

Board of Education

October 27, 2022 6:00 PM

Central Services Board Room

1. Call to Order - Ms. Teresa Boston
2. Moment of Silence/Pledge of Allegiance - Ms. Teresa Boston
-Crab Orchard Elementary
Trevor Thompson, Gage Kemmer, and Colton Ricketts
3. Welcome to Visitors - Ms. Teresa Boston
4. Kids First Recognition
5. Special Recognition
-Ms. Terra Davis -Mr. Jon Hall -Ms. Cindy Miniard -Cafe Managers
6. Roll Call
7. Declaration of Conflict - Mr. Earl Patton
8. Appoint Delegates for TSBA Convention
9. *Approval of September Minutes
10. *Approval of Agenda
11. Acknowledgement of Elected Officials
12. Community Comments
13. School Board Reports
- 13.A. TLN Report - Ms. Shannon Stout
14. Board Member(s) Report from Training(s)
15. Legal Report - Mr. Earl Patton
16. Director's Report - Mr. William Stepp
- 16.A. *TN Together Student Survey-Mr. Robert Valerio
- 16.B. *TN Voluntary Pre-K Longitudinal Study
- 16.C. *CC Schools K-12 Career Connections Framework
- 16.D. *Deputy Director of Operations Job Description
- 16.E. *Career & Technical Education Director Job Description
- 16.F. *Secondary 9-12 Supervisor
- 16.G. *Compliance Report
- 16.H. Data Presentation (Director Stepp & Dr. Farley)
- 16.I. Dual Enrollment Agreement between Roane State and CC School District
- 16.J. TSBA Boardsmanship Award Levels
- 16.K. Annual Planning Calendar
- 16.L. FYI
- 16.L.1. Administrative Meeting Agenda
- 16.L.2. Attendance Report
- 16.L.3. Personnel Report
- 16.L.4. Substitute List
- 16.L.5. Professional Development Report
- 16.L.6. School News Articles
- 16.L.7. School Calendar of Events
17. School Board Committees
- 17.A. Policy Committee
- 17.A.1. *Approval of First Reading of Policies
- 17.A.2. *Approval of Second Reading of Policies
- 17.B. Athletic Committee
- 17.C. Budget Committee Meeting
- 17.D. Building and Grounds Committee
- 17.E. Safety Committee
- 17.F. Contract Committee

18. Chief Financial Officer's Report
- 18.A. Monthly Financial Report
- 18.B. Monthly Sales Tax Report
- 18.C. *141 Budget Amendments
- 18.D. *142 Budget Amendments
19. *Consent Agenda
- 19.A. *Approval of Volunteers
- 19.B. *Approval of Overnight and Out of State Field Trips
- 19.C. *Approval of Contracts
- 19.D. *Approval of Grants
- 19.E. *School Wide Fundraisers
- 19.F. *Approval of Disposal of Surplus Property
- 19.G. *Executive Approval
20. Old Business
21. Questions from Media
22. Adjournment
23. (*) Indicates Board Approval Required

October School Board Recognition

- **Terra Davis-** CCHS Agriculture Teacher- National Teacher Ambassador For FFA, Tennessee Young Farmers and Ranchers Outstanding Young Woman Award Some of the responsibilities of a National Teacher Ambassador for FFA include presenting at local, regional, and state teacher conferences and being an overall representative of the National FFA Organization. Additionally, the program allows teachers to network and connect with agriculture teachers across the country. The National FFA Organization relies on the ambassadors to provide valuable feedback and information so that our organization remains relevant to almost 9,000 FFA chapters and over 850,000 student members.
Terra Davis, received the Tennessee Young Farmers and Ranchers Outstanding Young Woman award. “The Outstanding Young Woman award is a way to recognize a woman in our organization who does a superior job in promoting and supporting agriculture and the Farm Bureau. Terra is to be commended for her hard work and dedication, and we are proud to honor her with this award,” said Tennessee Farm Bureau President Jeff Aiken. Eagleville Implement Company is the sponsor of this event, awarding a 6-foot Bush Hog cutter valued at \$3,500 to Terra and her family.
- **Jon Hall-** CCHS Aviation Teacher- Congratulations to Jon Hall! He was selected as a Community Influencer by the Blue Angels! He had a once in a lifetime opportunity to ride in an F-18 with them on September 7th! Please help us congratulate him on this honor!
- **Cindy Miniard-** Crab Orchard Physical Education Teacher- Chosen as the TAHPERD (Tennessee Association of Health, Physical Education, Recreation, and Dance) State-Wide Teacher of the Year. She was nominated and selected by a panel.
- **Cafeteria Managers** receiving a Perfect Score of 100 on initial visit: TerryAnn Lee-CCHS, Jennifer Lansford-Crab Orchard, Connie Haney-Homestead, Ashley Phipps-Pleasant Hill, and Meggan Goucher-Phoenix.

Cumberland County High School Teacher, Terra Davis, received the Tennessee Young Farmers and Ranchers Outstanding Young Woman award.

After submitting a thorough application and going through an extensive interview process, Davis was chosen for her outstanding achievement in her career as a high school agriculture teacher, involvement and leadership in her community and Farm Bureau. She has held many leadership roles both in the county and on the state level and has excelled in spreading the message of agriculture.

"The Outstanding Young Woman award is a way to recognize a woman in our organization who does a superior job in promoting and supporting agriculture and Farm Bureau. Terra is to be commended for her hard work and dedication, and we are proud to honor her with this award," said Tennessee Farm Bureau President Jeff Aiken.

Eagleville Implement Company is the sponsor of this event, awarding a 6-foot Bush Hog cutter valued at \$3,500 to Terra and her family.

Tennessee Farm Bureau is the largest Farm Bureau in the nation with a membership of more than 680,000. The organization celebrates serving as the voice of agriculture since 1921, and with the same mission a century later – to develop, foster, promote and protect programs for the general welfare, including economic, social, educational and political well-being of farm people of the great state of Tennessee.



Board of Education Special Called
September 14, 2022 4:00 PM
Central Services Board Room

The Cumberland County Board of Education met in a special session on Wednesday, September 14, 2022, in the Central Services Board Room, where the meeting was called to order by Parliamentarian King at the approximate hour of 4:04 pm.

PRESENT: Stull, Safdie, Nichols,
Hale, Davis, King,
Hamby, Boston, Stout

ELECTRONIC ATTENDANCE: Stout

Earl Patton (Attorney)
Moira “Mo” Charnot (Media)
Julia Timson (CCEA Representative)

ABSENT: None

STUDENT REPRESENTATIVES: None

1. Call to Order (See above)
2. Moment of Silence/Pledge of Allegiance - Mr. Chris King - After a Moment of Silence, Mr. King led the board in the Pledge of Allegiance.
3. Roll Call (see above)
4. *Approval of Agenda (See Exhibit #1) King advised, first item is the Approval of Agenda. Hale replied, move to approve. Safdie replied, second. King replied, I have an approval to move to approve and a second. A Voice Vote was taken.

VOICE VOTE: Hale (mover-yes)
Safdie (seconder-yes)
All Ayes

MOTION: Motion Carried

King continued, so on the agenda is nomination/election of BOE officials it says. Boston asked, Mr. King if we could possibly; there’s some housekeeping matters that we need to take up before we actually get to the elections. If we could possibly, I guess, I think there is a motion that needs to be made in order to do this correctly and do some housekeeping. I think Mr. Safdie was going to kind of lead us off. Safdie advised, alright thank you Mrs. Teresa and thank you Chris for allowing me to have this moment to talk to our new board members as well as our board members from the previous election. Thank you all. First of all there has been some question as to whether or not we can hold a board meeting and elect officers at this meeting. So what I would like to do is, what I have done is I have given everyone a copy of the policy (See Exhibit #2) and I’m just going to take one or two sentences from that policy and then

I'm going to talk about state law. So it says, our Policy is 1.200 and it says at the first regular meeting in September each year the board shall organize by electing a chairman. So the question has come, is this a regular meeting and that is irrelevant to what we are doing today, because if you look at the last page state law it simply says elect. This is in the middle of the page and I've got it circled with a little star there. It says elect one member of its members as chair annually. So at this point our specification of having a regular board meeting in September and it is part of our local policy. It does and the state law however simply says, get a chairman. Now with that in mind because it is policy I think that there are some special things that we have to do. Did I get anything wrong Mr. Patton? Patton replied, no Mr. Safdie you didn't. Of course I think the board's bound to follow typically its own policy as well as state law. I'll just say that, but the board is perfectly capable of pursuant to Policy 1.600. To sidestep policy where it might get in the way of this. That policy provides that the board does have the authority to waive policy where it's in the overall best interest of the board. So I don't think there's any issue with withholding meetings, but I do think there are some policy provisions that the board should waive, in particular Policy 1.200 might require that the election of officers be held as you mentioned at the first regular meeting in September. To the extent that this would not be considered a regular meeting the board can waive that policy in order to hold this meeting and also Policy 1.200 might indicate that the chairman of the board is the only one that can call a Special Called Meeting and I think the majority of the board has the authority to call a Special Called Meeting. As it has. So just as housekeeping my suggestion would be at the outset of this meeting to vote to sidestep Policy 1.200 and also Policy 1.400. Those are the two policies that arguably might prevent the board from acting in this way. But to clarify I think that this meeting is justified. I think that the fact that this board was left without a chairman or a vice chairman. At the end of the last cycle kind of leaves the board in a state of no man's land, because the chairman has certain duties that only the chairman is authorized to do and while the policy does say that if the chairman's office becomes vacant the vice chair would step in. In this very unique circumstances you've lost both the chairman and a vice chair and the policy provides no further succession other than to the vice chairman. That might be something that the Policy Committee ultimately wants to take up. Safdie replied, I agree with you. Patton continued, and maybe improve upon that existing policy. Safdie replied, and let me just add to that I've been on the board for almost 15 years and this is the first time that this has ever occurred. Patton replied, it's the first time to my knowledge. Safdie continued, first time in a my situation, it is. Hamby advised, I don't mean to interrupt, but can I make a motion that we waive Policy 1.200 and 1.400? So that we can conduct the business at hand and elect the officers that are needed. Patton replied, I think that is appropriate. King replied, proved Mr. Safdie and Mr. Patton are through. Hamby replied, I thought they were? King asked, are you? Are you through speaking? Safdie replied, yes I am. Hamby replied, I am sorry I thought they were. Boston advised, I just have one extra thing to support what we are doing here today. Policy 1.301 gives the Executive Committee, the chair and the Director of Schools they shall prepare an agenda for each board meeting. Without a chair in place we don't have an agenda for next week's meeting. So I think that further supports that this meeting is necessary on order to move forward and we don't miss any business. So I just wanted to throw that out there. Safdie replied, yeah and one last thing. This is a real educational experience because if you're new to the board and you take a look at what the policy says and then you read the state law. You can sort of see how policy may vary from the state law and include additional information. State law is a shall, but the additional information is our local rules and those local rules can be waived. King replied, yes. We just can't take away from the law. Safdie replied, we just can't

move the law. King asked, are there other discussions before we continue with the agenda? Safdie asked, do we have a vote in place? Hamby replied, we have a motion and a second was in place. King replied, I heard the motion. Who did the second? Hamby replied, Teresa did the second. King replied, okay, there is a motion and a second. Is there discussion? No one responded. King replied, the only discussion I had, I think has been answered. I was curious what the urgency was to do this meeting. So if there are any other discussions or questions? If not then the motion is to accept Policy 1.400 and 1.600 in order to sidestep 1.200 and move one with the nomination process. Boston replied, okay that Policy 1.200. Hamby replied, waiving 1.200. Boston continued, and the provisions in 1.400. King asked, okay 1.400 and 1.600? Hamby replied, 1.200. King replied, waive 1.200. Hamby and Boston replied, yes. King replied, because the authorities in those other two policies. Hamby replied, yes. Boston asked, is that correct Earl? Patton replied, correct. The authority to waive is policy 1.600. The two policies that the board needs to waive are Policy 1.200 and 1.400. Boston replied, that's in motion. Hamby replied, yes. Safdie replied, call for question. King advised, there has been a call for the question which ends the discussion. A Voice Vote was taken.

ROLL CALL VOTE: Hamby (mover-yes)
 Boston (seconder-yes)
 Stull - Y, Safdie - Y, Nichols - Y
 Hale - Y, Davis - Y, King - N
 Boston - Y, Stout - Y

MOTION: Motion Carried

King advised, with that we need to move forward with the nomination for election of the board chair.

5. *Nomination/Election of BOE Officials

5.A. Nomination/Election of Board Chairman (See Exhibit #3) Stepp advised, for the nomination we have bright pink forms that each member will get. On those bright pink forms you'll circle one name and then put your signature at the bottom where notated signature and then print your name underneath that and then Mrs. Bray will come back and pick those up in order. So if you will circle your nomination for board chair. Stepp read off the following nominations.

Nomination			Election		
Dist	Board Member	Voted For	Dist	Board Member	Voted For
1	Elizabeth Stull	Teresa Boston	1	Elizabeth Stull	
2	Robert Safdie	Teresa Boston	2	Robert Safdie	
3	Sheri Nichols	Teresa Boston	3	Sheri Nichols	
4	Anita Hale	Teresa Boston	4	Anita Hale	
5	Nicholas Davis	Teresa Boston	5	Nicholas Davis	

6	Chris King	Teresa Boston	6	Chris King	
7	Rebecca Hamby	Teresa Boston	7	Rebecca Hamby	
8	Teresa Boston	Teresa Boston	8	Teresa Boston	
9	Shannon Stout	Teresa Boston	9	Shannon Stout	

Nomination Results

Election Results

Dist	Board Member	Voted For	Dist	Board Member	Voted For
1	Elizabeth Stull	0	1	Elizabeth Stull	
2	Robert Safdie	0	2	Robert Safdie	
3	Sheri Nichols	0	3	Sheri Nichols	
4	Anita Hale	0	4	Anita Hale	
5	Nicholas Davis	0	5	Nicholas Davis	
6	Chris King	0	6	Chris King	
7	Rebecca Hamby	0	7	Rebecca Hamby	
8	Teresa Boston	9	8	Teresa Boston	
9	Shannon Stout	0	9	Shannon Stout	

Safdie asked, what does tht mean? Hamby replied, that means that we do not have to go on through another. Stepp replied, a unanimous vote the Board Chair is Mrs. Teresa Boston. Boston replied, that is quite a vote of confidence. God bless me. Thank you all.

5.B. Nomination/Election of Board Vice Chairman (See Exhibit #4) Boston advised, next on the agenda is the nomination and election of Vice Chair. Bray passed out voting ballots to the board members. Stepp read off the following nominations. Boston advised, it appears that Mrs. Hamby is our Vice Chair. Safdie asked, now are these nominations. Boston replied, these are nominations so now we have to vote. We have Mrs. Hamby and Mr. King. Stepp advised, you will be receiving a purple form for this one. This is the election for Vice Chair. Stepp read off the following elections.

Nomination

Election

Dist	Board Member	Voted For	Dist	Board Member	Voted For
1	Elizabeth Stull	Rebecca Hamby	1	Elizabeth Stull	Rebecca Hamby

2	Robert Safdie	Rebecca Hamby	2	Robert Safdie	Rebecca Hamby
3	Sheri Nichols	Rebecca Hamby	3	Sheri Nichols	Rebecca Hamby
4	Anita Hale	Anita Hale	4	Anita Hale	Chris King
5	Nicholas Davis	Chris King	5	Nicholas Davis	Chris King
6	Chris King	Chris King	6	Chris King	Chris King
7	Rebecca Hamby	Rebecca Hamby	7	Rebecca Hamby	Rebecca Hamby
8	Teresa Boston	Rebecca Hamby	8	Teresa Boston	Rebecca Hamby
9	Shannon Stout	Chris King	9	Shannon Stout	Chris King

Nomination Results

Election Results

Dist	Board Member	Voted For	Dist	Board Member	Voted For
1	Elizabeth Stull	0	1	Elizabeth Stull	0
2	Robert Safdie	0	2	Robert Safdie	0
3	Sheri Nichols	0	3	Sheri Nichols	0
4	Anita Hale	1	4	Anita Hale	0
5	Nicholas Davis	0	5	Nicholas Davis	0
6	Chris King	3	6	Chris King	4
7	Rebecca Hamby	5	7	Rebecca Hamby	5
8	Teresa Boston	0	8	Teresa Boston	0
9	Shannon Stout	0	9	Shannon Stout	0

Stepp advised, congratulations to Mrs. Hamby a five four vote.

5.C. Nomination/Election of Board Parliamentarian (See Exhibit #5) Boston advised, next is for our Parliamentarian. These are for the nominations. Stepp advised, this will be an orange form. Stepp read off the following nominations. Stepp continued, so our two nominees are Mr. King and Ms. Nichols. This is a dark pink or fuchsia form. Stepp read off the following elections.

Nomination

Election

Dist	Board Member	Voted For	Dist	Board Member	Voted For
1	Elizabeth Stull	Chris King	1	Elizabeth Stull	Chris King
2	Robert Safdie	Chris King	2	Robert Safdie	Chris King
3	Sheri Nichols	Chris King	3	Sheri Nichols	Chris King
4	Anita Hale	Chris King	4	Anita Hale	Chris King
5	Nicholas Davis	Chris King	5	Nicholas Davis	Chris King
6	Chris King	Sheri Nichols	6	Chris King	Sheri Nichols
7	Rebecca Hamby	Chris King	7	Rebecca Hamby	Chris King
8	Teresa Boston	Chris King	8	Teresa Boston	Chris King
9	Shannon Stout	Chris King	9	Shannon Stout	Chris King

Nomination Results

Election Results

Dist	Board Member	Voted For	Dist	Board Member	Voted For
1	Elizabeth Stull	0	1	Elizabeth Stull	0
2	Robert Safdie	0	2	Robert Safdie	0
3	Sheri Nichols	0	3	Sheri Nichols	0
4	Anita Hale	0	4	Anita Hale	0
5	Nicholas Davis	1	5	Nicholas Davis	1
6	Chris King	8	6	Chris King	8
7	Rebecca Hamby	0	7	Rebecca Hamby	0
8	Teresa Boston	0	8	Teresa Boston	0
9	Shannon Stout	0	9	Shannon Stout	0

Stepp advised, congratulations Mr. King for Board Parliamentarian. Safdie advised, Mrs. Chairman may I have the floor for just a minute. Boston replied, absolutely. Safdie continued, the reason even though the nominations were or eight nominations for one person and one for another. I feel that we should take, which we did to take a vote. Now the options for us as a board if it's an eight to one or an eight to two

scenario. There is a possibility that someone or many will change their mind for whatever reason. So that's why I called for a vote. If on the other hand the person nominated sees the writing on the wall and says what can I do. I don't want to go through the second layer of voting. They can withdraw their nomination and that way then by acclimation the vote can take place for the existing nominee. I just wanted to make sure everybody understood that could be a process. King and Nichols replied, thank you Mr. Safdie. King continued, spoken as a true parliamentarian. I didn't know, you got four new board members. King replied, thank you for doing that. That was the job that was up for voting. So it should be someone else to tell you. Safdie replied, I should have left it up to you, but. King replied, that's what I'm saying, it shouldn't be me, because that's the job nominated for. Boston advised, sometimes we get, a lot of times we get side tracked. So the parliamentarian is very important. Hamby asked, can I say something if you're done? Boston replied, sure. Hamby continued, we also chose a TLN during this. Boston replied, yes. Hamby continued, you got that? Okay, I didn't know if you had, because in the policy it doesn't actually say the TLN, but we always do and we have to do the recorder.

5.D. Nomination/Election of TLN Representative (See Exhibit #6) Stepp advised, so the nomination for the Board TLN Representative is on this yellow form. Safdie replied, ma'am I would like to withdraw my name from the nominations at this point prior to the voting. Boston replied, okay so this is for nominations only right and you are withdrawing your name? Safdie replied, yes. I don't know whether the procedure should wait for nominations or whether I can just go ahead and withdraw? Boston replied, you can ask not to be considered. Safdie replied, I would like to ask not to be considered. Boston continued, although you do an excellent job. Safdie replied, thank you. Stepp read off the following nominations.

Nomination

Election

Dist	Board Member	Voted For	Dist	Board Member	Voted For
1	Elizabeth Stull	Shannon Stout	1	Elizabeth Stull	
2	Robert Safdie	Shannon Stout	2	Robert Safdie	
3	Sheri Nichols	Shannon Stout	3	Sheri Nichols	
4	Anita Hale	Shannon Stout	4	Anita Hale	
5	Nicholas Davis	Shannon Stout	5	Nicholas Davis	
6	Chris King	Shannon Stout	6	Chris King	
7	Rebecca Hamby	Shannon Stout	7	Rebecca Hamby	
8	Teresa Boston	Shannon Stout	8	Teresa Boston	
9	Shannon Stout	Shannon Stout	9	Shannon Stout	

Nomination Results

Election Results

Dist	Board Member	Voted For	Dist	Board Member	Voted For
1	Elizabeth Stull	0	1	Elizabeth Stull	
2	Robert Safdie	0	2	Robert Safdie	
3	Sheri Nichols	0	3	Sheri Nichols	
4	Anita Hale	0	4	Anita Hale	
5	Nicholas Davis	0	5	Nicholas Davis	
6	Chris King	0	6	Chris King	
7	Rebecca Hamby	0	7	Rebecca Hamby	
8	Teresa Boston	0	8	Teresa Boston	
9	Shannon Stout	9	9	Shannon Stout	

Stapp advised, unanimous votes for Mrs. Shannon Stout. So congratulations to Shannon Stout for the Board TLN Representative. Hamby advised, congratulations. Boston advised, there’s big shoes to fill there. Hamby continued, because Mr. Safdie has done an amazing job. Boston continued, I’ve been in your shoes. You do an excellent job and I’m sure Shannon will as well. Safdie replied, I am excited that as we move on through the next few years that new board members will be able to participate in the roles of officers in some capacity and I look forward to seeing that happen.

5.E. Election of Board Recorder (See Exhibit #7) Stapp asked, Madam Chair, can we proceed with the election of the Board Recorder? Boston replied, absolutely. Stapp continued, okay this is the green form. Boston asked, this is the Board Recorder? Stapp replied, yes ma’am the Election for the Board Recorder. Safdie asked, Madam Chairman, why don’t you move to your chair position? Boston replied, we’ve got two items left. So I’m just going to stay put for the moment. Before we proceed voting for the recorder. Can we just not make a motion that Tabitha Webb be our recorder? Hamby and Nichold replied, yes. Boston continued, I’ll need a second and then. Multiple board members replied, I’ll second. Boston asked, is there any discussion? No one responded. Boston continued, if there is no discussion I’m going to do a Roll Call Vote.

ROLL CALL VOTE: Boston (mover-yes)
 Multiple (seconder-yes)
 Stull - Y, Safdie - Y, Nichols - Y
 Hale - Y, Davis - Y, King - Y
 Boston - Y, Stout - Y

MOTION: **Motion Carried**

Boston replied, so we're retaining Mrs. Webb as our Board Recorder. Boston asked, just for discussion did we have another option? I mean, was there someone else that? Nichols replied, she does such a great job. Hamby replied, I guess, but there was only one name on the papers. Stepp replied, we gave a line for a write in vote. So we gave you a line for that. Boston replied, there shall be no write in votes. Well Virgie held it for how many years Robbie? Safdie replied, I don't know. Boston continued 30 years, so welcome aboard Tabitha; 30 years. Safdie advised, when I stuttered in my expressions on the board please put the sentences together. So they make sense.

6. Old Business - Boston advised, now that the election of officers has been completed. Is there any old business that needs to be brought up or to be discussed? Safdie replied, I would like to know from you when we're going to and it's not necessarily to do it now, but I want to know when we're going to have a community meeting to discuss the auditorium? Boston replied, that is on the to do list. I'd really like to sit down with Mr. Stepp and kind of get our you might say our agenda ready and kind of get a plan. I would like to move forward in looking at possibly scheduling something, a work session. Scheduling something as far as discussion on the auditorium and I think the public needs to be invited. As far as the discussion on the auditorium and get some input. If there are parents, taxpayers, anybody out there who has an interest in the auditorium. Maybe has some questions, comments. I'd like to see what those questions are and I think their input would be vital. Safdie replied, thank you. Boston continued, so we'll work on that. Having no old business I'll entertain a motion to adjourn.

7. Adjournment - Hamby moved and Safdie seconded a motion to adjourn at 4:38pm.

VOICE VOTE: Hamby (mover-yes)
 Safdie (seconder-yes)
 All Ayes

MOTION: **Motion Carried**

8. *Indicates Board Approval Required

23. (*) Indicates Board Approval Required

Mr. William Stepp
Director of Schools

Mrs. Teresa Boston
Chairperson of the Board

I, Tabitha Webb, do hereby certify that I reported the foregoing minutes and that I delivered said minutes to the office of the Director of Schools on October 18, 2022.

Tabitha Webb
Board of Education Recorder

Board of Education
September 22, 2022 6:00 PM
Central Services Board Room

The Cumberland County Board of Education met in a special session on Thursday, September 22, 2022, in the Central Services Board Room, where the meeting was called to order by Chairman Boston at the approximate hour of 6:00 pm.

PRESENT: Stull, Safdie, Nichols,
Hale, Davis, King,
Hamby, Boston, Stout

Earl Patton (Attorney)
Moira “Mo” Charnot (Media)
Julia Timson (CCEA Representative)

ABSENT: None

STUDENT REPRESENTATIVES: SMHS - Neil Parek

1. Call to Order - Ms. Teresa Boston (See above)
2. Moment of Silence/Pledge of Allegiance - Ms. Teresa Boston - Boston advised, I would like to say before we do the Pledge and the Moment of Silence. How wonderful and welcome to our new board members. This is their first official meeting and it’s a motley crew and we’re so excited. So welcome aboard girls and boys. If you would all stand for a Moment of Silence. What we would like to do in this Moment of Silence if you could please. We had a student that was in a car accident this week and if you’re from Cumberland County then you’ve known Steve Norris and his weather forecast for years. If you could possibly say a prayer for those. After a Moment of Silence, Mrs. Boston led the board in the Pledge of Allegiance.
3. Welcome to Visitors - Ms. Teresa Boston - Boston advised, thank you. We want to welcome all of our visitors that are here with us today. You have no idea how wonderful it is to see the support and see the people here who have an interest in our education and an interest in our children and we certainly do appreciate that.

Mr. Stepp our Director of Schools, we have a Special Recognition and so Mr. Stepp if you would. Stepp advised, the Crossville Chronicle has been recognized by Regional and State Press Associations for its community-focused coverage for many years, from education reporting, news coverage, coverage of students and schools academic achievements and extracurricular activities, and student athlete success on and off the field. So tonight we’d like to recognize and thank Mr. Michael Lindsey for his support of the Cumberland County Schools with the Crossville Chronicle. So we have something that Mr. Safdie has put together for our viewing. A slide show was presented to the board and the audience. Safdie advised, Michael you’ve served for 5 years from he Crossville Chronicle and these pictures are the most

recent ones that had been taken by you or published by you, selected by you for publication in the Chronicle. We want to thank you for all of the work that you've done for our students and for the Cumberland County School System. Lindsey replied, thank you very much. Stepp advised, thank you very much and much luck to you. We appreciate all of the support from you and the Crossville Chronicle. Boston advised, I happened to talk to Heather this afternoon and she was kind of saddened, because you're going to leave a big pair of shoes to fill. Lindsey replied, thank you. I am so fortunate that they gave me my start when I was 22 years old. They took a chance on me, so I definitely appreciate them. I wouldn't be here today without them. Boston replied, well we certainly appreciate it.

4. Oath of Office - Boston advised, next item on the agenda is our Oath of Office and I think Mr. Stepp reads my oath and then I will read the oath of the other board members. Stepp asked, would you stand please. Stepp read, Do you solemnly swear that you will uphold the Constitution and statutes of the United States and of the State of Tennessee and that as a school board member of Cumberland County you will faithfully execute the office to which you have been elected. Boston replied, I do. Stepp replied, congratulations. Boston advised, okay ladies and gentlemen if you would please stand. Raise your right hand. Dear board members, do you solemnly swear that you will uphold the Constitution and statutes of the United States and of the State of Tennessee and that as a school board member of Cumberland County that you will faithfully execute the office to which you have been elected. All board members replied, I do. Boston replied, congratulations you're official. I think you were official before. You're official, official.

5. Special Recognition - Boston advised, next on the agenda is the student recognition and we're going to turn that over to Mr. Stepp. Stepp advised, a great part of the meeting that we get to do is celebrate our Student Success. So we're going to start out with Mrs. Kelly Masters' from Martin Elementary and her FCCLA kids. Stepp recognized each student and their successes. Stepp advised, next we have Mrs. Rachel Davis from Cumberland County High School and her FCCLA students. Stepp recognized each student and their successes. Stepp advised, some students weren't able to come tonight. We were going to recognize Mrs. Williams from Stone Memorial High School and her FCCLA students and they also had several awards at the Nationals. So congratulations and thank you so much. Stepp continued, next is Mrs. Kylie Johnson from Stone Memorial High School and her Skills USA Team. Stepp recognized each student and their successes.

5.A. Student Representatives - Boston advised, next on the agenda is our Student Representatives and CCHS Megan Melachea, Phoenix is Elijah Vandever and SMHS is Neil Parek. Mr. Neal Parek is our only attendance today so he's going to carry the load of the Student Representatives. Thank you for willing to serve.

6. Roll Call (See above)

7. Declaration of Conflict - Mr. Earl Patton - Declarations of Conflict- Per TCA 49-2-202 Board of Education Members who have relatives (per the statute: relative means: Spouse, parent, parent-in-law, child, son-in-law, daughter-in-law, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece, or any person who resides in the same household as you) employed by the system are asked to raise your hands to identify yourself. "Do you certify that the votes that you make tonight will be in the best interest of the school system, regardless of the effect that your vote may have upon the employment of your relative or relatives?" Boston and King certified by saying individually, "I do."

8. *Approval of August Minutes (See Exhibit #1) Boston advised, approval of the August 25th minutes. Hamby replied, I make a motion that we approve. King replied, second. Boston advised, we have a motion and we have a second. Is there any discussion? No one responded. A Voice Vote was taken.

VOICE VOTE: Hamby (mover-yes)
King (seconder-yes)
All Ayes

MOTION: Motion Carried

9. *Approval of Agenda (See Exhibit #2) Boston advised, moving on we've got the approval of the agenda. Before we approve the agenda we would like to pull Policy 3.404 and send it back to the Policy Committee. There's maybe some new information that will alter or amend that policy. So we would like to remove that. Hamby replied, I make a motion that we approve the agenda with that change. Hale replied, second. Safdie advised, I would like to pull from the Consent Agenda. I believe it is 24b and those are the field trips to Washington DC. For the purposes of discussion. Boston asked, do you want the Washington DC's only or do you want all of them pulled? Safdie replied, I don't have them in front of me. We can pull all of them and discuss in general what our policies are for attendance to those. Boston asked, we're not pulling them from the agenda? We're pulling them from the Consent Agenda to be discussed. Safdie replied, right. Boston advised, I will entertain a motion with those two amendments. Hamby replied, I will make a motion that we approve the agenda with the amendments that have been made. Hale replied second. Boston asked, any discussion? No one responded. A Voice Vote was taken.

VOICE VOTE: Hamby (mover-yes)
Hale (seconder-yes)
All Ayes

MOTION: Motion Carried

10. Acknowledgement of Elected Officials - Boston advised, the Elected Officials tonight and we have Mr. Lowe with us, who is one of our County Commission. Long serving County Commissioner, I might say and Sue York usually comes and she is not here this evening. So welcome Mr. Lowe, we appreciate you being here.

11. Community Comments - Boston advised, Community Comments. I think we had one individual who signed up to do Community Comments. If you would come forward. If you would please just state your name, your address and subject matter. My name is Willie Watts, address is 3423 Warpath Drive Crossville, TN and subject is homework, dresscode. That's pretty much it. Watts discussed his concern of too much homework for the students and the families. He also discussed the dress code needing to be more fair for girls compared to boys.

12. School Board Reports - Boston advised, next is our School Board Reports and Mrs. Shannon Stout for the TLN Report.

12.A. TLN Report - Stout advised, I do have just a small report I wanted to give tonight. Just to make folks aware of a bipartisan bill that's been proposed. Initially introduced in the House of

Representatives in May of 2021 and then again in the Senate in October of 2021, but it hasn't reached the committee or the house or Senate floors yet, but it is called the Homes for Every Local Protector, Educator and Responder. They've been referring to it as the Helper Act. It's sponsored by nearly 90 lawmakers across both parties and what this bill would do if it's passed is it makes workers eligible for the elimination of down payment requirements on homes with 100% upfront financing on a one-time basis. Also offers more affordable mortgage financing that would be available for eligible Law Enforcement Officers, Firefighters, EMS Workers, and K-12 Educators. The ACT also aims to improve recruitment and retainment of First Responders and Educators, which are the two sectors that we're really experiencing a worker shortage in right now. It's going to be very similar to the home loan benefits that are offered by Veterans Affairs and it would fall under the Federal Housing Administration, which is part of HUD. The Association of American Educators is in support of this and I just want to make everybody aware of it, because if you're in favor of it and you think it is something that would be helpful to attract in new educators or maybe retain educators then we want to make sure that we reach out to our District US Congressman, John Rose and our Tennessee Senators Bill Hagerty and Marsha Blackburn. To convey our support for the bill. I'd like to see it get to the floor. Boston advised, it certainly has promise. Thank you so much. Stout replied, you're welcome.

13. Board Member(s) Report from Training(s) - Boston asked, board members from any training? Boston advised, I know you all go to New Board Members in October. So we'll have something in October. Has anyone reached out and had any training since the last meeting? Hale replied, I did one of those webinars that we had, but it was a recap of the teacher or the coach that was fired and then how he was reinstated at the Federal Government. So it was really interesting to see all of the notes and listen to them rehash that and understand the rights of teachers. Boston asked, actually did that go to the Federal Supreme Court Earl? Patton replied, I think yes. Hale replied, it did. That is why whenever I was looking over ben Torres's notes and everything, because he sent it to me I was thinking it was; I didn't get it all when we had it at the seminar, because I thought this sounds familiar. When we went to Gatlinburg. It was interesting. Boston replied, it was very interesting, but thank you.

14. Legal Report - Mr. Earl Patton - Boston advised, Mr. Patton, Legal Report. Patton replied, there's been very little change in the very limited litigation that the board is dealing with right now. One update that I will give you. Board members the board last year voted to engage in class action litigation in the Juul Laboratories through the Frantz Law Group situated in California. I communicated with William Shinoff, who's the attorney that we've been dealing with in that matter and he indicated that about a month and a half ago that Juul Labs was denied by the FDA. Their request to sell their product on the market. They sued the FDA and the FDA has now agreed to re-review their application. The timeline by the FDA for determination is unknown. He indicated that they are currently preparing for their first Bellwether School District Trial. The first day of the trial is November 7th, 2022 and will last a month and a half. So it is still going to be sometime before we know any kind of results from that case, but I will certainly keep you updated as I learn.

15. Director's Report - Mr. William Stepp - Boston advised, next on the agenda is the Director's Report and I'm going to turn that over to Mr. Stepp.

15.A. *Spring Character Banquet (See Exhibit #3) Stepp advised, okay the first item here is the Character Banquet and the Rotary puts this on. Our Athletic Director, Mr. Dean Patton has sent this

request in for approval by the board. That we can do the Character Banquet again next year. Safdie replied, I make a motion to approve the banquet. Hale replied, second it. I went to that last year and it was very impressive and I enjoyed it. Our students received all kinds of rewards. It was a great opportunity to get to see them and their awards. Boston replied, and to honor the students with character. They were nominated by their coaches and their peers. So is there any further discussion? No one responded. A Voice Vote was taken.

VOICE VOTE: Safdie (mover-yes)
Hale (seconder-yes)
All Ayes

MOTION: **Motion Carried**

15.B. *Land Survey Proposal for CCHS Stadium (See Exhibit #4) Stepp replied, the next item is the Land Survey Proposal for Cumberland County High School Auditorium, which is on the stadium side is where we've been looking at. So on your plans it shows you the outline of the perimeter. That is for the board approval. Boston advised, that's right. Hamby replied, I am going to make a motion that we approve it for discussion. Safdie replied, second. Davis replied, I would like to discuss it. Boston replied, it's open for discussion. Davis continued, is there more data then this Google image with a red highlight? Stepp replied, I previously I believe I sent through email the proposed designs also. So that you could kind of see that footprint as it looks like on a map view of the school. Show the thermo flare, shows all of that. For a survey this is just showing the perimeter area that they would be surveying to make sure we can build on that side. Hamby asked, don't you have a copy of that blueprint or whatever it is? Stepp replied, in my office and is on that email, the PDFs. Stull advised, because if the actual building itself is not going to take up that entire space. That's just where they're surveyed. Stepp replied, that's the footprint where it will fit in. It will not take up that full space. Hale replied, at one time we had it on the other side of the school. Why were we considering moving it? Stepp replied, what we had discussed before all of the Fine Arts are on this side of the building and those are all the ones that use that facility. So this gives them direct access as opposed to the other side by Miller Avenue. Which would also have to have a lot more sight; I think what Mr. Chamberlin, what do you call that? More site development or whatever to build there too. Boston replied, well it's a sinkhole. I mean you would have to have an incredible amount of dirt, but if you look at it from just a site evaluation of it, that's the perfect spot for it, but if you drive over here and you actually take a look at it right beside the tennis courts. In that area it still gives us a flow through. There is sufficient space to place this auditorium without interrupting a lot of our parking spots and the flow through is still there and it actually would work. Now something, our tennis courts would be taken up. Is that correct? Stepp replied, Mr. Chamberlin said they're irreparable. Boston asked, there is also room to replace? Stepp replied, there's room for six more courts behind where the auditorium footprint would be. That main Thoroughfare that you're seeing there from the main road on the front of the school to the main road on the back of the school. That would still be there. So the auditorium would just be towards the stadium on the stadium side of that road. Davis asked, Mr. Stepp, is this the most detailed quote or the only quote that they provided? Stepp replied, this is the one Mr. Chamberlin received just to do the survey. Davis continued, it's just really vague. Stepp asked, what more information can I provide? I will seek it out. Davis replied, I guess footage, estimated footage of survey. I just don't have what I

don't know. I guess when you look at the South School proposal the price is roughly 50% of the price of this one. I'm just trying to measure apples to apples. If that's doable? Stepp replied, I will call Mr. Chamberlin after the meeting and get that information. Hale advised, my concern is that it is going to be awfully crowded there by the stadium, because that's where we have the band room, the stadium is right there. The parking lot, but I've not gone over and looked at it. Boston replied, I had the same visual questions, because I am so used to you know, the flow through going into the gym etc. How is this big building going to interrupt you know going from the fields to the gym to parking to the gym, but it actually will work. Visually now I'm not; the building's not there so you really don't know until the building is there. Hale replied, it's too late. Boston continued, it's a little bit too late, but in my opinion in just looking at it I can see it there and I've always questioned if we put it over on the other side how do we; I mean that's just like foreign. How do we get to it? This would be just so much more. Hale replied, accessible. Boston replied, thank you. I wanted to say convenient, but it's not really convenient. Hamby advised, we are able to go and actually look at it for ourselves and try to visualize, because it's a little better understanding out in front of it and looking and visualizing the building. Instead of; because it's easier to do that then it is looking at the picture. Boston advised, that's what I did. Hale advised, when I see the redline, the way it's going. I know that whenever I would go to the games, I mean, that parking lot was full and the band would come out marching across the parking lot to get to the stadiums. Stepp replied, so on the PDFs that I sent to you guys earlier and the prints that I have in my office for your review it only covers a couple of those tennis courts and a little bit out into the parking lot. So when you look at it on those things you'll see on this side of that main thoroughfare that goes from the front of the building to the back and it's on this side and keeps that wide open and it has a crosswalk and we'll add a canopy coming from the band room. In the quiet room area just so they have some coverage before they cross the road. They're moving stuff and it comes out to some of the parking spots. That red outline is a survey of the area that will be affected by the building of that size. Hale replied, okay. Stepp continued, so you got light poles, you have different utilities that need to be run there. Whether it's under or over. So that's putting a standalone building of that size next to a school. There's a lot of other variables that will change within that infrastructure. So the reason they survey all of that is so they can understand light poles' coverage. We estimated there to be 30 to 40 parking spaces if I remember right. I have to go back and look at the email, but that would be taking, which is not a lot, because it one comes a little ways out from the tennis courts there into the parking areas. Then you just have all the utilities and all the other infrastructure that is affected when you have that size of a building. So I believe that's why the footprint they're surveying is much larger. Hale advised, well I do agree with the idea that it's going to be closer to the facilities where you have the band and the choir and the stadium and you know the Fine Arts Building is close to that size and even if you know things, even if there's assembly of some sorts. The students can come out through that one wing and down through there and like I said under the crosswalk to get to it. So instead of all the way through the building on the other side, the other parking lot. I do understand that. I guess I just have not had the chance to go look and visualize it and I'm sorry that's my mistake. Safdie advised, when this was first proposed we weren't offered an alternative location and the board approved it unanimously, but from my recollection and my own personal opinion I could not see the logic in putting it all the way next to the highway with where the sinkhole is. It just didn't make sense, but we didn't have the money anyway. So it was original; it was a draft proposal, but now we've got funding for it and I am really glad that they're moving it there. It's a central location. If there are parking issues

we can build more parking on the other side and let people walk. If there are issues related to the tennis courts, well we know that they can build the tennis courts in another area. In the relationship to the square footage and comparing apples to apples. That's probably something that we could consider, but I think it's kind of important right now too; this is a professional contract and as a professional contract we did not have to bid it out. So the survey; am I right on that Mr. Patton? Patton replied, yes. Safdie continued, so this is from, what I understand this is a survey company that is reputable. Boston advised, plus it's less than \$25,000. Safdie continued, and then in the areas at South, it's much smaller. So it is half the price. Hale replied, thank you Mr. Safdie. Stout asked, is this something that's also coming out of the ESSER Funds? Boston replied, yes. Stout continued, ESSER 3. Boston replied, yes this is part of. Stout replied, comprehensive amount. Boston asked, is that correct? Stepp replied, yes. Boston asked, any further discussion? No one responded. A Roll Call Vote was taken.

ROLL CALL VOTE: Hamby (mover-yes)
Safdie (seconder-yes)
Stull - Y, Safdie - Y, Nichols - Y
Hale - Y, Davis - Y, King - Y
Boston - Y, Hamby - Y, Stout - Y

MOTION: **Motion Carried**

Safdie asked, Mr. Stepp, may I make a recommendation? Mr. Davis brought up a good point and I think in the future when we are doing these surveys. If there are any other surveys that we should have more specificity in the general footage of what we are being charged for. Stepp replied, absolutely. I have it written down to make sure I get that included. Safdie replied, thank you Mr. Davis.

15.C. *Land Survey Proposal for South Cumberland Elementary addition (See Exhibit #5) Boston advised, next on the agenda is the land survey Mr. Stepp. Stepp advised, it's a survey proposal for South Cumberland Elementary and as you can see on the skyview there on the picture. This is going to be an addition. It is not a separate building. So it will be connected into the infrastructure of the current South building, it will be classrooms coming out. I believe it's six classrooms. Is that correct Mrs. Hall? Hall replied, yes sir. Safdie advised, I move to approve. Hamby advised, I second that and discuss it. Boston advised, okay we are ready for discussion. We have a first and a second. Hale asked, do we know how many classrooms are going to be added? Stepp replied, we are going to bid out for six, but the plan can be adjusted to be smaller according to material costs. So we just got to see how the bids go. Hamby advised, and that will replace the portables. Stepp replied, there are portables out there. Hamby asked, how many portables? You have four left? Boston asked, that are being used? Hall replied, no, one. Boston replied, you have one portable that's being used as a classroom. Hall replied, yes. Stepp advised, the other portable was used for kindling I think. Is that right Mrs. Hall? Hall replied, yes one did catch on fire. Safdie asked, this is being paid with ESSER Funds? Stepp replied, yes this is part of the same project. Safdie replied, congratulations. I hope this building meets your alls needs. Hale advised, but I know there's still portables out at North and North and South were exactly and I don't understand why. Stepp asked Mr. Safdie, you've been here longer than me. Can you try to explain the process behind that? Safdie replied, well I can't. But of course the recommendations that our previous Director had got feedback and this was a priority. Hale replied, that Stone over North, okay. Hamby replied, South over North. Hale replied, I meant South over North. Boston advised, the

discussion was to do North and South, but you didn't have enough funding to do North, South classrooms and the auditorium and the auditorium seemed to take presidents. Boston asked, any further discussion? No one responded. A Roll Call Vote was taken.

ROLL CALL VOTE: Safdie (mover-yes)
Hamby (seconder-yes)
Stull - Y, Safdie - Y, Nichols - Y
Hale - Y, Davis - Y, King - Y
Boston - Y, Hamby - Y, Stout - Y

MOTION: **Motion Carried**

15.D. *2022-2023 Organizational Chart (See Exhibit #6) Stepp advised, so next we are on item 15.D. I gave Mrs. Diane the wrong charts to be approved and I had some technical issues. So this is just the overall view of the upper level of Central Services that I would like to start with of course according to personnel and who's available right now. We do not have a CAO. So several of us are picking up those duties. So as we start being able to add personnel once I get classrooms filled in and APs filled in and counselors filled in. Still have shortages in each. Then we'll start looking at maybe going to this structure. If that is what the board will approve. Mr. Davis had asked, what did the old structure look like? So I gave him a copy. Does anybody want to see the previous org chart besides Mr. Davis? I can pass it down to you. Boston advised, it is sad and we approved it. Stepp passed out the previous two page organizational chart. Safdie advised, you know I am impressed. I really am. Boston replied, I make a motion that we approve the proposed organizational chart. Hamby advised, I will second that. Boston asked, is there any discussion? Safdie advised, I talked to you before the meeting and I know you're very flexible. My comment is just a comment. Okay, what you do with it you're the Director of Schools. You can initiate an activity, but my comment is the Finance Officer is under the Deputy Director and because finances are so important our Chief Executive Finance Officer my recommendation is to put it under you directly. But that is only a recommendation and you don't have to. Stepp replied, no I appreciate it. I am open to any recommendation. Safdie continued, you're going to be in contact with the Finance Director almost everyday if not everyday. Stepp replied, thank you. Boston asked, any further discussion? Any questions? Hale asked, well just because it's up underneath here doesn't mean that Mr. Stepp is not going to double check. Stepp replied, I have a habit of showing up at places. Safdie advised, I realize that, but you know how important the Chief Finance Officer is for us and that is one of our duties is to make sure that we're fiscally responsible and it seems to me that with that much importance with finances that could possibly go directly under him. Davis asked, my question I guess would be if you could speak a little bit Mr. Stepp on current or maybe previous regime or what is the status quo so to speak now as far as regulatory meetings with this proposed chart versus this one. How would it impact your communication within your group? Stepp replied, so this is more of a standardized organizational chart that I'm proposing. This would have a Deputy Director directly under me running operations and then we have the academics on the other side. So this gives me my two people that are in charge. Academics are in charge of operations that I can work through and then the reason I put the principals directly under me is currently we're getting to know each other. So I want them to have a direct line to me, because the principals you know really make things happen as far as district content, our Strategic Plan. That's where the rubber

hits the road and of course the teachers have been amazing this year. So that is why I have it set up the way I have it set up. It's a very direct chain of command. It's not popped out in three different lanes. So I got it in two lanes and then it allows me that direct contact with principals and currently I do that anyway by going out into the schools as well. This week I've been out of town, but I try to hit four schools a day if I can just to talk with the principals. What do you need? What can I do? See some kids. Davis replied, that is awesome. I know I appreciate it. I'm looking through the lenses of just how often or what frequency would you be working with the CAO and the Deputy Director, weekly, monthly, daily? Stepp replied, daily. So the way I run operations and that is what we're all starting to find out is I'm popping in and out of offices all day. We're talking through things. We're working, we meet once a week as a staff. So we meet and talk through what the week looks like for all 11 departments and that is another thing that the public doesn't see. There's a lot of departments that have a lot of accountability in this building. So I have to meet with them minimum weekly, but if you talk to them most of them I'm popping in. I mean where are we at? What are we doing? This is what you're doing. What are we doing now and you help me a lot of times asking for help and pushback. Am I wrong and that's where I rely heavily on the CAO and the Deputy Director, because on the operations side I haven't been an engineer. I haven't been a project manager. I haven't been; you know I've done it on the academic side, but I haven't done it when you're talking about you know a two million dollar maintenance budget and all that kind of stuff. Did I answer? Davis replied, yes sir, thank you. Safdie asked, tell us a little more. I think the flowchart is pretty indicative of the question that I'm going to ask, but tell me about this Deputy Director. It's a new position, isn't it? Stepp replied, correct. Safdie continued, okay and where would funding come from for this position? Stepp replied, that would be up for the board to decide. This obviously might not be a position I can add directly now. We do have several positions open. So there are some different avenues if we work with the CFO that we might be able to do if that's something the board wants to do, but yeah this would be an additional position. Davis asked, as far as the total number of positions either added or eliminated from this flow chart to this one? Stepp replied, I think just the Deputy Director. Having somebody run operations. Before that flowed through HR and CFO. Safdie advised, this is completely understandable, thank you. Boston advised, it would be amazing at having someone, a Deputy Director, this is who you are in charge of. Instead of having you know all these positions and all these sub, you know this goes under here and this goes under here. You don't know who answers to who and this is very comfortable, very professional and it's very direct. Stepp replied, Mrs. Bray and I've been working on the job description. Y'all will have to approve that before we can do anything with this position. So we are working on that now. Utilizing different job descriptions from as big as Montgomery County Schools to as small as some of the surrounding counties and how they use this position. This is not a unique position at all inside the school system. Boston replied, no it is not. Okay, is there any further discussion? No one responded. A Voice Vote was taken.

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

MOTION: **Motion Carried**

15.E. *ESSER 3.0 Safe Return to In Person Learning, Continuity of Services Plan, ESSER 3.0 Public Plan (See Exhibit #7) Stepp advised, the next one 15.E the ESSER 3.0 Safe Return to In Person Learning, Continuity of Services Plan, ESSER 3.0 Public Plan. We will be going through this about every six months where the board has to see basically the two parts of this is the Continuity of Services Plan and it's also the Spending Plan and we have to get this approved every six months. So that we can post it on our website. It's a requirement by the grant. So it's just something that we will revisit again, when it is time to check that box off again. Boston advised, I will entertain a motion to approve. Hamby advised, I'll make a motion to approve. Safdie and Hale replied, second. Boston advised, we have a motion and we have two seconds. So we're good. Any discussion, any further discussion? Stout asked, one quick question. Regarding the foundation funds that we have left under ESSER 3. Do those include the money still for the auditorium being built? Stepp replied, yes. Stout continued, okay so that hasn't been removed yet? That's still included? Stepp replied, it has not; correct. Boston asked, is there any further discussion? No one responded. A Voice Vote was taken.

VOICE VOTE: Hamby (mover-yes)
Safdie & Hale (seconder-yes)
All Ayes

MOTION: Motion Carried

Stepp advised, I would like to say Dr. Whittenbarger has been doing a great job with the federal side of the monies and explaining things to me so that I can explain to you and understand everything. So he's been doing a really good job in keeping us afloat, legal and having money. So good job Dr. Whittenbarger. Boston replied, I met with Dr. Whittenbarger yesterday just trying to understand and he's doing a fantastic job and keeping us all straight and answering those questions we need and I see all these heads nodding in the back and as a board's perspective, thank you.

15.F. *Donation of Surplus Bus to EMA for Training Purpose (See Exhibit #8) Stepp advised, the next we discussed. We have a retired bus that we don't use in our fleet anymore, but this is to surplus to the EMA for training purposes doing evacuations. Anything that has to do with our emergency operation plans. They can use this as a training tool. Hamby replied, I make a motion that we approve. Stull replied, I'll second that. Boston advised, we have a motion on the floor. Do I have a second? Hamby replied, I think Elizabeth made the second. Boston replied, it has been seconded, thank you. Any discussion? Hale replied, I just want to say I think that's a very admirable way to use this bus, because we talked about before that we would use them for parts, but if it can be used in a different capacity I think that's a good way to use it. Boston asked, any further discussion? No one responded. A Voice Vote was taken.

VOICE VOTE: Hamby (mover-yes)
Stull (seconder-yes)
All Ayes

MOTION: Motion Carried

15.G. *Lean Frog Proposal (See Exhibit #9) Stepp advised, so the next item, the Lean Frog Proposal. I did have some questions about that. The county used Lean Frog last year to do a classified salary study

to see where we could make improvements to our salaries or hourly pay. Whatever it is to the uncertified or classified staff. So this is the same company. I believe we've had some discussion about possibly doing this for our certified. So our teachers, administrators, counselors. Those people that are required by law to have that certificate to be in the building for educational purposes. So this is to hopefully see if we're competitive or not in the salary ranges. It allows the study to include everyone in Upper Cumberland. So they will use information from all school systems. They'll break it down so that we can understand this county does this or they'll say your behind the majority of your surrounding counties in Upper Cumberland by this or that but they break it down into a line item I was not here when they did the salary study with the classified personnel so I would welcome any board members that work through that process to give your your thoughts on that if there's questions. Hamby advised, I will just say I believe when they did the classified non-certified, I believe that they did a commendable job. There was some discrepancies but no I don't know that that was with the company or just with everything in general, but that was my opinion. Stepp replied, I think that will need a motion to get to the discussion. Boston replied, that's okay. I'll entertain a motion to. Hamby replied, I make a motion too approve. Boston continued, okay do we have a second? King replied, second. Boston replied, thank you. Okay now for discussion. Safdie advised, you know this, we're dealing with certified teachers right? Stepp replied, yes. Boston advised, it is the job description, correct me if I'm wrong Miss Bray. This is job description driven if our job description says it is a certified position that they will take that position and do a comparable rate. So that we know if we're falling low on the salary scale or if we're above the salary scale. Safdie asked, can I ask our CEA representative a question? Boston replied, sure. Safdie asked, is that alright with you Teresa? Boston replied, absolutely. Safdie continued, when we're talking about certified are we only talking about certified teachers? Timson replied, we should not only be talking about teachers, anyone that has a certification period. Safdie replied, okay, right. So that would include? Timson replied, everyone here, everyone that there. Stepp replied, certified positions are from counselors to teachers to administrators through the Central Office. All the above would be able to do that salary stage to see are we being paid too much, are we not being paid enough compared to all the surrounding counties in the Upper Cumberland. They only use this region, so when it's a regional study they won't compare us to like Nashville. Timson replied, and we are very much in favor of doing this. Safdie asked, are you? Timson replied, absolutely. I would love to see that report. Boston asked, did you have something else Mr. Safdie? Safdie replied, thank you no I was going to ask you that. Hamby advised, one of my concerns was that it seems a little pricey. Safdie advised, \$20,000. Hamby continued, where are we going to get the funds? Boston replied, yes. That's where we're headed. Do you want to explain? Stepp replied, yes. So in ESSER we have some that can be paid through what's called indirect cost. So this is part of the money and Dr Whittenbarger, correct me if I'm wrong. This is part of the money that we can use that we have not already used. Whittenbarger replied, right. An indirect cost is something we can't pull as a percentage and it'll go into GP. Stepp replied, correct. Boston advised, so and you will see later on and in the agenda that we have quite a substantial amount referred to as indirect costs. This indirect cost after a process we'll roll back into our general fund, General GP whatever. This is money that has not been budgeted, it has not been earmarked, it is money that is just out there in a savings account, and so we can use this money. We've eventually got to address certified positions and a competitive rate. I think the comment was made or has been made. We've got to start toward making this profession a profession. Hamby replied, absolutely. Boston continued, and if we can start because it takes them a

while to get this done. Does it not? Then if we get this report back; the last time it was just kind of thrown at us. I'd like time to digest it, see where we are and actually carry on conversations about where we're headed with their salaries. Are we falling short, over, whatever, and I think if we do it now then by the time we get ready to start the budget we've got the information we need to move forward and that's my opinion. Nichols asked, how long does it take for them to do that? Stepp asked Mrs Bray, what was the time frame? Bray replied, four to six months. Boston advised, so if we start now we'll probably get it back in March. Hamby advised, which would give us time before we started. Boston continued, to digest the information. Stout asked, when was the last time they did a salary study for certified. Boston replied, I don't know that we've ever done it, a salary study for certified. Stout replied, okay. Boston advised, not that I'm aware of. Davis asked, would it be possible for us to study areas outside the Upper Cumberland or including that perspective. Hamby advised, it is included in their survey. Stepp replied, yes. Boston advised, it's just a district. Davis continued, that's what I'm saying. Stepp replied, we can talk to them on what else we want to see with it. Davis replied, okay so we can include or exclude as much data as we would like. Stepp replied, yeah the more research they do the more they cost. Safdie advised, I recall several years back we did a survey and I'm not sure whether it was just for teachers or all certified staff, but you all did a survey and it was quite impressive to notice the differences in salaries in Cumberland County versus the counties and surrounding areas. Thank you all. Stepp advised, yeah we can have that conversation with comparable counties. We do have several school systems that are sisters to us very similar comparably that aren't on the upcoming. Boston advised, well and normally if you live in Cumberland County you're only going to drive to attaching counties. So you know Fentress County, Putnam County, you know and then still want to remain to live. Well if we look at those counties and we can become comparable or at least competitive, then you know we encourage our teachers don't drive out of County stay here. Davis replied, sure. Stepp replied, well I had in my previous job I had somebody that drove from Cumberland County up by Cumberland Mountain State Park all the way down to Baxter that worked for me. Stout asked, do they also take into consideration the benefits packages in comparison. Stepp replied, yes. Safdie advised, we should be competitive with the Oak Ridge School System. Boston replied, okay let's see where that gets us. Do we have any further discussion? Does everyone understand the financing of this? Hale asked, where are we going to get the money to finance this? Boston replied, from the indirect cost that's rolling over into the general fund and you have to understand all of this will take a process. So we won't even be able to start the Lean Frog Tool until the process and that's going to take about what, four weeks? Stepp replied, possibly. Boston continued, the way I understand it, it may be April before we get the report back, but we have to start. Davis replied, question. Boston replied, yes sir. Davis asked, how did we land with Lean Frog? Stepp replied, so this is a unique type of company. A lot of times and I spoke with Mrs. Bray about this yesterday. A lot of times firms will do this on the side. It's not what they do all the time, but this one this Lean Frog is the one of the ones that this is all they do and they've done it all over the Upper Cumberland across the state of Tennessee. Davis asked, we essentially can start a recruitment process for consultants and we found them and who else? Nope we just found them. Stepp replied, yes. Most of them are not focused right on this. Mrs. Bray, can you explain a little better than I did? Bray replied, I have to get two other competitive quotes, which I did the last time. There were two gentlemen that basically did this; consulting, but they also had other jobs. They had a daytime job and he was going to be twice the time that Lean Frog was going to do. Plus the price was higher and Lean Frog came very highly

recommended. Davis replied, nice. Boston advised, and they also did a non-certified salary study. Hamby advised, yes they are the ones that did it. Boston continued, yes Lean Frog did. Davis asked, and we made recommendations based on that previous consulting agreement? That have improved the situation? Hamby and Boston replied, yes. Safdie advised, we did fall short in some areas. Boston replied, yes they did. Davis asked, do we have that highlighted somewhere? Do we have that highlighted somewhere what deficiencies were pursued? Safdie replied, well I don't. I think it was the choice of the board. Wasn't it? It wasn't so much errors or their efficiencies in their report as much as what the school board thought it could do at this particular time. Okay, well that's a polite way of saying it. Davis asked, we have it documented though? Safdie replied, it should be in the minutes and we should have that report, yes. Boston advised, yes it'll be in the Budget Committee meeting minutes starting April, May and then in the Special Called in June. Is there any further discussions? No one responded. A Roll Call Vote was taken.

ROLL CALL VOTE: Hamby (mover-yes)
King (seconder-yes)
Stull - Y, Safdie - Y, Nichols - Y
Hale - Y, Davis - Y, King - Y
Boston - Y, Hamby - Y, Stout - Y

MOTION: Motion Carried

15.H. *NIET Strategic Planning Proposal (See Exhibit #10) Stepp advised, so the next item is the National Institute for excellence in teaching Strategic Plan Proposal, our Strategic Plan that ends at the end of 2022. Unless we do an extension. Strategic Planning cost can be anywhere from just the board and the director writing the plan to this which is community involvement subcommittees. They provide templates for the complexity of creating a five-year Strategic Plan and they come very highly recommended. The person who I spoke with and spoke with for years. I'm not a doctor by the way, it's his doctor up there. Promote it, but anyway is a former Superintendent of Schools. So he's very aware of the complexities of a Strategic Plan that a board needs to put together every five years. So this would take 10 to 12 months and this would include all the tools that we need to reach out to the community. I think it's super important that we include the community members, elected officials, all those people involved in the success of Cumberland County Schools. Safdie advised, I move to approve. King advised, second. Safdie replied, now I do have a question about money. Boston replied, okay. We have a first and we have a second and Mr Safdie. Safdie asked, the money, where is it coming from? Stepp replied, this is so when we get to the budget amendments there is an ESSER 2 we have carryover or indirect. Carry over money which is going to go into GP. That's what we're going to spend on this for indirect costs if it is approved. Safdie asked Mr. Whittenbarger, are these expenses from the ESSER funds do they have to be approved by the state? Whittenbarger replied, TDOE has already said that our ESSER plan is approved. So our plan for the spending of ESSER 3 has been approved by the TDOE Director who approves that and so we're good to go and this indirect cost coming back to Cumberland County was a part of that in ESSER 3. So yes sir, it has been approved at the state level. Safdie replied, okay. Boston asked, any further discussion? Hale asked, this plan is the plan that the board has to do every five or six years. Whittenbarger replied, five years. Hale continued, what did y'all do last time? I mean I wasn't on the board at that time. Stepp advised, I wasn't either.

Boston advised, I was on the board, but it was just presented to us. Now where it came from I'm assuming that at that point the administration that was existing at that point developed it. I can't tell you that, because I don't know. I do know that the Strategic Plan when it was presented, when it was explained to us that we approved it, because we had to have a Strategic Plan. Hale asked, so it was not like the administrations and the teachers coming together and saying what they would like to see, you know, come about in Cumberland County. Don't know that? Boston replied, I don't have that knowledge of what happened and that would have had to been in the planning six years ago. That could not have been planned and then be in place and we expire December of this year. Hale replied, right, but if we hire this company are our teachers and our principals and our administration, the people that actually work in this County. Are they going to have an input on this plan or is it all going to come from this company? Stepp replied, yes. That's why when we talk, this company will not write the plan. They're going to guide us through this so that we create it through all of our stakeholders. That's everyone we'll have parent committees, we'll have elected officials that are interested in the schools, the school board members will have different subgroups that you'll kind of be in charge of to get all the community involvement. This is super important in transparency and professionalism of the school system with the community. Hale replied, I just know that in the day when I taught that whenever something like this came up we were giving committees to go and do this and there was not this type of money spent, but you're saying the money is already there. Boston advised, and this may very well save administration and. Stepp replied, it's still gonna be hard work. Boston continued, it's gonna be hard work, but it may very well save them some hours just being guided through this is what you need to do or this is you know let me guide you through it and this is what we need and that in itself takes a great deal of time. But the money is coming from indirect costs, going, rolling back over into the general fund. So it's not like we're taking anything from our already budgeted year. Safdie advised, I'm excited this will be the first time that I've been on the board, to watch this process again. We did a process in 2002, which involved the community and teachers. We got input from everybody and it was labor intensive and then in 2008 I got off the board and then now I'm looking at this and saying this is going to be a great process for our school system in the community to go through. Hale replied, okay thank you Mr. Safdie. Boston asked, any further discussion, any further questions. No one responded. A Roll Call Vote was taken.

ROLL CALL VOTE:

Safdie (mover-yes)
Davis (seconder-yes)
Stull - Y, Safdie - Y, Nichols - Y
Hale - Y, Davis - Y, King - Y
Boston - Y, Hamby - Y, Stout - Y

MOTION:

Motion Carried

15.I. *Resolution to Amend TCA § 49-6-3115 (See Exhibit #11) Stepp advised, so next is our resolution to amend, this is the third grade retention law. Hamby advised, I'm gonna make a motion we approve for discussion. Hale advised, second. Boston advised, so we have a first and I'm assuming you're making the motion that we approve this resolution. Hamby replied, yes I am. Boston asked, and and Mrs. Hale you are seconding on that. Hale replied, yes. Boston continued, okay the floor is

now open for discussion. Any discussion? Hale asked, so what this is saying is that we are going to be in charge of whether or not we retain our students or not? Boston advised, well Mr. Stepp. Stepp replied, the state law has already been passed on this. This is to amend or send back to us the ability to manage this situation. The way the law is set up there's still a lot of contention and a lot of discussion. I spent three days with 145 superintendents and this was one of the main topics of discussion. The way the law is set up and where the cut line is there's going to be a massive amount of students retained or they have to go to summer school. 90% attendance at summer school. Then when they go to fourth grade they have to meet a certain growth pattern. There's a lot of obstacles here that the actual operations of the schools will change dramatically. I think with moving teachers or the intervention over the summer. Do I agree we want every kid on grade level 100 and that's why we chose high quality curriculum that we're using throughout every classroom, which the goal is as I said when I first got here I'm trying to reduce variability from classroom to classroom, school to school. The law is pretty straightforward and demanding as far as those kids that will be affected it's going to be a very large percentage of third graders across the state of Tennessee. So this is not an unusual resolution Collierville, Putnam County just all over the state. The superintendents and the school boards are trying to get legislation to understand some of the challenges that this law will throw on a school system to manage the law. Hale asked, so we will be in charge of whether, who or not we retain. Stepp advised, now state law says it's a certain way. This is just a resolution that we would send through elected officials to state our concerns and where we would like to be. Hamby advised, that's what the resolution is trying to get to what you're asking, but it doesn't mean that it; we're just passing the resolution so he can pass it on. Right? Stepp replied, yes. This is something to pass on to elected officials to let them know where we stand as far as the third grade retention. This doesn't change the law. It doesn't change our processes. It's just a response to a law that directly affects our schools. Hamby replied, that we would like to see. Boston asked, any further discussion? Stout advised, well I have a question. If the law isn't changed are we moving forward with putting things in place in order to meet the summer school and the tutoring? Stepp replied, yes. We've already started the process. They have a tool kit, which they found out last three days not all of it's correct. So TDOE is correcting that right now as we speak, but we have to do parent notification letters. We have to make it public. What this new law is to our clientele, which is the parents and we've already started that process through the parent newsletter. If y'all were able to view any of those you probably already saw that notification in there. So Dr. Farley's and her team's doing a great job on staying ahead of that. So that we're prepared and it'll take the whole team with the CO to come up with a plan for next summer and the interventions. That's required not just during the summer, but their fourth grade year and then the growth that they have to show on TCAP in their fourth grade year. There's a TDOE and the state legislature's law they're still, TDOE is still trying to. It's not the exact same message. I don't know the best way to put that, but it was something that was discussed a lot the last three days at the Superintendent Study Council. Stout asked, so are we drafting this and sending this because we feel that we wouldn't be able to meet the criteria from? Stepp replied, no. As one of the lawyers said at the thing Mr Patton knows who I'm talking about. You will follow state law, I strongly recommend you to follow state law and you should follow state law. Y'all know he knows. We do the North and South, because we understand we are going to follow the law. This is not saying anything about us following law. This is just saying our opinion on that law. Patton replied, you could say that through my communications with other school board attorneys over the last month. This has been a real hot button

issue and a lot of school boards are reacting in the same resolutions from many counties that are very similar to this one. It's concerning the requirements that are there of course we're going to follow state law. But it's not going to be an easy process. So I think this is justified based on everything I've read. Davis asked, your question was that do we expect to be able to to meet the requirement and not have a group a large grouping of children held back essentially. Right? Stepp advised, where the standard is set across the state it will be a large number that will be required to receive the interventions whether it's summer school. What they have different, they have a lot of different things outlined that you can do or you need to do and it aligns with this and that kind of stuff. Stout asked, do we have an estimate of how many we think? Stepp replied, the discussion this week was everywhere and this is just superintendent's talking. Nobody had direct data, but that below or approaching areas you know 40%, 50%, 60%, depending on which county you're in. Hamby advised, I've read an article, 68% retention with life. Davis asked, is there a way for us to gauge that here locally? Stepp replied, yes. I can get those numbers for you from last year. I mean all I can give you is the previous third grade scores. Stout asked, so with this resolution that we're proposing. What does this change from how we were handling it previously in our district? Stepp replied, the retention was handled by District so it was our discretion or our priority and our job to work through students who are falling behind and those processes have been the TN Alcore Tutoring. Now with RTI you know there's three levels of RTI that we're trying to trying to keep improving as we go each year. So we intervene as we go on their skills so that when they're tested on their standards we get higher achievement rates. So there's a lot of interventions that are going on right now during the school day that teachers are working very hard to work through. Universal screeners programs, benchmarks, all the above. So we can keep up with every grade level. It is just a lot to the assessment side and then the intervention side. Stull asked, what were the results of that intervention? As far as all the intervention that has taken place with those students that were identified before. What were the results? Stepp replied, so it's a long process. So the response intervention process starts with tier one. Those are all the teachers, every teacher is a tier one, interventionists. Then as students start showing that they're not at grade level then they'll qualify for tier two, which is extra 45 minutes and principals in here, if I say anything wrong number blurt it out, keep me right. But the extra 45 minutes of intervention and then if they're even further behind and hit tier three. Then it's a whole other allotment of time of intervention with specific interventions in small groups on specific skills. Stull asked, did it bring their scores up? Stepp replied, it depends, school to school, child to child. Stull advised, I guess my point is that if it didn't bring their scores up, was it really a successful intervention and if it was not then maybe those types of interventions needed to be reevaluated. Stepp replied, they're reevaluated all the time. So we have that talk with principals. They're always looking at their intervention programming. What's worked, what hasn't worked, when do we reajust, and we have to do that and we have to have all that proof and that guidance and that research so that when we go to Dr. Whittenbarger and we're wanting to upgrade a certain program or buy certain materials and stuff with our federal money. A lot of elementaries do title one, we have to have just justification to match that, that Dr wittenbarger is responsible by me to make sure we have everything we're supposed to by law. To show that's going to be an improved resource. If it's not an approved resource then we'll ditch it and we'll find something else. We're not sitting on one thing every year and expecting you know, doing the same thing every year, but it's a constant improvement mode. Stout asked, so with the resolution then what would we be, what are we proposing? Because to me this looked very much like what we were doing previously to the new law. So what would we be doing

differently that we're proposing we would do with this resolution? If we're not going to, if we're suggesting they make differences. So we have a different result, because obviously our results aren't where we want them to be. They need to be much higher so we don't want to be passing the children on from grade to grade with the kind of results that they're getting. So this was kind of a stopping point I think the state was putting in place. So what we're asking for us to go back, to be able to make the ultimate decision on whether we hold them back or not, but that's what we've been doing previously. Right? Stepp replied, well we're speaking in a lot of generalities. So let me say that because we've had a lot of success in Cumberland County. I will tell you we had growth and achievement in just about every area this last year. The reason they said we're a want in growth is, because they compare our achievement to everybody else's. So when you have certain schools that have this huge bump in their achievement scores. They could be level five, but their achievement scores might not even be where ours are and we're being compared to them. So just to say that out loud that's the data information that I emailed to you guys before it was sent out kind of explained that. So we are having a lot of successes and we had some reward schools, but. Stout replied, and I don't want to diminish any of that. That wasn't what I'm meaning, but I comment for just the fact of the 30% range for reading proficiency and then the high school 20% range for the reading proficiency. Is not where we want to be obviously. So what are we going to do? My question would be if we're sending this off saying please let us make the recommendation versus the state giving that hard line cut off. What are we going to do differently going into this year that would help us provide different results to your point Mrs. Stull. Safdie advised, let me address something. I think most of you know my my opinion about what, where we the entire state of Tennessee is deficient and that is we're not reaching out to parents. So none of the funds that the state is providing us with go for parent intervention in terms of reading skills with parents and their children developing time out for their children. Even though they work. You know like our gentleman Mr. Watts said, you know I can't read to my children, I can't do homework with them. I'm exhausted when I get home. I don't know what to do. The state's not addressing that. So if you're gonna say where do we have to make some, give them the money and where it's coming from and given the school system and given that it's happening all across the state of Tennessee. What do we give, well we have a child who's deficient is speaking English and their grades at the third grade are not up to par. So we retain that kid and put them back in the third grade. Don't let them, don't promote them and then the next year he improves his English, but in speaking his language but not quite there compared to everybody else. So do we retain them again? So what this will address, what this is going to do this resolution is say give us some leeway at least, because it's only applying to the fourth and fifth grade. Right? This is what the resolution says, the fourth grade? Third and fourth grade the restrictions still go fifth, sixth, seventh, all the way up and when you're looking at a child that child is resilient. Okay and deserves that extra time. I've had friends that were retained and they regret that all their life. They said I was dumb, I got retained and yet he graduated from college and made straight A's in calculus, but he remembers being retained. I can't even make straight A's in calculus. Boston advised, and I think that it's the resolution that is going to the Department of Education saying please our County would really like for you to rethink this now. Now how we're going to handle it and what we're going to do if the state lightens up a little bit it is so broad. You know that's a day discussion and I'm not even sure that we could get there. If right now it's law we're going to have to follow law and you know does this board really believe that's what's in the best interest of our children and I think that's just very, very broad and if they'll give the decision-making authority back to us then you know

we'll work hard to get where we need to be. Hamby advised, and we're also comparing the current to the pre-pandemic scores. Also and before then before the closures and learning laws. So it's kind of like give us a little chance to get our kids back where we need to be. It's not like you know we've just been passing kids forever. We've had learning loss. We've had a pandemic. Stull replied, so that's where these kids are going to be at. They're the ones that started right in that time frame, which definitely did have a loss of learning during all of that time. So they are, you know a little bit further behind than they normally would have been. Hamby replied, yes and and that's where Mr. Stepp and the schools are working really hard to bring them back up. To my understanding. Stepp advised Mrs. Stout, on this last paragraph that kind of wraps up kind of what Mr. Safdie was saying. We have more information to base a student's retention on than just the TCAP score. That's another constraint that we would like to be able to look at other data. Stout replied, well I've got a lot of confidence in our staff and students. So if we were all to agree to sign this to send it off, to say please, let's re-look at this statewide as a law. I would really want to work hard to make sure that we're; if they agree to put it back in their hands that we put the students and the staff in the best position possible. In order to achieve the results. Stepp replied, that's where Strategic Planning is going to be vital. Boston asked, any further discussion? No one responded. A Voice Vote was taken.

VOICE VOTE: Hamby (mover-yes)
Hale (seconder-yes)
All Ayes

MOTION: **Motion Carried** (Safdie was out of the room during the vote.)

15.J. *Mathematics Textbook Adoption Committee Approval (See Exhibit #12) Stepp advised, so the next is the Mathematics Textbook Adoption Committee approval. The principals have sent in their nominations for this committee. This committee will view materials that are approved by the state from different vendors and then they'll decide or recommend to the board to approve a certain curriculum or textbook. Hamby replied, I make a motion that we approve. Hale replied, second. Boston asked, any discussion? Hale replied, I think there's some fine choices on that list. A Voice Vote was taken.

VOICE VOTE: Hamby (mover-yes)
Hale (seconder-yes)
All Ayes

MOTION: **Motion Carried** (Safdie was out of the room during the vote.)

15.K. District Communication Efforts (See Exhibit #13) Stepp advised, next is just for your information. Parent newsletter with more samples of newsletters and communication. We're trying to be proactively transparent. So no vote needed on that, but that's for your awareness.

15.L. Annual Planning Calendar (See Exhibit #14) Stepp continued, also the Annual Planning Calendar. We shared that at the orientation. That was each one of those months the different things that we are trying to achieve. So I just want to share that as a whole publicly. Any questions on that? No one responded.

15.M. FYI (See Exhibit #15)

15.M.1. School Nutrition Funding Condition Letter - Stepp advised, next is School Nutrition Funding Condition Letter. This is for your information. You'll see this a lot when it comes to Federal Monies. Any questions? No one responded.

15.M.2. Additional Field Trip Destination - Stepp advised, Additional Field Trip Destination. This is a list that we keep in Cumberland County just to show the many different areas that the different field trips go to. So the board's aware of those different destinations. So we had an addition to that list. So that is just for your information that we added that.

15.M.3. Administrative Meeting Agenda

15.M.4. Attendance Report - Stepp advised, Warm Body Count. So this is just to keep you up to date on where we are as far as attendance. We still track that daily. So we're making decisions daily on staffing.

15.M.5. Personnel Report - Stepp continued, and then the Personnel Reports. These are both you'll see each month. If you have any questions on that? Boston advised, it's just for review.

15.M.6. Substitute List - Stepp continued, and then the Substitute Board List. So more additions to that list. I know Mrs. Bray has worked really hard trying to get people in. Safdie asked, how many teacher positions are still open? Stepp replied, currently correct me if I'm wrong Mrs. Bray. Is it 2 or is it 3, just teacher? Bray replied, 3. Stepp continued, and then we still have counselor positions open, AP positions. So we're trying to, we're going to work hard on getting those hopefully solidified this next year. Davis advised, I have a question pertaining to the onboarding or hiring process. What is the time frame from application to hiring? Stepp asked, for an actual teacher, a certified teacher? Davis replied, yeah anyone we would employ. Stepp replied, so for certified positions we obviously do that through the interview process. Anytime a school position is posted the principal posts for seven days and then they do their interviews and then they hire. Then once they're hired they have to go through the paperwork process with HR with benefits and all that and the background check. That's usually three to four days. Am I correct Mrs. Bray? Bray replied, well as far as background check, drug screening, physical that sometimes depends on the applicant how quickly they take care of that. Once they have that we're good. Davis replied, so super cool. Like is it a 30-day turn around? Bray replied, no it'd be much quicker than that. Davis asked, between the application being processed. Bray replied, probably seven days. Maybe two weeks. Like I said a lot of it depends on how quickly they get their fingerprints, their drug screen and their physical completed. Davis asked, what will be the shortest amount of time between the time they submit an application and the time? Bray replied, it must be posted for seven days. So probably the quickest you could get it done would be around 10 days, because all our job postings per policy had to be posted for like seven days. Davis replied, okay so when they open, the earliest someone could fathomly be hired, to be employed, at work what will be the earliest? Bray replied, 10 days. Davis replied, 10 days thank you. Safdie advised, good question. Davis asked, and the longest? Stepp replied, depends on the person. Davis replied, depends on the person. Hamby advised, it depends on if that person procrastinates. Stepp asked, any other questions? No one responded.

15.M.7. Professional Development Report

15.M.9. School Calendar of Events

15.M.8. School News Articles - Stepp advised, down to School News Articles. For your review. Hamby advised, it's been very interesting. Hale advised, yes, I appreciated that. It was fun to see all the things, the students and what's going on in their schools. Stepp advised, the calendars are for your review also. If there aren't any more questions I'll turn it back over to the chair.

16. *Approval of Committees (See Exhibit #16) Boston advised, next on the agenda is number 16. It's the Approval of the Committees. These are the school board committees and after your request I got as close to accommodating everyone as I could possibly get. So if I'll entertain a motion to approve. Hamby advised, I'll make a motion to approve. Hale advised, second. Boston asked, any discussion? Stout replied, just one question Teresa. I know you had a couple of the committees on there that you mentioned we were going to be dissolving. Boston replied, we're going to do that in a motion next. Stout replied, okay. Boston continued, we're going to prove the committees first. Stout replied, I'll hold my question for that, thank you. Boston asked, any discussion? No one responded. A Voice Vote was taken.

VOICE VOTE: Hamby (mover-yes)
Hale (seconder-yes)
All Ayes

MOTION: Motion Carried

Boston advised, those are your standing committees for this this next coming year. Now I would like to, we have two committees. It's the Director of School's Evaluation Committee and a Salary Study. Those were created what two or three, four years ago and they have not met. They have not been active and I would like to to make a motion that we dissolve those and just do away with those so that they're not repetitive. We don't have to put anybody on there, because we don't necessarily use them. So I'd like to make a motion that we dissolve those two committees. We'll need a second. Hamby advised, I will second it. Boston replied, okay. Yes Mr Safdie. Safdie advised, I would just like to bring to your attention that the committees other than the Policy Committee are standing committees and they only last for one year anyway. Boston replied, yes according to our policy, yes. Thank you. Hale asked, are we not going to have a Salary Study? Isn't that what that company? Boston replied, that company is doing that. Instead of having a Salary Study Committee if it evolves and we get a report back from Lean Frog then that's something that we can have a work session on and we can all be involved in that conversation. Nichols replied, I agree. Boston continued, and I think that would be very very productive to do it that way. So there's a motion in a second to dissolve those two committees. Any further discussion? Stout asked, how about the Sick Bank and ESSER Committee? Boston replied, Sick Bank we don't. The ESSER we can add to that. I'm sorry, I left it off. Stout advised, I didn't know if we needed the Sick Bank Committee anymore. Boston replied, the Sick Bank is used. There is normally. Stepp replied, the Sick Bank Committee is usually chaired by me and we have other members within the school system that sit on that committee with me. So we take requests that way and we work it internally within the school system. So that's built inside the schools. It's not a board committee. Stout replied, because I know Mr Brock was on it last year. Boston replied, I'm not certain where that one came from. Stepp replied, but anyone's welcome to be on the Sick Bank Committee. Patton replied, it is statutory. Boston replied, I'll amend my motion. Hamby replied, I'll amend my second. Boston continued to include the ESSER Committee. Hamby advised, and I will second that. Any further discussion? No one responded. A Voice Vote was taken.

VOICE VOTE: Boston (mover-yes)

chairmans and then you know you can meet as needed or when you have business to take care of. I think policy will start meeting immediately. Hamby replied, yes. We will very, very soon. Stepp replied, okay I have one item. Boston replied, absolutely. Stepp asked Mr. Safdie would you like to discuss the auditorium and possibly a work session or a committee date or time or would you like me to explore that? Since that's part of the Building and Grounds Committee. I want to bring that up. Safdie replied, I think that we need to confirm with Kim Chamberlin at a time that he can meet. We need to determine a location to meet. We need to have broadcast to the community in some ways that we're presenting the issues involved with the auditorium. That's already been approved for building but. Boston asked, could we do, could we publicize it and schedule it as the Cumberland County Board of Education has approved building an auditorium for CCHS on Tuesday at six o'clock. We will be doing a presentation and you know invite the public to come, invite the parents to come, students. It's going to be their auditorium and you know and I think we have talked about doing it at Martin Elementary. Where we had the space. I think the next thing would be could Kim do that presentation between he and Mr. Stepp. Safdie replied, I agree and I don't think that the Building and Grounds Committee needs to meet in order to make that decision. I think it should be made between Mr Stepp and Kim Chamberlin and then announce the time to the board. The dates or dates that you all can do it. Stepp replied, yes sir. I can get it done. Nichols replied, I think that that's good. Boston replied, that is appropriate. Safdie continued, and then afterwards the Building and Grounds Committee can meet and may either approve a vote to approve to the full board. Boston replied, okay absolutely. I think Mr. Stepp this is your Finance Officer.

19. Budget Committee Meeting - Mr. Chris King

20. Building and Grounds Committee-Mr. Robert Safdie

21. Safety Committee-Mrs. Rebecca Hamby

22. Contract Committee-Ms. Teresa Boston

23. Chief Financial Officer's Report-Mrs. Linda Tucker

23.A. Monthly Financial Report (See Exhibit #18) Stepp advised, so we're going to ask Miss Tucker to come up with the Chief Financial Officer report. Tucker advised, good evening. How are you tonight? It's good to see everybody. So the first presentation that we have is a revenue chart. It is a pie chart and the reason I kind of presented this is historically when I presented to boards at the beginning of the year I thought it was always a really good preview of how we have budgeted and I kind of like to know what everybody likes and some people like just numbers some people like charts and I thought this was a really great chart to be honest. It actually shows you quite well exactly where your big buckets are and so this is our revenue that we budgeted for the year and I hope you can see it. I know that we've had some problems with this screen, but so again that's just a presentation of hey this is the beginning of the year. This is our revenue that we budgeted and this is what it looks like. If we move to the second one that again is going to give you your August report and I wanted to walk through this, because it has changed from last year. I know we have some new board members and some previous board members that have been with us but this year the big change is the encumbrance and encumbrances actually means that something has been designated to be purchased it hasn't been purchased yet and so so basically you've got your columns here. You've got your year-to-date. You've got your month to date and so this is your year-to-date for the two months of July and August and you

got two columns. You've got your encumbered and your actual. Actual of course they're actual expenses and encumbered means we're promising to pay something. We're planning on purchasing something and so I wanted to make that transparent, because it is a brand new thing they're doing over in County Finance. Where they're actually encumbering the purchase orders, the plans to pay. Boston advised, that's good, thank you. Can I ask a question on line 44170 Miscellaneous Funds. It looks like we budgeted 170 and that we have received 146. Was that correct? Tucker replied, yes. Boston asked, what did we receive that was 146,000 for a refund. Tucker replied, I don't have that at this time, but I can't get that information for you. Boston replied, okay. That just caught my eye. That's a hefty refund. Tucker advised, it is. I know what a piece of it is, but I hesitate to say that without having that information right in front of me. Boston replied, that's fine. If you could just kind of just email the board. Just shoot out an email this is what I found. That'd be great. Tucker replied, yes ma'am. I think after that we do have some amendments this time and I don't know if Mr. Stepp was going to introduce those or would you like me to go over them? Stepp replied, I can. Before that we have the Monthly Sales Tax Report.

23.B. Monthly Sales Tax Report (See Exhibit #19) Stepp continued, normally we don't have these, because it's usually not ready. It's not due till the 20th, but Mrs. Tucker was quick on the draw on this one. Any questions? Boston replied, Sales Tax is up. Davis and Stepp replied, Buc-ee's. Stepp replied, you are correct. Hamby advised, that's what I said, all this traffic. My husband's going, I wish they would clear it and I said no it helps our schools. Boston replied, I never even thought about that. Thank you Mr Davis.

23.C. *141 Budget Amendment (See Exhibit #20) Stepp advised, so the next item is for you to approve the General Budget Amendment. This is an IDEA movement so this is federal money reallocating. It's going from a teacher line item to teacher assistant line item, because we can't find teachers so we're trying to move the money to where we can get people, but this is IDEA money. For your approval. Boston advised, well I'll entertain a motion to approve. Hamby replied, I make a motion to approve. Safdie replied, I'll second. A Roll Call Vote was taken.

ROLL CALL VOTE:
Hamby (mover-yes)
Safdie (seconder-yes)
Stull - Y, Safdie - Y, Nichols - Y
Hale - Y, Davis - Y, King - Y
Boston - Y, Hamby - Y, Stout - Y

MOTION: **Motion Carried**

23.D. *142 Budget Amendments (See Exhibit #21) Stepp advised, okay the next budget amendments are very similar. We're moving money, because of reallocation. These are all federal money reallocations. Basically balancing the books I guess is a way to think about it and y'all have any questions. Boston replied, I'd like to make a motion that we approve those collectively. Hamby replied, I'll second. Boston asked, if I might, on the one resolution if you will look it's the ESSER 3 Budget Amendment. Stepp replied, it's the bottom budget amendment. Boston continued, it's the bottom. It's the very last one. If you will look, on the second page and what you're looking at is the indirect cost, it's the \$465,000. That is the rollover into the general purpose fund. General purpose fund that we have

discussed all night. Passing this resolution will be the first step in the process of getting that money moved over into the GP. I just wanted to point that out. Stepp replied, this is required through the ESSER monies. Boston replied, so we have a first and a second. Any discussion, any questions? No one responded. A Roll Call Vote was taken.

ROLL CALL VOTE: Boston (mover-yes)
Hamby (seconder-yes)
Stull - Y, Safdie - Y, Nichols - Y
Hale - Y, Davis - Y, King - Y
Boston - Y, Hamby - Y, Stout - Y

MOTION: **Motion Carried**

24. *Consent Agenda (See Exhibit #22) Stepp advised, I'll turn it back over to the chair. Boston advised, the next on your agenda is your Consent Agenda minus the 24b. King replied, move to approve. Boston replied, okay so we have a motion to approve. Do I hear a second? Stull replied, second. Boston replied, okay so we have a second. Are there any discussions on the Consent Agenda? No one responded. A Voice Vote was taken.

- 24.A. *Approval of Volunteers
- 24.B. *Approval of Overnight and Out of State Field Trips
- 24.C. *Approval of Contracts
- 24.D. *Approval of Grants
- 24.E. *School Wide Fundraisers
- 24.F. *Approval of Disposal of Surplus Property
- 24.G. *Executive Approval

VOICE VOTE: King (mover-yes)
Stull (seconder-yes)
All Ayes

MOTION: **Motion Carried**

Boston continued, okay so we have the the last item is or that we pulled off the 24b. These are the the overnight trips. Is that correct? Safdie replied, yes. Boston continued, and out of state field trips. I'll entertain a motion so we can get some discussion. Hamby advised, I'll make a motion to approve it. Hale replied, I'll second it. Boston replied, okay so we have a motion to approve and a second. Mr. Safdie, I think you. Safdie replied, yeah. You know when when these overnight trips are presented to the board every year I ask the same question and the question is how our students, disadvantaged students and working parents to participate in fundraising. To make sure that all students regardless of their family needs can attend this trip. So we know that the basketball boys certainly have the boosters to help and parents and the Beta Club I'm not so sure about, but the same question is how do we know that all Beta Club members can participate and then when we get to the eighth grade, seventh grade and the Martin Beta Club and the Homestead overnight question. We're dealing with you know 7th and 8th graders and all of those all those schools. You know what are we doing to guarantee that a

parent and a child does not have to feel, because of the financial circumstances their family that they're left out and what are we doing to support parents whose financial or are limited financially and can't sell chocolate bars or boxes of popcorn to the community, because they're working and because they're exhausted in the evening. What are we doing to help those parents and those children so they can attend this and the parent doesn't have to feel embarrassed, because they don't have time to raise money and they can't afford to pay for their child's trip. Hamby advised, I appreciate that question. Nichols replied, me too. Safdie continued, so I I guess I'm going to certainly approve this, but I'd like for all of our principals and our teachers to understand that this board has that concern and I know in the past there have been circumstances where parents have been embarrassed, because of their financial circumstances and they didn't want to send their kid on the trip. Boston asked Mr Safdie, may I and Mr. Stepp may I. Stepp replied, absolutely. Boston asked Mrs Hall, I noticed that we've got two of your overnight trips to approve. Hall replied, so Debbie Jones sponsored me last year. I've never done a trip before in the capacity of planning and at Brown they have a smaller number of seventh and eighth grade students and so she takes seventh and eighth grade to Washington one year and then next year seventh and eighth grade go to Charleston and that seventh and eighth grade trip on that second year doesn't always make because you have to have a minimum number of students. So she asked me if I would do Charleston this year, but I only took my eighth grade to Washington. So if I changed the trip to Charleston this year, my eighth grade this year, wouldn't get the opportunity to go to Washington. So I offered it to my seventh grade in hopes that that would help her get the numbers for that. So it's not necessarily a trip that we will make number wise, but you know she was kind enough to sponsor me so that I could take my trip last year. So when she asked me I offered to do that. So between the two of us if we can get the minimum number for a bus than her seventh and eighth grade and my seventh grade will go, but I wanted to make sure my eighth grade, I had enough I can get a bus for my eighth grade alone and so that's why there's two this year and an effort for that. Boston replied, I think that's wonderful. I don't have a problem, but addressing Mr. Safdie's concerns. What do you do to assist those children or do you have children that have possibly cannot raise enough money? I mean how do we work that? Hall replied, so we had a couple of parents that sponsored a scholarship last year for some students that did that. I'll be honest in the past they've done some fundraising, but they did the fundraising during our fall festivals and during things like those, which we haven't had due to Covid closures. So there have been some talks we talked with my eighth grade about possibly doing a dance or different things, but you know again it's going to rely on on those students funding the dance or the concession stand or whatever that we do at that point. The company provides you with some paperwork that it's called a travel bond type thing and it essentially says that 11 an hour will fund the trip and so I gave that paperwork to my students. So that they could possibly give it to family members or different things of that nature, but there's probably not one set thing that we do. I don't know if community members from different things we do have some that will donate money that way, but the fundraising piece for my school changed dramatically after Covid just because the things we had done in the past we haven't had a fall festival and we used to do a silent auction and different things. That's what they had done prior when my own student, my own child, was in eighth grade, but it does look a little different for us now. Just because we're just starting to do those things again. Stepp advised Mr. Safdie, I have done more trips on buses than I'd like to admit to. I've done a lot. Just in my previous teaching experience. A lot of that is community based and it's how we approach the long-term preparation for those trips. For me 100% of my students went, band kids,

because we spent the year preparing for it. So a lot of times it's the actual preparation leading up into it and community members chipping in. I always had people that offered scholarships to children. I don't know of any direct for sure answer outside I mean every organization is different. So am I concerned about that, 100%. Do we need to find sure methods in our schools, yes. I agree. Hamby advised, because we don't want any children left behind and we don't want them or their family to feel embarrassed and our community is filled with foster care children and displaced children and so they don't always have the funding available and so we need to work on that and make sure that that they're not left behind. Boston advised, and that to be honest with you that's the part of a principal's job an assistant principal's job that is not in the job description and that's the part you don't see is the efforts that they put behind the scenes to do for the kids, for the children and and we certainly appreciate it and you know this board is very concerned. If there's anything we can do, although you know we may not be able to fund all of them, but, that would be nice, but we are concerned and we do want those children to be able to participate. Safdie replied, I have no further comments. Boston advised, Mr. Stepp. Stepp replied, I will work on it with the principals and we definitely have the best interest as our priority. Boston advised, well if mums finances anything, they're good, because we got lots of mums. Stepp advised, and I have a, can I? Boston replied, absolutely. Stepp continued, if I can direct you back to those budget agreements. Something that I left out and I apologize I'm correct now at this time. Is it approved? Boston replied, oh no the overnight trips. Stepp replied, I'm sorry, I apologize. A Voice Vote was taken.

VOICE VOTE: Hamby (mover-yes)
Hale (seconder-yes)
All Ayes

MOTION: Motion Carried

Stepp continued, so looking at the budget amendments, the second to last one there, 142 Federal Tag 1.0 Budget Amendment. You have at your seats this random second page that you're sitting there with the yellow. I had to point out to you that on this amendment if you look at the last item listed where it says on this paper it says equipment on the original it says state retirement. Boston replied, that's true. Stepp continued, we had to move that amendment, it was just to move that back to equipment. It was never supposed to be a state retirement. I'm not sure if it was a clerical error. The money line doesn't change, nothing else changed. It was just labeled incorrectly in the wrong part. So that's what that vote was. So I apologize for not missing that the first time around, but guess who saved me? Anyone want to guess? Multiple board members said Mrs. Diane. Stepp replied, I'll turn it back over to the chair.

25. Old Business - Boston asked, is there any old business? No one responded.

26. Questions from Media - None

27. Adjournment - King moved and Hamby seconded a motion to adjourn at 7:58pm

VOICE VOTE: King (mover-yes)
Hamby (seconder-yes)

All Ayes

MOTION:

Motion Carried

28. (*) Indicates Board Approval Required

Mr. William Stepp
Director of Schools

Mrs. Teresa Boston
Chairperson of the Board

I, Tabitha Webb, do hereby certify that I reported the foregoing minutes and that I delivered said minutes to the office of the Director of Schools on October 18, 2022.

Tabitha Webb
Board of Education Recorder

October 27, 2022 at 6:00 PM - Board of Education

1. Call to Order - Ms. Teresa Boston
 2. Moment of Silence/Pledge of Allegiance - Ms. Teresa Boston
-Crab Orchard Elementary Students
Trevor Thompson, Gage Kemmer, and Colton Ricketts
 3. Welcome to Visitors - Ms. Teresa Boston
 4. Kids First Recognition
 5. Special Recognition
-Ms. Terra Davis -Mr. Jon Hall -Ms. Cindy Miniard -Cafe Managers
- Attachments:** (2)

- [October School Board Recognition](#)
- [Terra Davis](#)

6. Roll Call
 7. Declaration of Conflict - Mr. Earl Patton
 8. Appoint Delegates for TSBA Convention
 9. *Approval of September Minutes
- Attachments:** (2)

- [9-14-22 Special Called Minutes](#)
- [9-22-22 Minutes](#)

10. *Approval of Agenda
- Attachments:** (1)

- [Agenda](#)

11. Acknowledgement of Elected Officials
 12. Community Comments
 13. School Board Reports
 - 13.A. TLN Report - Ms. Shannon Stout
 14. Board Member(s) Report from Training(s)
 15. Legal Report - Mr. Earl Patton
 16. Director's Report - Mr. William Stepp
 - 16.A. *TN Together Student Survey-Mr. Robert Valerio
- Attachments:** (1)

- [TN Together Student Survey](#)

- 16.B. *TN Voluntary Pre-K Longitudinal Study
- Attachments:** (1)

- [Pre-K Survey](#)

16.C. *CC Schools K-12 Career Connections Framework

Attachments: (1)

- [Cumberland County Schools Career Connections Framework Draft](#)

16.D. *Deputy Director of Operations Job Description

Attachments: (1)

- [CCS Deputy Director of Operations](#)

16.E. *Career & Technical Education Director Job Description

Attachments: (1)

- [CTE Director Job Description](#)

16.F. *Secondary 9-12 Supervisor

Attachments: (1)

- [Secondary 9-12 Supervisor Job Description](#)

16.G. *Compliance Report

Attachments: (1)

- [Monitoring Results](#)

16.H. Data Presentation (Director Stepp & Dr. Farley)

Attachments: (1)

- [Data Presentation 10-22](#)

16.I. Dual Enrollment Agreement between Roane State and CC School District

Attachments: (1)

- [Dual Enrollment Agreement](#)

16.J. TSBA Boardsmanship Award Levels

Attachments: (1)

- [TSBA Boardsmanship Awards](#)

16.K. Annual Planning Calendar

Attachments: (1)

- [Planning Calendar](#)

16.L. FYI

16.L.1. Administrative Meeting Agenda

16.L.2. Attendance Report

Attachments: (1)

- [Warm Body Count](#)

16.L.3. Personnel Report

Attachments: (2)

- [CCSNP Personnel Report](#)
- [Personnel Report](#)

16.L.4. Substitute List

Attachments: (1)

- [Substitute Board List](#)

16.L.5. Professional Development Report

16.L.6. School News Articles

Attachments: (12)

- [Brown Newsletter](#)
- [CCHS Newsletter](#)
- [Crab Orchard Newsletter](#)
- [Homestead Newsletter](#)
- [Martin Newsletter](#)
- [North Newsletter](#)
- [Phoenix Newsletter](#)
- [PHS Newsletter](#)
- [Pine View Newsletter](#)
- [SMHS Newsletter](#)
- [South Newsletter](#)
- [Stone Elem Newsletter](#)

16.L.7. School Calendar of Events

Attachments: (12)

- [Brown Calendar](#)
- [CCHS Calendar](#)
- [Crab Orchard Calendar](#)
- [Homestead Calendar](#)
- [Martin Calendar](#)
- [North Calendar](#)
- [Phoenix Calendar](#)
- [PHS Calendar](#)
- [Pine View Calendar](#)

- [SMHS Calendar](#)
- [South Calendar](#)
- [Stone Calendar](#)

17. School Board Committees

17.A. Policy Committee

17.A.1. *Approval of First Reading of Policies

Attachments: (5)

- [Policy 1.200](#)
- [Policy 4.210](#)
- [Policy 4.214](#)
- [Policy 4.603](#)
- [Policy 4.6012](#)

17.A.2. *Approval of Second Reading of Policies

17.B. Athletic Committee

17.C. Budget Committee Meeting

17.D. Building and Grounds Committee

Attachments: (2)

- [CCHS Auditorium](#)
- [South Elementary School Addition](#)

17.E. Safety Committee

17.F. Contract Committee

18. Chief Financial Officer's Report

18.A. Monthly Financial Report

Attachments: (1)

- [Financial Report](#)

18.B. Monthly Sales Tax Report

Attachments: (1)

- [BOE Sales Tax](#)

18.C. *141 Budget Amendments

Attachments: (2)

- [141 ARPA North Kids Club Budget Amendment](#)
- [141 SPED IDEA Gen Budget Amendment](#)

18.D. *142 Budget Amendments

Attachments: (4)

- [142 Innovative HS Grant Budget Amendment](#)
- [142 Federal TN ALL Corps Budget Amendment](#)
- [142 ARP IDEA Federal Budget Amendment](#)
- [142 ARP IDEA Preschool Budget Amendment](#)

19. *Consent Agenda

19.A. *Approval of Volunteers

Attachments: (10)

- [CCHS Volunteer List](#)
- [Crab Orchard Volunteer List](#)
- [Homestead Volunteer List](#)
- [Martin Volunteer List](#)
- [North Volunteer List](#)
- [Pine View Volunteer List](#)
- [Pleasant Hill Volunteer List](#)
- [South Volunteer - List](#)
- [Stone Elem Volunteer List](#)
- [Youth Achievement Volunteer List](#)

19.B. *Approval of Overnight and Out of State Field Trips

Attachments: (3)

- [Pleasant Hill Overnight Request](#)
- [SMHS Theatre Overnight Request](#)
- [SMHS Volleyball Overnight Request](#)

19.C. *Approval of Contracts

19.D. *Approval of Grants

Attachments: (1)

- [Stone Elem VEC Grants](#)

19.E. *School Wide Fundraisers

Attachments: (2)

- [Crab Orchard Holiday Bazaar School Wide Fundraiser](#)
- [Crab Orchard Winter Wonder School Wide Fundraiser](#)

19.F. *Approval of Disposal of Surplus Property

Attachments: (2)

- [Food Service, General and SPED Inventory](#)
- [SMHS Inventory List](#)

- 19.G. *Executive Approval
- 20. Old Business
- 21. Questions from Media
- 22. Adjournment
- 23. (*) Indicates Board Approval Required

TN TOGETHER

2022-2023 TN TOGETHER STUDENT SURVEY Frequently Asked Questions

What is the 2022-2023 TN Together Student Survey?

The TN Together Student Survey is a state-funded substance use survey for Tennessee public school students in 8th, 10th, and 12th grade. Funding for participation is provided by the Tennessee Department of Mental Health and Substance Abuse Services (TDMHSAS), Division of Substance Abuse Services (DSAS). This anonymous survey assesses the extent of alcohol, drug, tobacco, and vaping device use and prescription drug misuse, and related risk and protective factors.

What is the purpose of the 2022-2023 TN Together Student Survey?

The TN Together Student Survey is a part of the TN Together initiative, which is focused on addressing the opioid epidemic in Tennessee. Survey results are anonymous and will be used for state- and local-level planning, prevention, and intervention efforts. The purpose of this survey is to provide Tennessee communities with community-level data that they can use to bolster prevention and intervention efforts aimed at youth substance misuse.

Does my child have to complete the survey?

No. Participation in the Tennessee Together Student Survey is completely voluntary. Your child will not be penalized in any way if s/he refuses to participate. We are asking your permission for your child to participate in this survey, but even after you give permission your child can choose not to participate or skip any question(s) s/he wishes to skip. The survey will be conducted during a regular class period at school.

How do I give permission for my child to participate in the survey?

Your child's school will alert you to their planned survey administration dates and will determine whether you need to return a signed permission slip for your child to participate in the survey. You can opt your child out of participation by either checking "No" and returning the permission slip to the school or by contacting the school before the survey administration. Please contact Lacey Hartigan at lacey@emt.org or (615) 678-1037 if you have questions.

Will anyone know how my child answers the questions?

No. Your child's responses to the questions are anonymous. Students do not write their names on the survey forms. Further, no one except the research study staff will see the students' anonymous data. Additionally, answers from all youth participants are summarized in all reports and products so that no individual-level data is ever made public.

What are the risks involved in taking the survey?

Thousands of Tennessee students have taken a version of this survey over the years. Most students experienced little difficulty in answering the questions. However, because answering questions about personal and sensitive behaviors may be uncomfortable, students are assured that they can skip any question they do not wish to answer. Additionally, schools are advised to have a school counselor available should a student need support.

What benefits are there from my child participating in this research?

Although your child will not directly benefit from completing the survey, his/her answers—along with those of thousands of others—will provide valuable information that may be used to improve prevention and intervention programs aimed at promoting students' wellbeing.

Passive: Unless parent checks no, survey will be given.



2022-2023 TN TOGETHER STUDENT SURVEY PARENTAL PERMISSION FORM

STUDY TITLE: TN Together Statewide Student Survey
STUDY DIRECTOR: Lacey Hartigan, PhD, Project Director, EMT Associates, Inc.

P

Your child's school is taking part in a survey that is sponsored by the Tennessee Department of Mental Health and Substance Abuse Services (TDMHSAS), Division of Substance Abuse Services (DSAS). The survey is about alcohol, drug, tobacco, vaping device, marijuana, and other illicit drug use and prescription drug misuse as well as related risk and protective factors among 8th-, 10th-, and 12th-grade public school students in Tennessee.

SURVEY PROCEDURES

We would like your child to take part in a survey that asks questions about tobacco, vaping device, alcohol, and drug use and mental health. All students in grades 8, 10, and 12 who attend your child's school are being asked to complete this survey. The survey will be completed during the school day and takes about 15 minutes to complete. A teacher or other school staff member will be there to help answer any questions.

POTENTIAL RISKS OR BENEFITS OF PARTICIPATION

Taking the survey will cause little or no risk to your child. The only potential risk is that some students might find certain questions to be sensitive. A school counselor or other school staff will be on hand to deal with any concerns your child may have. If you have questions about your child's rights by taking part in this survey, you may contact Lacey Hartigan at 615-678-1037. A copy of the survey is also on file at the school if you would like to review it. This study may help children in the future by improving efforts to reduce alcohol and drug use and improve mental health. Your child will get no direct benefit from taking part in the survey.

ANONYMITY and CONFIDENTIALITY

The survey has been designed to protect your child's privacy. Students do not put any personally identifiable information on the survey and, as such, this survey is anonymous at the student level. Further, no school will ever be mentioned by name in any public reporting of the results. The only people who will know if your child is taking part in the survey are those who are involved in the survey administration (e.g., school counselors, teachers, administrators). The survey results will be kept private to the extent allowed by law, and only study staff will be allowed to look at the anonymous student data. If you give permission, your child will be asked to complete this survey. Survey results will be kept through the conclusion of the study period and will be stored in a locked filing cabinet, storage facility, or on a protected computer.

VOLUNTARY PARTICIPATION/WITHDRAWAL

We would like all students in grades 8, 10, and 12 at selected schools to take part in the survey, but the survey is **voluntary**. No action will be taken against the school, you, or your child if your child does not take part. Students can skip any question that they do not wish to answer. Also, students may stop taking the survey at any point without penalty.

CONSENT

Please read the section below. If you do **not** want your child to take part in the survey, check the box, sign the form, and return it to the school **within three days**. Please see the next page of this form for more facts about the survey. If your child's teacher or principal cannot answer your questions about the survey or if you have questions about this form, please contact Lacey Hartigan at 615-678-1037 or lacey@emt.org. Thank you for your partnership in this effort.

Child's Name: _____

Grade: _____ School: _____

I have read this form and know what the survey is about.

PLEASE CHECK THE BOX BELOW AND SIGN IF YOU DO NOT WANT YOUR CHILD TO PARTICIPATE:

NO, my child **may not** take part in this survey.

Parent/Guardian Signature

Date

Active:
- Parent must check yes
in order to give
survey

TN TOGETHER

2022-2023 TN TOGETHER STUDENT SURVEY PARENTAL PERMISSION FORM

STUDY TITLE:
STUDY DIRECTORS:

TN Together Statewide Student Survey
Lacey Hartigan, PhD, Project Director, EMT Associates, Inc.

A

Your child's school is taking part in a survey that is sponsored by the Tennessee Department of Mental Health and Substance Abuse Services (TDMHSAS), Division of Substance Abuse Services (DSAS). The survey is about alcohol, drug, tobacco, vaping device, marijuana, and other illicit drug use and prescription drug misuse as well as related risk and protective factors among 8th-, 10th-, and 12th-grade public school students in Tennessee.

SURVEY PROCEDURES

We would like your child to take part in a survey that asks questions about tobacco, vaping device, alcohol, and drug use and mental health. All students in grades 8, 10, and 12 who attend your child's school are being asked to complete this survey. The survey will be completed during the school day and takes about 15 minutes to complete. A teacher or other school staff member will be there to help answer any questions.

POTENTIAL RISKS OR BENEFITS OF PARTICIPATION

Taking the survey will cause little or no risk to your child. The only potential risk is that some students might find certain questions to be sensitive. A school counselor or other school staff will be on hand to deal with any concerns your child may have. If you have questions about your child's rights by taking part in this survey, you may contact Lacey Hartigan at 615-678-1037. A copy of the survey is also on file at the school if you would like to review it. This study may help children in the future by improving efforts to reduce alcohol and drug use and improve mental health. Your child will get no direct benefit from taking part in the survey.

ANONYMITY and CONFIDENTIALITY

The survey has been designed to protect your child's privacy. Students do not put any personally identifiable information on the survey and, as such, this survey is anonymous at the student level. Further, no school will ever be mentioned by name in any public reporting of the results. The only people who will know if your child is taking part in the survey are those who are involved in the survey administration (e.g., school counselors, teachers, administrators). The survey results will be kept private to the extent allowed by law, and only study staff will be allowed to look at the anonymous student data. If you give permission, your child will be asked to complete this survey. Survey results will be kept through the conclusion of the study period and will be stored in a locked filing cabinet, storage facility, or on a protected computer.

VOLUNTARY PARTICIPATION/WITHDRAWAL

We would like all students in grades 8, 10, and 12 at selected schools to take part in the survey, but the survey is **voluntary**. No action will be taken against the school, you, or your child if your child does not take part. Students can skip any question that they do not wish to answer. Also, students may stop taking the survey at any point without penalty.

CONSENT

Please read the section below and check one of the two boxes. Then, sign the form, and **return it to the school within three days**. Please see the next page of this form for more facts about the survey. If your child's teacher or principal cannot answer your questions about the survey or if you have questions about this form, please contact Lacey Hartigan at 615-678-1037 or lacey@emt.org. Thank you for your partnership in this effort.

Child's Name: _____

Grade: _____ School: _____

I have read this form and know what the survey is about.

PLEASE CHECK ONE OF THE BOXES BELOW AND SIGN:

YES, my child **may** take part in this survey.

NO, my child **may not** take part in this survey.

Parent/Guardian Signature

Date

TN TOGETHER

2022-23 Student Survey

We are excited to guide you through the 2022-23 TN Together Student Survey administration process. Please complete the worksheet below (beginning with your County Name and the main point of contact), making sure to include all requested information. We can ship materials to the county point of contact (PoC) or directly to schools. It is important to let participating schools know that they are expected to survey *all* students in grades 8th, 10th, and 12th (unless a parent does not consent). Surveying only one classroom within a given grade, for example, would not yield viable survey results.

If one of the schools on the list below does not wish to participate, please contact the survey administration team and they will provide you with a replacement school (if available). If you have additional schools not listed that *do* wish to participate, please add them to the table below.

County Name: Cumberland

County Survey Administration Point of Contact (PoC):

Name, Title:

Email:

Phone:

Mailing Address:

District Name	School Name	Grade Levels Served	Administration Method(s) (Online, Paper, Both)	Parent Consent Type (Active or Passive)	Do you need consent forms printed/shipped? (Yes or No)	Preferred Administration Week (Start)	Survey Administrator School Contact (Name and Email or Phone)	Preferred Shipping Address
<i>Example District</i>	<i>Example School</i>	<i>8th, 10th, 12th</i>	<i>8th – paper 10th, 12th – online</i>	<i>Passive</i>	<i>No</i>	<i>November 16, 2020</i>	<i>Counselor Struthers, cstruthers@exschool.k12.tn.us</i>	<i>Ship all materials to County PoC</i>
Cumberland County	Cumberland Co. High	10 th , 12 th						
Cumberland County	South Cumberland Elementary	8 th						
Cumberland County	North Cumberland Elementary	8 th						

TN TOGETHER

2022-23 Student Survey

Cumberland County	Stone Elementary	8 th						
Cumberland County	Crab Orchard Elementary	8 th						
Cumberland County	Frank P. Brown Elementary	8 th						
Cumberland County	Homestead Elementary	8 th						

TN TOGETHER | 2022-23 Student Survey

THE SURVEY

Thank you for agreeing to participate in this survey. The survey asks questions about your life experiences, your attitudes, and the attitudes of your parents and close friends.

INSTRUCTIONS

- Your answers to the questions are anonymous and private. That means no one will know how you answered. Do not write your name on the survey.
- For the study to be helpful, it is important that you answer each question honestly and truthfully.
- This survey is completely voluntary, which means that you may choose to not fill out the questionnaire or any part of it. If you prefer not to answer a question, or if you don't know the answer, just leave it blank.
- This is not a test, so there are no right or wrong answers. We would like you to work quickly, so that you can finish.
- All of the questions should be answered by marking one of the response choices. If you do not find an answer that fits exactly, use the one that comes closest. Unless instructed on the questionnaire, do not mark more than one response for any item.
- Please answer by filling the circle of your choice.

When you finish, please place your survey in the envelope provided.

ABOUT YOU

These questions ask for some general information about you. Please mark the response that best describes you.

1. How old are you?

- 10 11 12 13 14 15 16 17 18+

2. What grade are you in?

- 6th 7th 8th 9th 10th 11th 12th

3. How would you describe yourself? (Mark **ALL** that apply)

- White Black or African American Hispanic
 Asian/Pacific Islander American Indian or Alaska Native Other

4. Are you:

- Male Female Prefer to self-identify: _____



The next set of questions asks about your use of different substances, including tobacco, vaping devices, alcohol, marijuana, prescription drugs, and other illegal drugs. This excludes substance use for religious purposes (e.g., drinking a sip of wine during a religious ceremony).

5. Have you ever had one or more drinks of an **ALCOHOLIC BEVERAGE**? Yes No If No, SKIP TO QUESTION #6
Alcoholic beverages include beer, wine, wine coolers, malt beverages, and liquor.

- a. If you marked YES, how old were you when you first had one or more drinks of an **ALCOHOLIC BEVERAGE**?
 8 or under 9 10 11 12 13 14 15 16 17 18+
- b. During the **past 30 days**, on how many days did you have one or more drinks of an **ALCOHOLIC BEVERAGE**?
 0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days
- c. Enter the exact number of days you used in the past 30 days (0 to 30): _____

6. Have you ever had **5 or more drinks** of an **ALCOHOLIC BEVERAGE** Yes No If No, SKIP TO QUESTION #7
Alcoholic beverages include beer, wine, wine coolers, malt beverages, and liquor.

- a. If you marked YES, how old were you when you first had **5 or more drinks** on the same occasion?
 8 or under 9 10 11 12 13 14 15 16 17 18+
- b. During the **past 30 days**, on how many days did you have **5 or more drinks** on the same occasion?
 0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days
- c. Enter the exact number of days you used in the past 30 days (0 to 30): _____

7. Have you ever used **PRESCRIPTION DRUGS not prescribed to you or just to get high?** Yes No If No, SKIP TO QUESTION #8
Prescription drugs include drugs that require a doctor's prescription to purchase or consume like OxyContin, Percocet, Vicodin, Codeine, Adderall, Ritalin, Xanax, Klonopin, Benzos, Valium, Ativan, and Gabapentin. These do not include over-the-counter medicines.

- a. If you marked YES, how old were you when you first used **PRESCRIPTION DRUGS not prescribed to you?**
 8 or under 9 10 11 12 13 14 15 16 17 18+
- b. During the **past 30 days**, on how many days did you use **PRESCRIPTION DRUGS not prescribed to you?**
 0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days
- c. Enter the exact number of days you used in the past 30 days (0 to 30): _____

7A. Have you ever used **PRESCRIPTION STIMULANTS not prescribed to you or just to get high?** Yes No If No, SKIP TO QUESTION #7B
(e.g., Dexadrine, Adderall, Ritalin, or Concerta)

- a. During the **past 30 days**, on how many days did you use **PRESCRIPTION STIMULANTS?**
 0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days
- b. Enter the exact number of days you used in the past 30 days (0 to 30): _____

7B. Have you ever used **PRESCRIPTION PAIN MEDICATIONS not prescribed to you or just to get high?** Yes No If No, SKIP TO QUESTION #8
(e.g., Vicodin, Oxycontin, Morphine, or Demerol)

- a. During the **past 30 days**, on how many days did you use **PRESCRIPTION PAIN MEDICATIONS?**
 0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days
- b. Enter the exact number of days you used in the past 30 days (0 to 30): _____

8. Have you ever used **OVER-THE-COUNTER DRUGS** to get high or in a way other than directed? Yes No If No, SKIP TO QUESTION #9
(e.g., cough/cold medicines, diet pills, stay-awake pills, or laxatives)

- a. If you marked YES, **how old** were you when you first used **OVER-THE-COUNTER DRUGS**?
 8 or under 9 10 11 12 13 14 15 16 17 18+
- b. During the **past 30 days**, on **how many days** did you use **OVER-THE-COUNTER DRUGS**?
 0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days
- c. Enter the exact number of days you used in the past 30 days (0 to 30): _____

9. Have you ever smoked part or all of a **CIGARETTE**? Yes No If No, SKIP TO QUESTION #10
Cigarettes include menthol cigarettes, regular cigarettes, and loose tobacco rolled in cigarettes. This does not include e-cigarettes.

- a. If you marked YES, **how old** were you when you first **smoked part or all of a CIGARETTE**?
 8 or under 9 10 11 12 13 14 15 16 17 18+
- b. During the **past 30 days**, on **how many days** did you **smoke part or all of a CIGARETTE**?
 0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days
- c. Enter the exact number of days you used in the past 30 days (0 to 30): _____

10. Have you ever used a **VAPING DEVICE with nicotine**? Yes No If No, SKIP TO QUESTION #11
A vaping device includes electronic cigarettes also known as e-cigarettes, hookah pens, e-hookahs, or vape pipes.

- a. If you marked YES, **how old** were you when you first used a **VAPING DEVICE with nicotine**?
 8 or under 9 10 11 12 13 14 15 16 17 18+
- b. During the **past 30 days**, on **how many days** did you use a **VAPING DEVICE with nicotine**?
 0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days
- c. Enter the exact number of days you used in the past 30 days (0 to 30): _____

11. Have you ever used a **VAPING DEVICE with flavoring only**? Yes No If No, SKIP TO QUESTION #12
A vaping device includes electronic cigarettes also known as e-cigarettes, hookah pens, e-hookahs, or vape pipes.

- a. If you marked YES, **how old** were you when you first used a **VAPING DEVICE with flavoring only**?
 8 or under 9 10 11 12 13 14 15 16 17 18+
- b. During the **past 30 days**, on **how many days** did you use a **VAPING DEVICE with flavoring only**?
 0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days
- c. Enter the exact number of days you used in the past 30 days (0 to 30): _____

12. Have you ever used **SMOKELESS TOBACCO**? Yes No If No, SKIP TO QUESTION #13
Smokeless tobacco can be known as chewing tobacco, spit tobacco, chew, snuff, pinch, or dip.

- a. If you marked YES, **how old** were you when you first used **SMOKELESS TOBACCO**?
 8 or under 9 10 11 12 13 14 15 16 17 18+
- b. During the **past 30 days**, on **how many days** did you use **SMOKELESS TOBACCO**?
 0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days
- c. Enter the exact number of days you used in the past 30 days (0 to 30): _____

13. Have you ever used MARIJUANA or hashish?

Yes No If No, SKIP TO QUESTION #14

Marijuana or hashish can be known as grass, pot, weed, hash, hash oil, or edibles.

a. If you marked YES, how old were you when you first used MARIJUANA?

8 or under 9 10 11 12 13 14 15 16 17 18+

b. During the past 30 days, on how many days did you use MARIJUANA?

0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days

c. Enter the exact number of days you used in the past 30 days (0 to 30): _____

13A. Have you ever VAPED MARIJUANA?

Yes No If No, SKIP TO QUESTION #13B

A vaping device includes electronic cigarettes also known as e-cigarettes, hookah pens, e-hookas, or vape pipes.

a. During the past 30 days, on how many days did you VAPE MARIJUANA?

0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days

b. Enter the exact number of days you used in the past 30 days (0 to 30): _____

13B. Have you ever SMOKED MARIJUANA?

Yes No If No, SKIP TO QUESTION #13C

a. During the past 30 days, on how many days did you SMOKE MARIJUANA?

0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days

b. Enter the exact number of days you used in the past 30 days (0 to 30): _____

13C. Have you ever eaten MARIJUANA or THC edibles?

Yes No If No, SKIP TO QUESTION #14

Marijuana and THC edibles include Delta-8 and other edible marijuana.

a. During the past 30 days, on how many days did you use MARIJUANA or THC edibles?

0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days

b. Enter the exact number of days you used in the past 30 days (0 to 30): _____

14. Have you ever used METHAMPHETAMINES?

Yes No If No, SKIP TO QUESTION #15

Methamphetamines can be known as crank, meth, blue, ice, or crystal.

a. If you marked YES, how old were you when you first used METHAMPHETAMINES?

8 or under 9 10 11 12 13 14 15 16 17 18+

b. During the past 30 days, on how many days did you use METHAMPHETAMINES?

0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days

c. Enter the exact number of days you used in the past 30 days (0 to 30): _____

15. Have you ever used any OTHER ILLEGAL DRUGS?

Yes No If No, SKIP TO QUESTION #16

Other illegal drugs include substances like crack or powder cocaine, heroin, inhalants, barbiturates, steroids, etc.

a. If you marked YES, how old were you when you first used OTHER ILLEGAL DRUGS?

8 or under 9 10 11 12 13 14 15 16 17 18+

b. During the past 30 days, on how many days did you use COCAINE (crack, etc.)?

0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days

c. During the past 30 days, on how many days did you use INHALANTS (glue, gas, etc.)?

0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days

d. During the past 30 days, on how many days did you use HALLUCINOGENS (PCP, LSD, etc.)?

0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days

e. During the past 30 days, on how many days did you use HEROIN (opiates, etc.)?

0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days

f. During the past 30 days, on how many days did you use STEROIDS?

0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days

g. During the past 30 days, on how many days did you use ECSTASY (MDMA, Molly)?

0 Days 1-2 Days 3-5 Days 6-9 Days 10-19 Days 20-29 Days All 30 Days

The next questions ask about how easy or difficult it is for you to access alcohol, prescription drugs, cigarettes, vaping devices, and marijuana. Remember, your answers are anonymous.

16. How easy is it to get...

	Don't Know	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy
a. Alcohol (beer, coolers, liquor, etc.)?	<input type="radio"/>				
b. Tobacco products (cigarettes, dip, etc.)?	<input type="radio"/>				
c. Vaping devices (juuls, vape pens, e-cigarettes)?	<input type="radio"/>				
d. Marijuana (e.g., pot, hash, edibles)?	<input type="radio"/>				
e. Prescription drugs not prescribed to you?	<input type="radio"/>				

17. During the past 30 days, if you used alcohol, in which ways (if any) did you get alcohol? (Mark **ALL** that apply.)

- | | |
|---|--|
| <input type="checkbox"/> I got it at a party | <input type="checkbox"/> I bought it (e.g., restaurant, bar, event, store) |
| <input type="checkbox"/> I got it from a sibling or friend (under 21) | <input type="checkbox"/> I bought it through the internet or social media |
| <input type="checkbox"/> I got it from an older sibling or friend (over 21) | <input type="checkbox"/> I took it from someone without permission |
| <input type="checkbox"/> I got it from my parents <u>with</u> permission | <input type="checkbox"/> I stole it from a store |
| <input type="checkbox"/> I gave someone money to buy it for me | <input type="checkbox"/> I got it some other way |

18. If you bought or tried to buy alcohol yourself during the past 30 days, were you ever asked to show proof of age?

- I did not try to buy alcohol during the past 30 days
 No, I was not asked to show proof of age
 Yes, I was asked to show proof of age

19. During the past 30 days, if you used prescription drugs to get high, how did you get the drugs? (Mark **ALL** that apply.)

- | | |
|---|---|
| <input type="checkbox"/> I got them at a party | <input type="checkbox"/> I bought them from a friend, relative, or someone I know |
| <input type="checkbox"/> I got them from a friend, relative, or someone I know for free | <input type="checkbox"/> I bought them through the internet/social media |
| <input type="checkbox"/> I got a prescription from one doctor | <input type="checkbox"/> I took them from someone without asking |
| <input type="checkbox"/> I got a prescription from more than one doctor | <input type="checkbox"/> I got them some other way |

20. During the past 30 days, if you used marijuana/THC (through smoking, vaping, edibles, Delta-8, or any other way), how did you get it? (Mark **ALL** that apply.)

- | | |
|---|--|
| <input type="checkbox"/> I got it at a party | <input type="checkbox"/> I bought it through the internet/social media |
| <input type="checkbox"/> I got it from a sibling or friend | <input type="checkbox"/> I took it from someone without permission |
| <input type="checkbox"/> I gave someone money to buy it for me | <input type="checkbox"/> I stole it from a store/shop |
| <input type="checkbox"/> I bought it (e.g., in a store, shop, etc.) | <input type="checkbox"/> I got it some other way |

21. During the past 30 days, if you vaped, how did you get your vaping device and substances? (Mark **ALL** that apply.)

- | | |
|--|--|
| <input type="checkbox"/> I got them at a party | <input type="checkbox"/> I bought them through the internet/social media |
| <input type="checkbox"/> I got them from a sibling or friend | <input type="checkbox"/> I stole them from a store/shop |
| <input type="checkbox"/> I gave someone money to buy them for me | <input type="checkbox"/> I got them some other way |
| <input type="checkbox"/> I bought them in a store (e.g., vape shop, kiosk, etc.) | |

The next questions are about vehicle safety and driving while impaired.

22. Have you ever ridden in a car driven by someone who...

- a. Was intoxicated by alcohol or drugs? No Yes Not sure
b. Was taking or was under the influence of prescription drugs? No Yes Not sure

23. During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who...

- a. Was intoxicated by alcohol or drugs? 0 times 1 time 2 or 3 times 4 or 5 times 6 or more times
b. Was taking or was under the influence of prescription drugs? 0 times 1 time 2 or 3 times 4 or 5 times 6 or more times

The next questions are about life experiences of your friends. In cases where they have NO experience at all, please mark "None".

24. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many, if any, of your friends have...	None	One	Two	Three	Four or more
a. Had one or more drinks of an alcoholic beverage?	<input type="radio"/>				
b. Had 5 or more drinks on the same occasion?	<input type="radio"/>				
c. Used prescription drugs not prescribed to them?	<input type="radio"/>				
d. Smoked part or all of a cigarette?	<input type="radio"/>				
e. Used a vaping device with nicotine?	<input type="radio"/>				
f. Used a vaping device with marijuana?	<input type="radio"/>				
g. Used marijuana or hashish some other way?	<input type="radio"/>				

The next questions ask about your parents' and friends' attitudes toward certain behaviors. By parents, we mean your biological parents, adoptive parents, stepparents, or adult guardians, whether or not they live with you.

25. How wrong do your <u>parents</u> feel it would be for <u>you</u> to...	Very Wrong	Wrong	A little bit wrong	Not at all wrong
a. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Have one or two drinks of an alcoholic beverage nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Smoke tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Use a vaping device with nicotine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Use a vaping device with marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. How wrong do your <u>friends</u> feel it would be for <u>you</u> to...	Very Wrong	Wrong	A little bit wrong	Not at all wrong
a. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Have one or two drinks of an alcoholic beverage nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Smoke tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Use a vaping device with nicotine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Use a vaping device with marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions are about your feelings and attitudes toward tobacco, alcohol, and other drug use.

27. How wrong do <u>you</u> think it is for <u>someone your age</u> to...	Very Wrong	Wrong	A little bit wrong	Not at all wrong
a. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Have one or two drinks of an alcoholic beverage nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Smoke tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Use a vaping device with nicotine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Use a vaping device with marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Use marijuana (some other way)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Use prescription drugs not prescribed to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. How much do <u>you</u> think people <u>risk harming themselves physically or in other ways</u> if they...	No Risk	Slight Risk	Moderate Risk	Great Risk
a. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Have five or more drinks of an alcoholic beverage (beer, wine, liquor) once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Smoke one or more packs of cigarettes a day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Use a vaping device with nicotine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Use a vaping device with marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Try marijuana once or twice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Smoke marijuana once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Use prescription drugs that are not prescribed to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions asks about how you've been feeling the last 30 days and whether you've ever had thoughts about suicide.

29. Thinking about the past 30 days, about how often have you felt...	All of the time	Most of the time	Some of the time	A little of the time	None of the time
a. nervous?	<input type="radio"/>				
b. hopeless?	<input type="radio"/>				
c. restless or fidgety?	<input type="radio"/>				
d. so depressed that nothing could cheer you up?	<input type="radio"/>				
e. that everything was an effort?	<input type="radio"/>				
f. worthless?	<input type="radio"/>				

30. In the past 12 months, did you ever seriously consider attempting suicide?

Yes No Prefer not to state

31. In the past 12 months, did you make a plan about how you would attempt suicide?

Yes No Prefer not to state

If you are experiencing a mental health emergency, call now. **Help is available 24 hours a day, 7 days a week.**

Tennessee Crisis Services & Suicide Prevention HOTLINE

Call 855-CRISIS-1 (855-274-7471) or Text "TN" to 741-741

National Suicide Prevention LIFELINE

Call or Text 988 or www.suicidepreventionlifeline.org

These final questions ask about your communication with parents about the use of alcohol, tobacco, and other drugs and about information you may hear about the dangers of substance use. By parents, we mean your adult guardians, whether or not they live with you.

32. During the past 12 months, have you talked with at least one of your parents about the **dangers of tobacco, alcohol, or drug use?**

No Yes Yes, more than once

33. During the past 12 months, have you talked with at least one of your parents about the **dangers of vaping?**

No Yes Yes, more than once

34. During the past 12 months, have you talked with at least one of your parents about the **dangers of using prescription drugs not prescribed to you?**

No Yes Yes, more than once

35. During the past 12 months, do you recall hearing, reading, or watching an advertisement about the **dangers of using prescription drugs not prescribed to you?**

No Yes Yes, more than once

36. During the past 12 months, do you recall seeing anything online or on social media **encouraging underage drinking, vaping, marijuana, or other drug use?**

No Yes Yes, more than once

Thank you very much for your participation!



BILL LEE
GOVERNOR

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

PENNY SCHWINN
COMMISSIONER

Research Review Committee (RRC) Action Form

Researcher Requesting Data: Kelley Durkin

Working Title of Research Request: Covid Disruptions to Low-Income Students' Progress through High School

Data Requested: From the state database, we request all student and teacher level data associated with students identified as part of the initial Tennessee Voluntary Pre-K study and subsequent follow up studies for the school years 2020-21, 2021-22, 2022-23, and 2023-24. We already have data from the previous school years due to our previous data use agreements. We also request the data from the continuous learning plans when available from districts associated with our sample. In May-June of 2021, we request to conduct online surveys with 200 students and their parents who are part of a follow-up intensive study subsample (FISS) from the larger full study sample. We would survey them about their experiences during the pandemic (detailed below). We also request to survey around 700 students and their parents and teachers from the FISS for the 2021-22, 2022-23, and 2023-24 school years. Depending on the course of the pandemic, these surveys could include questions about their experiences during the pandemic as well as questions we have been asking the FISS sample since 2015-16 about school/education attitudes, peer relationships, risk-taking behaviors, problem behaviors, prosocial behaviors, and parenting behaviors. For these surveys, from TDOE we are just requesting permission to conduct the surveys and enrollment information about where students are attending school each year. Our research team would use our staff to contact participants and conduct all surveys.

Intended Impact (what does this research hope to accomplish for Tennessee students and educators):

Funded since 2009, this is a sample from the only longitudinal randomized control trial of a statewide prekindergarten program. Most of these students started high school during the 2019-20 and 2020-2021 school years. During the proposed next stage of this study, students will be attending high school in the midst of a Covid-19 pandemic that will have caused disruptions in schooling expected to have effects on some students' academic progress, especially for these youth who are all from lower income families. Students may have experienced a loss of learning and a loss of care during this period. The purpose of the proposed high school follow-up of this longitudinal sample is to assess the nature and extent of those effects and how they interact with prior school experiences, student characteristics, and experiences during the pandemic. This project will produce evidence on the effects of Covid-related school disruptions on the educational trajectories and academic and behavioral outcomes of low-income high school students, including how those effects differ for key student subgroups (e.g., students of color, students with an IEP) and for different Covid-related instructional plans. These results will have the following implications for Tennessee students, educators, and policymakers:

- 1) Policymakers and educators will need to address ways to remediate any disruptions to students' academic and non-academic trajectories moving forward, but to do so, they must know the effects of this period of schooling disruption. Our longitudinal study provides a unique opportunity to capitalize on the deep background knowledge we have for almost 3,000 students across Tennessee to assess any adverse effects and provide insight for guiding policy to remediate them. We have particularly detailed background knowledge since 2015-16 on a subsample of about 700 students, including measures of school/education attitudes, peer relationships, risk-taking behaviors, problem behaviors, prosocial

behaviors, and parenting behaviors. Our sample of students transitioned to high school during the pandemic, and the schooling disruptions experienced due to the pandemic may affect students' ability to graduate from high school, an especially significant consequence given the importance of a high school degree for future opportunities.

- 2) We will also learn something about who was most affected by the pandemic disruptions and in what ways, and this information may lead to suggestions for what policymakers and educators can do to support the students whose experiences were most disrupted and support trauma-informed schools. We will ask students and parents about experiences during the pandemic, including whether they had periods of virtual learning, whether they were aligned to a family resource center and took advantage of that center, if they experienced a trauma during the year (e.g., the death or serious illness of a loved one), and whether they had care options available after school and during virtual learning. This will help educators target their resources to help students whose learning has been most disrupted get back on track by providing supports that would not put all remediation effort on the families.
- 3) The proposed project's results can also provide information on which students saw improvements during this period of schooling disruptions and what types of protective factors might have contributed to their success. For example, we will examine whether school readiness in pre-k and kindergarten helped students maintain their academic trajectories and be better protected against negative effects of schooling disruptions during the pandemic in high school. Educators can use this knowledge to continue supporting students throughout the state to help them thrive.
- 4) The results of the proposed work could also help reveal the aspects of the educational experience that played the largest roles in students' academic performance and behavioral outcomes for any schooling disruptions that might happen in the future (e.g., implications of moving to virtual learning).

Alignment of Research with Tennessee's Strategic Plan and the TDOE Research Agenda:

This research aligns with Tennessee's plan to provide Whole Child Support and can help investigate the intersection between loss of learning and loss of care that some students have experienced during the pandemic. The findings from the proposed research would complement findings from Tennessee's School Climate Surveys, and the research team would work with TDOE staff to maximize their utility. This project will inform what supports and resources students and families might need as a result of the schooling disruptions caused by Covid, including both academic and non-academic supports. For instance, the project results could inform which subgroups of students might most benefit from additional tutoring supports or supports through family resource centers.

The results could also indicate how students' peer relationships and risk-taking behaviors were affected by the pandemic and whether they are related to traumas experienced during the pandemic (e.g., death or serious illness of a loved one, loss of family income). This could help educators and policymakers determine the best ways to support students and families in these areas in trauma-informed schools. The students in our sample started high school during the pandemic, with those in the FISS sample starting high school in 2020-21. The transition to high school is an important milestone that can introduce stressors for students, especially when coinciding with a pandemic. These results could help build evidence for what areas might most need remediation because of the pandemic (e.g., weaker peer relationships) and what areas may have been positively affected by the pandemic (e.g., feeling a strong sense of community support).

We could also investigate whether school readiness in pre-k and kindergarten helped students maintain their academic trajectories and be better protected against negative effects of schooling disruptions during the pandemic in high school. Overall, the proposed project can provide insight into how the state can best map resources to schools and families in the future and provide information that will support creating trauma-informed schools.

Relevance – cite the five most relevant research articles aligned to this work:

- 1) Bacher-Hicks, A., Goodman, J., & Mulhern, C. (2020) *Inequality in household adaptation to schooling shocks: Covid-induced online learning engagement in real time*. National Bureau Of Economic Research. <https://www.nber.org/papers/w27555.pdf>
- 2) Bailey, J. & Shaw, O. (2020) *Parents and the pandemic: A comprehensive analysis of survey data*. Washington, D.C.: American Enterprise Institute. <https://www.aei.org/wp-content/uploads/2020/06/Bailey-COVID-Impact-One-Pager.pdf>
- 3) Garet, M., Rickles, J., Bowdon, J., & Heppen, J. (2020) *National survey on public education's coronavirus pandemic response*. Washington, DC: American Institutes for Research. <https://www.air.org/sites/default/files/National-Survey-on-Public-Educations-Coronavirus-Pandemic-Response-First-Look-July-2020.pdf>
- 4) Hamilton, L. S., Kaufman, J., & Diliberti, M. (2020) *Teaching and leading through a pandemic: Key findings from the American educator panels spring 2020 Covid-19 surveys*. Rand Corporation. https://www.rand.org/pubs/research_reports/RR168-2.html
- 5) Neild, R. (2009). Falling off track during the transition to high school: What we know and what can be done. *The Future of Children*, 19(1), 53-76. Retrieved August 14, 2020, from www.jstor.org/stable/27795035

- **Include rationale for why the proposed study is needed to achieve the intended impact**

While many important questions can be answered by examining the results from the state data system for the 2,990 students in our full longitudinal sample, the distinct contribution of the proposed study is the detailed background knowledge we have on the 700 students remaining in our FISS sample with a strong sample retention rate around 91%. We have established relationships with these students and families over time and have excellent survey response rates from students and their parents and teachers. Consequently, this is a unique opportunity to know how the trajectories of students in Tennessee have been affected by the pandemic in academic and non-academic areas. We must understand the experiences of these students before, during, and after the pandemic to best know how to allocate resources to students and families; we need to know the effects of the challenges they have faced and the triumphs they have achieved.

Proposed Methodology:

The 2,990 children in our full sample began participating in this study when their guardians applied for pre-k in 2009 or 2010; they entered ninth and tenth grade during the 2020-21 school year. The sample includes students from 96 of the 137 school districts across Tennessee. This sample generally matches the racial and ethnic diversity of the state with 49% white, 27% Black, and 23% Hispanic students, 24% non-native English speakers, and 49% male students; all initially qualifying for free and reduced price lunch and many still do. The FISS subsample that participates in annual surveys includes 700 students and their parents and teachers, also with a representative mix of subgroups. The FISS subsample started at 766 students in 2015-16, and there are 700 students still active in the sample, indicating a sample retention rate around 91%. Due to limited funding available in spring/summer of 2021, we propose to just survey 200 students from the FISS subsample and their parents in May to June of 2021 but would survey the complete FISS subsample in subsequent years. To select the smaller group of 200 students, we would create a stratified random sample, forming strata based on the urban vs. suburban vs. rural setting of their school district, their race/ethnicity, and their gender.

The original evaluation study was an RCT comparing outcomes for applicants to the state pre-k program randomly assigned to offers of admission or a waitlist that did not eventuate in an admission offer. We have examined the long-term effects of pre-k attendance through middle school. However, the longitudinal background we have on our large sample allows us to design an investigation of the effects of Covid-related instructional disruptions on the trajectories students have established on our various outcome measures during prior years. Using multilevel

growth curve models, we can address questions about adverse and positive effects on academic and behavioral trajectories focused on trajectory changes between prior history and the Covid years. Moderator analyses within the growth curve model framework will examine differential effects related to student characteristics and academic histories and differential effects related to school characteristics and pandemic experiences. Key measures from the state education data system include achievement test scores, GPA, on-grade progress, attendance, disciplinary offenses, and special education placements. For the FISS sample of students, parents, and teachers who have participated in annual surveys, we will collect measures of student problem behaviors, prosocial behaviors, risk-taking behaviors, peer relationships, school/education attitudes, and parenting behaviors, as well as reports of their experiences during the pandemic. For example, we will ask if they experienced the death or serious illness of a loved one, the loss of family income, or instability in housing during the pandemic. We will ask whether they were assigned to a family resource center and whether or not they took advantage of that center. We will also ask if they had care in place afterschool and when schooling was virtual. In this way, we can see how pandemic experiences might relate to students' academic and behavioral trajectories. Please see the detailed theory of change diagram included as an addendum for clarity.

- **Power Analyses aligned to Intended Impact:**

Statistical power for latent variable interrupted time series analysis is a complex and difficult to estimate function of sample size, number of variables in the model, number of repeated measures for the longitudinal variables, reliability of the variables, intercorrelations among the variables, and various other relevant particulars. The estimated effects, however, are fundamentally before-after differences for the same sample. As such, an upper bound for the minimum detectable effect size (MDES) can be estimated from a much simplified paired cases t-test for the available sample size. Because the data are nested, the sample size must first be adjusted for the design effect associated with the nesting to determine the effective sample size, $N_e = N / (1 + (m-1)\rho)$ where m is the mean number of cases per cluster and ρ is the intraclass correlation coefficient (ICC) associated with the between cluster variance as a proportion of total variance (Killip et al., 2004).

The observed N for the full sample is 2,990 and the maximum likelihood missing data estimation option in Mplus will be used to keep the analytic sample at that level. There are 233 middle and high schools currently represented in the full sample with a mean of 13 students in each, but the number per school is quite variable, so we use the harmonic mean of 3.09. The ICCs for the achievement test measures, which show the greatest between school variability among the academic performance measures, are below .15 (e.g., .059 for English and .129 for math in the last wave for which we have complete data). With these parameter estimates, the effective sample size is 2276. Using the G*Power program (Faul et al., 2007), the MDES with a paired cases t-test for the difference between means, a sample size of 2276, two-tailed alpha of .05, and power of .80 is .059. The SEM model will draw down the effective sample size for some number of degrees of freedom, but even with an effective sample size of 1900, the paired t-test MDES is .064. Further, the SEM model has substantial power advantages by including repeated measures, estimates of measurement error, and covariates that are expected to make the actual MDES lower than this quite sensitive upper bound estimate.

A similar analysis for the FISS sample involves 134 middle and high schools with a mean of 6 students per school and a corresponding harmonic mean of 2.14. The ICC estimates for a representative set of six psychological/behavioral measures collected from students, parents, and teachers range from .015 to .034. For the 766 students in this original subsample, setting the ICC as high as .05 yields an effective sample size of 722. For a two-tailed test at $\alpha = .05$ and $\text{power} = .80$, G*Power estimates the MDES at .104. With the effective sample size as low as 650, the MDES is .110. Here also this is expected to be an upper bound on the MDES given the power advantages of the full SEM analysis.

Project Outputs aligned to Intended Impact:

This project will produce evidence on the effects of Covid-related school disruptions on the educational trajectories and outcomes of low-income high school students, including how those effects differ for key student subgroups. That evidence will be provided to TDOE through regular meetings with their staff and with research briefs. The findings will be disseminated to the research community and education practitioners and policymakers through social media, presentations, and publications.

- **Other Project Outputs:** Due to the extensive longitudinal dataset that would result from this project, we could examine additional outcomes of interest to TDOE in research briefs, presentations, and publications. For example, we could examine students' trajectories of IEP classifications over time and how they relate to prior educational experiences.

Projected Completion Dates –

- **Preliminary Findings:** During the summer of each project year, we will compile our results from the FISS sample and share them with TDOE staff as soon as possible. During the winter of each project year, we will compile our results from the full sample (due to the lag in collecting data from the previous school year in the state data system) and share them with TDOE staff as soon as possible. This will hopefully contribute to informing policy and providing implications for Tennessee educators to serve these students as quickly as possible. Thus, the first set of preliminary findings would be shared with TDOE staff in the summer of 2021.
- **Final Results:** All analyses will be completed in winter 2025 and shared with TDOE by that time. Publications and presentations that develop from these findings would continue to be produced for a couple of years after the analyses are completed.

RRC Action

The RRC met on April 26, 2021, to review the above listed research request with the following members present:

- Chelsea Crawford, Chief of Staff
- Christy Ballard, General Counsel
- Joanna Collins, Assistant General Counsel for Procurement
- Charlie Bufalino, Assistant Commissioner of Policy & Legislative Affairs
- Michael Hardy, Chief Data and Strategy Officer
- Sam Percy, Deputy Commissioner of Operations
- Kevin Schaaf, Director of Research and Evaluation

Committee Recommendation: Approve

I, Kevin Schaaf, Chair of the RRC, hereby certify the RRC recommends to the commissioner the following action is taken on the research request identified above:

Approval XXX

Denial _____

Kevin Schaaf Digitally signed by Kevin Schaaf
 Date: 2021.05.06 11:22:07
 -05'00'

Signature & Date

COMMISSIONER RESPONSE:

Approval _____

Denial _____



5/20/21

Signature & Date

Kelley Durkin, 2021



Dear Teacher,

I am Kelley Durkin, the leader of a statewide study to evaluate the effects of school policies, plans and practices on the academic progress of high school students as a result of school closures due to COVID-19. This information will be incorporated into an ongoing longitudinal study to investigate the differential effectiveness of those approaches for reducing the expected adverse impacts on the academic progress of students from low-income families and families of color.

This study is being conducted by researchers at Vanderbilt University. Your participation is completely voluntary.

We have been following a large group of students from across Tennessee since 2009, some of whom attended the TN-VPK pre-K programs and some who did not. Across the years following pre-K, we collected achievement and performance data for these children as we followed them through the eighth grade. The findings of the TN-VPK study to date have shown what studies of more intensive preschool programs have generally found: a range of positive outcomes immediately after program participation, a fade out of achievement effects, and the emergence of various non-cognitive and behavioral effects. For TN-VPK participants, the effects on achievement have diminished, but there is a possibility of non-cognitive/behavioral effects emerging.

Because we have longitudinal data on so many Tennessee students starting from when they were 4 years old, we are in a position to investigate the effects of the terrible pandemic we have all experienced. We will investigate the effects of COVID-related school disruptions to this large sample of low-income students and students of color who entered high school in the 2020-21 school year. Your help is important. You have a perspective on the disruptions different from any one else we will talk to. We are asking you to complete a short survey documenting the changes your school had to make during the 2020-21 school year.

If you have any questions or want more information about this study, please call Janie Hughart, Project Coordinator, at (615) 343-2520 or email jane.e.hughart@vanderbilt.edu.

Thank you,
Kelley Durkin, PhD

Date of IRB Approval: 09/20/2022
Date of Expiration: 09/19/2023

Institutional Review Board





Department of
Education

Consent Form

Participation in this research study is voluntary.

1. Purpose of the study:

This study will help to answer the following questions:

- How do students' trajectories related to academic progress change during the period disrupted by COVID?
- Are there different effects on students' academic trajectories based on the instructional arrangements made by their schools in response to COVID risk?
- Which students are most affected by schooling disruptions due to COVID?

2. What the study involves for you:

To complete a survey with a member of the research study team.

3. Discomforts, inconveniences, or risks that might result from participation in this study:

We do not expect that participation in this study will expose you to serious injury. An inconvenience of the study may be the time it takes to complete the survey.

4. Expected benefits from this study:

The findings of this study are expected to provide important information about which approaches to managing COVID by Tennessee high schools have the smallest and largest effects on economically disadvantaged students and students of color.

The study is not necessarily expected to provide any direct benefit to you.

5. Our Contact Information:

If you should have any questions about this research study, please feel free to contact Janie Hughart at (615) 343-2520, email at jane.e.hughart@vanderbilt.edu.

For additional information about giving consent or your rights as a participant in this study, please contact the Vanderbilt University Institutional Review Board Office at (615) 322-2918 or toll free at (866) 224-8273.

If you would like a copy of the research report at the end of the study, please check the box under the signature line below. You can also contact Janie Hughart at (615) 343-2520 or email jane.e.hughart@vanderbilt.edu anytime to be added to the list of those who wish to receive a copy of the report.

6. Confidentiality:

All reasonable efforts will be made to keep the personal information in the research records private and confidential. We will keep all survey forms locked up in a secure place. Neither your name nor other identifying information will be used in any research reports or made available to persons outside the research project.

However, absolute confidentiality cannot be guaranteed. If you or someone else is in danger, or if we are required to do so by law, your information may be shared with institutional or governmental authorities, such as the Vanderbilt University Institutional Review Board or school officials.

Date of IRB Approval: 09/20/2022
Date of Expiration: 09/19/2023

Institutional Review Board





Department of Education

Signature Page

STATEMENT BY TEACHER AGREEING TO PARTICIPATE IN THIS STUDY

I have read this informed consent document and all my questions have been answered. I freely and voluntarily choose to participate in this study. Please feel free to contact Janie Hughart at (615) 343-2520 or email at jane.e.hughart@vanderbilt.edu.

Please send me a copy of the research report when the study is done.

Teacher Name (Please print)

Date

Teacher Signature

School

Telephone number that is best to reach you

Email address that is best to reach you

Thank you.

Date of IRB Approval: 09/20/2022
Date of Expiration: 09/19/2023

Institutional Review Board



Vanderbilt Covid Disruption Study

Teacher Survey Winter/Spring 2022

Date Completed _____

Thank you for participating. We appreciate the time, effort, and expertise you offer in completing this survey. Neither your name or any other identifying information will be used in any research reports or made available to persons outside the research project. If you have any questions, please contact: Janie Hughart, 615-343-2520, jane.e.hughart@vanderbilt.edu.

These questions are about _____ Student's Name _____ who is participating in our study. Please think about _____ Student's Name _____ when answering the following questions.

How well do you know this student (Choose one)?

- Knew outside of school before they were in my class
- Knew once they were at this school through other clubs/activities
- Knew from being in my class in previous years
- Know only this year because they are in my class, and we speak outside of class time
- Know only this year because they are in my class and only interaction is during class time

These questions are about _____ Student's Name _____'s future.

1. After high school, what is this student most likely to do?

Continue in school Get a job Join the military Volunteer No Clear Plan

1.a. If **continue in school** is answer above, please check the highest level of education you think this student will reach.

Trade school Tech College Community College 4 Yr College Master's Degree PhD or MD

I see this student as someone who ...

1. Does things carefully and completely

Disagree Strongly Disagree a Little Neither agree or disagree Agree a little Agree Strongly

2. Can be somewhat careless

Disagree Strongly Disagree a Little Neither agree or disagree Agree a little Agree Strongly

3. Is a reliable worker

	Disagree Strongly	Disagree a Little	Neither agree or disagree	Agree a little	Agree Strongly
4.	<u>Tends to be disorganized</u>				
	Disagree Strongly	Disagree a Little	Neither agree or disagree	Agree a little	Agree Strongly
5.	<u>Tends to be lazy</u>				
	Disagree Strongly	Disagree a Little	Neither agree or disagree	Agree a little	Agree Strongly
6.	<u>Keeps working until things are done</u>				
	Disagree Strongly	Disagree a Little	Neither agree or disagree	Agree a little	Agree Strongly
7.	<u>Does things efficiently (quickly and correctly)</u>				
	Disagree Strongly	Disagree a Little	Neither agree or disagree	Agree a little	Agree Strongly
8.	<u>Sticks to a plan once it is made</u>				
	Disagree Strongly	Disagree a Little	Neither agree or disagree	Agree a little	Agree Strongly
9.	<u>Is easily distracted; has trouble paying attention</u>				
	Disagree Strongly	Disagree a Little	Neither agree or disagree	Agree a little	Agree Strongly

The next questions are about _____ Student's Name 's behavior in class.

1.	<u>This student is self-reliant.</u>			
	Never	Some of the time	Most of the time	Always
2.	<u>This student works hard.</u>			
	Never	Some of the time	Most of the time	Always
3.	<u>This student learns up to his/her ability.</u>			
	Never	Some of the time	Most of the time	Always
4.	<u>This student is easily distracted.</u>			
	Never	Some of the time	Most of the time	Always
5.	<u>This student concentrates.</u>			
	Never	Some of the time	Most of the time	Always

- 6 This student completes assignments.
- | | | | |
|-------|------------------|------------------|--------|
| Never | Some of the time | Most of the time | Always |
|-------|------------------|------------------|--------|
- 7 This student shows poor effort.
- | | | | |
|-------|------------------|------------------|--------|
| Never | Some of the time | Most of the time | Always |
|-------|------------------|------------------|--------|
- 8 This student is eager to learn.
- | | | | |
|-------|------------------|------------------|--------|
| Never | Some of the time | Most of the time | Always |
|-------|------------------|------------------|--------|
- 9 This student's mind wanders.
- | | | | |
|-------|------------------|------------------|--------|
| Never | Some of the time | Most of the time | Always |
|-------|------------------|------------------|--------|
- 10 This student works well alone.
- | | | | |
|-------|------------------|------------------|--------|
| Never | Some of the time | Most of the time | Always |
|-------|------------------|------------------|--------|

During this school year, has Student's Name

- Skipped school or a class?

No	Yes
----	-----
- Cheated on a test?

No	Yes
----	-----
- Damaged school or other property that didn't belong to him/her?

No	Yes
----	-----
- Hit someone with the intent of really hurting that person?

No	Yes
----	-----
- Had any of the following behavior problems that you felt caused concern?

No	Yes
----	-----

If yes, please check all that apply.

- Explosive Behaviors (e.g., temper, outbursts, easily provoked)
- Attention Problems (e.g. had difficulty concentrating or staying on task)
- Overactive Behaviors (e.g., acts impulsively without thinking, disrupts ongoing activities)
- Physical Aggression (e.g., hits, kicks, pushes others, destroys things that belong to others)
- Relational Aggression (e.g., teases others, bothers and annoys others)

- Social Withdrawal (e.g., does not respond to affection from others, avoids socializing with others)
- General Anxiety Problems (e.g., is afraid, fearful, or tense; becomes sick when upset or afraid)

Thank you so much for your help by completing this report!



Cumberland County Schools K-12 Career Connections Framework

Rationale:

This framework is provided for use by districts by the National Rural Education Association (NREA) as an option for use. This framework can be adopted by local school districts to support the implementation of a K-12 career development plan.

This framework provides a structure for school leaders to develop school level plans to support the career development process in grades K-12. Cumberland County Schools is committed to helping students develop a vision and realistic plan for their future during K-12 and beyond. This framework aligns with the Tennessee Department of Education Best for All strategic plan. This framework will allow Cumberland County Schools to focus on supporting career readiness for all students in their journey of becoming productive and engaged citizens. There is also a focus on building capacity for all educators as it relates to career development based on current research, labor market trends, and best practices.

Focus Areas

Career Awareness (Grades K-5)

Students become familiar with careers through learning that connects classroom instruction to careers both current and future. Career awareness strategies show students various types of careers and stimulate interest in future work. Students also become aware of careers that may not currently be aware of.

Career Exploration (Grades 6-8)

Students explore their aptitudes, talents, and interests through embedded activities. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. Strategies include tools and instruments that help understand their innate talents and strengths based on their aptitude and interest. There is a focus on the principle of “Students can’t be what they can’t see.” Students start plans for their future with career information, post-secondary education, and labor market data. Plans include academic planning as well as career aspirations and goals.

Career Planning (Grades 9-12)

Students continue career exploration while focusing on career planning. Instructional programs, courses, and activities provide advanced experiences that offer exposure and hands-on opportunities in a workplace. Career planning strategies focus on making clear links between career options and educational decisions. Students develop the skills to revisit previous exploration and planning strategies as they face career changes throughout life. The alignment of student talent to high value careers and

multiple post-secondary options is also a focus. This includes student awareness of post-secondary opportunities such as credentials, technical college, industry certifications, military service along with two- and four-year degrees. The use of Labor Market Information (LMI) to identify trends in career trajectories is also included in the career planning.

Strategies and Activities

Career Awareness (Grades K-5)

Strategy: describe careers, identify career information, and interpret connections between school and future work.

Activities

- Classroom career speakers
- Career connections learning strategies
- Integration of existing career awareness resources
- Virtual visits with career interviews and job sites
- Introduction to 16 career clusters
- Field trips to post-secondary institutions all grades (e.g. Bill Wheeler Ag-in-the-Classroom Farm Tour, all 3rd graders, Cumberland County UT Extension Farm)
- Field trips to local employers all grades
- Career related activities like vehicle day, dress up day, career presentations, etc.
- Naviance
- BizTown [JA of East TN](#)

Career Exploration (Grades 6-8)

Strategy: identify aptitudes, interest, and talents to develop self-awareness for determining personal motivations related to careers and income.

Activities

- Advanced academic and technical education
- Career Fair
- Student Success Plan
- Career Connections learning strategies
- Workplace visits with career interviews
- Career research, mentorships, and related courses
- Service learning
- Use of student aptitude and labor market data aligned to potential career pathways
- Naviance
- Economics for Success [JA of East TN](#)
- It's My Future [JA of East TN](#)

Career Planning (Grades 9-12)

Strategy: understand student aptitude, career interests, engage in career-based learning experiences, explore, and identify education and career skill development options beyond high school aligned to student aptitude and interest, learn how to adjust career plans according to shifts in the economy and labor market.

Activities

- Expand Early Post-Secondary Opportunities (EPSO)

- Career connections learning strategies
- Internships, career mentorships, pre-apprenticeship options
- Industry-recognized credentials aligned to the local, regional, and state labor market needs
- Career related student organizations
- Career fairs, mock interviews, job shadowing
- Field trips, career interviews with employers
- Advanced academic and technical education options
- Non-traditional delivery options for credentials and certificates for previously underserved populations
- Service learning, part-time work, and courses that enhance career readiness
- Individual student success plans that align with students' aptitude, interest, and career opportunities
- Professional development for staff members related to career development to include changing economic trends using Labor Market Information and future workplace skills
- Career academies that could include a "school within a school" concept to personalize career education
- Partnerships with technical, community, and four-year colleges and universities to increase credit options for previously underserved populations outside traditional dual enrollment options
- Partnership with local business, industry, and American Job Centers that help create or increase options for students to earn wages while still enrolled in high schools
- Parent nights to increase awareness of the changing economy and the multiple options to earn credentials, certifications, and college credit while in high school
- Utilize existing free career planning resources in the overall instructional programs across grades 9-12

Note: The strategies and activities listed should not be the only ones for consideration. These have been provided as examples. Schools may design additional activities that align with the focus areas and strategies outlined in the framework.

JOB DESCRIPTION
Cumberland County School District

Deputy Director of Operations

Objective

The purpose of establishing the Deputy Director of Operations position is to establish an oversight mechanism responsible for the District's Operational Departments (Inventory, Maintenance, Technology, Transportation, School Nutrition, Emergency Management, Human Resources, Finance, and others as assigned). The Director of Operations will manage the daily activities of each department, establish procedures, evaluate performance, implement changes when necessary, and ensure adherence to all federal and state regulations.

This Deputy Director of Operations reports to the Director of Schools.

Essential Functions

- Responsible for the administration of all operational department budgets.
- Communicate, when necessary, with vendors regarding purchasing and procurement issues, ensure all district procurement policies and procedures are being followed.
- Approve and assist in the preparation of departmental bids for equipment, supplies, and services.
- Oversee the operations of the school bus fleet and the overall delivery of student transportation services.
- Consults with school principals and other administrators to establish preventive maintenance and capital improvement programs.
- Exercise oversight in the development, implementation and evaluation of training programs for operational personnel.
- Oversee construction projects to ensure that all plans, specifications and timelines are being observed and followed by vendors and contractors.
- Monitor district utility billings, investigate overages and participate – when feasible – in energy conservation programs.
- Evaluate and recommend new equipment purchases (vehicles, mowers, buses, etc.)
- Investigate and resolve routine complaints with department personnel from parents or other school personnel.
- Assist in the recruitment and hiring of departmental personnel.
- Conduct annual performance evaluations of all departmental supervisors.
- Provide leadership to staff to ensure understanding and operational support of the district's educational objectives.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient operation of all departments in support of the operation of the school district.
-

Job Requirements: Minimum Qualifications
Skills, Knowledge and Abilities

SKILLS required to perform multiple, technical tasks successfully in a minimal amount of time; when required, utilize the fundamentals of discretion and confidentiality.

KNOWLEDGE of health and safety regulations pertaining to Occupational Safety and Health Administration (OSHA), Tennessee OSHA, and the Tennessee State and Cumberland County Fire Marshals.

KNOWLEDGE and complete understanding of all student transportation to include all the rules, regulations, and policies governing student transport and all other departments.

ABILITY to work under stressful conditions and time constraints.

ABILITY to interact in a positive and professional manner with the public as well as school personnel.

ABILITY to represent the district as needed with other governmental bodies.

ABILITY to critically analyze situations and data accurately as a means to adopt the appropriate course of action.

Responsibility

Responsibilities include working under limited supervision using acceptable practices and/or methods; leading, guiding, and/or coordinating with others; and operating within a defined budget.

Working Environment

The position will require sitting, walking, and standing. The job is performed under conditions with exposure to risk of injury and/or illness and in a clean atmosphere.

Experience - Job related experience is required.

Education – Bachelor's Degree in Business, Management, or Logistics preferred and/or ten years of senior level supervisory experience in operations.

Equivalency - None Specified.

Requirement – This is a non-certified position (i.e. This individual is not required to have a teaching certificate to qualify for the position).

Certificates / License- Valid Tennessee Driver's License, must be insurable in Tennessee.

Fair Labor Standards Act (FLSA) Status - Non-Exempt.

Approval Date -

JOB DESCRIPTION
Cumberland County School District

CAREER & TECHNICAL EDUCATION DIRECTOR

Purpose Statement

The job of Career and Technical Education (CTE) Director was established for the purpose of directing all Career and Technical Education programs with overall system-wide responsibility and authority for the management and coordination of the school system's program and related activities. The CTE Director specifically supervises and ensures the efficient operation and management of the Career and Technical Education mission and supports the overall educational responsibility of the system; providing information and guidance to teachers and schools; and implementing and maintaining services within established guidelines and standards; developing goals and strategic plans; managing assigned budgets; and providing supervision as needed and/or assigned.

This job reports to the Chief Academic Officer.

Essential Functions

- Supervises, administers, and coordinates Career and Technical Education programs.
- Manages program budgets, fund balances, CTE grants (Perkins), Innovative School Grant, and related financial activity for the purpose of ensuring that budget amounts and expenses are within budget limits and that sound fiscal practices are followed.
- Collaborates with teachers, administrators, students, parents, other district personnel, community organizations, and others for the purpose of implementing and maintaining services and/or programs.
- Coordinates Career and Technical Education program components, support needs and materials, manages course offerings, textbook selection, budgets, grants, strategic plans, and other departmental business for the purpose of meeting student needs while complying with Federal, State, District and/or program guidelines.
- Leads and/or participates in meetings, workshops, and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Assists in the supervision of approved extra-curricular Career and Technical Education duties that support the overall instructional program.
- Provides liaison for the system between the regional/state offices of Career and Technical Education, area Technology Centers, and other post-secondary institutions.
- Maintains a variety of detailed records in written and electronic formats for the purpose of meeting program reporting requirements.
- Prepares budget projections for federally funded Career and Technical Education projects and ensures compliance with federal guidelines.
- Coordinates Transition and Articulation Agreements with post-secondary institutions for the Departments. Monitors programs activities and components (e.g. work based learning, etc.) for the purpose of ensuring that student needs are met while maintaining program and District guidelines.
- Directs the CTE teacher licensing requirements and associated training in order to efficiently provide qualified teachers and proper progress toward advancements.
- Recommends in-service programs for Career and Technical Education to the high school and elementary principals.
- Prepares a variety of program related reports in both manual and electronic formats (e.g. budget, course offering, student participation, purchases, achievement, compliance, etc.) for the purpose of documenting activities, conveying information and ensuring program requirements are met in an effective and timely manner.
- Presents information to District and Community groups (e.g. program offerings, funding status, participation levels, etc.) for the purpose of promoting program, gaining feedback and complying with established internal controls.
- Develops, coordinates, and provides guidance and support for elementary school level Career and Technical Education programs, ensuring they interface with the secondary program.
- Organizes and coordinates with the local Career and Technical Education Advisory Board.
- Promotes involvement and understanding of the Career and Technical program for the purpose of meeting the ongoing needs of, and encouraging participation in, the Career and Technical programs related to course offerings.
- Researches, writes, and presents grant information for the purpose of securing the funding needed to meet program needs.
- Supervises assigned program personnel for the purpose of ensuring individual and program performance objectives are met.
- Coordinates and administers the community adult vocational education programs.
- Develops, coordinates, and administers a CTE concentrator student graduation follow-up program.
- Coordinates the supervision of Career and Technical Education student organizations and extended employment programs for the Career and Technical Education teachers.
- Assists in the registration of students for Career and Technical Education classes.

- Coordinates the distribution, preparation, and submission of all county and state Career and Technical Education reports including the student membership, competency profiles, and course concentrators reports.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Requirements: Minimum Qualifications

Skills, Knowledge, and Abilities

SKILLS are required to perform multiple, technical tasks, with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: analyzing; budgeting and cost control; effective listening; facilitating meetings; guiding others; instructional techniques; managing projects/programs; monitoring activities; planning; problem solving; supervision; and uses of technology.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: issues related to career and technical fields; concepts of grammar and punctuation; extensive knowledge of grant administration and implementation; community resources; district policies and procedures; bookkeeping and budgeting practices.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data required analysis based on organizational objectives; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; setting priorities; building collaborative relationships; and working with constant interruptions.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and supervising the use of funds. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally, the job requires 65% sitting, 20% walking, and 15% standing. This job is performed in a generally clean and healthy environment.

Experience

Job related experience with increasing levels of responsibility is required.

Education

Bachelor's degree in job related area.

Equivalency

None Specified

Requirement

This is a certified position

Continuing Education/Training

None Specified

FLSA Status

Exempt

Clearances

Criminal Justice fingerprint/background clearance

Certificates and Licenses

Valid TN Teaching License

Valid TN Administrators License

Valid Driver's License & Evidence of Insurability

Persons holding Career and Technical Education Supervisory Positions, including local Director's, supervisors, coordinator specialists, assistant principals for Career and Technical Education, and center administrators, shall have one (1) of the following sets of qualifications:

1. A Bachelor's degree in Career and Technical Education from an accredited four (4)-year college or university, three (3) years of teaching experience in an approved Career and Technical Education program and two (2) years of appropriate employment experience in a recognized occupation;
2. A Bachelor's degree with a Career and Technical Education endorsement, three (3) years teaching experience, two (2) years of appropriate work experience; or
3. An endorsement as a pre-K-12 administrator or secondary supervisor of principal.

Approval Date

Salary Grade

JOB DESCRIPTION
Cumberland County School District

SECONDARY 9-12 SUPERVISOR

Purpose Statement

The job of Secondary 9-12 Supervisor was established for the purpose/s of directing the delivery of programs and services at the secondary level through site administration; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing, and maintaining services in compliance with established guidelines of local Board policy, procedures, Tennessee Code Annotated and minimum rules, regulations, and standards set forth by the Tennessee Department of Education; and serving as a member of the leadership team.

This job reports to the Chief Academic Officer.

Essential Functions

- Collaborates with internal and external personnel (e.g. other administrators, auditors, public agencies, community members, etc.) for the purpose of implementing and/or maintaining services and programs.
- Compiles data from a variety of sources for the purpose of developing and/or evaluating programs and/or complying with financial, legal, and/or administrative requirements.
- Coordinates operations among secondary schools (e.g. personnel, budgets, staff development, testing, planning, curriculum, etc.) for the purpose of ensuring that District objectives are achieved and resources are effectively utilized.
- Directs department operations, the maintenance of services and the implementation of new programs and/or processes for the purpose of providing services within established timeframes and in compliance with related requirements.
- Ensures that all schools achieve ambitious student performance gains in all subject areas (e.g. by performing coach observations, looking at data, performing classroom observations, planning and participating in leadership team meetings) for the purpose of meeting district goals for every student.
- Evaluates programs and/or projects (e.g. curriculum, testing, staff development, etc.) for the purpose of carrying out and achieving objectives within area of responsibility.
- Facilitates meetings, workshops, seminars, etc. (e.g. personnel actions, financial procedures, regulatory requirements, actions involving outside agencies, inter-district needs, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.
- Manages a wide variety of programs and processes (e.g. staff development, personnel assignments, testing and assessment, curriculum, etc.) for the purpose of ensuring district compliance with established guidelines.
- Prepares and monitors budget allocations, expenditures, and related financial activities for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Assist the Financial Controller in the equitable distribution of state and local funding among schools.
- Participates in meetings, workshops, and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Performs personnel functions (e.g. interviewing, evaluating, supervising, counseling, assignments, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within the budget.
- Researches a variety of topics (e.g. current practices, instructional materials, methods, curriculum guidelines, etc.) for the purpose of developing new programs and/or master plans.
- Supports and coaches high school leaders for the purpose of developing instructional leadership and helping them meet ambitious school performance goals.
- Conduct performance appraisals with teachers and principals to assess instructional competencies and develop written programs of improvement as needed.
- Secure, develop and distribute instructional materials for classroom use including but not limited to textbooks.
- Recommend teaching strategies, techniques, and materials for classroom use.
- Coordinate revisions of report cards based on Tennessee State Standards.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Requirements: Minimum Qualifications

Skills, Knowledge, and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; planning and managing projects; preparing and maintaining accurate records; guiding others; facilitating meetings; interpersonal aptitude; leadership; managing staff/performance; personnel administration; and problem solving.

KNOWLEDGE is required to review and interpret technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: pertinent law, codes, policies, and/or regulations; personnel processes; curriculum adoption process; program planning and development; concepts of grammar and punctuation; principles of best teaching practices and leaning styles; curriculum and instructional methods; treatment modalities and assessment; and community resources.

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes. Ability is also required to work positively with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups and individuals; meeting deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data; confidentiality; decision making; leadership and direction; and motivating others.

Responsibility

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; managing major organizational components; and supervising the use of funds for multiple departments. Utilization of significant resources from other work units is sometimes required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally, the job requires 60% sitting, 20% walking, and 20% standing. This job is performed under minimal temperature variations.

Education

Master's degree in job related area.

Experience

Job related experience within specialized field is required.

A minimum of three (3) years of verified administrative and supervisory experience in public schools or private schools approved by the TN Department of Education.

Requirement

This is a certified position

Continuing Education/Training

None Specified

Clearances

Criminal Justice fingerprint/background clearance

Certificates and Licenses

Valid TN Teaching License

Appropriate Administrative Certification

Possess and maintain a valid Driver's License & Evidence of Insurability

Approval Date

Salary Grade

Monitoring Results - LEA Response

Cumberland County (180) Public District - FY 2023 - Level 3 Results-Based Monitoring - Rev 0

Overview

Assurances	○ ○ ○ ○ ○
Agenda	○ ○ ○ ○ ○
Points of Contact	○ ○ ○ ○ ○

Cross-Cutting

LEA: Cross-Cutting Initiatives	● ○ ○ ○ ○
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Fiscal Oversight

LEA: Budgets and Budget Revisions	● ● ● ● ○
LEA: Travel	● ○ ○ ○ ○
LEA: Equipment	● ● ● ● ○
LEA: Procurement and Contracts	● ○ ○ ○ ○
LEA: Cash Management	● ● ● ● ○
LEA: Compensation/Leave	● ● ● ● ○
LEA: General Fiscal Requirements	● ● ● ● ○
LEA: Personnel	● ● ● ● ○
LEA: ESSA Use of Funds	● ○ ○ ○ ○
LEA: IDEA Use of Funds	● ● ● ● ○
LEA: Perkins V Use of Funds	● ○ ○ ○ ○
LEA: ESSER (1.0, 2.0, & 3.0) Use of Funds	● ● ● ● ○

Every Student Succeeds Act (ESSA)

LEA: ESSA Title I, Part A—Improving Basic Programs	● ○ ○ ○ ○
LEA: ESSA Title I, Part A—Students in Foster Care	● ● ● ● ○
LEA: ESSA Title I, Part C—Education of Migratory Children	● ● ● ● ○
LEA: ESSA Title II, Part A—Supporting Effective Instruction	● ● ● ● ○
LEA: ESSA Title III, Part A—English Language Acquisition	● ● ○ ○ ○
LEA: ESSA Title III—Immigrant Students	● ● ● ● ○
LEA: Title IV, Part A—Student Support and Academic Enrichments	○ ○ ○ ○ ○
LEA: ESSA Title IX, Part A—Education for Homeless Children and Youth	● ○ ○ ○ ○
LEA: ESEA Title I, Part A—Targeted Assistance School Improvement Plan Components	○ ○ ○ ○ ○

LEA: ESEA Title V, Part B—Rural Education Initiative



Individuals with Disabilities Education Act (IDEA)

LEA: IDEA, Part B



LEA: IDEA, Part B, Preschool



LEA: Students with Disabilities Detained in Jails



Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

LEA: Perkins V Info, Org, and Initiatives



LEA: Perkins V Size, Scope, and Quality Indicators (SSQI)



LEA: Perkins V Effective Educators



LEA: Perkins V Students with Disabilities (SWDs)



LEA: Perkins V Students in Special Populations (Non-SWD Subgroups)



LEA: Perkins V Charter Schools



Non-Public and Charter Schools

LEA: ESSA Equitable Services to Non-Public Schools



LEA: IDEA Equitable Services to Non-Public Schools



LEA: Perkins V Equitable Services to Non-Public Schools



LEA: Charter School Oversight



ESSER

LEA: ESSER 1.0



LEA: ESSER 2.0



LEA: ESSER 3.0



Students Served by Neglected and/or Delinquent Programs

LEA: Students Served by Neglected and/or Delinquent Programs



Extended Learning

LEA/CBO: Extended Learning



Other

Other



LEA: Cross-Cutting Initiatives



Findings of Non-compliance

Topic/Area Cross-Cutting > LEA: Cross-Cutting Initiatives

Summary The website provided for online registration indicates the documentation required includes a social security number and birth certificate. These

	requirements could potentially create a barrier to enrollment for students. ESEA § 1111(g)(1)(E) requires "immediate enrollment even if the child is unable to produce records normally required for enrollment."
Action(s) Required	1) The LEA must edit the website to ensure the enrollment requirements indicate that a birth certificate and social security number are optional. Documentation: Website link showing updated requirements for enrollment <input type="text" value=""/> No documentation has been uploaded. Documentation Approved: Deadline: 10/28/2022 On-Time:

Findings of Non-compliance

Topic/Area	Cross-Cutting > LEA: Cross-Cutting Initiatives
Summary	Though evidence was provided for the LEA level Family Engagement Policy, documentation was lacking for a jointly developed LEA level Family Engagement Policy. ESEA § 1116(a)(1)(2) requires LEAs to conduct outreach to parents and family members and shall develop, jointly with families, a written Parent and Family Engagement Policy
Action(s) Required	1) Provide an updated LEA Family Engagement Policy and evidence of a planning meeting to review and revise the LEA's family engagement policy. Documentation: Invitation to planning meeting <input type="text" value=""/> No documentation has been uploaded. Documentation Approved: Agenda from planning meeting <input type="text" value=""/> No documentation has been uploaded. Proof of Attendance <input type="text" value=""/> No documentation has been uploaded. Updated LEA Family Engagement Policy <input type="text" value=""/> No documentation has been uploaded. Deadline: 1/31/2023 On-Time:

Improvements Recommended

Topic/Area	Cross-Cutting > LEA: Cross-Cutting Initiatives
Summary	Based on the evidence uploaded, it is recommended the LEA update the organization chart to include all central office staff. The federal programs role was not found.

Improvements Recommended

Topic/Area	Cross-Cutting > LEA: Cross-Cutting Initiatives
Summary	It is recommended the LEA and schools update their school handbooks to reflect the current reauthorization of ESEA, ESSA. Uploaded handbooks contained the 10 components of Title I, Part A, which is part of NCLB. In addition, there were outdated contacts and NCLB stated.

Improvements Recommended

Topic/Area	Cross-Cutting > LEA: Cross-Cutting Initiatives
Summary	Based on uploaded evidence, it is recommended the LEA start the process of reviewing and updating the five year strategic plan that will be outdated as of Dec. 31, 2022, in order to be in compliance by Jan. 1, 2023.

LEA: Budgets and Budget Revisions ●●●●○

Met Requirements

Topic/Area	Fiscal Oversight > LEA: Budgets and Budget Revisions
Summary	Based on the documentation provided and conversations held during the monitoring, there are no compliance concerns for this topic/area.

LEA: Travel ●○○○○

Findings of Non-compliance

Topic/Area	Fiscal Oversight > LEA: Travel
Summary	According to 34 CFR § 76.707 the obligation for travel is made when travel is taken. It was noted in federal reimbursements that airfare and registration costs were drawn down in ePlan prior to travel. All travel including airfare and registration must not be drawn down for reimbursement prior to travel.
Action(s) Required	1) Provide all documentation for a travel reimbursement that includes conference registration and/or airfare for any federal grant. Documentation: Documentation Approved: Travel reimbursement and ePlan reimbursement documentation <input type="text" value="▼"/>  No documentation has been uploaded. Deadline: 5/31/2023 On-Time:

LEA: Equipment ●●●●○

Met Requirements

Topic/Area	Fiscal Oversight > LEA: Equipment
Summary	Based on the documentation provided and conversations held during the monitoring, there are no compliance concerns for this topic/area

LEA: Procurement and Contracts ●○○○○

Findings of Non-compliance

Topic/Area	Fiscal Oversight > LEA: Procurement and Contracts
Summary	According to 2 CFR § 200.319(a) all procurement transactions for acquisition of property or services required under a Federal award must by

conducted in a manner providing full and open competition. No documentation was found to support that the Cooperative used for purchasing bleachers used the competitive bid process for the items being purchased.

Action(s) Required

1) The LEA needs to supply documentation that the Cooperative used to purchase bleachers with ESSER funds went through the competitive bidding process.

Documentation:

Bid documentation from the Cooperative

No documentation has been uploaded.

Documentation Approved:



Deadline: 11/11/2022

On-Time:

LEA: Cash Management



Met Requirements

Topic/Area	Fiscal Oversight > LEA: Cash Management
Summary	Based on the documentation provided and conversations held during the monitoring, there are no compliance concerns for this topic/area.

LEA: Compensation/Leave



Met Requirements

Topic/Area	Fiscal Oversight > LEA: Compensation/Leave
Summary	Based on the documentation provided and conversations held during the monitoring, there are no compliance concerns for this topic/area.

LEA: General Fiscal Requirements



Improvements Recommended

Topic/Area	Fiscal Oversight > LEA: General Fiscal Requirements
Summary	It was noted during the monitoring that many LEA policies and procedures were not in alignment. It was also noted that the district was participating in the Fiscal Pre-Monitoring Supports Grant and is aware of the inconsistencies. Please continue to work with the selected contractor to review and update policies and procedures as needed.

LEA: Personnel



Met Requirements

Topic/Area	Fiscal Oversight > LEA: Personnel
Summary	Based on the documentation provided and conversations held during the monitoring, there are no compliance concerns for this topic/area.

LEA: ESSA Use of Funds



Findings of Non-compliance

Topic/Area	Fiscal Oversight > LEA: ESSA Use of Funds	
Summary	According to CFR § 200.403(a) and CFR § 200.405(a)(2) costs must be necessary, reasonable, and allocable and benefit the Federal award. The ESSA Director is also the ESSER Director and is paid 100% out of Consolidated Admin. Federal grants must not be charged for time that is not allocable to a particular award.	
Action(s) Required	1) ESSA/ESSER Director must determine the amount of time devoted to ESSA activities and ESSER activities. Journal entries must be made to correct time charged to Con Admin and ESSER portion must be charged to a different funding source. Monthly time and effort records will need to be completed going forward.	
	Documentation:	Documentation Approved:
	Journal Entries showing correction to Con Admin from July 1-current	<input type="text"/>  
	No documentation has been uploaded.	
	Documentation of new funding source and budget for the ESSER portion of the salary.	<input type="text"/>  
	No documentation has been uploaded.	
	Deadline: 1/06/2023	
	On-Time:	

LEA: IDEA Use of Funds



Met Requirements

Topic/Area	Fiscal Oversight > LEA: IDEA Use of Funds
Summary	Based on the documentation provided and conversations held during the monitoring, there are no compliance concerns for this topic/area.

LEA: Perkins V Use of Funds



Findings of Non-compliance

Topic/Area	Fiscal Oversight > LEA: Perkins V Use of Funds	
Summary	The CTE Director is the CTE Director and the Secondary Supervisor. He is paid 5% from the CTE Perkins grant and 95% from 141 General Purpose. In accordance with 2 CFR § 200.430(i)(1), charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed.	
Action(s) Required	1) The CTE Director must complete time and effort documentation for time worked on Perkins activities	
	Documentation:	Documentation Approved:
	Time and Effort documentation- PARs for November and December 2022	<input type="text"/>  
	No documentation has been uploaded.	
	Deadline: 1/13/2023	
	On-Time:	



Met Requirements

Topic/Area	Fiscal Oversight > LEA: ESSER (1.0, 2.0, & 3.0) Use of Funds
Summary	Based on the documentation provided and conversations held during the monitoring, there are no compliance concerns for this topic/area.



Findings of Non-compliance

Topic/Area	Every Student Succeeds Act (ESSA) > LEA: ESSA Title I, Part A—Improving Basic Programs
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Summary	While the schools were able to provide school-level family engagement policies, there was not adequate evidence that the policies were jointly developed with parents and reviewed on an annual basis. ESSA §1116(b)(1) states that schools shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents.
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Action(s) Required	1) Updated school-level family engagement policy for Phoenix High School		
	Documentation:	Documentation Approved:	
	Invitation(s) No documentation has been uploaded.	<input type="button" value="v"/>	
	Agenda(s) No documentation has been uploaded.	<input type="button" value="v"/>	
	Proof of Attendance of a planning meeting to develop a school-level family engagement policy for Phoenix High School No documentation has been uploaded.	<input type="button" value="v"/>	
	Updated school-level family engagement policy for Phoenix High School No documentation has been uploaded.	<input type="button" value="v"/>	
	Deadline: 2/01/2023		
	On-Time:		
	2) Updated school-level family engagement policy for Glenn Martin Elementary School		
	Documentation:	Documentation Approved:	
Invitation(s) No documentation has been uploaded.	<input type="button" value="v"/>		
Agenda(s) No documentation has been uploaded.	<input type="button" value="v"/>		
Proof of Attendance of a planning meeting to develop a school-level family engagement policy for Phoenix High School	<input type="button" value="v"/>		

No documentation has been uploaded.

Updated school-level family engagement policy for Glenn Martin Elementary School



No documentation has been uploaded.

Deadline: 2/01/2023

On-Time:

Findings of Non-compliance

Topic/Area Every Student Succeeds Act (ESSA) > LEA: ESSA Title I, Part A—Improving Basic Programs

Summary While the school-parent compact was provided, there was a lack of evidence that the compact was jointly-developed and reviewed annually with families for both Phoenix and Glenn Martin schools. ESSA § 1116(d) states that schools shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards.

Action(s) Required	1) Updated school-parent compact for Phoenix High School		
	Documentation:	Documentation Approved:	
	Invitation(s)		
	No documentation has been uploaded.		
	Agenda		
	No documentation has been uploaded.		
	Proof of Attendance of a planning meeting to develop a school-parent compact for each school.		
	No documentation has been uploaded.		
	Updated school-parent compact for Phoenix High School		
	No documentation has been uploaded.		
Deadline: 2/01/2023			
On-Time:			
2) Updated school-parent compact for Glenn Martin Elementary School			
Documentation:	Documentation Approved:		
Invitation(s)			
No documentation has been uploaded.			
Agenda			
No documentation has been uploaded.			
Proof of Attendance of a planning meeting to develop a school-parent compact for each school.			
No documentation has been uploaded.			
Updated school-parent compact for Glenn Martin Elementary School			
No documentation has been uploaded.			
Deadline: 2/01/2023			

On-Time:

LEA: ESSA Title I, Part A—Students in Foster Care



Improvements Recommended

Topic/Area	Every Student Succeeds Act (ESSA) > LEA: ESSA Title I, Part A—Students in Foster Care
Summary	It is recommended that the LEA develop a Foster Care job description so that any person filling that role has a clear understanding of the required expectations.

LEA: ESSA Title I, Part C—Education of Migratory Children



Met Requirements

Topic/Area	Every Student Succeeds Act (ESSA) > LEA: ESSA Title I, Part C—Education of Migratory Children
Summary	Based on the documentation provided and conversations held during the monitoring, there are no compliance concerns for this topic/area.

LEA: ESSA Title II, Part A—Supporting Effective Instruction



Improvements Recommended

Topic/Area	Every Student Succeeds Act (ESSA) > LEA: ESSA Title II, Part A—Supporting Effective Instruction
Summary	In planning how to best utilize Title II funds, it is recommended that the LEA utilize relevant data such as, but not limited to, test scores, benchmark data, student grades, attendance data, discipline data, teacher evaluation data, etc.

LEA: ESSA Title III, Part A—English Language Acquisition



Corrections Needed

Topic/Area	Every Student Succeeds Act (ESSA) > LEA: ESSA Title III, Part A—English Language Acquisition
Summary	Under TN SBE Rule 0520-01-19, EL students identified for ESL service via an English Language Proficiency screener shall receive a minimum of one (1) hour of Direct ESL Service each school day from a teacher who holds an ESL endorsement, until the student achieves a sufficient score on a summative assessment pursuant to TN SBE Rule 0520-01-19-.08. In the uploads, there was an instance a student at Homestead Elementary received 30 minutes and the scores deem a full hour is needed.
Action(s) Required	1) Revise ESL schedule to demonstrate student is receiving the full hour of service. Documentation: ESL Schedule <input type="text"/> <input type="button" value="▼"/> <input type="button" value="🗨"/> No documentation has been uploaded. Documentation Approved: Deadline: 11/30/2022 On-Time:

LEA: ESSA Title III—Immigrant Students ●●●○○

Improvements Recommended

Topic/Area	Every Student Succeeds Act (ESSA) > LEA: ESSA Title III—Immigrant Students
Summary	It is recommended the LEA update its Immigrant Procedure to include TN SBE Rule 0520-01-19 rather than the old ESL policy and that the link to the information in the Data Manual be updated yearly.

LEA: ESSA Title IX, Part A—Education for Homeless Children and Youth ●○○○○

Findings of Non-compliance

Topic/Area	Every Student Succeeds Act (ESSA) > LEA: ESSA Title IX, Part A—Education for Homeless Children and Youth
Summary	The local liaison serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers. Every LEA, whether or not it receives a McKinney-Vento subgrant, is required to designate a local liaison. (Section 722(g)(1)(J)(ii)). As part of the federal requirement, homeless liaisons must provide school personnel with professional development and other support on McKinney-Vento Programming. While the LEA did provide the screenshot of a McKinney-Vento training there was no evidence that an actual training took place as no sign-in sheet was provided.
Action(s) Required	1) Provide evidence that annual McKinney-Vento training has occurred. Documentation: Documentation Approved: Complete training and provide a sign in sheet <input type="text"/> <input type="button" value="▼"/> <input type="button" value="🗨"/> No documentation has been uploaded. Deadline: 11/30/2022 On-Time:

Improvements Recommended

Topic/Area	Every Student Succeeds Act (ESSA) > LEA: ESSA Title IX, Part A—Education for Homeless Children and Youth
Summary	Federal law [42 U.S.C. § 11432(g)(3)(E)] requires that State Education Agencies (SEA) have procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youths. LEAs must also have their own written dispute resolution process that describes procedures for resolving disputes at the local level. While the LEA did provide a dispute resolution process it is recommended that the LEA-Level Dispute be placed on LEA letterhead, making it evident that the LEA does have an LEA-level dispute process that is followed.

LEA: ESEA Title V, Part B—Rural Education Initiative ●●●●○

Met Requirements

Topic/Area	Every Student Succeeds Act (ESSA) > LEA: ESEA Title V, Part B—Rural Education Initiative
Summary	Based on the documentation provided and conversations held during the monitoring, there are no compliance concerns for this topic/area.

LEA: IDEA, Part B ●○○○○

Findings of Non-compliance

Topic/Area	Individuals with Disabilities Education Act (IDEA) > LEA: IDEA, Part B
Summary	Based on the uploaded documentation reviewed as well as conversations with staff during the monitoring process, Glen Martin Elementary is dismissing special education students 10-15 minutes early each day. Also, teacher schedules for students with disabilities do not include enough instructional time to constitute a 6.5 hour instructional day. The LEA must ensure that students with disabilities must have access to a full instructional day according to 34 CFR §300.114, 34 CFR §300.34(a) and (c)(16).
Action(s) Required	<p>1) The LEA must establish a transportation schedule that ensures students receive a full day of school.</p> <p>Documentation: Revised transportation schedule <input type="text" value=""/> </p> <p>No documentation has been uploaded.</p> <p>Documentation Approved:</p> <p>Deadline: 10/31/2022</p> <p>On-Time:</p> <hr style="border-top: 1px dashed #000;"/> <p>2) Copy of teacher's schedules clearly showing 6.5 hours of instructional time.</p> <p>Documentation: Teacher schedules <input type="text" value=""/> </p> <p>No documentation has been uploaded.</p> <p>Documentation Approved:</p> <p>Deadline: 10/31/2022</p> <p>On-Time:</p> <hr style="border-top: 1px dashed #000;"/> <p>3) Provide a spreadsheet that shows all students with IEPs that did not receive a full day of school from the start of the 2022 school year to present. If a student had a modified schedule per IEP team decision, they would not need to be included in this list.</p> <p>Documentation: Detailed spreadsheet <input type="text" value=""/> </p> <p>No documentation has been uploaded.</p> <p>Documentation Approved:</p> <p>Deadline: 11/11/2022</p> <p>On-Time:</p> <hr style="border-top: 1px dashed #000;"/> <p>4) Convene an IEP team meeting for each student that did not receive a full day of school from the start of the 2021 school year to present to determine if FAPE was not provided and if compensatory education are required.</p> <p>Documentation: List of State IDs for students who did not receive a full day and FAPE was not provided <input type="text" value=""/> </p> <p>No documentation has been uploaded.</p> <p>Copies of PWN (PII redacted) detailing IEP decisions regarding FAPE and the need for comp ed. <input type="text" value=""/> </p> <p>No documentation has been uploaded.</p> <p>Documentation Approved:</p> <p>Deadline: 11/18/2022</p> <p>On-Time:</p> <hr style="border-top: 1px dashed #000;"/> <p>5) If an IEP team determined FAPE was not provided and compensatory education was needed, the LEA must upload evidence that the determined compensatory education services were provided.</p>

Documentation: **Documentation Approved:**

Compensatory Education Documentation



No documentation has been uploaded.

Deadline: 12/16/2022

On-Time:

Corrections Needed

Topic/Area Individuals with Disabilities Education Act (IDEA) > LEA: IDEA, Part B

Summary Based on open responses and interviews during the on-site monitoring there is insufficient evidence that the LEA is following the updated Tennessee State board of Education Rule. TSBE Rule 0520-01-09-.24 states that "A Functional Behavior Assessment shall be conducted by a group of at least three (3) individuals knowledgeable about the student." It was stated in interviews that the behavior analyst creates all FBAs and BIPs.

Action(s) Required 1) Develop written procedures that include the updated TSBE rule for conducting FBAs.

Documentation: **Documentation Approved:**

Updated Procedures



No documentation has been uploaded.

Deadline: 11/18/2022

On-Time:

2) Train special education staff on the approved updated procedures.

Documentation: **Documentation Approved:**

Training Materials



No documentation has been uploaded.

Proof of Attendance



No documentation has been uploaded.

Deadline: 12/16/2022

On-Time:

Corrections Needed

Topic/Area Individuals with Disabilities Education Act (IDEA) > LEA: IDEA, Part B

Summary Based on the information that was uploaded and discussions with the LEA during the monitoring, there is evidence the LEA has procedures for governing the use of isolation and restraint, training requirements, and incident report procedures; however, they do not reflect all current guidance consistent with T.C.A. § 49-10-1304 and TSBE Rule 520-01-09.23(4).

Action(s) Required 1) Update procedures for isolation and restraint to include only using restraint and isolation in emergency situations as well as when to have an IEP meeting.

Documentation: **Documentation Approved:**

Isolation and Restraint Procedures



No documentation has been uploaded.

	<p>Deadline: 11/04/2022</p> <p>On-Time:</p> <p>2) Upon state approval of revised written procedures, train all staff (virtually or in person) on the updated procedures</p> <p>Documentation: Documentation Approved:</p> <p>Training Materials <input type="text" value="▼"/> </p> <p>No documentation has been uploaded.</p> <p>Proof of Attendance <input type="text" value="▼"/> </p> <p>No documentation has been uploaded.</p> <p>Deadline: 12/16/2022</p> <p>On-Time:</p>
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Corrections Needed

Topic/Area	Individuals with Disabilities Education Act (IDEA) > LEA: IDEA, Part B
Summary	Based on uploaded documentation, there is inadequate evidence the LEA has procedures for implementation of the provision of special education and related services consistent with TSBE Rule 0520-01-09-.09(1)(g)(3) for Evaluation/Reevaluation and Determination of Eligibility Procedure requirements.
Action(s) Required	<p>1) Develop written procedures for Evaluation/Reevaluation and Determination of Eligibility Procedures requirements.</p> <p>Documentation: Documentation Approved:</p> <p>Procedures for Evaluation/Reevaluation and Determination of Eligibility <input type="text" value="▼"/> </p> <p>No documentation has been uploaded.</p> <p>Deadline: 10/31/2022</p> <p>On-Time:</p> <p>2) Upon state approval of written procedures, provide training to all special education teachers, school administrators, and other appropriate staff as determined by the LEA.</p> <p>Documentation: Documentation Approved:</p> <p>Training Materials <input type="text" value="▼"/> </p> <p>No documentation has been uploaded.</p> <p>Proof of Attendance <input type="text" value="▼"/> </p> <p>No documentation has been uploaded.</p> <p>Deadline: 12/16/2022</p> <p>On-Time:</p>

Corrections Needed

Topic/Area	Individuals with Disabilities Education Act (IDEA) > LEA: IDEA, Part B
Summary	Based on uploaded documentation for the on-site monitoring, there is insufficient evidence Intellectually Gifted students are being served by a teacher that is licensed or that meets the employability standards as outlined in TN SBE Rule 0520-02-06-.02(2).
Action(s)	1) Ensure that the instructional provider for the students that are being served under the identification of Intellectually Gifted is meeting the

Required	required employment standards identified in TN SBE Rule 0520-02-06-.02(2) or develop a consultation model with a gifted certified teacher with an MOU to provide consultation to non-certified gifted teachers.	Documentation Approved:
	<p>Documentation:</p> <p>Documentation that supports the endorsement or employment standards for a teacher that is providing direct support to students that are intellectually gifted or consultation procedures. <input type="text" value="▼"/> </p> <p>No documentation has been uploaded.</p> <p>Deadline: 11/18/2022</p> <p>On-Time:</p>	

Corrections Needed

Topic/Area	Individuals with Disabilities Education Act (IDEA) > LEA: IDEA, Part B	
Summary	Interviews conducted at the school level during the on-site monitoring visit show that there is a lack of understanding of how to determine educational homebound placements. TN SBE Rule 0520-01-09-.07 states "An educational homebound placement for students with disabilities is made by an IEP team when considering the full continuum of placement options made available pursuant to IDEA. The IEP team must document that a homebound placement is necessary, temporary and consistent with requirements for the provision of a free appropriate public education."	
Action(s) Required	1) Develop or adopt homebound procedures that align with TN SBE Rule 0520-01-09-.07.	
	<p>Documentation:</p> <p>Procedure (for determining homebound placements) <input type="text" value="▼"/> </p> <p>No documentation has been uploaded.</p> <p>Deadline: 10/31/2022</p> <p>On-Time:</p>	Documentation Approved:
	2) Upon state approval of revised written procedures, provide training (in-person or virtual) to special education staff, school administrators, and any other relevant staff on homebound placement for students with disabilities.	
	<p>Documentation:</p> <p>Training Documentation <input type="text" value="▼"/> </p> <p>No documentation has been uploaded.</p>	Documentation Approved:
	<p>Documentation:</p> <p>Proof of Attendance <input type="text" value="▼"/> </p> <p>No documentation has been uploaded.</p> <p>Deadline: 12/16/2022</p> <p>On-Time:</p>	

Corrections Needed

Topic/Area	Individuals with Disabilities Education Act (IDEA) > LEA: IDEA, Part B	
Summary	Based on a review of uploaded information and interview responses during monitoring, written expression is not included in the universal screening process. Under the Individuals with Disabilities Education Act (IDEA), all LEAs are required to identify, locate, and evaluate all students suspected of having a disability. As part of this mandate and in accordance with Tennessee's Response to Instruction and Intervention	

(RTI2) framework, LEAs must identify a process to screen students in the area of written expression in all grade levels. [RTI2 Framework Manual §1.3 (Universal Screening) §2.4 (Database Decision-making).

Action(s) Required

1) Revise the current universal screening process and clearly identify how students are screened for written expression in grades K through 12.

Documentation:

Universal Screening Process (for all grade levels that includes written expression) 
 No documentation has been uploaded.

Documentation Approved:

Deadline: 11/18/2022

On-Time:

2) Upon state approval of revised written procedures, provide training to special education teachers, school administrators, and other appropriate staff as determined by the LEA.

Documentation:

Training Documentation 
 No documentation has been uploaded.

Documentation Approved:

Proof of Attendance 
 No documentation has been uploaded.

Deadline: 12/16/2022

On-Time:

LEA: IDEA, Part B, Preschool 

Met Requirements

Topic/Area Individuals with Disabilities Education Act (IDEA) > LEA: IDEA, Part B, Preschool

Summary Based on the documentation provided and conversations held during the monitoring, there are no compliance concerns for this topic/area

LEA: Students with Disabilities Detained in Jails 

Improvements Recommended

Topic/Area Individuals with Disabilities Education Act (IDEA) > LEA: Students with Disabilities Detained in Jails

Summary It is recommended that the LEA remove the last question from the intake form for students with disabilities detained in jail. The question pertains to revoking special education services upon intake. While students over the age of 18 years old can make decisions for themselves about educational services, it would be recommended that the decision be made outside of the intake form.

LEA: Perkins V Info, Org, and Initiatives 

Findings of Non-compliance

Topic/Area Strengthening Career and Technical Education for the 21st Century Act (Perkins V) > LEA: Perkins V Info, Org, and Initiatives

Summary	Although the LEA provided evidence of ongoing stakeholder consultation (agendas, surveys, and/or meeting minutes including participant signatures, etc.), the provided information did not indicate the presence or involvement of all required stakeholder groups, in particular representatives of special populations. According to Perkins V §134(d), the LEA must attempt to consult representatives of all stakeholder groups on the creation of the CLNA and local application. Required stakeholder groups include secondary and postsecondary educators, administrators and other support staff; state or local workforce development boards; business and industry representatives; parents and students; representatives of special populations; representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth; representatives of Indian Tribes and Tribal organizations in the state (where applicable); and any other stakeholders required by the eligible agency.	
Action(s) Required	<p>1) Create a survey (provide a survey previously created), agenda for a virtual meeting, or create a document to send to representatives of special populations groups regarding feedback on the required areas for stakeholder consultation as defined in Perkins V §134(c).</p> <p>Documentation:</p> <p>Survey, meeting invite, or documents requesting stakeholder feedback on the local application, CLNA, and local CTE program. No documentation has been uploaded.</p> <p>Deadline: 11/18/2022 On-Time:</p> <hr/> <p>2) Send the survey, hold a virtual meeting, or send a document to send to representatives of special populations including, students with disabilities, regarding feedback on the required areas for stakeholder consultation as defined in Perkins V §134(c).</p> <p>Documentation:</p> <p>Evidence of the attempt to consult representatives of special populations groups including the stakeholder group the individual(s) belongs to (correspondence, emails, meeting minutes, proof of attendance, or general evidence of consultation). No documentation has been uploaded.</p> <p>Deadline: 12/02/2022 On-Time:</p>	<p>Documentation Approved:</p> <p><input type="button" value="▼"/> </p> <p>Documentation Approved:</p> <p><input type="button" value="▼"/> </p>

LEA: Perkins V Effective Educators ●●●○○

Improvements Recommended

Topic/Area	Strengthening Career and Technical Education for the 21st Century Act (Perkins V) > LEA: Perkins V Effective Educators	
Summary	In conversations with the LEA and school staff, it was noted that there was a wide variety of CTE professional development offered throughout the year. It is recommended that the CTE director monitor topics of the PD opportunities closely and aid in planning topics throughout the year to ensure that the definition of professional development, as determined by Perkins V, is met.	

Improvements Recommended

Topic/Area	Strengthening Career and Technical Education for the 21st Century Act (Perkins V) > LEA: Perkins V Effective Educators	
Summary	During conversations with the CTE director, it was noted that there are some areas of CTE where there is a gap in personnel due to not being able to find a viable candidate for the role. This is an in-demand industry and program sector for the county and surrounding areas. It is	

recommended that the LEA continue to seek alternative and additional methods of recruitment to ensure students who are interested in these programs are able to participate in high-skill, high-wage, and in-demand programs and industry sectors.

Improvements Recommended

Topic/Area	Strengthening Career and Technical Education for the 21st Century Act (Perkins V) > LEA: Perkins V Effective Educators
Summary	After conversations held at the school and LEA levels, it is recommended that the CTE director continue to offer professional development and pertinent CTE information to key administrators and staff in the schools, especially newer school staff with little CTE experience, with CTE programming. This will ensure an understanding of major CTE topics and focus areas while providing additional ways in which CTE can support the key functions, elements, and growth of the entire school.

Exceeded Requirements

Topic/Area	Strengthening Career and Technical Education for the 21st Century Act (Perkins V) > LEA: Perkins V Effective Educators
Summary	It is commendable that the LEA employs a CTE instructional coach and a CTE counselor. These two staff members prove to be a wealth of knowledge for CTE staff in the LEA. In conversations with the school staff, it is clear the two mentioned staff members are in the schools regularly and aiding in setting up the schools and the CTE educators for success. Providing these staff members as resources was also mentioned during conversations as a way the LEA retains high-quality CTE teachers, especially those new to the field of teaching. CTE educator surveys echoed this. The CTE educator surveys mentioned professional development, counseling, work-based learning support, and direct student support and resources as ways the positions ensure that CTE teachers and students are successful.

LEA: Perkins V Students with Disabilities (SWDs) ●●●○○

Improvements Recommended

Topic/Area	Strengthening Career and Technical Education for the 21st Century Act (Perkins V) > LEA: Perkins V Students with Disabilities (SWDs)
Summary	After conversations with the school staff and the CTE director, it was noted that CTE is discussed as a part of transition plans for students with disabilities. However, school staff could not confirm that these plans included CTE programs of study. Therefore, it is recommended that the CTE director works with the LEA and school special education staff to ensure that CTE programs and courses are included in the IEPs and transition plans for students with disabilities ensuring students have access to the programs they show aptitude and interest in.

Improvements Recommended

Topic/Area	Strengthening Career and Technical Education for the 21st Century Act (Perkins V) > LEA: Perkins V Students with Disabilities (SWDs)
Summary	It is recommended that the LEA continue to make progress in tracking students participating in career and technical student organizations (CTSOs), in particular students with disabilities. Tracking and analyzing this data may lead to the identification of gaps or barriers in participation for students with disabilities and may also show where students with disabilities are outperforming their non-disabled peers. This information could be valuable in planning and budgeting for CTSO competition travel and participation for all students.

LEA: Perkins V Students in Special Populations (Non-SWD Subgroups) ●○○○○

Findings of Non-compliance

Topic/Area	Strengthening Career and Technical Education for the 21st Century Act (Perkins V) > LEA: Perkins V Students in Special Populations (Non-SWD Subgroups)
Summary	Based on the evidence reviewed and conversations held, there was no cohesive information provided regarding the process for the

identification of CTE students in **all** special populations subgroups, data collection, disaggregation, and analysis of special populations subgroups data. The conversations held provided information on certain special populations groups but not all of them. The staff did not describe a cohesive process that included CTE students who are single parents. According to Perkins V §113(b)(4)(B)(ii), LEAs must identify students in special populations and disaggregate data for the subgroups of students described in ESEA §1111(h)(1)(C)(ii) and Perkins V §3(48). LEAs must also identify and quantify any disparities or gaps in performance as described in paragraph Perkins V §113(3)(C)(ii)(II) (including special populations as defined by Perkins V) and the performance of all CTE concentrators served by the LEA.

Action(s) Required

1) Develop a process in which the LEA and schools with CTE programs of study will collect, disaggregate, and analyze data related to CTE concentrators with a specific focus on **all** students in special population subgroups.

Documentation:

Documentation Approved:

Process for LEA and school-level data collection, disaggregation, and analysis of data related to CTE concentrators who are students in special populations.
No documentation has been uploaded.



Deadline: 11/11/2022

On-Time:

2) Coordinate with CTE school leaders to ensure they are aware of and understand the data collection and analysis process.

Documentation:

Documentation Approved:

Proof of communication of the data process to CTE school leaders.
No documentation has been uploaded.



Deadline: 11/25/2022

On-Time:

LEA: ESSER 1.0



Met Requirements

Topic/Area ESSER > LEA: ESSER 1.0

Summary Based on the evidence reviewed and conversations held during the Level 3 visit, there are no compliance concerns for this topic/area.

LEA: ESSER 2.0



Met Requirements

Topic/Area ESSER > LEA: ESSER 2.0

Summary Based on the evidence reviewed and conversations held during the Level 3 visit, there are no compliance concerns for this topic/area.

LEA: ESSER 3.0



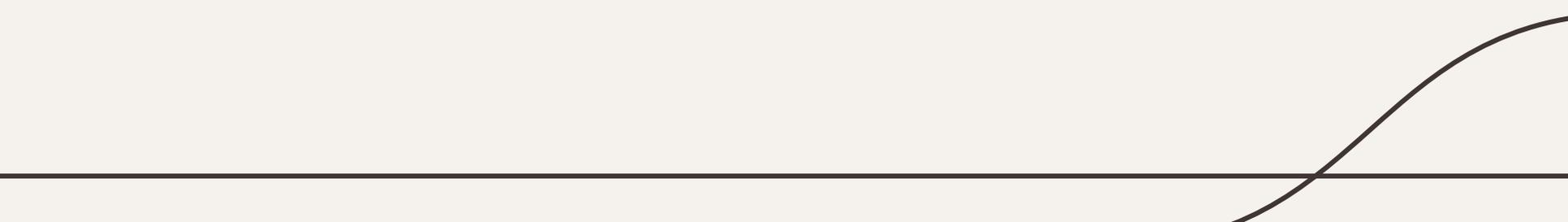
Met Requirements

Topic/Area	ESSER > LEA: ESSER 3.0
Summary	Based on the evidence reviewed and conversations held during the Level 3 visit, there are no compliance concerns for this topic/area.



Cumberland County Data 2021-2022

BOE Meeting 10-27-22



Data

Academic data discussions should be a balanced discussion of achievement and growth (TVAAS). We also look at Annual Measurable Objectives (AMOs) which are the goals we set for improvement in each area being measured; as well as Chronically Absent improvement.

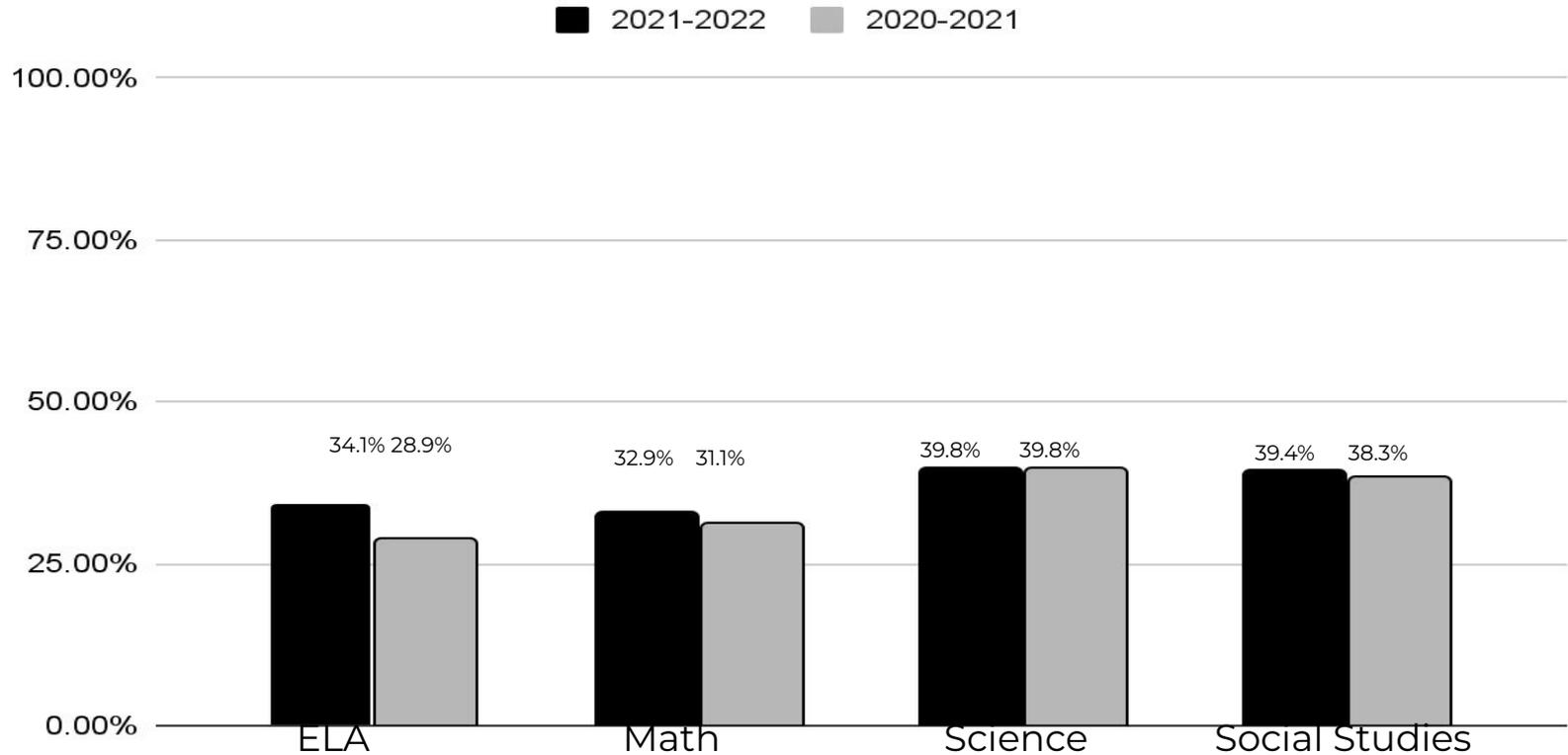
Growth Data

The growth (TVAAS) of student success however is created by the comparison of CCS with all other Tennessee school districts. Our growth was much lower than other districts, so we are a level 1 out of 5 (highest) on our growth data.

Achievement Data

CCS shows growth in achievement in all English Language Arts (ELA) & Math state tests (Tennessee Comprehensive Assessment Program - TCAP). Meaning CCS has an increase in the percentage of student success on the state tests.

All Subjects-All Grades All Students



Chronically Absent

All Grades

Students who miss more than 10%
(18 days) excused or unexcused

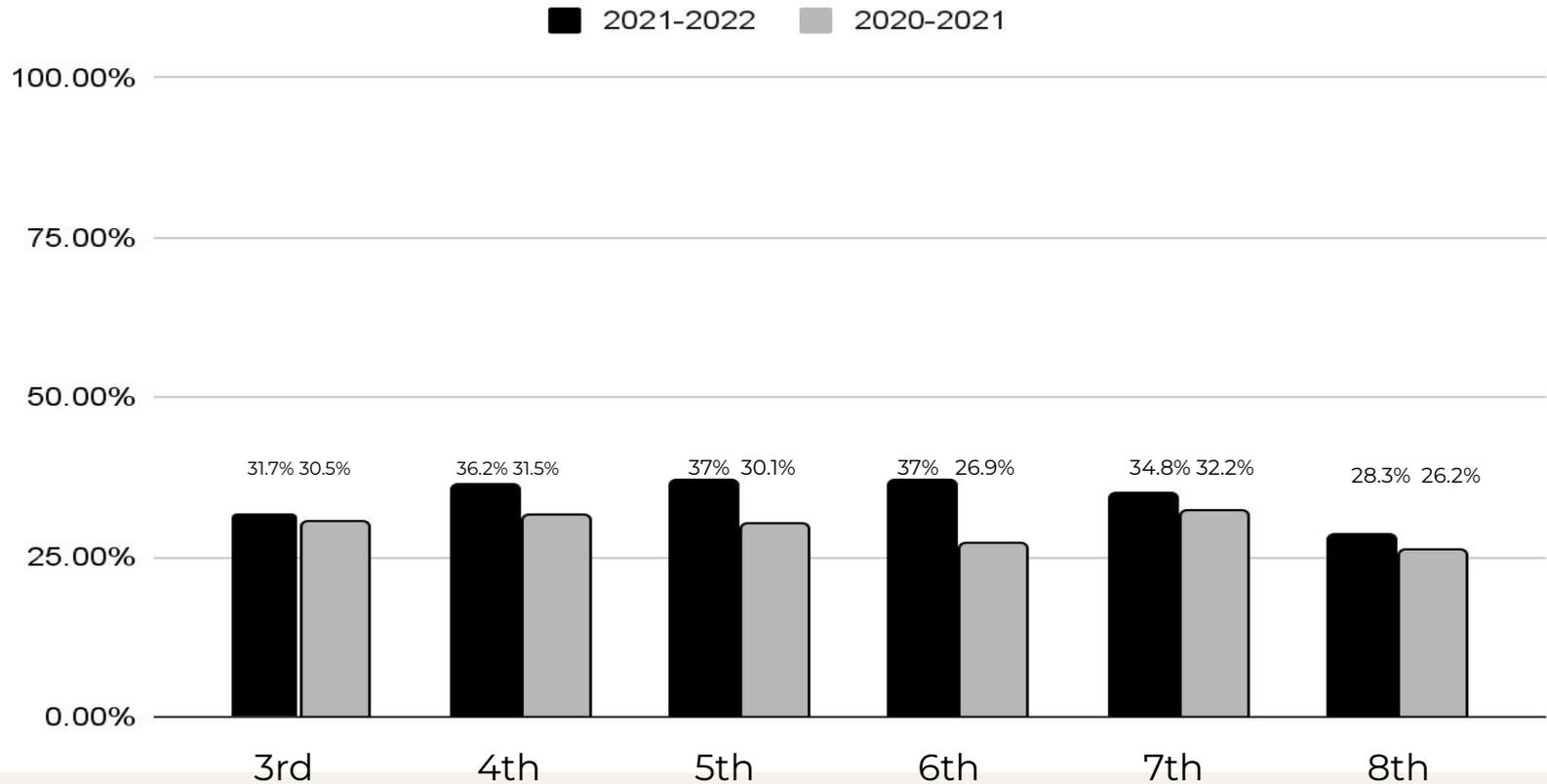
Chronically Absent

Year	Group	Total Number	Chronically Absent	Percent Chronically Absent
2021-2022	All Students	6830	1181	17.3%
2020-2021	All Students	6487	1014	15.6%

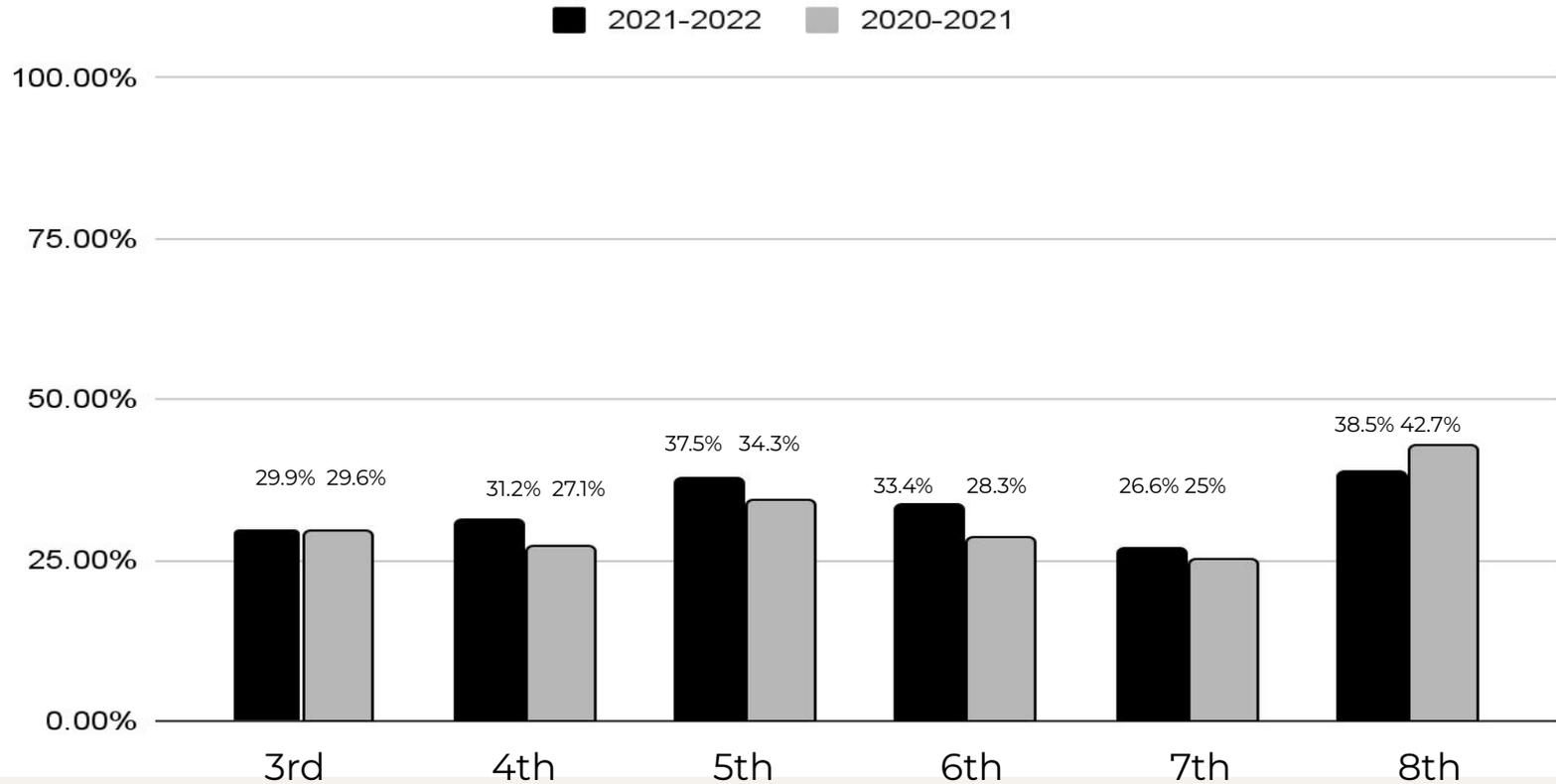
Grades 3-8

Percentages are students that Met or
Exceeded Expectations

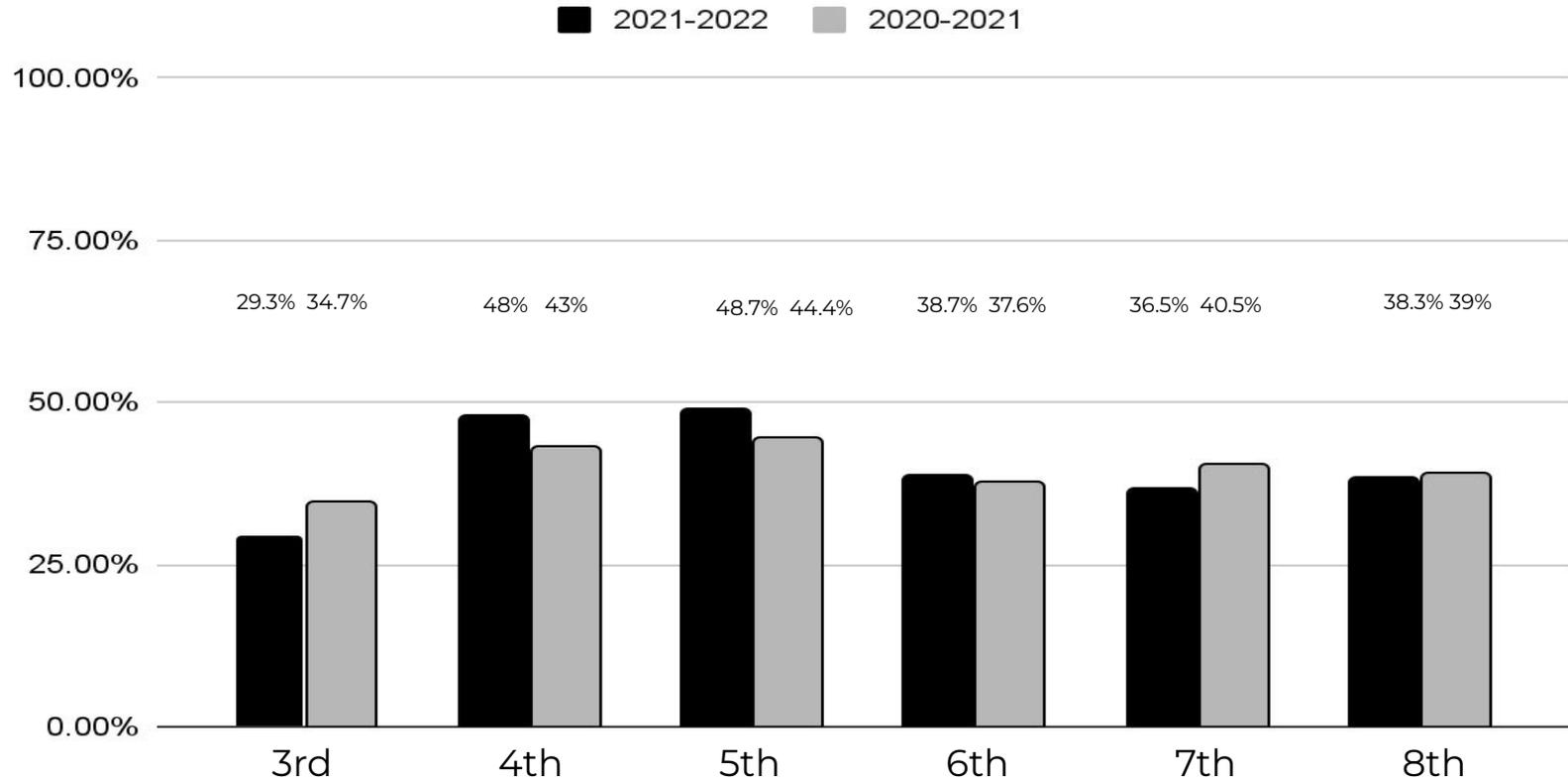
English Language Arts



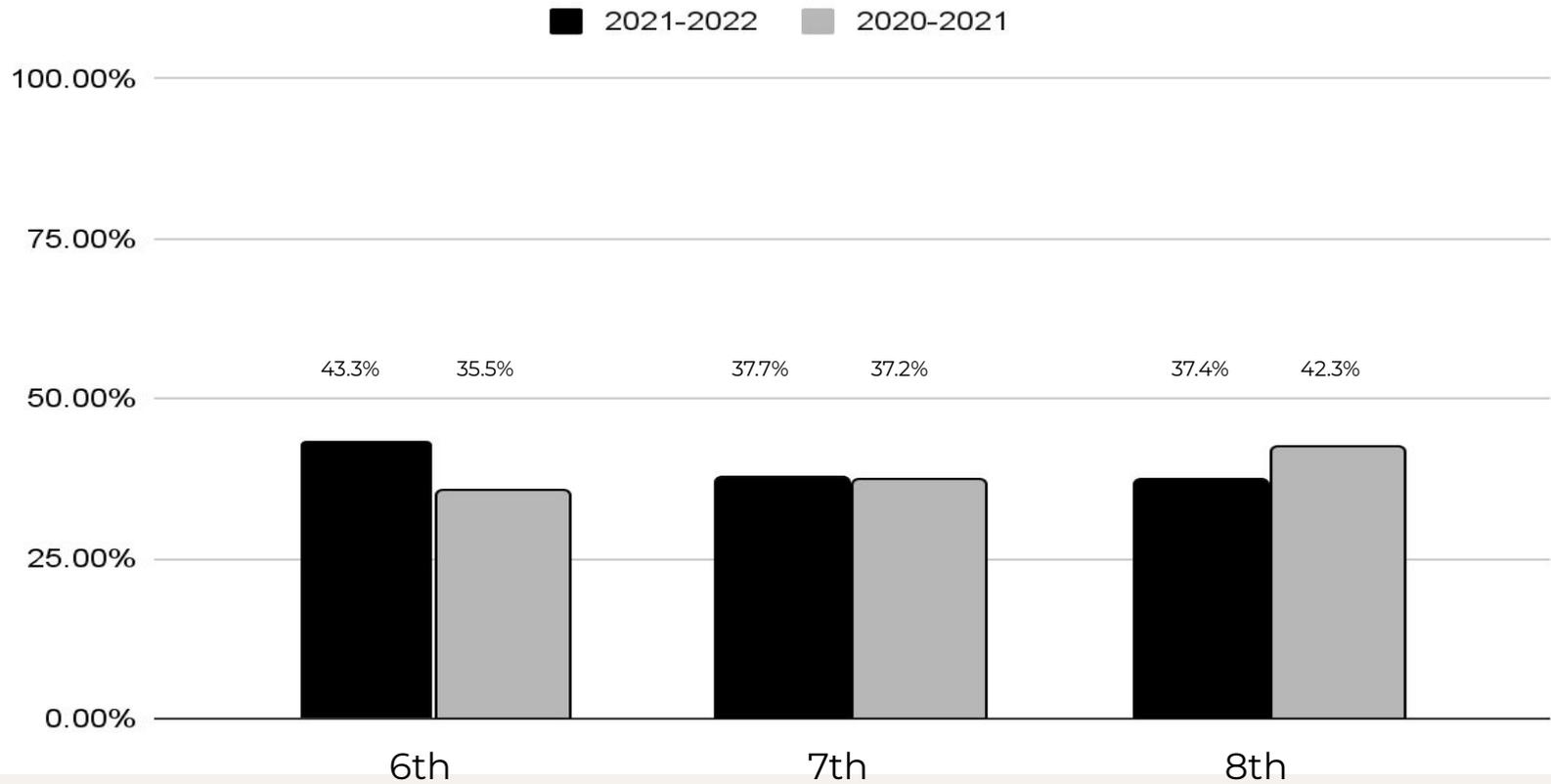
Math



Science



Social Studies



Grades K-8

Chronically Absent
Students who miss more than 10%
(18 days) excused or unexcused

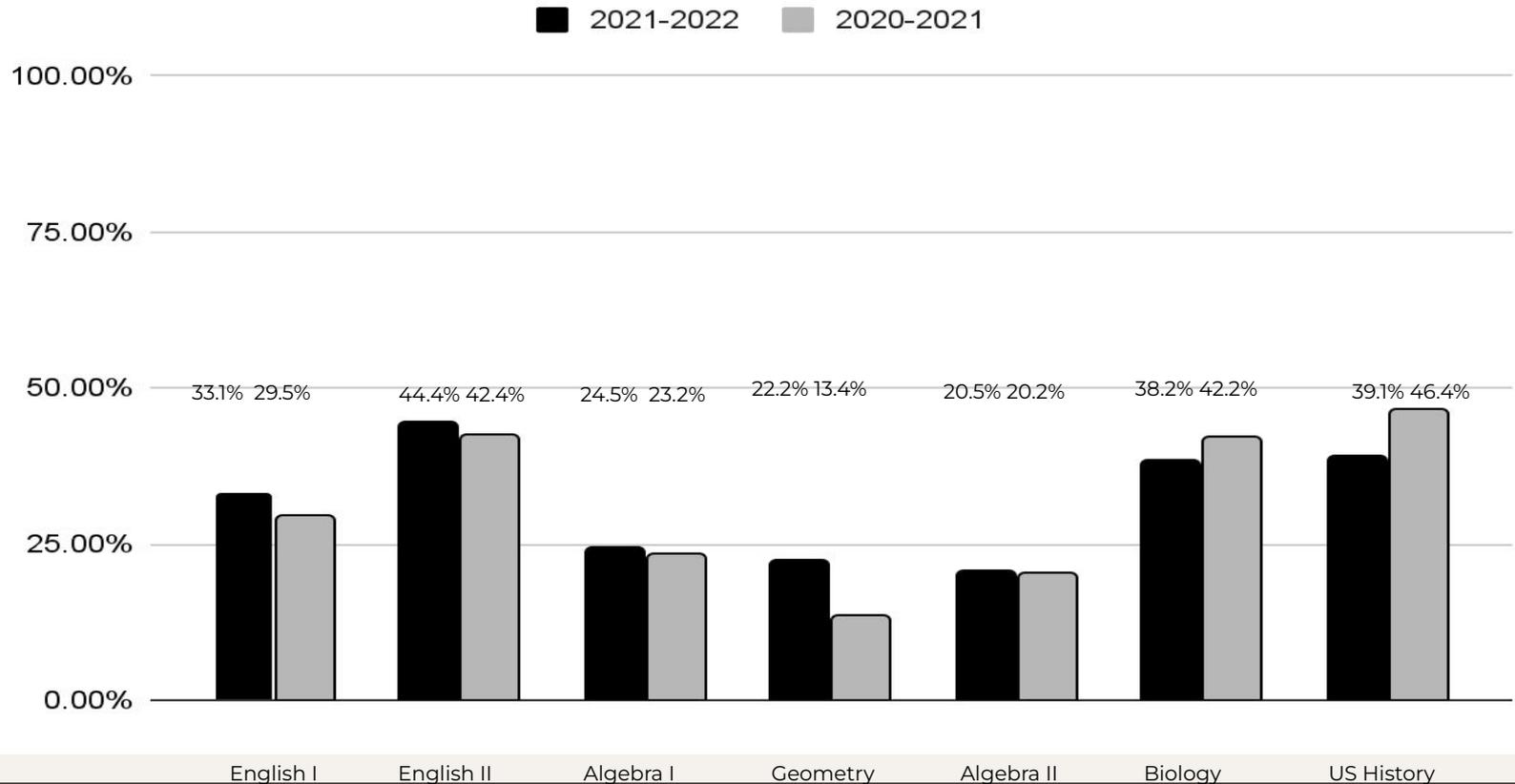
Chronically Absent

Year	Group	Total Number	Chronically Absent	Percent Chronically Absent
2021-2022	K-8	4783	696	14.6%
2020-2021	K-8	4582	575	12.5%

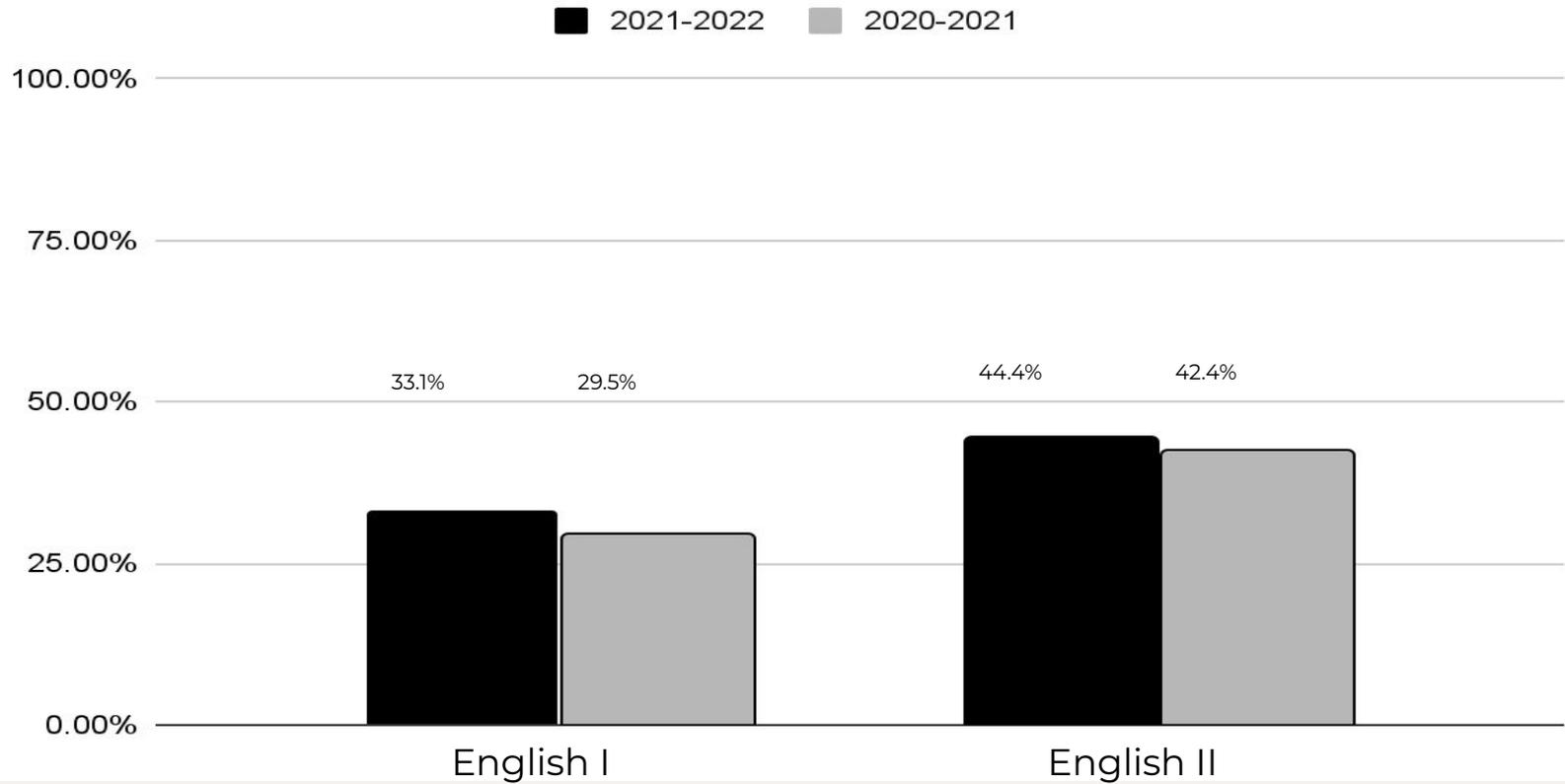
Grades 9-12

Percentages are students that Met or
Exceeded Expectations

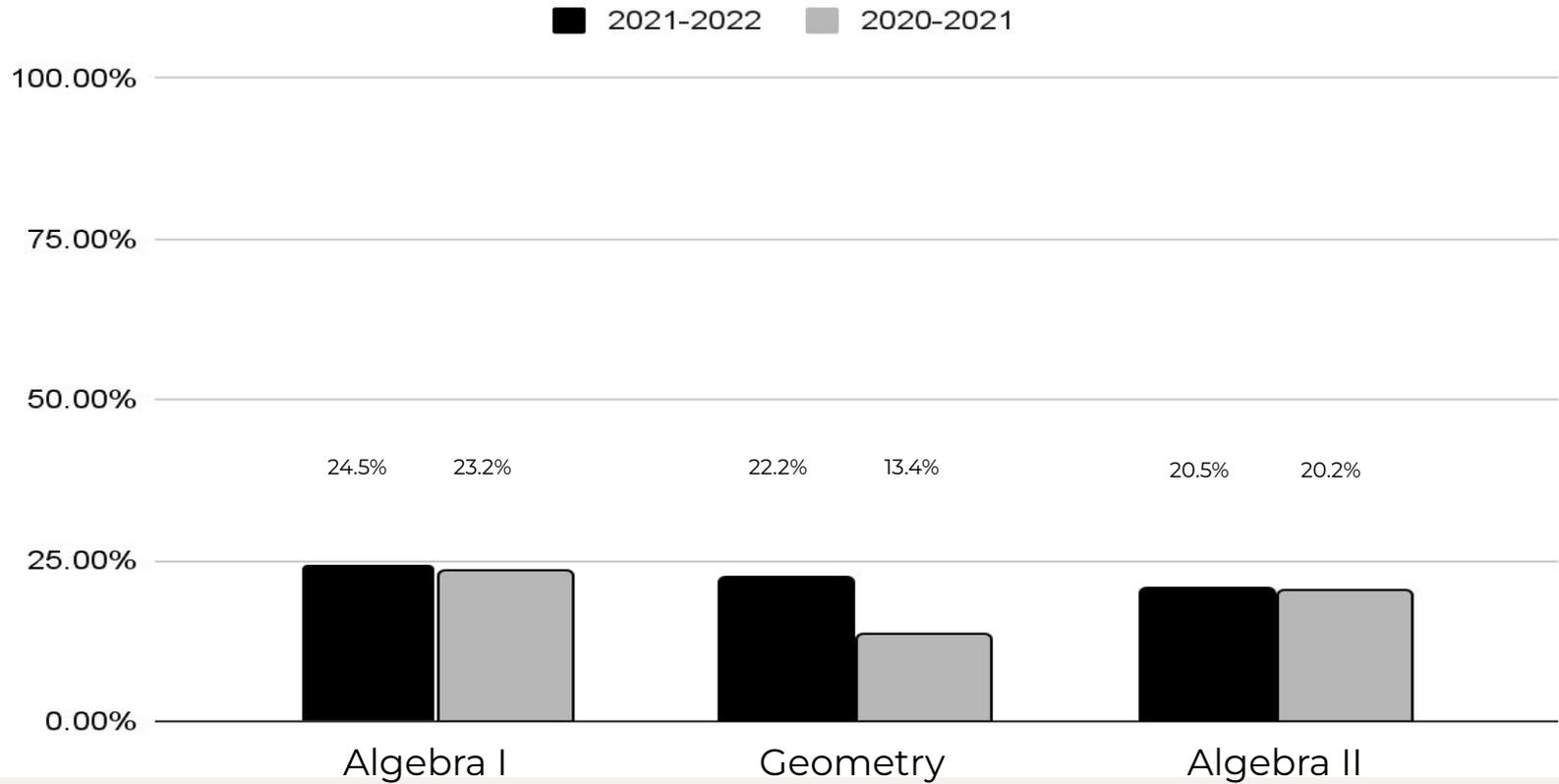
All Tested Subjects



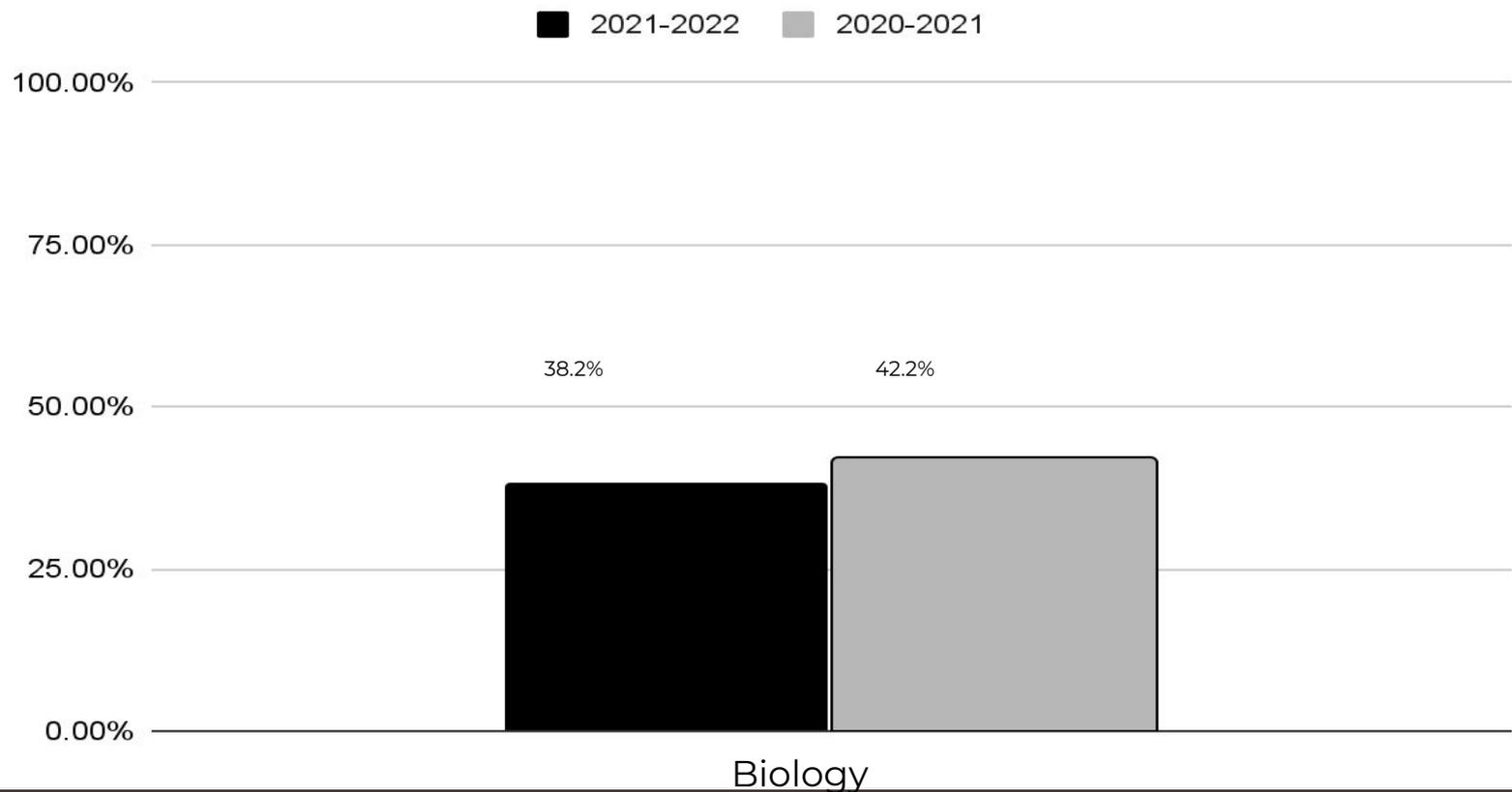
English



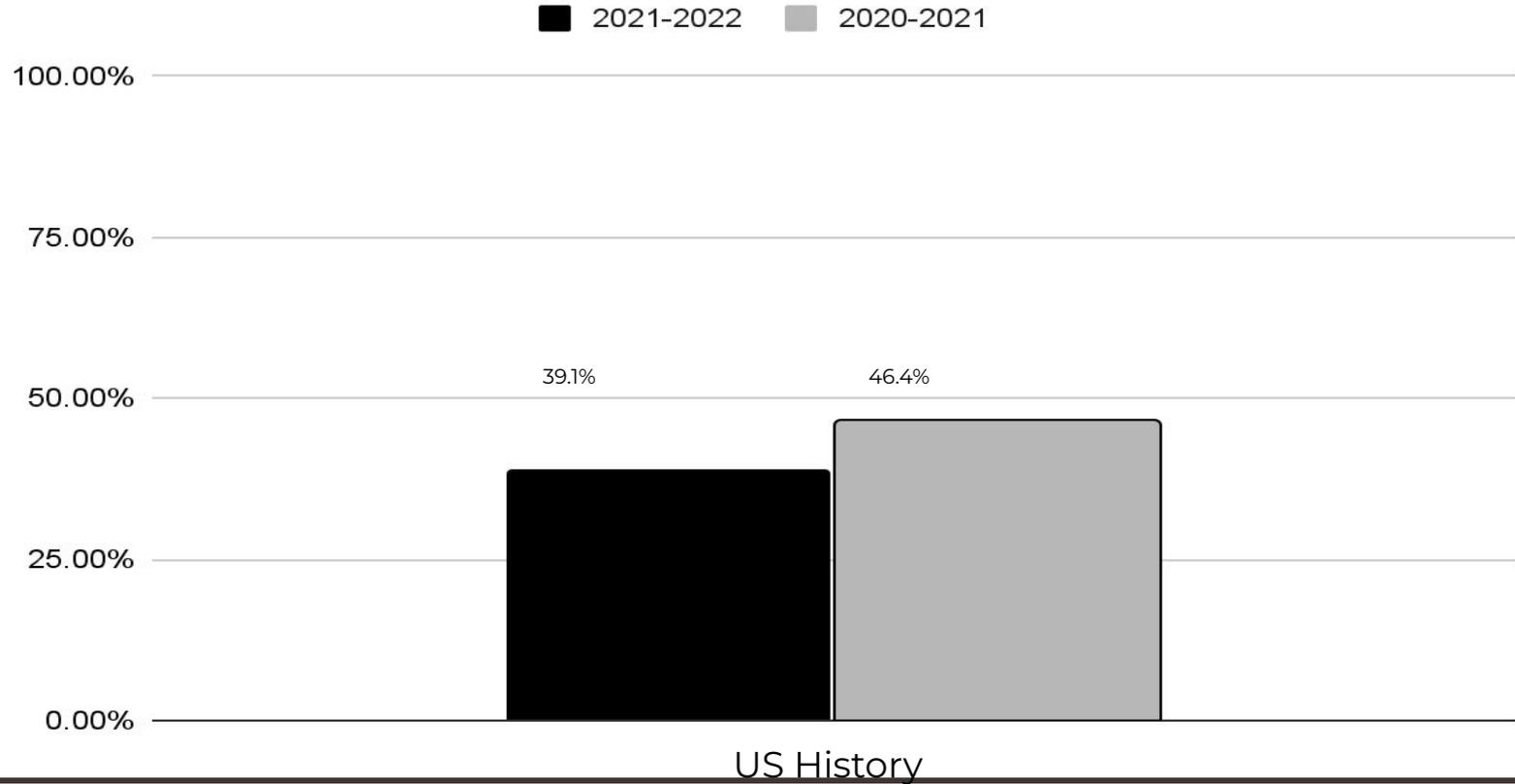
Math



Science



Social Studies



Grades 9-12

Chronically Absent
Students who miss more than 10%
(18 days) excused or unexcused

Chronically Absent

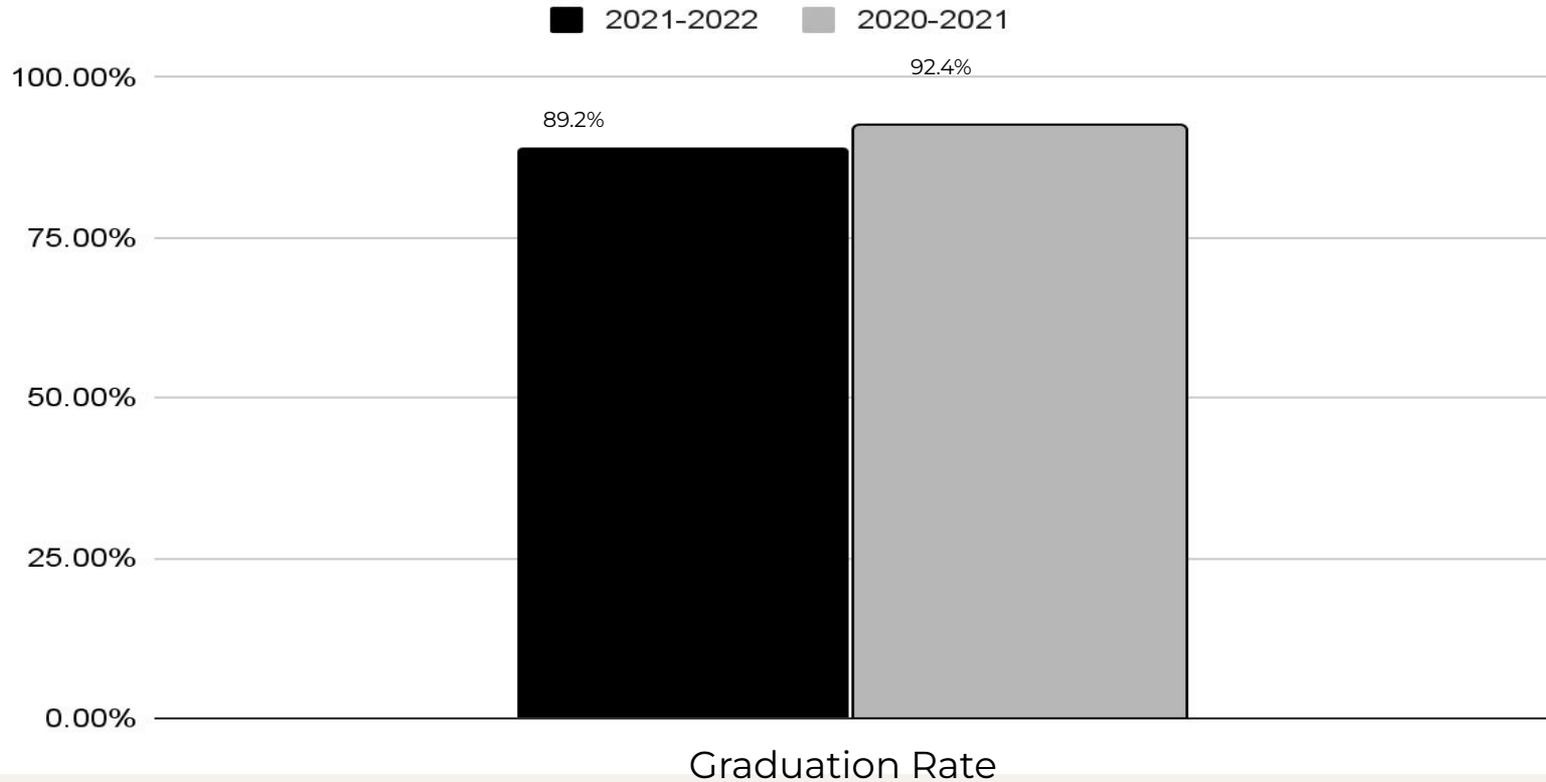
Year	Group	Total Number	Chronically Absent	Percent Chronically Absent
2021-2022	9-12	2047	485	23.7%
2020-2021	9-12	1905	439	23.0%

Graduation Rate

Ready Grad

Year	Total Number	Number Ready Grad	Percent Ready Grad
2021-2022	518	178	34.4%
2020-2021	501	204	40.7%

Graduation Rate



**Dual Enrollment Agreement for Community Colleges
Between
Roane State Community College
And
Cumberland County School System**

This Dual Enrollment Agreement ("Agreement"), by and between Roane State Community College ("Institution") and Cumberland County Schools ("High School"), is for the purpose of providing eligible high school students the opportunity to earn both college and high school graduation credits simultaneously upon successful completion of qualified course(s), as further defined herein.

OVERVIEW

In accordance with the guidelines and policies set forth by the Tennessee Higher Education Commission and Tennessee Board of Regents ("TBR") Policy 2:03:00:00, and the procedures established by Institution, Institution desires to provide eligible high school students the opportunity to earn both college and high school graduation credits simultaneously upon successful completion of qualified course(s) (each a "Dual Enrollment Course"). Dual Enrollment Courses include courses taken as part of an "Early College" program of study where the high school students work to complete their first year of college study as well as a "Middle College" program of study where the high school students work to obtain an associate's degree, both while concurrently earning a high school diploma.

Dual Enrollment Courses must be:

- Listed in the Institution's catalog and use the course syllabus, including outcomes and requirements, and text and materials approved by the respective Institution department.

Eligible students ("Students") must be enrolled as 9th, 10th, 11th, or 12th grade students in a Tennessee public or nonpublic secondary school, or in a home education program. In order to enroll in a specific Dual Enrollment Course, Students must meet the course's specific placement requirements as determined by the Institution.

In order to participate in a Dual Enrollment Course, Students must follow the application process outlined on the Roane State Community College Dual Studies webpage (www.roanestate.edu/?6323-Dual-Studies) including:

- Applying to the Tennessee Student Assistance Corporation ("TSAC") for the Dual Enrollment Grant
- Providing any documents required in the application process
- Providing signatures from Student and parent or legal guardian of the Student where required.

In order to remain eligible to participate in Dual Enrollment Courses, Students must maintain a cumulative GPA of at least 2.0 in the Dual Enrollment Course(s) that the Student is taking in order to register for subsequent Dual Enrollment Courses. Exceptions must be submitted in writing to the Institution's Vice President for Academic Affairs.

In order to participate in an "Early College" or a "Middle College" program of study, Students must follow the application process outlined on the Roane State Community College Middle College webpage (www.roanestate.edu/?9638-Middle-College) including:

- Applying to the Tennessee Student Assistance Corporation ("TSAC") for Grant monies ("Early College" Students should choose the Dual Enrollment Grant. "Middle College Students should choose the "Middle College Scholarship")

- Providing any documents required in the application process
- Providing signatures from Student and parent or legal guardian of the Student where required.

In order to remain eligible to participate in Dual Enrollment Courses, Students must maintain a cumulative GPA of at least 2.0 in the Dual Enrollment Course(s) that the Student is taking in order to register for subsequent Dual Enrollment Courses. Exceptions must be submitted in writing to the Institution's Vice President for Academic Affairs.

Dual Enrollment Courses may be held on the campus of the Institution or the High School as mutually agreed to by the parties.

A. RESPONSIBILITIES OF THE PARTIES

A.1 The Institution:

- Is responsible for ensuring that a qualified faculty or adjunct faculty member with the required credentials as listed in the Institution's Faculty Credentials Manual and consistent with accreditation standards is the instructor for the Dual Enrollment Course.
- Will provide an orientation session on the main campus or via videoconference for all adjunct faculty.
- Reserves the right to schedule an observation of all Dual Enrollment Courses held on the campus (es) of the High School by the Institution's Dean or faculty mentor at any time to ensure that Institution's expectations for the quality of the Dual Enrollment Course are met.
- Will initially classify Students enrolled in a Dual Enrollment Course as non-degree seeking. However, upon high school graduation or GED completion, the Dual Enrollment Course credit(s) may be applied toward an appropriate college-degree program so long as regular admissions requirements are met.
- Will adhere to High School's standard operating procedures for the reservation and utilization of school equipment for all Dual Enrollment Courses operated on the High School's campus.
- May require that the High School maintain science and computer laboratories and equipment appropriate and compatible for delivery of a Dual Enrollment Course held on the High School's campus.
- May cancel any Dual Enrollment Course with enrollment insufficient to cover Institution's expenses, so long as no invoices are sent to High School for such Dual Enrollment Course.
- Notify High School of any "student alerts" submitted by Dual Enrollment Course instructors and electronically report letter grades at the end of the term.

A.2 The High School shall:

- Award high school graduation credit(s) for each Dual Enrollment Course successfully completed.
- Provide appropriate classroom space and instructional equipment, as determined by the Institution, for Dual Enrollment Courses offered on the High School campus.
- Pursuant to 0520-1-3-.06(4) (c) 1. of the Tennessee Board of Education Rules, Regulations, and Minimum Standards for the Governance of Tennessee Public School (1994), retain the right to observe and supervise instruction, which is conducted on the High School campus during regular school hours.
- Agree to follow the Institution's academic calendar for all Dual Enrollment Courses if requested by the Institution.

- Provide Institution with information on how to provide “student alerts” and electronic letter grade reporting at the end of a term.
- Ensure that each Student applies for the Dual Enrollment Lottery Grant and any other Tennessee Student Assistance Corporation (“TSAC”) grants available to pay for Dual Enrollment Courses prior to the deadlines set by TSAC.
- Not permit any Student to enroll in a Dual Enrollment Course unless that Student has either (i) provided to High School health information that establishes that the Student has complied with the recommended immunization schedule for measles, mumps, rubella and varicella for adults, issued by the Center for Disease Control and Prevention Advisory Committee on Immunization Practices or (ii) provided to High School documentation that meets the requirements of Rule 0140-02-09-.03 of the Tennessee Board of Regents regarding exemptions from vaccination requirements.
- Ensure that Students enrolling in a nursing, laboratory or allied health profession Dual Enrollment Course are aware of the need to comply with immunization requirements of entities providing clinical experiences associated with such courses.
- Ensure that each Student completes a waiver form indicating that the Student has received detailed information about (i) the recommended immunization schedule for measles, mumps, rubella and varicella for adults, issued by the Center for Disease Control and Prevention Advisory Committee on Immunization Practices and the availability and effectiveness of the recommended vaccines and (ii) the risk factors for hepatitis B infection and the availability and effectiveness of vaccine for persons who are at risk of the disease.

A.3. The Institution and the High School shall:

- Each designate a coordinator to provide oversight of details and distribute general program information and necessary forms to Students.
- Jointly determine the Dual Enrollment Courses to be offered, subject to Institution’s staffing and scheduling limitations and any enrollment or financial limitations.
- Provide appropriate information to the Students regarding Dual Enrollment Lottery Grant, Middle College Scholarship and any other TSAC grants available to pay for Dual Enrollment Courses.

B. AGREEMENT TERM:

- B.1. Term. This Agreement shall be effective for the period five (5) years, commencing on October 1, 2022 and ending on September 30, 2027.

C. FACULTY/COSTS

- C.1. Instructors for the Dual Enrollment Courses shall be subject to the approval of both parties and will adhere to Institution’s policies regarding academic standards and documentation of attendance and grades. The Institution reserves the right to replace any Dual Enrollment Course instructor provided by the High School for non-performance and/or violation of Institution policies and guidelines. The parties will promptly enter into an amendment of this Agreement if the replacement results in the Institution then being responsible for compensating the instructor of the affected Dual Enrollment Course. The parties agree that the primary employer of a Dual Enrollment Course instructor (Institution or High School) shall be responsible to arrange and compensate, if required, a substitute in the event that the instructor will be absent for a class meeting.

- C.2. In the event the instructor is provided and compensated by the Institution, such compensation will be based upon applicable Institution policies as to Institution faculty.

- C.3. In the event the instructor is provided and directly compensated by the High School, such compensation will be based upon applicable High School policies and no funds shall be due to the High School from the Institution unless otherwise specified in Section C.6 below. This does not prevent the Institution from entering into separate agreements with instructors who are also employees of the High School to engage such instructors as adjuncts.
- C.4. All costs associated with enrollment of Students in Dual Enrollment Courses that are not covered by amounts received under the Tennessee Dual Enrollment Lottery Grant, Middle College Scholarship, or any other TSAC grant intended to pay for the costs of a particular Student's enrollment in a Dual Enrollment Course (collectively, "Grant Monies") shall be the responsibility of the Student or Student's parent or legal guardian. Institution shall invoice Students or the Student's parent or legal guardian in accordance with the terms of the enrollment agreement documents between the parties.
- C.5. For Dual Enrollment Courses held at Institution's facilities, the per Student cost per Dual Enrollment Course shall be equal to the per student cost that the Institution has set as the per student cost for enrollment in such course by other students of the Institution (the "Institution's Class Cost"). The Institution's Class Cost includes the cost of providing the instructor, classroom space, all maintenance and mandatory fees, textbooks and other class materials. The Institution's Class Cost will not include any fees that the Tennessee Higher Education Commission has determined may not be charged for Dual Enrollment Courses. The parties acknowledge that the per student enrollment cost for each course the Institution offers, and all fees are approved by TBR and available for review by High School upon request.
- C.6. For Dual Enrollment Courses held at High School's facilities, Institution agrees that it is not anticipated that any funds shall be due from the High School, Student or Student's parent or legal guardian, based on a normal schedule and dependent on eText requirements for the chosen course.

In the event the instructor is provided and directly compensated by the High School, such compensation will be based upon applicable High School policies. The Institution shall reimburse the High School based upon the Institution's applicable policies as to adjunct faculty. In no event shall the maximum liability of the Institution for such reimbursement exceed \$539.50-\$858.13. The maximum liability shall not be subject to escalation for any reason or increased unless this Agreement is amended.

If other costs are anticipated to be incurred by Institution in connection with a Dual Enrollment Course, such as for supplies, Institution will obtain High School's written approval of such costs prior to invoicing High School for the same.

- C.7. In the event that a Student drops a Dual Enrollment Course by the Institution's Drop/Add Deadline, Grant Monies will be returned to TSAC in accordance with Institution and TSAC policies.

D. TERMS AND CONDITIONS:

- D.1. Required Approvals. The Institution is not bound by this Agreement until it is approved by the appropriate officials in accordance with applicable Tennessee laws and regulations as shown on the signature page of this Agreement.
- D.2. Modification and Amendment. This Agreement may be modified only by a written amendment executed by all parties hereto and approved by the appropriate officials.

- D.3. Performance. Each party agrees to work in good faith to achieve the objectives of this Agreement.
- D.4. Termination. Either party may terminate this Agreement with or without cause for any reason by providing written notice to the other party. However, in no event shall termination be effective until the end of the academic year then in progress.
- D.5. Nondiscrimination. Each party hereby agrees that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of either party on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law.
- D.6. State and Federal Compliance. Each party shall comply with all applicable State and Federal laws and regulations, including without limitation with the Family Educational Rights and Privacy Act (FERPA) (collectively, the "Laws"). Each party agrees that its officers, employees and agents will use personally identifiable information from an education record disclosed pursuant to this Agreement only for the purposes for which the disclosure was made and not for any other purpose unless permitted by the Laws or necessary in order to comply with this Agreement. For purposes of clarity, the parties acknowledge that Students enrolled in Dual Enrollment Courses are students of both the Institution and the High School with educational records created by the instructors of such Dual Enrollment Courses being records of both the Institution and the High School. The parties further acknowledge that the Laws applicable to educational records held by the Institution differ from those applicable to educational records held by the High School and agree that the Laws applicable to educational records held by the Institution shall apply only to the Institution, and the Laws applicable to educational records held by the High School shall apply only to the High School. The personally identifiable information may not be disclosed or re-disclosed by either party to any but the other party without prior written consent of the Student, the parent or legal guardian of the Student, or as otherwise permitted by FERPA or this Agreement.
- D.7. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.
- D.8. Severability. If any terms or conditions of this Agreement are held to be invalid or unenforceable as a matter of law, the other terms and conditions hereof shall not be affected thereby and shall remain in full force and effect. To this end, the terms and conditions of this Agreement are declared severable.
- D.9. Communications and Contacts.

The Institution:

Jacquelyn Wilson, Dual Studies Coordinator
Roane State Community College
276 Patton Lane
Harriman, Tennessee 37748
865-354-3000 ext. 4776

The High School:

William Stepp, Director of Schools
Cumberland County Schools
368 4th Street
Crossville, TN 38555
931-484-6135

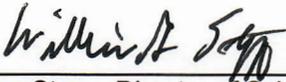
D.10. Relationship of the Parties. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.

D.11. Liability. Institution is a public institution of higher education and a member of the State University and Community College System of Tennessee governed by the Tennessee Board of Regents. As a state entity, its liability arising from performance under this Agreement shall be subject to and limited to those rights and remedies, if any, available under T. C. A. §§ 9-8-101 through 9-8-407. The High School is a political subdivision of the state and, as such its liability for injuries which may result from its performance under this Agreement shall be subject to and limited to those rights and remedies, if any, available under the Tennessee Governmental Tort Liability Act, §§ T. C. A. 29-20-201, et seq.

Each party shall be solely liable for payment of its portion of all claims, liability, costs, expenses, demands, settlements, or judgments resulting from action or omissions of itself or those for whom it is legally responsible, relating to or arising under this Agreement.

IN WITNESS WHEREOF:

Cumberland County Schools:



William Stepp, Director of Schools

12 04 2022

Date

ROANE STATE COMMUNITY COLLEGE:

Dr. Chris Whaley, President

Date

TENNESSEE BOARD OF REGENTS:

Flora W. Tydings, Chancellor

Date

BOARDSMANSHIP *Award* PROGRAM

As School Board Members, we should endorse life-long learning. What better way to lead than by example with active participation in the Tennessee School Boards Association Boardsmanship Program? This program allows you to enhance your boardsmanship skills and show your community that you take your public servant role seriously.

TSBA wants to recognize you for your commitment to training, your willingness to participate in workshops and conferences, and the volunteer spirit you bring to your association and your local board. We want to honor not only quality of participation, but quantity of participation.

All through the year, TSBA will monitor attendance from approved training/events and conventions/workshops and the attendance will build your own personal transcript. Boardsmanship transcripts are divided into three categories: Training/Events, Experiences, and Conventions/Workshops. Experiences are past activities that you have completed on your own time as a board member. You can self-report your experiences to your Board Secretary or TSBA to be added to your transcript. To view or download your transcript, log in to your TSBA board member portal.

At our annual Fall District Meetings in September, TSBA will award board members who have achieved levels I, II, III, and IV. At our convention, members achieving Level V will be honored. A Master Board Member has achieved a level of personal and professional growth that sets an example for fellow board members. To achieve Level V, board members will have to submit a portfolio for judging.

Awards & Recognition
Level I: Silver pin with green fill
Level II: Silver pin with white fill
Level III: Silver pin with red fill
Level IV: Silver pin with blue fill
Level V Master Board Member: Gold pin

Boardsmanship Requirements

	Training/Events (Credits vary)	Experiences (3 credits each)	Conventions/Workshops (Credits vary)
Level I	21	6	13
Level II	35	12	26
Level III	49	18 Complete Self Evaluation	42
Level IV	63	24 Evaluate a meeting of another school board	58
Level V Master Board Member	77	34	74 Submit Portfolio for judging

BOARDSMANSHIP *Award* CREDITS

You can earn Boardsmanship Awards by participating in the following activities in each category:

Training/Events:

14 Credits Each

- Orientation

7 Credits Each

- Advocating the Board's Vision
- Board Policy and Operations
- Board/Superintendent Relations
- School Law
- The Board's Role in School Finance
- A Deep Dive into Boardsmanship
- Strategic Planning: A Joint Venture
- Teaming & the School Board
- TSBA Legislative and Legal Institute
- TSBA Summer Law Institute
- TSBA Board Chairman Seminar
- TSBA Leadership Conference
- eBoardsmanship (Online Module)
- Helping Board Members Connect to Today's Labor Market (Online Module)
- Legal Issues Impacting School Boards (Online Module)

Experiences:

3 Credits Each

- Attend a county commission/city council meeting
- Attend a meeting of another school board
- Attend a State Board of Education meeting
- Complete a Self Evaluation
- Facilitate a presentation to board members
- Testify before the Legislature
- Participate in a Board Self Evaluation
- Participate in a webinar
- Present at the COSSBA Convention
- Serve as a SCOPE Group Leader
- Serve as judge for TSBA Awards
- Evaluate a meeting of another school board
- Serve as Tennessee Legislative Representative
- Serve as TSBA OPEB Trustee
- Serve on TSBA Board of Directors
- Speak on education at a PTA/civic club, etc.
- Serve as a TSBA Convention Moderator
- Serve as a TSBA Convention Presenter
- Visit a legislator or congressman in his/her office
- Write an article for a newspaper on board activities
- Write an article for an educational journal

Conventions/Workshops:

10 Credits Each

- American Association of School Administrators (AASA) Conference
- COSSBA Annual Conference
- COSSBA Urban Boards Alliance Conference
- Southern Region Leadership Conference
- TSBA Annual Convention

7 Credits Each

- COSSBA Advocacy Institute
- COSSBA Leadership Conference
- Safety in Schools Online Series
- TSBA SCOPE Conference

3 Credits Each

- TSBA Fall District Meeting
- TSBA Pre-Convention Legal Workshop
- TSBA Pre-Convention Legislative Workshop

For more information please contact Emma Carroll at ecarroll@tsba.net or 615-815-3910 or visit the services tab on tsba.net

Cumberland County Board of Education

2022-2023 Annual Planning Calendar

JULY

- Summer Law Institute
- Approval of Members 6.317- BO
- Appoint System Testing Coordinator
- Annual Utilization Report SRO's-Bo
- Orientation for New Teachers
- Field Trip Approval
- Vendor Contracts – School

AUGUST

- Service Celebration (Convocation)
- Professional Achievement Celebration (Convocation)
- New Teacher Celebration and Orientation
- Retirement Celebration
- Apply for Grants FRC, CSH, and SS
- New Board Member In-service

SEPTEMBER

- Election of Officers
- Appointment of TLN Representative 1.105
- Appoint Committees 1.300
- Accountability Presentation
- Fall District Meeting
- TSBA Boardmanship Code of Ethics

OCTOBER

- Student Activity Funds Audit Report 2.900
- School Compliance Document
- Approval of Compliance Report

NOVEMBER

- Annual Notification of Student Rights 6.601
- Food Service Report 3.500
- Financial Report for Last Fiscal Year 2.701
- TSBA Leadership Conference/Annual Conference
- School/System Report Card
- Salary and Benefit Review Task Force
- TASBO

DECEMBER

- Budget Preparation Calendar 2.200
- Distribute Budget Requests to Staff
- DEC 1 Report-HR

JANUARY

- State Financial Audit Review
- Prioritize Budget Request
- Insurance Benefits Review
- Tenure Teacher Election and Celebration
- BOE Retreat – Annual Review of Strategic Plan
- Strategic Plan Update

FEBRUARY

- Day on the Hill
- Safety committee 3.201
- Budget Preparation

MARCH

- Certification of Textbook Adoptions 4.401
- Budget Preparation

APRIL

- Budget Preparation
- Present Preliminary Budget
- District Solutions Bus Advertising Contract

MAY

- Employee Non-Rehire Notification
- Approval Facilities Use Fees 3.206
- Submit Budget
- Director of Schools Evaluation
- Approve Tuition Fees 6.204
- Approval of Travel Compensation Rates 2.804
- Review Attorney Contract (bi-annually)
- Review SRO Contracts
- Strategic Compensation Plan Approval
- Year End Experience Report-HR

JUNE

- Non-Rehire/Tenure Notifications 5.201
- Approve Annual Budget 2.200
- Submit Budget to County Government
- Federal Consolidated Plans (ESSA, IDEA, CTE, VPK, Homeless, 21st CCLC)
- Coordinated School Health Report
- Submit Salary Scales for Approval

WORK SESSIONS OR RETREAT TOPICS

- School System Report Card
- Coordinated School Health
- Facility Planning
- 5-year Capital Improvement Plan
- Salary and Benefits Review

- Pending Task
- Initiated Task
- Completed Task
- Disregard Task

ON GOING

- Attendance Monthly Report
- Financial Monthly Report
- Maintain Board of Distinction
- Policy Review and Update
- Monitor School Zones
- School Visits
- Administrative Evaluations
- Employee Advisory Council
- Student Advisory Council
- Monthly Administrative Meetings
- Personnel Report

10/3/22

Cumberland County Schools Enrollment

	Pre-K	SE	K	1	2	3	4	5	6	7	8	9	10	11	12	9+	Total	K-3	4-6	7-8
Brown	20		58	82	53	67	69	68	61	68	66						612	260	198	134
Crab Orchard	19		43	31	56	49	60	43	56	41	52						450	179	159	93
CCHS												247	263	251	226		987			
Homestead	40		71	71	55	64	67	80	75	83	62						668	261	222	145
Martin	39		81	74	80	85	87	72	68	79	66						731	320	227	145
North	20		50	51	60	55	64	56	72	54	54						536	216	192	108
Pine View	19		16	16	17	24	18	23	14	15	20						182	73	55	35
Pleasant Hill	20		52	60	63	60	67	62	75	65	62						586	235	204	127
South	40		57	60	54	66	65	52	63	50	67						574	237	180	117
Stone	20		60	58	73	62	75	56	54	69	80						607	253	185	149
SMHS												302	252	249	229		1032			
Phoenix																81	81			
Total	237	0	488	503	511	532	572	512	538	524	529	549	515	500	455	81	7046	2034	1622	1053



William G. Stepp ● Director of Schools

Teresa Boston ● Board Chair

October 18, 2022

Mr. William G. Stepp
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Dear Mr. Stepp and Cumberland County Board of Education,

I am submitting to you the Cumberland County School Nutrition Program's staff changes:

Hire:

Jessica Tollett, Crab Orchard Cafe, 09/12/2022
Shanon Brock, Pleasant Hill Café, 09/16/2022
Helen Norris, Homestead Café, 09/16/2022
Crystal Grayson, Stone Elem Café, 09/30/2022
Mari Lynn Dunlap, Stone Elem Café, 10/06/2022
Ashley Nail, Pine View Café, 10/18/2022
Kahly Fields, Crab Orchard Café, 10/19/2022
Kisha Davis, SMHS Café, 10/19/2022
Emily Law, Pleasant Hill Café, 10/19/2022

Resignations/Terminations:

Cathy Lail, Accept Resignation, 09/07/2022
Suzanne Sparbeck, Accept Resignation, 09/15/2022
Brianna Borland, Accept Resignation, 09/21/2022
Betty Rhea, Accept Resignation, 09/30/2022
Adrian Wilson, Accept Resignation 10/12/2022
Dwana Deck, Accept Resignation, 10/24/2022
Amanda Smith, Accept Resignation, 11/01/2022
All background check requirements have been completed.

Respectfully,
Kathy Hamby
Kathy Hamby
School Nutrition District Supervisor
Cumberland County Board of Education – Central Services

NON-CERTIFIED

New Hires:

Name	Location	Date	Replacing
Melissa Hartman	Brown	10/17/22	Gary Adams
Tiffany Cox	Central	9/26/22	New Unit
Heather Smith	Central	10/3/22	New Unit
Bree Dignan	CCHS	9/26/22	Craig Cook
Bryan Hassler	Homestead	9/16/22	Melissa Hendricks
Emily Ramsey	Homestead	9/8/22	Paola Lomeli
Sherrie Weir	Maintenance	10/17/22	New Position/Part Time
Joseph Brannum	Martin	10/18/22	Tonya Forpahl
Stephanie Webb	Martin	9/29/22	Chantilly Young
Ruth Zelnik	Martin	9/16/22	Chantilly Young
Deanie Kilby	North	9/12/22	TN ALL CORP
Bethany Roysdon	North	9/16/22	Hope Cole
Hollie Russell	Pine View	10/6/22	TN ALL CORP
Teresa Bumbalough	Pleasant Hill	9/26/22	Laura Patton
Rick Holderman	Pleasant Hill	10/17/22	Part Time Custodian
Bethany Croley	Stone Elem	10/4/22	New Position-Asst/Split Certified Salary
Michele Garrett	Stone Elem	9/26/22	New Position-Asst/Split Certified Salary
Nicki Landers	Stone Elem	9/12/22	Laura McDonald
Dustin Saffron	Transportation	10/17/22	Full Time Driver w/Benefits

Resignations/Retirements:

Name	Location	Date	Status
Linda Tucker	Central	10/1/22	Resign
Tonya Forpahl	Martin	9/29/22	Resign
Christy Braddock	Martin	9/23/22	Resign
Kathy Killian	Transportation	9/13/22	Retire

Transfers

Name	From/To	Date
Jo Bryson	PHS/MES	9/23/22
Dwana Deck	PHS Cafe/PHS Custodian	10/10/22

Terminations

Name	From/To	Date

SUBSTITUTES

October 27, 2022

<u>NAME</u>
Barton, Charridy
Caminske, Barbara
Davis, Ariel
Dean, Patrick
Hyde, Tina
Massey, Nicole
Meyer, Danielle
Netherton, Heaven
Ott, Jeremiah
Reed, Daniel
Shaver, Macy
Stamps, Nichole

BES October Newsletter



FRANK P. BROWN ELEMENTARY SCHOOL



3rd Grade - Ag in the Classroom



Seventh grade students took soil samples in Agriculture Class.

★ ★ ★ Our entire school enjoyed "Reading Under the Stars" at the Book Fair in October. ★ ★ ★



Our Special Olympics superstar athletes

Students are practicing in Music for the November 11 Veteran's Day Program.



Sixth grade students studied potential and kinetic energy in science class.



Jets School News

October 2022

CCHS School-wide News Student Event - 2022 Homecoming



Senior - Flag Bearer - Dalton Bowman

CCHS School-wide News
Student Event - 2022 Homecoming
2022 Homecoming Queen - Miss Tia Swallows



Congratulations to Senior, TIA SWALLOWS - the CCHS 2022 Homecoming Queen
(pictured with CCHS Senior, Brandon McCaleb)

CCHS School-wide News
Student Event - 2022 Homecoming
CCHS Jet Homecoming Parade - "The Jets Got Game"



Senior Class Officers (with Float)

Elsy Doris, Kobe Hedgecoth, Chloe Hayes, and Anna Davidson



Jacob Atkinson

CCHS School-wide News
Student Event - 2022 Homecoming
Football and Class Representatives



Sitting L to R: Fallon England-, Marleigh Gargac-10th grade, Aliyah Hawkins-, Grace Christian-11th grade - Grace Christian, Tia Swallows-12th grade and Sydney Huling-12th grade
Standing L to R: Noah Potter-9th grade, Jake Hedgecoth and Zack Estus-12th grade



Senior Representatives (L-R): Tia Swallows, Sydney Huling, and Zack Estus

CCHS School-wide News

Student Event - 2022 Homecoming Pep Rally



CCHS Jet Cheerleaders

CCHS Guests Blue Angel Visit



CCHS Senior Class



CCHS Girls Basketball Team

CCHS Guests Blue Angel Visit



CCHS Aviation

CCHS had the amazing opportunity for members of the Blue Angels to come to our school. A big shout-out to Mr. Trey Meadows, a CCHS alumnus, for helping to facilitate our visit, Mr. Jon Hall, Mrs. Karri Hobby, Mr. Bo Magnusson, all the safety crew and faculty and staff for making this visit a huge success for our students.

What an amazing day to be a Jet!!!



CCHS Faculty and Staff - Thank you for helping plan and prep for this experience for students!

Class Event - Culinary Arts IV

Winners of the Golden Spoon Lunch on the Lawn - Best Dessert

Congratulations to Chef Tumulty and the Culinary Arts IV crew for the big Golden Spoon win on at Lunch on the Lawn on September 16, 2022! There were many entries, and the competition was stiff! This was a big win! Congratulations to Megan Malecha, Brandi Geldersma, Briget Rofe, and Carson Rosen.



Athletic Event

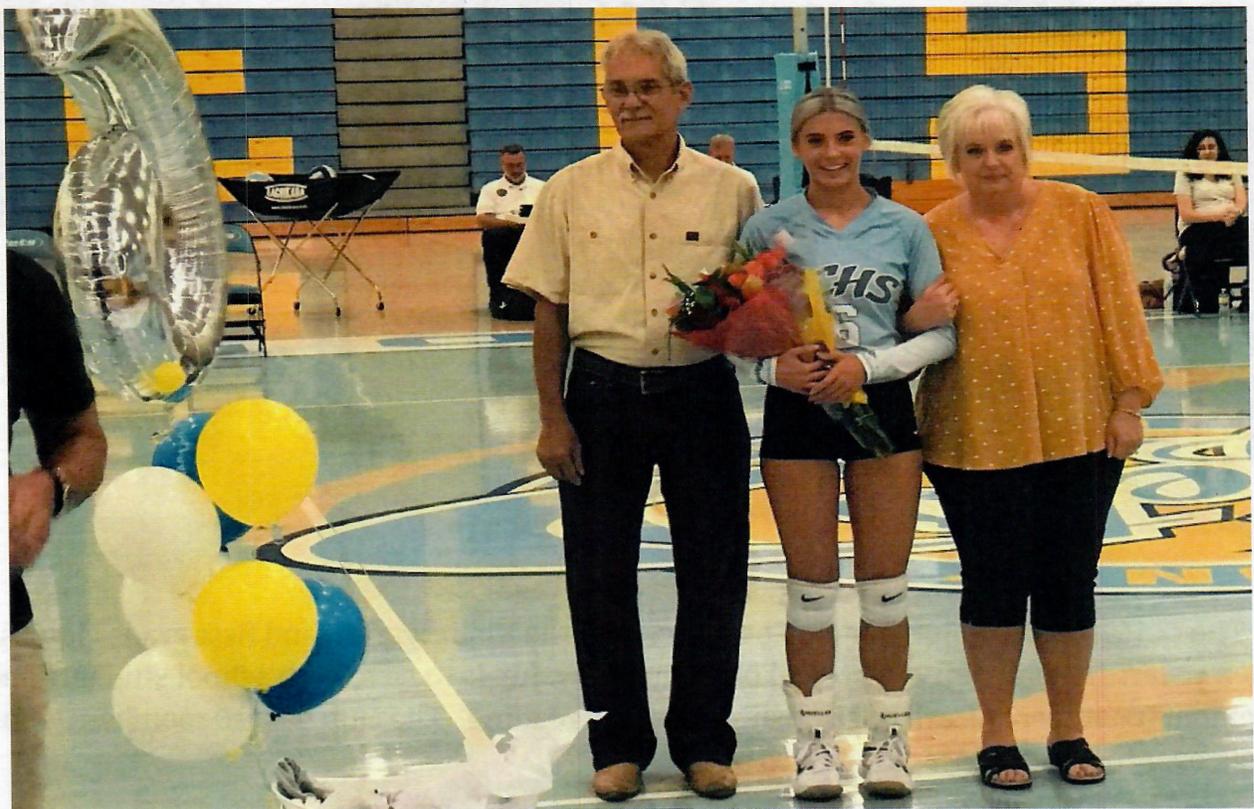


Emery Baragona signed her National Letter of Intent on Monday September 19 in the CCHS library. Emery will be playing college basketball at the University of the Cumberland in Williamsburg, Kentucky. Pictured is the University of the Cumberland Head Coach Rick Reeves, sisters Hayley Tollett and Kim Baragona, CCHS coaches, Kim Cram-Torres and Jon Torres, Mom Amy Tollett, Emery Baragona, and dad Brian Tollett. Congratulations Emery!

Athletic Event Volleyball Senior Night



Sydney Huling #12 - Varsity Volleyball all four years, starting outside hitter



Megan Malecha #6 - High school volleyball all four years, starting outside hitter

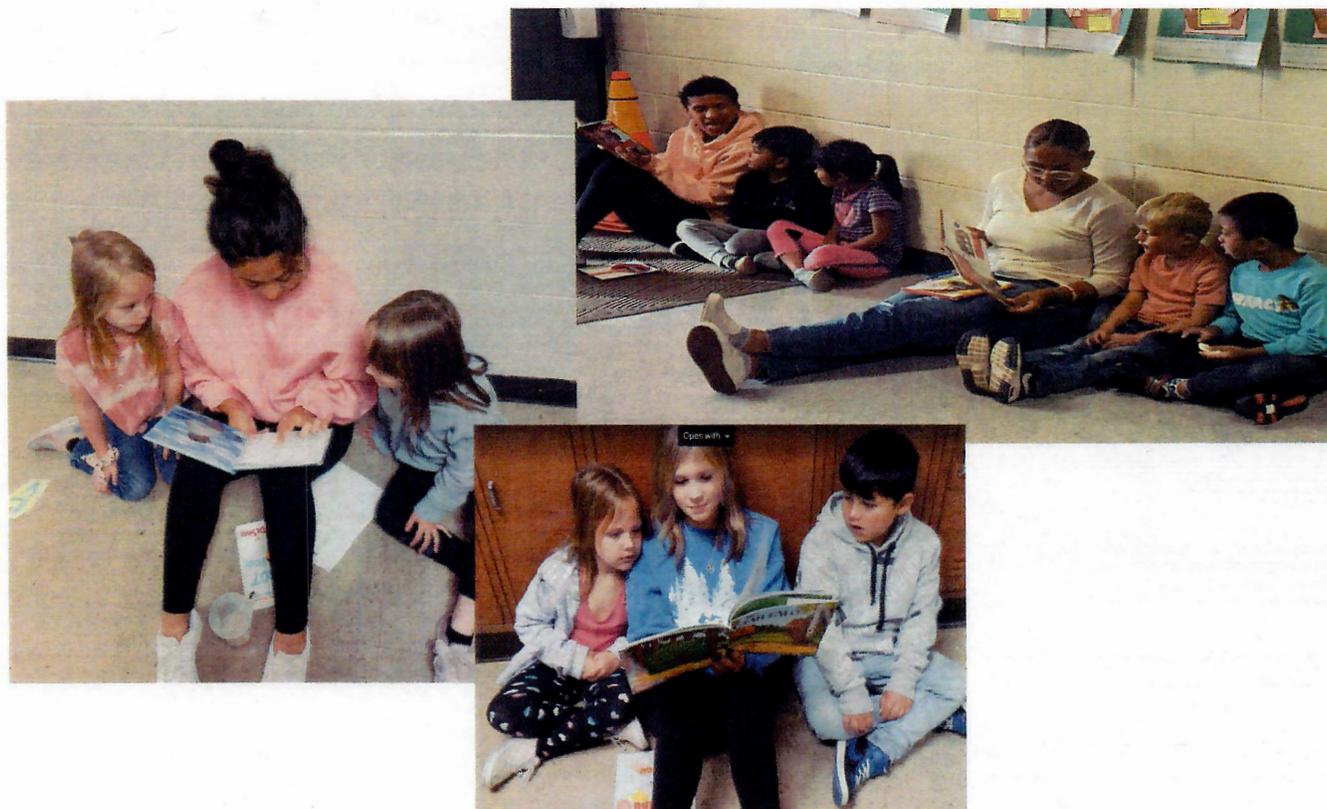
Club Event - BETA

BETA Club students prepared food for Parent Teacher Conferences. We are so thankful for their kindness.

Pictured Left to Right:



Club Event - CCHS Reader Volunteers

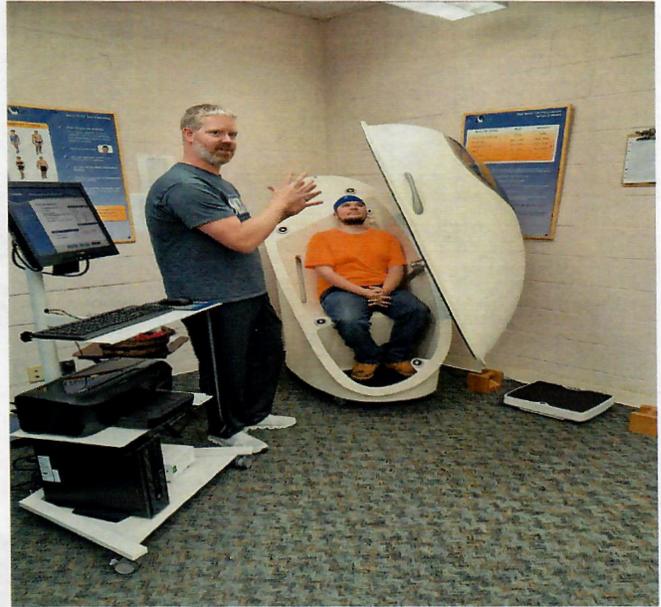


The CCHS Reader Volunteer club partners with the Kindergarten and first grade classes at Glenn Martin Elementary. The goal of this partnership is to have high school students and elementary students form relationships through reading. The club has 110 members who walk over to Martin once a month to read.

Pictured Reading: CCHS students Abigail Leon, Dylan Medina Navarro, and Meilin Morano Perea

Class Event - Medical Therapeutics

Medical Therapeutics visited TWC and were introduced to their BodPod. Pictured: Closed Bodpod -LeBron Harris, Open Bodpod-Job Crabtree, Outside-Hallie Evans, Marbella Rodriguez, Zoe Hutson, Job Crabtree, LeBron Harris, and Teacher, Laura Gilpin.



Medal of Honor Luncheon

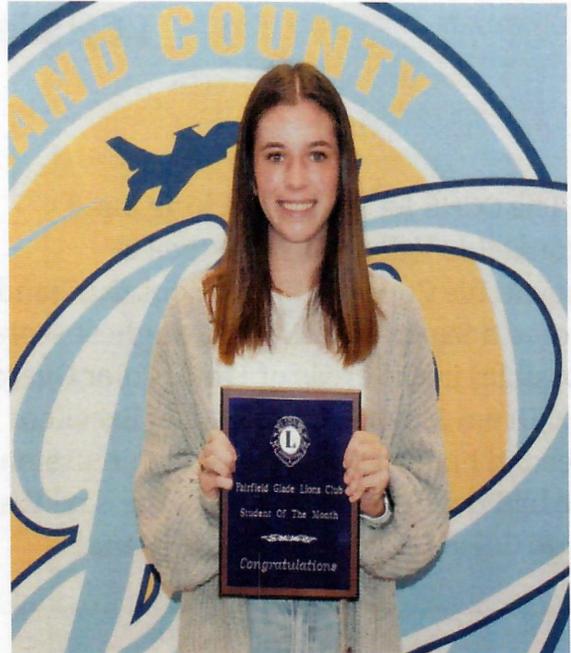


As part of the 2022 Medal of Honor Celebration in Knoxville, TN, the Medal of Honor Character Luncheon was held on Friday, September 9th. CCHS students participated in the luncheon and had the opportunity to speak to Medal of Honor recipients.

Student Spotlight - Kylie Tanner - CCHS Senior FFG Lions Club Student of the Month

Congratulations to CCHS Class of 2023 Senior, Kylie
Tanner!

Kylie was selected as the FFG Lions Club August 2022
Student of the Month. Kylie will be invited to the FFG
Lions Club Scholarship Banquet this Spring and will
qualify for the Lions Club College Scholarships for
2023. Congratulations to Kylie, and THANK YOU to the
FFG Lions Club for this wonderful scholarship
opportunity!



Student Spotlight - Jaxon Reid - CCHS Senior TSSAA State Golf Competitor

Congratulations to CCHS Senior, Jaxon Reed!

Jaxon is competing in the TSSAA state championship
golf tournament the first week of October.



School Spirit Event CCHS Jet Pride Marching Band

The CCHS Jet Pride Marching Band Sequatchie Valley Band Festival at Sequatchie County High School. Our band scored a Superior rating (the highest score possible) in the areas of Band, Color Guard, and Drum Major, and scored an Excellent (second highest) in the area of Percussion. We had the third best score of the day! Way to go CCHS Jet Pride Marching Band!



Alumni Spotlight - Gracee Dishman- CCHS Alumni



Gracee Dishman, a former Cumberland County High School student, has recently been inducted into the Women's Basketball Hall of Fame for the 2021-2022 season. Her jersey will hang in the Ring of Honor for the next year Dishman. As a Jet, she won the TSSAA Class AA Miss Basketball award, All-Conference 1st Team and All-Conference Freshman Team player, and was named sophomore AAC Player of the Year.

CRAB ORCHARD NEWS



September/October 2022-2023

FUEL UP TO PLAY



All students participated in a week long Fuel up to Play extravaganza!

There were dress-up days, competitions, and the students learned so many new ways to stay healthy and active!



CHEERING ON OUR COE FAMILY

One of our students competed in the special olympics and the entire school threw him a celebration ceremony



5K FUN RUN!!

We had the pleasure of hosting a 5K Fun Run where many teachers and students came out for a fun filled morning of staying active.

EXTRA! EXTRA!



September/October 2022-2023

FALL FESTIVAL



At our Fall Festival, students enjoyed spending time with friends and family while playing games, eating some great and strange food (looking at you pickle milkshake), and demolishing a car all while supporting our school.



SUPPORTING OUR GOALS!

Members of the SMHS football team took time out of their day to stop by Crab Orchard to read to our students and help our kids grow





Peace



Love



Bulldogs



Our Homestead Relay for Life team has news to share. Our Beta club gifted us \$500.00 (picture is our Beta Club presenting Mrs. Compton, Relay for Life Chair, with the check.)



Kindergarten celebrating the end of their nursery rhyme unit and learning about their 5 senses.



The music room at Homestead is so much better equipped and creatively fun due to the help of private donations, the STARTS organization, and worthwhile use of professional development funds.



First graders enjoying a trip to the pumpkin patch.



Our students enjoyed story time with our SMHS football players.

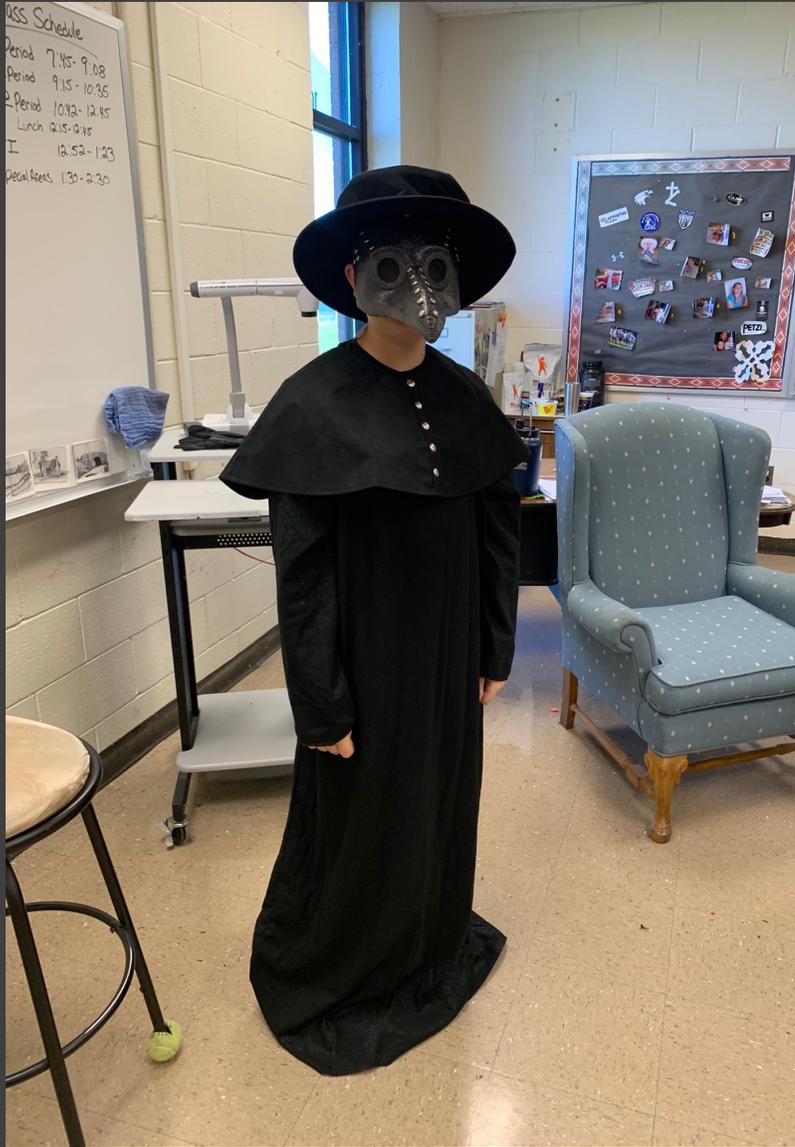


4th Grade field trip to downtown Crossville.



Martin Elementary September News

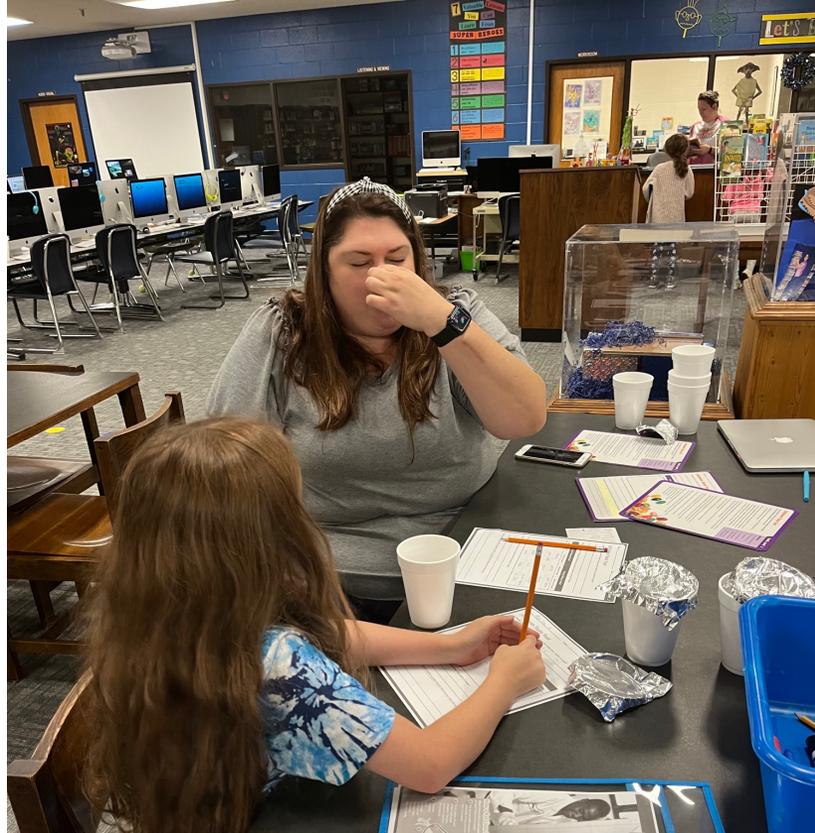
Families enjoyed visiting the library and participating in family reading night this month.



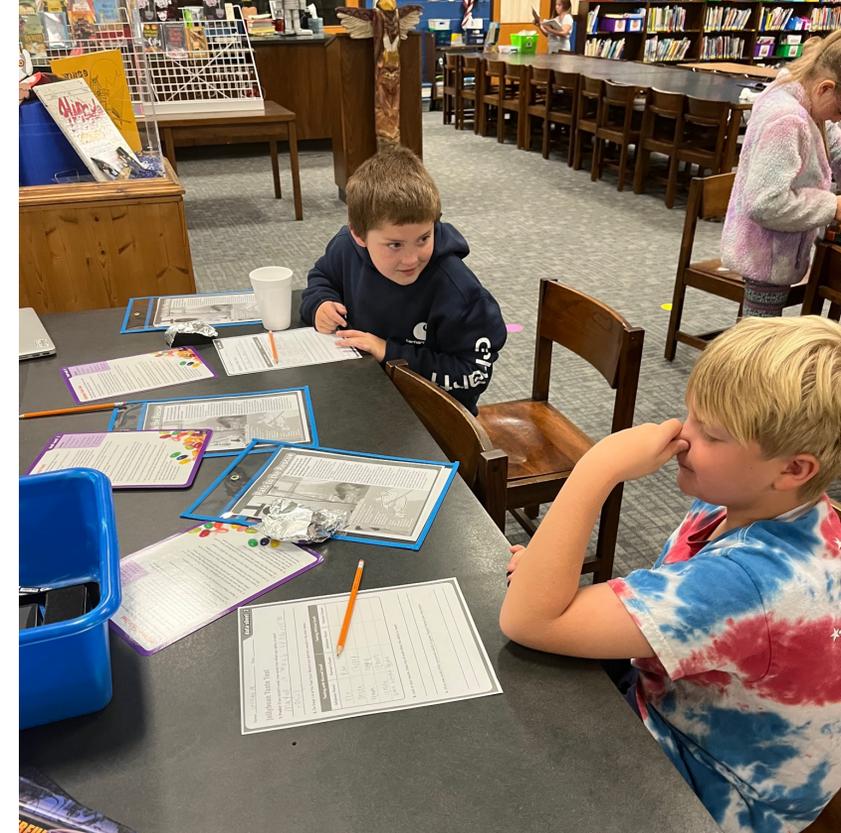
Mr. McGhee's 7th Grade students learned about the Bubonic plague during history class this month!



Our cafeteria staff kicked off October with a festive hydration station!



3rd and 4th grade students conduct a jelly bean taste testing experiment during library class. After reading informational text about amazing ways scientists use the sense of smell in animals; students were asked to guess the flavor of jelly beans without using their sense of sight or smell!





North News



Fall Farm Day was sponsored by the Crossville Farm Bureau. It was in commemoration of Bill Wheeler, an agent. This was the 28th year they've hosted it. The event was held at the UT Experiment Station. The TN Forestry Department, 4H of Crossville, Aviagen, Mountain Farm International, TWRA, Sunrise Dairy, and White County Soil Conservation all made appearances. Students learned about rotational crops. Additionally, students met a sheep farmer, a hog farmer, a cattle farmer, WeatherTAP, a bee apiary, and the Mayfield Dairy Farms. Students enjoyed ice-cream that was donated. It was a fun filled day!



Fall Farm Day





North News



BETA Inductions



8th Grade Night

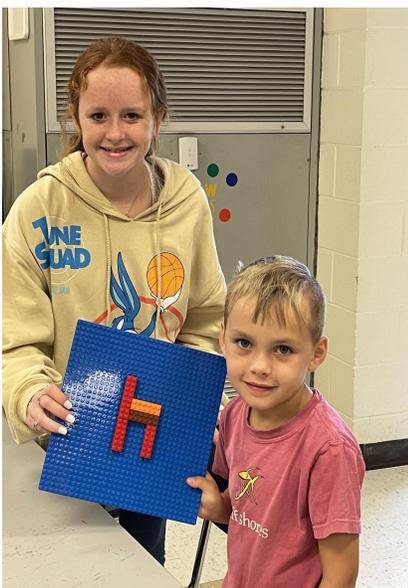


North News



Pixel Art Challenge

We see pixels in TV's, games, phones, watches, billboards, and even road signs. A pixel is one of the small dots or squares that make an image on a screen. North students were tasked with creating their own Pixel Art throughout September. Shown below, 8th grade students assist Kindergarten with creating their own Pixel Art images. Together, they use legos to create images.

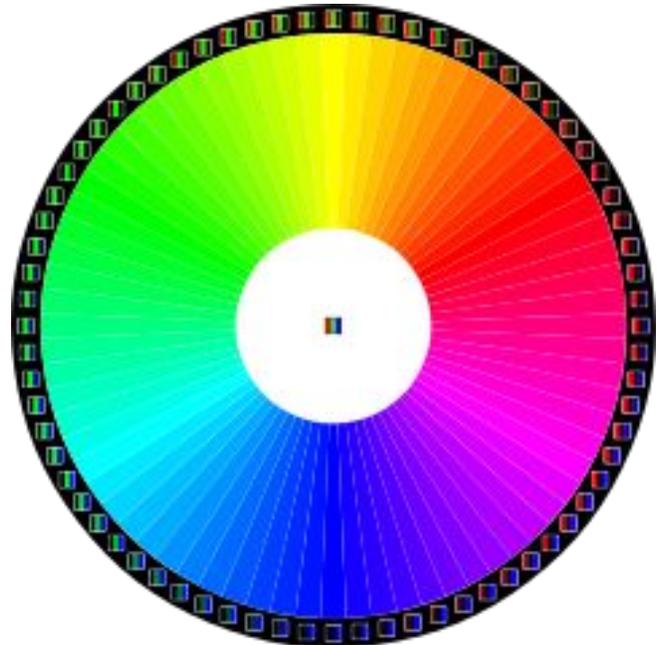
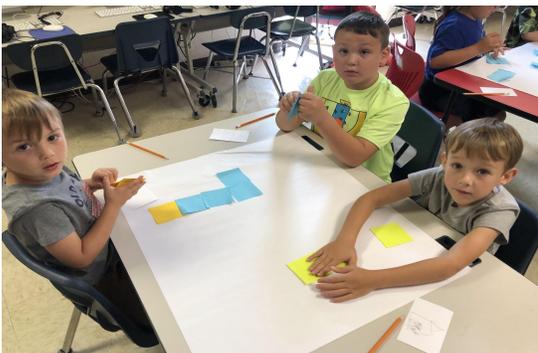




North News



Additional Pixel Art





North News



5th Grade Visit Mountain Barn Builders

Mrs. Lisa Smith, RTI Coordinator, tasked students with building a shed to house her chickens. The students visited Mountain Barn Builders to help accomplish their goal..



Phoenix October News



Principal Mitch Lowe and students Hunter Wendorf and Elijah Vandever recently attended a luncheon at the FFG Saint Francis of Assisi Church to explain aspects of Phoenix High School and The Phoenix Campus. Mr. Lowe was extremely complimentary of our student representatives and appreciative of the welcome they received at the luncheon.

Woodworking and Craftsmanship

Joseph Carter

Charla McKeown

Several students had the opportunity to learn woodworking skills recently in a special class held by Principal Lowe. Students learned the skills necessary and used specialized tools to create their very own pen. Joseph Carter stated that "He would definitely give the course a 10 out of 10 and he enjoyed making a good memory".



Left to right; Aleigha Houghton, Elijah Vandever, Thomas HAYes, and Terry Hackler.

Phoenix Student Council

Phoenix High School is pleased to announce and introduce the students elected to serve as student council representatives.

President: Elijah Vandever....Senior

Vice President: Thomas Hayes....Senior

Recorder: Terry Hackler Jr....Junior

Director of Community Affairs: Aleigha Houghton....Senior

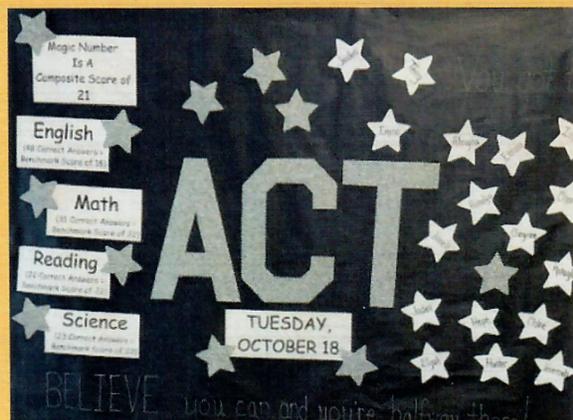
Sponsor S. Smith is excited to be working with this group of students and looks forward to watching them grow and develop. "I can't wait to see what this group can accomplish!"

* Elijah Vanderver also serves as the Phoenix BOE representative.

Informed and Motivated

Phoenix's Pathway Coach Judy York and Phoenix's Interventionist Judy Eldridge work hard daily to encourage and motivate our students. The ACT is being given just one day after returning from Fall Break, and they want to help the students be prepared to do their best.

The Judys meet with students daily to help them meet deadlines, complete paperwork, prepare for post high school, and find needed resources.





OCTOBER
2022



PLEASANT HILL
ELEMENTARY

WE BRING THE STING

OLLIE OTTER

visited K-4 students to discuss car seat safety!



Sometimes, learning IS all fun and games!



**NATIONAL
CUSTODIAN'S
DAY --
AND WE HAVE
THE BEST!!!**



5TH GRADE MOCK ELECTIONS



Ms. Neece's Teen Living class creating Charcuterie Boards (ie, grown-up lunchables)!



BAND IS DOING EXCITING THINGS!!

PHS Band playing with the CCHS Marching Jets, having their first concerts, and receiving a new TUBA from the Community Band STARTS program!



GIRLS BASKETBALL in the CCHS Homecoming Parade!

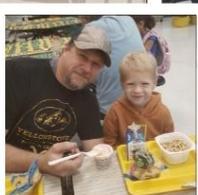


HONORING GREAT STUDENTS!





Pine View
loves our
Grandparents
2022

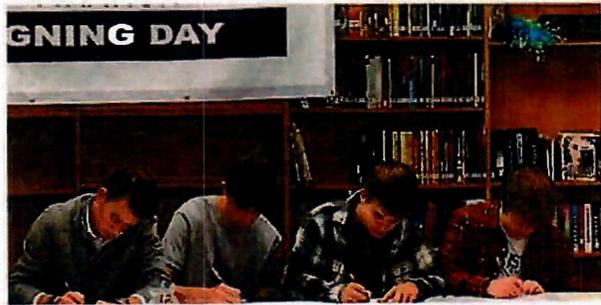


Pine View
October 2022

SMHS October Newsletter

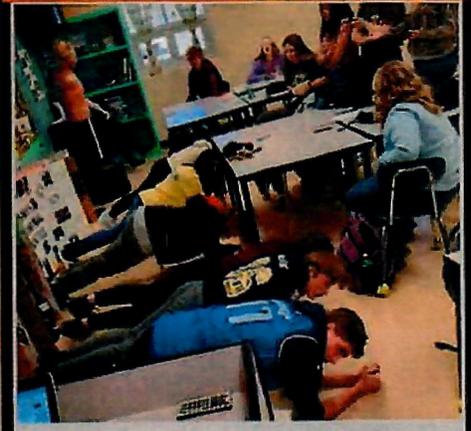


Aviation Signing Day



"Don't just fly, SOAR!" -Dumbo

FITNESS



CTE Classes join in to stay healthy. As you can see they are doing a plank challenge.

Congratulations to the Dave Kirk weekly keys to success attendance winners!!!



Thank you affiliates! Students are loving the Chic-fil-a Leadership Academy!



Stone FFA members at Farm Day.

FUN ON THE FARM





Dave Kirk Prize Drawing
1st Drawing – October 20, 2022
Stone Memorial High School



Total # of tickets possible for each student, to date = 8

Grade	Total 09 th & 10 th Enrolled October 5, 2022	1 st Drawing Total # of Tickets 8 chances avail	2 nd Drawing Total # of Tickets chances avail	3 rd Drawing Total # of Tickets chances avail	4 th Drawing Total # of Tickets Chances avail	Final Total # of Tickets
Freshmen	304	1546				
Sophomores	253	1362				
Total	557	2908				

Winners

1st Drawing (Oct. 20):

Freshman:

Sophomore:

2nd Drawing (Jan. 12):

Freshman:

Sophomore:

3rd Drawing (March 31):

Freshman:

Sophomore:

4th Drawing (May 11):

Freshman:

Sophomore:

Attendance Percentages Since 1st Drawing (October 20, 2022)

Aug 3 – Oct. 5	Oct. 6 – Dec 31	Jan. 1 – March 4
09 th : 95.1%	09 th :	09 th –
10 th : 94.7 %	10 th :	10 th –
Total: 94.9%	Total:	Total:

March 7 – Apr 29
09 th :
10 th :
Total:

Final Numbers (Yearly %)
Aug 3 – April 29
09 th :
10 th :
Total:

\$500 Winner:



Dave Kirk Car Drawing 1st Car Drawing – October 20, 2022 Stone Memorial High School



Total # of tickets possible for each student, to date = 8

Grade	Total 11 th & 12 th Enrolled October 5, 2022	1 st Drawing Total # Of Tickets 9 chances avail.	2 nd Drawing Total # of Tickets 10 Chances	3 rd Drawing Total # of Tickets 10 Chances	4 th Drawing Total # of Tickets 8 Chances	Final Total # of Tickets
Juniors	249	1333				
Seniors	227	1146				
Total	476	2479				

Winners

1st Drawing (Oct. 20):

Senior: (BDay:)

Junior: (BDay:)

2nd Drawing (Jan. 12):

Senior: (BDay:)

Junior: (BDay:)

3rd Drawing (March 31):

Senior: (BDay:)

Junior: (BDay:)

4th Drawing (May 11@ SMHS)

Senior: (BDay:)

Junior: (BDay:)

Attendance Percentages Since 1st Drawing (October 20, 2022)

Aug 3 – Oct. 5

11th 94 %

12th :95 %

Total: 94.5%

Oct. 6 – Dec 31

11th:

12th:

Total:

Jan 1 – March 4

11th:

12th:

Total:

March 7 – April 29

11th

12th :

Total:

Final Numbers (Yearly %)

Aug 2 – April 29

11th:

12th:

Total:

**-13 yr's perfect attend in Final
draw: N/A**

Winner:

3RD Grade Farm Day SCES



On 9/22/22 3rd Graders from South Cumberland Elementary were able to experience and enjoy life on the farm at the UT Experiment Station!



STONE ELEMENTARY NEWS September 2022



School was in full swing as September arrived! Teachers enjoyed the SCOOPS Ice Cream Truck hosted by the Sunshine Committee. We also celebrated Physical Therapist Appreciation Day with Ms. Melanie.

2022 STONE BASKETBALL

IV COYOTES Varsity

Sept. 20 – HOME OPENER – Pineview – 5:30pm
 Sept. 22 – @ Martin
 Sept. 27 – vs. South HOME
 Sept. 29 – @ Pleasant Hill
 Oct. 3 – vs. Homestead HOME
 Oct. 6 – @ Brown
 Oct. 18 – @ North
 Oct. 20 – vs. Crab Orchard HOME
 Oct. 21 – Play-in Game @ Homestead
 Oct. 22 – JV Rd. 1 @ Homestead
 Oct. 25 – JV Rd. 2 @ Homestead
 Oct. 27 – JV Finals @ Homestead

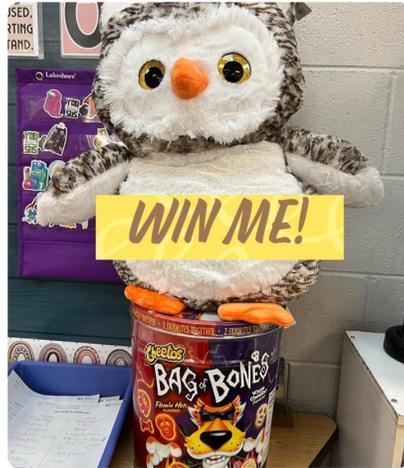
STONE
ELEMENTARY

Nov. 1 – @ Pineview
 Nov. 3 – HOME OPENER – Martin
 Nov. 7 – @ South
 Nov. 10 – vs. Pleasant Hill HOME
 Nov. 14 – @ Homestead
 Nov. 28 – vs. Brown HOME
 Dec. 1 – vs. North HOME *** Grade Night ***
 Dec. 5 – @ Crab Orchard
 Dec. 6 – Play-in Hosted by Higher Seed
 Dec. 8 – Rd. 1 @ Hosted by Higher Seed
 Dec. 12 – Rd. 2 @ CCHS
 Dec. 15 – Finals @ CCHS

Unless noted, all games start at 6pm CST

Basketball season began with our home opener against Pine View Elementary. Go Coyotes!! We also recognized our substitute teachers recently. We are very grateful for our subs.





FALL FESTIVAL!



The month ended with a bang as we welcomed families to our annual Fall Festival. It's one of the most beloved traditions here at Stone. A great time was had by all.



Frank P. Brown Elementary

November 2022

SUN	MON	TUE	WED	THU	FRI	SAT
		1 Parent Teacher Conferences 3:00 pm-6:00pm	2	3	4	5
6	7 Varsity Basketball Game Martin @ Brown 6 pm	8	9	10 Varsity Basketball Game Crab Orchard @ Brown 6 pm	11 Veterans Day Program 9:00 am	12
13	14 Varsity Basketball Game Brown @ P. Hill 6 pm Progress Reports	15	16	17 Varsity Basketball Game Brown @ Pineview 6 pm	18 1st & 2nd Grade Trip to Palace Theater CCHS Drama	19
20	21 Go Home	22	23	24 Thanksgiving Break	25 Thanksgiving Break	26
27	28	29	30			





NOVEMBER 2022



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2 Faculty Meeting 6:50 or 2:50	3 Blue Clubs Meet	4	5 Golf @ State
6	7 Beta Induction 6:00	8	9 8th Grade High School Visits - Brown/South	10 8th Grade High School- Martin/P. Hill Veterans Day Program 2:00	11	12
13	14 Progress Reports Go Home	15 BBall vs. Pickett Co. 6:00	16 Jet Theatrix Family and Friends Night @ Palace 5:30	17 Gold Clubs Meet Jet Theatrix Fall Production @ Palace 7:00	18 Jet Theatrix Matinee for Feeder Schools & 7:00 BBall vs. Cookeville 6:00	19 Jet Theatrix Fall Production @ Palace 2:00
20	21	22 BBall vs. McMinn Central 6:00	23	24 Thanksgiving Day	25	26
27	28	29 BBall @ Clarkrange	30	1	2	3

CRAB ORCHARD ELEM - OCTOBER 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
25	26	27	28	29	30	1 5K/MILE RUN @ STATE PARK
2	3 CO @ Pineview	4 Lions Club Martin @ CO	5	6 South @ CO	7	8
9	10	11	12	13	14	15
	Fall Break Begins					
16	17 Return to School	18 CO @ Pleasant Hill	19	20 CO @ Stone	21	22 JV Tourney @ HES
23	24 Parent/Teacher Conferences 3:00-6:00pm CO @ Pleasant Hill - Varsity	25 JV Semi-Finals	26	27 Make-up Pictures	28 Fire Prevention 8th to SMHS Play	29
30	31 Halloween PK/K to FFG Good Samaritans	1	2	3	4	5



NOVEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 V Basketball @Martin 6:00p.m.	2	3 V Basketball @Crab Orchard 6:00p.m.	4 7th grade Museum of Appalachia	5
6 	7 V Basketball Pleasant Hill @HES 6:00p.m. On my way to K 5:00-7:00p.m.	8 8th grade TCAT/SMHS Band/Choir Field of Honor 5:00p.m. Festival of Movements @ SMHS 6:00p.m.	9	10 College & Career Dress up Day Bulldog Backers 7:45a.m. V Basketball Pineview @HES 5:30P.M.	11  ★ Veterans Day: ★ Thank You for Your Service! Veterans Day Program @ 1:30	12
13	14 V Basketball Stone @ HES 6:00p.m.	15	16	17 Holiday Pictures V Basketball @ South 6:00p.m.	18 1st grade Palace Theatre K Thanksgiving Program 9:45a.m. Thanksgiving Luncheon 10:00a.m.	19
20	21 5th grade Playhouse	22 6th grade Palace Theatre & State Park	23 	24	25	26
27	28 V Basketball North @ HES 6:00p.m.	29	30			

Homestead Elementary

School

3889 Hwy.127 South

Crossville, TN 38572

(931) 456-8344

Principal Mary Elizabeth Edmonds

www.hes.cumberland.k12tn.net

Homestead Vision Statement

Through a safe and welcoming environment, Homestead Elementary School will focus on helping each individual reach their full potential by developing a passion to persevere in learning which results in a drive to serve our every changing community through positive actions and relationships

NOVEMBER 2022

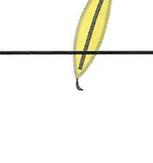
Martin Elementary



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
		Varsity B-Ball Homestead@Martin 6:00		Varsity B-Ball Martin @ Stone 6:00		Meet the Jets
6	7	8	9	10	11	12
	Varsity B-Ball Martin @ Brown 6:00			Varsity B-Ball Martin @ North 6:00		
13	14	15	16	17	18	19
	Progress Reports Go Home			Varsity B-Ball Crab Orchard@Martin 6:00		
20	21	22	23	24	25	26
BETA Convention 20th-23rd		Thanksgiving Break 23rd-25th				
27	28	29	30			
			Varsity B-Ball Martin @ P. Hill 6:00			

STEAM Challenge: Rube Goldberg Transport

November 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 VBB vs. Crab Orchard 	2	3 VBB vs. Brown 	4	5
6	7 VBB @ Pineview 	8 Festival of Movement 6pm 	9	10 VBB vs. Martin 	11 Veteran's Day Program 9am 	12
13	14 Progress Reports sent home VBB vs. South 	15	16	17 VBB @ P.Hill 	18 STEAM Night: Land 	19
20	21	22	23	24	25	26
<h1>Thanksgiving Break</h1>						
27	28 VBB @ Homestead 	29	30	Find us on facebook: North Cumberland Elementary also: http://nces.ccschools.k12tn.net/		
Children First*Excellence Always North Cumberland Elementary						
						



November 2022



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 Attendance Lunch	5
6	7 Progress Monitoring	8 Progress Monitoring	9 Faculty/PLC Meeting	10 Data Team Meeting	11 Veterans Day	12
13	14 Progress Reports	15 Payday	16	17	18	19 Full Moon
20	21	22 PBIS Reward	23 Thanksgiving Break	24 Thanksgiving Day	25 Thanksgiving Break	26
27	28	29	30 Payday			

Pleasant Hill Elementary

November 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Varsity Basketball South @ PHS 6:00pm	2	3	4	5
6	7 Varsity Basketball PHS @ Homestead 6:00pm	8	9	10 Varsity Basketball PHS @ Stone 6:00pm	11 Veterans Day 8:00 Social Gathering & 9:00 Program in the Multi-Purpose Room	12
13	14 Varsity Basketball Brown @ PHS 6:00pm	15	16	17 Varsity Basketball North @ PHS 6:00pm	18	19
20	21	22	23 Thanksgiving Break No School	24 Thanksgiving Break No School	25 Thanksgiving Break No School	26
27	28 Varsity Basketball Martin @ PHS 6:00	29	30			

****STUDENTS CAN NOT BE PICK UP FROM THE OFFICE AFTER 2:15****

Pine View Elementary

OCTOBER 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
25	26	27	28	29	30	1
2	3 PTO Meeting @ 6:00 Crab Orchard@Pine View	4 Pre-K Breakfast with Dr. Farley Pine View @ Brown	5	6 Pre-K-1 Field Trip-Bounce Partyz	7 2nd-4th Field Trip- Plateau Lanes 5th-8th-Movie/Free Time	8 Fall Break Begins
9	10	11	12	13	14	15
16 Fall Break Ends	17	18	19	20 Report Cards Go Home	21 Pre-K-1 Kimbro Farms	22
23	24	25 Parent and Teacher Conferences 3-6	26	27 Fall Picture Re- takes and Sports Pictures	28 PTO Fall Festival 5-8 pm	29
30	31 Pre-K-2 Spook Parade @ 8:30 a.m.	1	2	3	4	5



SMHS

Today < > November 2022

Month ▾

SUN	MON	TUE	WED	THU	FRI	SAT
30	31	Nov 1	2	3	4	5
	<ul style="list-style-type: none"> 7pm Theatre Dress Performance 	<ul style="list-style-type: none"> 5pm CCCB Rehearsal (Auditorium) 7pm Theatre Dress Performance 	<ul style="list-style-type: none"> Save-a-Life Tour 3pm Bowling @ Jackson Co 	<ul style="list-style-type: none"> 3pm Bowling @ York 5pm CCCB Concert (Auditorium) 	<ul style="list-style-type: none"> 6:30pm Fall Dance-Freshmen Spa 	<ul style="list-style-type: none"> 7am SMHS Fall Pageant (Aud. & B) 8am SMHS Marching Band - Veter
6	7	8	9	10	11	12
<ul style="list-style-type: none"> Elementary school visits PV/CO & S 	<ul style="list-style-type: none"> 5:45pm Wrestling Youth Practice 	<ul style="list-style-type: none"> Elementary school visits NCE/HES 3pm Bowling @ Upperman 5:45pm Wrestling Youth Practice 6pm Festival of Movement (feeder) 	<ul style="list-style-type: none"> 5:45pm Wrestling Youth Practice 	<ul style="list-style-type: none"> Faculty Meeting 	<ul style="list-style-type: none"> Beginning of day Activity schedule Panther Preview 7:45am Veteran's Day Program 	
13	14	15	16	17	18	19
	<ul style="list-style-type: none"> Counselor PLC Progress Reports 5:45pm Wrestling Youth Practice 	<ul style="list-style-type: none"> Top Lang, PE & SPED PLC 8:30am Winter Sport Pictures & Sc 8:30am Winter Sport Pictures (Au 2 more 	<ul style="list-style-type: none"> ELA & Social Studies PLC 5:45pm Wrestling Youth Practice 	<ul style="list-style-type: none"> GTE & Science PLC 	<ul style="list-style-type: none"> Global Mid Day Activity Schedule Fine Arts & Math PLC Promethean Training (in-person for 2 more 	<ul style="list-style-type: none"> Basketball @ Science Hill TBD 12pm Basketball @ Science Hill (T
20	21	22	23	24	25	26
	<ul style="list-style-type: none"> 3pm Bowling York 5:45pm Wrestling Youth Practice 	<ul style="list-style-type: none"> 4:30pm Boy's Wrestling v Hixson B 5:45pm Wrestling Youth Practice 6pm Basketball vs Cookeville (Bro 	<ul style="list-style-type: none"> Thanksgiving Break 5:45pm Wrestling Youth Practice 		<ul style="list-style-type: none"> 12pm Boys Basketball @ CCHS Tr 	<ul style="list-style-type: none"> 11:30am Boys Basketball @ CCHS
27	28	29	30	Dec 1	2	3
	<ul style="list-style-type: none"> EOC exam window 5:45pm Wrestling Youth Practice 	<ul style="list-style-type: none"> RTI Data Meetings 3pm Bowling Jackson Co 5:45pm Wrestling Youth Practice 	<ul style="list-style-type: none"> 5:45pm Wrestling Youth Practice 	<ul style="list-style-type: none"> 3pm Bowling White Co 	<ul style="list-style-type: none"> 3pm Girl's Wrestling @ Knox Cath 5pm Basketball @ Knox Webb 	<ul style="list-style-type: none"> SAT 8am Boys Wrestling @ Knox Cath



November



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 South @ Pleasant Hill 6:00 pm	2 Wellness Wednesday 	3 FCS 7:00am South vs Pineview 5:30 pm	4	5
6	7 South vs Stone 6:00 pm	8 BETA Induction 6pm Election Day	9	10 FCS 7:00am South @ Algood 6:00 pm	11 Veteran's Day	12
13	14 South @ North 6:00 pm	15	16	17 FCS 7:00am South vs Homestead 6:00 pm	18	19
20	21 Festival of Movement @ CCHS 6:30 South vs Pine Haven 6:00 pm	22 CONCESSIONS	23 Thanksgiving Break No School 	24 HAPPY THANKSGIVING!	25 Thanksgiving Break No School 	26
27	28 South vs Crab Orchard 5:30 pm	29	30	DEC. 1 3:15 in Library		

Stone Elementary

November 2022

Mission:

Empowering each student with the skills to be productive citizen by fostering a culture of excellence through high expectations for all.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 VBB Stone @ PV 6-9pm	2	3 STEM Night grades K-5 4-6pm VBB Martin @ Stone 6-9pm On the Way 2K 5- 7pm	4	5
6 Set clocks back 1 hour – Daylight Savings Time ends	7 SMHS 8 th grade High School/TCAT Visit 8-2pm VBB Stone @ South 6-9pm	8 Festival of Movement 6- 7pm @ SMHS	9 Field of Honor Band Performance 5pm @ Garrison Park	10 Veterans Day Program 9-10am VBB P.Hill @ Stone 6-9pm PTO Meeting 5- 6pm	11 Panther Preview 4:30-8pm	12
13	14 VBB Stone @ Homestead 6- 9pm	15	16	17	18	19
20	21	22	23 Thanksgiving Break – No School	24 Thanksgiving Break – No School	25 Thanksgiving Break – No School	26
27	28 VBB Brown @ Stone 6-9pm	29	30			

Cumberland County Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Method of Election of Officers	Descriptor Code: 1.200	Issued Date: 10/07/99
		Rescinds: 1.200	Issued: 02/06/97

1 At the first regular meeting in September each year, the Board shall organize by electing a chairman,¹ a
2 vice chairman and a parliamentarian to serve one-year terms or until a successor is named or they are no
3 longer members of the Board. In the event that an officer's seat on the board is vacated, the Board shall
4 elect a successor to serve the remainder of the officer's term. Each board officer shall be eligible for re-
5 election. [A TLN Representative will also be elected.](#)

6 If no officer of the Board is serving at the time of the organizational meeting, any member shall call the
7 meeting to order and preside until a chairman is elected as the first order of business.

8 If the office of chairman is vacated prior to the expiration of the annual term, the vice chairman shall
9 assume all responsibilities of the chairman until a new chairman is elected.

10
11 [A majority of the Board may call for a special meeting to elect officers in the event vacancies occur in both the](#)
12 [Chairman and Vice Chairman positions.](#)

Legal Reference:

1. TCA 49-2-202(c)(2)

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Credit Recovery	Descriptor Code: 4.210	Issued Date: 07/28/22
		Rescinds: 4.210	Issued: 06/25/20

1 *General*¹

2 The Director of Schools shall ensure that credit recovery facilitators receive training regarding course
3 organization, online instruction management, and related technology.

4 Credit recovery teachers shall comply with all State Board of Education certification requirements.¹

5 **ADMISSION AND REMOVAL**²

6 No student shall be admitted to or otherwise enrolled in credit recovery courses unless:

- 7 1. The student's parent/guardian gives written consent for the student to enroll in the proposed
8 credit recovery course. Parent(s)/guardian(s) shall be informed that not all postsecondary
9 institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will
10 not accept credit recovery courses for credit; and
11
- 12 2. The student has previously taken an initial, non-credit recovery section of the proposed course
13 and received a grade of at least fifty percent (50%). Students who receive a grade of below fifty
14 percent (50%) in the non-credit recovery section of the course must re-take the course.

15 If a student is seeking to recover credit for the first semester of a two-semester course, the student may
16 not receive the full credit for the course until he/she has enrolled in and passed the second semester of
17 the course and taken any applicable End of Course examinations.

18 The Board shall track students enrolled in credit recovery courses as directed by the Tennessee
19 Department of Education.

20 **INSTRUCTION AND CONTENT**²

21 Credit recovery teachers shall work closely with credit recovery facilitators to correlate class content
22 and instruction.

23 The Director of Schools shall ensure that all credit recovery courses:

- 24 1. Align with Tennessee's current academic standards for the relevant course content area, as
25 approved by the State Board of Education; and
26
- 27 2. Differentiate instruction to address individual student growth needs based on diagnostic
28 assessment or End of Course data.

1 Students in credit recovery programs shall:

- 2 1. Shall complete a course skill-specific diagnostic to determine skill-specific goals;
- 3
- 4 2. Shall meet individual skill-specific goals in a flexible time frame as established by identified
- 5 student need and;
- 6
- 7 3. ~~May be required to complete additional assignments as directed by local board of education~~
- 8 ~~credit recovery policy and credit recovery teacher of record; and~~
- 9
- 10 4. Shall master all individualized skill-specific goals as established by the diagnostic process in
- 11 order to earn credit.

12 **GRADES²**

13 Students passing credit recovery shall receive a grade of sixty percent (60%) under the state uniform

14 grading system. If the district utilizes a locally-adopted grading scale that differs from the uniform

15 grading scale, a student passing credit recovery shall receive a D³. ~~Grades awarded in credit recovery~~

16 ~~courses shall adhere to the State Board of Education's Uniform Grading Policy.³~~

Legal References

1. State Board of Education Policy 2.103; TRR/MS 0520-01-03-.03(13)
2. State Board of Education Policy 2.103
3. State Board of Education Policy 3.301

Cross References

Virtual Education Program 4.212
Grading System 4.600
Promotion and Retention 4.603

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Innovative High School Program	Descriptor Code: 4.214	Issued Date:
		Rescinds:	Issued:

1 The Director of Schools shall recommend to the Board an Innovative High School Program. This
2 program shall be designed to accelerate and increase student attainment of high-quality, in-demand
3 postsecondary credentials that are aligned with high-demand, high-wage occupations in the community
4 or region. The program shall serve students who are at risk of dropping out of school prior to
5 graduation and students that would benefit from accelerated academic instruction.¹

6 An emphasis shall be placed on programs that provide students with the following options: dual
7 enrollment; state and local dual credit; work-based learning; and industry and career readiness
8 certifications. Students shall be allowed to complete courses outside of the regular school day through
9 extended learning opportunities to include virtual programs and onsite learning with an employer.

10 The Director of Schools shall annually report to the Board on the impact of the Innovative High School
11 Program. The report shall include information on the following: high school retention, completion, and
12 dropout rates; certification and associate degree completion rates; college admission rates;
13 postgraduation employment rates; and employer satisfaction of students who participated in and
14 graduated from these programs.

15 **PROGRAM OPTIONS**

16 *Student Success Program*

17 The Student Success Program shall be available to those students that are at risk of dropping out prior
18 to graduation, including students participating in credit recovery or assigned to an alternative school or
19 program. The Student Success Program shall include strategies that significantly reduce dropout rates,
20 raise high school retention rates, and result in students earning certifications in high demand careers.²
21 Students participating in this program shall have the opportunity to:

- 22 1. Graduate after attaining the core academic skills needed for postsecondary education and high-
23 skilled employment;³ and
24
- 25 2. Complete a technical or academic program in a field of study that is in high demand and has
26 high wages.⁴

27 *Accelerated Learning Program*

28 The Accelerated Learning Program shall be available to students that would benefit from accelerated
29 academic instruction. The program shall ensure students receive college preparatory academic core and
30 in-depth studies in a career or technical field that will lead to advanced programs or employment

1 opportunities in engineering, health sciences, or teaching.⁵ The Accelerated Learning Program shall
2 provide students:

- 3 1. A flexible, individualized program of instruction;⁶ and
- 4
- 5 2. The ability to do one or more of the following:⁷
- 6
- 7 a. Graduate early and obtain a high school diploma in less than four (4) years;
- 8
- 9 b. Begin an associate degree program;
- 10
- 11 c. Begin a certification program;
- 12
- 13 d. Earn a diploma in a career or technical program; or
- 14
- 15 e. Earn up to two (2) years of postsecondary credit.

16 **PROGRAM COMPONENTS**

17 The Director of Schools shall review labor market statistics and consult with local employers and other
18 community-based partners to determine which courses will lead to the attainment of high-quality, in-
19 demand postsecondary credentials.

20 Students participating in the program shall be advised on potential career paths for each course or
21 series of courses offered through the Innovative High School Program This shall include career
22 pathways and career development information (i.e., information that facilitates career awareness and
23 exploration). Programs shall include partnerships with postsecondary institutions, employers, and other
24 community-based entities to determine how each program will address skill gaps between regional
25 industry needs and the skill level of students.

26 Programs presented to the Board for approval shall include the following:

- 27 1. Admission and/or employment requirements for postsecondary institutions and employers;
- 28
- 29 2. Academic remediation and support plans for students;
- 30
- 31 3. Modes of learning that will be utilized; and
- 32
- 33 4. Staffing plans and associated costs.

34 **FUNDING**

35 The Director of Schools shall submit a budget for Board approval each year for these innovative high
36 school programs. The proposed budget shall include an allocation for each student participating in the
37 programs that is equal to one hundred (100%) percent of the district's state and local per pupil
38 expenditure.

Legal References

1. TCA 49-15-101(a)
2. TCA 49-15-101(c)(3)
3. TCA 49-15-101(c)(1)
4. TCA 49-15-101(c)(2)
5. TCA 49-15-101(d)(3)
6. TCA 49-15-101(d)(1)
7. TCA 49-15-101(d)(2)
8. TCA 49-15-107

Cross References

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: <div style="text-align: center; padding: 5px;"> Elementary Promotion and Retention </div>	Descriptor Code: 4.603	Issued Date: 03/25/19
		Rescinds: 4.603	Issued: 02/28/13

General

Promotion and Retention

1 ~~Elementary students will normally progress annually in sequential order from grade to grade.¹ The~~
 2 ~~professional staff will place students at the grade level best suited to them academically, socially and~~
 3 ~~emotionally. Retentions may be made when, in the judgment of the teacher, such retentions are in the~~
 4 ~~best interest of the students. Decisions to retain or promote are subject to review and approval of the~~
 5 ~~principal after consultation with the teacher. The Director of Schools/designee shall promote~~
 6 ~~students to the next grade level based on the successful completion of required academic work or~~
 7 ~~demonstration of satisfactory progress in each of the relevant academic areas. Moreover, no student~~
 8 ~~enrolled in the third grade shall be promoted unless the student has shown a basic understanding of~~
 9 ~~curriculum and ability to perform the skills required in the subject of reading as demonstrated by the~~
 10 ~~student's grades or standardized test results. This requirement shall not apply to students who are~~
 11 ~~participating in a Board approved research-based intervention prior to the beginning of the next school~~
 12 ~~year or to students who have individualized education program (IEP).²~~

All promotion and retention decisions shall be made on a case-by-case basis and comply with state and federal law. All decisions shall be made in consultation with a student's IEP and or/504 team, if applicable. ¹

13 Students who have difficulty in achieving the requirements for promotion may be considered for
 14 retention. Schools shall identify these students by February 1st. Factors used to identify students for
 15 retention shall include:²

- 16 1. Ability to perform at the current grade level;
- 17 2. Results of local assessments, screening or monitoring tools;
- 18 3. State assessments, as applicable;
- 19 4. **Home Literacy Reports;** ³
- 20 5. Overall academic achievement of the student;
- 21 6. Likelihood of success with more difficult material if promoted to the next grade;
- 22 7. Attendance record; and
- 23 8. ~~Social and emotional~~ **The student's** maturity.

24 Students may be identified for retention after the February 1st deadline if the delay in identifying a student
 25 is due to:⁴

- 1 1. Date of enrollment; ~~or~~
- 2 2. Additional information acquired after results of local assessment, screening or monitoring are
- 3 released.

5 PROMOTION PLANS ⁵

6 When a student is ~~considered~~ **identified** for retention, the student's parent(s)/guardian(s) shall be notified
7 within fifteen (15) calendar days and an individualized promotion plan shall be developed to help the
8 student avoid retention. The plan shall be developed in coordination with the student's teachers, **IEP or**
9 **504 team, if applicable**, and may also include input from the student's parent(s)/guardian(s), school
10 counselor, or other appropriate school personnel. ~~A copy of the plan will be provided to the student's~~
11 ~~parents(s)/guardian(s).~~

12 ~~The Director of Schools shall develop procedures governing how decisions on retention will be made~~
13 ~~after the student begins work on his/her individualized promotion plan.~~

14 **Promotion plans shall incorporate evidence-based strategies, including expectations and measurements**
15 **that will verify whether a student has made sufficient progress to be promoted to the next grade level,**
16 **and be tailored to the student's learning needs. Promotion plans for students in third and fourth grade**
17 **will include additional requirements for promoting students in these grades. A copy of the plan will be**
18 **provided to the student's parent(s)/guardians(s), and the school shall offer the opportunity for a parent-**
19 **teacher conference to discuss the plan. If a student is not making progress on the promotion plan, then**
20 **the strategies shall be modified. Parent(s)/guardian(s) shall be provided with any changes to the**
21 **promotion plan.**

22 **A student who demonstrates sufficient academic progress according to his/her promotion plan shall be**
23 **promoted to the next grade level unless retention is required per additional requirements for students in**
24 **third and fourth grade. ⁶**

25 **If a student has not demonstrated sufficient academic progress according to his/her promotion plan by**
26 **the end of the school year, the student shall be eligible to enroll in a summer reading or learning**
27 **program, if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10)**
28 **calendar days prior to the start of the next school year if the student was enrolled in a summer program.**
29 **However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be notified**
30 **of a decision for retention at least thirty (30) calendar days prior to the start of the next school year. ⁷**

31 ***K-3 Reading Notification***

32 ~~If it is determined through a student's overall performance or a state or local assessment that a student~~
33 ~~in grades kindergarten through three (K-3) is not meeting grade-level standards in reading, the student's~~
34 ~~parents(s)/guardian(s) shall be notified within fifteen (15) calendar days of such determination.~~

35 **RETENTION^{4,6}**

1 A student may be retained when such retention is in the best interest of the student **or when retention is**
2 **required per additional requirements for students in third and fourth grade.** ~~However, a student shall not~~
3 ~~be retained more than once in any grade.~~

*Decision of Retention-General*⁸

4 If a student is retained, the Director of Schools/designee shall develop an individualized academic
5 remediation plan **within thirty (30) calendar days after the beginning** ~~prior to the start~~ of the next school
6 year. A copy of the plan shall be provided to the student's parent(s)/guardian(s) within ten (10) calendar
7 days of its development. This plan shall include at least one of the following strategies:

- 8 1. Adjustment to the current instructional strategies or materials;
- 9 2. Additional instructional time;
- 10 3. Individual tutoring ~~outside of school hours~~;
- 11 4. Modification to the student's classroom assignment to ensure the student receives ~~ed~~ instruction
12 from a teacher with a level of overall effectiveness of above expectations (level 4) or significantly
13 above expectations (level 5); or
- 14 5. Attendance or truancy interventions.

15 ~~The Director of Schools shall develop procedures to ensure appropriate recordkeeping of students who~~
16 ~~are retained.~~

17 ~~For the purpose of determining the effectiveness of retention toward improving student achievement, A~~
18 ~~student shall not be retained more than once in any grade.~~ The progress of ~~retained~~ students ~~who are~~
19 ~~retained~~ shall be closely monitored and reported to parent(s)/guardian(s) at least three (3) times during
20 the school year in which the student is retained. The Director of Schools shall ~~develop procedures to~~
21 ~~ensure appropriate recordkeeping of students who are retained.~~ ~~report, at least annually, on any~~
22 ~~intervention programs available to students in the third grade and recommend any new programs or the~~
23 ~~modification of any existing programs to better serve these students.~~

*Decision of Retention-Third Grade*⁹

25 ~~Third grade student's shall not be promoted to the next grade unless they are determined to be~~
26 ~~proficient (i.e., receive a performance level rating of "on track" or "mastered") in English language arts~~
27 ~~(ELA) based on the student's most recent TCAP test.~~

28 ~~Students who are not proficient in ELA may still be promoted if the following conditions are met:~~

- 29 1. ~~A student in third grade receiving a performance level rating of "approaching" on the ELA~~
30 ~~portion of the student's most recent TCAP test may be promoted if:~~
 - 31 a. ~~The student is an English language learner and has received less than two (2) full years~~
32 ~~of ELA instruction;~~
 - 33 b. ~~The student was previously retained in grades K-3;~~

- c. The student is retested before the next school year and scores proficient in ELA;
- d. The student attends a learning loss bridge camp before the next school year, maintains a ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-test at the end of the camp; or
- e. The student receives tutoring for the entirety of the next school year in accordance with state law.

2. A student in third grade receiving a performance level rating of “below” on the ELA portion of the student’s most recent TCAP test may be promoted if:

- a. The student is an English language learner and has received less than two (2) full years of ELA instruction;
- b. The student was previously retained in grades K-3;
- c. The student is retested before the next school year and scores proficient in ELA; or
- d. The student attends a learning loss bridge camp before the next school year, maintains a ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next school year in accordance with the state law.

*Decision of Retention-Fourth Grade*⁹

Students in the following categories shall show adequate growth in the following ways before being promoted to the fifth grade:

1. A student who is promoted to the fourth grade due to receiving tutoring for the entirety of the next school year in accordance with state law or because of attending a learning loss bridge camp must maintain a ninety percent (90%) attendance rate; and
2. A student receiving tutoring for the entirety of the next school year in accordance with state law shall be required to show adequate growth on the fourth grade ELA portion of TCAP before the student may be promoted to fifth grade.

A student shall not be retained more than once in fourth grade.

*Decision of Retention-Students with Disabilities*¹⁰

Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the student’s IEP and/or 504 team to determine whether the student’s performance on the ELA portion of TCAP was due to the student’s disability. The school district shall not retain a student with a disability or a suspected disability that impacts their ability to read.

APPEALS^{7,11}

When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision to retain the student and provided with information on the right to appeal the decision. Appeals shall be made to a committee appointed by the principal within **10 business days**. The student and his/her parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the

1 opportunity to address the committee. The committee shall conduct a hearing within 10 business days to
2 determine if the student will be promoted and issue such decision with 10 business days. Upon notification of
3 the committee decision, the principal shall send written notification to the Director of
4 Schools/designee and the parent(s)/guardian(s). The notification shall advise parent(s)/ guardian(s) of their right
5 to appeal such action within 10 business days to the Director of Schools/designee.

6 The appeal shall be heard no later than ten (10) business days after the request for appeal is received. A decision
7 shall be issued within 10 business days.

8 Within five (5) business days of the Director of Schools/designee rendering a decision, the student's
9 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record. Following the
10 review, the Board may affirm or overturn the decision of the Director of Schools/designee. The action of the
11 Board shall be final.

12 For students where retention is required per the additional requirements for students in third and fourth grade,
13 parent(s)/guardian(s) may appeal this decision directly to the Department of Education in accordance with state
14 law.¹²

15 ~~Prior to any final decision about retaining a student, the teacher and/or principal shall consult with the~~
16 ~~student's parents, explain to them the reason for the retention and solicit from them any information~~
17 ~~pertinent as to whether or not the child should be retained. Such consultation may take place in a~~
18 ~~conference or by phone or letter.~~

19 ~~Educational experiences for the repeated year shall be varied in order to provide an appropriate~~
20 ~~instructional program. Variations may include, but are not limited to, the following:~~

- 21 ~~1. different teacher(s);~~
- 22 ~~2. different techniques and strategies;~~
- 23 ~~3. different materials; and~~
- 24 ~~4. varying lengths of time per subject and/or physical setting in classroom.~~

25
26 ~~For the purpose of determining the effectiveness of retention toward improving student achievement, the~~
27 ~~progress of retained students shall be monitored for at least three (3) years by the counseling staff(s) of~~
28 ~~the student's school.~~

29 ~~Social promotions shall be noted on the student's cumulative record.~~

30 **Promotion of Eighth Grade Students to Ninth Grade During the School Term.**

31 ~~Eighth grade students meeting the following requirements will be permitted to move to the high school~~
32 ~~on or before the 10th day of the first grading period.~~

1 1. Elementary principal, counselor and teacher/teachers determine that placement in a higher
2 grade is in the best interest of the student.

3 2. Student must be 15 on or before December 31 of the current school year.

4 * Principals and teachers are encouraged to make decisions on promotions as soon as possible before
5 the start of the school term. It is important that all students have the opportunity to participate in
6 planning, orientation and scheduling.

Legal References

1. ~~State Board of Education Policy 3.300; TRR/MS 0520-01-03-.05(3)(b); 20 USCA § 1400 et seq.; 29 U.S.C. § 794 (Section 504); TRR/MS 0520-01-03-.161 TCA 49-6-3115~~
2. TCA 49-6-3115; 20 USCA § 1400 et seq.; TRR/MS 0520-01-03-.16(5)
 3. TCA 49-1-905 (e)
 4. TRR/MS 0520-01-03-.16(4)
 5. TRR/MS 0520-01-03-.16(6)
 6. TRR/MS 0520-01-03-.16(6)(f)
 7. TRR/MS 0520-01-03-.16(6)(e)
 8. TRR/MS 0520-01-03-.16(6)(g)
 9. TRR/MS 0520-01-03-.16(7)
 10. 29 U.S.C. § 794 (Section 504); 20 USCA § 1400 et seq.; TRR/MS 0520-01-03-.16 (7) (e)
 11. TRR/MS 0520-01-03-.16(3); TRR/MS 0520-01-02-.17(7); TCA 49-6-3102 (e) (1)
 12. TRR/MS 0520-01-03-.16 (7)(f)

Cross References

Credit Recovery 4.210
 Grading System 4.600
 Reporting Student Progress 4.601
 Attendance 6.200
 Student Assignments 6.205
 Homeless Students 6.503
 Student Records 6.600

Cumberland County Board of Education

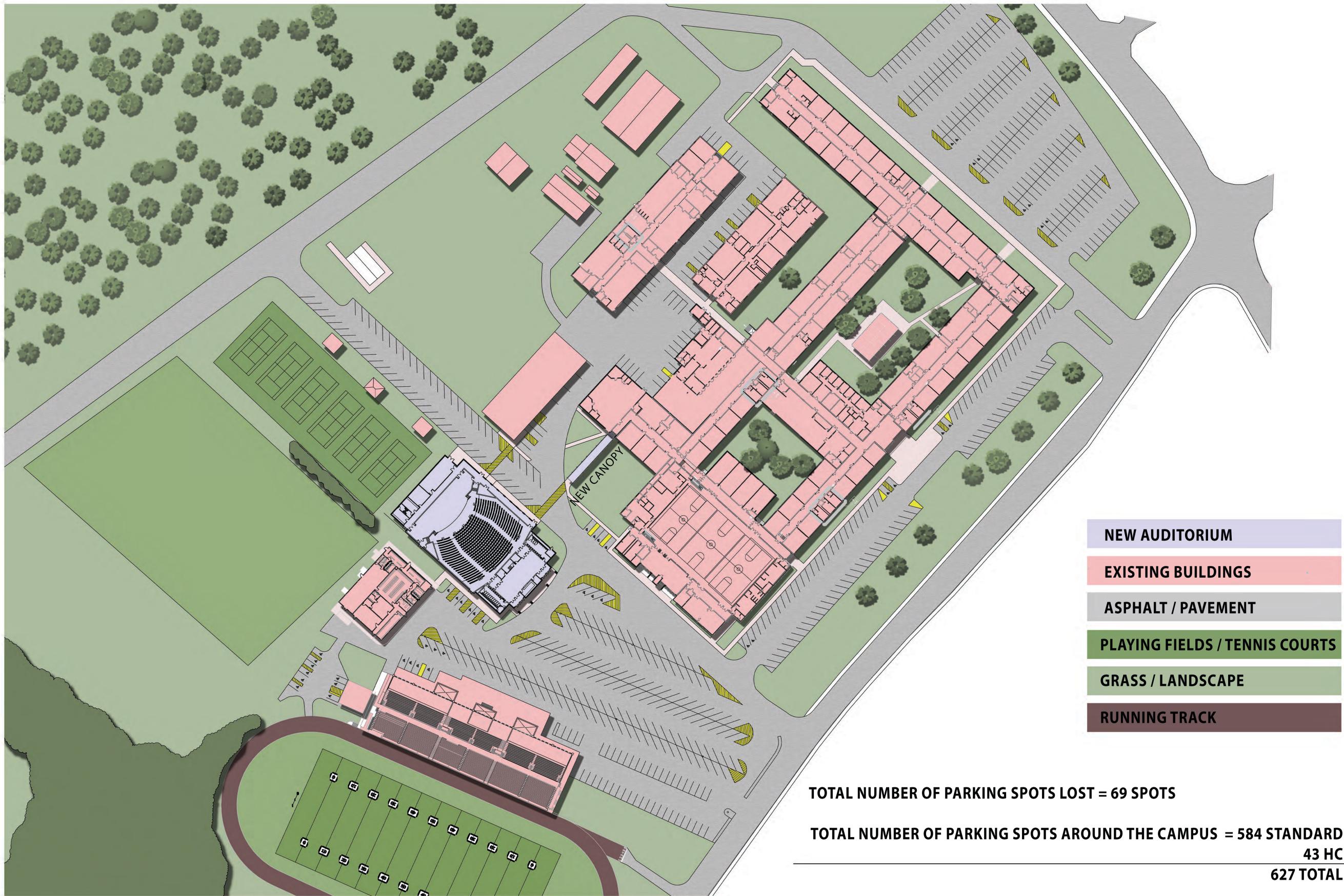
Monitoring: Review: Annually, in March	Descriptor Term: Accelerated and Advanced Credit	Descriptor Code: 4.6012	Issued Date: Click here to enter a date.
		Rescinds:	Issued:

Students enrolled in grades 9-12 who have taken the equivalent of a high school level course in the middle grades may earn high school credit toward graduation,¹ except in American History.² High school credit will be given only for those courses normally taught within the Cumberland County School System or having a state course code equivalent.

1. Students will be given a placement test when appropriate.
2. Students will be given the appropriate comprehensive examination as required for students in grades nine (9) through twelve (12) who earn credit for graduation.
3. The appropriate examination shall provide evidence that the students have mastered all of the terminal objectives in the applicable curriculum framework adopted by the State Board of Education and shall be scored and graded on the same scale as for students who enroll in the course for which credit is being given.
4. Middle school students shall receive high school credit at the honors level and move in sequential order to the next course at the honors level only if an 85 or above is earned in the course. Students earning an 84.4 or less will receive high school credit at the regular course level and move in sequential order to the next course at that level.
5. Students must complete all state testing requirements in order to receive credit.

Legal References

1. TRR/MS 0520-1-3-.06(2)
2. TCA 49-6-1202



- NEW AUDITORIUM
- EXISTING BUILDINGS
- ASPHALT / PAVEMENT
- PLAYING FIELDS / TENNIS COURTS
- GRASS / LANDSCAPE
- RUNNING TRACK

TOTAL NUMBER OF PARKING SPOTS LOST = 69 SPOTS

**TOTAL NUMBER OF PARKING SPOTS AROUND THE CAMPUS = 584 STANDARD SPOTS
43 HC SPOTS
627 TOTAL SPOTS**

NEW AUDITORIUM FOR CUMBERLAND COUNTY HIGH SCHOOL

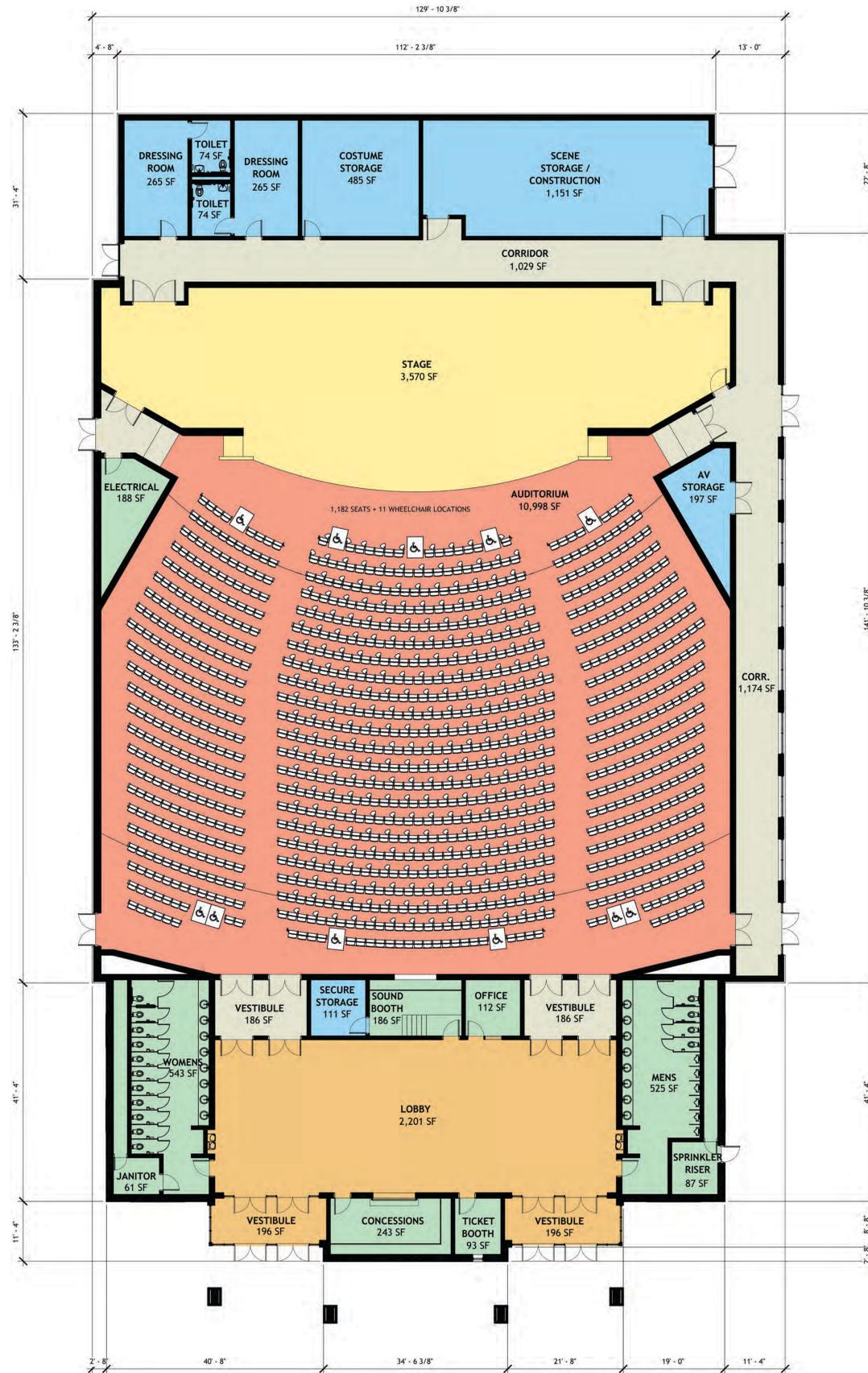
SCHEMATIC DESIGN SITE PLAN - 9-15-22

SCALE: 1" = 50'

TOTAL SQ. FT. : 26,400



- LOBBY
- DRESSING AND STORAGE ROOMS
- SUPPORT SPACES
- STAGE
- AUDITORIUM
- CIRCULATION



NEW AUDITORIUM FOR CUMBERLAND COUNTY HIGH SCHOOL

SCHEMATIC DESIGN FLOOR PLAN - 9-15-22

SCALE: 3/32" = 1'-0"

TOTAL SQ. FT. : 26,400





NEW AUDITORIUM FOR CUMBERLAND COUNTY HIGH SCHOOL
FRONT ENTRANCE FROM GYM ENTRANCE



NEW AUDITORIUM FOR CUMBERLAND COUNTY HIGH SCHOOL
FRONT ENTRANCE



NEW AUDITORIUM FOR CUMBERLAND COUNTY HIGH SCHOOL
VIEW FROM UNDER THE NEW CANOPY



NEW AUDITORIUM FOR CUMBERLAND COUNTY HIGH SCHOOL
VIEW FROM TOP OF STADIUM



NEW AUDITORIUM FOR CUMBERLAND COUNTY HIGH SCHOOL
VIEW FROM TOP OF STADIUM - LATE AFTERNOON

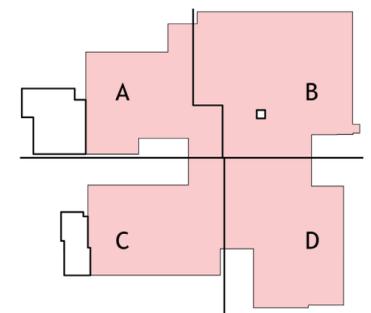
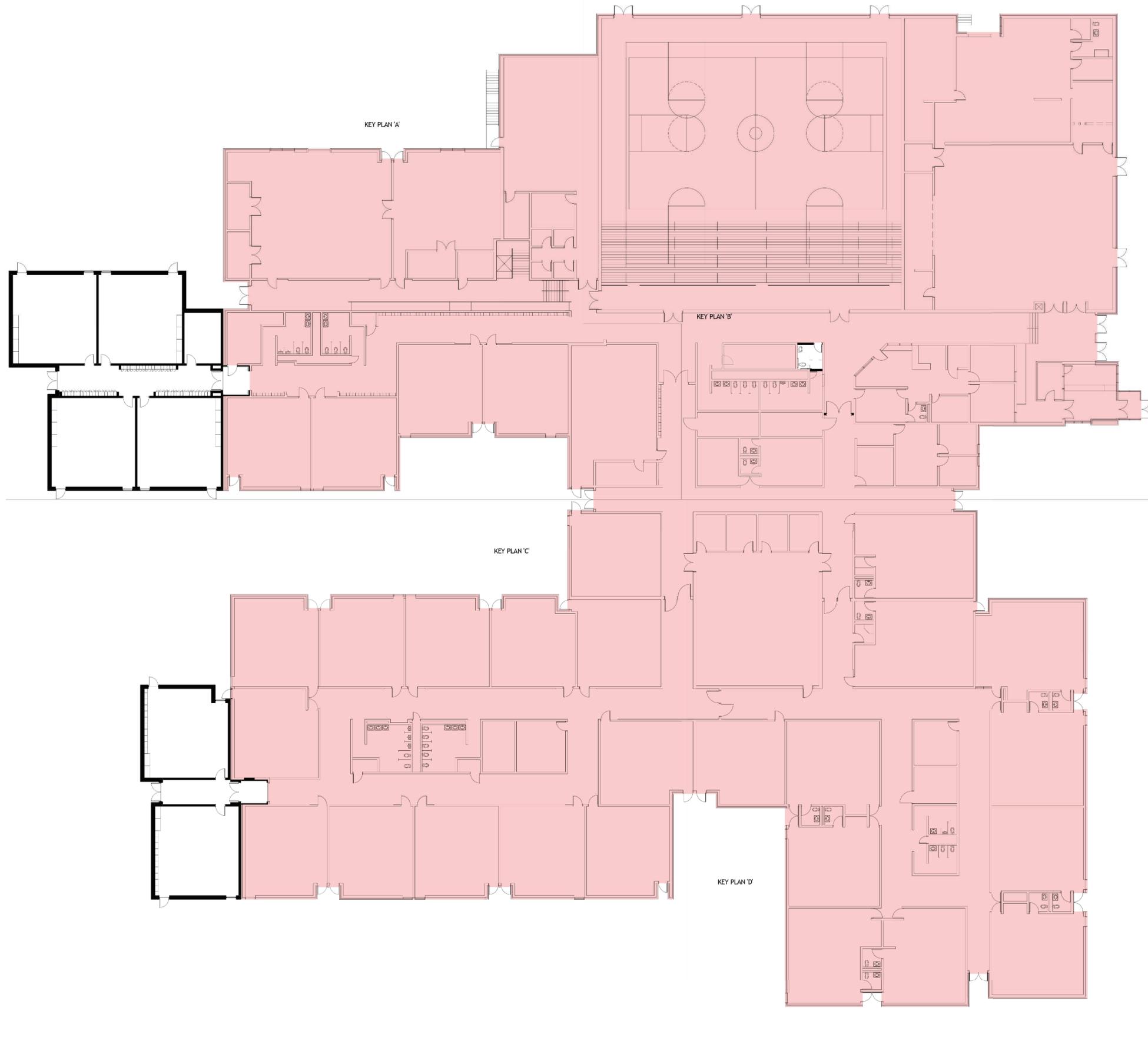


NEW AUDITORIUM FOR CUMBERLAND COUNTY HIGH SCHOOL
REAR OF BUILDING



NEW AUDITORIUM FOR CUMBERLAND COUNTY HIGH SCHOOL
VIEW FROM STADIUM TICKETBOOTH

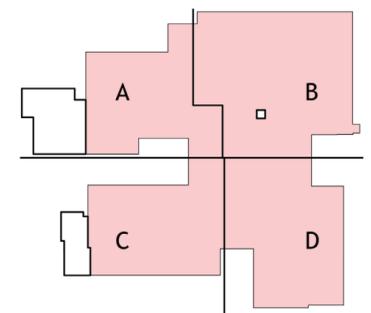
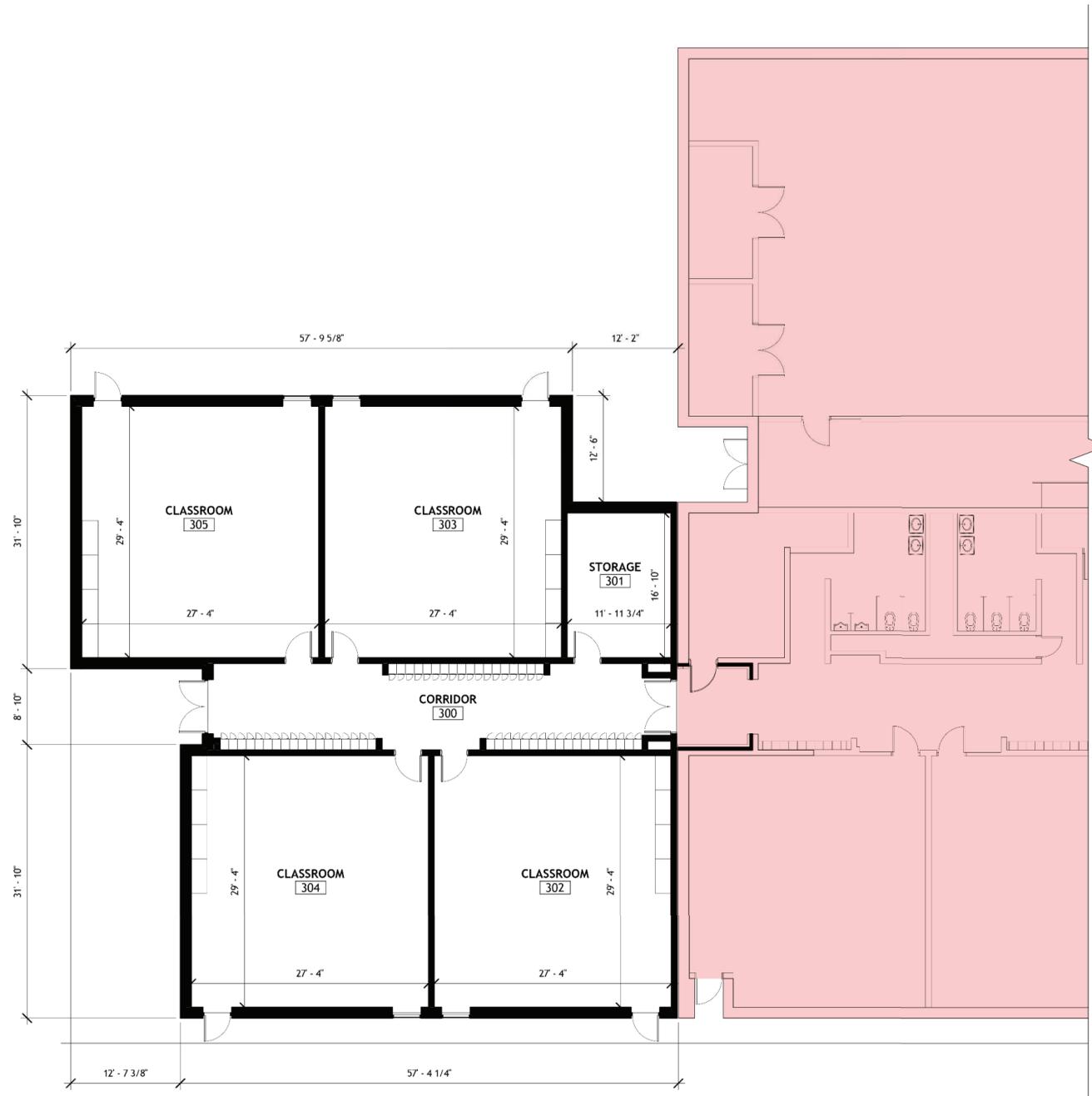




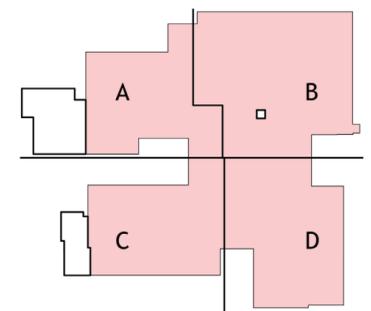
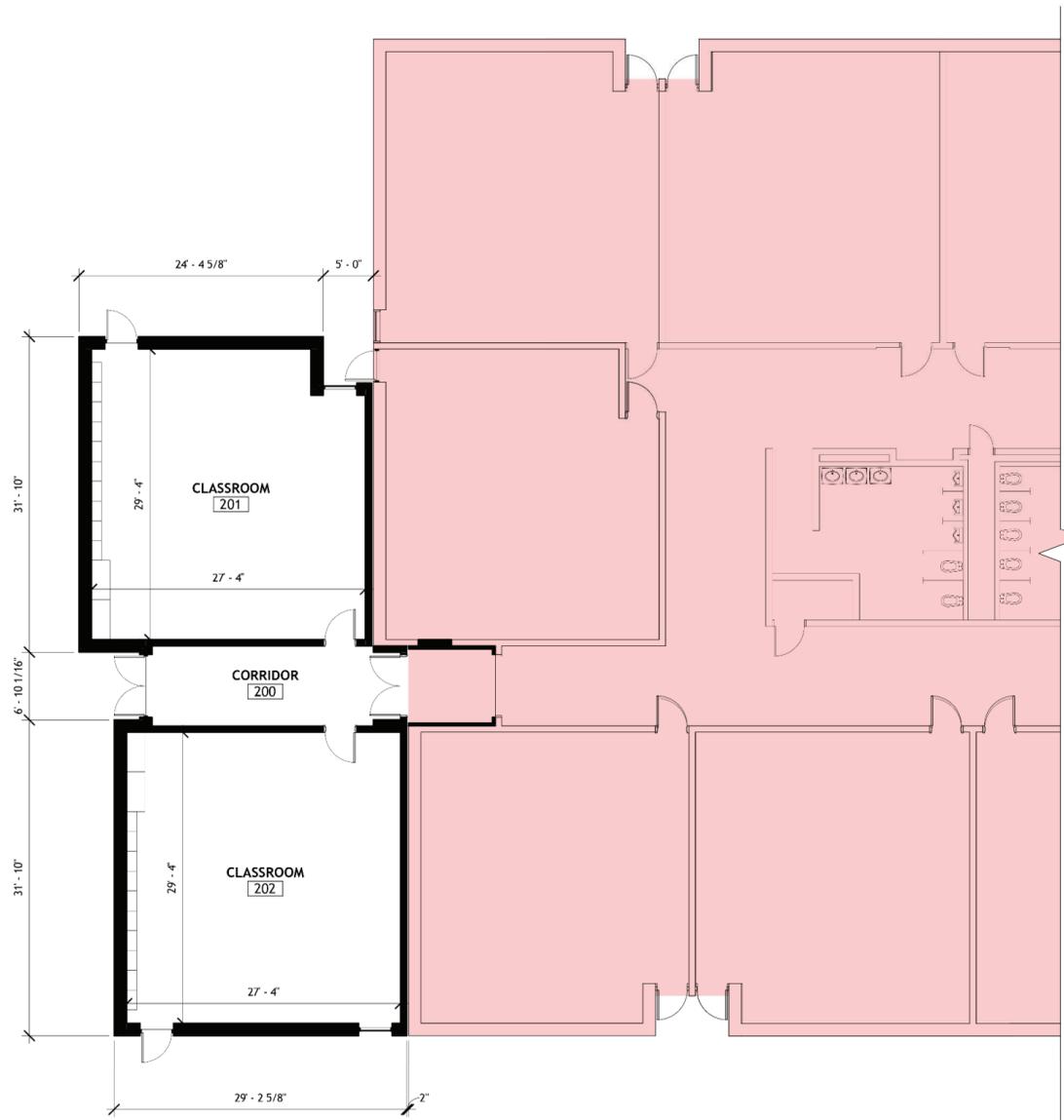
PART A EXPANSION

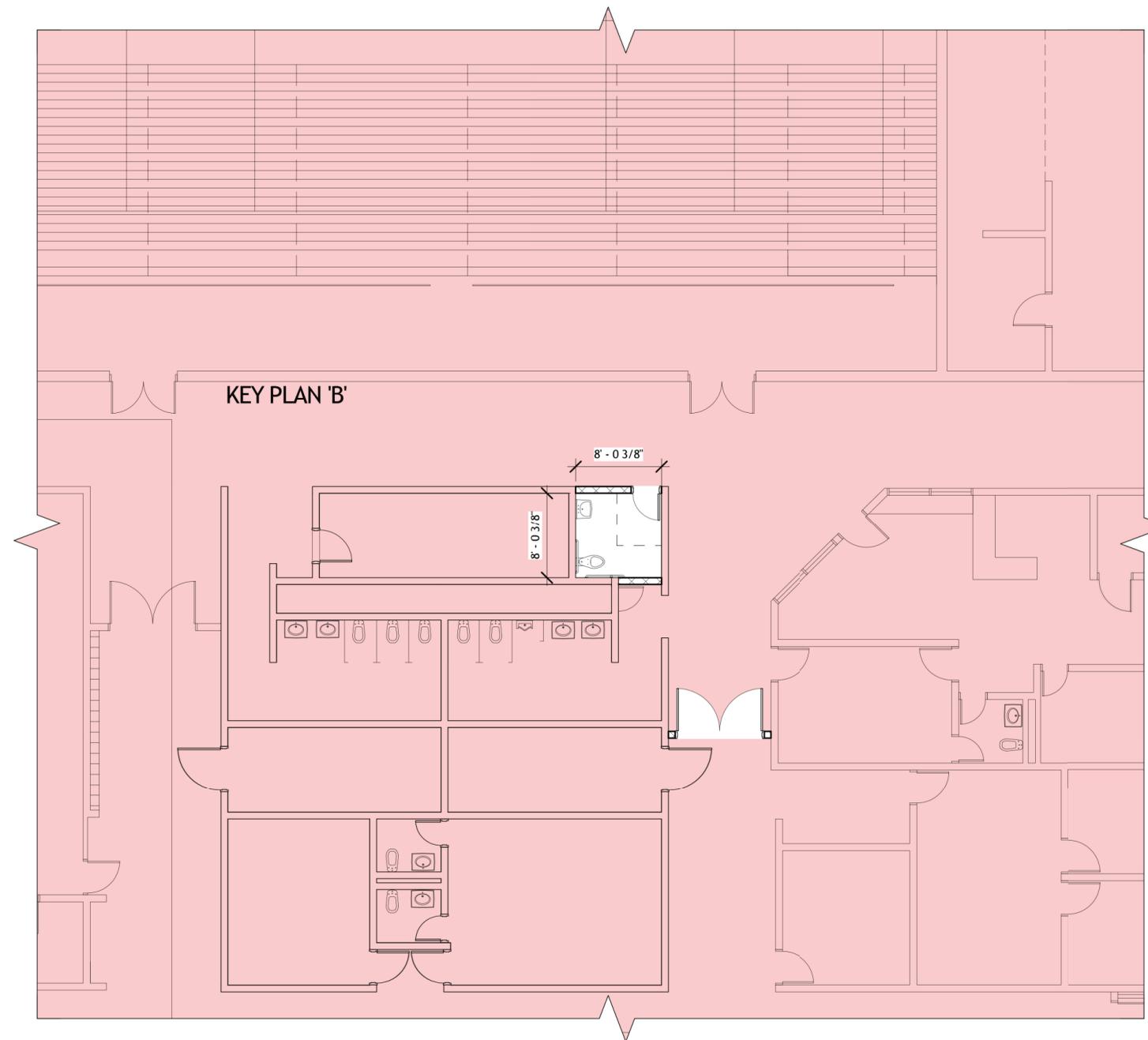
- 4 NEW CLASSROOMS
- NEW STORAGE ROOM
- NEW LOCKERS

- ~4,400 SQUARE FEET



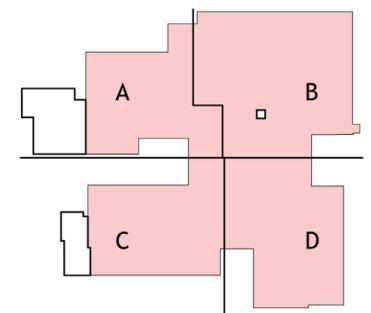
PART C EXPANSION
 - 2 NEW CLASSROOMS
 - ~2,000 SQUARE FEET





RESTROOM RENOVATION

- NEW ADA ACCESSIBLE RESTROOM
- SHIFT DOUBLE DOORS PLAN SOUTH



**Cumberland County Finance
Summary Financial Statement
September 2022**

DRAFT / PRELIMINARY

Printed: 10/18/22

141 General Purpose School		Year-To-Date					Month-To-Date				
Account	Description	Budget Estimate	Total	Actual	Encumbered	% of Budget	Budget Estimate	Total	Actual	Encumbered	% of Avg
							Avg/Mth				
Revenues											
40110	Current Property Tax	2,818,910.00	4,494.36	4,494.36	0.00	0.16%	234,909.17	4,485.30	4,485.30	0.00	0.00%
40120	Trustee's Collections - Prior Year	220,379.00	94,740.92	94,740.92	0.00	42.99%	18,364.92	25,901.51	25,901.51	0.00	0.00%
40130	Cir Clk/Clk & Master Collections-Pr Yr	97,098.00	17,930.63	17,930.63	0.00	18.47%	8,091.50	11,462.34	11,462.34	0.00	0.00%
40140	Interest And Penalty	100,108.00	19,791.32	19,791.32	0.00	19.77%	8,342.33	9,068.47	9,068.47	0.00	0.00%
40210	Local Option Sales Tax	15,683,100.00	2,716,631.85	2,716,631.85	0.00	17.32%	1,306,925.00	1,364,864.59	1,364,864.59	0.00	0.00%
40270	Business Tax	4,249.00	1,220.37	1,220.37	0.00	28.72%	354.08	399.95	399.95	0.00	0.00%
40275	Mixed Drink Sales	67,928.00	14,284.74	14,284.74	0.00	21.03%	5,660.67	6,802.51	6,802.51	0.00	0.00%
43517	Tuition - Other	110,000.00	29,543.59	29,543.59	0.00	26.86%	9,166.67	14,658.50	14,658.50	0.00	0.00%
43570	Receipts From Individual Schools	60,000.00	4,896.15	4,896.15	0.00	8.16%	5,000.00	4,896.15	4,896.15	0.00	0.00%
43990	Other Charges For Services	26,000.00	0.00	0.00	0.00	0.00%	2,166.67	0.00	0.00	0.00	0.00%
44120	Lease/Rentals	8,000.00	650.00	650.00	0.00	8.13%	666.67	0.00	0.00	0.00	0.00%
44145	Sale Of Recycled Materials	7,500.00	733.80	733.80	0.00	9.78%	625.00	191.90	191.90	0.00	0.00%
44170	Miscellaneous Refunds	172,500.00	145,387.35	145,387.35	0.00	84.28%	14,375.00	(1,128.04)	(1,128.04)	0.00	0.00%
44530	Sale of Equipment	0.00	632.00	632.00	0.00	0.00%	0.00	0.00	0.00	0.00	0.00%
44560	Damages Recovered From Individuals	1,500.00	0.00	0.00	0.00	0.00%	125.00	0.00	0.00	0.00	0.00%
44570	Contributions & Gifts	15,000.00	6,491.00	6,491.00	0.00	43.27%	1,250.00	6,491.00	6,491.00	0.00	0.00%
44990	Other Local Revenues	14,000.00	1,556.50	1,556.50	0.00	11.12%	1,166.67	1,556.50	1,556.50	0.00	0.00%
46511	Basic Education Program	36,787,000.00	7,363,400.00	7,363,400.00	0.00	20.02%	3,065,583.33	3,681,700.00	3,681,700.00	0.00	0.00%
46515	Early Childhood Education	1,059,450.00	0.00	0.00	0.00	0.00%	88,287.50	0.00	0.00	0.00	0.00%
46590	Other State Education Funds	597,026.00	119,405.13	119,405.13	0.00	20.00%	49,752.17	59,702.57	59,702.57	0.00	0.00%
46591	Coordinated School Health - ARRA	100,000.00	0.00	0.00	0.00	0.00%	8,333.33	0.00	0.00	0.00	0.00%
46594	Family Resource Centers - ARRA	29,611.00	0.00	0.00	0.00	0.00%	2,467.58	0.00	0.00	0.00	0.00%
46610	Career Ladder Program	117,000.00	0.00	0.00	0.00	0.00%	9,750.00	0.00	0.00	0.00	0.00%
47590	Other Federal Through State	0.00	57,095.58	57,095.58	0.00	0.00%	0.00	57,095.58	57,095.58	0.00	0.00%
48610	Donations	5,000.00	0.00	0.00	0.00	0.00%	416.67	0.00	0.00	0.00	0.00%
49600	Proceeds from Sale of Caopital Assets	0.00	8,557.00	8,557.00	0.00	0.00%	0.00	0.00	0.00	0.00	0.00%
49700	Insurance Recovery	0.00	0.00	0.00	0.00	0.00%	0.00	(38,649.25)	(38,649.25)	0.00	0.00%
Total	Revenues	\$ 58,101,359.00	\$ 10,607,442.29	\$ 10,607,442.29	\$ -	18.26%	\$ 4,841,779.93	\$ 5,209,499.58	\$ 5,209,499.58	\$ -	107.59%

Expenditures

71100	Regular Instruction Program	(28,516,794.00)	5,020,499.45	5,013,261.90	7,237.55	-17.61%	2,376,399.50	2,350,107.47	2,349,975.05	132.42	-98.89%
71150	Alternative Instruction Program	(340,501.00)	48,464.91	48,464.91	0.00	-14.23%	28,375.08	24,541.67	24,541.67	0.00	-86.49%
71200	Special Education Program	(4,190,504.00)	710,918.81	710,918.81	0.00	-16.96%	349,208.67	334,809.85	335,466.81	(656.96)	-95.88%
71300	Career And Technical Education	(3,572,393.00)	647,632.10	644,024.34	3,607.76	-18.13%	297,699.42	275,970.06	283,600.43	(7,630.37)	-92.70%
71400	Student Body Education Program	(647,203.00)	46,708.93	46,708.93	0.00	-7.22%	53,933.58	46,708.93	46,708.93	0.00	-86.60%
72110	Attendance	(211,782.00)	53,651.76	53,651.76	0.00	-25.33%	17,648.50	37,429.69	37,522.65	(92.96)	-212.08%
72120	Health Services	(733,330.00)	132,325.96	129,186.43	3,139.53	-18.04%	61,110.83	63,953.95	61,050.92	2,903.03	-104.65%
72130	Other Student Support	(1,854,042.00)	240,951.40	238,302.40	2,649.00	-13.00%	154,503.50	110,515.15	107,866.15	2,649.00	-71.53%
72210	Regular Instruction Program	(1,224,076.00)	396,815.52	385,165.52	11,650.00	-32.42%	102,006.33	265,455.48	253,805.48	11,650.00	-260.23%
72220	Special Education Program	(777,709.00)	156,829.60	154,429.60	2,400.00	-20.17%	64,809.08	75,998.40	73,798.40	2,200.00	-117.27%
72230	Career And Technical Education	(420,578.00)	84,757.34	84,457.34	300.00	-20.15%	35,048.17	31,055.31	30,805.31	250.00	-88.61%
72250	Technology	(1,441,550.00)	849,322.49	732,383.48	116,939.01	-58.92%	120,129.17	53,720.79	64,793.81	(11,073.02)	-44.72%
72310	Board Of Education	(1,121,950.00)	410,054.03	409,685.60	368.43	-36.55%	93,495.83	52,715.51	52,998.72	(283.21)	-56.38%
72320	Office Of The Superintendent	(297,811.00)	73,285.48	73,285.48	0.00	-24.61%	24,817.58	22,694.94	22,917.90	(222.96)	-91.45%
72410	Office Of The Principal	(4,511,649.00)	802,515.79	802,515.79	0.00	-17.79%	375,970.75	358,675.08	358,675.08	0.00	-95.40%
72510	Fiscal Services	(202,296.00)	36,746.19	36,653.80	92.39	-18.16%	16,858.00	13,580.47	13,697.58	(117.11)	-80.56%
72520	Human Services/Personnel	(203,126.00)	54,988.23	54,538.73	449.50	-27.07%	16,927.17	13,745.66	13,807.47	(61.81)	-81.20%
72610	Operation Of Plant	(5,634,530.00)	1,616,711.31	1,570,679.49	46,031.82	-28.69%	469,544.17	368,608.65	360,509.61	8,099.04	-78.50%
72620	Maintenance Of Plant	(3,861,325.00)	385,270.98	234,516.44	150,754.54	-9.98%	321,777.08	63,200.99	60,185.76	3,015.23	-19.64%
72710	Transportation	(3,649,152.00)	670,367.15	632,490.70	37,876.45	-18.37%	304,096.00	257,277.44	266,672.48	(9,395.04)	-84.60%
73300	Community Services	(172,962.00)	32,162.43	32,162.43	0.00	-18.60%	14,413.50	14,551.82	14,551.82	0.00	-100.96%
73400	Early Childhood Education	(1,294,093.00)	217,045.38	217,045.38	0.00	-16.77%	107,841.08	99,751.47	99,751.47	0.00	-92.50%
76100	Regular Capital Outlay	(295,554.00)	17,106.90	12,471.90	4,635.00	-5.79%	24,629.50	11,350.98	7,765.93	3,585.05	-46.09%
82130	Education Debt Service	(288,372.00)	72,093.00	72,093.00	0.00	-25.00%	24,031.00	0.00	0.00	0.00	0.00%
82230	Education Debt Service	(4,524.00)	1,131.00	1,131.00	0.00	-25.00%	377.00	0.00	0.00	0.00	0.00%
99100	Transfers Out	(1,000,000.00)	1,000,000.00	1,000,000.00	0.00	-100.00%	83,333.33	1,000,000.00	1,000,000.00	0.00	-1200.00%
Total	Expenditures	\$ (66,467,806.00)	\$ 13,778,356.14	\$ 13,390,225.16	\$ 388,130.98	20.73%	\$ 5,538,983.82	\$ 5,946,419.76	\$ 5,941,469.43	\$ 4,950.33	-107.36%
Total	141 General Purpose School	\$ (8,366,447.00)	\$ (3,170,913.85)	\$ (2,782,782.87)	\$ (388,130.98)	-37.90%	\$ (697,203.89)	\$ (736,920.18)	\$ (731,969.85)	\$ (4,950.33)	-105.70%

Cumberland County, Tennessee
Local Option Sales Tax Collections
General Purpose School Fund
FY 2022-2023

Month	FY 16-17 Actual	FY 17-18 Actual	FY 18-19 Actual	FY 19-20 Actual	FY 20-21 Actual	FY 21-22 Actual	FY 22-23 Budget	FY 22-23 Actual	Difference
August	\$ 832,668	\$ 801,418	\$ 838,289	\$ 870,571	\$ 1,020,777	\$ 1,166,927	\$ 1,328,480	\$ 1,351,767	\$ 23,287
September	\$ 749,552	\$ 780,570	\$ 819,089	\$ 865,871	\$ 952,467	\$ 1,107,995	\$ 1,261,390	\$ 1,364,864	\$ 103,474
October	\$ 749,729	\$ 765,307	\$ 825,937	\$ 846,819	\$ 919,285	\$ 1,083,881	\$ 1,233,937	\$ 1,264,424	\$ 30,487
November	\$ 782,832	\$ 779,901	\$ 787,757	\$ 859,937	\$ 973,849	\$ 1,106,688	\$ 1,259,902		
December	\$ 722,096	\$ 732,522	\$ 806,666	\$ 871,317	\$ 983,974	\$ 1,132,259	\$ 1,289,013		
January	\$ 706,017	\$ 751,619	\$ 779,663	\$ 827,204	\$ 977,133	\$ 1,159,721	\$ 1,320,277		
February	\$ 899,662	\$ 898,277	\$ 942,493	\$ 1,057,209	\$ 1,278,153	\$ 1,304,344	\$ 1,484,920		
March	\$ 616,158	\$ 643,613	\$ 676,708	\$ 731,082	\$ 897,298	\$ 965,550	\$ 1,099,224		
April	\$ 569,641	\$ 652,075	\$ 690,817	\$ 710,630	\$ 828,199	\$ 999,451	\$ 1,137,818		
May	\$ 750,813	\$ 781,890	\$ 815,144	\$ 854,049	\$ 1,178,207	\$ 1,264,205	\$ 1,439,226		
June	\$ 739,433	\$ 758,856	\$ 825,043	\$ 828,973	\$ 1,096,183	\$ 1,185,985	\$ 1,350,177		
July Accrual	\$ 760,924	\$ 814,461	\$ 878,558	\$ 947,306	\$ 1,114,903	\$ 1,298,919	\$ 1,478,746		
Total	\$ 8,879,526	\$ 9,160,509	\$ 9,686,164	\$ 10,270,968	\$ 12,220,428	\$ 13,775,928	\$ 15,683,110	\$ 3,981,055	\$ 157,248

RESOLUTION # _____
Cumberland County, Tennessee
General Purpose School Fund

WHEREAS, the North Kids Club of Cumberland County Schools is the recipient of an American Rescue Plan Act Childcare Stabilization Fund subgrant from the Tennessee Dept. of Human Services Child Care Providers program to ensure the continuation of adequate childcare options amid the pandemic and,

WHEREAS, the North Kids Club is a before and after childcare program operated within the Cumberland County Schools budget and the grant requires a \$2,000 bonus for our 1 full-time employee and a \$1,000 bonus for our 1 part-time employee for retention. The remaining monies will be spent on allowable expenses such as equipment, supplies and storage solutions.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 27th day of October, 2022, and by the Cumberland County Commission meeting on this 21st day of November, 2022, that the following budget amendment be adopted:

ARPA – American Rescue Plan Act
North Kids Club Grant

Increase Revenue:		
141.47401	Other Federal Revenue through State ARP	\$57,095.58
	Total Increase:	\$57,095.58
Increase Expenditures:		
141.72905.188	Support Services – Bonus Pay	\$ 3,000.00
141.72905.201	Support Services – Social Security	\$ 229.50
141.72905.204	Support Services – Retirement	\$ 165.00
141.72905.599	Support Services – Other Charges	\$53,701.08
	Total Increase:	\$57,095.58

SPONSORED BY:

BOE Member

APPROVED BY:

Chairman of the Board

ATTEST:

Director of Schools

Ayes: _____ Nays: _____ Abstain: _____

Sponsor: _____ County
Commissioner

Approval: _____
County Mayor

Attest: _____
County Clerk

Budget Committee Vote: Ayes: __ Nays: __ Abstain: __

RESOLUTION # _____
Cumberland County, Tennessee
General Program School Fund

WHEREAS, the General budget requires revision to reallocate resources to ensure all IDEA requirements are met.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 27th day of October, 2022, that the following budget amendment be adopted:

SPED IDEA General Budget Amendment

Decrease Expenditures:

141-71200-116	Teachers	\$102,258.50
141-71200-189	Other Salaries & Wages	\$1,826.30
141-71200-195	Substitute Teachers Certified	\$1,785.00
141-71200-198	Substitute Teachers Non-certified	\$2,875.00
141-71200-201	Social Security	\$4,862.61
141-71200-204	State Retirement	\$5,970.53
141-71200-207	Medical Insurance	\$12,354.48
141-72220-117	Career Ladder Program	\$524.24
141-72220-124	Psychological Personnel	\$54,223.00
141-72220-161	Secretary	\$8.00
141-72220-201	Social Security	\$199.72
141-72220-204	State Retirement	\$3,548.81
141-72220-207	Medical Insurance	\$12,258.18
141-72220-336	Maintenance & Repair Services	\$1.00
141-72220-599	Other Charges	\$500.00
141-72220-790	Other Equipment	\$500.00
Total Decrease in Expenditures		\$203,695.37

Increase Expenditures:

141-71200-117	Career Ladder Program	\$2,060.94
141-71200-128	Homebound Teachers	\$6,448.50
141-71200-163	Educational Assistants	\$46,529.38
141-71200-171	Speech/Language Pathologist	\$2,647.25
141-71200-206	Life Insurance	\$924.50
141-71200-208	Dental Insurance	\$2,646.00
141-71200-429	Instructional Supplies & Materials	\$14,797.70
141-71200-499	Other Supplies & Materials	\$10,000.00
141-72220-105	Supervisor/Director	\$4,436.76
141-72220-189	Other Salaries & Wages	\$45,181.00
141-72220-206	Life Insurance	\$132.00
141-72220-208	Dental Insurance	\$270.00
141-72220-355	Travel	\$18,008.81
141-72220-399	Other Contracted Services	\$38,612.53
141-72220-499	Other Supplies & Materials	\$1,000.00
141-72220-524	In-Service & Staff Development	\$10,000.00
Total Increase in Expenditures		\$203,695.37

SPONSORED BY:

APPROVED BY:

BOE Member

Chairman of the Board

ATTEST:

Ayes: _____ Nays: _____ Abstain: _____

Director of Schools

Sponsor: _____

County Commissioner

Approval: _____

County Mayor

Attest: _____

County Clerk

Budget Committee Vote:

Ayes: _____ Nays: _____ Abstain: _____

BOE APPROVED, NO COMMISSION ACTION REQUIRED

RESOLUTION # _____
Cumberland County, Tennessee
Innovative High School Fund

WHEREAS, the Innovative High School Grant Budget requires revision to correct June's projected budget that was submitted.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this ____ day of _____, 2021, that the following budget amendment be adopted:

**Innovative High School Grant Budget
Revision 7/29/22**

Decrease Revenues

142-951-47310	Federal – Innovative High School Grant	\$.81
	Total Decrease	\$.81

Increase Expenditures

142-951-71300-730	Vocational Instruction Equipment	\$.81
	Total Increase	\$.81

SPONSORED BY:

BOE Member

APPROVED BY:

Chairman of the Board

ATTEST:

Director of Schools

Ayes: __ Nays: __ Abstain: _____

Sponsor:

County Commissioner

Approval:

County Mayor

Attest:

County Clerk

Budget Committee Vote: Ayes: __ Nays: __ Abstain: __

RESOLUTION # _____
Cumberland County, Tennessee
Federal Program School Fund

WHEREAS, the Federal TN All Corps Budget required a revision to match ePlan approved line items, and add carryover.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 27th day of October 2022, that the following budget amendment be adopted:

Federal TN All Corps Budget Amendment

Increase Revenues:	Carryover	\$54,600.00
<u>142-939-47401</u>		
 <u>Decrease Expenditures:</u>		
142-9393-71100-163	Educational Assistants	\$59,461.16
142-939-71100-201	Social Security	\$4,633.78
142-939-71100-204	State Retirement	\$4,746.89
142-939-71100-206	Life Insurance	\$400.00
142-939-71100-207	Medical Insurance	\$54,712.48
142-939-71100-208	Dental Insurance	\$2,780.00
142-939-71100-210	Unemployment Compensation	\$765.00
142-939-71100-599	Other Charges	\$340.69

Total Decrease in Expenditures

\$127,840.00

Total Decrease with Carryover

\$182,440.00

Increase Expenditures:

142-939-71100-499	Other Supplies & Materials	\$1,550.00
142-939-71100-722	Regular Instruction Equipment	\$51,200.00
142-939-72210-105	Supervisor/Director	\$94,400.00
142-939-72210-201	Social Security	\$7,250.00
142-939-72210-204	State Retirement	\$8,300.00
142-939-72210-206	Life Insurance	\$100.00
142-939-72210-207	Medical Insurance	\$15,500.00
142-939-72210-208	Dental Insurance	\$400.00
142-939-72210-210	Unemployment Compensation	\$110.00
142-939-72210-599	Other Charges	\$380.00
142-939-76100-711	Furniture & Fixtures	\$3,250.00

Total Increase in Expenditures

\$182,440.00

SPONSORED BY:

APPROVED BY:

BOE Member

Chairman of the Board

ATTEST:

Ayes: _____ Nays: _____ Abstain: _____

Director of Schools

Sponsor: _____

County Commissioner

Approval: _____

County Mayor

Attest: _____

County Clerk

Budget Committee Vote:

Ayes: _____ Nays: _____ Abstain: _____

DFB

RESOLUTION # _____
Cumberland County, Tennessee
ARP IDEA Program School Fund

WHEREAS, the General budget requires revision to reallocate resources to ensure all IDEA ARP requirements are met.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 27th day of October, 2022, that the following budget amendment be adopted:

ARP IDEA Federal Budget Amendment

Decrease Expenditures:

142-902-71200-499	Other Supplies & Materials	\$15,889.47
142-902-71200-725	Special Education Equipment	\$86,000.00
142-902-72220-524	In-Service & Staff Development	<u>\$24,033.28</u>
Total Decrease in Expenditures		\$125,922.75

Increase Expenditures:

142-902-72220-790	Other Equipment	<u>\$125,922.75</u>
Total Increase in Expenditures		\$125,922.75

SPONSORED BY:

BOE Member

ATTEST:

Director of Schools

APPROVED BY:

Chairman of the Board

Ayes: _____ Nays: _____ Abstain: _____

Sponsor: _____
County Commissioner

Approval: _____
County Mayor

Attest: _____
County Clerk

Budget Committee Vote:
Ayes: _____ Nays: _____ Abstain: _____

RESOLUTION # _____
Cumberland County, Tennessee
ARP IDEA Preschool Program School Fund

WHEREAS, the General budget requires revision to reallocate resources to ensure all IDEA ARP requirements are met.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 27th day of October, 2022, that the following budget amendment be adopted:

ARP IDEA Preschool Budget Amendment

Decrease Expenditures:

142-912-71200-725	Special Education Equipment	<u>\$2,000.00</u>
Total Decrease in Expenditures		\$2,000.00

Increase Expenditures:

142-912-71200-499	Other Supplies & Materials	<u>\$2,000.00</u>
Total Increase in Expenditures		\$2,000.00

SPONSORED BY:

BOE Member

APPROVED BY:

Chairman of the Board

ATTEST:

Director of Schools

Ayes: _____ Nays: _____ Abstain: _____

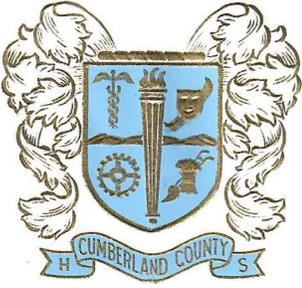
Sponsor: _____
County Commissioner

Approval: _____
County Mayor

Attest: _____
County Clerk

Budget Committee Vote:

Ayes: _____ Nays: _____ Abstain: _____



Cumberland County High School

660 Stanley Street • Crossville, TN 38555
Telephone (931) 484-6194 • Fax (931) 456-6872

October 6, 2022

Mr. William Stepp
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Dear Mr. Stepp,

Please approve the following people as volunteers at Cumberland County High School for the 2022-2023 school year.

Tracy Moore – Level I soccer
James Wilson – Level III Baseball
Daniele Azzani – Level III Soccer

The proper paperwork is on file in my office.

Sincerely,

Karri Hobby
Karri Hobby



**CRAB ORCHARD
ELEMENTARY SCHOOL**

240 School Road
Crab Orchard, TN 37723
PHONE: (931) 484-7400 FAX: (931) 456-5655
Principal: Debbie Beaty
Asst. Principal: Todd Kuffel

To: Cumberland County Board of Education
Mr. William Stepp, Director of Schools

From: Debbie Beaty

Date: October 18, 2022

Re: Volunteers

Please approve the attached list of Volunteer applicants for the 2022-2023 school year. The applications are on file in the school office.

Thank you,

Debbie Beaty
Principal

Level I Leslie Burnett

Level II Kindra Walker

Level III William Nathan Thompson

Homestead Elementary School

3889 Hwy127 South • Crossville, TN 38572 • 931-456-8344 • Fax: 931-456-8342

Mary Elizabeth Edmonds
Principal



Ashlee Watts
Assistant Principal

To: CCBOE
Mr. William Stepp

From: Ashlee Watts, Homestead Elementary School

Date: October 18, 2022

RE: October Volunteer Approval

Please approve the following volunteers for the 2022-2023 school year. The appropriate volunteer applications are on file and background complete. (List attached)

Thank you,

A handwritten signature in blue ink that reads "Ashlee Watts". The signature is written in a cursive, flowing style.

Ashlee Watts
Assistant Principal
Homestead Elementary School

Last Name	First Name	Level
Boots	C. Brooke	1
Cannon	John	1
Hawkins	Ann	1
James	Tammie	1
Jones	Kelli	1
Martin	Robert Zachary	1
May	Terry	1
McDonld	Ameila	1
Myers	Caison	1
Newcome	Kandi	1
		1
Perry	M Nathan	1
Roberts	Mary LeeAnn	1
Smith	Josie	1
Smith	Zachary	1
Thurman	Jo	1
Trammell	Sharon	1
Walker	Sharissa	1
Wynacht	Rebecca	1
Grant	Katie	1
Blankenship	Crystal	1

Last Name	First Name	Level
Salazar Cannon	Michelle	2
Beattie	Lorelle	2
Flynn	Donna	2
Fugate	Bridgette	2
Goddard	Rachael	2
Hayes	Tiffany	2
Ivey	Diane	2
Loftin	Pamela	2
Mapes	Donald	2
Mapes	Amy	2
Neal	Brittany	2
Scarlett	Chrystal	2
Sellers	Jacob	2
Turner	Leigh Ann	2
West	Erin	2
May	Jennifer	2
Thompson	Kathleen	2
Ridley	Brittany Lynette	2
King	Mallory	2

**Christie VanWinkle
Principal**



**Kasey Lowe
Assistant Principal**

**Glenn L. Martin Elementary School
1362 Miller Avenue * Crossville, TN 38555
Phone (931) 484-7547 Fax (931) 484-8785**

October 20, 2022

Mr. William Stepp
Director of Schools
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Mr. Stepp and Board Members,

Please approve the attached list of volunteer applicants for the 2022-2023 school year.
The applications are on file in the school office.

Thank you,

Christie VanWinkle
Principal
Martin Elementary

Martin Elementary
Volunteer Applications
October 2022

Level 1

Stevie Beaty
Joshua Stults
Megan Swallows
Stefanye Chambers
Shae Evitt
Betty Hood
Kristen Mays
Robbin Adele DiCiaccio
Wendy Stewart
Melanie Mize
Rebecca L Wright (Becky)
Roni Seiber
Brittney Turner

Level 2

Cindy Brewer
Chad Donathan
Stephanie Webb
Steven Farley
Candice Burton
Sarah Hazelton
Ann Mutter
Ronnie D. Webb
Mary Choate
Tabitha Fox
Karen T. Wyatt
Aimee Strosahl
Don St.Amand
Rachel L. Betts
Nicole McCann



North Cumberland Elementary School

7657 Hwy. 127 N. ~ Crossville, Tennessee 38571

Ph. 931-484-5174 ~ Fax 931-707-5556

Thomas Fuhrman, Principal

October 18, 2022

Mr. Stepp, Director of Schools
Cumberland County Board Of Education
368 Fourth Street
Crossville, TN 38555

Mr. Stepp and Board Members,

Please approve the following parent volunteer requests for the 2022-2023 school year.

Thank you,

Thomas Fuhrman
Principal
North Cumberland Elementary

“CHILDREN FIRST — EXCELLENCE ALWAYS”

Our mission at North Cumberland Elementary School is to provide a consistent, safe and positive atmosphere in which students will be empowered to learn and succeed as they face the challenges of life's journey.

Parent Volunteer Level 1

Nick Adams
Tracy Adams
Michela Davis
Ashley Fossett
Mary Gabbert
Ashley Houston
Tana Ledbetter
Amber Miller
Kristi Poore
Renee Pyle
Tiffany Sharp
Bethany Sheperd
Jayna Terry
Kerrie Thompson
Vickie Wallace

Parent Volunteers Level 2

· Jason Allred
Marsha Clouse-Allen
· Tiffany Dixon
Stephanie England
Christy Holt
Hannah McCoy
Stephanie Tiegs
Sam Tollett
Tabatha Young



Mrs. Kara Spicer, Principal
Pine View Elementary School
349 Daysville Road
Rockwood, TN 37854
spicerk1@ccschools.k12tn.net
School: (865) 354-1986

October 17, 2022

Attention CCBOE:

For the month of October, I am including the current list of volunteer applications for Levels 1 & 2. Please review the following volunteers from Pine View Elementary for your consideration and approval:

Pine View Elementary
October 2022 Volunteers

Level 1

Marty Abbott

Level II

Justin Mills

Dana Roysdon



Pleasant Hill Elementary School
486 E. Main Street
Crossville, TN 38571
(931)277-3677
Ms. Tracie Buckner, Principal
Mrs. Cristyn Diana, Assistant Principal

To Whom It May Concern

Pleasant Hill Elementary would like to submit the following people for volunteer approval at the October board meeting.

Level I:

Sherrie Bonita Coffey

Level II:

Toemina Carter

Thank you,

Kelli Hill
Volunteer Coordinator

Tracie Buckner
Principal, Pleasant Hill Elementary



South Cumberland Elementary School

3536 Lantana Rd.

Crossville, TN 38572

Telephone: 931-788-671 Fax: 931-788-1116

Principal: Dawn Hall

To: Cumberland County Board of Education

Mr. William Stepp, Director of Schools

From: Dawn Hall

Date: October 17, 2022

Re. Volunteers

Please approve the following additional volunteer(s) for the 2022-2023 school year. The appropriate volunteer application is on file and references have been checked.

LEVEL I

Atkinson, Jacqueline Nicole Dunn

Bailey, Sarah Alison

Bray, Jason

Brock, Mona Lisa

Eberhart, Deanna Victoria

Joseph, Brenda R.

Keen, Heather Leigh

Linger, Mindy Vice

Selby, Benjamin Hunter

Wicker, Deana Gail

LEVEL II

Burnett, Trisha

Clark, Jodie Lee.

Day, Courtney

Goforth, Kaylee

Savage, Jenny Annette

Wilson, Rachel Janell

Wyatt, Micheal

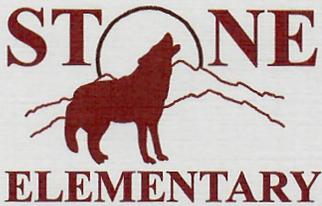
LEVEL III

None

A handwritten signature in blue ink that reads 'Dawn Hall'.

Dawn Hall

Principal



1219 Cook Road, Crossville, TN 38555

(931) 456-5636 Fax (931) 456-5369

Stephanie R. Barnes, Principal

stoneel.ccschools.k12tn.net

To: Mr. William Stepp, Director of Schools
Cumberland County Board of Education

From: Stephanie Barnes, Principal

Date: October 27, 2022

Re: Stone Elementary Volunteers

Please approve the following additional volunteers for the 2022-2023 school year (see attached). The appropriate volunteer application is on file in our school office.

Thank you,

Stephanie Barnes
Principal

**Stone Elementary
October 2022**

Level 1

James Ashton
Brittney Crisp
Jaclyn Dunn
Sheila Ghotbi
Emily Hemming
Amber Lowry
Catherine Quinn
Rachel Wilson

Level 2

Kelsey Burkhalter
Shaylin Morgan
Shannon Proffitt
Jessica Stephens

Level 3

Jacob Hawes
Travis Lopez
James Howell Peebles



William G. Stepp • Director of Schools

Teresa Boston • Board Chair

To: William Stepp, Director of Schools and
Cumberland County Board of Education
From: Rebecca Farley, Supervisor of Instruction
Grades Pre-K-8

Mr. Stepp and Board Members,
Please approve the following volunteers for Youth Achievement Foundation. They
have completed the necessary paperwork. Please let me know if you have any
questions.

Pamela Burris
Stephanie "Lorrie" Kerley

Thank you,

Rebecca Farley

Pleasant Hill School



486 East Main Street
Crossville, TN 38571

Phone (931) 277-3677
Fax (931) 277-3880
Tracie Buckner, Principal
Cristyn Diana, Assistant Principal

October 6, 2022

To: Cumberland County Board of Education, Mr. William Stepp
468 Fourth Street
Crossville, TN 38555

From: PHS Beta Sponsors
Julie Mahaney and Brandi Roysden

Re: Overnight Trip

Please accept this request for permission to take the PHS Jr. Beta Club to the Jr. Beta Convention at the Opryland Hotel in Nashville, TN. The annual convention is being held at the Opryland Hotel on Sunday, November 20, 2022 thru Tuesday, November 22, 2022. This will be a two-night overnight trip. The club plans to depart from Pleasant Hill Elementary on Sunday, November 20, 2022 at 12:00pm and return to Pleasant Hill on Tuesday, November 22, 2022 at 2:30 pm.

Our Division II club looks forward to numerous competitions and academic growth opportunities at the convention. This is a wonderful experience for our students and we appreciate your time and consideration.

Thank you,

Julie Mahaney

Julie Mahaney
Brandi Roysden
Brandi Roysden

Cumberland County Board of Education

Administrative Procedures

Issued: July 2004	Procedure: Field Trip and Excursions	Policy Reference: 4.302 Exhibit B
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Cumberland County Schools Field Trip Request

In State/Pre-approved _____ Overnight Out of State _____

This form is to be submitted to the principal and received in the appropriate Director's Office 2 weeks prior to the date of the trip for approval. **OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.**

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then filed in the principal's office.

School Pleasant Hill Subject/Grade Level 8th/Beta Club
 Trip Requested By Julie Mahaney Date of Trip Nov 20 - Nov 22
 Destination Opryland Hotel City Nashville State TN
 Departure time 3:00 pm Return 2:30 pm Admission per student: \$ 130
 Special Services needed such as school nurse, handicap vehicle, etc. N/A

Please check type of Activity:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Academic Field Trip | <input checked="" type="checkbox"/> Competition |
| <input type="checkbox"/> Incentive Field Trip | <input type="checkbox"/> Sports |
| <input type="checkbox"/> School Clubs | <input type="checkbox"/> Special Classroom Trip (description) _____ |
| <input type="checkbox"/> Band/Chorus | <input checked="" type="checkbox"/> Other <u>Beta Convention</u> |

Teachers: Brandi Roysden # of Students 25
Julie Mahaney
Kelli Hill
Brian Conatser
 Total: 4 Total: 25

Additional Chaperones (if needed) Christy Wallace

- Cafeteria notified Purchase order requested Permission slip obtained (should be taken on trip)
 Substitute requested (if needed)

Julie Mahaney 931-808-9183 Jeani Beck 9-29-22
 Sponsoring Teacher's Signature Cell Phone # Principal's Signature Date

For transportation Department Only			
Drivers: (1) _____	(2) _____	(3) _____	(4) _____
Beginning Mileage _____	Ending Mileage _____	Total miles _____	
Amount to be paid driver \$ _____		Amount for Fuel \$ _____	
Transportation Supervisor _____		Director of Schools _____	

This section to be completed for out-of-state or overnight school sponsored trips only	
<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
Director of Schools Signature _____	
Date of Board Approval _____	



Stone Memorial High School

2800 Cook Road · Crossville, TN 38571

Telephone (931) 484-5767

Kelly J. Smith

Principal

Date: October 18, 2022

To: Mrs. Kelly Smith, Stone Memorial HS Principal
Mr. Nathan O. Brown, Stone Memorial VP/ AD
Mr. William Stepp
CCBOE Members

From: Eleni Fragopoulos, SMHS Theatre Club Sponsor

Subject: Request for an overnight trip

The SMHS Theatre Club is requesting permission to stay overnight in Murfreesboro, TN for the Tennessee Thespian Conference.

The requested dates of the overnight trip are January 13, 2023 through January 14, 2023. We would leave around 11:00 on Friday, January 13th and return late on Saturday, January 14th. Twenty-five students, one certified teacher (Mrs. Fragopoulos), and one approved chaperone with completed paperwork and fingerprinting will be attending the trip. A bus will not be needed for this trip.

Respectfully submitted,

Eleni Fragopoulos

SMHS Faculty

Panther Tales Players Sponsor

931-349-2041

**Cumberland County Schools
Field Trip Request**

In State/ Pre-approved _____

Overnight X

Out of State _____

This form is to be submitted to the principal for approval and forwarded to the Transportation Department 2 weeks prior to the date of the trip for approval. OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then filed in the principal's office.

School: SMHS Subject/ Grade Level: 9-12 grade
 Trip Requested By: E. Fragopoulos Date of Trip: Jan. 13 + 14, 2023
 Destination: Thescan (Theatre Conference) City: Murfreesboro State: TN
 Departure Time: Jan. 13 @ 11am Return: Jan. 14 @ 12am Admission per student _____

Special Services: Check ALL that apply. Explain further if needed. Prior approval is required.

- School Nurse SpEd Bus SpEd Assistant Students have 504 Plan Bus with Lift

Please check type of activity:

- Academic Field Trip Competition
 Incentive Field Trip Sports
 School Clubs Special Classroom Trip (description) _____
 Band/ Chorus Other _____

** No bus needed **

Teachers: E. Fragopoulos # of Students 25

Please check this box if # of students is less than 14 and if you would prefer a SpEd Bus

Total: 1 Total # of Students: 25

Additional Chaperones (if needed) teacher to be determined

- Cafeteria notified Purchase order requested Permission slip obtained (should be taken on trip)
 Substitute requested (if needed) Teacher of record must communicate special needs (504 plans, health plans, etc.) to the driver and other appropriate persons.

E. Fragopoulos 931-349-2041 Kelly J. Smith 10/17/22
 Sponsoring Teacher's Signature Cell Phone Number Principal's Signature Date

For Transportation Department Use Only			
Drivers: (1) _____	(2) _____	(3) _____	(4) _____
Beginning Mileage _____	Ending Mileage _____	Total Mileage _____	
Amount to be paid driver \$ _____	Amount for Fuel \$ _____		
_____ Transportation Supervisor	_____ Director of Schools		

<i>This section to be completed for out-of-state or overnight school sponsored trips only</i>	
<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
_____ Director of Schools Signature	
_____ Date of Board Approval	

This request must come to Transportation first. Requests needing BOE approval will then be forwarded on to Central Services for processing.



Stone Memorial High School

2800 Cook Road · Crossville, TN 38571

Telephone (931) 484-5767

Kelly J. Smith

Principal

Date: October 6th, 2023

To: Mrs. Kelly Smith *KS*

Mr. Nathan Brown *NB*

Mr. William Stepp

From: Tori Permenter, Head Volleyball Coach- Stone Memorial High School

Subject: Request for an overnight trip OUT OF STATE

The SMHS Volleyball team is requesting permission to stay overnight in Orlando, Florida at the Cabana Bay Beach Resort for a KSA Volleyball Tournament. This trip will include a Volleyball Tournament with great opponents, meals, flight, stay, transportation, and Universal Theme Park Tickets.

The requested dates for the overnight trip are August 30th, 2023 through September 3rd 2023. There will be 18 players, one certified teacher, two assistant coaches, and four chaperones attending the trip. The team will need a bus for transportation to the airport that Wednesday morning. Our boosters will fundraise for this trip, and will provide an unforgettable experience for our student-athletes.

Respectfully submitted,

Tori Permenter

SMHS Teacher/Volleyball Coach

**Cumberland County Schools
Field Trip Request**

In State/ Pre-approved _____

Overnight X

Out of State X

This form is to be submitted to the principal for approval and forwarded to the Transportation Department 2 weeks prior to the date of the trip for approval. OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then filed in the principal's office.

School: Stone Memorial HS Subject/ Grade Level: 9-12
 Trip Requested By: Victoria Permenter Date of Trip: August 30th - Sept. 3rd 2023
 Destination: Cabana Bay Resort City: Orlando State: Florida
 Departure Time: 8/30/23 Return: 9/3/23 Admission per student Booster Provides

Special Services: Check ALL that apply. Explain further if needed. Prior approval is required.

- School Nurse SpEd Bus SpEd Assistant Students have 504 Plan Bus with Lift

Please check type of activity:

- Academic Field Trip Competition
 Incentive Field Trip Sports
 School Clubs Special Classroom Trip (description) _____
 Band/ Chorus Other _____

Teachers: Victoria Permenter # of Students 20

Please check this box if # of students is less than 14 and if you would prefer a SpEd Bus

Total: 28 Total # of Students: 20

Additional Chaperones (if needed) 4 chaperones, 2 1st. coaches

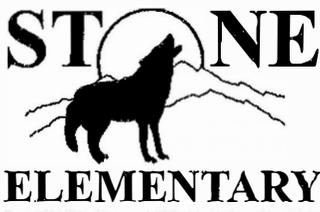
- Cafeteria notified Purchase order requested Permission slip obtained (should be taken on trip)
 Substitute requested (if needed) Teacher of record must communicate special needs (504 plans, health plans, etc.) to the driver and other appropriate persons.

Victoria Permenter 615-915-9784 _____ 10/6/22
 Sponsoring Teacher's Signature Cell Phone Number Principal's Signature Date

For Transportation Department Use Only			
Drivers: (1) _____	(2) _____	(3) _____	(4) _____
Beginning Mileage _____	Ending Mileage _____	Total Mileage _____	
Amount to be paid driver \$ _____	Amount for Fuel \$ _____		
_____ Transportation Supervisor		_____ Director of Schools	

This section to be completed for out-of-state or overnight school sponsored trips only <input type="checkbox"/> Approved <input type="checkbox"/> Denied _____ _____ Director of Schools Signature _____ Date of Board Approval _____	
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This request must come to Transportation first. Requests needing BOE approval will then be forwarded on to Central Services for processing.



Stephanie R. Barnes, Principal

1219 Cook Road, Crossville, TN 38555

(931) 456-5636 Fax (931) 456-5369

stoneel.ccschools.k12tn.net

October 21, 2022

Dear Ladies and Gentlemen:

On behalf of Stone Elementary's School Health Team along with the Family and Consumer Science (FACS) classes, I am requesting the approval of the awarded funds from the Volunteer Electric Customers Share Grants. The School Health Team was awarded \$500 which will go toward equipment such as outside soccer goals. FACS was awarded \$300 to purchase kitchen supplies for cooking needs.

See the attached award letter for further information.

Sincerely,

A handwritten signature in black ink that reads "Stephanie R. Barnes". The signature is written in a cursive style with a large initial 'S'.

Mrs. Stephanie R. Barnes



VOLUNTEER ENERGY COOPERATIVE

www.vec.org

CORPORATE OFFICE: 18359 HWY. 58 N., P.O. BOX 277, DECATUR, TN 37322 (423) 334-1020

October 11, 2022

Ms Stephanie Barnes
Stone Elementary School Health Team
1219 Cook Rd
Crossville, TN 38555

Dear Ms Barnes:

I am pleased to announce that the VEC Customers Share Foundation Board has awarded Stone Elementary School Health Team a grant of \$500.

The purpose of VEC Customers Share is to collect and distribute funds for programs and services that benefit a significant number of citizens in the Volunteer Energy Cooperative service area. Funds are collected from VEC customers who agree to have their electric bills rounded up to the nearest dollar, with these contributions going to the program.

Your check will arrive within four (4) weeks. You may contact **Shelly Miller at (423)-334-7051** if you have additional questions.

As a stipulation of this award, we require that any publicity associated with this project include language that appropriately recognizes Volunteer Energy Cooperative as a funding organization. However, specific permission is required for the use of any Volunteer Energy Cooperative logos. Please contact David Murphy in VEC's Department of Marketing and Economic Development (423) 334-7050, dmurphy@vec.org or PO Box 277, Decatur, TN 37322.

Please remember to keep receipts and other documentation regarding expenses related to this grant award. You may be required to submit these as part of the annual audit.

Thank you for your support of VEC Customers Share and for making it possible to invest in your community.

Sincerely,

David Murphy, Vice President
Marketing and Economic Development

Service Centers:

<i>BENTON</i> P.O. Box 690 Benton 37307 423-338-2569	<i>BYRDSTOWN</i> P.O. Box 9 Brydstown 38549 931-864-3685	<i>CLEVELAND</i> P.O. Box 2578 Cleveland 37320 423-476-6571	<i>CROSSVILLE</i> P.O. Box 609 Crossville 38557 931-484-3527	<i>DECATUR</i> P.O. Box 1183 Decatur 37322 423-334-5721	<i>GEORGETOWN</i> P. O. Box 1 Georgetown 37336 423-344-8382	<i>JAMESTOWN</i> P.O. Box 1450 Jamestown 38556 931-879-5853	<i>MONTEREY</i> P.O. Box 67 Monterey 38574 931-839-2217	<i>SPRING CITY</i> P.O. Box 177 Spring City 37381 423-365-5220
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VEC

VOLUNTEER ENERGY COOPERATIVE

www.vec.org

CORPORATE OFFICE: 18359 HWY. 58 N., P.O. BOX 277, DECATUR, TN 37322 (423) 334-1020

October 11, 2022

Dr. Natalie Roberts
Stone Elementary School- FACS
1219 Cook Rd
Crossville, TN 38555

Dear Dr. Roberts:

I am pleased to announce that the VEC Customers Share Foundation Board has awarded Stone Elementary School- FACS a grant of \$300.

The purpose of VEC Customers Share is to collect and distribute funds for programs and services that benefit a significant number of citizens in the Volunteer Energy Cooperative service area. Funds are collected from VEC customers who agree to have their electric bills rounded up to the nearest dollar, with these contributions going to the program.

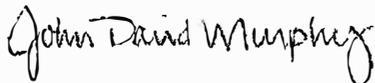
Your check will arrive within four (4) weeks. You may contact **Shelly Miller at (423)-334-7051** if you have additional questions.

As a stipulation of this award, we require that any publicity associated with this project include language that appropriately recognizes Volunteer Energy Cooperative as a funding organization. However, specific permission is required for the use of any Volunteer Energy Cooperative logos. Please contact David Murphy in VEC's Department of Marketing and Economic Development (423) 334-7050, dmurphy@vec.org or PO Box 277, Decatur, TN 37322.

Please remember to keep receipts and other documentation regarding expenses related to this grant award. You may be required to submit these as part of the annual audit.

Thank you for your support of VEC Customers Share and for making it possible to invest in your community.

Sincerely,



David Murphy, Vice President
Marketing and Economic Development

Service Centers:

BENTON P.O. Box 690 Benton 37307 423-338-2569	BYRDSTOWN P.O. Box 9 Byrdstown 38549 931-864-3685	CLEVELAND P.O. Box 2578 Cleveland 37320 423-476-6571	CROSSVILLE P.O. Box 609 Crossville 38557 931-484-3527	DECATUR P.O. Box 1183 Decatur 37322 423-334-5721	GEORGETOWN P.O. Box 1 Georgetown 37336 423-344-8382	JAMESTOWN P.O. Box 1450 Jamestown 38556 931-879-5853	MONTEREY P.O. Box 67 Monterey 38574 931-839-2217	SPRING CITY P.O. Box 177 Spring City 37381 423-365-5220
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PROPOSED FUNDRAISING ACTIVITIES

School: Crab Orchard Elementary

Fund/account name: PTO

Proposed fundraising activities: holiday bazaar (booths in gymnasium)

Proposed uses of funds raised: staff/student incentives

Planned purchase date: December 2022

Contingency for funds not utilized: playground equipment

Expected student involvement (school-wide or specific school organization) Schoolwide / community

Method by which school will receive profit: cash - 100% booth "rental"

Requested by: Koua Holbrook / PTO President Date: 10.18.22

Approved by: ^{Name/Title}
n. Feltri / Blaf
Principal Date: 10-18-22

Approved by: _____ Date: _____

Director of Schools*

*The Director of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising efforts.

Updated 8/19/2021



PROPOSED FUNDRAISING ACTIVITIES

School: Crab Orchard Elementary

Fund/account name: Winter Wonder Pageant

Proposed fundraising activities: beauty pageant

Proposed uses of funds raised: future awards, judges payment, ceremony decor.

Planned purchase date: as needed

Contingency for funds not utilized: funds will be used in future for purchase of raised stage/ platform

Expected student involvement (school-wide or specific school organization) PK-8th @50 participants expected / school-wide)

Method by which school will receive profit: entry fees, door donations,

Requested by: Brianna Kerley - teacher Date: 9/14/22

Approved by: Febbie Beaf Date: 9-14-22
Name/Title
Principal

Approved by: _____ Date: _____

Director of Schools*

*The Director of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising efforts.

Updated 8/19/2021



William G. Stepp Director of Schools

Teresa Boston Board Chair

October 18, 2022

Mr. William G. Stepp

Cumberland County Board of Education

368 Fourth Street

Crossville, TN 38555

Dear Mr. Stepp and Board of Education,

I am submitting to you the Food Services, General and Special Education Department's lists of items to be retired by the BOE at October's regular scheduled board meeting. Please include these lists on the consent agenda. If you have any further questions or concerns, please contact myself or our CFO.

Sincerely,

Marilyn Noel

Kathy Hamby

Marlene Holton

FOOD SERVICE's Retirement List for October 2022

Asset Tag	Location	Description	Model Name	Manufacturer	Serial Number	Department	Funding Source
101648		Wire Shelf				FOOD SERVICE	FOOD FED
101610	Pleasant Hill	Green 4 Tier Metal Shelf				FOOD SERVICE	FOOD FED
100033	Martin	Vulcan Range	7872A	Vulcan		FOOD SERVICE	FOOD FED

Central Services
Room Inventory Worksheet
 10/17/2022

18-TO RETIRE INVENTORY~BOE- RETIRE Holding				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price
<i>FOOD SERV</i> 100032	Vulcan 7852-A Stove	7852-A	APPLIANCE		277A	\$0.00
<i>FOOD SERV</i> 101963	Acer AAB70 Laptop	AAB70	LAPTOP		NXRL6AA00 121701B720 0	\$0.00
<i>GENERAL</i> 44104	Apple MacBook Pro 13 inch Laptop	unknown	LAPTOP		SC1MKND2 NDTY3	\$0.00
<i>GENERAL</i> 52745	Apple A2179 13in MacBook Air 1.1GHz dual-core	A2179	LAPTOP		C02D7F2YM NHP	\$999.00

Central Services
Room Inventory Worksheet

10/17/2022

18-306ARETIRE FOOD SERV/SPED HALL - Virtual SPED Retire					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Assigned To	Serial	Price
___ 2026	Apple iMac Computer	unknown	COMPUTER		W8726YSW h5	\$0.00
___ 2212	Apple iPad mini	Mini	iPad		F4KKK1V1F 197	\$254.00
___ 2215	Apple iPad mini	Mini	iPad		DMPR34Q1F CM5	\$254.00
___ 2224	Apple iPad mini	Mini	iPad		DMPR35TKF CM5	\$254.00
___ 3329S	Elmo TT02RX Document Camera	TT02RX	CAMERA		459939	\$585.00
___ 3340S	Promethean AB178 Interactive Whiteboard	AB178	WHITEBOARD		CO91007011 3	\$900.00
___ 3400S	Epson PowerLite H294APL84 LCD Powerlite Projector	H294APL84	PROJECTOR		LS6F9Y1912 6	\$665.00
___ 38366	Motorola Bus Radio	unknown	RADIO		109V- 92FT4856	\$0.00
___ 5140S	Epson B251A Printer	B251A	PRINTER		JKDY445136	\$0.00
___ 5141	Hatch iStartSmart Computer	iStartSmart	COMPUTER		5020531800 431	\$2,895.00
___ 5141S	Epson B251A Printer	B251A	PRINTER		JKDY445045	\$0.00
___ 5179	Apple MacBook Air	MB AIR 11.6	LAPTOP		C02FL3RCD DQX	\$1,132.00
___ 5189	Apple MacBook Air	MB AIR 11.6	LAPTOP		C02FL2F9D DQX	\$1,132.00

Central Services
Room Inventory Worksheet

10/17/2022

18-306ARETIRE FOOD SERV/SPED HALL - Virtual SPED Retire					Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price	
5195	Apple MacBook Air	MB AIR 11.6	LAPTOP		C02FL2FTD DQX	\$1,132.00	
5200	Apple MacBook Air	MB AIR 11.6	LAPTOP		C02FL3FMD DQX	\$1,132.00	
5505	Hatch iStartSmart Computer	iStartSmart	COMPUTER		11112020140 17	\$2,895.00	
5845	RehabMart Child Swing	Full Support Swing - Child	THERAPY EQUIPMENT			\$263.10	



Stone Memorial High School

2800 Cook Road · Crossville, TN 38571

Telephone (931) 484-5767

Kelly J. Smith

Principal

TO: Mr. William Stepp, Director of Schools
Cumberland County Board of Education

FROM: Kelly Smith, Principal
April Moore, Assistant Principal
Stone Memorial High School

RE: Inventory Items for Retirement

DATE: October 17, 2022

Dear Mr. Stepp and B.O.E. Members:

Attached you will find a list of inventory items that are slated for retirement. Our SMHS Technology Technician and our School Inventory Auditor have inspected each item. The property no longer serves the staff or students of SMHS or would the property serve another Cumberland County student or staff member. Please accept our proposal to retire the items and know that we will follow all proper protocols to dispose of them once approval is granted.

If you have any questions, please feel free to contact us. In an effort to ensure that our inventory is accurate and our school materials records are kept current with fidelity, Mrs. Moore is working diligently to collaborate with others to maintain accuracy through TIP-Web IT.

Respectfully submitted,

Kelly Smith
Principal

April Moore
Assistant Principal

Stone Memorial High School~SMHS

Room Inventory Worksheet

10/17/2022

79-TO RETIRE INVENTORY~BOE- RETIRE Holding					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Other #1	Serial	Price
1000147	Autel TS-401 TPMS Diagnostic Tool	TS-401	SHOP EQUIPMENT			\$0.00
1000387	Lenovo M73z All-in-One ThinkCentre Computer	M73z 10BCS00J00	COMPUTER		MJ018FVH	\$479.00
1000868	Apple HFY82ZM/B External Hard Drive	HFY82ZM/B	EXTERNAL HARD DRIVE		NL345271	\$0.00
1000869	Apple HFY82ZM/B External Hard Drive	HFY82ZM/B	EXTERNAL HARD DRIVE		NL3458GY	\$0.00
1001004	Texas Instruments TI-Nspire Graphing Calculator	TI-Nspire	CALCULATOR		2128021347	\$139.99
1001517	Texas Instruments TI-Nspire Graphing Calculator	TI-Nspire	CALCULATOR		2117001002	\$139.99
1001598	Epson WorkForce 545 All-in-One Inkjet Printer	C11CB88201	PRINTER		PJWY17057 5	\$0.00
1001612	Apple 21 1/2 inch iMac Computer	unknown	COMPUTER		C02HM1BVD KL9	\$0.00
1001649	Kohler impact Gun_Air Ratchet_Air Grinder	unknown	SHOP EQUIPMENT			\$0.00
1001828	Dell Optiplex 390 Computer	Optiplex 390	COMPUTER		C5746V1	\$0.00
1002238	Apple TV MR912LL/A	MR912LL/A	CONVERTER		CO7VMM75J G2X	\$0.00
1002336	Snap-on Diagnostic Kit	EAK0301B10A	ELECTRONIC			\$0.00
17942	HP F335 Deskjet All-in-one Printer	F335	PRINTER		CN682J5QF 2	\$0.00
180152617	Apple Mac mini Computer	unknown	COMPUTER		YM6192JKU 35	\$0.00

Stone Memorial High School~SMHS

Room Inventory Worksheet

10/17/2022

79-TO RETIRE INVENTORY~BOE-RETIRE Holding					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Other #1	Serial	Price
180602671	Coats 5065AX Tire Dismounter	unknown	SHOP EQUIPMENT		704107462	\$0.00
180602676	JVC DVD-VCR Combo	unknown	ELECTRONIC		HXBC16VU	\$0.00
180602740	Optiquest Q7B-3 VS11147 Monitor	Q7B-3 VS11146	MONITOR		Q4A0619019 14	\$0.00
18444	Magic Chef 18E400-2 Small Refrigerator	18E400-2	APPLIANCE		11111059	\$0.00
20001125	IPEVO Document Camera	unknown	CAMERA		332041VAF0 1550	\$0.00
21160	Drake Video Modulator	unknown	ELECTRONIC			\$0.00
24065	Xerox DocuMate 510 Scanner	510	ELECTRONIC		822CN1085Y 591300389	\$0.00
39143	Texas Instruments TI-Nspire Touchpad Calculator	TI-Nspire Touchpad	CALCULATOR		2175006986	\$0.00
39148	Texas Instruments TI-Nspire Touchpad Calculator	TI-Nspire Touchpad	CALCULATOR		2175008637	\$0.00
39321	Focus FSC DTE 40GB External Hard Drive	FSC DTE 40GB	EXTERNAL HARD DRIVE		1589	\$0.00
39322	Canopus ADVC 55 Multifunction Converter	ADVC 55	ELECTRONIC		123814	\$0.00
39323	Canopus ADVC 55 Multifunction Converter	ADVC 55	ELECTRONIC		EFC133241	\$0.00
39324	External LaCie Hard Drive	d2DVDRW	EXTERNAL HARD DRIVE		1289903240 490E	\$0.00
39411	Texas Instruments TI-Nspire CX Docking Station	TI-Nspire CX	ELECTRONIC		2010004439 P-0311	\$0.00

Stone Memorial High School~SMHS
Room Inventory Worksheet

10/17/2022

79-TO RETIRE INVENTORY~BOE-RETIRE Holding					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Other #1	Serial	Price
39412	Texas Instruments TI-Nspire CX Graphing Calculator	TI-Nspire CX	CALCULATOR		2045001587	\$136.99
39418	Texas Instruments TI-Nspire CX Graphing Calculator	TI-Nspire CX	CALCULATOR		2045001586	\$136.99
39424	Texas Instruments TI-Nspire CX Graphing Calculator	TI-Nspire CX	CALCULATOR		2046005146	\$136.99
39426	Texas Instruments TI-Nspire CX Graphing Calculator	TI-Nspire CX	CALCULATOR		2046005161 P-0611C	\$136.99
39428	Texas Instruments TI-Nspire CX Graphing Calculator	TI-Nspire CX	CALCULATOR		2046005141	\$136.99
39433	Texas Instruments TI-Nspire CX Graphing Calculator	TI-Nspire CX	CALCULATOR		2046003735	\$136.99
39439	Texas Instruments TI-Nspire CX Graphing Calculator	TI-Nspire CX	CALCULATOR		2046003747	\$136.99
39440	Texas Instruments TI-Nspire CX Graphing Calculator	TI-Nspire CX	CALCULATOR		2046003816	\$136.99
39441	Texas Instruments TI-Nspire CX Graphing Calculator	TI-Nspire CX	CALCULATOR		2046003789	\$136.99
39443	ViewSonic Optquest VS11147 Monitor	VS11147	MONITOR		Q4A0619019 17	\$0.00
39588	Texas Instruments TINAVWNA Wireless Router	TINAVWNA	WIRELESS ROUTER		2101008943 73	\$0.00
39593	Texas Instruments TINAVWNA Wireless Router	TINAVWNA	WIRELESS ROUTER		2101008898 08	\$0.00
39594	Texas Instruments TINAVWNA Wireless Router	TINAVWNA	WIRELESS ROUTER		2101008909 60	\$0.00

Stone Memorial High School~SMHS

Room Inventory Worksheet

10/17/2022

79-TO RETIRE INVENTORY~BOE-RETIRE Holding					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Other #1	Serial	Price
___ 39610	Texas Instruments TINAVWNA Wireless Router	TINAVWNA	WIRELESS ROUTER		2101008948 06	\$0.00
___ 39613	Texas Instruments TINAVWNA Wireless Router	TINAVWNA	WIRELESS ROUTER		2101008912 14	\$0.00
___ 39616	Texas Instruments TINAVWNA Wireless Router	TINAVWNA	WIRELESS ROUTER		2101008909 95	\$0.00
___ 39770	Texas Instruments TI-Nspire CX CAS Graphing Calculator	TI-Nspire CX CAS	CALCULATOR		2235027078	\$0.00
___ 39771	Texas Instruments TI-Nspire CX CAS Graphing Calculator	TI-Nspire CX CAS	CALCULATOR		2235028099	\$0.00
___ 39772	Texas Instruments TI-Nspire CX CAS Graphing Calculator	TI-Nspire CX CAS	CALCULATOR		2235023730	\$0.00
___ 39795	Texas Instruments TI-Nspire CX CAS Graphing Calculator	TI-Nspire CX CAS	CALCULATOR		2161000607	\$0.00
___ 39796	Texas Instruments TI-Nspire CX CAS Graphing Calculator	TI-Nspire CX CAS	CALCULATOR		2161000606	\$0.00
___ 41568	Apple iMac Core 2 Duo 2_26 GHz 20 inch 16GB A1224 Computer	A1124 EMC 2316	COMPUTER		YM1090PKD WY	\$0.00
___ 43252	Dell 1708FPb Monitor	1708FPb	MONITOR		cn0fp816742 6182f8anu	\$0.00
___ 43255	Dell 1708FPb Monitor	1708FPb	MONITOR		cn0g302h742 619140hfl	\$0.00
___ 45932	Apple A1466 MacBook Air 13-inch 2017	A1466	LAPTOP		C1MV45HYJ 1WL	\$0.00

Stone Memorial High School~SMHS
Room Inventory Worksheet
 10/17/2022

79-TO RETIRE INVENTORY~BOE- RETIRE Holding				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Other #1	Serial	Price
48193	HP 800N LaserJet Color Printer	800N	PRINTER		CNBC76M0P C	\$0.00
48231	IPEVO CDVU-051P Document Camera	CDVU-05IP	CAMERA		081616B/111 42	\$0.00
48232	IPEVO CDVU-051P Document Camera	CDVU-05IP	CAMERA		081616B/111 43	\$0.00
52274	Extreme Networks AP3825i Wireless Access Point	AP3825i	WIRELESS ACCESS POINT		1623052508 5L	\$0.00