

Work Session
November 20, 2025 4:00 PM
Central Services Board Room

1. Call to Order/Moment of Silence/Pledge of Allegiance
2. Community Comments
3. Open Meetings
4. McKinstry Presentation
5. Budget Discussions
- 5.A. Bus Driver Invitation-January Meeting
6. DOS Evaluation (will be a voting item) and Strategic Plan
7. Middle School Committee Update
8. Regular Meeting Items
- 8.A. Minutes for Approval
- 8.B. Budget Amendments
- 8.C. Financial Report
- 8.D. Sales Tax Report
- 8.E. Fundraiser Requests
- 8.F. Policies for First Reading
- 8.G. Policies for Second Reading
- 8.H. Approval for Milk Dispensing Equipment CCHS (will be a voting item)
- 8.I. Approval of Adult Meal Price Increase (will be a voting item)
- 8.J. Surplus Inventory
- 8.K. Food Service Annual Report
- 8.L. Personnel Reports
- 8.M. Substitute List
- 8.N. Attendance Report
- 8.O. Service Agreements
- 8.P. School Calendars
- 8.Q. School Newsletters
- 8.R. Overnight Field Trip Requests
- 8.S. Executive Approval
9. Adjournment

(* Indicates Board Approval Required)



Budget Discussions by Month

Month	Budget Topic
September	Bus Drivers
October	-Academics
November	-Maintenance and Capital Schedules
January	Pay Scales and Insurance Supplements
February	Athletic Schedules
March	Maintenance and Capital Schedules



**Cumberland County Schools
Budget Plan
2026-2027**

December 1, 2025	Principal Budget Prep Sheet sent to Principals
December 4, 2025	Budget Calendar distributed to Board Members
December 15, 2025	Statement of Expenditures sent to Supervisors to Develop Itemized Departmental Budget Request
January 2026	Salary Schedules and Supplements updated
January 30, 2026	Itemized Departmental Budget Request due
February 9 & 11, 2026	Principal Allotment Meetings
February 16 & 19, 2026	Itemized Departmental Budget Request Meetings
February 26, 2026	Board Approve Salary Schedules and Supplements
March 12, 2026	Budget Draft #1 Presented to the Board
April 16, 2026	Any necessary budget revisions presented
April 23, 2026	Board Approves Final 2026-2027 Budget
April 27, 2026	Approved Budget to Cumberland County County Commission



**Cumberland County
Director of Schools
Evaluation**

Director of Schools Performance Evaluation Guidelines

1. An annual evaluation of the Director of Schools for Appendix A and B shall take place in July and for Appendix C in January.
2. The evaluation shall be based on the duties and responsibilities of the Director of Schools as set forth by the laws of the State of Tennessee and his/her contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Director of Schools.
4. The evaluation rating scale to be used is as follows:
 - 5 – Significantly above expectations
 - 4 – Above expectations
 - 3 – At expectations
 - 2 – Below expectations
 - 1 – Significantly below expectations
5. An average overall score of 3.00 or above will be considered a satisfactory score.
6. Weighted sectional averages will be:

Appendix A – Administrator Survey	20%
Appendix B – Board Observational Data	30%
Appendix C – Achievement of Board Goals/Strategic Plan	50%
7. Appendix A needs to be distributed to administrators in May in order to be completed and included in the written evaluation to Director of Schools in June.
8. Appendix B needs to be distributed to all board members in May in order to be completed and included in the written evaluation to Director of Schools in June.
9. Appendix C needs to be distributed to all board members in December in order to be completed and included in the written evaluation for Director of Schools in January.

10. The Director of Schools will provide an annual report outlining the accomplishments of each objective to the Board along with each Appendix of the evaluation instrument.
11. The Board shall meet with the Director of Schools to discuss the evaluation results at the June and January Board meetings. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Director of School's performance to be unsatisfactory or in need of improvement.
12. The Director of Schools shall have the right to make a written or oral response to the evaluation.
13. A copy of the written evaluation shall be delivered to the Director of Schools two weeks prior to the June and January Board meetings.

Appendix A – Administrator Survey

ADMINISTRATORS’ PERCEPTIONS OF DIRECTOR’S PERFORMANCE

	1	2	3	4	5
1. The Director develops clear expectations.					
2. The Director models good communication skills.					
3. The Director is knowledgeable about the curriculum.					
4. The Director ensures that funds are spent wisely.					
5. The Director holds me accountable for my job responsibilities.					
6. The Director supports professional learning activities for teachers and administrators.					
7. The Director maintains positive relationships with administrators.					
8. The Director ensures the safety of students and school personnel.					
9. The Director administers the schools in accordance with state laws.					
10. The Director has an effective plan to recruit effective employees.					
11. The Director takes an active leadership role in the instructional improvement.					
12. The Director evaluates my performance in a fair and consistent manner.					
13. The Director interacts effectively with system employees.					
14. The Director is accessible to administrators.					
15. The Director develops good staff morale and loyalty to the system.					
16. The Director works effectively with the school board.					
17. The Director involves administrators as much as possible in decision-making.					
18. The Director listens to suggestions from the administrative staff.					
19. The Director demonstrates a caring attitude.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> District leadership team meeting agendas and notes. School level summary of principal use of data in determining staffing needs and placement. Summary of school level use of teacher 	<ul style="list-style-type: none"> Limited or no assignment of administrators based on student learning needs, demonstrated effectiveness, and Board and district goals. Limited or no opportunities to extend impact of high-performing teachers. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Assigns administrators based on student learning needs, demonstrated effectiveness, and Board and district goals. Provides opportunities to extend impact of high performing teachers and administrators. Creates and implements clear criteria for recognition of schools and students. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Engages with administrators to review multiple data sources. Creates a coherent system to extend impact of administrators. Supports school rituals, traditions, and initiatives. Builds and sustains a focused on continuous improvement.

<p>effectiveness data and teacher leaders.</p> <ul style="list-style-type: none"> • Samples of staff and student recognition events at each school. 	<ul style="list-style-type: none"> • Clear criteria for recognition and celebration of schools and student performance and growth. • Shows limited or no use of the evaluation process and does not meet with administrators. 		<ul style="list-style-type: none"> • Ensures administrators provide structured feedback and use the evaluation process for professional learning and growth. • Uses evaluation data to determine trends. 		<ul style="list-style-type: none"> • Creates a district-wide plan for professional learning aligned to the Board's vision for professional learning and growth.
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Comments

Appendix B – Board Observational Data

BOARD RELATIONSHIPS

	1	2	3	4	5
<p>1. Prepares and submits to the Board recommendations relative to all matters requiring Board action by providing the Board packet which includes the agenda and supporting documents for each line item at least five days prior to the scheduled date of the board meeting. Prepares, in conjunction with the Board chairman, agenda recommendations relative to all matters requiring board action, including all facts, information, options, and reports, needed to assure informed decisions. Provides advice and counsel to the Board on matters before it. Maintains a visible working list of items to be addressed as requested by the Board. The Director should schedule no less than 2 hours per month with the Board chairman to prepare a meeting agenda for work sessions/regular meetings. This should be completed at least 72 hours in advance of the public notice requirement. The agenda and attachments shall be presented to the BOE members at least 48 hours in advance of the required public notice so that change requests can be considered.</p>					
<p>2. Keeps the board informed of employment, promotion, and dismissal of personnel by informing the Board via electronic communication prior to taking such action.</p>					
<p>3. Advises the Board on the need for new or revised policies and develops administrative procedures to ensure that all policies of the Board are implemented. Provides a copy of the administrative procedures to the Board. Board policies were reviewed according to the following schedule: Section 1 in July and August, Section 2 in September, Section 3 in October, Section 4 in November and December, Section 5 in January and February, and Section 6 in March and April.</p>					
<p>4. Maintains effective working relations by consistent, appropriate, and professional interactions with the Board by providing timely responses to Board member emails and phone calls.</p>					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Provides supporting documentation from each board meeting. Sample reports provided to the board. 	<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including:

<ul style="list-style-type: none"> • Samples of administrative procedures that adhere with Board policy. 	of the director's evaluation instrument.		<ul style="list-style-type: none"> • Collaborative planning with administrators and staff to execute Board policies and decisions. • Actively participating in professional learning. 		<ul style="list-style-type: none"> • Collaborative planning with administrators and staff to execute Board policies and decisions. • Actively leading professional learning. • Leading data-driven professional learning opportunities.
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Comments

COMMUNITY RELATIONSHIPS

	1	2	3	4	5
1. Keeps the public and media informed of the activities and needs of the school district and fosters a cooperative working relationship between the schools and community by providing a monthly newspaper titled “Desk of the Director” to the Board and a quarterly email to staff.					
2. Encourages parental involvement through effective Family Engagement Programs at each school by providing Open House, Meet Your Teacher, and Back 2 School events at elementary and middle schools, new student orientation at high schools, and parent/teacher conferences in October and January at all schools.					
3. Models the highest professional standards to the community by being visible at school events and County Commission meetings.					
4. Establish partnerships with area businesses, public and private community agencies, institutions of higher education, and community groups to strengthen programs and support school district goals.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Examples of school district level website, newsletters, and surveys if available. Examples of meeting agendas and schedules for parental involvement and community engagement. Provide a community assets inventory based on data provided by each school. Samples of school partnerships and partnership activities. Samples of meetings and conversations with community partners and educators. Donations and contributions to each school or the district. 	Shows limited or no evidence of: <ul style="list-style-type: none"> Welcoming and engaging families. Offering timely, relevant, and accessible communication. Providing district staff with sufficient resources needed to communicate regularly with families. Creating flexible scheduling for meetings, gatherings, and celebrations in response to parent needs. Assessing community partners and resources. Allocating fiscal, human, technological, and physical resources or allocates these with misalignment to the Board’s vision, mission, and goals. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Welcomes and engages all families. Offers opportunities for families to participate in school initiatives when applicable. Provides district staff with sufficient resources needed to communicate regularly with families. Creates flexible scheduling for meetings, gatherings, and celebrations in response to parent needs. Conducts an accurate assessment of community partners and resources. Ensures accepted resources support the Board’s vision, mission, and goals. Allocates fiscal, human, technological, and physical resources to align with the Board’s vision, mission, and goals. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	In addition to Level 3 requirements: <ul style="list-style-type: none"> Establishes a two-way communication process for families that provides information about student progress and learning. Supports family and community partnerships that are visible and sustainable. Assesses potential community partners and secures additional resources that support the district. Highlights usage of resources and shares district accomplishments by regularly communicating with community partners.

Comments

STAFF AND PERSONNEL RELATIONSHIPS

	1	2	3	4	5
1. Treats all personnel fairly and professionally by creating an evaluation instrument for each employee that is consistent with the School/District Improvement Plan and Board Strategic Plan and conducts an evaluation of job performance annually.					
2. Delegates authority to staff members through shared leadership and decision-making opportunities to accomplish district goals as outlined in the Strategic Plan by scheduling planning sessions with staff members to develop objectives and strategies to achieve the Board's goals.					
3. Actively recruits, directly or through delegation, the best available personnel to the district and provides promotion and career growth through professional development by working with institutions of higher education, community colleges, TCAT, and participates in job fairs.					
4. Develops programs to improve staff morale and recognize staff for loyalty and service to the district by recognizing achievements at Board meetings and staff appreciation events.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> District leadership team meeting agendas and notes. School level summary of principal use of data in determining staffing needs and placement. Summary of school level use of teacher effectiveness data and teacher leaders. Samples of staff and student recognition events at each school. 	<ul style="list-style-type: none"> Limited or no assignment of administrators based on student learning needs, demonstrated effectiveness, and Board and district goals. Limited or no opportunities to extend impact of high-performing teachers. Clear criteria for recognition and celebration of schools and student performance and growth. Shows limited or no use of the evaluation process and does not meet with administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Assigns administrators based on student learning needs, demonstrated effectiveness, and Board and district goals. Provides opportunities to extend impact of high performing teachers and administrators. Creates and implements clear criteria for recognition of schools and students. Ensures administrators provide structured feedback and use the evaluation process for professional learning and growth. Uses evaluation data to determine trends. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Engages with administrators to review multiple data sources. Creates a coherent system to extend impact of administrators. Supports school rituals, traditions, and initiatives. Builds and sustains a focused on continuous improvement. Creates a district-wide plan for professional learning aligned to the Board's vision for professional learning and growth.

Comments

MANAGEMENT AND OPERATIONS

	1	2	3	4	5
1. Develops and clearly communicates the vision, mission, and priorities of the school district, ensuring that operational plans and procedures are in place to support the district's long range strategic plan by reviewing and updating the plan annually at a Board retreat, and reporting on goals, objectives, and strategies achieved at each monthly Board meeting.					
2. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted school budget by ensuring the district's finance department has procedures and protocols in place to effectively manage the budget.					
3. Ensures that all school facilities are safe and properly maintained through regular inspections of all buildings and actively updates the facilities database to guide the Board with budget decisions.					
4. Maintains directly or through delegation such records which are required by law and adhere to Board policies 1.407, 2.601, 2.701, 3.204, 3.400, 5.114, 5.118, and 6.600.					
5. Acts on own discretion if emergency action is necessary in any matter not covered by Board policy, establishes procedures for dealing with emergencies, and recommends new policy language to the Board.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<p>Provides the Board with:</p> <ul style="list-style-type: none"> Director of Schools self-reflection aligned to Tennessee Instructional Leadership Standards or AASA standards. Director's personal and professional growth support plan in relation to the Board's vision, mission, and goals. Summary as to what degree the district and schools met previous year's performance targets. Artifacts of the district's performance aligned to state standards and accountability model. 	<p>Rarely or never improves self-practice by:</p> <ul style="list-style-type: none"> Using feedback from sources to reflect on personal leadership practices and does not make any necessary changes for improvement. Engaging in professional learning: <ul style="list-style-type: none"> Aligned to student, educator, and self-need. Focused on developing an understanding of performance expectations associated with state standards. Implementing new, relevant learning from feedback and professional learning opportunities. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from a variety of sources to reflect on personal leadership practices and make any necessary changes for improvement. Engages in professional learning aligned to student, educator, and self-need. Develops an understanding of performance expectations associated with Tennessee Instructional Leader Standards. Implements new, relevant learning from feedback and professional learning opportunities with evidence of improvement. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> Actively seeks feedback from a variety of sources to reflect on personal leadership practices and makes any necessary changes for improvement. Connects personal leadership practices to student achievement and administrator and educator performance by sharing his/her performance evaluation results with district staff. Reflects on leadership alignment with core value and the Board's vision, mission, and goals.

Comments

STUDENT ACHIEVEMENT

	1	2	3	4	5
1. Reviews, reports, and addresses student learning barriers based on state accountability guidelines and reports to the Board the barriers and an improvement plan.					
2. Keeps informed of modern educational practices by advance study, visiting school systems, and attending educational conferences and keeps the Board informed by reporting at the next monthly Board meeting trends and practices learned at each event.					
3. Ensures that all schools in the district develop, implement, promote, and monitor continuous improvement in student achievement by meeting with principals on a monthly basis.					
4. Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment by scheduling a meeting prior to the start of the school year to review curriculum.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Sample of school and district improvement plans with strategies. • District and school level TVAAS scores. • Data summary of all district and school level accountability metrics. • Performance and monitoring data of district wide of sub-groups. • District plan for monitoring school improvement plans and student academic performance. • Review of district report card. 	<p>Shows limited or no use of:</p> <ul style="list-style-type: none"> • Multiple student, educator, school-wide, and district-wide data. • Specific data when analyzing and tracking student progress. • Academic and behavioral growth goals. • Expectations for adjusting instructional programs based on data. • Shared accountability for decisions targeting student achievement and growth goals. • No observable alignment between interventions and student achievement. • Planning that addresses academic growth goals. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<p>Collaborates with administrators to:</p> <ul style="list-style-type: none"> • Use multiple sources of student, educator, school and district-wide data. • Determine specific data to analyze when tracking student progress. • Establish specific strategies to meet or exceed academic and behavioral growth goals. • Communicate expectations for adjusting instruction programs in response to assessment data. • Establish shared accountability for instructional decisions targeting student achievement and growth goals. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> • Ensures administrators analyze and use multiple sources of student, educator, school and district-wide data. • Develops and monitors a district-wide data plan that includes: student progress tracking; strategies to meet or exceed growth and achievement goals; benchmark data; and data-based changes to the instructional program. • Shared accountability for instructional decisions targeting achievement and growth goals. • Establishes data-specific growth and achievement targets that result in gains.

Comments

Appendix C – Achievement of Board Goals/Strategic Plan

PERFORMANCE OBJECTIVE 1: ACADEMICS*

	1	2	3	4	5
1. Data goals are included in the Board’s Strategic Plan and reviewed and updated annually.					
2. TISA, local, and federal funding is clearly aligned with the Board’s Strategic Plan, budget, and TDOE district improvement plan and based on benchmark needs assessments.					
3. Each school achieved a letter grade of C or above annually.					
4. Increase Grades 3-5 Overall Achievement Rate from 39.1% to 40.5%					
5. Increase Grades 6-8 Overall Achievement Rate from 41.1% to 43.6%					
6. Increase Grades 9-12 Overall Achievement Rate from 34.2% to 36.7%					
7. Increase Grades 3-5 Student Sub-Group Overall Achievement Rate in ELA from 30.1 to 32.6.					
8. Increase Grades 3-5 Student Sub-Group Overall Achievement Rate in Math from 35.6 to 38.1.					
9. Increase Grades 6-8 Student Sub-Group Overall Achievement Rate in ELA from 28 to 30.5.					
10. Increase Grades 6-8 Student Sub-Group Overall Achievement Rate in Math from 36.7 to 39.2.					
11. Increase Grades 9-12 Student Sub-Group Overall Achievement Rate in ELA from 34.4 to 37.					
12. Increase Grades 9-12 Student Sub-Group Overall Achievement Rate in Math from 26.5 to 29.					
13. Increase Grades 3-5 ELA Achievement Rate from 38% to 40.5%					
14. Increase Grades 6-8 ELA Achievement Rate from 35.1% to 37.6%					
15. Increase Grades 9-12 ELA Achievement Rate from 44.2% to 46.7%					
16. Increase Grades 3-5 Math Achievement Rate from 41.7% to 44.2%					
17. Increase Grades 6-8 Math Achievement Rate from 44.6% to 47.1%					
18. Increase Grades 9-12 Math Achievement Rate from 33.3% to 35.8%					
19. Increase Grades 3-5 Science Achievement Rate from 44.4% to 46.9%					
20. Increase Grades 6-8 Science Achievement Rate from 49.5% to 52%					
21. Increase Grades 9-12 Science Achievement Rate from 39.4% to 41.9%					
22. Increase Grades 6-8 Social Studies Achievement Rate from 46.8% to 49.3%					
23. Overall District Growth grades 4-8 remain at Level 5.					
24. Overall District Growth grades 9-12 increase from Level 1 to Level 2 or higher.					
25. Growth Composite by student super sub-group grades 4-12 increase from Level 3 to Level 4 or higher.					
26. Increase Ready Graduate Rate from 52.7% to 53%**					
27. Increase district Graduation Rate from 92.9% to 93.1%					
28. Increase average Composite ACT Scores from 19.2 to 19.8					
29. Create athletic procedure to align with TMSAA membership guidelines and Board policy.					
30. Establish a baseline to increase student participation in art displays and performances to include 2% of student population at each school.					

31. Strongly encourage each middle and high school student to participate in one extracurricular activity (athletics, band, drama, arts, etc.)

Total Mean Score: _____

***Data reported in the District Report and School A-F Letter Grades.**

****Graduating student with: 21 or higher on ACT; Early Postsecondary Opportunities (AP Cambridge, CLEP Dual Enrollment, International Baccalaureate, Local Dual Credit, Statewide Dual Credit); Industry Credentials; ASVAB**

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> District summative assessment data. District growth data. District Ready Graduate data. District graduation rate data. District Average Composite ACT score data. Athletic policy and procedures. Student extracurricular program participation rate data. Examples of school level announcements of extracurricular programs and activities. 	<ul style="list-style-type: none"> Overall applicable Achievement Rate (achievement, sub-group, ready graduate, graduation) or composite ACT score was lower than the previous year. Overall District/sub-group Growth Level 1. Does not present an athletic policy and fails to implement procedures that align with the school district strategic plan and state membership guidelines and regulations. Student participation in the arts reduces from the established rate. Student extracurricular opportunities and activities are not communicated to students and parents/guardians. 	<ul style="list-style-type: none"> Overall applicable Achievement Rate (achievement, sub-group, ready graduate, graduation) or composite ACT score remained the same from previous year. Items 29-31 exceed Level 1 rubric but do not meet Level 3 rubric. 	<ul style="list-style-type: none"> Overall applicable Achievement Rate (achievement, sub-group, ready graduate, graduation) or composite ACT score increased to the established rate. Overall District/sub-group Growth Level increased to the established rate. Drafts and presents a comprehensive athletic policy to the Board for review and adoption. Coordinates input from principals, coaches, and athletic directors to ensure compliance with state and local requirements. Distributes information to all schools and provides necessary training for athletic staff. Reviews athletic policy and procedures on a regular basis. Provides opportunities for student recognition through showcases, local exhibits, or school performances. Collaborates with principals, teachers, and sponsors to identify and remove barriers to participation. 	<ul style="list-style-type: none"> Overall District/sub-group Growth Level 4. Items requiring a specific rate increase percentage exceed Level 3 rubric but do not meet Level 5 rubric. Items 29-31 exceed Level 3 rubric but do not meet Level 5 rubric. 	<ul style="list-style-type: none"> Overall applicable Achievement Rate (achievement, sub-group, ready graduate, graduation) or composite ACT score doubled from the established rate. Overall District/sub-group Growth Level 5. Completes policy ahead of schedule with broad stakeholder involvement, including parents and staff. Implements district-wide athletic standards and accountability measures. Conducts training sessions and creates ongoing monitoring tools for compliance and performance improvement. Establishes district-wide art showcases, community partnerships (museums, local artists), or inter-school exhibitions. Develops new extracurricular offerings aligned with student interests and community needs.

Comments

PERFORMANCE OBJECTIVE 2: HUMAN RESOURCES

	1	2	3	4	5
1. Attend a minimum of two career fairs for recruitment (for all employees) annually.					
2. Increase retention of staff from 78% to 80%.					
3. Create and conduct new employee orientation in July.					
4. Review pay scale for all employees by January and include any changes in next year's district budget.					
5. Conduct employee survey regarding work environment, pay and benefits, and present tabulated results to the Board for discussion in January.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of district level plan for recruiting both professional and noncertified staff. • Samples of school level data regarding induction, support, retention, and growth of staff. • Samples of school level plans to increase the rates of high-performing educators and increase retention rates. • Employee survey results. 	<ul style="list-style-type: none"> • Rarely or never inducts, supports, retains, and grows administrators by designing and implementing a mentorship program for new administrators and staff. • Staff retention rate decreases from the established rate. • Rarely or never develops strategies for: <ul style="list-style-type: none"> • Retaining high-performing educators and administrators. • Fostering leadership skills in the most effective educators and administrators based on student outcomes. • Utilizing a variety of methods to support the development of administrators. • Does not attend any career fairs to recruit new employees. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Designs and implements a new employee orientation for new administrators and staff. • Increases staff retention to the established rate. • Develops strategies for: <ul style="list-style-type: none"> • Retaining high-performing educators. • Fostering leadership skills in the most effective educators and administrators based on student outcomes. • Utilizing a variety of methods to support the development of all administrators and staff. • Presents an employee survey to the board. • Attends two career fairs to recruit new employees. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>Engages with the district leadership team to:</p> <ul style="list-style-type: none"> • Design and implement an employee orientation for new educators. • Develop strategies for retaining high-performing educators. • Staff retention rate doubled from the established rate. • Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. • Supports the development of all administrators utilizing a variety of methods. • Presents an employee survey to the board with recommendations to improve teacher and staff retention-based feedback.

Comments

PERFORMANCE OBJECTIVE 3: SAFETY AND SECURITY

	1	2	3	4	5
1. 100% of staff (classified and certified) trained on necessary emergency drills and trainings, and Trauma Informed strategies at the local, state, and federal levels.					
2. 100% of schools completed and submitted the district required standardized safety plan by deadline.					
3. All schools completed and documented all local, state, and federal drill and training requirements by May/June.					
4. Ensure a facilities and capital projects plan is part of the Board’s Strategic Plan that includes the following: a work request maintenance schedule, an outline for facilities funding, a schedule for software updates, and future capital expenditures.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Examples of school safety plans and/or school climate surveys. • Annual school level reporting of attendance rates and discipline referrals, including suspension and expulsion rates. • School district/county audits. • Examples of administrative procedures addressing finance and facilities. 	<ul style="list-style-type: none"> • Expectations for resource allocation are not clearly aligned with the school district vision, mission, and goals. • District policies are not: <ul style="list-style-type: none"> • Clearly communicated. • Implemented consistently and fairly. • Related to students’ safety. • Inadequate support for administrators to: <ul style="list-style-type: none"> • Analyze behavioral data to assess intervention and discipline effectiveness. • Use of data to adjust routines to maximize learning and decrease distractions. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Expectations for resource allocation are aligned with school district vision, mission, and goals. • District policies are: <ul style="list-style-type: none"> • Clearly communicated • Implemented consistently and fairly • Related to students’ safety • Establishes practices that support: <ul style="list-style-type: none"> • Analyzing behavioral data to assess interventions and discipline effectiveness. • Use of data to adjust routines to maximize learning and decrease distractions. • Sufficient evidence that ensures administrators are adhering to expectations established in Board policy. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 requirements ensures administrators:</p> <ul style="list-style-type: none"> • Help set expectations for the learning environment and facilities that aligned with the school district vision, mission, and goals. • Review behavioral and discipline data to assess the effectiveness of interventions, adjusting when needed to ensure a safe learning environment.

Comments

PERFORMANCE OBJECTIVE 4: STRATEGIC PLAN/PLANNING

	1	2	3	4	5
1. Ensure Board seeks input from staff and community members in order to adopt goals for the Strategic Plan.					
2. Develop objectives and strategies to achieve the Board's goals and submit to the Board for review and adoption by December.					
3. Include a report from the Director on progress of the Strategic Plan at each Board meeting.					
4. Develop a detailed budget document aligned with the Board's Strategic Plan by March.					

Total Mean Score: _____

Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Agendas from district leadership and principal professional development. District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. District and School Improvement Plans that operationalize the Board's five-year strategic plan. Samples of compliance with all financial audits including local, state, and federal. 	<p>Builds limited or no capacity for:</p> <ul style="list-style-type: none"> Demonstrating fidelity to state and district approved standards and curriculum. Studying, analyzing, and evaluating approved curriculum resources. Establishing a system for monitoring student achievement. Establishing collective accountability when making needed adjustments to build administrator capacity. Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> Aligning them with Board policy, state law, and federal requirements. Communicating established administrative procedures. Ensuring administrators are accountable to the administrative procedures. Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> Allocating resources in alignment with district priorities to increase student achievement. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<p>Builds capacity among administrators for:</p> <ul style="list-style-type: none"> Demonstrating fidelity to state and district approved standards and curriculum. Studying, analyzing, and evaluating approved curriculum resources and instructional programs. Establishing a system for monitoring student achievement. Establishing collective accountability when making needed adjustments to improve instruction. Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> Aligning them with Board policy, state law, and federal requirements. Communicating established administrative procedures. Ensuring administrators are accountable to the administrative procedures. Performs timely, accurate, and transparent budgetary responsibilities by: <ul style="list-style-type: none"> Allocating resources in alignment with district priorities to increase student achievement. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> Communicates the Board's five-year strategic plan to all staff. Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. Actively monitors, evaluates, advises, and regularly updates the Board on the five-year strategic plan. Ensures the District and School Improvement Plans operationalize the Board's five-year strategic plan. Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

	<ul style="list-style-type: none"> • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 		<ul style="list-style-type: none"> • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 		
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Comments

Overall Evaluation Comments

Director of Schools Overall Evaluation Score

Appendix A - Administrator Survey _____ x 20% = _____

Appendix B - Board Observational Data _____ x 30% = _____

Appendix C - Achievement of Board
Goals/Strategic Plan _____ x 50% = _____

OVERALL EVALUATION SCORE _____

5-Year Strategic Plan for Cumberland County Schools 2023-2028

Academics | Human Resource | Safety & Security

OUR MISSION

To inspire every student, every day towards academic achievements and excellence in life skills so they may reach their full potential.

OUR VISION

Cumberland County Schools are Engaged in an Innovative learning environment Empowering every student to achieve excellence in life, academics, arts, athletics, and activities.

Our Beliefs

- Education is the responsibility of families, students, teachers, and the community.
- Our focus is our students' success.
- Expectations and standards influence performance.
- Attendance is vital to learning success.
- Foster a positive school environment of belonging, trust, respect, and safety.
- Highly qualified, effective instructors and leaders are crucial to the success of our students.
- Cultural diversity is important to the success of every student.
- Athletics, Arts, Academics and Activities motivate students to excel in learning success.
- CCS will be equipped to serve the academic and non-academic needs of all students in their career pathways.



5-Year Strategic Plan for Cumberland County Schools 2023-2028

Academics

ACTION STEPS:

- 1-Test goals
- 2-K-12 Framework
- 3-Parental Involvement
- 4-Athletics, Arts & Activities



5-Year Strategic Plan for Cumberland County Schools 2023-2028

Academics/Test Goals

ACTION STEP:

1-Test goals

PERFORMANCE METRICS:

- Annually 1% increase in ACT Composite to reach 100% testing at least prior to junior year (11th grade)
- 100 % of individual schools will strive to meet Annual Measurable Objectives (AMO) in ELA and Math.
- 100 % of individual schools will strive to achieve a growth index score of 3 or higher.



5-Year Strategic Plan for Cumberland County Schools 2023-2028

Academics/K-12 Framework

ACTION STEPS:

2-K-12 Framework (CCTE)

PERFORMANCE METRICS:

- Annually 10% increase in the Ready Graduate Indicators with goal of being 100% by 2027-2028.
- Annually 2% increase in Graduation Rate to reach attainment of 100% by 2027-2028.
- 100% of students will attain at least 1 Industry Credential Reporting to State upon graduation by 2027-2028.
- Increase work-based learning enrollment by 10% annually.
- Maximize exposure to Industry 4.0 by 10% annually.



5-Year Strategic Plan for Cumberland County Schools 2023-2028

Academics/Parent Involvement

ACTION STEPS:

3-Parent Involvement

PERFORMANCE METRICS:

- Establish a baseline to increase parental opportunities and participants for involvement at each school by 2% annually.
- Make available a parent resource room at Central Services with needed items for families and supports on a bi-monthly basis.
- Director communication quarterly with families via Parent Square with topics and book suggestions.
- Birth to 3 initiatives-increase supports on district website and social media for this age group.



5-Year Strategic Plan for Cumberland County Schools 2023-2028

Academics/Athletics, Arts & Activities

ACTION STEPS:

4-Athletics, Arts & Activities

PERFORMANCE METRICS:

- Create athletic procedure to align with TMSAA membership guidelines and Board policy.
- Establish a baseline to increase student participation in art displays and performances to include 2% of student population at each school.
- Strongly encourage each middle and high school student to participate in one extracurricular activity (athletics, band, drama, arts, etc.).



5-Year Strategic Plan for Cumberland County Schools 2023-2028

Academics/Middle School

ACTION STEP:

1-Middle Schools

PERFORMANCE METRICS:

- Analyze possibility of utilizing middle schools.



5-Year Strategic Plan for Cumberland County Schools 2023-2028

Human Resources

ACTION STEPS:

- 1-Recruitment
- 2-Retention



5-Year Strategic Plan for Cumberland County Schools 2023-2028

Human Resources/Recruitment

ACTION STEP:

1-Recruitment

PERFORMANCE METRICS:

- To recruit all necessary employees to the district.
- Attend a minimum of 2 career fairs annually.
- Improve teacher salary and benefits.



5-Year Strategic Plan for Cumberland County Schools 2023-2028

Human Resources/Retention

ACTION STEP:

1-Retention

PERFORMANCE METRICS:

- Increase retention of staff from 78% to 80%.
- Conduct new employee orientation to better equip employees for the demand of the job and retain for future years.
- Provide necessary professional development (PD) for all jobs annually.



5-Year Strategic Plan for Cumberland County Schools 2023-2028

Safety and Security

ACTION STEPS:

- 1-Safety Training
- 2-Safety Plans



5-Year Strategic Plan for Cumberland County Schools 2023-2028

Safety and Security/Safety Training

ACTION STEP:

1-Safety Training

PERFORMANCE METRICS:

- 100% staff (classified and certified) trained on necessary emergency drills and trainings, and trauma informed strategies at the local, state and federal levels.
- 100% staff (classified and certified) trained and understand the utmost importance of locked doors, interior and exterior, and consequences.
- Develop a priority list with Homeland Security, by school.



5-Year Strategic Plan for Cumberland County Schools 2023-2028

Safety and Security/Safety Plan

ACTION STEP:

1-Safety Plan

PERFORMANCE METRICS:

- 100% schools complete and submit the district required standardized safety plan by deadline.
- Based on availability of funding and recommendations from Homeland Security, strive to upgrade 2 buildings annually.
- Develop a prioritized list with Homeland Security by school.



PRESENT:

Rebecca Farley, DOS
Scott VanWinkle, Chairman
Elizabeth Stull
Anita Hale
Nick Davis
Chris King
Jon Matthews
Cheryl Duncan, Media

ABSENT:

Sheri Nichols
Travis Cole
Shannon Stout

The board of education met in a work session on October 9, 2025 at approximately 4 pm where Chairman VanWinkle called the meeting to order followed by a moment of silence and the pledge of allegiance.

The following were the items of business discussed at the meeting.

Middle School Update Summary

Dr. Farley provided an update from a committee working on middle school configuration options and developing a cause and effect matrix. This matrix is being used as a high-level tool to narrow down options.

Key Priority Areas

The committee identified several major priority areas, each with two to three subcategories:

- **Academics** (including extracurricular activities)
- **Facilities**
- **Athletics** (specifically discussing facilities, fields, equipment, branding, personnel/coaches, and transportation to games—*extracurriculars were noted as needing to be added to this list*)
- **Food Service**
- **Transportation**
- **Specific Student Supports**
- **Maintenance**
- **Mental Health**
- **Safety**
- **Students**
- **Staff**
- **Technology**

Proposed Middle School Options

The committee developed a list of potential options for what the middle school structure could look like, including:

- **Do nothing.**
- **Rezone or change classroom configuration.**
- **Build one new middle school sports facility** (supporting two teams).
- **Build two new middle schools.**
- **Create a magnet high school for sports and technical studies.**
- **Use one high school facility for middle school athletics and extracurriculars** (offering transportation to participating students).
- **Build one new middle school and retrofit one existing elementary school.**
- **Use two existing elementary schools.**
- **Have Martin and Stone Schools remain as PreK-8 schools** (requesting they be designated as a **STEM magnet school**).
- **Go to one high school and one middle school.**
- **Move 6th through 8th grade to the current high schools.**
- **Have middle schools with a grade band of 7th and 9th.**
- **Move only 7th and 8th grade to a middle school.**

Academic Research and Configuration Discussion

A question was raised about research comparing the academics of middle schools versus K-8 configurations.

- Dr. Farley noted that research exists to support both K-8 and middle school models, and that the board has previously identified a positive for the middle school configuration as the opportunity for 6th, 7th, and 8th graders to begin taking high school courses.
- The team acknowledged that this initial work is high-level, and that once the options are narrowed down, Dr. Farley's team can conduct more detailed research into the final configuration choices.
- It was also noted that a lot of surrounding counties currently utilize a middle school structure.

The committee included supervisors and their initial list of options and priorities was shared with principals for feedback, though no suggestions had been received at the time of the meeting.

Middle School Committee Update Summary

An update was provided on the committee's recent meeting, focusing on how they plan to proceed with the Cause and Effect (C&E) Matrix for analyzing middle school options.

The key points of the update and recommendations are:

- **Tool Approval:** The committee discussed the C&E Matrix as the primary tool for analysis, which Dr. Farley supported as a valuable resource.
- **Recommendation for Next Steps:** It was recommended that the committee be authorized to continue working through the tasks related to the C&E Matrix with Dr. Farley in future committee meetings. The "next steps" and resulting options would then be brought back to the full board for approval.
- **Expenditure Approval:** Any travel or other expenditures related to completing the matrix should also require approval by the full board.
- **Target End Date:** The goal is to have viable options for the middle school configuration by the end of the current school year (May).

It was clarified that the board will need to formally add the following items to a future meeting agenda for approval:

1. **Approval of the committee's use of the C&E Matrix.**
2. **Approval of the target end date.**
3. **Approval of the committee itself.**

The board acknowledged that the matrix is a "work in progress," and new options or areas of focus may be added by Dr. Farley's team as they move forward.

Budget and Transportation Discussion Summary

The next discussion focused on transportation and finding ways to address the need for bus drivers, specifically by making the opportunity more appealing to teachers, assistants, and new hires through compensation.

Key Points of Discussion:

- **Bus Driver Recruitment Efforts:** Following the previous meeting, the district reposted information about bus driver opportunities on the website and Facebook.
- **Teacher Retirement Confusion:** A major topic was clarifying misinformation regarding the Tennessee Consolidated Retirement System (TCRS) contributions for teachers who drive buses.
 - A teacher had mistakenly believed that the pay supplement for driving a bus does not count toward their TCRS/high-five final salary calculation.
 - It was confirmed that the bus driving supplement does count toward the TCRS calculation.
- **Action for Clarification:** The district is taking steps to correct this misunderstanding:
 - An email was sent to all staff at the mid-point of the first nine weeks.
 - A second email will be sent out the next morning to ask for new interest in driving a bus, and it will be used to explicitly inform everyone that the supplement counts towards TCRS.

- **Goal:** Clarifying that the supplement contributes to their retirement may "entice more people" to drive, especially teachers who may have been dissuaded by the misinformation.

It was confirmed that they have verified the TCRS information through the state.

Transportation Budget, Incentives, and Policy Discussion Summary

The next portion of discussion revolved around using unspent budget funds allocated for currently unfilled bus driver positions and their associated insurance to create incentives for recruitment.

Using Unspent Budget for Incentives

- **Available Funds:** The district has over \$100,000 budgeted for salaries and insurance for bus drivers who have not yet been hired.
- **Proposed Use:** The option was explored to offer this money as a supplemental or bonus type income to new recruits, especially to current teachers who already have district insurance.
- **Concerns/Risks:**
 1. **Equity:** There is a concern about offending current staff by offering new incentives only to a specific group (like new teacher-drivers) and not to all existing drivers (including three teachers and at least seven other employees who work during the day). Offering it to all current drivers would require a larger budget than is currently available.
 2. **Future Budget:** If the money is used for bonuses now, there is a risk of not having funds to pay future drivers if a large number are hired later in the year.
- **Next Steps for Incentives:** It was suggested that this idea might be a "risk for this year," but should be formally considered for the next year's budget planning. Any budget amendments this year would require approval from the County Commission.

Broader Transportation Issues

- **Underserved Areas:** The conversation expanded beyond just getting students to and from school, noting that after-school activities, sports, and field trips are currently underserved due to the driver shortage. This limits student participation, as transportation for extracurriculars is no longer as common as it once was.
- **Impact on Field Trips:** The driver shortage is affecting the quality of field trips, with some having to be cut short so drivers can return in time for their afternoon routes.

- **Alternative Employment Models:** The possibility of offering full-time vs. part-time driver positions was raised for future consideration:
 - **Full-Time:** Drivers with insurance who handle routes and field trips during the day.
 - **Part-Time:** Drivers without insurance who are offered a higher wage for morning/afternoon routes only.
 - This would require policy changes and consideration for how it impacts current staff.
-

Actionable Items for the Next Meeting

- The board requested that Ms Bray analyze the current budget to determine what a bonus would look like if offered now, specifically for the current meeting in two weeks.
- The broader discussion on full-time/part-time positions and policy changes will be noted for the next year's budget planning.

The final part of the discussion focused on exploring potential pay options and acknowledging the hard work of the current transportation staff.

Driver Pay and Future Policy

- The board is considering offering an incentive—a set amount for driving either a morning or an afternoon route—to current county employees to encourage them to drive.
- The pay amount would be determined by what fits within the current unspent budget.
- The question of offering part-time driver positions with a higher wage but no insurance for new hires was raised. The board decided to consult with the board attorney to see how such a policy change could be legally implemented.

Acknowledging Current Staff Efforts

- Despite the driver shortage, the district has managed to avoid canceling any bus routes.
- While some routes are still "doubled up" (meaning one driver runs two routes), resulting in some students getting home as late as 4:45 PM (an hour and 45 minutes after dismissal), the transportation department is successfully ensuring all children are transported to and from school.
- It was explicitly stated that the discussion around driver recruitment and budget is **not** an attack on the current transportation director or staff, but an effort to find ways to alleviate their stress by giving them more resources (more drivers). The staff's dedication was praised, with a clear message that their hard work is fully appreciated.

Budget Update: Academic Priorities

The board moved to the discussion of the Academics section of the budget, where an overview of current staffing and upcoming textbook needs was presented.

Staffing and Class Size Discussion

The core of the discussion centered on using open staff positions to proactively reduce class sizes in key early grades.

- **Teacher Assistants:**
 - 42 assistants are currently paid out of the general budget.
 - 50 positions are budgeted for, leaving 8 open slots to utilize.
 - **Teachers:**
 - There are currently five open teaching positions budgeted for.
 - **Class Size and Compliance:**
 - Current practice is to maintain class sizes according to state law, which sets the maximum class size at 25 for grades K-3.
 - The director noted that the district is currently in compliance. Any change to this limit would require a budget change initiated by the board.
 - **Board Suggestion for Proactive Staffing:**
 - The board argued that although the district is in compliance, they shouldn't "push the limits" on class size, especially in 2nd and 3rd grade, where proficiency in reading and ELA is critical.
 - They proposed using the five open teaching positions immediately in schools that are close to the class size limit, rather than holding them for "what if" scenarios (like late enrollment increases).
 - The argument is that these positions, already budgeted for, should be used to improve student results now. If new enrollment later requires hiring more teachers, the board can address the resulting budget need at that time.
 - **Assistant/Teacher Hybrid Proposal:**
 - A compromise was suggested: hire people into the open assistant positions (since they are already budgeted). If these assistants happen to be certified teachers, they could be easily converted to teacher positions and moved into a classroom if class size growth requires it. However, it was noted that assistants are not always certified teachers.
-

Policy and Budget Goals

- **Policy Change to Drive Improvement:** The board discussed changing policy to focus on the state's suggested average of 20 students per class in K-3, rather than the maximum of 25. This policy change would then dictate future budget planning to support smaller class sizes for improved proficiency results.
 - **Future Teacher Raises:** The budget for next year will include raises necessary to meet the \$50,000 teacher salary minimum mandate from the state.
-

Textbooks

- The only immediate textbook adoption need is for UCT e-book textbooks.
- The Social Studies adoption will be a major budget item for the following year.

K-3 Staffing and Class Size

- **Assistant Time:** Dr. Farley clarified that the amount of time an assistant spends in a K-3 classroom varies by school and class need, and depends on whether schools use Title funds to hire additional staff. She estimated a minimum of 30 to 45 minutes of assistance per day.
 - **Historical Context:** One board member noted that in other states (like Mississippi), K-3 classrooms had assistants all day, highlighting the benefit of increased support.
 - **Policy Focus:** The board intends to set policy that drives toward a lower average class size (e.g., aiming for the state's average of 20 students in K-3 rather than the maximum of 25) to improve proficiency, a change that would impact next year's budget.
-

Enrollment Watch-Outs for Next Year

The purpose of this "Budget Bites" discussion is to prepare for the next budget cycle. Key watch-outs identified are:

- **Pre-K Enrollment:** The district currently has 211 students enrolled in Pre-K out of 220 available spots, one of the largest Pre-K classes in years. This is a significant increase over last year's enrollment of approximately 180 and suggests the district may need to budget for more teachers to accommodate larger Kindergarten classes next year.
 - *Note: Last year, the district was in danger of losing more Pre-K classrooms due to failing to meet the state's 90% income requirement.*
- **High School Enrollment:** The current Freshman class is the largest the district has seen in the last few years at both high schools (SMHS and CCHS).
- **Overall Enrollment:** Enrollment is down slightly this year compared to last year, though the Pre-K and Freshman numbers suggest potential future growth.

Textbook Budget Needs

- **Current Year:** Textbooks were budgeted and purchased for the current year (Science was mentioned).
- **Next Year's Large Expense: Social Studies:**
 - The district must budget to purchase new Social Studies textbooks next year.
 - This is a critical need because the last time Social Studies was up for adoption, the district adopted new standards but did not purchase the corresponding books.
 - Current Social Studies books are approximately 12 to 13 years old and do not match the updated state standards.
 - The district traditionally splits the cost, paying half one year and half the next, and this major expense will require a larger budget allocation than the current year.
 - A committee for Social Studies adoption has not yet been formed, as sample books are not yet available.

Compliance Report Summary

The next discussion centered on the annual Compliance Report, which is due every November.

- The key update is that the school system is currently in full compliance with all requirements for the current school year.
- In contrast, last year the district was not in compliance because a cluster of 6th, 7th, and 8th graders did not have a dedicated teacher, which required the district to file a corrective action plan.
- The board is now being asked to vote to approve the current report stating the district is in compliance.

TISA Accountability and ELA Proficiency Plan

The board discussed the district's mandated Tennessee Investment in Student Achievement (TISA) Accountability Plan, which sets ambitious goals for improving student proficiency in English Language Arts (ELA).

The State Mandate and District Goals

- **State Goal:** The state requires the district to have 70% of its 3rd-grade students proficient in ELA by the 2030 school year.

- **Current Reality:** Last school year, the district's ELA proficiency for 3rd graders was 33.1% (down from 34.3% the previous year).
 - **Adjusted Goals:** To meet the 70% mandate, the district has set the following aggressive annual growth targets:
 - **Current 2024-2025 Goal:** Increase proficiency to 40.5%.
 - **2026-2027 Goal:** Achieve 47.9% proficiency.
 - **2027-2028 Goal:** Achieve 55.3% proficiency.
 - **Consequences of Failure:** If the district consistently fails to meet these goals, the Director of Schools would have to appear before a state hearing and submit a corrective action plan. While the financial impact is unknown and shared by many districts, potential consequences include state oversight or loss of funding.
-

New Strategies and Interventions for Growth

The district has implemented several new strategies this year—none of which were in place last year—to drive the required growth:

- **3rd Grade PLC (Professional Learning Community):** A focused, collaborative effort involving supervisors, all 3rd-grade teachers, and principals.
 - **Instructional Support:** The district is providing additional support, including the use of data analysis and the development of new study skills for 3rd-grade students.
 - **Early Intervention:** Increased support has been added for Kindergarten through 2nd grade, including specialized teacher/assistant training, monthly meetings, and classroom walkthroughs.
 - **Targeted Support:** The district is data tracking and providing focused support to at-risk students in 1st grade, hoping to see gains as they progress.
 - **Special Education:** The district is incorporating a new focus on students with disabilities, based on guidance from the Department of Education.
-

Board Discussion: Reducing Class Size

The board emphasized that early intervention is key and pushed for the reduction of class sizes as an additional, immediate tool to aid in proficiency.

- **Proposal:** The board proposed using the five open teaching positions currently in the budget to proactively lower class sizes at the schools (including North, South, and Martin Elementary) where 3rd-grade classes are near the maximum limit of 25 students.
- **Policy Change:** The board also discussed changing district policy to aim for the state's suggested average of 20 students per class, rather than budgeting only to meet the maximum limit.

- **Budget Amendment:** To avoid future crises, the board is willing to do a budget amendment now to both fill the current five open positions *and* allocate money for an additional four or five teachers in case an unexpected class size increase requires hiring more teachers later in the year.
- **Actionable Item:** Dr. Farley was asked to provide a detailed breakdown of current class averages to determine exactly where the five open teachers could be placed to have the greatest impact.

Final Discussion on TISA Accountability and Class Size

The final discussion focused on the TISA Accountability Plan for ELA proficiency, reinforcing the commitment to new strategies and debating the role of curriculum and class size reduction.

ELA Plan and New Strategies

- **Online Feedback:** Dr. Farley confirmed there have been no public comments submitted on the district's website regarding the TISA plan.
- **Collaboration:** The new county-wide Professional Learning Communities (PLCs) were praised for allowing teachers from different schools to collaborate, which is a significant improvement over the individual school-based PLCs of previous years.

Curriculum Concerns

- **Current Curriculum:** A board member raised a concern about relying on the same curriculum and textbooks that resulted in only 33.1% proficiency, asking if using the same materials would hinder their goal to reach 40.5% this year.
- **ELA Adoption:** The district is still using the current ELA curriculum and textbooks, as they are slated for a full adoption review in two more years.
- **Waiver for Early Adoption:** It is possible to change the curriculum mid-cycle by requesting a waiver from the state. However, this carries a risk: the state often tweaks reading standards when new textbooks are released, so adopting early could mean having to adjust again shortly after the full state review.
- **Focus on New Supports:** The immediate focus is on the new interventions and supports (like data tracking and new PLCs) put in place this year, which the district hopes will yield better results than last year.

Class Size Reduction Action

- **Data Request:** The board requested that Dr. Farley provide a detailed report on class averages for each school's K-3 cluster by Monday.
- **Immediate Action:** The intent is to use this information to make a motion at the next meeting to immediately utilize the five currently budgeted, open teacher positions to

reduce class sizes at schools that are near the maximum state limit, without needing a full budget amendment right now.

Key Takeaways on ELA Proficiency, Class Size, and Curriculum

The final segment of the discussion on ELA proficiency focused on the crucial role of early intervention, the immediate feasibility of reducing class sizes, and a review of the current curriculum.

Focus on Early Intervention and Class Size

- **Need for Early Action:** The board stressed that the focus must be on K-2 students ("before they arrive at third grade") because early intervention is key to reversing the proficiency decline.
 - **Class Size as a Tool:** Reducing class sizes was proposed as a non-budget-breaking, immediate tool, especially in third grade where several schools (including South, Martin, and North) are close to the maximum student limit.
 - **Immediate Data Request:** Dr. Farley was asked to provide a detailed report on class averages and staffing needs for the K-3 cluster by Monday so the board can make a motion to immediately use the five currently budgeted, open teacher positions to lower class sizes.
 - The board is willing to follow up with a budget amendment later to fund additional positions if new growth requires it, emphasizing they have a \$9.2 million fund balance that could be used to support students now.
 - **Policy Change:** The board expressed a desire to create or change policy to target the state's suggested average of 20 students per class, rather than just complying with the maximum of 25.
-

Curriculum Review and Best Practices

- **Seeking State Leaders:** The board requested that Dr. Farley and her team identify which Tennessee school district is the state leader in 3rd-grade ELA proficiency so they can analyze their methods ("take a page from their playbook") to achieve double-digit growth.
- **Data Analysis Request:** Dr. Farley was also asked to analyze demographics, teacher qualifications (level), and class sizes of the district's highest-scoring schools from last year and compare them to the lowest-scoring schools to identify key differences that could inform support strategies.

Board Commitment and Support

The board emphasized that they are fully supportive of the Director and her team, and that their questioning is not a criticism, but an offer of assistance. Their ultimate goal is to serve the administration by being open to changing policy or budget in any way necessary to support the vision for improving student lives and academic outcomes.

TISA Accountability: Dropout Rates and College Readiness

This discussion addressed two major topics related to student outcomes: the correlation between early proficiency and dropout rates, and the district's second TISA goal focused on college readiness.

Early Proficiency and Dropout Analysis

- **Dropout Data Request:** A board member requested an analysis of dropout data for the last four years to determine if students who drop out of high school were also not proficient in ELA or reading in 3rd or 4th grade.
- **Correlation Hypothesis:** The belief is that there's a strong correlation, reinforcing the need for early intervention.
- **Retention Concerns:** The discussion noted an anomaly where 43 first graders were retained last year. The board wants to ensure that while they are fixing early proficiency issues, they are not setting policy that leads to unnecessary backsliding or repeating grades, stressing that the key is early intervention before the 3rd-grade threshold.
- **Ready Grad Comparison:** A distinction was drawn between the challenging 70% 3rd-grade ELA proficiency goal and the more attainable Ready Graduates number, suggesting that either students make significant progress between 3rd grade and graduation, or the state's proficiency benchmarks are inconsistent.

TISA Goal 2: College Readiness

The second TISA goal, established by the district's team (not mandated by the state), is to increase the percentage of Ready Graduates who are college-ready by the year 2028.

ACT Prep and Scores

- **Goal:** The district has been actively working on improving ACT scores, which are critical for college readiness. The target average score is 21.
- **Current Reality:** The district has not had an average ACT score above 20 since 2020.
- **ACT Prep:** The district has an ACT prep course that is mandatory for 100% of juniors, though the board questioned if the students' participation is enthusiastic or merely mandatory.
- **Improvement Strategy:** Current strategies focus on test-taking strategies and boot camps for seniors to improve scores.
- **Question on Efficacy:** The board raised a fundamental question: Is the low score due to students not understanding how to take the test, or are the schools not teaching what students need to know for the test?
- **Encouragement:** There was a strong call to stress the importance of the ACT score to students, explaining that it is a key metric for post-secondary eligibility and potential monetary value (scholarships).

CTE and Gear Up Funding

- **CTE Grant:** The district received a \$6 million CTE grant five years ago, which has funded various programs. This grant is now in its final phase, meaning the district will lose some grant funds next year, though the programs are intended to be generating enough local funds to continue.
- **Gear Up Program:** This program, which helps students and parents understand the path to college readiness, starts in 7th grade and is seeing positive results.
 - **Funding Issue:** Gear Up is only available at CCHS and its feeder schools (like Pleasant Hill) because SMHS and its feeders did not qualify for the grant based on poverty criteria.
 - **Program Replication:** The board asked if the district could replicate its own version of the Gear Up program at Stone Memorial High School (SMHS) and its feeder schools, acknowledging that the grant-funded version costs approximately \$2 million and the expense would be significant.
 - **Current SMHS Support:** SMHS currently uses federal dollars to fund a graduation coach who handles similar activities, but the board still wants to explore expansion to equalize opportunities county-wide.

Communication and Accountability Plan Follow-up

The final discussion focused on communication with the community regarding the TISA Accountability Report and integrating the class size discussion into the report's action plan.

Community Feedback and Communication

- **Online Comments:** Dr. Farley was asked to check for and provide any updated community comments submitted on the district's website regarding the Accountability Report during the regular board meeting.
 - **Expanded Outreach:** The board requested that the link to the Accountability Report be added to the upcoming parent newsletter (scheduled to go out tomorrow), ensuring the community is aware the report is online and available for feedback. The board specifically emphasized its strong desire to see what community members are commenting on the report.
-

Class Size and K-3 Supports

- The conversation circled back to reducing K-3 classroom sizes as a potential additional strategy to be incorporated into the Accountability Report's action plan.
- The board confirmed that Dr. Farley will return with the data needed to discuss the opportunity to utilize the existing budget for reducing class size as a means of supporting the K-3 cluster.

Summary of Policy and Travel Expense Discussion

The board discussed two key policies, with the primary focus being a significant update to the Travel Expense Policy (specifically meal per diem) to better align with current costs and reduce administrative burden.

The discussion focused on updating the travel expense policy, which was last reviewed (only for mileage) a year or two ago.

Proposed Meal Per Diem Increase

- The board agreed that the current meal allowance is outdated and needs to be increased due to rising prices.
- The suggestion was made to adopt the standard GSA per diem rates for meals as the new district policy.
 - The standard GSA rate for meals is \$68 per day (broken down as \$16 for breakfast, \$19 for lunch, and \$28 for dinner, with a reduced rate of \$51 for the first and last day of travel).
 - This represents a significant increase from the current, unstated allowance.
 - The board noted that GSA rates are higher in specific areas (like Nashville), but they favored using the standard rate to simplify the process.

Simplifying Reimbursement Procedures

- The current system requires employees to track meal times and ensure their receipts fall within strict windows (e.g., leaving a restaurant after the dinner window closes could

invalidate the receipt), which creates a large administrative burden for staff and accounting.

- The primary benefit of adopting the GSA standard is transitioning to a true per diem model where employees are paid a flat rate regardless of their spending, which eliminates the need to submit and verify receipts for time and amount (as long as the daily spend is within the per diem limit).
- **Final Decision on Receipts:** There was debate over whether to eliminate meal receipts entirely:
 - Some board members argued for a flat per diem with no receipts to fully simplify the process, similar to other entities.
 - Others, citing audit trail concerns, preferred keeping the requirement to turn in receipts, but only to verify the expense was less than the \$68 per diem limit, thus eliminating the need to check the time of purchase.

Clarification on Purchases

- The policy should be updated to clearly state that the per diem only covers meals. Any other purchases, such as alcoholic beverages, must be on a separate ticket and would not be reimbursable under the meal allowance.

Dr. Farley was asked to prepare a policy revision that incorporates the \$68 GSA standard per diem rate for further review.

Summary of Policy Review Process and Policy 3.200

The discussion covered the current method for reviewing district policies, proposed changes to that process, and a decision on how to handle the specific policy manual section.

Policy Review Process

- **Current Method:** The current process is based on an evaluation tool that dictates which section of the policy manual is reviewed each month (e.g., Section 3 this month).
- **Compliance Requirement:** The district is required to review all policies annually to maintain compliance, though legally, the full review cycle can take up to two years.
- **Proposed Change for Next Year:** The superintendent suggested that starting next year (July), the review process should be restructured to be more collaborative:
 - The review should follow a more structured schedule based on policy due dates (e.g., policies due in July are reviewed in July).
 - A review committee should be established, similar to a prior model, composed of a board member, a principal, and a supervisor for each section. This group would meet, propose changes, and then present their recommendations to the full board for a first reading.

- **TSBA Role:** It was clarified that while the Tennessee School Boards Association (TSBA) provides baseline model policies to ensure legal compliance, they do not actively review or update *every* policy the district customizes. When the district amends a policy, they must send it to TSBA to be uploaded to the database.
 - **Board Responsibility:** The board acknowledged that policy review is ultimately the board's responsibility, and they should be using their internal search tools to proactively review policies scheduled for review each month.
-

Handling Policy 3.200

- **Policy Concern:** A board member raised a concern that Policy 3.200 needs extensive work, including adding definitions and measurable metrics to ensure the policy's goals are being implemented effectively. The member requested dedicated time for a full discussion.
- **Decision:** To allow for a comprehensive review and discussion of the necessary changes, the board decided to remove Policy 3.200 from the current agenda and reschedule it for the upcoming Board Retreat on October 27th.
- **Action Item:** Dr. Farley was asked to send an electronic copy of Policy 3.200 to all board members immediately so they can review it and draft their proposed changes before the retreat.
- **Retreat Agenda:** The retreat now includes at least three major items for discussion:
 1. **Strategic Plan** (reviewing and condensing the five goals, action steps, and metrics).
 2. **Middle School Configuration Options** (previously deferred to the retreat).
 3. **Policy 3.200.**

Remaining Policy, Facility, and Logistics Summaries

The final segment of the meeting covered other policies, facility maintenance needs, the tennis court situation, and the agenda for the upcoming regular board meeting.

Policy Reviews

- **Facilities Planning (Policy 3.208):**
 - The policy requires board approval for all major purchases and ensures that changes meet or exceed existing school standards, including fire safety compliance related to the number of classrooms and class sizes.
 - The board is interested in using the "class sizes" portion of this policy to mandate minimum class sizes (e.g., aiming for 20 students) rather than just the state's

maximum limit, but acknowledged this might require a separate educational policy.

- Action Item: Board members requested to see the individual school needs assessments (maintenance and federal programs) to better inform budget decisions.
 - **School Security and Attendance:** The board reviewed and accepted several policies for a First Reading only, as they often require legal review and second readings. These included policies on School Security and Student Attendance.
 - **Physical Examinations and Insurance:** Policies related to student health requirements and insurance were reviewed, with the intent to align them more closely with state law and TSBA recommendations.
 - **Cell Phone Policy:** This policy was brought up for a potential first and second reading (to change and adopt immediately), but the board decided to make it a First Reading only for now, to ensure they follow proper procedure and suspend rules if they decide to vote on it.
-

Facility and Capital Projects

- **Elementary Drainage/Paving at Martin Elementary:**
 - The current issue is that the Elementary school lot is currently one lane and lacks proper drainage, requiring capital projects to fix.
 - The director confirmed quotes were sought from R&R and Wilson, and the drainage work (sloping the lot) is separate from any paving.
- **Homestead Parent Pickup Congestion:**
 - The board raised a safety issue at Homestead Elementary where parent pickup congestion causes cars to back up onto Highway 127 and park on the wrong side of the road.
 - The concern is that this issue mirrors past problems at Martin Elementary, which led to a costly new road being built there to improve traffic flow and stage students in the gym.
 - Action Item: The board asked the director's team to evaluate the Homestead traffic flow and research potential solutions, including utilizing the back road, similar to the rerouting done at Martin.
- **Tennis Courts:**
 - The existing courts are in poor condition, and cold weather will cause further damage. Resurfacing has been quoted at \$18,000 but only comes with a one-year guarantee due to underlying issues.
 - New court construction (asphalt or concrete) is expensive, with one company quoting \$133,000 per court. Contractors advise against doing piecemeal work and recommend building a full complement of six courts at once for efficiency, which is a major future budget topic.

- Immediate Action: The board voted to request formal bids for the resurfacing project, using the three companies that have already provided quotes/responses (including one who declined the job), to provide a temporary fix and ensure the tennis team can compete in the spring.
-

Regular Meeting Agenda Items

The agenda for the upcoming regular meeting includes:

- **Routine Approvals:** Normal monthly items, meeting minutes and financial reports, including three budget amendments (one is a grant adjustment).
- **Policy Readings:** First readings for several policies, including the proposed Travel Expense Policy change and the newly reviewed sections.
- **Executive Approvals:** Two requests for executive approval for student travel related to Cross Country and Golf regionals/state competitions that required last-minute authorization.

The meeting was adjourned at approximately 6:25 pm.

Board of Education
October 23, 2025 6:00 PM
Central Services Board Room

The Cumberland County Board of Education met in a regular session on Thursday Oct 23rd 2025, in the Central Services Board Room, where the meeting was called to order by Scott VanWinkle, Chairman of the Board, at the approximate hour of 6:00 pm.

BOARD MEMBERS:

Mr. Travis Cole: Present
Mr. Nick Davis: Present
Ms. Anita Hale: Present
Mr. Chris King: Present
Mr. Jon Matthews: Present
Ms. Sheri Nichols: Present
Ms. Shannon Stout: Present
Ms. Elizabeth Stull: Present
Mr. Scott VanWinkle: Present

1. Call to Order

Scott VanWinkle: This meeting is called to order.

2. Moment of Silence/Pledge of Allegiance

Erik Taylor-North Elementary

Owen Taylor-North Elementary

Scott VanWinkle: Please rise for the moment of silence and the pledge allegiance. Thank you.

(All observe a moment of silence and pledge)

Rebecca Farley: So leading us tonight in the pledge was Owen Taylor and Erik Taylor.

(Applause)

Rebecca Farley: Mom, did you get a picture? OK.

3. Welcome to Visitors/Acknowledgement of Elected Officials

Scott VanWinkle: I'd like to welcome all of our visitors tonight. Thank you for coming out. Don't see any elected officials here, but thank you to everyone for coming out tonight.

- 30 4. Special Recognition
31 Student Representatives
32 CCHS-Abigail Lowe
33 Phoenix-Falon Lambert
34 SMHS-Hayley George
35

36 Scott VanWinkle: Special recognition to our student representatives. Abigail Lowe. Is she here?

37
38 Rebecca Farley: She's not here.

39
40 Diane McCartney: Not tonight.

41
42 Scott VanWinkle: Okay. She's not here tonight. Falon Lambert.

43
44 All Board Members: Falon.

45
46 Scott VanWinkle: Okay.

47
48 Sheri Nichols: Falon.

49
50 Scott VanWinkle: Falon, thank you for being here Falon. And Hayley George.

51
52 (Applause)

53 4.A. Crecia Clouse-7th Grade Math National Champion

54
55 (Exhibit #1)

56
57 Rebecca Farley: So at this time we would like to recognize Crecia Clouse. In November 2024
58 Crecia Clouse competed at the Tennessee Beta Convention and placed 3rd in Mathematics for 7th
59 grade. This qualified her to compete at the National Beta Convention in the summer of 2025.
60 Crecia competed and won top honors! She was named the National Champion for 7thgrade Math
61 on June 30th in Orlando, Florida. She is here with her trophy that she would like to show off and
62 then we would like to give her a certificate as well.

63
64 (Applause)

65 5. Roll Call

66
67 Scott VanWinkle: Next Agenda. Item is the roll call.

68
69 Diane McCartney: Mr. Cole?

70
71 Travis Cole: Here.

72
73 Diane McCartney: Mr. Davis?

74
75 (Audio)

76
77 Diane McCartney: Ms. Hale?
78

79 Anita Hale: Here.
80
81 Diane McCartney: Mr. King?
82
83 Chris King: Here.
84
85 Diane McCartney: Mr. Matthews?
86
87 Jon Matthews: Here.
88
89 Diane McCartney: Ms. Nichols?
90
91 Sheri Nichols: Here.
92
93 Diane McCartney: Ms. Stout?
94
95 Shannon Stout: Here.
96
97 Diane McCartney: Ms. Stull?
98
99 Elizabeth Stull: Here.
100
101 Diane McCartney: Mr. VanWinkle.
102
103 Scott VanWinkle: Here.
104
105 Diane McCartney: Mr. Davis?
106
107 Nick Davis: Here.
108
109 Diane McCartney: Let the record show all present.

110 6. Declaration of Conflict

111
112 Scott VanWinkle: Declaration of conflict.

113
114 Rebecca Farley: So declaration of conflict per Tennessee. Code 49 2 2 0 2. Board of Education
115 members who have relatives per the statute, relative means spouse, parent, parent in-law, child, son-in-
116 law, daughter-in-law, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece, or any person
117 who resides in the same household as you employed by the system are asked to raise your hands to
118 identify yourself.

119
120 (Mr. Cole, Mr. King, Mr. Matthews and Mr. VanWinkle raise their hands)

121
122 Rebecca Farley: Do you certify that the votes you make tonight will be in the best interest of the school
123 system regardless of the effect the vote may have upon the employment of your relative or relatives?

124
125 Travis Cole: Yes.

126
127 Chris King: Yes.

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Jon Matthews: Yes.

Scott VanWinkle: Yes.

Rebecca Farley: Let the record show Mr. Cole, Mr. Matthews, Mr. King, and Mr. VanWinkle.

7. *Approval of Minutes

(Exhibit #2)

Scott VanWinkle: Next agenda item is approval of minutes.

Chris King: Mr. Chairman, move to approve.

Scott VanWinkle: A motion is there a second?

Nick Davis: Second.

Scott VanWinkle: Motion and second to approve the minutes. All in favor say aye.

All Board Members: Aye.

Scott VanWinkle: All opposed say nay. The ayes have it.

Motion to approve minutes.

VOICE VOTE: (mover-yes) King

(seconder-yes) Davis

Yes: 9, No: 0

MOTION: Motion Carried

8. *Approval of Agenda

(Exhibit #3)

Scott VanWinkle: Next is approval of the agenda.

Shannon Stout: Move to approve.

Travis Cole: Second.

Scott VanWinkle: So any discussion?

Shannon Stout: Nope.

166 Scott VanWinkle: I have a request to move a couple of items. 13 D and 13 E pertain to the TISA
167 accountability item. So I'd like to move both of those prior to that. Just after the compliance report. Is
168 there any objection to that?
169

170 Shannon Stout: C and D?
171

172 Scott VanWinkle: Yes. I'm sorry. D and E to move before C.
173

174 Shannon Stout: Yeah. D and E to move to C and D.
175

176 Scott VanWinkle: Yes.
177

178 Shannon Stout: TISA move to E.
179

180 Scott VanWinkle: That's correct. So if there's no objections to that. Is there a motion.
181

182 Rebecca Farley: Motion and a second.
183

184 Scott VanWinkle: Motion and second. All right. There's been a motion and a second to approve the
185 agenda with the changes of moving 13 E and 13 D ahead of 13 C. All in favor say aye.
186

187 All Board Members: Aye.
188

189 Scott VanWinkle: All opposed say nay. The ayes have it.
190

191 Motion to approve the agenda with the changes of moving items 13.D and 13.E before 13.C.

VOICE VOTE: (mover-yes) Stout

(seconder-yes) Cole

Yes: 9, No: 0

MOTION: Motion Carried

192
193 9. Community Comments
194

195 Scott VanWinkle: So there are no community comments tonight.

196 10. Open Meetings
197

198 Scott VanWinkle: Next on the agenda as the open meetings. Under Cumberland County Board of
199 Education policy 1.404 members of the general public are provided with both steps and access to
200 address the board during open meetings. Once the period of public comment concludes during each
201 meeting. However, then members of the public are not permitted to make statements or ask questions to
202 the board as we proceed through the posted agenda. If a member of the public violates this directive as
203 the chair will provide him or her with only one warning, if a member of the public should again violate

204 this directive during the same meeting, then I'll instruct that person to leave the meeting immediately. If
205 you have any questions for the board or for any of us individual board members, please feel free to
206 reach out to us by phone or by email outside of these scheduled meetings.

207 11. Board Member(s) Report from Training(s)

208
209 Scott VanWinkle: So next on agenda, any trainings to report on from anyone?

210
211 Shannon Stout: There was a TSBA legal lunch today on how a bill becomes a law. That was a good
212 little reminder as we get ready to go to the legislative session.

213
214 Rebecca Farley: It sounds like schoolhouse rock.

215
216 (Laughter)

217
218 Shannon Stout: Yeah.

219
220 Sheri Nichols: It does.

221
222 Shannon Stout: Not quite as entertaining as the schoolhouse rock, but.

223
224 Scott VanWinkle: If there's no others. I attended a training on October 7th for the TSBA's board
225 chairman seminar. It was virtual. Some of the highlights were that were covered were parliamentary
226 procedure, legal responsibilities, meeting management and policy. There were several others. I'll be
227 glad to share that information with everybody. But it was a really good training. It was a all day event.

228 12. Legal Report

229
230 Scott VanWinkle: Legal report. Our attorney's not here tonight, so we don't have that.

231 13. Director's Report

232
233 Scott VanWinkle: Director's report.

234 13.A. *Middle School

235
236 Rebecca Farley: Okay. So the first thing is the middle school report. We did have a middle school
237 meeting. You approve the minutes of that meeting.

238 13.A.1. *C&E Matrix

239
240 (Exhibit #4)

241
242 Rebecca Farley: One item that came out of this was the cause and effect matrix. This was the
243 same matrix that was discussed that night. No changes have been made since the work session
244 in October and we discussed in the committee meeting getting the full board to approve this
245 before carrying it out.

246
247 Scott VanWinkle: So I've got some highlights that I'd like to talk about, if that's okay. The
248 meeting lasted less than an hour. There was some discussion around a cause and effect matrix
249 to narrow the focus on the middle school options. There was also discussion of tasks that were

250 related to completing the document and questions on how to move forward with a commitment
251 to future middle school plan. It was decided to recommend the usage of the c and e tool to
252 narrow the focus to a top three or even a top five options. So that's what the committee's
253 bringing back to the board tonight was to approve that c and e matrix as the tool to make that
254 decision. There was also discussion on the end date goal for the committee to be, it was
255 determined to be the end of school or May, 2026. That's the recommendation that we're giving.
256 And there are three actions to consider approval of c and e matrix. Approval of the selected
257 committee and allowing the committee along with Dr. Farley to determine tasks related to
258 completing the matrix and determining the best option as it relates to the community. And then
259 action three is to approve the end date goal of May, 2026. So those are the three items on the
260 agenda.

261
262 Shannon Stout: I just had a couple questions.

263
264 Scott VanWinkle: Sure.

265
266 Shannon Stout: So the end date in May is that when the committee's planning on having this
267 matrix completed and they're coming back to the board with the recommendations at that point.
268 That's the goal for me. So then at that point we'd be looking at determining if we were going to
269 be doing a stakeholder committee from there or what are the board would then be determining
270 what next steps we would need to take based on that information and then move forward from
271 there.

272
273 Scott VanWinkle: I also feel like that if we are going to fill out that matrix, we're going to have
274 to have.

275
276 Rebecca Farley: Input from various people anyway to complete.

277
278 Shannon Stout: During the process.

279
280 Scott VanWinkle: During the process.

281
282 Rebecca Farley: Yes.

283
284 Shannon Stout: So are you thinking you're going to need to develop that stakeholder committee
285 before May in order to complete that matrix?

286
287 Rebecca Farley: Well, from my understanding, the matrix to score each section, you would
288 have experts to do that. So you would have a group that would be experts in the academic piece
289 of that and you would get various stakeholders to do that. Then you were going to have a group
290 that would be the stakeholders on transportation and maintenance. So those would be
291 stakeholder groups that we would definitely be looking at. Right now.

292
293 Shannon Stout: You're talking about employees within the school district that specialize in
294 this?

295
296 (Audio)

297
298 Rebecca Farley: In those specialized areas. Yes ma'am.
299

300 Shannon Stout: Okay. Alright. There was one thing that I noticed from the committee meeting.
301 There seemed to be some question about whether y'all wanted to or needed to vote in order to
302 bring the recommendation to the board. So I just wanted to mention that in committees past and
303 other committees that I've been on that yeah, typically the committees do vote with the
304 members before they bring it forward to the board. So there's a consensus on record from the
305 committee before that. So I just wanted to mention that after walking, watching the.

306
307 (Audio)

308
309 Scott VanWinkle: OK, I think there was consent that we all agreed on the tools. So that's the
310 reason we said.

311
312 Shannon Stout: Yeah.

313
314 Scott VanWinkle: Is there any reason to vote because they, everybody consented.

315
316 Shannon Stout: Yeah there was agreement. Just going forward, as y'all make decisions.

317
318 Scott VanWinkle: Yeah sure yeah.

319
320 Scott VanWinkle: So, 13.A.1 is a voting item approval of the c and e matrix as the tool to be
321 used by the middle school committee.

322
323 Rebecca Farley: And like I said, at this time nothing has been changed from the work session.
324 There are a few additional items that in looking back and getting more feedback that probably
325 do need to be added. So if you all vote to approve the matrix, then when we have the retreat on
326 Monday, I can have the finalized version that we would use and have that ready to show you.

327
328 Jon Matthews: I'll make a motion to approve the C and E matrix.

329
330 Nick Davis: Second.

331
332 Scott VanWinkle: A motion and a second. Any discussion? A motion and second to approve
333 the c and e matrix? All in favor say aye.

334
335 All Board Members Except Anita Hale: Aye.

336
337 Anita Hale: Nay.

338
339 Scott VanWinkle: One. Nay.

340
341 Shannon Stout: Appreciate the work on this. I think it's going to be nice to have a tool to track
342 as we go through the process since there are going to be a lot of folks involved in bringing that
343 data together.

344
345 Scott VanWinkle: Do you need a roll call on that? No.

346
Motion to the C and E matrix.

VOICE VOTE: (mover-yes) Matthews

(seconder-yes) Davis

Yes: 8, No: 1 Hale: No

MOTION: Motion Carried

347

348

13.A.2. *Committee

349

350

Scott VanWinkle: Alright. The next item on the agenda is the committee itself. So basically this is to approve the committee members and allow them to work with Dr. Farley on creating the answers to the matrix. I'll entertain a motion.

351

352

353

354

Shannon Stout: Motion to approve the committee.

355

356

Elizabeth Stull: Second

357

358

Scott VanWinkle: Motion. A second to approve the middle school committee. Any discussion? Alright, all in favor say aye.

359

360

361

All Board Members: Aye.

362

363

Scott VanWinkle: All opposed say nay.

364

365

(Silence)

366

Motion to approve the Committee.

VOICE VOTE: (mover-yes) Stout

(seconder-yes) Stull

Yes: 9, No: 0

MOTION: Motion Carried

367

368

13.A.3. *End Date

369

Scott VanWinkle: And then the next item is the end date of May, 2026 board meeting.

370

371

372

Elizabeth Stull: Move to approve.

373

374

Travis Cole: Second.

375

376

Scott VanWinkle: Motion and second to approve the end date. Any discussion?

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Shannon Stout: It'll be brought to the work session for us to chat over and we can vote on anything we need to the board meeting.

Scott VanWinkle: All in favor say aye.

All Board Members: Aye.

Scott VanWinkle: All opposed say nay.

(Silence)

Motion to approve the End Date.

VOICE VOTE: (mover-yes) Stull

(seconder-yes) Cole

Yes: 9, No: 0

MOTION: Motion Carried

13.B. *Compliance Report

(Exhibit #5)

Scott VanWinkle: Okay, next item is the compliance report.

Rebecca Farley: So this is a requirement for the state. It has to be signed by myself and Mr. VanWinkle. And this is saying that we are in compliance with our classrooms, textbooks and all of those things. And this year we are.

Scott VanWinkle: So entertain a motion to approve the compliance report.

Chris King: Move to approve Mr. Chair.

Shannon Stout: Second.

Scott VanWinkle: Motion and second to approve the compliance report. Any discussion? All in favor say aye.

All Board Members: Aye.

Scott VanWinkle: All opposed say nay.

(Silence)

Scott VanWinkle: The ayes have it.

416

Motion to approve the Compliance Report.

VOICE VOTE: (mover-yes) King

(seconder-yes) Stout

Yes: 9, No: 0

MOTION: Motion Carried

417

418

13.C. **TISA Accountability

419

(Exhibit #6)

420

421

(13.D and 13.E were moved ahead of 13.C. For continuity, I have moved those discussions here.)

422

423

424

Scott VanWinkle: Next we moved 13.D up. It is the top third grade ELA, districts and counties.

425

426

Rebecca Farley: So at the work session, this was an item that you all requested me to find and I was able to find it. You can see the school districts there, the systems there and the school districts in which they are in. I gave you the percentage of students in third grade that met and then those that exceeded and then added together meet and exceeded percentages.

427

428

429

430

Nick Davis: Thank you.

431

432

Rebecca Farley: You're welcome.

433

434

435

Nick Davis: Couple questions is that is in reference to our district in our numbers. So do we have a number from them that shows where they currently are? Like, our number is 33.1.

436

437

438

Rebecca Farley: Our number is 33.1. There's the top one there is 83.7.

439

440

Nick Davis: Okay, I just wanted to be clear on that. So Shelby County has it figured out.

441

442

Rebecca Farley: Arlington independent school district that is located within Shelby County has it figured out. That's not a Shelby County School, but they have something going on. Yes sir. I see what you're saying.

443

444

445

446

Nick Davis: Summary four out of five of them are in Shelby County.

447

448

Rebecca Farley: Correct. But not all of them are Shelby County schools.

449

450

Nick Davis: Understood. Is this information you obtained from?

451

452

Rebecca Farley: I had to get it from our core office. I did not have access to that.

453

454

Nick Davis: Is it possible for us to make a connection with some of these districts in order to capture how their successes are working? I guess in reference to what our plan action plan is, and I

455

456 don't know what their goals are, if they're even, I'm assuming that everybody has a TISA
457 accountability action plan in place regardless of their percentages.

458
459 Rebecca Farley: Every system is supposed to submit a TISA accountability plan by November 1st.

460
461 Nick Davis: So would it be feasible for us to be able to peer into what their action plan is and take a
462 look at what ours is?

463
464 Rebecca Farley: So a couple of different things we could do is we could wait a little while and
465 those TISA accountability reports will be made public and we could look those up or we could try
466 to reach out to their supervisor that's in charge of the third grade and talk to those individuals.

467
468 Nick Davis: Gotcha. In this vein, obviously we've made some progress and determining that
469 academics is important, it's going to be a focal point, not that it's never been, but it's going to be a
470 focal point of this board as we kind of take our next steps. And one of the black eyes so to speak is
471 that our number in this category is where it is and we've looked at what is the action plan here and
472 some of the thoughts that I've been able to come up with in looking through this and talking to
473 other people in some other districts. It looks like we've made a lot of focus on the hard rigor pieces
474 of how to instruct and how to organize with one exception, which is action step four, which I feel
475 pretty confidently that there's a sizeable area for improvement if the board can help empower that
476 initiative to improve the family engagement. It says the district and school prioritize building
477 stronger family relationships and some thoughts that have come to my mind on that topic are, I
478 guess questions first. How will we improve the family engagement to improve this goal? So how
479 have we developed a baseline to say this is what our family engagement program is currently, how
480 many resources are we utilizing to ensure some family engagement? So trying to take a cause and
481 effect approach to say this is our current family engagement program and here's how we're going to
482 improve our family engagement and try to create some numbers associated or activities to give us
483 the numbers that we are looking to get. The districts and schools are going to prioritize, building
484 family relationships, being the goal. If we're going to build those relationships, how are we going to
485 craft those relationships? In looking at the soft side of the learning or soft side of the initiative,
486 right? Improving community outreach, improving our digital footprint, being able to co-brand with
487 other community interests such as utilizing kindergarten teachers, doctors, teachers, some of the
488 other programs that we currently have, the Raising reader programs, the public library, the
489 Tennessee Imagination Library, local churches, trying to create some form of task force in rallying
490 the community, tasking the community to help us with this. It would create some engagement. I've
491 also understood that there's a program called a Birth to three initiative. Do we currently have a
492 program such as that here?

493
494 Rebecca Farley: The school system does not. No, that's through the county.

495
496 Nick Davis: So it's active.

497
498 Rebecca Farley: To a degree yes. I don't know to what degree.

499
500 Nick Davis: Have we partnered with them or ever had a partnership with them in some capacity?

501
502 Rebecca Farley: Briefly in passing meetings with early literacy folks, but it's probably been a year
503 or 2, 3, 4.

504
505 Nick Davis: Gotcha. So I guess that would be something in my opinion or just trying to look

506 through some different lenses of how to engage in areas that we've not to create some additional
507 family dynamics because certain areas are working in the metro area that I talked to, similar to the
508 Memphis area. These are programs and these are initiatives and these are partnerships that they
509 have forged and they're utilizing to bring their numbers to the front. So that's something I don't
510 know necessarily how to task you or the admin with those goals in hopes that the board can find
511 some way to develop either some time to serve and get out in the community and serve our other
512 purpose of creating some relationships that are going to help us help ourself. But I'd love to see the
513 board work on some of that. I'd love to see us come to terms with how can we generate some policy
514 or adopt some principles that are out there to help us help ourself because it happens before they're
515 in third grade, right?

516
517 Rebecca Farley: Absolutely.
518

519 Nick Davis: That family piece is big. Trying to get them in an environment where they are capable
520 of learning prior to asking them to, and I know we're all dealing with that echoes of COVID, but
521 we've got to do a little better I think. So just some of the thoughts that I had on that I appreciate the
522 time to share.
523

524 Jon Matthews: I know that just thinking back, the Arlington Independent school district, that guy
525 was the director of the TSBA last year and one of the things that he said that really helped bring
526 one of the most important things that they had done in the last few years was they hired a PR
527 person to really promote things going on inside the school system and inside the classrooms and
528 things like that. And that's really what helped bring the families into the classroom because
529 everybody likes to see what their kids are doing and things like that. And I know that it seems that
530 that has been a bigger focus this year. As you look through, I follow about half the schools or all of
531 the schools I guess maybe on Facebook and their presence on Facebook and getting the things
532 going out to the parents and stuff like that so that they can see what their kids are doing is a big step
533 in that direction. I don't know if we are ready or to the point where we would be interested in
534 looking at a PR person to help get the family and community more involved, but if that's something
535 you think as we start getting more and more into Nick's point of trying to what are we doing to
536 develop those relationships between the community and the schools? To me, I wouldn't say it's off
537 the table. I would say a PR person if needed to help do that would be great.
538

539 Nick Davis: Echo that right. Several districts and I failed to mention that, have what's titled as a
540 community outreach director and that's a position that they're tasked with multifunction, right? All
541 facets of the community outreach. In looking at our website when you go trying to find as to
542 whether or not we had that birth to third initiative or whatever, and I clicked on the family portal
543 and the only thing in the family portal right now on our website is essentially the pathway to look at
544 your grades for TCAP scores. So area of improvement, how do we get more community
545 information available to or access to those that have internet access obviously. How can we get
546 some of these partnerships, get these communities, get the community involved in their
547 information, what they do and what their initiatives are, if nothing but that, use that portal for that
548 purpose to where people can go there and we can ask them, Hey, there's an incentive if you make it
549 to all five of these locations before kindergarten and chat with these people, you earn something,
550 right? So there's some incentive to potentially utilize our network in our community.
551

552 Scott VanWinkle: That's something we can look at for strategic planning. Somehow work that into
553 the academics portion of strategic planning.
554

555 Shannon Stout: Because, we have family engagement. We're going to plan already. We could start

556 looking at a plan for the family.

557
558 Scott VanWinkle: For that.

559
560 Shannon Stout: I do agree with Mr. Davis that we've, there's a lot of resources within the
561 community and I think our site could help link the families to those resources interconnect a little
562 bit more. And I know that's something that the county's trying to work on as well where they can
563 kind of go to one place and find the resources. But there's a lot of things I've posted out on my
564 school board page that are free resources that the state provides. Reading materials, learning
565 materials, that would be great for us to have a link directly to that. Please make it very one click
566 easy for them to find. That would certainly help from that aspect. Driving there is another
567 challenge. We'd have to figure out.

568
569 Nick Davis: How to get 'em moving.

570
571 Shannon Stout: Going back to these results specifically, you had mentioned waiting to see what
572 their plan is for the year this coming year or reaching out directly, but these are results from last
573 year, right? So would their plan be filed from last year that would help correlate what their plan
574 was last year to the results that they got? Right.

575
576 Rebecca Farley: No. Here's why. No, because when the state pushed out this TISA accountability
577 report, we did it two years ago and last year we didn't have to do anything at all with it.

578
579 Shannon Stout: So there wouldn't be anything from last year.

580
581 Rebecca Farley: Correct.

582
583 Shannon Stout: So it would probably be having to reach out. Another suggestion for you for reach
584 out, I know we've mentioned a few times the breakout session that Mr. VanWinkle and I attended
585 last year during the convention and it was Lewis County.

586
587 Rebecca Farley: Because I've never gotten an a name.

588
589 Shannon Stout: Yeah, Lewis County and they were calling it early literacy teams and the director is
590 Tracy McCabe, Mr. It's M-C-A-B-E.

591
592 Rebecca Farley: And it's still the same director?

593
594 Shannon Stout: From what I can tell when I went out and googled that all.

595
596 Nick Davis: And that was.

597
598 Shannon Stout: They made big increases, to your point from the work session of we've got a big
599 gap to fill now because of where we landed from last year, they made big jumps in their ELA
600 portion.

601
602 Nick Davis: And that's kind of the idea that I'm kicking around is their plan from how they got to
603 83% to where it is to keep their self above board or improve it is probably going to be different than
604 a plan that we're looking to implement. So if we can maybe find out or take another step and find
605 out who's made gains in the way that we're hoping to make gains, and that way we can mimic a

606 page of their playbook in order to possibly follow in their footsteps and take 7%, 8%, 9% gains that
607 we need to get to that 20, 30 year number and say, okay, these are the things that, these are the
608 resources those people deployed and help ourself get that achieved.

609
610 Scott VanWinkle: Alright, any other discussion?

611
612 (Silence)

613
614 Scott VanWinkle: 13 D. So we move to 13 E, which is the fall universal screening data.

615
616 Rebecca Farley: So this is every school K through 3 takes aims web, which is provided to us from
617 the state and 4 through 8 we purchase EZCBM to use. These are the numbers per school of children
618 who have tested and where they fall either to receive tier one enrichment or tier two or tier three
619 remediation. And that right there is just for reading. I know this group well enough now to know
620 that you're going to ask, okay, so how does this look compared to last year? So let me go ahead and
621 tell you K through 3 we cannot compare. And you all received in the email last week you received
622 the email from Pearson explaining how they renormed the aims web and then we had sent out a
623 more user-friendly layman's term and you received that as well. So I have nothing that I can
624 compare the K-3 reading to because we've looked at our first graders that we've been tracking and
625 some of those came from the single digit percentile to 30 and 40 percentile.

626
627 So little concern there with the renorming. So I couldn't give you any data there. Last year our
628 students did not take EZCBM and grades four through eight Mastery Connect was used. So, I didn't
629 have anything to compare and that's why you have nothing to compare. Ms. Diane, if you would
630 just go next to the math and here's your same numbers for math. Something that really concerns me
631 here. When you look at tier three for grades K through 3, that's a substantial number of students
632 that are receiving. And as you know, I've been visiting and spending a day in lots of schools and
633 I'm hearing from K2 teachers that they do not like our math series and they have major concerns.
634 This is year three of it and there's some concerns with it and that's definitely reflected in these
635 scores. And then you have the 4 through 8 EZCBM for math as well.

636
637 Chris King: Is there a recommended switch for something to do with math that grade level?

638
639 Rebecca Farley: Not at this point. We have purchased the curriculum and we would have it for five
640 more years because it's, well, it's a six year adoption and we would have to do a two year extension
641 and no, at this point I haven't realize I had heard some grumbles, but not as bad as what I'm hearing
642 now that I'm in the school face-to-face with people.

643
644 Shannon Stout: It'd be interesting to know if it's the material itself or the flow of how it's laid out
645 for learning it.

646
647 Rebecca Farley: So number one issue, it doesn't have enough practice. It has three problems. It does
648 not work on fluency, it's not consistent. And in little people land, this may not sound like a big deal,
649 but in little people land this is a big thing. So the problems are all vertical and none of the problems
650 are horizontal to begin with. So that's a struggle too. That's what I've heard repeatedly in the
651 schools that I've been able to visit.

652
653 Shannon Stout: Some of that sounds like maybe we could fix internally with making some tweaks.
654 Teachers like practice, is that something that they could add some additional, they could come up
655 with some additional practice questions that could be added in where we could still work within the

656 material, but maybe we make some tweaks too.

657
658 Rebecca Farley: There's only three practice problems for every skill. So that would be a teacher
659 creating additional problems and we don't have it to create from the curriculum, we would have to
660 go elsewhere. I mean we could do that. It's just going to be one more thing piled on.

661
662 Travis Cole: Are you meaning go elsewhere as in supplemental curriculum or swapping
663 curriculum.

664
665 Rebecca Farley: Not sure of the legalities of swapping a curriculum after we've adopted it and
666 legally entered that kind of contract with 'em. I would just have to check. There are some
667 supplemental things that we could do. I don't know the cost of them because like I'm saying, I'm
668 just hearing this is a problem. And then when we got this, it really opened my eyes to how bad it is.
669 And we do have some schools that are being proactive and they have talked to me and they have a
670 plan in place and they're working to revise that, but I haven't been able to talk to every principal
671 and see if they are able to address it, and how.

672
673 Jon Matthews: Is that something though that maybe we need to refer to Mr. McCarty looking to the
674 contract that we're.

675
676 Rebecca Farley: Writing it down to reach out to him tomorrow.

677
678 Elizabeth Stull: So in the adoption of, excuse me, the curriculum, it's contracted that we have to use
679 that curriculum for that many years?

680
681 Rebecca Farley: Well, we have voted, the teachers voted on it when we adopted it three years ago.
682 And when you purchased that curriculum, you purchase it for the life of the adoption and that is a
683 six year adoption at that time.

684
685 Elizabeth Stull: Okay. I mean, so is it not something that if it's not working, I mean if. We shouldn't
686 continue to necessarily use it.

687
688 Rebecca Farley: Correct.

689
690 Elizabeth Stull: So is it not something that we as a board, if we can go ahead and decide on having
691 you guys purchase, coming up with the money for it to purchase another math curriculum?

692
693 Rebecca Farley: Like I said I would just want to make sure that we can do that without any issues.

694
695 Elizabeth Stull: Okay.

696
697 Shannon Stout: Well, it'd be again, interesting to hear the schools that have a plan in place. What
698 they're doing that they think will be a great fix. So I guess when you have more information, let us
699 know.

700
701 Sheri Nichols: Would there be like a financial penalty if we stopped ?

702
703 Rebecca Farley: No we've already purchased it.

704
705 Anita Hale: Yeah.

706
707 Rebecca Farley: So we've already purchased it for the six year cycle. So if we adopt something
708 else, then we wouldn't be spending money.

709
710 Sheri Nichols: On it.

711
712 Rebecca Farley: Additional money to do that.

713
714 Elizabeth Stull: Okay.

715
716 Scott VanWinkle: So before we go to the next topic, Ms., madam secretary, I sent you a
717 presentation on some thoughts that I had on this. I've talked to Dr. Farley about it and I'm sure she
718 would like to have a lot more money to do more with.

719
720 Rebecca Farley: Be really nice.

721
722 Anita Hale: So in this series, the teachers, are they allowed to supplement it? I mean.

723
724 Rebecca Farley: We haven't been as adamant about trying to stick with, we have a pacing guide.
725 We did ask them to stick with that and if they have concerns to write them down and let us know.
726 And then that was before I've been to the schools and heard all I'm hearing about this now. So like I
727 said, I know one principal has already come up with a plan as to what they're doing to try to
728 overcome the issues of this text, but that's the only one I've been able to talk to.

729
730 Anita Hale: Thank you.

731
732 Scott VanWinkle: So I just threw this together for talking points. So our TISA accountability report
733 that we're turning into the state. This is the first line for the third grade accountability. And this past
734 year we were 33.1%. And we went back a little bit from where we were obviously. And I know one
735 of my concerns that I've mentioned in other meetings is that we're still doing the same things and I
736 know Dr. Farley's tried to come up with ways to do this inexpensively or for free or with grants and
737 things that we can afford to try to help get this turned around. And that's kind of what's still on our
738 radar right now. CKLA we've had for a long time, TNTP we've been using for a while and I asked
739 these questions last year during this same time and we were still having the same issues and I know
740 everybody's aware that I've mentioned adding supports that I feel like that would help personally
741 and I think we have some money in the budget for that Now, Ms. Diane, could you move to the
742 next slide

743
744 Rebecca Farley: Before you do? Can I add one thing?

745
746 Scott VanWinkle: Sure, absolutely. Yep.

747
748 Rebecca Farley: So this goal of 70% proficient by 2030, that goal was given to us by the state. I
749 have found out that some counties have gone in and changed the year. I do not feel comfortable
750 doing that. I know that we do have stout goals to accomplish, but I would rather Cumberland
751 County leave it as the state has requested us to do and do our very best to accomplish these robust
752 goals that we need to accomplish.

753
754 Shannon Stout: Agree.

756 Sheri Nichols: Yeah.

757
758 Scott VanWinkle: This was the previous information, the systems that are performing well and then
759 I actually went out and looked up what their TISA funding was, which is the next slide, Ms. Diane?
760 Yep. So Cumberland County, we per student funding, we actually have more funding than any of
761 those systems from the TISA. Now some of those systems are getting funds from other areas,
762 Collierville is not. They're just a big system and they don't get as much ED and some of those other
763 funds that we get. But some of those systems are getting money and of course everybody knows
764 that Williamson County has a lot of private schools that get some funding now too as well. But we
765 do have funding close to or more than what all of those systems have. Next slide. Ms. Diane? Yep.
766 Thank you. So the universal screener data for K-3, what I did is I looked at each school and I
767 totaled up the tier one and tier two and tier three and then looked at the RTI. So I know we've
768 talked about RTI in the past, but RTI supports those tier two and tier three areas. Tier two is
769 approaching proficiency. Tier three is below proficiency and you can see the total number of
770 students in the K-3 cluster that those RTI teachers are supporting. So there's a large number of
771 students that they're supporting in that cluster, but they also support the K-4 cluster. If you could go
772 to the next slide, Ms. Diane. Now whenever you add the, I'm sorry, the 4-8 cluster, when you add
773 the 4-8 cluster to that, you can see those colors don't show up as well on that board as they do that
774 one. But we're at a hundred or more total at five of our schools that those RTI teachers are working
775 with. Which is a lot for small group instruction to accomplish much in a single day. So if you'll go
776 to the next slide, Ms. Diane, to suggest, and we've talked about this in the past, is that we add
777 assistants for RTI at those five schools and make that part of our TISA accountability plan for this
778 year. And I'm saying that based on the numbers, obviously if you can do that, you can help more
779 students get back on grade level or get back on close to being proficient. So that's one
780 recommendation. And then Ms. Diane? Yeah, thank you. Universal screen of data for third grade.
781 So this is looking at the number of teachers that we have in third grade. So after talking to Dr.
782 Farley, this may not be the only area that needs support. When you go look at the class sizes at all
783 of our schools, she stated that we needed 21 teachers to get below 20, which is the state average
784 class size 20. When I put this together I was looking at third grade, but you can see what the class
785 sizes are and some are close to or over that 20 average, which is going to make it difficult for those
786 teachers to do anything other than control behavior. If you could go to the next slide, Ms. Diane. So
787 additional TISA accountability action would be to add five teachers. And we have that in the
788 budget right now already planned for teachers. But if you add one teacher at Brown, one teacher at
789 Martin, one teacher at North, one teacher at South, and one teacher at Stone, that brings our class
790 size average down to 16.6. If you look at some of those other systems that are having higher scores,
791 they're down around 15. So that's another suggestion that I have for the TISA accountability report.
792 And that's just me personally for this information that we've been given.

793
794 Shannon Stout: I know it has to be submitted in November, but by when in November does that
795 accountability?

796
797 Rebecca Farley: The first.

798
799 Shannon Stout: So we're on it?

800
801 Rebecca Farley: Yes. The accountability report, it has to go out for public comment. It went out
802 October the 2nd. It will come down October the 31st. We've had one person respond and they have
803 two different comments and that was checked right before the meeting. Last year, hey, it's an
804 improvement, last year we had no one.

806 Scott VanWinkle: One other option on that. After Dr. Farley told me about the concern with other
807 grades, with other grade levels is that instead of just going to third grade, possibly add that teacher
808 to those schools and let the administrator decide which grade needs to be supported the most. Or it
809 could be RTI, but just provide some more support with the budgeted money that we have to help
810 get this K-3 situation going in the right direction.

811
812 Travis Cole: Mr. VanWinkle, would you also look at the potential of adding assistants instead of
813 teachers we could get more bang for by adding assistants.

814
815 Scott VanWinkle: I did. And that was if you go up to the RTI section, and that might be an option
816 that we look at too, is adding more assistants there across the board. We have more assistants in the
817 budget than that.

818
819 Travis Cole: And there's a couple of different angles to look at that, but we also have to look at can
820 these schools handle additional classroom teachers or are we, I know personally South where my
821 kids go, they don't have any rooms.

822
823 Scott VanWinkle: That might be the potential for them to use that teacher in RTI to help close gaps
824 for those tier two and tier three situations.

825
826 Shannon Stout: The schools that you identified here with this data, just briefly looking at it since
827 we didn't get it beforehand to really kind of dig into it, that is based on this year's data, I'm
828 assuming. So the schools that you're recommending adding the additional teacher and or assistant
829 to would be just for the school year and then we would need to be reassessing as we go into next
830 year where our numbers are by school?

831
832 Scott VanWinkle: Yeah, I think the only issue with that is if you do it this year, are you going to
833 see a difference because we're already nine weeks into the school year, but it could make a
834 difference and I don't think we're going to make a difference not doing anything.

835
836 Travis Cole: Another negative impact that we could see from adding teachers right now is the fact
837 that this is going, if we were to add a teacher at any school that's going to remove kids from a
838 classroom where they've already built a relationship with the teacher, not only the kids, but also the
839 parents have built a relationship with their teacher were part of the way through the school year
840 now. So that's going to be, that could be some negative impacts.

841
842 Scott VanWinkle: I think that's a concern.

843
844 Sheri Nichols: Assistants would be better because then you're bringing someone in rather than
845 taking them out.

846
847 Scott VanWinkle: Or like I said, use that for RTI as a possibility. I know she mentioned that as
848 well, but I just feel like we've got the money sitting there and we're going to roll it over into a fund
849 balance if we don't use it for what we budgeted it for. We voted to budget that for teachers. So let's
850 use it for teachers to help our students.

851
852 Jon Matthews: And I like what you said, this guy's point, letting the administrators really help make
853 that decision. If those classes and the options there, the money's there, hire the people. Start. And I
854 know it's a hard time to hire right in the middle of the school year, but at the same time, instead of
855 just sitting back and not doing anything and saying, well, we'll see,

856
857 Scott VanWinkle: And while these jobs are posted, we're not spending that money, it's still until
858 those people are in place, it's not, yeah.

859
860 Shannon Stout: It's not making an impact until you're in place.

861
862 Scott VanWinkle: It's not.

863
864 Travis Cole: I would echo what Mr. Matthews said that letting the administrators have input and be
865 a part because every school has such a different culture and different needs and different situations.
866 A cookie cutter solution from this board's not going to fix it.

867
868 Rebecca Farley: And I just want to say and add, because I feel obligated to say this, so we have in
869 the budget five extra teachers. So if we vote to post hire and we can find somebody and we hire
870 five teachers, I'm just saying then we have no money in the line right now to hire additional
871 teachers. Should something happen. Will something happen? I don't know, obviously. But I just
872 want to go out there and say that now you received information in an email, I can't remember how
873 many weeks ago. We have 50 teacher assistants budgeted currently in our regular budget line. We
874 are currently at 44. So if we hire five more, that would put us to have one extra. I just feel that it's
875 my place to say those things and make you aware.

876
877 Shannon Stout: So Dr. Farley, it sounds like you might be a little uncomfortable with filling them
878 all and not having that wiggle room. What would you be comfortable with? If we were going to
879 look at adding some teacher's assistants and some teachers, what would be your comfort level?

880
881 Rebecca Farley: And too, I've mentioned this before. At this point it may be difficult to find
882 teachers. I know we've got some schools that have some teachers on maternity leave and they've
883 not been able to find anybody to do the leave. So finding someone, of quality is a concern. As Mr.
884 Cole said, separating kids that's already been there. That's a concern. And just looking at the actual
885 school itself, do they have room? Some may not have room. So lots of things to take in. How would
886 I feel comfortable in approaching this? I would definitely want to talk to the building admins
887 involved and get their thoughts and see where they are.

888
889 Nick Davis: Good points. I'd like to go back a slide to the difference of teacher student ratio, which
890 is maybe two back or one back. Going the other way. Sorry.

891
892 Rebecca Farley: There you go.

893
894 Nick Davis: And to your point, Dr. Farley, having some wiggle room is important, right? Because
895 things happen and leave is certainly one of those things that people have been mindful of. So
896 having a buffer is great. Setting a target and saying, okay, this is something that we can affect. We
897 have money budgeted for it. Agree. What would be the compromise that we could live with this
898 year with maybe running on the ragged edge of having a little bit of a buffer, but throwing
899 something at it in order to make a dent in that class size with the idea that going into the next year,
900 if we were to try to deploy something similar to this with the ratio of students that we currently
901 have, how do we add the teachers and assistants in our budget for 26, 27? That would be the hybrid
902 model in my opinion, to do something, not do nothing and hope it all gets better. Do something, be
903 mindful and still yet not lose sight of that bottom number there and say we want to get here. To
904 continue to see if we put that campaign in place, are we going to see an impact along with some of
905 these other things we're putting together to get that needle to move in the direction we want it to

906 move?

907
908 Shannon Stout: Well, and I think that's going to be important for second grade as well, along with
909 third, because we really need to have 'em at the point that we want 'em at before they even hit third
910 grade.

911
912 Rebecca Farley: And that's what Mr. VanWinkle and I had talked about earlier. It's like third grade
913 retention. If they're not proficient in third grade, that's a little bit late to hold them. We need to
914 address this problem earlier, K and 1 for sure. And we have the document that I had created and
915 shared with you all last Monday about the budget, the academic pieces that definitely needs to be
916 updated already and add changing the class size to 20 in K in 1, 2, 3, whatever you all choose to do.
917 But that definitely needs to be added.

918
919 Nick Davis: Will you go back, Ms. Diane, to the slide where it indicated there are three tiers? It
920 may have been the very last slide, I'm not sure.

921
922 Scott VanWinkle: Six. It's two up.

923
924 Nick Davis: So 1,455 of tier one. If you combine two and three and divide that by tier one, that's
925 36% of our, and I guess that's more at risk group.

926
927 Rebecca Farley: Yes.

928
929 Nick Davis: So choosing which area, right? Everybody's going to have a different ratio at different
930 schools to figure out, okay, which school needs to get, we're going to work on both sides of it, give
931 you some cushion, still add. That's what those are the numbers I think we probably need to be
932 mindful of.

933
934 Rebecca Farley: So RTI guidelines say, and I think I'm correct, it's been a day or two since I've
935 been in a school, but tier two, they work one to six with an adult in tier three is one to three, and
936 those have to be met.

937
938 Chris King: And they have to be highly qualified teachers.

939
940 Rebecca Farley: But here's the thing too, with assistance. So if you vote to hire five assistants, that's
941 fine. But if that's what the principals think that we need to do, but I think we need to have a focus
942 like those assistants, they're to work with third grade, they're to work with third grade reading,
943 they're to work with third grade RTI reading and they need to be trained.

944
945 Nick Davis: There you go.

946
947 Rebecca Farley: Another thing I've found in going to the schools, people say I'm a teacher assistant
948 and I'm new and I didn't receive any training and you know I'd never thought about that, but we
949 don't. But two, every school has teacher's assistants to do different things. But that's something I
950 think that we need to look at from this office is we typically have a new teacher in service. I think
951 we need to have a new employee in service and you have a breakout for teacher assistants, for
952 custodians and just have some general guidelines countywide.

953
954 Sheri Nichols: That's great.
955

956 Shannon Stout: I think when you reach out to the director at Lewis County, we might be able to
957 give some insight to that too, because they specifically brought in assistants and trained them in
958 order to work with ELA.

959
960 Elizabeth Stull: I think it also sounds like we need to add more teachers from a budgetary
961 standpoint to go ahead and make you more comfortable with using the five that we have budgeted
962 right now. With the budget and then we're doing a budget amendment to add five more as that
963 cushion.

964
965 Rebecca Farley: Well, here's the thing we have and I appreciate that. Thank you for trying to make
966 me feel comfortable. But here's the thing. We have X amount of money and I know what you say
967 sometimes. Well, we can get it in the fund balance. Yes, I know we can get in the fund balance and
968 yes, I know how much we have approximately in the fund balance, but if we keep going to the fund
969 balance, the fund balance is going to be gone too.

970
971 Elizabeth Stull: I do get that. I do.

972
973 Scott VanWinkle: I haven't been there yet. We're still in the budget. We're still within the budget on
974 everything.

975
976 Elizabeth Stull: Right, but the other is that if we have a need for the students and the education of
977 the students is our number one priority, then we need to put the money where that need is.

978
979 Nick Davis: You got to keep the first thing, the first thing.

980
981 Elizabeth Stull: Right, and if we need to go back to the budget to go ahead and make an amendment
982 to add more, then that is our responsibility that we have to do. Because educating the students is our
983 number one priority.

984
985 Shannon Stout: Saying, if a need arises during this budget year.

986
987 Elizabeth Stull: Yeah.

988
989 Shannon Stout: Dr. Farley needs to come to us and say, well, we added these, we've got them in
990 place, they're working, but now we need another teacher, whatever, then we need to be open to
991 looking at that. But not necessarily that we need to do it now, just arbitrarily put five out there just
992 to make her feel comfortable. Right?

993
994 Elizabeth Stull: No, but we have, yes, I understand. We cannot just continuously go to the fund
995 balance, but it is there for the needs that we do have and we as a board have the ability to go ahead
996 and support you in that completely. So I just think that keeping our number one focus as educating
997 the kids, that's an area that we need to go ahead and make sure we stay in. I guess.

998
999 Rebecca Farley: And then the only other thing that I want to say, when you all talk about third
000 grade, and we've really focused on third grade as we should, you all keep saying that we're just
001 doing the same things. And to a degree we are, but we do have a focus in this building, in this
002 district on third grade. We're doing different things with teachers. Dr. Speich led a third grade PLC
003 meeting yesterday. I met with two third grade teachers yesterday afternoon as part of my teacher
004 council. They were so excited. They talked about how beneficial that is. We've never done a
005 countywide monthly, third grade PLC.

006 Sheri Nichols: That's awesome.

007
008
009 Rebecca Farley: We're doing that.

010
011 Sheri Nichols: That's awesome.

012
013 Rebecca Farley: That is something different. That is something we're doing this year. We've
014 worked with K-2 special ed and teacher's assistants. We've got them items that they've not had
015 before. That's something different we're doing this year. We've never retained 42 first graders.
016 We've done that this year to try to help this third grade. We have a plan in place. We are working it.
017 So just want to say that because sometimes we say we're not doing anything different.

018
019 Jon Matthews: And let me clarify when we say I say that we keep doing the same thing. We're not
020 talking about your team or your supervisors or anybody like that. We're talking about this board as
021 a whole, the board. If we're sitting there and we're holding back five teachers because we're afraid
022 we're going to get into our fund balance's our fault. That's us doing the same thing we've always
023 done. We as a board, not you guys. We know that you guys have changed things up. You've done
024 more, you've done. You went above and beyond. We're saying as a board, we need to be supporting
025 you and we're trying to do that by saying, come to us. We'll give you everything that we can to
026 support our education. So don't think that we're saying that you guys are doing the same thing.
027 We're saying that we have been doing the same thing and really focusing more on budget than we
028 have kids. And that's just not right.

029
030 Rebecca Farley: Thank you.

031
032 Shannon Stout: The priorities haven't always been in the right place. Exactly.

033
034 Elizabeth Stull: We don't want to tie your hands. We want to free them.

035
036 Shannon Stout: We're behind you in helping you get the resources you and your staff and the
037 teacher's need in order to try to achieve these goals. Though my interest would be with this
038 information that Mr. VanWinkle has brought forward today at the meeting would be for you to go
039 back and talk with who you wanted to talk with.

040
041 Scott VanWinkle: All of this information was on the agenda. I just put it all together.

042
043 Shannon Stout: But highlighting and then suggesting where we were in the class, the number of
044 students in the class and all that was additional information.

045
046 Scott VanWinkle: All that was in there. I'll just put it all in the spreadsheet and looked at it.

047
048 Shannon Stout: But my whole point was that for you to speak with those that you feel you need to
049 speak with at the different schools and then come back to us with what y'all think the best plan
050 would be to fulfill the teacher or teacher resources you would need to reduce those class sizes
051 impact.

052
053 Jon Matthews: And let me ask you a question, since we've already budgeted for all of this, it's not
054 really anything we have to vote on. It's not a voting item. It's you saying, this is what I want to do.
055 We're going to hire these teachers.

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Shannon Stout: We're challenging her to come back with that information and get our blessing.

Jon Matthews: And that way you don't have to wait until.

Scott VanWinkle: Our voting on the TISA accountability report.

Jon Matthews: Yes.

Scott VanWinkle: This could be voted on as an action item to be added to that. We could vote to add it as an action item.

Shannon Stout: And it could be just a very generic one.

Scott VanWinkle: It could, yes.

Shannon Stout: Just we will be adding, if necessary, we will be adding additional assistants and RTI.

Scott VanWinkle: It could even go as far as just adding how much money it's going to cost extra. And we're adding that to the budget for TISA accountability of K-3.

Shannon Stout: We're really not adding.

Jon Matthews: But we're not adding.

Shannon Stout: It's out there already.

Scott VanWinkle: No. For the budget of this, we're saying we're going to spend 1.8 million on.

Shannon Stout: Oh, I see what you're saying. Yeah.

Scott VanWinkle: Okay. If we go in and say.

Shannon Stout: To incorporate.

Scott VanWinkle: We're going to add five teachers and five assistants, add that dollar amount there and say we're adding additional supports beyond the state required maximum.

Shannon Stout: Up to this amount based on the need.

Scott VanWinkle: Yes.

Rebecca Farley: What I would ask, so we're getting together again Monday to do three hours or three hours for a retreat. I will be in a school tomorrow. I would like to meet with these five principals on Monday and talk to them. And then Monday night I can share with you what we find out.

Sheri Nichols: Cool.

106 Rebecca Farley: And we still have time that we can adjust the TISA accountability report to say
107 what we need it to say. Is that okay with everybody?

108
109 Sheri Nichols: Yes.

110
111 Jon Matthews: Yeah.

112
113 Shannon Stout: We need a special call to approve it. Should we?

114
115 Rebecca Farley: No, you wouldn't. Well.

116
117 Nick Davis: For November one.

118
119 Shannon Stout: So would you have the information that we would need to vote on it on Monday?
120 Could we just add a special call at the end of the retreat on Monday and we could vote on it
121 Monday for you to have it done for?

122
123 Rebecca Farley: Yeah, I'll have it Monday afternoon.

124
125 Shannon Stout: Does that sound good to everybody?

126
127 Scott VanWinkle: Yes.

128
129 Jon Matthews: Yeah.

130
131 Elizabeth Stull: It's the same day. Yep. Then if it's the same day.

132
133 Shannon Stout: Same day, we'll just add to the end of the meeting, the end of the retreat so we can
134 vote on it so we don't have to try to come back together one more night next week before the first.

135
136 Elizabeth Stull: Yes.

137
138 Scott VanWinkle: That brings us to 13 C, the TISA accountability, which is a voting item. Is there
139 a motion?

140
141 Shannon Stout: Motion to table it to Monday's retreat and a special session for voting on that TISA
142 accountability report that evening as well.

143
144 Travis Cole: Second.

145
146 Scott VanWinkle: So a motion and a second to postpone the TISA accountability report vote until
147 Monday at a special called meeting any discussion? Think we've talked about it quite a bit already.

148
149 (Laughter)

150
151 Scott VanWinkle: There's nothing financial. All in favor say aye.

152
153 All Board Members: Aye.

154
155 Scott VanWinkle: All opposed say nay.

156
157 (Silence)

158
159 Scott VanWinkle: The ayes have it.

160 Motion to postpone the TISA accountability report vote until Monday the 27th at a special called
161 meeting.

VOICE VOTE: (mover-yes) Stout

(seconder-yes) Cole

Yes: 9, No: 0

MOTION: Motion Carried

162
163 13.D. Top 3rd Grade ELA Districts/Counties

164 (Please see 13.C above)

165
166 13.E. Fall Data

167 (Please see 13.C above)

168
169 13.F. Transportation

170
171 Scott VanWinkle: All right. So that brings us to the next item, transportation, which I think is just
172 an update. Is that right?

173
174 Rebecca Farley: So I sent you, send you information on Monday about how many drivers we have,
175 average age, the categories, and all of those things. You know, you all have worked really hard to
176 try to figure out and come up with how we can resolve this. And as we've said numerous times, this
177 is a nationwide problem. But I think one important piece that's kind of been left out is talking to
178 actual bus drivers. I know Mr. Matthews, you went and visited with Ms. Matthews or with Ms.
179 Martin, but I don't know that any of you have talked to them to see what you could try to do in
180 talking to them that they would feel supported or to gain more. But I do have an exciting bit of
181 news to share. Today was my parent advisory council meeting, and I show this group concerns that
182 I have for this school year. And I said bus drivers, and there was a lady there who takes her test to
183 be a bus driver in two weeks. Cool. So excited about that. And then there was another parent there
184 and we talked about some of the benefits and all of that. So he's interested in finding more about
185 training. So hopefully that will be two more, but we shall see.

186
187 Shannon Stout: Start talking about it. And opportunities come up sometimes, don't they?

188
189 Rebecca Farley: Well, we've already, after we had the first meeting, we put it back out on the
190 website and I don't know that she's gotten any more from that, but trust me, it's mentioned often. So
191 that's all I have to share about transportation. Does anybody have any questions?
192

193 Nick Davis: Does the transportation department have a request to help them or does HR have a
194 request for us to help them?

195
196 Rebecca Farley: Help them?

197
198 Nick Davis: Get the drivers we need? What do they feel like they need in order to get what they
199 need?

200
201 Shannon Stout: Is there anything the board can do to help support?

202
203 Rebecca Farley: Well, that's what I'm saying. I would encourage you to reach out to Ms. Martin, the
204 transportation director or bus drivers and ask them. I mean, yeah, we have it posted all the time that
205 we need bus drivers and everybody talks about that. Don't know that we have any of the buses now
206 with the big signs that says to please apply other than at the bus garage. But yeah, that's another
207 budget line that there's just X amount of dollars in that line and we have to use that money to, if
208 drivers do double routes or they do field trips, we have to use that money to pay for those people.
209 Doing those double routes too.

210
211 Scott VanWinkle: Budget for the open position.

212
213 Rebecca Farley: Yes, we did. So we still have those open positions, so we should be good. But
214 again, just trying to be financially responsible.

215
216 Elizabeth Stull: And we appreciate that.

217
218 Sheri Nichols: Yes.

219
220 Scott VanWinkle: No other discussion on transportation?

221
222 Rebecca Farley: I don't.

223 13.G. Building and Grounds

224
225 Scott VanWinkle: Okay. So that brings us to building and grounds.

226 13.G.1. **Martin Elementary

227
228 Scott VanWinkle: The first item on there is Martin Elementary. I believe that's the parent
229 pickup line?

230
231 Rebecca Farley: Correct, I don't know. This does have a double asterisk, which means that it is
232 a money item and it does need a vote, but I don't think that it is that anymore. From the last
233 meeting, from the work session, we discussed you all letting us put that out to bid or get quotes
234 to put out to bid. We did get quotes. One quote came in at 21 5, so that is below 25,000. And
235 knowing that this is a concern, a safety concern, we have gotten two more bids so we can get a
236 PO, have pulled the PO. The PO is with the paving company in the paving company's hands.
237 Right now, we do not have a start date. They do think it will take about two weeks to complete
238 once they do start. However, if we do this before Christmas, Martin will have to be without
239 their parent pickup line for a day or two. So that would be a discussion that I would need to
240 have with Ms. VanWinkle to see if she would want to go ahead and get it done as quickly as
241 we can or to wait till Christmas.

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Scott VanWinkle: So no need to vote on this item. It's not a.

Rebecca Farley: No, it's not voting item. Once we got the bids in.

Scott VanWinkle: We thought we were going to have to put it out. The bid is why it's on here correct?

Rebecca Farley: Absolutely. But we do not, does everybody understand why?

All Board Members: Yes.

Rebecca Farley: Okay.

13.G.2. **Tennis Courts

Scott VanWinkle: So we'll move to the next item, which is the tennis courts. And the reason it's on here is because the quotes, you need to put it out to bid, right?

Rebecca Farley: Correct. So I'm asking for you all to allow me to put resurfacing the tennis courts out to bid

Scott VanWinkle: And that's going to be around a hundred thousand dollars, right?

Rebecca Farley: If not more.

Scott VanWinkle: Do we have the money to do that?

Rebecca Farley: We got fund balance.

(Laughter)

Scott VanWinkle: We haven't touched the fund balance yet. Do we have this in the maintenance line?

Sheri Nichols: No, we did not.

Rebecca Farley: No. All jokes aside, this would seriously have to come out of the fund balance. And I do know that. No, we haven't touched the fund balance yet. But if you remember when we did go to county commission and we asked for those capital projects, which you all get that sheet. They said no, just to take all of this out of your fund balance. So that's what weirds me out about the fund balance because I know that eventually we may, those capital items may show up there.

Shannon Stout: They're going to become priorities.

Scott VanWinkle: Do you recommend that we put this out to bid and vote to eventually take it out of the fund balance? Do you think it's critical?

Rebecca Farley: I think we're going to have to get this fixed. I think this is going to be, and this

291 is only taken care of one school. I think this is going to be a temporary fix hopefully for 3, 4, 5
292 years, hopefully 5. And then at that point, hopefully through our strategic plan, this board will
293 have a plan for how we're going to pay for athletic fields, not just tennis courts, but all fields
294 going forward.

295
296 Shannon Stout: With the tennis schedules. If we were to get it resurfaced at stone, so it's
297 working. Can the schools work out a schedule where they can both utilize those courts over
298 there?

299
300 Rebecca Farley: I would ask. I hadn't heard a lot of complaining or pushback from CCHS
301 because they have been going to Camp Nakanawa.

302
303 Shannon Stout: Just thought stone might be a little closer than.

304
305 Rebecca Farley: And it would be.

306
307 Sheri Nichols: Just a little.

308
309 Rebecca Farley: It would be. And I'm sure that that would be something that the two athletic
310 directors would be happy to work out. But I'll tell you a concern that I have. So you're going to
311 vote and if you vote to allow me to put this out to bid, we're looking at three months out. So
312 we're looking at January. They're not going to touch this until spring.

313
314 Sheri Nichols: Yeah grounds frozen.

315
316 Rebecca Farley: That is going to be in the middle of tennis season for high school. Concern
317 number one. Concern number two, we have spent \$10,000 to get the courts playable right now.
318 And when winter comes and the ground freezes, which we've probably seen that already, those
319 cracks are going to open right back up again. So I'm not sure what it's going to look like this
320 spring.

321
322 Sheri Nichols: Not good.

323
324 Scott VanWinkle: So even if we put this out to bid, will you, will those bids still be good when
325 it comes time to do the court?

326
327 Shannon Stout: Only 30 days aren't they?

328
329 Rebecca Farley: 30 days.

330
331 Kim Bray: They are usually 30 days.

332
333 Elizabeth Stull: With the fact if they're going to give us a bid and they won't start until January.
334 Isn't that kind of also on them as well?

335
336 Rebecca Farley: Yes, but they will not stand behind a bid longer than 30 days because of the
337 possible increase in cost for them.

338
339 Jon Matthews: But they will know their schedule as far as they should know their schedule as
340 far as being able to bid it for January or whatever. I would think.

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Rebecca Farley: Well one of the individuals that came and looked at it and refused to give a bid to Refurnish to redo it, reseal it, resurface it. He said that nobody would touch it in the winter months.

Sheri Nichols: No they won't because of the weather.

Shannon Stout: I don't recall seeing on here and I may have missed it. Did he say about how long it would take to resurface? One of them? Say how long? Does, when does 10 season start?

Rebecca Farley: Spring.

Shannon Stout: Like before spring break? After spring break is this?

Rebecca Farley: I'm sure it's probably before spring break.

Shannon Stout: I was just wondering if it was something they could get done over spring break.

Kim Bray: No, It'll take a couple weeks probably.

Shannon Stout: Couple weeks?

Scott VanWinkle: So when do you recommend voting?

Rebecca Farley: That just came to me when we were sitting here talking about this.

Scott VanWinkle: So should we table this before you go out? So does it take 90 days to get bids?

Sheri Nichols: Mr. Bray is waving at us.

Rebecca Farley: Well, it takes about 30 days because we have to put the bid out. The bid has to be out for 30 days. The courthouse has to open the bids and then the finance committee has to meet to approve the bids.

Scott VanWinkle: So we need to put it out the bid, right?

Sheri Nichols: But we do all that and then they can't touch it anyway because of the weather and then the bid doesn't hold, so.

Kim Bray: We can through that.

Chris King: Yeah, we can make the bid be started in April.

Kim Bray: Yes, we can do that to start at a certain time.

(Audio)

Rebecca Farley: So we could still then based on what she just said, and I've never heard that happening before, but based on what she said, you all could vote to do this and we could make

391 it to where they could do it in April or try to get it done before the start of tennis season.

392
393 Sheri Nichols: And hold their bid till then?

394
395 Kim Bray: We will tell them upfront. They know they can't do it until then. And most of the
396 time they'll honor that. If they know there's time they can't do the work.

397
398 Nick Davis: They can procure the materials. Right? At today's price holds some materials until
399 time to utilize. Labor costs, if they go up, that's on them.

400
401 Scott VanWinkle: Okay. I'll entertain a motion to.

402
403 Chris King: Mr. Chair.?

404
405 Scott VanWinkle: Yes sir.

406
407 Chris King: I would move to approve funding when possible to allow her to go ahead for bids
408 to be done at the time that it can be done reasonably.

409
410 Travis Cole: I'll second that.

411
412 Scott VanWinkle: There's been a motion and a second to approve funds and put this out to bid
413 at an appropriate time.

414
415 Elizabeth Stull: Question? With the fact that it has to come out of the fund balance. How does
416 that go ahead and work with this then? Yes.

417
418 Kim Bray: I have a budget amendment prepared already for you good folks to approve tonight
419 and then that we can start the process with that of taking it to the budget committee and county
420 commission. But I already have it prepared.

421
422 Elizabeth Stull: I know that that's lengthy as well. Okay.

423
424 Kim Bray: Yeah.

425
426 Travis Cole: And I'd also like to add, just to give everybody some peace of mind how some of
427 these things have worked, at least in my experience, once we award somebody the job, we don't
428 have a ticking time clock then. Right? We've got a ticking time clock from the point we
429 received the bid, we approve it, we got 30 days there. But once we say, yeah, you've got the job
430 here, your PO, then it's on them anyway and they have to honor that. So once we award the bid,
431 the time clock stops.

432
433 Shannon Stout: And they're going to tell us when they can or can't do it according to weather
434 and doing it properly.

435
436 Travis Cole: I approved a bid today that was done in the 24 25 fiscal year. That they have to
437 honor.

438
439 Scott VanWinkle: Any other discussion?
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Chris King: I think we.

Scott VanWinkle: Madam Secretary? Did you get the motion? Sorry.

Chris King: Mr. Chair. I think if we do this and they don't get to it until July, we'll still have courts ready for practice in next season.

Scott VanWinkle: Right, yep.

Sheri Nichols: Right.

Scott VanWinkle: Alright, we'll need a roll call.

Diane McCartney: Ms. Hale?

Anita Hale: Yes.

Diane McCartney: Mr. King?

Chris King: Yes.

Diane McCartney: Mr. Matthews?

Jon Matthews: Yes.

Diane McCartney: Ms. Nichols?

Sheri Nichols: Yes.

Diane McCartney: Ms. Stout?

Shannon Stout: Yes.

Diane McCartney: Ms. Stull?

Elizabeth Stull: Yes.

Diane McCartney: Mr. Cole?

Travis Cole: Yes.

Diane McCartney: Mr. Davis?

Nick Davis: Yes.

Diane McCartney: Mr. VanWinkle?

Scott VanWinkle: Yes.

Diane McCartney: Yeses have it.

491

Motion to approve funds and put this out to bid at an appropriate time.

VOICE VOTE: (mover-yes) King

(seconder-yes) Cole

Yes: 9, No: 0

MOTION: Motion Carried

492

493

13.G.3. Homestead Elementary PPU

494

495

Scott VanWinkle: Okay. That brings us to the next agenda item. The Homestead Elementary parent pickup line. Discussion?

496

497

498

Rebecca Farley: So since the work session, that was the Thursday before fall break.

499

500

Sheri Nichols: That's a mess.

501

502

Rebecca Farley: I didn't get out there that Friday and then I could have gone last week, but I'm not sure that would've been quite a beneficial visit.

503

504

505

(Laughter)

506

507

Sheri Nichols: There was no one there.

508

509

Rebecca Farley: I'm sorry. I haven't been able to get out there to look at it.

510

511

Shannon Stout: It's on the radar. Maybe next work session you'll have info we can talk about if there's anything we you do to help out.

512

513

514

Sheri Nichols: When they ride in the road, they messed some things up. So they were coming in and pulling in, going towards traffic for the longest time. Now I've noticed that they're redirecting themselves and they're coming in this way. But the problem is they widened the road up here and the road back here is narrow. There's nowhere for them to park down there. And then they end up pulling in front of the fire department. It's a wreck. It's not good.

515

516

517

518

519

Rebecca Farley: Well, you know they line up at 2:15, school gets out at 2:45. And from my understanding, if parents come through there about three o'clock, it's a smooth sail. They just barely have to slow down and they can get their kids loaded. So I'll be happy to go out and look at it, but it may just be we might need to wait a little bit later to get to school to pick the kids up.

520

521

522

523

524

525

Shannon Stout: Yeah.

526

527

528

Sheri Nichols: Everybody wants to be first in life.

529

530

Travis Cole: I've got something along those lines. So a few years ago I picked my children up,

530

531 parent pick up from South and it didn't take me long to realize if I got there at two o'clock or I
532 got there at 2:40, I was leaving at about the same time. So getting there early really is not
533 beneficial.

534
535 Elizabeth Stull: You just have to sit in the car longer.

536
537 Travis Cole: I don't know how we.

538
539 Nick Davis: To your point, we can track that, right? We can find that out.

540
541 (Laughter)

542
543 Travis Cole: What do you mean?

544
545 Nick Davis: Somebody can show up at the school at 2:15.

546
547 Rebecca Farley: Yes you can.

548
549 Nick Davis: And we can say.

550
551 Jon Matthews: I do it all the time.

552
553 Nick Davis: What time did you get in this spot that you're not supposed to be in and what time
554 did you leave? I volunteer to do that for us.

555
556 (Laughter)

557
558 Nick Davis: Or you are welcome to find somebody else.

559
560 Rebecca Farley: I can't wait to see you in line at 2:15.

561
562 (Laughter)

563
564 Nick Davis: I've been there at 2:30 and I got on the phone immediately. I was like, what are we
565 doing out here? This is not normal. And that was last year.

566
567 Rebecca Farley: Mr. Davis, you got there 15 minutes before school got out.

568
569 Nick Davis: Yeah.

570
571 Rebecca Farley: So you should have waited it until at least 2:45.

572
573 Scott VanWinkle: Alright lets move this along.

574
575 (Laughter)

576
577 Nick Davis: Well, I'm just saying if we really want to like.

578
579 Scott VanWinkle: Next item.

580

581 Nick Davis: To the people that are like no way that works, we can document the flow. I mean
582 that's something that can be looked at.

583
584 Shannon Stout: Or they could try it once and see how it works.

585
586 Jon Matthews: Yeah.

587
588 (Audio)

589 13.H. Monthly Director's Report

590
591 (Exhibit #6)

592
593 Rebecca Farley: So next month, this is going to be called something different. I dunno what it's
594 going to be called yet, but it's not going to be called the director's report because we've already got
595 a director's report. But this is what we started last month and this is what I've been doing and where
596 I've been. So school visits are not on here because a school visit is not where I go and spend the day
597 at the school. A school visit is where I go and I check in with teachers and students and stuff like
598 that. But since I've been doing my days at the school, I haven't been able to do school visits. So
599 that's kind of not on there. Extracurricular for the month of October, I was able to attend six things.
600 I attended two different county commission meetings, a regularly scheduled meeting and a budget
601 meeting, community events outside of school. I attended three different ones and then the strategic
602 plan update is on there, but we decided to wait until we revisit that. The next is my transition plan.
603 We're coming to the end of that. So day with a director in September and October. I have spent, I've
604 been in nine different schools. And temperature checks went out on October the 8th. That will close
605 on October the 29th. As of 5:47, there was 279 temperature checks that had been completed and
606 that went to CCBOE. Once I get that data, I will share it with you and I'll go ahead and warn you. I
607 don't have anything to compare it to next year, to last year. I have continued to do my monthly
608 articles in the Chronicle. I do communicate with you all weekly. I do communicate weekly with
609 principals and supervisors. I sent out a nine week newsletter to parents on October the 15th. I did
610 have a dessert with a director with the local media. We sent it to all local media and I think it was
611 sent to six different people and two nice ladies showed up and spent the day, the afternoon with me.
612 And this week I have had my advisory council meetings. On Tuesday, I met with a student advisory
613 council that was male and female students every grade level at all three high schools. Tuesday
614 afternoon I met with classified council members. Yesterday afternoon I met with teachers. And this
615 afternoon before the board meeting, I met with parents. Policy and procedure update based on my
616 evaluation. Section three was to be reviewed. Those have been reviewed and they are on the agenda
617 for first reading tonight.

618
619 Shannon Stout: Have you found that these additional meetings that you're doing with teachers and
620 parents and supervisors, are you getting helpful, good, feedback?

621
622 Rebecca Farley: And like I said tonight in the parent meeting, found out about the new bus driver
623 and then found out about somebody else that might be interested. So yeah, those are always
624 beneficial. Just like the visits to the school. That's probably been one of the most beneficial things
625 that I've done.

626
627 Shannon Stout: Well, you could call it, start calling it director's monthly recap. That's what you
628 have the first page titled.

630 Sheri Nichols: Yeah.

631
632 Rebecca Farley: Director's reports. There's already one on there.

633 13.I. Annual Planning Calendar

634 (Exhibit #7)

635
636 Rebecca Farley: And then next we have our annual planning calendar. Is that okay if I go ahead and
637 discuss that?
638

639
640 Scott VanWinkle: Go right ahead.

641
642 Rebecca Farley: I don't know which side I can see better.

643
644 Shannon Stout: It's pretty small.

645
646 Rebecca Farley: So you all approved the compliance report tonight and then on Monday you will
647 approve hopefully the TISA accountability report.
648

649 13.J. FYI

650 (Exhibit #8)

651
652 Rebecca Farley: Here's your FYI. We did have a substitute training on yesterday. I started to say
653 the 22nd. That was yesterday. We invited 23 people. 12 showed up.
654

655
656 Sheri Nichols: Oh.

657 (Audio)

658
659 Rebecca Farley: So another idea for next year after you see things in action, you figure out what
660 might, changes need to happen. So my hope would be for next year, we would start with a new
661 school year. We would start being able to do a sub training in July and do one every month.
662 Whereas this year we've kind of been a little bit behind the eight ball and yesterday was the first
663 sub training we've had. So hopefully we could do a sub training July, August and September and by
664 this time next year we would've had four rather than just one. Yeah.
665
666

667 Rebecca Farley: Got your news articles and your calendar of events.

668
669 Scott VanWinkle: So yeah, warm body count?

670
671 Rebecca Farley: That is up there.

672
673 Scott VanWinkle: You got it. Okay.

674
675 Rebecca Farley: Yeah, and warm body count. We now have every kid in the school. We have our
676 pre-K and our numbers are there. We have lost a few pre-K, we now have 14 spots. We did have
677 11. And then we do have our special education classes all listed on there as well.
678

679 Shannon Stout: Question, I know when you did the report to the commissioners, you had said that
680 we had to do a lottery for the pre-K because we had more apply than the spots that we had. So
681 when we lose a few, do we open the opportunity for those who didn't?
682

683 Rebecca Farley: Yes, there's a master spreadsheet and the teachers call families. What you run into
684 is you may have a kid that leaves homestead, one's left homestead because they have two classes
685 and they've got 39 instead of 40. But the family that you call, they may live in Pleasant Hill zone
686 and they have to provide transportation. So getting them there may be an issue. But yes, we have a
687 master.
688

689 Shannon Stout: Give them the opportunity.
690

691 Rebecca Farley: Yeah.
692

693 Shannon Stout: Okay.
694

695 13.J.1. Attendance Report

696 13.J.2. Personnel Report

697 13.J.3. Substitute List

698 13.J.4. School News Articles

699 13.J.5. School Calendar of Events

700 14. *Policies First Reading
701

702 (Exhibit #9)
703

704 Scott VanWinkle: So that brings us to policies first reading.
705

706 Chris King: Mr. Chair?
707

708 Scott VanWinkle: Yes sir.
709

710 Chris King: Move to approve these policies on first reading.
711

712 Travis Cole: Second.
713

714 Scott VanWinkle: There's been a first and second for policies. First reading approval. Any discussion?
715

716 Nick Davis: I have one question on one of the policies.
717

718 Scott VanWinkle: Yes sir.
719

720 Nick Davis: On the 3.3, the equipment, supplies and management line one. All equipment and materials
721 placed in school buildings, any group or organization become the property of the board. Is that the best
722 language? As in, if it's not placed in the building, then it doesn't belong to the school. So if it's on our
723 property, does it belong to the school? But our policy says different.

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Rebecca Farley: No, we could change that to place in school buildings or on school property

Nick Davis: If it's needed, I'm just curious if that/

Rebecca Farley: Yes, that probably would be needed.

(Audio)

Rebecca Farley: Correct.

Chris King: Mr. Chair?

Scott VanWinkle: Yes sir.

Chris King: Move to amend to include that change.

Travis Cole: Yeah. Second the modification.

Scott VanWinkle: A motion to amend 3.3 equipment and supplies management and approve the other items. All in favor say aye.

All Board Members: Aye.

Scott VanWinkle: All the posts say nay.

(Silence)

Scott VanWinkle: The ayes have it.

Motion to approve these policies on first reading with a wording change on 3.3 equipment and supplies management.

VOICE VOTE: (mover-yes) King

(seconder-yes) Cole

Yes: 9, No: 0

MOTION: Motion Carried

15. *Policies Second Reading

(Exhibit #10)

Scott VanWinkle: That brings us to the next, item second reading.

Chris King: Mr. Chair?

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Scott VanWinkle: Yes sir.

Chris King: I'll go ahead and make a motion to approve all of 15 2.200, 2.400, 2.404, 2.701 and 2.702.

Shannon Stout: 2.8041. Right? That got added on.

Chris King: Yes.

Nick Davis: Second.

Scott VanWinkle: The motion is second to approve policies for second reading. Any discussion?

Chris King: I think these are necessary, and we've already talked about them and approved them once. So, think we're good?

Nick Davis: Agree.

Scott VanWinkle: All right. All in favor say aye.

All Board Members: Aye.

Scott VanWinkle: All opposed, say nay.

(Silence)

Scott VanWinkle: The ayes have it.

Motion to approve second reading of policies.

VOICE VOTE: (mover-yes) King

(seconder-yes) Davis

Yes: 9, No: 0

MOTION: Motion Carried

16. Chief Financial Officer's Report

(Exhibit #11)

Scott VanWinkle: Next is the chief financial officer's report.

16.A. Monthly Financial Report

Kim Bray: Well, the year is moving right along pretty swiftly. Revenues year to date, \$15,266,856. Our expenses are a little high, but we've started a lot of our major projects. They're \$18,092,918.23.

801 Now we started with a fund balance of 9.1, which that would leave us a fund balance year date of
802 6.3, but there's going to be some ebb and flow here. We've really not gotten into the actual fund
803 balance, but we just need to keep that in mind.

804 16.B. Monthly Sales Tax Report

805
806 Kim Bray: Moving on to the sales tax. We are continuing to be ahead on the budget. That's a good
807 thing. This is where a lot of our money comes from. But also we're beginning to see some of the
808 property taxes and some of our other funds from the county begin to trickle in. So just remember
809 buy local.

810
811 Nick Davis: Ms. Bray?

812
813 Kim Bray: Yes.

814
815 Nick Davis: Can we back up to the financial statement please?

816
817 Kim Bray: Sure.

818
819 Nick Davis: Just had one question on the 46 5 90 revenue line shows us 208.71% of budget there.

820
821 Kim Bray: That's because that's where I had to put those teacher bonuses and they weren't budgeted
822 for. That's where that revenue fell. That's where the state told me to put it.

823
824 Nick Davis: Gotcha. Okay.

825
826 Kim Bray: But when we did the original budget, we didn't have that number.

827
828 Nick Davis: Right. Gotcha. Yeah, I see that. We were at 597 and we ballooned to 1.2, so I thought,
829 well, we've got some money somewhere.

830
831 Kim Bray: Well, it's already been paid out.

832
833 Nick Davis: Okay. And well spent.

834
835 Kim Bray: So it's not here anymore. It's gone.

836
837 Nick Davis: Okay. Very good. Thank you for that.

838 16.C. **141 Budget Amendments

839
840 Kim Bray: The budget amendments, I think the first one is just a revision to the ISM grant. The
841 second one is amendment to our preschool, special ed preschool grant. The third one is something
842 that the state has required that we do. They wanted us to budget for the TISA on behalf payments
843 where they paid for us, the children that take the ACT test and then our children that are
844 incarcerated. We have to pay for their education in other counties and they take this out of our final
845 TISA payment every year. But they wanted to put in the budget this year. So I'm doing that.

846
847 Shannon Stout: Mr. Chair motion to approve 141 budget amendments.

848
849 Chris King: Second.

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Kim Bray: We have one more.

Shannon Stout: Do we want to do that together with us or do we do that separately?

Kim Bray: We have one more 141, which I just mentioned. This would be the funds to do the resurfacing of the tennis courts. I went ahead and prepared this, but he did not make the agenda.

Shannon Stout: I'll lump it.

Sheri Nichols: Separately or together.

Shannon Stout: I'll hold the motion until we go through this and we can lump all together if everybody's comfortable with that.

Scott VanWinkle: Yeah.

Rebecca Farley: That's the only one.

Kim Bray: I think that's it.

Rebecca Farley: So there's that budget amendment.

Shannon Stout: Okay. So now.

(Laughter)

Shannon Stout: Motion to approve 141 budget amendments.

Chris King: Second.

Scott VanWinkle: Motion and a second. Is there any discussion?

(Silence)

Scott VanWinkle: Roll call.

Diane McCartney: Mr. King?

Chris King: Yes.

Diane McCartney: Mr. Matthews?

Jon Matthews: Yes.

Diane McCartney: Ms. Nichols?

Sheri Nichols: Yes.

Diane McCartney: Ms. Stout?

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Shannon Stout: Yes.

Diane McCartney: Ms. Stull?

Elizabeth Stull: Yes.

Diane McCartney: Mr. Cole?

Travis Cole: Yes.

Diane McCartney: Mr. Davis?

Nick Davis: Yes.

Diane McCartney: Ms. Hale?

Anita Hale: Yes.

Kim Bray: Mr. VanWinkle?

Scott VanWinkle: Yes.

Diane McCartney: Yeses have it.

Motion to approve all 141 Budget Amendments.

VOICE (mover-yes) Stout
VOTE:

(seconder-yes) King

Yes: 9, No: 0

MOTION: Motion Carried

17. *Consent Agenda

(Exhibit #12)

Scott VanWinkle: That brings us to the consent agenda.

Chris King: Mr. Chair move to approve the consent agenda.

Scott VanWinkle: There a second?

Jon Matthews: Second.

938 Scott VanWinkle: Motion and a second to approve the consent agenda. Any discussion?

939
940 (Silence)

941
942 Scott VanWinkle: All in favor say aye.

943
944 All Board Members: Aye.

945
946 Scott VanWinkle: All opposed, say nay.

947
948 (Silence)

949
950 Scott VanWinkle: The ayes have it.

951
952 Motion to approve the Consent Agenda.

VOICE VOTE: (mover-yes) King

(seconder-yes) Matthews

Yes: 9, No: 0

MOTION: Motion Carried

953
954 17.A. School Board Reports

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956 17.A.1. TLN Report

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958 17.B. *Approval of Overnight and Out of State Field Trips

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960 17.C. *School Wide Fundraisers

961
962 17.D. *Approval of Disposal of Surplus Property

963
964 17.E. *Executive Approval

965
966 18. Questions from Media

967
968 Scott VanWinkle: That brings us to the questions from the media. Any questions tonight?

969
970 (Silence)

971
972 19. Adjournment

973
974 Scott VanWinkle: Any other order of business from anyone?

975
976 (Silence)

977
978 Scott VanWinkle: Call this meeting adjourned.

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(Meeting adjourned at approximately 7:48 pm)

Rebecca Farley
Director of Schools

Scott VanWinkle
Chairperson of the Board

Comment I, Jason McGhee hereby certify that I reported the foregoing minutes and that I delivered said minutes to the office of the Director of Schools on Oct 30th 2025.

Jason McGhee
Board of Education Recorder

(* Indicates Board Approval Required

The Cumberland County Board of Education met for the second half of their annual retreat on October 27, 2025. The retreat was called to order by Chairman VanWinkle at approximately 4:01 pm in the large exhibit building at the Community Complex.

PRESENT:

VanWinkle
Hale
Davis
King
Matthews
Cole
Stout
Farley
Ceballas, Media

ABSENT:

Stull
Nichols

The following is a summary of the meetings with points discussed.

Key Discussion Points and Decisions

- **Rubric and Scoring:**
 - The group agreed the newly added 1-5 rubric is helpful and should be included for consistency.
 - They clarified that a score of 3 is the expected average for "doing what you hired the director to do." Scores of 4 or 5 are for "additional things that are happening" that exceed the board's expectations and show greater depth and impact.
 - There was a request for the consultant (Ben) to develop a more defined rubric to help distinguish between scores of 3, 4, and 5 for specific items.
 - The existing board-created evaluation items will not change, but the consultant will clarify how the new rubric aligns with those items.
- **Evaluation Timing (Appendices A, B, and C):**
 - **Appendix C (Objective Performance)** is timed for December/January because the relevant state data (graduation rates, etc.) from the previous school year is not finalized until mid-November.
 - The group ultimately preferred to move Appendix B (Subjective Board Evaluation) to December as well, so the board can complete all of their sections (B and C) at the same time.
 - **Appendix A (Administrator Evaluation)** will be completed by principals and supervisors in May (instead of June) to accommodate their school schedules, with the data being used for the board's later evaluation.
 - The timing must be checked against the director's contract for required review dates.
- **Specific Evaluation Item Revisions:**
 - **Appendix B, Section 1 (Community Relationships):** A question arose about how to score the director's consistent communication (monthly articles, quarterly emails) using the 1-5 scale, which led to the clarification on the 3 vs. 4/5 scoring criteria.
 - **Appendix C, Performance Objective 1 (Academics):**
 - The director confirmed the performance goals were set with input from her supervisors and based on TSBA measurements.

- Stout suggested changing the wording from "increased from..." (implying it's already done) to "needs to increase".
 - **Appendix C, Performance Objective 4 (Talent):**
 - A goal to reach 100% participation in the "Teaching as a Profession" class was questioned as unrealistic and too specific, as the district needs to recruit all types of people. This item will be reworded and revisited with the board's strategic plan.
 - **Appendix C, Performance Objective 5 (Arts/Activities):** The title was revised from "Student Athletic Program" to include all extracurriculars: "Student Athletics, Arts and Activities Programs" or simply "Extracurricular".
 - **Appendix C, Performance Objective 6 (Strategic Plan):**
 - The board confirmed they want a director's progress report on the strategic plan monthly, not quarterly.
 - A question was raised about removing the specific November date for adopting goals to allow flexibility.
 - **Mid-point Evaluation:** The board inquired about a mid-point review, and the consultant offered two options: a formal review or a more focused "exception viewpoint" highlighting only areas of concern or excellence.
- **Next Steps:**
 - The consultant (Ben with TSBA) will take all the notes and feedback to redraft and update the evaluation guidelines and document.
 - The new draft guidelines are tentatively scheduled to be shared with the board by November 18th, ahead of their work session on November 20th.

The Board's Responsibilities in the Evaluation

The Board is primarily responsible for governance, goal-setting, and evaluation.

- **Finalizing the Evaluation Tool:** Approving the final structure, content (Appendices A, B, and C), and scoring mechanism (the 1-5 rubric).
- **Scoring and Evaluation:** Completing the subjective (Appendix B) and objective (Appendix C) portions of the evaluation, now consolidated in December.
- **Providing Feedback:** Using the newly adopted rubric and scoring system to communicate clear feedback to Dr. Farley, particularly on areas needing improvement.
- **Goal Confirmation:** Reviewing and signing off on performance goals (like the academic targets in Appendix C) and strategic plan objectives.
- **Contract Adherence:** Ensuring the final evaluation timeline and process comply with the Director's contract.

Dr. Farley's (Director's) Responsibilities

Dr. Farley is responsible for performance, implementation, and data reporting.

- **Performance:** Executing the duties outlined in the evaluation, which includes community communication, talent acquisition efforts, academic performance initiatives, and managing student programs.
- **Goal Setting (Internal):** Collaborating with her supervisors and team to establish reasonable and achievable academic performance goals for the year (Appendix C).

- **Reporting:** Providing regular updates, specifically a monthly progress report to the Board on the Strategic Plan.
- **Providing Input:** Offering expert feedback on the feasibility and relevance of proposed metrics within the evaluation (e.g., requesting changes to the 100% participation goal).
- **Data Submission:** Ensuring the necessary objective data (e.g., prior year's graduation rates, teacher LOEs) is compiled and available to the Board for the December evaluation.

The Consultant's (TSBA) Responsibilities

The Consultant acts as the facilitator, document specialist, and expert advisor.

- **Document Revision and Redrafting:** Collecting all feedback and notes to formally update the evaluation guidelines and document, including all timing and wording changes.
- **Rubric Development:** Creating a clearer, detailed rubric to help the Board distinguish between a score of 3, 4, and 5 for specific items.
- **Alignment and Consistency:** Ensuring the new rubric correctly correlates and matches with the Board's existing evaluation items.
- **Timeline Management:** Proposing and adhering to a schedule for delivering the revised draft to the Board (by November 18th) for review before their work session.
- **Advising:** Providing guidance on best practices, such as suggesting options for the format of the mid-point evaluation.

The timeline was set to ensure the Board members had adequate time to review the revised evaluation guidelines before their work session.

Date	Event	Responsible Party
November 18th	Draft of Updated Guidelines shared with the Board.	TSBA
November 20th	Work Session: Board discusses the draft guidelines.	Board Members

December 4th	Meeting: Board adopts any necessary changes.	Board Members
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The goal of this accelerated timeline is to finalize the evaluation document so the updated process, particularly the new scoring rubric and revised timing, can be implemented as planned.

Consultant's Next Steps

The consultant will be responsible for synthesizing the discussion and delivering a complete, revised set of documents.

1. **Redraft the Guidelines:** Take all the notes and feedback from the discussion (timing changes, scoring preferences, item revisions) and formally update the evaluation guidelines.
2. **Develop the Rubric:** Create a more detailed rubric that clearly defines the difference between a score of 3, 4, and 5 for the specific evaluation items to ensure scoring consistency.
3. **Ensure Alignment:** Check that the new rubric aligns correctly with the existing evaluation items that the Board has already agreed upon.
4. **Share the Draft:** Deliver the updated guidelines to the Board by November 18th for their review.

Strategic Plan Review and Revisions

The discussion centered on moving the Strategic Plan from five broad focus areas to three more focused areas, while updating the action steps and performance metrics.

1. Strategic Focus Areas Narrowed

- **Original Focus Areas (5):** Safety and Wellness, K-12 Framework, Academics, Athletics, and Talent Acquisition.
- **Revised Focus Areas (3):**
 1. **Academic**
 2. **Human Resources** (replacing Talent Acquisition)
 3. **Safety and Security** (replacing Safety and Wellness)

2. Issues with Existing Goals and Metrics

Dr. Farley identified several performance metrics from the existing or proposed drafts that were deemed unclear, impossible, or ineffective:

Goal Area	Problem Metric	Rationale for Removal/Revision
Talent & Acquisition	Increase "Teaching as a Profession" participants by a percentage each year.	The class size is capped (max 25 students), making annual percentage increases impossible or very difficult.
Talent & Acquisition	Increase participants in the "2+2" program (Roane State/TN Teach).	The program was discontinued by the colleges due to lack of participation, making reinstatement and growth unattainable by the district alone.
Talent & Acquisition	Work-based learning site for custodial/maintenance staff recruitment.	Finding high school students interested in work-based learning as a high school custodian is seen as unrealistic and difficult to implement.
Academics	Annually 1% increase in students taking the ACT (goal of 100% testing).	The district is already close to 99% participation (because the test is mandatory), making a 1% increase a meaningless metric that does not show true growth.

Key Academic Goal Adjustments

The Board emphasized the need for more challenging and targeted academic goals, leading to several concrete revisions and next steps.

1. ACT Goals

- The goal for ACT participation (1% annual increase) will be removed as it doesn't reflect actual academic growth.
- The goal will be replaced with a metric focused on ACT overall score improvement. Dr. Farley will add this new ACT goal to the evaluation piece under "Test Goals."

2. Targeting Earlier Grades

The Board and Director agreed that academic goals should be shifted to target the earliest grades to prevent issues in later years.

- **Third Grade:** While state law dictates a focus on third-grade proficiency, the group agreed the goals should target K-2 to get students where they need to be *by* third grade.
- **Middle School:** Goals will also be set for 6th, 7th, and 8th grades (which are responsible for "money grades" in accountability) to relieve pressure on third grade and ensure long-term readiness.
- **Action:** Dr. Farley will develop specific stretch goals for K-2 and 6-8 for the remainder of the plan (through 2028) that the Board can support.

3. Growth vs. Proficiency

A major point of discussion was the difference between proficiency rates and growth scores (TVAAS).

- **Growth (TVAAS):** A TVAAS of 3 or higher means a student has met their Annual Measurable Objective (AMO) and shown the required year's growth.
- **Proficiency:** This is the ultimate goal (100%), but it's not currently attainable (only 33% of 3rd graders are proficient). The group concluded that aiming for a TVAAS of 3 or higher is the necessary stretch goal to reach proficiency, as it provides smaller, more attainable steps ("annual measurable objectives") for teachers rather than asking them to achieve an "elephant-sized" goal.
- **Connection to TISA:** All new goals should be designed to align with TISA accountability measures.

4. CTE Goals

- The existing goals for CTE (College, Career, Technical Education), including a 10% annual increase in Ready Graduate indicators and a 2% annual increase in the graduation rate (both aiming for 100% by 2027-2028), were deemed attainable and will remain in the plan.

The overall consensus was that the Strategic Plan needs to be a seamless, connected document that establishes clear, attainable, yet challenging goals that the Board can actively support the Director in achieving.

Proposed New Academic Goals

Dr. Farley committed to developing the following performance metrics to replace the problematic goals (like the 1% ACT participation increase) and ensure the strategic plan is actionable:

1. K-2 Goals (Foundational)

- **Focus:** Shifting the pressure from the high-stakes third grade proficiency testing down to the earlier grades (K-2).
- **Rationale:** The goal is to set metrics that ensure students are on track and ready for proficiency *before* they reach third grade, addressing deficiencies as early as possible.

2. 6th - 8th Grade Outcomes (Long-Term Readiness)

- **Focus:** Developing specific goals for middle school performance.
- **Rationale:** Middle school is critical for long-term outcomes and is accountable for the "money grade" (eighth grade) in some state funding formulas. Setting goals here supports continuous growth and readiness for high school.

3. ACT Score Improvement

- **Focus:** Adding a new metric to the Director's evaluation focused on increasing the overall ACT composite score for the district.
- **Rationale:** This directly measures academic growth and college readiness, replacing the previous goal that only measured student participation (which was already nearly 100%).

These goals will be drafted by Dr. Farley in consultation with her supervisors, ensuring they are **stretch goals** that are ambitious yet attainable, and they will be presented to the Board for adoption into the Strategic Plan.

Goals Targeted for Removal or Major Revision

Dr. Farley identified several metrics that were either impossible to achieve or did not measure meaningful progress, recommending they be taken out of the Strategic Plan.

1. Talent Acquisition & Retention Goals

These goals were seen as the least attainable due to external factors or logistical difficulties:

- **Teaching as a Profession (TAP) Class Growth:**

- **Problem:** The metric required increasing TAP participants by a percentage each year.
- **Reason for Change:** The class has a maximum capacity (around 25 students). If the class is full or near full, a percentage increase is mathematically impossible. It was also seen as too narrow, as the district needs to recruit *all* employees, not just future teachers.
- **"2+2" Program Reinstatement:**
 - **Problem:** The metric aimed to increase participants in a specific "2+2" teacher preparation program (with Roane State and TN Teach).
 - **Reason for Change:** The program was discontinued by the collaborating colleges due to low enrollment. The district cannot unilaterally reinstate a program controlled by higher education institutions.
- **Maintenance/Custodial Work-Based Learning (WBL):**
 - **Problem:** The action step proposed creating WBL sites for high school students to train as custodians or maintenance staff.
 - **Reason for Change:** The Director expressed doubt that students would be interested in the custodial aspect of this program, and the maintenance staff (plumber, electrician, HVAC) are already overloaded, making it difficult for them to manage and mentor WBL students.

2. Academic Goals

The following goal was considered meaningless because the district was already achieving near-maximum participation:

- **ACT Participation Rate:**
 - **Problem:** The metric was a 1% annual increase in the number of students who take the ACT, aiming for 100% participation.
 - **Reason for Change:** Since the ACT is mandatory for students who are present on testing day, the district is already close to 99% participation in most tests (ACT, EOC, TCAP). This metric measures attendance/compliance, not academic growth, and will be replaced with a metric focusing on composite score improvement.

These rejected goals will be replaced by the more focused metrics Dr. Farley is developing for K-2, 6-8, and the overall ACT score, ensuring the Strategic Plan measures actual student achievement and aligns with district priorities.

Academic Goals to be Drafted by Dr. Farley

These goals will replace the less effective metrics (like ACT participation) and will be presented to the Board for approval.

1. Goals for K-2 (Foundation Building)

- **Purpose:** To set specific, measurable targets for students in kindergarten through second grade.

- **Rationale:** The emphasis is shifting the accountability for reading proficiency down to the foundational years (K-2), ensuring students are prepared for the high-stakes third-grade reading gate and setting them up for success from the start.

2. Goals for 6th - 8th Grade (Middle School Outcomes)

- **Purpose:** To establish clear performance goals for students in the middle school grades.
- **Rationale:** These grades are crucial for long-term academic trajectory and college/career readiness. Additionally, eighth grade performance directly impacts state accountability metrics and funding. Focusing here ensures continuous growth between elementary and high school.

3. ACT Composite Score Improvement

- **Purpose:** To set a measurable goal for increasing the overall average ACT composite score for the district.
- **Rationale:** This replaces the ineffective ACT participation goal. Improving the composite score directly measures academic growth and college readiness, which is a far more impactful metric for the Director's evaluation and the district's overall success.

Dr. Farley will be working with her supervisors to make sure these are challenging yet attainable stretch goals that the Board can actively support.

Ready Graduate & Graduation Rate Goals

The discussion began by clarifying the connection between the ACT score and the "Ready Graduate" status, and then focused on setting incremental improvement targets.

- **Ready Graduate Criteria:** A score of 21 on the ACT is one way to achieve the "Ready Graduate" designation.
- **Current Scores:** The district's average ACT score was reported as 19.2 (or possibly 18.something, depending on the specific accountability measure).
- **Goal Setting (Evaluation Item #4):** The current goals aim for small, specific annual increases:
 - Increase Ready Graduate Rate from 52.7% to 53.0% (a 0.3% increase).
 - Increase District Graduation Rate from 92.9% to 93.1% (a 0.2% increase).
- **Acceptance:** These specific, incremental goals were presented as the current plan, although the yearly breakdown was not discussed.

Parental Involvement Metric

The group spent significant time debating the feasibility and measurement of a parental involvement goal, settling on a plan to better track both activities and participation.

The Proposed Goal

- **Action Step 3:** Increase parental involvement opportunities for involvement at each school by 2% annually.
- **Measurement Proposal:** The metric should track both the number of activities/opportunities provided *and* the number of participants. The Director agreed to add "and participants" to the metric to ensure the activities are effective.

Challenges and Accountability

- **Communication Platform:** The district is currently using Parent Square as the main communication tool for sending out all school information, invitations, and newsletters.
- **Accountability & Reach:** There was concern that simply using a platform like Parent Square isn't enough, as some parents:
 - Choose not to engage ("If parents don't want to get involved, they're not going to").
 - Are unable to participate due to working multiple jobs or other extenuating circumstances.
 - May need to be directly contacted or "spoon-fed" information.
- **Board's Stance:** The Board emphasized the need for accountability, asking what processes are in place (e.g., teacher/principal phone calls) for parents who do not engage through the main platform.
- **Need for Baseline Data:** The group determined that before setting a formal percentage goal (e.g., aiming for 30% or 50% involvement), they must establish a current baseline for what "acceptable" involvement looks like.

Next Steps on Parental Involvement

- **Data Collection:** Dr. Farley will ask principals to report their parental involvement activities and participation rates for the first semester.
- **Timeline:** Dr. Farley will have this baseline data available for the Board in January, after meeting with the principals in mid-December.

Revisions to the Parental Involvement Goal

The group worked to clarify how to measure and set goals for parental involvement, particularly distinguishing between opportunities and actual participation.

1. Measurement and Baseline

- **Sign-In Sheets:** The Board clarified that parental participation, especially at events like book fairs or parent-teacher conferences, is typically tracked via sign-in sheets. This provides concrete data.
- **The Goal:** The Director will establish a baseline for parental involvement activities and participation rates for the current school year (data due in January).

- **Revised Metric:** The initial goal to increase opportunities by 2% will be adjusted once the baseline data is established. The group agreed the goal should target an increase in both opportunities and participation to be effective.

2. Parent Resource Center

- **Action Step:** Make a parent resource room available at Central Services on a biweekly basis.
- **Function:** This room (already existing) provides resources like food and clothing for families in need. Parents can reach out to social workers for access, but opening it biweekly establishes regular access hours.
- **Board Insight:** A board member raised a key question: Where does the district need parental involvement the most based on educational expertise? Dr. Farley suggested focusing on the K-3 (Birth to Three) sector, where engagement leads to sustained involvement through elementary school.

3. Communication and Resources

- **Action Steps:**
 - **Send home resources** (via parents) with topics and suggestions (e.g., "read 20 minutes" or "read to them every night").
 - Promote the Birth to Three initiative and the K-3 sector on social media to increase interaction.

Goal 4: Athletic, Arts, and Activities

The final revisions involved ensuring goals for student activities were measurable and included the arts.

1. Student Art Displays

- **Goal:** Increase student participation in art displays.
- **Metric Change:** Similar to parental involvement, the Director agreed this goal needs a baseline established first. The existing displays (in the boardroom and at the Art Circle library) need to be quantified before setting a growth target.
- **Scope:** This goal includes participation in art displays, choir, and other programs like the elementary Veteran's Day and Winter programs.

2. Extracurricular Participation

- **Goal:** Strongly encourage each middle and high school student to participate in one extracurricular activity.
- **Challenge:** The Director noted this metric was borrowed from the previous plan and tracking this data, particularly at the middle school level, will be tricky. The high school level is considered easier to track.

Human Resources: Recruitment and Retention Metrics

The discussion acknowledged that the initial plan focused too narrowly on teacher recruitment and failed to address the severe shortage of classified staff. The goal is to develop achievable performance metrics for recruiting all necessary employees across the district.

1. Recruitment Focus

The current recruitment goals were discarded because they were tied to the defunct "Teaching as a Profession" metric. The new focus is broader:

- **Expanded Target:** Recruitment must include all necessary district personnel, not just teachers. Immediate needs include:
 - **Classified Staff:** Bus drivers, teacher assistants.
 - **Skilled Trades:** HVAC technicians, plumbers, and maintenance workers.
- **Career Fairs:** The goal to attend two career fairs annually was deemed insufficient. The Director is open to adopting a minimum standard but would prefer to focus on a metric that measures the benefit derived from these opportunities.
- **Proposed Metric:** The action step will be changed to reflect the need to recruit *all* employees. The Board suggested that an aggressive recruitment campaign for all employee types should be formally discussed and funded.

2. The Skilled Trades Problem (Maintenance)

The most pressing and persistent recruitment issue is for skilled maintenance positions (plumber, HVAC), where the district cannot compete with private sector pay.

- **The Problem:** The current pay scale is not competitive. A plumber, for instance, faces constant emergency calls across 12 buildings and "doesn't have the opportunity" to do preventative maintenance due to being overworked.
- **The Cost-Benefit Debate:** The Board questioned whether the money spent on *trying* to recruit (budgeting/advertising) would be better used to subcontract complex maintenance and plumbing work to local companies.
- **Next Step:** The group hopes the new Financial Advisor can determine the exact internal cost associated with hiring and turnover (churn) for these positions. This data would inform a decision on whether to raise salaries to be competitive or contract the services out.

3. Retention and Compensation

The discussion shifted to retaining existing staff through improved compensation and incentives.

- **Salary and Benefits:** The action step to improve teacher salary and benefits was confirmed as a priority for both recruitment and retention.

- **New Teacher Appeal:** There was past discussion about allowing new teachers (who may still be on parents' insurance) to opt out of benefits for a higher cash deposit or salary—a concept that needs further exploration.
 - **Incentive Plans (Performance Pay):** The idea of developing an incentive plan for high-performing teachers was discussed.
 - **Existing Incentives:** Hard-to-recruit areas (like Math and Third Grade) currently receive small stipends/signing bonuses via a committee-led process.
 - **Caution:** The Board and Director stressed that any new incentive plan must be sanitary (free from subjective bias) and not solely tied to testing scores. It should instead be tied to the objectives in the Strategic Plan, such as professionalism, leadership, and driving district goals.
-

The immediate next steps involve getting financial data to inform competitive salary decisions and formalizing the new, broad recruitment action steps in the Strategic Plan.

Salary and Benefits as Strategic Tools

The group confirmed that competitive compensation must be a central action step in the Human Resources section of the Strategic Plan, impacting both the ability to hire and the ability to keep employees.

1. Targeting Teacher Recruitment (Pay vs. Benefits)

The Board acknowledged a unique challenge with new teacher recruitment:

- **The Problem:** New graduates often prioritize immediate cash pay over expensive health benefits, as they may still be covered under a parent's plan.
- **The Idea:** The district had previously discussed exploring a mechanism where a new teacher could decline the health benefit and instead receive a higher salary deposit or stipend. This would make the district more financially attractive to recent college graduates.
- **Action:** This idea needs to be formalized and included in the plan to explore creative compensation options.

2. Incentive and Performance Pay (Retention)

Beyond base salary, the group discussed using incentives to reward high-performing staff:

- **Current Incentives:** The district already uses small stipends or signing bonuses for "hard-to-recruit" areas, such as Math teachers and Third Grade teachers. This is managed by a committee.
- **Proposed New Incentives:** The idea of a broader performance pay system was floated to reward excellent teachers based on several criteria.
- **Crucial Guardrail:** Any new incentive plan must not be solely tied to student testing scores (to avoid undue pressure and subjectivity). Instead, it should be based on broader metrics like leadership, professionalism, and measurable contributions toward the Strategic Plan's goals.

3. Need for Financial Data

All compensation discussions hinged on the need for accurate data:

- **Action:** The new Financial Advisor is expected to analyze the total cost of hiring, turnover, and current salaries to help the Board make informed decisions on budget rearrangements necessary to offer competitive pay in critical areas (like the skilled trades).
-

The next steps for the Human Resources section involve drafting the final, measurable action steps based on these compensation strategies and the need for broader recruitment efforts.

Addressing Retention and Turnover

The conversation began with a direct focus on high employee turnover as a management and leadership concern.

- **Turnover and Leadership:** High turnover, particularly in a single school, is identified as a direct reflection of leadership or operational issues that fall under the Director's overall responsibility.
- **Action for Director:** The expectation is that the Director must investigate and address the root causes (leadership, operations) if a specific school shows a consistently high turnover rate. This is currently included as a metric in the Director's evaluation.

Streamlining the Hiring Process

A major point of concern was the perception of slow, cumbersome process for new hires, which puts the district at a disadvantage when competing for candidates.

- **The Problem:** The hiring process is often **not streamlined, lacks personal touch**, and takes too long, leading strong candidates to accept positions elsewhere.
- **Application System Improvement:** The Director noted that the online application system is now "so much better," making it easier for applicants to create profiles and for principals to review and annotate candidates.
- **Onboarding Bottlenecks:** The difficulty lies in the post-offer phase, particularly mandatory checks:
 - **Physical/Drug Testing:** The district tells applicants they can use their regular doctor, but this often leads to delays in getting results back to HR. Using Exact Care is easier as they automatically send results to the district.
 - **Fingerprinting:** This process is now easier with the local opening of an Identogo office in the county.
- **Proposed Goal: Time to Hire:** The Board suggested adding a goal to expedite the hiring process to a specific number of days. This requires first determining the current average duration and associating a cost with the process to understand its financial impact.

Substitute and Interim Pay

The group strongly advocated for increasing substitute pay as a critical, immediate recruitment and retention strategy.

- **Subs as Recruitment:** Increasing substitute pay is viewed as a way to recruit more subs immediately and to make the role more appealing.
- **Current Pay Disparity:**
 - **Uncertified Sub:** \$75/day
 - **Certified Sub (or Teacher's Assistant):** \$80/day
 - **Retired Teachers:** \$100/day
- **Risk:** There is a concern that if the substitute rate is raised too high, it might pull Teacher's Assistants away from their full-time positions to sub for higher pay.
- **Interim Pay:** The district struggles to find certified teachers to fill extended absences (interim positions, usually required after 30 days), because surrounding counties pay more. Increasing the pay for these interim teacher roles is necessary to cover long-term vacancies.

Professional Development & Certification

The final discussion focused on ways to invest in existing staff for retention and career growth.

- **Paying for Certification/Classes:** The suggestion was raised to pay for teacher certification and teaching/leadership classes as a retention tool, helping teachers advance their careers and potentially move into leadership roles.
- **Funding Challenge:** This professional development money is currently sourced almost entirely from the federal budget, as local budgets often cut this line item first. The district lacks local, dedicated funds for development (e.g., leadership training for supervisors).

Safety and Security

The discussion reviewed the goals tied to school safety, emphasizing training and managing sensitive information.

- **Safety Plan Completion:** The goal remains for 100% of schools to complete and submit the required standardized safety plan by the deadline (typically May/June).
- **Safety Training:** A metric was added: 100% of staff certified in training to understand the utmost importance of locked doors (interior and exterior).
- **Security Upgrades:** The goal is to strive to upgrade to S-Level security standards annually (e.g., adding bollards) based on funding and Homeland Security recommendations.
- **Managing Vulnerability Data:** There was a concern about making a public list of vulnerabilities ("soft spots") based on risk-based assessments.
 - **Solution:** The goal will be generalized in the Strategic Plan to state that the district will address vulnerabilities (perhaps categorized as "level fours or level

fives") based on local recommendations, without publicly listing specific weak points.

- **Student Threats (Deterrence):** There is no current curriculum or training to educate students on the severe consequences of making school threats.
 - **Proposed Solution:** A goal was suggested to partner with the Sheriff's or Police Department to conduct an assembly (or ideally, smaller classroom sessions) to educate students, reinforcing that threats are not a joke and carry major consequences (including criminal charges).

Facilities and Grounds Maintenance

This section focused on the financial and logistical challenges of maintaining buildings and athletic fields, highlighting the problem of proactive vs. reactive maintenance.

1. Building Maintenance & Visibility

- **The Problem:** The district is highly reactive ("wait until we're failing") instead of proactive. The Board lacks visibility into the status of properties, which is the district's number two expense after staff.
- **New Platform/Software:** A new platform is being implemented to track the life cycle and status of building components (assets).
- **Policy/Flow:** Policy needs to ensure the maintenance supervisor (not individual principals/custodians) is the person who sends people out to fix issues, solving the problem of principals having to submit work requests that slow the process.
- **Action:** The Director will investigate whether the new maintenance software can track athletic fields as an asset (along with equipment) to manage their upkeep.

2. Athletic Field Upkeep

- **The Problem:** The maintenance department is not responsible for athletic fields. Mowing and basic upkeep fall to school groundskeepers, while major maintenance (e.g., adding sand, fixing sprinklers) is often funded and performed by Booster Clubs.
- **District Responsibility:** The Board asserted that the district must maintain core necessities like sprinkler systems and ensure facilities are safe and usable.
- **Proposed Audit:** Dr. Farley was tasked with conducting an audit of athletic facility maintenance, documenting what is currently taking place, the associated costs, and **Booster Club records** to distinguish between necessary maintenance (district responsibility) and "bells and whistles" (booster funding).

Policy and Professional Development

The final topic focused on empowering custodians and improving the maintenance workflow through training.

- **Custodial/Maintenance Training:** A major gap exists: many maintenance custodians do not know how to perform basic tasks (like changing a flush valve) and must wait for a maintenance supervisor to send someone, causing delays.
- **The Solution:** Professional Development (PD): The consensus was that this requires a formal program. The Maintenance Supervisor should be tasked with developing adequate professional development opportunities and a schedule and responsibility program for custodial staff.
- **Policy Change:** This PD requirement needs to be added to the policy outlining the responsibilities of the Maintenance Supervisor.

The conversation concluded with the Director committing to compiling all of the changes and having a draft ready by Monday for the Board to review before the November 20th work session. The retreat was adjourned at approximately 6:53 pm.

Board of Education
October 27, 2025 7:00 PM
Central Services Board Room

The Cumberland County Board of Education met in a special session on Monday, in the Central Services Board Room, where the meeting was called to order by Scott VanWinkle, Chairman of the Board, at the approximate hour of 7:07 pm.

BOARD MEMBERS:

Mr. Travis Cole: Present
Mr. Nick Davis: Present
Ms. Anita Hale: Present
Mr. Chris King: Present
Mr. Jon Matthews: Present
Ms. Sheri Nichols: Absent
Ms. Shannon Stout: Present
Ms. Elizabeth Stull: Absent
Mr. Scott VanWinkle: Present

1. Call to Order

(Scott VanWinkle called the meeting to order)

2. Moment of Silence/Pledge of Allegiance

(All observe a moment of silence and pledge)

3. Roll Call

Scott VanWinkle: That brings us to the roll call. Madam Secretary?

Diane McCartney: Just go around the table. Mr. VanWinkle?

Scott VanWinkle: Here.

Diane McCartney: Ms. Stull?

(Silence)

Diane McCartney: Ms. Nichols?

30
31 (Silence)

32
33 Diane McCartney: Ms. Hale?

34
35 Anita Hale: Here.

36
37 Diane McCartney: Mr. Davis?

38
39 Nick Davis: Here.

40
41 Diane McCartney: Mr. King?

42
43 Chris King: Here.

44
45 Diane McCartney: Mr. Matthews?

46
47 Jon Matthews: Here.

48
49 Diane McCartney: Mr. Cole?

50
51 Travis Cole: Here.

52
53 Diane McCartney: Ms. Stout.

54
55 Shannon Stout: Here.

56
57 Diane McCartney: Let the record show Nichols and Stull are absent.

58 4. *Approval of Agenda

59
60 (Exhibit #1)

61
62 Scott VanWinkle: Alright, next is the approval of agenda.

63
64 Travis Cole: Mr. Chairman I'd move to approve.

65
66 Shannon Stout: Second.

67
68 Scott VanWinkle: Motion and second, any discussion?

69
70 Travis Cole: No sir.

71
72 Scott VanWinkle: All in favor of approval of the agenda? Say aye.

73
74 All Board Members: Aye.

75
76 Scott VanWinkle: All opposed nay.

77
78 (Silence)

79 Motion to approve the agenda.

VOICE VOTE: (mover-yes) Cole

(seconder-yes) Stout

Yes: 7, No: 0

MOTION: Motion Carried

80
81 5. Community Comments

82
83 Scott VanWinkle: There's no community comments.

84 6. Open Meetings

85
86 Rebecca Farley: You don't have to read the open meeting.

87 7. Director's TISA Report

88
89 (Exhibit #2)

90
91 Scott VanWinkle: Okay, so next on agenda is the director's TISA report. TISA Accountability.

92
93 Rebecca Farley: Okay, so when we left the meeting the other day, this was not approved because your
94 PowerPoint here shows that five schools would benefit from hiring additional teachers and five schools
95 would benefit from additional teacher assistants based on RTI support. And that's what you all wanted
96 to task me with and to come back tonight and let you know what I found out after I met with the
97 principals. So I met with the principals today. So all seven of 'em were there either in person or on the
98 phone. And only two schools want additional teachers for third grade if they can find 'em. The other
99 three that qualified for a teacher, we discussed getting two teacher assistants instead. Because here's the
100 thing, we're nine weeks into the school, some of them don't physically have space without moving
101 seven different groups of people to get to a classroom that's in close proximity and dealing with the kids
102 being moved and separated from the teachers that they currently have. So they asked for two assistants.
103 So then we talked about the teacher assistants that were needed and I asked the individual principals,
104 what would you use this teacher assistant for? So one said that they would use the additional teacher
105 assistant that was suggested for RTI support. One said that they would use it for RTI support and third
106 grade, and then three of the schools said that they would use it for third grade support. So at that point
107 we talked about, okay, if we hire these assistants for the third grade, whether it be the two assistants for
108 the teacher and then these additional assistants is making sure that we have some specific training for
109 them. And I haven't been able to get ahold of anybody from Lewis County, but in the year that you all
110 probably see them present their proficiency rate, give me just a second, I want to share this with you
111 because something happened and they fell completely off the way.

112
113 Scott VanWinkle: So you got to take into account that they only have one school and a lot of those
114 scores are online scores. They're online classes.

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116 Rebecca Farley: Lewis County.

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Scott VanWinkle: Yep.

Rebecca Farley: Had no idea.

Scott VanWinkle: Yeah.

Rebecca Farley: Haven't been able to get in touch with anybody yet about anything.

Scott VanWinkle: He actually said that in the training that if you go look at their scores on the TVAS, that they won't look like what he presented because they have online classes there.

Rebecca Farley: Well, in 23 it was pretty good. It was 50.4. But in 24 they went down to 28.2. And then last year they were 36.2. But I'll still reach out and see what kind of training before we figure out what to do here. But that's what your principals have asked for.

Shannon Stout: So can I ask which schools wanted the actual teacher?

Rebecca Farley: Martin and North wanted the additional teacher. South, Stone and Brown wanted the two assistants.

Scott VanWinkle: Did they all? None of those three schools have room for a teacher. Is that what Or they don't want to upset the apple cart, so to speak.

Rebecca Farley: South is a nightmare in moving to try to figure out where she would put them. And then the other two, they would be in the same boat. They would have to move numerous groups of people around to be able to do that. So they would prefer the assistants.

Jon Matthews: And they're close on their numbers as far as in the classroom?

Rebecca Farley: So that what you all arrived at these, can you scroll up? You all arrived at these because these five schools had students over, go on up, had students over 20, at least one class over 20 in your classroom.

Shannon Stout: It's the last one.

Rebecca Farley: Right here. So yes sir.

Chris King: If they're starting fresh August 26th, what do they want?

(Audio)

Chris King: We kind of need to know that now for next year's budget.

Rebecca Farley: Well, here's what I've told 'em today. So anybody you hire for any of these positions, whenever we post them. Let them know their job will be done the end of this year. Because I don't know what you all are going to do. I don't know if you're going to lower that K-3 cluster, maximum size down to 20. So that's what I told them. So.

Chris King: I think that's what I'm asking. If they're looking at a perfect world next year, what do they want?

167
168 (Audio)

169
170 Nick Davis: And by our kind of logic recent activity, it appears as if we may favor a smaller class size
171 in general, at least for this cluster. So would they, I think we we're talking through how to do the hybrid
172 now without turning the apple cart over.

173
174 Rebecca Farley: Right.

175
176 Nick Davis: Given some help giving you that freedom to not have that bad feeling as the year goes on
177 and things come up, but still yet be mindful of what next year may bring.

178
179 Rebecca Farley: And I can ask them and get back to you. I don't have that information right now.

180
181 Jon Matthews: And that's kind of what I was leading to with the other two schools. Whatever it was that
182 didn't want the teacher because of physical capacity.

183
184 Nick Davis: What they have.

185
186 Jon Matthews: We have it still budgeted. We haven't still budgeted for these five teachers. Would it
187 hurt to hire them to be the teacher's assistants in that classroom?

188
189 Rebecca Farley: Okay. So here's the thing.

190
191 Jon Matthews: I guess to kind of.

192
193 Rebecca Farley: A concern.

194
195 Jon Matthews: Since we're looking for advanced teacher's assistants and we're hoping to reduce class
196 size next year in our budget so that we would need an additional third grade teacher looking forward,
197 would it hurt to bring in another teacher as the assistant?

198
199 Rebecca Farley: You're not going to have a teacher that'll work for assistant pay.

200
201 Jon Matthews: I'm not asking for assistant pay. I'm asking for a teacher.

202
203 Nick Davis: So, put 'em in the same classroom as, so two teachers in the classroom?

204
205 Jon Matthews: For the ones that have like 25 students already.

206
207 Scott VanWinkle: Or put 'em in RTI, small group instruction and RTI.

208
209 Jon Matthews: Yeah, their time in between the two classrooms, whatever they need. But have that
210 higher educated teacher assistant since we have the money budgeted for a teacher.

211
212 Rebecca Farley: So if you go with what you all asked me to find out of what I found out, we would post
213 for two teachers and 11 teacher assistants. And I asked them, I asked the principals today, each
214 individual, one of them, I asked them, do you have an assistant in mind already? We have one school
215 that has I think two assistants posted already. I think we have an additional school that has a federal
216 programs assistant, which is out of a whole different pot of money. But that's what we would be

217 looking for. The majority of 'em had somebody, because what I've found out when I go to spend the
218 days at the schools is you've got a lot of people who began subbing and they were there so much as a
219 regular sub in that building that when a TA position came open, they got that TA position.
220

221 Scott VanWinkle: Did you say 11 assistants?
222

223 Rebecca Farley: Yes, 11 assistants. So you would have two at south, two at stone, two at Brown, that's
224 sixth. And then the five schools that you all said the other day that needed it, which was Martin, North,
225 Brown, Homestead and Pleasant Hill.
226

227 Scott VanWinkle: So that's putting, okay, I got you.
228

229 Rebecca Farley: Is that not right?
230

231 Scott VanWinkle: Well five plus three is eight. But you're saying that
232

233 Rebecca Farley: Two, I'm saying six. So those three schools, South, Stone and Brown, for one teacher,
234 they were wanting two assistants.
235

236 Scott VanWinkle: Oh, two assistants for one teacher. I got you.
237

238 Rebecca Farley: So that would be six.
239

240 Scott VanWinkle: I got you.
241

242 Rebecca Farley: Additional people plus your five schools.
243

244 Scott VanWinkle: So I thought they wanted an assistant for a teacher.
245

246 Rebecca Farley: No, two assistants.
247

248 Scott VanWinkle: For a teacher.
249

250 Rebecca Farley: For one teacher.
251

252 Scott VanWinkle: Interesting.
253

254 Nick Davis: If I may, why, sorry, what was why I didn't wrap my head around.
255

256 Rebecca Farley: Just additional personnel to work with these third grade students. And you probably
257 are going to, at this point, they're feeling you would get the biggest bang for your buck by hiring
258 additional assistants that you train rather than trying to find a teacher. And you can keep your groups
259 established as they are at this point 9 weeks into the school year.
260

261 Nick Davis: Consensus is they want to try to make the difference in third grade?
262

263 Rebecca Farley: For this year. Yes. Because that's what you're.
264

265 Scott VanWinkle: Well, I was saying the K-3 cluster is what I was saying altogether. But the other
266 night was if could they don't want in third grade they could use it in first grade if they need to, whatever

267 they needed in the K through 3 cluster.
268
269 Rebecca Farley: I'm sorry, I didn't understand that. I thought you were saying that you wanted to deal
270 with just third grade.
271
272 Scott VanWinkle: Well that's what I did with this. And then the other night I said.
273
274 Nick Davis: Outcome.
275
276 Shannon Stout: Yeah, third grade outcome.
277
278 Scott VanWinkle: Outcome.
279
280 Rebecca Farley: Right.
281
282 Shannon Stout: Which is K through 3.
283
284 Rebecca Farley: But for this year that number's going to be third grade.
285
286 Scott VanWinkle: OK.
287
288 Rebecca Farley: I mean, but I will go back and do whatever you all want me to do.
289
290 Scott VanWinkle: No, I mean if that's what the principals wanted with what you told 'em.
291
292 Shannon Stout: Alright. Just a question about the directive of letting these folks know that they may not
293 have a job at the end of the school year. Being that we were down in teachers and down in teaching
294 assistants already. We've got that built into the budget and we don't have people in those positions. Are
295 we going to scare people away by telling them that versus saying, we'd like to keep you on within the
296 district, but you may not be working in this capacity next year. Do we foresee we're going to be using
297 them somewhere else?
298
299 Rebecca Farley: I have no idea.
300
301 Shannon Stout: Next year or possibly in the same capacity knowing that we're going to need to be
302 focusing on K through 3?
303
304 Rebecca Farley: I have no idea because I don't know what your all directive is going to be at this point
305 for next year with K-3.
306
307 Nick Davis: But essentially we don't know that, we can't answer that for any teacher that doesn't have
308 tenure anyway?
309
310 Rebecca Farley: Correct.
311
312 Nick Davis: I think everybody's under the same auspice. You may or may not be here next year.
313
314 Jon Matthews: Just don't have to the school necessarily advertise it that way that you may not be here
315 next year.
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Shannon Stout: Well hire you now, but it ends.

Travis Cole: To be upfront with 'em. But I think anybody that takes a job in a district as large as ours understands that there's a potential for other job openings to be more lucrative or more appealing to 'em later. So I don't really think we need to change what we're doing.

Shannon Stout: Just more so your particular role may not be available at the end of the school year.

Travis Cole: To me, if we go with this hybrid version now, and if that's what the principals are saying they want, I'm not the person to counteract what they're saying that they need in their school. Therefore, I think this needs to go forward and us keep it in the back of our mind that we may be adding teachers to this block third grade or the K through 4 block in the budget and just kind of keep that in the back of our mind if we want to lower those numbers. Like to see those numbers lowered myself. But logistically in the time constraints that we're in a quarter away from the school year, there're just not a perfect fix for it.

Shannon Stout: But we're talking about the final 70% we're trying to hit right long term. And this is the one of the first steps along with some of the other goals that y'all are doing to help us get there.

Rebecca Farley: And I am sorry that I misunderstood. I just went with everything here was talking about, well, I mean we were talking about third grade, third grade average, third grade class size and then proposed.

Scott VanWinkle: And I alluded to that the other night that whenever I put this together, I was focused on third grade because that's what the TISA accountability says.

Rebecca Farley: Correct.

Scott VanWinkle: But after talking to you and you saying that some of the first grade classes need more teachers than some of our third grade classes do.

Rebecca Farley: Yeah.

Scott VanWinkle: So then I was saying, well what about just putting them in the K-3 cluster period at those schools?

Rebecca Farley: And I mean, I can go back. Accountability doesn't have to be done until November 1st if you all want to call another meeting.

Shannon Stout: I think we could put something in the accountability that would address that. But how it's handled at the school level is something that y'all can figure out.

Scott VanWinkle: Exactly.

Nick Davis: Can we not just allocate resources toward that cluster?

Scott VanWinkle: Yes.

Nick Davis: Say that's an actionable item. We we're going to reduce class size through the K-3 cluster in hopes of more one-on-one support for.

367
368 Jon Matthews: That's what this is all about, is trying to vote to what put in that to get us moving
369 forward and say this is a goal.

370
371 Scott VanWinkle: Yeah I don't think we need to say where they need to go, just that we're budgeting.
372 We're allowing the budget to be spent on that basically.

373
374 Rebecca Farley: I could be totally wrong, but I think these three that said that they wanted the two
375 assistants. I think if you even said first grade, because here's the thing, a third grader's going to be a
376 little bit more independent than that first grader. So they're not going to be as attached to their teacher
377 and their schedule and all of that thing as a first grader is. So then you're really, if you're messing with a
378 first grade changing it, I think you're still going to have these three that would say that they would
379 prefer the two assistants.

380
381 Anita Hale: They would be traumatized if they take away their teacher if they've already had 'em for
382 nine weeks plus.

383
384 Scott VanWinkle: Yeah.

385
386 Anita Hale: I mean they.

387
388 Jon Matthews: Back to what I was going to get to alluding to with the teacher's assistants. How many
389 do we have budgeted open?

390
391 Rebecca Farley: Six.

392
393 Jon Matthews: We have budgeted for, that's open position for that.

394
395 Rebecca Farley: Six.

396
397 Jon Matthews: Six.

398
399 Rebecca Farley: That's open right now? I don't know at the individual schools. Because I didn't know
400 that we had a school that lost two last week. I know we've got a federal position open, but that's not
401 going to come out of your general budget. You have, we have at this point, I guess 42 regularly
402 budgeted assistants and in our budget line we have for 50.

403
404 Jon Matthews: But they're asking for 11 total on across the board or whatever, fill all 11 spots. To fill
405 11 spots, and we've got budgeted for eight more. Right?

406
407 Rebecca Farley: Correct. But that school will have to get their other two. And what they can do is they
408 can take, if they can't find anybody, then they can take federal money and move those assistants out to
409 the general program.

410
411 Travis Cole: Mr. Chairman, we might have gotten off track.

412
413 Scott VanWinkle: Yeah.

414
415 Travis Cole: Do we need a motion in a second for this type of discussion?
416

417 Scott VanWinkle: Yeah.

418

419 Travis Cole: So I'd like to make a motion that we proceed with the hybrid version and Dr. Farley work
420 with the principals to use the money that's already budgeted for those positions to fill the needs that
421 they need for third grade outcomes.

422

423 Jon Matthews: I'll second that.

424

425 Scott VanWinkle: So motion and a second.

426

427 Chris King: Now the discussion.

428

429 (Laughter)

430

431 Scott VanWinkle: Yeah. The discussion's already over.

432

433 (Audio)

434

435 Shannon Stout: Can we just go ahead and add something generic then to the TISA accountability report
436 to reflect that we're putting a focus on additional assistants and teachers for.

437

438 Rebecca Farley: So how about additional personnel will be added at principal discretion to lower.

439

440 Nick Davis: Class size of K-3 cluster?

441

442 Rebecca Farley: Well, but if you do a teacher assistant that's not necessarily going to do that.

443

444 Travis Cole: To positively impact third grade outcomes.

445

446 Rebecca Farley: There you go to positively impact third grade outcomes.

447

448 Shannon Stout: And then does a dollar amount, do you have to put a dollar?

449

450 Rebecca Farley: So what I can do what I'll reach out to them, have these discussions, would you prefer
451 having these assistants somewhere else? Would you want a teacher somewhere else? I still think we
452 need to focus on those seven schools and talk to them and get there what they want, and then get what
453 each school wants and get an estimated dollar amount for that.

454

455 Shannon Stout: Okay.

456

457 Chris King: That will go in the budget?

458

459 Rebecca Farley: Well. No, we just have to put that on there. I don't know if this point how that's going
460 to affect the budget. I mean, I know we don't have that many in our TA line, so I don't know what that
461 would look like. But that may have to be a budget amendment to add additional funds to the TA line.

462

463 Jon Matthews: But that would be moving it basically from the teacher line over to the TA line.

464

465 Rebecca Farley: Yes.

466

467 Scott VanWinkle: I mean you might see if they want to use instead of two assistants, a teacher in RTI
468 as well for K-3.

469

470 Rebecca Farley: Huh? Yeah, but here's their concern too. Finding anybody.

471

472 Scott VanWinkle: Yeah, I get it.

473

474 Rebecca Farley: So.

475

476 Jon Matthews: I just look at it as that might be a great opportunity to get a new teacher and start getting
477 them into our school's systems. You know what I mean? A new teacher will be a little higher educated
478 than just a TA off the street. So.

479

480 Scott VanWinkle: These principals are pretty good about finding help if they need it. Right? If they're
481 allowed to spend the money, they're pretty good about finding help.

482

483 Rebecca Farley: Yeah, if we can. I mean.

484

485 Travis Cole: That's me. I mean, I'm not a principal, never have been, but I'd rather teacher shop in the
486 summertime.

487

488 Scott VanWinkle: Yeah.

489

490 Travis Cole: Than the first nine weeks of school.

491

492 Scott VanWinkle: Might get some at graduation.

493

494 Rebecca Farley: In December.

495

496 Travis Cole: Well yeah.

497

498 Rebecca Farley: I really don't know how many graduates that they're going to have in December.

499

500 Shannon Stout: So can we vote on the new accountability report for you tonight without having that
501 dollar figure attached to it? Are we good to do that or do we have a dollar attached?

502

503 Rebecca Farley: Well, I mean that, let's see. Can you scroll up and see what it says? That's our action
504 step. So what you all have done is you have given me the permission to add this action step about the
505 additional personnel. So that would be done. Can you go to the next page where the budget is? And I
506 think.

507

508 Scott VanWinkle: Think it was right there. 1.8.

509

510 Shannon Stout: 1.8 On the last page. I didn't know if we needed to add any more to that or needed to
511 stay.

512

513 Rebecca Farley: And I mean, you know.

514

515 Scott VanWinkle: Right there.

516

517 Rebecca Farley: My concern. And that just says rough estimate. Yeah.
518
519 Shannon Stout: Okay. So it doesn't really make any difference.
520
521 Nick Davis: So there's nothing binding there.
522
523 Travis Cole: Just with this one, with this being a separate action item, I think we need to take a vote on
524 the motion and second that's on the floor and address this separately. And could we not give the
525 discretion to Dr. Farley to fill in that blank?
526
527 Scott VanWinkle: Yeah, absolutely. I think so.
528
529 (Audio)
530
531 Scott VanWinkle: So we've got that motion to agree to this hybrid plan, right? If there's no more
532 discussion on that part, we can go ahead and vote. Alright. Ms. Diane, did you get the motion? It should
533 be recorded, right?
534
535 Diane McCartney: Yes.
536
537 Scott VanWinkle: Okay. Alright. Motion and a second to approve the hybrid plan that we've discussed
538 tonight. We'll do a.
539
540 Rebecca Farley: Roll call.
541
542 Scott VanWinkle: Is this a roll call? Yeah. It needs to be as a financial, yep. So roll call please.
543
544 Diane McCartney: Okay. Ms. Hale?
545
546 Anita Hale: Yes.
547
548 Diane McCartney: Mr. Davis?
549
550 Nick Davis: Yes.
551
552 Diane McCartney: Mr. King?
553
554 Chris King: Yes.
555
556 Diane McCartney: Mr. Matthews?
557
558 Jon Matthews: Yes.
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560 Diane McCartney: Mr. Cole?
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562 Travis Cole: Yes.
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564 Diane McCartney: Ms. Stout?
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566 Shannon Stout: Yes.

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Diane McCartney: Mr. VanWinkle?

Scott VanWinkle: Yes.

Diane McCartney: Yeses Have it.

Scott VanWinkle: Okay. Now that passes unanimously.

Motion to proceed with the hybrid version.

VOICE VOTE: (mover-yes) Cole

(seconder-yes) Matthews

Yes: 7, No: 0

MOTION: Motion Carried

8. *TISA Accountability

Scott VanWinkle: So next would be the TISA accountability report. Is there a motion?

Travis Cole: I'd make the motion we move forward with TISA accountability report and give Dr. Farley the ability to fill in the dollar amount once that data has been collected.

Shannon Stout: And the action step?

Travis Cole: Yes. And the action step.

Shannon Stout: I'll second that.

Scott VanWinkle: There's a motion to approve the TISA accountability report. Allow Dr. Farley to add the necessary amounts at a later date and also add the action step to include new personnel. Any discussion?

Travis Cole: No sir.

Scott VanWinkle: Ms. Stout?

(Silence)

Scott VanWinkle: Alright, roll call please.

Diane McCartney: Mr. Cole?

Travis Cole: Yes.

Diane McCartney: Ms. Stout?

606

Shannon Stout: Yes.

607

608

Diane McCartney: Mr. Davis?

609

610

Nick Davis: Yes.

611

612

Diane McCartney: Mr. King?

613

614

Chris King: Yes.

615

616

Diane McCartney: Mr. Matthews?

617

618

Jon Matthews: Yes.

619

620

Diane McCartney: Ms. Hale?

621

622

Anita Hale: Yes.

623

624

Diane McCartney: Did we get every one besides you, Mr. VanWinkle? I was just making sure you're the last one.

625

626

627

(Audio)

628

629

Diane McCartney: Mr. VanWinkle?

630

631

Scott VanWinkle: Yes.

632

633

Diane McCartney: Yeses have it.

634

635

Rebecca Farley: Thank you. This will be submitted by the deadline.

636

637

638

Motion to move forward with TISA accountability report.

VOICE VOTE: (mover-yes) Cole

(seconder-yes) Stout

Yes: 7, No: 0

MOTION: Motion Carried

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640

9. Questions from Media

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642

10. Adjournment

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Scott VanWinkle: Okay. Any other business for the special call?

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(Silence)

Scott VanWinkle: All right. Meeting adjourned.

(Meeting adjourned at approximately 7:32 pm)

Rebecca Farley
Director of Schools

Scott VanWinkle
Chairperson of the Board

Comment I, Jason McGhee hereby certify that I reported the foregoing minutes and that I delivered said minutes to the office of the Director of Schools on Nov 11th 2025.

Jason McGhee
Board of Education Recorder

(* Indicates Board Approval Required)

The Board of Education held a middle school committee meeting on Thursday, November 6, 2025 at 4 pm in the Central Office boardroom. Chairman VanWinkle called the meeting to order at approximately 4:00 pm with a moment of silence followed by the Pledge of Allegiance.

PRESENT:

VanWinkle
Hale
Davis
Matthews
Cole
Farley, DOS
Ceballos, Media

ABSENT:

Stull
Nichols
King
Stout

The meeting's sole agenda item is to score potential middle school configurations using a Cause and Effect (CE) Matrix. The scoring is focused on creating the best educational experience for all students while operating within current funding levels.

Purpose and Scoring Methodology

- **Goal:** Determine the best path forward for middle school configuration.
- **Overriding Constraint (Funding):** Options that cost more than the current budget receive a lower score. Options that cost less receive a higher score.
- **Scorers:** Academic team supervisors.
- **Scoring Scale:** \$0, 1, 3,\$ and \$9\$. (Higher score indicates a greater advantage/closer alignment to goals).
- **Consensus:** Supervisors are encouraged to discuss and can disagree; immediate consensus is not required.
- **Metrics (Columns):** The first four academic sections (e.g., ELA, Math, CTE) were identified for initial discussion, all deemed of high importance.
- **Options (Rows):** Configurations for middle schools, including "Do Nothing," "Hard Zoning," and "Build two brand new buildings."

Scoring of Specific Options

Option	Rationale/Discussion Highlights	Initial Score Consensus

Do Nothing (Current K-8 Configuration)	\$80\%\$ of the community wants middle schools (a historic high). Continuing the current path does not get them closer to their academic goals.	1 (Low score due to public mandate for change and current academic performance not being at the desired level of a '9')
Hard Zoning (Re-zoning)	No educational benefit: Students remain in a K-8 configuration; only location changes. Overdue: Re-zoning has not been done in over 10 years (since 2014-2015), despite an average of 40-50 new homes/addresses being built monthly since 2020.	0 or 1 (Acknowledged as necessary for capacity but not helpful for academics; was compared to "Do Nothing")
Build Two Brand New Buildings	Goal: Intended to create two new middle schools. Expected to result in a benefit for ELA, Math, and CTE by putting kids together earlier (7-8) to form new friend groups before high school.	9 for ELA, Math, CTE

Analysis of "Build Two Brand New Buildings"

The option of building two new middle schools was scored across multiple metrics:

Metric	Discussion	Score
Personnel Cost (Going from 12 to 14 schools)	Costs would be higher than current funding (due to needing more teachers), which translates to a lower score based on the funding rule.	3 (A lower score for high cost)
Diversity of Class Offerings	Considered the "absolute best" option for expanding curriculum pathways earlier.	9

Extracurricular Activities (Academic/Athletic)	Would provide more opportunities that could engage students.	9
Graduation Rates/State Report Card	Expected to have a positive influence.	9
Dropout Rate	Expected to decrease due to earlier integration, exposure to new curriculum, and social grouping before high school. Current rate is less than 71%.	3 (Higher than '1' but not a '9' as family/external factors are the main cause)
Absenteeism	Expected to improve, similar to Dropout Rate.	3
Class Size (Policy: Elem. ≤ 25, Middle ≤ 35)	The new capacity would inherently allow for the reduction of class sizes across the entire district (including elementary schools), which are currently facing classroom issues.	3 (Could be a '9' if that was the main goal, but settled on '3')
Sustainability for Future Growth	Adding new schools is considered a long-term solution to accommodate student growth at all levels (elementary, middle, high).	9
Cost (Books, Desk, Technology)	Existing curriculum books are mostly covered, but two new buildings would require new furniture (to replace old 1972 furniture) and new technology (boards, etc.), increasing costs.	3 (A lower score for high cost)

Option Removed

- **Magnet High Schools for Sports and Technology:** This option was deemed to primarily affect the high school/CTE program and not the middle schools directly. It was removed from the matrix with the possibility of discussing it as a *byproduct* or *in combination* with one of the other options.

The next logical step is to continue scoring the remaining middle school configuration options to determine the top three for the County Commission.

CE Matrix Discussion Summary: Evaluating Middle School Configuration Options

The discussion continued the scoring of various middle school configuration options on the Cause and Effect (CE) Matrix, maintaining the focus on academic improvement (ELA, Math, CTE) and cost-effectiveness (lower score for higher cost, higher score for lower cost).

Options Scored (One New and One Existing)

Option	ELA, Math, CTE Score	Personnel Cost Score	Diversity/Extra curricular Score	Cost Score	Sustainability Score	Rationale & Discussion Highlights
One New Middle School & One Existing Elementary School (Retrofitting)	9	Same (3)	Same (9)	Higher (9)	Same (9)	Academics are maximized (9). Personnel cost is the same as the "Two New Buildings" option (3). Cost is rated higher (9) because new furniture is not required; existing "big furniture" can be reallocated

						from other schools, saving a significant expense.
Two Existing Elementary Schools (Retrofitting)	9	Same (3)	Same (9)	Higher (9)	3	Academics are maximized (9), and personnel/diversity scores remain the same. Sustainability is low (3) because existing elementary schools may not handle future student growth as well as new builds. Cost is high (9) because furniture can be reallocated, minimizing material expense.

Option Removed (Pine View Magnet School)

- **Option:** Pine View stays PreK-8 and becomes a STEM Magnet School.
- **Problem:** If the district moves to a middle school configuration, keeping one school K-8 is essentially "doing nothing" for that school. It raises questions about offering equal opportunities to all students (e.g., if parents want their kids in a middle school setting, they wouldn't have the option).

- **Action:** The option was removed from the matrix for configuration discussion. It was suggested that the magnet school concept could be researched further and discussed later as part of the overall budget or a "byproduct" of the final configuration.
-

Discussion on Consolidating Schools

- **Option: One High School and One Middle School** (Consolidating the two existing high schools).
 - **Supervisor Opinion:** One supervisor strongly felt this would be negative (score of 3) for ELA, Math, and CTE.
 - **Rationale for Low Score:** In very large schools (like Cookeville High School or Bearden High School), students "get lost," and relationships with teachers and peers are diminished, which is critical for student performance.
 - **Counterpoint:** The discussion pivoted to the correlation between school size and academic outcome. The group acknowledged that data can be found to support *either* the middle school model or the PreK-8 model, and without specific, agreed-upon data, it is difficult to definitively score the impact of size (large vs. small) on ELA, Math, and CTE performance.
-

The committee needs to reach an agreement on the scoring for the "One High School and One Middle School" option, particularly concerning the impact of school size on academic performance, before moving on.

Summary of Discussion on CE Matrix Scoring

Another segment of the discussion focused on completing the scoring for the "One High School and One Middle School" option under the Academics criteria, and then planning for the scoring of future criteria, specifically Transportation and Facilities.

Scoring "One High School and One Middle School" (Academics)

- **Academic Impact:** The team acknowledged the general consensus that moving to a middle school configuration (regardless of the building plan) is expected to have a positive academic impact on students in ELA, Math, and CTE.
- **The Size Factor:** The supervisor's concern remained that the massive size of a single consolidated high school would negatively affect student-teacher relationships, potentially mitigating the academic benefit.
 - **Resolution:** The group decided to score the option based on the academic theory that *if enough room existed*, consolidating would work academically (thus a high score). However, they recognized that the Facilities criteria (to be scored later) would likely receive a zero because the current high school buildings

cannot physically handle the consolidated student population. This zero in Facilities would be the factor that ultimately eliminates or heavily penalizes the option.

- **Outcome:** The option was treated as having a high academic score, with the understanding it would be eliminated by the Facilities score later.
-

Next Steps and Delegation

- **Understanding the Matrix:** The participants agreed that seeing the scoring process in action made the logic clearer, noting that certain options will be quickly eliminated when criteria like Facilities or Transportation are applied.
 - **Delegation:** The supervising director agreed to task the academic team with completing the scoring for the Academic portion of the CE Matrix without a meeting.
 - **Future Experts:** Specific feedback is needed from the committee on who should be invited to the table as "experts" for future sections of the matrix.
-

Planning for Transportation Scoring

- **Key Factors:** When scoring the Transportation section, the team will need to analyze the effect on:
 - Number of buses.
 - Cost.
 - Number of drivers.
- **Potential Solution:** Staggering start times was identified as a potential option to address transportation challenges.
- **Policy Constraint:** A policy objective is to keep students off the bus for no more than 45 minutes one way.
- **Logistics Challenge:** The transportation analysis will be complex as it needs to examine multiple potential scenarios (e.g., two middle schools at North and South, or other locations). The feasibility of using mapping software to run routes for different configuration options will be checked.

The discussion concluded the scoring of several configuration options under the Academics criteria and transitioned into planning for the next major criteria: Facilities.

Discussion on Transportation Software

- **Capability:** The team confirmed their current software should be capable of tracing routes, calculating student counts and stops, and visualizing the logistics for every configuration option they create.

- **Goal:** Use the software to analyze the impact of each option on the number of buses, cost, number of drivers, and the policy goal of keeping students off the bus for no more than 45 minutes one way.

Scoring Remaining Academic Options

The team clustered several similar options and scored them based on academic impact:

Option	ELA, Math, CTE Score	Personnel Cost Score	Sustainability (Student Growth)	Cost Score	Rationale & Discussion Highlights
Use Two Existing High Schools	9	3	0	9	Academics are 9 (for the middle school benefit). Sustainability is 0 because current facilities have no room to handle the consolidated number of students. Cost is 9 (low cost) because they already have furniture/materials.
Move Grades 6-8 to Current High Schools	0	N/A	N/A	N/A	Zero academic impact. The consensus was that placing young \$6^{th}\$-\$8^{th}\$ graders with \$9^{th}\$-\$12^{th}\$ graders would not be a positive change and should be taken off the table.
Build Middle School Wing to Both High Schools	0	N/A	N/A	N/A	Deemed the "same thing, different words" as the option above; also taken off the table.

Move ONLY Grades 7 & 8 to a Middle School	3	3	Fine	Fine	Considered a "step up" (3) from the current configuration because two of three grades are together, but it creates a new issue by isolating 6 th graders. Academics, personnel, and sustainability are expected to be similar to other options, just at a slightly lower scale.
7-8 Middle School, 9-12 High School (And 6-8 Middle School, 9-12 High School - in reverse)	9	3	Fine	Fine	Creates a clear middle school environment (7 th and 8 th grade focus) and is expected to result in a positive academic change (9). Personnel cost remains a 3 (same discussion as before regarding 6 th -12 th licenses).

Re-Evaluating Magnet Schools

- The idea of using one school as a Technical Magnet (CTE) and another as an Athletic Magnet was revisited.
- The supervisor argued a magnet approach allows for a tailored, focused effort on specific interests (e.g., technical education), which could be more effective than trying to split all resources across all schools.
- Action: The supervising director agreed to conduct research on magnet schools to fully understand their criteria and implications.

Transition to Facilities Scoring

- The team is now officially moving to score the Facilities criteria.
- "Do Nothing" Score Adjustment: The group noted that "Do Nothing" (staying in the current configuration) might score highly on Facilities/Maintenance Sustainability because it avoids the costs and maintenance of new buildings, potentially scoring higher than a 1 in this area.

The team has a plan to complete the academic scoring, research magnet schools, and proceed with the Facilities criteria.

Next Steps for the CE Matrix

The next part of the meeting concluded the scoring of the Facilities criteria and set the action plan for completing the rest of the Cause and Effect (CE) Matrix.

Scoring the Facilities Criteria (Selected Options)

The team moved through various Facility metrics, including maintenance sustainability, student capacity, adequate space (academic/outdoor), furniture, ADA compliance, and required increased funding.

Option	Maintenance Sustainability Score	Student Capacity (Elem/Middle/High)	Adequate Academic Space Score	Required Increased Funding Score	Rationale & Discussion Highlights
Do Nothing (Current Config.)	9	1 (Elem), 0 (Middle), 0 (High)	1	No (9)	Highest score for sustainability (less wear and tear, no new expenses). Lowest score for capacity and space, as some schools are currently using closets and hallways for instruction.

Two New Middle Schools	3	9 (Elem/Middle)	9	Yes (3)	New schools mean low maintenance initially, but <i>more buildings</i> overall reduces the score to a 3. High score for capacity and academic space. High cost means a lower score (3).
Two Existing Elementary Schools (Retrofitting)	1	3 (Elem/Middle)	1	No (9)	Lowest sustainability score (1) due to retrofitting and old buildings. Requires high capital money to fix, but is scored high for funding (9) because it does not increase operating budget (personnel, books, etc.).

Move ONLY Grades 7 & 8 to a Middle School	9	9 (Elem/Middle/High)	N/A	No (9)	Maintenance stays the same as current buildings are used. Student capacity benefits all levels (Elem, Middle, High) due to shifting grades around.
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Initial Total Score Snapshot

Reviewing the scores for the first few sections (Academics and Facilities), the top scoring options emerged:

- Two New Middle Schools
- One New Middle, One Existing Elementary
- Two Existing Elementary Schools
- 7-8 Middle School, 9-12 High School

This initial scoring confirmed the process is working to narrow down the viable options.

Action Plan and Delegation

The committee agreed on the following tasks and deadlines:

Task	Responsible Party	Target Date	Purpose
Complete Priority Weights & Sections 1-4 Score (Academics, Facilities, Student Support, Athletics/Extracurricular)	Supervising Director & Academic Team	November 24th	Narrow the list of options before moving to complex analysis (Transportation, Food Service, etc.).
Research Magnet Schools	Supervising Director	December 4th Meeting	Provide necessary data before deciding on Magnet School options.

Review Scored Matrix

Full
Committee

December
4th Full
Board
Meeting

Present the
narrowed-down options
and discuss the scoring
methodology.

Export to Sheets

The supervisors expressed faith in the director and team to complete the initial scoring to avoid a long, aggravating meeting, with the goal of returning to the full committee with a focused list of options and questions.

The next key step is the completion of the first four sections of the matrix and the research on magnet schools by the December 4th meeting.

Discussion Questions for the CE Matrix Review (December 4th)

Strategic Goals and Scoring Integrity

- **Academics (ELA, Math, CTE):** The scoring assumed a positive academic impact for most middle school options. Can the team provide specific data points or research that links the shift from a K-8 to a middle school configuration (regardless of building age) to improved outcomes in these subjects?
- **Funding Constraint:** Since options that cost more receive a lower score, can the team clarify where the current "baseline" funding line is set and what specific line items (e.g., personnel, maintenance, utilities) were factored into the cost scoring for each option?
- **Magnet Schools:** What were the key findings from the research on magnet schools, and how would this concept (if applied to Pine View or other schools) affect student attendance zones and the cost/score of the top configuration options?

Facilities and Capacity

- **Sustainability Scores:** The "Do Nothing" option scored highest for maintenance sustainability. Can the maintenance team elaborate on the long-term deferred maintenance costs associated with the current configuration versus the projected maintenance costs for new builds (Options 1, 2, 3) over a 10-year period?
- **"One High School/One Middle School" Options:** Since the academic benefit was scored highly but the facilities score was low (even zero), is the committee in agreement that this option is non-viable and should be removed entirely, or does the academic benefit justify further discussion about a future consolidation/new high school construction plan?

- **Retrofitting (Two Existing Elementary Schools):** For this high-scoring option, what is the projected capital expenditure needed to retrofit the schools to be middle-school appropriate (e.g., moving walls, plumbing for large bathrooms, new academic/athletic spaces)?

Next Steps and Data Gathering

- **Expert Review:** For the future sections (Transportation, Food Services, Maintenance), which specific internal staff members or external consultants does the team recommend bringing in to ensure the most accurate scoring?
- **Transportation Analysis:** Before the next review, can the team present the logistics software results for the top three scoring configuration options, specifically addressing the number of buses, cost, and ability to meet the 45-minute one-way rider limit?
- **Timeline:** Given the remaining sections and the holidays, the team proposed a review in early December. Does the committee agree with the proposed timeline for the completion of the full matrix (tentatively end of May) or should the pace be accelerated/adjusted

The meeting concluded at approximately 5:40 p.m.

Resolution #
Cumberland County, Tennessee
General Program School Fund

WHEREAS the General budget requires revision to recognize honorarium from Healthy Students Stronger Learners Grant.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 4th day of December 2025, and by the Cumberland County Commission meeting on December 15, 2025, that the following budget amendment be adopted.

General Budget Amendment

Increase Revenue		
<u>141-46591</u>	Healthy Students Stronger Learners	\$1,200.00
Total Increase in Revenue		\$1,200.00
Increase Expenditures:		
<u>141-72120-524</u>	Professional Development	\$1,200.00
Total Increase in Expenditures		\$1,200.00

SPONSORED BY:

APPROVED BY:

BOE Member

Chairman of the Board

ATTEST:

Ayes: ____ Nays: ____ Abstain: ____

Director of School

Sponsor: _____
County Commissioner

Approval: _____
County Mayor

Attest: _____
County Clerk

Budget Committee Vote

Ayes: ____ Nays: ____ Abstain: ____

Cumberland County, Tennessee

General Purpose School Fund

WHEREAS the ISM State Grant for 2025-2026 required a revision to account for a change in needs,

THEREFORE, be it resolved by the Cumberland County Board of Education meeting on this 4th day of December 2025, and by the Cumberland County Commission meeting on this 15th day of December 2025, that the following budget be adopted:

Decrease Expenditures:

141-71300-730-BROWN	Vocational Instruction Equipment	\$ 10,000.00
141-72130-524-COES	Staff Development	\$ 2,000.00
141-72130-524-GMES	Staff Development	\$ 1,000.00
141-76100-706-GMES	Building Construction	\$ 11,900.00
141-71300-730-HOME	Vocational Equipment	\$ 15,000.00
141-71300-730-PHILL	Vocational Equipment	\$ 3,199.05
141-76100-707-SOUTH	Building Improvements	\$ 3,000.00
141-72130-524-STONE	Staff Development	\$ 2,000.00
141-76100-707-STONE	Building Improvements	\$ 42,000.00
Total Decrease:		\$ 90,099.05

Increase Expenditures:

141-76100-799-BROWN	Other Capital Outlay	\$ 10,000.00
141-71300-429C-COES	Instructional Supplies and Materials	\$ 2,000.00
141-71300-730-GMES	Vocational Equipment	\$ 12,900.00
141-76100-707-HOME	Building Improvements	\$ 15,000.00
141-72710-729-PHILL	Transportation Equipment	\$ 3,199.05
141-71300-429C-SOUTH	Instructional Supplies and Materials	\$ 3,000.00
141-76100-706-STONE	Building Construction	\$ 44,000.00
Total Increase:		\$ 90,099.05

SPONSORED BY:

BOE Member

APPROVED BY:

Chairman of the Board

ATTEST:

Director of Schools

Ayes: _____ Nays: _____ Abstain: _____

Sponsor: _____

County Commissioner

Approval: _____

County Mayor

Attest: _____

County Clerk

Budget Committee Vote: Ayes: _____ Nays: _____ Abstain: _____

RESOLUTION # _____

Cumberland County, Tennessee

CENTRAL CAFETERIA FUND



WHEREAS the Cumberland County Board of Education/School Nutrition Program requests the following budget resolution be approved for **additional USDA grant funds**.

WHEREAS the United States Department of Agriculture (USDA) had selected the State of Tennessee to receive federal funds for Equipment Assistance Grants. These funds were provided for equipment assistance to School Food Authorities (SFAs) participating in the National School Lunch Program. North Cumberland Elementary School had been awarded \$85,000 to purchase a new replacement walk in freezer and cooler. Since the original grant was awarded last SY, an additional \$11,672 has become available to help fully fund the walk in freezer and cooler project that was approved and completed last SY. These funds became available at the end of the TDOE's Fiscal Year (September 30th, 2025).

THEREFORE, be it resolved that the budget resolution be approved by the Cumberland County Board of Education meeting this 4th day of **December 2025** and adopted by the Cumberland County Commission meeting this _____ day of **January 2026**.

INCREASE REVENUES:

143.47590 Other Federal through State \$11,672.00

TOTAL INCREASE: \$11,672.00

INCREASE EXPENDITURES:

143.73100.710 Food Service Equipment \$11,672.00

TOTAL INCREASE: \$11,672.00

SPONSORED BY: _____
BOE Member

SPONSORED BY: _____
County Commissioner

APPROVED BY: _____
Chairman of the Board

APPROVED BY; _____
County Mayor

ATTEST: _____
Director of Schools

ATTEST: _____
County Clerk

Ayes: _____ Nays: _____ Abstain: _____

Ayes: _____ Nays: _____ Abstain: _____

**Cumberland County Finance
Summary Financial Statement
October 2025**

FINAL BEFORE AUDIT ENTRIES

141 General Purpose School		Year-To-Date					Month-To-Date				
Account	Description	Original Budget	Total	Actual	Encumbered	% of Budget	Budget Estimate	Total	Actual	Encumbered	% of Avg
							Avg/Mth				
Revenues											
40110	Current Property Tax	1,890,277.00	482,795.28	482,795.28	0.00	25.54%	157,523.08	250,887.82	250,887.82	0.00	159.27%
40120	Trustee's Collections - Prior Year	52,999.00	18,682.39	18,682.39	0.00	35.25%	4,416.58	5,248.60	5,248.60	0.00	118.84%
40130	Cir Clk/Clk & Master Collections-Pr Yr	18,765.00	5,235.50	5,235.50	0.00	27.90%	1,563.75	2,279.95	2,279.95	0.00	145.80%
40140	Interest And Penalty	21,342.00	5,974.58	5,974.58	0.00	27.99%	1,778.50	2,688.63	2,688.63	0.00	151.17%
40210	Local Option Sales Tax	16,953,333.00	4,492,874.37	4,492,874.37	0.00	26.50%	1,412,777.75	1,480,347.56	1,480,347.56	0.00	104.78%
40270	Business Tax	3,561.00	1,293.14	1,293.14	0.00	36.31%	296.75	456.00	456.00	0.00	153.66%
40275	Mixed Drink Sales	57,360.00	23,531.92	23,531.92	0.00	41.02%	4,780.00	12,306.42	12,306.42	0.00	257.46%
43517	Tuition - Other	150,246.00	62,774.47	62,774.47	0.00	41.78%	12,520.50	14,651.33	14,651.33	0.00	117.02%
43570	Receipts From Individual Schools	66,000.00	13,187.04	13,187.04	0.00	19.98%	5,500.00	9,319.86	9,319.86	0.00	169.45%
43990	Other Charges For Services	15,000.00	6,136.80	6,136.80	0.00	40.91%	1,250.00	0.00	0.00	0.00	0.00%
44120	Lease/Rentals	4,240.00	6,926.90	6,926.90	0.00	163.37%	353.33	2,454.70	2,454.70	0.00	694.73%
44145	Sale Of Recycled Materials	2,500.00	1,001.40	1,001.40	0.00	40.06%	208.33	161.00	161.00	0.00	77.28%
44170	Miscellaneous Refunds	110,000.00	7,851.82	7,851.82	0.00	7.14%	9,166.67	5,874.64	5,874.64	0.00	64.09%
44530	Sale of Equipment	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
44540	Sale of Property	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
44560	Damages Recovered From Individuals	500.00	435.00	435.00	0.00	87.00%	41.67	380.00	380.00	0.00	912.00%
44570	Contributions & Gifts	16,000.00	12,001.00	12,001.00	0.00	75.01%	1,333.33	428.00	428.00	0.00	32.10%
44990	Other Local Revenues	14,000.00	5,381.13	5,381.13	0.00	38.44%	1,166.67	827.75	827.75	0.00	70.95%
46510	TISA	51,834,178.00	15,606,596.98	15,606,596.98	0.00	30.11%	4,319,514.83	5,202,199.00	5,202,199.00	0.00	120.43%
46515	Early Childhood Education	973,987.00	273,239.81	273,239.81	0.00	28.05%	81,165.58	118,827.74	118,827.74	0.00	146.40%
46590	Other State Education Funds	597,026.00	1,305,740.10	1,305,740.10	0.00	218.71%	49,752.17	56,702.57	56,702.57	0.00	113.97%
46591	Coordinated School Health - ARRA	113,000.00	25,926.96	25,926.96	0.00	22.94%	9,416.67	17,105.98	17,105.98	0.00	181.66%
46594	Family Resource Centers - ARRA	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
46610	Career Ladder Program	80,000.00	36,689.16	36,689.16	0.00	45.86%	6,666.67	36,689.16	36,689.16	0.00	550.34%
46640	Vocational Equipment	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
46790	Other Vocational	3,000,000.00	309,356.01	309,356.01	0.00	10.31%	250,000.00	309,356.01	309,356.01	0.00	123.74%
46980	Other State Grants	106,000.00	0.00	0.00	0.00	0.00%	8,833.33	0.00	0.00	0.00	0.00%
46981	Safe Schools-ARRA	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
46990	Other State Revenues	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
47141	ESEA Title 1	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
47401	American Rescue Plan Grant #1	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
47590	Other Federal Through State	271,000.00	95,214.36	95,214.36	0.00	35.13%	22,583.33	18,069.83	18,069.83	0.00	80.01%
47990	Other Federal Direct Revenue	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
48610	Donations	0.00	5,960.00	5,960.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
48990	Other Revenue	0.00	5,500.00	5,500.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
49600	Proceeds from Sale of Capital Assets	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
49700	Insurance Recovery	0.00	18,005.89	18,005.89	0.00	0.00%	0.00	11,193.21	11,193.21	0.00	#DIV/0!
Total Revenues		\$ 76,351,314.00	\$ 22,828,312.01	\$ 22,828,312.01	\$ -	29.90%	\$ 6,362,609.50	\$ 7,558,455.76	\$ 7,558,455.76	\$ -	118.79%

Expenditures											
71100	Regular Instruction Program	(31,365,446.00)	9,692,704.91	9,364,618.33	328,086.58	-30.90%	(2,613,787.17)	2,469,570.25	2,469,570.25	0.00	94.48%
71150	Alternative Instruction Program	(400,742.00)	107,743.72	107,743.72	0.00	-26.89%	(33,395.17)	30,843.78	30,843.78	0.00	92.36%
71200	Special Education Program	(6,077,651.00)	1,634,745.99	1,634,745.99	0.00	-26.90%	(506,470.92)	515,136.21	515,136.21	0.00	101.71%
71300	Career And Technical Education	(7,041,633.00)	1,875,332.00	1,778,420.83	96,911.17	-26.63%	(586,802.75)	542,961.70	558,618.59	(15,656.89)	92.53%
71400	Student Body Education Program	(638,651.00)	54,873.03	54,873.03	0.00	-8.59%	(53,220.92)	18,539.67	18,539.67	0.00	34.84%
72110	Attendance	(248,618.00)	78,091.26	78,091.26	0.00	-31.41%	(20,718.17)	15,957.22	15,957.22	0.00	77.02%
72120	Health Services	(1,000,288.00)	269,034.97	264,994.97	4,040.00	-26.90%	(83,357.33)	83,931.61	87,317.51	(3,385.90)	100.69%
72130	Other Student Support	(1,860,440.00)	523,443.25	523,443.25	0.00	-28.14%	(155,036.67)	155,996.14	155,996.14	0.00	100.62%
72210	Regular Instruction Program	(1,533,428.00)	552,447.21	547,447.21	5,000.00	-36.03%	(127,785.67)	94,922.69	94,922.69	0.00	74.28%
72220	Special Education Program	(1,215,642.00)	338,178.25	337,898.25	280.00	-27.82%	(101,303.50)	135,908.09	135,993.69	(85.60)	134.16%
72230	Career And Technical Education	(646,384.00)	164,939.70	164,939.70	0.00	-25.52%	(53,865.33)	48,709.07	48,939.07	(230.00)	90.43%
72250	Technology	(1,036,671.00)	431,234.92	430,171.42	1,063.50	-41.60%	(86,389.25)	106,809.25	130,595.75	(23,786.50)	123.64%
72310	Board Of Education	(1,135,346.00)	601,850.72	601,850.72	0.00	-53.01%	(94,612.17)	59,754.27	59,754.27	0.00	63.15%
72320	Office Of The Superintendent	(351,726.00)	124,898.62	124,822.60	76.02	-35.51%	(29,310.50)	31,936.35	31,861.35	75.00	108.96%
72410	Office Of The Principal	(5,074,674.00)	1,400,020.55	1,400,020.55	0.00	-27.59%	(422,889.50)	438,569.86	438,569.86	0.00	103.71%
72510	Fiscal Services	(386,200.00)	92,065.74	92,065.74	0.00	-23.84%	(32,183.33)	21,590.81	21,590.81	0.00	67.09%
72520	Human Services/Personnel	(244,289.00)	97,869.32	97,630.54	238.78	-40.06%	(20,357.42)	14,020.32	13,781.54	238.78	68.87%
72610	Operation Of Plant	(5,846,762.00)	2,334,981.56	2,302,463.32	32,518.24	-39.94%	(487,230.17)	369,586.18	381,579.86	(11,993.68)	75.85%
72620	Maintenance Of Plant	(2,701,264.00)	548,242.46	381,076.56	167,165.90	-20.30%	(225,105.33)	211,132.70	129,764.87	81,367.83	93.79%
72710	Transportation	(4,286,880.00)	953,159.87	900,867.61	52,292.26	-22.23%	(357,240.00)	313,577.74	335,737.18	(22,159.44)	87.78%
72905	American Rescue Plan Act Expenditure	0.00	0.00	0.00	0.00	0.00%	-	0.00	0.00	0.00	0.00%
73300	Community Services	(192,861.00)	57,110.78	57,110.78	0.00	-29.61%	(16,071.75)	15,691.43	15,691.43	0.00	97.63%
73400	Early Childhood Education	(1,389,223.00)	349,831.99	349,831.99	0.00	-25.18%	(115,768.58)	111,201.51	111,201.51	0.00	96.05%
76100	Regular Capital Outlay	(744,407.00)	309,387.21	190,244.25	119,142.96	-41.56%	(62,033.92)	33,227.55	37,742.55	(4,515.00)	53.56%
82130	Education Debt Service	(222,924.00)	0.00	0.00	0.00	0.00%	(18,577.00)	0.00	0.00	0.00	0.00%
82230	Education Debt Service	(30,132.00)	0.00	0.00	0.00	0.00%	(2,511.00)	0.00	0.00	0.00	0.00%
91300	Education Capital Projects	(3,110,000.00)	1,822,281.40	1,014,307.15	807,974.25	-58.59%	(259,166.67)	481,976.80	241,392.55	240,584.25	
99100	Transfers Out	0.00	0.00	0.00	0.00	0.00%	-	0.00	0.00		0.00%
Total	Expenditures	\$ (78,782,282.00)	\$ 24,414,469.43	\$ 22,799,679.77	\$ 1,614,789.66	30.99%	\$ (6,565,190.17)	\$ 6,321,551.20	\$ 6,081,098.35	\$ 240,452.85	96.29%
Total	141 General Purpose School	\$ (2,430,968.00)	\$ (1,586,157.42)	\$ 28,632.24	\$ (1,614,789.66)	-65.25%	\$ 12,927,799.67	\$ 1,236,904.56	\$ 1,477,357.41	\$ (240,452.85)	-9.57%

Cumberland County, Tennessee
Local Option Sales Tax Collections
General Purpose School Fund
FY 2025-2026

Month	FY 19-20 Actual	FY 20-21 Actual	FY 21-22 Actual	FY 22-23 Actual	FY 23-24 Actual	FY 24-25 Actual	FY 25-26 Budget	FY25-26 Actual	Difference
August	\$ 870,571	\$ 1,020,777	\$ 1,166,927	\$ 1,351,767	\$ 1,434,099	\$ 1,459,059	\$ 1,488,240	\$ 1,504,002	\$ 15,762
September	\$ 865,871	\$ 952,467	\$ 1,107,995	\$ 1,364,864	\$ 1,362,368	\$ 1,393,264	\$ 1,421,129	\$ 1,508,525	\$ 87,396
October	\$ 846,819	\$ 919,285	\$ 1,083,881	\$ 1,264,424	\$ 1,298,385	\$ 1,421,924	\$ 1,450,362	\$ 1,480,348	\$ 29,985
November	\$ 859,937	\$ 973,849	\$ 1,106,688	\$ 1,299,471	\$ 1,294,789	\$ 1,364,585	\$ 1,391,877		
December	\$ 871,317	\$ 983,974	\$ 1,132,259	\$ 1,289,256	\$ 1,366,010	\$ 1,417,209	\$ 1,445,553		
January	\$ 827,204	\$ 977,133	\$ 1,159,721	\$ 1,298,903	\$ 1,314,873	\$ 1,362,837	\$ 1,390,094		
February	\$ 1,057,209	\$ 1,278,153	\$ 1,304,344	\$ 1,471,897	\$ 1,630,073	\$ 1,575,350	\$ 1,606,857		
March	\$ 731,082	\$ 897,298	\$ 965,550	\$ 1,156,878	\$ 1,130,567	\$ 1,155,681	\$ 1,178,795		
April	\$ 710,630	\$ 828,199	\$ 999,451	\$ 1,131,461	\$ 1,187,369	\$ 1,149,333	\$ 1,172,320		
May	\$ 854,049	\$ 1,178,207	\$ 1,264,205	\$ 1,398,362	\$ 1,342,565	\$ 1,423,150	\$ 1,451,612		
June	\$ 828,973	\$ 1,096,183	\$ 1,185,985	\$ 1,309,063	\$ 1,336,725	\$ 1,420,042	\$ 1,448,443		
July Accrual	\$ 947,306	\$ 1,114,903	\$ 1,298,919	\$ 1,399,744	\$ 1,394,836	\$ 1,478,482	\$ 1,508,052		
Total	\$ 10,270,968	\$ 12,220,428	\$ 13,775,928	\$ 15,736,090	\$ 16,092,659	\$ 16,620,915	\$ 16,953,333	\$ 4,492,874	\$ 133,142



FUNDRAISER AUTHORIZATION FORM

School BES

Fund/club/class account Skills USA

Expected date of fundraiser 12-19-25

Proposed fundraising activities Students pay \$1.00 to wear a hat for the day

Method of fundraising (in-person, crowdfunding, etc.) in-person

Proposed uses of funds raised* help SkillsUSA students with club fees & supplies.

Expected student involvement (school-wide or specific school organization)
School-wide

Method by which school will receive profit cash - students pay \$1.00

Requested by Tammie Dixon Date 10-30-25
Name/Title

Approved by [Signature] Date 11/12/25
Principal

Approved by _____ Date _____
Director of Schools**

* Any change in proposed uses of funds raised must be approved by the Director of Schools

** The Director of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.



FUNDRAISER AUTHORIZATION FORM

School CCHS

Fund/club/class account Girls Flag Football

Expected date of fundraiser Dec 5
Nov 17 - Dec 17
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities "Fill My Football" - Donations

Method of fundraising (in-person, crowdfunding, etc.) Crowdfunding
(Crowdfunding is defined as "raising money online")

Proposed uses of funds raised Uniforms

(Any change in proposed uses of funds raised must be approved by the Director of Schools)

Expected student involvement (school-wide or specific school organization)

Girls Flag Football
(Fundraising activities that involve the participation of the entire student population in the selling of the fundraising items must be board approved)

Method by which school will receive profit Donations from
friends and family

Requested by Dany Shipp/teacher Date 11-4-25
Name/Title

Approved by [Signature] Date 11-5-25
Principal

Approved by _____ Date _____
Director of Schools



FUNDRAISER AUTHORIZATION FORM

School North Cumberland

Fund/club/class account Student Council

Expected date of fundraiser Dec 12, 2025
(Date must be AFTER Board and/or Director approval)

Proposed fundraising activities Hat Day PreK-8

Method of fundraising (in-person, crowdfunding, etc.) in person
(Crowdfunding is defined as "raising money online")

Proposed uses of funds raised Student Council
Field Trip
(Any change in proposed uses of funds raised must be approved by the Director of Schools)

Expected student involvement (school-wide or specific school organization)
Student Council / PreK - 8th
(Fundraising activities that involve the participation of the entire student population in the selling of the fundraising items must be board approved)

Method by which school will receive profit 100% / Cash

Requested by Cristyn Diana ^{PTI Coordinator / Student Council sponsor} Date 10/20/25

Approved by Margaret A. [Signature] Principal Date 10.20.25

Approved by _____ Date _____
Director of Schools



FUNDRAISER AUTHORIZATION FORM

School North Cumberland

Fund/club/class account Fuel Up

Expected date of fundraiser 12/12/25 and 2/27/25 and
(Date must be AFTER Board and/or Director approval)

Proposed fundraising activities concessions - COCOA 4/24/25
and cookies

Method of fundraising (in-person, crowdfunding, etc.) in person
(Crowdfunding is defined as "raising money online")

Proposed uses of funds raised Service projects, Fuel
Up Supplies
(Any change in proposed uses of funds raised must be approved by the Director of Schools)

Expected student involvement (school-wide or specific school organization)
School-wide
(Fundraising activities that involve the participation of the entire student population in the selling of the fundraising items must be board approved)

Method by which school will receive profit 40%-50% cash

Requested by Tiffany Fields/Fuel Up leader Date 11/7/25
Name/Title

Approved by [Signature] Date 11/7/25
Principal

Approved by _____ Date _____
Director of Schools



FUNDRAISER AUTHORIZATION FORM

School North Cumberland Elem

Fund/club/class account Fuel Up

Expected date of fundraiser 2/13/25
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Valentine's Grams

Method of fundraising (in-person, crowdfunding, etc.) in person
(Crowdfunding is defined as "raising money online")

Proposed uses of funds raised Fuel up supplies for Service projects (both in house & community)
(Any change in proposed uses of funds raised must be approved by the Director of Schools)

Expected student involvement (school-wide or specific school organization)
School-wide
(Fundraising activities that involve the participation of the entire student population in the selling of the fundraising items must be board approved)

Method by which school will receive profit 40-50% profit cash

Requested by Tiffany Fields/Fuel up Sponsor Date 11/7/25
Name/Title

Approved by [Signature] Date 11-7-25
Principal

Approved by _____ Date _____
Director of Schools



FUNDRAISER AUTHORIZATION FORM

School Stone Memorial High School

Fund/club/class account Softball

Expected date of fundraiser December 5²⁰²⁵ - January 20, 2026
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities friends & family practice jersey
and business sponsor banners

Method of fundraising (in-person, crowdfunding, etc.) in-person, crowdfunding
(Crowdfunding is defined as "raising money online")

Proposed uses of funds raised operating expenses for season

(Any change in proposed uses of funds raised must be approved by the Director of Schools)

Expected student involvement (school-wide or specific school organization)
Softball

(Fundraising activities that involve the participation of the entire student population in the selling of the fundraising items must be board approved)

Method by which school will receive profit cash/check

Requested by Bob Holbrook / booster president Date 11.4.25

Approved by [Signature] Name/Title
Principal Date 11.4.25

Approved by _____ Date _____
Director of Schools



FUNDRAISER AUTHORIZATION FORM

School Stone Memorial High School

Fund/club/class account Softball

Expected date of fundraiser April 2024
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities golf tournament

Method of fundraising (in-person, crowdfunding, etc.) In person, crowdfunding
(Crowdfunding is defined as "raising money online")

Proposed uses of funds raised operating expenses for season

(Any change in proposed uses of funds raised must be approved by the Director of Schools)

Expected student involvement (school-wide or specific school organization)
Softball

(Fundraising activities that involve the participation of the entire student population in the selling of the fundraising items must be board approved)

Method by which school will receive profit cash/check

Requested by Rola Helmer / booster president

Date 11.4.25

Approved by [Signature]
Name/Title
Principal

Date 11.4.25

Approved by _____
Director of Schools

Date _____

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Buildings and Grounds Management	Descriptor Code: 3.200	Issued Date: 05/25/23
		Rescinds: 3.200	Issued: 06/22/17

1 All school properties shall be maintained in good physical condition: safe, clean, sanitary, and as
2 comfortable and convenient as the facilities will permit or the use requires.

3 The Director will develop and implement a continuing program of maintenance of all district-
4 owned buildings and grounds.

5 The following are the responsibilities of the maintenance supervisor:

- 6
- 7 1. Improvement and maintenance of school buildings and grounds;
- 8
- 9 2. Repairs, including repairs of equipment, and painting; and
- 10
- 11 3. Disposal of obsolete equipment.

12 4. To provide adequate custodial training and programs for building maintenance custodians;

13

14 The following are responsibilities of building principals:

- 15 1. To implement adequate custodial [schedules and responsibilities](#);
- 16
- 17 2. To oversee the operation of the school plant and require that personnel assigned to the
18 building keep it in a safe, clean, healthy, and pleasant condition;
- 19
- 20 3. To make continuing checks for hazardous conditions, including safety and operation of
21 equipment, and prevention of hazardous situations caused by carelessness; and
- 22
- 23 4. To request, on a timely basis, appropriate maintenance and repairs through appropriate
24 channels.

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Curriculum Development	Descriptor Code: 4.200	Issued Date: 08/26/21
		Rescinds: 4.700	Issued: 01/07/08

1 *General*

2 Under the leadership and direction of the supervisors of instruction, a unified curriculum shall be
3 developed for ~~in~~ each subject area, for grades K-12, and presented to the Board for adoption.¹

4 The curriculum shall include those subjects and topics required by state and federal laws and
5 regulations.² It shall foster respect and appreciation of the cultural diversity found in our country and
6 an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic
7 society.

8 Teachers in each school shall participate in the system-wide development of the curriculum in their
9 appropriate subject areas. Assignments for curriculum development in the elementary grades will be
10 made by the principal. The curriculum will be revised and updated regularly through in-service
11 programs and curriculum planning sessions with changes subject to approval by the Board.

12 Experimentation with newer concepts of curriculum design, scheduling, and instructional techniques is
13 encouraged but must have prior approval of the principal. An experimental program requires the
14 approval of the Director, the Board, the Commissioner of Education, and the State Board of
15 Education.¹

16 **IMPLEMENTATION**

17 The primary responsibility for ensuring the effective operation of the curricular programs and activities
18 shall be delegated to the Director of Schools.

19 The school principals shall be responsible for administering the established instructional programs of
20 their respective schools.

Legal References

1. TCA 49-1-302(a)(1)-(3), (8); TRR/MS 0520-01-03-.03
2. TCA 49-6-1001, *et seq.*; TCA 49-6-1201, *et seq.*;
TCA 49-6-1301-1302

Cross References

- Evaluations of Instructional Programs 4.702
In-Service & Staff Development Opportunities 5.113
Staff Rights & Responsibilities 5.600
Staff Time Schedules 5.602

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Class Size Ratios	Descriptor Code: 4.201	Issued Date: 07/25/24
		Rescinds: 4.201	Issued: 01/26/23

1 **General¹**

2 ~~Pupil teacher ratios shall not exceed the averages outlined in state law. Further, class sizes shall not~~
3 ~~exceed the maximum allowed by state law.~~

4 Cumberland County Schools will adopt the following class size requirements which meet or exceed the
5 expectations of the State of Tennessee per state law.

6

Grade Level	Average Class Size	Maximum Class Size
K-3	15	20
4-6 Grade	25	30
9-12 Grade	30	35

7

8 The average class size for a grade level unit (such as the unit K-3) shall not exceed the stated average,
9 although individual classes within the grade level unit may exceed the average. No class in the grade
10 level unit shall be over maximum class size.

11

12 **WAIVERS**

13

14 Waiver requests for the K-3 unit shall be approved by the Cumberland County Board of Education
15 after thorough review of the ability to meet TISA Accountability requirements in the K-3 unit and the
16 and full study of the capacity capability of each individual facility.

17 The Director of Schools/designee may seek a waiver from the Commissioner of Education to extend
18 the career and technical education (CTE) classes in grades six through twelve (6-12) as long as these
19 class sizes do not exceed the maximum class size set for CTE. For grades six through eight (6-8), the
20 class size may be extended, but the class size and average must not exceed those for general education
21 classes in grades seven through twelve (7-12). ²

22 If a natural disaster results in the enrollment of displaced students, the Commissioner of Education
23 may grant a waiver from the maximum class sizes.

24 The Director of Schools shall apply for additional waivers as needed in compliance with state law.

Legal References

1. [TCA 49-1-104; TRR/MS 0520-01-02-.31\(4\)](#)
2. [TCA 49-1-104\(g\); Public Acts of 2024, Chapter No. 712](#)

Cross References

Graduation Requirements 4.605
Waivers of Statute, Rules, and Regulations 4.607
Religious Content of Courses 4.804
Student Goals 6.100
Student Concerns 6.305

Executive Summary
Policy 4.201 Change Proposal
11/15/2025

Executive Summary

Policy 4.201 Change Proposal 11/15/2025

- This information is based on current enrollment.
- Review benchmarking score presentation from the special called meeting on 10/27/25
 - Link to previous discussion: [TISA Accountability](#)

Brown	K	1st	2nd	3rd	Total Cluster	Teachers	Average
	17	24	17	17			
	14	23	17	19			
	16	23	16	21			
	47	70	50	57	224	12	18.6666667

- Proposed Policy change will not add a teacher at Brown in K-3 above the current budget
- Reduce class ratio to **17.23** - 1



- One teacher was added to the budget per the TISA accountability improvement plan.

Brown	K	1st	2nd	3rd	Total Cluster	Teachers	Average
	17	17	17	17			
	14	18	17	19			
	16	17	16	21			
		18					
	47	70	50	57	224	13	17.2307692

Crab Orchard	17	20	19	14			
	17	20	17	15			
CSR 3				16			
	34	40	36	45	155	9	17.2222222

- CO currently has one federally funded CSR teacher not included in local budget
- Currently the county's model school for proficiency scores in 3rd Grade



- Current ratio is **17.22**-1 with CSR
 - No current change needed
- * Note that federal money can be used for other student supports if teacher is funded locally

Crab Orchard	17	20	19	14			
	17	20	17	15			
				16			
	34	40	36	45	155	9	17.2222222

Homestead	20	18	23	21			
	21	18	21	18			
	19	18	21	17			
		18		16			
	60	72	65	72	269	14	19.2142857

- Proposed Policy change will add 1 teacher at Homestead in K-3 above the current budget
- Reduce class ratio to **17.93** - 1



Homestead	20	18	16	21			
	21	18	16	18			
	19	18	16	17			
		18	17	16			
	60	72	65	72	269	15	17.93333333

Martin	14	20	20	24			
	15	19	18	22			
CSR K	12	22	18	24			
	14	19	18				
	55	80	74	70	279	15	18.6

- Proposed Policy change will not add 1 teacher at Martin in K-3 above current budget
- Reduce class ratio to **17.43** – 1
- One teacher was added to the budget in TISA report plan



- Martin currently has 1 federally funded CSR in K not included in local funding
- * Note that federal money can be used for other student supports if teacher is funded locally

Martin	14	20	20	17			
	15	19	18	18			
	12	22	18	17			
	14	19	18	18			
	55	80	74	70	279	16	17.4375

North Cumberland	20	25	19	25			
	17	23	19	25			
	17		15				
	54	48	53	50	205	10	20.5

- Proposed Policy change will add 1 teacher at North above the current budget in K-3
- Reduce class ratio to **17.08** - 1



- One teacher was added to the budget per the TISA accountability improvement plan.

North	20	16	19	17			
	17	16	19	17			
	17	16	15	16			
	54	48	53	50	205	12	17.0833333

Pine View	21	14	23	17	75	4	18.75

- Proposed Policy change will add 2 teachers at Pineview above the current budget in K-3
- Reduce class ratio to **12.5** - 1



Pine View	11	14	12	17			
	10		11				
	21	14	23	17	75	6	12.5

Pleasant Hill	18	20	22	16			
	19	23	17	17			
	18	22	19	21			
	55	65	58	54	232	12	19.3333333

- Proposed Policy change will add a teacher at Pleasant Hill above the current budget in K-3
- Reduce class ratio to **17.84** - 1



Pleasant Hill	18	16	22	16			
	19	16	17	17			
	18	17	19	21			
		16					
	55	65	58	54	232	13	17.8461538

South Cumberland	13	21	21	23			
	15	20	19	21			
	15	22	20	22			
	43	63	60	66	232	12	19.33333333

- Proposed Policy change will not add a teacher at South above the current budget in K-3
- Reduce class ratio to **17.85** - 1



- One teacher was approved for the budget per the TISA accountability improvement plan.

South	13	16	21	16			
	15	16	19	16			
	15	16	20	17			
		15		17			
	43	63	60	66	232	13	17.8461538

South Cumberland	13	21	21	23			
	15	20	19	21			
	15	22	20	22			
	43	63	60	66	232	12	19.33333333

- Proposed Policy change will not add a teacher at South above the current budget in K-3
- Reduce class ratio to **17.85** - 1



- One teacher was approved for the budget per the TISA accountability improvement plan.

South	13	16	21	16			
	15	16	19	16			
	15	16	20	17			
		15		17			
	43	63	60	66	232	13	17.8461538

Stone	16	21	18	23			
	15	21	19	21			
	15	21	19	22			
	46	63	56	66	231	12	19.25

- Proposed Policy change will add a teacher at Stone above the current budget in K-3
- Reduce class ratio to **16.5** - 1



- One teacher was approved for the budget per the TISA accountability improvement plan.

Stone	16	16	18	16			
	15	16	19	16			
	15	16	19	17			
		15		17			
	46	63	56	66	231	14	16.5

Summary

- Current 24-25 School year
 - 1902 K-3 Students
 - 100 Teachers allotted
 - K-3 ratio 19.02-1
 - TISA Accountability Changes
 - 1902 K-3 Students
 - 105 Teachers allotted
 - K-3 Ratio 18.11-1
 - Proposed 25-26 School year w/Policy 4.201 change
 - 1902 K-3 Students
 - 111 Teachers Required
 - K-3 Ratio 17.1
 - This policy change would add 6 teachers in the K-3 Unit
- *NOTE: If Federally funded CSR teachers are not funded in 2026 this policy would require 8 new teachers for K-3 in 2026 unless a local BOE waiver were approved by vote based on information provided by DOS should this policy be adopted.

TISA Accountability 3rd Grade

70 % of students will score proficient on the 3rd grade ELA TCAP by Year 2030

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	34.3%	3rd Grade ELA TCAP Assessment
Year 2: 2024-2025 school year (Use actual outcome)	33.1%	3rd Grade ELA TCAP Assessment
Year 3: 2025-2026 school year	40.5%	3rd Grade ELA TCAP Assessment
Year 4: 2026-2027 school year	47.9%	3rd Grade ELA TCAP Assessment
Year 5: 2027-2028 school year	55.3%	3rd Grade ELA TCAP Assessment

Top 3rd Grade ELA Districts/Counties

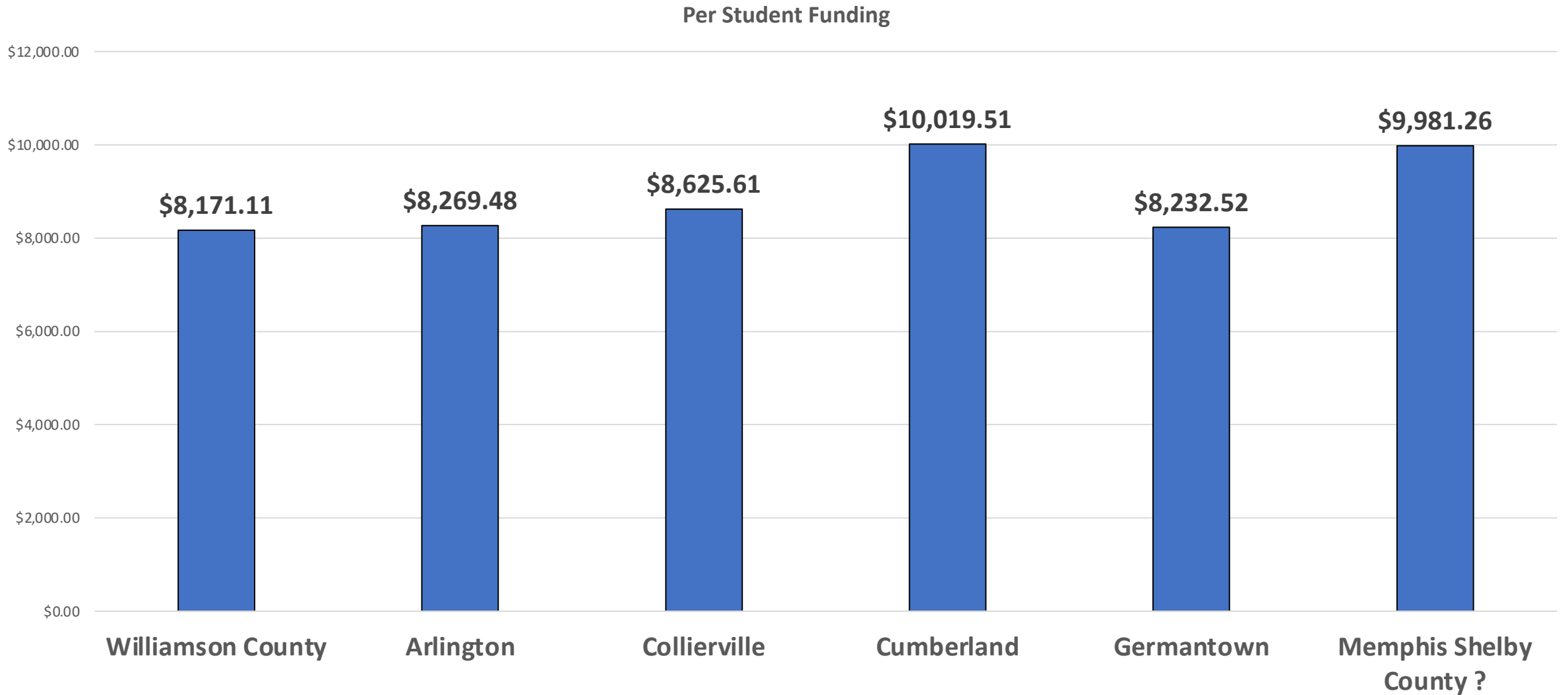


Top 3rd Grade ELA

School	Met Percentage	Exceed Percentage	Met/Exceed Percentage
Arlington (Shelby County) Arlington Independent School District	31.5%	52.2%	83.7%
University Schools University of Memphis School	34.2%	46.6%	80.8%
Germantown (Shelby County) Germantown Municipal School District	41.8%	34.1%	75.9%
Collierville (Shelby County)	37.5%	35.2%	72.7%
Williamson County	35.2%	37%	72.2%

Per Student Funding Comparison

FY25 TISA Final Allocations



Universal Screener Data K-3 2025

	Tier 1	Tier 2 (RTI) Approaching	Tier 3 (RTI) Below	RTI K-3
Brown	170	28	26	54
CO	126	15	13	28
Homestead	214	36	18	54
Martin	215	34	32	66
North	153	33	14	47
Pineview	44	18	13	31
Pleasant Hill	173	34	27	61
South	177	34	18	52
Stone Elem	183	24	25	49
Total	1455	256	186	442

Universal Screener Data 2025

	K-3							
	Tier 1	Tier 2 (RTI) Approaching	Tier 3 (RTI) Below	RTI K-3	Total Students K-3	RTI % K-3	Total 4-8 RTI	Total School RTI
Brown	170	28	26	54	224	24.1%	44	98
CO	126	15	13	28	154	18.2%	25	53
Homestead	214	36	18	54	268	20.1%	45	99
Martin	215	34	32	66	281	23.5%	85	151
North	153	33	14	47	200	23.5%	53	100
Pineview	44	18	13	31	75	41.3%	43	74
Pleasant Hill	173	34	27	61	234	26.1%	45	106
South	177	34	18	52	229	22.7%	34	86
Stone Elem	183	24	25	49	232	21.1%	23	72
Total	1455	256	186	442	1897	23.3%	397	839

Additional TISA Accountability Action

	Tier 1	Tier 2 (RTI) Approaching	Tier 3 (RTI) Below	RTI K-3	Total Students K-3	RTI % K-3	Total 4-8 RTI	Total School RTI	Add Assistants for RTI at 5 schools
Brown	170	28	26	54	224	24.1%	44	98	1
CO	126	15	13	28	154	18.2%	25	53	
Homestead	214	36	18	54	268	20.1%	45	99	1
Martin	215	34	32	66	281	23.5%	85	151	1
North	153	33	14	47	200	23.5%	53	100	1
Pineview	44	18	13	31	75	41.3%	43	74	
Pleasant Hill	173	34	27	61	234	26.1%	45	106	1
South	177	34	18	52	229	22.7%	34	86	
Stone Elem	183	24	25	49	232	21.1%	23	72	
Total	1455	256	186	442	1897	23.3%	397	839	5

Universal Screener Data 3rd Grade 2025

	Number of Classroom Teachers NO CSR K-3	3rd Grade teachers (with CSR)	3rd Grade Students	Average 3rd grade class size
Brown	12	3	57	19.0
CO	8	3	45	15.0
Homestead	14	4	72	18.0
Martin	14	3	70	23.3
North	10	2	50	25.0
Pineview	4	1	17	17.0
Pleasant Hill	12	3	54	18.0
South	12	3	66	22.0
Stone Elem	12	3	66	22.0
Total	98	25	497	19.9

Additional TISA Accountability Action

	Number of Classroom Teachers NO CSR K-3	3rd Grade teachers (with CSR)	3rd Grade Students	Average 3rd grade class size	Proposed Teacher Count +5	Proposed 3rd Grade Class Size for Accountability Report
Brown	12	3	57	19.0	4	14.3
CO	8	3	45	15.0	3	15.0
Homestead	14	4	72	18.0	4	18.0
Martin	14	3	70	23.3	4	17.5
North	10	2	50	25.0	3	16.7
Pineview	4	1	17	17.0	1	17.0
Pleasant Hill	12	3	54	18.0	3	18.0
South	12	3	66	22.0	4	16.5
Stone Elem	12	3	66	22.0	4	16.5
Total	98	25	497	19.9	30	16.6

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: <h2 style="text-align: center;">Special Education</h2>	Descriptor Code: 4.202	Issued Date: 01/26/23
		Rescinds: 4.202	Issued: 02/26/09

1 The Board shall provide access to a free appropriate public education (FAPE) to all ~~disabled~~ children
 2 with disabilities, ages 3-21, inclusive, residing within the jurisdiction of the school system. The plan for
 3 ~~implementation of~~ implementing appropriate instruction and special education services shall be
 4 developed and maintained in accordance with the current *Rules, Regulations, and Minimum Standards*
 5 of the State Board of Education,¹ and all applicable state² and federal³ law including the *Individuals with*
 6 *Disabilities Education Act (IDEA)*.

7 The Board shall develop and periodically update a local plan for providing special education services
 8 for ~~disabled~~ students with disabilities. ~~Specifically, the Board assures that:~~

- 9 ~~1. All disabled children living within the school system have available to them a free, appropriate~~
 10 ~~public education which emphasizes special education and related services to meet their unique~~
 11 ~~needs; and~~
 12 ~~2. The rights of disabled children and their parents are protected.~~

13 The plan shall aim toward meeting the following objectives:

- 14 1. To carry out a comprehensive screening and assessment plan emphasizing the early identification
 15 and evaluation of ~~disabled~~ students with disabilities.
 16 2. To use the Individual Education Program (IEP-Team) for reviewing assessment, formulating
 17 programming, and determining placement for every disabled student, including review of
 18 proposed suspensions when appropriate, in accordance with the State Board of Education *Rules,*
 19 *Regulations, and Minimum Standards;*
 20 3. To ensure that placements are made which educate disabled children with non-disabled to the
 21 maximum extent appropriate in the schools these children would normally attend if not disabled
 22 and with age-appropriate peers;
 23 4. To provide each disabled child with an individual educational program (IEP) specifically
 24 designed to meet his unique needs;
 25 5. To provide continuing evaluation of the progress of each child with a disability ~~disabled child's~~
 26 ~~progress~~, including at least annual review of his IEP and complete re-evaluation at least every
 27 three (3) years;
 28 6. To ensure that procedural safeguards required by state and federal laws are adhered to;
 29 7. To involve parents of ~~disabled~~ children with disabilities in a meaningful dialogue with school
 30 personnel which will begin with initial referral and continue throughout the student's educational
 31 career; and
 32 8. Adhere to mandated procedures for isolation or restraints of students.⁴

Legal References:

1. TRR/MS 0520-1-3-.09(3)(b)
2. TCA 49-10-101 et. seq.
3. Education of Individuals with Disabilities 20 U.S. C. Sections 1400-1485. Section 504 of the Rehabilitation Act of 1973. (Note: 504 of the Rehabilitation Act of 1973 has been interpreted by the courts to include individuals with contagious diseases to be handicapped.
4. TCA 49-10-1301-1306

Cross Reference:

Special Education Students 6.500

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Special Programs	Descriptor Code: 4.206	Issued Date: 02/23/23
		Rescinds: 4.206	Issued: 10/28/21

1 All special programs shall be under the general supervision of the appropriate supervisor.

2 **REMEDIAL INSTRUCTION**

3 The remedial program will ~~concentrate mainly~~ **focus primarily** on ~~improvement of~~ **strengthening**
4 reading and math skills for ~~the most educationally needy~~ students **with the greatest academic support**
5 **needs**. Various materials will be used to supplement the work being done in the classroom.

6 Instructional assistants will assist students in reading and math, working under the direction of the
7 regular classroom teacher.

8 **HOMEBOUND INSTRUCTION¹**

9 The Homebound Instruction Program is for students who, because of a medical condition are unable to
10 attend the regular instructional program¹. The homebound instruction program shall consist of three (3)
11 hours of instruction per week for a period of time determined, on a case-by-case basis, by the district.

12 To qualify for the Homebound Program, a student shall have a medical condition that will require the
13 student will be absent for a minimum of ten (10) consecutive instructional days or for an aggregate of
14 at least ten (10) instructional days for a student who has a chronic medical condition. The student shall
15 be certified by his/her treating physician as having a medical condition that prevents him/her from
16 attending regular classes. The services provided the homebound student shall reflect the student's
17 capabilities and be determined by the homebound instructor, after consultation with appropriate
18 professional staff of the student's assigned school.

19 Recertification shall be obtained after the expiration of each period of homebound instruction if the
20 student's treating physician certifies, in writing, that the student has a medical condition that prevents
21 him/her from returning to the regular classes.

22 **HOMEBOUND PROGRAM FOR PREGNANT STUDENTS^{1,2}**

23 The homebound instruction program for pregnant students shall consist of a minimum of three (3)
24 hours of instruction per week for a period of six (6) weeks.² When provided, such homebound
25 instruction shall consist of two (2) visits per week, each visit lasting for one and one-half (1-1/2) hours.

26 The student's physician shall recommend, in writing, the six-week period for which the student shall be
27 eligible for homebound instruction.

1 A homebound instruction program for longer than the six (6) week period shall only be provided to a
2 student who is certified in writing by her physician as having health complications arising from the
3 pregnancy that prevent her from returning to regular classes.

4 **ABANDONED AND NEGLECTED STUDENTS**

5 The district will provide a free appropriate public education to all abandoned and neglected students
6 within the county.

7 **DELINQUENT AND INCARCERATED STUDENTS**

8 The district will provide educational services for delinquent and incarcerated students within the
9 county.
10

Legal References

1. TCA 49-10-1101; TRR/MS 0520-01-02-.10
2. TRR/MS 0520-01-13-.01(d)(1)

Cross References

Alternative Credit Options 4.209
Virtual Education Program 4.212
Student Communicable Diseases 6.403
Acquired Immune Deficiency Syndrome 6.404

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Virtual Education Program	Descriptor Code: 4.212	Issued Date: 06/19/25
		Rescinds: 4.212	Issued: 01/26/23

1 *General*

2 The Cumberland County virtual education program is a course or series of courses offered by [the](#)
3 school district to provide students a broader range of educational opportunities through the use of
4 technology. Utilizing this program is temporary and shall not replace a student's regular instructional
5 program.¹

6 Class size ratios for the virtual education program shall comply with the requirements as outlined in
7 state law.²

8 Virtual education programs³ shall be made available to students for the following purposes:

- 9 1. Academic remediation, enrichment, or providing students access to a wider range of courses;
- 10
- 11 2. Continuity of educational service for students who are homebound;⁴
- 12
- 13 3. Continuity of educational service for students who are quarantining;⁵
- 14
- 15 4. Continuity of educational service for students enrolled in an alternative school;⁶
- 16
- 17 5. Continuity of educational service when the district utilizes remote instruction due to dangerous
18 or extreme weather conditions, a serious outbreak of illness affecting or endangering students
19 or staff, or during the administration of end of course examinations or other examinations as
20 allowed per state law; or⁷
- 21
- 22 6. Continuity of educational service when the district utilizes hybrid instruction due to dangerous
23 or extreme weather conditions, or an emergency, as determined by the Director of Schools.⁸

24 **ELIGIBILITY AND PARTICIPATION REQUIREMENTS**

25 Students shall be eligible to utilize a virtual education program if participating in one of the above
26 educational opportunities. The following factors shall also be taken into consideration when
27 determining eligibility:

- 28 1. Attendance;
- 29
- 30 2. Grades;
- 31

1 3. Technology survey; and

2
3 4. Other, as determined by district procedures.

4
5 The Director of Schools shall work with the Board's attorney to draft an enrollment agreement for
6 students from other school districts that want to attend virtual education program courses.

7 **ATTENDANCE**

8 Student attendance in the virtual education program shall adhere to the general requirements of board
9 policy 6.200 and any relevant administrative procedures.

10 Methods of confirming student attendance shall include two or more of the following:

11 1. Students participating in a phone call with a teacher, with parent/guardian support as
12 appropriate for the age of the student;

13
14 2. Students participating in synchronous virtual instruction;

15
16 3. Students completing work in a learning management system;

17
18 4. Students submitting work via hard-copy or virtual formats; or

19
20 5. Other, as determined by district procedures.

21 **REMOVAL FROM VIRTUAL EDUCATION PROGRAM**

22 A student may be removed from the virtual education program or denied future enrollment in a virtual
23 education program based on disciplinary issues, attendance issues, or poor academic performance.

24 Before a student is removed based on poor academic performance, the following interventions shall
25 occur:

26 1. Notification of parent/guardian;

27
28 2. One-on-one assessment conducted by the principal/designee regarding any learning needs and
29 academic performance; and

30
31 3. Other, as determined by district procedures.

32 **ENROLLMENT AGREEMENT**

33 The Director of Schools shall work with the Board's attorney to draft an enrollment agreement for
34 students from other school districts that want access to virtual education program courses.

Legal References

1. [TRR/MS 0520-01-03-.05\(2\)](#)
2. [TCA 49-1-104\(h\); State Board of Education Policy 3.206](#)
3. [TCA 49-16-101; TRR/MS 0520-01-03-.05\(2\)\(a\)](#)
4. [TRR/MS 0520-01-02-.10; TRR/MS 0520-01-09-.07](#)
5. [TRR/MS 0520-01-13-.01\(1\)\(c\)](#)
6. [TRR/MS 0520-01-02-.09; TCA 49-6-3402\(i\)](#)
7. [TCA 49-6-3004\(i\)](#)
8. [Public Acts of 2025, Chapter No. 484](#)

Cross References

Emergency Closings 1.8011
Homebound Instruction 4.206
Credit Recovery 4.210
Alternative Education 6.319

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Family Life Education	Descriptor Code: 4.213	Issued Date: 07/25/24
		Rescinds: 4.213	Issued: 01/26/23

1 A family life education program shall be implemented within the school district in compliance with state
2 law.¹

3 A parent/guardian who chooses not to have a student participate in the family life education program
4 shall submit such request in writing to the principal. A student who is excused from the program shall
5 be assigned alternative health activities and shall not be penalized academically.

6 **FAMILY LIFE INSTRUCTION**

7 The curriculum for the family life education program shall, in a manner that is age-appropriate and
8 factually and medically accurate, including the following: ²

- 9 1. Teach the skills needed to make healthy decisions in all aspects of marriage and family life;
- 10 11 2. Encourage sexual health by helping students understand how the whole person is affected by
12 sexual activity as well as other risk behaviors;
- 13 14 3. Provide information about human reproduction, including conception, birth, and prenatal care,
15 as well as the process of adoption and its benefits;
- 16 17 4. Provide information on the family unit and the responsibilities and consequences related to sexual
18 activity, including the challenges of single teen parenting;
- 19 20 5. Promote only sexual risk avoidance through abstinence and the positive results of avoiding sexual
21 activity;
- 22 23 6. Provide instruction on the detection, intervention, prevention, and treatment of child sexual
24 abuse, including such abuse that may occur in the home, and human trafficking in which a victim
25 is the child, and internet crimes against children;
- 26 27 7. Provide instruction on the prevention of dating violence;
- 28 29 8. Encourage communication between parent(s)/guardian(s) and students; and
- 30 31 9. Address the legal aspects of sexual activity with emphasis on the rights of the student; and

1

2 10. Include the presentation of high-quality, computer-generated animation or high-definition
3 ultrasound of at least three (3) minutes in duration that shows the development of the brain, heart,
4 and other vital organs in early fetal development per state academic standards.³

5 Instruction in topics related to sexual activity are not age-appropriate for students in grades kindergarten
6 through five (K-5) and shall not be taught as part of the family life curriculum. This does not prohibit
7 instruction on detection, intervention, prevention, and treatment of child sexual abuse and human
8 trafficking of children.⁴

9 The family life education program shall be reviewed annually to assure that the prohibited items of
10 instruction, as provided for in state law,⁵ are not included in curriculum.

11 **TRAINING ON INSTRUCTION**

12 Personnel involved in instruction will conduct such instruction with maturity and discretion. Personnel
13 providing family life instruction shall receive training prior to presenting such instruction.

14 **REPORTING²**

15 At the beginning of each school year, the Director of Schools shall provide the contact information to
16 the Department of Children's Services of each employee or trained professional providing
17 instruction on family life curriculum related to child sex abuse, human trafficking, and internet crimes.
18 The Director shall also report on the curriculum selected by the Board of Education.

Legal References

1. [TCA 49-6-1302](#)
2. [TCA 49-6-1304; Public Acts of 2024, Chapter No. 571](#)
3. [Public Acts of 2024, Chapter No. 795](#)
4. [Public Acts of 2024, Chapter No. 970](#)
5. [TCA 49-6-1304\(b\)](#)

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Use of Copyrighted Materials	Descriptor Code: 4.404	Issued Date: 01/26/23
		Rescinds: 4.404	Issued: 02/06/97

1 In order to define the fair and reasonable use that employees may make of copyrighted work for
 2 educational purposes without the permission of the copyright owner and to reduce the risk of copyright
 3 infringement, the Board shall require the following:

- 4 1. All employees shall adhere to the provisions of the United States Code regarding the copying
 5 and/or the use of all copyrighted materials,¹
 6
- 7 2. In the case of computer software, the ethical and practical problems caused by computer software
 8 piracy shall be taught in all computer courses;
 9
- 10 3. The Director of Schools shall establish specific regulations regarding the copying, distribution
 11 and use of copyrighted materials for instructional purposes; and
 12
- 13 4. The ~~principal of each school~~ **Director of Schools** shall establish practices which will enforce this
 14 policy at the school level.

Legal Reference:

1. Title 17 of the U.S.C.A.

Cross References:

Web Pages 4.407

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Web Pages	Descriptor Code: 4.407	Issued Date: 01/26/23
		Rescinds: 4.407	Issued: 06/01/00

1 CONTENT STANDARDS

2 In order to take advantage of the opportunities the Internet provides, the Board authorizes the creation
3 of school and/or district web pages on the Internet. Only those web pages maintained in accordance with
4 Board policy and established procedures shall be recognized as official representations of the district or
5 individual schools. All information on a school or District web page must accurately reflect the mission,
6 goals, policies, program and activities of the school and district. The web page must have a purpose
7 which falls within at least one of three categories:

- 8 1. Support of curriculum and instruction — intended to provide links to Internet resources for
9 students, parents, and staff in the district.
- 10 2. Public information —intended to communicate information about the schools and district to
11 students, staff, parents, community, and the world at large; and
- 12 3. District technology support —intended to provide and respond to instructional and
13 administrative technology needs of students and staff.

16 All material on a school [website](#) shall be either original to the school, in the public domain or posted
17 with the express permission of its rightful owner. This includes, but is not limited to, text, graphics,
18 pictures, video, sounds, music, characters, logos and trademarks. Web page publications shall follow all
19 applicable copyright laws and guidelines.

20 [Websites](#) developed under contract for the school district or within the scope of employment by district
21 employees are the property of the school district.

22 PRIVACY STANDARDS

- 23 1. Because Internet publications are available to the entire world, special care shall be taken to
24 protect the privacy of students and staff. Web pages may not include personally identifying
25 information regarding a student¹ such as: telephone numbers, addresses, names of other family
26 members, names of friends, [email](#) addresses, specific location of a student at any given time,
27 grades or any other academic information. No confidential information shall be published on or
28 linked to the [website](#).
- 29 2. Student work may be published on web pages only with written consent of the student's
30 parent/guardian or the eligible student before each incident of publication. ~~The authoring student
31 shall also sign a copyright consent form.~~

1 3. Links to student e-mail accounts are prohibited.
2

3 4. Pictures of students may be included only under the following conditions:
4

- 5 ● Individual student pictures may be published on the [website](#) only with written consent of the
6 student's parent/guardian or eligible student.
- 7 ● Pictures of groups of students involved in a school-related activity may be published without
8 consent; however, the students shall only be identified by the group name.
- 9 ● Students shall not be individually identified in pictures unless there is a special reason for
10 doing so, such as recognition for receiving an award. In such cases, the student's
11 parent/guardian or eligible student must give written consent.

12 **ADVERTISING/SPONSORSHIPS**

13 Any use of advertising or sponsorships that appears on a school [website](#) must be approved by the school
14 web administrator, the principal, or the Director of Schools/designee. Guidelines for approval shall be
15 established by the Director of Schools/designee and must be consistent with the Board's policies and
16 guidelines used in other school and district publications.

17 **ADMINISTRATIVE PROCEDURES**

18 The Director of Schools shall develop administrative procedures for development of web pages including
19 content, quality and consistency standards and shall designate an individual(s) to be responsible for
20 maintaining the official district web page and monitoring all district web page activity. A building
21 principal shall make such designation for an individual school. Schools or departments who wish to
22 publish a web page must identify the webmaster's name, [email](#) address and phone number on the web
23 page.

24 **CONCERNS/COMPLAINTS**

25 As with any instructional materials or publication used by or representing the school or district, the
26 building principal, or Director of Schools, respectively, is ultimately responsible for accuracy and
27 appropriateness of the information made available on the [website](#). Concern about the content of any
28 page(s) created by students or staff should be directed to the building principal or the Director of Schools'
29 office when related to the district [website](#). If the concern is not resolved, persons who wish to file a
30 formal complaint shall submit a written request for reconsideration of instructional material.

Legal Reference:

1. 20 U.S.C.A. 1232 g (a)(5)(A)(B)

Cross References:

- Reconsideration of Instructional Materials 4.403
- Use of Copyrighted Materials 4.404
- Employee-Developed Materials 4.405

Cumberland County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Parent and Family Engagement	Descriptor Code: 4.502	Issued Date: 02/23/23
		Rescinds: 4.502	Issued: 01/26/23

1 GENERAL EXPECTATIONS FOR PARENT ENGAGEMENT

2 The Board is committed to increasing and ensuring the involvement of parents and other family
3 members in the education of students.

4 The Board shall implement the following as required by federal or state laws or regulations:¹

- 5 • ~~The school district shall annually work with parents in evaluating and potentially revising the~~
6 ~~provisions of this policy in improving the quality of schools. Such an evaluation shall strive to~~
7 ~~identify any barriers to greater participation by parents (with particular attention to parents who~~
8 ~~are economically disadvantaged, are disabled, have limited English proficiency, have limited~~
9 ~~literacy, or are of any racial or ethnic minority background).~~ ~~The school district and its schools~~
10 ~~to the extent practicable shall provide full opportunities for the participation of parents with~~
11 ~~limited English proficiency, parents with disabilities, parents experiencing homelessness, and~~
12 ~~parents of migratory children, including providing information and school reports in an~~
13 ~~understandable and uniform format and including alternative formats upon request, and, to the~~
14 ~~extent practicable, in a language parents understand.~~
- 15 • The school district shall annually assess, through consultation with parents, the effectiveness of
16 the Parent and Family Engagement Policy and determine what action needs to be taken, if any,
17 to increase parental and community participation.
- 18 • The school district shall provide the coordination, technical assistance, and other necessary
19 support to assist individual schools with planning and implementing parental involvement
20 activities.
- 21 • The school district shall involve parents with the development of required educational or
22 improvement plans.
- 23 • The school district shall coordinate and integrate parental involvement strategies with those
24 associated with other federal or state programs.
- 25 • The school district shall put into operation activities and procedures for the involvement of
26 parents in all of its schools.² Those programs, activities, and procedures will be planned and
27 operated with meaningful consultation with parents.
- 28 • The school district shall ensure that activities and strategies are implemented to support this
29 policy and included in the district plan.

- 1 • The district improvement plan shall include strategies for parental participation in the district's
2 schools, which are designed to improve parent and teacher cooperation in such areas as
3 homework, attendance, discipline, and higher education opportunities for students.

- 4 • The district plan shall include procedures to enable parents to learn about the course of study of
5 their children and have access to all learning materials.

- 6 • The district plan shall identify opportunities for parents to participate in and support classroom
7 instruction in the school. Such opportunities include, but are not limited to, organizing
8 fundraising activities, volunteering as a field trip chaperone, assisting in the library, computer
9 lab, or on the playground, offering after-school clubs, and recycling clothes.

- 10 • If the school district's plan is not satisfactory to parents, the school district shall submit parental
11 comments regarding the plan to the State Department of Education as required.

- 12 • The school district shall ensure Title I schools are in compliance with the *Every*
13 *Student Succeeds Act*.

14 The Director of Schools shall develop and implement any procedures necessary to accomplish the
15 goals of this policy.

16 **SCHOOL LEVEL POLICY**

17 Each school shall submit to the Director of Schools and Board, for review and comment, its Title I
18 school parent involvement policy, which must meet state and federal requirements, including a school-
19 parent compact. This school level policy shall be developed jointly with and distributed to parents of
20 participating students. A copy of these documents shall be retained in the district office and made
21 available on the school's (if applicable) and school system's website.

22 **SUPPORT FOR PROGRAM**

23 If the Title I allocation is \$500,000 or more to the school system, then at least one percent (1%) of that
24 allocation shall be reserved for the purpose of promoting parent involvement. Parents of students
25 participating in the Title I programs shall be consulted on the use of these funds.

26 **FAMILY-SCHOOL PARTNERSHIPS¹**

27 Families and community members should be engaged in the education of students based on the
28 following standards:

- 29 • Families are welcomed into the school community.

- 30 • Families and school staff should engage in regular and meaningful communication about
31 student learning.

- 32 • Families and school staff work together to support student learning and development.

- 1 • Families are informed and encouraged to be advocates for students.
- 2 • Families are full partners in the decisions that affect children and families; and
- 3 • Community, civic, and business resources are made available to strengthen school programs,
- 4 family practices, and student learning.

5 Schools shall establish and develop programs and practices that enhance family engagement and
6 address the specific needs of students and families. Decisions affecting students, schools, and
7 established school procedures shall always be made within the parameters of legal and Board of
8 Education policies. The programs and practices will be comprehensive and coordinated and will
9 include the following goals:¹

- 10 I. Assist families in developing skills and techniques to support their children's learning.
- 11 II. Promote clear, two-way communication between school and family about school issues,
12 instructional programs, and children's progress.
- 13 III. Identify and reduce barriers to family engagement, including such barriers as those of economic
14 concerns, disabilities, limited English proficiency, limited literacy, or issues related to cultural
15 diversity.
- 16 IV. Inform, involve, and train family members, where appropriate, in voluntary instructional and
17 support roles at school.
- 18 V. Provide information about community and support services for children and families.
- 19 VI. Include families in decision-making affecting schools and programs when consistent with law
20 and board policy.
- 21 VII. Provide professional development for teachers and staff on ways to work effectively with
22 parents, families, and volunteers.
- 23 VIII. Provide access to the family engagement policy for each family and post the policy in each
24 school.

Legal References

1. Every Student Succeeds Act, Pub.L. 114-95, Dec. 10, 2015, 129 Stat. 1802; State Board of Education Policy 4.207; TCA 49-2-305; 20 USCA § 6318
2. TCA 49-6-7001

Cross References

- English Learners 4.207
Homeless Students 6.503

Cumberland County Board of Education

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

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~~ Tennessee Academic standards for grades K-8. The
4 grading/assessment system shall follow all applicable statutes and rules and regulations of the State
5 Board of Education. The grading/assessment system shall be uniform district-wide at comparable grade
6 levels, except that the Director of Schools shall have the authority to establish and operate ungraded
7 and/or unstructured classes 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. 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 The report cards shall indicate the information necessary to communicate effectively with the parents
13 concerning their child's academic progress, conduct, and attendance. For students in grades kindergarten
14 through eight (K-8), the student's score on the most recently administered universal reading screener
15 shall also be provided on or with the report card along with the results of a dyslexia screener, if
16 applicable.

17 Report cards communicating student academic progress or status (grades) and attendance will be
18 provided to parents on a regular basis (9 weeks).

19 **GRADING SYSTEM: GRADES NINE - TWELVE (9-12)²**

20 Schools teaching grades nine through twelve shall use the uniform grading system established by the
21 State Board of Education. Using the uniform grading system, students' grades shall be reported for the
22 purposes of application for post-secondary financial assistance administered by the Tennessee Student
23 Assistance Corporation.

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

- 26 • A (90-100)
- 27 • B (80-89)
- 28 • C (70-79)
- 29 • D (60-69)
- 30 • F (0-59)

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

4 Transfer Scale: A+ = 100; A = 95; A- = 90; B+ = 89; B = 85; B- = 80; C+ = 79; C = 75; C- =
 5 70; D+ = 69; D = 65; D- = 60; F = 59

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

7
 8 ~~Final Grade notification~~— The following courses shall include the addition of ~~listed~~ percentage points
 9 ~~to each term grade added to grades~~ used to calculate the semester average.

- 10 • Honors courses-(3) three percentage points;
- 11 • Local **Dual Credit**, and Statewide Dual Credit, ~~Capstone~~-Industry Certification ~~Aligned~~-(4) four
 12 percentage points; and
- 13 • Advanced Placement, Cambridge International, College Level Exam Program (CLEP),
 14 International Baccalaureate Courses, and Dual Enrollment Courses-(5) five percentage points.

15 GPA calculations will be called Lottery GPA and Local Weighted GPA. The Lottery GPA will be
 16 based on a 4.0 scale. The Local Weighted GPA will be based on a 5.0 scale. **Weights will be added as**
 17 **outlined as outlined below:** ~~Teachers will continue to add additional points to the final grade of the~~
 18 ~~course, and the following guidelines will be adhered to:~~

19 **Weighting Scale**

Course Type	A (90–100)	B (80–89)	C (70–79)	D (60–69)	F (Below 60)
Regular Course	4.0	3.0	2.0	1.0	0.0
Honors Course	4.5	3.5	2.5	1.5	0.0
AP / IB / Dual Enrollment / SDC/ LDC	5.0	4.0	3.0	2.0	0.0

- 20 • ~~One half (1/2) quality point shall be added to the numerical quality point value corresponding to~~
 21 ~~the letter grade received for the honors course.~~
- 22 • ~~One (1) quality point shall be added to the numerical quality point value corresponding to the~~
 23 ~~letter grade received in a Statewide Dual Credit Course, Dual Enrollment Course, or an Advanced~~
 24 ~~Placement Course.~~

25 **LOTTERY SCHOLARSHIPS³**

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

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

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

10 **LOTTERY SCHOLARSHIP DAY**

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

Legal References

1. [TCA 49-2-203\(b\)\(16\)](#); [TCA 49-2-301\(b\)\(1\)\(H\)](#)
2. [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: Reporting Student Progress	Descriptor Code: 4.601	Issued Date: 06/19/25
		Rescinds: 4.601	Issued: 02/23/23

1 Student progress reports shall be provided at least once every 4.5 weeks during the school year. The
2 reporting procedure shall be in writing and shall be uniform for all reporting periods during each school
3 year.¹ Each report shall be signed by the parent(s)/guardian(s) and returned promptly to the school. The
4 Director of Schools shall develop a reporting procedure that includes how parents can access this
5 information online.¹

6 Student progress reports shall indicate the students' ~~conduct~~, attendance and academic progress and other
7 information necessary to communicate effectively with the parents/guardians. For students in grades
8 kindergarten through eight (K-8), the student's score on the most recently administered universal reading
9 screener shall also be included along with the results of a dyslexia screener, if applicable.²

10 In addition to the regular progress reports, principals and teachers are encouraged to confer, as early in
11 the grading period as possible, with parents/guardian(s) on the educational progress of their children.
12 Teachers shall consult with parents/guardian(s) of students who are working at an unsatisfactory level or
13 whose performance shows a sudden deterioration. Parents/guardian(s) shall be notified by the teacher
14 as early in the school year as possible if the retention of a student is being considered.

15 PARENT CONFERENCES

16 At least two (2) times during the school year, conferences shall be scheduled in which
17 parent(s)/guardian(s) and teachers may discuss any pertinent problems or other matters of concern
18 regarding the development and education of each student. These scheduled conferences shall not use any
19 portion of the 180 days of classroom instruction.³ The Director of Schools shall be responsible for
20 scheduling and coordinating system wide conferences.

21 Conferences shall be physically accessible to all students and parent(s)/guardian(s).⁴

Legal References

1. [TRR/MS 0520-01-03-.03\(5\); TCA 49-6-901](#)
2. [Public Acts of 2025, Chapter No. 330](#)
3. [TCA 49-6-7002](#)
4. [28 CFR § 36.201](#)

Cross References

- School Calendar 1.800
- Section 504 & ADA Grievance Procedures 1.802
- Grading System 4.600
- Promotion and Retention 4.603
- In-Service and Professional Learning Opportunities 5.113
- Staff Time Schedules 5.602
- Attendance 6.200
- Withdrawals 6.207

Cumberland County Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: <h2 style="text-align: center;">Accelerated and Advanced Credit</h2>	Descriptor Code: <h3 style="text-align: center;">4.6012</h3>	Issued Date: <h3 style="text-align: center;">12/01/22</h3>
		Rescinds:	Issued:

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

5 1. Students will be given a placement test when appropriate.

6 2. Students will be given the appropriate comprehensive examination as required for
 7 students in grades nine (9) through twelve (12) who earn credit for graduation.

8 3. The appropriate examination shall provide evidence that the students have mastered all of
 9 the terminal objectives in the applicable curriculum framework adopted by the State
 10 Board of Education and shall be scored and graded on the same scale as for students who
 11 enroll in the course for which credit is being given.

12 4. Middle school students shall receive high school credit at the honors level and move in
 13 sequential order to the next course at the honors level only if an ~~85~~ **80** or above is earned in
 14 the course. Students earning an ~~84.4~~ **79.4** or less will receive high school credit at the regular
 15 course level and move in sequential order to the next course at that level.

16 5. Students must complete all state testing requirements in order to receive credit.

Legal References

1. TRR/MS 05520-1-3-.06(2)
2. TCA 49-6-1202

Cross References

Cumberland County Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Graduation Recognition/Latin Classification	Descriptor Code: 4.602	Issued Date: 04/25/24
		Rescinds: 4.602	Issued: 07/27/23

~~1 Final grade average earned in each class grades 9, 10, 11 and the first semesters of grade 12 are used in~~
~~2 determining final class standing. All grades earned in grades 9, 10, 11 and the first semester of grade 12~~
~~3 are considered for determining final class standing.~~ This standing is based on the local weighted GPA.

4 GPA calculations will be called **unweighted**/Lottery GPA and local weighted GPA. The
5 **unweighted**/Lottery GPA will be based on a 4.0 scale. The local weighted GPA will be based on a 5.0
6 scale. The local weighted GPA will be calculated on all course work using the Cumberland County
7 Grading Scale. GPA will also be calculated using the Tennessee Uniform Grading Scale for Lottery/Hope
8 Scholarship purposes (to be called **unweighted**/ Lottery GPA). Both the Cumberland County local
9 weighted GPA and the **unweighted**/Lottery GPA will appear on the official transcript. Upon request by
10 the student, that student's class rank will be released for the purpose of scholarships and/or extended
11 education.

12 In the determination of academic recognition, Cumberland County Schools will utilize the following
13 Latin system based on local weighted GPA:

14	Summa Cum Laude	4.25 and above
15	Magna Cum Laude	4.00 – 4.24
14	Cum Laude	3.75-3.99

~~15 All grades earned in grades 9, 10, 11 and the first semester of grade 12 are considered for determining~~
~~16 final class standing.~~

17 The valedictorian and salutatorian will be chosen using the following criteria:

18

19 Student must qualify for the highest Latin System honor award at the respective high school.

20

21 Student must meet the benchmarks on the ACT (benchmarks: Math 22, Science 23, English
22 18, Reading 22) or equivalent on the SAT.

23

24 Valedictorian and salutatorian will have the two highest numerical averages of the final course
25 grades in the top half of the Summa Cum Laude graduating class.

26

27 The student must have been enrolled and in physical attendance 2 of the 4 semesters
28 immediately preceding their senior year.

29

30 In the event multiple students meet all ~~of~~ the aforementioned criteria and a tie still exists, the
31 highest achieved ACT composite controls.

Version Date: March 6, 2024

Cross References

Grading System 4.600

Graduation Requirements 4.605

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: 01/23/25
		Rescinds: 4.603	Issued: 07/25/24

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
- 10 2. Results of local assessments, screening, or monitoring tools;
- 11
- 12 3. State assessments, as applicable;
- 13
- 14 4. Home Literacy Reports;³
- 15
- 16 5. Overall academic achievement of the student;
- 17
- 18 6. Likelihood of success with more difficult material if promoted to the next grade;
- 19
- 20 7. Attendance record; and
- 21
- 22 8. The student's maturity.

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

- 25 1. Date of enrollment; or
- 26
- 27 2. Additional information acquired after results of local assessment, screening, or monitoring are
28 released.

29 **VOLUNTARY RETENTION⁵**

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

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

4 This information shall be submitted in writing within thirty (30) days of the end of the school
5 year. The district shall send written notice to the parent/guardian confirming whether the student is
6 eligible for retention under state law.

7 **PROMOTION PLANS⁶**

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

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

21 A student who demonstrates sufficient academic progress according to his/her promotion plan shall be
22 promoted to the next grade level unless retention is required per additional requirements for students in
23 third and fourth grade.⁷

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

31 **RETENTION⁷**

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

34 *Decision of Retention – General⁹*

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

- 1 1. Adjustment to the current instructional strategies or materials;
- 2
- 3 2. Additional instructional time;
- 4
- 5 3. Individual tutoring;
- 6
- 7 4. Modification to the student’s classroom assignment to ensure the student received
- 8 instruction from a teacher with a level of overall effectiveness of above expectations (level
- 9 4) or significantly above expectations (level 5); or
- 10
- 11 5. Attendance or truancy interventions.

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

16 *Decision of Retention – Third Grade*¹⁰

17 Third grade students shall not be promoted to the next grade unless they are determined to be
18 proficient (i.e., receive a performance level rating of “~~on track~~” or “~~mastered~~” **met or exceeded**
19 **expectations**) in English language arts (ELA) based on the student’s most recent TCAP test.

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

- 21 1. A student in third grade receiving a performance level rating of “approaching” on the ELA
22 portion of the student’s most recent TCAP test may be promoted if:
 - 23
 - 24 a. The student is an English language learner and has received less than two (2) full years
25 of ELA instruction;
 - 26 b. The student was previously retained in grades K-3;
 - 27 c. The student is retested before the next school year and scores proficient in ELA;
 - 28 d. The student attends a learning loss bridge camp before the next school year, maintains a
29 ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-
30 test at the end of the camp;
 - 31 e. The student receives tutoring for the entirety of the next school year in accordance with
32 state law; or
 - 33 f. Beginning with the 2023-2024 school year, the student demonstrates proficiency in
34 ELA standards by scoring within the fiftieth percentile on the most recently
35 administered state-provided benchmark assessment and the district provides tutoring
36 services to the student during the entire fourth grade school year and notifies the
37 student’s parent/guardian, in writing, of the benefits of enrolling the student in summer
38 programming.
- 39
- 40 2. A student in third grade receiving a performance level rating of “below” on the ELA portion of
41 the student’s most recent TCAP test may be promoted if:
42

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

8 *Decision of Retention – Fourth Grade*¹⁰

9 Students in the following categories may be promoted to fifth grade if they demonstrate adequate
10 growth on the fourth-grade ELA portion of the TCAP test:

- 11 1. A student who was promoted to the fourth grade due to receiving tutoring for the entirety of the
12 fourth-grade school year; and
- 13
- 14 2. A student who was promoted to fourth grade due to attending a learning loss bridge camp while
15 maintaining a ninety percent (90%) attendance rate and receiving tutoring for the entirety of the
16 fourth grade school year.

17 If a student that was promoted to fourth grade under one of the provisions above does not demonstrate
18 adequate growth on the fourth-grade ELA portion of the TCAP test, then the following shall occur:

- 19 1. The student's principal shall convene a conference consisting of the following parties: the
20 student's parent(s)/legal guardian, the student's ELA teacher, and the student's principal.
- 21
- 22 2. The conference shall review the student's fourth grade ELA performance to determine if the
23 student should be promoted to fifth grade.
- 24
- 25 3. At the conclusion of the conference, a majority of the parties shall agree to one of the
26 following:
 - 27 a. The student will be promoted to fifth grade and be assigned a tutor for the entirety of
28 the student's fifth-grade year; or
 - 29 b. The student will be retained in fourth grade. A student shall not be retained more than
30 once in fourth grade.

31 *Decision of Retention – Students with Disabilities*¹¹

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

36 **APPEALS**^{8,12}

37 When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision
38 to retain the student and provided with information on the right to appeal the decision. Appeals shall be
39 made to a committee appointed by the principal within 10 business days. The student and his/her

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

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

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

13 For students where retention is required per the additional requirements for students in third and fourth
 14 grade, parent(s)/guardian(s) may appeal this decision in accordance with state law.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. [TCA 49-6-314](#); [TRR/MS 0520-01-03-.16\(6\)](#)
6. [TRR/MS 0520-01-03-.16\(6\)](#)
7. [TRR/MS 0520-01-03-.16\(6\)\(f\)](#)
8. [TRR/MS 0520-01-03-.16\(6\)\(e\)](#)
9. [TRR/MS 0520-01-03-.16\(6\)\(g\)](#)
10. [TRR/MS 0520-01-03-.16\(7\)](#)
11. [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 0520-01-02-.17\(7\)](#); [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 December	Descriptor Term: Graduation Requirements	Descriptor Code: 4.605	Issued Date: 07/27/23
		Rescinds: 4.605	Issued: 10/28/21

1 *General*

2 The program of studies shall include areas required by the State Board of Education.

3 Before high school graduation, every student shall:¹

- 4 1. Achieve the specified twenty-two (22) units of credit; (For Phoenix and Special Education) 27
5 units of credit for Cumberland County High School and Stone Memorial High School (**Note: The**
6 **minimum state requirement for graduation is twenty-two (22) units of credit**).
- 7 2. Take the required end of course exams;
- 8 3. Have satisfactory records of attendance and conduct;
- 9 4. Take the American College Testing (ACT) or Scholastic Assessment Test (SAT) prior to
10 graduation;² and
- 11 5. Pass a United States civics test.³

12 **SPECIAL EDUCATION STUDENTS⁴**

13 Special education students, who earn the prescribed twenty-two (22) credit minimum shall be awarded
14 a regular high school diploma.

15 Students who have received the below diplomas shall continue to make progress towards a regular high
16 school diploma until the end of the school year in which they turn twenty-two (22) years old.

17 *Special Education Diploma*

18 A special education diploma shall be awarded to students who have not met the requirements for a regular
19 high school diploma but have:⁵

- 20 1. Completed four (4) years of high school;
- 21 2. Made satisfactory progress on their Individualized Education Program (IEP); and
- 22 3. Maintained satisfactory records of attendance and conduct.

23 *Occupational Diploma*

24 Special education students who do not meet the requirements for a regular high school diploma may be
25 awarded an occupational diploma if the student has:^{1,4}

- 26 1. Completed at least four (4) years of high school;
- 27 2. Made satisfactory progress on their IEP;
- 28 3. Maintained satisfactory records of attendance and conduct;

- 1 4. Completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment
- 2 (SKEMA);
- 3 5. Has two (2) years of paid or non-paid work experience.

4 The decision to attain an occupational diploma shall be made at the conclusion of the student's 10th grade
5 year or two (2) academic years prior to the expected graduation date.

6 *Alternate Academic Diploma*

7 Special education students who do not meet the requirements for a regular high school diploma may be
8 awarded an alternate academic diploma if the student has:⁴

- 9 1. Completed at least four (4) years of high school;
- 10 2. Participated in the high school alternate assessments;
- 11 3. Earned the prescribed twenty-two (22) credit minimum;
- 12 4. Made satisfactory progress on their IEP;
- 13 5. Maintained satisfactory records of attendance and conduct; and
- 14 6. Completed a transition assessment that measures postsecondary education and training,
15 employment, independent living, and community involvement.

16 **STUDENT LOAD**

17 All full time students in grades 9-12 shall be enrolled each semester in subjects that produce a minimum
18 of five (5) units of credit for graduation per year. Students with hardships and gifted students may appeal
19 this requirement to the director of schools and then to the board.⁶

20 **EARLY GRADUATION⁷**

21 Student has met all Tennessee and Cumberland County Board of Education requirements for graduation.

22 **“MOVE ON WHEN READY” EARLY GRADUATION⁷**

23 High school students shall be permitted to complete an early graduation program. Students intending to
24 graduate early shall inform the school principal of this intent prior to the beginning of 9th grade or as
25 soon thereafter as the intent is known.

26 In order to graduate early, students must meet the following requirements:

- 27 1. Earn the required seventeen (17) credits [which are outlined in the state's high school policy](#)
28 [2.103 II.2.a](#);
- 29 2. Achieve a [the required](#) benchmark score for each required end-of-course exam;
- 30 3. Attain ~~a~~ [an unweighted](#) cumulative Grade Point Average (GPA) of at least 3.2 on a 4.0 scale;
- 31 4. Meet the minimum ACT or SAT benchmark score;
- 32 5. Obtain a qualifying benchmark score on a world language proficiency assessment; and
- 33 6. Complete at least two (2) ~~types of the following courses:~~ [early postsecondary courses](#).
 - 34 ~~a. Advanced Placement (AP);~~
 - 35 ~~b. International Baccalaureate (IB);~~
 - 36 ~~c. Dual enrollment; or~~

- 1 d. ~~Dual credit.~~
- 2 The director of schools shall develop administrative procedures to ensure that the early graduation
- 3 program is conducted in accordance with state law.

Legal References

1. TCA 49-6-6001; State Board of Education Policy 2.103;
TRR/MS 0520-01-03-.06
2. TCA 49-6-6001(b); State Board of Education Policy 2.103
3. TCA 49-6-408; State Board of Education Policy 2.103
4. TRR/MS 0520-01-03-.06; State Board of Education Policy
2.103
5. TCA 49-6-6005; State Board of Education Policy 2.103
6. TRR/MS 0520-01-03-.06
7. TCA 49-6-8103; State Board of Education Policy 2.103

Cross References

Class Size Ratios 4.201
Alternative Credit Options 4.209
Graduation Recognition/Latin Classification 4.602

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Graduation Activities	Descriptor Code: 4.606	Issued Date: 01/26/23
		Rescinds: 4.606	Issued: 05/23/20

- 1 Students who have met all graduation requirements may participate in graduation activities.¹
- 2 Students are expected to participate in all graduation activities, and graduation apparel shall be
3 determined by the administration of each school and shall be the personal expense of each student. Any
4 fees required for graduation ceremonies shall be waived for students who are eligible to receive free or
5 reduced-price lunches, and in such cases, the school [system](#) shall assume responsibility for payment of
6 fees.²
- 7 Graduation ceremonies shall be physically accessible to all students, their parent(s)/guardian(s), and
8 other interested citizens.³
- 9 Students who do not wish to participate in graduation activities shall notify the school ~~principal~~ [counselor](#)
10 in writing at least five (5) days prior to the day of graduation. Non-participating students shall receive
11 their diplomas or certificates from the principal's office within one (1) week of the day of graduation.
- 12 Graduation activities organized by district employees shall not be religious in nature.⁴ The content of
13 any students' speeches shall not reflect the endorsement, sponsorship, position, or expression of the
14 school, employees, or Board.
- 15 The Director of Schools shall develop procedures to ensure that students are recognized at graduation
16 ceremonies for the following achievements.⁵
- 17 ● Honors;
 - 18 ● State Honors;
 - 19 ● State Distinction;
 - 20 ● District Distinction;
 - 21 ● Tri-Star Scholar;
 - 22 ● Student receiving a TN Seal of Bi-literacy;
 - 23 ● Students voluntarily completing at least ten (10) hours of community service each semester the
24 student is in attendance at a public high school; ([Tennessee Scholar](#))
 - 25 ● Students receiving a gold or platinum medal on National Career Readiness Certificate;
 - 26 ● Students graduating with a district-developed work ethic distinction; and
 - 27 ● Middle College

Legal References

1. TCA 49-6-405(b)(2)
2. TCA 49-2-114
3. 28 CFR § 36.201
4. *Lee v. Weisman*, 505 U.S. 577(1992), 112 S. Ct. 2649, 120 L. Ed. 2d 467 (1992)
5. State Board of Education Policy 2.103; TCA 49-6-6010

Cross References

Section 504 & ADA Grievance Procedures 1.802
Student Fees and Fines 6.709

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Testing Programs	Descriptor Code: 4.700	Issued Date: 02/22/24
		Rescinds: 4.700	Issued: 10/26/23

1 *General*

2 The board shall provide for a system-wide testing program which shall be periodically reviewed and
3 evaluated. The purposes of the program shall be to:

- 4 1. Assist in promoting accountability;
5
6 ~~2. Determine the progress of students;~~
7
8 3. Assess the effectiveness of the instructional program and student learning;
9
10 4. Aid in counseling and guiding students in planning future education and other endeavors;
11
12 5. Analyze the improvements needed in each instructional area;
13
14 6. Assist in the screening of students with learning difficulties;¹
15
16 7. Assist in placing students in remedial programs;
17
18 8. Provide information for college entrance and placement; and
19
20 9. Assist in educational research by providing data.²

21 ~~The Director of Schools shall be responsible for planning and implementing the program which~~
22 ~~includes:~~

- 23 1. Determining specific purposes for each test;
24
25 2. Selecting the appropriate test to be given;
26
27 3. Establishing procedures for administering the test;
28
29 4. Making provisions for interpreting and disseminating the results;
30
31 5. Maintaining testing information in a consistent and confidential manner; and
32
33 6. Ensuring that results are obtained as quickly as possible, especially when placement in a special
34 learning program might be necessary.

1 State-mandated student testing programs shall be undertaken in accordance with guidelines published
2 by the State Department of Education.³

3 **WEIGHTING TCAP SCORES**

4 TNReady⁴ and End of Course (EOC)⁵ scores shall be included in students' final grades as follows:

- 5 1. Grades 3-5 – 10%
- 6 2. Grades 6-8 – 10%
- 7 3. Grades 9-12 – 15%

8 The Cumberland County_School System shall use the following methodology: target score method.

9 The Director of Schools may exclude these scores from students' final grades if results are not received
10 by the district at least five (5) instructional days before the end of the course.^{4,5}

11 Cumberland County Schools will use a Target Score Methodology for End of Course Score
12 conversions from raw scores to scaled scores. The Tennessee Department of Education has provided
13 the district with average raw score data for both the state and the district. Because the students
14 testing in the fall are not always as diverse as the system population it was decided that the state
15 average raw score would be used as a baseline score. That baseline score, the state average, will be
16 assigned a scaled score of (79). The max raw score and the baseline score will then be used to find a
17 scale factor for each test. These numbers will be used in the formula below to develop a conversion
18 table for each exam. The scaled score will count as 15% if the final grade of the course.

19 Scaled Score = $[(\text{Raw Score}/\text{Max Raw Score})/(\text{Scale Factor})]*100$

20 **INTEREST INVENTORIES AND CAREER ASSESSMENTS⁶**

21 Interest inventories shall be made available to middle schoolers. These will include assessments such
22 as the Kuder assessment, Myers-Briggs Type Indicator, the ASVAB, or the College Board Career
23 Finder.

24 Career aptitude assessments shall be administered to 7th and 8th graders in order to inform the student's
25 high school plan of study. Upon receiving the results from these assessments, the school shall provide
26 students with information on any available career and technical education opportunities in which the
27 student is eligible to participate in.

28 **TESTING INFORMATION AND PARENTAL CONSENT**

29 Any test directly concerned with measuring student ability or achievement through individual or group
30 psychological or socio-metric tests shall not be administered by or with the knowledge of any
31 employee of the district without first obtaining written consent of the parents or guardian(s).²

32 Results of all group tests shall be recorded on students' permanent records and shall be made available
33 to appropriate personnel in accordance with established procedures.⁷

1 No later than July 31st of each year, the Board shall publish on its website information related to state
2 and board mandated tests that will be administered during the school year. The information shall
3 include:⁸

- 4 1. The name of the test;
- 5
- 6 2. The purpose and use of the test;
- 7
- 8 3. The grade or class in which the test will be administered;
- 9
- 10 4. The tentative date or dates that the test will be administered;
- 11
- 12 5. The time and manner in which parents and students will be notified of the results of the test;
- 13
- 14 6. How parent(s)/guardian(s) can access the questions and answers on their student's state-
15 required tests; and
- 16
- 17 7. If a board mandated test, how the test complements and enhances student instruction and
18 learning and how it serves a purpose distinct from state-required tests.

19 Testing information shall also be placed in student handbooks or other school publications that are
20 provided to parents on an annual basis.

21 **TESTING TRANSFER STUDENTS FOR GRADE PLACEMENT OR AWARDING CREDIT⁹**

22 Students transferring from a Category IV church-related school, Category V private school, or home
23 school shall be awarded credit upon completion of a written exam. These exams shall be approved,
24 administered, and graded by the school's principal/designee. Upon request from a parent/guardian,
25 student scores from a nationally standardized achievement test in the relevant subject shall be accepted
26 as a substitute for these exams.

27 For students in grades one through eight (1-8), the exam shall only cover the last grade completed. For
28 students in grades nine through twelve (9-12), the exam shall only cover the last course completed by
29 the student (for example, if a student has completed English I, II, and III, the examination shall only
30 cover English III).

31 The Director of Schools shall provide notice to parent(s)/guardian(s) of these exams.

1 HIGH SCHOOL CREDIT EXAM FOR ELIGIBLE COURSES¹⁰

2 A student in grades nine through twelve (9-12) may receive credit for an eligible course in which the
3 student is not enrolled but attains a qualifying score on the eligible course's credit exam. The
4 qualifying scores for these exams shall be presented to the Board at the July board meeting.

5 The Director of Schools/designee shall be responsible for determining which eligible courses will have
6 a credit exam and shall provide high school students each semester the opportunity to take a credit
7 exam for an eligible course offered. Each eligible course's credit exam shall be administered to any
8 student seeking course credit during the first two weeks of the school year as determined by the
9 principal. Before taking a credit exam, the student shall be notified of the qualifying score needed to
10 receive credit for the eligible course and the grade that will be included in his/her overall grade point
11 average if the student achieves a qualifying score on the credit exam. A student may only take a credit
12 exam once.

13 A student may take up to four (4) exams, earning no more than four (4) credits that will be applied to
14 the student's graduation requirements and be included in the student's overall grade point average.

15 The Director of Schools/designee shall provide information on these exams to the Department of
16 Education at the end of the school year per state law.

Legal References

1. [TCA 49-10-108](#)
2. [20 USCA § 1232\(g\)](#)
3. [TRR/MS 0520-01-03-.03\(11\)](#)
4. [TCA 49-1-617](#); [State Board of Education Policy 2.102](#)
5. [TRR/MS 0520-01-03-.03\(10\)](#); [State Board of Education Policy 2.103](#); [TCA 49-1-617](#)
6. [TCA 49-6-412](#)
7. [TCA 10-7-504\(a\)\(4\)\(A\)](#)
8. [TCA 49-6-6007](#); [State Board of Education Policy 2.102](#); [State Board of Education Policy 2.103](#)
9. [TRR/MS 0520-07-01-.03\(3\)](#)
10. [Public Acts of 2023, Chapter No. 269](#); [State Board of Education Policy 2.103](#)

Cross References

Student Surveys, Analyses, and Evaluations 6.4001
Student Records 6.600

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Maintaining Test and Data Security	Descriptor Code: 4.701	Issued Date: 02/23/23
		Rescinds: 4.701	Issued: 02/28/19

1 Annually, the Director of Schools will designate a System Testing Coordinator who shall be
 2 responsible for administering, monitoring and maintaining security of all tests to be administered
 3 within the school system. The principal of each school shall serve as or designate a Building Testing
 4 Coordinator who shall be responsible for the administrating, monitoring and maintaining security of all
 5 tests given in his/her school. Test security procedures shall adhere to guidelines issued by the State
 6 Department of Education.¹

- 7 1. All personnel involved in testing shall sign the Testing Code of Ethics and submit at the district
 8 office for documentation.
- 9
- 10 2. All personnel involved in testing shall be trained and the related documentation retained for
 11 system records. The training shall include: State Test Security Law, State Test Security
 12 Guidelines, local policy and test administration procedures.
- 13
- 14 3. Inventory verification procedures shall be implemented for all paper test materials including
 15 modified format and Braille test forms.
- 16
- 17 4. Handling of any paper test materials shall be restricted to authorized personnel only. Test
 18 materials shall be stored in a centrally located locked room that is inaccessible to unauthorized
 19 personnel.
- 20
- 21 5. Check-in and checkout process shall be established and inventory control shall be ensured for
 22 each test session as well as at the school and system level during the testing window. Test
 23 materials shall be returned immediately after each test session and when the entire test session
 24 is completed.
- 25
- 26 6. Paper test materials printed for homebound or students with disabilities shall be secured after
 27 the test has been transcribed.
- 28
- 29 7. All personnel shall be prohibited from obtaining knowledge of test items or passages before,
 30 during, and after testing.
- 31
- 32 8. Discussion of the test content or specific test items with students, parents, or professional
 33 colleagues is prohibited to protect the validity of the test.
- 34
- 35 9. A secure, yet positive, environment for testing shall be created.
- 36
- 37 10. Appropriate signage shall be placed outside of test setting to limit interruptions (e.g., Do Not
 38 Disturb—Testing in Progress).

- 1 11. Electronic communication devices (cell phones, pagers, PDAs, tablets, etc.) are NOT allowed in
2 the test setting [unless the student's IEP or 504 requires](#).
- 3
- 4 12. Proper calculator use shall be ensured as outlined in the Test Administration Manual, making
5 sure that calculators are cleared before and after administration of each test.
6
- 7 13. Testing personnel shall confirm each student has logged in using their own online testing ticket
8 for every testing session.
9
- 10 14. A photo ID may be required if administrators are not responsible for normal classroom
11 instruction.
12
- 13 15. Test Administrators and Proctors are to carefully adhere to all test administration and
14 accommodation instructions.
15
- 16 16. Appropriate schedules shall be followed as set by the state, district, and school.
17
- 18 17. Appropriate time limits shall be outlined in all test directions.
19
- 20 18. Test Administrators and Proctors are required to remain with students and be observant and non-
21 disruptive throughout the testing session.
22
- 23 19. Test Administrators and Proctors are to be trained on appropriate observation protocol:
24
 - 25 a. Be aware of student activity during testing;
 - 26 b. Do not read or do other activities that take attention away from students;
 - 27 c. Turn off all electronics, including cell phones, iPads, etc.; and
 - 28 d. Computers should only be used for accessing the test site.
- 29 20. The coaching of students in any way during State assessments is prohibited. Students are to
30 respond to test items without assistance from anyone.
31
- 32 21. The reading of test items and passages by anyone other than the students being tested is
33 prohibited, unless indicated in the test instructions or accommodations [or as an accommodation](#)
34 [in an IEP or 504](#).
35
- 36 22. Secure assessment materials (including pilot or field test materials) shall not be read, reviewed, or
37 analyzed at any time before, during, or after test administration.
38
- 39 23. Test items are not to be reproduced, duplicated, or paraphrased in any way, for any reason, by
40 any person.
41
- 42 24. Standard copyright laws must be maintained at all times.
43
- 44 25. Test materials shall not be copied (including taking photos with cell phones, iPads, etc.), filed, or
45 used directly in instructional activities.
46

- 1 26. Specific excerpts or paraphrased portions of the test may not be used for classroom examples or
2 instruction.
- 3
- 4 27. Confidentiality of student-specific accountability demographic information and test results must
5 be maintained at all times.
- 6
- 7 28. Test security concerns are to be documented on a Potential Breach of Security Request form. Any
8 potential breach of security is to be reported. **Please note:** Failure to report a potential breach of
9 security compromises the integrity of the testing process and should be treated as a breach of
10 testing security.

11 State Test Administration Security Protocols

- 12 29. Do not allow students to take the same subtest of the same TNReady assessment twice.
- 13
- 14 30. If students are found with ANY electronic devices, including but not limited to cell phones,
15 smartphones, smart watches, iPods, PDAs etc. during testing OR during breaks, their test score
16 will be nullified. The best practice would be for students to leave devices at home or in their
17 lockers on the day of testing. Alternately, test administrators should collect electronic
18 communication devices prior to testing and return them when all students have submitted their
19 tests. All personal devices must be turned off to prevent additional load on your wireless
20 infrastructure.
- 21
- 22 31. If test administrators or proctors are found with ANY electronic devices, including but not
23 limited to cell phones and smartphones, and smart watches during testing OR at any time when
24 test information is accessible, this violation will be treated as a breach of testing security. The
25 only exception is the desktop or laptop computer being used to administer online testing, which
26 may not be used for other purposes during test administration.
- 27
- 28 32. Students should not be placed in a test session with a test administrator or proctor who is a family
29 member. In addition, with the exception of Home School students in grade 5 (or in special
30 circumstances grades 3 or 4), the parent/guardian may not be present in the student's testing
31 room.
- 32
- 33 33. Any monitoring software that would allow test content on student workstations to be viewed or
34 recorded on another computer during testing must be turned off.

35 Any employee found to have not followed security guidelines shall be placed on immediate
36 suspension, and such actions shall be grounds for dismissal. Such actions shall be grounds for
37 revocation of state license.²

38 The Director of Schools shall report a breach of security to the State Department of Education's Office
39 of Accountability and any testing irregularity to the Division of State Testing within 24 hours of such
40 events. In any class, grade, and/or school where a security breach is strongly suspected or verified,
41 central office staff shall be present during subsequent tests for a period of one year. However, if the
42 offender is no longer employed by Cumberland County Schools, monitoring is not required.

1 **Data Security**

- 2 Data designated as embargoed by the Department of Education may be shared with personnel as
3 determined by the Director of Schools as set forth in procedure. Personnel shall not share embargoed
4 data with external parties.³

Legal References

1. TRR/MS 0520-01-03-.03(7)(b)
2. TCA 49-1-607
3. State Board of Education Policy 2.600

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Prayer and Period/Moment of Silence	Descriptor Code: 4.805	Issued Date: 01/26/23
		Rescinds: 4.805	Issued: 02/06/97

1 There shall be no school-sponsored or school-directed public prayer at any school-sponsored or school-
2 directed activity¹, but a period of silence² may be observed. [A moment of silence is permissible at extra-](#)
3 [curricular activities \(including sports, graduation ceremonies, etc.\)](#)

4 The principal will develop a procedure that at the beginning of each school day students are called to
5 order and announce a moment of silence is to be observed. [Tennessee State law requires that a period](#)
6 [of silence shall be observed each school day. No other action shall be taken by a teacher other than to](#)
7 [maintain silence for the full time. Teachers or other school officials must supervise students during the](#)
8 [moment of silence.](#)

Legal References:

1. *Lee v. Weisman*, 505 U.S. 112 S. Ct.2649, 120 L. Ed.2d 467 (1992)

Cross Reference:

Student Equal Access 4.802

2. TCA 49-6-1004

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: <h2 style="text-align: center;">Safe Relocation of Students</h2>	Descriptor Code: <h3 style="text-align: center;">6.4081</h3>	Issued Date: <h3 style="text-align: center;">05/25/23</h3>
		Rescinds: <h3 style="text-align: center;">6.4081</h3>	Issued: <h3 style="text-align: center;">07/22/21</h3>

1 ~~Employees~~ **Teachers** who are directly responsible for a student’s education or **other employees** who
 2 ~~otherwise interact with students on a professional basis within the scope of their assigned duties~~ may
 3 relocate a student from the student’s present location to another location when such relocation is
 4 necessary for the student’s safety or the safety of others.¹ If relocation is necessary, the process will
 5 comply with all special education laws. Such employees may also intervene in a physical altercation
 6 between two or more students or between a student and a district employee. Reasonable or justifiable
 7 force may be used to physically relocate or intervene in a conflict if a student is unwilling to cooperate.²
 8 If an employee is unable to resolve the matter with the use of reasonable or justifiable force, the student
 9 shall be allowed to remain in place until local law enforcement officers or school resource officers can
 10 be summoned to relocate the student or take the student into custody until a parent or guardian can
 11 retrieve the student.

12 In the event that physical relocation becomes necessary, the employee shall immediately file a brief
 13 report of the incident with the principal. If the student's behavior constitutes a violation of the board's
 14 zero tolerance policy, the report shall be placed in the student's permanent record. Otherwise, the report
 15 shall be kept in the student's discipline record, and not become a part of that student's permanent record.
 16 The principal/designee shall notify the teacher involved of the actions taken to address the behavior of
 17 the relocated student.¹

18 The Director of Schools shall develop administrative procedures regarding the safe relocation of students
 19 consistent with State law. Each principal shall fully support the employees' authority to relocate a student
 20 and ensure appropriate implementation and reporting.

Legal References

1. TCA 49-6-2802
2. TCA 39-11-603, TCA 39-11-609-614

Cross References

- Code of Conduct 6.300
- Interference/Disruption of School Activities 6.306
- Zero Tolerance Offenses 6.309
- Special Education Students 6.500

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Travel	Descriptor Code: 2.8041	Issued Date: 10/23/25
		Rescinds: 2.8041	Issued: 03/21/24

1 Cumberland County Board of Education adopts the following policy in regard to officials and
2 employee travel:

3 **Authorization.** Travel may not be undertaken unless authorized in advance by an employee supervisor.

4 **Mileage Rate:** Mileage for properly authorized travel on official school business shall be reimbursed at
5 the mileage rate that matches state and federal rate per mile.

6 **Meals:** Meals for properly authorized travel on official school business may be reimbursed
7 at per diem of \$68 per day*. ~~Employees who do not regularly travel out of county and are~~
8 ~~away from their official station during normal mealtime shall be reimbursed for breakfast, lunch, and dinner.~~
9 Receipts are required to be submitted, for monitoring purposes.

10 **Parking Expenses.** Charges for parking expenses incurred for properly authorized travel on official
11 business shall be reimbursed. Receipts are required.

12 **Lodging.** Lodging for properly authorized travel on official school business shall be reimbursed at the
13 actual cost incurred. Lodging may be at or near the site where the conference/training program is being
14 held, at a reasonable cost. Lodging receipts are required and must itemize room charges and taxes by
15 date.

16 **Claims for Reimbursement.** Employees should submit claims for reimbursement for travel expenses no
17 later than thirty (30) days after completion of travel using forms provided by the School Finance
18 Department.

19 No reimbursements shall be given for alcohol.

20 * Per diem is for overnight travel only. Cumberland County will utilize the following meal expense rate for
day travel only: breakfast up to \$16.00 and lunch up to \$19.00.

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Extracurricular Activity Drug Testing	Descriptor Code: 6.3071	Issued Date: 02/23/12
		Rescinds:	Issued:

1 Participation in extracurricular activities is a privilege and not a right. Students in grades 7- 12 taking
2 part in these activities will be subject to random drug testing.

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

6 Randomly, throughout the school year, mandatory substance screening will be required for students in
7 grades 7-12 who desire to participate in extracurricular activities. The drug testing program is not
8 punitive, but is designed to create a safe, drug-free environment for students involved in extracurricular
9 activities and assist them in getting help when needed.

10 **DEFINITION OF TERMS**

11 **Extracurricular** is defined as — voluntary; not falling within the scope of regular curriculum and
12 carrying no academic credit. This includes all Cumberland County Schools' athletes, cheerleaders, band
13 members, club members, student council members, etc.

14 **Drugs** — Any substance, including alcohol, considered illegal or controlled by the Food and Drug
15 Administration. Substance abuse may, according to medical research, lead to serious health
16 complications.

17 **Calendar Year** — 365 days from date of positive test result

18 **RANDOM DRUG TESTING**

19 All students who participate in extracurricular activities shall be subject to random drug testing. All
20 parents/guardians of students who participate in extracurricular activities and the student who voluntarily
21 participates in extracurricular activities shall be required to sign a written consent for random drug testing
22 prior to participation. All signatures must be witnessed by a designated school official and must comply
23 with consent requirements as stated on the consent form. A student who participates in extracurricular
24 activities will not be allowed to participate in any extracurricular activity until the Random Drug Testing
25 Consent Form is signed. The principal may allow a custodial parent/guardian to give permission for
26 testing, if after reasonable attempts, the other parent/guardian is verified to be unavailable to sign the
27 permission form. **If a student who participates in extracurricular activities refuses to be tested at
28 anytime, he/she will be suspended from extracurricular activities for one calendar year.**

1 Random tests shall be unannounced. The cost of the random screening shall be the responsibility of the
2 Board.

3 **RANDOM TEST PROCEDURE**

4 Random drug testing will be conducted not less than two (2) times at various intervals during the calendar
5 year in grades 7-12.

6 Selection of students, who participate in extracurricular activities, for random testing shall be conducted
7 in the following manner:

8 The student number of each student who participates in extracurricular activities shall be placed in a
9 "pool" from which a blind draw will be held. The notification of those students who participate in
10 extracurricular activities, whose numbers were drawn for testing, will be made in person by a school
11 administrator. Those selected for testing will be notified immediately and tested the same day.

12 **TESTING PROCEDURES**

13 Tests will be performed by a certified independent laboratory. Tests for any illegal drug or controlled
14 substance may be included.

15 Specimens will be collected in a manner to ensure student privacy to the greatest extent possible while
16 maintaining the integrity of the testing.

17 The school system shall follow strict procedures regarding the chain of custody and access to the test
18 results. The Medical Review Officer (MRO) of the collection facility will contact a person designated
19 by the director of schools, who will contact parents of a minor student for medication verification. If the
20 student is eighteen (18) years of age, the designee may contact him/her directly. A positive or negative
21 test will then be reported directly to the director of schools. Only the director of schools, the school
22 administration and the collection facility shall have access to test results. The results will be kept until
23 the student graduates. Should the student leave Cumberland County Schools, the records will be kept
24 until the student's projected date of graduation. All records shall be maintained in a secure location with
25 controlled access.

26 **PENALTIES**

27 If a student tests positive, the following action will be taken:

28 **First Offense**

- 29 1. Notify the parent/ guardian.
- 30 2. The principal will conduct a due process hearing with the parent/guardian and the student.
- 31 3. The student will be given the option of:
- 32
- 33
- 34
- 35

1 a. Accepting a referral for participation in an assistance program and taking a drug test, which
2 may be weekly for up to six weeks, as determined by the MRO/family physician. This shall
3 be at the expense of the parent or guardian. If the student continues to test positive beyond
4 the retention time, or at the end of the six weeks time period, it will be considered his/her
5 second offense.

6 OR

7 b. Suspension from participating in extracurricular activities for one calendar year from date of
8 first positive test result.

9 **Second Offense**

- 10 1. Notify parent or guardian; notification of split specimen testing at the parents' expense.
11
12 2. The principal will conduct a due process hearing with the parent/guardian and the student.
13
14 3. Participate in an assistance program and taking a drug test, which may be weekly for up to six
15 weeks, as determined by the MRO/family physician. This shall be at the expense of the parent or
16 guardian. If the student continues to test positive beyond the retention time, or at the end of the
17 six weeks time period, it will be considered his/her third offense.
18
19 4. The student will be referred to the juvenile court system.
20
21 5. The student is suspended from participating in extracurricular activities for one calendar year.

22 **Third Offense**

- 23 1. Notify parent or guardian; notification of split specimen testing at the parents' expense.
24
25 2. A due process hearing will be conducted by the principal with the parent/guardian and the
26 student.
27
28 3. The student will be referred to the juvenile court system.
29
30 4. The student is suspended from participating in extracurricular activities for the remainder of
31 his/her attendance in Cumberland County Schools.

32 *All penalties remain applicable while student is in attendance, regardless of withdrawal and re-
33 admittance into Cumberland County Schools.

Cumberland County Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Facilities Planning	Descriptor Code: 3.208	Issued Date: 01/26/23
		Rescinds: 3.208	Issued: 11/14/13

1 The Director of Schools shall present an annual assessment of facility needs to the Board in October.
2 The needs assessment shall include a review of each school site. Each principal shall prepare the
3 assessment for his/her school with input from staff, parents and community leaders. **Funds, design, and**
4 **all major purchases shall be approved by the Board. Additionally, all changes shall meet or exceed**
5 **existing school standards.**

6 The individual school needs assessment shall include the following information:

- 7 1. Building, site and utility deficiencies
- 8 2. Maintenance issues
- 9 3. Number of classrooms with class sizes
- 10 4. Population and enrollment projections
- 11 5. Community needs
- 12 6. Other information as directed

13 The system-wide needs assessment shall include the following information:

- 14 1. Individual school assessments
- 15 2. System-wide population growth projections
- 16 3. Industrial and business forecasts
- 17 4. Other information as deemed necessary

18 **ASBESTOS¹**

19 The Director of Schools shall maintain an Asbestos Management Plan for all buildings leased, owned,
20 or otherwise used as school buildings and maintain and update the plan to keep it current with ongoing
21 operations and maintenance, periodic surveillance, inspection, re-inspection, and response action
22 activities.

23 The Director of Schools shall:

- 24 A. Annually publish a notification on the Asbestos Management Plan availability and the status of
25 asbestos activities;
- 26 B. Educate and train maintenance and custodial staff about asbestos and how to deal with it, in
27 accordance with state and federal statutes;
28
29

- 1 C. Notify short-term or temporary workers on the locations of the building materials containing
2 asbestos;
3
- 4 D. Post warning labels in routine maintenance areas where asbestos was previously identified or
5 assumed;
6
- 7 E. Follow set plans and procedures designed to minimize the disturbance of building materials
8 containing asbestos; and
9
- 10 F. Survey the condition of these materials every six (6) months to assure that they remain in good
11 condition.

12 The Director of Schools shall designate an Asbestos Hazard Emergency Response Act (AHERA)
13 Manager as the designated Asbestos Program Coordinator. All inquiries regarding the asbestos plan and
14 asbestos-related issues should be directed to the AHERA Manager.

Legal References

1. 40 CFR §§ 763.91-93; 15 USCA §§ 2641-2656

Cumberland County Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: <h2 style="text-align: center;">Use of Unmanned Aircraft Systems and Model Aircraft in the Curriculum</h2>	Descriptor Code: 3.219	Issued Date: 01/26/23
		Rescinds: 3.219	Issued: 05/26/16

1 Unless granted permission by the Director of Schools or his/her designee, the use of Unmanned Aircraft
 2 Systems (UAS) for any purpose is not permitted at any school district event, activity or classroom activity. This
 3 prohibition applies to all school district indoor/outdoor property and includes a ban at all venues including the
 4 spectator areas and parking areas.

5 Any use of model aircraft within a program of instruction approved by the Director of Schools, shall comply
 6 with Tennessee law and Federal Aviation Administration (FAA) rules.^{1,2} Additionally:

- 7 1. Operation of the Model Aircraft will be under the planned supervision and control of a Licensed
 8 Aviation Instructor.
- 9
- 10 2. The current FAA airspace requirements and regulations will be adhered to at all times, as will any state
 11 laws which may be in place at the time of operation. Flights will be no higher than 400 feet in altitude.
 12
- 13 3. The operation and flight patterns will avoid flight directly over people and /or any spaces deemed safety
 14 concerns.
- 15
- 16 4. UAS/Model Aircraft will be in eyesight at all times, utilizing an observer if necessary.
- 17
- 18 5. UAS/Model Aircraft will remain well clear of and not interfere with manned aircraft operations.
- 19
- 20 6. The area of use will be restricted to the campus limits or property lines, or other locations with prior,
 21 written approval of the landowner.
- 22
- 23 7. Flights of UAS/Model Aircraft shall not be undertaken in adverse weather conditions such as high
 24 winds or reduced visibility.
- 25
- 26 8. Liability insurance for this specific equipment and its conditional use will be in force in order to operate.
- 27
- 28 9. [Operators not under the supervision of the aviation teacher shall have a Part 107 Commercial Drone](#)
 29 [License or a Certificate of Completion of an FFA approved safety course before operating at any](#)
 30 [Cumberland County Schools property.](#)

Legal References

1. TCA 39-13-609(b)
2. FAA Modernization and Reform Act of 2012, 49
 USCA § 40101 *et seq.*; 49 USCA § 44801 *et seq*

Cumberland County Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Equipment and Supplies Management	Descriptor Code: 3.300	Issued Date: 01/26/23
		Rescinds: 3.300	Issued: 06/07/07

1 *General*

2 All equipment and materials placed in school buildings **or on school property** by any group or
3 organization become the property of the Board. The Board reserves the right to transfer property to other
4 schools if the school in which it was originally placed is discontinued or if there is no longer any need
5 for the equipment or materials where originally placed.

6 The director of schools shall develop procedures ~~promoting~~ **ensuring** the useful life of equipment and
7 supplies by establishing a thorough, effective and economical operations and maintenance program and
8 providing adequate insurance coverage. Equipment management shall be in accordance with federal and
9 state laws, regulations and guidelines.¹

10 Each employee of the system shall be responsible for the materials, equipment and supplies assigned to
11 him/her. In addition, he/she is responsible for the preservation and protection of materials, equipment
12 and supplies not under his/her direct control when such are endangered and when the system employee
13 having direct control is not present or is otherwise unable to act.

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-23 - Section 4-25; 2 CFR § 200.311-315

Cross References

Inventories 2.702

Cumberland County Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Student Transportation Management	Descriptor Code: 3.400	Issued Date: 01/26/23
		Rescinds: 3.400	Issued: 10/26/17

1 *General*

2 School buses shall be maintained and operated in accordance with state law and [in accordance with the](#)
3 [specifications developed by the Department of Education and approved by the Department of Safety.](#)
4 ~~State Board Rules and Regulations.~~¹

5 Each bus shall be equipped with the phone number for reporting safety complaints. This number shall
6 appear on the rear bumper.² [Buses shall also include notice in a conspicuous place that only authorized](#)
7 [persons shall enter the bus. This notice shall include appropriate contact information in case of an issue](#)
8 [on the bus.](#)³

9 To avoid the financial burden of replacing an aging bus fleet at any one time, the Board shall attempt to
10 replace a certain number of buses each year on a rotating basis.

11 All accidents, regardless of the damage involved, must be reported to the transportation supervisor,
12 including incidents in which any part of the bus contacts any other object or vehicle.

13 In the event students are on board at the time of an accident (regardless of how minor), the appropriate
14 authorities will be notified and dispatched immediately.

15 The Director of Schools shall develop procedures to ensure compliance with the statutory and
16 regulatory requirements for the transportation program.

17 **SCHOOL BUS DRIVERS**

18 [Each school bus driver shall receive a certificate prior to operating a school bus for the school district.](#)
19 [The issuance of a certificate to a school bus driver shall be based on the qualifications of school bus](#)
20 [drivers as determined by the Director of Schools.](#)

21 [Annually, the Board shall require each school bus driver to have a physical and mental examination.](#)
22 [The Board shall revoke the certificate of any school bus driver found to be physically, mentally, or](#)
23 [morally unfit to operate a school bus. Additionally, a certificate shall be revoked if the school bus](#)
24 [driver is convicted of driving under the influence, vehicular assault, vehicular homicide, aggravated](#)
25 [vehicular homicide, or the manufacture, delivery, sale, or possession of a controlled substance or](#)
26 [analogue.](#)⁵

27 **TRANSPORTATION SUPERVISOR³**

28 The Director of Schools shall appoint a transportation supervisor for the system. He/she shall be
29 responsible for the monitoring and oversight of transportation services for the district.

1 The transportation supervisor shall complete a student transportation management-training program
2 upon appointment. Every year the transportation supervisor shall complete a minimum of four (4)
3 hours of training annually.

4 The Director of Schools shall ensure that training is completed and provide the state department of
5 education with appropriate documentation.

6 **COMPLAINT PROCESS⁴**

7 The following procedure will govern how students, teachers, staff, and community members shall
8 submit bus safety complaints:

9 All complaints shall be submitted to the transportation supervisor; and
10

11 1. Forms may be submitted in person, via phone, mail, or email.

12 a. Written complaints shall be submitted on forms located on the district's website. In the
13 case of a complaint received via phone, the person receiving the phone call shall be
14 responsible for filling out the form and submitting it to the transportation supervisor. In
15 order to conduct a thorough and proper investigation, all information must be submitted
16 on the form including the complainant's name and contact information.

17 The transportation supervisor shall begin an investigation of all bus safety complaints within twenty-
18 four (24) hours of receipt.

19 Within forty-eight (48) hours of receipt of the initial complaint, the transportation supervisor shall
20 submit a preliminary report to the director of schools. This report shall include:

21 1. The time and date the complaint was received;

22 2. The name of the bus driver;

23 3. A copy or summary of the complaint; and
24 25

26 4. Any prior complaints or disciplinary actions taken against the driver.
27

28 Within sixty (60) school days of receiving the initial complaint, the transportation supervisor shall
29 submit a final written report to the director of schools that details the investigation's findings as well as
30 the action taken in response to the complaint.

31 An annual notice of this complaint process shall be provided to parents/[guardians](#) and students. This
32 information shall be made available in the student handbook and on the district website.

33 **RECORDKEEPING⁵**

34 The transportation supervisor shall be responsible for the collection and maintenance of the following
35 records:

- 1 1. Bus maintenance and inspections forms;
- 2
- 3 2. Bus driver credentials, including required background checks, health records, and performance
- 4 reviews;
- 5
- 6 3. Driver training records; and
- 7
- 8 4. Complaints received and any records related to the investigation and complaints.

Legal References

1. TCA 49-6-2109; TRR/MS 0520-01-05
2. TCA 49-6-2116(d)(3)
3. TCA 49-6-~~2116(a)-(e)~~ 208
4. TCA 49-6-~~2116(d)(1)-(2)~~ 2107
5. TCA 49-6-~~2116(d)(5)~~ 2107(e)(1); TCA 49-6-2108
6. TCA 49-6-2116(a)-(c)
7. TCA 49-6-2116(d)(1)-(2)
8. TCA 49-6-2116(d)(5)

Cumberland County Board of Education

Monitoring: Review: Annually, in October	Descriptor Term: Insurance Management	Descriptor Code: 3.600	Issued Date: 01/26/23
		Rescinds: 3.600	Issued: 08/23/18

1 The insurance program shall provide coverage in a minimum of the following broad categories:

- 2 1. Property: Buildings and contents against fire, extended coverage, vandalism and malicious
3 mischief, boiler and machinery explosion; and vehicles;
- 4 2. Liability: Board members, Director of Schools and employees resulting from discharging their
5 duties, and students participating in work-based learning.¹
- 6 3. Workers' compensation; and
- 7 4. Fidelity: Blanket bond and fiscal agent's bond as required by statute.²

8 The Director of Schools shall continually review the insurance program to ensure that adequate
9 protection is being provided at a reasonable price.

10 **GROUP HEALTH**

11 The Board ~~may~~ shall provide group health insurance for all full-time employees.³ The Director of
12 Schools after consultation with personnel, shall recommend carriers of insurance for programs in
13 which the Board makes partial or full payments. The Board shall approve all insurance carriers.

14 The Director of Schools/designee shall develop procedures to ensure the privacy of HIPPA protected
15 information.⁴

16 **ANNUITIES⁵**

17 Board-approved companies for tax-sheltered annuities shall include all companies presently having
18 contracts with employees.

19 The addition of a company to the list of Board-approved companies shall be considered on written
20 request of agents of the company; and

21 Written request for a change in annuity deductions shall be reported to the payroll office on or before
22 the first day of the month in which such change is to be effective.

Legal References

1. TCA 49-11-902
2. TCA 49-2-102; TCA 8-19-101 *et seq.*
3. TCA 49-2-209
4. 45 CFR § 164.302 *et seq.*
5. TCA 49-2-208

Cross References

Payroll Procedures 2.802
Work-Based Learning 4.211

Cumberland County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Travel	Descriptor Code: 2.8041	Issued Date: 10/23/25
		Rescinds: 2.8041	Issued: 03/21/24

1 Cumberland County Board of Education adopts the following policy in regard to officials and
2 employee travel:

3 **Authorization.** Travel may not be undertaken unless authorized in advance by an employee supervisor.

4 **Mileage Rate:** Mileage for properly authorized travel on official school business shall be reimbursed at
5 the mileage rate that matches state and federal rate per mile.

6 **Meals:** Meals for properly authorized travel on official school business may be reimbursed
7 at per diem of \$68 per day*. ~~Employees who do not regularly travel out of county and are~~
8 ~~away from their official station during normal mealtime shall be reimbursed for breakfast, lunch, and dinner.~~
9 Receipts are required to be submitted, [for monitoring purposes](#).

10 **Parking Expenses.** Charges for parking expenses incurred for properly authorized travel on official
11 business shall be reimbursed. Receipts are required.

12 **Lodging.** Lodging for properly authorized travel on official school business shall be reimbursed at the
13 actual cost incurred. Lodging may be at or near the site where the conference/training program is being
14 held, at a reasonable cost. Lodging receipts are required and must itemize room charges and taxes by
15 date.

16 **Claims for Reimbursement.** Employees should submit claims for reimbursement for travel expenses no
17 later than thirty (30) days after completion of travel using forms provided by the School Finance
18 Department.

19 No reimbursements shall be given for alcohol.

20 * Per diem is for overnight travel only. Cumberland County will utilize the following meal expense rate for
day travel only: breakfast up to \$16.00 and lunch up to \$19.00.

Cumberland County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Extracurricular Activity Drug Testing	Descriptor Code: 6.3071	Issued Date: 02/23/12
		Rescinds:	Issued:

1 Participation in extracurricular activities is a privilege and not a right. Students in grades 7- 12 taking
2 part in these activities will be subject to random drug testing.

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

6 Randomly, throughout the school year, mandatory substance screening will be required for students in
7 grades 7-12 who desire to participate in extracurricular activities. The drug testing program is not
8 punitive, but is designed to create a safe, drug-free environment for students involved in extracurricular
9 activities and assist them in getting help when needed.

10 DEFINITION OF TERMS

11 **Extracurricular** is defined as — voluntary; not falling within the scope of regular curriculum and
12 carrying no academic credit. This includes all Cumberland County Schools' athletes, cheerleaders, band
13 members, club members, student council members, etc.

14 **Drugs** — Any substance, including alcohol, considered illegal or controlled by the Food and Drug
15 Administration. Substance abuse may, according to medical research, lead to serious health
16 complications.

17 **Calendar Year** — 365 days from date of positive test result

18 RANDOM DRUG TESTING

19 All students who participate in extracurricular activities shall be subject to random drug testing. All
20 parents/guardians of students who participate in extracurricular activities and the student who voluntarily
21 participates in extracurricular activities shall be required to sign a written consent for random drug testing
22 prior to participation. All signatures must be witnessed by a designated school official and must comply
23 with consent requirements as stated on the consent form. A student who participates in extracurricular
24 activities will not be allowed to participate in any extracurricular activity until the Random Drug Testing
25 Consent Form is signed. The principal may allow a custodial parent/guardian to give permission for
26 testing, if after reasonable attempts, the other parent/guardian is verified to be unavailable to sign the
27 permission form. **If a student who participates in extracurricular activities refuses to be tested at
28 anytime, he/she will be suspended from extracurricular activities for one calendar year.**

1 Random tests shall be unannounced. The cost of the random screening shall be the responsibility of the
2 Board.

3 **RANDOM TEST PROCEDURE**

4 Random drug testing will be conducted not less than two (2) times at various intervals during the calendar
5 year in grades 7-12.

6 Selection of students, who participate in extracurricular activities, for random testing shall be conducted
7 in the following manner:

8 The student number of each student who participates in extracurricular activities shall be placed in a
9 "pool" from which a blind draw will be held. The notification of those students who participate in
10 extracurricular activities, whose numbers were drawn for testing, will be made in person by a school
11 administrator. Those selected for testing will be notified immediately and tested the same day.

12 **TESTING PROCEDURES**

13 Tests will be performed by a certified independent laboratory. Tests for any illegal drug or controlled
14 substance may be included.

15 Specimens will be collected in a manner to ensure student privacy to the greatest extent possible while
16 maintaining the integrity of the testing.

17 The school system shall follow strict procedures regarding the chain of custody and access to the test
18 results. The Medical Review Officer (MRO) of the collection facility will contact a person designated
19 by the director of schools, who will contact parents of a minor student for medication verification. If the
20 student is eighteen (18) years of age, the designee may contact him/her directly. A positive or negative
21 test will then be reported directly to the director of schools. Only the director of schools, the school
22 administration and the collection facility shall have access to test results. The results will be kept until
23 the student graduates. Should the student leave Cumberland County Schools, the records will be kept
24 until the student's projected date of graduation. All records shall be maintained in a secure location with
25 controlled access.

26 **PENALTIES**

27 If a student tests positive, the following action will be taken:

28 **First Offense**

- 29 1. Notify the parent/ guardian.
- 30 2. The principal will conduct a due process hearing with the parent/guardian and the student.
- 31 3. The student will be given the option of:
- 32
- 33
- 34
- 35

1 a. Accepting a referral for participation in an assistance program and taking a drug test, which
2 may be weekly for up to six weeks, as determined by the MRO/family physician. This shall
3 be at the expense of the parent or guardian. If the student continues to test positive beyond
4 the retention time, or at the end of the six weeks time period, it will be considered his/her
5 second offense.

6 OR

7 b. Suspension from participating in extracurricular activities for one calendar year from date of
8 first positive test result.

9 **Second Offense**

- 10 1. Notify parent or guardian; notification of split specimen testing at the parents' expense.
11
12 2. The principal will conduct a due process hearing with the parent/guardian and the student.
13
14 3. Participate in an assistance program and taking a drug test, which may be weekly for up to six
15 weeks, as determined by the MRO/family physician. This shall be at the expense of the parent or
16 guardian. If the student continues to test positive beyond the retention time, or at the end of the
17 six weeks time period, it will be considered his/her third offense.
18
19 4. The student will be referred to the juvenile court system.
20
21 5. The student is suspended from participating in extracurricular activities for one calendar year.

22 **Third Offense**

- 23 1. Notify parent or guardian; notification of split specimen testing at the parents' expense.
24
25 2. A due process hearing will be conducted by the principal with the parent/guardian and the
26 student.
27
28 3. The student will be referred to the juvenile court system.
29
30 4. The student is suspended from participating in extracurricular activities for the remainder of
31 his/her attendance in Cumberland County Schools.

32 *All penalties remain applicable while student is in attendance, regardless of withdrawal and re-
33 admittance into Cumberland County Schools.



Dr. Rebecca Farley
Director of Schools

Mr. Scott VanWinkle
Board Chairman

November 10, 2025

Dr. Rebecca Farley
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Dear Dr. Farley and Cumberland County Board of Education,

RE: Approval to Accept New Milk Dispensing Equipment for CCHS

The Cumberland County School Nutrition Program is requesting approval to accept new milk dispensing equipment valued at \$28,000.00. The Dairy Alliance has contacted the Cumberland County School Nutrition Program and offered the equipment to Cumberland County High School. This equipment includes: 2 Udderly Cold Milk on Tap Dispensers, including buckets, cold refrigeration and set up. This would replace the current milk dispensing equipment that is getting quite out of date and would be at no cost to Cumberland County.

Respectfully,

A handwritten signature in blue ink that reads "Kathy Hamby". The signature is fluid and cursive.

Kathy Hamby
School Nutrition District Supervisor
Cumberland County Board of Education/Central Services

**Cumberland County Board of
Education 368 Fourth Street
Crossville, TN. 38555
931-484-6135**

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1. **Mail:** U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410;
2. **Fax:** (202) 690-7442; or
3. **Email:** program.intake@usda.gov.

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Revised **April 17, 2025**



Dr. Rebecca Farley
Director of Schools

Mr. Scott VanWinkle
Board Chairman

November 10, 2025

Dr. Rebecca Farley
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Dear Dr. Farley and Cumberland County Board of Education,

RE: Approval of Adult Meal Price Increases

The Cumberland County School Nutrition Program is requesting approval to increase the adult meal prices to meet the minimum requirement set forth by USDA/FNS. Breakfasts and lunches served to teachers, administrators, custodians, and other adults must be priced to include at least the amount of reimbursement received for a free lunch under Section 4 and 11 of the National School Lunch Act, plus the per-meal value of both entitlement and bonus donated foods.

Adult meal prices cannot be offset by USDA federal funding and at a minimum must cover all food, non-food supplies, and labor costs. The USDA/FNS provides a formula to calculate the minimum price. At a minimum, adult meal prices must be more than the sum of the highest student reimbursement rate, and the commodity value.

Adult Lunch Meal Price Formula:

Highest student reimbursement rate	\$4.71
Commodity entitlement value	.45
Total	\$5.16

The recommendation is:

- Increase the school staff lunch price from \$3.50 to \$5.25
- Increase the visitor lunch price from \$4.05 to \$6.25
- Increase the visitor holiday lunch price from \$7.50 to \$8.00

Adult Breakfast Meal Price Formula:

Highest student reimbursement rate	\$2.94
Commodity entitlement value	.45
Total	\$3.39

The recommendation is:

- Increase the school staff breakfast price from \$1.50 to \$3.50
- Increase the visitor breakfast price from \$2.00 to \$4.50

Please keep in mind that school staff prices have not increased since 2018. Also, food, non-food supplies, and labor have increased significantly over the past couple of years. To meet federal requirements, a meal price increase to meet at least the minimum amount must be approved and become effective by January 1, 2026.

Respectfully,

Kathy Hamby
School Nutrition District Supervisor
Cumberland County Board of Education/Central Services



Cumberland County High School

660 Stanley Stanley Street · Crossville, TN 38555

Telephone (931) 484-5767

Dr. Warner

Principal

TO: Dr. Rebecca Farley, Director of Schools
Cumberland County Board of Education

FROM: Dr. Warner, Principal
Dr. Shadden, Assistant Principal
Cumberland County High School

RE: November/December Inventory Items for Retirement

DATE: November/December 6, 2025

Dear Dr. Farley and B.O.E. Members:

Attached, you will find a list of inventory items proposed for retirement. Each item has been inspected by the District Inventory Control Clerk, the CCHS Technology Technician, the CTE Auditor, or the School Inventory Auditor. After careful review, it has been determined that these items no longer serve the needs of the staff or students at Cumberland County High School. Furthermore, the items are not deemed usable or beneficial to any other school and/or students within the district.

We respectfully request approval to retire the listed items. Upon approval, we will ensure all disposal procedures and district guidelines are followed accordingly.

If you have any questions, please feel free to contact us. In our ongoing efforts to maintain accurate inventory records and uphold integrity in materials management, Dr. Shadden continues to collaborate with key departments—including Technology, Special Education, and CTE—to ensure proper documentation and updates through TIP-Web IT.

Respectfully submitted,

A handwritten signature in black ink that reads "Cassie Warner".

Dr. Warner
Principal

A handwritten signature in blue ink that reads "Shadden".

Dr. Shadden
Assistant Principal

Cumberland County High School~CCHS

Room Inventory Worksheet

11/6/2025

25-TO RETIRE INVENTORY~BOE- RETIRE Holding					Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price	
<u>CTE</u> 1000907	Dell Optiplex 3040 Computer	Optiplex 3040	COMPUTER		55X61C2	\$0.00	
<u>CTE</u> 1002028	Whirlpool WDF330PAHW Dishwasher	WDF330PAHW	APPLIANCE		F73202773	\$0.00	
<u>General</u> 1024	GE Super Plus 3_2 Cu Ft Capacity Washer WHSE5240DWW	WHSE5240DWW	WASHER		LIH119368G	\$0.00	
<u>General</u> 1110	GE DWXR483GB1WW Clothes Dryer	DWXR483GB1WW	DRYER		V0774475A	\$0.00	
<u>General</u> 11632	Mitsubishi 32 inch CS32207 TV	CS32207	TV		503339	\$0.00	
<u>General</u> 11634	Panasonic CT-27-G14A TV	CT-27-G14A	TV		LC-922-41121	\$0.00	
<u>General</u> 180225212	Mitsubishi CS-35207 TV	CS-35207	TV		504189	\$0.00	
<u>General</u> 180251856	Golds Gym Stride Trainer 300 Elliptical	stride trainer 300	SPORTS EQUIPMENT		W43G19402	\$0.00	
<u>General</u> 180255240	Sharp 32L-S400 19N1-01 19inch TV	32L-S400	TV		638273	\$0.00	
<u>General</u> 180353980	Ohaus LS2000 Portable Plus Electric Scale	LS2000	INSTRUCTIONAL EQUIPMENT		C05ES01	\$0.00	
<u>General</u> 1914	National N060051 Flex Cam Microscope	N060051	MICROSCOPE		9510790	\$0.00	
<u>General</u> 38546	Golds Gym Trainer 480 Treadmill	Trainer 480	SPORTS EQUIPMENT		AA64013011 4	\$0.00	

Cumberland County High School~CCHS

Room Inventory Worksheet

11/6/2025

25-TO RETIRE INVENTORY~BOE- RETIRE Holding				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price
<i>General</i> 38547	Golds Gym Crosswalk 570 Treadmill	570	SPORTS EQUIPMENT		264032	\$0.00
<i>General</i> 42722	Apple MacBook Pro Core i5 2.5 GHz 13 inch A1278 Laptop	A1278 EMC 2554	LAPTOP		C17HTGFLD TY3	\$0.00
<i>General</i> S06710	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094PC V	\$0.00
<i>General</i> S07294	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094NG B	\$0.00

CCHS's BOE - TO-RETIRE INVENTORY (December 2025)

Tag Number	Serial Number	Product	Department	Location
180251188		Weight Tree	General	Stadium - Outdated
180251170		Chin-up Station	Donation	Stadium - Outdated
180251181		Incline Bench	Donation	Stadium - Outdated
180251187		Weight Tree	General	Stadium - Outdated
180251186		Weight Tree	General	Stadium - Outdated
180251189		Weight Tree	General	Stadium - Outdated
180251183		Bench Press	Donation	Stadium - Outdated
180251184		Bench Press	Donation	Stadium - Outdated



Dr. Rebecca Farley
Director of Schools

Scott VanWinkle
Board Chairman

November 12, 2025

Dr. Rebecca Farley, Director of Schools
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Dear Dr. Rebecca Farley and Board of Education,

Federal Programs is submitting a list of equipment to be retired by the BOE in this month's regularly scheduled board meeting. Please include the attached Equipment Retirement Requests on the consent agenda.

Sincerely,

Dr. Justin Whittenbarger
Federal Programs Director

Federal Equipment Inventory List RETIREMENT November / December 2025

INVENTORY TAG ID #	Title Holder	TAG NOTES	SERIAL NUMBER	Product Type	MANUFACTURER	MODEL	SITE LOCATION	DEPARTMENT	ROOM LOCATION	PURCHASE ORDER NUMBER	FUNDING	PURCHASE PRICE	Percentage of Federal	PURCHASE DATE
1000089	CCS-180	FY09	U61444A8J432811	PRINTER	BROTHER	HL5250DN	MARTIN	FEDERAL	08-215	54268	TITLE I	\$249.00	100%	12/28/2008
1000113	CCS-180	FY09	KM3F890467L	PROJECTOR	EPSON	PL 83PLUS	MARTIN	FEDERAL	08-314	57884	TITLE I	\$614.00	100%	3/12/2008
1000129	CCS-180	FY08	U61444E8J609958	PRINTER	Brother	HL-52	MARTIN	FEDERAL	08-024*	2482	TITLE IID	\$249.00	100%	9/29/2008
10000788	CCS-180	FY16	HY3A91AG309280L	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-307	92429	TITLE I	\$199.00	100%	9/9/2015
10000789	CCS-180	FY16	HY3A91HG400082H	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-307	92429	TITLE I	\$199.00	100%	9/9/2015
10000790	CCS-180	FY16	OUG99FAG201366P	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-307	92429	TITLE I	\$199.00	100%	9/9/2015
10000791	CCS-180	FY16	OUG99FAG302817T	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-307	92429	TITLE I	\$199.00	100%	9/9/2015
10000792	CCS-180	FY16	OUG99FCF905728A	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-113	92429	TITLE I	\$199.00	100%	9/9/2015
10000793	CCS-180	FY16	HY3A91BG100830J	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-203	92429	TITLE I	\$199.00	100%	9/9/2015
10000794	CCS-180	FY16	HY3A91AG311681Z	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000795	CCS-180	FY16	OUG99FBFA13783D	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000796	CCS-180	FY16	HY3A91AG301942K	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000797	CCS-180	FY16	OUG99FAG311031B	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000798	CCS-180	FY16	OUG99FBG303069X	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000799	CCS-180	FY16	OUG99FAG200275Y	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000800	CCS-180	FY16	OUG99FCG305262N	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000801	CCS-180	FY16	HY3A91AG311356W	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000802	CCS-180	FY16	OUG99FBG302133H	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000803	CCS-180	FY16	OUG99FCF811903H	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000805	CCS-180	FY16	HY3A91LG100356P	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000806	CCS-180	FY16	HY3A91AG401751T	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000807	CCS-180	FY16	OUG99FBG300267W	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000808	CCS-180	FY16	HY3A91AG401407W	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000809	CCS-180	FY16	HY3A91LFA01750V	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000810	CCS-180	FY16	HY3A91AG310302J	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000812	CCS-180	FY16	OUG99FAG303915R	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000813	CCS-180	FY16	OUG99FAG201408X	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000814	CCS-180	FY16	HY3A91LFA03979A	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000815	CCS-180	FY16	HY3A91BG101243W	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000816	CCS-180	FY16	HY3A91LG300905Y	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10000817	CCS-180	FY16	HY3A91BG101927R	CHROMEBOOK	SAMSUNG	SERIES 3	MARTIN	FEDERAL	08-304	92429	TITLE I	\$199.00	100%	9/9/2015
10001059	CCS-180	FY10	W80087BK8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001060	CCS-180	FY10	W800877U8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001061	CCS-180	FY10	W800875X8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001062	CCS-180	FY10	W80087AS8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001063	CCS-180	FY10	W8007MFP8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001064	CCS-180	FY10	W800877N8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001066	CCS-180	FY10	W80087798PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001067	CCS-180	FY10	W80087BS8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001068	CCS-180	FY10	W80087AY8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001070	CCS-180	FY10	W80087BJ8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010

INVENTORY TAG ID #	Title Holder	TAG NOTES	SERIAL NUMBER	Product Type	MANUFACTURER	MODEL	SITE LOCATION	DEPARTMENT	ROOM LOCATION	PURCHASE ORDER NUMBER	FUNDING	PURCHASE PRICE	Percentage of Federal	PURCHASE DATE
10001071	CCS-180	FY10	W8007N3W8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001072	CCS-180	FY10	W80087958PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001073	CCS-180	FY10	W80087B88PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001074	CCS-180	FY10	W8007N678PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001075	CCS-180	FY10	W8007EQW8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001076	CCS-180	FY10	W80087BM8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001077	CCS-180	FY10	W80087AL8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001078	CCS-180	FY10	W80087728PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001079	CCS-180	FY10	W8007N6M8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001080	CCS-180	FY10	W80087BF8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001081	CCS-180	FY10	W80087BQ8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001082	CCS-180	FY10	W80087BA8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001083	CCS-180	FY10	W800877R8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001084	CCS-180	FY10	W8007N6C8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	64403	TITLE I	\$817.47	100%	3/10/2010
10001085	CCS-180	FY10	W800877G8PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	64403	TITLE I	\$817.47	100%	3/10/2010
10001101	CCS-180	FY10	WQ0099P48PW	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	64403	TITLE I	\$817.47	100%	3/10/2010
10001109	CCS-180	FY10	YM01203UDMV	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-120	65307	TITLE I	\$852.94	100%	5/4/2010
10001114	CCS-180	FY10	YM01204XDMV	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-130	65307	FEDERAL	\$852.94	100%	5/4/2010
10001115	CCS-180	FY10	YM012050DMV	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-130	65307	FEDERAL	\$852.94	100%	5/4/2010
10001437	CCS-180	FY12	45135AEEF5W	LAPTOP	APPLE	A1342	MARTIN	FEDERAL	33-114	71812	TITLE I	\$854.05	100%	9/9/2011
10001440	CCS-180	FY12	45135APVF5W	LAPTOP	APPLE	A1342	MARTIN	FEDERAL	33-113	71812	TITLE I	\$854.05	100%	9/9/2011
10001459	CCS-180	FY12	CNGS458735	PRINTER	HP	CP2025	MARTIN	FEDERAL	33-134	721457	TITLE I	\$585.00	100%	9/23/2011
10001479	CCS-180	FY11	451364EDF5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-133	72272	TITLE I	\$899.00	100%	9/26/2011
10001493	CCS-180	FY12	P94F151473L	PROJECTOR	EPSON	POWERLITE93	MARTIN	FEDERAL	33-132	72274	TITLE I	\$474.00	100%	3/10/2011
10001529	CCS-180	FY12	BOGUSCART14	CART	BALT	89759	MARTIN	FEDERAL	33-104	72273	TITLE I	\$168.63	100%	9/28/2011
10001582	CCS-180	FY12	45136KQRF5W	LAPTOP	APPLE	A1342	MARTIN	FEDERAL	33-114	72358	TITLE I	\$899.00	100%	4/10/2011
10001724	CCS-180	FY12	451373C3F5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001725	CCS-180	FY12	451372UEF5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001726	CCS-180	FY12	4513736KF5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001727	CCS-180	FY12	451372M9F5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001729	CCS-180	FY12	451372KKF5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001730	CCS-180	FY12	451372NSF5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001731	CCS-180	FY12	451372KLF5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001732	CCS-180	FY12	451372JZF5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001733	CCS-180	FY12	451372MPF5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001734	CCS-180	FY12	45137382F5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001735	CCS-180	FY12	4513737XF5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001736	CCS-180	FY12	4513737KF5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001737	CCS-180	FY12	45137371F5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001738	CCS-180	FY12	4513738LF5W	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-109	73228	TITLE I	\$879.00	100%	1/12/2011
10001761	CCS-180	FY12	DMQGT1JGDFHW	IPAD	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-263	73386	TITLE I	\$479.00	100%	12/1/2011
10001977	CCS-180	FY12	DVQH8DB1DFHW	IPAD	APPLE	2	MARTIN	FEDERAL	33-130	74520	TITLE I	\$479.00	100%	12/3/2012

INVENTORY TAG ID #	Title Holder	TAG NOTES	SERIAL NUMBER	Product Type	MANUFACTURER	MODEL	SITE LOCATION	DEPARTMENT	ROOM LOCATION	PURCHASE ORDER NUMBER	FUNDING	PURCHASE PRICE	Percentage of Federal	PURCHASE DATE
10001920	CCS-180	FY12	D25GY074DHJF	COMPUTER	APPLE	UNKNOWN	HOMESTEAD	FEDERAL	10-154	73984	TITLE I	\$1,149.00	100%	1/31/2012
10003340	CCS-180	FY11	V504279VZ38	IPAD	APPLE	UNKNOWN	MARTIN	FEDERAL	33-127	67639	TITLE IS	\$499.00	100%	10/11/2010
10005008	CCS-180	FY12	C17H95U4DV13	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-134	74520	TITLE I	\$1,079.00	100%	8/3/2012
10005150	CCS-180	FY13	EBT3512053	WHITEBOARD	LUIDIA	EB5-BT	MARTIN	FEDERAL	33-108	77340	TITLE I	\$839.95	100%	9/18/2012
10005306	CCS-180	FY13	DYVJXFGSDFHW	IPAD	APPLE	UNKNOWN	MARTIN	FEDERAL	33-122	78840	TITLE I	\$399.00	100%	10/1/2013
10005349	CCS-180	FY13	F5RK2L1TDFHW	IPAD	APPLE	UNKNOWN	MARTIN	FEDERAL	33-125	3832	TITLE I	\$399.00	100%	10/4/2013
10005350	CCS-180	FY13	F5AK2RETDFHW	IPAD	APPLE	UNKNOWN	MARTIN	FEDERAL	33-127	3832	TITLE I	\$399.00	100%	10/4/2013
10005354	CCS-180	FY13	F5RK2TCUDFHW	IPAD	APPLE	UNKNOWN	MARTIN	FEDERAL	33-127	3832	TITLE I	\$399.00	100%	10/4/2013
10005355	CCS-180	FY13	DMPK2J78DFHW	IPAD	APPLE	UNKNOWN	MARTIN	FEDERAL	33-126	3832	TITLE I	\$399.00	100%	10/4/2013
10005358	CCS-180	FY13	F5RK2Q51DFHW	IPAD	APPLE	UNKNOWN	MARTIN	FEDERAL	33-115	3832	TITLE I	\$399.00	100%	10/4/2013
10005361	CCS-180	FY13	F5RK2TDNDFHW	IPAD	APPLE	UNKNOWN	MARTIN	FEDERAL	33-129	3832	TITLE I	\$399.00	100%	10/4/2013
10005464	CCS-180	FY14	VND3C62853	PRINTER	HP	1606DN	MARTIN	FEDERAL	33-116	3900	TITLE I	\$150.26	100%	5/9/2013
10005470	CCS-180	FY14	DYTKVDRKDFHW	IPAD	APPLE	UNKNOWN	MARTIN	FEDERAL	33-125	82476	TITLE I	\$399.00	100%	9/14/2013
10005471	CCS-180	FY14	DYTKVEJUDFHW	IPAD	APPLE	UNKNOWN	MARTIN	FEDERAL	33-115	82476	TITLE I	\$399.00	100%	9/14/2013
10005472	CCS-180	FY14	DYTKVCH4DFHW	IPAD	APPLE	UNKNOWN	MARTIN	FEDERAL	33-122	82476	TITLE I	\$399.00	100%	9/14/2013
10005574	CCS-180	FY15	U43K4705878	PROJECTOR	EPSON	PL 97 XGA	MARTIN	FEDERAL	33-S12	87603	TITLE I	\$489.00	100%	9/19/2014
10005686	CCS-180	FY15	C1MNGN89DTY3	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-134	88725	TITLE I	\$968.85	100%	11/26/2014
10005808	CCS-180	FY16	LR041QWC	CHROMEBOOK	LENOVO	80MG N21	STONE	FEDERAL	74-203	8646	TITLE I	\$219.00	100%	7/13/2015
10005902	CCS-180	FY16	PHGFF46400	PRINTER	HP	M401DNE	MARTIN	FEDERAL	33-114	4408	TITLE I	\$189.99	100%	8/24/2015
10005911	CCS-180	FY16	C1MQ506SDTY3	LAPTOP	APPLE	UNKNOWN	MARTIN	FEDERAL	33-114	92428	TITLE I	\$999.00	100%	8/24/2015
10005918	CCS-180	FY16	C02Q55LMFYOT	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-127	92428	TITLE I	\$999.00	100%	8/24/2015
10005919	CCS-180	FY16	C02Q55P1FYOT	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-O14	92428	TITLE I	\$999.00	100%	8/24/2015
10005921	CCS-180	FY16	C02Q55FEFYOT	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-116	92428	TITLE I	\$999.00	100%	8/24/2015
10005925	CCS-180	FY16	C02Q55EYFYOT	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-147	92428	TITLE I	\$999.00	100%	8/24/2015
10005927	CCS-180	FY16	C02Q55FFFYOT	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-127	92428	TITLE I	\$999.00	100%	8/24/2015
10005928	CCS-180	FY16	C02Q55NIFYOT	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-127	92428	TITLE I	\$999.00	100%	8/24/2015
10005933	CCS-180	FY16	C02Q55L7FYOT	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-127	92428	TITLE I	\$999.00	100%	8/24/2015
10005939	CCS-180	FY16	C02Q55FSFYOT	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-127	92428	TITLE I	\$999.00	100%	8/24/2015
10005942	CCS-180	FY16	C02Q55PUFYOT	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-123	92428	TITLE I	\$999.00	100%	8/24/2015
10005955	CCS-180	FY16	C02Q55GZFYOT	COMPUTER	APPLE	UNKNOWN	MARTIN	FEDERAL	33-133	92428	TITLE I	\$999.00	100%	8/24/2015
10005971	CCS-180	FY16	PHGFG52463	PRINTER	HP	HPM401DNE	MARTIN	FEDERAL	33-108	4440	TITLE I	\$197.99	100%	11/9/2015
10006038	CCS-180	FY16	5CD53778R7C	CHROMEBOOK	HP	14 G5	PLEASANT HILL	FEDERAL	60-264	93275	TITLE I	\$172.58	100%	10/19/2015
10006228	CCS-180	FY16	081503B104405	CAMERA	IPEVO	CDVU-05IP	PLEASANT HILL	FEDERAL	60-263	93768	TITLE I	\$139.00	100%	11/24/2015
10006844	CCS-180	FY17	C02SVD30FVH3	LAPTOP	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-105	100103	TITLE I	\$1,199.00	100%	2/21/2017
10007239	CCS-180	FY18	X28C7603337	PROJECTOR	EPSON	BRIGHTLINK 695Wi	MARTIN	FEDERAL	33-121	103412	TITLE I	\$1,699.98	100%	9/22/2017
10007265	CCS-180	FY18	LR0936D6	CHROMEBOOK	LENOVO	80YS N23	MARTIN	FEDERAL	33-117	103413	TITLE I	\$205.00	100%	9/28/2017
10007268	CCS-180	FY18	LR0937EM	CHROMEBOOK	LENOVO	80YS N23	MARTIN	FEDERAL	33-117	103413	TITLE I	\$205.00	100%	9/28/2017
10007277	CCS-180	FY18	LR0936V0	CHROMEBOOK	LENOVO	80YS N23	MARTIN	FEDERAL	33-117	103413	TITLE I	\$205.00	100%	9/28/2017
10007279	CCS-180	FY18	LR092NUM	CHROMEBOOK	LENOVO	80YS N23	MARTIN	FEDERAL	33-117	103413	TITLE I	\$205.00	100%	9/28/2017
10007829	CCS-180	FY18	X28Z8100932	PROJECTOR	EPSON	685WI	HOMESTEAD	FEDERAL	10-303	105698	TITLE I	\$1,389.00	100%	3/8/2018
10008012	CCS-180	FY19	X28C8602112	PROJECTOR	EPSON	695WI	MARTIN	FEDERAL	00-000	108425	TITLE I	\$1,689.98	100%	9/7/2018
10008158	CCS-180	FY19	F1FCZW2	CHROMEBOOK	DELL	3100	PLEASANT HILL	FEDERAL	60-103	112483	ATSI GRANT	\$253.94	100%	6/21/2019

INVENTORY TAG ID #	Title Holder	TAG NOTES	SERIAL NUMBER	Product Type	MANUFACTURER	MODEL	SITE LOCATION	DEPARTMENT	ROOM LOCATION	PURCHASE ORDER NUMBER	FUNDING	PURCHASE PRICE	Percentage of Federal	PURCHASE DATE
10008161	CCS-180	FY19	DGL5ZW2	CHROMEBOOK	DELL	3100	PLEASANT HILL	FEDERAL	60-103	112483	ATSI GRANT	\$253.94	100%	6/21/2019
10008187	CCS-180	FY19	4XDBZW2	CHROMEBOOK	DELL	3100	PLEASANT HILL	FEDERAL	60-122	112483	ATSI GRANT	\$253.94	100%	6/21/2019
10008200	CCS-180	FY19	9RY5ZW2	CHROMEBOOK	DELL	3100	PLEASANT HILL	FEDERAL	60-122	112483	ATSI GRANT	\$253.94	100%	6/21/2019
10008263	CCS-180	FY19	96Z5ZW2	CHROMEBOOK	DELL	3100	PLEASANT HILL	FEDERAL	60-118	112483	ATSI GRANT	\$253.94	100%	6/21/2019
10008264	CCS-180	FY19	28J8ZW2	CHROMEBOOK	DELL	3100	PLEASANT HILL	FEDERAL	60-118	112483	ATSI GRANT	\$253.94	100%	6/21/2019
10008266	CCS-180	FY19	8FZCZW2	CHROMEBOOK	DELL	3100	PLEASANT HILL	FEDERAL	60-118	112483	ATSI GRANT	\$253.94	100%	6/21/2019
10008270	CCS-180	FY19	8YJDZW2	CHROMEBOOK	DELL	3100	PLEASANT HILL	FEDERAL	60-118	112483	ATSI GRANT	\$253.94	100%	6/21/2019
10009786	CCS-180	FY21	MP1XLFKD	CHROMEBOOK	LENOVO	100E	HOMESTEAD	FEDERAL	10-112	118499	ESSER	\$279.00	100%	2/15/2021
10009867	CCS-180	FY21	MP1XG19V	CHROMEBOOK	LENOVO	100E	HOMESTEAD	FEDERAL	10-113	118499	ESSER	\$279.00	100%	2/15/2021
10009910	CCS-180	FY21	MP1XRZXV	CHROMEBOOK	LENOVO	100E	HOMESTEAD	FEDERAL	10-407	118499	ESSER	\$279.00	100%	2/15/2021
10009938	CCS-180	FY21	MP1XPFWZ	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-118	118499	ESSER	\$279.00	100%	2/15/2021
10009979	CCS-180	FY21	MP1XRZXQ	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-118	118499	ESSER	\$279.00	100%	2/15/2021
10009984	CCS-180	FY21	MP1XPFK4	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-124	118499	ESSER	\$279.00	100%	2/15/2021
10009987	CCS-180	FY21	MP1XRJVJ	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-118	118499	ESSER	\$279.00	100%	2/15/2021
10009991	CCS-180	FY21	MP1X663F	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-1	118499	ESSER	\$279.00	100%	2/15/2021
10009992	CCS-180	FY21	MP1XLKAW	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-128	118499	ESSER	\$279.00	100%	2/15/2021
20000048	CCS-180	FY21	MP1XRVGX	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-1	118499	ESSER	\$279.00	100%	2/15/2021
20000083	CCS-180	FY21	MP1XRJV6	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-122	118499	ESSER	\$279.00	100%	2/15/2021
20000091	CCS-180	FY21	MP1XGBLM	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-118	118499	ESSER	\$279.00	100%	2/15/2021
20000121	CCS-180	FY21	MP1X6939	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-1	118499	ESSER	\$279.00	100%	2/15/2021
20000131	CCS-180	FY21	MP1X6FR6	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-122	118499	ESSER	\$279.00	100%	2/15/2021
20000146	CCS-180	FY21	MP1X699D	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-1	118499	ESSER	\$279.00	100%	2/15/2021
20000165	CCS-180	FY21	MP1XBJBP	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-123	118499	ESSER	\$279.00	100%	2/15/2021
20000511	CCS-180	FY21	MP1XR VHJ	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-123	118499	ESSER	\$279.00	100%	2/15/2021
20000513	CCS-180	FY21	MP1XR VHM	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-123	118499	ESSER	\$279.00	100%	2/15/2021
20000517	CCS-180	FY21	MP1XR VFR	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-123	118499	ESSER	\$279.00	100%	2/15/2021
20000543	CCS-180	FY21	MP1X6J5P	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-123	118499	ESSER	\$279.00	100%	2/15/2021
20000551	CCS-180	FY21	MP1XLGJH	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-123	118499	ESSER	\$279.00	100%	2/15/2021
20000911	CCS-180	FY21	MP1X9LQ7	CHROMEBOOK	LENOVO	100E	STONE	FEDERAL	74-310	118499	ESSER	\$279.00	100%	2/15/2021

**Cumberland County Federal Programs
Equipment Retirement Request**

**Cumberland County Schools
368 4th Street
Crossville, TN 38555**

Homestead Elementary School

8/1/2025

School Name

Date

Tag Number	Serial or ID Number	Description	Reason Retired
10009910	MP1XRZV	Lenovo 100e 2nd Generation w/Google	OBSOLETE/BROKEN
10001920	D25GY074DHJF	Apple 21 1/2 inch iMac Computer	OBSOLETE/BROKEN
10007829	X28Z8100932	Epson BrightLink 685Wi LCD Projector	OBSOLETE/BROKEN
10009867	MP1XG19V	Lenovo 100e 2nd Generation w/Google	OBSOLETE/BROKEN
10009786	MP1XLFKD	Lenovo 100e 2nd Generation w/Google	OBSOLETE/BROKEN


Principal Signature


Federal Programs Director Signature

Cumberland County Federal Programs Equipment Retirement Request

**Cumberland County Schools
368 4th Street
Crossville, TN 38555**

Pleasant Hill Elementary

School Name

9/28/25

Date

Tag Number	Serial or ID Number	Description	Reason Retired
10006844	C025VD30FVH3	Macbook Pro	Obsolete
10006228	081503B1D4405	IPEVO Doc. Camera	
10001761	DMQGTIJGDFHW	Apple IPAD2	Obsolete
20000517	MPIXRVFR	Lenovo Chromebook	
20000551	MPIXLGJH	Lenovo Chromebook	
20000513	MPIXRVHM	Lenovo Chromebook	
20000543	MPIXLJ5P	Lenovo Chromebook	
20000511	MPIXRVHJ	Lenovo Chromebook	
10006038	5CD53778R7C	HP Chromebook	Obsolete
10008260	BFZCZW2	Dell Chromebook	Obsolete.
10008158	F1FCZW2	Dell Chromebook	Obsolete.
10008161	DGL5ZW2	Dell Chromebook	Obsolete.
10008270	8YJDZW2	Dell Chromebook	Obsolete.
10008264	28J8ZW2	Dell Chromebook	Obsolete.
10008263	96Z5ZW2	Dell Chromebook	Obsolete.

Jeani Bush

[Handwritten Signature]

Principal Signature

[Handwritten Signature]

Federal Programs Director Signature

Cumberland County Federal Programs Equipment Retirement Request

**Cumberland County Schools
368 4th Street
Crossville, TN 38555**

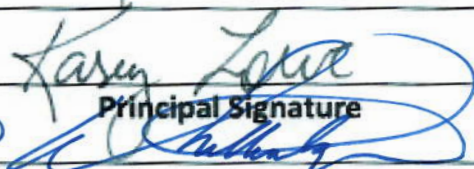
Martin

Apr. 1 2025

School Name

Date

Tag Number	Serial or ID Number	Description	Reason Retired
10008187	4xdbzw2	Chromebook	Obsolete
10005955	c02q55gzfyot	MacBook	Obsolete
10000089		Printer	Obsolete
5821	c1ml8takdty3	MacBook	Obsolete
5793	c1ml8tcfdty3	MacBook	Obsolete
20000146	mp1x699d	Chromebook	Obsolete
10008200	9ry5zw2	Chromebook	Obsolete
20000121	mp1x6939	Chromebook	Obsolete
20000048	mp1xrvgx	Chromebook	Obsolete
10009991	mp1x663f	Chromebook	Obsolete
10000129	u6144e8	Printer	Obsolete
10005574		Epson LCD Projector	Obsolete
10001440		MacBook	Obsolete
10005686	c1mngn89dty3	MacBook	Obsolete
10005921	c02q55fefyot	MacBook	Obsolete
10005925	c02q55fefyot	MacBook	Obsolete
10000129	u6144e8j609958	Printer	Obsolete
10008200	9ry5zw2	Chromebook	Obsolete
			Obsolete
			Obsolete


Principal Signature



Federal Programs Director Signature

Cumberland County Federal Programs Equipment Retirement Request

Cumberland County Schools
368 4th Street
Crossville, TN 38555

Martin

School Name

Apr. 1 2025

Date

Tag Number	Serial or ID Number	Description	Reason Retired
10000814	HY3A91LFA03979A	Laptop	Obsolete
10000817	HY3A91BG101927R	Laptop	Obsolete
10000789	HY3A91HG400082H	Laptop	Obsolete
10000796	HY3A91AG301942K	Laptop	Obsolete
10001726	4513736F5W	Laptop	Obsolete
10000806	HY3A91AG401751T	Laptop	Obsolete
10000802	0UG99FBG302133H	Laptop	Obsolete
10000816	HY3A91LG300905Y	Laptop	Obsolete
10000809	HY3A91LFA01750V	Laptop	Obsolete
10000812	0UG99FAG303915R	Laptop	Obsolete
10000798	0UG99FBG303069X	Laptop	Obsolete
10000788	HY3A91AG309280L	Laptop	Obsolete
10000805	HY3A91LG100356P	Laptop	Obsolete
10000792	0UG99FCF905728A	Laptop	Obsolete
10000800	0UG99FCG305262N	Laptop	Obsolete
10000795	0UG99FBFA13783D	Laptop	Obsolete
10000794	HY3A91AG311681Z	Laptop	Obsolete
10000803	0UG99FCF811903H	Laptop	Obsolete
10000813	0UG99FAG201408X	Laptop	Obsolete
10001731	451372KLF5W	Laptop	Obsolete


Principal Signature


Federal Programs Director Signature

Cumberland County Federal Programs Equipment Retirement Request

Cumberland County Schools
368 4th Street
Crossville, TN 38555

Martin

Apr. 1 2025

School Name

Date

Tag Number	Serial or ID Number	Description	Reason Retired
10001066	W80087798PW	MacBook	Obsolete
10001081	W800875X8PW	MacBook	Obsolete
10001073	W80087B88PW	MacBook	Obsolete
10001582	45136KQRF5W	MacBook	Obsolete
10001083	W8007MFP8PW	MacBook	Obsolete
10001059	W80087BK8PW	MacBook	Obsolete
10001079	W8007N6M8PW	MacBook	Obsolete
10001088	W80087AY8PW	MacBook	Obsolete
10001076	W80087BM8PW	MacBook	Obsolete
10000113	JWUF855327L	LCD Projector Misc.	Obsolete
10001109	YM01203UDMV	Imac	Obsolete
10007239	X28C7603337	LCD Projector Misc.	Obsolete
10005919	C02Q55P1FY0T	Imac	Obsolete
10001736	4513737KFYN	MacBook	Obsolete
10000799	0UG99FAG200275Y	Notebook	Obsolete
10000797	0UG99FAG311031B	Notebook	Obsolete
10000807	0UG99FBG300267W	Notebook	Obsolete
10000801	HY3A91AG311356W	Notebook	Obsolete
10000790	0UG99FAG201366P	Notebook	Obsolete
10000815	HY3A91BG101243W	Notebook	Obsolete

Kasey Love
Principal Signature

[Signature]
Federal Programs Director Signature

Cumberland County Federal Programs Equipment Retirement Request

Cumberland County Schools
368 4th Street
Crossville, TN 38555

Martin

Apr. 1 2025

School Name

Date

Tag Number	Serial or ID Number	Description	Reason Retired
10001082	W80087BA8PW	MacBook	Obsolete
10001078	W80087728PW	MacBook	Obsolete
10001074	W8007N678PW	MacBook	Obsolete
10001062	W80087AS8PW	MacBook	Obsolete
10001077	W80087AL8PW	MacBook	Obsolete
10001101	WQ0099P48PW	MacBook	Obsolete
10000808	HY3A91AG401407W	Notebook	Obsolete
10000810	HY3A91AG310302J	Notebook	Obsolete
10000793	HY3A91BG100830J	Notebook	Obsolete
10001971	C02H248SDV13	MacBook Pro	Obsolete
10001437	45135AEEF5W	MacBook	Obsolete
10001071	W8007N3W8PW	MacBook	Obsolete
10001064	W800877N8PW	MacBook	Obsolete
10001081	W80087BQ8PW	MacBook	Obsolete
10005911	C1MQ506SDTY3	MacBook Pro	Obsolete
10001072	W80087958PW	MacBook	Obsolete
10001060	W800877U8PW	MacBook	Obsolete
10001070	W80087BJ8PW	MacBook	Obsolete
10001075	W8007EQW8PW	MacBook	Obsolete
10001080	W8007N6D8PW	MacBook	Obsolete


Principal Signature


Federal Programs Director Signature

Cumberland County Federal Programs Equipment Retirement Request

Cumberland County Schools
368 4th Street
Crossville, TN 38555

School Name: Glenn Martin

Date: November 2025

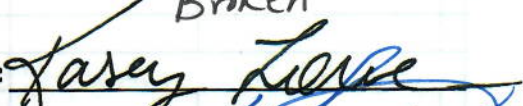
Tag Number	Serial or ID Number	Description	Reason Retired
10008200	9RY5ZW2	Chromebook	Broken
20000146	MP1X699D	Chromebook	Broken
20000121	MP1X6939	Chromebook	Broken
10009991	MP1X663F	Chromebook	Broken
10001479	451364EDF5W	Chromebook	Broken
10001067	W80087BS8PW	MacBook	Broken
10005686	C1MNGN89DTY3	Apple	Broken
10005008	C17H95U4DV13	MacBook	Broken
10005939	C02Q55FSFYOT	Chromebook	Broken
10005927	C02Q55FFFYOT	Chromebook	Broken
10005928	C02Q55NJFYOT	Chromebook	Broken
10005933	C02Q55L7FYOT	Chromebook	Broken
10005464	VND3C62864 VND3C62853	Printer	Broken
10009987	MP1XRJVJ	Chromebook	Broken
10009938	MP1XPFWZ	Chromebook	Broken
10005942	C02Q55PUFYOT	Apple	Broken
10005955	C02Q55GZFYOT	Laptop	Broken
10000089	U61444A8J432811	Printer	Broken
10008187	4XDBZW2	Chromebook	Broken
10009979	MP1XRZXQ	Chromebook	Broken
20000091	MP1XGBLM	Chromebook	Broken
10009984	MP1XPFK4	Chromebook	Broken
10009992	MP1XLKAW	Chromebook	Broken
20000165	MP1XBJBP	Chromebook	Broken
20000131	MP1X6FR6	Chromebook	Broken
20000083	MP1XRJV6	Chromebook	Broken

10005918 C02Q55LMFYOT
10001459 CNGS458735

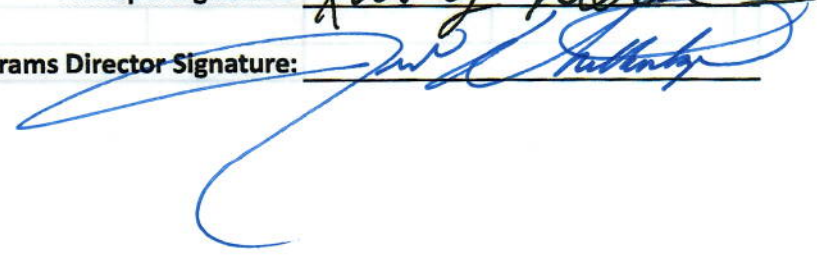
Computer
Printer

Broken
Broken

Principal Signature:



Federal Programs Director Signature:





Dr. Rebecca Farley
Director of Schools

Scott VanWinkle
Board Chairman

November 10, 2025

Dr. Rebecca Farley, Ed.D.
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Dear Dr. Farley and Board of Education,

I am submitting to you the General, Food Service and SPED Department's list(s) of items to be retired by the BOE at November/December's regularly scheduled board meeting. Please include these list(s) on the consent agenda for retirement approval.

If you have any further questions or concerns, please contact Marilyn Noel.

Sincerely,

Marilyn Noel *man*

Kathy Hamby *YMT*

Marlene Holton *MH*

Cumberland County Board of Education
368 Fourth Street
Crossville, TN. 38555
931-484-6135

Central Services
Room Inventory Worksheet

11/10/2025

FOOD SERVICE & GENERAL

**18-TO RETIRE INVENTORY~BOE-
 RETIRE Holding**

Room Type: VIRTUAL

Tag	Product	Model	Product Type	Assigned To	Serial	Price
<i>FOOD SERV</i> 102926	Silver King SKMAJ2-C4 Bulk Milk Dispenser	SKMAJ2/C4	APPLIANCE		GLDP148277 A	\$0.00
<i>FOOD SERV</i> 102927	Silver King SKMAJ2-C4 Bulk Milk Dispenser	SKMAJ2/C4	APPLIANCE		JKDP102612 A	\$0.00
<i>FOOD SERV</i> 102928	Silver King SKMAJ2-C4 Bulk Milk Dispenser	SKMAJ2/C4	APPLIANCE		KLDP158601 A	\$0.00
<i>GENERAL</i> S00448	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		51386Y2	\$0.00
<i>GENERAL</i> S03865	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1XQVDG	\$0.00
<i>GENERAL</i> S04708	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1XLRZ0	\$0.00

Central Services
Room Inventory Worksheet

11/12/2025

SPED

18-306 RETIRE FOOD SERV/SPED HALL					Room Type: VIRTUAL		
- Virtual SPED Retire							
Tag	Product	Model	Product Type	Other #1	Serial	Price	
2421	STEELAID Room Partition	102" x 71" Folding Partition	FURNITURE			\$117.96	
3258S	Balt Rolling Cart	Presentation Cart	CART			\$229.00	
3342S	Elmo TT02RX Document Camera	TT02RX	CAMERAS & EQUIPMENT		430494	\$585.00	
3404S	Epson H294A PowerLite 84 LCD Projector	H294A PL84	PROJECTOR		LS6F9Z1157	\$665.00	
6177	Apple 10.2 iPad 64GB	MK2K3LL/A	iPad		N4C4230F1V	\$299.00	

**Christie VanWinkle
Principal**



**Kasey Lowe
Assistant Principal**

**Glenn L. Martin Elementary School
1362 Miller Avenue * Crossville, TN 38555
Phone (931) 484-7547 Fax (931) 484-8785**

November 3, 2025

Cumberland County Board of Education
Dr. Rebecca Farley
368 Fourth Street
Crossville, TN 38555

Dear Dr. Farley,

The attached lists contain CTE and General Fund items to be retired from Glenn Martin Elementary School and declared surplus.

If you have any questions, please direct them to me at 931-484-7547.

Sincerely

A handwritten signature in black ink that reads "Kasey Lowe". The signature is written in a cursive, flowing style.

Kasey Lowe
Assistant Principal

Attachment

Glenn L. Martin To-Retire Room - CTE Items

Tag #	Product	Serial #	Price	Reason
1000406	IPEVO Document Camera	081411B04641	139.99	Outdated
1000546	IPEVO Document Camera	081446B19492	139.00	Outdated
1000881	Dell Optiplex Computer	70VKMF2	493.46	Outdated
1000882	Dell Optiplex Computer	718GMF2	493.46	Outdated
1001312	Epson LCD Projector	P94F136019L		Outdated
1001615	Apple MacBook Pro	C02J7CDUDTY3	1099.00	Broken
1001810	Apple TV 3rd Generation	SC1MJ9CTUDRHN	99.00	Outdated
1001868	Dell Monitor	2624341		Outdated
1002013	Lego EV3 Core Set		389.95	
1002375	Luxor Charging Cabinet		198.26	Outdated
1058	HON File Cabinet			Broken

Date	PROP #	S/N #	MODEL	REASON FOR RETIRE
11/01/2025	S04762	MP1XGBNP	Chromebook	Obsolete
11/01/2025	44243	C02KK5ZLFFYV	Chromebook	Obsolete
11/01/2025	S04575	MP1XLKCN	Chromebook	Obsolete
11/01/2025	S04559	MP1XRBQL	Chromebook	Obsolete
11/01/2025	49045	YX02228E	Chromebook	Obsolete
11/01/2025	S04620	MP1XRED5	Chromebook	Obsolete
11/01/2025	S04833	MP1XG1HS	Chromebook	Obsolete
11/01/2025	51113	SC02SC8VKFVH5	iMac	Obsolete
11/01/2025	51111	SC02SCAJXFVH5	iMac	Obsolete
11/01/2025	51155	SC02RL980GF1J	iMac	Obsolete
11/01/2025	S04986	MP1XLKBD	Chromebook	Obsolete
11/01/2025	51117	SC02SC9W3FVH5	MacBook	Obsolete
11/01/2025	51090	SC02SC8WKFVH5	MacBook	Obsolete
11/01/2025	S02946	P202TRMB	Chromebook	Obsolete
11/01/2025	S04797	MP1XQS76	Chromebook	Obsolete
11/01/2025	S05466	5CD108M35Q	Chromebook	Obsolete
11/01/2025	S04156	MP1XLLKW	Chromebook	Obsolete
11/01/2025	S03901	MP1XQS8B	Chromebook	Obsolete
11/01/2025	S02946	P202TRMB	Chromebook	Obsolete
11/01/2025	S05629	5CD108M2VX	Chromebook	Obsolete



Mitch Lowe, Principal

The Phoenix School
203 Taylor Street
Crossville, TN 38555

Phone: 931-456-1228
Fax: 931-456-9862

October 31, 2025

Dear Ladies and Gentlemen:

On behalf of The Phoenix Campus, I am requesting the retirement of the following surplus item by the Cumberland County Board of Education.

Item to retire: Printer 27620

Please see the attached sheet.

Sincerely,



Sharon W. Miller
Assistant Principal

Room Number: 85-TO RETIRE
Room Name: INVENTORY~BOE-RETIRE
Holding
Room Type: VIRTUAL

Room Inventory Report
The Phoenix School

Date Printed: 10/29/2025

Staff Verification

Brother Printer	Product No.:	H634
  H634	Manufacturer: Brother	SKU:
	Model: unknown	Projected Life: 0
	Product Type: PRINTER	Notes:
	Area: None	Hayes Conversion - 2020-09-02
	Price: \$0.00	
	Other 1:	
	Other 2:	
Other 3:		

Tags	Count: 1	Accessories	Price	Units
-------------	-----------------	--------------------	--------------	--------------

27620

No Accessories Issued With This Item

Pleasant Hill School



486 East Main Street
Crossville, TN 38571

Phone (931) 277-3677
Fax (931) 277-3880
Tracie Buckner, Principal
Brandy Lowe, Assistant Principal

November 6, 2025

Dr. Rebecca Farley
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Dear Dr. Farley and Cumberland County Board of Education:

With approval from the district CTE Department, we are requesting the following items be retired from Pleasant Hill Elementary:

Thank you for your consideration.

Sincerely,

Brandy Lowe

Pleasant Hill Elementary
Room Inventory Worksheet

11/6/2025

60-TO RETIRE ITEMS TO BE RETIRED				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price
1000113	Apple TV Video Converter	unknown	STREAMING DEVICE		C07KGTAXF F54	\$0.00
1000407	IPEVO CDVU-051P Document Camera	CDVU-051P	CAMERAS & EQUIPMENT		081411B106 422	\$0.00
1002562	Brother XR9550PRW Sewing Machine	XR9550PRW	SEWING MACHINE		U64694H9P3 09941	\$170.00
1002565	Brother XR9550PRW Sewing Machine	XR9550PRW	SEWING MACHINE		U64694H9P3 10035	\$170.00
1002570	Brother XR9550PRW Sewing Machine	XR9550PRW	SEWING MACHINE		U64694H9P3 10041	\$170.00
1002571	Brother XR9550PRW Sewing Machine	XR9550PRW	SEWING MACHINE		U64694H9P3 10006	\$170.00
180600225	Zenith TV	unknown	TV		121- 45380102	\$0.00
180600227	Sony MDP-1150 Laser Disc Player	MDP-1150	ELECTRONIC			\$0.00
180603465	Magnavox DVD-VCR Combo	unknown	ELECTRONIC		U46633011	\$0.00
26080	Magnavox DVD-VCR Combo	unknown	ELECTRONIC		23839099	\$0.00
36608	Apple A1143 Airport	A1143	BASE STATION		6F7412K5YC P	\$0.00
3716	Brother CE5000PRW Sewing Machine	CE5000PRW	SEWING MACHINE		U62069- K8G159792	\$0.00
3719	Brother CE5000PRW Sewing Machine	CE5000PRW	SEWING MACHINE		U62069- K8G153736	\$0.00

Pleasant Hill Elementary
Room Inventory Worksheet

11/6/2025

60-TO RETIRE ITEMS TO BE RETIRED				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price
3723	Brother CE5000PRW Sewing Machine	CE5000PRW	SEWING MACHINE		U62069-G8G116166	\$0.00
40116	Apple MacBook Core 2 Duo 2.26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		450217VDFYN	\$0.00
40255	Apple A1124 iMac Core 2 Duo 2.26 GHz 20" 16GB	A1124 EMC 2316	COMPUTER		YM01601XD WY	\$0.00
40259	Apple A1124 iMac Core 2 Duo 2.26 GHz 20" 16GB	A1124 EMC 2316	COMPUTER		YMO1606AD WY	\$0.00
45055	Apple Airport Extreme	unknown	BASE STATION		C86LC35QF 1R	\$0.00
45256	Apple iMac Computer	unknown	COMPUTER		SD25N709V FY0V	\$0.00
45329	Apple Airport Extreme	unknown	BASE STATION		C86LCONN F J1R	\$0.00
45330	Apple Airport Extreme	unknown	BASE STATION		C86LJHEGF J1R	\$0.00
45516	Apple A1521 Airport Extreme Wireless Access Point	A1521	WIRELESS ACCESS POINT		C86P51VNF J1R	\$0.00
45567	Apple A1521 Airport Extreme Wireless Access Point	A1521	WIRELESS ACCESS POINT		C86Q10YVF J1R	\$0.00
45570	Apple A1521 Airport Extreme Wireless Access Point	A1521	WIRELESS ACCESS POINT		C86Q11C4FJ 1R	\$0.00
46008	Apple 20 inch iMac Computer	unknown	COMPUTER		SD25L906O FFYV	\$0.00
46014	Apple 20 inch iMac Computer	unknown	COMPUTER		SC02KP1HX FFYV	\$0.00

Pleasant Hill Elementary
Room Inventory Worksheet

11/6/2025

60-TO RETIRE ITEMS TO BE RETIRED				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price
___ 46015	Apple 20 inch iMac Computer	unknown	COMPUTER		SC02KP38D FFYV	\$0.00
___ 46016	Apple 20 inch iMac Computer	unknown	COMPUTER		SC02KPOXH FFYV	\$0.00
___ 47029	Apple 20 inch iMac Computer	unknown	COMPUTER		SD25LD04JF FYV	\$0.00
___ 47031	Apple 20 inch iMac Computer	unknown	COMPUTER		SD25LD03Y FFYV	\$0.00
___ S00116	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		F5LC7Y2	\$0.00
___ S00329	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		2V3B7Y2	\$0.00
___ S00424	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		5VXD7Y2	\$0.00
___ S00442	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		13NC7Y2	\$0.00
___ S00536	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		CR576Y2	\$0.00
___ S00541	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		5F956Y2	\$0.00
___ S00792	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		4T376Y2	\$0.00
___ S03496	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		BCJ76Y2	\$0.00
___ S03943	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1XQVCK	\$0.00

Pleasant Hill Elementary
Room Inventory Worksheet
 11/6/2025

60-TO RETIRE ITEMS TO BE RETIRED				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price
— S03988	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1XFZ1K	\$0.00
— S04085	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1XLGN8	\$0.00
— S04200	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1XLGQB	\$0.00
— S04602	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1XLMDH	\$0.00



Stephanie R. Barnes, Principal

1219 Cook Road, Crossville, TN 38555

(931)456-5636

Fax (931)456-5369

stoneel.ccschools.k12tn.net

November 5, 2025

Dr. Farley and the Cumberland County Board of Education:

Stone Elementary respectfully requests the following generally funded items be retired from the school's inventory.

Refer to the attached document for a listing of the items we are requesting to BOE-RETIRE.

Sincerely,

Bridgette Cox
Assistant Principal
Stone Elementary School

Stone Elementary
Room Inventory Worksheet

11/5/2025

**74-TO RETIRE INVENTORY~BOE
RETIRE Holding**

Room Type: VIRTUAL

Tag	Product	Model	Product Type	Other #1	Serial	Price
1002709	Apple Z0Z100034 Laptop	Z0Z100034	LAPTOP		C02CX0R5P 3YV	\$1,489.00
1003256	Apple A2338 MacBook Pro 13 inch M2 2022 Laptop	A2338 M2 2022	LAPTOP		SYJHG0PVC KG	\$0.00
20000044	Lenovo 100e 2nd Generation Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1X9L07	\$0.00
25026	Toshiba DVR600KU DVD- VCR Combo	DVR600KU	ELECTRONIC		BCC9501759 2	\$0.00
33042	HP PSC 1210v Printer	PSC 1210v	PRINTER		Q1660A	\$0.00
44150	Apple 21 inch iMac Computer	unknown	COMPUTER		SC02KK0GD FFYV	\$0.00
44179	Apple 21 inch iMac Computer	unknown	COMPUTER		SC02KK0J3F FYV	\$0.00



Dr. Rebecca Farley
Director of Schools

Mr. Scott VanWinkle
Board Chairman

CUMBERLAND COUNTY SCHOOL NUTRITION PROGRAM

2025-2026 Annual Report/Program Overview

Kathy Hamby

School Nutrition District Supervisor

The Cumberland County School Nutrition Program (CCSNP) is an ever-changing and growing program, whose main goal is to provide services to meet the needs of as many students as possible while providing nutritious, well-balanced meals to the students of Cumberland County Schools. All meals meet the standards set forth by USDA which are based on the Dietary Guidelines for Americans (DGAs) and the recommendations of the nutrition experts at the Institute of Medicine (IOM). The following report summarizes the major areas of the program's operation.

School Breakfast Program:

The Community Eligibility Provision (CEP) is a key provision of the Healthy, Hunger-Free Kids Act (HHFKA) of 2010 and is a meal service option for schools in low-income areas that allow the nation's highest poverty schools to serve one breakfast and one lunch at no cost to all enrolled students. This program is a meal service option for schools in low-income areas which increases students' access to nutritious meals. Qualification and funding are based on the number of directly certified students. Once qualified, the qualifying year's information is used for a 4-year period. This SY we just established another 4- year period. See the additional attached two pages for more information.

The CCSNP offers the Community Eligibility Provision (CEP) at all schools. At all twelve schools, all enrolled students may receive one breakfast meal at no charge.

Breakfast options include:

- Traditional breakfast in the cafeteria
- Breakfast in the classroom
- Grab n' go breakfast kiosks at various locations throughout the school
- Second chance breakfast programs offered after first block.

National School Lunch Program:

The CCSNP offers the Community Eligibility Provision (CEP) at all schools. At all twelve schools, all enrolled students may receive one lunch meal at no charge.

Afterschool Snack Program:

The afterschool snack program provides healthy snacks at no charge to all students who participate in afterschool programs such as afterschool care, tutoring, clubs, and athletics. The afterschool snack component of the National School Lunch Program is a federally assisted snack service that fills the afternoon hunger gap for school children. For the afterschool program to be eligible, it must provide organized, regularly scheduled activities in a structured and supervised environment, including an educational or enrichment activity. Examples of eligible activities include homework assistance, tutoring, supervised “drop-in” athletic programs, extended day programs, club activities, and arts and crafts programs. If the above programs are available, the program also allows all students to pick up a snack before leaving campus. All twelve schools qualify for and participate in the no-charge afterschool snack program. *Participation in the program as of October 31st is 52.67%.*

Seamless Summer Option/Summer Meals Program in Cumberland County TN:

The Seamless Summer Option (SSO) is a summer meal program that provides summer meals at no cost to all children eighteen and under in low-income areas. All twelve schools are qualified to participate. The Cumberland County School Nutrition Program (CCSNP) sponsored a meal delivery program at CCHS, the Phoenix School, and SMHS. Due to being a rural community, Cumberland County was also able to offer multiple meal pick up sites throughout the county. Cumberland County operated 60 sites across the county last summer. The length of the programs and the amount of community outreach varied at each site from a few days to all summer. The duration of the program at each site is based on the number of students expected to participate. To participate in the program, districts must average high enough student participation so that federal reimbursement covers all food, non-food supplies, and labor costs.

This work involves organizing and managing the Summer Food Program for students eighteen and under, including meal pick-up arrangements and ensuring compliance with USDA regulations. The program aims to alleviate hunger for children and support families facing high food costs.

Total meals served since the summer of 2015:

- Summer 2015 53,782 meals
- Summer 2016 65,032 meals
- Summer 2017 66,360 meals
- Summer 2018 81,132 meals
- Summer 2019 79,899 meals

(The total number of meals decreased, but there were also fewer serving days)

- Summer 2020 680,407 meals

(March 17 – July 31 due to the COVID global pandemic)

- Summer 2021 210,937 (June & July)
- Summer 2022 59,390 meals
- Summer 2023 262,951 meals

(Increase due to new USDA rules that allow multiple day meal pickup in rural counties)

- Summer 2024 304,383 meals
- Summer 2025 361,210 meals

Fresh Fruit and Vegetable Program:

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted grant program providing free fresh fruits and vegetables to children at eligible elementary schools during the school day. The goal of the FFVP is to introduce children to fresh fruits and vegetables, to include new and different varieties, and to increase overall acceptance and consumption of fresh, unprocessed produce among children. The FFVP also encourages healthier school environments by promoting nutritional education. Eight elementary schools have been awarded grant funds for this program. For additional information please see the two page Fresh Fruit and Vegetable Program factsheet from USDA.

Cumberland County School Nutrition Website:

The CCSNP hosts a website of our very own. You can visit the website by clicking on the Breakfast and Lunch Menu link on the Cumberland County Schools website which is available at <http://www.ccschools.k12tn.net/> or by going directly to <https://ccboefoodservice.weebly.com/>. The site currently features menus, nutrition education, and program information.

Online Meal Payment and Online Free/Reduced Meal Application Program:

Parents have the option to sign up for LINQ (Formally Titan) Parent Portal at <https://linqconnect.com/> which gives them the ability to view their child(ren)'s meal account. Once signed up, parents can view their child(ren)'s account balance, view meal purchases, make online payments, and fill out free/reduced applications.

Meal Participation:

Meal Participation Comparison between October 2024 and October 2025:

Participation percentages are based on enrolled students Average Daily Attendance (ADA).

Lunch Participation				Breakfast Participation			
	2024	2025	% Change		2024	2025	% Change
Brown	89	89	0	Brown	66	65	-1
Crab Orchard	91	90	-1	Crab Orchard	78	73	-5
CCHS	72	80	8	CCHS	60	66	6
Martin	89	96	7	Martin	62	65	3
Homestead	72	70	-2	Homestead	59	55	-4
North	85	83	-2	North	50	54	4
Phoenix	100	100	0	Phoenix	100	100	0
Pine View	78	82	4	Pine View	67	63	-4
Pleasant Hill	86	86	0	Pleasant Hill	66	60	-6
South	82	87	5	South	48	50	2
Stone	86	88	2	Stone	71	60	-11
SMHS	87	77	-10	SMHS	54	44	-10
System-Wide	90	89	-1	System-Wide	66	64	-2

Health Inspection Scores:

Fall health inspections are complete. All scores are 97 and above, with three schools receiving a perfect health inspection score. The school scores are as follows:

- Brown Elementary 98
- **Crab Orchard Elementary 100**
- Cumberland County High School 99
- Martin Elementary 98
- Homestead Elementary 99
- **North Cumberland Elementary 100**
- Phoenix School 99
- Pine View Elementary 99
- Pleasant Hill Elementary 97
- South Cumberland Elementary 99
- Stone Elementary 99
- **Stone Memorial High School 100**

Percentage of Economically Disadvantaged Students (Free/Reduced Percentages):

Since free/reduced applications are not collected at Community Eligibility Provision (CEP) schools an alternate measure must be used to develop the percentage of economically disadvantaged students (free/reduced percentages). Alternate measures that may be used include census data, direct certification data, identified student percentage (ISP), or the identified student percentage (ISP) times a 1.6 multiplier. The ISP times a 1.6 multiplier most closely matched the percentage collected previously from free/reduced applications.

Therefore, schools will divide the number of identified students (those directly certified for free benefits from lists received from the Department of Human Services, Department of Children Services, the local Homeless Liaison, and the local Migrant Coordinator) by the number of enrolled students and then multiplied by 100. This calculation provides the Identified Student Percentage (ISP). The ISP is then multiplied by 1.6 to determine the free meal claiming percentage for school and the percentage of economically disadvantaged students. Starting last SY, the inclusion of Medicaid free students in the calculation was allowed for federal calculations.

Calculating the economically disadvantaged rate is different throughout programs. For Example, TISA, Title I, School Nutrition, and E-Rate funding are all dependent on socioeconomic measures but have slight calculation variances. Federal Programs' percentages for fund allocations exclude all PreK students. E-Rate funding is determined by a different formula and excludes PreK. Also, under the latest TISA rules, calculations do not include the Medicaid students which is included in federal calculations. Therefore, there is a slight difference in numbers between programs.

School Nutrition Percentage of Economically Disadvantaged:

These percentages are based on the ISP times the 1.6 multiplier and includes PreK Students.

- Brown Elementary 72.57%
- Crab Orchard Elementary 89.28%
- Cumberland County High 71.55%
- Homestead Elementary 64.41%
- Martin Elementary 88.57%
- North Cumberland Elementary 79.50%
- Phoenix School 100%
- Pine View Elementary 74.67%
- Pleasant Hill Elementary 94.67%
- South Cumberland Elementary 66.99%
- Stone Elementary 90.40%
- Stone Memorial High 58.08%
- District 75.80%

Recycling, Energy Consumption, and Reducing Food Waste

In all kitchens, the staff is recycling all cardboard, plastic, glass, steel, and aluminum. All twelve schools have joined the USDA U.S. Food Waste Challenge to Reduce, Recover, and Recycle Program. We are committed to:

- Reduce energy consumption whenever possible
- Reduce the amount of excess food generated in the school
- Recover wholesome prepackaged food from breakfast and lunches to be placed on student community carts to be shared with other children within the school since our area is a highly economically disadvantaged area. Share any unused food with classroom teachers and nurses for additional snacks for the kids. Additionally, any food that may expire over long breaks is put into the Second Harvest backpacks or provided to families in need so that food is not thrown away either before breaks or upon returning from breaks.
- Allow students to keep whole fruit and other prepackaged nonperishable items from breakfast and lunch for consumption later

The cafeterias have resumed using real dishes; but due with staff shortages and supply chain issues, we do still use more paper/disposable products than we should.

Sickness Precautions and Limiting Exposure:

The café staff in all schools work hard to limit exposure to germs to keep students and staff healthy. Extra and more frequent cleaning is a top priority in kitchens and cafeterias focusing on high tough areas with special attention to wipe down between classes when possible.

Special Recognition, Projects, and Promotions:

- Cumberland County School Nutrition was awarded the Gold Level “Turnip the Beet Award” for the summer meal program efforts to feed the kids during the summer months. Only two districts were recognized in Tennessee and only 199 districts were recognized nationwide.
- Each cafeteria joins in with different events at the school level, but the CCSNP also sponsors several school and system-wide events. A few of the special projects and promotions include:
 - More home-cooked from-scratch meals.
 - Mini food shows for the students to sample new food items and student surveys to figure out what most students like and do not like on the menu.
 - Special days such as Halloween, Valentine’s, and Dr. Seuss Day
 - Traditional Thanksgiving, Winter Holiday, and Easter Dinner
 - Participating in School Health Week by offering free healthy snacks and water to all students.
 - Free water (both plain and infused) is made available daily in the cafeteria for both students and staff. Daily, 46 - 53 gallons of free water are served.
 - Collaborating with parents, nurses, and the Special Ed Dept to meet special meal needs/modifications for students.
 - Joint projects with Coordinated School Health to include FUTP60 grants, Teal Pumpkin Allergy Awareness, Suicide Prevention Poster Contest, Harvest of the Month, Health Fairs, and other projects.
 - Purchasing student grown lettuce and greens from the high school Farm to Table program. So far, this SY we have purchased 1,081 pounds of student grown lettuce and then served it as part of the meals.
 - Partnering with Second Harvest to get additional food to families. See the attached two pages for more information.

As the District Supervisor, I represent the Cumberland County School Nutrition Program and the school system by participating in community events and committees including:

- Cumberland County Health Council/TN Department of Health
- Healthier Tennessee Community Committee
- State Advisory Council Board Member for the Governors Foundation for Wellness
- Serving on the State School Health Advisory Council (SHAC) to represent the entire Upper Cumberland area
- Crossville Breakfast Rotary guest speaker

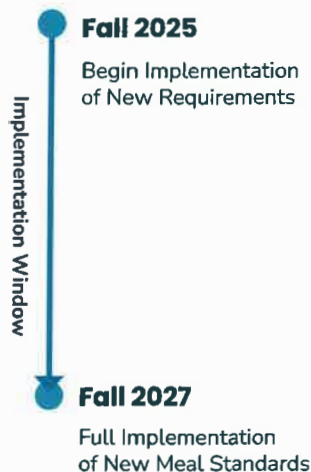
Concerns for SY:

- Rising costs – food, non-food, and equipment costs
- Changes in the SNAP program and decreased eligibility for program benefits
- Lag in federal funding
- Summer program staffing

This is just a quick overview of the Cumberland County School Nutrition Program. If you ever have a question or concern, please do not hesitate to contact me. 😊

Updated USDA School Nutrition Standards

The USDA has announced final school nutrition standards to align with the latest nutrition science and student preferences. This guide provides a simplified overview of the differences between the current and new standards. Schools are not required to make changes to their menus until the 2025-2026 school year at the earliest.



	CURRENT	NEW
ADDED SUGARS	None	No more than 10% of weekly calories by Fall '27
MILK	Flavored milk ok 2nd option for all grades	No change, within limits on added sugars
GRAINS	Whole-grain rich for min. 80% of weekly grains. Remaining must be enriched	No change
SODIUM	Meet Target 1 for breakfast & lunch; Meet Target 1A for lunch only by SY 23/24	10% reduction for breakfast, 15% reduction for lunch by Fall '27
NUTS & SEEDS	Allowed as meat alternate, credited at 50%	Allowed as meat alternate, credited at 100%
NSLP AFTERSCHOOL SNACKS	Must include 2 from each component group	Align with CACFP snack standards and requirements
BKFST: FRUITS > VEGGIES	Okay to substitute any veggie for fruit at breakfast, provided other requirements are met	If substituting veggie for fruit more than 1x/week are required to vary veggie subgroups throughout the week
SMART SNACKS	Total fat content cannot exceed 35% and saturated fat must be < 10% of total calories	Allows bean dip to be exempt from total fat standard
BUY AMERICAN	Must purchase domestic to max extent practical, with 2 limited exceptions	Sets 5% limit on non-domestic food purchases when using exception; added documentation; over 51% must be domestically grown

Key Considerations When Implementing Changes

1. Impact on Student Preferences

- Correlation between sugar, salt, and taste preferences in children may impact participation ([Source](#))

2. Implications on Current Product Nutritional Standards

- Requires effort and buy-in from industry partners
- Most nutritious meals come from school lunch ([Source](#))
- Previous updates resulted in difficulties in cost and availability of available foods ([Source](#))

3. Adds Greater Staff Effort

- Challenges meeting Buy American requirement ([Source](#))
- Balancing costs with compliance as food costs rise ([Source](#))
- Implications of buy-in from manufacturers and distributors could impact availability

Refer to USDA's School Nutrition Standards site for complete details.





The Community Eligibility Provision (CEP)

What Does It Mean For Your School or Local Educational Agency?

What does it do?

- Allows schools and local educational agencies (LEAs) located in low-income areas to provide free breakfast and lunch to all students
- Eliminates the burden of collecting household applications to determine eligibility for school meal programs

Who benefits? Everyone!

- **Students**
Access to free nutritious meals for all students, no stigma, and less time spent in cashier lines and more time to eat nutritious meals
- **Parents**
No household application means less paperwork and no worries about lunch accounts
- **School staff**
Streamlined meal service operation and more time for students to consume their food
- **Administrators**
Reduced paperwork and administrative costs, no need to track unpaid meal charges, improved program integrity, and more nourished students ready to learn and grow



Who can participate?

- Schools and LEAs with a minimum Identified Student Percentage (≥ 40 percent) in the prior school year

Identified students = those certified for free meals without the use of household applications (for example those directly certified through SNAP).
- Available to:
 - All schools in an LEA
 - A group of schools in an LEA
 - An individual school in an LEA

Background

- Authorized by Congress as a part of the Healthy, Hunger-Free Kids Act of 2010.
- Phased in over a period of 3 years, starting with D.C., Illinois, Kentucky, Michigan, New York, Ohio, West Virginia, Florida, Georgia, Maryland, and Massachusetts.
- Available nationwide beginning July 1, 2014 (School Year 2014-15).

What must interested schools and LEAs do?

- Meet eligibility requirements.
- Serve free breakfasts and lunches to all students during the 4-year cycle.
- Count total breakfasts and total lunches served to students daily.
- Agree not to collect household applications for school meal programs.
- Determine if non-Federal funds are needed to cover costs above USDA reimbursement.

What do interested schools and LEAs do next?

- Determine if CEP is right for you.
- Contact your State for more information: <http://www.fns.usda.gov/cnd/contacts/StateDirectory.htm>.
- If eligible, submit required documentation to your State Agency.

Community Eligibility Provision (CEP) Quick Fact Sheet

Community Eligibility Provision (CEP) is a universal meal plan under the National School Lunch Program (NSLP) permitting eligible districts and schools to provide meal service to all students at no charge regardless of economic status (*Section 104a of the Healthy, Hunger-Free Kids Act*).

To be eligible to participate, a district, a school, or a group of schools from the same district must have a **directly certified** identified student percentage of at least 25% as of April 1, prior to the first year of implementation. Each school does not have to meet the 25% threshold individually if the entire district or a group of schools within a district participates and meets the 25% requirement; in this case, the average of directly certified identified student percentage must be at least 25%.

$$\text{Identified Student Percentage} = \frac{\text{Number of Identified Students}}{\text{Number of Enrolled Students}} \times 100$$

The requirements of CEP for participating districts/schools are: 1) serve free meals (breakfast and lunch) to all students in participating schools; 2) maintain a count of reimbursable meals served to students daily; 3) cover the costs of providing free meals to all students that exceed the Federal reimbursement locally (with non-Federal funds); and 4) comply with all program requirements.

The program cycle is four years. Once enrolled, there is no need to recalculate eligibility during the four-year cycle; however, participating districts/schools may establish a most current identified student percentage by April 1 of the prior school year.

Tennessee Process for Enrolling and Implementing CEP

The list of **eligible and nearly eligible schools** is posted on the department website annually. Districts/schools wanting to enroll in CEP must do so by the annual school nutrition deadline and through the regular annual NSLP application via the Tennessee Meals, Accounting and Claiming (TMAC) website. <https://tmac.cnpus.com/tmac/Splash.aspx>

Schools enrolled in the CEP program are required to use the State Household Information Survey to collect the socioeconomic data that was previously collected through the free and reduced lunch program application. The form and a sample letter for parents are available on the department website. Schools are encouraged to use school letterhead and to customize the sample letter in a manner that will resonate with the parents/guardians of its students.

Additional information on community eligibility provision is available on the department website. [Community Eligibility Provision \(CEP\) \(tn.gov\)](https://www.tn.gov/education/programs-services/food-nutrition/community-eligibility-provision-cep)

THE FRESH FRUIT AND VEGETABLE PROGRAM



1. What is the Fresh Fruit and Vegetable Program?

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to children at eligible elementary schools during the school day. The goal of the FFVP is to introduce children to fresh fruits and vegetables, to include new and different varieties, and to increase overall acceptance and consumption of fresh, unprocessed produce among children. The FFVP also encourages healthier school environments by promoting nutrition education. To learn more, visit the FFVP webpage: <https://www.fns.usda.gov/ffvp/fresh-fruit-and-vegetable-program>.

2. Who administers the FFVP?

The Food and Nutrition Service of the United States Department of Agriculture administers the FFVP at the Federal level. At the State level, the FFVP is administered by State agencies, which operate the Program through agreements with local school food authorities. State agency contact information is available at: <https://www.fns.usda.gov/school-meals/school-meals-contacts>.



3. Which schools are eligible to participate in the FFVP?

Elementary schools in all 50 States, the District of Columbia, and the territories of Guam, Puerto Rico, and the Virgin Islands are eligible to participate. Schools must operate the National School Lunch Program in order to operate the FFVP. Importantly, the FFVP prioritizes schools with the highest percentage of children certified as eligible for free and reduced price meals. This is because children from low-income families generally have fewer opportunities to consume fresh produce on a regular basis.

4. What are the application requirements for the FFVP?

Eligible elementary schools must submit an FFVP application that includes:

- The total number of enrolled children;
- The percentage of children certified as eligible for free and reduced price meals;
- A certification of support for participation of the FFVP signed by the school food service manager, school principal, and the district superintendent (or equivalent positions, as determined by the school); and
- A Program implementation plan, including efforts to integrate the FFVP with other efforts to promote childhood health and nutrition.

5. What are the requirements for FFVP implementation?

Participating elementary schools are required to publicize the availability of the FFVP, and must serve the fresh fruits and vegetables outside the National School Lunch Program and School Breakfast Program meal service times. Beyond these requirements, schools have flexibility in determining their implementation plan. Schools may select the type of produce served, decide the number of days per week to serve the produce (though schools are strongly encouraged to serve a minimum of two days per week), and choose the time outside the breakfast and lunch meal service to provide fresh fruits and vegetables to children.

6. What types of fruits and vegetables must be served under the FFVP?

The Food and Nutrition Service encourages schools to serve a variety of fresh fruits and vegetables. Because the intent of the FFVP is to introduce children to new and different fresh fruits and vegetables, the produce must be served in a way that it is easily identifiable. This encourages children to enjoy fruits and vegetables “as they are.”

Schools may purchase produce through wholesalers, brokers, local grocery stores, or other retailers. Schools can also support local agricultural producers by buying fresh produce at farmers’ markets and orchards, or by purchasing directly from growers in their community. In all cases, schools must follow proper procurement procedures. Purchases must be made according to existing local, State, and Federal guidelines, including the Buy American provision.

7. How do FFVP reimbursements work?

Selected elementary schools receive \$50 to \$75 per student for each school year. The exact amount of per student funding is determined by the State agency, and is based on the total funds allocated to the State and the student enrollment at participating schools. With these funds, schools purchase fresh fruits and vegetables to serve free of charge to children during the school day. Participating schools submit monthly claims for reimbursement, which are reviewed by the school food authority before payment is processed by the State agency. Schools are then reimbursed for the cost of fresh fruits and vegetables, as well as limited non-food costs.

8. Where can I go to learn more about the FFVP?

For more information about the FFVP, please contact the State agency responsible for the administration of the Program in your State: <https://www.fns.usda.gov/school-meals/school-meals-contacts>.



USDA NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and USDA civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, [AD-3027](#), found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. **Mail:** U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410;
2. **Fax:** (202) 690-7442; or
3. **Email:** program.intake@usda.gov.

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Revised **April 17, 2025**



Dr. Rebecca Farley
Director of Schools

Mr. Scott VanWinkle
Board Chairman

November 11, 2025

Dr. Farley and Cumberland County Board of Education,

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

New Hires:			
Name	Location	Date	Replacing
Jessica Baily	Café Sub	09/30/2025	N/A
Morgan Smith	South Cumberland Café	11/03/2025	Heather Royston

Resignations/Retirements:			
Name	Location	Date	Status
Joleen Houser	Café Sub	10/10/2025	Resignation
Leslie Ochoa	Martin Elem Café	10/21/2025	Resignation

Transfers:			
Name	Location (From/To)	Date	Replacing
Sonya Delk	CCSNP Ex. Assistant/CCBOE Finance Director	11/15/2025	

Terminations:			
Name	Location	Date	
N/A			

All background check requirements have been completed.
 Respectfully,
Kathy Hamby
 Kathy Hamby
 School Nutrition District Supervisor
 Cumberland County Board of Education – Central Services

Resignations/Retirements

Name	Location	Date	Status
Olivia Diane Savage	PHS	5/31/25	Retire
Wm Bryant Moors	MES	10/23/25	Resign
Kayla Presson	SMHS	11/4/25	Resign
Shaun Hinds	Phoenix	10/17/25	Resign
Tracie Buckner	PHS	12/31/25	Retire

Transfers

Name	From/To	Date

Terminations

Name	From/To	Date

CLASSIFIED

New Hires:

Name	Location	Date	Replacing
Margaret Ford	BES	10/20/25	Alyssa Herrick
Rose Siewart	CCHS	11/4/25	--
Tess Moser	CCHS	9/15/25	Cody Corum
Rocky Smith	COE	9/25/25	Brianna Looper
William Sitarz	HES	9/29/25	Michael McClain
Nicole Hubble	HES	9/8/25	New Position
Heather Potter	HES	10/27/25	New Position
Tory Jespersen	Maintenance	11/3/25	Larry Read
Jarriett Upshaw	Maintenance	10/21/25	Joseph Brannum
Andrea Judkins	MES	9/22/25	New Position
Cally Copeland	MES	11/3/25	Andrea Judkins
Brian Adkins	NCE	10/21/25	Trey Barnes
Kristin Stafford	NCE	10/20/25	--
Michelle Roberts	NCE	10/1/25	Ashley Phillips
Gweneth Guidara	PHS	9/22/25	New Hire
Keshia Turner	PVE	9/29/25	PT Position
Randy Simmons	SCE	9/16/25	Johnny Walker
James Wallace	SCE	10/6/25	Randy Simmons
Blake Fish	SES	11/10/25	--
Melody Golden	Transportation	9/9/25	--
Deborah Feil	Transportation	9/22/25	--
Kevin Milligan	Transportation	10/7/25	--

Resignations/Retirements:

Name	Location	Date	Status
Aaron Elmore	SMHS	12/19/25	Resign
Stephanie Bowman	NCE	11/7/25	Resign
Tina Lybarger	CCHS	11/3/25	Resign
Angela Barrier	PHS	11/25/25	Resign
Robin King	Transportation	10/23/25	Resign
Darlene Wallace	HES	10/31/25	Resign
Seth Seiber	Maintenance	10/31/25	Resign
Andrea Judkins	MES	10/8/25	Resign
Bethany Bohannon	NCE	9/26/25	Resign
Randy Simmons	SCE	9/22/25	Retire
Celeste Ciabattari	SPED/SCE	10/3/25	Resign
Heather Pugh	Transportation	9/26/25	Resign
Larry Read	Maintenance	9/11/25	Resign
Alyssa Herrick	BES	9/26/25	Resign
Ashley Phillips	NCE	9/19/25	Resign
Joseph Brannum	Maintenance	9/15/25	Resign

Transfers

Name	From/To	Date

Terminations

Name	From/To	Date

SUBSTITUTES

<u>NAME</u>
Alexander, Diane
Brace, Melissa
Ciabattari, Celeste
Clafin, Timothy
Cress, Mary
DeVito, Jennifer
Fitzgerald, Charity
Jestice, Martha
Law, Emily
Mathes, Bailey
McCowan, Brooke
Moore, Kacie
Webster, Donald

11/4/25 Cumberland County Schools Enrollment																Teachers								
	Pre-K	SE	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	K-3	4-6	7-8	K	1	2	3	
Brown	20	12	48	70	50	58	71	47	57	65	65					563	226	175	130	3	3	3	3	
Crab Orchard	19	21	35	41	36	45	38	58	44	47	37					421	157	140	84	2	2	2	* 3	
Homestead	40	57	58	71	65	70	61	66	60	80	82					710	264	187	162	3	4	3	4	
Martin	38	31	55	81	74	69	67	70	84	74	68					711	279	221	142	* 3	4	4	3	
North	17	0	52	46	53	49	40	62	53	59	59					490	200	155	118	3	2	3	2	
Pine View	12	0	21	14	23	17	12	24	21	15	16					175	75	57	31	1	1	1	1	
Pleasant Hill	20	0	54	67	58	54	59	53	58	50	51					524	233	170	101	3	3	3	3	
South	20	13	43	63	61	65	62	63	68	75	56					589	232	193	131	3	3	3	3	
Stone	20	39	47	63	57	67	49	75	71	75	59					622	234	195	134	3	3	3	3	
CCHS		32										275	231	231	209	978	0	0	0					
SMHS		13										281	248	232	241	1015	0	0	0					
Phoenix															70	70	0	0	0					
Alt. School																	0	0	0					
Total	206	218	413	516	477	494	459	518	516	540	493	556	479	463	450	70	6868	1900	1493	1033	21	25	25	22

* Class size reduction



Stone Memorial High School

2800 Cook Road · Crossville, TN 38571

Telephone (931) 484-5767

Marcy Harelson

Principal

October 20, 2025

Director of Schools, Dr. Farley and
Cumberland County Board of Education Members
368 Fourth Street
Crossville, TN 38555

Dear Dr. Farley and Board of Education Members,

Stone Memorial High School is submitting the attached agreement for your consideration and approval. We would like to use Cady for our school pictures for the 2026-2027 school year. I have signed the agreement with the contingency of the BOE approval in December of 2025. If you need additional information, please feel free to contact me. Thank you for your consideration of this agreement.

Sincerely,

A handwritten signature in cursive script that reads 'Marcy Harelson'.

Marcy Harelson
Principal



**CA
DY** | THE
PREMIER SCHOOL
PHOTOGRAPHY
COMPANY

PHOTOGRAPHY AGREEMENT

Prepared for:

Stone Memorial High School
2800 Cook Road, Crossville, TN, 38571

For school year: 2026-2027, contracted through 2028-2029

PHOTOGRAPHY SERVICES

SENIORS

Cady is the senior portrait photographer for Stone Memorial High School and will exclusively sell and market all senior portraits and packages. Each senior will schedule their session online, and pay a session fee to have their senior portraits taken for the yearbook.

Seniors will be presented with the option of being photographed at our studio or at a roadshow, which is set up at the school. Roadshows require a minimum of 20 senior sessions to be scheduled by the Friday before the event, or the event will be rescheduled. Cady needs a minimum of 30 days to properly market a roadshow for maximum impact.

Number of Roadshows included in this agreement: 2.

Commission Rate:

Details:

Up to \$6 per paid session

Commissions will be paid on a sliding scale. See terms and conditions for details.

UNDERCLASSMEN

Cady is the underclass portrait photographer for Stone Memorial High School and will exclusively sell and market all underclassman portraits and packages. All underclassman students will be photographed on picture day, plus Cady will come back 5-6 weeks after picture day for a "retake day". This will be an opportunity for students who missed picture day or would like a retake to be photographed. Underclassman commissions are contingent upon Cady receiving a data file a minimum of 14 days prior to picture day including both email and telephone numbers for all students.

Commission Rate:

Details:

20%

Per pre-order packages

ATHLETICS

Cady will photograph the team and individuals. All proofs will be available online for athletes and families to purchase.

Commission Rate:

Details:

20 %

Per package (\$7500 minimum sales required)

Event Type	QTY	Details
Athletic Events	5	Cady may cover additional events requested by school at a rate of \$295 per event.
Candid Events	5	Cady may cover additional events requested by school at a rate of \$150 per event.

Complimentary events also available upon request: Graduation, Faculty Group, Senior Pano and Club Picture Day.

DELIVERABLES

Deliverable Type	Details
UC Publisher Link	Link available 14 days after retakes.
Senior Publisher Link	Link available 14 days after last day to be photographed.
Admin Link	Link available 14 days after retakes.
ID Cards	Faculty and student IDs sent directly to school.

INCENTIVES

Incentive Type	Value
Curriculum and Instruction	Photo training for yearbook staff
Faculty Family Portrait Day	Complimentary photo session with all digital images included

NOTES

Val/Sal 8X10
Senior Composite

- framed VR
10/20

TERMS & CONDITIONS

GENERAL

This Agreement is not subject to cancellation by either party during the term of this agreement, except by written consent of both the customer and an officer of Cady Studios, LLC. If there is a breach or cancellation in this contract, all credits or cash incentives must be returned to Cady Studios, LLC. Any incentives not requested during the term of this contract expire in the ending year of this contract. Cady Studios, LLC reserves the right to raise the portrait prices annually based upon inflation costs. All School Contract terms are binding with Cady Studios, LLC, its related companies, and/or its assigns. The School shall hold Cady Studios, LLC, its employees, owners, subsidiaries and affiliates harmless for (1) all editorial content associated with the printing of its yearbook, and (2) the publication (online or otherwise) of related subject matter by Cady Studios, LLC.

DATA USE AND PRIVACY CONSENT

The school consents on behalf of the students and parents to the use of student and parent contact information provided to Cady Studios (the "Provider") to coordinate school photography sessions and market photography packages and related services, including via email and SMS. The School affirms that it has obtained all necessary consent from students, parents, or guardians for the sharing and use of their data. This consent includes waiving any restrictions under applicable data privacy agreements or laws, including FERPA, COPPA, and TCPA, to the extent permitted by law. By signing this Agreement, the School authorizes Lifetouch to release student images from grades 9 through 12 to CADY, for the purpose of enabling CADY to continue providing products and services to students and parents. The Provider agrees to comply with all applicable laws and will include an opt-out option in all marketing communications, promptly honoring any opt-out requests.

COMMISSIONS

If applicable, the underclass commission specified applies only to the preorder base print package. No commission will be paid on package options, late sessions, late orders, or retake portrait sales. All commissions are contingent upon the school providing Cady with a complete data file, including parent phone numbers and email addresses. If contact information is not provided, Cady may require the school to host a junior meeting in the spring to qualify for commissions. Seniors who receive a free session will not count in the participation percentage. 60-69% participation will receive \$2.00 per paid session up to the deadline (last day to be photographed), 70-89% will receive \$3.00, and 90-100% will receive \$6.00. Any and all photography services, events, or open A/R balance that exceed the amount specified on the contract or the superseding planning document shall be deducted from commissions or any applicable school allowance. Any change in commissions plans must be signed for by the School and any such commission change will supersede the commission rates of this contract. Cady will pay one commission check in the spring towards the end of the school year.

M. M. Arelson

School Administrator

Nalyn Lewis

School Representative

M. Schweitzer

Company Representative

Principal

Title

Yearbook Advisor

Title

Business Development

Title

Pending BOE approval
10/20/25
12/15/25

Date

10/20/25

Date

September 23, 2025

Date

MEMORANDUM OF UNDERSTANDING
BETWEEN
CUMBERLAND COUNTY BOARD OF EDUCATION
AND
ANNE DAVIS, M.S. CCC-SLP

This Memorandum of Understanding ("MOU") is entered into by and between CUMBERLAND COUNTY BOARD OF EDUCATION ("CCS") and ANNE DAVIS ("Contractor") for the limited purpose of allowing Contractor to provide speech and language services to CCS students during the school day.

WHEREAS, CCS is dedicated to providing all of its students with a Free and Appropriate Public Education, including providing students with specific assistance with possible speech and language deficits; and

WHEREAS, Contractor is experienced in speech language pathology, assisting and evaluating students for possible deficits and disabilities in those areas, has provided such services to public school children, and possesses the necessary special skills, licensure and certification to competently perform the requested services and agrees to provide such services to CCS students in strict compliance with CCS Policies, IDEA, Section 504 of the Rehabilitation Act of 1973, the Rules of the Tennessee State Board of Education and the terms of this Contract; and

WHEREAS, CCS is desirous of accommodating students' education needs by making available the Contractor who has special skills, and the Contractor is desirous of performing such services under the terms and conditions as set forth herein.

It is agreed as follows:

1. **Parties.** CCS is a local education agency ("LEA") that is subject to regulations under Tennessee and federal law related to the education of children, including, but not limited to, the IDEA and Section 504 of the Rehabilitation Act of 1973. Contractor is a speech-language pathologist who is licensed in the State of Tennessee, and who is qualified and who desires to provide speech-language services to CCS within the scope of any CCS student's needs, acceptable professional standards, CCS Policies, and Tennessee and federal law.
2. **Compliance with Tennessee and Federal Law.** In order to induce CCS to grant permission to Contractor to provide professional speech-language services to CCS students, Contractor agrees to be bound by the terms of the student's IEP or consents for evaluation, acceptable professional standards, any applicable physician's orders, CCS Policies, and Tennessee and federal law. The Contractor represents that the Contractor is familiar with and agrees to observe and comply with all federal, state, and local laws, statutes, ordinances, and regulations in any manner affecting the provision of

Contractor's services, all instructions, and prohibitive orders issued regarding Contractor's work and shall obtain all necessary permits.

3. Scope of Services and Required Behavior. Contractor agrees that she will comply with the following conduct:

- a. Contractor shall provide speech-language services to students when necessary, determined by CCS;
- b. Comply with all Federal, State, and Local statutes prohibiting discrimination, abuse, and neglect.
- c. Contractor will meet with CCS's Special Education Director either monthly or on an "as needed" basis;
- d. Contractor shall keep all evaluations and assessments performed on students and summarized in their reports in accordance with industry standards and in compliance with CCS policy on records retention.
- e. Contractor shall conduct all evaluations and perform services in accordance with state and federal guidelines;
- f. Contractor shall create reports based on evaluations and sessions with CCS students and draft all necessary treatment plans, including but not limited to, present levels and goals, including short and long-term objectives, for CCS students in their care;
- g. Contractor shall assist the IEP Team with the selection of equipment, such as AAC devices, appliances and physical arrangements of the classroom to help meet each student's needs;
- h. Contractor shall instruct the student and teacher on activities, if any, to be carried out between treatments;
- i. Contractor shall assist instructors regarding carryover of appropriate treatment through demonstration and supervision in the classroom as appropriate;
- j. Share information regularly with the teacher or case manager who coordinates the education program of identified students;
- k. Provide quarterly progress reports for incorporation into the educational records of the students receiving services
- l. In the event of unexpected school closures, Contractor agrees to work with CCS to determine what alternative platforms may be available so that the provider may continue to provide services.
- m. CCS retains full authority to remove Contractor from a CCS facility at any time; therefore, CCS also possesses authority to suspend access until CCS and Contractor can enter into a mutual agreement moving forward.

4. Insurance. Contractor shall carry independent professional liability insurance with limits of at least One Million Dollars (\$1,000,000). Such insurance coverage shall name Cumberland County Schools and the Cumberland County Board of Education as additional insureds on the policy.

5. **Indemnification.** Contractor shall indemnify and hold harmless CCS, its agents, and employees from any and all liability to Contractor, its agents, and employees or any third parties for claims, personal injuries, property damages, or loss of life or property resulting from, or in any way connected with, or alleged to have arisen from the performance of this Contract, except where the proximate cause of such injury, damage or loss was the sole negligence of CCS, its agents or employees. Contractor shall save, indemnify and hold CCS harmless and pay all judgments that shall be rendered in any such actions, suits, claims or demands against CCS alleging liability referenced above, except where the proximate cause of such injury, damage or loss was the sole negligence of OSSD, its agents, or employees.
6. **Independent Contractor.** Contractor shall render all services to CCS as an independent contractor and shall not be considered an officer, agent, or employee of CCS. Contractor is not entitled to any form of compensation, benefits, insurance, pension, workers' compensation, or any other benefit provided to an employee of CCS because Contractor is not an employee of CCS. Automobile liability insurance is the responsibility of the Contractor.
7. **Background Check.** Due to the Contractor's personal and direct interaction with Cumberland County Schools' students, Contractor agrees to comply with Tennessee Code Annotated Section 49-5-413 and be subject to and cleared by a background check through the Tennessee Applicant Processing Services Division of the Tennessee Bureau of Investigation as a condition precedent to this Contract. All background checks will be performed at the Contractor's expense and all background check documentation must be submitted to CCS's Director of Special Education before the Contractor and its employees begin providing services under this Contract. Contractor agrees to delay the start of its services until she is cleared by an appropriate background check. Contractor agrees to background checks every five (5) years.
8. **Drug Screening.** Contractor is committed to maintaining a drug and alcohol free workplace. Contractor agrees to abide by Cumberland County Board Policy NO. 5.403 and further agrees to comply with the processes and procedures set forth therein relative to its employees.
9. **Confidentiality.** The Parties to this Contract agree to share medical and educational information related to CCS students who are under the care of Contractor. The sharing of this information is necessary and related to the proper care and education of CCS students. The sharing of this educational and health information will not be construed a violation of HIPAA or FERPA. The Contractor agrees that any and all educational information related to other CCS students that may be acquired by the Contractor's employees will be kept strictly confidential and the Contractor shall not share such information with any person or entity outside of CCS personnel.

10. **Term.** The term of this contract shall be from November 10, 2025 and shall terminate on June 30, 2025, unless terminated earlier pursuant to Paragraph 13 herein.
11. **Compensation.** Contractor agrees to bill CCS at the hourly rate of \$90.00 per hour for speech therapy services, including treatment and consultation times. The District will also reimburse the Contractor for travel expenses at the rate of \$0.70 per mile. All mileage must be documented and submitted on invoices. Invoices will be paid out monthly within in thirty (30) days receipt of the same.
12. **Record Keeping.** Any records kept by Contractor related to any CCS student shall be maintained and CCS shall have a right to inspect and audit all such records for a minimum of six (6) years from the date of final services rendered by Contractor.
13. **Termination.** If the Contractor shall fail to fulfill, in a timely and proper manner, the Contractor's obligations under this Agreement, any CCS Policy, student IEP, or if the Contractor shall violate any of the covenants or stipulations of this Contract, CCS shall thereupon have the right to terminate this Contract by giving written notice to the Contractor of such termination and specifying the effective date thereof. If Contractor violates any state or federal law or regulation, CCS shall have the right to immediately terminate this Contract without notice.
- Either party to this Contract may terminate this Contract, with or without cause, by giving at least thirty (30) days prior written notice of the date of termination. In such event, all completed or incomplete work prepared by the Contractor shall be delivered to CCS, as directed by the Director of Special Education for CCS.
14. **Entire Agreement and Amendment.** This Contract contains the entire agreement between the parties with respect to the subject matter hereunder, and no waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by both CCS and the Contractor.
15. **Severability.** If any provision of this Contract is rendered or declared illegal by reason of any existing or subsequently enacted legislation or by decree of a court of last resort, CCS and the Contractor will promptly meet and negotiate substitute provisions for those declared or rendered illegal, but all the remaining provisions of the Contract shall otherwise remain in full force and effect.
16. **Captions.** The headings or captions of the Paragraphs of this Contract are inserted for convenience and reference only and shall not be deemed a part hereof or used in the construction or interpretation hereof.

17. **Governing Law.** This Contract shall be governed by and enforced under the laws of the State of Tennessee.

18. **Waiver.** Any party's failure to insist on compliance or enforcement of any provision of this Contract shall not affect its validity or enforceability.

19. **Counterparts.** More than one (1) copy of this Contract may be executed, and all parties agree and acknowledge that each executed copy shall be a duplicate original.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date of the last signature applied hereto.

**CUMBERLAND COUNTY SCHOOLS
BOARD OF EDUCATION**

By: Rebecca Farley
Dr. Rebecca Farley., Director of Schools

Date: 11.10.2025

CONTRACTOR:

By: Anne Davis

Date: 11/10/2025

MEMORANDUM OF UNDERSTANDING
BETWEEN
CUMBERLAND COUNTY BOARD OF EDUCATION
AND
Michelle Tindell, SSLT

This Memorandum of Understanding ("MOU") is entered into by and between CUMBERLAND COUNTY BOARD OF EDUCATION ("CCS") and Michelle Tindell ("Contractor") for the limited purpose of allowing Contractor to provide speech and language services to CCS students during the school day.

WHEREAS, CCS is dedicated to providing all of its students with a Free and Appropriate Public Education, including providing students with specific assistance with possible speech and language deficits; and

WHEREAS, Contractor is experienced in speech language pathology, has provided such services to public school children, and possesses the necessary special skills, licensure and certification to competently perform the requested services and agrees to provide such services to CCS students in strict compliance with CCS Policies, IDEA, Section 504 of the Rehabilitation Act of 1973, the Rules of the Tennessee State Board of Education and the terms of this Contract; and

WHEREAS, CCS is desirous of accommodating students' education needs by making available the Contractor who has special skills, and the Contractor is desirous of performing such services under the terms and conditions as set forth herein.

It is agreed as follows:

1. **Parties.** CCS is a local education agency ("LEA") that is subject to regulations under Tennessee and federal law related to the education of children, including, but not limited to, the IDEA and Section 504 of the Rehabilitation Act of 1973. Contractor is a speech-language pathologist who is licensed in the State of Tennessee, and who is qualified and who desires to provide speech-language services to CCS within the scope of any CCS student's needs, acceptable professional standards, CCS Policies, and Tennessee and federal law.
2. **Compliance with Tennessee and Federal Law.** In order to induce CCS to grant permission to Contractor to provide professional speech-language services to CCS students, Contractor agrees to be bound by the terms of the student's IEP or consents for evaluation, acceptable professional standards, any applicable physician's orders, CCS Policies, and Tennessee and federal law. The Contractor represents that the Contractor is familiar with and agrees to observe and comply with all federal, state, and local laws, statutes, ordinances, and regulations in any manner affecting the provision of Contractor's services, all instructions, and prohibitive orders issued regarding Contractor's work and shall obtain all necessary permits.

3. Scope of Services and Required Behavior. Contractor agrees that she will comply with the following conduct:

- a. Contractor shall provide speech-language services to students when necessary, determined by CCS;
- b. Comply with all Federal, State, and Local statutes prohibiting discrimination, abuse, and neglect.
- c. Contractor will meet with CCS's Special Education Director either monthly or on an "as needed" basis;
- d. Contractor shall keep all evaluations and assessments performed on students and summarized in their reports in accordance with industry standards and in compliance with CCS policy on records retention.
- e. Contractor shall perform services in accordance with state and federal guidelines;
- f. Contractor shall create reports on sessions with CCS students and draft all necessary treatment plans, including but not limited to, present levels and goals, including short and long-term objectives, for CCS students in their care;
- g. Contractor shall assist the IEP Team with the selection of equipment, such as AAC devices, appliances and physical arrangements of the classroom to help meet each student's needs;
- h. Contractor shall instruct the student and teacher on activities, if any, to be carried out between treatments;
- i. Contractor shall assist instructors regarding carryover of appropriate treatment through demonstration and supervision in the classroom as appropriate;
- j. Share information regularly with the teacher or case manager who coordinates the education program of identified students;
- k. Provide quarterly progress reports for incorporation into the educational records of the students receiving services
- l. CCS retains full authority to remove Contractor from a CCS facility at any time; therefore, CCS also possesses authority to suspend access until CCS and Contractor can enter into a mutual agreement moving forward.

4. Indemnification. Contractor shall indemnify and hold harmless CCS, its agents, and employees from any and all liability to Contractor, its agents, and employees or any third parties for claims, personal injuries, property damages, or loss of life or property resulting from, or in any way connected with, or alleged to have arisen from the performance of this Contract, except where the proximate cause of such injury, damage or loss was the sole negligence of CCS, its agents or employees. Contractor shall save, indemnify and hold CCS harmless and pay all judgments that shall be rendered in any such actions, suits, claims or demands against CCS alleging liability referenced above, except where the proximate cause of such injury, damage or loss was the sole negligence of OSSD, its agents, or employees.

5. **Independent Contractor.** Contractor shall render all services to CCS as an independent contractor and shall not be considered an officer, agent, or employee of CCS. Contractor is not entitled to any form of compensation, benefits, insurance, pension, workers' compensation, or any other benefit provided to an employee of CCS because Contractor is not an employee of CCS. Automobile liability insurance is the responsibility of the Contractor.
6. **Background Check.** Due to the Contractor's personal and direct interaction with Cumberland County Schools' students, Contractor agrees to comply with Tennessee Code Annotated Section 49-5-413.
7. **Drug Screening.** Contractor is committed to maintaining a drug and alcohol free workplace. Contractor agrees to abide by Cumberland County Board Policy NO. 5.403 and further agrees to comply with the processes and procedures set forth therein relative to its employees.
8. **Confidentiality.** The Parties to this Contract agree to share medical and educational information related to CCS students who are under the care of Contractor. The sharing of this information is necessary and related to the proper care and education of CCS students. The sharing of this educational and health information will not be construed a violation of HIPAA or FERPA. The Contractor agrees that any and all educational information related to other CCS students that may be acquired by the Contractor's employees will be kept strictly confidential and the Contractor shall not share such information with any person or entity outside of CCS personnel.
9. **Term.** The term of this contract shall be from November 12, 2025 and shall terminate on June 30, 2025, unless terminated earlier pursuant to Paragraph 13 herein.
10. **Compensation.** Contractor agrees to bill CCS at the hourly rate of \$45.00 per hour for speech therapy services, including treatment and consultation times. The District will also reimburse the Contractor for travel expenses at the rate of \$0.70 per mile. All mileage must be documented and submitted on invoices. Invoices will be paid out monthly within in thirty (30) days receipt of the same.
11. **Record Keeping.** Any records kept by Contractor related to any CCS student shall be maintained and CCS shall have a right to inspect and audit all such records for a minimum of six (6) years from the date of final services rendered by Contractor.
12. **Termination.** If the Contractor shall fail to fulfill, in a timely and proper manner, the Contractor's obligations under this Agreement, any CCS Policy, student IEP, or if the Contractor shall violate any of the covenants or stipulations of this Contract, CCS shall thereupon have the right to terminate this Contract by giving written notice to the

Contractor of such termination and specifying the effective date thereof. If Contractor violates any state or federal law or regulation, CCS shall have the right to immediately terminate this Contract without notice.

Either party to this Contract may terminate this Contract, with or without cause, by giving at least thirty (30) days prior written notice of the date of termination. In such event, all completed or incomplete work prepared by the Contractor shall be delivered to CCS, as directed by the Director of Special Education for CCS.

13. Entire Agreement and Amendment. This Contract contains the entire agreement between the parties with respect to the subject matter hereunder, and no waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by both CCS and the Contractor.

14. Severability. If any provision of this Contract is rendered or declared illegal by reason of any existing or subsequently enacted legislation or by decree of a court of last resort, CCS and the Contractor will promptly meet and negotiate substitute provisions for those declared or rendered illegal, but all the remaining provisions of the Contract shall otherwise remain in full force and effect.

15. Captions. The headings or captions of the Paragraphs of this Contract are inserted for convenience and reference only and shall not be deemed a part hereof or used in the construction or interpretation hereof.

16. Governing Law. This Contract shall be governed by and enforced under the laws of the State of Tennessee.

17. Waiver. Any party's failure to insist on compliance or enforcement of any provision of this Contract shall not affect its validity or enforceability.

18. Counterparts. More than one (1) copy of this Contract may be executed, and all parties agree and acknowledge that each executed copy shall be a duplicate original.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date of the last signature applied hereto.

**CUMBERLAND COUNTY SCHOOLS
BOARD OF EDUCATION**

By: Rebecca Farley
Dr. Rebecca Farley., Director of Schools

Date: 11.13.2025

CONTRACTOR:

By: Michael Lindool

Date: 11-12-25

Frank P. Brown Elementary

DECEMBER 2025



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
01	02	03	04	05 Concessions	06	07
08	09	10	11	12 Movie Night w/ Santa	13	14
15	16	17	18 Christmas Program 1:00 pm	19 Dismiss @ 10:00	20	21
22 Winter Break	23	24	25	26	27	28
29	30	31				



DECEMBER 2025



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 SPECIAL EDUCATION DAY	3	4	5	6
7	8	9	10	11	12	13
14	15	16 Skinny block Midterms	17 Finals 1 st & 4 th	18 Finals 2 nd & 5 th	19 10:00 DISMISSAL	20
21	22	23	24 CHRISTMAS EVE	25 Merry Christmas	26	27
28	29	30	31 NEW YEAR'S EVE			

----- Winter Break ----- Winter Break ----- Winter Break -----

----- Winter Break -----





deCEMBER 2025



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday


Saturday

Blank calendar cell for Sunday.

1

2

3


4  **6th Grade Playhouse**


6:00p.m. BOE Meeting

5 **5th Grade Homestead Tower**
 Millionaire Trip
 Archery Try Outs 3p.m.

6

7

8  **BUDDY'S HOLIDAY BASH**
3:15-5:00 P.M.

9  9:00a.m. Christmas Program (4th grade)
1:15p.m. Christmas Program 4th grade)

10

11 **5th Grade BIZ Town**

Miranda's Class Play Time Anytime

12 **SWPBS 7th & 8th Grade Oak Ridge**

13

14

15 **SWPBS 5TH & 6th Grade Oak Ridge**

16

17

18 **SWPBS PreK-4th Movie**

19 **10:00a.m. Dismissal**

20

21

22 WINTER BREAK

23 WINTER BREAK

24 WINTER BREAK

25 

26 WINTER BREAK

27

28

29 WINTER BREAK

30 WINTER BREAK

Reminder

January 1-4
January 5
January 8

Winter Break
Back to School
Report Cards



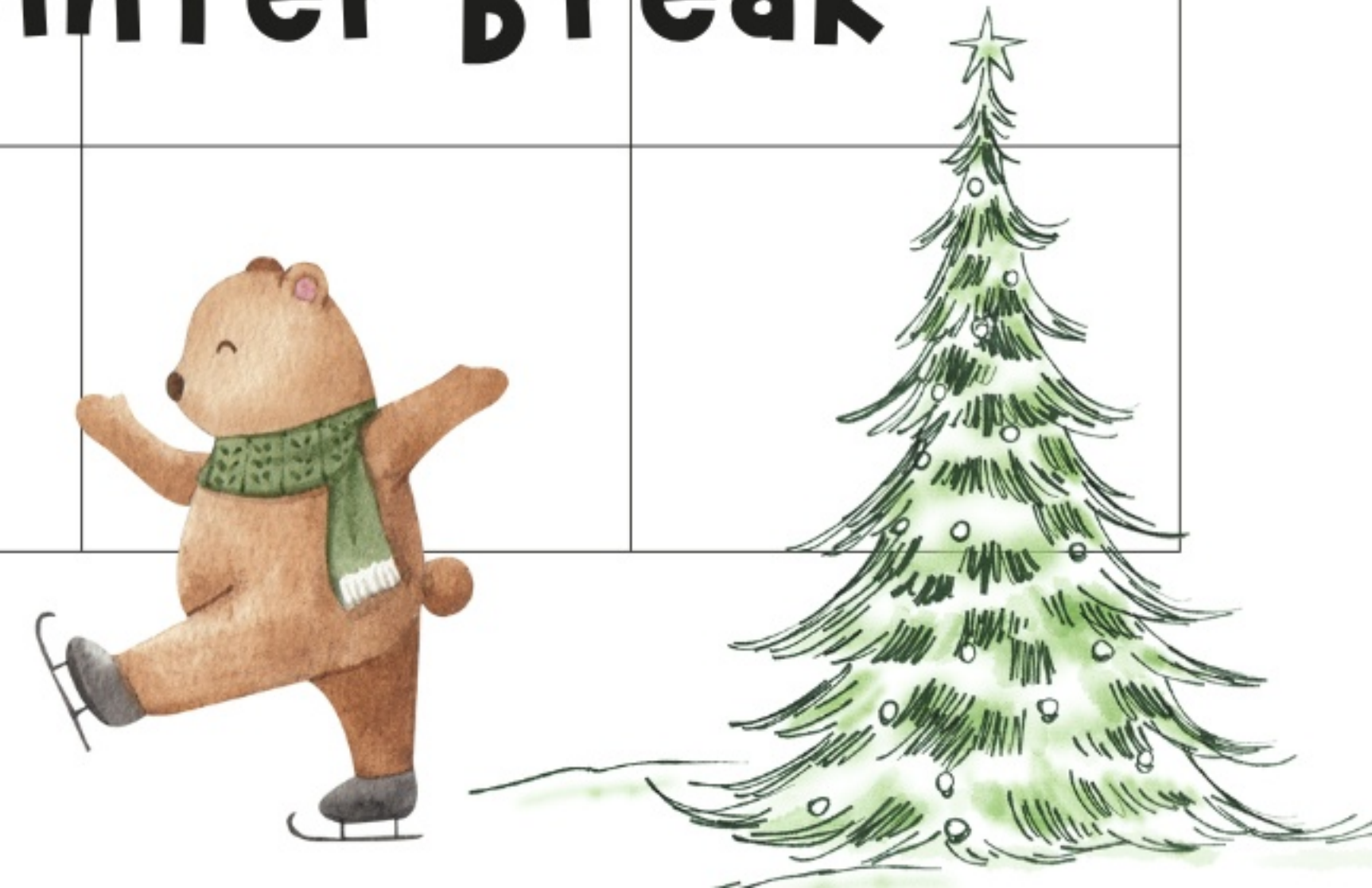
The beautiful thing about learning is that no one can take it away from you.



B.B. King

December 2025

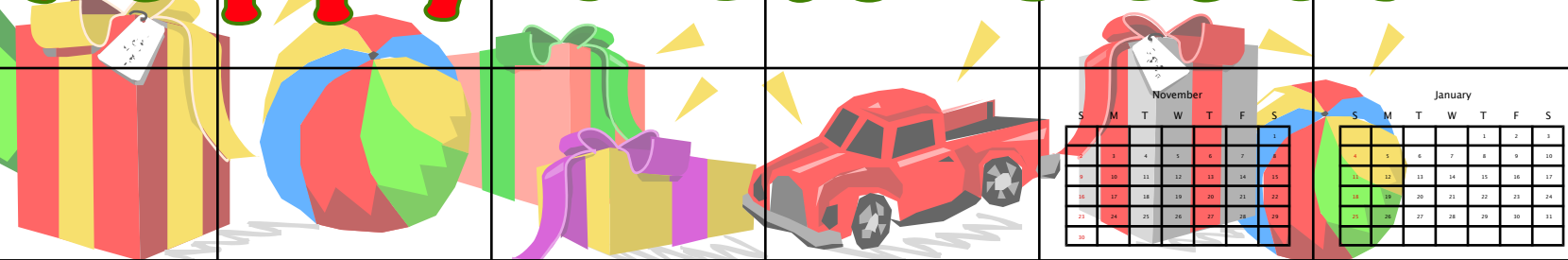
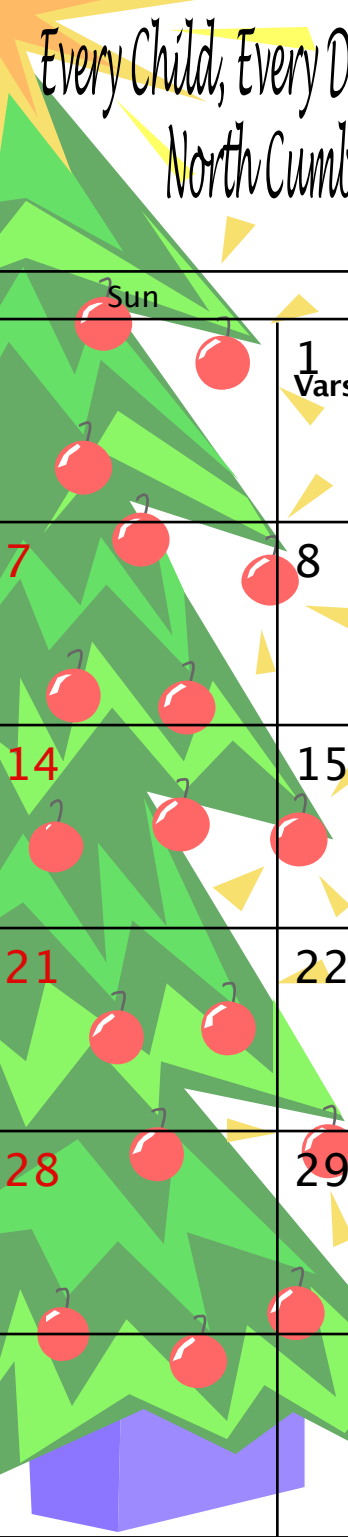
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	2	3	4	5 PBS Concessions Cookies with Santa 4:30-6:30	6 Robotics Lego Competition	7
8	9 2nd Grade to Playhouse Winter Band Concert	10	11 5th Grade to Biztown	12	13	14
15 Kindergarten Honors @1:00	16	17 1st Grade Honors @8:45 3rd Grade Honors @1:00	18 2nd Grade Honors @8:15	19 10:00 Dismissal 	20	21
22  Winter Break 	23	24	25 MERRY CHRISTMAS	26  Winter Break 	27	28
29  Winter Break 	30	31				



Every Child, Every Day, Excellence in Every Way
 North Cumberland Elementary




December 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Varsity Basketball 	2	3	4	5	6 North Winter Festival 8:00 – 2:00
7	8	9	10 5th BizTown 	11	12	13
14	15	16 Christmas Program 6pm	17	18	19 Dismiss @ 10:00am	20
21	22	23	24	25	26	27
Merry Christmas						
28	29	30	31	Happy New Year!		



Welcome Back! Let's finish the year strong!
#everydaythepatriotway

JANUARY 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Welcome Back Patriots!	6 Jr BETA meeting	7	8 Report Cards Go Home 	9	10
11	12	13 Parent/Teacher Conferences 3-6pm	14	15	16	17
18	19 NO SCHOOL 	20	21 8th Grade HS Registration	22	23	24
25	26	27	28	29	30 8th Grade Trip to Hermitage 	31

Every Child, Every Day, Excellence in Every Way
North Cumberland Elementary

December

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28



December
2025



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 EOC Eng #1	3 EOC Eng #2	4 EOC Eng #3 BOE Meeting Full Moon	5	6
7	8	9 EOC All Maths #1, #2, & #3	10 EOC Bio Faculty Meeting	11 EOC US His #1 & #2 Data Meeting	12	13
14	15	16	17 Finals	18 Finals No TCAT	19 10am Dismissal Last Day Term 2	20
21	22 Winter Break	23 Winter Break	24 Winter Break	25 Winter Break Christmas Day	26 Winter Break	27 Winter Break
28	29 Winter Break	30 Winter Break	31 Winter Break New Year's Eve			



December 2025

PINE VIEW ELEMENTARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		2	3	4	5	6
	5th/6th to BizTown			Genius Hour 4:30 - 5:30		PTO Breakfast with Santa
	K - 8 Winter Benchmark: K - 3 AimsWeb/4 - 8 EasyCBM					
7	8	9	10	11	12	13
	K - 8 Winter Benchmark: K - 3 AimsWeb/4 - 8 EasyCBM			3rd - 8th Mastery Connect		
14	15	16	17	18	19	20
				Family Engagement #2 2:00 - 4:00est	10:00 Dismissal	
	3rd - 8th Mastery Connect				End of 2nd Nine Weeks	
21	22	23	24	25	26	27
WINTER BREAK						
28	29	30	31			

Pleasant Hill Elementary

December 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Basketball Tournament @ Crab Orchard (only the top 3 teams will play)	2	3 Chess Club Meets 3:00-4:00	4	5	6
7	8	9 Band Concert In the gym @ 6:00pm	10	11	12	13
14	15 Pomona Methodist Christmas Village Classes will be taken by bus	16	17 Chess Club Meets 3:00-4:00	18 Christmas Parade 1:15 Cocoa w/ Santa after school	19 Abbreviated Day Release @ 10:00	20
21	22 Winter Break	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27
28	29 Winter Break	30 Winter Break	31 Winter Break		**Students Return to School Jan. 5th 2026**	

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

Today

< > December 2025

SMHS



Month



SUN 30	MON Dec 1	TUE 2	WED 3	THU 4	FRI 5	SAT 6
● 1pm SMMS Boys Basketball Practi	EOC Window					
	● 3pm Wrestling Practice (Aux) ● 3pm Boys Basketball Practice Var 2 more	English 9 & 10 Part 1 Schedule 2/1/ ● 3pm Wrestling Practice (Aux) 3 more	SDC US History AM/PM Normal Scl ● 3pm Wrestling Practice (Aux) 2 more	English 9 & 10 part 2 Schedule 2/1/ ● 3pm Wrestling v Rhea County w/ v 4 more	● 3pm Wrestling Tournament @ Knc ● 3pm Boys Basketball Practice Var: 3 more	SAT Elementary Basketball Tournament 3 more
7	8	9	10	11	12	13
EOC Window						
● 8am Simple Life Church Rental (A	English 9 & 10 part 3 Schedule 2/1/ ● 3pm Wrestling Practice (Aux) 5 more	● 1pm SDC Psychology SDC Special ● 2pm SMMS Vs. CCMS 4 more	Biology Schedule 3/1/4/5 ● 1:30pm TN Promise Meeting Senic 3 more	Algebra 1 & 2, Geometry all parts 1. ● 2pm SMMS @ Avery Trace 6 more	SDC Make-ups, RTI Benchmark Tes ● 3pm Wrestling Tournament: 140 C 3 more	ACT Wrestling Tournament: 140 Class (E
14	15	16	17	18	19	20
EOC Window					Basketball Tournament - 5 Star Hoops	
● 8am Simple Life Church Rental (A	CTE guest speakers Job Corp(NTF 7am PLC Department meetings 4 more	3rd blk Mid Term 4 more	1st & 5th Finals 3 more	MS Basketball Tournament @ Sevier County 5 more		Wrestling Tournament @ Wilson Ce 5 more
21	22	23	24	25	26	27
Basketball Tournament - 5 Star Hoops			Christmas Eve	Christmas Day	● 3:30pm Children's Orchestra prac	
● 8am Simple Life Church Rental (A	Winter Break					
	● 3:30pm Cheer Premier Practice (C		● 5:30pm SMMS Baseball Open Fac		● 5:30pm SMMS Baseball Open Fac	
28	29	30	31	Jan 1	2	3
Winter Break						Wrestling Tournament @ Maryville
● 8am Simple Life Church Rental (A	Basketball Christmas Tournament in Nashville			New Year's Day	Admin Day No Students	● 2pm MS Basketball v Cannon Cou
● 2pm Boys Basketball Practice Var:	● 3pm Wrestling Practice (Aux) 2 more	Wrestling @ Alcoa Duals ● 3pm Boys Basketball Practice Var:	New Year's Eve 3 more	● 3pm Boys Basketball Practice Var:	Wrestling Tournament @ Maryville 2 more	

Today

< > January 2026

SMHS













Month ▾



SUN 28	MON 29	TUE 30	WED 31	THU Jan 1	FRI 2	SAT 3
Winter Break						Wrestling Tournament @ Maryville
● 8am Simple Life Church Rental (A)	Basketball Christmas Tournament in Nashville			New Year's Day	Admin Day No Students	● 2pm MS Basketball v Cannon Cou
● 2pm Boys Basketball Practice Var:	● 3pm Wrestling Practice (Aux) 2 more	Wrestling @ Alcoa Duals ● 3pm Boys Basketball Practice Var:	New Year's Eve 3 more	● 3pm Boys Basketball Practice Var:	Wrestling Tournament @ Maryville 2 more	
4	5	6	7	8	9	10
	Students Return ● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux) 2 more	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux)	BOE Agenda deadline ● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux)	Grade Cards Go Home ● 3pm Boys Basketball Practice Var: ● 3pm Faculty Meeting 2 more	Clubs MD Activity Schedule ● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux) 2 more	Wrestling District Duals @ CCHS
11	12	13	14	15	16	17
	7am PLC Department meetings					Wrestling Tournament @ Karns Du:
	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux) ● 6pm MS Basketball @ Prescott So	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling @ McMinn County ● 6pm Basketball @ White County	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux)	● 9:10am STARS 12th ● 10:35am STARS 11th 3 more	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux) ● 3:30pm Children's Orchestra prac	● 6pm Basketball v Smith County (J
18	19	20	21	22	23	24
● 2pm Boys Basketball Practice Var:	MLK Day No School Martin Luther King Jr. Day ● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux)	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Regional Duals @ ● 6pm Basketball v Upperman HS	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux)	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Sectional Duals @ ● 6pm BOE Meeting	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux) ● 3:30pm Children's Orchestra prac ● 6pm Basketball v CCHS	Wrestling @ Alcoa Tournament (Gi ● 7am Premier Athletics Rental
25	26	27	28	29	30	31
	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux)	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux) ● 6pm Basketball @ York Institute	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux)	● 3pm Boys Basketball Practice Var: ● 3:30pm Wrestling v Marion Count	● 3pm Boys Basketball Practice Var: ● 3pm Wrestling Practice (Aux) ● 3:30pm Children's Orchestra prac ● 6pm Basketball @ Livingston Acar	Wrestling State Duals @ TBA

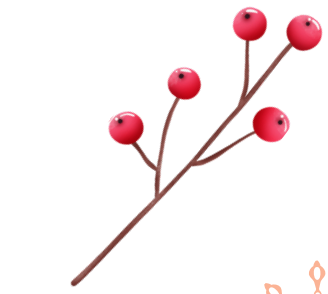


December

MON Dec 1	TUE 2	WED 3	THU 4	FRI 5
<ul style="list-style-type: none"> 3pm Quest Club- Music Rm-1st Monc 	<p>Pictures: VBB, VGB, VC then YB Superla</p> <ul style="list-style-type: none"> 3pm Toys 4 tots wrapping event (BET) 3pm Kindness Club - 1st Tu - Gr2-5 		<p>BOE MEETING</p> <ul style="list-style-type: none"> 7am FCS 7am FCS - 130 weekly 7am Kingdom Kids - Room 117 	<ul style="list-style-type: none"> 7am Chess Club - Bi Weekly Rm 104 4pm Martin and South (BETA) Toys 4
<p>8</p> <p>BIZ Town - 5th</p> <ul style="list-style-type: none"> 3pm Girls Winter League BB Tryouts 	<p>9</p> <ul style="list-style-type: none"> 6pm Winter Band Concert 	<p>0</p> <ul style="list-style-type: none"> 7:55am 3rd PLC's 11:30am Benchmark Testing #1 	<p>11</p>  <ul style="list-style-type: none"> 7am FCS 7am FCS - 130 weekly 7am Kingdom Kids - Room 117 11:30am Benchmark Testing #1 	<p>12</p> <ul style="list-style-type: none"> 11:30am Benchmark Testing #1 
<p>15</p> <ul style="list-style-type: none"> 11:30am Benchmark Testing #1 	<p>16</p> <ul style="list-style-type: none"> 11:30am Benchmark Testing #1 	<p>K - MidLine Challenge Glow Party</p> <ul style="list-style-type: none"> 11:30am Benchmark Testing #1 	<p>18</p> <ul style="list-style-type: none"> 7am FCS 7am FCS - 130 weekly 7am Kingdom Kids - Room 117 11:30am Benchmark Testing #1 3 more 	<p>19</p> <p>ABREVIATED DAY-RELEASE 10</p> 
<p>22</p> <p>WINTER BREAK</p>				
<p>WINTER BREAK- NO SCHOOL!</p>				
<p>29</p> <p>WINTER BREAK</p>	<p>30</p>	<p>31</p>	<p>Jan 1</p> <p>School Board Recognition Month- BOE</p>	<p>2</p> <p>ADMIN DAY 3</p> 
<p>WINTER BREAK- NO SCHOOL!</p>				

DECEMBER 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 6-8 th grade Basketball Tournament @ Crab Orchard 4-8:30	2 K-2 trip to the Playhouse	3	4 3-5 th to TTU	5	6
7	8	9	10 5 th grade to BizTown 6 pm Winter Concert	11	12 PBS 1-2 nd to Rev Church 8-12	13
14	15	16 6 pm PreK-2 nd Winter Program	17 PBS Kindergarten to Oak Ridge Children's Museum	18	19 10 AM dismissal	20
21	22 Winter Break Girls Basketball to UT game	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break
28 Winter Break	29 Winter Break	30 Winter Break Boys Basketball to UT	31 Winter Break			



BES November 2025 Newsletter



FRANK P. BROWN ELEMENTARY SCHOOL



Please join us in recognizing our outstanding BES Teachers of the Year, Samantha Herrick and Brad Houston, and Staff Member of the Year, Jessi Wyatt. Congratulations to these wonderful educators!



Students, teachers, and staff enjoyed dressing up as their favorite book characters in October.



Brown Elementary held our annual Veterans Day Program to remember and honor those who have served in the US Armed Forces. A reception followed for veterans and their families.



Students received recognition for their accomplishments during the first grading period of the school year.



Cumberland County Fire Department partnered with Brown Elementary for Fire Safety Day to educate students about fire prevention and what to do in the case of a fire.



BES Beta Club flooded our hallways with positivity posters and cleaned up our school grounds this fall.

THE HORIZON

LOOKING FORWARD, GROWING STRONG - MONTHLY MOMENTS FROM CCHS.

OUR JET PACK STUDENT & STAFF PICKS

Attendance Winner (Sponsored by Crossville Nutrition):
Hunter Martin

Jet Pack Grand Winner (Sponsored by Cumberland SignWorks):
Dakota Propst

Students of the Month:

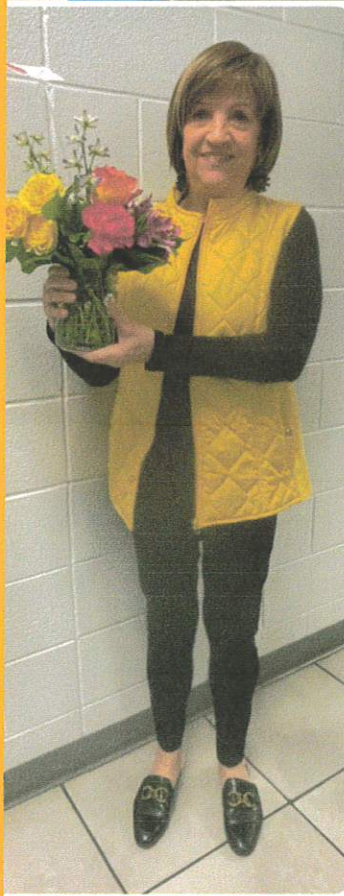
- 9th Grade: Kailey Jones
- 10th Grade: Dakota Propst
- 11th Grade: Said Chacon Saenz
- 12th Grade: Lillyonah Rice

Staff of the Month

- Custodian: Chris Moore
- Counselor: Megan Sherfield
- Teacher: Darcy Phipps
- Teacher: Andrew Phipps

2025 CCHS Teacher of the Year:
Mrs. Laura Brewer

2025 CCHS Classified Employee of the Year
Mrs. Fran Young



VETERANS DAY PROGRAM CELEBRATION

On November 7, Cumberland County High School proudly honored our local veterans with a heartfelt Veterans Day Program. The Jet Pride Band, CCHS Choir, Beta Club, and FFA students came together to show their gratitude through music, readings, and service.

The program began with a parade of veteran guests and the presentation of colors, filling the auditorium with pride and respect. Throughout the event, students shared patriotic songs and meaningful readings, reminding everyone of the courage, sacrifice, and dedication of those who have served our country. It was a special day of reflection and celebration as our school community came together to say thank you to all who have served.



Momentum Makers

Jet Sponsors:

CatFit Yoga

Krazy Squirrel

The Cookie Company



MEET THE JETS: A NIGHT OF SCHOOL SPIRIT & COMMUNITY PRIDE

CUMBERLAND COUNTY CAME TOGETHER FOR MEET THE JETS, A FUN-FILLED BOOSTER FUNDRAISER TO KICK OFF THE 2025 BASKETBALL SEASON!

THE EVENING BEGAN WITH EXCITING SCRIMMAGES FEATURING THE CUMBERLAND COUNTY MIDDLE SCHOOL GIRLS AND BOYS BASKETBALL TEAMS, FOLLOWED BY ACTION-PACKED GAMES FROM THE CCHS GIRLS AND BOYS TEAMS.

THROUGHOUT THE NIGHT, FANS WERE TREATED TO PERFORMANCES BY THE JET PRIDE BAND, CHEER TEAM, AND DANCE TEAM, KEEPING THE ENERGY HIGH AND THE CROWD CHEERING.

A HIGHLIGHT OF THE NIGHT WAS THE ALUMNI RECOGNITION, CELEBRATING THOSE WHO HELPED BUILD THE STRONG ATHLETIC TRADITION WE ENJOY TODAY. THREE MEMBERS OF THE FIRST-EVER CCHS CHEER TEAM EVEN TOOK THE FLOOR AGAIN, JOINING OTHER ALUMNI CHEERLEADERS FOR A SPIRITED PERFORMANCE THAT BROUGHT SMILES ALL AROUND.

IT WAS TRULY A NIGHT TO REMEMBER — FULL OF COMMUNITY, PRIDE, AND JET SPIRIT!

CRAB ORCHARD NEWS



November 2025



SOIL AND WATER CONSERVATION POSTER CONTEST

Tucker Brown and Crimson Waldo both take first in their respective grade categories in the Cumberland County Soil and Water Conservation District poster competition.

FALL HAPPENINGS



Learning to ride a bike is a balancing act that our Kindergarten students have tackled over the last few weeks here at Crab Orchard. They all say it was a lot of hard work, but "Wheelie" fun to learn.



COUNTY CHAMPIONS

The JV Crab Orchard Lady Tigers and Coach Emma came through with a first place win during the district wide tournament.



Crab Orchard partnered with Homestead, North, and Stone Elementary choir members for a performance honoring our veterans at the Field of Honor.

HES is Celebrating Our Veterans



Haunted Gym Classes





MARTIN ELEMENTARY

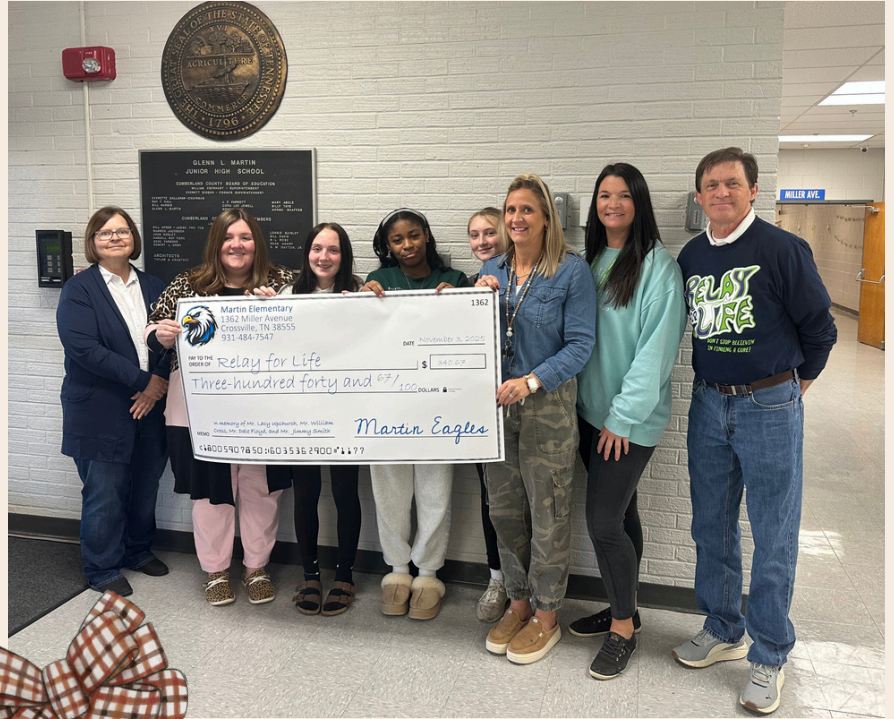
newsletter

hello
FALL

NOVEMBER 2025

STUDENT-LED INITIATIVE RAISES CANCER AWARENESS

5th through 8th grade students in the House of Isibindi (House of Courage) led a two-part initiative, titled “Shades of Hope”, to raise both awareness and funds for cancer research. From October 20-24, students and staff wore a different color each day to honor and bring awareness to different types of cancer. In addition, students brought in donations, collecting over \$300.00. All proceeds were donated to Relay for Life, an organization that unites communities to celebrate cancer survivors, remember loved ones lost, and fight back through life-saving research and patient support. We are proud of these students for being proactive about community service!



UPCOMING EVENTS:

- 11/ 11- Veterans Day Program (10:00 AM)
- 11/23 - 11/25 - Beta Convention
- 11/26 - 11/28 - No School
Thanksgiving Break
- 12/5 - Cookies with Santa (4:30 PM - 6:00 PM)
- 12/19 - Dismiss at 10:00 AM
- 12/20/25 - 1/4/26 - No School
Winter Break



PRE-K - 4TH

Teacher of the Year

Jennifer Petru-Gilbert was selected as this year's K-4 Teacher of the Year! As a dedicated special education teacher, Mrs. Gilbert goes above and beyond to create a supportive, inclusive environment for her kindergarten and first grade students. Her passion for helping each child reach their full potential shines through every day. We are so proud to have her making a difference in the lives of our youngest learners!



5TH - 8TH

Teacher of the Year

Congratulations to Lindsey Dennis, Martin Elementary's 5th - 8th Grade Teacher of the Year! As our amazing school counselor, Mrs. Lindsey wears more hats than we can count – from guiding students through challenges to supporting the entire school community. Her unwavering dedication and care make a lasting impact on everyone she works with!



CLASSIFIED STAFF

Member of the Year

Ms. Cindy Demetro was chosen as Martin Elementary's Classified Staff Member of the Year! Ms. Cindy is one of Martin's Teacher's Assistants, but don't let the title fool you – Cindy plays a vital role in shaping the future of our youngest learners. But that's not all! She supports teachers and is willing to lend a helping hand anytime.

Her dedication, kindness, and hard work make our school community a better place!



NCE



"Every Child, Every Day, Excellence in Every Way"

STEAM

North Cumberland Elementary's kindergarten through second-grade students recently took a special trip to C-Town, where they explored the many places and people that keep our community running. Students visited local spots such as the bank, post office, fire department, sheriff's office, and other businesses to learn about different careers and how each one plays an important role in our city.

The trip gave students a hands-on look at how their community works and inspired excitement about future jobs they might one day have. It was a fun and educational day full of discovery, teamwork, and hometown pride!



Upcoming Events

November

- 3rd K-2 C-town Field Trip
- 6th Chick-Fil-A Night
- 7th 8th grade trip to Capital
- 11th Veteran's Day Program
- 14th Hat Day
- 17th 4th grade trip
- 18th Turkey Trot
- 19th Progress Reports
- 21st Thanksgiving Lunch
- 23rd-25th BETA Convention
- 24th 7th grade trip
- 26th - 28th Thanksgiving Break

December

- 6th Winterfest
- 10th 5th to Biztown
- 16th Winter Program
- 19th Early Dismissal (Winter Break)



Ignite Your Imagination, Patriots!

EJA

North Cumberland Elementary has launched its Reading Buddy Program! Each week, 8th graders will visit kindergarten classes during Encore time to read with a younger student. The program helps older students practice reading aloud while encouraging confidence and a love of books in our youngest learners.

We kicked things off on Halloween, when students met their buddies and shared candy. The program will continue every Friday from November through early May—building leadership, friendships, and a love for reading across grade levels.



Patriot Pulse

At North Cumberland, our youngest learners had an exciting opportunity to learn how to ride bikes through the All Kids Bike Program. The program generously provided three racks of appropriately sized bikes and helmets, allowing our PreK-1st grade students to participate in hands-on learning throughout the month of October. This experience not only encouraged bike safety but also gave students a fun and memorable way to build confidence, coordination, and teamwork with their classmates.



Teacher Feature



Hi! I am Chelsea Eaton, and I'm so excited to be teaching Human Sciences and Careers this year. I am currently in my fourth year of teaching. In previous years, I taught ELA at Upperman Middle School where I also coached cheer.

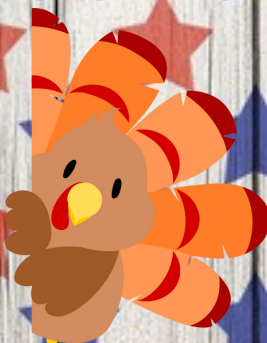
I am passionate about helping students gain real-life skills, explore career paths, and build confidence for their futures. Whether we're learning how to plan meals, manage money, prepare for interviews, or simply navigate everyday life, my goal is to make this class practical, meaningful, and fun. When I'm not teaching, I love spending time with my husband, Tyler, and daughter, Eloise, thrifting for vintage finds, and creating cozy, curated spaces,

Paraprofessional Spotlight



Hello! My name is Kristin Stafford, and I started working at NCE 4 weeks ago, as a teacher assistant. I grew up in Crossville, and attended NCE all through my elementary education. I love getting to interact with students, and helping the teachers in their classroom. When I am not at work, you will catch me with my husband of almost 11 years, and our 13 year old son, Kase. We enjoy family time at church, the lake, camping, spending time with other family members, and eating at Cancuns. I look forward to getting to know more of the staff at NCE, and am happy to help wherever I am needed.

Happy
Thanksgiving



Staff and students made the Pledge for Red Ribbon Week



October

PBS for the WIN!

Students can trade Flame tickets for snacks



Phoenix Happenings



SRO Student of the Month recognized

Congratulations to sophomore Sierra Concepcion for receiving the SRO Student of the Month Recognition for October. She was nominated by a teacher who says that "Sierra holds herself to a higher standard and does not let the actions of others bring her down. She is polite and works well in her classes and will give 100% to her tasks. She takes responsibility for her actions which is a testament to her maturity and character. Her positive influence and commitment are inspiring to both students and staff".

Congratulations Sierra, we are so proud of you!

Congratulations to Anita Jones for winning the Annual Phoenix Chili Cook Off!!



Phoenix Student Council Members met for fajitas and to discuss plans and projects. Members include Ally Martin, Olivia Roach, Gauge Emison, Falon Lambert, Jacob Rice, and Sylar Springer.



Cafe Manager Meggan Tuttle and student Olivia Roach were udderly adorable for Halloween!

Happy Veterans Day



Pine View Band with
music director
Mr. Andrew McDonald



4th and 5th students



1st-5th grade students

Pine View
November 2025



Pleasant Hill Elementary

NOVEMBER NEWS



World's Finest Students
Sell World's Finest
Chocolate



PHS students helped to support their school by selling World's Finest Chocolate. Classes selling the most boxes won 5 lb chocolate bars. The top seller, Braelynn McCarter, won \$100. We are grateful for all that helped to make our fundraiser a success.

Kiss
the
Pig



Mrs. Taylor Blyly had the most votes in the "kiss the pig" contest. PHS students cheered her on during this magic moment.

Pleasant Hill Elementary Annual Costume Parade



November
2025

November Classroom Highlights

2nd Grade Book Character Pumpkins

Second grade students celebrated some of their favorite books by creating character pumpkins.



The First Millionaire of the Year

Fourth grader, Daniel Dora, was the first student, this year, to reach millionaire status by reading over one million words. Congratulations!



Volunteer Spotlight!

Kindergarten had the honor of listening to a story read using braille by Johnathan Chaney who is visually impaired.



4th Students Celebrate Their Reading Achievements

Fourth graders that met their AR goals traveled to Chuckles for a fun filled day!

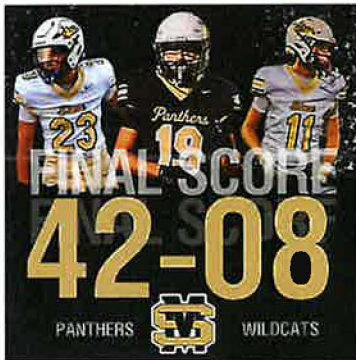


SMHS NEWSLETTER

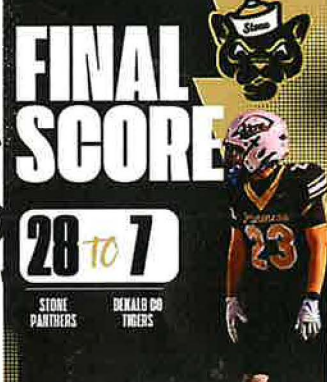


NOVEMBER 2025

Go Panthers!



Let's Play FOOTBALL



Cross Country heads to STATE!



Culinary

On the 24th, Culinary hosted Burger Wars! The students made burgers with a theme! Some of the staff served as judges.



Congratulations to SMHS Band!
They won 2nd place for Drum Major and Band!
GO PANTHERS!



Upcoming Events

- Thanksgiving break
November 26th-28th





Award day at South



South Cumberland celebrated our hard working students with each class having a principal award, character counts award, and upper grades celebrating those who made honor roll. We had many recipients of these awards, and we appreciate all of your hard work!



Homecoming @ SCE



We celebrated 8th graders who were a part of our basketball teams and cheer squad who have meant so much to us at South. Truly a great group of kids!



Upcoming benchmark schedule

Starting December 10th South Cumberland will be taking benchmarks to gauge where students are at. We will take these from Dec. 10- Dec. 15. We ask families do their absolute best to be present and kids well rested so they can do their best on these test.

Thank you!!



December				
MON	TUE	WED	THU	FRI
Dec 1	2	3	4	5
<ul style="list-style-type: none"> 8pm Quest Club- Music Rem for More 	<ul style="list-style-type: none"> 8:00am-10:00am 8th Science 8pm Toys 4 Bids wrapping event (BET) 8pm Kindness Club - 1st Tu - GS-5 	<ul style="list-style-type: none"> HELLO DECEMBER 	<ul style="list-style-type: none"> 8:00am Testing 8am PCS 8am PCS - 100 weekly 8am Kingdon Kids - Room 117 	<ul style="list-style-type: none"> 8am Chess Club - @ Weekly @m 104 8am Martin and South (BETA) Toys 4
<ul style="list-style-type: none"> 8:20am-9:30am 	<ul style="list-style-type: none"> 8pm Winter Band Concert 	<ul style="list-style-type: none"> 7:50am 3rd PACT 11:30am Benchmark Testing #1 	<ul style="list-style-type: none"> 8am PCS 8am PCS - 100 weekly 8am Kingdon Kids - Room 117 11:30am Benchmark Testing #1 	<ul style="list-style-type: none"> 11:30am Benchmark Testing #1
<ul style="list-style-type: none"> 8pm Girls Winter League @8 Tournaments 		<ul style="list-style-type: none"> 11:30am Benchmark Testing #1 	<ul style="list-style-type: none"> 8am PCS 8am PCS - 100 weekly 8am Kingdon Kids - Room 117 11:30am Benchmark Testing #1 	<ul style="list-style-type: none"> 8:00am-9:00am RELEASE TO
<ul style="list-style-type: none"> 11:30am Benchmark Testing #1 	<ul style="list-style-type: none"> 11:30am Benchmark Testing #1 	<ul style="list-style-type: none"> 8:00am-9:00am Challenge Class Party 11:30am Benchmark Testing #1 	<ul style="list-style-type: none"> 8am PCS 8am PCS - 100 weekly 8am Kingdon Kids - Room 117 11:30am Benchmark Testing #1 	<ul style="list-style-type: none"> 8:00am-9:00am EARLY DISMISSAL
WINTER BREAK				
WINTER BREAK- NO SCHOOL!				
WINTER BREAK				
WINTER BREAK- NO SCHOOL!				
School Board Recognition Month: DEC				
CROWN DAY 3				

STONE ELEMENTARY NEWS

HOME OF THE COYOTES



Amazing Coyote Staff

Pre-K News

Our PreK students have completed our first unit of study on Connecting with School and Friends. We are learning to cooperate with our teachers and make new friends. Students with good behavior were treated to a field trip to the pumpkin patch. Several students have demonstrated great effort and they were celebrated by our administrators, teachers, and classmates. Everyone enjoyed participating in our Annual Book Character Parade!



Kindergarten



Our kindergarten classes celebrated those students who earned awards for their great effort during the 1st nine weeks.

1st Grade



First grade teachers celebrated their students 1st nine weeks accomplishments.

First grade classes had fun recording a special snow day message with Dr. Farley.



PBS trip to the farm and halloween fun with Mrs. Morgan's class.

2nd Grade



We are so very proud of our students efforts for the 1st nine week. We celebrated those with perfect attendance, character award, math/reading award, and special area awards.



Halloween fun: Character Parade and trick or treat math.



We ended our Greek Units with sampling various Greek foods.

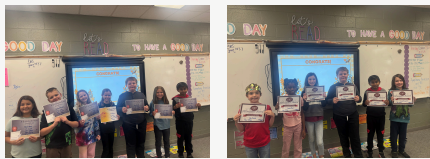


3RD GRADE



Our 3rd graders who earned Perfect Attendance, Honor Roll, and special area awards. We are so proud of their hard work

4th Grade



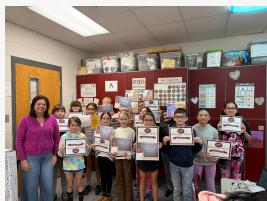
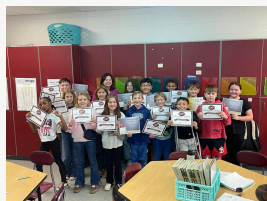
Fourth grades rising stars. These students earned awards for their efforts during the 1st nine weeks.



5th Grade



Students working on IXL skills. For every smart score of 100, they put their name on a chart. They've mastered 100 so far. Way to go!



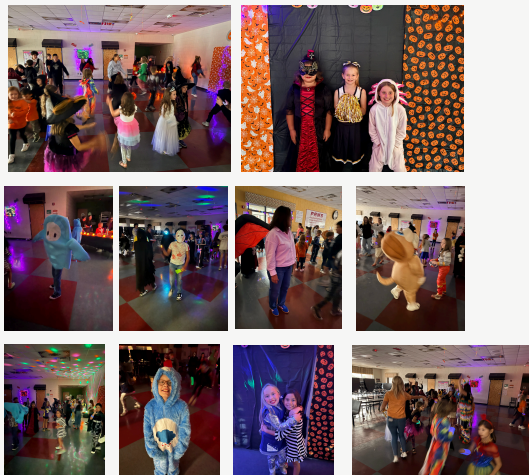
Fifth grade award winners for the 1st nine weeks.

School/Sports

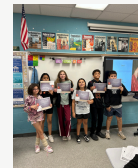
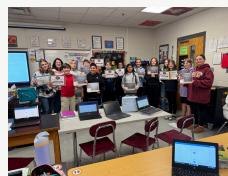


8th Grade Night

Grades one through five hit the dance floor at a Halloween bash with the legendary DJ Jenn Davis spinning the spooky beats!



6th-8th grade



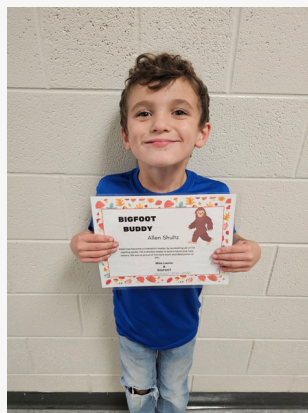
Our 6-8th grade 1st nine week award winners. We are proud of all their hard work!

Special Area



SES choir performed at the Field of Honor this Saturday!

Bigfoot Buddy of the Month



This month's Bigfoot Buddy is Allen Shultz. He is being recognized for exceeding all his reading goals and lending a hand to all that need him.

Issued:	Procedure:	
April 2025	Policy Reference:	
Field Trip and Excursions		4.302 Exhibit B

Cumberland County Schools Field Trip Request

In State/Pre-Approved _____ **Overnight** _____ Out of State _____

This form is to be submitted to the principal and received in the appropriate Director's office 2 weeks prior to the date of the trip for approval. **OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.**

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then afterward filed in the principal's office.

School CCHS Subject/Grade Level 9-12 Music
 Trip Requested By Bruce Johnson Date of Trip Feb. 5-7, 2026
 Destination All-East Honor Band Clinic City Gatlinburg State TN
 Departure Time TBD Return TBD Admission per student \$ _____

Special Services: Check ALL that apply. Prior approval is required. School Nurse SpED Bus SpED Assistant
 Student has 504 plan Bus with Lift

School Nurse Signature *Laura Eshen* SPED Signature *[Signature]*

Please Check Type of Activity

- Academic Field Trip
- Incentive Field Trip
- School Clubs
- Band/Chorus
- Competition
- Sports
- Special Classroom Trip (Describe) _____
- Other _____

No Bus Required

Teachers Going: _____ # of Students TBD

Bruce Johnson
Brandon Fletcher

Students audition for the honor bands and are selected based on their auditions

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS _____

Additional Chaperones (If Needed)
 Cafeteria (Notified) Signature *[Signature]* Purchase Order Requested
 Substitute Requested (If Needed) Permission Slip Obtained (Take on trip)
 School Nurse Signature *Laura Eshen*

Sponsoring Teacher's Signature Bruce Johnson Cell Phone # 865-936-7758 Principal's Signature *[Signature]* Date 11/4/25

For Transportation Dept Only			
Drivers: 1) _____	2) _____	3) _____	4) _____
Beginning Mileage _____	Ending Mileage _____	Total Miles _____	
Amount to be paid to driver \$ _____		Amount for Fuel \$ _____	
Transportation Supervisor _____			

To be completed for out-of-state and overnight school sponsored trips only

Approved Denied _____

Director of Schools _____ Date of Board Approval _____

Issued: April 2025	Procedure: Policy Reference: Field Trip and Excursions	4.302 Exhibit B
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Cumberland County Schools Field Trip Request
 In State/Pre-Approved _____ Overnight Out of State

This form is to be submitted to the principal and received in the appropriate Director's office 2 weeks prior to the date of the trip for approval. **OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.**

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then afterward filed in the principal's office.

School Cumberland County High School Subject/Grade Level 9-12
 Trip Requested By Christian Goodwin Date of Trip December 17-21
 Destination Niceville, Florida High School City Niceville, FL State FL
 Departure Time 3:00 PM Return 3:00 PM Admission per student \$ 0

Special Services: Check ALL that apply. Prior approval is required. School Nurse SpED Bus SpED Assistant
 Student has 504 plan Bus with Lift

School Nurse Signature [Signature] SPED Signature [Signature]

Please Check Type of Activity

- Academic Field Trip
- Incentive Field Trip
- School Clubs
- Band/Chorus
- Competition
- Sports
- Special Classroom Trip (Describe) _____
- Other _____

Teachers Going: Christian Goodwin # of Students 15
Sean Eckert

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS 15

Additional Chaperones (If Needed): Kevin Woody, Mason Wyatt
 Cafeteria (Notified) Signature [Signature] Purchase Order Requested
 Substitute Requested (If Needed) Permission Slip Obtained (Take on trip)

School Nurse Signature [Signature]
 Sponsoring Teacher's Signature [Signature] Cell Phone # 251-609-0933 Principal's Signature [Signature] Date 10-22-25

For Transportation Dept Only			
Drivers: 1) _____	2) _____	3) _____	4) _____
Beginning Mileage _____	Ending Mileage _____	Total Miles _____	
Amount to be paid to driver \$ _____		Amount for Fuel \$ _____	
Transportation Supervisor _____			

To be completed for out-of-state and overnight school sponsored trips only

Approved Denied _____
 Director of Schools Date of Board Approval

Issued:	Procedure:	
April 2025	Policy Reference:	
Field Trip and Excursions		4.302 Exhibit B

Cumberland County Schools Field Trip Request

In State/Pre-Approved _____ Overnight Out of State

This form is to be submitted to the principal and received in the appropriate Director's office 2 weeks prior to the date of the trip for approval. **OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.**

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then afterward filed in the principal's office.

School Cumberland County High School Subject/Grade Level 9-12
 Trip Requested By Christian Goodwin Date of Trip December 29, 2025 - Dec 30, 2025
 Destination Scottsboro High School City Scottsboro State AL
 Departure Time 8:00 AM Return 9:00 PM Admission per student \$ 0

Special Services: Check ALL that apply. Prior approval is required. School Nurse SpED Bus SpED Assistant
 Student has 504 plan Bus with Lift

School Nurse Signature Laura Eubank SPED Signature Rebecca J. G.

Please Check Type of Activity

- Academic Field Trip
- Incentive Field Trip
- School Clubs
- Band/Chorus
- Competition
- Sports
- Special Classroom Trip (Describe) _____
- Other _____

Teachers Going: Christian Goodwin # of Students 15
Sean Eckert

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS 15

Additional Chaperones (If Needed) Kevin Woody, Mason Ingatt

Cafeteria (Notified) Signature [Signature] Purchase Order Requested
 Substitute Requested (If Needed) Permission Slip Obtained (Take on trip)

School Nurse Signature [Signature] Sponsoring Teacher's Signature [Signature] Cell Phone # 251-609-0933 Principal's Signature [Signature] Date 10-22-25

Drivers: 1) _____		For Transportation Dept Only	
Beginning Mileage _____	Ending Mileage _____	Total Miles _____	4) _____
Amount to be paid to driver \$ _____		Amount for Fuel \$ _____	
Transportation Supervisor _____			

To be completed for out-of-state and overnight school sponsored trips only

Approved Denied _____

Director of Schools _____ Date of Board Approval _____

Issued:	Procedure:	
April 2025	Policy Reference:	
Field Trip and Excursions		4.302 Exhibit B

Cumberland County Schools Field Trip Request

In State/Pre-Approved Overnight Out of State _____

This form is to be submitted to the principal and received in the appropriate Director's office 2 weeks prior to the date of the trip for approval. **OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.**

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then afterward filed in the principal's office.

School SMHS Subject/Grade Level Theatre/10-12
 Trip Requested By Eleni Frogopoulos Date of Trip Jan. 16-18, 2026
 Destination MTSU City Murfreesboro State TN
 Departure Time 8:00am Return 7:00 pm Admission per student \$ 200 - conference + travel
 Special Services: Check ALL that apply. Prior approval is required. School Nurse SpED Bus SpED Assistant
 Student has 504 plan Bus with Lift

School Nurse Signature [Signature] SPED Signature [Signature]

- Please Check Type of Activity
- Academic Field Trip
 - Incentive Field Trip
 - School Clubs
 - Band/Chorus
 - Competition
 - Sports
 - Special Classroom Trip (Describe) _____
 - Other _____

Teachers Going: _____ # of Students 20
Eleni Frogopoulos

TOTAL # of TEACHERS: 1 TOTAL # of STUDENTS 20

Additional Chaperones (If Needed) _____
 Cafeteria (Notified) Signature [Signature] Purchase Order Requested
 Substitute Requested (If Needed) Permission Slip Obtained (Take on trip)

School Nurse Signature [Signature]
 Sponsoring Teacher's Signature [Signature] Cell Phone # 931-349-2041 Principal's Signature [Signature] Date 10/16/25

For Transportation Dept Only			
Drivers: 1) _____	2) _____	3) _____	4) _____
Beginning Mileage _____	Ending Mileage _____	Total Miles _____	
Amount to be paid to driver \$ _____		Amount for Fuel \$ _____	
Transportation Supervisor _____			

To be completed for out-of-state and overnight school sponsored trips only

Approved Denied _____
 Director of Schools Date of Board Approval

EXECUTIVE APPROVED
Rebecca Taylor 11.4.2025
 SUPERINTENDENT
Scott VanWinkle
 BOARD CHAIRMAN
 DATE 11/3/25

Issued:	Procedure:
April 2025	Policy Reference:
Field Trip and Excursions	
4.302 Exhibit B	

Cumberland County Schools Field Trip Request
 In State/Pre-Approved _____ Overnight ✓ Out of State ✓

This form is to be submitted to the principal and received in the appropriate Director's office 2 weeks prior to the date of the trip for approval. **OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.**

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then afterward filed in the principal's office.

School CCHS Subject/Grade Level 11-12
 Trip Requested By William Margrave Date of Trip Nov 6-8
 Destination Lima Ohio City Lima Ohio State OH
 Departure Time 8AM Return _____ Admission per student \$ 0

Special Services: Check ALL that apply. Prior approval is required. School Nurse SpED Bus SpED Assistant
 Student has 504 plan Bus with Lift

School Nurse Signature *Laura Rubin* SPED Signature *Rebecca Taylor*

Please Check Type of Activity

- Academic Field Trip
- Incentive Field Trip
- School Clubs
- Band/Chorus
- Competition
- Sports
- Special Classroom Trip (Describe) Tour of UNOH + scholarship trip
- Other _____

Teachers Going: William Margrave # of Students 4
Brian St. Clair

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS 4

Additional Chaperones (If Needed) _____
 Cafeteria (Notified) Signature *J. Hill* Purchase Order Requested
 Substitute Requested (If Needed) _____ Permission Slip Obtained (Take on trip)
 School Nurse Signature *Laura Rubin*
 Sponsoring Teacher's Signature *William Margrave* Cell Phone # 565 621 1050 Principal's Signature *Scott VanWinkle* Date 11-3-25

For Transportation Dept Only			
Drivers: 1) _____	2) _____	3) _____	4) _____
Beginning Mileage _____	Ending Mileage _____	Total Miles _____	
Amount to be paid to driver \$ _____		Amount for Fuel \$ _____	
Transportation Supervisor _____			

To be completed for out-of-state and overnight school sponsored trips only

Approved Denied _____
 Director of Schools _____ Date of Board Approval _____

Homestead Elementary School

3889 Hwy 127 South • Crossville, TN 38572 • 931-456-8344 • Fax: 931-456-8342

Mary Elizabeth Edmonds
Principal



Brooke Scruggs & Ashlee Watts
Assistant Principal

November 3, 2025

Dr. Rebecca Farley
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

EXECUTIVE APPROVED
Rebecca Farley 11.5.2025
SUPERINTENDENT DATE
Scott Vanhook 11/5/25
BOARD CHAIRMAN DATE

Dear Dr. Farley and Board of Education,

I am writing to request permission for Mrs. Kathleen Sisco, HES Archery Coach, to apply for and if selected, accept Middle Tennessee Natural Gas's Project Hometown Help grant. We are requesting up to \$2,500 to purchase equipment for the HES archery team. There will be no financial match required by the school or district and all equipment purchased through grant funds will remain property of Homestead Elementary's archery program.

Sincerely,

Mary Elizabeth Edmonds

Mary Elizabeth Edmonds