	\$3,757	\$6,780	\$11,089	\$5,997
	Cumulative Increase	\$58,116	\$61,873	\$68,653	\$79,742	\$85,739

Note: It would take an 11.5% step raise to keep up with the current 20-year average rate of inflation (2.2%).
 Inflation source: www.officialdata.org/2000-dollars-in-2021

Example: Head Football Coach with 12 years in county and 15 years total (3 years out of county).

2021-22 Head Football Supplement	Initial Increase (2022-23)	Increase (2023-24)	Increase (2024-25)	Increase (2025-26)	Increase (2026-27)	20 th year Increase (2027-28)
\$5,100	\$1,688	\$0	\$0	\$0	\$0	\$679

This proposal would cost the BOE approximately \$51,881 in the first year according to current coach experience. Subsequent yearly increases will vary as coaches reach their respective 5-year incremental milestones.

All data represents our current 2021-22 coaches including their coaching/sponsorship experience in-county and out-of-county through the current school year. I have supporting spreadsheets for all the totals presented above. Thank you for work with the Athletic Committee. Please feel free to give me your thoughts on my proposals.

Respectfully,
 Brian Parker
 SMHS Teacher and Wrestling Coach

Budget

Cumberland County (180) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Indirect Cost

Total Contributing to Indirect Cost | \$4,683,645.00

Indirect Cost Rate | 20.11%

Maximum Allowed for Indirect Cost | \$784,182.00

Account Number	Total
71100 - Regular Instruction Program	\$4,737,825.00
71150 - Alternative Instruction Program	\$0.00
71200 - Special Education Program	\$0.00
71300 - Vocational Education Program	\$0.00
72110 - Attendance	\$0.00
72120 - Health Services	\$0.00
72130 - Other Student Support	\$0.00
72210 - Support Services/Regular Instruction Program	\$21,700.00
72215 - Support Services/Alternative Instruction Program	\$0.00
72220 - Support Services/Special Education Program	\$0.00
72230 - Support Services/Vocational Education Program	\$0.00
72250 - Education Technology	\$0.00
72260 - Support Services/Adult Education Program	\$0.00

72320 - Office of the Superintendent	\$0.00
72410 - Office of the Principal	\$0.00
72510 - Fiscal Services	\$74,120.00
72520 - Human Resources/Personnel	\$0.00
72610 - Operation of Plant	\$0.00
72620 - Maintenance of Plant	\$0.00
72710 - Transportation	\$0.00
73100 - Food Service	\$0.00
73300 - Community Services	\$0.00
73400 - Early Childhood Education	\$0.00
76100 - Regular Capital Outlay	\$10,303,973.41
99100 - Transfers Out	\$0.00
	Total \$15,137,618.41
	Adjusted Allocation \$15,137,618.41
	Remaining \$0.00

Budget Detail

Cumberland County (180) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

71100 - Regular Instruction Program - \$4,737,825.00 ▼

Budget Detail	Narrative Description
<p>Account Number: 71100 - Regular Instruction Program</p> <p>Line Item Number: 189 - Other Salaries & Wages</p> <p>Focus Area: Addressing Learning Loss: Coordinat</p> <p>School Type: Traditional Public School</p> <p>Optional Program Code:</p> <p>Location Code: Cumberland County (180)</p> <p>Quantity: 1.00</p> <p>Cost: \$1,500,000.00</p> <p>Line Item Total: \$1,500,000.00</p>	<p>This line item 71100-189 Other Salaries and Wages provides salary funding for interventionists (12 FTE) and a Learning Loss Coordinator (1FTE) for FY23 and FY24 in the amount of \$1,500,000.00 to address learning loss due to the Covid 19 Pandemic. This was a focus of the Community Engagement Needs Assessment. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).</p>
<p>Account Number: 71100 - Regular Instruction Program</p> <p>Line Item: 198 - Non-certified Substitute Teachers</p>	<p>This 71100-198 Non-certified Substitute Teachers line item will provide funding in the amount of \$200,000.00 to pay for substitutes teachers in FY22, FY23, and FY24 that are needed due to Covid 19. This allocation is reasonable,</p>

Number:	
Focus Area:	Conducting Other Necessary Activities
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Cumberland County (180)
Quantity:	1.00
Cost:	\$200,000.00
Line Item Total:	\$200,000.00

allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Account Number:	71100 - Regular Instruction Program
Line Item Number:	201 - Social Security
Focus Area:	Addressing Learning Loss Coordinat
School Type:	Traditional Public School
Optional Program Code:	
Location	Cumberland County (180)

This line item 71100-201 Social Security provides Social Security and Medicare funding for interventionists (12 FTE) and a Learning Loss Coordinator (1FTE) for FY23 and FY24 in the amount of \$108,025.00 to address learning loss due to the Covid 19 Pandemic. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Code:	
Quantity:	1.00
Cost:	\$108,025.00
Line Item Total:	\$108,025.00

Account Number:	71100 - Regular Instruction Program
Line Item Number:	204 - State Retirement
Focus Area:	Addressing Learning Loss: Coordinat
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Cumberland County (180)
Quantity:	1.00
Cost:	\$145,500.00
Line Item Total:	\$145,500.00

This line item 71100-204 State Retirement provides retirement funding for interventionists (12 FTE) and a Learning Loss Coordinator (1FTE) for FY23 and FY24 in the amount of \$145,500.00 to address learning loss due to the Covid 19 Pandemic. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Account Number:	71100 - Regular Instruction Program
Line Item	206 - Life Insurance

This line item 71100-206 Life Insurance provides life insurance funding for interventionists (12 FTE) and a Learning Loss Coordinator (1FTE) for FY23 and FY24 in the amount of \$29,700.00 to address learning loss due to the Covid 19

Number:

Focus Area:

Addressing Learning Loss: Coordinator

School Type:

Traditional Public School

Optional Program Code:

Location Code: Cumberland County (180)

Quantity: 1.00

Cost: \$29,700.00

Line Item Total: \$29,700.00

Pandemic. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Account Number: 71100 - Regular Instruction Program

Line Item Number: 207 - Medical Insurance

Focus Area:

Addressing Learning Loss: Coordinator

School Type:

Traditional Public School

Optional Program Code:

Location: Cumberland County (180)

This line item 71100-207 Medical Insurance provides medical insurance funding for interventionists (12 FTE) and a Learning Loss Coordinator (1FTE) for FY23 and FY24 in the amount of \$390,000.00 to address learning loss due to the Covid 19 Pandemic. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Code:		
Quantity:	1.00	
Cost:	\$390,000.00	
Line Item Total:	\$390,000.00	

Account Number:	71100 - Regular Instruction Program
Line Item Number:	208 - Dental Insurance
Focus Area:	Addressing Learning Loss Coordinat
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Cumberland County (180)
Quantity:	1.00
Cost:	\$9,000.00
Line Item Total:	\$9,000.00

This line item 71100-208 Dental Insurance provides dental insurance funding for interventionists (12 FTE) and a Learning Loss Coordinator (1FTE) for FY23 and FY24 in the amount of \$9,000.00 to address learning loss due to the Covid 19 Pandemic. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Account Number:	71100 - Regular Instruction Program
Line Item	210 - Unemployment Compensation

This line item 71100-210 Unemployment Compensation provides unemployment benefits funding for interventionists (12 FTE) and a Learning Loss Coordinator (1FTE) for FY23 and FY24 in the amount of \$32,800.00 to address learning

Number:

Focus Area:

Addressing Learning Loss Coordinator

School Type:

Traditional Public School

Optional Program Code:

Location Code:

Cumberland County (180)

Quantity:

1.00

Cost:

\$32,800.00

Line Item Total:

\$32,800.00

loss due to the Covid 19 Pandemic. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Account Number:

71100 - Regular Instruction Program

Line Item Number:

299 - Other Fringe Benefits

Focus Area:

Addressing Learning Loss Coordinator

School Type:

Traditional Public School

Optional Program Code:

Location

Cumberland County (180)

This line item 71100-209 Other Fringe Benefits provides Workmans Compensation funding for interventionists (12 FTE) and a Learning Loss Coordinator (1FTE) for FY23 and FY24 in the amount of \$2,800.00 to address learning loss due to the Covid 19 Pandemic. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Code:	
Quantity:	1.00
Cost:	\$2,800.00
Line Item Total:	\$2,800.00

Account Number:	71100 - Regular Instruction Program
Line Item Number:	399 - Other Contracted Services
Focus Area:	Addressing the Unique Needs of Spec
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Cumberland County (180)
Quantity:	1.00
Cost:	\$200,000.00
Line Item Total:	\$200,000.00

This 71100-399 Other Contracted Services line item provides funding in the amount of \$200,000.00 to address the needs of our special populations. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Account Number:	71100 - Regular Instruction Program
Line Item	429 - Instructional Supplies & Materials

This 71100-429 Instructional Supplies & Materials will fund instructional materials needed to address learning loss due to the Covid 19 Pandemic in the amount of \$150,000.00. These materials may include, but not be limited to: the IXL Learning

Number:

Focus Area:

Addressing Learning Loss, Coordinat

School Type:

Traditional Public School

Optional Program Code:

Location Code: Cumberland County (180)

Quantity: 1.00

Cost: \$150,000.00

Line Item Total: \$150,000.00

Program, the Lexia Learning Program, a Calculator App for student chromebooks, etc. for FY22, FY23, and FY24. This was a focus of the Community Engagement Needs Assessment. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Account Number: 71100 - Regular Instruction Program

Line Item Number: 499 - Other Supplies and Materials

Focus Area:

Addressing Learning Loss, Coordinat

School Type:

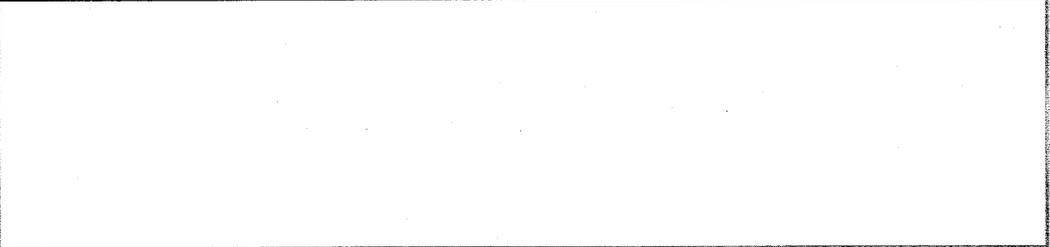
Traditional Public School

Optional Program Code:

Location: Cumberland County (180)

This line item 71100-499 Other Supplies and Materials provides funding for supplies and materials to assist interventionists (12 FTE) and a Learning Loss Coordinator (1FTE) for FY23 and FY24 in the amount of \$20,000.00 to address learning loss due to the Covid 19 Pandemic. This includes, but may not be limited to ink cartridges/toner, pens, pencils, copy paper, etc. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Code:
Quantity: 1.00
Cost: \$20,000.00
Line Item Total: \$20,000.00



Account Number: 71100 - Regular Instruction Program
Line Item Number: 599 - Other Charges
Focus Area: Addressing Learning Loss Coordinator
School Type: Traditional Public School
Optional Program Code:
Location Code: Cumberland County (180)
Quantity: 1.00
Cost: \$1,800,000.00
Line Item Total: \$1,800,000.00

This line item 71100-599 Other Charges will fund the matching amount the district is required to provide for TN All Corps Tutoring and Summer School for FY22, FY23, and FY24 in the amount of \$1,800,000.00. This includes, but may not be limited to: pay for tutors (and benefits), instructional supplies and materials, and transportation costs. The estimated number of students at this point is 650 students for TN ALL Corp and 490 students for Summer School. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Account Number: 71100 - Regular Instruction Program
Line Item Number: 722 - Regular Instruction Equipment

This 71100-722 Regular Instruction Equipment line item will provide funding for student technology needed to address learning loss due to the Covid 19 Pandemic in the amount of \$150,000.00. This may include, but not be limited to:

Number:

Focus Area:

Purchasing Education Technology

School Type:

Traditional Public School

Optional Program Code:

Location Code:

Cumberland County (180)

Quantity:

1.00

Cost:

\$150,000.00

Line Item Total:

\$150,000.00

Macbooks, Chromebooks, and Connectivity devices, such as mobile hotspots. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Total for 71100 - Regular Instruction Program: \$4,737,825.00

Total for all other Account Numbers: \$10,399,793.41

Total for all Account Numbers: \$15,137,618.41

Adjusted Allocation: \$15,137,618.41

Remaining: \$0.00

Budget Detail

Cumberland County (180) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

72210 - Support Services/Regular Instruction Program - \$21,700.00 ▼

Budget Detail	Narrative Description
<p>Account Number: 72210 - Support Services/Regular Instruction Program</p> <p>Line Item Number: 499 - Other Supplies and Materials</p> <p>Focus Area: Administrative Cost (5% limit)</p> <p>School Type: Traditional Public School</p> <p>Optional Program Code:</p> <p>Location Code: Cumberland County (180)</p> <p>Quantity: 1.00</p> <p>Cost: \$21,700.00</p> <p>Line Item Total: \$21,700.00</p>	<p>This 72210-499 Other Supplies and Materials will provide funds that will cover office supplies to run the Federal Programs/ESSER Office that will include, but not be limited to: ink cartridges/toner, copy paper, 3-ring binders, highlighters, post-it notes, markers, and pens in the amount of \$21,700.00 for FY23 and FY24. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).</p>

Total for 72210 - Support Services/Regular Instruction Program: \$21,700.00

Total for all other Account Numbers: \$15,115,918.41

Total for all Account Numbers:

\$15,137,618.41

Adjusted Allocation:

\$15,137,618.41

Remaining:

\$0.00

Budget Detail

Cumberland County (180) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

72510 - Fiscal Services - \$74,120.00 ▼

Budget Detail	Narrative Description
<p>Account Number: 72510 - Fiscal Services</p> <p>Line Item Number: 119 - Accountants/Bookkeepers</p> <p>Focus Area: Addressing Learning Loss Coordinat</p> <p>School Type: Traditional Public School</p> <p>Optional Program Code:</p> <p>Location Code: Cumberland County (180)</p> <p>Quantity: 1.00</p> <p>Cost: \$51,000.00</p> <p>Line Item Total: \$51,000.00</p>	<p>This line item 72510-119 Accountants/Bookkeepers provides funding for an ESSER Bookkeeper (1 FTE) for FY23 and FY24 in the amount of \$51,000.00. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).</p>
<p>Account Number: 72510 - Fiscal Services</p> <p>Line Item: 201 - Social Security</p>	<p>This line item 72510-201 Social Security provides Social Security and Medicare funding for an ESSER Bookkeeper (1 FTE) for FY23 and FY24 in the amount of \$3,800.00. This allocation is reasonable, allowable, allocable, and necessary</p>

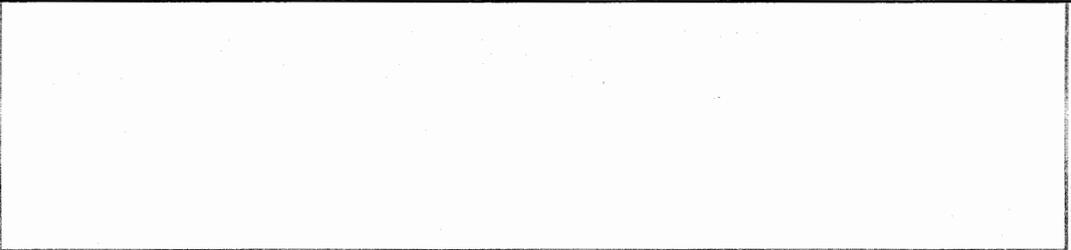
Number:	
Focus Area:	Administrative Cost (5% limit)
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Cumberland County (180)
Quantity:	1.00
Cost:	\$3,800.00
Line Item Total:	\$3,800.00

as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Account Number:	72510 - Fiscal Services
Line Item Number:	204 - State Retirement
Focus Area:	Administrative Cost (5% limit)
School Type:	Traditional Public School
Optional Program Code:	
Location	Cumberland County (180)

This line item 72510-204 State Retirement provides retirement funding for an ESSER Bookkeeper (1 FTE) for FY23 and FY24 in the amount of \$1,400.00. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Code:
 Quantity: 1.00
 Cost: \$1,400.00
 Line Item Total: \$1,400.00



Account Number: 72510 - Fiscal Services
 Line Item Number: 207 - Medical Insurance
 Focus Area: Administrative Cost (5% limit)
 School Type: Traditional Public School
 Optional Program Code:
 Location Code: Cumberland County (180)
 Quantity: 1.00
 Cost: \$17,200.00
 Line Item Total: \$17,200.00

This line item 72510-207 Medical Insurance provides insurance funding for an ESSER Bookkeeper (1 FTE) for FY23 and FY24 in the amount of \$17,200.00. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Account Number: 72510 - Fiscal Services
 Line Item Number: 208 - Dental Insurance

This line item 72510-208 Dental Insurance provides insurance funding for an ESSER Bookkeeper (1 FTE) for FY23 and FY24 in the amount of \$720.00. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every

Number:

Focus Area:

Administrative Cost (5% limit)

School Type:

Traditional Public School

Optional Program Code:

Location Code: Cumberland County (180)

Quantity: 1.00

Cost: \$720.00

Line Item Total: \$720.00

Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Total for 72510 - Fiscal Services: \$74,120.00

Total for all other Account Numbers: \$15,063,498.41

Total for all Account Numbers: \$15,137,618.41

Adjusted Allocation: \$15,137,618.41

Remaining: \$0.00

Budget Detail

Cumberland County (180) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

76100 - Regular Capital Outlay - \$10,303,973.41 ▼

Budget Detail	Narrative Description
<p>Account Number: 76100 - Regular Capital Outlay</p> <p>Line Item Number: 706 - Building Construction</p> <p>Focus Area: Addressing Facility Needs and Defer</p> <p>School Type: Traditional Public School</p> <p>Optional Program Code:</p> <p>Location Code: Cumberland County (180)</p> <p>Quantity: 1.00</p> <p>Cost: \$9,553,973.41</p> <p>Line Item Total: \$9,553,973.41</p>	<p>This 76100-706 Regular Capital Outlay line item will provide funding in the amount of \$9,553,973.41 to build an auditorium at Cumberland County High School in order to provide a space to accommodate fine arts classes, provide a place to complete state testing requirements, and have student assemblies in a safe manner (social distancing) in an effort to mitigate the spread of Covid 19. Research also indicates that fine arts activities is an opportunity that addresses students' social/emotional needs as well as learning loss. This was a focus as demonstrated by our Community Engagement Needs Assessment. It will also provide funding to build additional classroom spaces (dispose of portable classrooms) in order to safely distance students in an effort to mitigate the spread of Covid 19. This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).</p>
<p>Account Number: 76100 - Regular Capital Outlay</p> <p>Line Item: 707 - Building Improvements</p>	<p>This 76100-707 Building Improvements line item will provide funding in the amount of \$750,000.00 to improve ventilation and air quality, mitigating the spread of Covid 19 by replacing or repairing HVAC systems. This was a focus on the Community</p>

Number:	
Focus Area:	Addressing Facility Needs and Defer
School Type:	Traditional Public School
Optional Program Code:	
Location Code:	Cumberland County (180)
Quantity:	1.00
Cost:	\$750,000.00
Line Item Total:	\$750,000.00

Engagement Needs Assessment. This will benefit nine elementary schools (Brown, Crab Orchard, Homestead, Martin, North, Pine View, Pleasant Hill, South, and Stono) and three high schools (Cumberland County High School, Phoenix High School, and Stone Memorial High School). This allocation is reasonable, allowable, allocable, and necessary as codified in the Every Student Succeeds Act (ESSA) Federal law, American Rescue Plan (ARP) Guidelines, and Education Department General Administrative Regulations (EDGAR).

Total for 76100 - Regular Capital Outlay:	\$10,303,973.41
Total for all other Account Numbers:	\$4,833,645.00
Total for all Account Numbers:	\$15,137,618.41
Adjusted Allocation:	\$15,137,618.41
Remaining:	\$0.00

Attachment B - Original
ESSER 3.0 Spending Details

Line Item 76100-706 Details

Budget Amount: \$9,553,973.41

1. CCHS Auditorium = Estimate \$8,000,000
 - a. Free standing auditorium building in the parking lot between existing building and Miller Avenue to allow for social distancing during state testing and assemblies and to accommodate fine arts classes. See attached floor plan from a 2006 plan.
2. South Renovation/Addition = Estimate \$1,475,000 - \$1,915,000+
 - a. Results from meeting with the principal at South and Uplands for greatest needs assessment. Plans include 4-6 new classroom addition to replace the portables, replacing existing exterior doors, bathroom renovations (5 pairs and 14 singles) and kitchen floor epoxy. Bleachers will be addressed in ESSER 2. See attached price estimates.
3. Note: Please note inflation and potential cost of labor increases may cause bids to come back over estimates. If projects come under budget, Federal Programs would bring revision back to BOE for approval.

Line Item 76100-707 Details

Budget Amount: \$750,000

1. Replacing and Repairing HVAC Systems = \$750,000
 - a. Complementing the ESSER 2 HVAC work, the plan is to continue to address the worst needs across the district in terms of replacement and repair of HVAC units. Aeon units, which work to exchange recycled interior air with fresh outside air, will be a focus. The details of the plan and specific quotes will be developed after the ESSER 2 HVAC bids are analyzed. With over 1,453 HVAC devices in the district, there is plenty of need for HVAC above and beyond what ESSER 2 and 3 can provide. See attached HVAC summary sheet for an overview of types of devices and locations.

Attachment B – REVISED 1-25-21

ESSER 3.0 Spending Details

ADD: Line Item 76100-304 Details

Budget Amount: \$750,000

1. Architect Fees
 - a. Estimated potential architect/engineering fees for auditorium and renovation/addition

Line Item 76100-706 Details

Budget Amount: \$9,553,973.41

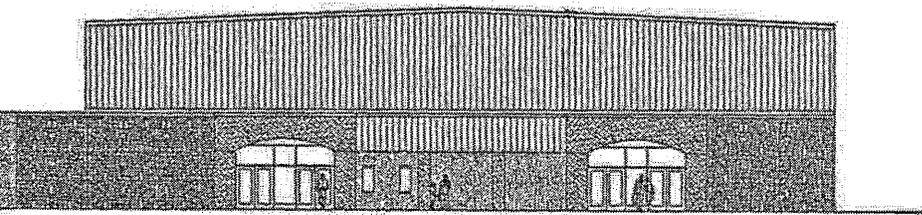
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3. Note: Please note inflation and potential cost of labor increases may cause bids to come back over estimates. If projects come under budget, Federal Programs would bring revision back to BOE for approval.

REMOVE:

~~Line Item 76100-707 Details~~

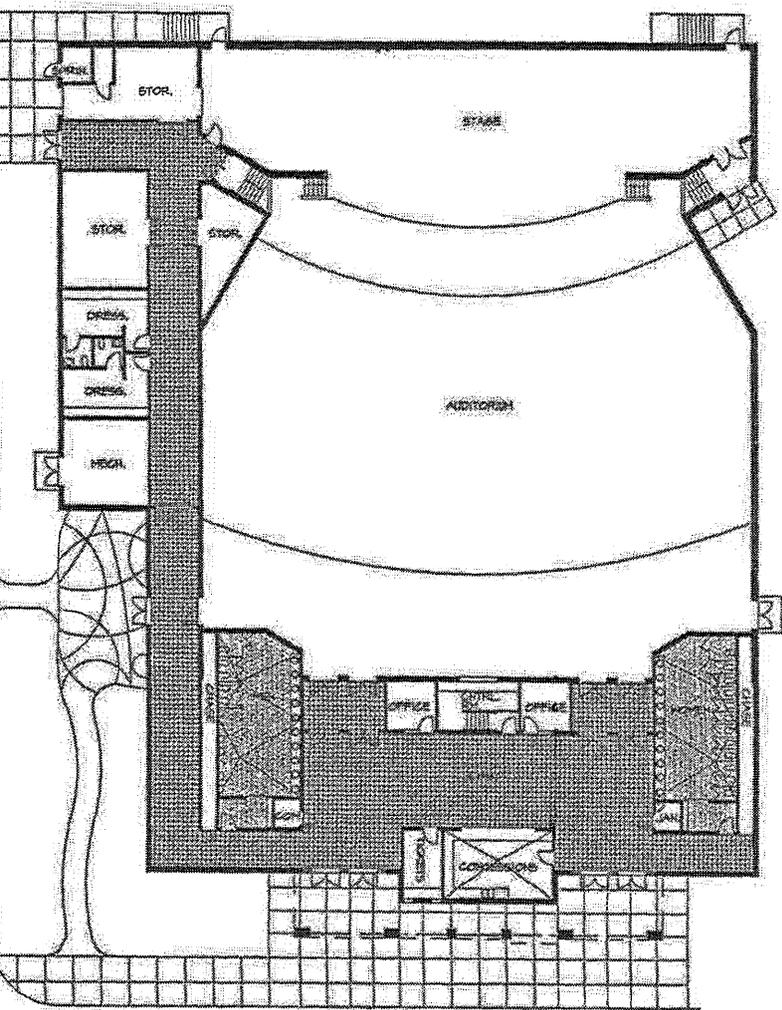
~~Budget Amount: \$750,000~~

- ~~2. Replacing and Repairing HVAC Systems = \$750,000
 - a. Complementing the ESSER 2 HVAC work, the plan is to continue to address the worst needs across the district in terms of replacement and repair of HVAC units. Aeon units, which work to exchange recycled interior air with fresh outside air, will be a focus. The details of the plan and specific quotes will be developed after the ESSER 2 HVAC bids are analyzed. With over 1,453 HVAC devices in the district, there is plenty of need for HVAC above and beyond what ESSER 2 and 3 can provide. See attached HVAC summary sheet for an overview of types of devices and locations.~~



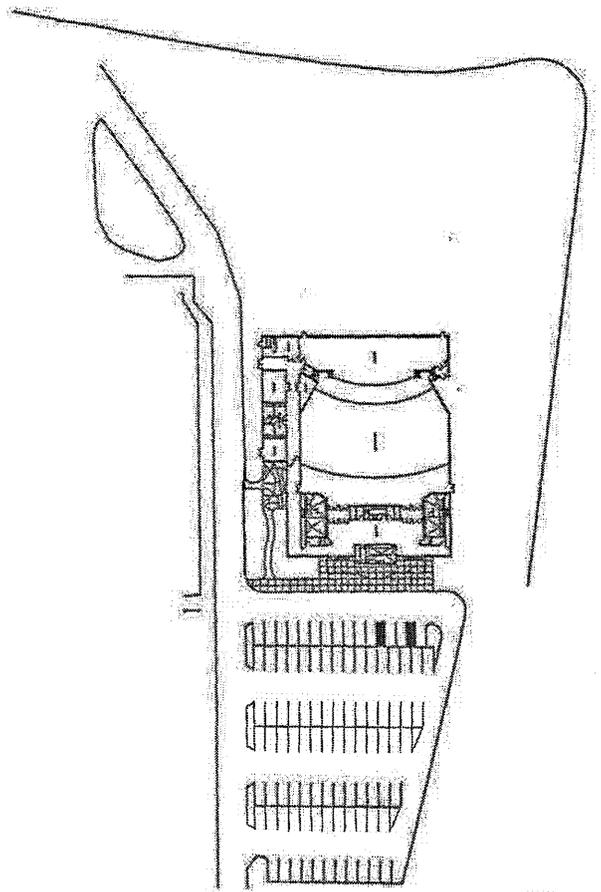
FRONT ELEVATION

1/8" = 1'-0"



FLOOR PLAN

3/32" = 1'-0"



SITE PLAN





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May 14, 2021

South Cumberland Elementary School
Cumberland County Schools

Budget - Work Scope Items

Six New Classrooms.....	\$	1,320,000.00
Four New Classrooms.....	\$	880,000.00
Replace Exterior Doors.....	\$	225,000.00
Bathroom Renovations (5 pairs).....	\$	280,000.00
Bathroom Renovations (14 Singles).....	\$	55,000.00
Replace Bleachers.....	\$	95,000.00
Kitchen Floor Epoxy.....	\$	35,000.00

Note: These prices do not include Contractor overhead and profit. Include a 20% mark-up on the final prices to reflect these costs.

