

Working Committees

July 9, 2024 4:00 PM

Central Services Board Room

1. Budget Committee-Ms. Teresa Boston
 - 1.A. Call to Order/Pledge of Allegiance-Ms. Teresa Boston
 - 1.B. *Approval of Committee Minutes
 - 1.C. Adjournment
2. Building and Grounds Committee-Mr. Robert Safdie
 - 2.A. *Approval of Committee Minutes
 - 2.B. Adjournment
3. Policy Committee-Mrs. Rebecca Hamby
 - 3.A. *Approval of Committee Minutes
 - 3.B. District Recommendations
 - 3.C. TSBA Recommendations
 - 3.D. Adjournment
4. Athletic Committee-Mr. Nick Davis
 - 4.A. *Approval of Committee Minutes
 - 4.B. Adjournment

(* Indicates Board Approval Required)

Board of Education
May 8, 2024 4:30 PM
Central Services Board Room

The Budget Committee met on Wednesday, May 8, 2024, in the Central Services Board Room where Ms. Teresa Boston called the meeting to order at the approximate hour of 4:30 p.m. She welcomed everyone to the meeting and appreciated everyone for attending.

BOARD MEMBERS:

Teresa Boston:	Present
Mr. Nick Davis:	Present
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:	Absent

OTHERS PRESENT:

William Stepp, DOS
Kim Bray, COO
Nathan Brown, SMHS Asst Principal/HS AD
Jessica Ceballas, Media

1. Call to Order - Ms. Teresa Boston
2. Moment of Silence and Pledge of Allegiance - Ms. Teresa Boston
3. Approval of Minutes

Boston-We have got uh Mr King is present Anita is present by Zoom so we have all of the budget committee here um I'll entertain a motion to approve the budget committee meeting minutes, 4-24 we have already approved they're just posted for public view 4-29-24 is what we're looking at approving. King- Madam chair, move to approve 4-29.

Boston- okay okay we've got a motion and Anita would you like to second that Mr King made a motion.

Hale-I can second it.

Boston- so we have a second any discussion if not all in favor?

Hale/King-aye.

Boston- all oppose so minutes are approved.

Motion to approve 4-24-24 committee minutes.

VOICE VOTE: (mover-yes) King

(seconder-yes) Hale

Yes: 3, No: 0

MOTION: Motion Carried

4. Budget Draft

Boston-okay so if y'all are ready to move on um we can start going I I would suggest we start going through the budget again and you can tell us what changes you've made what additions you've made um I I still have just a couple of questions and...

Stout- so Teresa just just to clarify and summarize wrap up here so in the budget we have the four Middle School basketball supplements and in the budget you're saying there is money for the athletic field survey so those two things are getting the blessing of the budget committee and the and their coming from the current budget we're going to be looking at today?

Boston- they are they are both in the budget the 10 the 10,000 for the supplements has been added in and the 14,000 we have \$100,000 in a it's I think it's on the very last page and that is primarily for I think we took how's it labeled architect?

Bray-I'm getting there yeah um engineering.

Boston- engineering budget which 14,000 of that can be used I don't know how much Kim would charge us to do that.

Stout- so we're we're looking at moving forward with two out of the four to make some progress towards our strategic plan?

Boston- that is correct okay Ms Miss Bray if you said we got an additional 12,000 is that...

Bray-yes ma'am it was added to line on the revenue section which is page three it was added to line 46511.

Boston-okay so we got an additional 12,000 in uh revenue we got a new TISA estimate is that correct?

Bray-that's correct.

Boston- now with this estimate are you comfortable this is where we're going to stay?

Bray- I think so our numbers aren't fluctuating and that's what makes it fluctuate.

Boston- okay okay Anita is that do you see where we are on page three?

Hale- on page three?

Boston- on page page three we got an additional \$12,000.

Hale- no I was on the last page uh page three \$12,000?

Boston- yeah it's four line 46511 TISA we just got an additional uh we got a TISA estimate which added \$12,000 well what I'm just saying is it's reflected in that total for 68 million. Kim do you want to just start with...

Bray- I didn't make any changes to page five which is a regular instructional page no changes to page six.

Boston- okay you're going to have to go back to line one 116 for teachers you say there are four alter hang on alternative school teachers but there is a \$22,000 increase um and those are certified teachers. Bray-they certified teachers.

Boston- so four that would be 12,000 why do I have 22 an increase of 22,000?

Bray-I don't know that when you put it to the budget if we had the additional one all year last year because I think we're not comparing Apples to Apples but these are for the salaries for next year the four current teachers, we have we have a couple well we actually have three that are very tenured

teachers and I figured they're actual salaries based on their years of experience.

Boston- but but if we just added 3,000...

Bray- but they but some of them took a step as well.

Boston- could you tell me how much there's I mean because that would be 10,000 in step raises.

Bray-well I like I said I I configured their salaries exactly off the new scale.

Boston- can you and I talk about that in the morning because I I mean the way I see it is you've got four teachers we've added \$3,000 to all the certified right that would be \$12,000 and they've got an increase of 22.

Bray-yes ma'am, we can I can walk you through it but I went back and checked that and it is correct for four people that are current employed.

Boston- and we only have the four people?

Bray- correct.

Boston-okay.

Bray- we made no changes to page eight and then we made the changes to page nine that we just spoke about with the Middle School coaches.

Hale- what line is that on page five?

Boston- we're now on page eight.

Hale oh okay.

Bray- actually I moved on to nine.

Boston-oh I would like to go back to page eight on the 70,000 in the aviation scholarships.

Bray- yes ma'am.

Boston- um that came from a grant and and I think that you have asked us to pick that that expense up is that correct?

Eldridge- yes ma'am for four that would be for four scholarship students now in the past it was funded for probably 30 students but we are scaling back to four.

Boston- and it's still 70,000?

Eldridge- it's 60 and we asked for a \$10,000 increase in other cost listed there.

Boston- so each student would get 15,000?

Eldridge- yes ma'am.

Boston- and then you asked for an increase in...

Eldridge- the increase would be for TCAT student fees registration fees buses for state and National competitions okay and just travel expenses in general

Safdie-what state National competitions how much money for for the competitions?

Boston-right now we've budgeted 132,000 um 60 of that so um 72,350 for competitions and do we do we do we pay for anybody else's competitions? I mean that's that's...

Eldridge- well this is something that's been in place for...

Boston-I understand.

Eldridge- years and years now and I will say athletic uh teams at our schools have booster clubs CTSO's do not.

Boston- what is it?

Eldridge- athletic teams have booster clubs at each school and CTSO's do not.

Boston- what is it called?

King- Career Technical Student Organizations.

Boston- and you called it a CTO?

Eldridge- CTSO's or FFA HOSA FCCLA all of their clubs that are mandated by the the federal guidelines.

Boston- what do you mean they're mandated?

Eldridge- so in order to receive Perkins funds we have to show that we are implementing CTSO's in our um our CTE classes.

Boston- is that is that your competitions is that what you're calling...

Eldridge- yes ma'am.

Boston- and so in order to receive that Grant in which my understanding is the Perkins Grant is is what about 200,000?

Eldridge- it's 153,000.

Boston- okay so we have to show that we are competing in order to get that Perkins Grant?

Eldridge- yes ma'am.

Boston- so the competitions could stay in place just not the scholarships I mean because the scholarships wouldn't have anything to do with the CTSO.

Eldridge- they do not but it is part of an aviation grant that we started 3 years ago.

Boston- but but that was from a grant.

Eldridge- yes ma'am but we as a district said that we would sustain that.

Boston- who said that?

Eldridge- our district.

Boston- I mean you're talking about this board said that?

Eldridge- yes ma'am.

Boston- Can you tell me when we said that?

Eldridge- well I wasn't here when the grant was written but it is in the paperwork that I could I could dig out.

Boston- I'd like to see because we never see the whoever writes the grants we never see those grants but whoever spoke for us would not have been able to say they can sustain that.

Eldridge- well it was with full intentions that we would sustain such a great program where students earn their private pilot license.

Boston- I've paid out of my pocket for...

Eldridge- and many people do I have to...

Boston- and and and I know what it's like but we have especially now we have a lot of needs.

Eldridge- we do and I understand that.

Boston- and so I I would prefer and if it's the CTSO so and we receive the Perkins Grant we receive 153,000 to spend 132 that's that's just a little bit off.

Eldridge- to spend 132 on what?

Boston- that's your competitions and things.

Eldridge- okay so that's what you've added up in in this budget?

Boston- well that's just on this page I think you've got another page that also uh goes in with competitions.

Eldridge- and we spend 20% of our Perkins Grant on competitions but that's the maximum amount I can spend.

Safdie- so how so what what is the rationale for funding for students 70 plus thousand when our band competition we only could spend \$1,500.

Eldridge- I mean so it's it's 60,000 it's not 70 and it's a maximum of \$15,000 each and that is for um their written tests for their private Pilots license their flight time their solo rides their check rides all the things that a private pilot license encompasses and this is a program that was one of the first in the state and there's many districts who have followed closely behind us giving this opportunity to students.

Safdie- well that would include the that would be the scholarship materials.

Eldridge- right.

Safdie- but what about the the national uh State comp or state and National competitions how much money is actually going to State and National competitions?

Eldridge- are you asking me how much we spend on that each year?

Safdie- how much is it proposed this year for the 2024-2025 school year?

Eldridge- well it's hard to determine exactly how much it depends on what students um how they compete and who qualifies I can't determine who's going to qualify for Nationals until they go to State and compete.

Safdie- so we're saying what if they qualify for Nationals we'll pay for their full amount.

Eldridge-no sir we do not pay for their full amount the club pays for the student registration they also pay for they help pay for student meals the students have to pay for a lot of those things there's a lot of cost associated with traveling to California and Seattle but we we do pay for the travel the transportation and we pay for our advisor fees and travel and and meals.

Safdie-well you know my opinion is and it may be shortsighted and I'm sorry to have this opinion or note disappointment but I cannot see funding students for a national competition if it exceeds that \$1,500 that we've allocated to other school other school activities okay.

Eldridge- and and last night at our CTE banquet I know that several board members were there and and our CTSO members FCCLA FFA members spoke and talked about a lot of the things that they do with these competitions which is very powerful and like I said our our schools have booster clubs that raise money they have opportunities to raise that money within their their uh booster clubs CTSO's do not that falls completely on the teacher who teaches all day.

Safdie- have what efforts have you made to incorporate fundraising to area businesses?

Eldridge they do lots of fundraising at area business.

Safdie-what has been earned as a result of that?

Eldridge yes sir, I don't have that dollar amount I wasn't prepared for that question but I would be happy to get it for you.

Safdie- thank you.

Eldridge- you're welcome.

Boston- on page 45 we also have 45,000 for staff travel to competitions um which is a total of about 117,000 that we pay that this budget pays for competitions for CTE classes um and and I would be interested in what other competitions for other students um and I think it's FCCLA...

Eldridge-they go to California, it's FCCLA.

Boston- yeah that goes to California but they have to raise their own money.

Eldridge- they raise a lot of the money and we fund some of that.

Boston- is that that is that CTE class?

Eldridge- that is a CTSO a Career and Technical student organization.

Boston- okay and so how much of that do you pay?

Eldridge- for FCCLA? I don't have the breakdown of each Club.

Boston- that's fine that's fine.

Eldridge- but I will say this is again this is part of our um Federal mandate through CTE and we are required to have these CTSO's and we um are very successful and provide these students with opportunities and again our grant pays 20% maximum and we do use the 20% maximum of our Perkins Grant we just have a lot of kids active I mean we have over 500 kids active in our CTSO's and that's why it requires as much money as we are requesting.

Stout- that's full, right?

Boston- when you say Federal mandate tell me that what that means.

Eldridge- so to receive federal funding we have to...

Boston-Perkins Grant?

Eldridge- yes ma'am Perkins is federal funding so to receive that Grant we have to uh implement those CTSO's in our standards and we have to show that we are active in those CTSO's through memberships and all the things that goes with it.

Boston- and you have to show competitions?

Eldridge- yes ma'am.

Safdie- well even if they show competitions is there a way of going to a competition that is not so expensive if their funds are short?

Boston- I don't know.

Eldridge- the the state competitions are are where they're at they're usually in Chattanooga or Gatlinburg. Nationals can be anywhere in the United States.

Safdie- and do they have to attend Nationals can they attend...

Eldridge- they don't have to but if a student earns the right to attend Nationals and we are able to help with that funding why would we not do that for a student?

Safdie- well 15 to \$20,000 per student or \$10,000...

Eldridge- it's not \$15,000.

Safdie- but when we only give \$1,500 to other students I think that there's a good reason to question why.

Eldridge- and that would probably be what it would be for a student is 1,500 you're getting the aviation scholarship mixed up with the CTSO's they're two completely different things.

Safdie- thank you I appreciate that correction.

Eldridge- you're welcome.

Stout- if I might I think we're really getting into the Weeds on operational stuff here and a lot of the questions are coming up because we are not in the know on this we're not the experts we don't work in these positions we've got experts that are hired that know all of this information they've put a budget together that they're recommending that's gone through our director who's recommended it and we're going line by line and micromanaging this and trying to work on writing the budget when really it was put together and recommended to us and we're really getting into the weeds with questions that we've got them because this isn't our area of expertise.

Boston-no funding it is.

Safdie-would you agree...

Stout-it's not.

Boston-yes it is.

Safdie- would you agree funding I don't have the information but would you agree funding students for uh for travel and reimbursement that exceed the \$15 \$15,000 allotment that we give other students.

Stout- I am trusting the directors of the Departments and the director of schools to come up with a balanced budget that supports the programs in accordance with the plan that we've approved.

Safdie- so the policy so the policy says \$1,500 for clubs in their competitions.

Stout- that we that we Grant when they come to us and ask for funds for some of the competitions this is something that we're working within the budget but again my point is we're getting into the Weeds on a lot of questions cause we don't understand how all these aspects work within the district because we've got people who are experts to run that that's...

Boston- how do we understand it if we don't ask the question?

Stout- we can't understand every aspect of everything in the district that's why we have people that are hired to run those positions our job is to work with them regarding any red flags on the budget and approve the budget we've got a recommended balanced budget that came to us and we're we've this is the fourth time we've gone line by line on this budget and each time there's these little questions line by line that are coming up.

Boston-that's our job.

Safdie-you should be on the County Commission because that's exactly what the County Commission does line by line and that's our responsibility but but I agree with you in context okay um so I was just trying to find out if I'm if it's if I am confused with the scholarships versus competition cost which which you're saying I am then then we need to look at how much money the scholarships what our commitment to the scholarships are and I don't know I don't have that question I I guess I have to trust you.

Boston- well I think it's something that we have to look at um Kim you're on page nine. Bray-yes ma'am.

Boston- we didn't change anything there?

Bray- page nine was where we I put the Middle School coaches in.

Boston-and you added two cheer coaches?

Bray- I added that for your consideration because I was looking at my supplements and every all of our

athletic teams have accompanying cheer coaches.

Boston- okay and so we're adding...

Bray- just a couple one for each side.

Boston- do we know what supplement you added?

Bray- I just put \$1,200 it's not significant but we have cheerleaders on for all of our teams.

Boston- okay any questions?

Hale- no I don't have any.

Bray- there were no changes made on page 10 there were no changes made to Ms. Polson's page.

Boston- what effect does this \$113,000 new Grant?

Bray- that's just a new money that she had you know she had a grant previously and she just utilized those funds to fund an additional nurse and then she's doing a lot of preventive um Health sort of thing.

Boston- is that is that reflected in our income?

Bray- it is I don't believe there were any changes on page 12 uh page 13 the only changes that were made were to lines 105 and then the appropriate tax and retirement. Boston- on 105 there again it reflects a much larger increase than what we've and...

Bray- now remember remember these are supervisors so the percentage goes on their increase.

Boston- so we said take their current salary...

Bray- we added \$3,000 to the scale to their scale and then I recalculated the salaries I added 3,000 to their scale just like I did the teacher scale.

Boston- and then you gave them a percentage on top of that?

Bray- the percentage that they were do for their supplement.

Boston- like could you have not and I'm just asking taken their scale multiplied their percentages and then added \$3,000 which I I think that was the intent.

Bray- I didn't understand it that way because that will take everybody off the scale by doing it that way.

Boston- what do you mean?

Bray- for next year going forward.

Boston what what do you mean it'll take...

Bray- because next year if you add 3,000 on top of what you're wanting me to do is just add 3,000 to their current salary?

Boston- yes.

Bray- but that will take them off the scale because in other words you will not be able to calculate their salary by looking at that scale I just added 3,000 to the principal and above Scale AP and Above Scale just like I did the teachers and then recalculated based on the number of days they work.

Safdie- and we have money to support that right?

Bray- yes.

Boston- it's yeah it's reoccurring expense um that's I don't think that's the way we meant for that to be calculated.

Bray- I'm sorry that's not how I understood it.

Boston- I understand that's why I want to go back and look at that.

Bray- but just if you make the decision to do it like that those people will be off the scale permanently because you won't be able to take a salary scale and calculate their salary going forward so any new person that comes in they we could put them on the scale but all the people that are currently on that scale would be removed from a scale.

Safdie- wouldn't they just start the next year at the place where they left off?

Bray- well it might not you have that's a calculation and you have to put them somewhere and that 3,000 may not put them anywhere on that scale because it is a calculation.

Safdie- so if their salary was \$50,000 on this on the scale and it excuse me for the year number of years they worked and the percentage indicated by the number of years and their salary was 50 \$50,000 and let's say the scale they got 10 th 10 10% 10% increase on the scale which give them what another uh 15

how many 10% times 50,000 is is uh \$5,000 all right so \$5,000 so you add \$5,000 to their salary which makes them \$55,000 so the next year you're saying when they have another year of experience that that \$55,000 no longer applies and their scale no longer applies?

Bray- because the 55 may not be where they are on this scale you start with these scales and that 55 may not be what their salary is at the next year based on their years of experience and their degree.

Safdie- thank you.

Bray- you see you understand what I'm...

Safdie- I understand I just thought it was a percentage increase going across the top I apologize I should know better I apologize.

Boston- okay go to page 14.

Bray-uh page 14 we changed a couple of things here line 105 and then I did go back and recalculate 189 and I had made an error I had an extra person in there so that was reduced.

Boston- so she's getting an \$8,000 raise?

Bray- based on the the scale correct because of the percentage because of moving up a year on the scale cause she got three plus she took a step because she's not maxed out and then the percentage based on that. 15 uh one line 105 and then the appropriate taxes and retirement on that.

Boston- did this change at all?

Bray-it did it went down; nothing changed on page 16 nothing on 17 on page 18 uh line 101 I took the current salary and added 3,000 to that which was a decrease there and then on the principals and the assistant principals those are all recalculations the principals didn't change very much the assistants did.

Boston and you said that was because we lost a assistant principal when we had people moving about.

Bray- and it depends on who replaces these folks cause we when we lose a tenured person we've had someone come in that has no admin experience it makes a tremendous difference in the salary; nothing changed on page 20.

Boston-except for explain this to me why there's \$117,000 increase in two salaries.

Bray- like I said we explained last year the salary that I currently make I took that job after the year started so that was not a full year of that salary I put a 4% raise on my current salary for the four year because in 23 24 I was not in that job for the full year it was not funded for the full year and then we have the open position at 75,000.

Boston- you explained that to me.

Bray- yes ma'am.

Boston- I just didn't I just kept seeing that number we did not this is what your salary would be for a full year you were not funded for the full year and we we did not put an increase on the 75,000 that's because that's where we still (inaudible)it okay I understand that.

Bray-page 21 nothing changed there 22 nothing changed there and then this is the big change is on page 23 line 335 this is where I inserted what you folks agreed to for the maintenance budget.

Boston- three million in maintenance projects and 200k for as needed.

Bray- yes ma'am I believe that's what my sheet said that we all agreed or you agreed to is that what you show'?

Safdie- and and just remind you me um and I know this has been said before but my memory is short um the fence around the Homestead um and where does that stand at this point'?

Bray- well we have a budget amendment that would be in the current year.

Safdie the current this is going to be taken care of this year'?

Bray-well that's up to you folks to determine but we just put those funds there and that can be used for any maintenance project but this is the line it will be once the County Commission approves it it'll be dropped into you approve the budget amendment last meeting.

Safdie- thank you.

Boston-so and it went into general maintenance for this year.

Bray-yes ma'am.

Safdie- for this year.

Boston-and we had not designated it to go to any particular project at this time?

Bray-correct.

Stout- okay so we just need to then have a have a Homestead line item out there for the 200 well what was the remainder that you were saying Mr Stepp to go into the Homestead?

Stepp- what was rest after the roof.

Bray-we have 250 so we had about another 250 go there I it's in this line if you folks ask me to have it bid out I can bid it out.

Boston- well we put four last meeting we put 433...

Bray-and part of that will be for our septic at...

Boston- our septic which is 250.

Bray-well that's what we think right now so that would leave us about 150 or so.

Boston- is that going up?

Bray- well they're currently looking at we have another we've had two vendors come and then we have a third one coming on Monday to get a final number.

Stout- then we had the budget committee that voted on creating per Mr Stepp's recommendation a Homestead line item for that remaining funds to go in there for whatever is determined for the security at Homestead.

Boston- for the 24-25 budget.

Stout- okay so we need to see that in the 24-25.

Boston- yes that's what we that's what we agreed upon.

Safdie- I thought you she just said it was the current budget.

Boston- no no no that's where the money is from the outcome.

Safdie- I got you.

Boston-the outcome was put into the general maintenance from for this year correct so the Homestead line...

Bray- right and I have not put that because I wasn't I was uncertain as to how much you folks want to put there.

Boston- well I I think just to create a line so that we can make a decision if if we wanted to make a decision to put anything in that line.

Bray- well technically we have a because we can't just we'll have to stay within the confines of the accounting system but we can put it under building Improvement or building construction and then designate out in the notes for Homestead.

Safdie- create an item a new item on the chart of accounts?

Bray- no sir that's the comptroller's job.

Boston-on transportation?

Bray- we didn't make any changes there okay where are Kim I know we took okay so you've got 30,000 in maintenance of plant to buy two mowers what...

Bray- that's for Mary's mowers.

Boston- right.

Bray- not for the schools we took the school we took those out right this is it could be a mower it could be something else that she needs to utilize but just some kind of small piece of equipment not a vehicle a tractor uh something like that.

Boston- whatever she sees...

Bray- well whatever breaks that we need to get repaired or replaced.

Boston- okay Transportation no changes?

Bray-no ma'am. Human service is page 26 this is one of our um social workers and our kids club employees but we didn't make any uh changes there and then the last page is our pre pre k and I think Mr Stepp had let the board know that we are no longer being funded for 12 positions but just 11 classrooms so I removed one teacher and one assistant.

Boston- what happens to those students that that we just they just wouldn't get in?

Bray-correct.

Boston- what if we funded it?

Bray- I don't think that we can do that.

Stepp-it's a conflict with the preK grant.

Boston okay that's that's what I yeah.

Bray- they basically tell us what we how that money need needs to be utilized and they say you get this many classrooms and that's it.

Boston- and that's it, that's as many classrooms as we can have?

Stepp- yeah according to our County data they basic all it's like the it's like the title 5 they have formula they use on where we are in this County.

Boston- and we went down?

Safdie \$200,000.

Stepp-correct.

Stout-okay Mr Stepp where does the baby birds fall in to play in the budget for next year. I know we had talked about playground and I know we've tabled that from one of the budget committee meetings to look at how much it's going to cost but there was also a shortage my understanding is for funds for some of the teachers and some of the operational things where does that fall in on the on the budget for next year?

Bray-it's not, baby birds is federal, it's separate, it's not on the GP budget.

Boston- and we don't supplement.

Stout-it it was my understanding from me that we were going to have to pay some out of pocket to keep funding the program since we weren't getting the full grant.

Boston- yeah we can if you if you'll remember I asked Marlene if we could supplement it if..

Stepp- we're looking into that right now, see what the guidelines are.

Boston-for they're doing the baby bird grant went to service based only if we add to that if we supplement it then that's going to be in the area of the daycare area even though they're still learning they're still thriving we're still teaching uh but Marlene said that we would have to go by the service guidelines and then if we if we determined we would supplement it then we would have to make sure that we follow those daycare guidelines which we did anyway we had to when she explained it to me the very first time we're following all three sets of guidelines operating that program uh but that is that is not something that has been a proposal um that is something I would certainly like to see. Stout-so if we do end up supplementing it has to come from the general purpose funds and so it would go on this budget but we just don't have anything out there where we fit that in yet?'

Boston- it's it's nowhere on this budget so...

Stout- so that could be an upcoming expense that's going to have to come from bottom line?

Boston- that's going to have to be a topic of discussion.

Stout- that we have to keep in mind for the funds that are left.

Boston- that's what we're kind of looking at is is where is your you know there there's a lot of things in here and I know that you you did not necessarily think we have to go line by line but that's how you find those things in order what is a need what is a want what you can cut possibly to fund some other area that's just is that's maybe a little bit more important so I mean that's why we do what we do.

Stout- I think it's good to get a good overview on it but when we start getting in the weeds on specific questions just because there's so many programs and ins and outs of things as a board we're not going to know that we have to defer to our experts that are within those programs in that area to to come to...

Boston- okay we're going to we're going to move on uh page 27 and you said that's where we lost and we're down to 11 classrooms.

Bray-so I took one teacher and one assistant.

Boston-and took them out um...

Bray- and everything associated with that.

Boston- so the grant is now this program is only costing us about \$200,000 \$250,000?
Bray-correct, the grant basically would fund the salaries and then you folks would pick up the insurance and things like that. Next page this is our Capital Outlay page we didn't change anything on here now would you prefer me to use line 706 for Homestead or 707?
Boston- 707 you've got our contingency fund right?
Bray- 707 is our balance on CCHS.
Boston- which is the contingency fund?
Bray- not contingency that's probably close to what we're going to owe that was our adequate Appropriations for what ESSER did not pay. .
Boston- right but what was how much of a contingency fund did we have built into...
Bray- the ESSER?
Boston-no built into the auditorium.
Bray- this is right at that probably but this is probably what when you say contingency this is probably what we think will owe at the end.
Stout- there's no fluff.
Boston- well for each building program there's a contingency fund and I think he put and and don't quote me on this but there was about 450 that he wanted in in a contingency fund just in case just in case...
Bray- right so far we've not gotten into that.
Boston- and and so far Kim has been excellent about staying within the budget so we always end up with at least a portion of that money's back.
Bray- and hopefully we won't have to spend all of our money but this was what we were required to do by County finance so that we could technically say that we can meet the terms of the contract.
Safdie- so are you saying that the 400 approximately \$450,000 is located in another line the contingency fund or...
Boston- no it's it's here yeah if it's not paid for ESSER it's right there.
Safdie- okay but you think that the building from well we'll find out.
Boston- could you put could you put 40 or 707 under building improvements and out of the explanation just add Homestead and put zero for right now until you you add or we determine to add something to that.
Bray-Sure, done.
Boston- okay so you want to go down that tell us the good news.
Bray- the good news is we are still have our 3% reserve and above our 3% required reserve we would be left with \$1,396.164 for fund balance above the reserve level.
Safdie- I believe from last year that's what we predicted we'd have.
Boston- that close.
Safdie-that close pretty good.
Boston- I kind of thought we'd be at 1.5 but what is your 743,500 capital outlay what is that?
Bray- where are you seeing that at?
Boston-it's uh that's the total never mind I got it that's our total of our Capital outlays.
Bray-yes.
Boston- and okay so we're taking we're taking the 24,000 off.
Bray-I can.
Boston- 24,000 off uh leaving in when you say 30,000 for the district is that for districtwide?
Boston- yeah that's and like there's something that needs to be done at this building or something that we can help another school with that that's a capital project that they don't necessarily have the money to complete with their 10,000.
Boston- you're a little bit flexible.
Bray- yeah but there are things that do have to be done to this building.
Boston- okay so I know we've talked about this box truck before but let me ask you a question in your

opinion could they could they continue to use the special ed bus?

Bray- they could they could hopefully it'll keep running but I mean it's very I mean that's an old bus and they've gotten the use out of it it would be more efficient if we had something was actual truck that was a vehicle that was set up to haul things in.

Boston- well now let me ask you a question we're retiring a truck from maintenance with only 100 or transportation I think it's Transportation...

Bray- it's not a box truck that's basically a pickup truck with some bedding on it so he can carry tools.

Boston- and what are we going to do with that?

Bray- probably either trade it in if he gets a new truck trade it in sell it at auction like we normally do.

Boston- what's wrong with his truck?

Bray- it's got over 110,000 probably got close to 115,000 miles on it now.

Boston- okay so is it still running, he's a mechanic.

Bray- it's still running but it's the one that he uses when a bus breaks down that he goes to them.

Boston- I'm not going to question that because you've got students waiting.

Bray- correct and that's the one Christopher drives.

Boston- but the one he that we are replacing could that be used as...

Bray- it's still not going to be a box truck it's not going to have the capacity to carry...

Boston- but could it be used?

Bray- it could be used exactly it's not going to have anything to cover the bed.

Stout- weather permitting.

Bray- weather permitting.

Boston- but you've got a special Ed bus that they're currently using.

Bray- that probably needs to go to pasture.

Boston- do we have any other ones?

Bray- not currently we use most of our buses anytime there's a bus that needs to be taken out of service they usually use it for parts Christopher is very good at doing mining for parts and then last summer if you remember we held an auction with the County and we got rid of pretty much everything else that we couldn't use at that time.

Boston- I didn't know that but...

Bray- oh was a countywide auction they brought all the vehicles from all the county offices to the bus depot and they had a big auction that day.

Boston- okay okay.

Bray- and the truck would also have a lift gate on it which would be very helpful instead of having to hand load everything in and out.

Boston- but this is that's that's a want and I think sometimes we have to concentrate on needs um versus wants but I'm not ready to make that decision yet.

Stout- we got to look at the workman's compensation aspect of it.

Bray- well from a woman who's been in the back of the truck and loading stuff by hand to me it seems like a real need it's about 80 degrees outside in the street.

Boston- but we also need you know another vehicle for uh you know for the district I mean the one you ended up driving to Nashville was how old.

Stepp- 2003.

Boston- okay see well if you say it real fast it's not really that old it's 21 years so I mean we also need need to be looking at that but I'm not sure this year is the year that that we need to be looking at that okay Anita do you have any questions?

Hale- I don't have any at this time Madam chair.

Boston- okay Chris?

King- no further questions.

Bray- okay do I leave the furniture in or out it's currently in.

Boston- I'm I'm I'm going to make a motion that we take it out and we can put it in the rotation and and

I'm not certain that that well I'm going to make a motion that we take the furniture out um the furniture it's only four classrooms yes uh and put it put it in the rotation for when we redo the maintenance plan. Hale okay I'll second that.

Boston- okay you have any any discussion? yes sir

Safdie-Mr Stepp have you visually inspected those classrooms and the...

Stepp- this wasn't my recommendation this came from the board chair.

Safdie-the furniture?

Boston- yes if you look on the allotment sheets that teachers do every or principals do every year they want Furniture but there's never there's never the money to give them Furniture so I asked Kim I said could could we not just start something put it in the rotation so this year Kim put it in the budget uh but there again it's only four classrooms and out of what 357 classrooms if not more that you know I'm not saying all of it needs furniture but they do so I conceded and said let's just put that in the rotation but we'll revisit that during the maintenance plan.

Bray-you might even consider adding it to the renovation when a school has a renovation.

Boston- see now that's a thought I would be...

Bray- because when we I just remember when we did Crab Orchard that they got new furniture.

Boston- and they were so excited um and and I would I would be amenable to that as long as we make some kind of movement toward because principals put it in there.

Bray- they do every one of them.

Boston-every year and so I think we need to start looking toward that.

Bray-and a lot of them use their Capital outlay money.

Boston-they do they do but that's their money true and if we could somehow start supplementing that that a little bit at a time eventually we would get there so I've made a motion to take that out of the budget this year I've got a second all in favor?

King/Hale-aye.

Boston- all oppose? and I vote aye so motion carries so we're going to take that out of the budget for right now okay so I think we got we're close to a budget um I'm not ready to say to send it to the full board I still have a couple things that I want Ms Kim to go over with me as far as these salaries are concerned in case we need to adjust those or amend those. If we present June the 6th and we get it to them 15th 16th they'll have more than plenty of time to to hopefully review it so.

Clark- wasn't it due on May 1 to the County Commission it was due May 1st.

Boston- it it was but we didn't have the budget.

Clark-but you promised me it wasn't going to be late in the hall right there you told me personally and then you walked away so now you're talking June.

Boston-no we're not talking June.

Clark- I thought you just said June the 6th.

Boston- we present to the commission on June 6th.

Clark- right it was supposed to be May 1.

Boston- I understand that thank you we're moving on.

Motion to remove the class furniture from budget this year.

VOICE VOTE: (mover-yes) Boston

(seconder-yes) Hale

Yes: 3, No: 0

MOTION: Motion Carried

5. Athletics Requests

Boston-okay um we've got next on the agenda is the budget draft where Kim you have changed everything.

Bray- yes ma'am.

Boston- according to how we voted so far.

Bray- yes ma'am I did update the revenue we got a new TISA estimate we got another additional \$112,000 I did get that in.

Boston- is that reflected on the 1.396 I think is what it is?

Bray- yes.

Boston-okay well Chris if it's okay with you and it's if it's okay with Anita can we go ahead and address the athletic request before we start going through the Budget?

Hale- yeah.

Boston- is that okay with you is that okay with you okay I think we're close to having a a balanced budget but if we can just address the athletic request then we'll start on the budget and then see where we land okay okay so on the athletic request we've got a request for a full-time athletic director countywide with taxes and benefits um my question Kim what's the what's what's the actual salary on that that?

Bray- probably 65 it's a little hard to know depending on who takes the position.

Boston- but we don't we do we have a job description for that?

Bray-we have an athletic director job description yes ma'am I think we do.

Davis- yep we changed it last year.

Bray- it was just never a full-time position.

Boston- and we're making we're proposing to make it a full-time position?

Bray-that's my understanding.

Boston- now the \$18,000 that we've got in the budget will go that'll be consumed by that?

Bray-well I think if you keep the others in place that we currently have that those will still need to be there if we keep the two because what we did is split that 18,000 between the high school ad's and then your middle school ad's and it's my understanding the proposal was we keep those.

Boston- now we do wait just a minute we did what?

Bray- I said we took the 18,000 and we split that between the high school ad's and two new Middle School ad's.

Boston-we're giving what did the high school ad get before?

Bray- I think they got 3,000 if memory serves me and they get five now.

Boston- so we we give 9,000 to who?

Bray- they get let me see they get six let me look we took the 18,000 and just redistributed it among four people and...

Stepp-no 6 of it we did not we did three to each High School ad and..

Bray-no I think they get...

Stepp-three to the Middle School ad's the high school ads already got uh 2500 or 3,000.

Bray- I think they get five.

Stepp- yes but that wasn't we didn't use the full 18.

Bray- that's true we did not use because they were already getting something so the two middle schools were they get three so that's six.

Boston- so we took 12,000 of the 18 and divided between four people?

Bray-basically yes.

Boston- what were we going to do if we got a part-time ad in place?

Stepp- Dr Maddox was it was added to Dr Maddox's job description so he was our part-time ad and then he had his full-time supervisor job.

Boston- we didn't change his job description we just assigned him extra duties?

Stepp-County-wide athletics correct.

Boston-with no compensation?

Bray- correct.

Stepp- there wasn't no supplement to it because we added the two Middle School ad's and the high school ad's uh got extra money to help the Middle School ad's.

Boston- how much did Middle School ad's get?

Bray- 3,000 each.

Hale-how much?

Boston- 3,000 each.

Stout-where are these requests driving from did this come from administration did this come from you Mr Stepp who's who's recommending this for the program?

Stepp- this was discussions that Mr Davis and I had.

Stout- okay so is this being recommended by you and by the administration all all four of these?

Stepp- I did not have this originally in my budget.

Stout- so based on some of the recent changes with the middle school basketball does this draw does that draw the need...

Stepp-the board voting on The Middle School basketball then that's why the supplements are on this list.

Stout-okay so is there a need for all of them?

Stepp- for the supplements?

Stout- for all four.

Stepp- well we've talked about the athletic field surveys before so if we go to Middle Schools that's where that came from so that was requested for me to get that the athletic tracking software a lot of this came from the strategic planning right?

Davis- yes it's all from the strategic planning which is...

Boston- well the 14,000 is within Kim Chamberlin's budget he's got 100,000 that he can pull he can pull the 14,000 if that's what it's going to cost uh the athletic tracking software um that that's pretty expensive software in my opinion especially if we're going to add if we're considering a countywide ad um in my mind the 18,000 was still just sitting there I didn't know we had taken it and redistributed um...

Stepp- I reported that to the board when we did it.

Boston- okay um in an email or just verbally or how?

Stepp- probably both I have to go back and look but...

Stout-I know we talked about it in one of the meetings I don't know if it was budget or board.

Boston-okay and how much do the high school ad's get?

Bray- I'm looking but I believe it's 5,000 each.

Boston- and we have one at each High School?

Bray- each High School yes ma'am.

Hale- how much did they get.

Boston- 5,000.

Hale-okay I can't hear it's hard for me to hear other people.

Boston- that's okay I'll try to keep you abreast okay um Middle School basketball supplements if we've got \$6,000 left that number would only be 42,6720 but I I noticed you already put that in the budget is that correct.

Bray- correct I thought that's what you had asked me to do.

Boston- the 10, 267 is already in the budget but you you did not put the ad?

Bray- no ma'am I did not you folks had agreed on the middle school basketball I just went ahead and

added.

Boston- okay go ahead Anita.

Hale- so so we have said that uh Mr um uh the ad director right now Mr Maddox he's just taking he's not getting paid for it he just took on extra duties is that correct.

Boston- he was assigned he was assigned extra duties that is correct.

Hale- okay okay all right thank you.

Boston- okay no problem um so that's already in the budget.

Safdie- no amount of money would compensate compensate for for what you do.

Boston- I kind of agree with you uh Chris what's um what's your opinion on a countywide ad?

King- I voted the way I voted on the basketball program and this wouldn't be necessary so I don't have anything else to say.

Boston-okay you're going to have to say it...

King- I voted no for Middle School basketball so budgeting for something I can't do.

Boston- Okay.

Hale- see and I voted no for the basketball also.

Boston- right so what would be your opinion on a countywide athletic director?

Hale- it's a big job but um we have a ad right now maybe we need to worry about compensating that person for extra time that they would have to do or get some...

Boston- well I think being a 9 through 12 supervisor is is certainly a full-time job within itself um and and changing the Athletics would would be would be quite stressful I would assume um I think this position is needed quite frankly uh so that we have a center person that doesn't have another job that doesn't have other duties um to to concentrate strictly on our Athletics and that's all of the Athletics that's not just basketball and football um and it would it would it would cost us um.

Davis- can I add something to that, it's it's not just the Athletics right so it would be...

Boston- well it's called an athletic director.

Davis- on that piece of paper yes um um in our strategic plan we indicated that we want to be supportive of the Arts and the activities and that is one of the five bullet points in our strategic plan it's also in our mission statement it's in our vision statement and all three of those words are consistent in that.

Boston- well would we have to modify our job description for if we re named that position to include the Arts the activities and the Athletics and would that be enough for a I mean would that be a full-time job my question.

Davis- I think I think you you very well could um you could sum that up by using extracurriculars and I I think that that might be in the job description now um I'm not 100% cause I don't have that I have in front of me um but I do know that school districts that are making an initiative to support those areas have taken steps and have employed full-time Personnel to support that initiative um and that's not uncommon it it's very popular and it's it takes place in in several school districts surrounding us um and again all of these items that are here are are in the Strategic plan itself from things that we are looking to affect as we make progress as we go to work as we are trying to move the needle in those respective areas so um I know that that's generally our primary focus as a as a board is is one of the main functions is create a strategic plan understand our role in budgeting and work on policy so that being said as to how it's done it's not for us to decide it's just what we're going to fund and what initiatives that we are going to attempt to affect I I don't know how we're going to look folks in the face and say we are here to affect one of the items in our strategic plan if we choose not to fund the things that we said we were going to do so um I know it's impossible to do everything at the exact same time uh however I would imagine this budget is largely or grossly uh undersized compared to all the other initiatives that we've taken the time to work on in steering committees uh to establish that strategic plan um and I would dare say that the majority of of of initiatives that we've taken place or we have taken and said we are going to hire to manage or direct a certain Department all entities that I can tell you about hire someone to do the job to oversee that department it a a director's job is not part-time right we

didn't hire a part-time director of schools we didn't hire a part-time director of operations we allocated funds to support that initiative because it was important to us not only did we do that in Miss Miss in the example of director of operations we also decide to spend \$80,000 to help and identify from a professional level what items need to be addressed and when and so we can follow that plan because it was important to us to make sure these kids and their families have operations that they can count on that are going to to be um moving in the direction our strategic plan says so this is essentially in the same vein same logic same just same idea ideology is set set someone in place with things that they can achieve give them the tools to do it software survey for the fields the kids that are playing these Sports don't have their own Fields we're trying to add these things so we can do what we say and say what we do we've already said what we're going to do I'm asking you all to do what we said.

Hale- Madam chair?

Boston- yes ma'am.

Hale- I still get phone calls saying um asking about could we uh that some coaches are saying yes it's a it's a good move that we've made but could we not just plan right now but wait until the following year where they have a little more time to um to address what the plan should be that the plan of action is was before we voted on all this we had no plan of action. I don't know what the answer is to that but I still have a a very uh I have um constituents out there that are just very some are for the plan or for for the middle school programs and some are not it's it's it's very complicated.

Boston-oh I I will agree with you 100% um if but right that that's not something that we would have to that's not something we can address today my next question is...

Bray- can I correct something I said please?

Boston- absolutely.

Bray- uh I looked on my list of 245 supplements the high school ad's do get \$6,000 each and the middle school gets 3,000.

Boston- okay.

Stout- um Madam chair just to answer your question going back to the athletic director job description and whether it would need to be modified if we were going to include also the Arts and other activities it would have to be because it does state that the athletic director serves the purpose of implementing and maintaining the assigned programs and services of the elementary middle and high school athletics to comply with County state and federal guidelines so we would have to....

Boston- we would have to put that on policy my next question would be uh while you've got that pulled up Ms. Stout read on down does that say that that is required to be a certified or a non-certified position or is it it can be either.

Bray- it'll be all the way at the bottom.

Stout all the way at the bottom oh there we go job requirements bachelor's degree um background clearance no does not need to be certified certified is not required

Boston-A requirement okay.

Stout- coaching experience preferred knowledge and ability to implement County state and federal policies procedures governing Athletics ability to compile maintain file and present all physical and computerized reports records and other documents.

Boston- so if we're going to modify that job description to include the Arts and and activities that could be anything from and I'm I'm I'm questioning this it's not that I'm stating it um Beta Club I mean is that what what do we consider activities?

Safdie- I I think that's a question that we need to pose to the director of school and the staff to consider what the what the range of responsibilities in the Arts Humanities portion of this suggestion would be because they know better than anybody else the theater teacher the speech teacher uh all of these teachers who know their field better than this board of education um and if we wanted to include a director of of of Athletics and include in that job description a um a component relating to Humanities and

arts then I think that they would best be the ones to address that and then at the next meeting...

Boston- just make a proposal.
Safdie- right make a proposal let that bring the proposal to to us.
Boston- or at the policy committee meeting um how did we choose the salary?
Bray- I just sort of looked around and think what I thought that might be worth as far as how many days that they would be working.
Boston- how many days are we asking them to work?
Bray- I believe we discuss 210 it would not be a year round position but that might have to be modified.
Stout-were you finding that a lot of other districts had an athletic director position?
Bray- not some do but some it's part-time some work 120 days it just depends on the size of the district.
Safdie we had a part-time athletic director before.
Boston- well that's all we've ever had we've never had a full-time.
Safdie- well now I consider Mr Maddox job..
Boston- but he only I hope he only addresses Athletics for a very short period of time because he's got a pretty big schedule um what counties surrounding us did you find I mean just asking.
Bray- I think White County I'm pretty sure white County's got one but I think it's 120 days maybe does Warren have one I don't know they don't have one in Purnam but White County does but it's a I'm probably sure it's probably I don't know this for a fact to be a retired teacher maybe.
Stepp- it is.
Bray- cause it's a 120-day contract contract just like we did with some of our other retired teachers.
Boston-was Dan a full-time or part-time athletic director?
Eldridge- he was a part time.
Boston-part time how many years ago has that been?
Safdie-he worked for ages.
Eldridge-15.
Boston- the first one remember was Travis Isaacson and...
Eldridge- he was at CCHS before they split.
Boston-okay what what would it look like if we made it 120-day contract?
Bray- well it's really difficult to say depending on who takes it because if it's a retired teacher then they flip to the teacher Scale based on their years of experience and their education if they're a certified person.
Boston- would we could we hire someone that's not a certified teacher.
Bray- correct we could just figure out what we want the daily rate to be and then adjust it appropriately.
Safdie- well if um Mr Davis's point is is accurate and I'm sure it is I didn't mean to use the word accurate it corresponds to the Strategic plan and the Strategic strategic plan includes the Arts component then then um his suggestion is that we find a person that can take responsibilities to coordinating the Arts whatever that coordination would be as well as the Athletics that'll be an interesting job mix.
Hale-yes agreed.
Safdie- and I think you're right on task.
Bray- if you took it to 120 days making the assumption full time would be 65 that would take it to around \$ 37,143.
Davis-the trouble with part-time if I may is is the school is all those activities are taking place all year long right so just to have somebody responsible for it be like yeah this isn't the day that I'm responsible for it..
Boston- I only work Tuesday Wednesday Thursday.
Davis-would be pretty hard to digest that right like I I could see where that would be uh well pretty problematic.
Boston-and you're not saving that much money uh if if we created a position. Shannon do you still have

that pulled up, does it say countywide athletic director or does it just say athletic director?

Stout- it says elementary Middle and High School athletics.

Boston- so that would be that would be considered countywide okay.

Safdie-Mr. Stepp in your envisioning of um the Strategic plan do you is there a right mix between Athletics and and the Arts?

Stepp- it's going to be tough to find someone who has all those qualities that understands the idiosyncrasies of each of it.

Boston- I think that's going to be a learned position but what you need is someone with some organizational skills more than anything that would be the biggest requirement is organizing and following and keeping everybody on task with rules and and exact exactly a master calendar um scheduling other things what would you consider as activities Mr Stepp?

Stepp- I mean just now being asked um mean it be extracurricular it could be just about anything.

Boston-are you looking at...

Stepp- well just now being asked I hadn't had a chance to think about it so I mean I would to think about what's included in extracurriculars.

Davis- Dance Theater band.

Stepp- could be just about anything tell you the truth activities cover anything that's not during the school day.

Stout- any non-educational school day it's pretty broad.

Boston- and am I...

Stepp- we have a lot of co-curricular subjects too just to throw that out there they can be...

Boston-what's that?

Stepp-they can be academic in the school day and be extracurricular after school too so I mean so there's a lot of details to this to this to be ironed out.

Stout- in your opinion would bringing somebody into a position like that enhance and help us get on track with the Strategic plan?

Stepp- with the right skill set.

Stout-is that something you'd recommend doing now or later on within our 5-year plan? Stepp-well I mean I didn't include it in my original budget so but this was added on and you know I think we need to look at it seriously.

Safdie- does that mean look at it seriously by adding it on or look at it seriously by creating a job description that included the skills?

Stepp- well if you vote this in that's what I would have to do is include all those skills and things there um just looking at the bigger bigger picture of things you know we talked about losing about \$600,000 in federal money but something we need to think about in the long run the sustainability of our programming not just this but everything we've talked about I mean we really got to think about those kinds of those kinds of changes in funding that are going to happen in the next few years.

Stout- well that's kind of my question then is this something that obviously we're saying strategic planwise that would help enhance but based on the budget I know it wasn't in your original plan it's been brought forward now based on the budget numbers that we have would this at this juncture be recommended or is this something that we should look at based on the numbers for maybe next year timing wise what do you think?

Stepp-well as as we talked about in construction nothing gets cheaper that's what this discussion is about now.

Safdie-would you consider a viable option to give a one year contract to a director of Athletics so that the school system could so the teachers and whoever your staff could participate in the process of I think advising creating the skills that would be necessary for...

Stepp- I think if the board creates this position we just we go all in with it I don't know if a one-year contract you know would roll over well with everybody they have to work with and they might say ah they're just here a year so we can still of roll very complex it's a complex thing to do.

Boston-Anita, any thoughts?

Hale- well well yeah not really because um I don't think that Athletics and the humanities go together in my opinion.

King- kind of like ice cream and turnip greens.

Hale-it's two they're two different they're very different

Boston- what did you say Mr King?

King- I said they go together like ice cream and turnip greens.

Hale-I know and and and they don't they don't go together so we're either you know we're basically trying to get an athletic director and pay him a salary for half a Year's work an all an all year salary I I don't know we've been we've been paying someone to um coordinate the things you know and it's been running smoothly until we did this basketball Middle School thing so.

Stout- I think the logistics of the job is what's going to be difficult as far as looking at our strategic plan and what these extracurricular what we're trying to drive with extracurricular activities is the same sort of thing right we're trying to enhance character and integrity and teamwork and and develop outside um talents and interests along to round out the educational experience so I think we're trying to drive a lot of the same sort of things with the students with these programs but the logistics of this position is going to be challenging because of the programs are so very different to how they need to be run if we were to go to one position for an athletic director does that mean that we don't need the Middle School and High School athletic directors as well does do we roll those up into just one and we've got one athletic director that's overseeing the entire program or do we still need that structure?

Boston- I think you've got to have them in the high schools I think that's that's a must.

Stout- so this would be an addition to what the structure we have already.

Boston- now the middle schools I'm not I'm not certain about that but I do know that they are absolutely necessary in those high schools.

Brown- Am I permitted to speak?

Boston- Absolutely please.

Brown-regarding the White County position that Ms Bray referenced which is the only uh comparable District to us that has this position uh he is part-time and he does middle school and high school they do not have someone in the high school and in the middle school so I believe to your point Ms Stout if you do create this position you're taking away the structure and the stability of the position at the high schools which obviously directly impacts me um in addition to that I believe this position uh is quite frankly it's not needed I think the High School athletic directors uh run the programs and do a good enough job I would hope uh to satisfy the needs that the High School coaches and the parents in the community need um and as we continue to develop the middle school programs and train and get the right people in place I believe the Middle School athletic directors uh can follow suit and do that as well and there might be a way if if we have this funding available potentially to allocate it in a different way uh where we can address more pertinent needs that we have for our student athletes and I appreciate uh the proposal and I appreciate the concern that we have for athletics and trying to do what's best for our community and our student athletes um but if we're talking about \$75,000 um I do that job right now for six and I'm a full-time assistant principal so that job could be utilized differently and the funding for it could 100% be used differently to help student athletes in a different manner.

Boston- how would just question you know more about it than I do how would you propose uh because we I know we've had a part-time athletic director has that athletic director assisted you in making decisions or if this something you just always done on your own.

Brown- Dr Maddox and I and previously with Mr Patton we communicated uh primarily they handle the Middle School aspect of it and the support for those uh we've never had middle school athletic directors until this year so Dr Maddox has worked directly with those two athletic directors to support them uh and the high schools have kind of ran on our own entity and support. Dr Maddox has been great and very supportive and and we've worked well together uh in the past than we do currently but primarily I I take care of stone Memorial High School and Mr Miller takes care of Cumberland

County High School and Dr Maddox supports the Middle School athletic directors and again I think there's an avenue where um if we could open it up and have a little more easy communication we're already using the high schools currently for Middle School which hopefully that will change at some point the Middle School athletic director High School athletic director can work more lock in step with one another I think that would be more beneficial.

Davis-so when um Ms. Hale asked about activities and arts and Athletics all going together it was a good idea when we put them all together in the Strategic plan and because we decided they all went together it was a good idea when we elected or voted to have the committee in charge of all three of those things but right now you're saying it's not a good idea um so you've got two segments of students you got students that are academically supported because we are required by state law and a number of other things to support them and then we have the we have the every other thing that they do in our school system that they're not mandated we're not mandated to support okay um and that's that's what we're asking we're asking to put somebody in charge of the things that people are supporting right so I don't know how many academic competitions there were last year can anybody in here tell me how many academic competitions there were can anybody in here tell me how many athletic competitions there were can anybody tell me how many Academic Teams there are formed can anybody tell me how many academic buildings other than the ones that they just go to school to there are right so the point is we have a major interest in nonacademic activities in our school system if we are going to make an effort to put it in our strategic plan put it in our vision statement our mission statement change our committee to support Arts academics and Athletics it's not a stretch to think that we're going to put somebody in charge of this to to be responsible solely for the growth of those programs under which they can collaborate with all existing people for the better purpose and service of the community and that interest I would dare say we get so to my knowledge outside of of supplements we only support the athletic department by the \$220,000 a year we we give \$10,000 to one to CCHS and we give \$10,000 to SMHS so for to cut the to cut the grass I I don't know I don't know why we give it we even give we might as well not even give them anything if that's all we're going to do that's embarrassing I'm embarrassed that's embarrassing to me so to to sit here and look at this the that the group what we're doing there are hundreds if not thousands of games being played with our schools logos on them under our insurance policies under the almost \$600,000 worth of supplements that we give these coaches which is a fraction of their actual time spent to support that and then we ask the parents to pay for it all we ask the community to fund raise it all the there's millions of dollars raised to support all of these initiatives and we can't figure out how to do what we already said we were going to do and we don't have enough wherewithal to identify that somebody with the title of director should be a full-time job it should be a full-time job in districts that are that are we can settle if we want to continue to settle then then I don't know what we're doing here but I didn't I didn't run for election to settle I didn't sit on the strategic planning steering committee to settle um I didn't read the front page article the other day to settle um I've got work to do when I leave here today and I I don't understand how we can't find the means to support the initiatives that we said we were going to support as a board um if we want to continue to do the same thing and and expect different results I'm not in that group of people because I'm not going to do.

Safdie-I know this this is a budget committee and I'm not on the budget committee but I do have a question for you, would it not be more productive if during a full board meeting we asked the director of school to work with his staff to create a job description for a part-time arts or and Humanities director or or even a full time and we could but that would be the first step because we don't know what's needed we just know that there's there's a gap there I can remember when my wife um when there was a coordinator someone was acting as a coordinator for art projects and and this woman was wonderful but Dale got awfully upset because suddenly she was asked to do art projects at Fairfield Glade without any without any for knowledge without any without any consideration and the question then I'm sure that there are there are other teachers that that would like to have a key person but we don't know what their responsibilities would be yet is it to coordinate art projects to coordinate speech

projects let's give a job description first as the first step to get the broader View and then as you take over as your new board takes over they can decide whether or not that job description needs funding and corresponds to the items that you're talking about which I'm sure it would but you see you see what I mean?

Davis- sort of yeah I I hear what you're saying.

Safdie-the job part of it should come first because we don't know what a director would would entail.

Stout- I think to your point Mr Safdie the whole point is this is operational right so operational falls to the director and to the administration so they need to come forth with that need that need what we're looking for and the recommendation for what they need and then can we fund that need we're we're kind of going backwards here.

Safdie- I think I think that's I think that's right I think that...

Boston-I I wouldn't know at this point and I don't know at this point of what a we've had a countywide at part-time countywide athletic director for 8 years I don't know what they do I know what the job description says they do and I know what we set aside allotted for them to pay them which is \$18,000 which is not a great deal of money because it's always been adjacent to another job they've had two responsibilities they've just received a supplement I I think what Mr Safdie is saying is is is if you can come to us they're I mean we we can create a position at any time if we have a job description and we and and you know we look at it and it it's explain to us this is what that person will do and this is what we have calculated how many days we're going to need them if we need full time if we need 120 days I don't know can you I mean if it falls within the Strategic plan I think that's certainly a goal but you're not going to reach your you know all of your goals within the first year you're you're going to put that aside um...

Davis- how much progress do y'all think we've made on this strategic plan in that area year to date, do we have a way do we know that?

Safdie- well there's there's another consideration the fact that in terms of supporting Arts I mean there are there there are art teachers there are speech teachers there are there are music teachers there are choral teachers there there is ongoing art and what you're talking about is can we facilitate or coordinate those those activities and and and and assist okay.

Davis- exactly help, how how can we help that way we're not up here speculating and and someone that does know about it because it's their job can tell us about it that's exactly the point.

Safdie-right, so that so that's why a job description let let the director of school come up working with his team and come up with a a straw dog proposal to your team right I mean it's your it's your you can do it the way you want to but somewhere along the line if this board is interested in in moving toward and supporting the Arts and Humanities and we think a director is necessary what would the position of director entail and would it be a full-time or a part-time now that doesn't that doesn't settle the question Ms Bray of the full-time athletic director and his new or her new responsibilities I think the reason why we have that turned it into a full-time position now is because of coordination of the of the K through or K through uh eight non uh feeder School athletics is that correct?

Bray- I don't think I know anymore to be honest with you.

Boston- well we we have we have now put in place now whether we have those positions filled or not I don't know but we have now put in place Middle School Ad's.

Bray- correct they've been in the past year we've had those in place where this will be the first year we're closing out.

Boston-okay do we have a position open?

Bray- yes I understand one of them has resigned.

Boston- okay that's what I thought the other one has has maintained...

Bray-that's my understanding.

Boston- and is going to maintain as far as we know.

Bray- as far as I know at this moment

Boston-um that's progress.

Davis- hire two lost one.

Boston- well we that position is still open.

Davis- and we're also filling a full full time ad spot at the high school at the end of this year.

Boston- oh did we lose our a we lost our ad over there?

Davis- yep.

Stepp- assistant principal was slash ad job.

Boston- so which is Mr Brown that's you're an assistant principal and AD right?

Brown- yes ma'am.

Boston- okay.

Davis- and it's no disrespect this intention to go to add this position is not in in in any way shape or form predicated around the concept that what who's doing doing what can't do it's it's it's predicated around the concept that if one person is ultimately responsible for the outcome of all these areas that we have identified as being meaningful to us which in the Strategic plan we've got those things that we're looking to move from red to Yellow to Green are we going to be content with loss of position not funding it and not moving the needle or are we going to be content with saying maybe if we had somebody in charge of the job it would be we would be making progress by now because we're all speaking a lot of hypotheticals if we're going to add a job description well the job description is the bullet points for the Strategic plan how to affect those things obviously they're going to need to work alongside the principals the assistant principal's existing ads um and the program themselves whatever programs they may be to identify what areas they need assistance with um number one thing I see we need assistance with is bringing items to the board that can be digested and pointed back toward the Strategic plan because every time we raise our hand and say there's a need to fix this there's a need to fix that we've got to add a fence in between uh two fields to keep balls from killing people or we can't grow grass this year year um because we don't the grass isn't taking or we've got these tremendous needs we're not actually spending any money on fixing any of that ever okay we don't we're not fixing that stuff those booster club programs and the people that are behind the scenes that want to give their kids the opportunity to do it shell out of their pocket and they go beat the doors down of local businesses and they go raise the funds and we just sit up here and and and and tell you guys best of luck with what you've been doing it's it looks good for where I'm sitting so I'm asking us to pay somebody to go be responsible for the whole thing and I I'll quit talking if if my point's not been made by now it's not going to be made I'm actually going to get some water.

Boston- Anita any comments?

Hale- none can't think of anything.

Boston- Mr King.

King- I know we have an athletic director last meeting he gave us good advice we outvoted him so why do we need another?

Boston- what okay um well I think I I think the proposal is and that we go from part-time to to a full-time position Mr Stepp what would be your recommendation and I know this wasn't in your original budget but what would your recommendation I mean is this something that you see that we have a need for?

Stepp- well I worked in a larger County that didn't have this we relied on the high school and middle school athletic directors and one person at the central office was assigned to work with all those athletic directors so that's what I'm used to I've seen this work in White County and be successful um I think is it Lenoir City or Loudon County?

Davis- Williamson County Wilson County.

Stepp- yeah all the larger Counties have one person organize this over however many schools they have.

Boston- well Putnam county is is they have what 12,000 students?

Stepp- yes.

Boston- and you said there was someone in central office.

Stepp- deputy director made sure all the ad's did what they were supposed to.

Boston- but was that an additional job for him or is that part of his duties?

Stepp- part of his duties.

Boston- okay.

Hale- I do agree with Mr um uh Mr King that we already have an athletic director through that does part-time and why are we wanting to hire another one at this particular moment in time?

Boston- well that's that's why you're on the budget committee because you have to fund it um and and if you don't necessarily think that that's appropriate at this time that's then we we can move on because someone on this budget committee has to make a motion.

Hale- to make a motion to move on to something else?

Boston- no to make a motion to add that to the budget now we've got the supplements added in which I think are going to be necessary um um we've got those already in the agenda the athletic field survey can be within Kim Chamberlin's budget Upland's budget and um I think we're a little premature on the athletic tracking software that's my opinion now the countywide uh athletic director um.

Hale- I don't see why we need one I mean I understand that we are going to have to have supplements for the middle school basketball coaches.

Boston- well they've already taken the supplement that we're paying uh or that was being paid and divided that between uh the Middle School athletic directors um it's not a great deal of a supplement but it is a supplement so if if this budget committee would like to move on um then then I'm ready to do so I would like to ask that um Mr Stepp to review that job description and come back to us and see uh come back to us and and and make a proposal as to what that would look like.

Stepp- one or both like Mr Safdie was talking about athletic and Humanity?

Boston- are we doing arts and activities included.

Safdie- I I would suggest so won't be able to move...

Boston- yeah I would add some wording to that because that's the way the Strategic plan is um worded I think is that correct?

Safdie- one step at a time yes.

6. Other Discussion

7. Adjournment

Boston- um but let's set it next Wednesday at 4:30 okay is that okay with you Chris, let's can you meet earlier on Wednesday at 2:30 on Wednesday okay and and go from there.

Hale- okay I can do that yes.

Boston- and that will get you out of here in plenty of time to cause we only have a couple of issues that I think we need to kind of clear up. I'll entertain a motion to adjourn.

Hale- second.

Boston- okay Chris? All in favor?

Hale/King- aye.

Boston- all opposed, we are adjourned.

The meeting was adjourned at approximately 6:16 pm.

Motion to to adjourn.

VOICE VOTE: (mover-yes) Boston

(seconder-yes) Hale

Yes: 3, No: 0

MOTION: Motion Carried

William Stepp
Director of Schools

Ms. Teresa Boston
Chairman of the Budget Committee

Diane McCartney
Executive Assistant for the Director of Schools and BOE

(*) Indicates Board Approval Required

Board of Education
May 15, 2024 2:30 PM
Central Services Board Room

The Budget Committee met on Wednesday, May 15, 2024, in the Central Services Board Room where Ms. Teresa Boston called the meeting to order at the approximate hour of 2:30 p.m. She welcomed everyone to the meeting and appreciated everyone for attending.

BOARD MEMBERS:

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

OTHERS PRESENT:

William Stepp, DOS
Kim Bray, COO
Leslie Eldridge, CTE Director
Marlene Holton, SPED Director
Jessica Ceballas, Media

1. Call to Order - Ms. Teresa Boston
2. Moment of Silence and Pledge of Allegiance - Ms. Teresa Boston
3. AP & Above Salary Scales

Boston- first on the agenda I would like to place our April 30th minutes uh Ms Diane has has emailed those to everyone, Anita have you had a moment to review those?

Hale- I have.

Boston- Chris?

King-yes.

Boston- okay um without objection I'd like to go ahead and get those approved.

Hale-move to approve.

King- second.

Boston- okay so I have a first and a second to approve the April 30th minutes for the budget committee any discussion if not all in favor?

Hale/King-Aye.

Boston- all oppose, motion carries thank you uh next on the agenda is the AP and above salary scales this is the one we have had just so much so many issues with it um so what we've got is if we did and correct me if I'm wrong uh when we tried to add the current salary scale plus 3,000 that took everybody off scale.

Bray- it took them off the scale because I have to be able to explain to the state how their salaries are computed starting with a scale and when we just add amount like that it basically takes everybody off this scale.

Boston- does it do you not have to explain how teachers...

Bray- well teachers see I can explain it on the scale same thing I have to upload all of them but I have to say that based on their years of experience and educational level this is the amount they make and anything above that if they get supplement I have to add that separate and then I have to show the calculations.

Boston- and this takes if we just add a flat 3,000.

Bray-right and then we'd have to know where to put them next year because that may put them on the scale off the scale because we got to start all over again next year.

Boston- okay now the budget that I'm looking at that you sent out to us that reflects the \$3,000?

Bray- yes ma'am.

Boston- okay okay and if we change that you'll have to go back and change obviously the budget.

Bray-correct.

Boston- and I'm I'm not I don't want to take anybody off scale to where you can't explain it I I think you have to look at the state and say this is how we did it um any suggestions?

Hale- what what were you saying to do again please?

Boston- well I don't think we can add just the flat \$3,000 because it takes everybody off scale.

Hale- right.

Boston- uh so I think if we looked at a percentage adding it a percentage to it then you can calculate from that percentage right?

Bray- absolutely just like we do today.

Boston- and just like we've done every year for the last...

Bray- 100 years.

Boston- 100 years.

Hale- but not the high percentages that we have now like the 25% and the 17%.

Boston- yes that you take you start from your salary scale...

Hale- yes ma'am.

Boston- and then you calculate according to what percentages if they're a 20 year Elementary assistant principal they're going to get 22% added to this salary scale.

Hale- okay so we're not going to get rid of the percentages this year?

Boston- I don't know how we can I I mean I don't see that we can afford it.

Hale-okay okay so are we looking at this?

Boston- we're looking at this uh I think some discussion needs to be had about uh proposing just a percentage that keeps them on this scale and that keeps them where Kim can explain it to uh the state of Tennessee.

Stout- so the one that we got from you Ms. Bray is using the scale plus 3% is that right?

Bray- I prepared one like that for Ms Boston and Mr Stepp.

Boston Mr Stepp emailed it out to everybody.

Bray- it wasn't from me but yes I prepared it.

Boston- what I'm proposing if you take into consideration the 8% that we gave assistant principal and above last year and we indicated that that could not take place again this year because we simply could not afford it um if we add 2% to that that means they have a they have received a 10% raise in two years um and that's a pretty substantial raise for the last two years and that would be what I'm looking at

is just to give them a 2% in two years um and and go from there.

Hale- so on on this scale right here...

Boston- don't look at that...

Hale- don't look look at that why not?

King-question I have is where are we with teachers what did we do with them?

Boston- we added 3,000 across the board which keeps them on the same salary scale. King-we also had agreed to put administrators there too what happened to that?

Boston- uh that's what Kim just got to explaining uh that takes if you add just a flat 3,000 that takes them off this scale.

Hamby-but it doesn't take the teachers off the scale?

Boston- they have a different scale.

Hamby- okay.

King- so if we put them on the same scale we agreed to...

Boston-we didn't agree to that was some proposals.

King- the minutes on 4/24 say we did all three of us agreed put teachers and administrators on the same scale but last meeting you said we didn't the minutes say we did so if we stayed with that and added 3,000 you wouldn't take them off the scale.

Boston- well I don't know that you can take the teacher scale add 3,000 to it for administrators.

Bray- that's what what we did is we took the scale the teacher scale and we just added 3,000 which we can do that that's not...

Boston-but then you added the \$40 per day and \$80 per day.

Bray- that's on and above the scale I think what Mr King is saying is just let everybody have the same starting point, they start on the same scale.

King- yes.

Boston- but then what are you going to do with that scale?

Bray- and then you would add the percentages at this point to that am I understanding sir? You're just saying start with the same scale everybody be on the same scale.

King-right, yeah instead of having 15 different scales just one.

Bray- and then add your percentages to that scale.

Boston- what does that do?

Hale- and what percentages are we talking about?

Boston- you're talking now you're now you can look at this.

Hale- now you're talking about that um if it's a certified uh supervisor and they have 13 years in they get 26% of their salary and on Down the Line let's say it's a second...

Boston-yes, I didn't bring the teacher salary scale with me um and I don't...

Bray- would you like a copy, I have it.

Boston-yeah please if you don't mind I I want to look at it for just a moment.

Stout- just a thought while we're waiting we're thinking of percentages the average cost of living increase this year was 3.2% for 2024 so Social Security um increased by 3.2% last year the average cost of living was 8.7% so we were in the range of the cost of living increase last year we wanted to stay in the range of cost of living increase this year 3.2%.

Hale- Ms Bray um if we used to this teacher scale and we're saying somebody has a doctorate with um 16 years experience on the teacher scale it says \$72,941 am I looking at it correctly?

Bray-correct.

Hale- and then with and then you add the 3,000 that's 7...

Bray- no no this has already got the 3,000 added to it.

Hale- the 72 has it?

Bray- yes ma'am this is the proposal well this is what you folks accepted for teacher.

Hale- and then but right next to it it's got like the specialist degrees that would be 74,600 that's with the 3,000 added to it?

Bray-yes ma'am this the completely thing this is just the scale that's in place now with \$3,000 add it at all levels.

Hale- but what happens to those people that are making more than this with this amount of.

Boston- well if you if you look at the teacher salary and I'm just taking the top person they were they've got 14 years and 14 years and they have a master's on the teacher scale they would be looking at a starting point of 62,213.

Bray- if they're system wide.

Boston- if they well where would our where would our principals and every...

Bray-the principals would be under the teacher column and your supervisors here would be system wide.

Boston- okay so you're looking at 60?

Bray- yes ma'am.

Boston- on the current salary that we're using the base salary is 55 so you're starting out with a \$5,000 increase before you ever start adding percentages if we go off the teacher scale.

Bray-correct.

Boston- that's where we ran into the problem with people getting \$16,000 raises \$11,000 raises and and I I I'm I can't do that.

Hale- and why did we get so much of a of a raise whenever if we're starting with with the scale and we're only giving 3,000 on top of it?

Boston- well you're talking about two different things if if we add 3,000 to the on the teacher scale okay which we did then what you're doing is then you go back and you add the percentages like 14 years would be uh let's say that they're a elementary principal they're going to get 25% on top of that right and they've got a \$5,000 increase before we ever start adding the percentages um and and that's where we ran into and I think Kim I think you and I calculated that somewhat and that's where we ran into some of the people getting getting such large raises.

Bray- yes that is correct.

Boston- and and I mean you can't help it if we go off the same scale because the teacher scale is is...

Bray- right now now it's about 5% higher base side by side before the percentages than the admin scale.

Boston- right so you well I mean like I said it's in black and white you start 5,000 ahead before you ever add 25% to it and if you take that you're adding another \$15,000.

King- but if you do away with those percentages just go with a 408080 or something like that.

Boston- well if you do that...

King-percentages go away.

Boston- you still have the increase for some individuals that are enormous I mean any any proposal that we've looked at we've got people getting \$11,000 raises \$16,000 raises \$9,000 raises.

King- could I ask who those are?

Boston-I mean I don't have my calculations with me but I've got them at home.

King- I'm just saying could I ask who those individuals are?

Boston- well you're going to have to ask somebody besides me but we had discussed it did we not Ms. Bray?

Bray- we did and it was I think that was on one of the budget versions that you have.

King-the sheet we got today has some good information like that doesn't have names and that's fine.

Boston- oh I don't necessarily need names but I'm just saying we had some individuals getting a a huge raise.

King-doesn't it indicate that they're underpaid now?

Boston- no when we did the lean frog um study our admin and principals were I think we only had one that was under but was a little bit below and that was our CAO.

King-has it grew as an average, but individually not...

Boston- as an average well that's all we that's all we have to go on.

King- yes but you're pulling out and saying somebody's getting 11,000.

Boston- that was on the other calculations.

King- so I'm saying who are those people how did they get so far out of whack?

Boston- that was when we did the 60 the 40 I don't know if it was the 408080 or the 62.50/100/100 we've done so many calculations on this that it's just been very confusing but in keeping in spirit of what we can afford and what we did in line with our teachers I'm going to make a motion that we take the salary scale that is currently with the percentages add 2% for add assistant principals and above and leave that alone and we can move on with this budget.

Hale add 2%?

Boston-add 2% that gives them a total of 10% for the last two years.

Hale- but not um but but we're still not doing it away with percentages can't do it.

Boston- well I mean we can but it's going to cost you some it's going to cost you some money.

Hale- okay I'll second your motion.

Boston- okay um and and I think we're kind of at odds about what we need to do and maybe next year TISA will come up with more money and we can add those to the salaries um this year I I just can't do it and I think that's I think that's fair.

Stout- the difference did we look at the cost difference between between 2% or doing an average cost of living increase at 3%?

Boston- if we were looking at did we give a cost of living of 3% to the teachers who knows we just added \$3,000 to it don't know if that's 3% 2% 5% 9% I don't know because we just added a flat rate but that's my proposal and that keeps everyone I mean you have some people that will get a \$5,000 raise and I can't can't I can't handpick who gets how much all I can say is that's 10% within the last two years and I think if you look at the history of our percentages of the last let's say probably six years it took us four years to get to 10% previously and we've done that in the last two years which I think is is is impressive in itself.

Stout-so we're looking from the lean frog review is what they found was the entry level in our district was lower than average but as we get as we get up into the higher degrees then we're competitive so if they have the higher degrees the more time with us we're paying competitively but people who are entering um were paying lower which might affect our ability to recruit so just want to keep that in mind.

Boston- but we're trying to get our teachers up the governor has told us we have to and we've got two more years Kim?

Bray-yes.

Boston-in which to do that get and these are reoccurring expenses these are written you're going to see it again next year except you're just going to be required to add to it next year and I think we have to consider you said and I'm going to ask you what did you say the percentage of our budget is in salaries and benefits.

Bray-85.

Boston- so that leaves us with 15% of our budget to do everything else?

Bray-correct, it's people and benefits.

Boston- I'm going to I'm I'm going to to stick with my motion um any more discussion?

King-would you restate it please?

Boston- yes take the license certified Personnel assistant principal and above including principal systemwide supervisors take that salary scale that is currently in place add 2% and then calculate your percentages as as they as they fall I'm not going to say I like it either but I think it's one of their only choices if we're going to move on with this budget so I'm going to do all in favor?

Hale-aye.

Boston-all oppose?

King- no.

Boston -I vote aye so motion carries.

Hale- but we're going to have to try and get rid of those percentages next year.

Boston- well let me this is this is not on the agenda but this is just looking at it um you can you can get rid of the percentages but it's going to cost you and when you start giving those large raises because it does cost you you're going to you're going to hear from your teachers your non-certified at at how is that fair that's I mean I've had numerous communications with how is that fair um and you can there's a way and I'm comfortable that if anybody can find it Kim can I've just not seen it without it costing us too much money.

Hale- thank you.

Boston- Kim if you will adjust the 2%.

Bray-2% got it.

Motion to approve 4-30-24 budget committee minutes.

VOICE VOTE: (mover-yes) Hale

(seconder-yes) King

Yes: 3, No: 0

MOTION: Motion Carried

Motion to give a 2% raise to certified, AP and above.

VOICE VOTE: (mover-yes) Boston

(seconder-yes) Hale

Yes: 2, No: 1

MOTION: Motion Carried

4. Proposed Budget '24-25

Boston-okay next on the agenda is the actual budget draft and I I think we've gone through this numerous times so that we're um we're we're where we need to be with the exception of just a couple of more questions um Chris do you have any questions about the budget?

King-no.

Boston- okay Kim on the greenhouses on 71300 336 it's our first CTE page it's page eight will the ISM grant pay for those greenhouses?

Bray-(nods head yes).

Boston- so that's that 20,000 is in consideration of 700,000 we're getting back from the ISM Grant am I correct Leslie?

ISM is going to help with the greenhouses correct?

Eldridge-ISM is going to build all five greenhouses yes.

Boston- okay okay the 50,000 that we budgeted last year for the two building packages that we did not buy is that money rolled back into the general fund?

Bray- yes.

Boston- okay that's what I thought.

Hale- now what line are we looking at?

Boston- those were just general questions um let me see 71376 is the building we budgeted 50,000 last

year but we didn't spend it and that's going to roll back in and we're budgeting 50 again this year to buy those packages. Leslie, do you have the staff in which to?

Eldridge- we do and like I said if we don't do the house packages we will do smaller packages maybe a tiny home, storage units, things like that the skills can be developed through the classes.

Boston- but do you have the staff to?

Eldridge- we do currently yes.

Hale-okay I noticed that um that the total number of teachers you wanted uh Ms Edlridge is um 61.

Eldridge- that's currently how many we have.

Hale- and I saw one budget that didn't have quite that many trying to find it let's see that's page eight, on budget that we had it was only 46.

Eldridge- we had 46 last year we we had 61 this year.

Hale-um so why do we need um 61 this year if we did 46 last year?

Eldridge- we currently have 61 this school year.

Hale-oh okay thank you.

Boston- that's not any new positions that just that's just positions we had open that we just now filled.

Hale-okay.

Eldridge-they were filled at the beginning of this school year with ISM funds but we are asking for no new positions that is correct.

Boston- okay so we had 46 and then you that increased uh to 61 with ISM money?

Eldridge- yes ma'am.

Boston- now are those the positions that we're going to have to sustain?

Eldridge- yes so this year ISM will pay 75% of those positions and our County will pay 25%.

Boston- so we added 15 positions with ISM money?

Eldridge- yes ma'am.

Boston- but now when this when this grant expires we have to sustain those positions is that correct?

Eldridge- that is always the intention yes ma'am but we're gradually doing that so next year we'll pay 50% with the ISM and our local will pick up 50 so we're gradually stepping down so we can gradually increase that budget over the next 3 years to sustain those positions.

Stepp- and each one of those positions are generating money through TISA so TISA right now what money they've generated so far is more than what the 25% is we'd have to fund next year and it'll be more than the 50% we have to fund so as we create more C codes they're getting more credits which means we're getting more dollars from TISA because of these positions.

Boston- but in 2026 we will be fully uh required to completely fund these positions?

Stepp- yes with the goal that we were generating all that full money through TISA.

Boston- okay on SPED and I think Ms Holton is here we added seven positions last year and you are asking for two new positions?

Holton- um um last year we added seven certified teachers um this year I'm asking for an assistant at South and an slpa position which is two assistant positions um based on numbers and the slpa position is in hope of lessening the contracted service amount that we're paying each month.

Boston- say that again.

Holton- the SLP would um hopefully decrease the amount of money that we're paying in contracted Services every month.

Boston- okay but we're adding contracted services for two I think 300,000 250,000 because how many speech pathologists does that contract?

Holton- um So currently we have two individual service agreements we had three one went on maternity leave for speech then we have sidekick as a company we have OT PT um a behavior contract because we couldn't fill the behavior position um and so that those contracts are running us about 30,000 a month currently.

Boston- 30,000 a month did they bill the insurance?

Holton yes they bill for tennicare before.

Boston- but then we pay any overage?

Holton-correct

Boston-okay okay.

Hale- is that that for teachers or assistants?

Boston- she's asking for two assistants this year.

Hale- two assistants this new year and we added seven where are those seven positions that we put in last year, I mean what are they where are they?

Holton-we added a teacher at Stone Elementary I'm pretty sure we added a teacher at Martin I'm going to have to look back I'm sorry I'm so focused on this year that last year...

Boston-I understand I understand but do we have any in central office of those seven?

Holton- no.

Hale/Boston-they're all out in the schools?

Holton- every position we we added last year is out of school.

Boston- okay then the only the other than that the only other thing that I'm looking at is um the 70,000 in aviation scholarships and the \$62,000 box truck um um I'll make a motion that we cut those from the budget and um we'll wait and see what next year brings.

Stepp- yeah I don't I don't recommend that.

Boston- well I understand that but I don't think that we can afford to give four children \$70,000 in scholarships uh we have 6,900 children that we need to to do uh do for and I think that money would help us in other areas.

Hale- now the scholarships for these children is that they're already in the program?

Boston- they are in the program you said you had four right?

Eldridge- we currently have four this year that would be to add four next year so it would be it would be to sustain the ISM grant that was initially written in 2020 for Aviation that would be for sustainability um so we would be cutting that program where students earn a private pilot license from Cumberland County Schools.

Boston- but they could still take the aviation courses?

Eldridge- yes that is in our...

Boston-and they would receive that credit?

Eldridge- they would receive a credit but they would not receive something to be industry ready and Workforce ready ?

Stout-and how does that impact our TISA funds?

Eldridge- it would be uh it would impact our TISA outcomes a little bit because it is industry credentials.

Stout- so we'd be getting less?

Eldridge- yes ma'am.

Boston- would we would we be getting \$70,000 less?

Eldridge- I was only asking for 60 and I don't know I would have to look at the calculations probably not that much but we would be getting something.

Boston- right okay I still would make that motion.

Hale-make the motion to um...

Boston- cut the 70 in aviation scholarships and the \$62,000 box truck.

Eldridge- so the the addition for the aviation was 60,000 10,000 for the travel increase for competitions for total of 70.

Boston-okay that's okay that's the line...

Stout- quick question you said you did apply for some money for that for the licensing part of it is there rather than just saying we're taking it all is there some you said you thought we would get some money back to help with that could we...

Eldridge- I don't know that we will I don't know what we would get that Grant I didn't get it last year when I wrote it so it's no guarantee that we would get it this year so if we could offer the scholarship

program to two students one from each High School rather than cutting it all out something is better than nothing to show that we still have that program and to show with the state that we are sustaining a million-dollar grant that they gave us.

Boston-but it's it's not we're not in a position we're going to have to see send money back a million dollars back if we don't sustain those scholarships?

Eldridge- no but we we had an agreement to sustain that to the best of our ability we've already spent the million dollars.

Stull- okay could we potentially lose the program altogether?

Boston- well that that Grant expired so we don't have that program anymore.

Boston- if we don't if we don't attract instructors yes we could.

Stull-losing the aviation program itself not having it continuing to go through the grant but...

Boston- I would be willing to amend my motion to one scholarship each School. Eldridge-something would be better than nothing and I appreciate that.

Boston- I I would be more than willing to do that so I'll amend my motion to uh Grant one scholarship per High School uh which is a a decrease of 30,000 and sorry Kim but I just can't see the box truck.

Hale-so by doing that we wouldn't cut the program completely?

Boston-you're not going to cut the program completely.

Hale- okay you're just not going to be awarding a pilot's license to two students.

Hale- so how would they go about getting their pilot's license after uh they completed...

Stout-pay for it themselves.

Eldridge- yeah they would have to pay for it themselves well and that that would be very few students who were able to do that.

Hale- but we're still saying you've amended it for at least one?

Boston- one per high school and and I think down the road if there are other scholarships then we can say we've already got this program in place and we're more likely to get that funding if we can show we have it already sustainability.

Boston- and I'm amenable to that I don't want to hold any student back but you have to look at the total picture.

Stout- the whole CTE program is what are we going to invest and then how are they going to help us because of what we're investing so if we're not investing in running the programs they're not going to be likely to help us with that.

Boston- right that's true.

Hale-well um you know I've seen it happen where we quit JROTC and Mr Stepp can't even find us get us back again with JROTC.

Stepp- I'm interviewing somebody next week.

Hale- thank you sir but I mean it's been difficult has it not because we quit that particular program so if we keep some of this in place it would be easier to um to to maybe get additional funding.

Stout- yeah showing stability is important.

Boston- yeah I'll amend so my motion is to offer \$30,000 to two scholarships and um wait and see what next year brings on the box truck which is \$62,000.

Hale- okay I'll second it.

Boston- any any further discussion all in favor?

Hale-aye.

Boston all oppose?

King-No.

Boston- and I vote I aye so motion carries um that's all of my questions for the for the budget um I think if we can make those those amendments and call a special called we may be able to get this budget out, how long will it take you?

Bray-I can get it tomorrow.

Boston- okay so tomorrow is Thursday, when would y'all want to call a special called for the entire

board? I'd want her to to produce make the changes that amendments and then uh call a special called next Tuesday what time is all the graduations and everything over next Tuesday? Stepp-the graduations are over this week.

Motion to offer \$30,000 aviation scholarship (1 to each high school) and to remove the box truck from the budget this year.

VOICE VOTE: (mover-yes) Boston

(seconder-yes) Hale

Yes: 2, No: 1

MOTION: Motion Carried

- 5. Other Discussion
- 6. Adjournment

Boston-Special called for next Tuesday 4:30. Anything further? All right I'll make make a motion we adjourn.

Hale- second.

Boston- all in favor?

Hale/King-aye.

Boston-we're done, so hopefully we can get this out to the County Commission next next.

The meeting was adjourned at approximately 3:10pm.

Motion to adjourn.

VOICE VOTE: (mover-yes) Hale

(seconder-yes) King

Yes: 3, No: 0

MOTION: Motion Carried

William Stepp
Director of Schools

Ms. Teresa Boston
Chairman of the Budget Committee

Diane McCartney
Executive Assistant for the Director of Schools and BOE

(* Indicates Board Approval Required

Board of Education
June 11, 2024 4:00 PM
Central Services Board Room

The Cumberland County Board of Education met in a working committees session on Tuesday, June 11, 2024, in the Central Services Board Room, where the meeting was called to order by Policy Committee Chair Hamby at the approximate hour of 4:00 pm. Hamby 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:	Present
Mr. Chris King:	Present
Ms. Sheri Nichols:	Present
Robert Safdie:	Absent
Ms. Shannon Stout:	Present
Ms. Elizabeth Stull:	Present

1. Call to Order
2. Moment of Silence/Pledge of Allegiance
3. Building and Grounds/Safety Committee-Mr. Robert Safdie

3.A. *Approval of Minutes-In Safdie's absence, Hamby asked for the minutes to be approved from the last B&G/Safety committee. Stull made the motion.

Motion to approve minutes from last meeting.

VOICE VOTE: (mover-yes) Stull

{seconder-yes) Hamby

Yes: 2, No: 0

MOTION: Motion Carried

3.B.CCHS Soccer Fence Proposal-Hamby said she didn't feel comfortable voting on this since Safdie was not present and she had no information on it. Stepp asked her what information she would like so that he could help her out. Stepp told the committee that it's a project being donated by a local oncologist and they don't need to wait another month. Hamby asked if he was donating all the funds. Stepp said yes. Hamby then made the motion to approve. There was no second on the motion.

Motion to send fence proposal to full board.

VOICE VOTE: (mover-yes) Hamby

{seconder)-None

Yes: 1, No: 0

MOTION: Motion...

4. Adjournment-Hamby made the motion to adjourn meeting and Stull with the second.

Motion to adjourn meeting.

VOICE VOTE: (mover-yes) Hamby

{seconder)-None

Yes: 2, No: 0

MOTION: Motion Carried.

William Stepp, DOS

Committee Chair/Presiding Board Member

Diane McCartney , Exec. Asst./Committee Recorder

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BOARD MEMBERS:

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

1. Call to Order
2. Moment of Silence/Pledge of Allegiance
3. Policy Committee-Mrs. Rebecca Hamby
 - 3.A. *Approval of Minutes-Hamby made the motion to approve and Nichols with the second.

Motion to approve minutes from last meeting.

VOICE VOTE: (mover-yes) Hamby

(second-yes) Nichols

Yes: 3, No: 0

MOTION: Motion Carried

3.B.District Recommended Policies-Policy 1.200-Method of Election of Officers-Hamby opened the policy portion of the meeting letting everyone know that this was put on the agenda because last year they ended up with no chairman or vice chairman when new board members came on/current board members left, and they would also be in the same situation again this year. She recommended the changes to make the policy more clear and the board could move forward the first week of September when this occurs. Nichols said that Robert Rules of Order said the board is to nominate temporary officers. Stout and Hamby said yes they could. Hamby said there's not a reason to do that since board members leave at the end of August and officers are elected the first week of September. Nichols asked what changed in the policy. Hamby read the portion that was recommended that stated if vacancies occur in both the chair and vice chair positions and leave the board with no executive committee, a special called meeting will be held the first of September to elect the officers. Stout said that previously they decided that they would elect the positions at the first board meeting. She had checked with other districts' policies and that is how theirs read. Hamby said after last year's issue, a policy had been revised to add wording so they didn't have this issue again. She said again that from the end of August until the end of September, which is the board meeting, that they would have no executive committee in place again this year. Stout said she would suggest electing a pro-tem at the end of August to be in place until the September meeting since this is not a usual occurrence. Hamby asked for Patton's advice. Patton said if the Board has interest in electing a chair, he doesn't know if there's a preference for that as long as someone is in place. He said that was the difficulty last time-not having anyone to fill in last time when both positions became vacant and there just needs to be something in place. Hamby said she doesn't understand why they need to do a pro-temp just for a month, just fix the problem and let the Board run smoothly. Stout said she gets where Hamby is coming from but not to change and override policy for a situation that doesn't happen often and may not occur for many more elections. Hamby said she understood that the parliamentarian opens the meeting if no chair and vice chair and Stout and Nichols said they read where the secretary opens meetings if no chair and vice chair. King verified this per Robert's Rules

of Order and said after the meeting came to order that the secretary would elect a chair pro-tem for that meeting only. Patton said the bigger issue he's hearing is not so much running a meeting, but rather having no executive committee in place. Hamby said yes, that's her concern. King said if the need arose they could call a meeting just for that purpose. Stepp asked Patton if Robert's Rules of Order is not their safety net. Patton said sure, but Robert's Rules or Order is a policy and it doesn't prescribe a method to create an executive committee without a chairman or vice chair in place. Hamby said since it seems there can't be an agreement, she is just going to table this and move on.

3.C.TSBA Recommended Policies-Hamby told everyone that these were all policies recommended by TSBA due to new legislation dropping.

1.500-Hamby presented-no discussion.

1.800-Hamby presented-no discussion.

2.403-Hamby presented-no discussion.

2.806-Hamby presented-no discussion.

3.202-Hamby presented-no discussion.

3.205-Hamby presented-she asked Stepp if he had anything for line 28 of the policy. Stepp said they were working on that currently. She said they will discuss at full board meeting since Stepp indicated they should be done with the safety assessments this week.

3.400-Hamby presented-and asked for it to be tabled, so Patton could look at it more. Stepp said he will talk to Patton about it.

4.201-Hamby presented-no discussion.

4.213-Hamby presented-no discussion.

4.215-Hamby presented and told the committee that this is a brand-new policy.

She asked Stepp how line 6 should read. Stepp said Director or designee.

Hamby told everyone that more policies would be coming regarding AI. Hamby

asked what Stepp would suggest for local expectations. He said they are

working on it and it will be a process. Hamby said they will table this until

Stepp can put more information together to present to board.

Hamby made the motion to pass 1.500, 1.800, 2.403, 2.806, 3.202, 3.205, 4.201,

4.213 to the bull board for first and second reading. She made the motion to

table 3.400 and if Patton and Stepp come up with how the certificate should

read, they can present to full board. She recommended to table 4.215 until July

policy meeting. Nichols with the second.

Motion to pass policies to full board as first and second reading and tabling 3.400 and 4.215.

VOICE VOTE: (mover-yes) Hamby

(seconder-yes) Nichols

Yes: 3, No: 0

MOTION: Motion Carried

4. Adjournment

Hamby adjourned the policy committee meeting at 4:20 p.m.

William Stepp , DOS

Committee Chair/Presiding Committee Member

Diane McCartney , Exec. Asst./ Committee Recorder

Cumberland County Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Method of Election of Officers	Descriptor Code: 1.200	Issued Date: 12/01/22
		Rescinds: 1.200	Issued: 10/07/99

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

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

8 If the office of chairman is vacated prior to the expiration of the annual term, the vice chairman shall
9 assume all responsibilities of the chairman until a new chairman is elected. [In the event there is no](#)
10 [chairman or vice chairman the pro-tem will assume all responsibilities of the chairman until a new](#)
11 [chairman is elected.](#)

12 ~~A majority of the Board may call for a special meeting to elect officers in the event vacancies occur in~~
13 ~~both the Chairman and Vice Chairman positions.~~

Legal Reference:

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

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Interscholastic Athletics	Descriptor Code: 4.301	Issued Date: 12/07/23
		Rescinds: 4.301	Issued: 01/26/23

1 No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be
2 treated differently from another person or otherwise be discriminated against in any athletic program
3 of the school. Equal athletic opportunities shall be provided for members of both sexes.¹ Student
4 athletes shall only be allowed to participate in athletic activities or events that align with the student's sex
5 indicated on his/her original birth certificate.² The Director of Schools/designee shall require the
6 parent/guardian to provide the student's original birth certificate prior to participation in any
7 interscholastic athletics. If the original birth certificate is not available or does not indicate the student's
8 sex at the time of birth, the parent/guardian shall provide medical documentation showing evidence of the
9 student's sex at birth.

10 Interscholastic athletics shall be administered as a part of the regular school program and shall be
11 the principal's responsibility. Principals shall ensure that school regulations regarding participation in a
12 sport are reasonable. Athletic schedules shall be filed in each school principal's office. The principal
13 or his/her designee must accompany an athletic team on trips. Transportation of teams to athletic
14 games is approved by the Board, provided the team's school reimburses the Board for mileage.

15 Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control
16 of High School athletics.³ Bylaws of the Tennessee Middle School Athletic Association shall regulate the
17 operation and control of all Elementary/Middle school athletics. The Cumberland County Athletic
18 Manual will serve as standard operating procedures for elementary and middle school athletics. The
19 Director of Schools shall develop a code of conduct for all coaches to follow in order to ensure the health
20 and safety of athletes.⁴

21 **INSURANCE & PHYSICAL EXAMINATIONS**

22 In the event that the school's insurance provider does not extend coverage to an athlete, that athlete must
23 provide proof of independently secured catastrophic coverage and liability coverage, with the school
24 system as a named insured, of not less than the limits set forth in State law.⁵ It shall be the
25 responsibility of the parent(s) or guardian to provide health and hospitalization insurance for all
26 students participating in interscholastic athletics.

27 Prior to participation in interscholastic athletics, every student must complete an annual physical
28 examination.⁶ The parents/guardians of each student shall be responsible for covering the cost of
29 the examination, and these records shall be on file in the principal's office.

30 In order to create a drug-free educational and athletic environment and to limit the potential liability
31 for the schools as a result of injury or health problems arising from substance abuse, the Board
32 authorizes drug testing for students who participate in extracurricular activities.

1 Students in grades 7 through 12 who desire to participate in extracurricular activities are subject to
2 random selection for mandatory substance screening. The drug testing program is not punitive, but is
3 designed to create a safe, drug-free environment for students involved in extracurricular activities and
4 assist them in getting help when needed.

5 **SCHEDULING CONFLICTS**

6 No principal or teacher of any school under the control of the Board shall dismiss his/her school or any
7 group of students for the purpose of attending the practice of any interscholastic sport during the school
8 day without written permission from the Board.⁷ This does not prevent regular physical training lessons
9 in the daily school program.

10 Students shall not be required to attend a school athletic event or event related to participation on a school
11 athletic team, if the event is on an official school holiday, observed day of worship, or religious holiday.
12 The student's parent/guardian shall notify the coach in writing three (3) full school days prior to the
13 event.⁸

14 **SEVERE WEATHER⁴**

15 Severe weather is any type of weather that could impede the safety of any athlete by compromising the
16 playing conditions of the interscholastic sport.⁴ Severe weather includes, but is not limited to, thunder,
17 lightning, and extreme temperatures. When severe weather is forecasted, suspension of play shall be
18 discussed with all players, coaches, and officials, if applicable.

19 All coaches who oversee or participate in outdoor training, practice, or competition shall annually
20 complete a heat illness prevention course approved by the Tennessee Department of Health as well as
21 receive training on activity modifications based on environmental conditions.

22 **PROHIBITION AGAINST HAZING**

23 Coaches, employees, and volunteers of the school district shall not encourage, permit, condone or
24 tolerate hazing activities.⁹

25 **HOME SCHOOLS STUDENT PARTICIPATION¹⁰**

26 Home school students shall be permitted to participate in accordance with TSSAA or TMSAA
27 guidelines. If a school is not a member with these organizations, home school students that are zoned
28 for the school shall be permitted to participate in interscholastic athletics to the same extent as other
29 students.

Legal References

1. 34 CFR § 106.41; 20 USCA § 1681 *et seq.*
2. TCA 49-6-310(a)
3. TRR/MS 0520-01-02-.08(1)
4. TCA 49-6-3601
5. TCA 29-20-403
6. 20 USCA § 1232h(c); TRR/MS 0520-01-13-.01(1)(a)
7. TCA 49-6-1002(a)
8. TCA 49-6-1002(c)
9. TCA 49-2-120
10. **Public Acts of 2024, Chapter No. 639**

Cross References

Special Use of School Vehicles 3.402
Student Insurance Program 3.601
Extracurricular Activities 4.300
Attendance 6.200

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Library Materials	Descriptor Code: 4.403	Issued Date: 08/24/23
		Rescinds: 4.403	Issued: 07/27/23

1 *General*

2 The Director of Schools/Designee shall be responsible for library collection development. He/she shall
3 post the list of library materials online. Library materials shall be reviewed to ensure the content aligns
4 with state law;⁴ Prior to the purchase of new materials, librarians shall review the age and maturity level
5 along with the reading level of the selected items for suitability. ¹ A list of new materials shall be
6 reviewed by [insert title of employee].

7 [insert title of employee] shall be responsible for periodically reviewing the district's library collection
8 in line with the standards established below. [The Board can choose to create a more specific review
9 process]. Any materials found to be out of alignment with the standards shall be removed, and this action
10 shall be documented in writing and presented to the Director of Schools and the Board.

11 **STANDARDS²**

12 The library collection shall adhere to the following criteria:

13 [Note: The Board can include local standards.]

- 14 1. Materials shall be suitable for and consistent with the educational mission of the school;
- 15
- 16 2. Materials shall be appropriate for the age and maturity levels of the students who may access
17 them. The determining factor will be based on an assessment of any mature themes or content
18 (i.e., violence, sexual content, vulgar language, substance abuse);
- 19
- 20 3. Materials shall contain literary, historical, scientific, and/or artistic value and merit; and
- 21
- 22 4. The collection as a whole shall offer a variety of viewpoints.

23 Any materials that meet the following criteria shall be removed and excluded from the district's library
24 collection:

- 25 1. Contains nudity, descriptions or depictions of sexual excitement, sexual conduct, excess
26 violence, or sadomasochistic abuse as defined in state law³;
- 27 2. Are patently offensive as defined in state law; or
- 28 3. Appeal to the prurient interest as defined in state law.

29 The Board shall be notified why any library materials are challenged or removed pursuant to this policy.

1 COMPLAINTS⁴

2 If a complaint is made by an employee, student, or parent/guardian, **the person receiving this complaint**
3 **shall: this process is to be followed:**

- 4 1. Inform the complainant of the selection procedures and make no commitments.
- 5
- 6 2. Request the complainant to submit a Request for Reconsideration of Library Materials form.
- 7
- 8 3. Inform the principal (and other appropriate personnel).
- 9
- 10 4. Keep challenged materials available for use during the reconsideration process.
- 11

12 Upon receipt of the completed form, the principal shall notify the Director of Schools. The
13 principal may request review of the challenged materials by an ad hoc materials review committee
14 within ~~ten (10)~~ **thirty (30) days. If the principal appoints a** ~~The review committee is appointed by~~
15 ~~the principal and it should~~ **includes** certified library media personnel, representatives from
16 classroom teachers, **and one or more parents, and may include one or more students. The principal**
17 **will inform the Director of Schools of the review committee's progress.**

18
19 The ~~review committee shall take the~~ following steps **should occur** after receiving the
20 challenged materials:

- 21
- 22 a. Read, view, or listen to the contested material in its entirety;
- 23 b. Check general acceptance of the material by reading recognized and evaluative reviews;
- 24 c. Determine the extent to which the material is appropriate for the age and maturity levels
25 of the students who have access to the materials and whether the material is suitable for,
26 and consistent with, the educational mission of the school;
- 27 d. Complete the appropriate Checklist for Reconsideration of Library Materials, judging
28 the material for its strength and value; and

29 **The principal shall** present a recommendation to the Director of Schools. **The Director of Schools shall**
30 **assess the findings along with the recommendation of the principal and present a recommendation to**
31 **the Board.**

32 **The Board shall evaluate the recommendations of the principal and the Director of Schools along with**
33 **the material to determine whether it is appropriate for the age and maturity levels of the students who**
34 **have access to the materials and whether the material is suitable for, and consistent with, the**
35 **educational mission of the school. The Board shall review the findings and affirm, overturn, or modify**
36 **the decision within sixty (60) days from which the feedback was received.**

37 **~~Tier Two~~**

38 ~~The complainant may appeal the principal's decision. The appeal shall be to the Director of Schools.~~
39 ~~He/she shall review the recommendation presented by the review committee along with the principal's~~
40 ~~recommendation and make the determination whether the material is appropriate for the age and~~

1 maturity levels of the students who have access to the materials and whether the material is suitable
 2 for, and consistent with, the education mission of the school. The DOS shall make a determination and
 3 notify the complainant.

4 **Tier Three**

5 The complainant may appeal the decision of the Director of Schools. The Board shall evaluate the
 6 material to determine whether the material is appropriate for the age and maturity levels of the students
 7 who have access to the materials and whether the material is suitable for, and consistent with, the
 8 education mission of the school.

9 If, at any tier, it is determined that the material is not appropriate for the age and maturity levels of the
 10 students who have access to them or is not suitable for, and consistent with, the educational mission of
 11 the school, the material shall be removed from the library collection.

12 **REMOVAL OF LIBRARY MATERIALS**

13 If it is determined that the material is not appropriate for the age and maturity levels of the students
 14 who have access to them or it not suitable for, and consistent with, the educational mission of the
 15 school, the material shall be removed from the library collection.

Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982) [TCA 49-6-3803](#)
2. Public Acts of [2023](#) [2024](#), Chapter No. [472](#)
[782](#)
3. [TCA 39-17-901](#)
4. [TCA 49-6-3803](#)

Cross References

Textbooks and Instructional Materials 4.400
 School and System Websites 4.407
 Controversial Materials 4.801

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: 04/25/24
		Rescinds: 4.600	Issued: 07/27/23

1 The Director of Schools shall develop an administrative procedure to establish a system of grading and
2 assessment for evaluating and recording student progress and to measure student performance in
3 conjunction with board-adopted content standards for grades K-8. The grading/assessment system shall
4 follow all applicable statutes and rules and regulations of the State Board of Education. The
5 grading/assessment system shall be uniform district-wide at comparable grade levels, except that the
6 Director of Schools shall have the authority to establish and operate ungraded and/or unstructured classes
7 in grades K-3 according to state rules and regulations.¹

8 The Director of Schools shall submit a copy of the grading, reporting and assessment systems to the
9 Board before the system is implemented.² These guidelines shall be communicated annually to students
10 and parents/guardians.[†]

11 Conduct grades are based on behavior and shall not be deducted from scholastic grades.

12 **GRADING SYSTEM: GRADES NINE - TWELVE (9-12)^{† 2}**

13 Schools teaching grades (9) nine through (12) twelve shall use the uniform grading system established
14 by the State Board of Education. Using the uniform grading system, students' grades shall be reported
15 for the purposes of application for post-secondary financial assistance administered by the Tennessee
16 Student Assistance Corporation.

17 Subject-area grades shall be expressed by the following letters with their corresponding percentage
18 range:

- 19 • A (90-100)
- 20 • B (80-89)
- 21 • C (70-79)
- 22 • D (60-69)
- 23 • F (0-59)

24 Letter grades transferred into the Cumberland County School System will be converted to numerical
25 grades for figuring class rank and scholarship purposes. Each letter grade will be assigned a numerical
26 grade that falls within the mid-point of the grade scale used in this system.

27 Transfer Scale: A+ = 100; A = 95; A- = 90; B+ = 89; B = 85; B- = 80; C+ = 79; C = 75; C- =
28 70; D+ = 69; D = 65; D- = 60; F = 59

29 This grading system shall be uniform throughout the school system for each grade.

1 GPA calculations will be called Lottery GPA and Local Weighted GPA. The Lottery GPA will be
2 based on a 4.0 scale. The Local Weighted GPA will be based on a 5.0 scale. Teachers will continue to
3 add additional points to the final grade of the course, and the following guidelines will be adhered to:

- 4 • One half (1/2) quality point shall be added to the numerical quality point value corresponding to
5 the letter grade received for the honors course.
- 6 • One (1) quality point shall be added to the numerical quality point value corresponding to the
7 letter grade received in a Statewide Dual Credit Course, Dual Enrollment Course, or an Advanced
8 Placement Course.

9 Final Grade notification - The following courses shall include the addition of listed percentage points
10 added to grades used to calculate the semester average.

- 11 • ~~Honors courses—three points~~
- 12 • ~~Local dual enrollment courses—Students must be enrolled in a post-secondary institution to~~
13 ~~receive five four additional points beginning in the 2024-2025 school year.~~
- 14 • ~~Statewide dual credit courses—students enrolled in a statewide dual credit course must sit for the~~
15 ~~dual credit exam to receive four additional points.~~
- 16 • ~~AP courses—In order to receive five additional points, students are required to take the~~
17 ~~corresponding AP exam.~~
- 18 • ~~Industry Certifications—CTE courses that are aligned to an industry certification recognized by~~
19 ~~the Tennessee Department of Education will receive an additional four points if the student sits for~~
20 ~~the industry certification exam.~~
- 21 • Honors courses-(3) three percentage points;
- 22 • Local and Statewide Dual Credit, Capstone Industry Certification Aligned-(4) four percentage
points; and
- 23 • Advanced Placement, Cambridge International, College Level Exam Program (CLEP),
International Baccalaureate Courses, and Dual Enrollment Courses-(5) five percentage points.

24 **LOTTERY SCHOLARSHIPS³**

25 Each school counselor shall provide incoming freshman with information on college core courses
26 required for lottery scholarships as well as necessary criteria (grade point average, ACT, and SAT
27 score, etc.) that must be met in order to receive a scholarship.

28 Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal
29 Student Aid (FAFSA). The FAFSA is available at the guidance office or online at www.fafsa.ed.gov.
30 Students shall be made aware of all applicable FAFSA deadlines and encouraged to submit application
31 in a timely manner.

32 Elementary school counselors should explain the HOPE Scholarship and its requirements to their
33 students and impress upon them the benefits of making good grades.

34 **LOTTERY SCHOLARSHIP DAY**

35 Each school year, prior to scheduling courses for the following school year, schools teaching students
36 in grades 8-11 shall conduct a lottery scholarship day for students and their parents.⁴

Legal References

1. ~~TRR/MS 0520-01-03-.02, State Board of Education Policy 3.301; TCA 49-6-407 TCA 49-2-203(b)(16); TCA 49-2-3001(b)(1)(H)~~
2. ~~TCA 49-2-203(b)(16); TCA 49-2-301(b)(1)(H)~~
TRR/MS 0520-01-03-.02, State Board of Education Policy 3.301 TCA 49-6-407
3. TCA 49-4-904, 905, 907
4. TCA 49-4-932(f)

Cross References

Alternative Credit Options 4.209
Credit Recovery 4.210
Reporting Student Progress 4.601
Honor Roll, Awards, & Class Ranking 4.602
Promotion and Retention 4.603
Transcript Alterations 4.608

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: 12/07/23
		Rescinds: 4.603	Issued: 12/01/22

1 *General*

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

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

- 8 1. Ability to perform at the current grade level;
- 9 2. Results of local assessments, screening or monitoring tools;
- 10 3. State assessments, as applicable;
- 11 4. Home Literacy Reports;³
- 12 5. Overall academic achievement of the student;
- 13 6. Likelihood of success with more difficult material if promoted to the next grade;
- 14 7. Attendance record; and
- 15 8. The student's maturity.

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

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

21
22 **VOLUNTARY RETENTION**

23 A parent/guardian of a student enrolled in kindergarten through second grade may choose to
24 retain his/her student in the current grade level if:

- 25 1. The student has documented academic or behavioral delay; and
- 26 2. The parent/guardian believes that retention may benefit the student. ⁵

1 **PROMOTION PLANS**^{5 6}

2 When a student is identified for retention, the student's parent(s)/guardian(s) shall be notified within
3 fifteen (15) calendar days and an individualized promotion plan shall be developed to help the student
4 avoid retention. The plan shall be developed in coordination with the student's teachers, IEP or 504
5 team, if applicable, and may also include input from the student's parent(s)/guardian(s), school
6 counselor, or other appropriate school personnel.

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

15 A student who demonstrates sufficient academic progress according to his/her promotion plan shall be
16 promoted to the next grade level unless retention is required per additional requirements for students in
17 third and fourth grade.^{6 7}

18 If a student has not demonstrated sufficient academic progress according to his/her promotion by the end
19 of the school year, the student shall be eligible to enroll in a summer reading or learning program, if
20 available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10) calendar days
21 prior to the start of the next school year if the student was enrolled in summer program. However, if the
22 student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be notified of a decision
23 for retention at least thirty (30) calendar days prior to the start of the next school year.⁸

24 **RETENTION**^{6 7}

25 A student may be retained when such retention is in the best interest of the student or when retention is
26 required per additional requirements for students in third and fourth grade.

27 *Decision of Retention-General*^{8 9}

28 If a student is retained, the Director of Schools/designee shall develop an individualized academic
29 remediation plan within thirty (30) calendar days after the beginning of the next school year. A copy of

1 the plan shall be provided to the student's parent(s)/guardian(s) within ten (10) calendar days of its
2 development. This plan shall include at least one of the following strategies:

- 3 1. Adjustment to the current instructional strategies or materials;
- 4 2. Additional instructional time;
- 5 3. Individual tutoring;
- 6 4. Modification to the student's classroom assignment to ensure the student received instruction
7 from a teacher with a level of overall effectiveness of above expectations (level 4) or significantly
8 above expectations (level 5); or
- 9 5. Attendance or truancy interventions.

10 A student shall not be retained more than once in any grade. The progress of students who are retained
11 shall be closely monitored and reported to parent(s)/guardian(s) at least three (3) times during the school
12 year in which the student is retained. The Director of Schools shall develop procedures to ensure
13 appropriate recordkeeping of students who are retained.

14 *Decision of Retention- Third Grade*⁹¹⁰

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

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

- 19 1. A student in third grade receiving a performance level rating of "approaching" on ELA
20 portion of the student's most recent TCAP test may be promoted if:
 - 21 a. The student is an English language learner and has received less than two (2) full
22 years of ELA instruction;
 - 23 b. The student was previously retained in grades K-3;
 - 24 c. The student is retested before the next school year and scores proficient in ELA;
 - 25 d. The student attends a learning loss bridge camp before the next school year, maintains
26 a ninety percent (90%) attendance rate, and demonstrates adequate growth on the
27 post- test at the end of the camp; or
 - 28 e. The student receives tutoring for the entirety of the next school year in accordance
29 with state law.
 - 30 f. Beginning with the 2023-2024 school year, the student demonstrates proficiency in
31 ELA standards by scoring within the fiftieth percentile on the most recently

1 administered state-provided benchmark assessment and the district provides tutoring
2 services to the student during the entire fourth grade school year and notifies the
3 student's parent/guardian, in writing, of the benefits of enrolling the student in
4 summer programming.
5

- 6 2. A student in third grade receiving a performance level rating of "below" on the ELA
7 portion of the student's most recent TCAP test may be promoted if:
- 8 a. The student is an English language learner and has received less than two (2) full years
9 of ELA instruction;
 - 10 b. The student was previously retained in grades K-3;
 - 11 c. The student is retested before the next school year and scores proficient in ELA; or
 - 12 d. The student attends a learning loss bridge camp before the next school year, maintains
13 a ninety percent (90%) attendance rate, and receives tutoring for the entirety of the
14 next school year in accordance with the state law.

15 *Decision of Retention-Fourth Grade*¹⁰

16 Students in the following categories may be promoted to fifth grade if they demonstrate adequate
17 growth on the fourth-grade ELA portion of the TCAP test: shall show adequate growth in the
18 following ways before being promoted to the fifth grade:

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

29 A student shall not be retained more than once in fourth grade. If a student that was promoted to fourth
30 grade under one of the provisions above does not demonstrate adequate growth on the fourth-grade
31 ELA portion of the TCAP test, then the following shall occur:

- 32 1. The student's principal shall convene a conference consisting of the following parties: the
33 student's parent(s)/legal guardian, the student's ELA teacher, and the student's principal.
- 34 2. The conference shall review the student's fourth grade ELA performance to determine if
35 the student should be promoted to fifth grade.
36

- 1 3. At the conclusion of the conference, a majority of the parties shall agree to one of the
2 following:
3 a. The student will be promoted to fifth grade and be assigned a tutor for the entirety
4 of the student's fifth-grade year; or
5 b. The student will be retained in fourth grade. A student shall not be retained more
6 than once in fourth grade.
7

8 *Decision of Retention-Students with Disabilities*^{10 11}

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

13 **APPEALS**^{11 8,12}

14 When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision
15 to retain the student and provided with information on the right to appeal the decision. Appeals shall be
16 made to a committee appointed by the principal within 10 business days. The student and his/her
17 parent(s) /guardian(s) shall be provided written or actual notice of the appeal hearing and shall be
18 given the opportunity to address the committee. The committee shall conduct a hearing within 10
19 business days to determine if the student will be promoted and issue such decision with 10 business
20 days. Upon notification of the committee decision, the principal shall send written notification to the
21 Director of Schools/designee and the parent(s)/guardian(s). The notification shall advise parent(s)/
22 guardian(s) of their right to appeal such action within 10 business days to the Director of
23 Schools/designee.

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

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

30 For students where retention is required per the additional requirements for students in third and fourth
31 grade, parent(s)/guardian(s) may appeal this decision in accordance with state law.^{12 13}

 Legal References

1. 20 USCA § 1400 *et seq.*; 29 U.S.C. § 794 (Section 504); TRR/MS 0520-01-03-.16; TCA 49-6-3115
2. TRR/MS 0520-01-03-.16(5)
3. TCA 49-1-905(e)
4. TRR/MS 0520-01-03-.16(4)
5. ~~TRR/MS 0520-01-03-.16(6)~~ Public Acts of 2024, Chapter No. 829
6. TRR/MS 0520-01-03-.16(6) ~~(f)~~
7. TRR/MS 0520-01-03-.16(6) ~~(e)~~ (f)
8. TRR/MS 0520-01-03-.16(6) ~~(g)~~ (e)
9. TRR/MS 0520-01-03-.16 ~~(7)~~ (6)(g)
10. ~~29 U.S.C. § 794 (Section 504); 20 USCA § 1400 et seq.~~; TRR/MS 0520-01-03-.16(7) (e)
11. ~~TRR/MS 0520-01-03-.16(3); TRR/MS 0520-01-02-.17(7); TCA 49-6-3102(e)(1)~~; 29 U.S.C. § 794 (Section 504); 20 USCA § 1400 et seq.; TRR/MS 0520-01-03-.16(7)(e); Public Acts of 2024, Chapter No. 989
12. ~~TRR/MS 0520-01-03-.16(3); TRR/MS 0520-01-0203-.1716(7)(f)~~; TCA 49-6-3102(e)(1)
13. TRR/MS 0520-01-03-.16(7)(f)

 Cross References

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

Cumberland County Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Physical Assault Leave	Descriptor Code: 5.307	Issued Date: 07/27/23
		Rescinds: 5.307	Issued: 04/27/23

1 General

2 Employees shall be notified of their right to report a physical assault to the appropriate law
3 enforcement agency. ¹

4 A teacher employee who is absent from assigned duties as a result of personal injury caused by physical
5 assault or other violent criminal acts committed in the course of the teacher's employment duties,
6 shall receive his/her full salary and full benefits until the teacher employee is released by his/her
7 physician to return to work or his/her physician determines the teacher is permanently unable to return
8 to work. Hourly employees shall receive an amount representing the average number of hours the
9 employee works for the district per pay period along with their full benefits, if available, until the
10 employee is permanently unable to return to work. An hourly employee is not eligible to receive the
11 continued pay and benefits if he/she has been employed by the district for less than one (1) full pay
12 period. ² If the teacher receives workers' compensation or other similar benefits, the Board shall pay
13 the difference between that amount and the teacher's full salary. ⁴

14 If the employee receives workers' compensation or other similar benefits, the Board shall pay the
15 difference between that amount and the employee's full salary or average pay, as applicable. ² The
16 district shall pay the full salary or average salary, or the difference between the employee's full salary
17 or average pay, as applicable, and the workers' compensation or similar benefits, if any, for up to one
18 (1) year.

19 PHYSICIAN STATEMENT

20 A signed statement listing the cause of the absence shall be provided by the employee on forms furnished
21 by the Director of Schools and shall promptly be given to the immediate supervisor in support of all
22 claims. A certificate from the physician on forms furnished by the Director of Schools may also be
23 required to verify the extent of the injury. ^{2 3}

Legal References

1. TCA 49-5-714(a); Public Acts of 2023 2024,
Chapter No. 343 915
2. TCA 49-5-714(a); Public Acts of 2024, Chapter No.
839
3. TRR/MS 0520-01-02-.04(4)(b)

Cross References

- Worker's Compensation 3.602
Sick Leave 5.302
Long Term Leaves of Absence 5.304

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Substitute Teachers	Descriptor Code: 5.701	Issued Date: 05/25/23
		Rescinds: 5.701	Issued: 09/22/22

1 Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies until
2 a licensed teacher is available.^{1,2} Substitute teachers may be employed and paid directly by the Board or
3 by a third-party employer through an agreement between such third-party employer and the Board.

4 Substitute teachers employed by third-party entities shall be subject to the same unemployment benefit
5 eligibility conditions as substitute teachers employed directly by the Board.²

6 APPLICATION/QUALIFICATIONS

7 Criminal history record checks, fingerprinting, ~~and pre-employment drug screen~~ of applicants for
8 substitute teaching are required.³

9 Applicants with revoked **or suspended** licenses or certificates according to the Department of Education
10 shall not be hired.⁴

11 Qualifications for substitute teachers shall be determined by the Director of Schools in compliance with
12 board policy, state, laws, and State Board of Education rules and regulations.

13 A list of substitute teacher(s) will be prepared by the Human Resource Director, who will maintain file(s)
14 which may include transcripts, credentials, recommendations, and other pertinent information.

15 COMPENSATION

16 If employed directly by the district, the compensation of substitute teachers shall be determined
17 annually by the Board.

18 Retired teachers serving as substitutes who do not have an active teaching license shall be paid the
19 same as a retired substitute teacher with an active teaching license. This only applies to teachers who
20 retired after July 1, 2011, through July 1, 2016.⁵

21 CERTIFICATION

22 When substituting for a regular teacher who has been absent for twenty (20) consecutive days, a
23 substitute teacher shall possess a teaching certificate with endorsement in the discipline(s) to be taught or
24 shall be a retired teacher that held the appropriate endorsement.⁶

25 When substituting for a teacher without sick leave, the substitute shall be certified and paid according to
26 the state salary schedule.¹

1 EMERGENCY NEEDS

2 All paraprofessionals, secretaries and attendance clerks are approved substitute teachers for use in
3 emergency situations. Emergency use shall be defined as less than a full day due to the regular or substitute
4 teacher being unable to arrive on time or remain for the full day.

5 Said substitutes shall receive the proportionate equivalent salary regular substitute teachers would
6 receive under similar circumstances or their regular salary, if higher; however, they shall not receive pay
7 for both positions at the same time.

8 TRAINING AND ORIENTATION

9 The Director of Schools shall be responsible for ensuring that there are appropriate training and
10 development programs for substitute teachers **that includes the annual school safety training required by**
11 **state law.** ⁷

12 RESPONSIBILITIES

13 Substitute teachers shall assume the same responsibilities as the regular teacher, including but not limited
14 to bus duty and playground supervision.

15 RE-EMPLOYMENT/TERMINATION

16 On an annual basis, the Director of Schools, with input from the principals, shall determine which
17 substitute teachers performed at an acceptable level. Substitute teachers who performed below an
18 acceptable level shall not be re-employed.

19 All substitutes shall be responsible for providing correct addresses and phone numbers and for notifying
20 the principal and/or third-party employer if they wish to terminate their service as substitutes.

Legal References

1. TRR/MS 0520-01-02-.04(5)
2. TCA 49-5-709
3. TCA 49-5-413(a)(2)
4. TCA 49-2-203(a)(14)(C)
5. TCA 49-3-312(b)
6. TCA 49-3-312(a); TRR/MS 0520-01-02-.04(5)(b)
7. **Public Acts of 2024, Chapter No. 735; TCA 49-6-805 (7)**

Cross References

- Background Investigations 5.118
Employment of Retirees 5.119

Cumberland County Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Qualifications and Duties of the Director of Schools	Descriptor Code: 5.802	Issued Date: 04/27/23
		Rescinds: 5.802	Issued: 07/22/21

1 **QUALIFICATIONS:**

- 2 1. A professional educator's license.
3 2. A master's degree in education with a preference for a doctorate degree.
4 3. Three (3) years of successful experience in school administration.
5 4. Such other qualifications as the Board deems desirable.

6 **REPORTS TO:** The Board of Education.

7 **SUPERVISES:** All administrative and supervisory personnel in the district.

8 **JOB GOAL:** To provide leadership in developing and maintaining the best possible educational
9 programs and services.

10 **SCOPE OF RESPONSIBILITY:** The management responsibilities of the Director of Schools shall
11 extend to all activities of the district, to all phases of the educational program, to all aspects of the
12 financial operation, to all parts of the physical plant, and to the conduct of such other duties as may be
13 assigned by the Board. The Director of Schools may delegate these duties together with appropriate
14 authority but may not delegate nor relinquish ultimate responsibility for results or any portion of
15 accountability.

16 **ESSENTIAL FUNCTIONS:**

17 *General Administrative*

- 18 1. Provides leadership in identification of priorities and assures that all activities reflect those
19 Board-established priorities.
- 20 2. Prepares and recommends short- and long-range plans for Board approval and implements those
21 plans when approved.
- 22 3. Prepares, in conjunction with the Board chairman, agenda recommendations relative to all
23 matters requiring board action, including all facts, information, options, and reports, needed to
24 assure informed decisions. Provides advice and counsel to the Board on matters before it.
- 25 4. Attends all regular and special meetings of the Board and keeps a complete and accurate record
26 of the proceedings of all meetings of the Board and of its official acts.
- 27 5. Recommends drafts of new policies or changes to the Board. Anticipates potential problems.
28 Recommends policies or courses of staff action.

- 1 6. Develops administrative procedures to implement Board policy or for the items deemed
2 necessary for the efficient operation of the schools and disseminates these procedures to
3 appropriate staff.
- 4 7. Keeps the Board informed regarding development in other districts or at state and national levels
5 that would be helpful to the district.
- 6 8. Ensures that all local, state/federal standards for the health and safety of the students and staff
7 are maintained and that required reports are maintained.
- 8 9. Fulfills all statutory obligations and implements the education law of the State of Tennessee and
9 the rules and regulations of the State Board.¹

10 *Financial Management*

- 11 1. Provides direction to and supervision of school business functions. Encourages development and
12 implementation of sound business practices. Continually assesses business practices to achieve
13 efficiency.
- 14 2. Prepares annually, a budget and submits it to the Board for approval. Presents approved budget
15 to the appropriate local funding body for adoption.
- 16 3. Makes appropriate written reports for the Board detailing all receipts and expenditures of the
17 public-school funds and submits them to the local funding body.
- 18 4. Ensures that funds are spent prudently by providing adequate control and accounting of the
19 district's financial and physical resources.

20 *Personnel Administration*

- 21 1. Establish lines of authority, which shall be approved by the Board and shown on the **system**
22 **district** organization chart. Lines of authority shall not restrict the practical working relationships of
23 all staff members at all levels.
- 24 2. Employs such personnel as may be necessary within the limits of budgetary provisions and
25 recommends to the Board teachers who are eligible for tenure.
- 26 3. Develops recruitment procedures to assure well-qualified applicants for professional and non-
27 professional positions.
- 28 4. Assigns and transfers employees as the interest of the district may dictate and reports such action
29 to the Board for information and record.
- 30 5. Holds meetings of teachers and other employees as necessary for the discussion of matters
31 concerning the welfare and improvement of the schools.
- 32 6. Communicates directly or through delegation all actions of the Board relating to personnel
33 matters to all and receives from employees, communications to be made to the Board.

- 1 7. Evaluates principals annually.
- 2 8. Informs the Office of Educator Licensing of licensed educators or educators who have a
3 temporary teaching permit who have been suspended or dismissed, or who have resigned,
4 following allegations of conduct, including sexual misconduct, which, if substantiated, would
5 warrant consideration for license suspension or revocation, or formal reprimand or who have
6 been convicted of a felony. **The This report shall be made if the licensed educator has pleaded
7 guilty or nolo contendere to, or has been convicted or otherwise found guilty of such an offense
8 or equivalent offense in another jurisdiction. The report shall be submitted within thirty (30) days
9 of the suspension, dismissal, or resignation, or of receiving knowledge of the felony conviction.**²

10 *Instructional Leadership*

- 11 1. Serves as the chief school executive. Ensures the development and maintenance of a positive
12 educational program designed to meet the needs of the community and to carry out the policies
13 of the Board. Ensures that a system of thorough and efficient education, as defined by state law,
14 is available to all students.
- 15 2. Recommends to the Board for its adoption all courses of study, curriculum guides, and major
16 changes in tests and time schedules to be used in the schools.
- 17 3. Oversees the timely revisions of all curriculum guides and courses of study.
- 18 4. Develops guidelines and direction for monitoring the effectiveness of existing and new pro-
19 grams.
- 20 5. Conducts a periodic audit of the total school program and advises the Board of recommendations
21 or the educational advancement of the schools.
- 22 6. Seeks out available sources for grant funding to support programs and projects.
- 23 7. Ensures that the goals of the school system are adequately reflected in its educational program
24 and operations.

25 *Community/Public Relations*

- 26 1. Promotes community support of the schools. Interprets district programs and services, reports
27 plans, events and activities of interest and solicits community opinions regarding school and
28 educational issues.
- 29 2. Identifies available community resources and links to social service agencies that support
30 education and healthy child development.
- 31 3. Develops strategies to promote parental involvement in their children's education and provides
32 opportunities for parent-teacher interaction.
- 33 4. Maintains contact and good relations with local media.
- 34 5. Ensures that the district interests will be represented in meetings and activities of municipal and
35 other governmental agencies.

1 6. Represents the school system and its interests in community organizations, activities, and
2 projects.

3 **TERMS OF EMPLOYMENT:** Serves in accordance with the terms of the contract between the Board
4 and the Director of Schools. Salary to be determined by the Board.

5 **EVALUATION:** Performance of this job will be evaluated in accordance with provisions of state law
6 and the Board's policy on evaluation of the Director of Schools.

7 **GENERAL REQUIREMENTS:** The above statements are intended to describe the general nature and
8 level of work being performed by the person assigned to this position. They are not intended to be a
9 complete list of responsibilities, duties, and skills required of personnel so assigned.

Legal References

1. TCA 49-2-301
2. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c);
TCA 49-5-106 (f); Public Acts of ~~2021~~ 2024,
Chapter No. ~~211~~ 577

Cross References

Executive Committee 1.301
Board-Media Relations 1.502
Administrative Procedures 1.601
Administrative Committees 1.602
Administrative Reports 1.603
School District Planning 1.701
Job Descriptions 5.103
Application and Employment 5.106
Evaluation of the Director of Schools 5.803

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: School Admissions	Descriptor Code: 6.203	Issued Date: 08/24/23
		Rescinds: 6.203	Issued: 05/25/23

General

Any student entering school for the first time ~~should~~ **shall** present:

1. A birth certificate or officially acceptable evidence of date of birth at the time of registration;¹
2. Evidence of a current medical examination.² ~~There shall be evidence of a complete medical examination of every student entering school for the first time. This applies to kindergarten, first grade and other students for whom there is no health record; and~~
3. Evidence of state-required immunization **or exemption as authorized by state law.**³
 - a. ~~Exceptions will be granted to any student whose parent or guardian files with school authorities a signed, written statement that such measures conflict with one of the following:~~
 1. ~~His/her religious tenets and practices if in the absence of an epidemic or immediate threat of an epidemic;~~⁵ **or**
 2. ~~Due to medical reasons if the student has a written statement from his/her doctor excusing him from such immunization.~~⁷

The name used on the records of a student entering school must be the same as that shown on the birth certificate unless evidence is presented that such name has been legally changed through a court as prescribed by law. If the parent/guardian does not have or cannot obtain a birth certificate, then the name used on the records of such student will be the same as that shown on documents which are acceptable to the school principal as proof of date of birth.⁴

A child whose care, custody and support has been assigned to a resident of the district by a power of attorney or order of the court shall be enrolled in school provided appropriate documentation has been filed **with the central office.**⁵

A student may transfer into the school system at any time during the year if his/her parent(s) or legal guardian moves his/her residence into the school **district system.**

~~The residence of a non-custodial parent may not be used in determining the residence of a student.~~

ADJUCATED DELINQUENT STUDENT⁶

~~If a student has at any time been adjudicated delinquent for any offences listed in TCA 49-6-3051(b), the parents/guardian(s) and a school administrator of any school having previously received similar~~

1 notice from the juvenile court or another source shall provide to the school principal/designee the abstract
 2 or other similar written information when any such student;⁷ A principal or principal's designee may ask
 3 a parent/guardian in writing if their student has been adjudicated delinquent for an offense listed in TCA
 4 49-6-3051 within thirty (30) days of the student first enrolling in the school and when any such student:

5 ~~1. Initially enrolls in an LEA;~~

6 ~~2.~~ 1. Resumes school attendance after suspension, expulsion, or adjudication of delinquency; or

7 ~~3.~~ 2. Changes schools within this state.

8 This information shall be shared only with school employees who have responsibility for classroom
 9 instruction of the student, the school counselor, social worker, or psychologist who is developing a plan
 10 for the student while in the school, the clerk responsible for data entry, and the school resource officer.
 11 Such information is otherwise confidential and shall not be released to others. The written notification
 12 shall not become a part of the student's record.⁷

Legal References

1. TCA 49-6-3008(b)
2. TRR/MS 0520-01-13-.01(1)(a); 20 USCA § 1232h(c)
3. TCA 49-6-5001(c)
4. TCA 49-6-~~5001(b)(2) (3)~~ 5106
5. TCA 49-6-~~5001(c)(2)~~ 3001(c)(6)
6. TCA 37-1-153(e), 154; TCA 49-6-~~5106~~ 3051; Public Acts of 2024, Chapter No. 721
7. TCA 49-6-3051(d)

Cross References

- Admission of Suspended/Expelled Students 6.318
- ~~Physical Examinations and Immunizations 6.402~~
- Homeless Students 6.503
- Migrant Students 6.504
- Students in Foster Care 6.505
- Students from Military Families 6.506

Cumberland County Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Code of Conduct and Discipline	Descriptor Code: 6.300	Issued Date: 07/27/23
		Rescinds: 6.300	Issued: 05/25/23

1 The Board delegates to the Director of Schools the responsibility of developing specific codes of
2 behavior and discipline, which are appropriate for each level of school.¹ Codes of conduct for students
3 in pre-kindergarten and kindergarten shall utilize alternative disciplinary practices such as time-out, 1
4 (one) minute for each year of the student’s age. Exclusionary discipline shall only be used as a measure
5 of last resort.² The development of each code shall involve principals and faculty members of each
6 level and shall be based on evidence-based behavior supports and interventions.³

7 The following levels of misbehavior and disciplinary procedures and options are standards designed to
8 protect all members of the educational community in the exercise of their rights and duties to maintain
9 a safe learning environment where orderly learning is possible and encouraged.⁴ These misbehaviors
10 apply to student conduct on school buses, on school property, and while students are on school
11 sponsored outings. Staff members have the authority to enforce the code of conduct³ and shall ensure
12 that disciplinary measures are implemented in a manner that:⁵

- 13 1. Balances accountability with an understanding of traumatic behavior;
- 14
- 15 2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not
16 allowed in school;
- 17
- 18 3. Minimizes disruptions to education with an emphasis on positive behavioral supports and
19 behavioral intervention plans;
- 20
- 21 4. Creates consistent rules and consequences; and
- 22
- 23 5. Models respectful, non-violent relationships.

24 In order to ensure that these goals are accomplished, the school district shall utilize the following
25 trauma-informed discipline practices: RTI²B, multi-tiered system of supports, or behavior intervention
26 plans. Principals shall use appropriate discipline management techniques when enforcing the code of
27 conduct.

28 MISBEHAVIORS: Level I

29 This level includes minor misbehavior on the part of the student which impedes orderly classroom
30 guidelines or interferes with the orderly operation of the school, which can usually be handled by an
individual staff member.

31 *Examples* (not an exclusive listing):

- 1 * Classroom disturbances
- 2 * ~~School or~~ classroom tardiness
- 3 * Cheating and lying
- 4 * Abusive language
- 5 * ~~Non-defiant~~ failure to do assignments or carry out directions
- 6 * Wearing, while on the grounds of a public school during the regular school day, clothing
- 7 that exposes underwear or body parts in an indecent manner that disrupts the learning
- 8 environment⁶
- 9 * Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 10 cyber-bullying, and/or hazing)

11 *Disciplinary Procedures:*

- 12 * Immediate intervention by the staff member.
- 13 * **The staff member** Determine what offense was committed and its severity.
- 14 * **The staff member** determine **who committed the offense and if** ~~offender and that~~ he/she
- 15 understands the nature of the offense.
- 16 * **The staff member** employs appropriate disciplinary options.
- 17 * Record of the offense and disciplinary action **shall be** maintained by staff member.

18 *Disciplinary Options:*

- 19 * Verbal reprimand
- 20 * Special assignment
- 21 * Restricting activities
- 22 * Counseling
- 23 * Withdrawal of privileges
- 24 * **Issuance of demerits**
- 25 * Strict supervised study
- 26 * Detention
- 27 * Corporal punishment
- 28 * In-school suspension
- 29 * RTI²B, multi-tiered system of supports or behavior intervention plans

30 **MISBEHAVIORS: Level II**

31 Misbehavior whose *frequency* or *seriousness* tends to disrupt the learning climate of the school.
 32 Included in this level are misbehaviors which do not represent a direct threat to the health and safety of
 33 others but have educational consequences serious enough to require corrective action on the part
 34 of administrative personnel.

35 *Examples* (not an exclusive listing):

- 36 * Continuation of unmodified Level I **mis**behaviors
- 37 * Using forged notes or excuses
- 38 * Disruptive classroom behavior

1 *Disciplinary Procedures:*

- 2 * Student is referred to principal for appropriate disciplinary action.
- 3 * Principal meets with student and staff member
- 4 * Principal hears accusation made by staff member, permits student the opportunity of explaining his/her conduct.
- 5 * Principal takes appropriate disciplinary action and notifies staff member of action.
- 6 * Record of offense and disciplinary action maintained by principal.

7 *Disciplinary Options:*

- 8 * Teacher/schedule change
- 9 * Peer counseling
- 10 * Referral to outside agency
- 11 * In-school suspension
- 12 * Transfer
- 13 * Detention
- 14 * Suspension from school-sponsored activities or from riding school bus
- 15 * Out-of-school suspension (not to exceed ten (10) days).
- 16 * RTI²B, multi-tiered system of supports or behavior intervention plans

17 **MISBEHAVIORS: Level III**

18 Acts directly against persons or property but whose consequences do not seriously endanger the health
19 or safety of others in the school.

20 *Examples (not an exclusive listing):*

- 21 * Continuation of unmodified Level I and II misbehaviors
- 22 * Fighting (simple)
- 23 * Vandalism (minor)
- 24 * Use, possession, sale, and/or distribution, and/or being under the influence of tobacco, or alcohol
- 25 * Use, possession, sale, or distribution of drug paraphernalia
- 26 * Use, sale, distribution, and/or being under the influence of drugs
- 27 * Stealing
- 28 * Threats to others
- 29 * Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying, cyber-bullying, and or hazing)
- 30

31 *Disciplinary Procedures:*

- 32 * Student is referred to principal for appropriate disciplinary action.
- 33 * Principal meets with student and staff member
- 34 * Principal hears accusation and allows the student the opportunity to explain his/her conduct.
- 35
- 1 * Principal takes appropriate disciplinary action and notifies the staff member of the

- 2 action.
- 3 * Principal may refer incident to Director of Schools and make recommendations for
- 4 consequences.
- 5 * Record of offense and disciplinary action maintained by principal or Director of
- 6 Schools.

7 *Disciplinary Options:*

- 8 * In-school suspension
- 9 * Detention
- 10 * Restitution from loss, damage or stolen property
- 11 * Out-of-school suspension not to exceed ten (10) days
- 12 * Social adjustment classes
- 13 * Transfer
- 14 * Alternative School
- 15 * RTI²B, multi-tiered system of supports or behavior intervention plans

16 **MISBEHAVIORS: Level IV**

17 Acts which result in violence to another's person or property, or which pose a threat to the safety of

18 others in the school. These acts are so serious that they usually require administrative actions which

19 result in the immediate removal of the student from the school, the intervention of law enforcement

20 authorities and/or action by the Board.

21 If a student's action poses a threat to the safety of others in the school, a teacher, principal, school

22 employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or

23 death to another person.⁷

24 *Examples (not an exclusive listing):⁸*

- 25 * Unmodified Level I, II and III **mis**behaviors
- 26 * Death threat (hit list)
- 27 * Threat of mass violence of school property or at a school-related activity*
- 28 * Extortion
- 29 * Bomb threat*
- 30 * Possession/use/transfer of dangerous weapons
- 31 * **Assault**
- 32 * Assault that results in bodily injury upon any teacher, principal, administrator, any other
- 33 employee of the school, or a school resource officer*
- 34 * Aggravated Assault *
- 35 * Vandalism
- 36 * Theft/possession/sale of stolen property
- 37 * Arson
- 38 * Possession of unauthorized substances (i.e. any controlled substance, controlled
- 39 substance analogue, or legend drug)*

- 40 * Use, or transfer of unauthorized substances
- 41 * Victimization of any student (Harassment (Sexual, Racial, Ethnic, Religious), Bullying,
- 42 * Cyber-bullying, and/or Hazing)
- 43 * Electronic threat to cause bodily injury or death to another student or school employee*

44 *Disciplinary Procedures:*

- 45 * **Law enforcement officials and the Director of Schools are immediately contacted, if applicable. ⁹**
- 46 * Principal confers with appropriate staff members and with the student.
- 47 * Principal hears accusations and permits offender opportunity to explain his/her conduct.
- 48 * Parents/guardians are notified.
- 49 * Law enforcement officials are contacted.
- 50 * Incident is reported, and recommendations made to the Director of Schools.
- 51 * The principal notifies the staff members of the resolution.
- 52 * If the student’s placement is to be changed, adequate notice of the charges shall be
- 53 given to the student and his/her parent(s)/guardian(s) and his/her right to appear at a
- 54 disciplinary hearing.

Disciplinary Options

- * Other hearing authority or Board action which results in appropriate placement
- * Alternative schools
- * RTI²B, multi-tiered system of supports or behavior intervention plans

*Designates zero tolerance offenses.

Legal References

1. TCA 49-6-4005
2. TCA 49-6-3024
3. TCA 49-6-2801
4. TCA 49-6-4002
5. TCA 49-6-4109
6. TCA 49-6-4009
7. TCA 49-6-2802
8. TCA 39-16-517; TCA 49-6-3401(g); Public Acts of 2023, Chapter No. 299

Cross References

- Security 3.205**
- Traffic and Parking Controls 3.403
- Procedural Due Process 6.302
- Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304
- Title IX & Sexual Harassment 6.3041
- Interference/Disruption of School Activities 6.306
- Bus Safety and Conduct 6.308
- Zero Tolerance Offenses 6.309
- Dress Code 6.310
- Corporal Punishment 6.314
- Detention 6.315
- Suspension 6.316
- Safe Relocation of Students 6.4081

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Zero Tolerance Offenses	Descriptor Code: 6.309	Issued Date: 07/27/23
		Rescinds: 6.309	Issued: 05/25/23

1 In order to ensure a safe and secure learning environment, the following offenses shall not be
2 tolerated:¹

- 3 1. Bringing to school or being in unauthorized possession of a firearm on school property;²
- 4 2. Unlawful possession of any drug, including any controlled substance, controlled substance
5 analogue, or legend drug on school grounds or at a school-sponsored event;³
- 6 3. Aggravated assault;⁴
- 7 4. Assault that results in bodily injury⁵ upon any teacher, principal, administrator any other
8 employee of the school, or school resource officer; or
- 9 5. **Valid** threats of mass violence on school property or at a school-related activity **as determined**
10 **by a threat assessment team.**⁶

11 Committing any of these offenses shall result in a student being expelled from the regular school
12 program for at least one (1) calendar year unless modified by the Director of Schools. Modification of
13 the length of time shall be granted on a case-by-case basis. Students that commit zero tolerance
14 offenses may be assigned to an alternative school or program at the discretion of the Director of
15 Schools.⁷

16 When it is determined that a student has violated this policy, the principal of the school shall notify the
17 student's parent or guardian and the criminal justice or juvenile delinquency system as required by
18 law.⁸

Legal References

1. TCA 49-6-3401(g)
2. 18 USCA § 921(a)(3); 20 USCA § 7961
3. TCA 39-17-454; TCA 53-10-101
4. TCA 39-13-102
5. TCA 39-13-101(a)(1)
6. TCA 39-16-517; **TCA 49-6-3401 (g)(2)(D)**; Public Acts of
2023 2024, Chapter No. **299 882**
7. TCA 49-6-3401(g)(2); TCA 49-6-3402
8. TCA 49-6-4209; TCA 39-17-1312; 20 USCA § 7961(h)(1);
Public Acts of 2024, Chapter No. 882

Cross References

- Threat Assessment Team 3.204**
- Code of Conduct 6.300
- Drug-Free Schools 6.307
- Suspension 6.316
- Student Disciplinary Hearing Authority 6.317
- Alternative Education 6.319
- Safe Relocation of Students 6.4081

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Suspension/Remand	Descriptor Code: 6.316	Issued Date: 5/25/23
		Rescinds: 6.316	Issued: 12/03/20

1 *General*

2 Any principal, ~~principal teacher or assistant principal (herein called principal)~~ may suspend any student
 3 from attendance **in a specific class or school related activity without suspending the student from**
 4 **attendance** at school. Based on the severity of the offense, a principal may suspend a student from
 5 attendance at school and any school activities

6 Students may be suspended for good and sufficient reasons including, but not limited to:¹

- 7 1. Willful and persistent violation of the rules of the school;
- 8
- 9 2. Immoral or disreputable conduct, including vulgar or profane language;
- 10
- 11 3. Violence or threatened violence against the person of any personnel attending or assigned to
- 12 any school;
- 13
- 14 4. Willful or malicious damage to real or personal property of the school, or the property of any
- 15 person attending or assigned to the school;
- 16
- 17 5. Inciting, advising or counseling of others to engage in any of the actions that would justify
- 18 suspension;
- 19 6. Marking, defacing or destroying property;
- 20
- 21 7. Possession of a pistol, gun or firearm on school property;²
- 22
- 23 8. Possession of a knife, or other weapons, as defined in state law, on school property;³
- 24
- 25 9. Assaulting a principal, teacher, school bus driver or other school personnel with vulgar obscene
- 26 or threatening language;
- 27
- 28 10. Unlawful use or possession of barbitol or legend drugs, as defined in state law.⁴
- 29
- 30 11. Engaging in behavior, which disrupts a class or school-sponsored activity;
- 31
- 32 12. Making a threat, including a false report, to use a bomb, dynamite, or any other deadly
- 33 explosive or destructive device including chemical weapons on school property or at a school
- 34 sponsored event; **or an invalid threat of mass violence;**⁵
- 35

1 13. One (1) or more students initiating a physical attack on an individual student on school
2 property or at a school activity, including travel to and from school;

3
4 14. **Assault against a school employee as defined in state law;**⁶

5
6 15. Off-campus criminal behavior resulting in felony charges;

7
8 16. When behavior poses a danger to persons or property and disrupts the educational process; or

9
10 17. Any other conduct prejudicial to good order or discipline in any school.

11 Except in emergency, a principal shall not suspend any student until that student has been advised of
12 the nature of his/her misconduct, questioned about it and allowed to give an explanation.

13 If, as a result of an investigation, a principal/designee finds that a student acted in self-defense under a
14 reasonable belief that the student, or another to whom the student was coming to the defense of, may
15 have been facing the threat of imminent danger of death or serious bodily injury, then the student may
16 not face any disciplinary action.⁵

17 When a student is suspended, the principal shall notify the parents/guardians and the Director of
18 Schools/designee of the following:

19 1. Student's suspension

20 2. Cause for the suspension; and

21 3. Any conditions for readmission which may include a meeting of the parents/guardians, student
22 and the principal.

23 If a student is suspended during the last ten (10) days of any term or semester, he/she shall be
24 permitted to take such final examination or submit such required work as necessary to complete the
25 course of instruction for that semester, subject to conditions prescribed by the principal.⁶

26 **IN-SCHOOL SUSPENSION:**⁷

27 In-school suspension shall be offered to students as an alternative program (if applicable) to complete
28 academic assignments and receive credit for work completed.

29 Students given an in-school suspension in excess of one (1) day from classes shall attend either special
30 classes attended only by students guilty of misconduct or be placed in an isolated area appropriate for
31 study. Personnel responsible for in-school suspension shall ensure that each student is supervised at all
32 times and has textbooks and classwork assignments from his/her regular teachers.

33 **SUSPENSIONS LONGER THAN FIVE DAYS**⁸

34 If a suspension is longer than five (5) days, the principal shall develop and implement a plan for
35 improving the student's behavior.

36 **SUSPENSIONS LONGER THAN TEN DAYS**⁹

1 If the principal suspends a student for longer than ten (10) days, he/she shall immediately give written
 2 notice to the parents/guardians and the student of the right to appeal the decision. All appeals shall be
 3 filed within five (5) days of receipt of notice. These appeals may be filed by the parents/guardians, the
 4 student, or any person holding a teaching license who is employed by the school district if requested by
 5 the student.

6 The appeal from this decision shall be to the Disciplinary Hearing Authority appointed by the Board. If
 7 a Disciplinary Hearing Authority has not been appointed, then the appeal shall be to the Board.

8 **SCHOOL-SPONSORED EVENTS⁶**

9 If a student assaults an employee, he/she shall be suspended from school-sponsored events for one (1)
 10 calendar year unless modified by the Director of Schools. A school-sponsored event is an activity that
 11 is not directly related to a student's grade in a course of instruction.

Legal References

1. TCA 49-2-203(a)(7);
TCA 49-6-3401(a)
2. TCA 39-17-1309(b)
3. TCA 39-17-1309
4. TCA 53-10-101; TCA 39-17-454
5. ~~TCA 49-6-3401(i)~~ Public Acts of 2024, Chapter No. 882
6. ~~TCA 49-6-3401(d)~~ Public Acts of 2024, Chapter No. 915; TCA 39-13-101
7. TCA 49-6-3401(b)(1)(i)
8. TCA 49-6-3401(e)(3) (d)
9. ~~TCA 49-6-3401(a)-(c); Goss v. Lopez, 419 U.S. 565 (1975); 20 USCS § 1415; TCA 49-6-3401(b)~~
10. TCA 49-6-3401(c)(3)
11. TCA 49-6-3401(a)-(c); *Goss v. Lopez*, 419 U.S. 565 (1975); 20 USCS § 1415;

Cross References

Traffic and Parking Controls 3.403.
 Code of Conduct 6.300
 Procedural Due Process 6.302
 Interference/Disruption of School Activities 6.306
 Drug Free Schools 6.307
 Bus Safety and Conduct 6.308
 Zero Tolerance Offenses 6.309
 Dress Codes 6.310
 Student Disciplinary Hearing Authority 6.317
 Alternative Education 6.319

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Admission of Suspended or Expelled Students	Descriptor Code: 6.318	Issued Date: 05/25/23
		Rescinds: 6.318	Issued: 09/22/22

1 The Board may deny admission of any student (except those in state custody) who has been expelled
 2 or suspended from another school system in Tennessee or another state even though the student
 3 has established residency in the district in which seeks enrollment is sought.

4 After a request for enrollment is made, the Director of Schools shall investigate the facts surrounding
 5 the suspension/expulsion from the former school district. **and The principal may ask the parent(s)/guardian(s)**
 6 **in writing if their student has been adjudicated delinquent for an offense listed in TCA 9-6-3051 and submit any**
 7 **records to the Director of Schools. ¹ Based on the results of the investigation, the Director of Schools shall** make a
 8 recommendation to the Board to approve or deny the request.

9 The Board shall not deny enrollment beyond the length of the imposed suspension/expulsion.

10 A student may be dismissed if it is determined subsequent to the enrollment that the student has been
 11 suspended or expelled from the former school district.¹

Legal References

1. ~~TCA 49-6-3401(f); 20 USCA § 1232g(b)(4), (h)~~
Public Acts of 2024, Chapter No. 721
2. TCA 49-6-3401(f); 20 USCA § 1232g(b)(4), (h)

Cross References

- School Admissions 6.203
 Student Records 6.604

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Opioid Antagonist	Descriptor Code: 6.4052	Issued Date: 05/25/23
		Rescinds: 6.4052	Issued: 04/26/18

1 **General**

2 The district shall maintain an opioid antagonist at each school in at least two (2) unlocked, secure
3 locations to be administered to any student believed to be having a drug overdose.¹ **The opioid**
4 **antagonist shall be stored in accordance with the manufacturer's instructions.** ²School nurses and other
5 school personnel expected to provide emergency care to students shall be trained according to the
6 Tennessee Department of Health guidelines. The school nurse or other trained school personnel may
7 utilize the school's supply of opioid antagonists to respond to a drug overdose, under a standing
8 protocol from a physician.

9 **School district staff shall not prohibit a student, employee, or visitor from possessing an opioid**
10 **antagonist while the person is on school property or attending a school-sponsored activity held at a**
11 **location that is not school property.** ²

12 **PARENTAL NOTIFICATION**

13 The school system shall notify the parent(s)/guardian(s) of any student to whom an opioid antagonist
14 has been administered.

15 **PROCEDURES**

16 The Director of Schools shall develop procedures for the maintenance and usage of opioid antagonists
17 as well as procedures regarding record keeping and reporting after any incident.

Legal References

1. State Board of Education Policy 4.205; **TCA 49-50-1604**
2. **Public Acts of 2024, Chapter No. 629**

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Reporting Child Abuse	Descriptor Code: 6.409	Issued Date: 08/25/22
		Rescinds: 6.409	Issued: 10/22/20

1 *General*

2 The Director of Schools shall:¹

- 3 1. Designate one employee as the Child Abuse Coordinator (the Coordinator) and an additional
4 employee to serve as the Alternate Child Abuse Coordinator (the Alternate) for each school;
5 **and submit this information to the Department of Children's Services;**
6
- 7 2. Require that the Coordinator and the Alternate receive appropriate training;
8
- 9 3. Supply the Coordinator with all necessary resources;
10
- 11 4. Ensure that all employees working directly with students annually complete the child abuse
12 training program required by state law.²

13 The Coordinator shall assist any employee with appropriately reporting and responding to instances of
14 child abuse or child sexual abuse.

15 **REPORTING**

16 All personnel shall be alert for any evidence of child abuse, sexual abuse, or neglect.³ If personnel
17 know or have reasonable cause to suspect child abuse, sexual abuse, or neglect, a report shall be filed
18 immediately with the Coordinator, the Department of Children's Services (DCS), and law
19 enforcement.⁴ When alleged abuse involves someone employed by, previously employed by, or
20 otherwise affiliated with the school, the report may be made directly to the DCS and law enforcement
21 prior to notifying the Coordinator.⁵

22 The report shall include, to the extent known by the reporter:⁶

- 23 1. The name, address, telephone number, and age of the child;
24
- 25 2. The name, telephone number, and address of the parents or persons having custody of the child;
26
- 27 3. The nature and extent of the abuse or neglect; and
28
- 29 4. Any evidence to the cause or any other information that may relate to the cause or extent of the
30 abuse or neglect.

31 The Director of Schools/designee shall develop reporting procedures, including sample indicators of
32 abuse and neglect, and shall disseminate the procedures to all school personnel.

1 CONFIDENTIALITY

2 District employees shall keep all information regarding any child abuse confidential in accordance
3 with state law.

4 INVESTIGATIONS

5 School administrators and employees have a duty to cooperate, provide assistance, and information in
6 child abuse investigations⁷ including permitting Department of Children’s Services child abuse review
7 teams to conduct interviews while the child is at school. The principal may control the time, place, and
8 circumstances of the interview but may not insist that a school employee be present even if the
9 suspected abuser is a school employee or another student. The principal is not in violation of any laws
10 by failing to inform parent(s)/guardian(s) that the child is to be interviewed even if the suspected
11 abuser is not a member of the child's household.⁸

Legal References

1. TCA 49-6-1601; **Public Acts of 2024, Chapter No. 571**
2. TCA 37-1-408; **Public Acts of 2022, Chapter No. 841**
3. TCA 37-1-403(a)(1); TCA 37-1-412; TCA 37-1-602; TCA 37-1-605(a)(4)
4. TCA 37-1-403(a)(2); TCA 49-6-1601
5. **Public Acts of 2022, Chapter No. 781 TCA49-6-1601(d)(1)(B)(v)**
6. TCA 37-1-403(b)
7. TCA 37-1-611(b)
8. Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)

Cross References

Recommendations and File Transfers 5.203
Staff-Student Relations 5.610
Interrogations and Searches 6.303
Student Discrimination, Harassment, Bullying, Cyberbullying, and Intimidation 6.304
Title IX & Sexual Harassment 6.3041
Promoting Student Welfare 6.400

Board of Education
June 11, 2024 4:00 PM
Central Services Board Room

The Cumberland County Board of Education met in a working committees session on Tuesday, June 11, 2024, in the Central Services Board Room, where the meeting was called to order by Policy Committee Chair Hamby at the approximate hour of 4:00 pm. Hamby 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:	Present
Mr. Chris King:	Present
Ms. Sheri Nichols:	Present
Robert Safdie:	Absent
Ms. Shannon Stout:	Present
Ms. Elizabeth Stull:	Present

1. Call to Order
2. Moment of Silence/Pledge of Allegiance
3. Arts, Athletics, and Activities Committee-Mr. Nick Davis-King opened this portion of the meeting in Davis' absence.
 - 3.A. *Approval of Minutes-King asked for a motion to approve minutes. Stout with the second.

Motion to approve AAA committee meetings.

VOICE VOTE: (mover-yes) King

(seconder-yes) Stout

Yes: 2, No: 0

MOTION: Motion Carried

4. Adjournment-Committees were adjourned at approximately 4:28 pm with a motion from Hamby and a second from Nichols.

Motion to adjourn committee meetings.

VOICE VOTE: (mover-yes) Hamby

(seconder-yes) Nichols

Yes: 5, No: 0

MOTION: Motion Carried

(* Indicates Board Approval Required)

William Stepp, DOS

Committee Chair/Presiding Board Member

Diane McCartney, Exec. Asst./Committee Recorder
