

Working Committees
February 13, 2024 4:00 PM
Central Services Board Room

1. Call to Order-Ms. Boston
2. Moment of Silence/Pledge of Allegiance-Ms. Boston
3. **Athletic Committee-Mr. Nick Davis**
 - 3.A. *Approval of Minutes
 - 3.B. Committee Name Change
 - 3.C. CCS Website Update with Strategic Plan Focus
 - 3.D. Coaching Supplements
 - 3.E. Facilities Assessment
 - 3.F. 23/24 Schedule of Events & 24/25 Schedule of Events for High School and Middle School
 - 3.G. Middle School Facility Usage by Sport
 - 3.H. Athletic Directors Annual Report
 - 3.I. Parental Engagement Information Packet
 - 3.J. Athletic Portfolio Construction
4. **Budget Committee-Mrs. Teresa Boston**
 - 4.A. *Approval of Minutes
 - 4.B. Current Salary Scales
 - 4.C. Proposed Salary Scales
5. **Building and Grounds Committee/Safety-Mr. Robert Safdie**
 - 5.A. *Approval of Minutes
6. Policy Committee-Mrs. Rebecca Hamby
 - 6.A. *Approval of Minutes
 - 6.B. Recommended Policies for Review
7. *Adjournment

(* Indicates Board Approval Required

Board of Education
January 9, 2024 4:00 PM
Central Services Board Room

The Cumberland County Board of Education met in working committees on Tuesday, January 9, 2024, in the Central Services Board Room, where the meeting was called to order by Vice Chairman Safdie at the approximate hour of 4:00 pm. Safdie welcomed everyone to the meeting and appreciated everyone for attending.

BOARD MEMBERS:

Teresa Boston:	Absent
Mr. Nick Davis:	Absent
Ms. Anita Hale:	Present
Mrs. Rebecca Hamby:	Absent
Mr. Chris King:	Present
Ms. Sheri Nichols:	Present
Robert Safdie:	Present
Ms. Shannon Stout:	Present
Ms. Elizabeth Stull:	Present

1. **Call to Order-Chairman-Vice Chairman** Safdie called the meeting to order at approximately 4pm.
2. **Pledge of Allegiance/Moment of Silence-Chairman-Vice Chairman** Safdie opened the meeting with a moment of silence followed by the pledge of allegiance.
3. **Athletic Committee-Mr. Nick Davis**-Safdie presented this item due to the absence of Board member Davis who was the athletic chair.
 - 3.A. ***Approval of Athletic Minutes**-Safdie asked King what his recommendation was to approve the minutes and King said he thought those present should approve them. Safdie made a motion to approve minutes and King with the second. Safdie then told everyone he had nothing else for the athletic committee.

Motion to approve athletic committee minutes.

VOICE VOTE: (mover-yes) Safdie

(seconder-yes) King

Yes: 3, No: 0

MOTION: Motion Carried

4. **Adjournment**-Safide thanked everyone for being present and asked for a motion to adjourn. King made the motion and Stout with the second. The meeting was adjourned at approximately 4:48 p.m.

Motion to to ajourn.

VOICE VOTE: (mover-yes) King

(seconder-yes) Stout

Yes: 6, No: 0

MOTION: Motion Carried

(* Indicates Board Approval Required

William Stepp, Director of Schools

Nick Davis, Athletic Chairman

Diane McCartney, Board Secretary/Recorder

Athletic Supplements	Base Supplement Amount	Per School	District Total
High School			
Band Director	\$3,400.00	1	2
Band Assistant	\$1,700.00	1	2
Baseball Head Coach	\$3,400.00	1	2
Baseball Assistant	\$1,900.00	2	4
Basketball Head Coach	\$5,100.00	2	4
Basketball Assistant	\$2,900.00	2	4
Basketball JV Head Coach	\$3,100.00	2	4
Basketball JV Assistant Coach	\$1,800.00	2	4
Bowling	\$1,400.00	1	2
Athletic Director	\$3,000.00	1	2
Cheer Varsity	\$3,400.00	1	2
Cheer Asst Coach	\$1,900.00	1	2
Chess	\$500.00	1	2
Choir	\$800.00	1	2
Color Guard	\$500.00	1	2
Cross Country	\$1,200.00	1	2
Dance	\$800.00	1	2
Drama	\$500.00	1	2
FB Head Coach	\$5,100.00	1	2
FB Off Coord	\$3,400.00	1	2
FB Def Coord	\$3,400.00	1	2
FB Asst	\$3,000.00	5	10
Golf Head Coach	\$1,500.00	2	4
Soccer Head Coach	\$3,400.00	2	4
Soccer Asst Coach	\$1,900.00	4	8
Softball Head Coach	\$3,400.00	1	2
Softball Asst Coach	\$1,900.00	2	4
Student Council	\$500.00	1	3
Tennis	\$1,700.00	1	2
Track Head Coach	\$3,400.00	1	2
Track Asst Coach	\$1,900.00	1	2
Volleyball Head Coach	\$3,400.00	1	2
Volleyball Asst Coach	\$1,900.00	1	2
Wrestling Head Coach	\$3,400.00	1	2
Wrestling Asst Coach	\$1,900.00	2	4
Yearbook	\$1,000.00	1	2
Phoenix Yearbook	\$500.00	1	
Middle School/County Wide			
Baseball Head Coach MS	\$750.00	1	2
FB Cheer V MS	\$1,500.00	1	2
FB Head Coach MS	\$2,300.00	1	2
FB Asst Coach MS	\$2,000.00	3	6
Golf County Wide	\$500.00	1	2
Soccer County Wide	\$750.00	1	2

Softball Head Coach MS	\$750.00	1	2
Volleyball MS	\$750.00	1	2
Wrestling County Wide MS Girls	\$500.00		1
Wrestling County Wide MS Boys	\$500.00		1
Athletic Director County Wide	\$18,000.00		1
Elementary			
Band	\$600.00	1	9
Basketball Head Coach	\$2,000.00	2	18
Basketball JV Coach	\$500.00	2	18
Cheer Varsity	\$1,200.00	1	9
Cheer JV	\$400.00	1	9
Chess	\$500.00	1	9
Cross Country	\$300.00	2	18
Cross Country Coordinator	\$500.00		1
Yearbook	\$500.00	1	9

Athletic Supplements	Per School	District Total	Base Supplement Amount (Year 1-4)	Year 5-9	Year 10-14	Year 15-19	Year 20-24	Year 25-29	Year 30+
High School									
Band Director	1	2	\$3,400	\$3,740	\$4,114	\$4,525	\$4,978	\$5,476	\$6,023
Band Assistant	1	2	\$1,700	\$1,870	\$2,057	\$2,263	\$2,489	\$2,738	\$3,012
Baseball Head Coach	1	2	\$3,400	\$3,740	\$4,114	\$4,525	\$4,978	\$5,476	\$6,023
Baseball Assistant	2	4	\$1,900	\$2,090	\$2,299	\$2,529	\$2,782	\$3,060	\$3,366
Basketball Head Coach	2	4	\$5,100	\$5,610	\$6,171	\$6,788	\$7,467	\$8,214	\$9,035
Basketball Assistant	2	4	\$2,900	\$3,190	\$3,509	\$3,860	\$4,246	\$4,670	\$5,138
Basketball JV Head Coach	2	4	\$3,100	\$3,410	\$3,751	\$4,126	\$4,539	\$4,993	\$5,492
Basketball JV Assistant Coach	2	4	\$1,800	\$1,980	\$2,178	\$2,396	\$2,635	\$2,899	\$3,189
Bowling	1	2	\$1,400	\$1,540	\$1,694	\$1,863	\$2,050	\$2,255	\$2,480
Athletic Director	1	2	\$3,000	\$3,300	\$3,630	\$3,993	\$4,392	\$4,832	\$5,315
Cheer Varsity	1	2	\$3,400	\$3,740	\$4,114	\$4,525	\$4,978	\$5,476	\$6,023
Cheer Asst Coach	1	2	\$1,900	\$2,090	\$2,299	\$2,529	\$2,782	\$3,060	\$3,366
Chess	1	2	\$500	\$550	\$605	\$666	\$732	\$805	\$886
Choir	1	2	\$800	\$880	\$968	\$1,065	\$1,171	\$1,288	\$1,417
Color Guard	1	2	\$500	\$550	\$605	\$666	\$732	\$805	\$886
Cross Country	1	2	\$1,200	\$1,320	\$1,452	\$1,597	\$1,757	\$1,933	\$2,126
Dance	1	2	\$800	\$880	\$968	\$1,065	\$1,171	\$1,288	\$1,417
Drama	1	2	\$500	\$550	\$605	\$666	\$732	\$805	\$886
FB Head Coach	1	2	\$5,100	\$5,610	\$6,171	\$6,788	\$7,467	\$8,214	\$9,035
FB Off Coord	1	2	\$3,400	\$3,740	\$4,114	\$4,525	\$4,978	\$5,476	\$6,023
FB Def Coord	1	2	\$3,400	\$3,740	\$4,114	\$4,525	\$4,978	\$5,476	\$6,023
FB Asst	5	10	\$3,000	\$3,300	\$3,630	\$3,993	\$4,392	\$4,832	\$5,315
Football JV Head Coach	1	2	\$3,100	\$3,410	\$3,751	\$4,126	\$4,539	\$4,993	\$5,492
Football JV Assistant	1	2	\$1,800	\$1,980	\$2,178	\$2,396	\$2,635	\$2,899	\$3,189
Golf Head Coach	2	4	\$1,500	\$1,650	\$1,815	\$1,997	\$2,196	\$2,416	\$2,657
Soccer Head Coach	2	4	\$3,400	\$3,740	\$4,114	\$4,525	\$4,978	\$5,476	\$6,023
Soccer Asst Coach	4	8	\$1,900	\$2,090	\$2,299	\$2,529	\$2,782	\$3,060	\$3,366
Softball Head Coach	1	2	\$3,400	\$3,740	\$4,114	\$4,525	\$4,978	\$5,476	\$6,023
Softball Asst Coach	2	4	\$1,900	\$2,090	\$2,299	\$2,529	\$2,782	\$3,060	\$3,366
Student Council	1	3	\$500	\$550	\$605	\$666	\$732	\$805	\$886

Tennis	1	2	\$1,700	\$1,870	\$2,057	\$2,263	\$2,489	\$2,738	\$3,012
Track Head Coach	1	2	\$3,400	\$3,740	\$4,114	\$4,525	\$4,978	\$5,476	\$6,023
Track Asst Coach	1	2	\$1,900	\$2,090	\$2,299	\$2,529	\$2,782	\$3,060	\$3,366
Volleyball Head Coach	1	2	\$3,400	\$3,740	\$4,114	\$4,525	\$4,978	\$5,476	\$6,023
Volleyball Asst Coach	1	2	\$1,900	\$2,090	\$2,299	\$2,529	\$2,782	\$3,060	\$3,366
Wrestling Head Coach	1	2	\$3,400	\$3,740	\$4,114	\$4,525	\$4,978	\$5,476	\$6,023
Wrestling Asst Coach	2	4	\$1,900	\$2,090	\$2,299	\$2,529	\$2,782	\$3,060	\$3,366
Yearbook	1	2	\$1,000	\$1,100	\$1,210	\$1,331	\$1,464	\$1,611	\$1,772
Phoenix Yearbook	1		\$500	\$550	\$605	\$666	\$732	\$805	\$886
Middle School/County Wide									
Baseball Head Coach MS	1	2	\$750	\$825	\$908	\$998	\$1,098	\$1,208	\$1,329
FB Cheer V MS	1	2	\$1,500	\$1,650	\$1,815	\$1,997	\$2,196	\$2,416	\$2,657
FB Head Coach MS	1	2	\$2,300	\$2,530	\$2,783	\$3,061	\$3,367	\$3,704	\$4,075
FB Asst Coach MS	3	6	\$2,000	\$2,200	\$2,420	\$2,662	\$2,928	\$3,221	\$3,543
Golf County Wide	1	2	\$500	\$550	\$605	\$666	\$732	\$805	\$886
Soccer County Wide	1	2	\$750	\$825	\$908	\$998	\$1,098	\$1,208	\$1,329
Softball Head Coach MS	1	2	\$750	\$825	\$908	\$998	\$1,098	\$1,208	\$1,329
Volleyball MS	1	2	\$750	\$825	\$908	\$998	\$1,098	\$1,208	\$1,329
Wrestling County Wide MS Girls		1	\$500	\$550	\$605	\$666	\$732	\$805	\$886
Wrestling County Wide MS Boys		1	\$500	\$550	\$605	\$666	\$732	\$805	\$886
Athletic Director County Wide		1	\$18,000	\$19,800	\$21,780	\$23,958	\$26,354	\$28,989	\$31,888
Elementary									
Band	1	9	\$600	\$660	\$726	\$799	\$878	\$966	\$1,063
Basketball Head Coach	2	18	\$2,000	\$2,200	\$2,420	\$2,662	\$2,928	\$3,221	\$3,543
Basketball JV Coach	2	18	\$500	\$550	\$605	\$666	\$732	\$805	\$886
Cheer Varsity	1	9	\$1,200	\$1,320	\$1,452	\$1,597	\$1,757	\$1,933	\$2,126
Cheer JV	1	9	\$400	\$440	\$484	\$532	\$586	\$644	\$709
Chess	1	9	\$500	\$550	\$605	\$666	\$732	\$805	\$886
Cross Country	2	18	\$300	\$330	\$363	\$399	\$439	\$483	\$531
CrossCountry Coordinator		1	\$500	\$550	\$605	\$666	\$732	\$805	\$886
Yearbook	1	9	\$500	\$550	\$605	\$666	\$732	\$805	\$886

Athletics - Immediate action needed with move to TMSAA

1. Rewrite CCS athletic bylaws to align with TMSAA bylaws and to coordinate with latest BOE policy changes -- (Example: Level 3 coaches now DO NOT need BOE employee present) etc.
2. FYI
 - a. Middle school softball is a tmsaa spring sport and volleyball is a tmsaa fall sport – however our middle school teams have decided to keep softball in the fall and volleyball in the spring for one more year and forego tmsaa post-season tournaments.
 - b. They will reverse in 2024-2025 to align with tmsaa calendar
3. Hire coaches
 - a. According to current bylaws – middle school coaches fall under the purview of the high school coaches. Past practice has been to let the high school coach hire the middle school coaches. Where not feasible, the County Wide AD has hired middle school coaches
 - b. Of immediate need for fall sports:
 - i. Middle School Cross Country coaches – Note, currently we supplement two elementary coaches per school for cross country. We will be taking 6-8 grade out of the elementary and run as two middle school teams. Some coaching supplement funds will need to be adjusted out of elementary to fund the middle school supplements or simply add two supplements for middle school coaches. Alley Keys is the new elementary cross-country coordinator. (Note that NO student is cut from the middle school cross country teams, so there is absolutely no loss of participation in cross country by moving to the two teams).
 - ii. Girls soccer – (3 coaches needed) – Girls soccer will remain one team for the 2023-2024 season, it but will transition to two teams the following year, consisting of one head coach and one assistant coach each. Best practice is to get those coaches in place this year by letting the one team function with 4 coaches, then two each the following year. (Note – same with boys soccer for spring)
 - c. Track and Field is a spring sport and brand new to us. It is logistically intensive to prepare for and is suggested that coaches are put in place immediately.
 - d. Tennis has never been supplemented before, but those coaches are already in place and await the newly budgeted supplements. (FFG Tennis Pro William Taylor and BOE employee Erica Cantrell)
 - e. For additional coaching needs, see attached supplement changes approved by BOE. (Note – that while bowling is currently sanctioned for TSSAA and not for TMSAA, we have prepared a supplement for middle school bowling in order to get ahead of the curve)

4. Schedule Officials, Buses, gate workers, and security for Fall Sports ASAP
 - a. Football
 - i. Middle school football coaches should have their schedules soon if not already.
 - ii. Contact Jeremy Tollison to schedule officials
 - iii. Contact bus garage for procedure to schedule buses
 - iv. Make a schedule for each school to work gate and crowd control
 - v. Contact High school SRO for security (see Mr. Stepp for current MOU concerning security reimbursement)
 - b. Girls Soccer
 - i. Schedule is complete – see Micah Grenz
 - ii. Contact TMSAA for officials
 - iii. Buses not usually requested
 - iv. Make a schedule for each school to work gate and crowd control
 - v. Security not usually required for soccer, but may want to check with tmsaa
 - c. Softball
 - i. Schedule already made – see Chasity Bohannon and Harland Walker
 - ii. Contact Donell Matthews for officials
 - iii. Buses not usually required
 - iv. Make schedule for each school to work gate and crowd control
 - v. Security not usually required, but check with tmsaa
 - d. Cross Country – See high school coaches for their needs
5. Schedule athletic bus
 - a. Get a calendar from each sport indicating their afternoon athletic bus needs
 - b. Submit it to the bus garage ASAP

Final FYI's

1. Some coaches have already been working on their credential (NFHS videos, CPR, etc). I have left them on the desk in my office.
2. Collect Middle School Coaching supplement requests asap, and have ready to turn in to HR.
3. Contact CAC and Trinity Academy relative to CO-OP status via TMSAA

Budget Committee Meeting May 24, 2023

Central Services Board Room

The Budget Committee met on Monday, May 15, 2023, in the Central Services Board Room where Ms. Teresa Boston called the meeting to order at the approximate hour of 4:35 p.m. She welcomed everyone to the meeting and appreciated everyone for attending.

PRESENT:

Mr. William Stepp, DOS

Ms. Teresa Boston, District 8, Committee Chair

Mr. Chris King, District 6

Kim Bray, COO

Anita Hale, District 4

Marlene Holton, SPED Director

Bo Magnusson, Safety/Security Supervisor

Justin Whitttenbarger, Fed Prog Coordinator

Rebecca Hamby, District 7

Sheri Nichols, District 3

Shannon Stout, District 9

Elizabeth Stull, District 1

Mo Charnot, Media

Scott Maddox, HS Supervisor

Leslie Eldridge, CTE Director

Absent:

Call to Order – Ms. Teresa Boston

Moment of Silence/Pledge of Allegiance – Ms. Teresa Boston

Approval of Minutes

Boston-1st Order of business on the agenda is the May 10th and the May 15th minutes, and I know the May 15th just got emailed out. Has everyone had a chance to review it?

King-Move to approve.

Hale-Second.

Boston-So we have a 1st and a second, all in favor? All opposed? Motion carried, so the minutes have been approved.

'23-'24 Proposed Budget

Boston-OK. Second on the agenda. Is that the actual budget and I've noticed, are these new sheets that you provided to us?

Stepp-Yeah, I updated them from the last meeting.

Boston-Could we go over any updates that...

Stepp-Yes. So, on the back, the additional stuff that was added and we'll start from the bottom and go up. So, pre-K we got a pre-K curriculum that wasn't included in the Federal program or federal grant that we would like to add to the budget, it's \$36,000 for the pre-K curriculum.

Boston-Did we add that already Kim?

Bray-I've not changed a thing, I've just taken notes.

Stepp-If you all approve and make a motion to approve it, then she'll take notes to add it in.

Boston-Where do we-where would it be added?

Bray-On the Pre-K page. Towards the back. Under instructional materials.

Boston-What page is that?

Bray-Page 27. It is the account 429.

Boston-Is this something we were just notified of or...

Bray-Yes.

Stout-So we're picking up an extra \$36,000?

Bray-That's what we're estimating, but they're not-they just recently released the three vendors that they can go through, so I mean it's very preliminary. But we've not had any new curriculum in a long time, I believe.

Stepp-Like 6 years, I think. It's coming from the State Department. The recommendations come from the State Department, just like they do with their math textbook adoption.

Boston-Sure. OK.

Nichols-And so it was this to get ahead of the third-grade retention thing?

Stepp-This is pre-K. So, this is for the-our little 4-year-olds. And we have 12 of these classrooms.

Boston-Is this the only thing we added?

Stepp-We haven't added it in yet. This is brand new. So, this isn't on that executive summary. We're going to update the executive summary sheet after tonight.

Boston-OK.

Hale-What is this? Professional development that we're looking at?

Stepp-No #20, the pre-K curriculum.

Hale-Oh, ok.

Stepp-I started from the bottom and went up so that's one if y'all pass a vote on it, we'll add to it. The other one is number 19. The risk management notified us that it's going to be more than a

10% increase in our insurance policy. We only budgeted 5%, so we're asking that we make a motion to move that money up to 10%.

Boston-How much are we talking?

Bray-\$25,000, we'll need to put some on property and workers comp. The property insurance is on page 22 and then the workers comp is on page 17. But I've not added it in. That was just-well, I know we're going to have to pay. It's not really a request.

Boston-I mean, it's got to be paid. But that's about \$25,000 guesstimating it?

Bray-Correct. He just gave me a raw number, but that would put us where we need to be based on what I already had done.

Boston-OK, Mr. Stepp.

Stepp-So those two motions-then we would add 14 is for Ms. Diane. TSBA provides professional development for the boards admin assistants. So that's something that we haven't participated in the past few years and I think it would be beneficial for Diane. But we haven't added that in there yet. I think that's a motion, if y'all would add that.

Boston-What page would that be on and what line?

Bray-Probably page 17.

Boston-What line, do you know what line item? It would be for her training.

Stepp-Correct. And a lot of that is same time we're there, but it's like a one-day training or something like that.

Bray-Probably I would just include that in the travel line. Either travel or other charges, most likely travel.

Boston-355?

Bray-Correct.

Stepp-So the ones we just talked about are #20, which is pre-K curriculum. 19 is risk management and then 14 has a star by it also, so the committee would make the motion to approve those.

King-Madam Chair, I would move to approve 14, 19 and 20. To be added to the budget.

Boston-I'll second that. Any discussion?

Hale-When it says it's not-the pre-K is not federally included, so they're not going to provide for them?

Boston-Well, we get a Pre-K grant, but it only covers part of that it. Pre-K actually cost us-what about...What does pre-K cost us?

Bray-About a million. We have the grant money-well we have an estimate where we're going to get from them \$1,104,583 next year.

Boston-That's on page 27?

Bray-We put usually about \$200-250,000 towards that program.

Boston-Right. That's what I was thinking. It only cost us-because the total proposed is 1,387,111 and we get a \$1,059,450 grant.

Bray-We'll get a little bit more this year, we'll get about \$50,000 more.

Boston-So the program altogether, only cost us about \$200,000- \$250,000 for all our pre-K. We're adding \$36,000 to that for the curriculum. And that would be added in, right? OK, any further discussion? Ms. Anita, are you with me?

Hale-I'm with you.

Boston-OK. Any more questions?

Hale-No, I'm sorry.

Boston-No, no, no. I'd rather you understand it perfectly, Mr. King?

King-Yes.

Boston-Ms. Hale?

Hale-Yes.

Boston-And Ms. Boston votes yes, so motion carries.

Stepp-On the front of the page, we talked about #8, 9, and 10 last week and those would need a motion if that's something the committee would be looking at.

Boston-I don't know that I completely understand what we're wanting to do on the salaries.

Stepp-So #8 is that the one you're talking about?

Boston-Utilize one certified salary schedule.

Stepp-So, most school systems have one salary schedule and teachers are 10-month contract and then when you go further in leadership, they work more days. So basically, there's a 210-day contract, that's 10 more days, there's a 220 and a 240. So, we have two different salary schedules for those. We have a teacher one, for the 200-day. Or extended one if they do anything else, and then we have one just for the supervisors.

Boston-Why are we wanting to combine those?

Hale-Why do we want to combine them?

Stepp-That's a best practice. Most counties have one salary schedule that they use for teachers and supervisors in that. We add days is what we do.

Hale-That's still not a good argument, in my opinion. Just because other people are doing it, I don't see the difference.

Stepp-So, on the salary schedule, the supervisor one starts lower than the teacher one. So, we want to treat all employees the same. That would be my principle.

King-Why would we not have one schedule?

Boston-Well, because you've got one for licensed instructional personnel, which are our teachers, and whether they have bachelors, masters, education specialist EDS, or a doctorate, and then you have one for our supervisors.

Hale-And then one for a masters plus.

Boston-Right and assistant principal, principal, systemwide supervisors.

King-And they're all lower than the teacher's scale.

Stout-So if we're talking pros and cons, do we highlight the pros and cons of keeping it the way it is versus looking at changing it? Mr. Stepp?

Boston-But they also get the supplement.

Hale-Exactly

Boston-Which we have a supplement schedule for a supervisor or principal. Assistant principal, principal, system wide supervisor. So, they get the percentage based upon that, so it's not that it's lower. They get the percentage when they go into that position.

Hale-Right.

King-May I? Several years ago, there was a procedure made by the Board to make 2 scales to cut the pay for supervisors.

Boston-To cut the what?

King-To cut the pay for the supervisors, principals, etc. Instead of cutting the percentage scale, they made two charts for regular pay. Which they should have cut the percentages instead of the regular pay.

Boston-For seven years, those percentages have been a question to me.

Hale-Yes.

Boston-I don't understand them. I don't know where they came from.

King-So I think it would be incumbent on us to look at that part of it instead of the salary. Cause if you're certified to teach in Tennessee...

Boston-Well, I think that may be true, but I'm not sure that we have enough time to go into the percentages and dissect that part of it prior to approving this budget. Now that is something that the board can certainly look at and I would be very supportive of looking at these supplements.

But I mean you can say they're lower, but they're not because those supplements take effect. Once they go on the license and structural personnel salaries schedule. And I'm assuming, Chris, that this was before my time or your time that this was...

King-Yes. I was here when it happened.

Boston-But you were the employee at that point. So, you remember what-that was before my time, is that correct?

King-Yes. It was.

Boston-Because I don't remember that ever happening.

King-I think it was like 10 years ago. Or longer. It's been a while.

Boston-OK.

Stepp-And Ms. Bray, was this not one of the recommendations of Lean Frog?

Bray-For simplification process and they confirmed the same thing-we're one of the few districts that do this like this.

Boston-Well, I would certainly entertain looking at this, I just don't think we have time to do it between now and approving this budget.

Hale-To discuss it.

Stout-Well, what would it take to do it, I mean, if we're saying time wise, what are we looking at for switching into one for simplification processes and then revisit some percent...

Bray-You would have to look at that supplement-those percentages on that supplement page and that's where we would have to do some computations as far as supplementation, you just use the one scale divide-because this is per daily rate. These are all based on 200 days. You divide it by 200 days. That's your daily rate, and then multiply that by the number of days that the person works. So that's the 210, 220, 240 and then you add the supplement on top of that. But that's where-that's where it would have to say.

Stout-The supplement part would need to be revisited.

Bray-Yes, that would need to be revisited.

King-And the supplement schedule was made-up 40 years ago, I guess. A long, a long time.

Hale-How many years ago?

King-A long time ago. Before I came to Cumberland County.

Boston-I have no idea.

King-Been a long time.

Hamby-Yeah, it's been a long, long time ago.

Boston-And I'm not certain...

King-(First part is inaudible) might be computational increased like it does now, so if we visit that then that might help.

Stout-It all seems very cumbersome the way it's set up now.

Boston-It's always been very cumbersome, and I would certainly support looking into that. I just don't think we have time to do it this year. That is something we can put on our "we really want to do it", but we're going to have to look at those supplements before we...

Bray-And you would have to start early on that.

Boston-Yes, I think so.

Bray-But it is something going forward, like Mr. Stepp said, most counties do that and that's what made it very difficult for her to compare-to do the comparisons for us because of all the computations.

Boston-And I certainly appreciate that. I know it had to be. It's been complicated for me for seven years.

Bray-It's very complicated. Like I said, if we hand figure each one of these for each certified person to work off this many scales to make sure you get everybody's pay correct.

Boston- You'd have to. I just don't think that we've...well, that's my opinion.

Hale-Well, I totally agree. I think that we need to take a longer time to look at all of it if we want to alleviate this problem.

Stout-Is this something that has to be done at budget time and budget time only? If we're gonna make a change.

Boston-No.

Hale-People will still get paid by the old scale.

Nichols-Yeah, that's my only question. Can we work on this?

Stout-Like right away, as we go into the year, even though we're not doing it now, it's something that we can work on going into the year and we wouldn't have to wait until next budget.

Boston-Well originally we had developed a salary study group. When the salary study group met, these supplements percentages threw everybody for a loop. You really don't know what to do with them. And where to go with them. And if you look now...

Hale-This is what you're talking about, right?

Boston-Yes. And if you look now at the salaries that we have they're very-they're certainly within range, so I think it's going to take someone that can decipher those supplements to get rid of them. And just go to one salary scale and I'd certainly support that.

Stepp-One of the other things we talked about was to adopt Lean Frog's recommendations from last year's study about classified supervisors pay. We ended up not passing the full percentage for classified supervisors and then it also mentioned in Lean Frog that of our supervisors, the CAO's pay is lower than-not comparable to a lot of the other counties like us.

Boston-Well, they were talking about the CAO is only 5% lower than Bledsoe County. That's all. I mean, that's the only one other than that, our Central office leadership was well within average range.

Hale-Exactly.

Bray-And then you had asked me to do a proposal for the classified supervisor and that's what I did. My proposal is in the middle and I think Lean Frog's proposal was on the front. But then I made an alternate proposal, as you requested.

Boston-Right. OK, carry on.

Stepp-Ok. #10 is just-we've been talking about JROTC. The possibilities of that. I haven't received approval yet back or any other thing but the the gentleman from the 7th Brigade is going to be here tomorrow evening for the board meeting for Q&A. So, you'll have any questions and answers that you're looking for or that you have. He's going to be here to answer those about that program.

Boston-Now I think you had said during a conversation, or maybe that we're looking at somewhere between \$200,000 and \$220,000.

Stepp-Approximately with benefits.

Boston-Is benefits in addition to that, or is that including benefits?

Bray-That would be with benefits.

Stepp-Yeah, that's with benefits.

Hale-For one instructor?

Stepp-No, two instructors.

Hamby-This will be for CCHS and SMHS?

Stepp-One for each school to start out with. The number I think the army supports is going up to 150 then, you need 2 instructors because of all the extra stuff that goes on.

Boston-So, we would only have one to begin?

Stepp-To start out with, yes. I think economically that the smart way is to start out there and then if it grows the way we think it's going to then...

Hamby-One per school.

Stepp-And then hopefully we get on that Order of Merit list and then they pay half of our salaries, that's the goal.

Nichols-That was my next question.

Boston-And I'm just throwing this out there. Where would Phoenix fit into this if we had students that wanted to participate?

Stepp-We could figure out a way to work that out. It would be after school most likely for them. It'd probably be the Raider program. Really, I don't know what they'll call the nickname, but their PT competition programs, they'll be rifle programs, color guards. So, there's several. They got drone programs now. Yeah, they got all kinds of neat programs. And they also said they have an eighth-grade curriculum now, too. So, if we want it, if it worked out that we have these guys, you know it's possible we could get them out in 8th grade if the schedule would work. Mr. Dodson will be here tomorrow night to answer any questions you guys have.

Boston-OK, but that is something that we would need the Budget Committee would need because it's not in this budget.

Stepp-It's not in the budget, right.

Boston-So we would have to look at that and add that additional \$200,000 to \$220,000 whatever. But we would start out with one salary. Is that correct?

Stepp-It would be a salary for CHS and a salary for SMHS.

Boston-So we would start out with two positions?

Stepp-Yes. That's why it's 210.

Boston-OK.

Stepp-And that's an estimate because if you get a lower ranked person that's retired out of the military and their pay would be a little different than a higher rank.

Stout-Plus, we may go part of the year without having the position filled.

Stepp-Correct.

Boston-OK.

Stepp-No motion?

Boston-Not yet. I'd really like to talk-I'd like to hear what the gentleman has to say tomorrow night. And we'll have to have another meeting prior to.

Stepp-Ok. I think that's all the discussion stuff we have. The stuff in green is already included in the budget. I think #11 we talked about-wanted to do 7, but I started out with 4 and I didn't know if the board would want to go ahead and take care of all 7 now.

Boston-Well, how many... I have a question-were there additional SPED positions needed?

Stepp-Yes. So, due to population, caseloads are going up.

Boston-OK.

Stepp-So there's seven original positions that were under the federal programs money and those are certified positions, not assistants or anything like that. Normally those would be in general purpose fund, so that it's under the maintenance of effort. So, I'm asking to move seven of those from IDEA to our general-purpose fund. And then we need seven more positions, but I didn't know if you wanted to do 4 now and three next year, but this is to maintain services. Our challenges are the 9 buildings with 9 different grades. It's a challenge when your caseload gets too high of actually providing all those services between 9 grades, if you have kids in all of those grades.

Boston-So the seven are not new positions?

Stepp-No, those seven are moving from IDEA money.

Boston-They're just moving from federal to us.

Stepp-To GP to go under maintenance of effort and then IDEA money usually supplies teachers, assistants, programming, curriculums. All that stuff comes out of the actual federal bucket.

Boston-So the four is the only new positions?

Stepp-We actually need 7. If you look at our numbers, but we could do with four this year and three next year, I just didn't know the board wants to go ahead and look at doing all 7.

Stull-What was the total on 4 versus 7?

Stepp-The total money?

Bray-It would probably be an additional-because it depends on when you have a teacher, where their years of experience and all of that but I would say probably an additional at least \$200,000.

Stull-For the additional 3?

Bray-At least.

Nichols-We still have more people moving in so we're adding more kids.

Bray-There are 4 that are actually new positions.

Stepp-4 new positions, because the caseloads, we could actually use 7, but I didn't know if you want to just do four this year and three next year, or just take the hit this year and get them all done. But it is because of caseloads. It's student population.

Nichols-So do they need them? I mean, there's a need?

Stepp-To maintain our level of caseloads we want, 7 is what we need, but we could do a little transition and make it next year if we don't want to spend that much money this year, but our caseloads are going up at every school.

Boston-But it would add about \$200,000?

Bray-Probably \$200,000-\$250,000 depending on whether it's a teacher with 20 years or...

Boston-Or teacher with one.

Stepp-Correct.

Nichols-If you don't hire them, does that mean the other teachers have more of a caseload?

Stepp-Yes, over what our normal numbers would be.

Nichols-Could we get in trouble for that?

Stepp-No, we still maintain services. I would never put us in a position where we're not following the law, maintaining services. It's just these teachers will have additional students over what we normally set as our baseline. So, it's just more work for those teachers to make it through next year.

Hale-Now, are these teachers in one school or they travel?

Stepp-No, well, its different schools populations have grown, so they might be just at one school, like at Brown. They might be right there. I don't think any-none of these would be transitional.

Holton-All three of these positions were-principal requested these positions. I put seven in the budget; they said you only have this much money-I took 3 out. So, the three positions would be a half time at North, half time at Pine View and full-time SPED teacher at Brown and full-time SPED teacher at South. So, it would be to service students. So, our caseloads-I would like to keep on that 15 per SPED teacher. That means that they do several grade levels to cover those services and it spreads them thin. Then with the number of grade levels they have-if we don't get the three positions it puts people about at 20 which it puts twenty at some schools and not 20 in other schools. So, to provide equitable services.

Boston-This is probably something that you're going to go well, of course-but if we added 4 this year, could you maintain the services until next year and we can add the three, are you going to be OK with that?

Holton-We will be OK with it. I told the principals that the positions were cut, they were very sad. They say that this is one of their top needs in their schools. The student behaviors-the student needs-the students that are coming in. So, if the principals had feedback, they would say we can do it, but we would really like them.

Boston-Now these particular-tell me, I mean it's not SPED as we have it visualized. This is behavioral issues.

Holton-This is a SPED teacher, so it doesn't have anything to do-so for example Brown Elementary, we have two case managers currently and there are 40 students, so they have 20 students on their caseloads each right now. And to add another teacher, we could provide more services to those students if they had a third teacher. Right now they're covering four grade

levels and five grade levels at Brown and then this way they would each cover three grade levels and have, you know, 12 kids on each caseload.

Nichols-Forgive my ignorance, but are these children-the needs of these kids, this is like autism and other things like that or what?

Holton-It varies. So it could be autism, it could be other health impairment, it could be developmentally delayed. Those numbers do not include our students with speech impairments, speech only issues. But it includes all the other students. There's 13 categories.

Stull-Moving them over to the general fund was to go ahead and have TISA go ahead and cover them in the following year, is that correct?

Stepp-Well, TISA does cover them already in our formula through the unique learning need. Think we think it's somewhere between 3,000,000 and 3.5 million we earn through unique learning needs. So the reason we would put certified positions in the GP is that it's under the maintenance of effort. So that money will always be there from year to year. Whereas IDEA money, federal money can go up and down. As we found out last year. The title 1 money we lost, what, \$100,000 almost last year? Our title...

Whittenbarger-\$89,799 and one cent.

Boston-Justin, round it up, son round it up.

Holton-We lost \$100,000 in the federal IDEA budget this year.

Stepp-Yes, so it's fluctuating a lot.

Hale-Is this because we don't have the certified teachers that we need?

Holton-No, the federal budget is based on the census that different things, the number of students. They pull reports at certain times of the year. So, they pulled that number at a certain time of the year and then we might increase by 50 kids, I mean SPED changes every day. We're adding kids. Kids are leaving. Kids are moving in. So, it changes every week. So, it's really hard to keep the exact number for space, but currently we have I think 859 which is about 13% of our county.

Boston-859...

Holton-Special Ed students and it's about 13% of our population.

Hamby-Is that elementary and high school?

Holton-Yes.

Boston-OK, it's on the radar.

Hamby-Ms. Boston, before y'all move on, I have a question about #12 and 13.

Boston-OK.

Stepp-So that was just discussion that we had at the very beginning of these-process of all this, so I just listed it. It was a discussion originally-I think Ms. Boston and Ms. Bray and I had to discuss the options with South, since the federal money that was budgeted for that ran out. So those were discussion items.

Hamby-But we have that money already that we have voted on to allot for that.

Stepp-Yes, you have already voted on that.

Boston-Is this just a suggestion or?

Stepp-Those were just options we talked about.

Boston-Do not utilize GP funds for building projects, which is ideally South. And that includes maintenance schedules.

Stepp-Well, these were things we talked about. If we do South or don't do South-all that kind of stuff. It's just documented down what we were talking about.

Hamby-Since we've already voted to do South, that needs to be taken out actually, in my opinion. And 12 & 13 both say just about the same thing.

Stepp-That's why it's not green. Well, it's not green.

Stout-Question about that. We voted for that but the commissioners didn't approve the funds to be moved over for that so.

Hamby-That's because they were confused, but they cannot stop our money from being moved whenever it's there, from my understanding.

Stout-If it doesn't get approved, then we're back at square one, right?

Bray-They have to approve my budget.

Stout-If it doesn't get approved, we should be looking at what we're going to do regarding this going into the '23-'24 budget year because that's where it would fall.

Hamby-They have to approve that, though.

Boston-Well, if the county, if the finance committee doesn't approve, we have several options of how we can handle that.

Stout-From the '22-'23 budget?

Boston-No.

Stout-OK, so we would be looking at having to put it in '23-'24?

Boston-You'd have to put it in '23-'24 because it would just roll over. However, there are several different options that we can go in different directions as to looking at it. This board has approved it twice. This board approved that resolution so it's now in their hands, just like I told

Ms. Stone. It's now in their hands what they do with. Whatever actions they take then we'll have a reaction.

Stout-When's their meeting for that?

Boston-June 2nd.

Stout-So we have to present our '23-'24 June 1st and they're not voting on it...

Bray-Whatever that Thursday is, yeah.

Stout-So we have to present our '23-'24 before they'll vote on that.

Boston-Yes.

Stout-OK. So is that going to put us in a bad position if we don't put it in '23-'24 and...

Bray-It will just run back into the fund balance.

Boston-It will just roll back in.

Bray-And then I would just start all over.

Stout-OK. And then that would be something that they could approve, in addition, after approving this, so we wouldn't have a problem getting it approved later if they approved the '23-'24 without it?

Bray-I mean it would just roll back in. And then I would basically just repeat what I've done.

Hamby-It's not even in our budget, because we've already requested it to be removed.

Boston-It's not in the '23-'24 budget for consideration.

Stout-Right. And that's what I'm saying-I was clarifying, do we need to make sure we get it in there because they've already voted no...

Bray-Well, no they've not voted no, they just didn't consider it.

Stout-Right. So, if they do vote no after we submit our '23-'24 budget, that's where I was going with it. Do we need to make sure we account for it just in case or can we come back and make the adjustments?

Boston-It just rolls back over like we approve the position for HR and we gave a specific salary. That resolution goes to and that's probably a poor example, but let's say, for instance, that goes to Finance Committee to approve. We don't have an HR-it rolls back into the general fund.

Stout-So we just need to make sure in our minds as we're going through this, that we have enough allocated for that, if that's what we want to do?

Boston-It's already taken out-it has nothing to do with the '23-'24 budget.

Stout-Unless it doesn't get taken out.

Boston-No, it's taken out.

Bray-Like if they don't give the ok, it would just roll like when the year closes, that money would roll back into fund balance and then when we start over again. We start the process again.

Stout-OK. Thank you for clarifying. I just wanted to make sure we weren't in a bind.

Bray-I mean, the money's not going anywhere.

Boston-I mean, it's not no.

Bray-It's just the process would have start over again.

Nichols-We're new. We have a lot of questions. Sorry.

Boston-There are different avenues on what authority the Finance Committee has. So you know that you can also look at it from that standpoint. They only have so much authority. Over our funding, over what we can spend and where we can spend it. So if they don't approve it then we'll have to come back to the drawing board and see where we want to be.

OK. Just to clarify Ms. Hamby's, do not utilize GP funds for building projects, maintenance schedules or to maintain maintenance schedule. Is that what that's saying?

Stepp-No, I think that's supposed to be a period and not a comma. I wrote it down wrong.

Boston-So, we want to maintain our maintenance schedules and build up the fund balance, but we don't want to use it for South.

Stepp-It's just something we talked about. Yeah, it was just something we talked about originally.

Hamby-South needs it and we don't need to take that away from South.

Stepp-The rest of the stuff is in green. I guess you'd have to move that it's OK or that would be approved when you approve the budget or whatever.

Boston-I just have to ask this. Where we are right now from an incoming teacher first year right out-of-the-box, that's where we've got to get that salary up to \$50,000. That is what Governor Lee is saying. I want your base at \$50,000 brand new teacher coming in, OK? You have guesstimated 8,8 and 6.

Bray-That is correct.

Boston-So 8, 8 and 6- So, you're saying that 25%-Is that 25% or 24%, 24% would get us to that point?

Bray-Get us to the magic number. We would put 8 and the first year would put us at \$43,576, the next year put us at \$47,062. And in year three, it would put us at \$50,356.

Boston-OK. So that's the six percent, 8%.

Bray-23%.

Boston-So 23% is what we're looking at.

Stepp-And then each May the state sends out the minimum we can do for year one, year six, year 11 so on and so forth.

Boston-Have they sent that out?

Bray-I have it and we would be in compliance. We would be above what they recommend.

Boston-So on the step raises we would be in compliance?

Bray-Correct. I calculated and I think last week I finally received it.

Hamby-22%.

Boston-Did you get May's numbers for TISA, or do you get numbers for May...

Bray-I'll get them the 15th. They pull the 15th.

Stepp-So it'll be the end of the month. We got Aprils at the end of the month. I think I forwarded all that out.

Boston-OK. So, there were only three positions that we didn't put in here for SPED that you had requested. OK. And I think the TMSAA is on tomorrow night's agenda for the board to look at that, and we'll look at that.

Stepp-Yeah, those are just the numbers.

Boston-What other positions... one school counselor and one social worker. What positions did we not fill from last year?

Bray-The behavioralist, the general behavioralist. Two full time guidance counselors and a part-time guidance counselor.

Boston-We did not? 2 counselors...

Bray-2 full-time. And then there was a part of another one at another school that was never filled.

Boston-But those were not safe school counselors, were they?

Stepp/Bray-No.

Bray- These are guidance school-counselors.

Boston-OK, what did we not fill from the safe school?

Bray-We filled everything eventually we just did not fill them until later on.

Boston-Did we feel the behavioralist?

Bray-No, we did not. It's still open.

Boston-But wasn't that in the safe school?

Bray-No that was just in the General Fund-the behavioralist.

Stepp-I think we're interviewing right now for that. We've had some applicants, is that correct?

Bray-Correct.

Boston-OK. That was in the general fund. So, everything from the safe school last year was filled.

Bray-It was eventually filled. It just was not filled day one.

Boston-OK, I'm going to go ahead and take care of this right now while we're on it. The safe school counselors that we added last year were what-two positions? Is that all?

Bray-Correct. That was all we added in safe schools.

Boston-OK, they were only for a one-year contract. I'm going to make a motion that we put no limit. And we add those two-the regular safe school line, which I think they're included, but we put them as one-year contracts last year. I'm going to go ahead and make the motion that we make that permanent-reoccurring.

Hale-I'll second.

Boston-Any discussion? OK. All in favor?

Hale/King-Aye.

Boston-All opposed? OK. So that just a tidbit of business to take care of.

Bray-They're already included so we're good.

Boston-They're in the budget, so we're good there, I just wanted to make sure that we made those reoccurring positions. OK just need to make my note. OK, So what we have to consider is the ROTC, the SPED and the TMSSA, which is just \$2700, but that would be-it's on tomorrow night's agenda, so I'd really like to see what he has to say and let the full board vote on that program. Before we fund it.

Bray-We'll have the computer science stream coordinator. That's the new position.

Boston-Where is that?

Bray-It's under CTE, the first page.

Boston-Right here, I see it.

Bray-And then an additional social worker and an additional safe schools counselor. In addition to the SPED positions.

Boston-How did we do this year on safe school counselors?

Bray-We were able to hire those other two-It took us a while, probably October to get them.

Boston-But that gives us how many Bo?

Magnusson-Right now we have 5. So, 4 would be good. One thing I would like to add to this is yes, we were able to fill those positions, but unfortunately because we had such a hard time with counselors we had to give up a little time with one of our safe schools counselors to help with that as well, so the need is there and that put us at six, which would be one per 2 schools.

Boston-Explain that to me again.

Magnusson-Everybody has to jump on board whenever we're shorthanded and everybody has to fill in. So, we have one that was also a licensed school counselor that tried to assist. Because, like they said, certain schools didn't have a counselor for all year.

Boston-Did we keep them in the safe school program and then just lend them out?

Magnusson-Yes, yes, they're just helping out. But they were spread very, very thin.

Bray-Our other guidance counselors have actually stepped up and did a rotation.

Magnusson-Right.

Bray-To assist the schools that did not have counselors. Dr. Farley coordinated that with them and they all did their part so that the students at those schools would have a counselor at some point.

Boston-They did an excellent job covering. As best they could. And still maintain their own schools.

Bray-They did.

Boston-What is a computer science STREAM coordinator?

Stepp-So that's actually a coordinating position over-we're going to work on becoming a STEM county. So, the STREAM is an additional arts and reading, but we're looking at a STEM coordinator and computer science is going to be required the year after next. So, we want it-that person would be a dual position person. So they would cover us working on STEM in every building now, as you all saw in the innovative schools' model grant. So that person would coordinate all of that curriculum and all that stuff, and also the computer science, our transition into having computer science as required by law.

Hale-So you're talking another position in the central office?

Stepp-It would be a system wide position to coordinate those two new efforts.

Boston-Where would they fall on the salary scale?

Stepp-It would be a teacher right, certified teacher?

Bray-It would be on the teacher scale but that would just be in the system wide column.

Hale-It would be on the teacher's scale?

Bray-And the system wide like the coach. Like our academic coach.

Boston-Where have we put...

Stepp-And they'll be in the classrooms. Their job is to stay in those classrooms, helping everything transition.

Hale-And how are they going to be in the classroom? They'll have to go to all the different schools.

Stepp-They'll go to all the schools, yeah. Be stretched thin but this is just a need that we see in the coordination of these two new programs.

Hale-How's it getting done now?

Stepp-We don't have STEM set up until the ISM grant. We have STEM teachers in schools that-and some move schools, but now we're wanting a program in every school. So that's part of the ISM grant for the middle school CTE and all that kind of stuff.

Stout-And then he mentioned-I noted at least last time, Mr. Stepp that you mentioned that we'd be funding this budget but the next budget year, TISA.

Stepp-So, Dr. Eldridge, would this position actually be funded by TISA?

Eldridge-It would not.

Stepp-It would not. So that because they're not rostered students, so if I said that I misspoke.

Stout-(Inaudible) We'd be funding?

Stepp-Right.

Boston-Where have we got-on the safe school counselor, what approximately would that salary be?

Bray-With benefits I would say \$50,000. Because it's a 200-day position.

Boston-And what about your social behavior?

Bray-The social worker right now is like a 200-day position, but that probably-I think we'll have to look at that because the need is tremendous.

Boston-Is tremendous.

Bray-Even in the summer, people come in asking for assistance, and when there's no one here, everybody's just scrambling trying to get what they need so I would like to see that position maybe expanded to at least a 220. So, I would have some coverage before school starts and after school is out. Because people continue to come in here every day.

Boston-What salary?

Bray-It would probably be more in the \$40,000 range somewhere in there, maybe 40 to 45.

Hale-Like a beginning teacher.

Bray-Pretty much.

Hale-But what if they had come in with years of experience?

Bray-Well then it would be more than that, but they will not be paid on the teacher scale, they would probably be paid on that same scale that we use for our safe schools counselors.

Boston-OK.

Hale-Going back to the computer science person, you know, in the past, whenever we had one person doing something, it seems like they never get around to all the schools within a week. So I mean how would we escape...

Stepp-They're going to work directly with Dr. Eldridge. So, Dr. Eldridge would be, and Dr. Maddox and Ms. Hobby. So, we would all be working together for this coverage.

Hale-Because, you know, sometimes they, you know, the person that might need him won't see him for three weeks.

Stepp-So, the way I've handled the system wide coaches and the system wide anyone is we work through the supervisors, and we give them a very direct schedule. So they're not up here, so most of them are housed in other buildings so that they're in the buildings they're rotating. They're required each time they visit before they leave, they send an e-mail to their supervisor and the principal. This is who I met with. This is what we worked on and that provides our federal documentation, but they do that every time when they come in and out of the buildings. So we have a schedule so they can hit all the buildings. Before it was hit or miss. Teachers would have to request them.

Hale-Right.

Stepp-So now I'm being proactive and getting them out in the buildings. So that's how I've changed that process so that they're constantly in classrooms. That's the goal. Especially with the curriculum needs we have now in the core subjects, there's a lot, a lot of curriculum, CKLA, all that, all those things and new math textbooks, all of that. If those coaches are out system like people are out of this building and I encourage all my other people that work here-get out in the buildings. So, we're here to support the buildings.

Hale-Well, I'd like to see the Central Office people out in the schools doing the work that they need to help teachers do.

Stepp-That's what we're pushing-everybody out. So that's that is one of my mandates with the people in this building-get out in the buildings.

Boston-OK. So that covers pretty well the new positions that we're asking for, which is going to be a total of about \$900,000 for SPED, Computer Science STREAM coordinator. Going to add another \$104,000 I think you did give me an estimate and I apologize. So, it's about a million.

Bray-Total budgetary impact for the new positions is about a million dollars. I'll round up.

Boston-About \$1,000,000. Justin, you need to get with her.

Whittenbarger-In Federal we don't round.

Boston-I'll bet you don't.

Hale-We're asking for like another \$1,000,000 worth of people and still can't get teachers in our regular classroom, can't get bus drivers, can't get cafeteria workers. Can't get janitors to help. They don't want to stay in their positions because of salaries are low and I don't know what the answer is.

Boston-Well, the one thing that really, really concerns me is, and I understand these new positions are needed. But the two counselors-2 1/2 counselors we're missing in those schools is very detrimental to those children. Where do you find them? Where do you get them?

Stepp-We're searching everywhere. Job fairs, we're calling universities. I'm checking with other employees and other counties that live here to come back and work here, they're working in other counties. I've been successful with two or three of those positions and I'm working on more, so I'm out beating the bushes. Trust me, the surrounding counties know my name. I'm actively going out and trying to find people that live in this county to come back, but I'm also promoting this county, so people know where we're going right now in Cumberland County, it's being talked about in other counties. It's a good thing, it's good momentum right now.

Nichols-Well, computer one was going to be a required-it's coming in as required soon?

Stepp-It's a required curriculum that we're going to have to have so 2024-2025-Dr. Eldridge, do you want to speak to that real quick?

Eldridge-So, '24'25 computer science must be embedded K-5 in a curriculum across the board. Our students in grades 6th, 7th and 8th, have to have a credit in computer science and also in 9-12. That will have to have that one credit to graduate.

Nichols-And so right now, do we have teachers covering?

Stepp-That hasn't been in our curriculum for several years, so we're having to add it back in.

Eldridge-We have a few sections of computer science and coding that would count, but we only have one teacher in each school-each high school.

Stepp-So one is Julia Timpson. Aren't you teaching? Yep, there's one.

Timson-And the only one left, and now they're wanting to make it mandatory.

Boston-Who?

Stepp-The State Department.

Boston-OK, the State Department removed them all.

Stepp-No, it stopped being a requirement for the state, so when it stopped being a requirement, a lot of counties stopped investing money in that program, and now it's come back that it's required again. So now we got to invest money back into the program.

Nichols-Well the world is run on computers; it would only make sense that they would be getting computer knowledge.

Stepp-A lot of us principals at different schools started coding programs or had people like Ms. Timson continue teaching those. I had a very progressive librarian when I was a middle school principal, so she did coding and computer science and stuff like that. We still saw the need, it just wasn't required so they didn't fund it through the counties yet, the BEP formula didn't account for it.

Hamby-Don't we have a technology coach, Rachel Flowers? Could she not assume that role?

Stepp-She's covered up right now. She's probably the busiest coach we got. And she's phenomenal.

Boston-She is phenomenal.

Hamby-I'm just asking.

Stepp-No, that's a good question.

Boston-Question Ms. Bray. The \$1,000,000 on new positions. Is that already in the budget?

Bray-No.

Boston-So it is not in the budget?

Bray-No, these are just proposals. The only thing that I have put in the budget would be the four federal, the four SPED teachers that we moved from Fed to General. Well, excuse me, no I put the STREAM in. No, I'm sorry.

Stepp-Yeah, these are already included in the budget.

Boston-OK, that's what I need to know.

Stepp-Yeah, it's already included in this budget.

Boston-So the million, the 963 is already in this budget?

Stepp-Correct, and through the TISA formula, all of the unique learning needs that we're serving right now generated 3.5 million of TISA money, or \$3,000,000-three to 3.5. I'm still trying to match what I'm pulling to what the states pulling.

Boston-We just have to approve them, but they are included in this money that we're looking at?

Stepp-Current budget.

Hale-OK because I'm thinking where are we gonna find a million dollars?

Boston-That was my first thought.

Stepp-That's already included in this balanced budget right here.

Stull-So not the additional three though, that would make 7?

Bray-Those are not.

Stull-So, we would need to go ahead and find that?

Nichols-That was an additional...

Bray-3. So, you kind of get about \$50,000, just guessing, with experience of the teacher.

Stepp-And the ROTC is not included in this either.

Boston-ROTC and the TMSAA is not in there.

Stepp-Because we don't have approved to do it yet.

Bray-No, TMSAA is in there.

Stepp-Oh it is.

Bray- I put the additional coaching supplements and the fee.

Boston-So that's already in.

Bray-It's already in there.

Hamby-It's in there, but if it's not approved then it can be removed.

Stepp-Correct.

Stull-So, that's \$18,000

Bray-That's \$18,000 which a budget this size is not (inaudible).

Boston-But the safe school counselor, the social behavior, the social worker and the computer STREAM they're in this budget?

Stepp/Bray-Correct.

Boston- And the seven that we moved from fed to from the IDEA, is that what you said?

Stepp-It's included also.

Boston-No, we moved seven from the IDEA...

Stepp-Moved 7, and then four new.

Boston-And then four new.

Bray-I've only included 4 and 4 I believe, let me check.

Stepp-No, 7 is what's on the executive summary? Seven are moved and four are new.

Boston-So we're assuming the financial responsibility for the seven because that comes from the IDEA grant?

Stepp-Correct.

Bray-And then we would have 4 brand new positions.

Boston-And all of this...

Stepp-Is in the budget.

Boston-Is in the budget.

Stepp-So the executive summary that you originally got, that's all included in the budget. So that's why we created the summaries just so you could see what's different than what we had last year.

Boston-And I appreciate that, but I just about...when you said it was no, it was just a proposal...

Stepp-No.

Bray-It's removed I guess is my point.

Boston-OK.

Hale-We will get a chance to find out about this new coaching thing that's going to be going on. I know nothing about it.

Boston-The TMSAA? That's on the agenda for tomorrow night for discussion. I'm hoping that and once we approve, since it involves finances, then, we're required to approve or disapprove that program. So, at this point do we want to look at-Mr. King and Ms. Hale, do you want to look at possibly looking at the maintenance budget worksheet that is proposed? Because that is also in the budget that we are looking at. Is that correct?

Hale-You're talking about the \$1,885,000. 1000 and not the one that's going for the four million?

Boston-Yeah. No.

Stepp-That was that was just the original.

Boston-The maintenance budget worksheet, the \$1.885-that follows the current maintenance plan.

Bray-Correct.

Hale-That has not been budgeted yet? That has been. It's in there.

Boston-That is in there. Any discussion on the maintenance plan? Are we comfortable with that?

Hale-I like the idea of having a plan for us to continue to get our and keep our schools looking nice. I noticed that that a lot of renovation is going to be going on at north next year. I guess it's just time for it to...

Stepp-It is.

Boston-Well, we decided while they were tearing up 127, let's just tear up the school.

Hamby-You might as well-we have a mess up that way.

Boston-Mr. King?

King-If we do the maintenance worksheets for \$1.8 does that include contingencies? Storm contingencies, roofs, floors?

Boston-That would fall under our emergency fund balance.

Bray-I've also put in there in that same line-there's \$100,000 as needed for repair. Storm damage is usually covered by insurance so we rock on...

Bray-Correct, It's just not in that same line.

Boston-That's right. We rock on with our HVAC. I know we've invested a lot of money from ESSER into the HVAC, but that continues this on, right?

King-So I had a question. We've got a North renovation for \$750,000. And we've got North environmental cleaning, bathroom partition, door replacement and painting. Why is that not in the renovation?

Bray-It is, it's just broken out separately. It would all be done at the same time.

King- OK.

Boston-Part of this is also on the maintenance plan is it not? And the renovation is just every other year we do a renovation at 1 school. It is North's time.

Hale-And it's my understanding that when South had that they kind of didn't do it and that's why we're pushing hard for them to get what they...

Boston-They didn't do it. That is correct. Kim, you said you had done some things at South. What have you done? Can you tell us?

Bray-Well, they've got some new doors, we have approved their painting. That's about \$60,000 for that. There were some steps that she wanted to get repaired. We've done that, believe we're going to be able to get her second entrance done.

Boston-What do you mean? How much were the steps?

Bray-Like \$5000, I think between the steps and the painting is about \$65,000.

Boston-What was the new doors?

Bray-Out front. They're probably-I'm going to say \$25-30 thousand-something along that line and just some other smaller things. But the big things would be the painting and the doors and then her second entrance.

Boston-How much-have we done the second entrance yet?

Bray-Not yet. I think it's about \$20,000 if memory serves me correct, but now that will just be gravel, that will not be paved. She and Stone Elementary made the same request so that they would have two entrances in and out of the school.

Boston-Where did that money come from?

Bray-Well, we had some extra this year where we hadn't had to use it so we've been able to utilize some of that.

Boston-In the maintenance?

King-I have a question about the tennis courts at Stone Memorial.

Boston-So do I, go ahead.

King-Where do we have that money?

Bray-It's nowhere.

Boston-It is not there. I think you were going to check on utilizing off campus.

Stepp-Mr. Patton right now is reaching out to community groups. He's working on a quote from Fairfield Glade and wherever else, but they're reaching out right now to get quotes on what that cost would be to utilize other facilities until we decide to replace tennis courts.

Boston-I know at one time and Chris, you may remember this. I don't know what-we did at one time-we resurfaced, we patched because we didn't have the money. Are we beyond patching?

Bray-We are beyond patching. According to Mr. Chamberlin we are beyond the patching state.

Boston-And we know for a fact that we cannot do anything with CCHS because of the building of the auditorium.

Bray-We were over there today with the contractor discussing where they're going to save materials and their equipment and that sort of thing. And that will be that will be utilized. In fact, they're gonna use some of that fencing to fence in their equipment for their own security.

Boston-Chris, this particular budget carries about \$1.8 in fund balance. I'm a huge proponent of fund balance. Everybody knows that, but. I'm also a huge proponent of doing what we have to do. Doing that may not be necessarily a want, but that may be a need and I think it deserves at least some discussion on what it would look like if..

King-I think last year we looked at both schools.

Boston-We did. It was about \$1,000,000.

King-I think we decided we would put it off until this year.

Boston-We did.

King-OK, here we are.

Boston-We're at this year.

King-Now we can't do CCHS right now so that leaves Stone.

Boston-And it's going to be still about \$500,000, right?

King-I don't think it's going to be cheaper as we go.

Stepp-Then something else to consider on the Stone tennis courts, they're actually facing East to West, and normally you don't have tennis courts facing East West because it's in the afternoon. If I got homecourt advantage, I know which side I'm standing on. Put the sun in their face. So we'll have to look at that.

Nichols-Yeah, that's wild.

Stepp-So we'll have to look at possibly..

King-Reorienting.

Stepp-Yeah, if there's another way or something.

Bray-And I think there's some consideration about the foundation that they were actually poured on. It's not secure. Because I know we've had some trouble over there with some sink holes in the soccer field. And we had to go reinforce some things so we might look at a different location.

Nichols-It was almost a wetland over there, correct?

Bray-It's been pretty bad.

King-It was filled in. So, after it's filled in and sets for 10 years it kind of does that.

Bray-It tends to sink, but in certain places it's sunk a lot more than others.

Boston-Ms. Hale what would be your thoughts?

Hale-Well, you know, we've discussed this before that yes, we'd like to have the tennis courts, but golf people have to go to other-we don't have a golf course for them. We don't have a bowling alley for the bowlers. We have to use the facilities in the different cities. So, you know, but I don't know what kind of tennis courts we have around here to let the kids play on.

Boston-It would be solely dependent upon in my belief Fairfield Glade. I don't know that we have-I don't even know if Tansi has any.

Hamby-They did have tennis courts and they were nice at one time. I don't know anymore.

Hale-At one time.

Boston-I'm not a big tennis girl, so...

Stepp-Once Mr. Patton gets back with me, I'll forward that to you.

Boston-Do you have any idea of what kind of time frame we're looking at?

Stepp-I'm hoping I'll have it to you as quick as I can.

Hamby-State Park also has some.

Stepp-Well, he's been working on it.

Bray-But what's the one in the city?

Hamby-The rec park? Yes, it does. So that's another.

Nichols-Then we would be responsible for transporting the kids from schools to the courts.

Boston-Most of them drive themselves.

Nichols-And then what about insurance and stuff? Do we have to pay for insurance or...

Bray-They're covered. It's just like any of our other traveling teams.

Nichols-But if they're at a different place they're covered with our insurance?

Boston-Yeah.

King-It's a wear and tear situation (inaudible).

Boston-I think this this bears discussion-I know that we want to begin to build up our fund balance. Right now, it's at \$1.8.

Bray-Well, that's what's over what's required. The fund balance-what I projected for next year would be \$3.9. The \$1.8 is what would be in excess of the minimum.

Boston-And see and I'm not including the required because that's kind of off limits. You can't touch it unless something disastrous happens. So, what I'm looking at is the \$1.82. Also, when the federal runs out, we'll get that million back.

Bray-We'll get part of that-I've always had some front end in some but, but it's never been that large. But yes, that will roll back in.

Boston-So what I'd really like to talk about for the purposes of fund balance is the \$1.8 because that's what is accessible to us. So, if we work toward and what are we looking at as far as-I mean because you only have so much money. And I could spend the \$1.8 right now if y'all want to-doing things you know around the district but I'm comfortable with the \$1.8 to begin.

Stout-If we have other maintenance needs that come up over the year-other things pop up, it comes out of that one \$1.8, correct?

Boston-If we were to have and the perfect example is Martin and South electrical. The way it was explained to me and correct me if I'm wrong. Those systems, those parts, are beginning to be hard to find. You can't find them. If we have a cooler that goes down-number one, you're not going to get one for about 18 months and it's about \$1,000,000. So those systems are going to have to be switched out eventually. It could happen that the cooler goes down. Or the cooling unit, whatever it's called, goes down, but we would have the \$1.8 in which to do that. Until we can budget to do that.

Stout-So other maintenance needs that come up would be above rotation and the rotation once the \$1.885 have been included in the budget you'd be looking at \$1.8 for things going down or other maintenance things?

Boston-No, we have, I mean we have maintenance funds that could take care of...we're talking about a major expenditure.

Stout-So if we're talking electrical, which was the example you gave, would that come from maintenance or would that come from the \$1.8?

Boston-That would have to come from that would have to come from fund balance.

Bray-Unless we could do it like we've done North and do it in phases. Which is what we've been able to do with the North electrical.

Boston-And Kim said we could-not you, Kim, other Kim, Kim said we could do it. He checked with the company whatever company was doing it and we could do it in two phases. So that's roughly about \$740-\$750. So, you're talking about 325,000 just for phase one.

Stout-And is there anything else from the maintenance needs beyond the electrical and tennis courts that we may have to do this year?

Boston-Well, I mean there's always possibilities.

Bray-The only other two things that really concern me and it's because they're both old are the alarm systems at CCHS and at North because I was not able to do those. Because the price came back when we got the quote was too high. But the one at CCHS apparently is very old.

Stepp-It already went down once this school year and we had to call somebody in on emergency to get it set back up so we could run school.

Boston-How much is an old alarm system or a new alarm system?

Bray-In excess of \$300,000.

Stull-Is that part of the new bill that's been passed as well though, the alarm system?

Stepp-That's the fire alarm panel –that's what we're having issues with over at CCHS.

Stull-OK.

Bray-We're able to do something with Pine View and Phoenix because they both were in need of repair. So, we were able to do those. But the one at CCHS was just astronomical.

Boston-And that's about \$300,000?

Bray-At least.

Stout-And then how about that one time we had sprinklers and all on here for Martin. That's a safety...

Bray-Well, we ferreted out some money to get the Martin sprinklers taken care of this year. Now I'm not going to be able to do the vents and all the ceiling-We've replaced a lot of ceiling tiles. Not near as much as needs to be replaced, but those are kind of summer projects because

the kids have to be out of the rooms in order for us to do that, but I already signed off to do the sprinklers. Because their sprinklers, apparently are from the original construction.

Boston-How much was that?

Bray-I'm thinking \$25,000 but I could be wrong.

Boston-\$25,000? So it was not a great expenditure.

Bray-Not as much as I'd thought. It's just that you have to have a specialized company to do that. Not everybody can come in and replace the sprinklers and remove the old ones.

Stout-And then the fencing that have been on there, is that something you'd be concerned, about security or, you know safety wise?

Bray-A lot of the fencing had been what we we're going to do at Homestead and I think we probably might go in a different direction. It's just the way that building is laid out-I just don't think fencing-and we have some other people that have requested some fencing, so I'm gonna do some small fencing jobs, with what money that we had from the safety grant.

Stout-OK. So that would take care of any kind of security or safety at this point other than Homestead?

Stull-You know with the safety grant, the window film, is that in the budget as well?

Bray-The window film is not in the budget currently, but what we did with that is we continued to replace all the door locks, which we have to do and then we did get rid of the doors that had the windows in them at Homestead, which we had to do. And then we just had some money designated in by about, how much was left for fencing, Bo? It wasn't a lot. Somewhere, probably around \$35,000 we had left to just do some small fencing projects which we're going to be able to do that and then that grant is sun setting-it goes away.

Stepp-And we have applied for the competitive-it's a competitive grant called the COPS grant. So, we don't know for sure we'll get it. And that's \$550,000 what we proposed, \$550,000 for window film. And \$100,000 for the access buttons updating all security.

Stull-Because I did read in the new safety bill for the schools, the door locks for the inside the classrooms which we had already been working on. But it did talk about the bulletproof window film on entry doors, at least.

Stepp-And yeah, it also talked about new construction having to have certain kind of bulletproof doors and all kinds of things. There's a lot of requirements in there.

Stout-That's going to be actually a grant that we applied for through the Department of Education-they're splitting it up-The Department of Safety is the grant, I guess for the officers. And then the Department of Education is handling the grant for the rest of the safety items and I actually asked about that in our meeting.

Stull-That's not part of the COPS? It's a different grant?

Stepp-Well, the COPS grant is different, it's a competitive one. The other one is they're calling it a grant, but they're providing money to all 145 school systems and they got a whole section for private schools and charter schools. And a lot of the actual money for SRO's will go directly to the county agency. It won't come to the school system.

Boston-If we were to not get the COPS grant, and I think, Justin, you had said something about we should know in June. On the COPS grant?

Whittenbarger-Yeah, I think it will be late June when we find out about it.

Boston-If we do not get that grant, we've got \$167,000 that is in the maintenance line that we could go back and utilize for possibly other maintenance projects. It's a matching grant, right?

Bray-Right, we have to pay our portion.

Boston-So if we get the full \$550,000 or whatever it is, \$167,000 of that is our money, which is already budgeted for the film and for the access buttons. But if we were to not get the grant, then we're going to have to go back and revisit anyway for the film and tennis courts and the electrical. And different large items. And we can just revisit that once we find out all the information. Mr. King, I'm going to go back to you and your tennis courts.

King-Well, I think we've got to decide how are we going to do tennis, which will answer the question.

Boston-How we're going to do what?

King-Tennis. Are we going to do it on campus, or we're going to somewhere else?

Boston-Well, I don't think we have enough information right now to make that decision, do you?

King-So that means we're going to have to go somewhere else because we can't use the courts, is that right?

Boston-Well, if we had the courts, we wouldn't have them next year anyway. I mean, they'd be in the process. But we'd have to go off campus anyway. If we have access to other facilities then that is something that we could push out another year. And do CCHS and SMHS at the same time.

King-Hopefully it will not cost that much more then.

Boston-Oh, it's a gamble. Anytime you put a project like that off, it's a gamble at what it will come back as. Because Kim told us \$500,000 last year. I don't even know if it would come back as comfortable as that. I'm just wanting kind of-if y'all are very happy or comfortable with the \$1.8 in the maintenance budget worksheet-it's already budgeted in. We're comfortable with that. We can move forward and kind of leave this as it is.

Hale-I'm comfortable with \$1.8. It's working, and then we'll figure out what we need to do with the tennis courts. Because if we don't know what's out there, what's available?

Boston-Well, we're going to have to do something off campus anyway next year, even if they started construction building them. But I think—and that's one of the reasons why I brought up the fund balance, because you would have the money. It would just deplete our fund balance to about \$1.3 if we did SMHS tennis courts. Where do we want to be from there?

Stout-I think more information for sure before we can pull the trigger on anything like that and then I don't know what our chances are if we have a little time to maybe see if we get some sponsors to help chip in for filling the courts or something. Bucee's tennis courts.

Boston-I don't know that anybody's going to give us \$500,000. But they might.

Stout-But any little bit helps, right? If they want to contribute.

Boston-So do you want to just kind of put the SMHS maintenance or tennis courts on hold, and hopefully Mr. Patton would have us the information by next week.

Stepp-I just texted him again to see if he has it, because if he has it now, hopefully he'll shoot it to me.

Hale-I'm OK with that.

Boston-OK.

King-Since we're rebuilding them is that capital outlay or maintenance?

Boston-That would be maintenance.

King-So my understanding is we've got to take them completely out and start over.

Boston-We got to take what out?

King-The courts that we have.

Boston-Oh we do, we do.

King-And in the process we reorient if we need to. Put them somewhere else.

Boston-When Kim quoted us \$465-\$500,000 or whatever on the tennis courts that was on CCHS's bid and I think it was \$465,000.

Bray-Yeah, right at \$500,000.

Boston-Was that taking all of those out and then starting from scratch to rebuild?

Bray-Yes, I believe so.

Boston-And so he would have had—those bids would be fairly current because we just got that in, in March. So, you're looking at about \$465-\$500,000 equally for SMHS.

King-I think you mentioned something too about what they might run into when they do what's under there, but it might require some more work you don't know until you get under there.

Boston-You don't know that until you get under there. You're not going to know that information.

King-Might want to think about contingency for that coming out of fund balance too.

Boston-And there again how much-I know we want to build our fund balance up and it's you know like that never-ending savings account. You add a little bit here, a little bit there, a little bit there. And the next thing you know, three to four years from now we have a substantial fund balance that we're very proud of. Is \$1.8 where we want to start I guess is my question.

King-I think that puts us between 5-10% so we're good.

Boston-Well I was good with \$2.1 last year and was very comfortable with it. But I mean we've got to start somewhere and I took the liberty of going back and looking at our fund balances for the last six years and with the exception of last year, which was a specific purpose, there were two years we had zero fund balance. There was a year where we had \$638 dollars. '17-'18 we had \$257,000 dollars, 638 dollars. In 2021 we actually had \$1.3 so we've as a general practice, Cumberland County has never had a substantial fund balance. If we start, there again I'm fine with starting at \$1.8- I would probably be coerced to start at \$1.3. I think that's a committee decision. I just wanted to bring it up for discussion. So that we had somewhere to go.

Hale-So if we if we just so if we start at \$1.8, if like we said we'll, do the tennis courts, we're taking away 6 from that meaning we start at \$1.2?

Boston-You start at \$1.3. You take \$500,000 from it. I mean, we'd have to. There's nowhere else to find the money.

Hale-And like I said, we're going to have to, they're going to have to use something anyway, if we did...

Boston-They're not going to be able to use new tennis courts coming next October.

Hale-That will give us some time to see what other monies we'll come into the following year.

Boston-Well, you know the old saying is you got to start somewhere. You know, and we know at this point that one of the priorities for next year, we hope would be the electrical. Kim's talking, Martin- Mr. Chamberlain is talking, Martin and then he said that South is to follow, and that's a \$750,000 expenditure. So, we're looking at \$1.5 within the next two or three years that we're not going to have a choice. But we can do it in phases.

Bray-Correct.

Hale-I'm good with the \$1.8.

Boston- OK. Mr. King?

King-As long as we're looking forward we need to plan on something else too.

Boston-Plan on what?

King-How we're going to take care of those other needs before this time next year.

Boston-Well, I think we've had a very good maintenance plan. We have utilized-I think a lot of our money doing those things, I mean, I think we did a new roof at CCHS. We did a new roof at Stone.

Bray-Part of the roof at Stone is insurance.

Boston-OK. But I mean, we've covered a lot of large expenditures over the last few years. I don't want to get behind. But you know, if you take a small breather then you have a \$1.8 maintenance plan that follows our maintenance plan. And then we have fund balance, which is one of our goals. We just don't get to do the large extras, or at least we're choosing not to do them this year-we're pushing them out to see where we land.

King-And we're planning on revisiting that cycle for evaluation?

Boston-Absolutely. I think we'll have to. We're in a position now to where that need, needs to be done. Oh, I mean, it's just going to have to be. We've got a 7-year-old maintenance plan and I don't know what tile we need, what school at this point, who needs painting, how often do you need to paint? You know those things just need to be revisited.

Stepp-And as you requested, I talked to Mr. Chamberlin. Did you get that?

Boston- I got that I did. We had talked to Kim Chamberlin about doing-I think it was in the last meeting-in doing an assessment on our schools. And coming up with possibly a maintenance plan, I know the maintenance plan we are now operating under, the previous board approved and was created seven years ago. We created it. We didn't hire somebody to come in and say, you know, do this, do this, do this. We said we're going to do tiles and we're going to do painting and roofs and environmental, and we're going to do renovations.

Stepp-The last time there was an infrastructure study done was right at 20 years, maybe a little more. Mr. Chamberlin had did that with another company in Knoxville. The Knoxville company kind of focused on the growth side of Cumberland County, and Mr. Chamberlin and his team focused on the infrastructure side, but that was 20 plus years ago.

Boston-But we didn't follow. If you'll go back and look at prior budgets, we did not follow a maintenance plan, we just didn't spend-prior boards spent very little on maintenance.

Stepp-If we vote to use Mr. Chamberlin to do this study, I mean, that's part of strategic planning. That's the one part we didn't have included with what we're currently working on. So, I mean, I think it's a very smart move.

Boston-It's an \$82,000 move and considering it may save millions.

Stepp-That will save millions probably.

Boston-But at this point I just think you know we if we maintain what we've got and do the extras, to me, \$82,000 is not a drop in the bucket. That's a lot of money.

Stout-And that's the fee amount?

Boston-That's the fee amount to do a maintenance study and I think...

Stout-So, we're looking in that being in the '23-'24 budget?

Boston-Not at this point. It still bears some further discussion with the board. And I think we're going to have to approve our budget before we can put that on the agenda because we just got it.

Stout-And so then, what fund would that come out of?

Boston-It would have to come unless we found something in maintenance, it would have to come or, well, no, Mr. Chamberlain only has \$100,000 line-\$82,000 would take up all of that.

Bray-Correct. We will owe him probably more than that for just some-like with the South, there may be some additional things that so we would have to add that to the \$100,000.

Boston-See, I think that would have to come out of general fund. Which bears further discussion. I mean, I can sit here and chop away at our fund balance right now. It adds up real quick. So we have to put the priorities in line so if everybody's comfortable with the fund balance and with the maintenance, is there anything-I think set we've got to discuss salaries next. And the proposal is for the teachers 8%, right? OK. And we're calling them classified. And you've put that at 4%?

Stepp-Certified-teachers are certified. And classified would be the uncertified.

Bray-Correct.

Boston-Yeah, but we're I'm talking about just teachers.

Bray-8% for teachers.

Boston-Then you've got. And then you've got of course, supervisors and assistant principals and principals and...

Bray-Right now, all certified staff is at 8%.

Boston-OK, so in looking at that and I'm going to just shoot that out there. Our Lean Frog said that our assistant principals were below by 4 to 6 %. They also suggested that they work 220 days and they're 210 days. And then our teachers, I don't think there was a question there, we have to do the teachers, our principals were within average range. Our Central Office leadership was within average range, so what I would like to propose is we do assistant principals and below. And matter of fact, I'm going to go ahead and make a motion that we do, teachers-assistant principals and classroom teachers at 8%, Central office leadership, principles and above at 4% and classified at 4%.

Bray-Now if you do the Assistant Principals, I will have to create another schedule for them. Because they are on the schedule with the principals. They're on the same scale. So, we'll have to generate a different scale.

Boston-Can we do that?

Bray-I can do that.

Boston-OK, so it's not a problem to do that?

Bray-But there will be an additional scale

Boston-OK.

Hale-So that would bring up the salary for the assistant principals and the teachers?

Boston-Assistant principals and the teachers.

Bray-Or...you could just put the assistant principals on the teacher scale.

Boston-Well, that would be your area of expertise.

Hale-Or we could do what again?

Bray-You could just put the assistant principals on the scale with the teachers. Or I could just add a different column. Will really be 4 columns, to the scale that says assistant principal, principal and system wide system supervisor.

Stepp-So I wouldn't advise to discriminate against certain groups of my employees.

Boston-Well, in looking at it, I'm not discriminating against your employees, they're our employees as well. But if I take a teacher who makes an average salary of \$47,000 in three years, her salary will increase his or hers about \$11,000. If I take central office leadership, and I add the same 8%, in three years, they will be somewhere right around a \$26,000 increase. I've got to get the teachers up. That's my opinion.

Bray-The only thing you need to always keep in mind is that the pay for people in this office, part of the difference is they work more days. They work 40 more days and their average daily rate x 40 days; it looks bigger than what it actually is.

Boston-I understand that. They work more days. They work year around, or some of them do so of them don't.

Stepp-11 and 12 month is a lot of them.

Boston-Right, but I'm not discriminating, by the way, against anybody, I just think that our teachers, we're going to have to do something with and that's why we did the Lean Frog study. So, my motion is assistant principals and teachers-below any assistant principals and below 8% classified 4% and...

Hale-And what's the classified?

Boston-That is noncertified. We're just calling it something different; and then Central Office leadership at 4%.

Hale-That's a motion?

Boston-That's a motion.

Hale-I'll second it.

Boston-OK. Any discussion?

King-I don't think it's wise to do that.

Boston-May not be wise.

King-I don't think it's right.

Hale-We need to get the teachers raised up a little more.

Boston-And and the Lean Frog study said, our Central office leadership was well within average range.

Stepp-Currently, every county, every county around us is doing these raises for all of their employees.

Boston-But we have to be concerned with Cumberland County. Is where we have to be concerned.

King-That's why it's not wise, because our good employees can go elsewhere and get paid for what they do.

Boston-Well we may lose some and we may gain some. But I think 4% is a very fair raise. We gave our teachers 4% last year and principals. 2% to the supervisors. '21 and '22 we gave a 6.4% raise across the board. '20-'21 we gave nothing, '19-'20 we gave a 2.5 and '18-'19 we gave a 2%. Now those are the raises that we have given in the last 5-6 years.

King-So if I'm a teacher, a good teacher what incentive do I have to be a principal?

Boston-Have you seen the supplements?

King-I have.

Boston-OK, that would be one of your incentives. And if whether you want to go into management or not?

King-I think that's already answered when we do this kind of thing.

Boston-Where we do what?

King-Change what the raise should be.

Boston-Well, who said the rate should be 8% for all certified?

King-We should say.

Boston-Then why 4% for classified?

King-Ok, why?

Boston-I didn't propose that. So why 4% for the classified and 8% for everybody else?

Bray-Last year, the classified folks-we did a complete salary overhaul and a lot of them got an extremely large raise, which is long overdue. So that's why I proposed 4% this year for them. Because a lot of them got a very substantial raise. I mean we still had people, when we did that study, they were not making \$10.00 an hour.

Boston-Oh, I understand. I mean, I sat through that last year, so I understand. But I mean you can't look at it like that. The motion stands. I'll be glad for further discussion, let's see where it goes.

King-Mr. Stepp, what do you think?

Boston-Oh, he doesn't like it.

Stepp-I wouldn't recommend it. These are hardworking, great educators who rose to the top, wanted to get in leadership positions and make the schools better. So, they're very motivated, great people that do a lot for what they're getting paid for.

Boston-And our teachers do not.

Stepp-Don't put words in my mouth. I did not say that. I said everybody's doing a great job, so everybody should receive the same raise. That's what I said.

Boston-8% so even the noncertified.

Stepp-That was my recommendation, yes.

Boston-The classified should get 8%?

Stepp-They, if you look at it over 2 years, they have gotten this substantial of a raise compared to what we're doing now with certified. So you have to take the whole thing-the big picture into view.

Boston-In reviewing Lean Frog and trying to stay within their recommendations of what we could do, where everybody fell, that certainly falls within the recommendation.

Stepp-And like I said, that's current, but the counties around us are about to do exactly what I recommended to do. This is what they're going to be-the Lean Frog study won't be correct after this year. This the raises are happening around us, it is happening.

Boston-Ok.

Nichols-Do you not have the money to give these raises?

Stepp-Yeah, it's not-There's not fiscal reason we can't. It's balancing the budget.

Boston-The money's there. The money's there. It's just if you look at the teachers and that was our focus for the Lean Frog is to look at the teachers and then Governor Lee came in behind us and said, look, you're going to get that base pay up. Here's where I want our teachers to be so that we have more people going into education. Well, if you've got an average teacher and in three years he/she will only increase \$11,000. And then our supervisors, you're looking about

some of them would be in the range of about in three years, they would have an increase of \$125,000. That's reoccurring expenses. That's a lot of money and that's an excellent raise for the next three years when you've got your classroom teachers-we're working hard to get them up for the \$11,000 raise, so I mean, there's been years we've focused on others and not like last year, we focused on classified which is noncertified instead of focusing on everybody else because we knew we had to get them up to maintain and that's my motion and I 'm going to stand with it.

Nichols-So the supportive services, that central office gives supports the teachers. If we lose these people, then how do we keep moving?

Boston-You're not gonna...well, I'm not gonna say you're not gonna lose these people.

Nichols-God forbid.

Boston-And you may not. If that's the case, why have we not lost teachers? Why have we not lost everybody?

Nichols-I think we've held everybody because they love what they're doing and they love the kids, but I think we need to honor them for that as well if we have the money. Why can't we honor them with that?

Boston-Well, you have the money. You have the money. It's in this budget. But I'm also looking at last year, we concentrated on classified. This year, let's concentrate on teachers and then see where we end up next year.

Stull-They're still also getting a raise, they are not getting the exact same percentage of a raise as the others, but they're still getting a raise. We're not, not giving them one.

Nichols-I get that.

Boston-Oh, absolutely.

King-Mr. Stepp, we've got some supervisors in the room. Would you mind if they talked?

Stepp-I wouldn't mind at all.

King-Would any of you all like to say something?

Maddox-Where do we start, where do I start with because I know that as a principal of Stone Memorial High School I was part of that group that didn't get a raise from the assistant principal on up. I was also part of it last year when it was knocked down from 4% percent to 2%. If you look at the salaries that people are making in education outside of Cumberland County, it may surprise you. You know you're talking about a 4% raise and we're dealing with 8 and 9% inflation. Tell me how that's going to work for us. You know, because we're faced with inflation just like everybody else. You know, I don't quite understand it, but I do, I do understand it because I know the attitude that everybody has for the supervisors here in this main office. You know, it's been said many times been quoted in the newspaper by the County Commission last year that we made too much money. That was quoted by a county Commissioner. And that's the attitude that this board has.

King-Not all the board.

Maddox-I'm sorry Mr. King, you're exactly right. Part of this board seems to think too much is money being made when you're dealing with 8 and 9% inflation. And we stood in the line to be supervisors and principals and administrators. We applied for the job. And how much money have we spent personally on our education? This is the only profession I know of that we have to spend \$20,000 to get a \$3000 raise. Out of our pocket we do that.

Boston-And that's a personal choice.

Maddox-That is a personal choice. And if you're a classroom teacher, that's also a personal choice.

Boston-That is correct.

Maddox-I think it's embarrassing, to be honest. It's embarrassing to me after 34 years to sit up here and listen to this and look at these people out here and knowing what we do. Just like today, look at how much extra time we put in this week, guys. For what we did today, we started at 7:30 and we're still going. But yet we don't deserve this.

Eldridge-Some start before 7:30.

Magnusson-I'll say something. It's arrogance to say, well, it's not like they're gonna leave.

Boston-That is not arrogance.

Magnusson-I think it's threatening. Well, it's not like they're going to leave. I'm not saying you said it. I'm saying other board members have said that. It's not like they're gonna leave. Not true.

Boston-That is not coming from me.

Magnusson-We got two positions that we can't fill now. And that's the start. OK. The second thing I'd like to say is that what message are we sending to everyone below a principal right now. Stay where you're at. You stay right there. Don't you dare aspire to lead. Don't you dare aspire to take on that additional responsibility. Because when you get up here, we no longer value you. You are no longer valued as an employee. You just stay right there in the classroom. But that's where we'll take care of it. That's a clear message that's being sent by this board.

Boston-Well, my question would be I'm going into a classroom at \$42,000.

Magnusson-We went into the classroom for less than that. Every one of us.

Boston-I'm not coming into central office at \$42,000.

Magnusson-Every one of us started in those classrooms.

Boston-Listen, I appreciate our supervisors. I certainly appreciate...

Magnusson-The clear message again, I think it was asked for us to speak-the clear message that's being sent and that this board right here is going to face just around the corner-some of us are knocking on the door of getting out of here and some of us may leave sooner than we

planned because if we're not valued, what's the point? When we can be valued elsewhere, so the clear message that is being sent and I want everyone out there, that's a teacher, that's an administrator, that's anybody, to hear the clear message. Don't go beyond the-currently with the way it is right now-don't go beyond the vice principal because you will no longer be valued. You don't deserve anything and back to the big raise, the big percentage, back to what Ms. Kim said, there's 40 days more that we work, so that raise is disproportioned. It looks bigger. But yeah, part of that is because we're working 40 more days. That's not a raise. When you leave the classroom, and again, I want them to hear this, when you leave the classroom, and you work 40 more days, that's not a raise. That's working 40 more days. Then when you get a supplement on top of that for the additional duties or the responsibilities of being a supervisor, that's the raise. And again, it just amazes me that we're sending a message to every single employee in Cumberland County schools. Don't you ever leave that classroom because you will no longer be valued.

Boston-Well, that's not my intention-value has nothing to do with it.

Magnusson-Then why...

Boston-We appreciate the service that you do.

Magnusson-It's a relative thing-how is giving-and back what you said about Mr. Stepp there, I totally disagree with that. So, the teachers don't deserve it? Nobody said anything about taking their 8% away, they absolutely deserve it. We were teachers.

Boston-You're not now.

Magnusson-Nobody said anything about taking anything away from them. They deserve it, but so do we.

Boston-Well, I'm gonna stop, I'm gonna stop this conversation right now because look, I understand where you are. And I understand that Mr. King asked for you to speak for this very purpose which is very detrimental. Because then it becomes on us, if we don't give you...

Nichols-It is on us, Teresa. It is very much on us, disrespecting them by not giving the raise, they're going to leave-these people, getting offered jobs to go other places, and they're going to leave. We can't do it without her or her or her or him.

Magnusson-And we've been in for two years...

Nichols-We are a team of people. And in sending that message out that we don't respect them, you know, when I came into this, I came into this last year at this very thing when you voted that 4% and the faces and the anger and the disappointment that came out the door, I wasn't on this board. I was just checking things out. And I've never seen such disappointment. Honestly, I don't know why they work here.

Magnusson-Because we have to. There's a point where it goes from doing what you love to then you got to take care of your family when people sit there and say it's not like they're going to leave us.

Boston-And it is not a show of disrespect at all.

Stout-I think as we're looking at the budget and where we're going to put our buckets of money, we need to make sure that we're looking at our strategic plan. And one of the big parts of that was making sure that we're retaining and attracting top talent. So of course, that that plays into the budget that we're looking at for salaries. I'm a little-if you could just for our information, tell us, once again, what you put in the budget as far as raise percentage wise for the positions because I have a sheet in front of me, but I want to make sure that what's on average.

Bray-What I proposed is in the 3rd column. 8% for all certified staff and 4% for classified

Stout-OK. So we did, last year, the board did the study for the classified. And we did a raise based on that and then..

Bray-This is all over the board, based on the position.

Stout-And this year, we approved doing for the certified because it didn't cost...and so my understanding is the certified is not just the teachers, it includes...

Boston-It includes everything.

Bray-It includes everyone with a license.

Boston-So the motion on the table is to do 8%, 4%, and 4%. And I'm going to do a roll call vote. Mr. King?

King-No.

Boston-Ms. Hale?

Hale-Yes.

Boston-And Ms. Boston votes yes. So it will go to the full board as that. So, Kim, could you give us some salary scales that reflect that?

Stout-And will you breakdown again 8% for the teachers and 4...

Boston-4% for classified and 4% for principals and up.

Bray-I may just make a complete different scale.

Boston-Ok. However, it works because we got to look at those salary scales anyway. Anything else that you wanted to review on the budget? We made a motion. We've got to look at a couple of things for the ROTC. What else do we have in there?

Bray-We still haven't come to any consensus on the non...the classified supervisor proposal.

Boston-The what?

Bray-The classified supervisor proposal.

Boston-What are you asking?

Bray-You had asked me to present a couple of different things from the Lean Frog, and then I've had an alternate schedule and we're not discussing any of that.

Boston-Well go over it with us.

Bray-Ok, basically, the Lean Frog is what you folks saw last year. Which is the (inaudible) at 15 years. It started at \$65,000, then you top out at \$90,000.

Boston-Do we have a salary scale that shows us this?

Bray-Yes ma'am.

Boston-Which one is it?

Bray-Lean Frog is in the upper left-hand corner-proposed schedule.

Boston-OK, OK, got it.

Bray-And then you should have a schedule that says noncertified supervisor and safe schools counselor.

Boston-OK.

Bray-And basically the safe school counselors work a 200 day I had given them the 4%. And then I took the current-the last column is the current non or classified supervisor scale 260. And then the middle scale was my proposal. Obviously, that's why we've had to work a couple of these off of this scale, because nobody's going to take one of those jobs for \$37,000. So I proposed starting that still at \$50,000.

Boston-So where are you now? Are you still on the Lean Frog?

Bray-No, I'm on the one that I proposed. One has just three columns. It's right after the classified scales.

Boston-So at 200-day, 260-day, 260 day.

Bray-Correct. The last column is currently the way it is. The middle is what I proposed.

Boston-What does this do? I mean, what percentage is this?

Bray-It varies, it just basically starts it at \$50,000.

Boston-So the middle one is what has changed?

Bray-The middle, yes, well, the left-hand columns are the safe schools. I added 4% to that, but the middle is just my proposal for what this should look like.

Boston-So what is a non-certified supervisor that works 260 days.

Bray-That would be like your maintenance supervisor, your transportation supervisor, your food service supervisor. Those folks. Would be your HR director, could be your...

Boston-Well, our HR director, we specified that salary.

Bray-But this will give you some options if you put them back on this scale. Our technology supervisor.

Boston-And the and the percentages are not...

Bray-Basically, I said that to hire a supervisor, in my mind, you would have to start at \$50,000. Which \$50,000 divided by 260 days as a base is 192 dollars a day. Which is a little less than a starting teacher would make.

Boston-So in changing this scale, how much are you looking at?

Bray-It's not that significant because there's not that many people on it.

Boston-How many people are we looking at?

Bray-Let's see, technology, maintenance, food...

Bray/Stepp-4.

Bray-And depending on what you decided to do with human resources and the fiscal job, they could or could not be on this scale.

Boston-Well, right now we've got HR as a specific salary. We approved a special individualized. OK.

Bray-And the previous fiscal person was a certified person, so they were on the certified scale.

Boston-What is the 260 day non certified supervisor? What did you do to that scale, or did you leave that alone?

Bray-Well, no the one in the middle is my proposal off of the one from the right. The one on the far right is the current sale. The one in the middle is my proposed new scale.

Boston-So that's a \$13,000 increase coming in.

Bray-But that's why we were not able to hire a transportation supervisor's off of this scale.

Boston-Where did we hire a transportation supervisor?

Bray-You gave us permission to go off the scale.

Boston-So she's not on the scale?

Bray-Correct. But I would like to get everybody back on the scale. So there's some consistency.

Boston-Is food service on the scale? What about maintenance?

Bray-Maintenance, food service, technology and transportation.

Boston-But you said transportation is not on scale.

Bray-Not currently, but they were at one time they were. I would like to get her back on the scale.

Boston-You're going to have to give me some time to digest because I didn't realize this. But we only have four employees that fall on that scale?

Bray-Currently, correct.

Boston-Maintenance Supervisor, does she have an employee?

Bray-She has lots of employees.

Boston-No, I'm not finished.

Bray-Oh, I'm sorry.

Boston-She has an employee that if they get the 4% raise would make more than she would?

Bray-Correct. And you have the same thing if our technology person were to leave and we would hire someone that could conceivably be someone that works for them in technology, that would make more than they would on the current scale.

Boston-OK, go back to your Lean Frog. Non-certified supervisor A, a non-certified supervisor B and safe school counselors. What are those?

Bray-That was just what they proposed. Their B is their equivalent to my middle column.

Boston-Has that been approved.

Bray-No, you haven't approved any of these.

Boston-So, OK, so why is that?

Bray-I just thought perhaps you wanted to see what was there. You mentioned that you wanted to revisit it so that you could see what they proposed versus what I have proposed.

Boston-So that's not been approved by the board?

Bray-Correct. There was no action taken on those last three columns.

Boston-That was what the proposal last year? I'm going to have to take a look at those. And see where we fall. Are there any other changes to the salary scales?

Bray-No ma'am.

Boston-OK. And you were wanting to combine-and I just don't think we can do it without looking at these supplements at this time? OK. I'd like another few days to review these and see where we stand.

Hale-To review these right here?

Boston-Yeah, the salary scales. I didn't realize that we had changed. One was proposed and one was current well, it says proposed and current, but apparently, I missed that. I'd like to look at that. And you're saying we only have four that fall within?

Bray-Correct.

Boston-Any further discussions?

Hale-What are we doing about the JROTC-are we're waiting to discuss this?

Boston-He's supposed to be here tomorrow night to make a presentation.

Stepp-That's a Q&A. Yeah. Any questions you have.

Hale-I do not want us to drop that.

Boston-Well, that would have to be added that and you said TMSAA is already in there, but the ROTC is not?

Stepp-No.

Boston-OK. So we would have to and we've got to come back probably early next week to revisit this anyway. We voted tonight to make some changes. And get those changes on and get us another working budget so that we see where we are and then I'm comfortable we'll have to have a special called to approve the budget. Because if we have to present June 1st, we got to get this rolling.

Bray-So just so I can recap, you would like me to go ahead and change this working document. I'll add what we discussed previously about the board meals, DOS supplies, Pre-K and then property insurance. Do you want me to put the proposed salaries into the budget or just revamp the scale to look at?

Boston-Go ahead and I mean the motion passed for right now. So go ahead and change this budget, as it would reflect. And then the only thing we have to really look at is the ROTC and what else?

Bray-If you wanted to put Mr. Chamberlin's cost in there too.

Boston-The \$82,000.

Bray-And there is the \$1500 for the board secretary professional development.

Boston-Did we not vote that?

Bray-We did, and I'll add that.

Boston-Ok.

Stepp-Did you say the pre-K curriculum too?

Boston-We added that. We voted that, the insurance, and Ms .Diane's and that passed. The only thing that is-well, and the SPED positions, which is another \$200,000.

Stepp-So go ahead and put all seven new ones in?

Boston-Well, I mean, it's a proposal.

Stepp-I'm good with that.

Bray-The seven and the four are currently there.

Stepp-Correct.

Boston-Right. Moving the seven over. And you said, Marlene, that you were comfortable with the four this year and the three next?

Holton-I told the principals it would be cut and like I said, we make it work, we always do. But you know the principals have requested that they would love these positions, so I'm just speaking for them.

Hale-7 in?

Boston-No, no, just 4 and 3. I mean, we can always go back and discuss it. It's a proposal to add three more positions, but I'd like to see the working budget before to see what we look like and what we've got. With the changes that we've made. And go from there.

Hale-Make a motion we adjourn.

Boston-There's no further business, we'll adjourn and then I'll second that all in favor.

Hale/King-Aye.

Boston-All opposed? Once you those fixed, could you e-mail them out to us and let us take a look at them. And then we'll set something next week to finalize it.

Adjournment

VOICE VOTE:

Hale(mover-yes) Boston (seconder-yes) All Ayes

MOTION:

Carried unanimously.

The meeting was adjourned at approximately 6:44 pm.

Mr. William Stepp, Director of Schools

Ms. Teresa Boston, Chairman of the Budget Committee

Diane McCartney, Executive Assistant for the Director of Schools and BOE

Budget Committee Meeting May 30, 2023

Central Services Board Room

The Budget Committee met on Tuesday, May 30, 2023, in the Central Services Board Room where Ms. Teresa Boston called the meeting to order at the approximate hour of 5:04 p.m. She welcomed everyone to the meeting and appreciated everyone for attending.

PRESENT:

Mr. William Stepp, DOS	Elizabeth Stull, District 1
Rebecca Hamby, District 7	Sheri Nichols, District 3
Chris King, District 6	Shannon Stout, District 9
Anita Hale, District 4	Kara Spicer, Pine View Principal
Teresa Boston, District 8, Budget Chair	Mo Charnot, Media
Dawn Hall, South Cumberland, Principal	Stephanie Barnes, Stone Elem Principal

Absent: NONE

1. Call to Order – Ms. Teresa Boston

2. Moment of Silence/Pledge of Allegiance – Ms. Teresa Boston

3. Approval of Minutes - Ms. Teresa Boston told everyone that the last set of minutes was 48 pages and that Ms. Diane had just got them finished from the last meeting, so therefore they were not added to this one.

4. 2023-2024 Proposed Budget

BOSTON-Next on the agenda is the '23-'24 proposed budget with recommendation changes. We have a new budget printed and in looking at it, what I'd like to do is go through and bear with me folks, I think I've got this organized. Don't bet on it. The TMSAA has got to be removed from this budget. Which it's already included-because the board has not approved that yet. So, I don't think we can budget something that we've not approved. We can go back in once the board has and at our Thursday's meeting, we move that out to June in order to get some notifications out and everything so I'm just going to throw this out there before I even make a motion or before we do a motion. The TMSAA, I think that's got to be removed at this point.

HALE-Where is that?

BOSTON-It is on-Kim what page is that on? Is that going to be on the...

BRAY-It says Mr. Patton and I think my name is at the top of the page. It's on page 9.

BOSTON-And I think once the board approves it, we could always, correct me if I'm wrong, we can always do...now is the supplements in here as well?

BRAY-The supplements are up under salaries and wages, and then the fees or whatever you want to call them-association fees are under other charges.

BOSTON-OK. So we're looking at 189, is it included in that line item?

BRAY- Correct.

BOSTON-OK. And I think that's only, what, \$15,000?

BRAY-Correct.

BOSTON-If we remove it for right now we can always go back and do a resolution, is that correct?

BRAY-That's correct, we can, because it will just flow back into the fund balance. And we can take it back out and put it back in the budget.

BOSTON-Also, I would like to look at the sheet that says executive summary. These positions, the new positions that we are adding, I think we've got to have a motion to approve those positions. And it would be the computer science, STREAM coordinator, 4 new additional SPED teachers-moving 7 from federal to general fund-safe school counselor and social worker.

STEPP-On the special education classroom teachers, I only put four. We actually need 7, so I asked a couple of times if we could add all of them but...

BOSTON-Right, but the 4 was what was on the proposed sheet. I think we discussed that the last time-doing the 4 this year, the 3 next year. Is everybody following me, where I'm at?

HALE-What page?

BOSTON- It's on the executive summary, page 23. So essentially, we've got 4 SPED, a approval to move 7 from federal to general. One computer science, one school counselor and one social worker. That's the new positions that we would be adding, so we've got that. Kim, was there anything else in SPED that I needed to look at? Just the positions, OK? I'm going to go ahead and make a motion to remove the TMSAA and the supplements until the board has approved that and to add the positions or approve the positions for the computer science, 4 special Ed-moving 7 from federal to general, one safe school counselor and one social worker.

KING-I'll second that.

BOSTON-Any further discussion?

HALE-I'm good, I'm looking at it.

BOSTON-OK. All in favor?

BOSTON/KING/HALE-Aye,

BOSTON-All opposed? OK, so those have been done. The next I would like to-and this is not all about me, but bear with me. After some reflection and looking at it and talking to several individuals, I'm going to propose, in a new motion, that we do 8% for all certified and 4% for the classified. So, I'd like to go back and change that for this year.

KING-I'll second that.

BOSTON-OK, so we have a 1st and we have a second. Ms. Hale, any discussion?

HALE-I understand why we're wanting maybe to do a percent across the board but I have reservations because of the supplement that is provided within our system.

BOSTON- Well, I'm going to get to that next if you'll bear with me. Let's go ahead and talk about this while we've got it on the table. My thoughts are we've got some salary scale problems and I think

everybody will agree to that. I would like to task this budget committee to start looking at those salary scales. And to try to get those to where they makesomesense. And I was going to address that next, but that is something that we can look at and by this time next year, we should not have this problem.

HALE-OK. So, we're going to give 8% across the board.

BOSTON-To all certified and 4% to classified.

STEPP-And this is the standard-I've polled the directors-15 directors of the Upper Cumberland and they're all giving certified the same rate, whatever that is.

BOSTON-But, there's a condition, which I will make a motion next. But the condition is that we visit those salary scales and get those-I don't want to say cleaned up but cleaned up for lack of a better word.

KING-I think we need to, yes.

HALE-OK. Thank you. Thank you.

BOSTON-Any further discussion on that?

KING-Does your motion include putting them all on the same scale?

BOSTON-Not yet, I think that's going to come once we visit them and take a look at them. Does that make sense? Because right now I couldn't put them all on the same scale. Because we're working on two different scales, and that's what's been proposed to us this year. Now, hopefully by this time next year we will have one scale.

HAMBY-So, your motion is to give 8% across the board to certified 4% to classified, that is your motion?

BOSTON-Yes, and quite frankly, Mr. King, we can address that when we approve the salary scales. Because nobody's acted on those yet.

KING-Right, I think we need to look at that and I'd like to do this study soon as we can to get it straightened out.

BOSTON-Hey, look, I'm all for it. After looking at it and some points being brought up, that was brought up, there are some things that we have to work around and I think that we would have a sufficient amount of time in which to do that if we take this one step at a time.

HALE-I feel like, you know, when I look at this scale, I mean, teachers don't have this opportunity to have this kind of scale given to them after they've been there 4 years, 7 years, 10 years, 28 years. We didn't get any supplements for hanging into Cumberland County for all those years.

BOSTON-And those supplements have been a contingency of discussion for about the last five or six years.

HALE- You know, and I get it that everybody is important in education, everybody. So, you know, why haven't we all these years been giving teachers that have remained in the system these kind of supplements? Can't answer that-I understand that's a rhetorical question, but that's just my one thing about giving 8% across the board. I was ready to give like an 8% to principals on down and possibly 6% to supervisors but that's not a motion-you've got it 8% across.

BOSTON- You know there again until those salary scales and hopefully we can clean all that up once we revisit the salary scales. Any further discussion? All in favor?

BOSTON/KING/HALE-Aye

BOSTON-All opposed? So, Kim, we're going back to 8 and 4.

BRAY-Got it.

BOSTON-OK. Now the next motion would be to task this budget committee to start looking at the salary scales as Mr. King says, as soon as possible. And get this cleaned up. And I think we can do it. Somebody smarter than me is just going to have to give me some guidance. And I'm willing to do it. I just need some place to start.

KING-I think we should ask Mr. Stepp to do a study and give us, you know, something to look at-a proposal. So, we can start from there.

HALE-What kind of study are you suggesting?

KING-See what we need to do.

HAMBY-To get rid of the supplements and fix the salary schedule.

BOSTON-Well before we go any further, do I have a second?

KING-I'll second.

BOSTON-OK, now let's go into some discussion.

HALE-Well, we've spent money on the Lean Frog and did a study on all that and they said that we were giving our supervisors, you know, a good amount more than what the surrounding counties get.

KING-When we look at it, we may need to go up or down so I don't know. But the key is paying everybody off of the same scale and then adjusting the supplements to make it come out right.

BOSTON-Well, and we've got to look at those supplements, which is the very reason we need to look at the salary scales. I am kind of including that as part of the salary scales. Those supplements have got to be revisited.

HALE-Right. Because if we're going to give supplements like this, then we need to entertain the idea of giving teacher longevity supplements.

KING-I think that's in the scale going to 30 years. It stops at 25. We need to look at that too.

STEPP-Correct. That's what a lot of the counties are doing and allowing teachers growth all the way up to 30 years and they're changing their salary schedules right now. I've already started talking to other school systems, looking at their salary schedules. How are they handling the raise right now? Our Lean Frog study will be out of date July 1 because everyone is doing raises. So, everybody is trying to compete with each other. So, if we don't do something now that Lean Frog study will next say, we're behind. That would be the next-not that we're going to do another one. But so with that being that I've already started looking at all that and I have some good ideas. A lot of the other counties are doing to align everything up so that you're not going straight up a mountain on a pay scale you know it's more linear, but the people in their certain jobs get paid what they get paid because they're in certain jobs.

BOSTON-Could we get...but we're the only county that has that percentage.

STEPP-Similar, I know some counties use percentage supplements, especially with principals because of the amount of time and work they put in, they have to find a way to supplement, you know, being there at basketball for 16 hours, you know two or three times a week and stuff like that. At the Central office level I gotta do a lot more research on that part of it.

BOSTON-Well, we have tasked this budget committee to start looking at that.

STEPP-Yeah, I can get all the information you need to look at it and the recommendation.

BOSTON-Thank you very much. That was my next question.

STEPP-I can do all of that. My team is excellent.

HALE-Yes, because I mean, I know that principals put in a lot of extra hours, but teachers put in a lot of extra hours too.

STEPP-Absolutely everybody has.

HALE-You need to remember what it was like when you were in the classroom.

STEPP-Absolutely. I 100% support teachers. You won't find an administrator or Director of Schools more proactive.

STOUT-We need to be competitive across the board in all the positions and I think you know with the new law that's coming into place, we do have some guidelines already for the teachers.

BOSTON-We've got some guidelines for the teachers. I mean, I think Kim said in the next three years we got 23% that we've got to increase. But if we do 23% to everybody, that's not really concentrating on our and when I'm talking teachers-I'm talking about in the classroom with under 20 children that all need to go to bathroom at the same time.

STEPP-So I know for sure there's multiple counties restructuring the teacher pay to show them (inaudible). I'm going to grab those. I have already talked to those Directors of Schools. All that stuff I've already been collecting, so we can put it together for you guys and have a recommendation because they're wanting to compete. And they want to pay those teachers as much as they can. So they're looking at payout all the way up through 30 years whereas two of the school systems stopped at 20. It's 25 here but everybody's moving to that 30 mark, so every teacher can continually gain value as they teach.

BOSTON-The motion on the table is to task this budget committee to start looking at those. Mr. Stepp, I think if you start collecting information and give us a place to start then we can and hopefully the ultimate would be come to one pay scale. With whatever we need to do to get everybody where they need to be. You know my concentration obviously this year is teachers. Because they have been-even the governor recognizes they've been-they're the classroom. I'm not devaluing anybody's position. At all. It's not discriminatory. It's no disrespect. I understand. But I'm looking at those people who are in front of those 20 to 25 students. That all have to go to the bathroom at the same time. Any further discussion on that? OK. All in favor?

BOSTON/KING/HALE-Aye.

BOSTON-All opposed? I think you have your work cut out for you.

STEPP-And I'm aware of how the teachers' days go. I'm out in the schools every day. I've watched teachers classes so they could go to the restroom. I've sat and ate with their kids. I know it's a challenging time to be a teacher for sure.

BOSTON-It is and quite frankly if you want to know, it's a challenging time to be in education. It doesn't matter which direction you go in.

HALE-And it's not just with the classroom. They, too, come to school at 6:00 and 6:30 in the morning and stay till 5:00 and 5:30 in the evening. You know, many, many, many a time they do it. You know, maybe not everyone but when I was in the classroom, everyone would be there way before school started and long after school started and, on the weekends, when you know, things couldn't get done, they were back there on the weekends, even on Sundays.

STEPP-Yeah, I had an English teacher that was her Sunday was grading papers.

HALE- Doing lesson plans.

BOSTON- Let's don't even discuss testing. I mean, everybody turns into people with three heads. I mean it's a very it's a very tough time to be an education.

STOUT-I will say at your point for everybody, because they're just more regulations, more tracking, retesting going on.

BOSTON-Look, we're going to get through this, I promise. It may just take a little bit of time and a little bit of patience. In this new budget that you're looking at that we just received our fund balance is \$1.728903. They have added on that same page #28 \$82,200 for an engineering expense to look at our facilities and come up with a proposed maintenance plan. I would like for the entire board to look at that and approve that before we budget it, to see if you know if that's the direction that the entire board wants to go in. So I'm going to make a motion that we remove that \$82,200 from this budget until the entire board has time to discuss that and look at the maintenance one that we are now under and maybe discuss where we want to be.

HALE-I second that.

BOSTON-OK, any discussion, Chris?

KING-I'm just thinking, we're going to have to put it back in there, if we want it, right?

BOSTON-And it increases our fund balance to \$1.814393. So, it just rolls back into the fund balance. So, but I think that is something that certainly has the merit for the full board to discuss and see which direction we want to go. And put the current maintenance plan that we've got for everybody to see.

HALE-Yes.

STOUT-So can we plan to put that on the June agenda?

BOSTON-June, July, one of the two.

STOUT-So I think in his proposal, he was talking about if we approve it doing the reviews of the schools in July, when the kids are out of school. So, then we've got our plans for the school year as we go in.

BOSTON-Right. Any further discussion? All in favor?

BOSTON/HALE-Aye.

BOSTON-All opposed?

KING-No.

BOSTON-OK, motion carries. So, moving forward we've got to look at salary scales. Is there anything else that you can think of that we need to look at before we get to the salary scales? So, let's take these one at a time. So, the first salary scale that you're going to look at is the classified pay scale. This is the one we adopted last year with 4%. They will get a 4% increase.

HALE-That's the non-certified you're saying?

BOSTON-Did you run everybody new copies?

HALE-Oh, I do have this one. Yes, it starts with custodian/mowers.

BOSTON-Yes, OK, that is the classified.

HAMBY-And classified is the non-certified. We just started calling it classified.

BOSTON-And the proposal is-this includes the 4%, right?

BRAY-The grid that you had previously included the 4 %.

BOSTON-OK, and this is-correct me if I'm wrong, but this is where we get the bus driver averaging \$100 a day? It all depends on where you fall.

BRAY-Yes ma'am, your experience.

HALE-It starts off with \$72.80.

KING-Yes. That's one dated 5/2.

BRAY-Correct.

BOSTON-Do you have a copy of that?

STOUT-We're sharing one.

BOSTON-Any questions on that one? Then the next would be-it's not dated-it is the non-certified supervisor/safe school counselors salary schedule. On this, we have got a proposed and then we've got a current. The safe school counselor is just your 4%?

BRAY-Correct.

BOSTON-OK, so proposed and current and there is only I think 5 or 6 on this scale?

BRAY-Well, actually, there's 4 and one of those is not funded through GP, which is Ms. Hamby, so even though she's paid off this scale it's not out of our budget, the GP budget.

KING-Move to approve.

HALE-Second.

BOSTON-Well, you've got a motion to approve. You can't approve a proposed and a current. You got to pick one.

KING-Move to approve the proposed.

BOSTON-We don't have a second on that, so...

HALE-So, are we just going to do this one right here?

BOSTON-Well, if you-there's a \$13,000 difference in the dollar in the proposal right off the bat. On just your base pay. I think that's kind of dramatic in my opinion, but I don't know why this has been proposed.

BRAY-Well, basically I took the Lean Frog, but you have to keep in mind these are year-round jobs. And that nobody-we are not going to hire a supervisor for maintenance, transportation at \$37,000. And even if you move up-we have been turned down already for a transportation supervisor, because the starting pay is going to be \$43,000. It looks dramatic, but quite frankly, this schedule is very, very out of date.

BOSTON-Is this the one that we did not...

BRAY-Correct.

BOSTON-So take me back. We did not approve it last year because it was on Lean Frog.

BRAY-And I had proposed something a bit different because Lean Frog-it was much more dramatic than this. So, I split the difference. Because they're starting with \$55,000. And I split the difference and stretched it out over a longer period of time. They did from zero to 15 years, and it topped out at 15. So, it's much more dramatic. This way it stretches it out over a longer period of time, but quite frankly, you're not ever going to get anybody at this current rate. They're not going to be a supervisor of a department. They're not going to do it. And I've been turned down twice already.

BOSTON-For what position?

BRAY- Transportation. That's why she's off-she is currently not on the scale.

BOSTON-Is she on a certified scale?

BRAY-No. You approved for her to be off the scale.

BOSTON-Because we approved her separately.

BRAY-Correct. But you will be in the same situation if you were looking for maintenance or if you were looking for technology.

BOSTON-Let's say that that transportation, I think it's Kathleen. Kathleen decides to go to Walmart tomorrow, she resigns. Would we fall under the salary that we proposed for her? Or would we come to this scale?

BRAY-I think you would have the discretion to do either. Because you hired them under special circumstances. That's why I like the scale. So, someone is taking-they're considering coming here-I've posted the job-these are all published. They can look at this scale and say, OK, this is where that salary range is. I don't want them to see this scale because I know what the answer is going to be-No.

BOSTON-So we only have four positions?

BRAY-Right. Like I said Ms. Hamby is not paid out of GP, so really it doesn't play into the general fund budget.

BOSTON-But she goes off this scale?

BRAY-Correct.

STOUT-Remind me Ms. Bray, was the proposed already included in the budget template?

BRAY- It is not included but the impact I had is like \$14,000 more.

STOUT-And that was on the executive sheet?

BRAY-Correct.

BOSTON-So the only impact that we've got from the proposed, but it will affect us moving forward.

BRAY-Correct. Just as any change to a scale. But the current scale is just terribly outdated.

HALE-Current scale is like the third one over here starting at \$37,000?

BRAY-Correct, but these are year-round positions.

BOSTON-Mr. King, would you like to remove your motion?

KING-I think the motion was to adopt-move for approval of the proposed non-certified supervisor scale.

BOSTON-As well as a safe school counselor?

KING-Yes.

BOSTON- I'll second that. Any further discussion? All in favor?

BOSTON/KING/HALE-Aye.

BOSTON- All opposed? OK. So, we're going to take the current off. Is that correct? OK. Next is the licensed Instructional personnel below assistant principal-that you've said is teachers. And that is an 8% and that's what this reflects?

BRAY-Correct. And that's what you saw-that hasn't changed from the beginning.

BOSTON- OK, and then you've got assistant principal, principal, system wide supervisors and this one shows 8%.

HALE-Does that show then with the supplement in here?

BOSTON-Yes, that includes their supplements.

HALE-This right here includes the supplement?

BOSTON-Yes. If they are now in those positions, that supplement is shown.

BRAY-Now the budget, the second one-I took them down to the 4% as you were talking about, but in your original budget, yes.

BOSTON-Yes. Well, if you're a principal you've already recieved your supplement.

BRAY-Well, you receive your supplement with each paycheck, it's not paid separately.

BOSTON-OK.

BRAY-Is an annualized thing.

BOSTON-But it is reflected on the salary scale? Is that correct?

BRAY-It will be on the budget...

HAMBY-So it's reflected on this.

BRAY-It's not in that scale per se, that's why you have that separate piece of paper.

HAMBY-So you're going to take what's on this and then add this?

BRAY-Yes. What you have to do is you take that scale you have and you divide that by 200 days. And then that is their average daily rate. You take that and add that supplement percentage, wherever they fall, and then you multiply that by the number of days they work to get their annual salary because some principals are 240, some are 220, 210.

BOSTON-OK, Ms. Anita, I apologize, I was wrong. So, if we go on these, then you add the supplement to get what their salary would be.

HALE-So this does not have the supplement added?

BRAY-No, it does not have the supplement added.

HALE-It does not. That's what I was thinking.

BRAY-But the budget does. When you look at the budget lines, it doesn't look like that.

BOSTON-That's what this is what we want to review. To get this in line with what we need. And then the last is the grandfather master scale, we only have six participants. And they are at 8%.

BRAY-Yes ma'am.

BOSTON-With the exception of the one that we have individually approved which we had to choose. I'll make a motion that we approve all of our salary scales.

KING-Second.

HALE-But this scale that I'm looking at, it has the 8%, but it doesn't have the supplement. So, it's going to be actually higher than this scale. Is that correct?

BRAY-That is correct, but that scale is based on 200 days so you will never be able to look at that and calculate based on the number of days. You have to get the average daily rate and then go from there, it's very confusing. But it really isn't. I've got a template that I use when I calculate it because everybody's days are different.

HALE-It's not confusing, you know, supervisors, if they spend 28 years here, they get 28% onto whatever else we're giving them. 27 percent, 26 and 25 and 22.

BOSTON-This is what we want to clean up. That is the concession and I think that is something that we're going to have to clean up.

HALE-Yes, because this is deceiving to say, oh, this is how much you're getting because you're not getting this. You're getting more than this.

BOSTON-Right, plus the percentage.

HALE-Absolutely a lot more.

NICHOLS-The supervisors, correct me if I'm wrong, the supervisors were teachers?

BOSTON-Some are certified, some are not. It all depends if they hold their teaching certificate.

NICHOLS- Most of them start out as teachers and then they work their way up to supervisors positions?

BOSTON-Yes. It all depends on the position, but yes.

STEPP-Yeah, they're all teachers, except for the four that we're talking about. They all were teachers in classrooms. And fought the same battles.

BOSTON-They've had those twenty students that had to go to the bathroom at the same time in front of them.

HALE-Let's try 28. I sat with 28.

BOSTON-I'll stick with 20 if you don't mind.

HALE-I can go back and count the pictures.

STEPP-I can guarantee you these supervisors are essential. They're accountable for millions of dollars. I mean we're trying to be a great support system for the principals who earned their right to be there from being great teachers.

NICHOLS-Well, and then, because their supervisors now they understand the role of the teachers, because they were once there.

STEPP-Correct.

STOUT-And having been in the workman position and supervisor positions over the course of my career, I can tell you there's a whole different level of accountability when you start stepping into the supervisor positions.

BOSTON-There's a motion and 2nd on the table to approve. With the exception which we have already done individually. And I think we have to...

HAMBY-Before you vote on that. I just took say 22 years and I did it for the supervisor, their daily rate would be around \$272.46. And then if you put in that supplement, that's only like 76 more dollars.

BRAY-Depending on their level of education and years of experience. It just depends on the percentage and where they're at, I mean, it just can vary, but yes, it can be \$80.

HAMBY-OK, so I was just trying to make sure that I understood what you were saying cause you were saying divide by 200 days.

BRAY-You've got to get it down to the daily rate because all of those scales are based on 200 days.

BOSTON-But now our teachers are 200 days, our supervisors are not.

BRAY-Correct. The scale is based on 200. You multiply by the number of days they work. They're all based on 200 days.

BOSTON-What do we do with the additional days?

BRAY-That's where you take this and get that average daily rate.

BOSTON-At 200 days.

BRAY-At 200 days, you add that supplement and then you multiply that number by the total days they work whether it's 240, 220, 210.

BOSTON-Most of our supervisors work...

BRAY-Your high school principals are everybody in this building is a 240, that's a supervisor. And then your high school principals are 240. Your elementaries are 220's.

STEPP-So those numbers translate to 10-month contracts, 11-month contracts, 12-month contracts. So, supervisors are 12-month, year-round.

HAMBY-That makes a little more sense to me and thank you for explaining. It's hard to understand, especially with the the supplement scale.

NICHOLS-That's good cause it's not hundreds of dollars.

STOUT-That's great. Well, maybe elaborate on also the time off for the positions, because that's different between the different positions, correct?

BRAY-Yes, because like in a teacher contract, they get fall break and spring break and that's their 10 days. Their sick days are based on the number of months they work, so that's the same, they're loaded up front and then basically your supervisors here, depending on how long they've been here, get 20 unpaid vacation days +2 personal days, which is like any other certified.

STOUT-So there's a difference in pay too, because we've got folks who get paid time off. And we've got folks that can take time off, but it's unpaid, so they're supplementing that out of their salary. So that makes a difference as well.

HALE-As someone pointed out to me one time, if somebody in the central office is absent for the day Central Office would still go on. But if a teacher is absent and you can't get anybody in there for that classroom, what do you do with those kids?

STOUT-They double up. That's what they've been doing is my understanding, unfortunately.

HALE-You've not been in a classroom.

BOSTON-Any further discussion?

KING-I've been in a classroom with 35 students. I was a teacher assistant first, then I was a teacher, an assistant principal, CTE director. And a whole lot of other things depending on what it was, but I fully understand what's going on.

BOSTON- Did all 35 had to go bathroom the same time?

KING-Sometimes.

BOSTON -Was that back in the day whenever we didn't have restrictions on the number of students we could have?

KING-No, there were restrictions, but that didn't matter sometimes. You got students anyway.

BOSTON-Any further discussion? All in favor?

BOSTON/KING/HALE-Aye.

BOSTON-All opposed? OK, so your salary scales are approved. Have I forgotten anything, Kim?

BRAY-I'm going back through my list. I'm like Santa, I'm checking it twice.

BOSTON-I just want to make sure-now we took care of the two positions last time right for our safe school counselors. We approved those to be...

BRAY-You did the safe schools and the social worker tonight.

BOSTON-Yeah, but we did that. Those two positions that we approved last year, we made them full time positions with no contract restrictions.

BRAY-Right, right. I think that's all that I have.

BOSTON-OK, we're going to take the \$82,200 off and the TMSAA with the supplements. We've approved the positions-the positions are already in here, right? They reflect in this budget.

BRAY-They do.

BOSTON-Salary scales we've approved, SPED we've approved. We did Ms. Diane, board meals, supplies, 5% insurance and pre-K We did that last meeting, right?

BRAY-Correct. That was an additional 5% on the interest above what I already had.

BOSTON-So you added that into the current budget that we've got?

BRAY-I have added it.

BOSTON-OK. Mr. King, have I forgotten anything?

KING-I don't think so.

BOSTON-Without having a motion on the table and without...

STEPP-I have a couple things.

BOSTON-Can you give me two minutes? OK, well, what I wanted to add or to subtract is, y'all have looked at the current budget that's been proposed. That's going to change a little bit before it goes to the full board which is tomorrow afternoon. So, this is going to have to be published pretty quick.

BRAY-Yes, I will work on this first thing in the morning.

BOSTON-OK. I want to give, if we'll post it in the morning, I want to give everybody the opportunity to go through it as well. Most everybody that will be here is here tonight, with the exception of Mr. Davis and then Ms. Hamby will not be here. So y'all have listened. Do you have any questions?

STEPP-The only thing I still have on my list is approval of the funding for two JROTC positions. I have not received word back from the 7th Brigade yet. I'm pretty sure that if we fund those two positions, they're going to give us that ROTC program. So having that money ready, if we go that route, and hire people it would be great. It's on that green sheet, number 10.

BOSTON-I would feel more comfortable with the full board approving that totally.

HALE-So we'll bring it before the full board tomorrow?

BOSTON-Well, we can put that on the agenda for tomorrow. Because everybody will be here, Mr. Safdie is out of the country, so he's out. Ms. Hamby will be having surgery, so she's out but Mr. Davis will be here.

STEPP-If we're going to put it on there do we need to reflect it in here or wait to see if it's approved and then reflect it in here?

BOSTON-I would just make it a separate item. And then let us discuss it and then if it does, if it approves it approves, if it doesn't, then we go from there.

STULL-What was the total on those positions?

STEPP-If you look at number 10 on the green sheet, it talks about what it costs. The highest would be like an officer, like a Colonel. And then as you go down in rank, it's less cost.

STULL-But what would you, what are you proposing for that?

BOSTON-\$220,000. Does that include benefits?

BRAY-Yeah, I think that we originally said between \$200,000 and \$220,000 with benefits for both.

BOSTON-But does the \$220,00 include the benefits?

BRAY-Yes.

HAMBY-And that's for both positions. \$220,000 is for two positions.

BRAY-That's best estimate.

BOSTON-Ms. Diane when you're doing the agenda, put that as a single item.

STEPP-You want to vote on that first and then go to the full budget?

BOSTON-Yes, if you don't mind and that way if it's approved then we can just amend that budget and include those in that. Because that will take our fund balance down to about \$1.5 something.

STEPP-And you have a huge amount of community support for this. Everywhere I speak, I speak 10-15 times-everybody's asking about it and everyone is supporting it. From the military officer's associations to the noon rotary.

BOSTON-I just prefer to...

STEPP-No, I understand. I just wanted to let you know this has been talked about ever since I got here. I guess because my military relation maybe I'm not sure.

BOSTON-I don't know. I know very little about the program and so I'm kind of in the dark. I have to trust other people's (inaudible). And you had something else? Is that the only thing we wanted to...

STEPP-Well, I was just going to ask for the three extra SPED teachers.

STOUT -We had already approved the 4, correct, and that's in the budget. So it was the 3 that were pending out there?

STEPP-That was the thing I mentioned earlier.

NICHOLS-That is a need, not a want.

STEPP-It's based on caseloads, so we're getting more students who qualify for special education, and that is paid for through TISA. So, there are those unique learning needs-those 10 categories, so those are...

BOSTON-That was my next question.

STEPP-Yeah, if you fit in those unique learning categories, that's where these teachers serve those children.

BOSTON-Do we expect an influx? Or do we have the influx now?

STEPP-It's now and we've got more students with (inaudible) so at three or four different schools the caseload is going over what we try to keep them at. And the reason is there's nine grades that these special education teachers are covering. So, if you have, let's say, 15-20 kids, whatever that number is, and they're split over 4 grades, some principals split them just as elementary in the middle. There's a combination depending on the size of the school that they serve directly in the classrooms with the teachers and including classrooms and. They run all, they work all the stuff in the classrooms, for extra services and all that kind of stuff.

HAMBY-So instead of 4, can we amend that and do 7?

BOSTON-Well, that's what I'm fixing to ask. How much money are we talking about?

BRAY-Probably between-well it's hard to say whether they're going to have a master's degree in 20 years-it's going to be somewhere between another \$150,000 and \$200,000.

STULL-For the 3 positions?

BRAY-For the 3 positions. With benefits, taxes, retirement.

BOSTON-And this sounds so so tacky, but I'll say it anyway, these students that we already have are already on the TISA sheet. We're already collecting money from them?

STEPP-Correct. Ms. Marlene and her department go through those codes monthly and make sure every kid is coded correctly so that we get credit for them with the TISA money. The TISA money-we figured it up, and correct me if I'm wrong Ms. Holton, is about \$3.5 for the unique learning needs. Now that doesn't mean we have to spend it on all \$3.5 because it's a funding formula, not a spending formula. But we have these extra students over the caseloads, and can the teachers make it work? They always do- teachers are survivors. They do amazing things, but this would help the principals out. This would help teachers out, teacher assistants. I mean, they're getting more help where the need is directly needed. And it's recorded in TISA, that's 4 part of where our money is.

NICHOLS-Ms. Boston, could we ask some of the principals? About your need.

HALL-So the problem that we have is I currently have two SPED teachers and I cover-we are starting to have kids that qualify for special education services even in pre-K so that puts me at ten grade levels. Well then I only have two teachers, in some grade levels. So like in my 6th 7th and 8th grade, normally you stagger your schedule so that you know you might have your inclusion class second period and then you could get some covered in first period and some covered in second. But when you only have two classes, then you know in 6th grade, 7th grade, 8th grade, 5th grade, they've all got an inclusion class at the same time. So that's four classes with two teachers and again has to do with my size. A different school with bigger numbers may not be affected as much, but you know there's RTI classes. Marlene, how many are we pushing now?

HOLTON-32 with (inaudible).

HALL-So you know when you figure in those that you're trying to get tested with that it's a scheduling nightmare to make sure that your kids are getting the services they need. So, we could definitely benefit from that.

BOSTON-So if we had seven positions, what elementary schools would benefit from those seven positions?

SPICER-I only have a halftime position right now because we're the smallest school in the county, but I still have pre-K through 8th grade with service needs in all of those and so my teacher, who is spread among ten grade levels and she's only half time SPED. So having her as a full time SPED teacher would just be amazing for her to be able to cover all of our student needs.

BOSTON-Would that get you a full-time position?

HAMBY-If we approve those, yes.

STEPP-That's part of these positions is making a couple of them full time. Marlene could probably tell you the whole part of that.

BARNES-And just so you know, this year, Stone Elementary, we had one full-time SPED teacher, and we chose to use assistants. But we're going to need 3 special education teachers. Because our caseload is 50 plus.

NICHOLS-Kids?

BOSTON-Is what?

BARNES-50 plus. One SPED teacher has been writing all the IEP's.

BOSTON-So you're going to go from 1 to 3?

BARNES-Not in new positions, but we will incorporate like we'll take special education assistants-like two of them will be one teacher, but I'm just saying the caseloads are there, it's valid. It's very needed in every building.

BOSTON-Principles raise your hands, if you think that that would benefit your students, raise your hands.

NICHOLS-Definitely a need. Thank you for what you do.

HOLTON-I will just say that the unique learning needs that pulls the \$3.7 million for just special ed students, does not touch the base. So that additional \$3.7 million for the SPED, the base still stays for the students in the GP for their classroom teachers and those things. So I don't remember exactly how much of an increase we had, but we were not near the \$3.7 that was pulled for Cumberland County, but like you said, it's not a spending formula. It's just this is how much money you get.

BOSTON-Well, and I don't think well, I'm going to speak for myself. I don't want to look at students as an income. If they've got a problem, we need to service that problem. It's not an income based, "Oh, they've got a problem, so we get so much money". I don't ever want to look at it that way. What I do want to look at is are we giving the services that we need? Now on the proposed sheet, it was only proposed 4 positions. And it was discussed that we think three more next year. I think it's certainly open for discussion.

HALE-So what I think that we're hearing is that we really need 7, not just four.

BOSTON-Well, we discussed that before.

STOUT-Yeah, cause #11 does say we actually need 7 new but graduated in the budget over the next two years. It is possible to add this year all seven new positions. But on the executive summary is where the four...

BOSTON-Right, that's what was proposed. What number did you say, Shannon that is?

STOUT-Number of 11 on the new one.

STEPP-Yeah, the first part is green because y'all had already...

STOUT-Approved the four.

STEPP-And the reason I graduated them is I was just looking at total budget and 7 positions is a lot. So, I just wanted to make sure everyone understood I am going to be fiscally responsible when adding these and if we had to wait for whatever reason at the end of the budget, then Marlene and I will talk to figure out how to make it work, but it is a need.

HALE-Are any of these positions paid through this through SPED or through the federal programs, or no?

HOLTON-So the recommendation from the state was that all certified teachers that are needed positions need to be in the GP budget, so that we meet the maintenance of effort. So that's why we were moving the positions from federal and the only positions we added were in the general budget.

HALE-OK. Thank you.

STEPP-I think that recommendation was because federal could fluctuate. It was more than we could handle.

BOSTON-It said recommendation from state consultant.

STEPP-We got audited this year at the beginning of the year.

HALE-So I can make a motion that we entertain the idea of hiring 7 SPED.

BOSTON-You would only have three additional because we've already approved four.

HALE-Oh, 3, 3 additional.

BOSTON-Right, because we've already approved the 3.

HALE-We need 4 more then?

HAMBY-No we approved the four we need 3. So, you're making a motion to add the 3.

HALE-So I make a motion to approve to add the three.

KING-Second.

HAMBY-And with these added positions, that should mean there will be absolutely no excuse for any child to be overlooked. Or left behind.

BOSTON-Ms. Bray, is the 4 in this budget?

BRAY-Correct.

BOSTON- We would only be adding the three?

BRAY-There's the seven that we moved from federal to general...

BOSTON-And that's in here?

BRAY-That's in there, there's the four. And then we would be adding an additional 3 that's not in there.

HALE-Can we afford it?

STOUT-Well, it says it's possible to have all seven this year. So what was that based on?

BRAY-No, it's just saying is it possible? They would just like-he would like to do that they would like to do that.

STOUT-OK, that's more of a question than we can do it.

BRAY-But it's just, I mean you add those positions and your fund balance goes down. There's no where else to take it from right and that's you folks' decision not mine. .

BOSTON-Well and I and I hate to say, there again, I think I've quoted this before. I've gone into a budget with \$36,000 fund balance and never blinked. In past years. Having \$1.8 and I'm comfortable in taking off of that if it puts teachers in the classroom and student's needs met.

STOUT-If it accomplishes the goals that we're going for.

BOSTON- I mean right now I can go ahead and spend your \$1.8 with no problem. But I don't think that's really a wise move on my part.

STEPP-And this is aligned to our strategic plan.

BOSTON-We've got a motion. We've got a first and a second to add the other additional 3. Discussion? I'm open.

HALE-Can we afford it? If we can't afford it, I'll remove my motion.

BOSTON-We can afford it. I mean, the money is there. It just takes down the amount of money in your fund balance.

HAMBY-Which is OK if it's something that's a need.

STULL-I think it's the right thing to do and the right way to spend the money that's there.

BOSTON-Well, spending money on students is never a bad way to spend money. If y'all are ready. All in favor?

BOSTON/KING/HALE-Aye.

BOSTON- All opposed? OK, so we'll try to add those 3. And Kim, are you were you making notes as we go along? Would you recap what all we've done?

BRAY-OK. As far as pay increase 8% for all certified. 4% for classified. We approved the proposed classified supervisor scale. We have now added seven special educational classroom teachers. We're going to move 7 from the federal budget to GP. We have approved an additional safe school counselor

and additional social worker. We are removing the TMSAA dues and the additional coaching supplements. We removed the study by Mr. Chamberlin's firm until Board approved and you had previously approved the new pre-K curriculum and the additional property insurance increase.

BOSTON-OK, is the safe school counselor and the social worker reflected in this budget?

BRAY-It is.

BOSTON-OK? It was hard for me to kind of decipher what was included and what wasn't.

STEPP-Everything that was on the executive summary is included and then that additional stuff I tried to put-documenting on that budget goals and considerations. I try to keep them separate so we know which and where.

BOSTON-So we're only adding to this particular budget the three positions? Everything on this sheet was included? OK, now you've changed that-we've changed that, right? So, the new updated 5/30 that will change and you said that would add or that would take about... No, it was it was in the original budget, so we know what that was.

BRAY-The 3 additional positions-it's probably going to add between \$150,000-\$200,000. I'll just have to get an estimate.

BOSTON-Ok. Ladies and gentlemen, are we forgetting something? Yes, we've got to approve the federal budget and the food services. I'll make a motion we approve both the federal programs 142 budget and the cafeteria operations budget/nutrition program budget.

KING-Second.

BOSTON-Any discussion, all in favor?

BOSTON/KING/HALE-Aye.

BOSTON-All opposed? So, we've got those two and they are presented at the same time we present, right?

BRAY-Yes ma'am.

BOSTON- OK, ladies and gentlemen. I think we've got a working budget-one that I can support that can go to the full board tomorrow afternoon. Any questions while all of us are here.

HAMBY-I think it looks good.

BOSTON-If not, I'll entertain a motion to adjourn.

KING-Move to adjourn.

BOSTON-2nd. All opposed? Motion carries.

5. Adjournment

VOICE VOTE: King

MOTION: Adjourn

King(mover-yes) Boston (seconder-yes) All Ayes

Carried unanimously.

The meeting was adjourned at approximately 6:09 pm.

Mr. William Stepp, Director of Schools

Ms. Teresa Boston Chairman of the Budget Committee

Diane McCartney, Executive Assistant for the Director of Schools and Board

CUMBERLAND COUNTY BOARD OF EDUCATION
SALARY SCHEDULE

LICENSED INSTRUCTIONAL PERSONNEL - ASSISTANT PRINCIPAL, PRINCIPAL, SYSTEM-WIDE SUPERVISORS

2023-2024
8.0% Principals
8% SW Supervisors

SYSTEM WIDE YRS OF EXPERIENCE	BACHELOR		MASTER'S		EDUCATION SPECIALIST		DOCTORATE	
	Principals	System- Wide Supervisor	Principals	System- Wide Supervisor	Principals	System- Wide Supervisor	Principals	System- Wide Supervisor
0	42,721	43,269	45,096	45,521	49,339	49,702	53,699	53,515
1	43,148	43,702	45,785	46,216	50,867	51,208	54,307	54,121
2	43,575	44,135	46,473	46,911	50,953	51,292	54,307	54,121
3	44,002	44,567	47,162	47,607	51,211	51,582	55,214	55,003
4	44,429	45,000	47,851	48,302	51,867	52,264	56,369	56,178
5	44,857	45,433	48,540	48,997	52,956	53,349	57,536	57,332
6	45,162	45,770	49,165	49,648	54,399	54,798	59,110	58,903
7	45,782	46,412	50,233	50,725	55,566	55,979	60,363	60,147
8	46,484	47,139	51,748	52,282	57,253	57,690	62,226	61,986
9	47,372	48,035	52,857	53,393	58,493	58,928	63,570	63,338
10	47,836	48,505	53,112	53,634	58,742	59,183	63,819	63,587
11	48,619	49,305	54,267	54,808	60,000	60,446	65,178	64,954
12	49,157	49,849	54,503	55,032	60,269	60,720	65,466	65,228
13	50,112	50,815	55,690	56,244	61,554	62,003	66,869	66,637
14	50,652	51,348	55,960	56,501	61,805	62,278	67,111	66,868
15	51,312	52,034	57,154	57,720	63,138	63,600	68,556	68,311
16	51,549	52,264	57,167	57,732	63,150	63,612	68,569	68,324
17	52,078	52,811	58,163	58,720	64,264	64,741	69,801	69,549
18	52,090	52,823	58,176	58,733	64,277	64,753	69,814	69,561
19	52,933	53,682	59,191	59,772	65,424	65,909	71,107	70,850
20	53,198	53,950	59,487	60,070	65,751	66,239	71,462	71,205
21	53,464	54,220	59,785	60,371	66,080	66,570	71,820	71,561
22	53,731	54,491	60,084	60,673	66,411	66,903	72,179	71,918
23	54,000	54,764	60,384	60,976	66,743	67,237	72,540	72,278
24	54,270	55,037	60,686	61,281	67,076	67,574	72,902	72,639
25	54,541	55,313	60,990	61,587	67,412	67,911	73,267	73,003
26	54,541	55,313	60,990	61,587	67,412	67,911	73,267	73,003
27	54,541	55,313	60,990	61,587	67,412	67,911	73,267	73,003
28	54,541	55,313	60,990	61,587	67,412	67,911	73,267	73,003
29	54,541	55,313	60,990	61,587	67,412	67,911	73,267	73,003
30	54,541	55,313	60,990	61,587	67,412	67,911	73,267	73,003

Footnotes:

Note 1: See State Board of Education Rules, Regulations and Minimum Standards 0520-2-4-.01(15), Advanced Academic Training Acceptable for Purposes of Salary Rating on the License, regarding master's degree, education specialist's degree, and doctor's degree designations.

Note 2: A principal shall receive \$8.00 per month for ten months for each full-time teacher under his/her supervision up to and including 20 full-time teachers.

Note 3: Base salary based on 200 days. Additional certified supervisor supplement will apply.

CUMBERLAND COUNTY BOARD OF EDUCATION**2023-2024****SCHEDULE OF SUPPLEMENTS FOR CERTIFIED SUPERVISORS AND PRINCIPALS**

(Based on number of years as supervisor or principal)

Role	Begin	4 Yrs	7 Yrs	10 Yrs	13 Yrs	16 Yrs	20 Yrs
Certified Supervisor	19%	23%	24%	25%	26%	27%	28%
Secondary Principal	18%	22%	23%	24%	25%	26%	27%
Elementary Principal PreK-8	17%	21%	22%	23%	24%	25%	26%
Secondary Assistant Principal	16%	20%	21%	22%	23%	24%	25%
Elementary Assistant Principal	14%	17%	18%	19%	20%	21%	22%

Supplements are based on percentages of individual principal's and supervisor's salaries from the Assistant Principal, Principal and System Wide Supervisors pay scale.

Cumberland County Schools 2024-2025 Assistant Principal Elementary 210 Days

210 Admin Step	Masters Annual	Masters Daily	EDS Annual	EDS Daily	EDD/PHD Annual	EDD/PHD Daily
0	\$66,139.50	\$314.95	\$68,639.50	\$326.85	\$71,139.50	\$338.76
1	\$67,439.50	\$321.14	\$69,939.50	\$312.09	\$72,439.50	\$344.95
2	\$68,739.50	\$327.33	\$71,239.50	\$317.98	\$73,739.50	\$351.14
3	\$70,039.50	\$333.52	\$72,539.50	\$326.81	\$75,039.50	\$357.33
4	\$71,339.50	\$339.71	\$73,839.50	\$332.69	\$76,339.50	\$363.52
5	\$72,639.50	\$345.90	\$75,139.50	\$335.63	\$77,639.50	\$369.71
6	\$73,939.50	\$352.09	\$76,439.50	\$341.52	\$78,939.50	\$375.90
7	\$75,239.50	\$358.28	\$77,739.50	\$347.41	\$80,239.50	\$382.09
8	\$76,539.50	\$364.47	\$79,039.50	\$350.35	\$81,539.50	\$388.28
9	\$77,839.50	\$370.66	\$80,339.50	\$353.29	\$82,839.50	\$394.47
10	\$79,139.50	\$376.85	\$81,639.50	\$356.24	\$84,139.50	\$400.66
11	\$80,439.50	\$383.05	\$82,939.50	\$362.12	\$85,439.50	\$406.85
12	\$81,739.50	\$389.24	\$84,239.50	\$365.06	\$86,739.50	\$413.05
13	\$83,039.50	\$395.43	\$85,539.50	\$370.95	\$88,039.50	\$419.24
14	\$84,339.50	\$401.62	\$86,839.50	\$373.89	\$89,339.50	\$425.43
15	\$85,639.50	\$407.81	\$88,139.50	\$379.78	\$90,639.50	\$431.62
16	\$86,939.50	\$414.00	\$89,439.50	\$382.72	\$91,939.50	\$437.81
17	\$88,239.50	\$420.19	\$90,739.50	\$388.61	\$93,239.50	\$444.00

Cumberland County Schools 2024-2025 Assistant Principal High School 215 Days

210	Masters	Masters	EDS	EDS	EDD/PHD	EDD/PHD
0	\$68,139.50	\$316.93	\$70,139.50	\$326.23	\$72,139.50	\$335.53
1	\$69,439.50	\$322.97	\$71,514.50	\$332.63	\$73,539.50	\$342.04
2	\$70,739.50	\$329.02	\$72,889.50	\$339.02	\$74,939.50	\$348.56
3	\$72,039.50	\$335.07	\$74,264.50	\$345.42	\$76,339.50	\$355.07
4	\$73,339.50	\$341.11	\$75,639.50	\$351.81	\$77,739.50	\$361.58
5	\$74,639.50	\$347.16	\$77,014.50	\$358.21	\$79,139.50	\$368.09
6	\$75,939.50	\$353.21	\$78,389.50	\$364.60	\$80,539.50	\$374.60
7	\$77,239.50	\$359.25	\$79,764.50	\$371.00	\$81,939.50	\$381.11
8	\$78,539.50	\$365.30	\$81,139.50	\$377.39	\$83,339.50	\$387.63
9	\$79,839.50	\$371.35	\$82,514.50	\$383.79	\$84,739.50	\$394.14
10	\$81,139.50	\$377.39	\$83,889.50	\$390.18	\$86,139.50	\$400.65
11	\$82,439.50	\$383.44	\$85,264.50	\$396.58	\$87,539.50	\$407.16
12	\$83,739.50	\$389.49	\$86,639.50	\$402.97	\$88,939.50	\$413.67
13	\$85,039.50	\$395.53	\$88,014.50	\$409.37	\$90,339.50	\$420.18
14	\$86,339.50	\$401.58	\$89,389.50	\$415.77	\$91,739.50	\$426.70
15	\$87,639.50	\$407.63	\$90,764.50	\$422.16	\$93,139.50	\$433.21
16	\$88,939.50	\$413.67	\$92,139.50	\$428.56	\$94,539.50	\$439.72
17	\$90,239.50	\$419.72	\$93,514.50	\$434.95	\$95,939.50	\$446.23

Cumberland County Schools 2024-2025 Principal Elementary School 220 Days

220	Masters	Masters	EDS	EDS	EDD/PHD	EDD/PHD
0	\$71,732.80	\$326.06	\$74,232.80	\$317.00	\$76,732.80	\$328.91
1	\$73,132.80	\$332.42	\$75,732.80	\$323.11	\$78,307.80	\$335.01
2	\$74,532.80	\$338.79	\$77,232.80	\$329.21	\$79,882.80	\$341.11
3	\$75,932.80	\$345.15	\$78,732.80	\$338.36	\$81,457.80	\$350.27
4	\$77,332.80	\$351.51	\$80,232.80	\$344.46	\$83,032.80	\$356.37
5	\$78,732.80	\$357.88	\$81,732.80	\$347.51	\$84,607.80	\$359.42
6	\$80,132.80	\$364.24	\$83,232.80	\$353.62	\$86,182.80	\$365.52
7	\$81,532.80	\$370.60	\$84,732.80	\$359.72	\$87,757.80	\$371.62
8	\$82,932.80	\$376.97	\$86,232.80	\$362.77	\$89,332.80	\$374.67
9	\$84,332.80	\$383.33	\$87,732.80	\$365.82	\$90,907.80	\$377.73
10	\$85,732.80	\$389.69	\$89,232.80	\$368.87	\$92,482.80	\$380.78
11	\$87,132.80	\$396.06	\$90,732.80	\$374.97	\$94,057.80	\$386.88
12	\$88,532.80	\$402.42	\$92,232.80	\$378.02	\$95,632.80	\$389.93
13	\$89,932.80	\$408.79	\$93,732.80	\$384.13	\$97,207.80	\$396.03
14	\$91,332.80	\$415.15	\$95,232.80	\$387.18	\$98,782.80	\$399.08
15	\$92,732.80	\$421.51	\$96,732.80	\$393.28	\$100,357.80	\$405.18
16	\$94,132.80	\$427.88	\$98,232.80	\$396.33	\$101,932.80	\$408.24
17	\$95,532.80	\$434.24	\$99,732.80	\$402.43	\$103,507.80	\$414.34

Cumberland County Schools 2024-2025 High School Principal 240 Days

240	Masters	Masters	EDS	EDS	EDD/PHD	EDD/PHD
0	\$80,340.00	\$334.75	\$82,840.00	\$345.17	\$85,340.00	\$355.58
1	\$81,740.00	\$340.58	\$84,340.00	\$351.42	\$86,915.00	\$362.15
2	\$83,140.00	\$346.42	\$85,840.00	\$357.67	\$88,490.00	\$368.71
3	\$84,540.00	\$352.25	\$87,340.00	\$363.92	\$90,065.00	\$375.27
4	\$85,940.00	\$358.08	\$88,840.00	\$370.17	\$91,640.00	\$381.83
5	\$87,340.00	\$363.92	\$90,340.00	\$376.42	\$93,215.00	\$388.40
6	\$88,740.00	\$369.75	\$91,840.00	\$382.67	\$94,790.00	\$394.96
7	\$90,140.00	\$375.58	\$93,340.00	\$388.92	\$96,365.00	\$401.52
8	\$91,540.00	\$381.42	\$94,840.00	\$395.17	\$97,940.00	\$408.08
9	\$92,940.00	\$387.25	\$96,340.00	\$401.42	\$99,515.00	\$414.65
10	\$94,340.00	\$393.08	\$97,840.00	\$407.67	\$101,090.00	\$421.21
11	\$95,740.00	\$398.92	\$99,340.00	\$413.92	\$102,665.00	\$427.77
12	\$97,140.00	\$404.75	\$100,840.00	\$420.17	\$104,240.00	\$434.33
13	\$98,540.00	\$410.58	\$102,340.00	\$426.42	\$105,815.00	\$440.90
14	\$99,940.00	\$416.42	\$103,840.00	\$432.67	\$107,390.00	\$447.46
15	\$101,340.00	\$422.25	\$105,340.00	\$438.92	\$108,965.00	\$454.02
16	\$102,740.00	\$428.08	\$106,840.00	\$445.17	\$110,540.00	\$460.58
17	\$104,140.00	\$433.92	\$108,340.00	\$451.42	\$112,115.00	\$467.15

Cumberland County Schools 2024-2025 Central Office Supervisor 240 Days

240	Masters	Masters	EDS	EDS	EDD/PHD	EDD/PHD
0	\$84,357.00	\$351.49	\$86,857.00	\$361.90	\$89,357.00	\$372.32
1	\$85,557.00	\$356.49	\$88,057.00	\$366.90	\$90,557.00	\$356.90
2	\$86,757.00	\$361.49	\$89,257.00	\$371.90	\$91,757.00	\$363.22
3	\$87,957.00	\$366.49	\$90,457.00	\$376.90	\$92,957.00	\$372.69
4	\$89,157.00	\$371.49	\$91,657.00	\$381.90	\$94,157.00	\$379.01
5	\$90,357.00	\$376.49	\$92,857.00	\$386.90	\$95,357.00	\$382.17
6	\$91,557.00	\$381.49	\$94,057.00	\$391.90	\$96,557.00	\$388.49
7	\$92,757.00	\$386.49	\$95,257.00	\$396.90	\$97,757.00	\$394.81
8	\$93,957.00	\$391.49	\$96,457.00	\$401.90	\$98,957.00	\$397.96
9	\$95,157.00	\$396.49	\$97,657.00	\$406.90	\$100,157.00	\$401.12
10	\$96,357.00	\$401.49	\$98,857.00	\$411.90	\$101,357.00	\$404.28
11	\$97,557.00	\$406.49	\$100,057.00	\$416.90	\$102,557.00	\$410.60
12	\$98,757.00	\$411.49	\$101,257.00	\$421.90	\$103,757.00	\$413.76
13	\$99,957.00	\$416.49	\$102,457.00	\$426.90	\$104,957.00	\$420.08
14	\$101,157.00	\$421.49	\$103,657.00	\$431.90	\$106,157.00	\$423.24
15	\$102,357.00	\$426.49	\$104,857.00	\$436.90	\$107,357.00	\$429.55
16	\$103,557.00	\$431.49	\$106,057.00	\$441.90	\$108,557.00	\$432.71
17	\$104,757.00	\$436.49	\$107,257.00	\$446.90	\$109,757.00	\$439.03

Board of Education
January 9, 2024 4:00 PM
Central Services Board Room

The Cumberland County Board of Education met in working committees on Tuesday, January 9, 2024, in the Central Services Board Room, where the meeting was called to order by Vice Chairman Safdie at the approximate hour of 4:00 pm. Safdie welcomed everyone to the meeting and appreciated everyone for attending.

BOARD MEMBERS:

Teresa Boston:	Absent
Mr. Nick Davis:	Absent
Ms. Anita Hale:	Present
Mrs. Rebecca Hamby:	Absent
Mr. Chris King:	Present
Ms. Sheri Nichols:	Present
Robert Safdie:	Present
Ms. Shannon Stout:	Present
Ms. Elizabeth Stull:	Present

1. **Call to Order-Chairman**-Vice Chairman Safdie called the meeting to order at approximately 4pm.
2. **Pledge of Allegiance/Moment of Silence-Chairman**-Vice Chairman Safdie opened the meeting with a moment of silence followed by the pledge of allegiance.
3. **Building and Grounds Committee/Safety Committee-Mr. Robert Safdie**-Safdie presented this portion of the agenda. He said since Hamby was not present for the safety portion, and he was the last chairman of the building and grounds committee, he would act as facilitator. Stull said she thought the board discussed and they were advised at the last board meeting that the chairs from last year were staying in place for this year's committees per the board chair. Safdie said he would need to look at the reference on that. He feels that since safety and building and grounds are 1 committee now, he feels there should be 1 chairperson. He said he would proceed with the agenda, and they would discuss it at the board meeting for clarification.
 - 3.A. ***Approval of Building and Grounds Minutes**-Safdie asked for a motion to approve minutes. Stull made a motion to approve and Safdie made the second. Stout asked didn't it need to be members that were on that committee last time. Safdie said that is what he needs clarification on and in order to keep the meeting moving...Stout said she would think the members that were on the committee when it took place would need to approve the minutes from that meeting and then they could move forward. Safdie said he would go along with that in order to keep going. Stull said

when they (new board members) came on board last year, there were new members approving minutes because some members were no longer on the board. Stout said she don't remember having carry over from last year but however Safdie wanted to proceed. Stout said she was willing to attest that she has reviewed the minutes, she was part of that committee and she was there and they are accurate. Safdie said he accepted that. Stull again moved to approve minutes.

Motion to approve minutes from last meeting.

VOICE VOTE: (mover-yes) Stull

(seconder-yes) Safdie

Yes: 3, No: 0

MOTION: Motion Carried

- 3.B. **Pineview Elementary Roof Repair**-Safdie presented this item to the committee. He asked for the update on the Pine View elementary roof repair. Stepp said this was a temporary fix and principal Spicer shared with them that it's back leaking again. Safdie asked Stepp where the money would be coming from for the repair. Stepp said a couple of options are: TISA funding outcomes- there is money that was not budgeted last year and they might could use that. He could line item that for the roof. He said the bid is about \$150,000-\$200,000. Stout said last year it was around \$150,000. Safdie asked if the \$601,000 from TISA would be reimbursed. Stepp said it's already paid to the county but has not come to the school system yet. The board will have to vote where to put that money. Safdie asked if that amount would be in the '24-'25 school year. Stepp said it would happen again. Safdie said at this point did Stepp feel the B&G committee should approve the roof repair and let the budget committee deal with the funding. Stepp said yes, that was one way. He said he might could get this bid out and present at next board meeting. Safdie said the executive committee could approve the bidding process and then come back to full board to approve executive committees action. Stepp said yes, could also do that. Stout asked if there had to be an approval for a bid. Safdie told her anything over \$25,000 has to be bid out. Stout asked if they had to approve the executive committee to get the bid and Nichols asked if they have to pay for the bid. Stepp said yes there is a cost. Nichols asked what the fastest way to do this was. Stepp said the executive committee. Safdie said the B&G committee asks for the executive committee to bid this out and then present to full board when bids are in.
- 3.C. **Homestead Elementary**-Safdie presented this item and asked Stepp to give the rundown of what he feels/wants to take place at HES and what timeline he's thinking. Stepp said there are a couple of different approaches to this. He said if they put the entire school under 1 key, during budget time they would discuss saving a certain amount of money each year on a Homestead line item to get that done. He said even though principal Edmonds and the adults are doing everything to ensure the safety of the students, Sheriff Cox and Edmonds still have concerns. Safdie said the district could take money and put it in a separate account as a capital expense, it could take 6-8 years to complete the process unless there were grant opportunities. Stepp said they are currently looking at grants. Safdie wanted everyone to be aware this is what they were looking at but told everyone the full board would have to discuss it, and they would have to have recommendations from Stepp and Bray on how much money would need to be removed from the budget to fund this project. King asked if they had an idea on cost. Stepp said Chamberlin said between 8-10 million.

King said if they wait 5 years it will be \$20 million. Safdie said the only solution would be to ask the county commission to provide the funds to make that happen. He said he does not know what the county's sentiments are. He has not asked. He said he doesn't believe they can come up with an \$8 million dollar grant. Stout said they may have to piecemeal. Stull said at the annual TSBA convention they listened to a presentation from Wayne Gregory with EverSafe, and they work with district to get grants for safety projects. She said his presentation would be beneficial to the district. Safdie told Stepp that the general consensus from present board members were they would like to explore options. He said he wasn't sure this needed to go to the building and grounds committee again or just straight to the board meeting. He said Stepp could work that out with the chairman of the board.

3.D. CCHS Fire Alarm/North Elementary Fire Alarm-Safdie asked Stepp to explain what is being done. Stepp said both of these are going to take an extensive amount of time. He said CCHS could be bid out at an appropriate time so that it could be bid out over the summer. He said they couldn't buy parts last year and the Fire Marshall understood their situation and worked with their maintenance crew to get it running. He said at North the Fire Marshall is concerned about it not having parts but understands and makes sure it's running like it needs to run. Stepp recommends for this to go on the budget next year since renovations are going on at North next year and it would just be a line item within the budget. Stull asked what the cost was for both of them. Stepp said between \$300,000-\$400,000. Stout said last year the budget worksheet gave the estimates of \$300,000 at CCHS and \$350,000 at North. She said this estimate was probably not considering the new auditorium at CCHS. Stepp said that was correct. Stull asked if the fire alarm at the auditorium was part of that project and Stepp said yes, it would all be keyed in with the current system but the current system was not expandable. It was full. Stepp said he wasn't worried about the safety side unless it goes down and they have to wait 2 weeks to fix it. Stout asked Stepp to explain to everyone how it works during a fire alarm if it is not functioning properly. Stepp told everyone that the Fire Marshall required them to do fire walks every 15 minutes and they sign off that the areas of the building had been covered. Safdie said that is what the budget will see next year. Stepp said he would recommend bidding CCHS out so that it can be complete this summer during the construction phase of the auditorium. Safdie asked Bray if she had anything to add. Bray said she feels the price could come in a bit higher because it's been a year since the project was bid out-for both of the alarms. She said it could even be beyond \$400,000. Safdie told everyone this competed the portion of the building and grounds section of the agenda.

4. Other Discussion-Safdie brought up the tennis courts under this portion of the agenda. He asked the question of how we are going to handle the tennis courts. Stepp said they would be looking at it in the budget next year and see if they could line item to take care of 1 school, and then he would recommend the following year taking care of the other school. Safdie asked if there was any way to reduce the numbers of courts from 6 to 4. Stepp said he would have to talk to the coaches, principals and Athletic Director. Stout asked if tournaments might dictate that. Stepp said you needed 8 courts to run a tournament. Safdie said tournaments can be done somewhere else. Stout said maybe they could look into a shared court between the schools to make it cost effective. Safdie asked if Stepp had spoken with the State Park or FFG to see if there were other courts in the county that our students can use until this is figured out. Stepp deferred to AD Maddox. Maddox said SMHS has access to the majority of their courts and they aren't utilizing the ones that are really bad. CCHS has worked out a deal with Pepe Perron at Camp Nakinawa to use their facility for practice. Hale asked why they are considering limiting the courts. Safdie said costs. Hale asked if this would take away tennis meets. Safdie said he would have to refer that question to the DOS and Finance officer along with the maintenance supervisor and principals because he had no answer for that. Stull asked if the overage amount that was factored into the CCHS auditorium build was still available if they could use that to build those courts since that was previously discussed. Stepp said the board would have to vote on that. Stull said that was an option

they initially discussed. Stepp said he could talk to Upland Design about that. Stull asked if that was quoted at \$500,000 and Stout said a couple of years ago, yes. She feels that could go up in price as well. Safdie said he was optimistic. Safdie then asked if there were any other questions. Safdie asked Stepp how the SMHS field house was coming along. Stepp said he believes they have a spring/March complete date. Bray said it's based on the weather but they are laying the block now. Stout had a couple of things she wanted to address with everyone and asked all the members that were present to please consider adding the outstanding budget minutes from the May 2023 meetings to the upcoming board meeting. Safdie said he's of the opinion that if the budget committee doesn't meet before the full board meeting that this is taken up as a voting and approving issue at the full board meeting. Stout said she asked for that in Dec and was told no-the budget committee would take care of it the next time they met which would have been tonight. She then said since the budget committee was canceled tonight she would like to see this done. Safdie said they would get it settled. Stout then asked if the members could settle on a standing date for the committees to take place. Stull said they wanted to initially do them earlier in the month to give enough time for any approvals to get to the full board meeting. The members agreed that the second Tuesday of each month worked and Stepp gave the next date of February 13th. Everyone also agreed to start the meetings at 4pm. King asked in the meantime if they were still planning on voting on the budget minutes at the next board meeting. Safdie said unless there was a budget committee called between now and then. He said his question was directed to Stepp and asked if he foresaw a reason to have a budget committee meeting before the next full board meeting. Stepp said he only planned on showing everyone different sample salaries at the upcoming board retreat on Saturday. Safdie asked Stepp to verify and coordinate with Boston and it would all work out. Safdie then asked for questions from the media or the audience. Audience member Linda Clark spoke up and told everyone that she had been doing a lot of reading on Robert's Rules of Order. She said when committees don't meet for a substantial length of time, they can appoint a minutes committee to approve minutes without holding a meeting. She wanted to encourage the board to look into that. Safdie asked her to send him a copy of the Robert's Rules of Order she was referencing. Karen Frantzen then asked how the bidding for projects were determined and is that factored in to final costs. Stepp said that was law from the comptroller's office but asked Bray to elaborate. Bray said anything over \$25,000 has to run through a contractor and has to go out for bid. She said they use Upland Design and they take care of all of that. It then goes to the county finance director and it's sent out to the bidders on the bid list. Then they submit bids and the district opens the sealed bids on the designated day and then the bid is awarded. Frantzen then asked what the cost of the actual bid was. Bray said the architect gets a fee, not the bidder. Safdie said the standard architectural fee was about 7% and Bray said anywhere from 6-7%.

5. **Adjournment**-Safdie thanked everyone for being present and asked for a motion to adjourn. King made the motion and Stout with the second. The meeting was adjourned at approximately 4:48 p.m.

Motion to to ajourn.

VOICE VOTE: (mover-yes) King

(seconder-yes) Stout

Yes: 6, No: 0

MOTION: Motion Carried

(* Indicates Board Approval Required

William Stepp, Director of Schools

Robert Safdie, Vice Chairman /B&G Chair

Diane McCartney, Board Secretary/Recorder

Board of Education
January 9, 2024 4:00 PM
Central Services Board Room

The Cumberland County Board of Education met in working committee meetings on Tuesday, January 9, 2024 in the Central Services Board Room, where the meeting was called to order by Vice Chairman Safdie at the approximate hour of 4:00 pm. Safdie welcomed everyone to the meeting and appreciated everyone for attending.

BOARD MEMBERS:

Teresa Boston:	Absent
Mr. Nick Davis:	Absent
Ms. Anita Hale:	Present
Mrs. Rebecca Hamby:	Absent
Mr. Chris King:	Present
Ms. Sheri Nichols:	Present
Robert Safdie:	Present
Ms. Shannon Stout:	Present
Ms. Elizabeth Stull:	Present

1. **Call to Order**-Vice Chairman Safdie called the meeting to order at approximately 4pm.
2. **Pledge of Allegiance/Moment of Silence**-Vice Chairman Safdie opened the meeting with a moment of silence followed by the pledge of allegiance.
3. **Policy Committee**-Mrs. Rebecca Hamby-Safdie presented the policy committee portion of the agenda and asked Stull to lead since Hamby was not present.
 - 3.A. ***Approval of Policy Minutes**-Stull asked for a motion to approve the last set of policy committee minutes. Nichols moved to approve and Stull gave the second.

Motion to approve minutes.

VOICE VOTE: (mover-yes) Nichols

(seconder-yes) Stull

Yes: 3, No: 0

MOTION: Motion Carried

3.B. **Policy 2.200 Annual Operating Budget**-Stull presented policy 2.200 with changes to the committee. Nichols made a motion to approve. Safdie said this policy was revised to assist new board members in better understanding what will take place during the budgetary period. He said although this policy was clearer than previous one, it's lacking a set of procedures. He asked Stepp if there were procedures designed for this policy. Stepp said once this was approved they would work on one. Safdie asked if Stepp had a draft of said procedures. Stepp said no-he would do it if they approved this policy. Stull said this past year they moved from BEP to TISA funding and the timeline has been pushed further and further so is there anything that can be put in place for things like that, that can come up. Stepp said they have no way to predict when TDOE will release that first estimate. And no idea how they will do it next year. He said he's already started getting information together as to what each department budget needs look like so he can create an executive summary for the board. He said he can't put timelines in procedures because TDOE controls that. Stull said that is her concern with putting the dates in the policy. She said with some of that info not set in stone from the State but the district setting dates within the policy, she doesn't want that to cause issues. Stout asked when they got TISA last year? Stepp said September. Stout asked when they are predicting the district would have it this year. Stepp said Jan/Feb. Stull asked if the March 1st date gives him enough time. Stepp said yes, they would work on projections. He said each year the schools will work on what they project. Stull asked if he was confident that the dates in the policy would still be good for him to work with. Stepp said yes, it's standard operating procedure. Stull asked if they needed to put something in the policy for adjustments? He said again it's standard operating procedures, and they could write it down if they wanted. King said some of the dates within the policy are deadlines by the state so you have to backwards plan and those dates need to be there. Safdie said when elections take place in September and the new board comes in, they are going to be blind and they aren't going to know what procedures are being followed and he would hope in the next few weeks that Stepp would provide the board with a schedule of tentative event that gives the new board members an idea of where they are going and where they fit in. Stout said the Google Drive that Stepp shared on the Drive was great last year. Stull seconded the motion made by Nichols.

Motion to approve policy as presented.

VOICE VOTE: (mover-yes) Nichols

(seconder-yes) Stull

Yes: 3, No: 0

MOTION: Motion Carried

3.C. **Policy 4.700 Testing Programs**-Stull presented this policy to the committee. She asked for a motion to approve. Nichols made a motion to approve. Stull said she found on line 18, page 2, a grammatical error that she requested to change. "If" changed to "of". Safdie asked Stepp, was there anything the board needed to understand about the testing programs? Stepp said this was basically covering operating procedures at each grade level. Stull gave the second on this.

Motion to approve as presented with grammatical correction.

VOICE VOTE: (mover-yes) Nichols

(seconder-yes) Stull

Yes: 3, No: 0

MOTION: Motion Carried

3.D. **Policy 6.312 Use of Personal Communication Devices in School**-Stull presented this policy to the committee for review. Stepp told everyone this was previously brought up in a policy meeting to see about updating it to be a little more in line with where we are now in terms of this technology. He said this change lines up with TSBA's policy. Stull asked if this was the same policy that had been previously discussed about different grades having cell phones. Stepp said yes. Stull then said there is nothing in this update to talk about how far down (grade wise) this policy goes. Stepp said that would be in procedures. Stull asked about not having kindergarten having cell phones and will procedures cover that for principals or should that be covered within the policy. Stepp said it's part of the procedures and then asked Homestead's principal Edmonds to comment on that. Edmonds said they don't typically see kindergartners with cell phones, but if they do, the teacher just holds onto the phone, and they usually aren't activated. She said a parent can pick it up, or they just send it back home, but it's not an issue they typically see at that grade level. Stull asked what grade level she sees cell phones being an issue. Edmonds said 2nd grade they can see students with active cell phones. She said that grade level is more structured, and they don't have the free time like standing at lockers that the older grades have. She said 5-8 is more where they see their issues with cell phones. Stepp said most of the time, elementary students keep their phones in bags, and they are not out while in school. Stull said on line 16/17 she thinks that portion should stay in the policy instead of removing it. Stepp said in the student conduct books, they address cheating with cell phones. Stull said it's not just cheating, but also students' individual privacy. Stout said that a lot of policies references TCA so could this policy reference procedures? Stepp said yes, they could do that. Safdie asked if anyone knew how the reference should look. Stout said it can be under cross-references like other policies. Maddox said this is straight from the TSBA model policy, and he can get those cross-references added. Patton said line 13 should read "or" and not "of". Stout asked if they could approve with the additions of adding the references? Stull said she did like that idea. She asked for a motion to approve with the recommended changes. Nichols made that motion and Stull with the second. Safdie asked Stepp to follow through with those changes. Stull then told everyone that concluded the policy portion of the committee agenda.

Motion to approve policy with recommended changes.

VOICE VOTE: (mover-yes) Nichols

(seconder-yes) Stull

Yes: 3, No: 0

MOTION: Motion Carried

William Stepp, DOS

Rebecca Hamby, Policy Chairman

Diane McCartney, Board Secretary

Cumberland County Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Board Committees	Descriptor Code: 1.300	Issued Date: 11/06/03
		Rescinds: 1.400	Issued: 01/06/98

~~1 The Board shall operate without standing committees, except for the Executive Committee and the~~
~~2 Policy Committee; however, special committees composed of board members may be appointed by the~~
~~3 chairman at the direction of the Board and as the needs of the Board shall require.¹ Such committees~~
~~4 shall be discharged when the work is finished or earlier by a majority vote of the entire Board. All~~
~~5 reports by special committees shall be made directly to the Board.~~

6 The Board shall operate with the following standing committees; Executive, Policy, Budget, Building &
7 Grounds/Safety, and Athletics. Special committees may be formed at the direction of the Board and as
8 the needs of the Board shall require¹. Such special committees shall be discharged when the work is
9 finished or earlier by a majority vote of the entire Board. The chairman of the board shall recommend,
10 and the board shall approve, appointments to committees. All reports by committees shall be made
11 directly to the Board.

12 1. ~~A special committee serving in an advisory capacity shall consist of less than a quorum of board~~
13 ~~members;~~ Standing committees shall elect a chairman during each October committee meeting,
and special committees shall elect a chairman at their initial meeting;

8 2. ~~The committee will be advisory only;~~ Committees shall serve in an advisory capacity, and shall
9 consist of less than a quorum of board members;

10 3. ~~Issues to be discussed by the committee must be approved in advance by the entire Board;~~
11 Committees may vote to make recommendations to the board, and such recommendations shall not
be binding on the board;

12 4. ~~A committee shall serve no longer than the annual organization meeting of the Board unless~~
13 ~~reappointed to finish a designated task; and~~ Issues to be discussed by committee shall be
14 approved in advance by the Board;

15 5. ~~Committee meetings shall be held in accordance with the Open Meetings law.²~~ Special
16 committees shall serve no longer than the annual organization meeting of the Board unless
reappointed to finish a designated task; and

6. Committee meetings shall be held in accordance with the Open Meetings law.²

Legal References:

1. TCA 49-2-205(2)
2. TCA 8-44-102(b)

Cross References:

School Board Meetings 1.400
Public Hearings 1.401

Cumberland County Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Appeals to and Appearances Before the Board	Descriptor Code: 1.404	Issued Date: 06/28/23
		Rescinds: 1.404	Issued: 12/03/20

1 APPEALS TO THE BOARD

2 Any matter relating to the operation of the school system may be appealed to the Board. However, the
3 ~~parties shall attempt to settle~~ Board desires that all matters be settled at the lowest level of responsibility
4 and ~~the Board shall will~~ not hear complaints or concerns which have not advanced through the proper
5 administrative procedure. ~~from the point of origin.~~

6 If all steps of the administrative procedure have been pursued and there is still a desire to appeal to the
7 Board, the matter shall be referred in writing to the office of the Director of Schools and the Board shall
8 determine whether to hear the appeal.

9 APPEARING BEFORE THE BOARD ~~–With notice to the board~~

10 Individuals ~~speaking to~~ desiring to appear before the Board ~~shall address remarks to the Chair and may~~
11 ~~direct questions to individual board members or staff members only upon approval of the Chair. Each~~
12 ~~person speaking shall state his/her name and subject of presentation. [insert local requirements, if~~
13 ~~applicable]~~ The Chair shall have the authority to terminate the remarks of any individual who violates state
14 ~~law or does not adhere to board rules. ¹must submit a written request with descriptive materials to the~~
15 ~~office of the director eight (8) working days before the meeting. If the~~
16 ~~request is approved by the Executive Committee, the item will be placed on the agenda. Individual~~
17 ~~placed on the agenda will be recognized at the beginning of the meeting and given time to speak~~
18 ~~when their topic of interest is addressed on the agenda. All requests submitted will be included in the~~
19 ~~board packet.~~

20 ~~The chairman may recognize individuals on the agenda for remarks to the Board if he/she determines~~
21 ~~that such is in the public interest. A majority vote of members present can overrule the decision of the~~
22 ~~chairman.~~

19 ~~APPEARING BEFORE THE BOARD – Without notice to the board~~

20 ~~If an individual wishes to address the Board, he/she may sign up on the form provided before the~~
21 ~~beginning of the board meeting to request time to speak. Delegations must select only one individual to~~
22 ~~speak on their behalf unless otherwise determined by the Board.~~

23 ~~Individuals speaking to the Board shall address remarks to the chairman and may direct questions to~~
24 ~~individual board members or staff members only upon approval of the chairman. Each person speaking~~
25 ~~shall state his name, address, and subject of presentation. Remarks will be limited to three (3) minutes~~
26 ~~unless time is extended by the Board. The chairman shall have the authority to terminate the remarks of~~
27 ~~any individual who is disruptive or does not adhere to Board rules.⁺~~

28 ~~Individuals desiring additional information about any item on the agenda shall direct such inquiries to~~
29 ~~the office of the director of schools~~

3 There shall be a public comment period for each meeting with actionable items on the agenda, with the
4 exception of teacher disciplinary hearings. Comments shall be limited to topics listed on the agenda. The
5 total public comment period shall be for no more than 30 minutes. If an individual wishes to address the
6 Board, he/she shall sign up on the form provided before the beginning of the board meeting to request
7 time to speak. Each speaker shall be given no more than 3 minutes. Delegations shall select only one (1)
8 individual to speak on their behalf unless otherwise determined by the Board.

Adding an Item to the Agenda (optional)

Individuals desiring to appear before the Board shall submit a written request with descriptive materials to the office of the Director of Schools [insert amount of time] before the meeting. If the request is approved by the executive committee, the item will be placed on the agenda. Individuals placed on the agenda will be recognized at the beginning of the meeting and given [insert amount of time] to speak when their item is addressed on the agenda. All requests submitted will be included in the board packet.

Legal References

1. TCA 39-17-306
2. Public Acts of 2023, Chapter No. 300

Cross References

School Board Meetings 1.400
Public Hearings 1.401
Agendas 1.403.
Discrimination/Harassment of Employees 5.500
Complaints and Grievances 5.501
Student Discrimination, Harassment, Bullying,
Cyberbullying, and Intimidation 6.304
Student Concerns 6.305

Cumberland County Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Charter School Authorizing Principles	Descriptor Code: 1.900	Issued Date: 10/25/18
		Rescinds:	Issued:

1 The Cumberland County Board of Education shall ensure that only high-quality charter schools are
2 authorized to operate within the district and adhere to the State Board of Education’s quality charter
3 authorizing standards. To accomplish this, the Board shall adopt the following authorizing principles
4 that require charter schools to maintain high standards, while upholding school autonomy and
5 protecting student and public interests.¹

6 **MAINTAINING HIGH STANDARDS**

7 Charter schools shall be held accountable for meeting the performance standards and targets set forth
8 in their charter agreement. The Board shall **maintain high standards for the charter school(s)it oversees**
9 **and** close any charter school that fails to meet the standards and targets established in the charter
10 agreement or set by state law.²

11 **UPHOLDING SCHOOL AUTONOMY**

12 Charter school governing boards shall be independent of the Board and have the authority to make
13 instructional programming, financial, personnel, school culture, and scheduling decisions. **The Board**
14 **shall assume responsibility not for the success or failure of individual schools but for holding schools**
15 **accountable for their performance.**

16 The Board shall only impose requirements on charter schools in its portfolio when there is a legal basis
17 or compelling reason to do so.

18 **PROTECTING STUDENT AND PUBLIC INTERESTS**

19 The Board shall ensure clarity, consistency, and public transparency in authorizing policies, practices,
20 and decisions of **regarding** any charter school. The Board shall hold charter school governing boards
21 accountable for being fiscally responsible and transparent.

22 Charter schools are part of the public education program and shall adhere to non-selective,
23 nondiscriminatory practices and ensure the fair treatment of all students. They shall provide
24 appropriate services to all enrolled students in accordance with state and federal laws.⁴³ Charter school
25 governing boards shall ensure fiscal responsibility and transparency.

Legal References

1. TCA 49-13-108(f); State Board of Education Policy 6.111;
TRR/MS 0520-14-01-.01
2. TCA 49-13-111, TCA 49-13-120, TCA 49-13-122
- ~~3. TCA 49-13-105(a)~~
4. TCA 49-13-111

Cumberland County Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Charter School Applications	Descriptor Code: 1.901	Issued Date: 02/25/21
		Rescinds: 1.901	Issued: 09/26/19

1 *General*

2 This policy shall apply to sponsors and potential sponsors of charter schools. It shall not apply to
3 charter schools converting from existing public schools. Proposals from existing charter school
4 operators or replicators and applicants proposing to contract with educational service providers shall be
5 in accordance with state law.¹

6 **APPLICATION PROCESS²**

7 A prospective charter school sponsor shall send **notice** to the Director of Schools/~~designee~~ ~~notice~~ of its
8 intent sixty (60) **calendar** days prior to February 1st of the year preceding the year in which the
9 proposed charter school plans to begin operation as a charter school. **The Director of Schools/designee**
10 **shall determine whether the sponsor has selected the correct application category within ten (10)**
11 **business days of receiving the letter of intent and notify the sponsor within five (5) business days of a**
12 **determination that the incorrect application category has been selected.**²

13 A sponsor seeking board approval of an initial charter school application shall complete the forms
14 provided by the ~~Tennessee~~ Department of Education. The application shall provide all the information
15 required by **state** law. The sponsor shall demonstrate that the proposed charter school meets the
16 purpose prescribed by **state** law for the formation of a charter school, and the proposed charter school
17 will be able to implement a viable program of quality education for its students.³

18 **Electronic copies** of applications shall be submitted to the Board and ~~Tennessee~~ Department of
19 Education on or before ~~4:30~~ **11:59** p.m. **Central Time** on February 1st of the year preceding the year in
20 which the proposed charter school plans to begin operation as a charter school. If the 1st of February
21 falls on a Saturday, Sunday, or holiday on which the school district offices are closed, applications will
22 be accepted on the next business day on or before ~~4:30~~ **11:59** p.m. Late applications will not be
23 accepted, without exception. The sponsor shall pay an application fee of \$2,500.00.²

24
25 **The Board shall determine whether an application is complete within (10) business days of receiving**
26 **the application and shall notify the sponsor within five (5) business days of the determination if the**
27 **application is determined to be incomplete.**³

28 **REVIEW TEAM**

29 If necessary, the ~~Board~~ **Director of Schools/designee** shall appoint a review team to assist in reviewing
30 and evaluating charter school applications. The team shall be ~~composed~~ **comprised** of members of the
31 administrative staff for the district, community members **with relevant educational, organizational,**
32 **financial, and legal experience.** ~~and a member of the Board with relevant educational, organizational,~~

1 ~~financial, and legal experience.~~ At the board meeting in December of each year, the Director of
2 Schools/~~designee~~ shall make a recommendation to the Board on which members of his/her
3 administrative staff should be appointed to the team. The Board shall name the members of the team at
4 its meeting in January of each year. The Board shall designate a Chair of the review team as the
5 contact person for answering questions about the application process and receiving applications. The
6 Director of Schools/~~designee~~ shall develop an orientation for the team to ensure consistent evaluation
7 standards and the elimination of real or perceived conflicts of interest.

8 The Board shall require the Director of Schools/~~designee~~ to develop a procedure for receiving,
9 reviewing, and ruling on applications for the establishment of charter schools by the review team. The
10 procedure shall include a timeline for the application and review process. A copy of the procedure,
11 including the review criteria, shall be available ~~to any interested party upon request.~~ **on the district's**
12 **website.**

13 The review team shall:

- 14 1) Evaluate all charter school applications based on the review criteria ~~adopted by the Board;~~
15 **established by state law; and**
- 16 2) Recommend one of the following options to the Board for each application: approve, reject, or
17 reject with stipulations for reconsideration.⁴ ~~;~~ ~~and~~
- 18 3) ~~Make recommendations for revocation, renewal, or non-renewal of charter school contracts.~~

21 **APPROVAL/DENIAL OF APPLICATION⁵**

22 The Board shall rule by resolution on the approval or denial of ~~a~~ **an initial** charter **school** application
23 within ninety (90) **calendar** days of receipt of the completed application, or the application shall be
24 deemed approved by **state** law. The Director of Schools/~~designee~~ shall report the action taken by the
25 Board to the Department of Education.

26 *Approval*

27 The sponsor of a charter school that is approved by the Board shall enter into a written agreement with
28 the Board, which shall be binding on the charter school's governing body. The charter school
29 agreement shall be in writing and signed by the sponsor and the Board.

30 The Board will receive an annual authorizer fee of three percent (3%) of the annual per student state
31 and local allocations or thirty-five thousand dollars (\$35,000), whichever is less.⁵⁻⁶

32 Charter schools approved by the Board are expected to implement the application as submitted and
33 approved. Material variations in operations from the approved application require amendment pursuant
34 to ~~statute~~ **state law** and the charter school agreement.⁶⁻⁷

35 The Board should not **provide** ~~be expected to provide~~ services to charter schools that are not requested
36 during the application process except for those services that are required under state or federal laws.
37 Services agreed to be provided to the charter school by the Board shall be provided at board actual
38 cost. The Board and charter school shall execute a service contract for any additional services.

1 New charter school agreements are approved for a ten (10) year period.^{7 8} The Board may revoke or
2 deny renewal of a charter school agreement for any of the reasons enumerated in state law.⁸⁻⁹

3 *Denial*

4 If the initial charter school application is denied, the Board shall notify the sponsor in writing within
5 ten (10) calendar days, specifying the objective reasons for the denial and the deadline by which the
6 sponsor may submit an amended application. Upon written receipt of the grounds for denial, the
7 sponsor shall have thirty (30) calendar days within which to submit an amended application to correct
8 the deficiencies. The Board shall have sixty (60) calendar days either to deny or to approve the
9 amended application, or the application shall be deemed approved by state law.⁴⁻⁵

10 If the amended charter school application is denied, the Board shall notify the sponsor in writing
11 within five (5) calendar days, specifying the objective reasons for denial and the sponsor's right to an
12 appeal. Within ten (10) calendar days of final denial, an appeal may be filed with the Tennessee Public
13 Charter School Commission.⁹⁻¹⁰

Legal References

1. TCA 49-13-106; State Board of Education Policy 6.111
2. TCA 49-13-107; TCA 1-3-102; TCA 49-13-108;
TRR/MS 0520-14-01(1)(b),(e)
3. TRR/MS 0520-14-01(1)(i)
4. TRR/MS 0520-14-01
5. TCA 49-13-108; TRR/MSS 0520-14-01
6. TCA 49-13-128
7. TCA 49-13-110(d)-(e); TRR/MSS 0520-14-01
8. TCA 49-13-110(c)
9. TCA 49-13-122
10. TCA 49-13-108(b)(5)

Cumberland County Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Charter School Agreements	Descriptor Code: 1.902	Issued Date: 10/25/18
		Rescinds:	Issued:

1 *General*

2 Charter agreements shall articulate the rights and responsibilities of each party regarding school
3 autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure,
4 performance consequences, and other material terms. These agreements shall be separate from the
5 application and contain terms and performance standards under which the school shall operate.¹

6 All charter agreements shall:¹

- 7 1. Clearly state the rights and responsibilities of the school and the authorizer;
- 8
- 9 2. ~~State and respect the autonomies to which schools are entitled (e.g. programming, staffing,~~
10 ~~budgeting, and scheduling);~~ **Define the material terms of the agreement as being those relevant**
11 **to renewal;**
- 12
- 13 3. ~~Define performance standards, criteria, and conditions for renewal, intervention, revocation,~~
14 ~~and non-renewal;~~ **Allow amendments subject to the approval of both parties;**
- 15
- 16 4. ~~State when the authorizer fee will be collected;~~ **State and respect the autonomies to which**
17 **schools are entitled (e.g. programming, staffing, budgeting, and scheduling);**
- 18
- 19 5. ~~Establish the consequences for meeting or not meeting standards;~~ **Define performance**
20 **standards, criteria, and conditions for renewal, intervention, revocation, and non-renewal;**
- 21
- 22 6. ~~State the statutory, regulatory, and procedural terms and conditions for the school's operation;~~
23 **State the amount of the authorizer fee and when it will be collected;**
- 24
- 25 7. ~~State reasonable pre-opening requirements or conditions for new schools to ensure that they~~
26 ~~meet all health, safety, and other legal requirements prior to opening;~~ **Establish the**
27 **consequences for meeting or not meeting standards as outlined by the Board;**
- 28
- 29 8. ~~State the responsibility and commitment of the school to adhere to essential public education~~
30 ~~obligations, including admitting and serving all eligible students so long as space is available,~~
31 ~~and not expelling or counseling out students except pursuant to a legal discipline policy~~
32 ~~approved by the Board; and~~
33 **State the statutory, regulatory, and procedural terms and conditions for the school's operation;**
34

1 ~~9. State the responsibilities of the school and the authorizer in the event of school closures. State~~
2 ~~reasonable pre-opening requirements or conditions for new schools to ensure that they meet all~~
3 ~~health, safety, and other legal requirements prior to opening;~~
4

5 10. State the responsibility and commitment of the school to adhere to essential public education
6 obligations, including admitting and serving all eligible students so long as space is available,
7 and not expelling or counseling out students except pursuant to a legal discipline policy
8 approved by the Board; and
9

10 11. State the responsibilities of the school and the authorizer in the event of school closures.
11

12 Charter agreements shall include clear academic, financial, and organizational performance standards.
13 Sources for obtaining this information shall be outlined in the agreement. At a minimum, these
14 agreements shall include the following:

15 1. Academic performance standards that set expectations for student achievement and growth,
16 incorporate state and federal accountability systems, and set expectations for postsecondary
17 readiness (for high schools);
18

19 2. Financial performance standards that enable the Board to evaluate the charter's financial
20 stability; and
21

22 3. Organizational performance standards that define the vital components of the educational
23 program, the financial management standards, state and federal legal requirements, and school
24 environment expectations for which the Board shall hold the charter accountable.

25 The performance standards included in the charter agreement shall establish specific expectations
26 using objective measures of student achievement. This shall be the primary measure of school quality.
27

28 **FEE-BASED SERVICES**

29 Any fee-based services shall be outlined in a separate agreement. The provision of any such fee-based
30 services shall not be a condition of charter approval, continuation, or renewal.²
31

Legal References

1. TCA 49-13-110; State Board of Education Policy 6.111
2. State Board of Education Policy 6.111

Cumberland County Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Charter School Oversight	Descriptor Code: 1.903	Issued Date: 09/26/19
		Rescinds: 1.903	Issued: 10/25/18

1 *General*

2 The Board shall oversee and annually evaluate charter schools to ensure they meet the performance
3 standards and targets set forth in the charter agreement.¹ The Board shall create a comprehensive
4 performance, accountability, and compliance monitoring system based on the charter **school** agreement and
5 communicate the results to each charter school. At a minimum, the monitoring system shall address
6 academic, financial, and organizational performance standards as outlined in the charter **school** agreement
7 and required by the State Board of Education.¹ The Board shall utilize the results when making renewal,
8 revocation, and intervention decisions. **Reports on charter school oversight shall be complied by the Director**
9 **of Schools/designee and published on the district's webpage at least annually.**

10 The Board shall communicate with the charter schools in its portfolio as needed, including both the
11 **charter** school leader and governing board, and provide timely notice of any material charter **school**
12 agreement violations and performance deficiencies.

13 The Board shall articulate and enforce stated consequences for failing to meet performance
14 expectations or compliance requirements.

15 **MONITORING SYSTEM**

16 **The Director of Schools/designee shall implement a performance and compliance monitoring system per the**
17 **terms of the charter agreement. This information will be provided to the Board on an ongoing basis through**
18 **reports that will form the basis of renewal, revocation, and intervention decisions. To aid in this, the Director**
19 **of Schools/designee shall develop a reporting calendar that outlines when information required by state law**
20 **shall be provided by the carter school.**

21 **SITE VISITS**

22 A site visit to each charter school shall be conducted annually. The purpose shall be to collect data and
23 other qualitative information that cannot be obtained otherwise. The Director of Schools/**designee** shall
24 develop a site visit procedure that outlines the expectations of charter schools prior to, during, and after the
25 site visit, including review of the documents and data, classroom observations, and interviews. These visits
26 shall minimize operational interference.

27 The Board shall provide the charter school with a report that summarizes the **school's performance outcome**
28 **of the visit.** The report shall provide an analysis of relevant data and include general recommendations, if
29 applicable.²

30 **CHARTER SCHOOL REPORTING**

31 Charter schools shall provide the information required by the charter agreement and state law to the

32 Board. The Director of Schools/~~designee~~ shall develop a reporting calendar that defines and communicates
33 the process, methods, and timing of gathering and reporting data to the Board².

34 By September 1, the governing body of an approved charter school shall make a written report to the
35 Board.³ The annual report shall include:

- 1 1. A report on the progress of the charter school in achieving its goals, outlined in the charter
2 school agreement;
- 3 2. A financial statement disclosing the financial health of the charter school, including the costs of
4 the administration, instruction, and other spending categories of the school; and
- 5 3. A detailed accounting including the amounts and sources of all funds received by the charter
6 school, other than the funds received per state law.⁴

7 This reporting requirement shall begin in the year after the year in which the charter school begins
8 operation.

9 Multiple charter schools overseen by a single governing board shall report their performance as
10 separate, individual charter schools. Each ~~charter~~ school shall be independently accountable for its
11 performance.

12 Each charter school governing body shall submit an annual audit of all accounts and records, to include
13 internal school activity and cafeteria funds, to the Board as soon as practical after June 30.⁵

14 **AUTHORIZER REPORTING AND REVIEW**

15 By December 1, the Board shall report to the Department of Education detailing the authorizer fees
16 collected in the previous school year and the authorizing obligations fulfilled using the fee.⁶ By
17 January 1, the Board shall submit an annual authorizer report to the Department of Education ~~and the State~~
18 ~~Board of Education~~.⁷ The Director of Schools/~~designee~~ shall prepare the reports and provide the information
19 to the Board prior to submission.

Legal References

1. TCA 49-13-111(d); State Board of Education Policy 6.111
2. ~~State Board of Education Policy 6.500~~ TCA 49-13-120
3. TCA 49-13-120(a), (b)
4. TCA 49-13-112(a),(f) Public Acts of 2019, Chapter No. 219
5. TCA 49-13-127
6. TCA 49-13-128(e f)
7. TCA 49-13-120(~~d~~ c)

Cumberland County Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Charter School Intervention	Descriptor Code: 1.904	Issued Date: 10/25/18
		Rescinds:	Issued:

1 *General*¹

2 The Board shall develop a clear plan for monitoring charter schools that shall be set forth in the charter
3 agreement. If the Board identifies a deficiency in **the academics, finances, or operations of the** charter
4 school **operations**, the Director of Schools/designee shall communicate the problem to the charter
5 school. Any intervention shall be proportionate to the identified problem and adhere to the provisions
6 of the charter agreement, **and intervention strategies shall preserve the school autonomy and**
7 **responsibility while clearly stating consequences for noncompliance.**¹

8 **INTERVENTION**⁺

9 The Director of Schools/designee shall give the charter school timely notice of any charter agreement
10 violations or performance deficiencies requiring intervention. Notices shall state the:

- 11 1. Deficiency;
- 12
- 13 2. Applicable regulatory, performance, or contractual provision(s) not achieved;
- 14
- 15 3. Expected remedy; and
- 16
- 17 4. Timeframe by which the Board expects the deficiency to be remedied or a corrective action
18 plan to be submitted.

19 The Director of Schools shall provide charter schools with reasonable time and opportunity to remedy
20 the deficiency or to submit a corrective action plan.

21 **PROGRESSIVE INTEVENTIONS**²

22 **The Board shall assign a level of intervention for the charter school as defined by the charter**
23 **agreement if deficiencies are identified. Depending on the severity of the deficiency, the Board**
24 **reserves the right to revoke the charter agreement in accordance with state law.**

25 *Tier I – Notice of Deficiency*

26 **The Board shall provide the charter school with notice of the specific deficiency with supporting**
27 **documentation as well as information on possible consequences.**

28 **Possible Deficiency: Failure to comply with the terms of the charter agreement and/or violation of state**
29 **law.**

1 Possible Consequence: Sending a letter to the charter’s governing board including terms of a corrective
2 action plan.

3 *Tier II – Notice of Probationary Status*

4 Tier II shall be implemented if the interventions in Tier I are unsuccessful. These interventions shall
5 consist of a letter to the charter’s governing board as notice of probationary status, outlining the terms
6 of the probation and the timeline for correction.

7 *Tier III – Review of Status*

8 Tier III shall be implemented if the interventions in Tier II are unsuccessful. These interventions shall
9 consist of a recommendation to revoke the charter contract or other sanctions to be determined.

10 **REMEDIES¹**

11 Charter schools shall be responsible for notifying the Board:

- 12 1. When a deficiency has been remedied;
13
14 2. If the charter school requires an extension of time to remedy a deficiency; or
15
16 3. If the charter school requests a modification to its corrective action plan.

Legal References

1. State Board of Education Policy 6.111
2. TCA 49-13-122: Public Acts of 2023, Chapter No. 206

Cumberland County Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Charter School Renewal	Descriptor Code: 1.905	Issued Date: 09/26/19
		Rescinds: 1.905	Issued: 10/25/18

1 **INTERIM REVIEW**

2 The Director of Schools/designee shall conduct an interim review of a charter school in the fifth year
3 of a charter term in accordance with guidelines developed by the Department of Education. As part of
4 this process, the charter school shall submit a report on the progress of the school in achieving the
5 goals and objectives set forth in the charter agreement.¹

6 **CUMULATIVE PERFORMANCE REPORT**

7 Three (3) months prior to the date on which a charter school is required to submit a renewal
8 application, the Director of Schools/designee shall submit a performance report to the charter school
9 that summarizes the school's performance record over the charter term and states the summative
10 findings concerning the school's performance and prospects for renewal.²

11 **APPLICATION AND EVALUATION**

12 No later than April 1 of the year prior to the year in which the charter agreement expires, the governing
13 body of a charter school shall submit a renewal application to the Board.³

14 The Director of Schools/designee shall conduct a renewal evaluation site visit to each charter school
15 that submits a charter renewal application.⁴

16 The Board will make renewal decisions by February 1st in the year the charter school agreement
17 expires.

18 **RENEWAL CRITERIA⁴**

19 ~~The Board shall make its renewal decision based on the renewal application, annual progress reports,~~
20 ~~and renewal performance report.~~

21 The Board shall define and communicate with schools the criteria for renewal that is consistent with
22 the charter agreement. The Board shall make its renewal decision based on the renewal application,
23 annual progress reports, and renewal performance report.

24 Within ten (10) days of the Board voting by resolution on a renewal application, the Director of
25 Schools/designee shall promptly notify a school of its renewal recommendation and decision,
26 including the reasons for the decision and any rights to an appeal. The Director of Schools/designee
27 shall promptly communicate renewal decisions to the school community and public.

Legal References

1. ~~TCA 49-13-121 (k) TCA 49-13-120; State Board of Education Policy 6.111; TCA 49-13-121; Public Acts of 2019, Chapter No. 219~~
2. State Board Policy 6.111
3. TCA 49-13-121 (a)
4. TCA 49-13-121; State Board of Education Policy 6.111

Cumberland County Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Charter School Revocation	Descriptor Code: 1.906	Issued Date: 09/26/19
		Rescinds: 1.906	Issued: 10/25/18

1 *General*

2 The Board shall revoke a charter agreement if the charter school:¹

- 3 1. Failed to meet **or make sufficient progress toward** the ~~minimum~~ performance **expectations**
4 **requirements** set forth in the charter school agreement;
- 5
- 6 2. Committed a material violation of any of the conditions, standards, or procedures set forth in
7 the charter school agreement;
- 8
- 9 3. Failed to meet generally accepted standards of fiscal management; or
- 10
- 11 4. Performed any of the acts that are conditions for non-approval of charter schools under state
12 law.

13 **NOTICE**

14 The Director of Schools/designee shall notify the charter school of the Board's intent to revoke the
15 charter agreement in writing at least thirty (30) days prior to the revocation.²

16 Within ten (10) days of the Board voting to renew, not renew, or revoke a charter agreement, the
17 Director of Schools/designee shall report the Board's decision to the Department of Education. The
18 Director of Schools/designee shall also provide **the charter school** a copy of the Board's resolution
19 setting forth the decision and the reasons for the decisions, **and an explanation of the right to appeal.**³

20 **REVOCAION DUE TO PRIORITY STATUS**

21 The Board may revoke a charter school agreement if the charter school is identified as a priority school
22 under state law. Revocation shall take effect immediately following the close of the school year in
23 which the charter school is identified as a priority school.⁴

24 The Board shall revoke a charter school agreement if the charter school is identified as a priority
25 school for two consecutive cycles (beginning in 2017). Revocation shall occur immediately after the
26 close of the school year in which the charter school is identified as a priority school for the second
27 consecutive cycle.

28

29

1 PROCEDURES FOR CLOSURE

- 2 The Director of Schools/~~designee~~ shall develop administrative procedures regarding charter school
3 closures prior to the Board denying renewal or revoking a charter agreement.⁵ ~~These procedures shall~~
4 ~~outline a detailed protocol that will ensure timely notification to parents, orderly transition of students~~
5 ~~and student records, and disposition of school funds, property, and assets in accordance with state law.~~

Legal References

1. TCA 49-13-122~~(a)~~ (b); State Board of Education Policy 6.111
2. TCA 49-13-122(e)
3. ~~TCA 49-13-122(e); State Board of Education Policy 6.111~~
4. TCA 49-13-122(a); ~~Public Acts of 2019, Chapter No. 205; State Board of Education Policy 6.110~~
5. TCA 49-13-130

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Travel	Descriptor Code: 2.8041	Issued Date: 02/23/23
		Rescinds: 2.8041	Issued: 05/26/22

1 Cumberland County Board of Education adopts the following policy in regard to officials and
2 employee travel:

3 **Authorization.** Travel may not be undertaken unless authorized in advance by an employee supervisor.

4 **Mileage Rate:** Mileage for properly authorized travel on official school business shall be reimbursed at
5 the mileage rate of \$0.~~59~~ **.67** per mile. (remove “of” and add **that matches state and federal rate**)

6 **Meals:** Meals for properly authorized travel on official school business may be reimbursed at a
7 maximum of \$54.00 per day. Employees who do not regularly travel out of county and are away from
8 their official station during normal mealtime shall be reimbursed at a rate of \$13.00 for breakfast, \$15.00
9 for lunch and \$26.00 for dinner. Normal mealtime for breakfast shall be defined as between 5:00 a.m.
10 and 9:00 a.m.; lunch shall be defined as between 10:00 a.m. and 2:00 p.m.; and dinner shall be defined
11 as between 5:00 p.m. and 9:00 p.m. Receipts are required to be submitted.

12 **Parking Expenses.** Charges for parking expenses incurred for properly authorized travel on official
13 business shall be reimbursed. Receipts are required.

14 **Lodging.** Lodging for properly authorized travel on official school business shall be reimbursed at the
15 actual cost incurred. Lodging may be at or near the site where the conference/training program is being
16 held, at a reasonable cost. Lodging receipts are required and must itemize room charges and taxes by
17 date.

18 **Claims for Reimbursement.** Employees should submit claims for reimbursement for travel expenses no
19 later than thirty (30) days after completion of travel using forms provided by the School Finance
20 Department.

21

Green denotes district recommendation option 1

Orange denotes district recommendation option 2

Cumberland County Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Staff Rights & Responsibilities	Descriptor Code: 5.600	Issued Date: 07/27/23
		Rescinds: 5.600	Issued: 04/27/23

1 In fulfilling any rights and responsibilities, employees shall give proper consideration to the
2 educational welfare of students and ensure that no conflict exists with their duties.

3 Each staff member has the right to a work environment free from sexual, racial, ethnic, and religious
4 discrimination/harassment.¹

5 Educators have the right to:²

6 1. Be treated with civility and respect as well as having his/her professional judgement and
7 discretion respected;

8
9 2. Have their professional judgment and discretion respected;

10
11 3. Report any errant, offensive, or abusive content or behavior of a student to the principal and/or
12 appropriate agencies;

13
14 4. Provide students with a safe environment;

15
16 5. Defend themselves and their students from physical violence or harm;³

17
18 6. Share information regarding a student's educational experience, health, or safety with the
19 student's parent(s)/guardian(s) unless otherwise prohibited;⁴

20
21 7. Review all instructional material or curriculum before being utilized by students;

22
23 8. Not be required to use his/her personal money to appropriately equip a classroom;

24
25 9. Report students who commit offenses of assault and battery or vandalism on school property
26 endangering the life, health, or safety of others pursuant to state law;⁵ and

27
28 10. Receive benefits in accordance with state law if the educator is a teacher who is on leave due to
29 a physical assault or other violent criminal act committed during the course of employment.⁶

30 Each staff member has the responsibility to:

31 1. Make themselves familiar with and abide by the laws of the state, the policies of the Board, and
32 the procedures designed to implement them;

33 2. To adhere to the Teacher Code of Ethics, to the extent applicable;⁷

- 1 3. Exercise good judgment in selecting issues for discussion and balance the relative maturity of
2 students and the students' right to know;
- 3 4. Be courteous and helpful in interacting and responding to parent(s)/guardian(s), visitors, and
4 members of the public;
- 5 5. Keep all records and prepare and submit promptly all reports that may be required by state law,
6 State Board of Education rules and regulations, board policy, and administrative procedures; and
- 7 6. Wear appropriate dress for work according to local school rules.

Legal References

1. 42 USCA § 2000e-2(a), (b); TCA 49-6-8004
2. TCA 49-5-209; Public Acts of 2023, Chapter No. 153
3. TCA 49-6-2802
4. 20 USCA § 1232g
5. TCA 49-6-4301
6. TCA 49-5-714
7. TCA 49-5-1001 *et seq.*

Cross References

Curriculum Development 4.200
Controversial Issues 4.800
Religious Content of Courses 4.804
Staff-Student Relations 5.610
Ethics 5.611

Cumberland County Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: County-Wide Employee Dress Code	Descriptor Code: 5.6001	Issued Date: 04/27/23
		Rescinds: 5.6001	Issued: 04/23/15

1 School Level and Central Office Personnel

2 Employees (professional and paraprofessional) are expected to present a neat, clean appearance in order
3 to project a professional image to students, fellow employees and the public. The following clothing
4 is considered acceptable in the projection of this professional image during regular school hours.

- 5 a. Suits, sportscoats or blazers.
- 6 b. Dress slacks, casual slacks or pantsuits.
- 7 c. Dress shirts and blouses (with or without collars), collared pullover style shirts,
8 turtlenecks, sweaters, cotton knit pullover blouses and sweater sets. Sleeve length, vests
9 and neckties are optional.
- 10 d. Dresses and skirts for female employees. **All** are to be worn no higher than three (3) inches
11 above the middle of the knee.
- 12 e. Clothing that would exhibit bare shoulders is not permitted.
- 13 f. Shorts **are only permitted** for employees involved in athletic or physical education
14 instruction and only in the immediate area where the instruction is conducted. The employee
15 will be required to change into other approved apparel when departing that area.
- 16 g. Nylon "running style" suits are considered professional dress only for physical education
17 and wellness teachers.
- 18 h. Denim jeans may be worn while on extracurricular duty such as ballgames.

19 Career and Technical Education teachers with shops or lab areas will be permitted to wear industry-
20 approved clothing that meets all necessary safety requirements to include lab coats, aprons, jeans,
21 scrubs, chef coats, gloves, and helmets along with other personal protective clothing in accordance
22 with course appropriateness.

23 The following types of clothing are otherwise specifically prohibited except on casual days: All denim
24 jeans, shorts, skorts, cotton sweat suits, tee shirts and nylon "running style" suits.

25 As on regular workdays, principals have the final say concerning appropriate attire on Casual Day,
26 which will be every payday.

27 Special dress days may be designated by the principal to include but not limited to the following
28 examples: Field days, picture days, school spirit days, etc. Employees are encouraged to participate
29 accordingly.

1 Other Employees

2 Other system employees are currently required to wear uniforms as part of their normal duties. The
3 following employees are not impacted by the clothing aspects of this dress code: custodians, maintenance
4 technicians, transportation mechanics and food service personnel. Health Services personnel will
5 continue to wear appropriate nursing attire. Bus drivers are not currently required to wear uniforms
6 and are expected to maintain a professional appearance.

7 All Employees

8 Failure to personally adhere to the provisions of this dress code or to enforce it when authorized, shall
9 result in the following consequences:

- 10
- 11 **a. First violation:** Written reprimand placed in personnel file. If violation is determined to be
12 flagrant, the employee will be sent home to change.
 - 13 **b. Second violation:** Three (3) day suspension without pay.
 - 14 **c. Third violation:** Will be considered an insubordinate act resulting in termination.
- 15

Click here to choose a school board.

Monitoring: Review: Annually, in February	Descriptor Term: Evaluation of the Director of Schools	Descriptor Code: 5.803	Issued Date:
		Rescinds:	Issued:

1 Through an annual evaluation of the Director of Schools,¹ the Board will strive to accomplish the
2 following:

- 3 1. Clarify the role of the Director of Schools according to a job description as agreed upon by the
4 Board and the Director of Schools;
- 5 2. Develop harmonious working relationships between the Board and the Director of Schools; and
- 6 3. Develop improvements in the administrative leadership of the school district.

7 The Board will develop, with the Director of Schools, a set of performance objectives based on the needs
8 of the district. The performance of the Director of Schools will be reviewed in accordance with these
9 specified goals. The performance objectives will be memorialized in an evaluation plan that includes, at
10 a minimum, sections regarding job performance, student achievement, relationships with staff and
11 personnel, relationships with board members, and relationships with the community.¹

12 At a time agreed to by the Board and the Director of Schools, the Board will meet as a body to evaluate
13 the Director of Schools' performance.

14 The following guidelines will be used in the evaluation process:

- 15 1. The Director of Schools will know the standards upon which he/she will be evaluated and will
16 be involved in the development of those standards.
- 17 2. A part of the evaluation may be a composite of the evaluation by individual board members, but
18 the Board, as a whole, will meet with the Director of Schools to discuss the composite evaluation.
- 19 3. The evaluation shall include a discussion of strengths as well as weaknesses.
- 20 4. Both the Board and Director of Schools will prepare for the evaluation. The Director of Schools
21 will conduct a self-evaluation, and board members will rate the Director of Schools'
22 performance. Relevant documentation, if any, will be provided.

Legal References

1. TCA 49-2-203(a)(15)

Cross References

Board-Director Relations 1.205
Qualifications and Duties of the Director of Schools 5.802