

**Board of Education Meeting**  
**January 22, 2026 6:00 PM**  
Central Services Board Room

1. Call to Order
2. Moment of Silence/Pledge of Allegiance
3. Welcome to Visitors/Acknowledgement of Elected Officials
4. Special Student Recognition  
CCHS-Abigail Lowe  
Phoenix-Falon Lambert  
SMHS-Hayley George
- 4.A. Jeff Fitzgerald
5. Roll Call
6. Declaration of Conflict
7. \*Approval of Minutes
8. \*Approval of Agenda
9. Community Comments
10. Open Meetings
11. Charitable Fund
12. Board Member(s) Report from Training(s)
13. Legal Report
14. \*DOS Evaluation
15. \*Strategic Plan
16. Director's Report
- 16.A. Supplements
- 16.B. Pay Scales
- 16.C. Instructional Coach Job Description
- 16.D. Accountability Presentation
- 16.E. Leadership Update
- 16.F. Temperature Check Results
- 16.G. \*B&G Stone Elementary
- 16.H. \*B&G CCHS
- 16.I. \*Request of Funds
- 16.J. \*'26-'27 Basketball Proposal
- 16.K. Annual Planning Calendar
- 16.L. FYI
  - 16.L.1. Attendance Report
  - 16.L.2. Personnel Report
  - 16.L.3. Substitute List
  - 16.L.4. School News Articles
  - 16.L.5. School Calendar of Events
17. \*First Reading of Policies
18. \*Second Reading of Policies
19. \*First and Second Reading of Policies
20. Chief Financial Officer's Report
- 20.A. Monthly Financial Report
- 20.B. Monthly Sales Tax Report
- 20.C. \*141 Budget Amendments

- 20.D. \*142 Budget Amendments
- 20.E. \*143 Budget Amendments
- 20.F. \*Title II Budget Amendment
- 21. \*Consent Agenda
- 21.A. School Board Reports
- 21.A.1. TLN Report
- 21.B. \*Approval of Overnight and Out of State Field Trips
- 21.C. \*Approval of Contracts
- 21.D. \*Approval of Grants
- 21.E. \*School Wide Fundraisers
- 21.F. \*Approval of Disposal of Surplus Property
- 21.G. \*Executive Approval
- 22. Questions from Media
- 23. Adjournment

**(\* Indicates Board Approval Required)**

The Board of Education met in a work session on 11-20-25. Chairman VanWinkle called the meeting to order at approximately 4:01 pm with a moment of silence followed by the Pledge of Allegiance.

**PRESENT:**

Stull

Nichols

VanWinkle

King

Matthews

Cole

Farley

**ABSENT:**

Hale

Stout

Davis

## **McKinstry Presentation Summary**

The presentation by McKinstry focuses on an integrated facility assessment and strategic facility planning for the district, extending their prior work at Pleasant Hill Elementary to all district facilities.

### **Acknowledgments and Team Introduction**

- The presenter (Dylan) thanked the board, Dr. Farley, and all district staff (principals, janitorial staff) for being welcoming and allowing them to conduct the work.
- The McKinstry team includes Dylan (presenter), Riley Brand (Lead Building Engineer, handling assessments), and Chris Smith (Regional Director, supporting back-end work). Paul MacNaughton (Professional Engineer) was unable to attend.

### **Key Findings from Facility Assessment (Facility Feud)**

The presentation opened with a "Facility Feud" to preview the data:

Category	Board Prediction	Assessment Result
Top Cost-Driving Building Systems	HVAC, Electric, Fire Alarm, Plumbing, Roofing	1. HVAC (greatest need) 2. Roofing 3. Plumbing 4. Interior Finishes 5. Electrical/Sports Lighting
Schools with Greatest Projected 10-Year Need (by dollar volume)	Homestead, Martin, CCHS	1. Frank B. Brown 2. Crab Orchard 3. Pleasant Hill 4. North Cumberland 5. Homestead ( <i>Others include Martin, Stone Memorial, CCHS</i> )

- **HVAC Fact:** Over 1,300 unique HVAC units were inventoried, and 80% of them will need replacement in the next 10 years.
- **Stone Memorial:** Despite being the newest building (approx. 20 years old), its internal systems are beginning to reach the end of their lifecycle, contributing to high projected costs.
- **Aesthetics:** The presenter noted that the buildings are in aesthetically good condition due to the excellent work of the janitorial and maintenance staff. The high needs are primarily for hidden systems (HVAC, electrical, plumbing).

## Strategic Facility Planning & Data

### Why the Work Matters

The ultimate goal is to connect facilities planning to the district's mission of educating students and changing lives. Better data leads to better decisions, which ultimately supports better student outcomes.

### The Continuous Improvement Model

The work is a process, not a one-time event:

1. **Establish Facility Baseline** (Current phase: Data collected).
2. **Prioritize Capital Projects** (Using data for decision-making).
3. **Assign Funding** (Internal and external funding based on criticality).
4. **Identify Delivery Models** (Deciding whether to outsource or self-perform work).
5. **Pre-Construction & Execute Work.**
6. **Continuous Improvement** (The process is cyclical).

## Facility Condition Index (FCI)

- The FCI is the 10-year capital need divided by the total estimated cost of the building.
- Overall, the schools are in "fair" condition.
- The Central Services Annex has a high FCI (0.35), indicating a significant need for replacement/upgrades, which is consistent with the historical focus on investing available funds in student-serving buildings.

## Projected 10-Year Need

- The total projected capital need for the next 10 years is approximately \$52 million, averaging about \$5 million per year.
- The goal is to "flatten the curve" of this cost, as current projections show peaks and valleys (e.g., \$12 million in year 9), which is financially infeasible.
- The Big Three: Over the next 10 years, 60% of the projected capital expenditure will come from CCHS, Stone Memorial, and Glen Martin.

## Critical Assets & Subsystem Breakdown

- **Immediate Need:** There are 85 assets in the system identified in red that need to be replaced in the next year.
- **Subsystems:** Within the 3-year need, HVAC is the highest priority for deferred capital maintenance.
- **Roofing** is relatively low in the 3-year need, indicating the district has done a good job maintaining/recapitalizing roofs, but this need will jump in the 10-year projection as roofs age.

## Subsystem Breakdown and Next Steps

The presentation shifted from discussing the building conditions to outlining the specific strategies and next steps for the district to manage the identified capital needs.

## Recommended Approaches: Bridging the Gap

The team defined the difference between Capital Renewal (replacement of failed assets) and Investment (strategic use of capital to improve efficiency and conditions).

- **Gap:** The current state is heavily focused on Capital Renewal, driven by reactive replacement of failed assets. The goal is to shift towards proactive, condition-based replacement and strategic investment.
- **Target:** The McKinstry team emphasized moving from Reactive Maintenance (fixing things when they break) to a Predictive Maintenance approach, which includes:
  - Optimizing energy efficiency.
  - Reducing utility costs.
  - Extending the life of existing assets.
  - Driving a more sustainable facilities program.

## The Three A's of Facility Planning

The recommended long-term strategic plan is based on three core components:

1. **Analyze:** Use the established baseline data (the assessment) to make informed decisions.
  - This includes implementing a Capital Improvement Plan (CIP) to better manage the peaks and valleys in the budget projections.
2. **Act:** Execute prioritized projects using various funding and delivery models.
  - This is the decision-making component—choosing the *what* and *how* to fund the projects.
3. **Achieve:** The overall goal is to drive continuous improvement and optimize building performance for the long term.

**Capital Improvement Plan (CIP)**

- The goal of the CIP is to stabilize and flatten the projected 52\$ million in capital costs over 10 years, making the spending predictable and feasible.
- The McKinstry team will provide a draft CIP in December, which will include detailed project descriptions and associated costs.
- The CIP will help the district transition from "catching up" on deferred maintenance to "getting ahead" with planned capital replacement.

**Delivery Options: How to Get the Work Done**

The team introduced various project delivery methods, focusing on finding the best fit for each type of project:

<b>Delivery Method</b>	<b>Description</b>	<b>Example Projects</b>
<b>Internal Resources (Self-Perform)</b>	Using district maintenance staff for in-house execution.	Small, non-complex projects (e.g., changing filters, small repairs).
<b>Traditional Design-Bid-Build</b>	Standard public bidding process (most common).	Simple, well-defined scope (e.g., roof replacement).
<b>Energy Services Performance Contracting (ESPC)</b>	Contracts that guarantee energy savings to fund facility upgrades.	Projects focused on energy efficiency (e.g., HVAC upgrades, lighting retrofits).

<b>Construction Manager at Risk (CMAR)</b>	Hiring a construction manager early to manage risk and provide cost certainty.	Large, complex renovations/major system replacements.
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- **Key takeaway:** The district should use the new data to choose the *right* delivery model for the *right* project to maximize value and efficiency.

**Next Steps: The Road Ahead**

1. **Finalize the Facility Assessment:** McKinstry is finalizing the data, including photography, and will deliver the full technical assessment report to the district.
2. **Capital Planning Workshops:** The team will begin working with the district's leadership to build out the full 10-year Capital Improvement Plan.
3. **Individual Board Sessions (December):** Scheduled one-on-one sessions for deeper dives into specific data points and rabbit holes.

## McKinstry Presentation Summary (Part 3: Detailed Costs and Mitigation Strategy)

This section of the presentation provided a deeper dive into the specific asset classes driving the long-term costs and outlined the concrete steps the district will take to mitigate these expenses and stabilize the budget.

### Detailed 10-Year Cost Drivers

The presenter (Riley) detailed why specific schools and systems show major projected costs in the 3-year and 10-year forecasts:

School/System	Cost Driver & Rationale	Mitigation Strategy
<b>Stone Memorial</b>	<b>3-Year Cost:</b> Driven by approximately 20-year-old HVAC assets (rooftop units) reaching the end of life. <b>10-Year Cost:</b> Jump due to multiple roof sections that will need recapitalization (replacement).	System retro-commissioning (detailed below) can help push the recapitalization timeline "to the right" (wait longer).

<b>CCHS</b>	Aging water source heat pumps in individual classrooms. Replacing them individually is inefficient; waiting too long risks a "tidal wave" of simultaneous failures 5-10 years down the road.	Proactive replacement planning and system retro-commissioning to maintain current efficiency and extend life.
<b>Glenn Martin / Crab Orchard</b>	10-Year Cost Jump: While these schools have newer HVAC infrastructure (replaced in the late 2010s), the current asset lifespan trajectory means these units will need recapitalization near years 8, 9, and 10 of the 10-year plan, driving up the long-term cost dramatically.	—
<b>Overall</b>	A large amount of HVAC deferred maintenance is driving the massive \$17.1 million jump in the 10-year projection.	—

**Bridging the Gap: Moving from Reactive to Proactive**

The team emphasized that the goal is to use the data to stabilize capital budget costs and improve district operations.

**Current Status (Integrated Facility Assessment Complete):**

- Asset inventories are established.
- A feedback loop system is set up for district staff (Kim and Miss Kingington) to make changes to the data.
- Initial capital expenditure costs have been determined.
- Individual building assessments are available.

**Desired Outcomes (Improved District Operations):**

- Capital budget consistency (flattening the curve).
- Reduced emergency repairs and associated costs.
- Efficient delivery and prioritization of projects.

**The Action Plan (Getting to the Target State):**

1. **Asset-Specific Preventive Maintenance Schedule:**
  - Currently being built out with Miss Kingington.
  - The schedule will focus on critical assets across every building, tailored to the available internal maintenance resources.
  - This is the first step toward extending asset life and reducing emergency failures.

## 2. Target High-Value, High-Priority Projects:

- Focus on projects that deliver the greatest return in three areas:
  - Impact on the learning environment.
  - Greatest financial return (e.g., energy savings).
  - Reducing operational burden on the internal maintenance team.

## Maintenance Strategy

This segment spoke on the strategic plan by detailing the remaining two steps in the action plan, addressing the critical role of maintenance, and setting the context for future financial discussions.

### Completing the 4-Point Action Plan

The presenter finished outlining the four core components necessary to bridge the gap between the current state and the desired state of stable, proactive facility management:

Step	Focus	Benefit
<b>3. Align Projects with Funding and Delivery</b>	Selecting the most appropriate funding mechanism (internal, bonds, ESPC, etc.) and project delivery method (Design-Bid-Build, CMAR, etc.).	Speeds up the execution of necessary work and maximizes budget efficiency.
<b>4. Flexible Plan and Visualization Tool</b>	Implementing a continuous, iterative planning system backed by a clear visualization tool.	Streamlines project delivery, achieves greater budget consistency, and provides transparent decision-making by focusing resources where they are most needed.

### Deep Dive into Preventive Maintenance (PM)

The team stressed that maintenance is a crucial, ongoing element that extends beyond just capital planning.

- **Ideal Maintenance Standard:** McKinstry has provided an industry-standard library of ideal preventive and corrective maintenance tasks for all mechanical, electrical, and plumbing (MEP) assets inventoried.
- **Workload Benchmark:** By calculating the total required hours for this ideal maintenance across all assets, the district can establish a benchmark for the necessary workload.

- **Key Recommendations for Maintenance Operations:**
  1. Standardize and Clearly Communicate preventive maintenance delegation between the custodial staff and the maintenance department.
  2. Implement the Full PM Plan that was already presented to the maintenance department.
  3. Optimize Staffing and Required Hours to ensure the team can handle the necessary maintenance load effectively.

## Financial Context

The presenter established a crucial context for upcoming financial discussions:

- The work done to date is a "snapshot" in time.
- The projected costs and needs will only hold true "if we do nothing else" to proactively manage the assets.
- The facility assessment is the "beginning" of a long-term process, setting the stage for subsequent capital investment and mitigation strategies.

## Mitigating Costs: The Path to Predictable Spending

This portion of discussion focused on McKinstry's projected financial model showing how proactive measures can significantly reduce the long-term capital need and stabilize the budget.

### Projected Savings and Stabilization

- **Current State (Do Nothing):** \$52 million projected need over 10 years, characterized by "lumpy" (unpredictable) spending.
- **Proactive State (Implement Strategies):** The projection can be stabilized to a more consistent \$46.5 million over 10 years.
- **The Delta:** The \$6 million reduction effectively buys the district an extra year and a half of capital funding or provides the budget for a major singular project.

### The Three Strategies for Cost Mitigation

Chris (Regional Director) detailed the three specific recommendations that contribute to flattening the spending curve and achieving the \$46.5 million goal:

1. **Implement a Preventative Maintenance (PM) Program:**
  - **Mechanism:** Focusing on simple, routine maintenance (e.g., ensuring correct belt tension on HVAC units).

- **Benefit:** Extends the useful life of assets, causing them to fail later (e.g., year 12 instead of year 7), which shifts major costs out of the current 10-year window (to years 11, 12, 13).
2. **Focus on System Retro-Commissioning:**
    - **Mechanism:** Performing a "tune-up" or refurbishment on existing systems, focusing on repairing small issues (e.g., fixing a failed damper actuator) that cause stress on major components (like a motor).
    - **Benefit:** Reduces stress on motors and other expensive parts, preventing premature failure and reducing overall expenditures within the 10-year period.
  3. **Bundle Projects for Efficiency (Economies of Scale):**
    - **Mechanism:** Proactively moving up projects (e.g., from year 9 to year 8) so that multiple similar replacements (like three HVAC units) can be bundled together.
    - **Benefit:** Reduces the unit cost (e.g., from \$100,000 per unit to \$80,000 per unit) and gains construction management efficiencies.

## Key Takeaways for the District

The presentation concluded with three core messages for the board:

1. **Understand the Current State:** The district has a clear picture of its facility needs.
2. **Be Optimistic:** The \$52 million need is a large number, but it is "not insurmountable" and aligns with current funding levels if the strategies are implemented.
3. **Prioritize Action:** To achieve the savings and stability, the district must:
  - Prioritize deferred maintenance.
  - Implement a preventative maintenance plan.
  - Develop roadmaps to achieve project efficiencies.

## Next Steps

This part of the presentation focused on the immediate next steps, the ongoing partnership, and a critical discussion about the district's staffing capacity to support the new facility strategy.

## The Path Forward

The presenter outlined the immediate implementation steps for the strategic facility planning process:

1. **Systematic PM Rollout:** The preventive maintenance (PM) plan is already developed and has been shared with the leadership team. The next phase is determining how to systematically roll it out across the district.

2. **Strategic Project Prioritization:** In upcoming planning sessions, the team will prioritize projects based on what is important to the board and their constituents.
3. **Implementation and Funding:** Following prioritization, the team will determine the best methods for project implementation and securing necessary funding.

## Ongoing Partnership and Communication

The McKinstry team emphasized that their work is continuous, not a one-time assessment:

- **December Meetings:** Individual sessions will be held with board members for deep-dive discussions.
- **Principal Briefings:** The same presentation and discussion will be held with school principals to ensure they understand the assets in their buildings and are aligned with facility decisions.
- **Quarterly Updates (Starting Q1):** The team will provide the first quarterly asset update to track work completed (e.g., electrical work at Glen Martin has already been accounted for in the system).
- **Duration:** McKinstry is committed to partnering with the district through 2027 to iterate and implement the plan, stressing that the goal is to see tangible impact.
- **Mission:** The work remains grounded in the belief that better data drives better decisions, leading to better student outcomes.

## Staffing and PM Capacity

The session concluded with a direct question from a board member regarding the adequacy of the current maintenance staff:

Topic	Presenter's Response (Dylan)
<b>Current Staffing Capacity for PM</b>	The ideal PM program requires a significant commitment (estimated average of 2,600 hours per person annually). The current staff is largely focused on HVAC, but other tasks are diverting their attention.
<b>Need for More Staff</b>	<b>Direct Answer:</b> The district probably needs to have a conversation about bringing more people on to support the full PM program. McKinstry noted that finding good talent is a widespread issue across the nation.

<b>Upskilling Custodial Staff</b>	<b>Partial Feasibility:</b> It is possible to train <i>some</i> current maintenance/custodial staff to handle PM tasks. However, a lot of the critical work (like HVAC PM) involves safety risks, such as climbing ladders and working on roofs, meaning that not all existing personnel may be able to perform the full range of required tasks.
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This section of the discussion clarified budget figures, the functionality of the new data tool, and solidified the schedule for the next phase of planning.

### Budget Clarifications (Inflation)

A board member asked if the projected dollar amounts were in today's dollars. The team clarified:

- **Correction:** The dollar amounts (52\$ million and the proactive 46.5\$ million) are NOT in today's dollars.
- **Inflation Included:** The numbers are already inflated using a projected year-over-year rate (specifically, 3% inflation was used in the model shown).
- **Browser Tool:** The web-based "Reveal" tool allows district staff to adjust the inflation rate and discount rate in real-time for budgeting flexibility, unlike the static report.

### Project Tracking and the Reveal Tool

- **Accounting for Ongoing Projects:** The team confirmed that ongoing projects, such as the Glen Martin electrical work, were inventoried while in progress.
  - The Glen Martin electrical project was kept in individual reports for visual context, but the overall capital planning numbers have already been updated and reduced to reflect that the work is completed.
- **Tracking Progress:** The Reveal tool will automatically track and display changes to the Facilities Condition Index (FCI) over time as projects are completed, providing a transparent way to confirm that capital spending is reducing the overall need in the 10-year window.

## Scheduling the Next Phase

The dates for the upcoming, in-depth strategic sessions were finalized:

Date	Time	Activity	Attendees
Mon, Dec 15	1:00 PM – 4:00 PM	One-on-One Sessions	Board Members
Tue, Dec 16	8:00 AM – 10:30 AM	One-on-One Sessions	Board Members
Dec 15–17	(Varies)	One-on-One Meetings	School Principals
Wed, Dec 17	11:00 AM – 1:00 PM	Facility Tour	Board and McKinstry Team

- **Tour Location:** The team is likely leaning toward touring Stone Memorial, given the surprising projected high need due to its aging HVAC units and impending roof replacements.
- **Preparation:** Board members were asked to submit their individual questions via email to Dr. Farley beforehand. The questions will be compiled and sent to McKinstry so the team can prepare detailed answers and data for the one-on-one sessions.

## Conclusion and Board Feedback

- **Appreciation:** The McKinstry team was thanked for clarifying that the high facility need is due to aging machinery, not poor work by the maintenance staff, which the board highly values.
- **Impact:** Board members expressed excitement that the assessment provides a "focused approach versus fighting fires," which will save money by allowing the district to avoid expensive emergency repairs and rush orders.

# Budget Discussion and Planning Updates

The next agenda topic covered the transition to formal budget planning, the introduction of the new Finance Director, and scheduling for key upcoming meetings.

## 1. Maintenance and Capital Schedules (Follow-up)

- The discussion on Maintenance and Capital Schedules was brief because the extensive McKinstry presentation immediately preceding this topic provided the necessary data.
- The speaker suggested that the board should now review the McKinstry data and use the December one-on-one sessions to solidify their preferred direction and strategies for maintenance and capital spending.
- The existing maintenance rotation schedule, which was previously deemed ineffective, is now considered a moot point because the new McKinstry data provides a far more beneficial and accurate foundation for planning.

## 2. Introduction of New Finance Director

- Sonya Delk was officially introduced as the new Finance Director, having started the previous Monday.
- She was previously the bookkeeper for the nutrition program and stayed on briefly to complete their audit.
- Dr. Farley praised her immediate enthusiasm and performance.
- Ms. Delk will be observing Ms. Bray at the podium during the current meeting and will be gradually integrated into presenting, with a possible debut at the January board meeting.

## 3. Budget Planning Calendar

A budget plan and calendar were presented to ensure the district meets the state's deadlines:

- The budget plan will be formally discussed and voted on during the December meeting to ensure it is in place by the January 1st deadline.
- The final budget is targeted for approval by the board on April 23rd.
- The approved budget must be submitted to the County Commission by April 27th, which is just ahead of the critical May 1st state deadline. Farley stressed the importance of hitting these dates, as the district has struggled to meet the May 1st deadline in recent years.

- **January Preparation:** Board members were advised to prepare for discussions on salary scale and insurance benefits in January.
- **Work Sessions:** Ms. Delk, Ms. Bray, and Dr. Farley will work on different options for the budget. The initial budget documents, including projected increases, will be distributed to the board by the day after the work session (around the 13th).
- **Input:** Budget sheets are being gathered from principals and individual departments.

#### 4. Bus Driver Input

- A proposal was made to invite bus drivers to speak during a portion of the January work session.
- The invitation stemmed from a bus driver asking why they hadn't been asked for input on route and scheduling issues.
- The timing will be scheduled slightly later in the session (after 4:00 PM) to ensure drivers have completed their afternoon routes. The goal is to allow them to share their comments and thoughts in a public forum.

#### 5. Director of Schools (DOS) Evaluation

- The evaluation document has been reviewed by the board, and feedback has been given.
- The document is considered nearly complete and is slated to be a voting item at the upcoming regular meeting.

The discussion confirmed the final steps and timeline for approving and integrating the new DOS evaluation tool.

#### Approval and Final Document

- **Approval Vote:** The board will vote on the document at the December 4th meeting. The vote will be a simple "yes" or "no" on whether to approve the document for use as the DOS's evaluation tool.
- **Document Status:** The current working copy contains strike-throughs and red ink (indicating proposed changes), but the final version presented for the vote will be cleaned up, primarily showing black ink.
- **DOS Comfort:** Dr. Farley confirmed that she is comfortable with the document in its entirety (the 18-page document) as it is currently written.

#### Clarification on Board Chair Meetings

A specific section regarding meetings between the DOS and the Board Chair was discussed and clarified:

Original Clause Issue	Board/DOS Clarification	Resulting Action
<b>"should schedule no less than two hours per month"</b>	Dr. Farley questioned the mandatory "two hours," as some monthly planning might not require that much time.	The "two hours" requirement will be removed (stricken through).
<b>Focus on Scheduling:</b>	The clause will simply require the DOS to schedule a meeting each month with the Board Chair.	The existing scheduled monthly meetings (starting in January through June) already satisfy this requirement.

- **72-Hour Notice:** The 72-hour notice requirement mentioned relates to notifying all board members of the meeting, which the DOS confirmed would not be an issue given their established Monday meeting schedule.

**Contract Amendment Timeline**

- **Required Action:** Once the evaluation tool is approved, the board must go back and look at the DOS's contract to review the evaluation piece that was previously left out because a tool did not exist.
- **Target Timing:** The DOS requested that this contract review and amendment be placed on the January meeting agenda for resolution.
- **Long-Term Goal:** The standard practice in most districts is to review the evaluation tool and contract annually in December. The board agreed to aim for approval in January this year and then move the review back to December for all future years.

**Strategic Plan Update**

The discussion focused on updating the district's strategic plan goals based on the recent retreat discussions, particularly integrating the major priority of middle school facilities.

**Integration of Middle School Planning**

- **New Priority:** Dr. Farley acknowledged a significant area of focus—planning for middle schools—was initially missing from the draft plan, a point brought up during the convention.
- **Update:** An action step and a \*\* performance metric\*\* related to middle schools were quickly added and updated in the agenda document before it was published.

- **Current Status:** The new middle school goal is currently "broad" but is now included to reflect the board's major current initiative.

### Timeline and Approval

- **Next Step:** The board is expected to vote on the Strategic Plan at the December meeting.
- **Goal:** If approved, the plan will be fully formalized, allowing the group to begin measuring progress toward the established goals.
- **Board Consensus:** The plan appears acceptable to the board, though one member raised a question regarding safety and security.

The concern is that the safety and security goals might not be detailed enough, particularly regarding financial planning.

<b>Current Strategic Goal Components</b>	<b>Board Member Concern</b>	<b>Clarification/Response</b>
<b>Action Steps:</b> Safety training and safety plans.	Does this give us enough detail for budget planning (capital planning)?	The goal's performance metric is: "Based on availability of funding and recommendations from Homeland Security, strive to update two buildings annually."
<b>Confidentiality:</b>	The priority list developed with Homeland Security recommendations cannot be shared publicly.	The goal is tied to the availability of state safety funds and relies on an internal priority list to guide spending. The language was deemed sufficient to set clear direction while remaining sensitive to security needs.

- **Consensus:** The board ultimately agreed that the existing language was sufficient to guide planning and budgeting for safety improvements.

The strategic plan is now ready to be put to a vote.

# Middle School Committee Update

The update on the Middle School Committee focused on the progress made using the CE Matrix.

- **Progress:** The committee met and successfully went through and scored the first two sections of the CE Matrix as a group.
- **Next Step:** Dr. Farley's leadership team is scheduled to meet next Tuesday (1:00 PM – 4:00 PM) to complete the scoring of the remaining two sections.
- **Follow-up:** The committee will reconvene after the leadership team finishes the scoring to review the results and determine the next steps.
- **Overall Assessment:** The update suggested the initial scoring process "went pretty well" with good understanding and support.
- **Timeline:** The final scores are expected to be compiled by the time of the upcoming board meeting.

## Regular Meeting Items

The discussion briefly covered items slated for the regular meeting agenda:

- **Minutes for Approval:** No concerns were raised.
- **Budget Amendments:** The board noted that all current budget amendments appear to be related to grants and are being handled according to required procedures.
- **Financial Report:** No questions were raised regarding the financial report.

## Financial and Capital Update

Miss Bray and Miss Delk presented the financial status, which showed a strong revenue stream but a minor year-to-date deficit due to recent project completion and acceleration.

### Financial Report Highlights

Metric	Amount	Status
Year-to-Date Revenue	\$22,828,312	Strong performance.

<b>Year-to-Date Deficit</b>	Approx. \$1.5 million	Manageable, given the number of projects recently paid off and completed.
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- **Project Payments:** The deficit reflects the completion and payoff of the North fire alarm system project.
- **Ongoing Projects:** The district is moving rapidly, initiating purchases for several projects:
  - Moving on to the CCHS fire alarm system.
  - Purchasing product for the electrical work at Martin.

### Sales Tax and Revenue

- **Positive Trend:** Sales tax receipts are running ahead for the year.
- **Latest Receipt:** The September cash register receipts totaled \$1,333,142.
- **Outlook:** The speaker encouraged continued local spending, noting that the district is entering the high-revenue season.
- **Suggestion:** A board member jokingly suggested putting "Buy Local" signs on the school buses.

### Capital Project Update

- **Martin Project Start Date:** The contractor (R&R Paving) plans to start the Martin project next Tuesday, assuming no further delays.
- **Capital List:** The capital list will be updated and attached to the board's Monday email.
- **Track and Field:** The track and field project is scheduled to be worked on in the spring to align with better weather conditions.

### Fundraiser Requests

- The board was presented with fundraiser requests for approval. These typically cover school-wide or online crowdfunding efforts.
- No immediate questions were raised about the requests.

## Policies Up for First Reading

The board addressed several policies scheduled for first reading, which are part of the planned monthly review cycle.

### General Policy Review

- **Schedule:** The policies for November are primarily from Section 4 of the policy manual, aligning with the district's annual review schedule.
- **Building and Grounds:** The policy on Building and Grounds was included because it was updated following discussions at the board retreat.

- **Supervisor Input:** Supervisors and principals have reviewed the policies within their domains, but not all policies have suggested changes (which is why some policies are missing from the current list).

### Specific Policy Questions and Action Items

Policy Number(s)	Topic	Issue/Concern	Resolution/Action
4.403 & 4.406	Library Materials and Internet Usage	A Board member noted these were on the original list but omitted here. <b>4.403 (Library)</b> related to parental consent for students (e.g., 6th graders) to access books above their age range.	<b>Action (4.403):</b> Dr. Farley believes this can be handled procedurally, not necessarily through policy. She will meet with school librarians on December 12th to discuss adding 6th graders to the Young Adult section with parental consent, especially if their reading level warrants it.
4.406 (Internet Usage)	Teachers are frustrated by previously used instructional websites being blocked this year (due to the state's age-appropriateness law). They are receiving "flat no" responses when asking for unblocking.	<b>Action (4.406):</b> Dr. Farley will investigate and address the communication breakdown. The goal is to establish a clearer review process (perhaps a panel) for teachers to request access, rather than receiving flat refusals.	

<b>4.503 (Travel Policy)</b>	Travel Policy Revision	The Comptroller requires two specific additions for clarity: 1. Per diem is for overnight travel only. 2. Adding state-standardized meal rates for day trips (Breakfast up to \$16, Lunch up to \$19). Receipts are required due to federal/state monitoring of grants.	<b>Concern:</b> A board member questioned why the school policy must differ from the County's policy (which does not require receipts). <b>Resolution:</b> The team will check with the board attorney to see if a caveat can be added to the policy stating that receipts are only required when travel is funded by federal money (e.g., Perkins grants).
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### Student Drug Testing Policy (Policy 4.201)

The most extensive discussion revolved around the student drug testing policy, which was left unresolved from a prior meeting.

- **Context:** The policy was last implemented about three years ago, though it remains on the books. It was previously suspended primarily due to the expense (\$25 per student).
- **Current Status:** The policy mandates random drug testing for students involved in any extracurricular activity (including FCCLA, chess, student council).
- **Previous Practice:** The district used to test 100 kids in the fall and 100 in the spring (10% of total extracurricular participants).
- **The Issue:** The policy is currently outdated, and the current Director of Nursing (Ms Polson) is asking for guidance on how the board wants to proceed, especially regarding the cost and the fact that few positive results were previously found (typically 1-2 students per season referred to TAD for counseling).
- **Board Discussion Points:**
  - **Purpose:** Is the test still necessary to discourage drug use and promote involvement?
  - **Legality/Liability:** The board questioned the legal requirements and civil liability, suggesting the board attorney be consulted.
  - **TSBA Recommendation:** Check with the TSBA for any model policies or recommendations, as the current policy is not a TSSAA requirement.
  - **Proposed Change:** A past discussion to reduce the testing rate from 10% to 2% (or 5%) was mentioned to save costs, but no action was taken.
- **Action:** Dr. Farley agreed to contact the board attorney and TSBA to get recommendations on the legal requirements and best practices for the student drug testing policy before the next meeting.

The board concluded its discussion on the student drug testing policy by emphasizing the need to focus resources on targeted testing rather than random testing.

- **Testing on Suspicion:** The question was raised whether a student suspected of being under the influence of drugs can currently be tested, even if the random testing policy is not actively enforced.
- **Focus on 'For Cause' Testing:** The consensus among the board members was that "For Cause" or suspicion-based testing would be a better and more efficient use of funds than the current policy's mandate for random testing of students participating in any extracurricular activity (including student council or chess club).
- **Recommendation:** The board members agreed that the policy should be revised to ensure the district has the ability to test students *anytime* suspicion warrants it, and that random testing of all extracurricular participants is likely a waste of money.

## **Policy 4.201: Class Size Ratio and TISA Accountability**

The board discussed modifying Policy 4.201 to set a higher standard for class size management, particularly in the critical K-3 grades, aligning with accountability measures.

### **Proposed Policy Change: Lowering Class Sizes (K-3)**

- **Current State Law:** Requires an average class size of 20 and a maximum of 25 for grades K-3.
- **Proposed Policy:** The change aims to reduce the overall average class size to below 18 and maintain a maximum of 20 or less in each K-3 class.
- **Impact:** A presentation (PowerPoint) showed that adopting this standard would require adding approximately six teachers district-wide, or eight teachers if federal class size reduction funding were unavailable next year.

### **Accountability and Annual Review**

- **Purpose:** The primary goal of this policy is to ensure the board annually reviews and makes a dedicated decision on whether they are appropriately supporting the K-3 unit based on proficiency scores and benchmark testing requirements.
- **Waiver Provision:** The policy would include a provision allowing Dr. Farley to request a waiver if necessary, citing reasons such as insufficient facilities or if current student proficiency levels already meet requirements without the reduction.

- **Effective Date:** If the board passes the policy next month, it would be set to go into effect for the next school year (to allow Dr. Farley to plan and budget for the necessary teacher additions).

## Technical Policy Edits

Two specific technical edits were noted that must be fixed before the vote:

1. **Grade Level Range:** In the policy language, the grade level reference needs to be changed from "nine" to "seven" to ensure grades 7 through 12 are correctly included.
2. **Cluster Average:** The recommended cluster average should be changed from "15" to "18" to align the policy text with the math presented in the supporting data showing the required teacher additions.

## Nutrition Program Audit and Meal Price Increase

This discussion centered on the highly successful audit of the district's Nutrition Program and the single mandatory finding that requires a change in adult meal pricing.

### Audit Success

- **Performance:** The Nutrition Program, led by Ms Hamby, received high praise from the state auditors.
- **Meticulous Bookkeeping:** Auditors commended the bookkeeping for its meticulous nature.
- **School Visits:** Auditors visited Stone Elementary, Stone Memorial, and Brown Elementary. They were so impressed that they took pictures of the operations to share as examples with other school districts.
- **Audit Schedule:** Audits are typically conducted every five years, but due to COVID-19, this audit was seven years after the last scheduled one.

### Required Meal Price Increase (Adults)

- **The Finding:** The *only* finding from the audit was the need to increase the meal price for adults.
- **Reason:** Cumberland County Schools have not raised the adult meal price since 2018.
- **Mandate:** This increase is not voluntary; it is mandatory based on a formula used by the auditors. Ms Hamby would not have proposed the increase otherwise.

- **New Price:** The board was presented with the formula and the resulting price, which they will have to vote on. The request is for the increase to go into effect on January 1st.
  - The new price of \$6.25 (up from the current price, which was not explicitly stated but implied to be lower) was noted as still being a "really good price for lunch."
- **Employee Feedback:** Board members acknowledged that employees would likely not be happy with the increase, but recognized that the district has no choice.
- **Vote Required:** The increase requires a vote by the board (it is not a purely procedural or administrative change).
- **Communication:** If the increase is approved on December 4th, the district will immediately communicate the change to the community using:
  - **Parent Square**
  - **Verbal and Written announcements**
  - **Website and Facebook page**
- **Justification:** The communication will explain *why* the price has gone up, clarifying that the increase is mandated by the state audit and not an internal decision. A board member suggested attaching the relevant audit letter to the communication for transparency.

## Milk Dispensing Equipment Grant

The board discussed a significant grant opportunity for new milk dispensing equipment, which will impact CCHS and the district's nutrition program.

- **Item:** Approval is needed for a grant to acquire new milk dispensing equipment for CCHS (Cumberland County High School).
- **Cost to District:** \$0 (No cost to the district).
- **Value:** The equipment is valued at \$28,000.
- **Grant Provider:** The equipment is being provided by The Dairy Alliance, who reached out to the district with the offer.
- **Purpose:** This equipment will replace the existing, aging dispensers at CCHS that were originally provided by Mayfield. The dispensing machines offer students choices like white or chocolate milk using real glasses, similar to a restaurant drink machine.
- **Benefit: Increased Consumption and Cost Savings:**
  - Dispensing bulk milk is cheaper than purchasing individual cartons because the district avoids the cost of the cartons themselves.
  - The system leads to less waste (less milk is thrown away).

- Because the milk is cheaper, the district offers unlimited free refills, which helps increase consumption, especially among students like high school football players.
- **Action Required:** The board is required to vote to approve and accept the grant because it represents external funding.

## Remaining Discussion and Adjournment

The final portion of the meeting addressed standard administrative items on the Consent Agenda and included an in-depth discussion on substitute teacher recruitment.

### Consent Agenda Items

- **Surplus Inventory and Other Items (8H to 8M):** The items on the Consent Agenda (including surplus inventory and the substitute list) were described as "regular stuff that we typically see" and were approved for the upcoming meeting vote.
- **No Concerns:** No specific questions or concerns were raised about the standard Consent Agenda items.

### Discussion: Substitute Shortage and Compensation (Item 8M)

The board discussed the continuing challenge of filling the substitute teacher pool.

- **Training & Recruitment Efforts:** Recruitment efforts are ongoing, with training sessions held monthly.
  - The latest training (on a recent Tuesday snow day) invited 23 people, but only 11 attended and completed the necessary paperwork.
  - The district typically invites over 20 people each month but sees fewer than 15 show up.
- **Contracting Substitutes:** A board member raised the possibility of contracting out substitute services through specialized companies (a model discussed at the TSBA convention).
  - **Financial Model:** The companies reportedly charge a service fee, estimated at around 10% to 15% of what the district currently spends on subs. These companies handle payroll and benefits.
  - **Current District Sub Rates (Upper Cumberland Comparison):**
    - Certified Teacher: \$85/day

- Non-Certified/Classified Sub: \$75/day (The budget line for classified subs is \$60,000.)
- Retired Teacher: \$100/day
- The district believes its current rates are "about middle of the road" compared to other Upper Cumberland districts.
- **Action:** The new Finance Director, Ms. Delk, has been tasked with analyzing the substitute budget line to determine the necessary increase needed if the district were to raise current sub pay rates.
- **Next Steps:** The full comparison of substitute pay rates across the 16 Upper Cumberland districts will be shared with the board in January during the budget discussions.

## **Media Questions and Adjournment**

- **Media Check:** The floor was opened for questions from the media, but there were none.

With no further discussion on the agenda, the meeting was adjourned at approximately 5:50 pm.

**Board of Education**  
**December 4, 2025 6:00 PM**  
Central Services Board Room

The Cumberland County Board of Education met in a regular session on Thursday Dec 4th 2025, in the Central Services Board Room, where the meeting was called to order by Chairman of the Board at the approximate hour of 6:00 pm.

**BOARD MEMBERS:**

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

-Martin Elementary  
Natalia Jaimes-Leon  
Jose Luis-Jaimes Leon

Scott VanWinkle: Next is the moment of silence and pledge of allegiance.

(All observe a moment of silence)

Scott VanWinkle: Thank you.

Rebecca Farley: At this time, if we could have Natalia Jaimes-Leon and Jose Luis Jaimes-Leon, to come to the front from Martin Elementary and lead us in the pledge.

(Natalia and Jose lead the pledge)

28 3. Welcome to Visitors/Acknowledgement of Elected Officials  
29

30 Scott VanWinkle: At this time, I'd like to welcome all of our visitors tonight. Thank you for  
31 coming out and acknowledge our elected officials that are here tonight. Ms. Karen Shanks,  
32 Ms. Sue York, Mr. Tom Isham and Mr. Terry Lowe. Thank you for being here tonight.

33 4. Special Recognition  
34

35 Student Representatives  
36 CCHS-Abigail Lowe  
37 Phoenix-Falon Lambert  
38 SMHS-Hayley George  
39

40 Scott VanWinkle: I'd also like to recognize our student representative that's here tonight. Ms.  
41 Falon Lambert. Thank you for being here.

42 5. Roll Call  
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44 Scott VanWinkle: Madam Secretary, roll call please.  
45

46 Diane McCartney: Ms. Stull?  
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48 Elizabeth Stull: Here.  
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50 Diane McCartney: Ms. Nichols?  
51

52 Elizabeth Stull: Here.  
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54 Diane McCartney: Ms. Hale?  
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56 (Silence)  
57

58 Diane McCartney: Ms. Stout?  
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60 (Silence)  
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62 Diane McCartney: Mr. Davis?  
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64 (Silence)  
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66 Diane McCartney: Mr. King?  
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68 Chris King: Here.  
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70 Diane McCartney: Mr. Matthews?  
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72 Jon Matthews: Here.  
73

74 Diane McCartney: Mr. Cole?  
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76 Travis Cole: Here.

77  
78 Diane McCartney: Mr. VanWinkle?  
79

80 Scott VanWinkle: Here.  
81

82 Diane McCartney: Let the record show Hale, Stout and Davis are absent from the meeting.

83 6. Declaration of Conflict  
84

85 Rebecca Farley: At this time, we'll do the declaration of conflict board members if you have  
86 per Tennessee code annotate 4 9 2 2 0 2. Board of Education members who have relatives  
87 per the statue relatives mean spouse, parent, parent in-law, child, son-in-law, daughter-in-law,  
88 grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece, or any person who  
89 resides in the same household as you employed by the system are asked to raise your hands  
90 to identify yourself.  
91

92 (Cole, King, Matthews and VanWinkle raise their hands)  
93

94 Rebecca Farley: Do you certify that the votes you make tonight will be in the best interest of  
95 the school system regardless of the effect that your vote may have upon the employment of  
96 your relative or relatives?  
97

98 Travis Cole: Yes.  
99

100 Chris King: Yes.  
101

102 Jon Matthews: Yes.  
103

104 Scott VanWinkle: Yes.  
105

106 Rebecca Farley: Let the record show Mr. Cole, Mr. Matthews, Mr. King and Mr. Vanwinkle  
107 raise their hand.

108 7. \*Approval of Minutes  
109

110 10-9-25 Work Session  
111 10-23-25 Board Meeting  
112 10-27-25 Board Retreat  
113 10-27-25 Special Called Meeting  
114 11-6-25 Middle School Committee Meeting  
115

116 (Exhibit #1)  
117

118 Scott VanWinkle: The next item is approval of minutes.  
119

120 Travis Cole: Mr. Chairman, I move to approve the minutes listed as written.  
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122 Chris King: Second.  
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124 Scott VanWinkle: Been a motion to second. Any discussion?  
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Travis Cole: No, sir.

Scott VanWinkle: Okay. All those in favor say aye.

All Board Members: Aye.

Scott VanWinkle: All opposed, nay?

(Silence)

Scott VanWinkle: Ayes have it.

Motion to Approve 10-9-25 Work Session, 10-23-25 Board Meeting, 10-27-25 Board Retreat,  
10-27-25 Special Called Meeting, 11-6-25 Middle School Committee Meeting Minutes.

**VOICE VOTE:** (mover-yes) Cole

(seconder-yes) King

Yes: 6, No: 0

**MOTION: Motion Carried**

8. \*Approval of Agenda

(Exhibit #2)

Scott VanWinkle: Next is the approval of agenda. I would like to make a motion to amend the agenda tonight due to the weather circumstances we're about to experience. I'd like to make a motion to include community comments, the director's report, the financials, and the consent agenda, and postpone everything else until January.

Travis Cole: I'll second that.

Scott VanWinkle: Motion and a second. Any discussion?

Travis Cole: None from me.

Sheri Nichols: No.

Chris King: Good Idea.

Scott VanWinkle: Yes we did. We'll, go ahead and all in favor say aye.

All Board Members: Aye.

Scott VanWinkle: All opposed?

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(Silence)

Scott VanWinkle: Okay.

Jon Matthews: That won't effect, the only thing I've seen on there was the acceptance of the dairy alliance grant. That won't effect timeline of that will it?

Scott VanWinkle: On the director's report I think Jon.

Jon Matthews: Okay.

175  
176

Motion to approve the agenda modified to include community comments, the director's report, the financials, and the consent agenda, and postpone everything else until January.

**VOICE** (mover-yes) VanWinkle  
**VOTE:**

(seconder-yes) Cole

Yes: 6, No: 0

**MOTION: Motion Carried**

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9. Community Comments

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Scott VanWinkle: So that brings us to community comments. So we have tonight, Ms. Julia Timson.

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183

Name: Julia Timson  
Address: 6960 South York Highway, Clarkrange, Tennessee  
Subject: Teacher pay and retention

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Scott VanWinkle: No other public comments tonight.

188

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10. Open Meetings

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

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12. Legal Report

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13. \*DOS Evaluation

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(Exhibit #3)

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14. Director's Report

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(Exhibit #4)

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199 Scott VanWinkle: So that brings us to the director's report.

200 14.A. \*Strategic Plan

201  
202 Rebecca Farley: So the first item on here is the strategic plan. We have revised that. We  
203 have cut that down. We now have the goals on there. This was shared at the work session  
204 two weeks ago at this point, and we've updated the suggestions. If you all are good with  
205 this, I would ask, it is a voting item. I would ask that you vote on it and we can get it  
206 printed and then go from there as to carrying out our action steps and performance  
207 metrics.

208  
209 Elizabeth Stull: Move to approve.

210  
211 Sheri Nichols: I'll second it.

212  
213 Scott VanWinkle: Been a motion and a second to approve the strategic plan. Ms. Stull any  
214 discussion?

215  
216 Elizabeth Stull: No, we did a pretty good discussion already on all of it.

217  
218 Scott VanWinkle: There are a couple of points that I would like to make if there's no other  
219 discussion.

220  
221 Chris King: I have one.

222  
223 Scott VanWinkle: Okay, go ahead. Mr. King.

224  
225 Chris King: Several places we have the word strive to. I like to remove those.

226  
227 Rebecca Farley: OK.

228  
229 Chris King: I think we're always going to be striving.

230  
231 Rebecca Farley: OK.

232  
233 Chris King: We should just do it.

234  
235 Rebecca Farley: Take care of that.

236  
237 Chris King: Okay.

238  
239 Sheri Nichols: Yeah, that's good.

240  
241 Scott VanWinkle: The things that I had looking at, looking at the minutes from the retreat is  
242 we talked about having a K-2 focus and that's not included in the current plan. So I feel  
243 like we should have that in there from the retreat. Also, the ACT improve score focus was  
244 discussed as a goal versus the 1% improvement of, and I think in the retreat minutes it  
245 actually talks about we're already at 99% and it's a mandatory requirement for them to  
246 take the test.

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Rebecca Farley: You're talking about participation rate?

Scott VanWinkle: Yes.

Rebecca Farley: Not score. Okay.

Scott VanWinkle: And I think that's still may have been a copy and paste, I don't know, but it's still in the strategic plan. But I think that needs to be the focus on the ACT. And then we also talked about substitute availability improvements in our teacher recruitment and retainment. And that's not showing in there at this point. I don't think so. Then I also wanted to ask if we should include something in there about the bus driver conversations. We've been having transportation in our strategic plan as well. Doesn't have to be in there. Now of course that's a green living document that we can modify at any time. But I'm okay with approval with the addition of the K-2 focus, the ACT and the substitute availability improvements. So I would move to amend the motion to add those three items

Rebecca Farley: And I will remove where it says, strive to.

Scott VanWinkle: Just need a second.

Chris King: Second.

Sheri Nichols: It's good.

Scott VanWinkle: There's a motion and a second to amend the motion to include K-2 focus on proficiency improvement, ACT improved score focus and substitute availability. Any other discussion on that?

Chris King: And remove the strive tos.

Scott VanWinkle: And remove the strive to. There discussion?

(Silence)

Scott VanWinkle: Okay, I'll take a vote. All in favor?

All Board Members: Aye.

Scott VanWinkle: All opposed, say nay.

(Silence)

Scott VanWinkle: The ayes have it.

Motion to approve Strategic Plan with changes to include K-2 focus on proficiency improvement, ACT improved score focus, substitute availability and remove "strive to" statements.

**VOICE VOTE:** (mover-yes) Stull

(seconder-yes) Nichols

Yes: 6, No: 0

**MOTION: Motion Carried**

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295

14.B. \*Acceptance of Dairy Alliance Grant

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Rebecca Farley: Next. What we're asking for is for you all to accept the Dairy Alliance grant. As Ms. Hamby told us in the work session, this is at no cost to us and we're just asking to receive what they're giving us. But it does require you all to vote on it.

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299

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Chris King: Mr. Chair, move to approve.

302

303

Travis Cole: Second.

304

305

Scott VanWinkle: A motion and a second to approve. Agenda item for the Dairy Alliance. Any discussion?

306

307

308

Sheri Nichols: No.

309

310

Scott VanWinkle: Okay. This is financial.

311

312

(Audio)

313

314

Scott VanWinkle: We'll need a roll call please.

315

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Diane McCartney: Mr. Cole?

317

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Travis Cole: Yes.

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Diane McCartney: Mr. King?

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Chris King: Yes.

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Diane McCartney: Mr. Matthews?

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Jon Matthews: Yes.

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Diane McCartney: Ms. Nichols?

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Sheri Nichols: Yes.

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Diane McCartney: Ms. Stull?

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Elizabeth Stull: Yes.

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Diane McCartney: Mr. VanWinkle?

Scott VanWinkle: Yes.

Diane McCartney: Yeses have it.

Motion to approve Dairy Alliance Grant

**VOICE VOTE:** (mover-yes) King

(seconder-yes) Cole

Yes: 6, No: 0

**MOTION: Motion Carried**

#### 14.C. \*Adult Meal Price Increase

Rebecca Farley: The next item that's on there does require you to vote as well as we shared in the work session. Our food service did have their annual audit. The only thing that the audit did find was that our adult meal prices are too low. And they showed us how we needed to figure that. And Ms. Hamby and her staff has done that. And we are asking that you all vote to approve these adult meal prices and that that would be able to go into effect January. When we return from the break.

Sheri Nichols: I'll move to approve.

Jon Matthews: I'll second.

Scott VanWinkle: Been a motion and a second to approve the adult meal price increase. Any discussion?

Sheri Nichols: No.

Chris King: One quick thing, instead of odd, cents \$5.16 and \$3.39, can we just round it to the next ten. Make it five so we don't have to deal with the change. \$3.40. Since they're doing away with the penny.

Sheri Nichols: They have.

Rebecca Farley: So Mr. King, the recommendation is to increase the school staff lunch price from \$3.50 to \$5.25. It's not highlighted. And then to increase the visitor's lunch price from \$4.05 to \$6.25.

Sheri Nichols: Oh I see it.

Rebecca Farley: And then the visitor holiday lunch price from \$7.50 to \$8.

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Chris King: So it is rounded?

Rebecca Farley: It is. So what those odd sense that is the formula for how they arrived and why it is the odd sense that it is the odd amount.

Chris King: OK.

Rebecca Farley: So we are going to round numbers.

Chris King: Withdraw the proviso. Withdraw the proviso.

Rebecca Farley: Okay.

Scott VanWinkle: Any other discussion?

(Silence)

Scott VanWinkle: We'll need a roll call please.

Diane McCartney: Mr. King?

Chris King: Yes.

Diane McCartney: Mr. Matthews?

Jon Matthews: Yes.

Diane McCartney: Ms. Nichols?

Sheri Nichols: Yes.

Diane McCartney: Ms. Stull?

Elizabeth Stull: Yes.

Diane McCartney: Mr. Cole?

Travis Cole: Yes.

Diane McCartney: Mr. VanWinkle?

Scott VanWinkle: Yes.

Diane McCartney: Yeses have it.

Motion to approve Adult Meal Price Increase.

**VOICE** (mover-yes) Nichols  
**VOTE:**

(seconder-yes) Matthews

Yes: 6, No: 0

**MOTION: Motion Carried**

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422 14.D. CCSNP Annual Report

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Rebecca Farley: So next on here is just their annual report. And again, that was shared with you at the work session.

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14.E. Budget Plan

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Rebecca Farley: Our budget plan. We're kind of working on that each month. And we briefly, we do need to probably approve this item because this is part of your planning calendar. And this says that we will have this approved by January the first. This is our budget plan for the 26-27 school year, when we're going to do what and all of those items. And we have met the deadline of the December 1st, the principals and got their budget prep sheets. And on December the fourth, the calendar I think, which is tonight is being distributed to you all. So, so far we've got two items that we are checking off our box.

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Sheri Nichols: Whoohoo.

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Rebecca Farley: And with this, we should be able to have our budget approved and to the county commission well before, not well before, but a few days before the May 1st deadline. So I think we.

442

Chris King: Mr. Chairman?

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Scott VanWinkle: Yes sir.

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Chris King: Move to approve the budget plan.

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Travis Cole: Second.

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Scott VanWinkle: Motion, and second to approve the budget plan. Any discussion?

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Travis Cole: No sir.

453

454

Scott VanWinkle: All in favor of the budget plan, say aye.

455

456

All Board Members: Aye.

457

458

Scott VanWinkle: All opposed, say nay.

459

460 (Silence)

461

462 Scott VanWinkle: The ayes have it.

463

Motion to approve Budget Plan.

**VOICE VOTE:** (mover-yes) King

(seconder-yes) Cole

Yes: 6, No: 0

**MOTION: Motion Carried**

464

465

#### 14.F. Monthly Leadership Update

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481

Rebecca Farley: So next is my leadership update this is just to let you know what I've been doing, where I've been going, all of the things. At this meeting, I have finished my 120 day transition plan. I have spent a day in each school, met with numerous staff, got to talk to several of them. I've completed a round of communications with everybody. The temperature checks were sent out. I do have that information. I'm going to share it with the board and I will share that publicly with everybody next month. So I have completed the transition plan that I told you all when I interviewed for the job that I would complete.

Sheri Nichols: Awesome.

Elizabeth Stull: Thank you.

Sheri Nichols: Good job. Yes.

Rebecca Farley: You're welcome.

482

#### 14.G. Annual Planning Calendar

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494

Rebecca Farley: Next is our planning calendar. So December, we are in budget prep calendar. We have sent that out. working currently on the student activity fund audit. We have distributed the budget request to the staff. We're still waiting to be able to share with the public our school system report card information. And we need to look at moving this December, the first report, because that December, the first report is the first time you can work on that report. It's not due until February. So that's a little misleading. But we have started that. And the accountability would be the presentation that I will do next month for us. And it goes along with the school system report card information. So that's where we are in the planning calendar. Questions on any of that?

Sheri Nichols: No.

495 14.H. FYI

496 Rebecca Farley: The next information that we do have is just your FYI information.

497  
498 14.H.1. Attendance Report

499 14.H.2. Personnel Report

500  
501 Rebecca Farley: But at this time I'm going to do this just a little bit different under this  
502 falls our personnel report. And we have a principal that we'll be retiring at the end of  
503 this semester. And I just think that we need to make her come out and be recognized.  
504 She's worked with our system for 30 years. So Ms. Buckner, I know you're out in the  
505 hall. Could you please come in?

506  
507 (Applause)

508  
509 Rebecca Farley: So she didn't know that this was going to happen.

510  
511 Sheri Nichols: She wouldn't have showed up.

512  
513 (Laughter)

514  
515 Sheri Nichols: I know you.

516  
517 Rebecca Farley: So she did come to the principal's meeting today. We had to move  
518 that up. And so she came to the principal's meeting today and this was her last  
519 meeting. And she told me that when she left and I asked her if she was going to be  
520 here tonight and she told me no. But we do appreciate you and all you've done.

521  
522 Sheri Nichols: Amen!

523  
524 Rebecca Farley: We know you've worked at multiple schools and we hate to see you  
525 leave and the love for your community and your kiddos. So we wish you the best.  
526 Thank you.

527  
528 Sheri Nichols: Thank you.

529  
530 (Applause)

531 14.H.3. Substitute List

532  
533 Rebecca Farley: We did have another substitute training. We invited 20 something  
534 and you can see how many showed up. We're still working on that.

535 14.H.4. School News Articles

536 14.H.5. School Calendar of Events

537 15. \*First Reading of Policies

538  
539 (Exhibit #5)

540 16. \*Second Reading of Policies

541 (Exhibit #6)

543 17. \*First and Second Reading Policies

544 (Exhibit #7)

546 18. Chief Financial Officer's Report

547 (Exhibit #8)

549 Scott VanWinkle: All right. So that brings us to the next agenda item financials.

551 18.A. Monthly Financial Report

552 Kim Bray: So nothing's changed really since the work session. Our revenues for the month  
553 were \$22,828,312. Our expenditures exceeded our revenues by about 1.5 million  
554 \$24,414,469. Like I said, we had some projects that we finished up. We finished up the  
555 fire alarm systems at North. In progress on the fire alarm system at CCHS. And we are in  
556 progress with the electrical system at Martin Elementary. So that's some big projects that  
557 we've already got in the mix and actually have paid.  
558

559 18.B. Monthly Sales Tax Report

560 Kim Bray: Next thing would be the sales tax. It is trending in the right direction. Everybody  
561 keep their fingers crossed. We're \$133,000 ahead of budget already and hopefully it won't  
562 turn back around the other way. Like I say by local.  
563

564 Sheri Nichols: Amen.  
565

566 18.C. \*141 Budget Amendments

567 Kim Bray: Got a few budget amendments here. Sorry. I have Dr. Farley's crud. The first  
568 one is our healthy students stronger learners. This is a stipend or a fund they called an  
569 honorarium that Ms. Polson received for some surveys that we filled out. So basically  
570 we're putting this in the budget so that it can go towards our professional development.  
571 The second one is just a budget amendment for our high ISM state grant. They're just  
572 moving some funds around so that they can be better utilized.  
573

574 Chris King: Mr. Chairman?

575 Scott VanWinkle: Yes sir.  
576

577 Chris King: Move to approve both items in 141.  
578

579 Travis Cole: Second.  
580

581 Scott VanWinkle: Motion and a second to approve budget items in the 141 Line. Any  
582 discussion?  
583  
584  
585

586 Travis Cole: No Sir.

587

588 Scott VanWinkle: Alright, Madam Secretary, roll call please.

589

590 Diane McCartney: Mr. King?

591

592 Chris King: Yes.

593

594 Diane McCartney: Mr. Matthews?

595

596 Jon Matthews: Yes.

597

598 Diane McCartney: Ms. Nichols?

599

600 Sheri Nichols: Yes.

601

602 Diane McCartney: Ms. Stull?

603

604 Elizabeth Stull: Yes.

605

606 Diane McCartney: Mr. Cole?

607

608 Travis Cole: Yes.

609

610 Diane McCartney: Mr. VanWinkle?

611

612 Scott VanWinkle: Yes.

613

614 Diane McCartney: Yeses have it.

615

Motion to approve 141 Budget Amendments.

**VOICE VOTE:** (mover-yes) King

(seconder-yes) Cole

Yes: 6, No: 0

**MOTION: Motion Carried**

616

617 18.D. \*143 Budget Amendments

618

619 Kim Bray: The 143 budget amendment. I believe it's an additional funds that we received.  
620 Purchase equipment. I think this will go towards a new freezer and walk-in cooler at North,  
621 in North Elementary.

622

623 Travis Cole: Mr. Chairman, I'll move to approve.

624

625 Chris King: Second.  
626  
627 Scott VanWinkle: Motion and a second to approve budget line items 143. Any discussion?  
628  
629 Travis Cole: No sir.  
630  
631 Scott VanWinkle: Ms. Secretary? Roll call.  
632  
633 Diane McCartney: Ms. Nichols.  
634  
635 Sheri Nichols: Yes.  
636  
637 Diane McCartney: Ms. Stull?  
638  
639 Elizabeth Stull: Yes.  
640  
641 Diane McCartney: Mr. Cole?  
642  
643 Travis Cole: Yes.  
644  
645 Diane McCartney: Mr. King?  
646  
647 Chris King: Yes.  
648  
649 Diane McCartney: Mr. Matthews?  
650  
651 Jon Matthews: Yes.  
652  
653 Diane McCartney: Mr. VanWinkle?  
654  
655 Scott VanWinkle: Yes.  
656  
657 Kim Bray: And the final item I have for you, the fund balance at the end of October is  
658 \$9,892,248. Any questions?  
659  
660 (Silence)  
661  
662 Kim Bray: I'm going down the mountain.  
663  
664 Sheri Nichols: Thank you. Be safe.  
665  
Motion to approve 143 Budget Amendments.

**VOICE VOTE:** (mover-yes) Cole

(seconder-yes) King

Yes: 6, No: 0

**MOTION: Motion Carried**

666

667

19. \*Consent Agenda

668

(Exhibit #9)

669

670

Scott VanWinkle: That brings us to the consent.

671

672

Chris King: Mr. Chair? Move to approve the consent agenda.

673

674

Travis Cole: Second.

675

676

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

677

678

Chris King: No discussion.

679

680

Scott VanWinkle: All in favor of approving the consent agenda. Say aye.

681

682

All Board Members: Aye.

683

684

Scott VanWinkle: All opposed, say nay.

685

686

(Silence)

687

688

Scott VanWinkle: The ayes have it.

689

690

Motion to approve Consent Agenda.

**VOICE VOTE:** (mover-yes) King

(seconder-yes) Cole

Yes: 6, No: 0

**MOTION: Motion Carried**

691

692

19.A. School Board Reports

693

19.A.1. TLN Report

694

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

695

19.C. \*Approval of Contracts

696

19.D. \*School Wide Fundraisers

697

19.E. \*Approval of Disposal of Surplus Property

698 19.F. \*Executive Approval

699 20. Questions from Media

700

701 Scott VanWinkle: Any other business to discuss this evening?

702

703 Chris King: Questions from the media.

704

705 Scott VanWinkle: Questions from the media?

706

707 (Silence)

708 21. Adjournment

709

710 Scott VanWinkle: Meeting is adjourned.

711

712 (Meeting Adjourned at approximately 6:24 pm)

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**Rebecca Farley**  
**Director of Schools**

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**Jason McGhee**  
**Board of Education Recorder**

735

**(\*) Indicates Board Approval Required**

(\*) Indicates Board Approval Required  
January 22, 2026 at 6:00 PM - Board of Education Meeting

1. Call to Order

**Agenda Item Type:** Procedural Item

2. Moment of Silence/Pledge of Allegiance

**Agenda Item Type:** Procedural Item

3. Welcome to Visitors/Acknowledgement of Elected Officials

**Agenda Item Type:** Procedural Item

4. Special Recognition

Student Representatives

CCHS-Abigail Lowe

Phoenix-Falon Lambert

SMHS-Hayley George

**Agenda Item Type:** Information Item

4.A. Jeff Fitzgerald

**Agenda Item Type:** Action Item

5. Roll Call

**Agenda Item Type:** Procedural Item

6. Declaration of Conflict

**Agenda Item Type:** Action Item

7. \*Approval of Minutes

**Agenda Item Type:** Action Item

**Attachments:** (2)

- [11-20-25 Work Session Minutes](#)
- [12-4-25 Board Mtg Minutes](#)

8. \*Approval of Agenda

**Agenda Item Type:** Action Item

9. Community Comments

**Agenda Item Type:** Information Item

10. Open Meetings

**Agenda Item Type:** Action Item

11. Charitable Fund

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [JAN '26 Charitable Fund Disbursements](#)

12. Board Member(s) Report from Training(s)

**Agenda Item Type:** Information Item

13. Legal Report

**Agenda Item Type:** Information Item

14. \*DOS Evaluation

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [Cumberland County DOS Evaluation 2025](#)

15. \*Strategic Plan

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [StrategicPlan2025 Initial Planning](#)

16. Director's Report

**Agenda Item Type:** Information Item

16.A. Supplements

**Agenda Item Type:** Action Item

16.B. Pay Scales

**Agenda Item Type:** Action Item

16.C. Instructional Coach Job Description

**Agenda Item Type:** Information Item

**Attachments:** (1)

- [Job Description Instructional Coach](#)

16.D. Accountability Presentation

**Agenda Item Type:** Information Item

**Attachments:** (1)

- [Accountability](#)

16.E. Leadership Update

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [Leadership Update](#)

16.F. Temperature Check Results

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [Temperature Check Results](#)

16.G. \*B&G Stone Elementary

**Agenda Item Type:** Information Item  
**Attachments:** (1)

- [B&G Stone Elementary](#)

16.H. \*B&G CCHS  
**Agenda Item Type:** Action Item  
**Attachments:** (1)

- [B&G CCHS Soccer Field Sidewalk](#)

16.I. \*Request of Funds  
**Agenda Item Type:** Action Item  
**Attachments:** (1)

- [CCHS Request of Extra Curricular Funds-Cheer Team](#)

16.J. \*'26-'27 Basketball Proposal  
**Agenda Item Type:** Action Item  
16.K. Annual Planning Calendar  
**Agenda Item Type:** Information Item  
**Attachments:** (1)

- [Annual Planning Calendar](#)

16.L. FYI  
**Agenda Item Type:** Information Item  
16.L.1. Attendance Report  
**Agenda Item Type:** Information Item  
**Attachments:** (1)

- [Warm Body Count](#)

16.L.2. Personnel Report  
**Agenda Item Type:** Information Item  
**Attachments:** (2)

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

16.L.3. Substitute List  
**Agenda Item Type:** Information Item  
**Attachments:** (1)

- [Substitute List](#)

#### 16.L.4. School News Articles

**Agenda Item Type:** Information Item

**Attachments:** (12)

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

#### 16.L.5. School Calendar of Events

**Agenda Item Type:** Information Item

**Attachments:** (12)

- [Brown Calendar](#)
- [CCHS Calendars](#)
- [Crab Orchard Calendars](#)
- [Homestead Calendar](#)
- [Martin Calendar](#)
- [North Calendar](#)
- [Phoenix Calendar](#)
- [Pine View Calendar](#)
- [Pleasant Hill Calendar](#)
- [SMHS Calendar](#)
- [South Calendar](#)
- [Stone Elem Calendar](#)

#### 17. \*First Reading of Policies

**Agenda Item Type:** Action Item

**Attachments:** (30)

- [1.901 Charter School Applications](#)
- [3.200 Building and Grounds Maintenance](#)
- [3.2011 Protection Against Injury](#)
- [3.602 Worker's Compensation](#)
- [4.200 Curriculum Development](#)
- [4.201 Class Size Ratios](#)
- [4.202 Special Education](#)

- [4.206 Special Programs](#)
- [4.212 Virtual Education Program](#)
- [4.213 Family Life Education](#)
- [4.404 Use of Copyrighted Material](#)
- [4.407 Web Pages](#)
- [4.502 Parent and Family Engagement](#)
- [4.600 Grading System](#)
- [4.601 Reporting Student Progress](#)
- [4.6012 Accelerated and Advanced Credit](#)
- [4.602 Graduation Recognition Latin Classification](#)
- [4.603 Promotion and Retention](#)
- [4.605 Graduation Requirements](#)
- [4.606 Graduation Activities](#)
- [4.701 Maintaining Test and Data Security](#)
- [5.114 Personnel Records](#)
- [5.117 Procedure for Granting Tenure](#)
- [5.118 Background Investigations](#)
- [5.202 Suspension Dismissal of Non Certified Employees](#)
- [5.300 Short Term Leaves of Absence](#)
- [5.302 Sick Leave](#)
- [6.3071 Extracurricular Activity Drug Testing](#)
- [6.4081 Safe Relocation of Students](#)
- [Moment of Silence](#)

18. \*Second Reading of Policies

**Agenda Item Type:** Action Item

**Attachments:** (5)

- [3.208 Facilities Planning](#)
- [3.219 Use of Unmanned Aircraft Systems and Model Aircraft in the Curriculum](#)
- [3.300 Equipment and Supplies Management](#)
- [3.400 Student Transportation Management](#)
- [3.600 Insurance Management](#)

19. \*First and Second Reading of Policies

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [2.8041 Travel](#)

20. Chief Financial Officer's Report

**Agenda Item Type:** Information Item

20.A. Monthly Financial Report

**Agenda Item Type:** Information Item

**Attachments:** (1)

- [Financial Report](#)

20.B. Monthly Sales Tax Report

**Agenda Item Type:** Information Item

**Attachments:** (1)

- [Sales Tax](#)

20.C. \*141 Budget Amendments

**Agenda Item Type:** Action Item

**Attachments:** (5)

- [141 BA Batelle Grant](#)
- [141 BA Charitable Fund Donation to SS Counselors](#)
- [141 BA ISM Grant](#)
- [141 BA Reallocation Technology Funds](#)
- [141 BA TVA Grant](#)

20.D. \*142 Budget Amendments

**Agenda Item Type:** Action Item

**Attachments:** (3)

- [142 BA Perkins Basic Grant](#)
- [142 BA Title I Budget Amendment](#)
- [142 BA Title III Budget Amendment](#)

20.E. \*143 Budget Amendments

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [143 BA Additional USDA Funds](#)

20.F. \*Title II Budget Amendment

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [142 BA Title II Budget Amendment](#)

21. \*Consent Agenda

**Agenda Item Type:** Consent Agenda

21.A. School Board Reports

**Agenda Item Type:** Consent Item

21.A.1. TLN Report

**Agenda Item Type:** Action Item

21.B. \*Approval of Overnight and Out of State Field Trips

**Agenda Item Type:** Consent Item

**Attachments:** (8)

- [CCHS Boys' Soccer Overnight Request](#)
- [CCHS Overnight Request Science Bowl Team](#)
- [CCHS Overnight Request-Cheer Team-Orlando](#)
- [Homestead Elem BETA Overnight Request](#)
- [Pleasant Hill Overnight Request 8th grade](#)
- [SMHS Overnight Request-Band](#)
- [SMHS Overnight Request-Boys' Soccer](#)
- [SMMS SMHS Overnight Request-Softball](#)

21.C. \*Approval of Contracts

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [SMHS Jostens Agreement](#)

21.D. \*Approval of Grants

**Agenda Item Type:** Consent Item

**Attachments:** (2)

- [North Request to Accept Grant](#)
- [CCHS Grant Request](#)

21.E. \*School Wide Fundraisers

**Agenda Item Type:** Consent Item

**Attachments:** (10)

- [Brown School-Wide Fundraiser-General Fund](#)
- [Brown School-Wide Fundraiser-Yearbook](#)
- [CCHS Fundraiser Crowdfunding-Track & Field](#)
- [CCHS Fundraiser-Football Crowdfunding](#)
- [CCHS School-Wide Fundraiser-Business Tech Class](#)
- [CCHS School-Wide Fundraiser-Cheer Team](#)
- [North School-Wide Fundraiser-Band](#)
- [North School-Wide Fundraiser-Student Council](#)
- [PHS School-Wide Fundraiser](#)
- [SMHS Fundraiser-Crowdfunding Baseball](#)

21.F. \*Approval of Disposal of Surplus Property

**Agenda Item Type:** Consent Item

**Attachments:** (10)

- [Brown Retired Inventory](#)
- [CCHS Retired Inventory](#)
- [Federal Equipment Retired Inventory](#)
- [General, CTE, Food Service Retired Inventory](#)
- [HES Federal Retired Inventory](#)
- [HES Retired Inventory](#)
- [Martin Retired Inventory](#)
- [Phoenix Retired Inventory](#)
- [SMHS Retired Inventory](#)
- [South Retired Inventory](#)

21.G. \*Executive Approval

**Agenda Item Type:** Consent Item

**Attachments:** (2)

- [EA CCHS Overnight Trip Hilton Head SC](#)
- [EA CCHS Overnight Trip London KY](#)

22. Questions from Media

**Agenda Item Type:** Information Item

23. Adjournment

**Agenda Item Type:** Action Item

**Comments:**

January 13, 2026 Charitable Fund

Brown Elementary

HANNAH VANWINKLE BROWN BEAR BOOK CLUB  
JESSI WYATT BETA

Crab Orchard Elementary

JESSICA MARSEE BAND/CHOIR/MUSIC  
MICHELLE PETTUS 4TH GR ELA/SS CLASS  
CARA FISH LIBRARY MILLIONAIRE READERS CLUB  
JACQUE PUGH,AMANDA WHITE,MEGAN HILD 3RD GRADE

Homestead Elementary

CAMILLE CONNOR, CHASITY BOHANNON SWPB  
SARAH KUFFEL, NICOLE GOLDEN STUDENT COUNCIL  
EMILY KILBY BAND

Martin Elementary

SUMMER BRANNUM, TERESA SMITH, LESLIE SMITH 4TH GRADE  
MELISSA BUFFKIN 2ND GRADE  
JOY GOAD, KIM STEPHENS NUKUMORI HOUSE  
CHESTER GOAD DRAMA

North Elementary

KRISTINA JONES 8TH GRADE SOCIAL STUDIES  
JESSICA BILBREY, CRISTYN DIANA STUDENT COUNCIL  
ASHTON HAYES FFA  
TIFFANY FIELDS, JULIA TIMSON EPIC AMBASSADORS  
COURTNEY HENNESSEE 4TH GRADE ELA

Pine View Elementary

ASHLEY CORBIN 8TH GRADE HOMEROOM  
ASHLEY CORBIN 8TH GRADE HISTORY

Pleasant Hill Elementary

TAYLOR BLYLY 1ST GRADE

South Elementary

MARIO LABORDE BAND  
CHRISTY INMAN,TERESA GRAY,KRISTIN WALKER 2ND GRADE  
JAMIE WHITE RTI  
TIFFANY BREWER, TORI MOSS,TERESA GRAY KINGDOM KIDS

Stone Elementary

<u>KASEY PATTON, TIFFANY RIDELY</u>	<u>PBS</u>
<u>SHERI SATHER</u>	<u>ESL</u>
<u>KRISTIN LOPEZ</u>	<u>BAND/CHOIR</u>
<u>BETH TROYER</u>	<u>5TH GRADE SCIENCE</u>
<u>AMBER CARTER, KATIE ENGLAND</u>	<u>BOOK CLUB</u>

Phoenix

<u>SHERRY SMITH</u>	<u>STUDENT COUNCIL</u>
<u>LAVONDA OWENS, CASEY ROBINSON</u>	<u>PBS</u>
<u>CARRIE PENNINGTON, CASEY ROBINSON</u>	<u>YEARBOOK</u>

Cumberland County High School

<u>BEKKI ATKINSON</u>	<u>READER VOLUNTEERS</u>
<u>ERICA BIRMINGHAM</u>	<u>CHOIR</u>
<u>LAURA GILPIN, AARON DAENELL</u>	<u>ACTIVE MINDS</u>
<u>GRETCHEN DAENELL</u>	<u>BOWLING TEAM</u>
<u>JOLENE FIELDS, JENNA WILLIAMS, SOUK STEPHENS</u>	<u>EXTRAORDINARY JETS</u>
<u>DAISY FILLER</u>	<u>BETA</u>
<u>BRENDA HALL</u>	<u>STUDENT COUNCIL</u>
<u>JACKSON HUGHES</u>	<u>TRACK &amp; FIELD</u>
<u>KEISHA HUNSUCKER</u>	<u>WINTER GUARD</u>
<u>BRUCE JOHNSON</u>	<u>BAND</u>
<u>SISTINA MARTIN, KEISHA HUNSUCKER, DR SHADDEN</u>	<u>SWPBS</u>
<u>ANGELA ROBBINS</u>	<u>FRENCH CLUB</u>
<u>ANGELA ROBBINS</u>	<u>THEATRE 2</u>
<u>MEGAN SHERFIELD, DARCY PHIPPS</u>	<u>CHEER TEAM</u>
<u>MICAHIAH STOREY</u>	<u>BOYS/GIRLS WRESTLING</u>
<u>TYLER THOMPSON</u>	<u>BASEBALL</u>
<u>CUB WHITSON</u>	<u>BOYS SOCCER</u>

Stone Memorial High School

<u>APRIL MOORE</u>	<u>ACT PREP GOAL GETTERS</u>
<u>RACHEL MARTIN</u>	<u>ENGLISH DEPT</u>
<u>JUSTIN QUALLS</u>	<u>GIRLS FLAG FOOTBALL</u>
<u>TRISTESSA LUETKEMEYER</u>	<u>ART CLUB</u>
<u>BRIAN PARKER</u>	<u>BOYS/GIRLS WRESTLING</u>
<u>CAITLIN BROWN, BRITTANY BILBREY</u>	<u>GIRLS SOCCER</u>
<u>PATRICK ROBINSON</u>	<u>BOYS SOCCER</u>
<u>KINSEY COBBLE</u>	<u>FCCLA</u>
<u>BRYANNA BROSSMAN</u>	<u>ESL PEN PALS</u>
<u>REEM SMITH</u>	<u>MATH CLUB</u>
<u>ELANA DOUGLAS</u>	<u>BAND</u>

District

SCOTT HULL, HEATHER SMITH, BREANNA VANWINKLE, BETH EAVES, ERICA NEAL,

MARIANNE VANHOSER SAFE SCHOOLS COUNSELORS

RHONDA PHIPPS, SHERI SATHER, TONI LARUE-GARRETT, BRYANNA BROSSERMAN

DISTRICT WIDE ESL TEACHERS

Middle School

JACKSON HUGHES CCMS TRACK AND FIELD

DARCY PHIPPS, LINDA BENNETT CCMS CHEER TEAM

RANDY HERRING CCMS GOLF



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

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

## Appendix B – Board Observational Data

### BOARD RELATIONSHIPS

	1	2	3	4	5
<p><del>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 monthly meetings 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 work session topics and available attachments will be provided</del> <b>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 monthly meetings 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 work session topics and available attachments will be provided</b> <del>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.</del></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.					
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.					
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.					

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

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

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

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

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

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

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

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

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

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



## 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/Focus

### PERFORMANCE METRICS:

- 100 % of individual schools will meet Annual Measurable Objectives (AMO) in ELA and Math.
- 100 % of individual schools will achieve a growth index score of 3 or higher.
- K-3 focus
  - District analyzation of universal screening scores.
  - Additional first grade support.
  - Lower student/teacher ratio K-2



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

## Academics/K-12 Framework

### ACTION STEPS:

2-K-12 Framework (CCTE)

### PERFORMANCE METRICS:

- Annually 1% increase in ACT Composite score.
- 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:

- Increase parental opportunities and participants for involvement at each school by 2% annually through essential family engagement events.
- Make available a parent resource room at Central Services with needed items for families and supports on an as needed 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.
- Increase student participation in art displays and performances to include 2% of student population at each school through various activities.
- 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.
- Substitute availability improvements.



# 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.



## 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, upgrade 2 buildings annually.
- Develop a prioritized list with Homeland Security by school.



# UPDATES

RECOMMENDED CHANGES ARE INDICATED  
BY A STRIKETHROUGH OR UPDATED IN RED.

\*RATIONALE FOR CHANGES ARE MARKED  
WITH AN ASTERISK AND UPDATED IN PINK.

# 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.

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- 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/Focus

### PERFORMANCE METRICS:

- 100 % of individual schools will meet Annual Measurable Objectives (AMO) in ~~ELA and Math.~~ \*State does not provide those individually. It's an "overall" success rate.
- 100 % of individual schools will achieve a growth index score of 3 or higher.
- K-3 focus
  - District analyzation of universal screening scores.
  - Additional first grade support.
  - Lower student/teacher ratio K-2



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

## Academics/K-12 Framework

### ACTION STEPS:

2-K-12 Framework (CCTE)

### PERFORMANCE METRICS:

- Annually 1% increase in ACT Composite score.
- Annually 10% increase in the Ready Graduate Indicators- **College & Career ready (CCR)** with goal of being 100% by 2027-2028. *\*TDOE is removing the term ready graduate indicators from their language.*
- 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~~ 2% annually. *\*The 10% goal is unrealistic.*
- ~~Maximize exposure to Industry 4.0 by 10% annually.~~ *\*This bullet ties directly into the above bullet on work-based learning.*



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

## Academics/Parent Involvement

### ACTION STEPS:

#### 3-Parent Involvement

### PERFORMANCE METRICS:

- Increase parental opportunities and participants for involvement at each school by 2% annually through essential family engagement events.
- Make available a parent resource room at Central Services with needed items for families and supports on an as needed 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 **and update annually** athletic procedure to align with TMSAA membership guidelines and Board policy.
- Increase student participation in art displays and performances to include 2% of student population at each school through various activities.
- 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.
- Substitute availability improvements.



# 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, upgrade 2 buildings annually.
- Develop a prioritized list with Homeland Security by school.



	<b>Academics</b>				
	<b>Action Step 1: Test Goals/Focus Performance Metrics:</b> 100% of individual schools will meet Annual Mesasurable Objectives (AMO) in ELA and Math.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
AMOs			Not released from TDOE yet		
	<b>Action Step 1: Test Goals/Focus Performance Metrics:</b> 100% of individual schools will achieve a growth index score of 3 or higher.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
TVAAS			66.7% (8 of 12)		
	<b>Action Step 1: Test Goals/Focus Performance Metrics:</b> K-3 Focus district analyzttation of universal screening scores.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
AIMS Web			79% (79 of 100) show average effectiveness on winter screener.		
	<b>Action Step 2: K-12 Framework (CCTE) Performance Metrics:</b> Annually 1% increase in ACT Composite score.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
ACT			19.3	19.5	19.7
	<b>Action Step 2: K-12 Framework (CCTE) Performance Metrics:</b> Annually 10% increase in the Ready Graduate Indicators with goal of being 100% by 2027-2028.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Ready Graduate			51.50%	56.70%	100%
	<b>Action Step 2: K-12 Framework (CCTE) Performance Metrics:</b> Annually 2% increase in the Graduation Rate to reach attainment of 100% by 2027-2028.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
State Graduation Rate			93.10%	100%	100%

	<b>Action Step 2: K-12 Framework (CCTE) Performance Metrics:</b> 100% of students will attain at least 1 Industry Credential Reporting to State upon graduation by 2027-2028.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Industry Certification					100%
	<b>Action Step 2: K-12 Framework (CCTE) Performance Metrics:</b> Increase work-based learning enrollment by 2%-10% annually.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Work-Based Learning					
	<b>Action Step 3: Parent Involvement Performance Metrics:</b> Increase parental opportunities and participants for involvement at each school by 2% annually through essential family engagement events.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
School Parental Opportunities					
	<b>Action Step 3: Parent Involvement Performance Metrics:</b> Director communication quarterly with families via Parent Square with topics and book suggestions.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Communication			Completed at end of both nine weeks with topics and book suggestions. 1-20-26		
	<b>Action Step 3: Parent Involvement Performance Metrics:</b> Birth to 3 initiatives-increase supports on district website and social media for this age group.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
CCSchools Website					
	<b>Action Step 3: Parent Involvement Performance Metrics:</b> Make available a parent resource room at Central Services with needed items for families and supports on an as needed basis.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Social Worker records					

	<b>Action Step 4:</b> Athletics, Arts, & Activities: <b>Performance Metrics:</b> Create & update annually an athletic procedure manual to align with TMSAA membership guidelines and Board policy.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
CCSchools Middle School Athletic Manual					
	<b>Action Step 4:</b> Athletics, Arts, & Activities: <b>Performance Metrics:</b> Increase student participation in art displays and performances to include 2% of student population at each school through various activities.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Individual School Art Participation					
	<b>Action Step 5:</b> Middle Schools: <b>Performance Metrics:</b> Analyze possibility of utilizing middle schools.				
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Cause & Effect Matrix					

Human Resources					
<b>Action Step 1: Recruitment Performance Metrics:</b> Attend a minimum of 2 career fairs annually.					
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Career Fair Attendance					
<b>Action Step 1: Recruitment Performance Metrics:</b> Improve teacher salary and benefits.					
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
<b>Action Step 1: Recruitment Performance Metrics:</b> Substitute availability improvements.					
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
<b>Action Step 2: Retention Performance Metrics:</b> Increase retention of staff from 78% to 80%.					
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
<b>Action Step 2: Retention Performance Metrics:</b> Conduct new employee orientation to better equip employees for the demand of the job and retain for future years.					
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
New Employee Orientation Attendance Logs					
<b>Action Step 2: Retention Performance Metrics:</b> Provide necessary professional development for all job necessary.					
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Professional Development Attendance Logs					

<b>Safety &amp; Security</b>					
<b>Action Step 1: Safety Training Performance Metrics:</b> 100% staff (classified and certified) trained on necessary emergency drills and trainings and trauma informed strategies at the local, state, and federal level.					
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Attendance & Completion Logs					
<b>Action Step 1: Safety Training Performance Metrics:</b> 100% staff (classified and certified) trained and understand the upmost importance of locked doors, interior and exterior, and consequences.					
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Communciation to Staff					
<b>Action Step 1: Safety Training Performance Metrics:</b> Develop a priority list with Homeland Security, by school.					
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Priority List					
<b>Action Step 2: Safety Plan Performance Metrics:</b> 100% schools complete and submit the district required standardized safety plan by deadline.					
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Completed Safety Plans					
<b>Action Step 2: Safety Plan Performance Metrics:</b> Basesd on availability of funding and recommendation from Homeland Security upgrade 2 buildings annually.					
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Safety Recommendations					
<b>Action Step 2: Safety Plan Performance Metrics:</b> Develop a prioritized list with Homeland Security by school.					
	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026	Year 4: 2026-2027	Year 5: 2027-2028
Prioritized List					

**Cumberland County Schools**  
**2023 - 2028 Strategic Plan Check-in Tool**  
**Directions**

**Overview of this Tool**

This tool will support the district in tracking and assessing the status of its strategic plan implantation. It includes two elements: an **Action Step Status** and the **Implementation Plan**. Each can be used to assess different aspects of the status of the strategic plan.

**How to Use this Document**

The tabs of this tool will be used to update the status of the strategic plan, guide the update process, and/or assist in the making of strategic decisions about implementation and impact. The table below provides an overview of each tab of the tool.

Section	Purpose	Update Status
<b><u>Dashboard</u></b>	This tab provides <b>pivot tables and graphs</b> displaying data for the <b>current</b> quarter	
<b><u>Master</u></b>	This tab is <b>auto populated</b> with <b>action step status</b> ratings from <b>each of the quarterly tabs</b>	
<b><u>Q1 Action Step Status</u></b>	This tab is used to give high level <b>action step status updates</b> for <b>quarter 1</b> . This will enable leadership to see <b>trends, plan ahead, and address strategic needs</b> .	
<b><u>Q2 Action Step Status</u></b>	This tab is used to give high level <b>action step status updates</b> for <b>quarter 2</b> . This will enable leadership to see <b>trends, plan ahead, and address strategic needs</b> .	
<b><u>Q3 Action Step Status</u></b>	This tab is used to give high level <b>action step status updates</b> for <b>quarter 3</b> . This will enable leadership to see <b>trends, plan ahead, and address strategic needs</b> .	
<b><u>Q4 Action Step Status</u></b>	This tab is used to give high level <b>action step status updates</b> for <b>quarter 4</b> . This will enable leadership to see <b>trends, plan ahead, and address strategic needs</b> .	
<b><u>Implementation Plan</u></b>	This tab is used to give <b>progress updates</b> on the current status of <b>each activity</b> aligned to the strategic plan.	
<b><u>Update Guidance</u></b>	This tab includes <b>guidance on assessing action steps</b> each quarter and overall directions for how to enter updates throughout the life of the strategic plan	

**Additional Resource**

The Cumberland County Schools Strategic Plan Progress Check-In Handbook can be used in conjunction with this tool. It includes example and further explanations for all portions of this tool.

**Cumberland County Schools  
2023 - 2028 Strategic Plan Implementation and  
Actions Step Status**

**Overview of this Section**

This tab is used to give high level **action step status updates** that are stored after each quarter. This will enable leadership to see **trends, plan ahead, and**

**How to use this Section**

1. At the end of each quarter, **assess the status** of the descriptors using the guidance found in the

2. Updates to columns H, I, and J should answer the following questions:

**Key Progress:** What significant events or progress has taken place since our last update? What successes have we seen? What evidence of progress do we have?

**Challenges:** Are there any significant challenges the team is facing on this project? Are we seeing evidence of progress? If progress is stalled, what barriers are contributing (e.g., capacity,

**Next Steps:** What actions need to be taken to keep, or get, this activity on track for on time completion?

3. Review the statuses for **potential areas of concern and trends over time** to determine prioritized actions moving forward.

Focus Area	Goal	Action Step	Descriptor	Start Date	End Date	Y1 Key Progress	Y1 Challenges	Y1 Next Steps	Y1
Academics/Test Goals	1	1	100% of individual schools will meet Annual Measurable Objectives (AMO) in ELA and Math.	8/1/2023	5/24/2024	Use benchmark data (Mastery Connect, AimsWeb) to measure whether schools are projected to show growth on TCAP.	Students often enter schools below grade level or without instructional experience, impacting performance on standardized assessments. Students in elementary and middle grades often lack foundational literacy skills (phonics, fluency, vocabulary), limiting access to grade-level standards.	Increase instructional time and intensity for at-risk students. Build teacher capacity and instructional consistency by providing targeted professional development focused on: explicit ELA instruction, fluency and stamina-building strategies, vocabulary development and collaborative planning.	2
Academics/Test Goals	1	2	100% of individual schools will achieve a growth index score of 3 or higher.	8/1/2023	5/24/2024	Use district benchmark data to assess whether growth trajectories align with a growth index of 3 or higher. This will be determined by the percentage of students that met or exceeded expectation on the benchmark assessments.	Students performing well below grade level often require multiple years of accelerated instruction and intervention to close the gap in proficiency. This is especially true for in ELA for students with foundational literacy gaps. Limited staffing and scheduling constraints can reduce intervention dosage for struggling students. Students with high absenteeism have reduced exposure to core instruction and interventions.	Set realistic growth targets that recognize the need for more than one year of intervention to close proficiency gaps. Ensure intervention plans follow students across grade levels to maintain growth and higher levels of achievement. Prioritize small-group instruction for students with the greatest academic needs. Utilize interventionists, trained paraprofessionals, and special education teachers to expand support without reducing core instruction. Identify students with high absenteeism early and develop targeted attendance support plans.	2

Academics/Test Goals	1	3		8/1/2023	5/24/2024	The number of students that score in Tier I placement on the AimsWeb universal screener will grow from the Fall assessment to the Spring assessment. Coincidentally, the number of Tier II and Tier III students will decrease.	Inconsistent use of universal screening data to analyze student deficits and target interventions. Limited intervention staff can restrict the amount of additional support available for younger students. Inconsistent implementation of research-based foundational skills practices limits the effectiveness of the HQIM.	Analyze data by grade level, school, skill area, and subgroup to identify trends and gaps. Use district and school data to inform targeted supports, staffing decisions, and professional learning opportunities. Implement clear plans to use screening results to drive instructional adjustments, intervention placement, and progress monitoring. Prioritize first grade for additional intervention resources, especially when academic gaps are most responsive to intervention.	2
			K-2 Focus: District analysis of universal screening scores. Additional first-grade support.						
Academics/Test Goals	1	4		8/1/2023	5/24/2024	Improved instructional outcomes will include growth on universal screeners and an increased percentage of students meeting or exceeding grade-level assessments on foundational literacy skills.	There will be issues with recruiting highly-effective early grade teachers. The ongoing cost of additional teacher salaries will also be an issue. Some schools have insufficient space for the 25-20 pupil change.	Identify available instructional spaces for K-2 classrooms. Adjust master schedules to maximize instructional staffing efficiency. Monitor student growth data to evaluate the instructional return on investment.	2
			Lower student/teacher ratio in grades K-2 from 25 pupil maximum to 20 pupil maximum						
Academics/K-12 Framework	2	1		8/1/2023	5/24/2024	Implemented Max the Text in the ACT Prep classes. 11th grade students take the ACT. 10th grade students take PreACT. Tested 8th and 9th grade students on practice PreACT test. Analyzed data for placement in High School courses.	Funding	Fund curriculum for ACT Prep classes for 11th grade, and Fund PreACT for 9th and 10th grades.	2
			Annually increase ACT by 1% in ACT Composite Score						
Academics/K-12 Framework	2	2		8/1/2023	5/24/2024	Use Ready Graduate data to determine an increase each year. Implement additional EPSO and ICs for all students. Provide opportunities for ASVAB testing.	Continue to utilize the tracking documents at each high school and provide PD for the individuals overseeing documentation.	Continue funding	2
			Annually increase in the Ready Graduate Indicators with CCR goal of being 100% by 2027-2028.						
Academics/K-12 Framework	2	3		8/1/2023	5/24/2024	Implemented WBL coordinators to expand opportunities for students to earn credit while employed. Graduation Coach oversees at-risk students and EPSOs.	Funding	Continue funding WBL coordinators and graduation coach and expand opportunities in academic and CTE offerings.	2
			Annually 2% increase in the graduation rate to reach the attainment of 100% by 2027-2028						
Academics/K-12 Framework	2	4		1/2/2024	5/24/2024	Utilize tracking documents to achieve tier 1, 2, and 3 levels of industry credentials.	Funding	Coaching of CTE teachers.	2
			100% of students will attain at least one industry credential reporting to the state upon graduation by 2027-2028						

	2	5		8/1/2023	5/24/2024	WBL Coordinators at both high schools are in place to oversee and promote the program.	Funding	Develop more partnerships with business/industry partners for student placements.	2
<b>Academics/K-12 Framework</b>			Increase Work-Based Learning enrollment by 2% annually.						
	3	1		8/1/2023	5/24/2024	Increase the number of participants at essential family engagement events- particularly those related to student academic achievement at each school. Collect event data to tell whether or not there has been an increase in family involvement.	Scheduling conflicts for working families and transportation barriers will limit attendance at these events. There may also be a limited staff capacity to plan and host the events. This is a tough area to gather data because of the inconsistent tracking of participation data across schools.	Identify and define essential family engagement events at each school. Standardize attendance tracking methods across all schools. Offer events at varied times and formats. Increase targeted communication using multiple platforms and languages. Use family feedback to refine and improve engagement strategies annually.	2
<b>Academics/Parent Involvement</b>			Increase family involvement opportunities and participants at each school by 2% annually through essential family engagement events.						
	3	2		8/1/2023	5/24/2024	Establish a family resource room and take an inventory of resources. Keep data on the number of families served through the resource room. Promote the resource room to increase referrals and utilization.	Securing sustainable funding and ongoing donations can be a barrier to the success of the family resource room. Ensuring families are aware and feel comfortable accessing the resource room. Coordinating referrals and communication between schools and Central Services.	Develop an inventory system for the family resource room. Ensure families know and understand the procedures for accessing the resource room. Partner with community organizations, churches, and local business to support donations and services. Create a communication plan to inform families and school staff about the resource room.	1
<b>Academics/Parent Involvement</b>			Make available a family resource room at Central Services with needed items for families and supports on an as-needed basis.						
	3	3		8/1/2023	5/24/2024	Delivery of four district-wide ParentSquare messages annually from the Director of Schools. Include key district updates, upcoming events, and instructional priorities. Inclusion of book recommendations to promote family literacy. Increased family awareness of district initiatives and supports.	Reaching families with limited digital access or language barriers could be a challenge to this goal. It could be difficult to maintain high engagement across all schools and grade levels.	Coordinate with curriculum and school leaders to identify timely topics. Translate messages and utilize ParentSquare features to support accessibility. Monitor engagement data and adjust content based on family response.	1
<b>Academics/Parent Involvement</b>			Quarterly communication from the Director of Schools via ParentSquare with important topics and book suggestions.						
	3	4		8/1/2023	5/24/2024	Create a dedicated section on the district website with birth-to-3 resources and information. Increased awareness of TEIS, pre-K, and community supports for early learners.	It could be difficult to reach families who are not yet connected to schools. Language and accessibility could be barriers for families.	Partner with early childhood, special education, and community agencies to identify and share resources. Promote connections to early intervention services, pre-K, and family supports.	2
<b>Academics/Parent Involvement</b>			Birth to 3 initiatives- increase support on the district website and social media for this age group.						

<p><b>Academics/Athletics, Arts, &amp; Activities</b></p>	<p>4 1</p>	<p>Create athletic procedures to align with TMSAA membership guidelines and Board policy.</p>	<p>8/1/2023 5/24/2024</p>	<p>Review and approval of procedures created by district leadership, the Board of Education, and the Tennessee Middle School Athletic Association. Consistent implementation of procedures across all middle school athletic programs. Reduced compliance issues or violations related to eligibility for participation. Increased clarity and consistency for school administrators, coaches, students, and families.</p>	<p>Ensuring procedures remain up to date with TMSAA changes. Aligning school-level practices with district and board expectations. Monitoring compliance consistently across multiple schools and sports. Balancing athletic opportunities with academic and behavioral expectations.</p>	<p>Collaborate with school administrators, athletic directors, and coaches to review TMSAA procedures. Communicate procedures clearly to families and students.</p>
<p><b>Academics/Athletics, Arts, &amp; Activities</b></p>	<p>4 2</p>	<p>Provide various arts opportunities to better serve all groups of students.</p>	<p>8/1/2023 5/24/2024</p>	<p>Percentage of students participating in art displays, exhibits, or performances at each school. Number and variety of art events (art shows, concerts, performances). Representation in arts programs across all grade levels and student groups. Increased visibility of student artwork and performances within schools and community.</p>	<p>Limited instructional time and scheduling issues. Budget limitations for supplies, materials, and events. Tracking and reporting participation data consistently.</p>	<p>Establish school-level targets aligned to the 2% participation goal. Identify and schedule art displays and performance opportunities throughout the year. Support schools with resources, materials, and planning ideas. Highlight student work through school communication and community events.</p>
<p><b>Academics/Athletics, Arts, &amp; Activities</b></p>	<p>4 3</p>	<p>Strongly encourage each middle and high school student to participate in at least one extracurricular activity (athletics, band, drama, arts, clubs, etc.)</p>	<p>8/1/2023 5/24/2024</p>	<p>Percentage of middle and high school students participating in at least one extracurricular activity increases every year. Increased enrollment in athletic opportunities, fine arts, academic clubs, and student organizations. Improved student attendance, engagement, and ownership among students.</p>	<p>Transportation and after-school accessibility barriers. Financial barriers. Limited staffing or coaching capacity. Student awareness of available opportunities.</p>	<p>Publicize all extracurricular opportunities at each school. Provide orientation and sign-up events for these opportunities. Monitor participation data and identify groups needing additional outreach.</p>



	5	1		8/1/2023	5/24/2024	Completion of district-wide study that includes input from families, staff, students, and community members. Review data from districts that use a middle school model and compare to Cumberland County.	Community concerns related to middle schools. Facility capacity and renovation requirements. Staffing needs and potential reassignments. Transportation and scheduling issues. Ensuring academic and social-emotional student supports. Financial costs associated with restructuring and implementation.	Analyze academic and behavioral outcomes comparing current and middle school models. Gather stakeholder feedback through surveys, town hall meetings, and focus groups. Evaluate financial impact and sustainability.	2
<b>Academics/Middle School</b>			Analyze possibility of transitioning to middle schools.						
	6	1		8/1/2023	5/24/2024	All certified and classified positions will be filled by the start of each school year. Increased applicant pool size for hard-to-fill positions. Improvements in teacher salary. Increased number of substitute teachers in the district. Reduce the amount of uncovered classrooms.	Salary constraints compared to some neighboring districts. Substitute teacher shortages and inconsistent availability. Budget limitations impacting compensation improvements.	Develop and implement a district improvement plan. Attend at least two career fairs annually. Explore strategies to enhance compensation. Implement a more streamlined process to increase substitute recruitment. Monitor vacancy, substitute fill rates, and retention data regularly.	0
<b>Human Resources</b>			Recruitment: Recruit all necessary employees to the district. Attend a minimum of 2 career fairs annually. Improve teacher salary and benefits. Substitute availability improvements.						
	6	2		8/1/2023	5/24/2024	Increase overall staff retention rate. Reduction in first and second-year employee turnover. Increase internal promotion and leadership development.	High demands of workload contributing to burnout. Limited time for training during the school year, Budget limitations for expanded professional development.	Provide annual, role-specific professional development for certified, classified, and administrative staff. Design and implement a structured new employee orientation program covering expectations, supports, and distinct culture.	0
<b>Human Resources</b>			Retention- Increase retention of staff from 78% to 80%. Conduct new employee orientation to better equip employees for the demands of the job and retain them for future years. Provide annual professional development (PD) for all jobs.						
	7	1		8/1/2023	5/24/2024	100% staff completion rate for required safety and emergency training. Completion of trauma-informed practices training for all staff. Staff acknowledgement and demonstration of understanding of locked door procedures and consequences. Reduced safety violations related to door security and emergency procedures.	Scheduling training for all staff across multiple roles and shifts. Ensuring consistency and fidelity of training implementation.	Require annual safety training for all certified and classified staff. Establish a signed acknowledgement for locked door expectations and consequences. Collaborate with Homeland Security to develop and maintain a safety list by school.	2
<b>Safety and Security</b>			Safety Training: 100% (classified and certified) staff trained on emergency drills and trauma-informed strategies at the local, state, and federal levels. 100% (classified and certified) staff trained and understand the utmost importance of locked doors, interior and exterior, and consequences. Develop a priority list with Homeland Security, by school.						

**Safety and Security**

7

2

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

8/1/2023 5/24/2024

100% on-time submission of safety plans by all schools. Completion of safety-related building upgrades, as funding allows. Improved safety audits.

Varying layouts and safety/emergency procedures in each school. Limited funding for facility and security upgrades.

Establish and communicate clear submission deadlines and expectations. Review and provide feedback on safety plans. Monitor implementation and update safety plans annually.

2

**Cumberland County Schools  
2023 - 2028 Strategic Plan Implementation and  
Actions Step Status**

**Overview of this Section**

This tab is used to give high level **action step status updates** that are stored after each quarter. This will enable leadership to see **trends, plan ahead, and**

**How to use this Section**

1. At the end of each quarter, **assess the status** of the descriptors using the guidance found in the

2. Updates to columns H, I, and J should answer the following questions:

**Key Progress:** What significant events or progress has taken place since our last update? What successes have we seen? What evidence of progress do we have?

**Challenges:** Are there any significant challenges the team is facing on this project? Are we seeing evidence of progress? If progress is stalled, what barriers are contributing (e.g., capacity,

**Next Steps:** What actions need to be taken to keep, or get, this activity on track for on time completion?

3. Review the statuses for **potential areas of concern and trends over time** to determine prioritized actions moving forward.

Focus Area	Goal	Action Step	Descriptor	Start Date	End Date	Y2 Key Progress	Y2 Challenges	Y2 Next Steps	Y2
Academics/Test Goals	1	1	100% of individual schools will meet Annual Measurable Objectives (AMO) in ELA and Math.	8/1/2024	5/24/2025	Use benchmark data (Mastery Connect, AimsWeb) to measure whether schools are projected to show growth on TCAP.	Students often enter schools below grade level or without instructional experience, impacting performance on standardized assessments. Students in elementary and middle grades often lack foundational literacy skills (phonics, fluency, vocabulary), limiting access to grade-level standards.	Increase instructional time and intensity for at-risk students. Build teacher capacity and instructional consistency by providing targeted professional development focused on: explicit ELA instruction, fluency and stamina-building strategies, vocabulary development and collaborative planning.	2
Academics/Test Goals	1	2	100% of individual schools will achieve a growth index score of 3 or higher.	8/1/2024	5/24/2025	Use district benchmark data to assess whether growth trajectories align with a growth index of 3 or higher. This will be determined by the percentage of students that met or exceeded expectation on the benchmark assessments.	Students performing well below grade level often require multiple years of accelerated instruction and intervention to close the gap in proficiency. This is especially true for in ELA for students with foundational literacy gaps. Limited staffing and scheduling constraints can reduce intervention dosage for struggling students. Students with high absenteeism have reduced exposure to core instruction and interventions.	Set realistic growth targets that recognize the need for more than one year of intervention to close proficiency gaps. Ensure intervention plans follow students across grade levels to maintain growth and higher levels of achievement. Prioritize small-group instruction for students with the greatest academic needs. Utilize interventionists, trained paraprofessionals, and special education teachers to expand support without reducing core instruction. Identify students with high absenteeism early and develop targeted attendance support plans.	2

Academics/Test Goals	1	3	K-2 Focus: District analysis of universal screening scores. Additional first-grade support.	8/1/2024	5/24/2025	The number of students that score in Tier I placement on the AimsWeb universal screener will grow from the Fall assessment to the Spring assessment. Coincidentally, the number of Tier II and Tier III students will decrease.	Inconsistent use of universal screening data to analyze student deficits and target interventions. Limited intervention staff can restrict the amount of additional support available for younger students. Inconsistent implementation of research-based foundational skills practices limits the effectiveness of the HQIM.	Analyze data by grade level, school, skill area, and subgroup to identify trends and gaps. Use district and school data to inform targeted supports, staffing decisions, and professional learning opportunities. Implement clear plans to use screening results to drive instructional adjustments, intervention placement, and progress monitoring. Prioritize first grade for additional intervention resources, especially when academic gaps are most responsive to intervention.	3
Academics/Test Goals	1	4	Lower student/teacher ratio in grades K-2 from 25 pupil maximum to 20 pupil maximum	8/1/2024	5/24/2025	Improved instructional outcomes will include growth on universal screeners and an increased percentage of students meeting or exceeding grade-level assessments on foundational literacy skills.	There will be issues with recruiting highly-effective early grade teachers. The ongoing cost of additional teacher salaries will also be an issue. Some schools have insufficient space for the 25-20 pupil change.	Identify available instructional spaces for K-2 classrooms. Adjust master schedules to maximize instructional staffing efficiency. Monitor student growth data to evaluate the instructional return on investment.	2
Academics/K-12 Framework	2	1	Annually increase ACT by 1% in ACT Composite Score	8/1/2024	5/24/2025	Implemented Edmentum Software (Courseware, Tutorials and Study Island) in the ACT Prep classes. PreACT tested 9th and 10th graders. Tested 8th grade students on practice PreACT test. Analyzed data for placement in High School courses.	Funding	Fund curriculum for ACT Prep classes for 11th grade, and Fund PreACT for 9th and 10th grades	2
Academics/K-12 Framework	2	2	Annually increase in the Ready Graduate Indicators with CCR goal of being 100% by 2027-2028.	8/1/2024	5/24/2025	Use Ready Graduate data to determine an increase each year. Implement additional EPSO and ICs for all students. Provide opportunities for ASVAB testing.	Continue to utilize the tracking documents at each high school and provide PD for the individuals overseeing documentation.	Continue funding	2
Academics/K-12 Framework	2	3	Annually 2% increase in the graduation rate to reach the attainment of 100% by 2027-2028	8/1/2024	5/24/2025	Graduation Rate increased from previous year. WBL coordinators expanded opportunities for students to earn credit while employed. Graduation Coach oversaw at-risk students and EPSOs.	Funding	Continue funding WBL coordinators and graduation coach and expand opportunities in academic and CTE offerings.	2
Academics/K-12 Framework	2	4	100% of students will attain at least one industry credential reporting to the state upon graduation by 2027-2028	8/1/2024	5/24/2025	Utilize tracking documents to achieve tier 1, 2, and 3 levels of industry credentials.	Funding	Coaching of CTE teachers.	2

Academics/K-12 Framework	2	5	8/1/2024	5/24/2025	WBL Coordinators at both high schools are in place to oversee and promote the program.	Funding	Develop more partnerships with business/industry partners for student placements.	3
Increase Work-Based Learning enrollment by 2% annually.								
Academics/Parent Involvement	3	1	8/1/2024	5/24/2025	Increase the number of participants at essential family engagement events- particularly those related to student academic achievement at each school. Collect event data to tell whether or not there has been an increase in family involvement.	Scheduling conflicts for working families and transportation barriers will limit attendance at these events. There may also be a limited staff capacity to plan and host the events. This is a tough area to gather data because of the inconsistent tracking of participation data across schools.	Identify and define essential family engagement events at each school. Standardize attendance tracking methods across all schools. Offer events at varied times and formats. Increase targeted communication using multiple platforms and languages. Use family feedback to refine and improve engagement strategies annually.	2
Increase family involvement opportunities and participants at each school by 2% annually through essential family engagement events.								
Academics/Parent Involvement	3	2	8/1/2024	5/24/2025	Establish a family resource room and take an inventory of resources. Keep data on the number of families served through the resource room. Promote the resource room to increase referrals and utilization.	Securing sustainable funding and ongoing donations can be a barrier to the success of the family resource room. Ensuring families are aware and feel comfortable accessing the resource room. Coordinating referrals and communication between schools and Central Services.	Develop an inventory system for the family resource room. Ensure families know and understand the procedures for accessing the resource room. Partner with community organizations, churches, and local business to support donations and services. Create a communication plan to inform families and school staff about the resource room.	1
Make available a family resource room at Central Services with needed items for families and supports on an as-needed basis.								
Academics/Parent Involvement	3	3	8/1/2024	5/24/2025	Delivery of four district-wide ParentSquare messages annually from the Director of Schools. Include key district updates, upcoming events, and instructional priorities. Inclusion of book recommendations to promote family literacy. Increased family awareness of district initiatives and supports.	Reaching families with limited digital access or language barriers could be a challenge to this goal. It could be difficult to maintain high engagement across all schools and grade levels.	Coordinate with curriculum and school leaders to identify timely topics. Translate messages and utilize ParentSquare features to support accessibility. Monitor engagement data and adjust content based on family response.	1
Quarterly communication from the Director of Schools via ParentSquare with important topics and book suggestions.								
Academics/Parent Involvement	3	4	8/1/2024	5/24/2025	Create a dedicated section on the district website with birth-to-3 resources and information. Increased awareness of TEIS, pre-K, and community supports for early learners.	It could be difficult to reach families who are not yet connected to schools. Language and accessibility could be barriers for families.	Partner with early childhood, special education, and community agencies to identify and share resources. Promote connections to early intervention services, pre-K, and family supports.	2
Birth to 3 initiatives- increase support on the district website and social media for this age group.								

<p>4 1</p> <p><b>Academics/Athletics, Arts, &amp; Activities</b></p>	<p>Create athletic procedures to align with TMSAA membership guidelines and Board policy.</p>	<p>8/1/2024 5/24/2025</p>	<p>Review and approval of procedures created by district leadership, the Board of Education, and the Tennessee Middle School Athletic Association. Consistent implementation of procedures across all middle school athletic programs. Reduced compliance issues or violations related to eligibility for participation. Increased clarity and consistency for school administrators, coaches, students, and families.</p>	<p>Ensuring procedures remain up to date with TMSAA changes. Aligning school-level practices with district and board expectations. Monitoring compliance consistently across multiple schools and sports. Balancing athletic opportunities with academic and behavioral expectations.</p>	<p>Collaborate with school administrators, athletic directors, and coaches to review TMSAA procedures. Communicate procedures clearly to families and students.</p>	<p>3</p>
<p>4 2</p> <p><b>Academics/Athletics, Arts, &amp; Activities</b></p>	<p>Provide various arts opportunities to better serve all groups of students.</p>	<p>8/1/2024 5/24/2025</p>	<p>Percentage of students participating in art displays, exhibits, or performances at each school. Number and variety of art events (art shows, concerts, performances). Representation in arts programs across all grade levels and student groups. Increased visibility of student artwork and performances within schools and community.</p>	<p>Limited instructional time and scheduling issues. Budget limitations for supplies, materials, and events. Tracking and reporting participation data consistently.</p>	<p>Establish school-level targets aligned to the 2% participation goal. Identify and schedule art displays and performance opportunities throughout the year. Support schools with resources, materials, and planning ideas. Highlight student work through school communication and community events.</p>	<p>2</p>
<p>4 3</p> <p><b>Academics/Athletics, Arts, &amp; Activities</b></p>	<p>Strongly encourage each middle and high school student to participate in at least one extracurricular activity (athletics, band, drama, arts, clubs, etc.)</p>	<p>8/1/2024 5/24/2025</p>	<p>Percentage of middle and high school students participating in at least one extracurricular activity increases every year. Increased enrollment in athletic opportunities, fine arts, academic clubs, and student organizations. Improved student attendance, engagement, and ownership among students.</p>	<p>Transportation and after-school accessibility barriers. Financial barriers. Limited staffing or coaching capacity. Student awareness of available opportunities.</p>	<p>Publicize all extracurricular opportunities at each school. Provide orientation and sign-up events for these opportunities. Monitor participation data and identify groups needing additional outreach.</p>	<p>2</p>

<p><b>Academics/Middle School</b></p>	<p>5 1</p>	<p>Analyze possibility of transitioning to middle schools.</p>	<p>8/1/2024 5/24/2025</p>	<p>Completion of district-wide study that includes input from families, staff, students, and community members. Review data from districts that use a middle school model and compare to Cumberland County.</p>	<p>Community concerns related to middle schools. Facility capacity and renovation requirements. Staffing needs and potential reassignments. Transportation and scheduling issues. Ensuring academic and social-emotional student supports. Financial costs associated with restructuring and implementation.</p>	<p>Analyze academic and behavioral outcomes comparing current and middle school models. Gather stakeholder feedback through surveys, town hall meetings, and focus groups. Evaluate financial impact and sustainability.</p>	<p>2</p>
<p><b>Human Resources</b></p>	<p>6 1</p>	<p>Recruitment: Recruit all necessary employees to the district. Attend a minimum of 2 career fairs annually. Improve teacher salary and benefits. Substitute availability improvements.</p>	<p>8/1/2024 5/24/2025</p>	<p>All certified and classified positions will be filled by the start of each school year. Increased applicant pool size for hard-to-fill positions. Improvements in teacher salary. Increased number of substitute teachers in the district. Reduce the amount of uncovered classrooms.</p>	<p>Salary constraints compared to some neighboring districts. Substitute teacher shortages and inconsistent availability. Budget limitations impacting compensation improvements.</p>	<p>Develop and implement a district improvement plan. Attend at least two career fairs annually. Explore strategies to enhance compensation. Implement a more streamlined process to increase substitute recruitment. Monitor vacancy, substitute fill rates, and retention data regularly.</p>	<p>3</p>
<p><b>Human Resources</b></p>	<p>6 2</p>	<p>Retention- Increase retention of staff from 78% to 80%. Conduct new employee orientation to better equip employees for the demands of the job and retain them for future years. Provide annual professional development (PD) for all jobs.</p>	<p>8/1/2024 5/24/2025</p>	<p>Increase overall staff retention rate. Reduction in first and second-year employee turnover. Increase internal promotion and leadership development.</p>	<p>High demands of workload contributing to burnout. Limited time for training during the school year, Budget limitations for expanded professional development.</p>	<p>Provide annual, role-specific professional development for certified, classified, and administrative staff. Design and implement a structured new employee orientation program covering expectations, supports, and distinct culture.</p>	<p>0</p>
<p><b>Safety and Security</b></p>	<p>7 1</p>	<p>Safety Training: 100% (classified and certified) staff trained on emergency drills and trauma-informed strategies at the local, state, and federal levels. 100% (classified and certified) staff trained and understand the utmost importance of locked doors, interior and exterior, and consequences. Develop a priority list with Homeland Security, by school.</p>	<p>8/1/2024 5/24/2025</p>	<p>100% staff completion rate for required safety and emergency training. Completion of trauma-informed practices training for all staff. Staff acknowledgement and demonstration of understanding of locked door procedures and consequences. Reduced safety violations related to door security and emergency procedures.</p>	<p>Scheduling training for all staff across multiple roles and shifts. Ensuring consistency and fidelity of training implementation.</p>	<p>Require annual safety training for all certified and classified staff. Establish a signed acknowledgement for locked door expectations and consequences. Collaborate with Homeland Security to develop and maintain a safety list by school.</p>	<p>3</p>

**Safety and Security**

7

2

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

8/1/2024 5/24/2025

100% on-time submission of safety plans by all schools. Completion of safety-related building upgrades, as funding allows. Improved safety audits.

Varying layouts and safety/emergency procedures in each school. Limited funding for facility and security upgrades.

Establish and communicate clear submission deadlines and expectations. Review and provide feedback on safety plans. Monitor implementation and update safety plans annually.

3

**Cumberland County Schools  
2023 - 2028 Strategic Plan Implementation and  
Actions Step Status**

**Overview of this Section**

This tab is used to give high level **action step status updates** that are stored after each quarter. This will enable leadership to see **trends, plan ahead, and**

**How to use this Section**

1. At the end of each quarter, **assess the status** of the descriptors using the guidance found in the

2. Updates to columns H, I, and J should answer the following questions:

**Key Progress:** What significant events or progress has taken place since our last update? What successes have we seen? What evidence of progress do we have?

**Challenges:** Are there any significant challenges the team is facing on this project? Are we seeing evidence of progress? If progress is stalled, what barriers are contributing (e.g., capacity,

**Next Steps:** What actions need to be taken to keep, or get, this activity on track for on time completion?

3. Review the statuses for **potential areas of concern and trends over time** to determine prioritized actions moving forward.

Focus Area	Goal	Action Step	Descriptor	Start Date	End Date	Y3 Key Progress	Y3 Challenges	Y3 Next Steps	Y3
Academics/Test Goals	1	1	100% of individual schools will meet Annual Measurable Objectives (AMO) in ELA and Math.	8/1/2025	5/27/2026	Use benchmark data (Mastery Connect, AimsWeb) to measure whether schools are projected to show growth on TCAP.	Students often enter schools below grade level or without instructional experience, impacting performance on standardized assessments. Students in elementary and middle grades often lack foundational literacy skills (phonics, fluency, vocabulary), limiting access to grade-level standards.	Increase instructional time and intensity for at-risk students. Build teacher capacity and instructional consistency by providing targeted professional development focused on: explicit ELA instruction, fluency and stamina-building strategies, vocabulary development and collaborative planning.	N/A
			100% of individual schools will achieve a growth index score of 3 or higher.	8/1/2025	5/27/2026	Use district benchmark data to assess whether growth trajectories align with a growth index of 3 or higher. This will be determined by the percentage of students that met or exceeded expectation on the benchmark assessments.	Students performing well below grade level often require multiple years of accelerated instruction and intervention to close the gap in proficiency. This is especially true for in ELA for students with foundational literacy gaps. Limited staffing and scheduling constraints can reduce intervention dosage for struggling students. Students with high absenteeism have reduced exposure to core instruction and interventions.	Set realistic growth targets that recognize the need for more than one year of intervention to close proficiency gaps. Ensure intervention plans follow students across grade levels to maintain growth and higher levels of achievement. Prioritize small-group instruction for students with the greatest academic needs. Utilize interventionists, trained paraprofessionals, and special education teachers to expand support without reducing core instruction. Identify students with high absenteeism early and develop targeted attendance support plans.	N/A

Academics/Test Goals	1	3		8/1/2025	5/27/2026	The number of students that score in Tier I placement on the AimsWeb universal screener will grow from the Fall assessment to the Spring assessment. Coincidentally, the number of Tier II and Tier III students will decrease.	Inconsistent use of universal screening data to analyze student deficits and target interventions. Limited intervention staff can restrict the amount of additional support available for younger students. Inconsistent implementation of research-based foundational skills practices limits the effectiveness of the HQIM.	Analyze data by grade level, school, skill area, and subgroup to identify trends and gaps. Use district and school data to inform targeted supports, staffing decisions, and professional learning opportunities. Implement clear plans to use screening results to drive instructional adjustments, intervention placement, and progress monitoring. Prioritize first grade for additional intervention resources, especially when academic gaps are most responsive to intervention.	N/A
			K-2 Focus: District analysis of universal screening scores. Additional first-grade support.						
Academics/Test Goals	1	4		8/1/2025	5/27/2026	Improved instructional outcomes will include growth on universal screeners and an increased percentage of students meeting or exceeding grade-level assessments on foundational literacy skills.	There will be issues with recruiting highly-effective early grade teachers. The ongoing cost of additional teacher salaries will also be an issue. Some schools have insufficient space for the 25-20 pupil change.	Identify available instructional spaces for K-2 classrooms. Adjust master schedules to maximize instructional staffing efficiency. Monitor student growth data to evaluate the instructional return on investment.	N/A
			Lower student/teacher ratio in grades K-2 from 25 pupil maximum to 20 pupil maximum						
Academics/K-12 Framework	2	1		8/1/2025	5/27/2026	Utilize Edmentum Software (Study Island) in the ACT Prep classes. PreACT test 9th and 10th graders. Test 8th grade students on practice PreACT test. Analyze data for placement in High School courses.	Funding	Fund curriculum for ACT Prep classes for 11th grade, and Fund PreACT for 9th and 10th grades	N/A
			Annually increase ACT by 1% in ACT Composite Score						
Academics/K-12 Framework	2	2		8/1/2025	5/27/2026	Use Ready Graduate data to determine an increase each year. Implement additional EPSO and ICs for all students. Provide opportunities for ASVAB testing.	Continue to utilize the tracking documents at each high school and provide PD for the individuals overseeing documentation.	Continue funding	N/A
			Annually increase in the Ready Graduate Indicators with CCR goal of being 100% by 2027-2028.						
Academics/K-12 Framework	2	3		8/1/2025	5/27/2026	Graduation Rate decreased slightly from previous year. WBL coordinators expanded opportunities for students to earn credit while employed.	Funding	Continue funding WBL coordinators expand opportunities in academic and CTE offerings. Fund Graduation Coach position to oversee at-risk students and EPSOs.	N/A
			Annually 2% increase in the graduation rate to reach the attainment of 100% by 2027-2028						
Academics/K-12 Framework	2	4		8/1/2025	5/27/2026	Utilize tracking documents to achieve tier 1, 2, and 3 levels of industry credentials.	Funding	Coaching of CTE teachers.	N/A
			100% of students will attain at least one industry credential reporting to the state upon graduation by 2027-2028						

	2	5		8/1/2025	5/27/2026	WBL Coordinators at both high schools are in place to oversee and promote the program.	Funding	Develop more partnerships with business/industry partners for student placements.	N/A
<b>Academics/K-12 Framework</b>			Increase Work-Based Learning enrollment by 2% annually.						
	3	1		8/1/2025	5/27/2026	Increase the number of participants at essential family engagement events- particularly those related to student academic achievement at each school. Collect event data to tell whether or not there has been an increase in family involvement.	Scheduling conflicts for working families and transportation barriers will limit attendance at these events. There may also be a limited staff capacity to plan and host the events. This is a tough area to gather data because of the inconsistent tracking of participation data across schools.	Identify and define essential family engagement events at each school. Standardize attendance tracking methods across all schools. Offer events at varied times and formats. Increase targeted communication using multiple platforms and languages. Use family feedback to refine and improve engagement strategies annually.	N/A
<b>Academics/Parent Involvement</b>			Increase family involvement opportunities and participants at each school by 2% annually through essential family engagement events.						
	3	2		8/1/2025	5/27/2026	Establish a family resource room and take an inventory of resources. Keep data on the number of families served through the resource room. Promote the resource room to increase referrals and utilization.	Securing sustainable funding and ongoing donations can be a barrier to the success of the family resource room. Ensuring families are aware and feel comfortable accessing the resource room. Coordinating referrals and communication between schools and Central Services.	Develop an inventory system for the family resource room. Ensure families know and understand the procedures for accessing the resource room. Partner with community organizations, churches, and local business to support donations and services. Create a communication plan to inform families and school staff about the resource room.	N/A
<b>Academics/Parent Involvement</b>			Make available a family resource room at Central Services with needed items for families and supports on an as-needed basis.						
	3	3		8/1/2025	5/27/2026	Delivery of four district-wide ParentSquare messages annually from the Director of Schools. Include key district updates, upcoming events, and instructional priorities. Inclusion of book recommendations to promote family literacy. Increased family awareness of district initiatives and supports.	Reaching families with limited digital access or language barriers could be a challenge to this goal. It could be difficult to maintain high engagement across all schools and grade levels.	Coordinate with curriculum and school leaders to identify timely topics. Translate messages and utilize ParentSquare features to support accessibility. Monitor engagement data and adjust content based on family response.	N/A
<b>Academics/Parent Involvement</b>			Quarterly communication from the Director of Schools via ParentSquare with important topics and book suggestions.						
	3	4		8/1/2025	5/27/2026	Create a dedicated section on the district website with birth-to-3 resources and information. Increased awareness of TEIS, pre-K, and community supports for early learners.	It could be difficult to reach families who are not yet connected to schools. Language and accessibility could be barriers for families.	Partner with early childhood, special education, and community agencies to identify and share resources. Promote connections to early intervention services, pre-K, and family supports.	N/A
<b>Academics/Parent Involvement</b>			Birth to 3 initiatives- increase support on the district website and social media for this age group.						

	4	1		8/1/2025 5/27/2026	Review and approval of procedures created by district leadership, the Board of Education, and the Tennessee Middle School Athletic Association. Consistent implementation of procedures across all middle school athletic programs. Reduced compliance issues or violations related to eligibility for participation. Increased clarity and consistency for school administrators, coaches, students, and families.	Ensuring procedures remain up to date with TMSAA changes. Aligning school-level practices with district and board expectations. Monitoring compliance consistently across multiple schools and sports. Balancing athletic opportunities with academic and behavioral expectations.	Collaborate with school administrators, athletic directors, and coaches to review TMSAA procedures. Communicate procedures clearly to families and students.
<b>Academics/Athletics, Arts, &amp; Activities</b>	4	2	Create athletic procedures to align with TMSAA membership guidelines and Board policy.	8/1/2025 5/27/2026	Percentage of students participating in art displays, exhibits, or performances at each school. Number and variety of art events (art shows, concerts, performances). Representation in arts programs across all grade levels and student groups. Increased visibility of student artwork and performances within schools and community.	Limited instructional time and scheduling issues. Budget limitations for supplies, materials, and events. Tracking and reporting participation data consistently.	Establish school-level targets aligned to the 2% participation goal. Identify and schedule art displays and performance opportunities throughout the year. Support schools with resources, materials, and planning ideas. Highlight student work through school communication and community events.
<b>Academics/Athletics, Arts, &amp; Activities</b>	4	3	Provide various arts opportunities to better serve all groups of students.  Strongly encourage each middle and high school student to participate in at least one extracurricular activity (athletics, band, drama, arts, clubs, etc.)	8/1/2025 5/27/2026	Percentage of middle and high school students participating in at least one extracurricular activity increases every year. Increased enrollment in athletic opportunities, fine arts, academic clubs, and student organizations. Improved student attendance, engagement, and ownership among students.	Transportation and after-school accessibility barriers. Financial barriers. Limited staffing or coaching capacity. Student awareness of available opportunities.	Publicize all extracurricular opportunities at each school. Provide orientation and sign-up events for these opportunities. Monitor participation data and identify groups needing additional outreach.



	5	1		8/1/2025 5/27/2026	Completion of district-wide study that includes input from families, staff, students, and community members. Review data from districts that use a middle school model and compare to Cumberland County.	Community concerns related to middle schools. Facility capacity and renovation requirements. Staffing needs and potential reassignments. Transportation and scheduling issues. Ensuring academic and social-emotional student supports. Financial costs associated with restructuring and implementation.	Analyze academic and behavioral outcomes comparing current and middle school models. Gather stakeholder feedback through surveys, town hall meetings, and focus groups. Evaluate financial impact and sustainability.	N/A
<b>Academics/Middle School</b>			Analyze possibility of transitioning to middle schools.					
	6	1		8/1/2025 5/27/2026	All certified and classified positions will be filled by the start of each school year. Increased applicant pool size for hard-to-fill positions. Improvements in teacher salary. Increased number of substitute teachers in the district. Reduce the amount of uncovered classrooms.	Salary constraints compared to some neighboring districts. Substitute teacher shortages and inconsistent availability. Budget limitations impacting compensation improvements.	Develop and implement a district improvement plan. Attend at least two career fairs annually. Explore strategies to enhance compensation. Implement a more streamlined process to increase substitute recruitment. Monitor vacancy, substitute fill rates, and retention data regularly.	N/A
<b>Human Resources</b>			Recruitment: Recruit all necessary employees to the district. Attend a minimum of 2 career fairs annually. Improve teacher salary and benefits. Substitute availability improvements.					
	6	2		8/1/2025 5/27/2026	Increase overall staff retention rate. Reduction in first and second-year employee turnover. Increase internal promotion and leadership development.	High demands of workload contributing to burnout. Limited time for training during the school year, Budget limitations for expanded professional development.	Provide annual, role-specific professional development for certified, classified, and administrative staff. Design and implement a structured new employee orientation program covering expectations, supports, and distinct culture.	N/A
<b>Human Resources</b>			Retention- Increase retention of staff from 78% to 80%. Conduct new employee orientation to better equip employees for the demands of the job and retain them for future years. Provide annual professional development (PD) for all jobs.					
	7	1		8/1/2025 5/27/2026	100% staff completion rate for required safety and emergency training. Completion of trauma-informed practices training for all staff. Staff acknowledgement and demonstration of understanding of locked door procedures and consequences. Reduced safety violations related to door security and emergency procedures.	Scheduling training for all staff across multiple roles and shifts. Ensuring consistency and fidelity of training implementation.	Require annual safety training for all certified and classified staff. Establish a signed acknowledgement for locked door expectations and consequences. Collaborate with Homeland Security to develop and maintain a safety list by school.	N/A
<b>Safety and Security</b>			Safety Training: 100% (classified and certified) staff trained on emergency drills and trauma-informed strategies at the local, state, and federal levels. 100% (classified and certified) staff trained and understand the utmost importance of locked doors, interior and exterior, and consequences. Develop a priority list with Homeland Security, by school.					

8/1/2025 5/27/2026 100% on-time submission of safety plans by all schools. Completion of safety-related building upgrades, as funding allows. Improved safety audits. Varying layouts and safety/emergency procedures in each school. Limited funding for facility and security upgrades. Establish and communicate clear submission deadlines and expectations. Review and provide feedback on safety plans. Monitor implementation and update safety plans annually.

7 2

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

**Safety and Security**

**N/A**

**Cumberland County Schools  
2023 - 2028 Strategic Plan Implementation and  
Actions Step Status**

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**Challenges:** Are there any significant challenges the team is facing on this project? Are we seeing evidence of progress? If progress is stalled, what barriers are contributing (e.g., capacity,

**Next Steps:** What actions need to be taken to keep, or get, this activity on track for on time completion?

3. Review the statuses for **potential areas of concern and trends over time** to determine prioritized actions moving forward.

Focus Area	Goal	Action Step	Descriptor	Start Date	End Date	Y4 Key Progress	Y4 Challenges	Y4 Next Steps	Y4
Academics/Test Goals	1	1	100% of individual schools will meet Annual Measurable Objectives (AMO) in ELA and Math.	8/1/2026	5/24/2027	Use benchmark data (Mastery Connect, AimsWeb) to measure whether schools are projected to show growth on TCAP.	Students often enter schools below grade level or without instructional experience, impacting performance on standardized assessments. Students in elementary and middle grades often lack foundational literacy skills (phonics, fluency, vocabulary), limiting access to grade-level standards.	Increase instructional time and intensity for at-risk students. Build teacher capacity and instructional consistency by providing targeted professional development focused on: explicit ELA instruction, fluency and stamina-building strategies, vocabulary development and collaborative planning.	N/A
			100% of individual schools will achieve a growth index score of 3 or higher.	8/1/2026	5/24/2027	Use district benchmark data to assess whether growth trajectories align with a growth index of 3 or higher. This will be determined by the percentage of students that met or exceeded expectation on the benchmark assessments.	Students performing well below grade level often require multiple years of accelerated instruction and intervention to close the gap in proficiency. This is especially true for in ELA for students with foundational literacy gaps. Limited staffing and scheduling constraints can reduce intervention dosage for struggling students. Students with high absenteeism have reduced exposure to core instruction and interventions.	Set realistic growth targets that recognize the need for more than one year of intervention to close proficiency gaps. Ensure intervention plans follow students across grade levels to maintain growth and higher levels of achievement. Prioritize small-group instruction for students with the greatest academic needs. Utilize interventionists, trained paraprofessionals, and special education teachers to expand support without reducing core instruction. Identify students with high absenteeism early and develop targeted attendance support plans.	N/A

Academics/Test Goals	1	3		8/1/2026	5/24/2027	The number of students that score in Tier I placement on the AimsWeb universal screener will grow from the Fall assessment to the Spring assessment. Coincidentally, the number of Tier II and Tier III students will decrease.	Inconsistent use of universal screening data to analyze student deficits and target interventions. Limited intervention staff can restrict the amount of additional support available for younger students. Inconsistent implementation of research-based foundational skills practices limits the effectiveness of the HQIM.	Analyze data by grade level, school, skill area, and subgroup to identify trends and gaps. Use district and school data to inform targeted supports, staffing decisions, and professional learning opportunities. Implement clear plans to use screening results to drive instructional adjustments, intervention placement, and progress monitoring. Prioritize first grade for additional intervention resources, especially when academic gaps are most responsive to intervention.	N/A
			K-2 Focus: District analysis of universal screening scores. Additional first-grade support.						
Academics/Test Goals	1	4		8/1/2026	5/24/2027	Improved instructional outcomes will include growth on universal screeners and an increased percentage of students meeting or exceeding grade-level assessments on foundational literacy skills.	There will be issues with recruiting highly-effective early grade teachers. The ongoing cost of additional teacher salaries will also be an issue. Some schools have insufficient space for the 25-20 pupil change.	Identify available instructional spaces for K-2 classrooms. Adjust master schedules to maximize instructional staffing efficiency. Monitor student growth data to evaluate the instructional return on investment.	N/A
			Lower student/teacher ratio in grades K-2 from 25 pupil maximum to 20 pupil maximum						
Academics/K-12 Framework	2	1		8/1/2026	5/24/2027	Utilize Edmentum Software (Study Island )in the ACT Prep classes. PreACT test 9th and 10th graders. Test 8th grade students on practice PreACT test. Analyze data for placement in High School courses.	Funding	Fund curriculum for ACT Prep classes for 11th grade, and Fund PreACT for 9th and 10th grades	N/A
			Annually increase ACT by 1% in ACT Composite Score						
Academics/K-12 Framework	2	2		8/1/2026	5/24/2027	Use Ready Graduate data to determine an increase each year. Implement additional EPSO and ICs for all students. Provide opportunities for ASVAB testing.	Continue to utilize the tracking documents at each high school and provide PD for the individuals overseeing documentation.	Continue funding	N/A
			Annually increase in the Ready Graduate Indicators with CCR goal of being 100% by 2027-2028.						
Academics/K-12 Framework	2	3		8/1/2026	5/24/2027	Graduation Rate decreased slightly from previous year. WBL coordinators expanded opportunities for students to earn credit while employed.	Funding	Continue funding WBL coordinators expand opportunities in academic and CTE offerings. Fund Graduation Coach position to oversee at-risk students and EPSOs.	N/A
			Annually 2% increase in the graduation rate to reach the attainment of 100% by 2027-2028						
Academics/K-12 Framework	2	4		8/1/2026	5/24/2027	Utilize tracking documents to achieve tier 1, 2, and 3 levels of industry credentials.	Funding	Coaching of CTE teachers.	N/A
			100% of students will attain at least one industry credential reporting to the state upon graduation by 2027-2028						

	2	5		8/1/2026	5/24/2027	WBL Coordinators at both high schools are in place to oversee and promote the program.	Funding	Develop more partnerships with business/industry partners for student placements.	N/A
<b>Academics/K-12 Framework</b>			Increase Work-Based Learning enrollment by 2% annually.						
	3	1		8/1/2026	5/24/2027	Increase the number of participants at essential family engagement events- particularly those related to student academic achievement at each school. Collect event data to tell whether or not there has been an increase in family involvement.	Scheduling conflicts for working families and transportation barriers will limit attendance at these events. There may also be a limited staff capacity to plan and host the events. This is a tough area to gather data because of the inconsistent tracking of participation data across schools.	Identify and define essential family engagement events at each school. Standardize attendance tracking methods across all schools. Offer events at varied times and formats. Increase targeted communication using multiple platforms and languages. Use family feedback to refine and improve engagement strategies annually.	N/A
<b>Academics/Parent Involvement</b>			Increase family involvement opportunities and participants at each school by 2% annually through essential family engagement events.						
	3	2		8/1/2026	5/24/2027	Establish a family resource room and take an inventory of resources. Keep data on the number of families served through the resource room. Promote the resource room to increase referrals and utilization.	Securing sustainable funding and ongoing donations can be a barrier to the success of the family resource room. Ensuring families are aware and feel comfortable accessing the resource room. Coordinating referrals and communication between schools and Central Services.	Develop an inventory system for the family resource room. Ensure families know and understand the procedures for accessing the resource room. Partner with community organizations, churches, and local business to support donations and services. Create a communication plan to inform families and school staff about the resource room.	N/A
<b>Academics/Parent Involvement</b>			Make available a family resource room at Central Services with needed items for families and supports on an as-needed basis.						
	3	3		8/1/2026	5/24/2027	Delivery of four district-wide ParentSquare messages annually from the Director of Schools. Include key district updates, upcoming events, and instructional priorities. Inclusion of book recommendations to promote family literacy. Increased family awareness of district initiatives and supports.	Reaching families with limited digital access or language barriers could be a challenge to this goal. It could be difficult to maintain high engagement across all schools and grade levels.	Coordinate with curriculum and school leaders to identify timely topics. Translate messages and utilize ParentSquare features to support accessibility. Monitor engagement data and adjust content based on family response.	N/A
<b>Academics/Parent Involvement</b>			Quarterly communication from the Director of Schools via ParentSquare with important topics and book suggestions.						
	3	4		8/1/2026	5/24/2027	Create a dedicated section on the district website with birth-to-3 resources and information. Increased awareness of TEIS, pre-K, and community supports for early learners.	It could be difficult to reach families who are not yet connected to schools. Language and accessibility could be barriers for families.	Partner with early childhood, special education, and community agencies to identify and share resources. Promote connections to early intervention services, pre-K, and family supports.	N/A
<b>Academics/Parent Involvement</b>			Birth to 3 initiatives- increase support on the district website and social media for this age group.						

	4	1		8/1/2026 5/24/2027	Review and approval of procedures created by district leadership, the Board of Education, and the Tennessee Middle School Athletic Association. Consistent implementation of procedures across all middle school athletic programs. Reduced compliance issues or violations related to eligibility for participation. Increased clarity and consistency for school administrators, coaches, students, and families.	Ensuring procedures remain up to date with TMSAA changes. Aligning school-level practices with district and board expectations. Monitoring compliance consistently across multiple schools and sports. Balancing athletic opportunities with academic and behavioral expectations.	Collaborate with school administrators, athletic directors, and coaches to review TMSAA procedures. Communicate procedures clearly to families and students.	N/A
<b>Academics/Athletics, Arts, &amp; Activities</b>	4	2	Create athletic procedures to align with TMSAA membership guidelines and Board policy.	8/1/2026 5/24/2027	Percentage of students participating in art displays, exhibits, or performances at each school. Number and variety of art events (art shows, concerts, performances). Representation in arts programs across all grade levels and student groups. Increased visibility of student artwork and performances within schools and community.	Limited instructional time and scheduling issues. Budget limitations for supplies, materials, and events. Tracking and reporting participation data consistently.	Establish school-level targets aligned to the 2% participation goal. Identify and schedule art displays and performance opportunities throughout the year. Support schools with resources, materials, and planning ideas. Highlight student work through school communication and community events.	N/A
<b>Academics/Athletics, Arts, &amp; Activities</b>	4	3	Provide various arts opportunities to better serve all groups of students.	8/1/2026 5/24/2027	Percentage of middle and high school students participating in at least one extracurricular activity increases every year. Increased enrollment in athletic opportunities, fine arts, academic clubs, and student organizations. Improved student attendance, engagement, and ownership among students.	Transportation and after-school accessibility barriers. Financial barriers. Limited staffing or coaching capacity. Student awareness of available opportunities.	Publicize all extracurricular opportunities at each school. Provide orientation and sign-up events for these opportunities. Monitor participation data and identify groups needing additional outreach.	N/A
			Strongly encourage each middle and high school student to participate in at least one extracurricular activity (athletics, band, drama, arts, clubs, etc.)					

	5	1		8/1/2026 5/24/2027	Completion of district-wide study that includes input from families, staff, students, and community members. Review data from districts that use a middle school model and compare to Cumberland County.	Community concerns related to middle schools. Facility capacity and renovation requirements. Staffing needs and potential reassignments. Transportation and scheduling issues. Ensuring academic and social-emotional student supports. Financial costs associated with restructuring and implementation.	Analyze academic and behavioral outcomes comparing current and middle school models. Gather stakeholder feedback through surveys, town hall meetings, and focus groups. Evaluate financial impact and sustainability.	N/A
<b>Academics/Middle School</b>			Analyze possibility of transitioning to middle schools.					
	6	1		8/1/2026 5/24/2027	All certified and classified positions will be filled by the start of each school year. Increased applicant pool size for hard-to-fill positions. Improvements in teacher salary. Increased number of substitute teachers in the district. Reduce the amount of uncovered classrooms.	Salary constraints compared to some neighboring districts. Substitute teacher shortages and inconsistent availability. Budget limitations impacting compensation improvements.	Develop and implement a district improvement plan. Attend at least two career fairs annually. Explore strategies to enhance compensation. Implement a more streamlined process to increase substitute recruitment. Monitor vacancy, substitute fill rates, and retention data regularly.	N/A
<b>Human Resources</b>			Recruitment: Recruit all necessary employees to the district. Attend a minimum of 2 career fairs annually. Improve teacher salary and benefits. Substitute availability improvements.					
	6	2		8/1/2026 5/24/2027	Increase overall staff retention rate. Reduction in first and second-year employee turnover. Increase internal promotion and leadership development.	High demands of workload contributing to burnout. Limited time for training during the school year. Budget limitations for expanded professional development.	Provide annual, role-specific professional development for certified, classified, and administrative staff. Design and implement a structured new employee orientation program covering expectations, supports, and distinct culture.	N/A
<b>Human Resources</b>			Retention- Increase retention of staff from 78% to 80%. Conduct new employee orientation to better equip employees for the demands of the job and retain them for future years. Provide annual professional development (PD) for all jobs.					
	7	1		8/1/2026 5/24/2027	100% staff completion rate for required safety and emergency training. Completion of trauma-informed practices training for all staff. Staff acknowledgement and demonstration of understanding of locked door procedures and consequences. Reduced safety violations related to door security and emergency procedures.	Scheduling training for all staff across multiple roles and shifts. Ensuring consistency and fidelity of training implementation.	Require annual safety training for all certified and classified staff. Establish a signed acknowledgement for locked door expectations and consequences. Collaborate with Homeland Security to develop and maintain a safety list by school.	N/A
<b>Safety and Security</b>			Safety Training: 100% (classified and certified) staff trained on emergency drills and trauma-informed strategies at the local, state, and federal levels. 100% (classified and certified) staff trained and understand the utmost importance of locked doors, interior and exterior, and consequences. Develop a priority list with Homeland Security, by school.					

**Cumberland County Schools  
2023 - 2028 Strategic Plan Implementation and  
Actions Step Status**

**Overview of this Section**

This tab is used to give high level **action step status updates** that are stored after each quarter. This will enable leadership to see **trends, plan ahead, and**

**How to use this Section**

1. At the end of each quarter, **assess the status** of the descriptors using the guidance found in the

2. Updates to columns H, I, and J should answer the following questions:

**Key Progress:** What significant events or progress has taken place since our last update? What successes have we seen? What evidence of progress do we have?

**Challenges:** Are there any significant challenges the team is facing on this project? Are we seeing evidence of progress? If progress is stalled, what barriers are contributing (e.g., capacity,

**Next Steps:** What actions need to be taken to keep, or get, this activity on track for on time completion?

3. Review the statuses for **potential areas of concern and trends over time** to determine prioritized actions moving forward.

Focus Area	Goal	Action Step	Descriptor	Start Date	End Date	Y5 Key Progress	Y5 Challenges	Y5 Next Steps	Y5
Academics/Test Goals	1	1	100% of individual schools will meet Annual Measurable Objectives (AMO) in ELA and Math.	8/1/2027	5/24/2028	Use benchmark data (Mastery Connect, AimsWeb) to measure whether schools are projected to show growth on TCAP.	Students often enter schools below grade level or without instructional experience, impacting performance on standardized assessments. Students in elementary and middle grades often lack foundational literacy skills (phonics, fluency, vocabulary), limiting access to grade-level standards.	Increase instructional time and intensity for at-risk students. Build teacher capacity and instructional consistency by providing targeted professional development focused on: explicit ELA instruction, fluency and stamina-building strategies, vocabulary development and collaborative planning.	N/A
Academics/Test Goals	1	2	100% of individual schools will achieve a growth index score of 3 or higher.	8/1/2027	5/24/2028	Use district benchmark data to assess whether growth trajectories align with a growth index of 3 or higher. This will be determined by the percentage of students that met or exceeded expectation on the benchmark assessments.	Students performing well below grade level often require multiple years of accelerated instruction and intervention to close the gap in proficiency. This is especially true for in ELA for students with foundational literacy gaps. Limited staffing and scheduling constraints can reduce intervention dosage for struggling students. Students with high absenteeism have reduced exposure to core instruction and interventions.	Set realistic growth targets that recognize the need for more than one year of intervention to close proficiency gaps. Ensure intervention plans follow students across grade levels to maintain growth and higher levels of achievement. Prioritize small-group instruction for students with the greatest academic needs. Utilize interventionists, trained paraprofessionals, and special education teachers to expand support without reducing core instruction. Identify students with high absenteeism early and develop targeted attendance support plans.	N/A

Academics/Test Goals	1	3		8/1/2027	5/24/2028	The number of students that score in Tier I placement on the AimsWeb universal screener will grow from the Fall assessment to the Spring assessment. Coincidentally, the number of Tier II and Tier III students will decrease.	Inconsistent use of universal screening data to analyze student deficits and target interventions. Limited intervention staff can restrict the amount of additional support available for younger students. Inconsistent implementation of research-based foundational skills practices limits the effectiveness of the HQIM.	Analyze data by grade level, school, skill area, and subgroup to identify trends and gaps. Use district and school data to inform targeted supports, staffing decisions, and professional learning opportunities. Implement clear plans to use screening results to drive instructional adjustments, intervention placement, and progress monitoring. Prioritize first grade for additional intervention resources, especially when academic gaps are most responsive to intervention.	N/A
			K-2 Focus: District analysis of universal screening scores. Additional first-grade support.						
Academics/Test Goals	1	4		8/1/2027	5/24/2028	Improved instructional outcomes will include growth on universal screeners and an increased percentage of students meeting or exceeding grade-level assessments on foundational literacy skills.	There will be issues with recruiting highly-effective early grade teachers. The ongoing cost of additional teacher salaries will also be an issue. Some schools have insufficient space for the 25-20 pupil change.	Identify available instructional spaces for K-2 classrooms. Adjust master schedules to maximize instructional staffing efficiency. Monitor student growth data to evaluate the instructional return on investment.	N/A
			Lower student/teacher ratio in grades K-2 from 25 pupil maximum to 20 pupil maximum						
Academics/K-12 Framework	2	1		8/1/2027	5/24/2028	Utilize Edmentum Software (Study Island )in the ACT Prep classes. PreACT test 9th and 10th graders. Test 8th grade students on practice PreACT test. Analyze data for placement in High School courses.	Funding	Fund curriculum for ACT Prep classes for 11th grade, and Fund PreACT for 9th and 10th grades	N/A
			Annually increase ACT by 1% in ACT Composite Score						
Academics/K-12 Framework	2	2		8/1/2027	5/24/2028	Use Ready Graduate data to determine an increase each year. Implement additional EPSO and ICs for all students. Provide opportunities for ASVAB testing.	Continue to utilize the tracking documents at each high school and provide PD for the individuals overseeing documentation.	Continue funding	N/A
			Annually increase in the Ready Graduate Indicators with CCR goal of being 100% by 2027-2028.						
Academics/K-12 Framework	2	3		8/1/2027	5/24/2028	Graduation Rate decreased slightly from previous year. WBL coordinators expanded opportunities for students to earn credit while employed.	Funding	Continue funding WBL coordinators expand opportunities in academic and CTE offerings. Fund Graduation Coach position to oversee at-risk students and EPSOs.	N/A
			Annually 2% increase in the graduation rate to reach the attainment of 100% by 2027-2028						
Academics/K-12 Framework	2	4		8/1/2027	5/24/2028	Utilize tracking documents to achieve tier 1, 2, and 3 levels of industry credentials.	Funding	Coaching of CTE teachers.	N/A
			100% of students will attain at least one industry credential reporting to the state upon graduation by 2027-2028						

	2	5		8/1/2027	5/24/2028	WBL Coordinators at both high schools are in place to oversee and promote the program.	Funding	Develop more partnerships with business/industry partners for student placements.	N/A
<b>Academics/K-12 Framework</b>			Increase Work-Based Learning enrollment by 2% annually.						
	3	1		8/1/2027	5/24/2028	Increase the number of participants at essential family engagement events- particularly those related to student academic achievement at each school. Collect event data to tell whether or not there has been an increase in family involvement.	Scheduling conflicts for working families and transportation barriers will limit attendance at these events. There may also be a limited staff capacity to plan and host the events. This is a tough area to gather data because of the inconsistent tracking of participation data across schools.	Identify and define essential family engagement events at each school. Standardize attendance tracking methods across all schools. Offer events at varied times and formats. Increase targeted communication using multiple platforms and languages. Use family feedback to refine and improve engagement strategies annually.	N/A
<b>Academics/Parent Involvement</b>			Increase family involvement opportunities and participants at each school by 2% annually through essential family engagement events.						
	3	2		8/1/2027	5/24/2028	Establish a family resource room and take an inventory of resources. Keep data on the number of families served through the resource room. Promote the resource room to increase referrals and utilization.	Securing sustainable funding and ongoing donations can be a barrier to the success of the family resource room. Ensuring families are aware and feel comfortable accessing the resource room. Coordinating referrals and communication between schools and Central Services.	Develop an inventory system for the family resource room. Ensure families know and understand the procedures for accessing the resource room. Partner with community organizations, churches, and local business to support donations and services. Create a communication plan to inform families and school staff about the resource room.	N/A
<b>Academics/Parent Involvement</b>			Make available a family resource room at Central Services with needed items for families and supports on an as-needed basis.						
	3	3		8/1/2027	5/24/2028	Delivery of four district-wide ParentSquare messages annually from the Director of Schools. Include key district updates, upcoming events, and instructional priorities. Inclusion of book recommendations to promote family literacy. Increased family awareness of district initiatives and supports.	Reaching families with limited digital access or language barriers could be a challenge to this goal. It could be difficult to maintain high engagement across all schools and grade levels.	Coordinate with curriculum and school leaders to identify timely topics. Translate messages and utilize ParentSquare features to support accessibility. Monitor engagement data and adjust content based on family response.	N/A
<b>Academics/Parent Involvement</b>			Quarterly communication from the Director of Schools via ParentSquare with important topics and book suggestions.						
	3	4		8/1/2027	5/24/2028	Create a dedicated section on the district website with birth-to-3 resources and information. Increased awareness of TEIS, pre-K, and community supports for early learners.	It could be difficult to reach families who are not yet connected to schools. Language and accessibility could be barriers for families.	Partner with early childhood, special education, and community agencies to identify and share resources. Promote connections to early intervention services, pre-K, and family supports.	N/A
<b>Academics/Parent Involvement</b>			Birth to 3 initiatives- increase support on the district website and social media for this age group.						

	4	1		8/1/2027 5/24/2028	Review and approval of procedures created by district leadership, the Board of Education, and the Tennessee Middle School Athletic Association. Consistent implementation of procedures across all middle school athletic programs. Reduced compliance issues or violations related to eligibility for participation. Increased clarity and consistency for school administrators, coaches, students, and families.	Ensuring procedures remain up to date with TMSAA changes. Aligning school-level practices with district and board expectations. Monitoring compliance consistently across multiple schools and sports. Balancing athletic opportunities with academic and behavioral expectations.	Collaborate with school administrators, athletic directors, and coaches to review TMSAA procedures. Communicate procedures clearly to families and students.	N/A
<b>Academics/Athletics, Arts, &amp; Activities</b>	4	2	Create athletic procedures to align with TMSAA membership guidelines and Board policy.	8/1/2027 5/24/2028	Percentage of students participating in art displays, exhibits, or performances at each school. Number and variety of art events (art shows, concerts, performances). Representation in arts programs across all grade levels and student groups. Increased visibility of student artwork and performances within schools and community.	Limited instructional time and scheduling issues. Budget limitations for supplies, materials, and events. Tracking and reporting participation data consistently.	Establish school-level targets aligned to the 2% participation goal. Identify and schedule art displays and performance opportunities throughout the year. Support schools with resources, materials, and planning ideas. Highlight student work through school communication and community events.	N/A
<b>Academics/Athletics, Arts, &amp; Activities</b>	4	3	Provide various arts opportunities to better serve all groups of students.	8/1/2027 5/24/2028	Percentage of middle and high school students participating in at least one extracurricular activity increases every year. Increased enrollment in athletic opportunities, fine arts, academic clubs, and student organizations. Improved student attendance, engagement, and ownership among students.	Transportation and after-school accessibility barriers. Financial barriers. Limited staffing or coaching capacity. Student awareness of available opportunities.	Publicize all extracurricular opportunities at each school. Provide orientation and sign-up events for these opportunities. Monitor participation data and identify groups needing additional outreach.	N/A
<b>Academics/Athletics, Arts, &amp; Activities</b>			Strongly encourage each middle and high school student to participate in at least one extracurricular activity (athletics, band, drama, arts, clubs, etc.)					

	5	1		8/1/2027	5/24/2028	Completion of district-wide study that includes input from families, staff, students, and community members. Review data from districts that use a middle school model and compare to Cumberland County.	Community concerns related to middle schools. Facility capacity and renovation requirements. Staffing needs and potential reassignments. Transportation and scheduling issues. Ensuring academic and social-emotional student supports. Financial costs associated with restructuring and implementation.	Analyze academic and behavioral outcomes comparing current and middle school models. Gather stakeholder feedback through surveys, town hall meetings, and focus groups. Evaluate financial impact and sustainability.	N/A
<b>Academics/Middle School</b>			Analyze possibility of transitioning to middle schools.						
	6	1		8/1/2027	5/24/2028	All certified and classified positions will be filled by the start of each school year. Increased applicant pool size for hard-to-fill positions. Improvements in teacher salary. Increased number of substitute teachers in the district. Reduce the amount of uncovered classrooms.	Salary constraints compared to some neighboring districts. Substitute teacher shortages and inconsistent availability. Budget limitations impacting compensation improvements.	Develop and implement a district improvement plan. Attend at least two career fairs annually. Explore strategies to enhance compensation. Implement a more streamlined process to increase substitute recruitment. Monitor vacancy, substitute fill rates, and retention data regularly.	N/A
<b>Human Resources</b>			Recruitment: Recruit all necessary employees to the district. Attend a minimum of 2 career fairs annually. Improve teacher salary and benefits. Substitute availability improvements.						
	6	2		8/1/2027	5/24/2028	Increase overall staff retention rate. Reduction in first and second-year employee turnover. Increase internal promotion and leadership development.	High demands of workload contributing to burnout. Limited time for training during the school year. Budget limitations for expanded professional development.	Provide annual, role-specific professional development for certified, classified, and administrative staff. Design and implement a structured new employee orientation program covering expectations, supports, and distinct culture.	N/A
<b>Human Resources</b>			Retention- Increase retention of staff from 78% to 80%. Conduct new employee orientation to better equip employees for the demands of the job and retain them for future years. Provide annual professional development (PD) for all jobs.						
	7	1		8/1/2027	5/24/2028	100% staff completion rate for required safety and emergency training. Completion of trauma-informed practices training for all staff. Staff acknowledgement and demonstration of understanding of locked door procedures and consequences. Reduced safety violations related to door security and emergency procedures.	Scheduling training for all staff across multiple roles and shifts. Ensuring consistency and fidelity of training implementation.	Require annual safety training for all certified and classified staff. Establish a signed acknowledgement for locked door expectations and consequences. Collaborate with Homeland Security to develop and maintain a safety list by school.	N/A
<b>Safety and Security</b>			Safety Training: 100% (classified and certified) staff trained on emergency drills and trauma-informed strategies at the local, state, and federal levels. 100% (classified and certified) staff trained and understand the utmost importance of locked doors, interior and exterior, and consequences. Develop a priority list with Homeland Security, by school.						
	7	2		8/1/2027	5/24/2028	100% on-time submission of safety plans by all schools. Completion of safety-related building upgrades, as funding allows. Improved safety audits.	Varying layouts and safety/emergency procedures in each school. Limited funding for facility and security upgrades.	Establish and communicate clear submission deadlines and expectations. Review and provide feedback on safety plans. Monitor implementation and update safety plans annually.	N/A
<b>Safety and Security</b>			Safety Plans- 100% schools complete and submit the district-required standardized safety plan by the deadline. Based on the availability of funding and recommendations from Homeland Security, upgrade 2 buildings annually. Develop a prioritized list with Homeland Security by school.						

Focus Area	Goal	Action Step	Action Step Descriptor	Start Date	End Date	Y1	Y2	Y3	Y4	Y5
Academics/Test Goals	1	1	100% of individual schools will meet Annual Measurable Objectives (AMO) in ELA and Math.			2	2	N/A	N/A	N/A
Academics/Test Goals	1	2	100% of individual schools will achieve a growth index score of 3 or higher.			2	2	N/A	N/A	N/A
Academics/Test Goals	1	3	K-2 Focus: District analysis of universal screening scores. Additional first-grade support.			2	3	N/A	N/A	N/A
Academics/Test Goals	1	4	Lower student/teacher ratio in grades K-2 from 25 pupil maximum to 20 pupil maximum			2	2	N/A	N/A	N/A
Academics/K-12 Framework	2	1	Annually increase ACT by 1% in ACT Composite Score			#REF!	2	N/A	N/A	N/A
Academics/K-12 Framework	2	2	Annually increase in the Ready Graduate Indicators with CCR goal of being 100% by 2027-2028.			2	2	N/A	N/A	N/A
Academics/K-12 Framework	2	3	Annually 2% increase in the graduation rate to reach the attainment of 100% by 2027-2028			2	2	N/A	N/A	N/A
Academics/K-12 Framework	2	4	100% of students will attain at least one industry credential reporting to the state upon graduation by 2027-2028			2	2	N/A	N/A	N/A
Academics/K-12 Framework	2	5	Increase Work-Based Learning enrollment by 2% annually.			2	3	N/A	N/A	N/A
Academics/Parent Involvement	3	1	Increase family involvement opportunities and participants at each school by 2% annually through essential family engagement events.			2	2	N/A	N/A	N/A
Academics/Parent Involvement	3	2	Make available a family resource room at Central Services with needed items for families and supports on an as-needed basis.			1	1	N/A	N/A	N/A
Academics/Parent Involvement	3	3	Quarterly communication from the Director of Schools via ParentsSquare with important topics and book suggestions.			1	1	N/A	N/A	N/A
Academics/Parent Involvement	3	4	Birth to 3 initiatives- increase support on the district website and social media for this age group.			2	2	N/A	N/A	N/A
Academics/Athletics, Arts, & Activities	4	1	Create athletic procedures to align with TMSAA membership guidelines and Board policy.			2	3	N/A	N/A	N/A
Academics/Athletics, Arts, & Activities	4	2	Provide various arts opportunities to better serve all groups of students.			2	2	N/A	N/A	N/A
Academics/Athletics, Arts, & Activities	4	3	Strongly encourage each middle and high school student to participate in at least one extracurricular activity (athletics, band, drama, arts, clubs, etc.)			2	2	N/A	N/A	N/A
Academics/Middle School	5	1	Analyze possibility of transitioning to middle schools.			2	2	N/A	N/A	N/A
Human Resources	6	1	Recruitment: Recruit all necessary employees to the district. Attend a minimum of 2 career fairs annually. Improve teacher salary and benefits. Substitute availability improvements.			0	3	N/A	N/A	N/A
Human Resources	6	2	Retention- Increase retention of staff from 78% to 80%. Conduct new employee orientation to better equip employees for the demands of the job and retain them for future years. Provide annual professional development (PD) for all jobs.			0	0	N/A	N/A	N/A
Safety and Security	7	1	Safety Training: 100% (classified and certified) staff trained on emergency drills and trauma-informed strategies at the local, state, and federal levels. 100% (classified and certified) staff trained and understand the utmost importance of locked doors, interior and exterior, and consequences. Develop a priority list with Homeland Security, by school.			2	3	N/A	N/A	N/A
Safety and Security	7	2	Safety Plans- 100% schools complete and submit the district-required standardized safety plan by the deadline. Based on the availability of funding and recommendations from Homeland Security, upgrade 2 buildings annually. Develop a prioritized list with Homeland Security by school.			2	3	N/A	N/A	N/A

**Cumberland County Schools  
2023 - 2028 Strategic Plan Implementation and Monitoring Tool  
Actions Step Status**

**Overview of this Section**

This tab is used to give **progress updates** on the current status of **each activity** aligned to the strategic plan.

**How to use this Section**

1. At the end of each quarter, **assess the status of each activity** occurring during that quarter.
2. Update column E using the following guidance:

**Complete:** An activity that has been successfully completed at the time of reporting  
**In Progress:** An activity that is currently taking place and that does not have any expectations for delay  
**Minor delay:** An activity that is currently, or expects to be, delayed but that will be able to be completed without inhibiting future activities  
**Major delay:** An activity that is currently, or expects to be, delayed and that could inhibit future activities  
**Not started:** An activity that is scheduled to have begun that has not been started

Category	Action	Activity	Status	Owner	Start	End
<b>Goal Area</b>						
K-12 Framework (Post Secondary/Career Attainment)	1		Not started			
K-12 Framework (Post Secondary/Career Attainment)	1					
K-12 Framework (Post Secondary/Career Attainment)	1					
K-12 Framework (Post Secondary/Career Attainment)	1					
K-12 Framework (Post Secondary/Career Attainment)	1					
K-12 Framework (Post Secondary/Career Attainment)	1					
K-12 Framework (Post Secondary/Career Attainment)	1					
K-12 Framework (Post Secondary/Career Attainment)	1					
EM/Security/Wellness	2					
EM/Security/Wellness	2					



**Cumberland County Schools  
2023 - 2028 Strategic Plan Implementation and Monitoring Tool  
Actions Step Status**

**Overview of this Section**

This tab includes **guidance on assessing action steps** each quarter and overall directions for how to enter updates throughout the life of the strategic plan

**How to use this Section**

There is specific guidance and directions for how to evaluate action step and implementation plan statuses. This tab can be a useful reference as updates are completed.

**Action Step Status**

**How to evaluate the status of an action step:**

Each quarter, action step owners will evaluate the status of each action step based on the indicators below:

<b>4 (Green)</b>	<ul style="list-style-type: none"> <li>• There is a clear, strong strategy in place to achieve the actions step and related activities.</li> <li>• Our plan to achieve the strategy:             <ol style="list-style-type: none"> <li>1. Is documented with relevant timelines/milestones</li> <li>2. Has present and available the necessary ownership, time, resources, skills and support for successful execution</li> <li>3. Utilizes data on activities and qualitative information to let us know that we are making progress.</li> </ol> </li> <li>• We anticipate that this action step will be met.</li> </ul>
<b>3 (Yellow)</b>	<ul style="list-style-type: none"> <li>• There is a strategy in place to achieve the action step and related activities.</li> <li>• Our plan to achieve the strategy currently falls short in one of the following ways:             <ol style="list-style-type: none"> <li>1. Timelines/milestones are not defined</li> <li>2. Does not have identified or available the necessary ownership, time, resources, skills and support for successful execution</li> <li>3. We do not currently collect or have evidence that we are making an impact on our performance metrics with this project.</li> </ol> </li> <li>• We anticipate that with minor adjustments and support this action step will be met.</li> </ul>
<b>2 (Orange)</b>	<ul style="list-style-type: none"> <li>• The strategy in place to achieve this action step or the activities needs additional discussion and/or has a lack of clarity in several places.</li> <li>• Our plan to achieve the strategy currently falls short in two of the following ways:             <ol style="list-style-type: none"> <li>1. Timelines/milestones are not defined</li> <li>2. Does not have identified or available the necessary ownership, time, resources, skills and support for successful execution</li> <li>3. We do not currently collect or have evidence that we are making an impact on our performance metrics with this project.</li> </ol> </li> <li>• Major adjustments will need to be made to meet this action step.</li> </ul>
<b>1 (Red)</b>	<ul style="list-style-type: none"> <li>• The strategy to achieve this action step or the activities is unclear or ill-defined.</li> <li>• Our plan to achieve the strategy currently falls short in three of the following ways:             <ol style="list-style-type: none"> <li>1. Timelines/milestones are not defined</li> <li>2. Does not have identified or available the necessary ownership, time, resources, skills and support for successful execution</li> <li>3. We do not currently collect or have evidence that we are making an impact on our performance metrics with this project.</li> </ol> </li> <li>• We do not anticipate that we will not meet this action step if things remain as they currently are.</li> </ul>
<b>0 (Grey)</b>	<p>Planning for this action step is not scheduled to begin in this quarter; therefore, we do not yet have a rating.</p>

N/A

Due to rare extenuating or unexpected circumstances, this goal, objective, or performance metric is no longer a priority for Lawrence County Schools. Possible reasons include:

- New and/or different projects introduced after finalization of strategic plan that take priority (i.e. shift in state or district priorities/opportunities)
- Transitions in roles (i.e. team member(s) critical to the project's success no longer work at Lawrence County Schools, etc.)
- Circumstances outside of the district's control (i.e. a global pandemic, substantial weather-related challenges)

**How to complete the status evaluation:**

Based on the status update, the action step owner should then fill in Columns C, D, and E using the guiding questions below:

**Key Progress:** What significant events or progress has taken place since our last update? What successes have we seen? What evidence of progress do we have?

**Challenges:** Are there any significant challenges the team is facing on this project? Are we seeing evidence of progress? If progress is stalled, what barriers are contributing (e.g., capacity, strategy, etc.)? What decisions or leadership discussions need to take place to move forward or adjust?

**Next Steps:** What actions need to be taken to keep, or get, this activity on track for on time completion?

**Implementation Plan**

**How to update the status of an activity:**

Each quarter every activity occurring during that quarter should be evaluated using the indicators below:

**Complete:** An activity that has been successfully completed at the time of reporting

**In Progress:** An activity that is currently taking place and that does not have any expectations for delay

**Minor delay:** An activity that is currently, or expects to be, delayed but that will be able to be completed without inhibiting future activities

**Major delay:** An activity that is currently, or expects to be, delayed and that could inhibit future activities

**Not started:** An activity that is scheduled to have begun that has not been started

**Option A - Bachelor**

YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT
0	22	48,288	50,000	1,712	37,664	3.55%	1,100,000
1	11	48,888	50,645	1,757	19,327	3.59%	557,095
2	21	49,488	51,190	1,702	35,742	3.44%	1,074,990
3	18	50,088	51,735	1,647	29,646	3.29%	931,230
4	13	50,688	52,280	1,592	20,696	3.14%	679,640
5	11	51,288	52,825	1,537	16,907	3.00%	581,075
6	7	51,888	53,370	1,482	10,374	2.86%	373,590
7	10	52,488	54,076	1,588	15,880	3.03%	540,760
8	7	53,088	54,782	1,694	11,858	3.19%	383,474
9	7	53,688	55,488	1,800	12,600	3.35%	388,416
10	8	54,288	56,194	1,906	15,248	3.51%	449,552
11	13	54,888	56,900	2,012	26,156	3.67%	739,700
12	6	55,488	57,400	1,912	11,472	3.45%	344,400
13	9	56,088	57,900	1,812	16,308	3.23%	521,100
14	7	56,688	58,400	1,712	11,984	3.02%	408,800
15	9	57,288	58,900	1,612	14,508	2.81%	530,100
16	5	57,888	59,400	1,512	7,560	2.61%	297,000
17	6	58,488	59,900	1,412	8,472	2.41%	359,400
18	12	59,088	60,400	1,312	15,744	2.22%	724,800
19	8	59,688	60,900	1,212	9,696	2.03%	487,200
20	9	60,288	61,400	1,112	10,008	1.84%	552,600
21	3	60,888	61,900	1,012	3,036	1.66%	185,700
22	6	61,488	62,400	912	5,472	1.48%	374,400
23	2	62,088	62,900	812	1,624	1.31%	125,800
24	3	62,688	63,400	712	2,136	1.14%	190,200
25	2	63,288	63,900	612	1,224	0.97%	127,800
26	4	63,888	64,400	512	2,048	0.80%	257,600
27	4	64,488	64,900	412	1,648	0.64%	259,600
28	5	65,088	65,400	312	1,560	0.48%	327,000
29	3	65,688	65,900	212	636	0.32%	197,700
30	19	65,688	66,400	712	13,528	1.08%	1,261,600

270

\$ 390,762

\$ 15,332,322

Linear/fixed-dollar increase:

Year 0 = Base of \$50,000 (State requirement)

Year 1 = Base plus \$645 (State Requirement)

Years 2-6 = \$545/year

Year 6 = Base plus \$3,370 (State Requirement)

Years 7-10 = \$706/year

Year 11 = Base plus \$6,900 (State Requirement)

Years 12-30 = \$500/year

In Option A-Bachelor, the goal was to meet the state requirements for years 0, 1, 6, and 11, and filling the in-between steps evenly. Then, after year 11, increase each step the same amount. In this case, \$500 per year.

**\*\*The number of employees is based off current number of employees.**

**Option B - Bachelor**

YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT
0	22	48,288	50,000	1,712	37,664	3.55%	1,100,000
1	11	48,888	50,645	1,757	19,327	3.59%	557,095
2	21	49,488	51,190	1,702	35,742	3.44%	1,074,990
3	18	50,088	51,735	1,647	29,646	3.29%	931,230
4	13	50,688	52,280	1,592	20,696	3.14%	679,640
5	11	51,288	52,825	1,537	16,907	3.00%	581,075
6	7	51,888	53,370	1,482	10,374	2.86%	373,590
7	10	52,488	54,076	1,588	15,880	3.03%	540,760
8	7	53,088	54,782	1,694	11,858	3.19%	383,474
9	7	53,688	55,488	1,800	12,600	3.35%	388,416
10	8	54,288	56,194	1,906	15,248	3.51%	449,552
11	13	54,888	56,900	2,012	26,156	3.67%	739,700
12	6	55,488	57,500	2,012	12,072	3.63%	345,000
13	9	56,088	58,100	2,012	18,108	3.59%	522,900
14	7	56,688	58,700	2,012	14,084	3.55%	410,900
15	9	57,288	59,300	2,012	18,108	3.51%	533,700
16	5	57,888	59,900	2,012	10,060	3.48%	299,500
17	6	58,488	60,500	2,012	12,072	3.44%	363,000
18	12	59,088	61,100	2,012	24,144	3.41%	733,200
19	8	59,688	61,700	2,012	16,096	3.37%	493,600
20	9	60,288	62,300	2,012	18,108	3.34%	560,700
21	3	60,888	62,900	2,012	6,036	3.30%	188,700
22	6	61,488	63,500	2,012	12,072	3.27%	381,000
23	2	62,088	64,100	2,012	4,024	3.24%	128,200
24	3	62,688	64,700	2,012	6,036	3.21%	194,100
25	2	63,288	65,300	2,012	4,024	3.18%	130,600

26	4	63,888	65,900	2,012	8,048	3.15%	263,600
27	4	64,488	66,500	2,012	8,048	3.12%	266,000
28	5	65,088	67,100	2,012	10,060	3.09%	335,500
29	3	65,688	67,700	2,012	6,036	3.06%	203,100
30	19	65,688	68,300	2,612	49,628	3.98%	1,297,700

270

\$ 508,962

\$ 15,450,522

Linear/fixed-dollar increase:

Year 0 = Base of \$50,000 (State requirement)

Year 1 = Base plus \$645 (State Requirement)

Years 2-6 = \$545/year

Year 6 = Base plus \$3,370 (State Requirement)

Years 7-10 = \$706/year

Year 11 = Base plus \$6,900 (State Requirement)

Years 12-30 = \$600/year

Option B - Bachelor was designed the same way as Option A. The only difference is that years 12-30 receive an increase of \$600 per year.

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**Option C - Bachelor**

YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT
0	22	48,288	50,000	1,712	37,664	3.55%	1,100,000
1	11	48,888	50,645	1,757	19,327	3.59%	557,095
2	21	49,488	50,725	1,237	25,981	2.50%	1,065,229
3	18	50,088	51,090	1,002	18,032	2.00%	919,616
4	13	50,688	51,702	1,014	13,179	2.00%	672,123
5	11	51,288	52,314	1,026	11,283	2.00%	575,451
6	7	51,888	53,370	1,482	10,374	2.86%	373,590
7	10	52,488	53,538	1,050	10,498	2.00%	535,378
8	7	53,088	54,150	1,062	7,432	2.00%	379,048
9	7	53,688	54,762	1,074	7,516	2.00%	383,332
10	8	54,288	55,374	1,086	8,686	2.00%	442,990
11	13	54,888	56,900	2,012	26,156	3.67%	739,700
12	6	55,488	57,014	1,526	9,156	2.75%	342,084
13	9	56,088	57,210	1,122	10,096	2.00%	514,888
14	7	56,688	57,822	1,134	7,936	2.00%	404,752
15	9	57,288	58,434	1,146	10,312	2.00%	525,904

16	5	57,888	59,046	1,158	5,789	2.00%	295,229
17	6	58,488	59,658	1,170	7,019	2.00%	357,947
18	12	59,088	60,270	1,182	14,181	2.00%	723,237
19	8	59,688	60,882	1,194	9,550	2.00%	487,054
20	9	60,288	61,494	1,206	10,852	2.00%	553,444
21	3	60,888	62,106	1,218	3,653	2.00%	186,317
22	6	61,488	62,718	1,230	7,379	2.00%	376,307
23	2	62,088	63,330	1,242	2,484	2.00%	126,660
24	3	62,688	63,942	1,254	3,761	2.00%	191,825
25	2	63,288	64,554	1,266	2,532	2.00%	129,108
26	4	63,888	65,166	1,278	5,111	2.00%	260,663
27	4	64,488	65,778	1,290	5,159	2.00%	263,111
28	5	65,088	66,390	1,302	6,509	2.00%	331,949
29	3	65,688	67,002	1,314	3,941	2.00%	201,005
30	19	65,688	67,600	1,912	36,328	2.91%	1,284,400

270

\$ 357,875

\$ 15,299,435

2% Annual step raise except where state requirements needed to be met (Year 0,1,6,&11)

**Option D - Bachelor**

YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT
0	22	48,288	50,000	1,712	37,664	3.55%	1,100,000
1	11	48,888	50,645	1,757	19,327	3.59%	557,095
2	21	49,488	50,700	1,212	25,452	2.34%	1,064,700
3	18	50,088	50,750	662	11,916	1.11%	913,500
4	13	50,688	50,800	112	1,456	0.00%	660,400
5	11	51,288	51,288	0	0	0.00%	564,168
6	7	51,888	53,370	1,482	10,374	2.86%	373,590
7	10	52,488	53,500	1,012	10,120	1.68%	535,000
8	7	53,088	53,550	462	3,234	0.53%	374,850
9	7	53,688	53,700	12	84	0.00%	375,900
10	8	54,288	54,288	0	0	0.00%	434,304
11	13	54,888	56,900	2,012	26,156	3.67%	739,700

12	6	55,488	56,950	1,462	8,772	2.54%	341,700
13	9	56,088	57,000	912	8,208	1.45%	513,000
14	7	56,688	57,050	362	2,534	0.37%	399,350
15	9	57,288	57,288	0	0	0.00%	515,592
16	5	57,888	57,888	0	0	0.00%	289,440
17	6	58,488	58,488	0	0	0.00%	350,928
18	12	59,088	59,088	0	0	0.00%	709,056
19	8	59,688	59,688	0	0	0.00%	477,504
20	9	60,288	60,288	0	0	0.00%	542,592
21	3	60,888	60,888	0	0	0.00%	182,664
22	6	61,488	61,488	0	0	0.00%	368,928
23	2	62,088	62,088	0	0	0.00%	124,176
24	3	62,688	62,688	0	0	0.00%	188,064
25	2	63,288	63,288	0	0	0.00%	126,576
26	4	63,888	63,888	0	0	0.00%	255,552
27	4	64,488	64,488	0	0	0.00%	257,952
28	5	65,088	65,088	0	0	0.00%	325,440
29	3	65,688	65,688	0	0	0.00%	197,064
30	19	65,688	66,288	600	11,400	0.91%	1,259,472

270

\$ 176,697

\$ 15,118,257

No step increases year after year except where required to meet TDOE salary schedule requirements and some of the years following those requirements in order to smooth the transition of the in-between years.

**Option A - Master**

YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT
0	4	51,288	53,605	2,317	9,268	5%	214,420
1	9	51,888	53,645	1,757	15,813	3%	482,805
2	8	52,488	54,190	1,702	13,616	3%	433,520
3	12	53,088	54,735	1,647	19,764	3%	656,820
4	16	53,688	55,280	1,592	25,472	3%	884,480
5	6	54,288	55,825	1,537	9,222	3%	334,950
6	8	54,888	57,365	2,477	19,816	5%	458,920
7	3	55,488	57,500	2,012	6,036	4%	172,500
8	9	56,088	57,782	1,694	15,246	3%	520,038
9	7	56,688	58,488	1,800	12,600	3%	409,416
10	6	57,288	59,194	1,906	11,436	3%	355,164
11	12	57,888	61,380	3,492	41,904	6%	736,560
12	6	58,488	61,500	3,012	18,072	5%	369,000
13	13	59,088	61,600	2,512	32,656	4%	800,800
14	10	59,688	61,700	2,012	20,120	3%	617,000
15	10	60,288	61,900	1,612	16,120	3%	619,000
16	9	60,888	62,400	1,512	13,608	2%	561,600
17	5	61,488	62,900	1,412	7,060	2%	314,500
18	17	62,088	63,400	1,312	22,304	2%	1,077,800
19	11	62,688	63,900	1,212	13,332	2%	702,900
20	6	63,288	64,400	1,112	6,672	2%	386,400
21	12	63,888	64,900	1,012	12,144	2%	778,800
22	1	64,488	65,400	912	912	1%	65,400
23	8	65,088	65,900	812	6,496	1%	527,200
24	10	65,688	66,400	712	7,120	1%	664,000
25	7	66,288	66,900	612	4,284	1%	468,300
26	9	66,888	67,400	512	4,608	1%	606,600
27	4	67,488	67,900	412	1,648	1%	271,600
28	3	68,088	68,400	312	936	0%	205,200
29	3	68,688	68,900	212	636	0%	206,700
30	34	68,688	69,400	712	24,208	1%	2,359,600

\$ 413,129                      \$ 17,261,993

\*\*Each step is Base(Bachelor) + \$3,000, except for year 1 where state requirement of Base + \$3,605 had to be met.

**Option B - Master**

YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT
0	4	51,288	53,605	2,317	9,268	5%	214,420
1	9	51,888	53,645	1,757	15,813	3%	482,805
2	8	52,488	54,190	1,702	13,616	3%	433,520
3	12	53,088	54,735	1,647	19,764	3%	656,820
4	16	53,688	55,280	1,592	25,472	3%	884,480
5	6	54,288	55,825	1,537	9,222	3%	334,950
6	8	54,888	57,365	2,477	19,816	5%	458,920
7	3	55,488	57,476	1,988	5,964	4%	172,428
8	9	56,088	57,782	1,694	15,246	3%	520,038
9	7	56,688	58,488	1,800	12,600	3%	409,416
10	6	57,288	59,194	1,906	11,436	3%	355,164
11	12	57,888	61,380	3,492	41,904	6%	736,560
12	6	58,488	61,500	3,012	18,072	5%	369,000
13	13	59,088	61,600	2,512	32,656	4%	800,800
14	10	59,688	61,700	2,012	20,120	3%	617,000
15	10	60,288	62,300	2,012	20,120	3%	623,000
16	9	60,888	62,900	2,012	18,108	3%	566,100
17	5	61,488	63,500	2,012	10,060	3%	317,500
18	17	62,088	64,100	2,012	34,204	3%	1,089,700
19	11	62,688	64,700	2,012	22,132	3%	711,700
20	6	63,288	65,300	2,012	12,072	3%	391,800
21	12	63,888	65,900	2,012	24,144	3%	790,800
22	1	64,488	66,500	2,012	2,012	3%	66,500
23	8	65,088	67,100	2,012	16,096	3%	536,800
24	10	65,688	67,700	2,012	20,120	3%	677,000
25	7	66,288	68,300	2,012	14,084	3%	478,100

26	9	66,888	68,900	2,012	18,108	3%	620,100
27	4	67,488	69,500	2,012	8,048	3%	278,000
28	3	68,088	70,100	2,012	6,036	3%	210,300
29	3	68,688	70,700	2,012	6,036	3%	212,100
30	34	68,688	71,300	2,612	88,808	4%	2,424,200

\$ 591,157                      \$ 17,440,021

Base (Bachelor) +\$3,000

Except years where State Requirements needed to be met.

Option B - Master was designed the same way as Option A. The only difference is that years 12-30 receive an increase of \$600 per year.

**Option C - Master**

YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT
0	4	51,288	53,605	2,317	9,268	5%	214,420
1	9	51,888	53,704	1,816	16,345	3%	483,337
2	8	52,488	54,325	1,837	14,697	3%	434,601
3	12	53,088	54,946	1,858	22,297	3%	659,353
4	16	53,688	55,567	1,879	30,065	3%	889,073
5	6	54,288	56,188	1,900	11,400	3%	337,128
6	8	54,888	57,365	2,477	19,816	5%	458,920
7	3	55,488	57,598	2,110	6,329	4%	172,793
8	9	56,088	57,710	1,622	14,596	3%	519,388
9	7	56,688	57,822	1,134	7,936	2%	404,752
10	6	57,288	58,434	1,146	6,875	2%	350,603
11	12	57,888	61,380	3,492	41,904	6%	736,560
12	6	58,488	61,658	3,170	19,019	5%	369,947
13	13	59,088	61,770	2,682	34,863	5%	803,007
14	10	59,688	61,900	2,212	22,120	4%	619,000
15	10	60,288	62,000	1,712	17,120	3%	620,000

16	9	60,888	62,106	1,218	10,960	2%	558,952
17	5	61,488	62,718	1,230	6,149	2%	313,589
18	17	62,088	63,330	1,242	21,110	2%	1,076,606
19	11	62,688	63,942	1,254	13,791	2%	703,359
20	6	63,288	64,554	1,266	7,595	2%	387,323
21	12	63,888	65,166	1,278	15,333	2%	781,989
22	1	64,488	65,778	1,290	1,290	2%	65,778
23	8	65,088	66,390	1,302	10,414	2%	531,118
24	10	65,688	67,002	1,314	13,138	2%	670,018
25	7	66,288	67,614	1,326	9,280	2%	473,296
26	9	66,888	68,226	1,338	12,040	2%	614,032
27	4	67,488	68,838	1,350	5,399	2%	275,351
28	3	68,088	69,450	1,362	4,085	2%	208,349
29	3	68,688	70,062	1,374	4,121	2%	210,185
30	34	68,688	70,062	1,374	46,708	2%	2,382,100

278

\$ 476,062

\$ 17,324,926

2% Annual step raise except where state requirements needed to be met (Year 0,1,6,&11)

Some of the years following years 0,1,6,& 11 required a higher % raise in order for the scale to flow more efficiently.

**Option D - Master**

YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT
0	4	51,288	53,605	2,317	9,268	4.52%	214,420
1	9	51,888	53,645	1,757	15,813	3.39%	482,805
2	8	52,488	53,745	1,257	10,056	2.39%	429,960
3	12	53,088	53,845	757	9,084	1.43%	646,140
4	16	53,688	53,945	257	4,112	0.48%	863,120
5	6	54,288	54,288	0	-	0.00%	325,728
6	8	54,888	57,365	2,477	19,816	4.51%	458,920
7	3	55,488	57,865	2,377	7,131	4.28%	173,595
8	9	56,088	58,365	2,277	20,493	4.06%	525,285
9	7	56,688	58,865	2,177	15,239	3.84%	412,055
10	6	57,288	59,365	2,077	12,462	3.63%	356,190
11	12	57,888	61,380	3,492	41,904	6.03%	736,560

12	6	58,488	61,500	3,012	18,072	5.15%	369,000
13	13	59,088	61,600	2,512	32,656	4.25%	800,800
14	10	59,688	61,700	2,012	20,120	3.37%	617,000
15	10	60,288	61,800	1,512	15,120	2.51%	618,000
16	9	60,888	61,900	1,012	9,108	1.66%	557,100
17	5	61,488	62,000	512	2,560	0.83%	310,000
18	17	62,088	62,088	0	-	0.00%	1,055,496
19	11	62,688	62,688	0	-	0.00%	689,568
20	6	63,288	63,288	0	-	0.00%	379,728
21	12	63,888	63,888	0	-	0.00%	766,656
22	1	64,488	64,488	0	-	0.00%	64,488
23	8	65,088	65,088	0	-	0.00%	520,704
24	10	65,688	65,688	0	-	0.00%	656,880
25	7	66,288	66,288	0	-	0.00%	464,016
26	9	66,888	66,888	0	-	0.00%	601,992
27	4	67,488	67,488	0	-	0.00%	269,952
28	3	68,088	68,088	0	-	0.00%	204,264
29	3	68,688	68,688	0	-	0.00%	206,064
30	34	68,688	69,288	600	20,400	0.87%	2,355,792

278

\$ 283,414

\$ 17,132,278

No step increases year after year except where required to meet TDOE salary schedule requirements and some of the years following those requirements in order to smooth the transition of the in-between years.

**Option A - EDS**

YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT	YEARS OF EXPERIENCE
0	0	54,288	56,000	1,712	0	3%	-	0
1	1	54,888	56,645	1,757	1757	3%	56,645	1
2	0	55,488	57,190	1,702	0	3%	-	2
3	1	56,088	57,735	1,647	1647	3%	57,735	3
4	0	56,688	58,280	1,592	0	3%	-	4
5	1	57,288	58,825	1,537	1537	3%	58,825	5
6	0	57,888	59,370	1,482	0	3%	-	6
7	1	58,488	60,076	1,588	1588	3%	60,076	7
8	1	59,678	60,782	1,104	1104	2%	60,782	8
9	1	61,399	61,488	89	89	0%	61,488	9
10	3	62,663	62,194	-469	0	0%	186,582	10
11	0	62,917	62,900	-17	0	0%	-	11
12	2	64,201	63,400	-801	0	0%	126,800	12
13	2	64,474	63,900	-574	0	0%	127,800	13
14	0	65,786	64,400	-1,386	0	0%	-	14
15	2	66,042	64,900	-1,142	0	0%	129,800	15
16	2	67,401	65,400	-2,001	0	0%	130,800	16
17	2	67,414	65,900	-1,514	0	0%	131,800	17
18	5	68,550	66,400	-2,150	0	0%	332,000	18
19	1	68,564	66,900	-1,664	0	0%	66,900	19
20	3	69,734	67,400	-2,334	0	0%	202,200	20
21	5	70,067	67,900	-2,167	0	0%	339,500	21
22	1	70,403	68,400	-2,003	0	0%	68,400	22
23	1	70,740	68,900	-1,840	0	0%	68,900	23
24	1	71,078	69,400	-1,678	0	0%	69,400	24
25	2	71,419	69,900	-1,519	0	0%	139,800	25
26	3	71,761	70,400	-1,361	0	0%	211,200	26
27	2	71,838	70,900	-938	0	0%	141,800	27
28	3	72,488	71,400	-1,088	0	0%	214,200	28
29	3	73,138	71,900	-1,238	0	0%	215,700	29
30	15	73,138	72,400	-738	0	0%	1,086,000	30

\$ 7,722

\$ 4,345,133

\*\*Each step is Base (Bachelor) + \$6,000

\*\*Employees that fall in the years that are marked in red will have their salaries

\*\*Employee

**Option B - EDS**

YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT	YEARS OF EXPERIENCE
0	0	54,288	56,000	1,712	0	3%	-	0
1	1	54,888	56,645	1,757	1757	3%	56,645	1
2	0	55,488	57,190	1,702	0	3%	-	2
3	1	56,088	57,735	1,647	1647	3%	57,735	3
4	0	56,688	58,280	1,592	0	3%	-	4
5	1	57,288	58,825	1,537	1537	3%	58,825	5
6	0	57,888	59,370	1,482	0	3%	-	6
7	1	58,488	60,076	1,588	1588	3%	60,076	7
8	1	59,678	60,782	1,104	1104	2%	60,782	8
9	1	61,399	61,488	89	89	0%	61,488	9
10	3	62,663	62,194	-469	0	0%	187,989	10
11	0	62,917	62,900	-17	0	0%	-	11
12	2	64,201	63,500	-701	0	0%	128,402	12
13	2	64,474	64,100	-374	0	0%	128,948	13
14	0	65,786	64,700	-1,086	0	0%	-	14
15	2	66,042	65,300	-742	0	0%	132,084	15
16	2	67,401	65,900	-1,501	0	0%	134,802	16
17	2	67,414	66,500	-914	0	0%	134,828	17
18	5	68,550	67,100	-1,450	0	0%	342,750	18
19	1	68,564	67,700	-864	0	0%	68,564	19
20	3	69,734	68,300	-1,434	0	0%	209,202	20
21	5	70,067	68,900	-1,167	0	0%	350,335	21
22	1	70,403	69,500	-903	0	0%	70,403	22
23	1	70,740	70,100	-640	0	0%	70,740	23
24	1	71,078	70,700	-378	0	0%	71,078	24
25	2	71,419	71,300	-119	0	0%	142,838	25

26	3	71,761	71,900	139	0	0%	215,700	26
27	2	71,838	72,500	662	0	0%	145,000	27
28	3	72,488	73,100	612	0	0%	219,300	28
29	3	73,138	73,700	562	0	0%	221,100	29
30	15	73,138	74,300	1,162	0	0%	1,114,500	30

64

\$ 7,722

\$ 4,444,114

Base (Bachelor) +\$6,000

Except years where State Requirements needed to be met.

Base (Bach

Except year

Option B - EDS was designed the same way as Option A. The only difference is that years 12-30 receive an increase of \$600 per year.

Option B - I

**Option C - EDS**

YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT	YEARS OF EXPERIENCE
0	0	54,288	56,000	1,712	-	3.15%	-	0
1	1	54,888	56,260	1,372	1,372	2.50%	54,888	1
2	0	55,488	56,598	1,110	-	2.00%	-	2
3	1	56,088	57,210	1,122	1,122	2.00%	56,088	3
4	0	56,688	57,822	1,134	-	2.00%	-	4
5	1	57,288	58,434	1,146	1,146	2.00%	57,288	5
6	0	57,888	59,370	1,482	-	2.56%	-	6
7	1	58,488	59,658	1,170	1,170	2.00%	58,488	7
8	1	59,678	60,872	1,194	1,194	2.00%	59,678	8
9	1	61,399	62,627	1,228	1,228	2.00%	61,399	9
10	3	62,663	63,916	1,253	3,760	2.00%	187,989	10
11	0	62,917	64,175	1,258	-	2.00%	-	11
12	2	64,201	65,485	1,284	2,568	2.00%	128,402	12
13	2	64,474	65,763	1,289	2,579	2.00%	128,948	13
14	0	65,786	67,102	1,316	-	2.00%	-	14
15	2	66,042	67,363	1,321	2,642	2.00%	132,084	15

16	2	67,401	68,749	1,348	2,696	2.00%	134,802	16
17	2	67,414	68,762	1,348	2,697	2.00%	134,828	17
18	5	68,550	69,921	1,371	6,855	2.00%	342,750	18
19	1	68,564	69,935	1,371	1,371	2.00%	68,564	19
20	3	69,734	71,129	1,395	4,184	2.00%	209,202	20
21	5	70,067	71,468	1,401	7,007	2.00%	350,335	21
22	1	70,403	71,811	1,408	1,408	2.00%	70,403	22
23	1	70,740	72,155	1,415	1,415	2.00%	70,740	23
24	1	71,078	72,500	1,422	1,422	2.00%	71,078	24
25	2	71,419	72,847	1,428	2,857	2.00%	142,838	25
26	3	71,761	73,196	1,435	4,306	2.00%	215,283	26
27	2	71,838	73,275	1,437	2,874	2.00%	143,676	27
28	3	72,488	73,938	1,450	4,349	2.00%	217,464	28
29	3	73,138	74,601	1,463	4,388	2.00%	219,414	29
30	15	73,138	75,201	2,063	30,941	2.82%	1,097,070	30

64

\$ 97,548

\$ 4,413,699

2% Annual step raise except where state requirements needed to be met (Year 0,1,6,&11)

2% Annual :

**Option D - EDS**

YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT	YEARS OF EXPERIENCE
0	0	54,288	56,000	1,712	-	3.15%	-	0
1	1	54,888	56,100	1,212	1,212	2.21%	56,100	1
2	0	55,488	56,200	712	-	1.28%	-	2
3	1	56,088	56,300	212	212	0.38%	56,300	3
4	0	56,688	56,700	12	-	0.02%	-	4
5	1	57,288	57,300	12	12	0.02%	57,300	5
6	0	57,888	59,370	1,482	-	2.56%	-	6
7	1	58,488	59,400	912	912	1.56%	59,400	7
8	1	59,678	59,678	0	-	0.00%	59,678	8
9	1	61,399	61,399	0	-	0.00%	61,399	9
10	3	62,663	62,663	0	-	0.00%	187,989	10
11	0	62,917	63,000	83	-	0.13%	-	11

12	2	64,201	64,201	0	-	0.00%	128,402	12
13	2	64,474	64,474	0	-	0.00%	128,948	13
14	0	65,786	65,786	0	-	0.00%	-	14
15	2	66,042	66,042	0	-	0.00%	132,084	15
16	2	67,401	67,401	0	-	0.00%	134,802	16
17	2	67,414	67,414	0	-	0.00%	134,828	17
18	5	68,550	68,550	0	-	0.00%	342,750	18
19	1	68,564	68,564	0	-	0.00%	68,564	19
20	3	69,734	69,734	0	-	0.00%	209,202	20
21	5	70,067	70,067	0	-	0.00%	350,335	21
22	1	70,403	70,403	0	-	0.00%	70,403	22
23	1	70,740	70,740	0	-	0.00%	70,740	23
24	1	71,078	71,078	0	-	0.00%	71,078	24
25	2	71,419	71,419	0	-	0.00%	142,838	25
26	3	71,761	71,761	0	-	0.00%	215,283	26
27	2	71,838	71,838	0	-	0.00%	143,676	27
28	3	72,488	72,488	0	-	0.00%	217,464	28
29	3	73,138	73,138	0	-	0.00%	219,414	29
30	15	73,138	73,238	100	1,500	0.14%	1,098,570	30

64

\$ 3,848

\$ 4,417,547

No step increases year after year except where required to meet TDOE salary schedule requirements and some of the years following those requirements in order to smooth the transition of the in-between years.

No step inc requirements transition c

**Option A - Doctorate**

# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT
0	57,288	59,000	1,712	0	3%	-
0	57,888	59,645	1,757	0	3%	-
0	58,488	60,190	1,702	0	3%	-
2	59,088	60,735	1,647	3,294	3%	121,470
0	59,688	61,280	1,592	0	3%	-
0	60,497	61,825	1,328	0	2%	-
0	61,687	62,370	683	0	1%	-
1	63,293	63,076	-217	0	0%	63,076
1	64,571	63,782	-789	0	0%	63,782
0	66,471	64,488	-1,983	0	0%	-
0	67,841	65,194	-2,647	0	0%	-
0	68,096	65,900	-2,196	0	0%	-
0	69,483	66,400	-3,083	0	0%	-
0	69,776	66,900	-2,876	0	0%	-
2	71,208	67,400	-3,808	0	0%	134,800
1	71,454	67,900	-3,554	0	0%	67,900
1	72,928	68,400	-4,528	0	0%	68,400
0	72,941	68,900	-4,041	0	0%	-
0	74,198	69,400	-4,798	0	0%	-
1	74,211	69,900	-4,311	0	0%	69,900
0	75,529	70,400	-5,129	0	0%	-
2	75,892	70,900	-4,992	0	0%	141,800
1	76,256	71,400	-4,856	0	0%	71,400
1	76,622	71,900	-4,722	0	0%	71,900
0	76,991	72,400	-4,591	0	0%	-
0	77,361	72,900	-4,461	0	0%	-
1	77,961	73,400	-4,561	0	0%	73,400
3	78,561	73,900	-4,661	0	0%	221,700
0	79,161	74,400	-4,761	0	0%	-
1	79,761	74,900	-4,861	0	0%	74,900
4	79,761	75,400	-4,361	0	0%	301,600

\$ 3,294

\$ 1,546,028

\*\*Each step is Base (Bachelor) + \$9,000

es that fall in the years that are marked in red will have their salaries

<b>Option B - Doctorate</b>
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# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT
0	57,288	59,000	1,712	0	3%	-
0	57,888	59,645	1,757	0	3%	-
0	58,488	60,190	1,702	0	3%	-
2	59,088	60,735	1,647	3,294	3%	121,470
0	59,688	61,280	1,592	0	3%	-
0	60,497	61,825	1,328	0	2%	-
0	61,687	62,370	683	0	1%	-
1	63,293	63,076	-217	0	0%	63,076
1	64,571	63,782	-789	0	0%	63,782
0	66,471	64,488	-1,983	0	0%	-
0	67,841	65,194	-2,647	0	0%	-
0	68,096	65,900	-2,196	0	0%	-
0	69,483	66,500	-2,983	0	0%	-
0	69,776	67,100	-2,676	0	0%	-
2	71,208	67,700	-3,508	0	0%	135,400
1	71,454	68,300	-3,154	0	0%	68,300
1	72,928	68,900	-4,028	0	0%	68,900
0	72,941	69,500	-3,441	0	0%	-
0	74,198	70,100	-4,098	0	0%	-
1	74,211	70,700	-3,511	0	0%	70,700
0	75,529	71,300	-4,229	0	0%	-
2	75,892	71,900	-3,992	0	0%	143,800
1	76,256	72,500	-3,756	0	0%	72,500
1	76,622	73,100	-3,522	0	0%	73,100
0	76,991	73,700	-3,291	0	0%	-
0	77,361	74,300	-3,061	0	0%	-

1	77,961	74,900	<b>-3,061</b>	0	0%	74,900
3	78,561	75,500	<b>-3,061</b>	0	0%	226,500
0	79,161	76,100	<b>-3,061</b>	0	0%	-
1	79,761	76,700	<b>-3,061</b>	0	0%	76,700
4	79,761	77,300	<b>-2,461</b>	0	0%	309,200

22

\$ 3,294

\$ 1,568,328

elore)+\$9,000

's where State Requirements needed to be met.

Doctorate was designed the same way as Option A. The only difference is that years 12-30 receive an increase of \$600 per year.

**Option C - Doctorate**

# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT
0	57,288	59,000	1,712	-	2.99%	-
0	57,888	59,046	1,158	-	2.00%	-
0	58,488	59,658	1,170	-	2.00%	-
2	59,088	60,270	1,182	2,364	2.00%	120,540
0	59,688	60,882	1,194	-	2.00%	-
0	60,497	61,707	1,210	-	2.00%	-
0	61,687	62,370	683	-	1.11%	-
1	63,293	64,559	1,266	1,266	2.00%	64,559
1	64,571	65,862	1,291	1,291	2.00%	65,862
0	66,471	67,800	1,329	-	2.00%	-
0	67,841	68,519	678	-	1.00%	-
0	68,096	68,600	504	-	0.74%	-
0	69,483	70,873	1,390	-	2.00%	-
0	69,776	71,172	1,396	-	2.00%	-
2	71,208	72,632	1,424	2,848	2.00%	145,264
1	71,454	72,883	1,429	1,429	2.00%	72,883

1	72,928	74,387	1,459	1,459	2.00%	74,387
0	72,941	74,400	1,459	-	2.00%	-
0	74,198	75,682	1,484	-	2.00%	-
1	74,211	75,695	1,484	1,484	2.00%	75,695
0	75,529	77,040	1,511	-	2.00%	-
2	75,892	77,410	1,518	3,036	2.00%	154,820
1	76,256	77,781	1,525	1,525	2.00%	77,781
1	76,622	78,154	1,532	1,532	2.00%	78,154
0	76,991	78,531	1,540	-	2.00%	-
0	77,361	78,908	1,547	-	2.00%	-
1	77,961	79,520	1,559	1,559	2.00%	79,520
3	78,561	80,132	1,571	4,714	2.00%	240,397
0	79,161	80,744	1,583	-	2.00%	-
1	79,761	81,356	1,595	1,595	2.00%	81,356
4	79,761	81,755	1,994	7,976	2.50%	327,020

22

\$ 34,078

\$ 1,658,238

step raise except where state requirements needed to be met (Year 0,1,6,&11)

**Option D - Doctorate**

# OF EMPLOYEES	25-26	26-27	\$ INCREASE	TOTAL COST INCREASE BY # EMPLOYEES	% INCREASE	TOTAL BUDGET AMOUNT
0	57,288	59,000	1,712	-	2.99%	-
0	57,888	59,100	1,212	-	2.09%	-
0	58,488	59,200	712	-	1.22%	-
2	59,088	59,300	212	424	0.36%	118,600
0	59,688	59,688	0	-	0.00%	-
0	60,497	60,497	0	-	0.00%	-
0	61,687	62,370	683	-	1.11%	-
1	63,293	63,293	0	-	0.00%	63,293
1	64,571	64,571	0	-	0.00%	64,571
0	66,471	66,471	0	-	0.00%	-
0	67,841	67,841	0	-	0.00%	-
0	68,096	69,000	904	-	1.33%	-

0	69,483	69,483	0	-	0.00%	-
0	69,776	69,776	0	-	0.00%	-
2	71,208	71,208	0	-	0.00%	142,416
1	71,454	71,454	0	-	0.00%	71,454
1	72,928	72,928	0	-	0.00%	72,928
0	72,941	72,941	0	-	0.00%	-
0	74,198	74,198	0	-	0.00%	-
1	74,211	74,211	0	-	0.00%	74,211
0	75,529	75,529	0	-	0.00%	-
2	75,892	75,892	0	-	0.00%	151,784
1	76,256	76,256	0	-	0.00%	76,256
1	76,622	76,622	0	-	0.00%	76,622
0	76,991	76,991	0	-	0.00%	-
0	77,361	77,361	0	-	0.00%	-
1	77,961	77,961	0	-	0.00%	77,961
3	78,561	78,561	0	-	0.00%	235,683
0	79,161	79,161	0	-	0.00%	-
1	79,761	79,761	0	-	0.00%	79,761
4	79,761	79,861	100	400	0.13%	319,444

22

\$ 824

\$ 1,624,984

reases year after year except where required to meet TDOE salary schedule  
its and some of the years following those requirements in order to smooth the  
of the in-between years.

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Total Option A      \$ 38,485,476

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Total Option B           \$ 38,902,985



Total Option C      \$ 38,696,298

Total Option D      \$ 38,293,066

## Total Budget for Certified Teachers According to Education Level

### OPTION A

Bachelor	\$	15,332,322
Master	\$	17,260,721
EDS	\$	4,397,414
Doctorate	\$	1,546,028
	\$	<u><u>38,536,485</u></u>

### OPTION B

Bachelor
Master
EDS
Doctorate

### OPTION C

Bachelor	\$	15,299,435
Master	\$	17,324,926
EDS	\$	4,413,699
Doctorate	\$	1,658,238
	\$	<u><u>38,696,298</u></u>

### OPTION D

Bachelor
Master
EDS
Doctorate

## ach Option

\$ 15,450,522

\$ 17,440,021

\$ 4,444,114

\$ 1,568,328

\$ 38,902,985

\$ 15,118,257

\$ 17,132,278

\$ 4,417,547

\$ 1,624,984

\$ 38,293,066

# JOB DESCRIPTION

## Cumberland County School District

### **English/Language Arts Instructional Coach**

#### **Purpose Statement**

The job of a district-wide instructional coach was established for the purpose/s of assisting classroom teachers in the development of strategies, skills, tools, and techniques of effective ~~English/language arts~~ teaching.

#### **Supervisory Controls**

Responsible to the Federal Programs Supervisor for the efficient and effective accomplishment of assigned tasks.

---

#### **Essential Functions**

- Develop, lead and participate in ongoing and job-embedded professional development for the purpose of improving student achievement
- Mentor, observe, and coach classroom teachers for the purpose of improving ~~English/Language Arts~~ instruction
- Provide a variety of materials that demonstrate best practices
- Participate in appropriate professional meetings, conferences and in-services
- Aid in the selection of materials/supplies that address identified student academic weaknesses
- Assist in coordinating educational programs
- Demonstrate exemplary classroom practices
- Maintain a variety of manual and electronic files/records
- Analyzes school data for the purpose of making informed decisions reality to instructional practices

#### **Other Functions**

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

#### **Job Requirements: Minimum Qualifications**

- Ability to model effective instructional strategies.
- Must be able to communicate and conference with teachers regarding effective strategies and appropriate resources.
- Specific skilled-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment, using pertinent software applications, and preparing and maintaining accurate records
- Ability to schedule and/or conduct activities, meetings or events
- Must perform technical tasks with the potential of upgrading skills in order to meet changing job conditions
- Work cooperatively with others, communicate with diverse groups, maintaining confidentiality and adapt to changing work priorities
- Such alternatives to qualifications, experience, and education as the Director of Schools may find appropriate and acceptable

#### **Responsibility**

- To efficiently support the ~~English/Language Arts~~ instruction in grades K-12.
- To support the Federal Programs Supervisor and accomplish assigned tasks/missions

## **Working Environment**

- The work is performed primarily in buildings/facilities of the public school system. At times, the work is performed at Central Services in a training setting or in an office setting.
- The work is a combination of sedentary activities and active movements. Some lifting, walking, bending and driving are required.

## **Experience**

- Incumbent shall have at least five years of verified classroom teaching experience.
- Coach must demonstrate effectiveness in teaching English/Language Arts to students.
- Coach must demonstrate experience in sharing English/Language Arts instructional techniques and resources with other teachers.

## **Education**

Master's Degree preferred.

## **Requirement**

This is a certified position.

## **Clearances**

Criminal justice fingerprint/background clearance

Physical exam to meet health and physical requirements

## **Certificates and Licenses**

- Teacher's certification and/or license
- Obtain and maintain TEAM teacher evaluation certification

## **Continuing Education/Training**

Maintain Licensure



Cumberland County Schools  
Accountability  
2024-2025

# ELA Achievement/Growth

ELA-Achievement			
	23-24	24-25	
3rd	38.7	33.1	-5.6
4th	39.5	45	5.5
5th	35.7	35.5	-0.2
6th	36.9	37.9	1
7th	39.6	36.6	-3
8th	32	30.7	-2.7
ENG I	29.2	37	7.8
ENG II	46.8	51.3	4.5
<b>District</b>	<b>37.2</b>	<b>38.5</b>	<b>1.3</b>

Literacy-Growth		
	23-24	24-25
3rd	2	3
4th	3	3
5th	3	3
6th	3	3
7th	3	5
8th	4	3
ENG I	1	1
ENG II	1	3
<b>District</b>	<b>1</b>	<b>3</b>

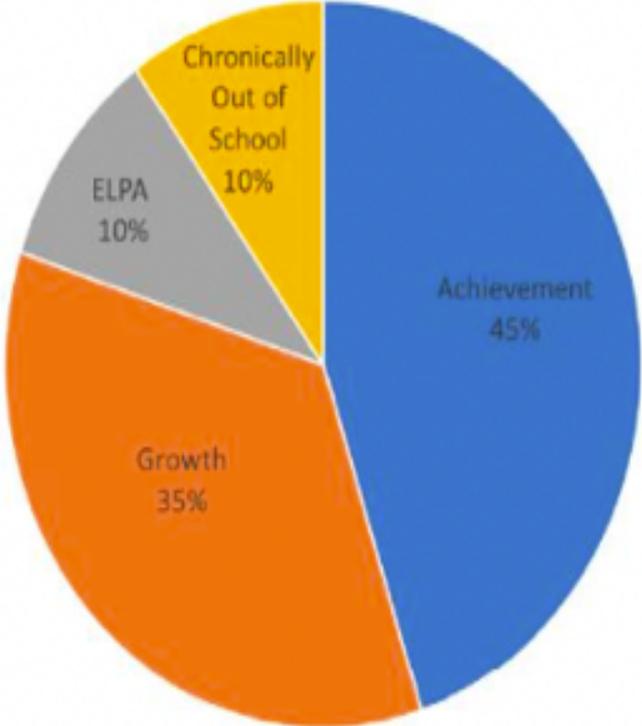
# Math Achievement/Growth

Math-Achievement			
	23-24	24-25	
3rd	42.3	40.2	-2.1
4th	36.2	39.5	3.3
5th	44.5	45.4	0.9
6th	42.9	44.9	2
7th	40.5	44.6	4.1
8th	46.2	44.2	-2
Alg I	26	30.6	4.6
Alg II	26.3	34.1	7.8
GEO	34	35.3	1.3
<b>District</b>	<b>37.6</b>	<b>39.9</b>	<b>2.3</b>

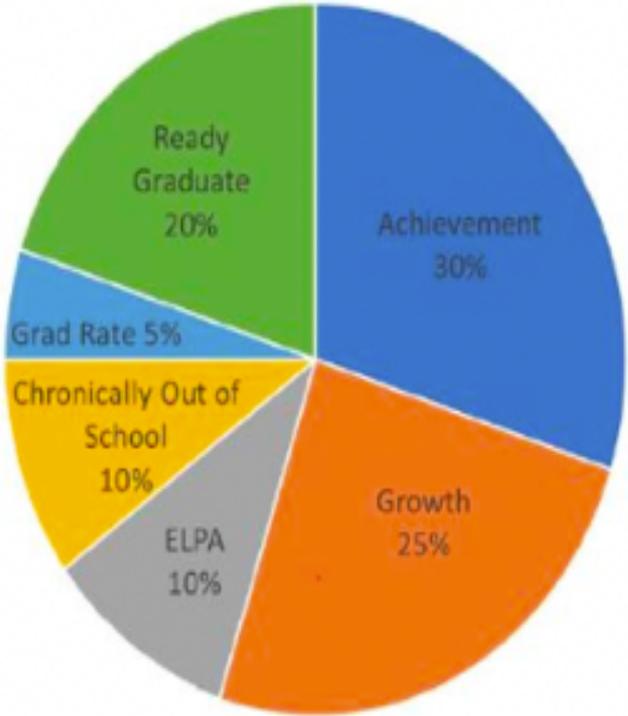
Math-Growth		
	23-24	24-25
3rd	5	5
4th	1	1
5th	5	5
6th	5	5
7th	1	2
8th	3	3
Alg I	3	4
Alg II	2	3
GEO	2	3
<b>District</b>	<b>5</b>	<b>3</b>

# Federal Accountability

## K-8 Schools

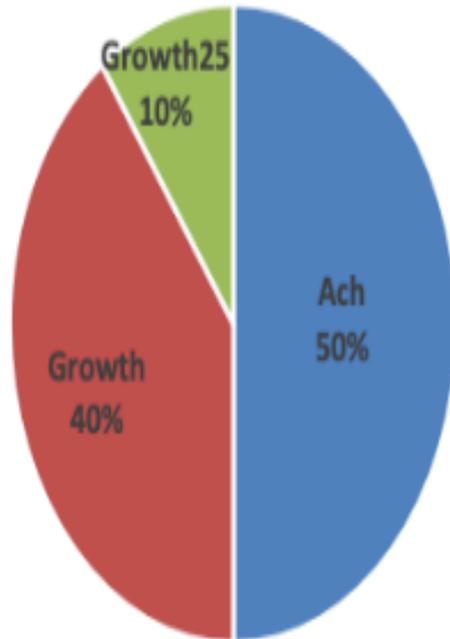


## High Schools

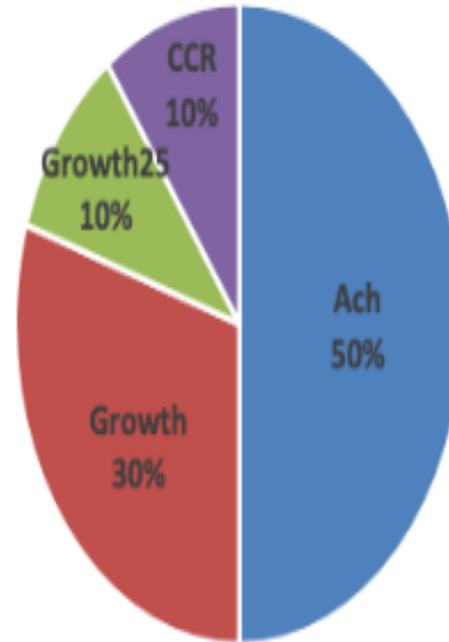


# State Accountability (School Letter Grade)

K-8 Schools

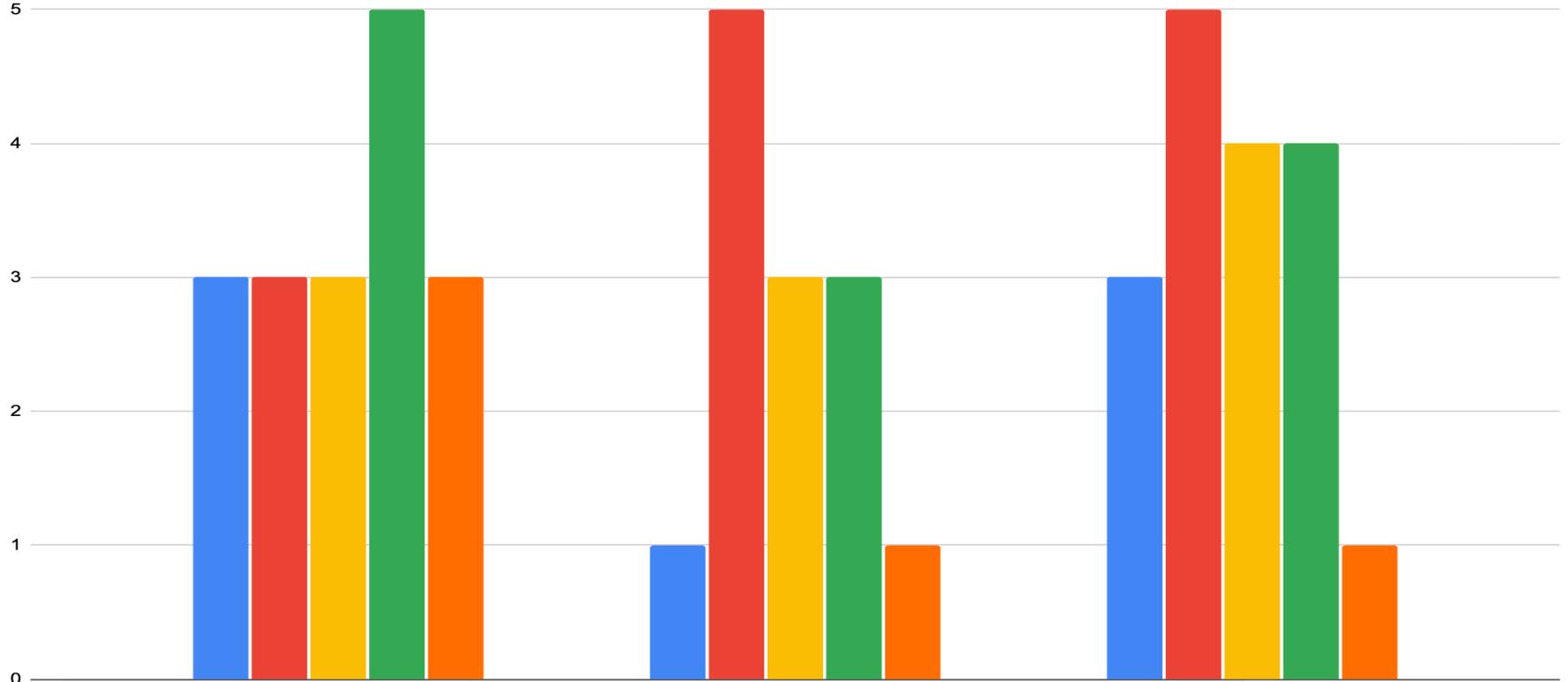


High School



# TVAAS

Literacy Numeracy Literacy & Numeracy Science Social Studies



2024-2025 Overall 4

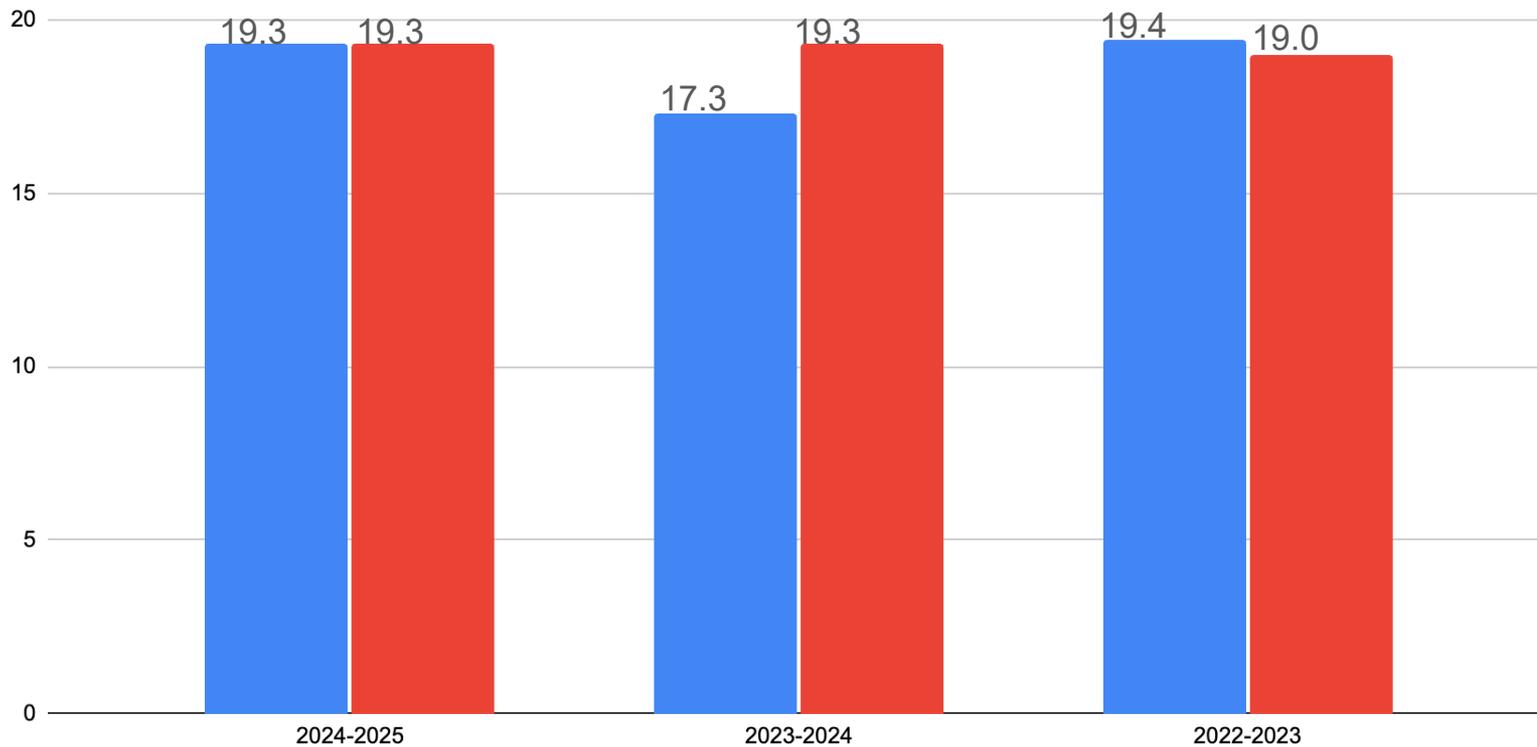
2023-2024 Overall 1

2022-2023

Overall 1

# ACT

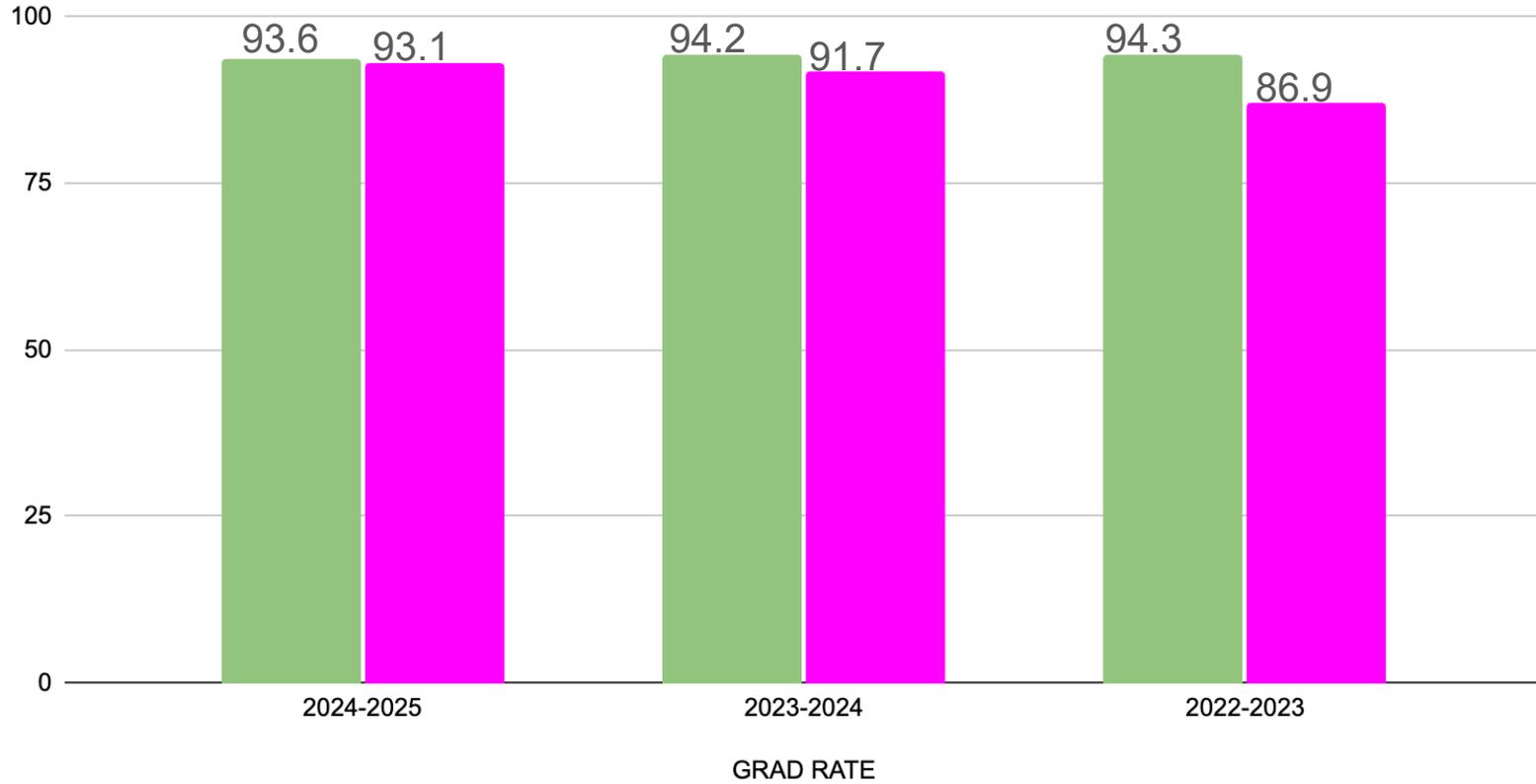
DISTRICT STATE



ACT SCORES

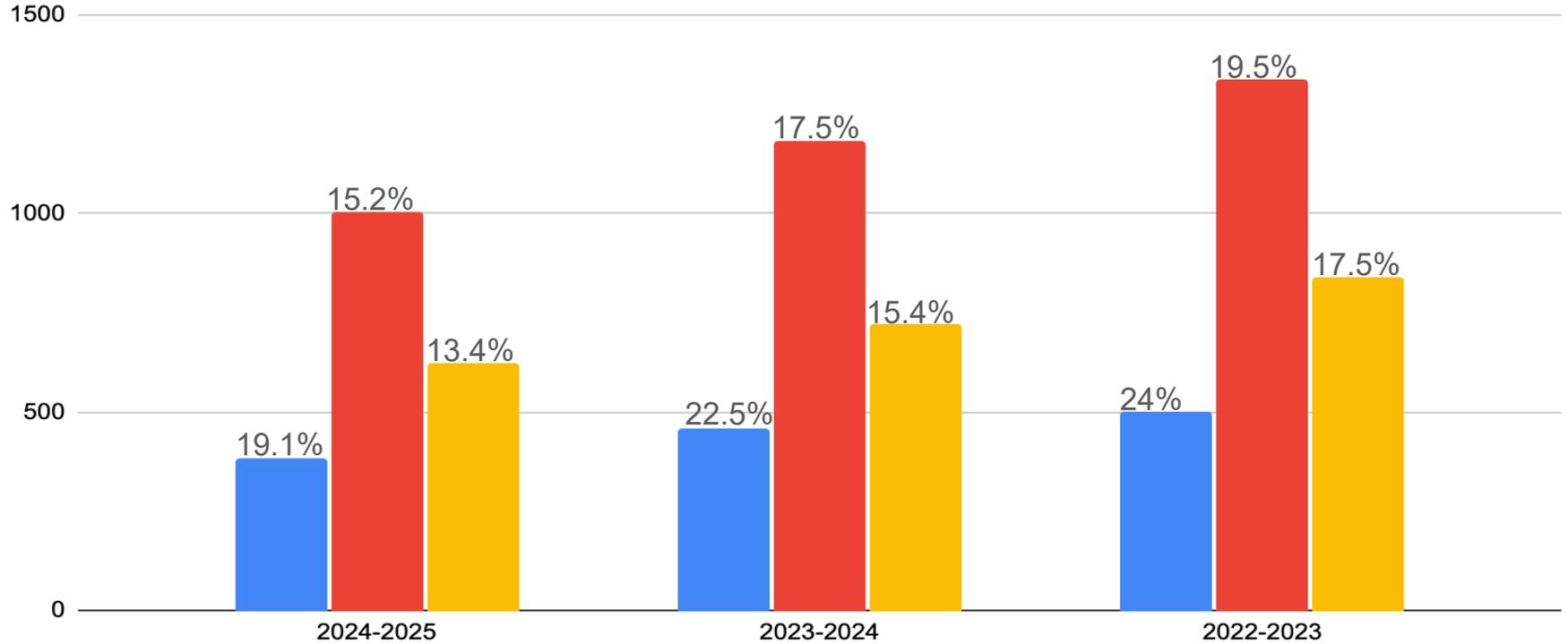
# STATE and FEDERAL GRAD RATE

STATE FEDERAL



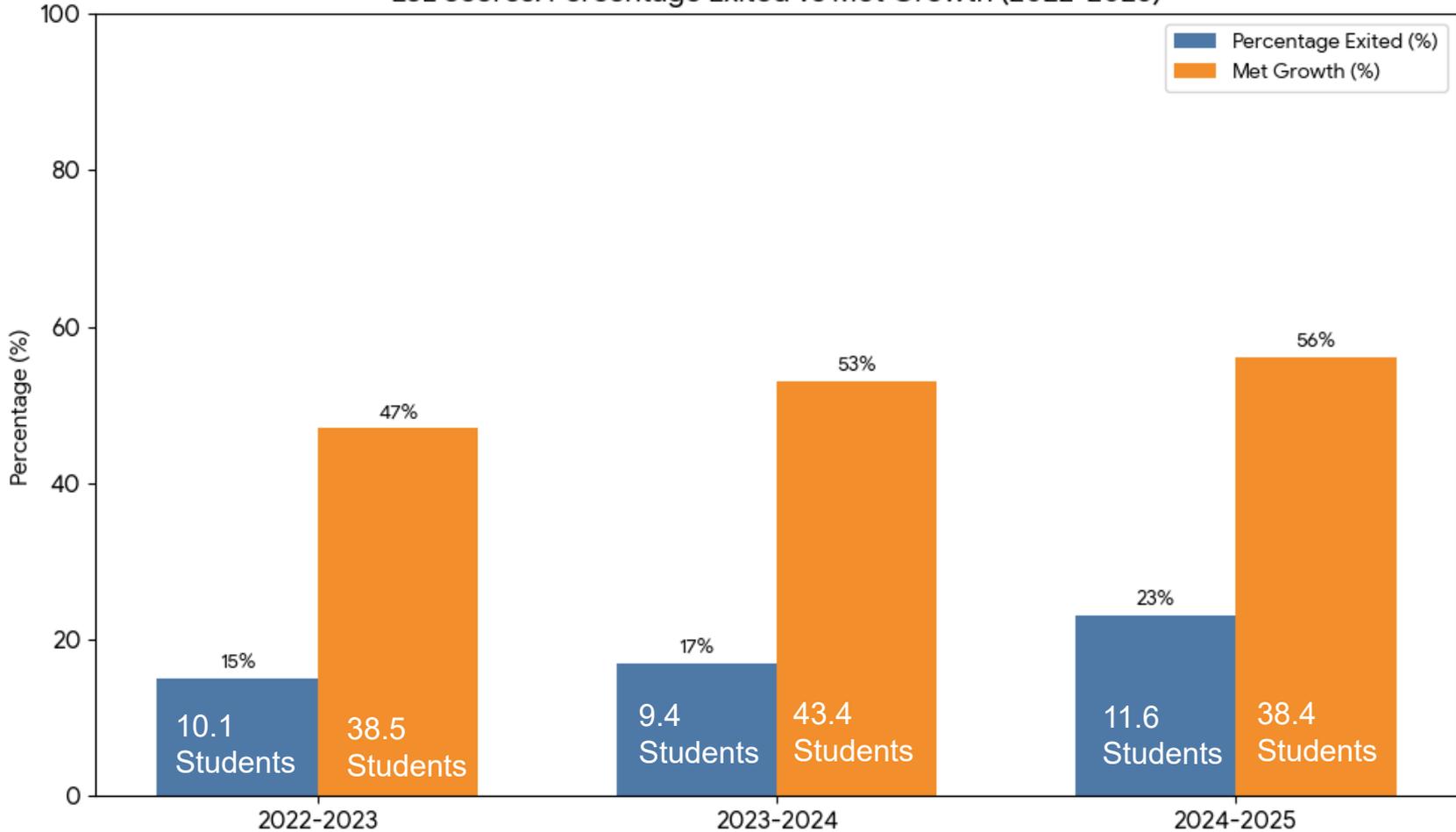
# CHRONIC ABSENTEEISM

9-12 ALL GRADES K-8

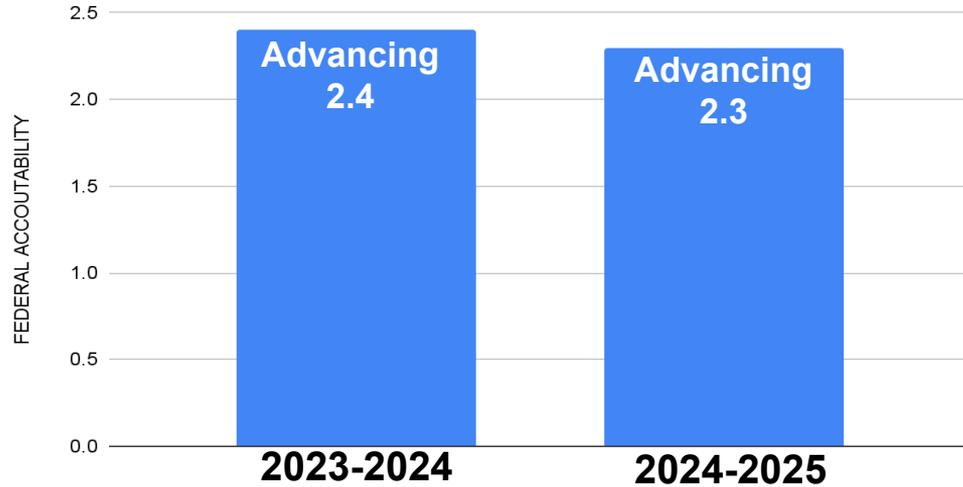


9-12, ALL GRADES and K-8

ESL Scores: Percentage Exited vs Met Growth (2022-2025)

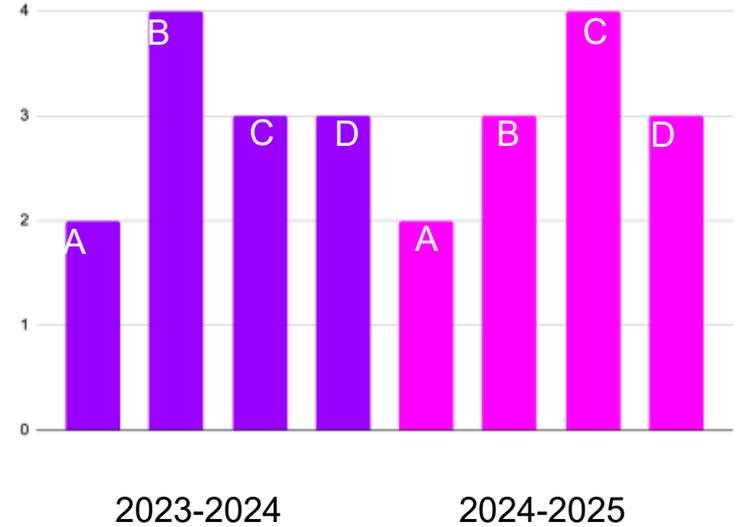


## FEDERAL ACCOUTABILITY



2 Reward Schools  
Crab Orchard & South Cumberland  
2 Designated TSI (Target Support & Intervention)  
1 Exited TSI  
1 Exited ATSI (Additional Target Support & Intervention)

## State Accountability



2 "A" Schools  
Martin Elementary & South Cumberland

Montly Recap-Visuals		Strategic Plan Update	Crossroads Academy Update
School Visits-Monthly	July/Aug=8	-K-12 Framework	Lease Signed on 8/1/25
	Aug/Sept=9		First Month's Payment Received
	Sept/Oct		18 Students Currently Enrolled
	Oct/Nov		
Extra Curricular	Nov/Dec=11		Received Updated Insurance Policy
	July/Aug=5	-Emergency Mngmt/Security/Wellness	
	Aug/Sept=7		
	Sept/Oct=6		
Oct/Nov=4			
County Commission	Nov/Dec=7		
	July/Aug=3	-Talent Aquisition and Retention	
	Aug/Sept=1		
	Sept/Oct=2		
Oct/Nov=3			
Community	Nov/Dec=4		
	July/Aug=5	-Athletics	
	Aug/Sept=3		
	Sept/Oct=3	-Academics	
Oct/Nov=1			
	Nov/Dec=5		

## Transition Plan

<b>1st 30 Days</b>		
-Meet and Greet		7/7/2025
-Outlook Meetings		Completed
Supervisors		7/24/2025
Principals		7/23 & 7/25/25
Central Office		8/1/2025
<b>1st 60 Days</b>		
-Lead Convocation		8/1/2025
-Meet with School Admin to Develop Years Goals	Completed	
-Visit Every School/Faculty Mtg	12 out of 12 complete	
-Participate in Back to School, Meet your Teacher, Open House, P/T Conf	July/Aug=1 Aug/Sept=2	
Day with the Director/Complete	July/Aug=0 Aug/Sept=2 Sept/Oct=9 Oct/Nov=4	
-Publish Org Chart	9/25/25 Board Mtg	

### 1st 90 Days

#### Temperature Checks

Sent Out-10/8/25 Closed-10/29/25

### 1st 120 Days

#### Round 1 Communication

Monthly News Article to Chronicle-Monthly	Ongoing Monthly
Weekly with Board	Ongoing Weekly
Weekly with Principals/Supervisors	Ongoing Weekly
With CCBOE	Sept/Oct=9/Ongoing Week
End of Nine Weeks=Parent Newsletter	Completed both
Desert with the Director	10/15/2025
Advisory Council Meetings	10/21 & 10/23/25

.ly

## **Policy/Procedure Update**

Manual 2 Reviewed-Updated 9/25/25 Board Mtg  
Manual 3 Reviewed-Updated 10/23/25 Board Mtg  
Manual 4 Reviewed-Updated 12/4/25 Board Mtg  
Manual 5 Reviewed-Updated 1/22/26 Board Mtg

Travel

Takeaway/Knowledge

TOSS New Superintendent Academy

August 2025

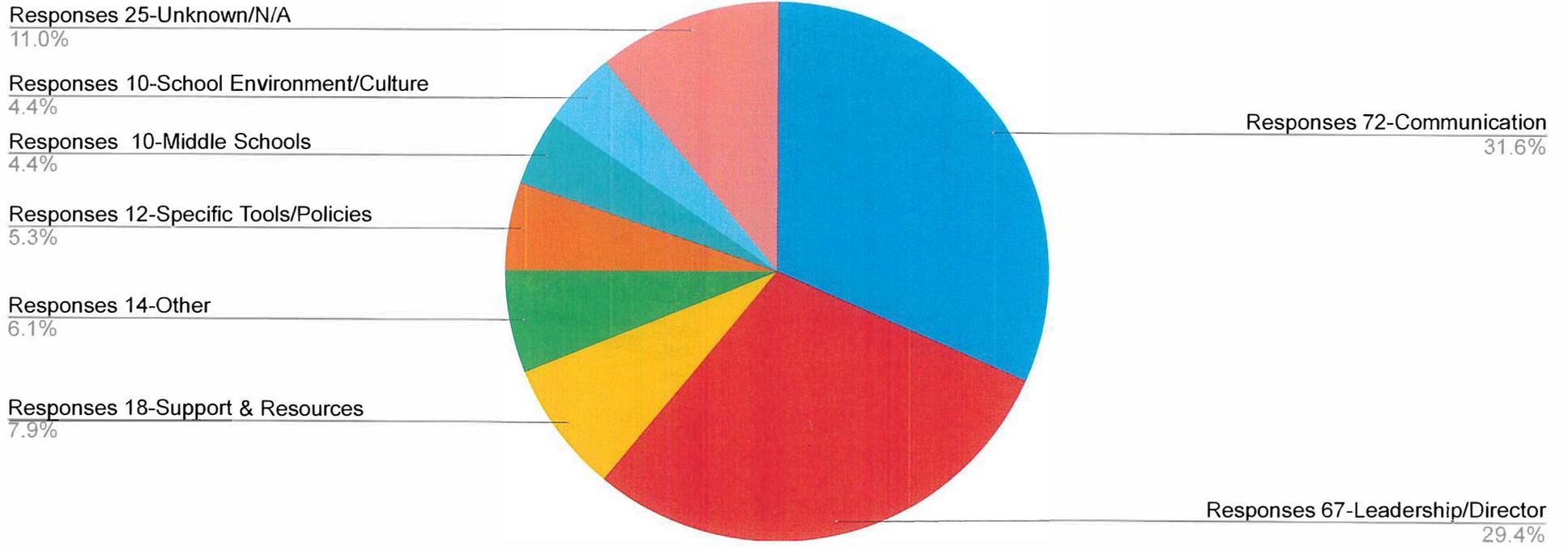
TOSS Study Council

9/14-9/17/25

TSBA Annual Convention

11/13-11/16/25

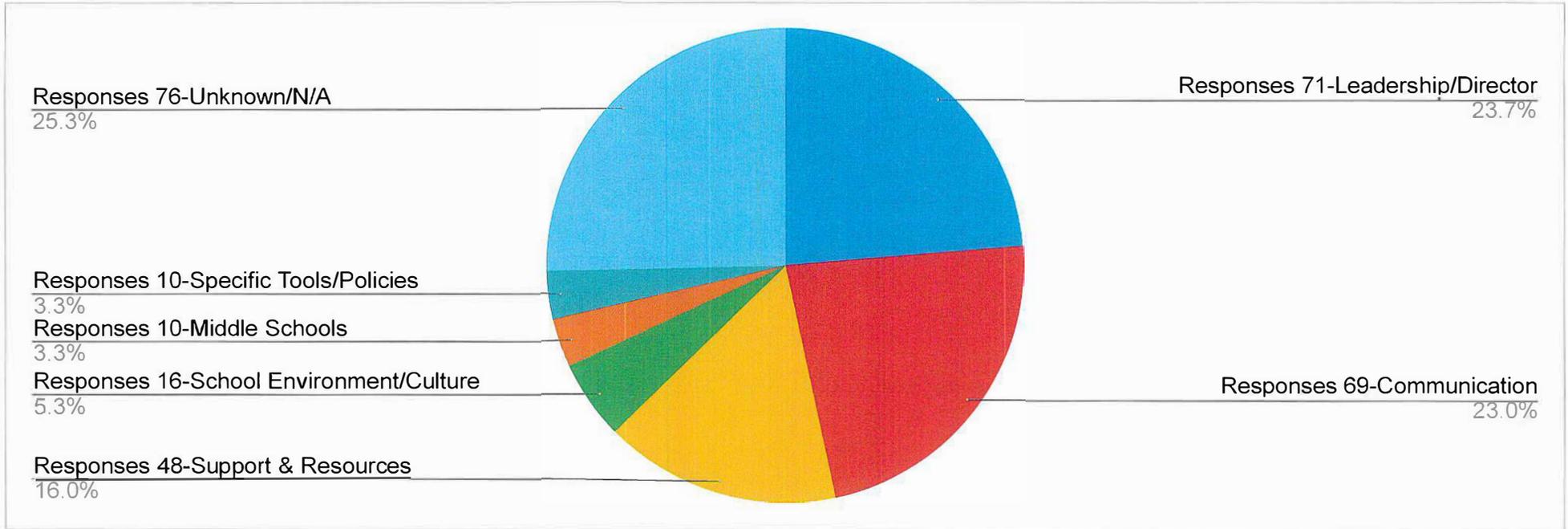
## Going Well in District Response 1



## GOING WELL IN DISTRICT 1st

	Count	Percentage
Communication	72	31.60%
Leadership/Director	67	29.40%
Support & Resources	18	7.90%
Other	14	6.10%
Specific Tools/Policies	12	5.30%
Middle Schools	10	4.40%
School Environment/Culture	10	4.40%
Unknown/N/A	25	11.00%

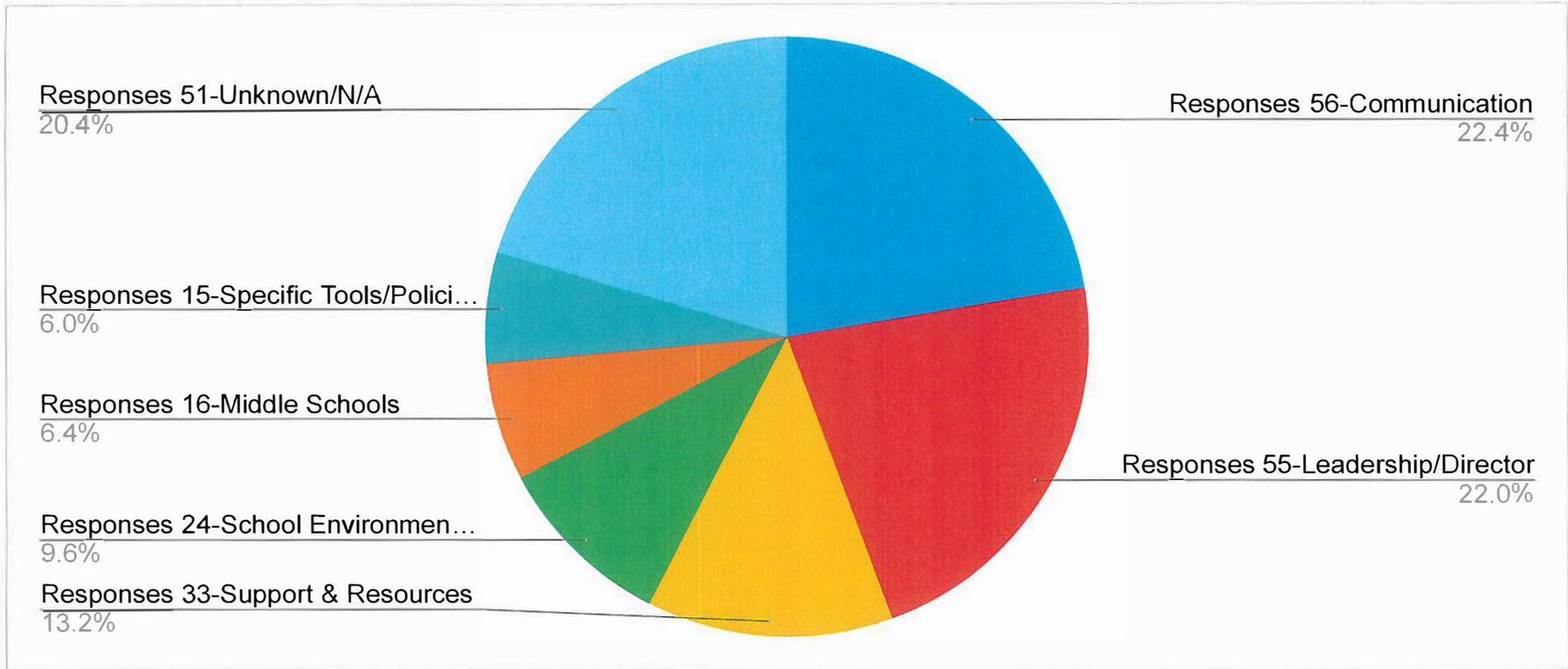
## Going Well in District Response 2



## GOING WELL IN DISTRICT

2nd	Count	Percentage
Leadership/Director	71	24.50%
Communication	69	23.80%
Support & Resources	48	16.60%
School Environment/Culture	16	5.50%
Middle Schools	10	3.50%
Specific Tools/Policies	10	3.50%
Unknown/N/A	76	26.30%

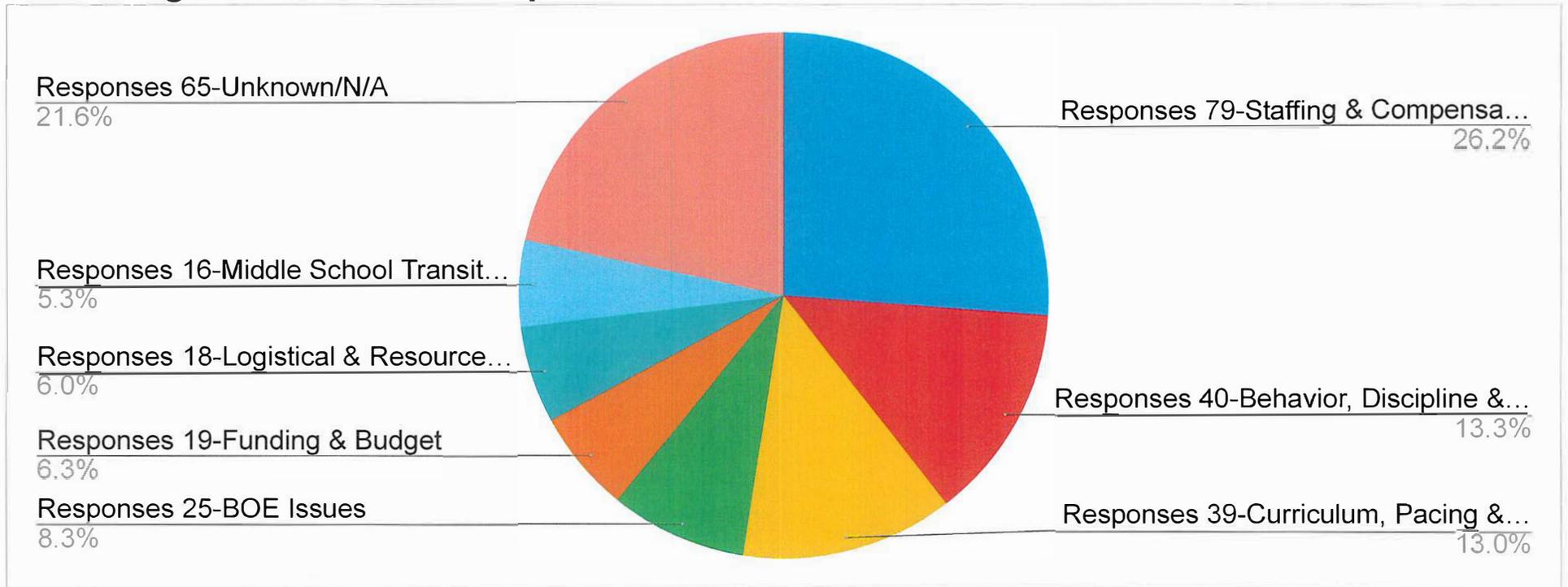
## Going Well in District Response 3



### GOING WELL IN DISTRICT

3rd	Count	Percentage
Communication	56	22.40%
Leadership/Director	55	22.00%
Support & Resources	33	13.20%
School Environment/Culture	24	9.60%
Middle Schools	16	6.40%
Specific Tools/Policies	15	6.00%
Unknown/N/A	51	20.40%

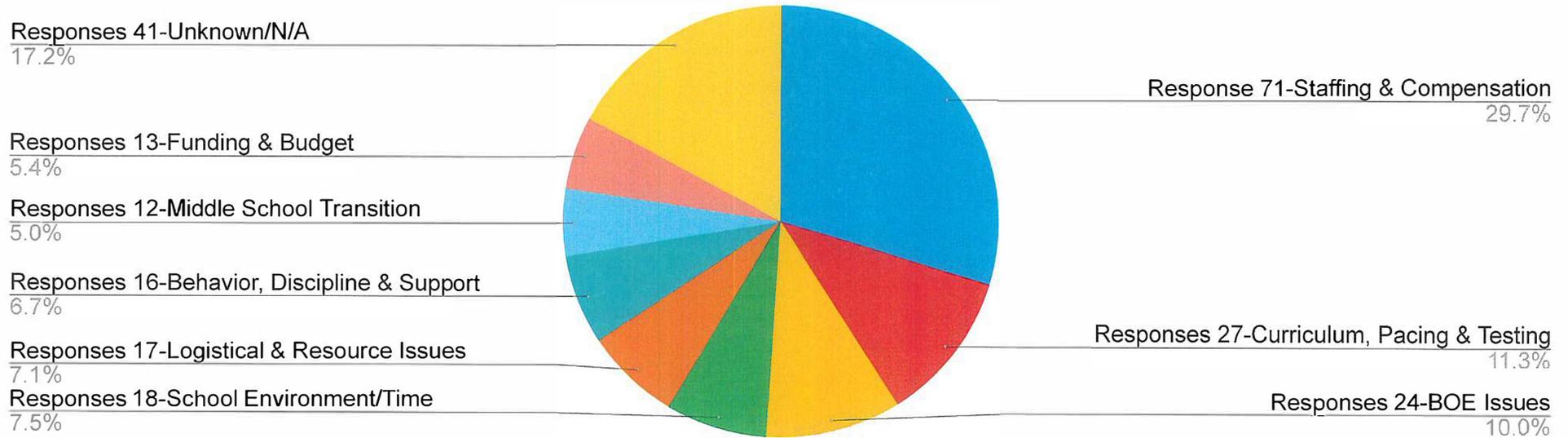
## Not Going Well in District Response 1



## NOT GOING WELL IN DISTRICT

1st	Count	Percentage
Staffing & Compensation	79	26.20%
Behavior, Discipline & Support	40	13.30%
Curriculum, Pacing & Testing	39	12.90%
BOE Issues	25	8.30%
Funding & Budget	19	6.30%
Logistical & Resource Issues	18	6.00%
Middle School Transition	16	5.30%
Unknown/N/A	65	21.60%

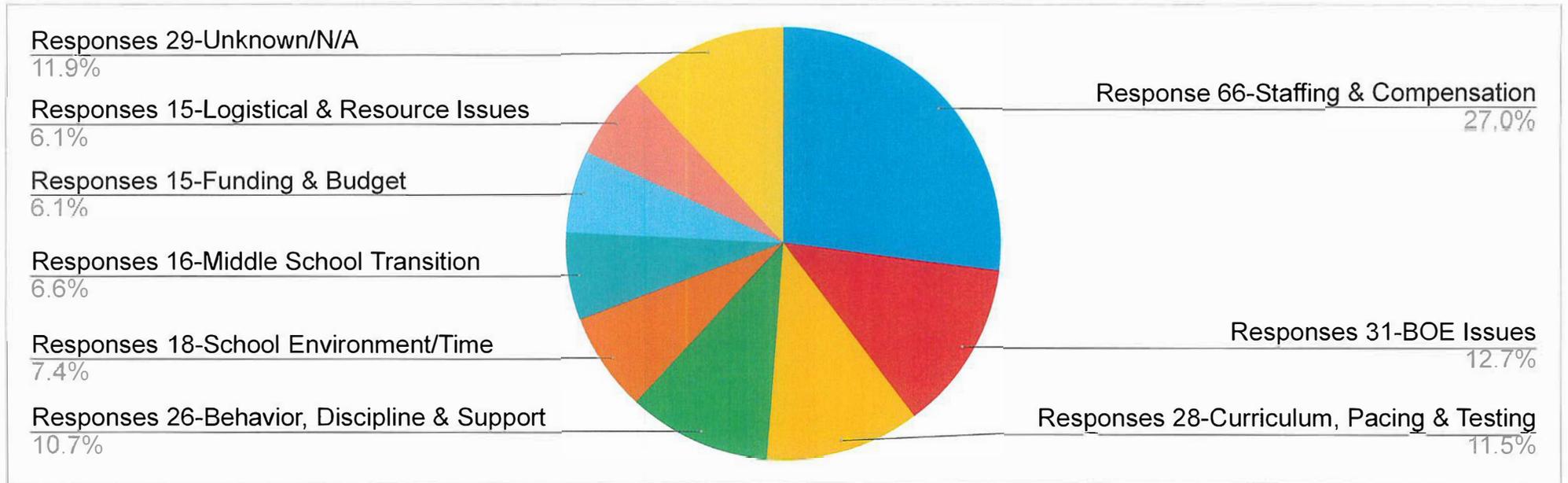
## Not Going Well in District Response 2



## NOT GOING WELL IN DISTRICT 2nd

	Count	Percentage
Staffing & Compensation	71	29.70%
Curriculum, Pacing & Testing	27	11.30%
BOE Issues	24	10.00%
School Environment/Time	18	7.50%
Logistical & Resource Issues	17	7.10%
Behavior, Discipline & Support	16	6.70%
Middle School Transition	12	5.00%
Funding & Budget	13	5.40%
Unknown/N/A	41	17.20%

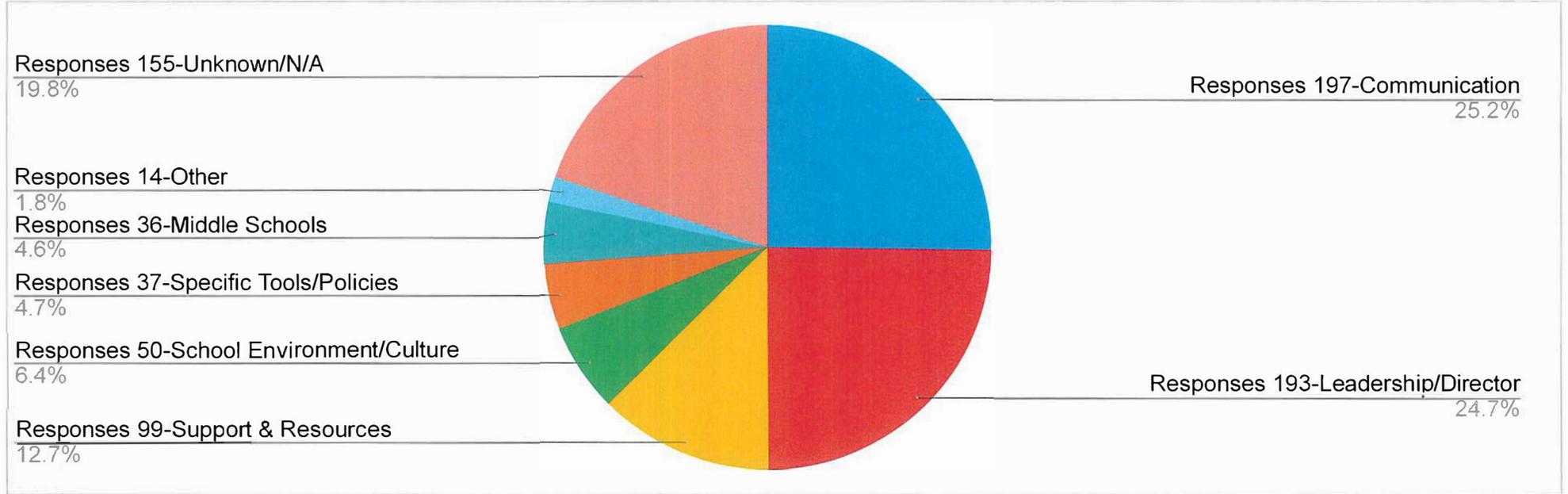
## NOT GOING WELL IN DISTRICT RESPONSE 3



## NOT GOING WELL IN DISTRICT 3rd

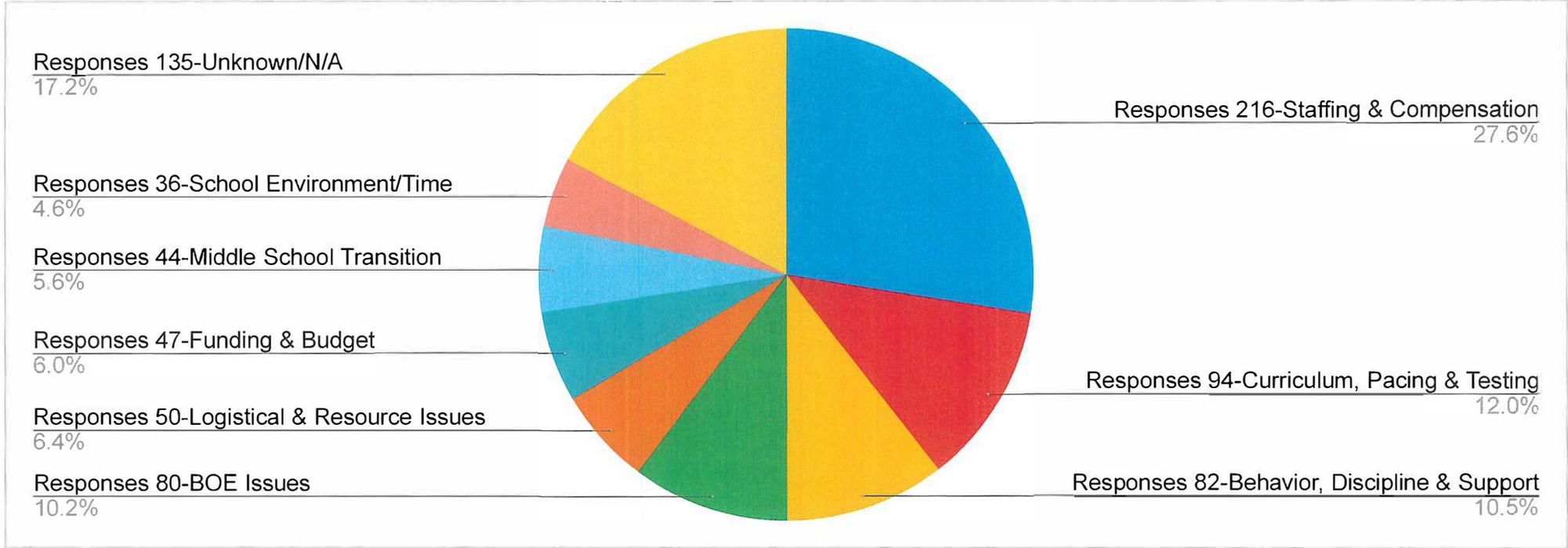
	Count	Percentage
Staffing & Compensation	66	27.00%
BOE Issues	31	12.70%
Curriculum, Pacing & Testing	28	11.50%
Behavior, Discipline & Support	26	10.70%
School Environment/Time	18	7.40%
Middle School Transition	16	6.60%
Funding & Budget	15	6.10%
Logistical & Resource Issues	15	6.10%
Unknown/N/A	29	11.90%

## OVERALL TOTAL-THINGS GOING WELL-DISTRICT



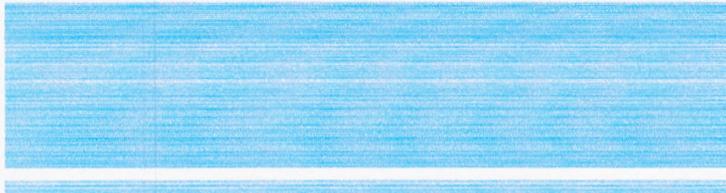
OVERALL TOTAL-GOING WELL	Total Count	Total Percentage
Communication	197	25.20%
Leadership/Director	193	24.70%
Support & Resources	99	12.70%
School Environment/Culture	50	6.40%
Specific Tools/Policies	37	4.70%
Middle Schools	36	4.60%
Other	14	1.80%
Unknown/N/A	155	19.80%

**OVERALL TOTAL THINGS NOT GOING WELL-DISTRICT**



**OVERALL TOTALS-NOT GOING WELL-DISTRICT**

	Total Count	Total Percentage
Staffing & Compensation	216	27.40%
Curriculum, Pacing & Testin	94	11.90%
Behavior, Discipline & Supl	82	10.40%
BOE Issues	80	10.20%
Logistical & Resource Issu	50	6.40%
Funding & Budget	47	6.00%
Middle School Transition	44	5.60%
School Environment/Time	36	4.60%
Unknown/N/A	135	17.20%



# Cumberland County Board of Education

368 Fourth Street, Crossville, TN 38555

## Section 1

Due to the fact that these additions, remodels or construction projects when completed become the sole responsibility and liability of Cumberland County Schools, all projects must be reviewed by the Building and Grounds committee and approved by the full Board of Education

Date 1 - 5 - 2026

School Name Stone Elementary

Project Name Sound System in the Gym

Project Description New sound system for the gym ... wiring, speakers, microphones, mixer

Estimated Value \_\_\_\_\_

Funding Source Donations for the Sound System

## Section 2

Plans, designs, installation information and process for funding must be submitted to the Maintenance Department for review. These documents must include Fire Marshall, Codes Inspectors, Playground Inspectors and Insurance approval as needed.

### Approved by:

Director of Maintenance \_\_\_\_\_

\_\_\_\_\_ Fire Marshall                      \_\_\_\_\_ Code Inspectors

\_\_\_\_\_ Playground Inspectors                      \_\_\_\_\_ Insurance Approval

Director of Schools \_\_\_\_\_

Building and Grounds Committee \_\_\_\_\_

Board of Education Approval Date \_\_\_\_\_

# Broadway Sound

# Proposal

6923 Maynardville Hwy -Suite 152 - Knoxville, TN 37918 - Phone 865.637.1644 - www.broadwaysound.net

TN Contractor License 00043052  
Date: 12/15/2025

Name Stone Memorial Elementary School

Contact Name

Address 1219 Cook Rd

City Crossville, TN 38555, USA

Phone **Valid for: 30 days**

Email [janice.honeycutt@ccschools.k12tn.net](mailto:janice.honeycutt@ccschools.k12tn.net)

Please feel free to contact Scott Hodges@ 865-310-6967 or scott@broadwaysound.net

**Comments or Special Instructions:**

SCHOOL MUST SUPPLY 2 PERSON LIFT FOR INSTALLATION

Quantity	Description	Price Each	Total
3	LD Systems ICOA 12 Passive Coaxial Speaker - Black	379.99	\$1,139.97
3	ICOA 12 UB Universal Mounting Bracket	99.99	\$299.97
1	Crown XLi 2500 750-watt 2-channel Power Amplifier	695.00	\$695.00
1	Soundcraft Ui16 16-channel Remote-controlled Digital Mixer	639.00	\$639.00
1	Pheynx PTU-7000-2H2B   Quad UHF Wireless Mic System	425.00	\$425.00
1	12U Universal Steel Rack, w/ Mesh Doors	400.00	\$400.00
1	Estimated Installation Materials	350.00	\$350.00
	Installation Labor		\$1,250.00
		<b>Total</b>	<b>\$5,198.94</b>

Thank you for the opportunity to submit this proposal for your consideration!

Cost of labor and materials could vary based on structure. Any changes of proposed job by the customer may result in a change in the total amount due. A 50% deposit is required upon acceptance of this quote.

**Mail deposit to address on proposal - credit card payments include a 1.5% fee.**

Information contained in this document is proprietary intended exclusively for the above client and may not be shared with any third party without the prior written permission of Broadway Sound LLC.

In the event that any obligations imposed upon Broadway Sound LLC and the Entity that is subject to this Proposal become the subject of litigation and a court enters judgments in favor of Broadway Sound LLC with respect to any portion of any cause of action before the court, the Entity shall be responsible for all costs and fees incurred by Broadway Sound LLC in the enforcement of claims arising from this Proposal, such amounts including, but not being limited, to reasonable attorney fees of litigation expense and court costs.

Broadway Sound LLC and Entity subject to this Proposal agree that under no circumstances will Broadway Sound LLC be liable to Entity for attorney fees or litigation expenses, excepting court costs.

Signature to accept this proposal \_\_\_\_\_

Search...  Close

Login / Signup 1  
My account Cart

## My cart

Product	Quantity	Total
 ACOUSTICBAY High End Stadium-Quality PA Kit - 4 Speakers \$5,725.00	<input type="text" value="1"/> - 1 + Remove	\$5,725.00
 Estimate shipping <span style="float: right;">▼</span>		
<b>Total</b>		<b>\$5,725.00</b>
Order instructions <span style="float: right;">▼</span>		

Taxes and shipping calculated at checkout

### Checkout

 100% Secure Payments



## Recently viewed

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**QUOTATION**

Billing Address  
 PO Box 880  
 Hewitt, TX 76643  
 Phone: 888-256-4112  
 Fax: 254-698-2037

**Bill to:**  
 Janie Honeycutt  
 368 4th Street Crossville,  
 Tennessee, 38555  
 United States

**Ship to:**  
 Janie Honeycutt  
 368 4th Street Crossville,  
 Tennessee, 38555  
 United States

**Quote Proposal** Q10.119351  
**Date of Proposal** Dec 15, 2025  
**Proposal valid until** Jan 13, 2026 ( 29 days )

Shipping Method
<b>Quote Shipping Proposal</b> Fixed Shipping - \$525.00

Image	Product name	SKU	QTY	Price	Subtotal
	<b>Community R.5COAX99B 12" 2-Way Full-Range Weather-Resistant Coaxial Loudspeaker 90° x 90° Dispersion - Black</b>	COMM-R.5COAX99B	3	\$1,299.00	\$3,897.00
	<b>Crest Audio Pro-LITE 5.0 2-Channel Power Amplifier</b>	CREST-03602140	1	\$1,199.00	\$1,199.00
	<b>Soundcraft Ui16 Tablet/PC/Smartphone Controlled Digital Mixer with Wi-Fi</b>	SC-5056219	1	\$625.00	\$625.00
	<b>JY Sound S1623 Wireless Handheld Microphone Kit</b>	JYSND-S1623	1	\$499.00	\$499.00
	<b>Gator GRW2018508 18U 21" Deep Sectional Wall Rack with Steel Door</b>	GATOR-GRW2018508	1	\$899.00	\$899.00

**Sales Engineer's Notes:**

Janie,

Please see the requested equipment below, configured for school gym audio applications, with educational pricing applied.

Community R.5COAX99B 12" 2-Way Full-Range Weather-Resistant Coaxial Loudspeaker, 90° x 90° Dispersion – Black (Qty 3)  
 Crest Audio Pro-LITE 5.0 2-Channel Power Amplifier (Qty 1)  
 Soundcraft Ui16 Tablet/PC/Smartphone-Controlled Digital Mixer with Built-In Wi-Fi (Qty 1)

This system is well-suited for school gymnasiums, providing clear speech and music reinforcement for assemblies, announcements, and school events, with simple control from a tablet or smartphone.

<b>Subtotal</b>	\$7,119.00
<b>Shipping &amp; Handling *</b>	\$525.00
*Shipping cost are subject to change	
<b>Grand Total (Excl. Tax)</b>	\$7,644.00
<b>Tax</b>	\$0.00
<b>Grand Total (Incl. Tax)</b>	\$7,644.00

# Cumberland County Board of Education

368 Fourth Street, Crossville, TN 38555

## Section 1

Due to the fact that these additions, remodels or construction projects when completed become the sole responsibility and liability of Cumberland County Schools, all projects must be reviewed by the Building and Grounds committee and approved by the full Board of Education

Date 11/7/25

School Name Cumberland County High School

Project Name Sidewalk concrete work at CCHS Soccer Field

Project Description Connecting sidewalk to new parking lot to allow for ease of access to the soccer field (currently you must walk over plywood laid over mud)

Estimated Value \$1,500 - \$2,000 Concrete and labor

Funding Source Donated

## Section 2

Plans, designs, installation information and process for funding must be submitted to the Maintenance Department for review. These documents must include Fire Marshall, Codes Inspectors, Playground Inspectors and Insurance approval as needed.

Approved by:

Director of Maintenance

Mary Kingen 1-14-26

\_\_\_\_\_ Fire Marshall

\_\_\_\_\_ Code Inspectors

\_\_\_\_\_ Playground Inspectors

\_\_\_\_\_ Insurance Approval

Director of Schools \_\_\_\_\_

Building and Grounds Committee \_\_\_\_\_

Board of Education Approval Date \_\_\_\_\_



# Cumberland County High School

660 Stanley Street • Crossville, TN 38555  
Telephone (931) 484-6194 • Fax (931) 456-6872

Dr. Cassie Warner, Principal  
cwarner@ccschools.k12tn.net

Megan Sherfield and Darcy Phipps  
CCHS Cheerleading Coaching Staff  
Cumberland County High School  
December 8, 2025

## **Director of Schools and Members of the Board of Education**

Cumberland County Schools  
Crossville, TN

Dear Dr. Farley and Board Members,

We are writing on behalf of the Cumberland County High School Cheerleading Squad to respectfully request financial support in the amount of \$1,500 to help fund our upcoming trip to the National High School Cheerleading Championship in Orlando, Florida.

Our squad has been working tirelessly for months to lead our school and community with true Jet pride. Through fundraisers, community events, and personal contributions, the team has successfully raised approximately 70% of the total cost required to attend this prestigious event. We are incredibly proud of the effort our athletes, families, and supporters have put forth to make this opportunity possible. Attending the National High School Cheerleading Championship is not only an honor but also a chance for our athletes to represent Cumberland County High School, the city of Crossville, and the state of Tennessee on a national stage. This experience will allow our cheerleaders to grow as leaders, performers, and ambassadors of our community.

We are hopeful that the district will consider supporting this important opportunity for our students. Your contribution will help ensure that each member of the squad is able to participate and that financial limitations do not prevent our athletes from achieving this significant milestone.

Thank you for your time, consideration, and continued support of our students and extracurricular programs. We would be happy to provide any additional information you may need.

Respectfully,  
Megan Sherfield & Darcy Phipps  
CCHS Cheer Coaching Staff

Cumberland County High School  
660 Stanley Street  
Crossville, TN 38555

# Board of Education Funds Request for Extra Curricular Trips

Date: 12-12-25 School: Cumberland County HS

Club / Activity Name: Cheerleading

Sponsor Name: Megan Sherfield, Daray Phipps

Purpose of Trip: National High School Cheerleading Championship

18 # of students      2 # of chaperones      9-12 grade range

Type of Transportation: Airplane, bus

Type of Accommodations: Hotel

6 # of rooms      4 # of nights      \$ 817.50 cost per night      13 # of meals

\$ 19620.00 Total Cost for Hotel Accommodations      \$ 20 provided by club  
Maximum cost per meal

List fundraising activities and profit:  
See attached sheet

What are students paying for? Snacks, spending money

<b>Central Office Use Only:</b>	
Amount Originally Requested: _____	
Received on: _____	Committee Review/ Approval: _____
Board Approved on: _____	Amount awarded: _____
Check Requested on: _____	by: _____
Budget Account Number: _____	

**CCHS Cheerleading Fundraising Efforts To Date:**

	Cakes	Calendar	Fall Sponsors	Fair	Lowe's	Chick-ill-A	Mums	Snap/Raise	Pink Out	ButterBraids	Princess Party
<b>Profit:</b>	\$4,659	\$3,386	\$5,735	\$1,667	\$1,329	\$283	\$6,250	\$1,200	\$1,500	\$1,808	TBD
								<b>Total:</b>	<b>\$27,818</b>		

# Cumberland County Board of Education

## 2025-2026 Annual Planning Calendar

### JULY

- Summer Law Institute
- Approval of DHA Board Members 6.317
- Appoint System Testing Coordinator
- Annual Utilization Report SRO's
- Celebration and Orientation for New Teachers
- Vendor Contracts – School

### AUGUST

- Service Celebration (Convocation)
- Professional Achievement Celebration (Convocation)
- Annual Notification of Student Rights 6.601

### SEPTEMBER

- Election of Officers
- Appointment of TLN Representative 1.105
- Fall District Meeting
- TSBA Boardsmanship Code of Ethics & New Board Member In-service

### OCTOBER

- School Compliance Document
- Approval of Compliance Report
- TISA Accountability Report

### NOVEMBER

- Food Service Annual Report
- TSBA Leadership Conference/Annual Conference
- TASBO

### DECEMBER

- Budget Preparation Calendar 2.200
- Student Activity Funds Audit Report 2.900
- Distribute Budget Requests to Staff
- School/System Report Card
- DEC 1 Report-HR (Not due until February)
- Accountability Presentation

### WORK SESSIONS OR RETREAT TOPICS

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

- Pending Task
- Initiated Task/Ongoing
- Completed Task
- Disregard Task
- Non-Applicable This Year

### JANUARY

- State Financial Audit Review
- Prioritize Budget Request
- Insurance Benefits Review
- BOE Retreat – Annual Review of Strategic Plan
- Strategic Plan Update

### FEBRUARY

- Legislative and Legal Institute
- Safety committee 3.201
- Budget Preparation
- Tenure Teacher Election and Celebration

### MARCH

- Certification of Textbook Adoptions 4.401
- Budget Preparation

### APRIL

- Budget Preparation
- Present Preliminary Budget

### MAY

- Employee Non-Rehire Notification
- Submit Budget and Salary Scales for Approval
- Director of Schools Evaluation
- Board Self Evaluation
- Approve Tuition Fees 6.204
- Approval of Travel Compensation Rates 2.804
- Review Attorney Contract (bi-annually)
- Review SRO Contracts
- Strategic Compensation Plan Approval
- Non-Rehire/Non-Tenure Notifications 5.201

### JUNE

- Approve Annual Budget 2.200
- Submit Budget to County Government
- Federal Consolidated Plans (ESSA, IDEA, CTE, VPK, Homeless, 21<sup>st</sup> CCLC)
- Coordinated School Health Report
- Artificial Intelligence Report

### ON GOING

- Attendance Monthly Report
- Financial Monthly Report
- Maintain Board of Distinction
- Policy Review and Update
- School Visits
- Administrative Evaluations
- Monthly Administrative Meetings
- Personnel Report
- Work Sessions
- TSBA Training

1/5/26

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	15	47	67	50	56	71	46	59	68	64					563	220	176	132	3	3	3	3	
Crab Orchard	19	28	37	40	37	45	38	58	42	47	38					429	159	138	85	2	2	2	* 3	
Homestead	40	57	59	73	64	71	60	65	54	76	81					700	267	179	157	3	4	3	4	
Martin	38	31	55	79	72	68	66	68	83	72	68					700	274	217	140	* 3	4	4	3	
North	19	0	54	45	55	49	39	61	51	59	58					490	203	151	117	3	2	3	2	
Pine View	12	0	20	15	24	18	12	24	18	15	17					175	77	54	32	1	1	1	1	
Pleasant Hill	20	0	54	66	56	54	57	54	55	52	52					520	230	166	104	3	3	3	3	
South	20	14	42	61	61	64	63	60	67	73	55					580	228	190	128	3	3	3	3	
Stone	20	42	46	63	59	69	48	74	72	76	55					624	237	194	131	3	3	3	3	
CCHS		22										273	224	222	209	950	0	0	0					
SMHS		13										277	242	230	238	1000	0	0	0					
Phoenix															78	78	0	0	0					
Alt. School																	0	0	0					
Total	208	222	414	509	478	494	454	510	501	538	488	550	466	452	447	78	6809	1895	1465	1026	21	25	25	22

\* Class size reduction



**Dr. Rebecca Farley**  
**Director of Schools**

**Mr. Scott VanWinkle**  
**Board Chairman**

January 6, 2026

Dr. Farley and Cumberland County Board of Education,

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

<b>New Hires:</b>			
<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Replacing</b>
Jennifer Byrge	Central Service CCSNP Manager of Operations	11/17/2025	Danielle Brown (Transferred)

<b>Resignations/Retirements:</b>			
<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Status</b>
Jessica (Erin) Tollett	Crab Orchard Café	11/24/2025	Resignation
Janie Thomas	Café Sub	11/30/2025	Resignation

<b>Transfers:</b>			
<b>Name</b>	<b>Location (From/To)</b>	<b>Date</b>	<b>Replacing</b>
Danielle Brown	From CCSNP Manager of Operations to CCSNP Bookkeeper - Admin Assistant	11/15/2025	Sonya Delk

<b>Terminations:</b>			
<b>Name</b>	<b>Location</b>	<b>Date</b>	
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

**CERTIFIED**

**New Hires:**

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Replacing</b>
Christine Quist	Central/District-Wide	12/15/25	120 Days
Sydney Cox	CCHS	11/25/25	Open Position
Bethany Barnes	MES	1/2/26	New Position
Melissa Casale	NCE	12/4/25	New Position
Brandy Lowe	PHS	1/2/26	Tracie Buckner
Blake Burnette	SMHS	1/2/26	Aaron Elmore
Kacie Moore	SMHS	1/2/26	K. Presson
Charity Barton	SCE	1/2/26	Brooke Mapes

**Resignations/Retirements**

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Status</b>
Rachel McClanahan	SMHS	12/2/25	Resign

**Transfers**

<b>Name</b>	<b>From/To</b>	<b>Date</b>
Jacie Beaty	SES/SMHS	1/2/26

**Terminations**

<b>Name</b>	<b>From/To</b>	<b>Date</b>

CLASSIFIED

New Hires:

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Replacing</b>
Hiedi Kiebelbeck	CCHS	11/24/25	Tina Lybarger
Michael Vigeant	COE	1/5/26	---
Ashley Tackett	COE	1/5/26	---
Mary Catherine Connors	HES	11/24/25	Darlene Wallace
Jennifer Dizzini	HES	11/18/25	William Sitarz
Maisie Phillips	MES	11/19/25	Bryant Moors
Tracy Adams	NCE	12/3/25	---
Jennifer Smith	PHS	12/2/25	---
Mary Bolles	PHS	12/12/25	Angela Barrier
Sarah Abel	SCE	1/5/26	Eunice Morgan
Samantha Lester	SCE	11/18/25	---
Jessica Payne	SES	12/11/25	---
Elizabeth Billups	Transportation	11/24/25	Robin King
Larry Pelfrey	Transportation	12/6/25	---

Resignations/Retirements:

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Status</b>
Heather Dragon	PHS	12/19/25	Resign
Vivyanna Medina	SES	11/28/25	Resign
Cynthia Prater	HES	12/31/25	Retire
Eunice Morgan	SCE	1/6/26	Retire

Transfers

<b>Name</b>	<b>From/To</b>	<b>Date</b>
Sonya Delk	Food Service/Finance Director	11/17/25
Alyssah Pryor	NCE/HES	12/1/25

Terminations

<b>Name</b>	<b>From/To</b>	<b>Date</b>

**SUBSTITUTES**

<b><u>NAME</u></b>
Barnes, Bethany
Davis, Rachael
Fletcher, Hannah
Flury, Cheyane
Gallagher, Jackie
Jones, Abigail
O'Rourke, Jennifer
Ott, Sarah
Pinckley, Cara
Reagan, Rebecca
Siwka, Allyson
Webster, Patricia
Young, Jade

# BES January 2026 Newsletter

BizTown was an amazing experience for fifth graders to take on roles as citizens in a mini-city to learn about how a town is run.



Brown Elementary PTO sponsored a Family Movie with Santa Night on December 12. The Grinch even made an appearance. Pictures by Say Queso Photography were priceless.



## FRANK P. BROWN ELEMENTARY SCHOOL



Brown Elementary kindergarten classes read "Balloons Over Broadway", learning about the Macy's Thanksgiving Day Parade tradition. They designed and made their own balloons, then went on a parade throughout the school.

The Brown Elementary Christmas Program was held on December 18. Classes and the BES Band performed traditional and contemporary holiday songs.



Brown Elementary families enjoyed a Thanksgiving meal together in November.



Brown Elementary Beta Club (above left) took part in the State Junior Beta Convention at the Gaylord Opryland in Nashville, while BES FFA Horse Judging team (above right) competed at MTSU.



BES sixth graders constructed LEGO robotic vehicles and held a competition in Brad Houston's STEM class.



Fifth graders made butter and ice cream in Agriculture Class with Cindy Kemmer.



Eighth graders learned about careers at TCAT.

# THE HORIZON

LOOKING FORWARD, GROWING STRONG - MONTHLY MOMENTS FROM CCHS.

Please join us in welcoming Coach Mark Wattenbarger back to Cumberland County High School as our Head Football Coach. A familiar face to the Jets, Coach Wattenbarger brings strong leadership and a proven track record of building successful programs. His return is a key step forward for CCHS football, with a focus on reconnecting our community and alumni while restoring Jet Pride on Friday nights in Crossville.

## WELCOME TO THE JET CREW



Please join us in welcoming Mrs. Cox to Cumberland County High School! She is a graduate of East Tennessee State University with a Bachelor's degree in Business Administration and is currently pursuing her Master of Education with a concentration in 6-12 Mathematics, with plans to graduate in Spring 2026. Mrs. Cox previously taught for one year at Phoenix High School and is excited to begin her journey with our CCHS community.

## CCHS ACTIVE MINDS CHAPTER YOU'VE BEEN BLOOMED CAMPAIGN GAINING RECOGNITION

The Cumberland County High School Active Minds Chapter was honored as December National Chapter of the Month by the Active Minds Organization, recognizing the chapter's outstanding commitment to mental health awareness, peer support, and community connection with the chapter's most impactful initiatives, the "You've Been Bloomed" campaign. Members purchased over 100 carnations, each paired with a handwritten note that read: "You've Been Bloomed! — The CCHS Active Minds Chapter wanted to let you know that you are loved!" During a morning meeting, students discussed the unseen weight many people carry and reflected on youth mental health statistics, including the reality that 1 in 10 teens has seriously considered or attempted suicide. To make the statistic tangible, members physically grouped themselves in tens—putting a human face to the numbers.



## Momentum Makers Jet Sponsors:

*Kona Ice*

*Thrive Family Fun Center*



**LAUNCHING 2026  
NEW YEAR. NEW PARTNERSHIPS. FRESH ENERGY.  
POWERED BY OUR INCREDIBLE JET PRIDE.**

Thank you to the owners of Thrive Family Fun Center for visiting to Provide tasty treats to our faculty and staff. they provided various water ice samples to our jets on their first day back. It was a fun—and delicious—way to kick off 2026! We look forward to a wonderful partnership ahead.



Winter at Crab Orchard

# Homestead in January



# MARTIN ELEMENTARY NEWSLETTER

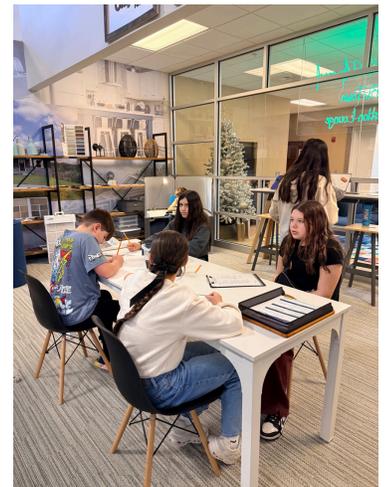
JANUARY 2026

## 5th Grade Visits Biztown

In December, our 5th grade students traveled to BizTown in Clinton, Tennessee for an exciting, hands-on learning experience that brought months of preparation to life. Leading up to the trip, students immersed themselves in real-world learning as they explored how a community functions and how citizens contribute to its success.

As part of their preparation, students ran for the position of mayor by creating campaign posters, delivering speeches to their classmates, and participating in an official election. Teachers guided students through BizTown classroom lessons that focused on earning, saving, budgeting, taxes, teamwork, and financial responsibility. Students also applied for jobs, learned about workplace roles, and practiced the skills they would need to be successful employees and leaders.

At BizTown, students stepped into their assigned roles, running businesses, managing finances, and working together to keep the community operating smoothly. The experience helped students build confidence, teamwork, responsibility, and financial literacy. It was a fun, meaningful, and memorable day that truly connected classroom learning to the real world.



## MES Student selected for ETSBOA



We are proud to recognize Chloe Armstrong, a seventh grade student at Martin Elementary, who was selected to participate in the ETSBOA (East Tennessee School Band and Orchestra Association) Junior Clinic, a prestigious musical opportunity for outstanding young musicians across East Tennessee.

The ETSBOA Junior Clinic features three select bands made up of the top student musicians in the region, one band for 7th grade students and two bands for 8th and 9th graders. Students are chosen through a competitive audition process based on their instrumental performance skills and music-reading abilities.

Chloe was selected to perform in the 7th grade band and earned a spot as one of only 10 trombone players chosen from all 7th graders in East Tennessee. This achievement reflects her dedication, talent, and hard work in music, and we are excited to celebrate her accomplishment.

## Upcoming Events

- January 15 – Winter Dance  
4:30 – pm – 6:00 pm  
Sponsored by CCHS Cheer
- January 19 – NO SCHOOL  
Martin Luther King Jr. Day

## Students Enjoy Live Theater

2nd grade students enjoyed a special trip to the Cumberland County Playhouse to watch Elf! The festive performance delighted students and brought holiday cheer while introducing them to live theater. It was a fun and memorable experience that helped spark creativity and a love for the arts.



# NCE



"Every Child, Every Day, Excellence in Every Way"

## Science

Students in NCE's 8th grade recently brought learning to life through an engaging forensic science activity, placing the Grinch on trial! As part of their lesson, students explored the roles and responsibilities found in real courtroom and forensic careers.

Each student was assigned a real-world position, including attorneys, forensic investigators, witnesses, jurors, and court officials. Using evidence, logical reasoning, and critical thinking skills, students analyzed the case, presented arguments, and participated in a full mock trial.

After careful consideration of the evidence presented, the jury reached a verdict: the Grinch was found guilty! To make the experience even more memorable, our School Resource Officer (SRO) stepped in to escort the Grinch out of the courtroom, bringing the lesson to a fun and dramatic close.

This hands-on activity allowed students to apply science, communication, and problem-solving skills while gaining a deeper understanding of forensic science and the justice system.



## Upcoming Events

### January

- 8<sup>th</sup> Report Cards  
8<sup>th</sup> grade - Ice Skating  
4<sup>th</sup> grade- Chuckles
- 13<sup>th</sup> Parent Teacher Conferences  
8<sup>th</sup> grade High School Meeting
- 15<sup>th</sup> Father Daughter Dance
- 19<sup>th</sup> No School (MLK)
- 21<sup>st</sup> 8<sup>th</sup> grade High School  
Registration Due

### February

- 12<sup>th</sup> Valentine Dance
- 16<sup>th</sup> Presidents' Day No School
- 24<sup>th</sup> Chick -fil-a Night



**Ignite Your Imagination, Patriots!**

## Parent & Family Involvement

NCE was filled with holiday spirit during our Pancake Breakfast with Santa and Vendor Fair! Families, students, and community members gathered to enjoy a delicious pancake breakfast while spending time with Santa, creating joyful memories and festive photo opportunities.

In addition to breakfast, guests explored a variety of local vendors, shopping for unique gifts and supporting small businesses. The event provided a wonderful opportunity for the NCE community to come together, celebrate the season, and enjoy fellowship in a warm and welcoming atmosphere. Thank you to everyone who attended, volunteered, and helped make this event a success. It was a memorable day filled with food, fun, and holiday cheer at NCE!

## STEAM

NCE students shared their talents during the Winter Music Program with a fun band performance. Pre-K students played bells and showed how they can keep a steady beat. Other students used basketballs, scarves, and body movements to go along with their winter songs. The mix of music and movement made the program exciting to watch and helped students show what they have learned in music class. Families and staff enjoyed the joyful winter performance.



## Teacher Feature



Hello! I am so excited to be the new third grade teacher at North Cumberland Elementary! I have a Masters' degree in Elementary Education and 23 years of teaching experience teaching kindergarten through third grade. I believe every child deserves to be challenged, supported, and celebrated as they work toward their personal best. On a personal note, my husband and I have two boys in the 8<sup>th</sup> and 6<sup>th</sup> grade who keep us very busy with basketball and track! We love living in Cumberland County and enjoy hiking, spending time outdoors, and traveling as a family. I am grateful to be a part of the North Cumberland community!

## Paraprofessional Spotlight



Hi, my name is Tracy Adams, and I am excited to be a Teachers' Assistant at North Cumberland this year. I have two children, Sadie and Easton, that attend North Cumberland as well. My husband and I have been a couple since we were 12 years old. That totals 23 years! We have been married for 7 of those years. I love being at NCE because I know many of the students and staff. I enjoy being part of the students' daily learning and watching them growing and improving each day.

## SRO November Student of the Month



Congratulations to senior, Gauge Emison who was chosen as the November SRO Student of the Month. He was nominated by teachers Greg Patton and Donald Smith who complimented his leadership and follow thru skills.

## Phoenix Happenings

### Chili Cook-Off



Congratulations to Anita Jones, T 2025 Phoenix Chili Cook-Off Winner!

Thank you to the Crossville Police Department for judging.

The Phoenix Staff would like to give a hearty Thank You to Cumberland Fellowship. CF provided the staff a treat daily going into Christmas. We appreciate you!



**Pickle Palooza was a HIT!**



## Veterans Day...



Student Council hosted a special program to Thank and Honor

our veterans. Our school is thankful to have Harold Wheeler and Donald Smith as teachers and mentors.,



Student Council members are Ally Martin, Olivia Roach, Gauge Emison, Falon Lambert, Jacob Rice and Sylar Springer.



Thank you to First National Bank for sponsoring our T2 Attendance Lunch!



The Phoenix School's entry into the Parade of Trees at First National Bank.



Pine View  
January 2026



Lego designed by:  
Lane Wallace 3<sup>rd</sup> grade



**Speaker Sexton and TSIN visit Pine View a S.T.E.A.M. model school.**



# Pleasant Hill Elementary

## JANUARY NEWS

### PHS 5<sup>th</sup> Grade Runs the City!



After months of preparation from teachers and Junior Achievement Volunteers, 5<sup>th</sup> graders traveled to Oak Ridge to run the city!



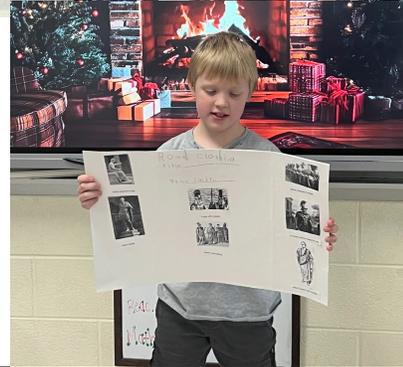
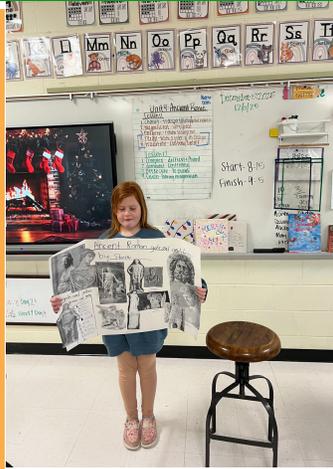
### Pleasant Hill Elementary's Annual Winter Welcome Parade



January  
2026

# December Classroom Highlights

**3<sup>rd</sup> Grade Studies**  
**Ancient Rome**  
Students in Miss Hayley's class did research and presented on the ancient Roman Civilization.



The CyberHornet Club competed against 413 teams around the U.S. & Canada in the CyberPatriot State Round Competition. We are so proud of this teams accomplishments!

## PHS Winter Band Concert

Around 50 PHS band members gathered to put on an amazing performance. Both beginning and advanced band took the spotlight, and they even performed a piece together. Their dedication and hard work paid off!



# JANUARY 2026 SMJHS NEWSLETTER

## Celebrating our students



Sarah Bass signing to play golf at Tennessee Wesleyan University

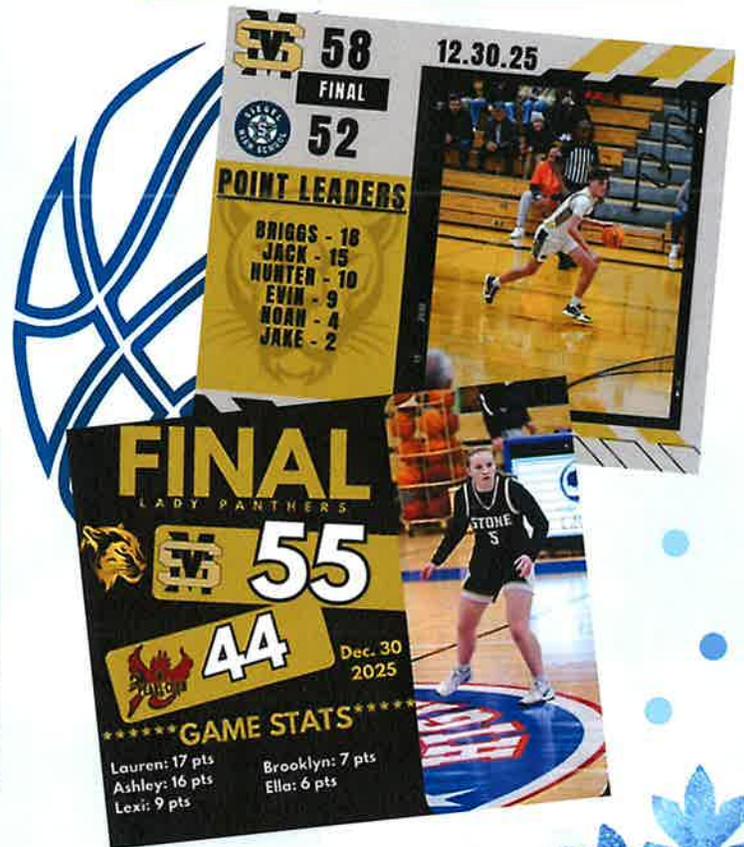


Cadence Cox signing to play softball at the University of Tennessee - Martin



Bo Wattenbarger receives the 1<sup>st</sup> quarter student of the month award from the Lake Tansi Exchange Club

## Panther Basketball



## Upcoming Events

- 1/19 MLK day, No School

# December Newsletter



Thank you for voting! The South Christmas tree placed first in the Parade of Trees School Category. A special thanks to Mrs. Cook for setting up the tree and the families that voted!!



7th-grade string art was a huge success at SCE. Great job!!



*All students had a great time learning about gun safety with the best SRO, Mr. Moose!*



## *Boys bball championship*

Congrats to our boys' basketball team, who won their championship and cruised to an undefeated record!



JANUARY						
MON	TUE	WED	THU	FRI		
29	30	HAPPY NEW YEAR				
1	2					
3	4	5	6	7	8	9
<ul style="list-style-type: none"> <li>Spin Quest Club- Music Rem-Tot Mond</li> </ul>	<ul style="list-style-type: none"> <li>Spin Kindness Club- 1st Tu - GR-5</li> <li>Spin Kindness Club- 1st Mo-4 - GR-5</li> </ul>		<ul style="list-style-type: none"> <li>Tam FCS</li> <li>Tam FCS - 130 weekly</li> <li>Tam Kingdom Kids - Room 117</li> </ul>	<ul style="list-style-type: none"> <li>Tam Chess Club - 51 Weekly Res 104</li> </ul>		
12	13	14	15	16	CONCESSION	
			<ul style="list-style-type: none"> <li>Tam FCS</li> <li>Tam FCS - 130 weekly</li> <li>Tam Kingdom Kids - Room 117</li> <li>Spin BOE Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Tam Chess Club - 51 Weekly Res 104</li> </ul>		
19	20	21	22	23		
			<ul style="list-style-type: none"> <li>Tam FCS</li> <li>Tam FCS - 130 weekly</li> <li>Tam Kingdom Kids - Room 117</li> </ul>	<ul style="list-style-type: none"> <li>Tam Chess Club - 51 Weekly Res 104</li> </ul>	<ul style="list-style-type: none"> <li>TAM CHESS</li> </ul>	
	28	29	30			
		<ul style="list-style-type: none"> <li>Tam FCS</li> <li>Tam FCS - 130 weekly</li> <li>Tam Kingdom Kids - Room 117</li> </ul>				

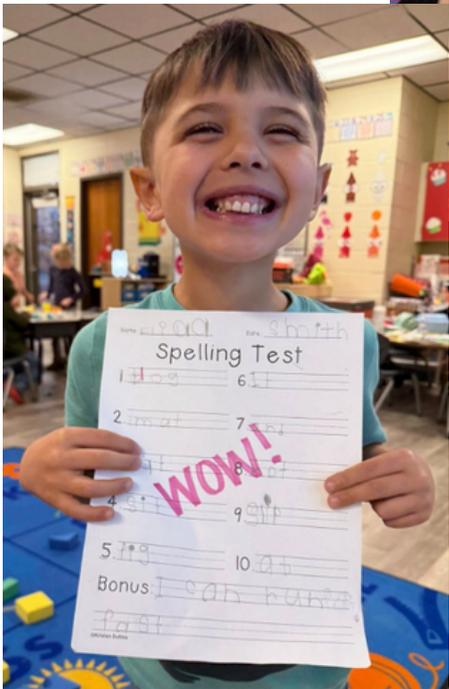
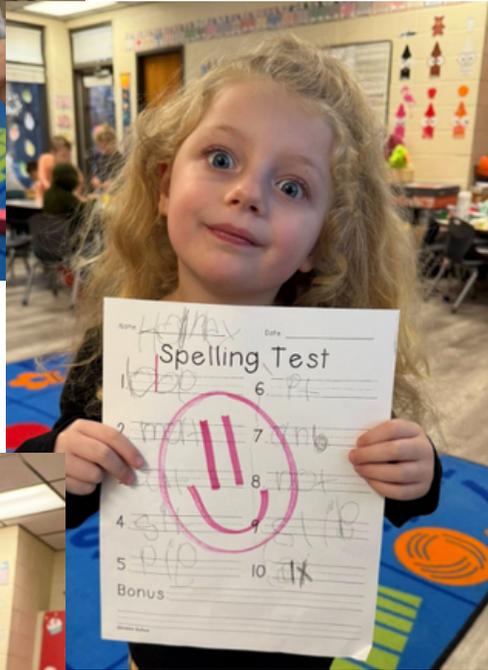
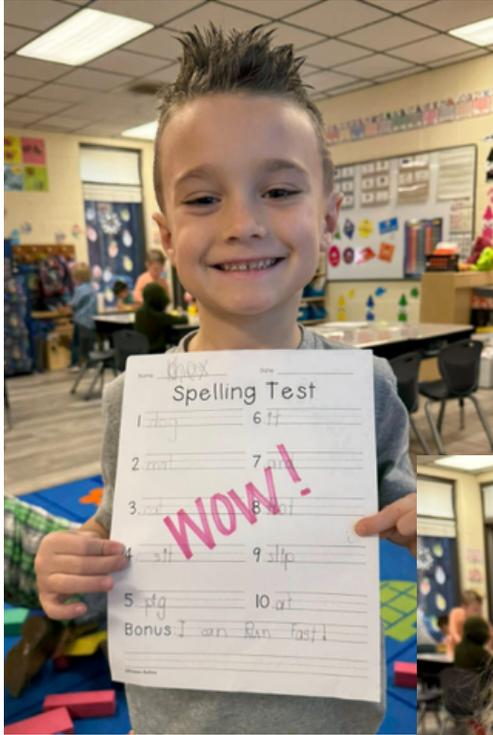


## 4<sup>th</sup> grade Scrap art



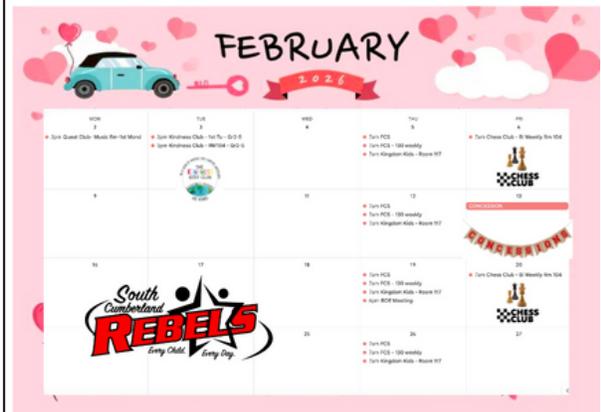
**4th grade's creativity has no limits! Scrap wood creatures straight from their imagination!**

# Star Rebels at Work



*SCE letter grade A for 24-25 school year!*

**South is so excited to be a letter grade A for the 24-25 school year. We want to thank teachers, staff, students, and families for helping make this happen!**



# STONE ELEMENTARY NEWS

HOME OF THE COYOTES



Amazing Coyote Staff

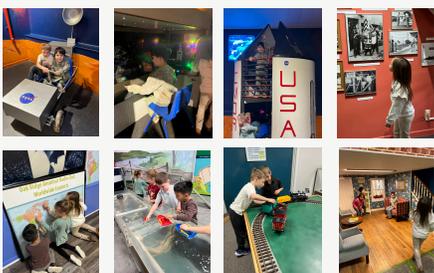
## Pre-K News

Our PreK class enjoyed a month filled with celebration. We had a class pajama day in which we watched The Polar Express movie while munching on salty popcorn and sipping hot chocolate. We participated in the Winter Program by singing two holiday tunes and looking dazzling in our festive apparel. Our class was treated with a visit by Mrs. Laura Green and her husband, Brian, who brought their sweet dachshund doggies, Oscar Mayer and Luna Mae. Of course, Mrs. Laura brought us cookies along with a special learning toy for our class that looks exactly like Oscar! Our students created many crafts and sweet memories which made the season special to us all!



## Kindergarten

Our kindergarteners had fun at the Oak Ridge Children's Museum.



## 1<sup>st</sup> Grade

Our first graders enjoyed performing at our Winter Concert.



## 2<sup>nd</sup> Grade

Holiday fun with our 2<sup>nd</sup> graders. We had elf day with a special treat, gingerbread man day with a hunt for the gingerbread man, and christmas tree day.



## 3<sup>RD</sup> GRADE

Mrs. Carter's 3<sup>rd</sup> graders enjoyed decorating ornaments.



### 4th Grade

Our 4<sup>th</sup> graders enjoyed time creating candy cane crafts for the holidays.



### 5th Grade

On the last full day before break, 5th Grade students participated in a winter sowing project in conjunction with the Winter Solstice and the seed stratification process. Stay tuned for updates and progress reports. 🌸



### School/Sports

Our boys basketball team enjoyed a trip to watch a UT basketball game.



JV cheer celebrated the end of their season with pizza, snacks, and a movie after school.



### Career Technical Education classes



December Human Services and Careers guest speakers Meteorologist Mark Baldwin and Betty Mullis with CC EMS, lots of holiday baking, 5<sup>th</sup> grade went to BizTown, and Sixkiller and I matching in vintage track suits.

### Special Area

Mrs. Lopez had a very busy month of December. Her middle school band students performed at Preserve, Life Care Center, and Wyndridge Nursing Homes to help spread holiday cheer. She also had a winter band performance and a winter concert.



### Bigfoot Buddy of the Month

Abby has exceeded her Reading and Math goals. She had made great gains at attempting tasks that seem difficult.



# February 2026



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6 Popcorn Concessions	7
8	9	10	11	12	13 *****Candy Grams on Sale \$1*****	14
15	16 Teacher In-Service No Students	17	18	19	20 Concessions	21
22	23	24	25	26	27 Concessions	28

Frank P. Brown Elementary

# January 2026



Sunday      Monday      Tuesday      Wednesday      Thursday      Friday      Saturday

				1 <i>Happy New Year</i>	2 <b>ADMIN DAY (NO STUDENTS)</b>	3 🏀 @ Maryville HS (varsity boys)
4	5 <b>HOMEROOM SCHEDULE GRADES DUE IN SKYWARD BY NOON</b>	6 🏀 @ Pickett Co.	7	8 <b>Gold clubs REPORT CARDS GO HOME 🏀 @ SMHS vs Bledsoe Co.</b>	9 🏀 @ Eagleton	10 👑 Winter Formal @ Complex 👑 Snow Queen Pageant- Auditorium 🏀 District duals @ CCHS
11	12	13 🏀 @ Hixon vs Upperman	14	15	16 <b>PEP RALLY SCHEDULE</b> 🏀 @ White Co.	17
18	19 🇺🇸 <b>MLK -DAY-</b> <b>NO SCHOOL</b>	20 🏀 @ Farragut vs Livingston	21 <b>Blue clubs Faculty meeting</b>	22	23 🎯 Tournament Van Buren Co. 🏀 @ SMHS 🏀 @ CCHS (boys only)	24
25	26 🏀 vs Coalfield	27 <i>Senior Latin ceremony-3rd block</i>	28	29	30 🎯 Tournament Crab Orchard Elem. <i>Relay lunch</i> 🏀 @ Warren Co.-Girls regionals	31 🏀 @ Greenback-Boys regionals

# February 2026



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 <b>BASKETBALL</b>	3 @ UPPERMAN National school	4 <b>HOMECOMING</b> GOLD CLUBS counseling week	5 COMING week	6 <b>WEEK</b> Pep rally vs WHITE Co. SMHS-Girls sectionals	7 SMHS-Boys sectionals
8	9	10 Progress Reports go home Parent/teacher conferences 3pm @ LIVINGSTON	11	12	13 Tournament @ White County vs SMHS State matches @ Franklin Ag Park	14  Sweetheart Dance 6pm
15	16 President's Day (no students) In-service day #4 SRO Appreciation day	17	18 BLUE CLUBS Faculty meeting	19	20 Tournament @ Monterey	21 Sweetheart Pageant auditorium
22	23 SCHOOL BUS DRIVER APPRECIATION DAY	24	25	26	27 Relay lunch	28 TRACK @ FARRAGUT (EAST TN JAMBOREE)

### Crab Orchard Elem - January 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1 New Year's Day	2 Admin Day	3
4	5 Students Return	6	7	8 Grade Cards	9	10
11	12 Parent Teacher Conferences 3-6pm Health/Wellness Fair	13	14 Class/Sports Pictures	15	16	17
18	19 M L King Day No School	20	21	22	23	24
25	26	27	28	29	30	31

### Crab Orchard Elem - February 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10 Progress Reports	11 House Meetings	12	13	14
15	16 Presidents' Day Teacher Inservice	17	18	19	20	21
22	23	24	25	26	27	28



# FEBRUARY 2026



SUN

MON

TUE

WED

THU

FRI

SAT

1

2

3

Chick-fil-A  
Spirit Night  
4:00p.m.

4



Valentine  
Grams go on  
sale \$1

5

6

Valentine's Day Dance  
6<sup>th</sup>-8<sup>th</sup> Grade  
6:00-8:00

7

8

9

10

Progress Reports Go Home

11

12

13

14

*Valentine's  
Day*

15

16



NO SCHOOL

17

18



Cap and Gown  
Pictures  
K & 8<sup>th</sup> grade

19

20



Kona Ice



\$1

21

22

23

24

25

26

BOE Meeting 6:00p.m.

27



Concessions



1:15p.m

28



Believe  
in  
Yourself



Dream  
Big



You Are  
Important



Hey It's  
Okay!



# February 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 CCHS Readers! 	5	6 Concessions 	7 Robotics Competition @TTU
8	9	10 Progress Reports 	11	12 8 <sup>th</sup> Grade and K Cap and Gown Pictures Valentines Day Dance 5-6:00 	13	14 Valentine's Day
15	16 HAPPY Presidents Day No School / Teacher Inservice	17	18	19	20	21
22	23	24 ELPA(ESL) Testing Begins	25	26 CC Schools ALL MEANS ALL All Students All Staff All Together BOE Meeting 6:00pm 	27	28 Chess Club 



# FEBRUARY 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat																																																																							
1	2 Happy Groundhog Day 	3	4 Wellness & Wireless Wednesday 	5	6	7																																																																							
8	9	10 Progress Reports go home Winter Band Concert	11	12 Spring Pics/Club/8th Grade superlative pictures	13	14 Happy Valentine's Day 																																																																							
15	16 Teacher Inservice - no school for students	17	18	19	20	21																																																																							
22 	23	24 Chick-fil-a Night 	25	26	27	28																																																																							
<div style="border: 2px solid black; background-color: #e91e63; color: white; padding: 10px; display: inline-block;">           website: <a href="http://nces.ccschools.k12tn.net">nces.ccschools.k12tn.net</a>            Facebook - North Cumberland Elementary            X - @NCEPatriots         </div>																																																																													
<p><i>Every Child, Every Day, Excellence in Every Way</i>            North Cumberland Elementary</p>					<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>January</p> <table border="1" style="font-size: 8px;"> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table> </div> <div style="text-align: center;"> <p>March</p> <table border="1" style="font-size: 8px;"> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table> </div> </div>						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			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			
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February  
2026



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Full Moon	2	3	4	5	6	7
8	9	10	11 Faculty Meeting	12 Data Meeting	13 Pay Day	14 Valentine's Day
15	16 President's Day In-Service	17	18	19	20	21
22	23	24	25	26	27 Pay Day	28



# February 2026

## PINE VIEW ELEMENTARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5 NAEP TESTING 4th GRADE	6	7
8	9	10 Progress Reports go Home	11	12	13	14 
15	16 Presidents Day No School for Students Teacher In-Service Day	17 SPRING PICTURES	18	19	20 PTO VALENTINES DANCE	21
22	23	24 SCHOOL WIDE TRIP PLAYHOUSE	25	26 CAREER FAIR 1:00 - 3:00est	27	28

# Pleasant Hill Elementary

February 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Chess Club Meets 3:00-4:00	5	6	7
8 Valentine Gram Forms go home  CyberHornet Meeting 3:00-4:30	9	10	11	12	13 Valentine Grams will be passed out today	14
15 Teacher In-Service No School for Students	16	17	18 Cap & Gown Pictures (K & 8 <sup>th</sup> grades only)  Chess Club Meets 3:00-4:00	19	20	21
22 PTO Popcorn Fundraiser begins	23	24	25	26	27 Concessions will be sold today	28

**\*\*STUDENTS CAN NOT BE PICKED UP AFTER 2:15 FROM THE FRONT OFFICE\*\***

# SMHS

Today

< > February 2026

Month

SUN Feb 1	MON 2	TUE 3	WED 4	THU 5	FRI 6	SAT 7	
	<ul style="list-style-type: none"> <li>3pm Boys Basketball Practice Var</li> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Baseball Open Facility</li> </ul>	<ul style="list-style-type: none"> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Baseball Open Facility</li> <li>5:30pm SMMS Boys Basketball Pr</li> <li>6pm Basketball v White County H</li> </ul>	<ul style="list-style-type: none"> <li>10:30am Senior Latin Practice</li> <li>3pm Boys Basketball Practice Var</li> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Baseball Open Facility</li> </ul>	<ul style="list-style-type: none"> <li>10:30am Senior Latin celebration</li> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Baseball Open Facility</li> <li>5:30pm SMMS Boys Basketball Pr</li> <li>6pm Basketball v Lenoir City</li> </ul>	<ul style="list-style-type: none"> <li>3pm Boys Basketball Practice Var</li> <li>3pm Wrestling Regionals @ Warre</li> <li>3pm Baseball Open Facility</li> <li>3:30pm Children's Orchestra prac</li> </ul>	<ul style="list-style-type: none"> <li>Wrestling Regionals @ Greensboro</li> <li>6pm Basketball @ Clarkrange HS</li> </ul>	
8	<ul style="list-style-type: none"> <li>3pm Boys Basketball Practice Var</li> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Baseball Open Facility</li> </ul>	<ul style="list-style-type: none"> <li>FASFA Completion Day Assistance</li> <li>Progress Reports</li> <li>3pm Parent/Teacher Conferences</li> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Baseball Open Facility</li> <li>2 more</li> </ul>	<ul style="list-style-type: none"> <li>BOE Agenda deadline</li> <li>3pm Boys Basketball Practice Var</li> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Baseball Open Facility</li> </ul>	<ul style="list-style-type: none"> <li>9:10am STARS 12th</li> <li>10:35am STARS 11th</li> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Baseball Open Facility</li> <li>3pm Faculty Meeting</li> <li>2 more</li> </ul>	<ul style="list-style-type: none"> <li>Wrestling post season hints</li> <li>Clubs MD Activity Schedule</li> <li>11am SMHS Cheer Bake Sale</li> <li>3pm Boys Basketball Practice Var</li> <li>3pm Baseball Open Facility</li> <li>3:30pm Children's Orchestra prac</li> </ul>	<ul style="list-style-type: none"> <li>ACT</li> <li>Valentine's Day</li> </ul>	
15	<ul style="list-style-type: none"> <li>Teacher In-Service #4 No Students</li> <li>Presidents' Day</li> <li>7am PLC Department meetings</li> <li>3pm Boys Basketball Practice Var</li> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Baseball Open Facility</li> </ul>	<ul style="list-style-type: none"> <li>11:15am Grand Canyon Lunch Set</li> <li>11:30am DOS Student Advisory M</li> <li>3pm Boys Basketball Practice Var</li> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Boys Basketball Practice Var</li> <li>3pm Wrestling Practice (Aux)</li> <li>2 more</li> </ul>	<ul style="list-style-type: none"> <li>3pm Boys Basketball Practice Var</li> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Baseball Open Facility</li> </ul>	<ul style="list-style-type: none"> <li>Wrestling State Tournament Franklin</li> <li>2:30pm Post Season District</li> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Baseball Open Facility</li> <li>3pm Wrestling Practice (Aux)</li> <li>3pm Baseball Open Facility</li> <li>5:30pm SMMS Boys Basketball Pr</li> </ul>	<ul style="list-style-type: none"> <li>Wrestling State Tournament</li> <li>2:30pm Post Season District</li> <li>3pm Baseball Open Facility</li> <li>2 more</li> </ul>	<ul style="list-style-type: none"> <li>Wrestling State Tournament</li> <li>8am HS Baseball Rhea County Pla</li> </ul>	
22	<ul style="list-style-type: none"> <li>2:30pm Post Season District</li> <li>3pm Baseball Open Facility</li> </ul>	<ul style="list-style-type: none"> <li>District Ag Mechanics: Bonus/ MoC</li> <li>ASVAB Juniors</li> <li>2:30pm Post Season District</li> <li>3pm Baseball Open Facility</li> </ul>	<ul style="list-style-type: none"> <li>3pm Baseball Open Facility</li> </ul>	<ul style="list-style-type: none"> <li>3pm Baseball Open Facility</li> <li>6pm BOE Meeting</li> </ul>	<ul style="list-style-type: none"> <li>2:30pm Post Season Region</li> <li>3pm Baseball Open Facility</li> <li>3:30pm Children's Orchestra prac</li> <li>5:30pm MS Boys Soccer v Algood</li> </ul>	<ul style="list-style-type: none"> <li>Football Play Day @ Rockwood</li> <li>12pm York Scrimmage</li> </ul>	

# FEBRUARY



MON 2	TUE 3	WED 4	THU 5	FRI 6
<ul style="list-style-type: none"> <li>3pm Quest Club- Music Rm-1st Mond</li> </ul>	<ul style="list-style-type: none"> <li>3pm Kindness Club - 1st Tu - Gr2-5</li> <li>3pm Kindness Club - RM104 - Gr2-5</li> </ul>		<ul style="list-style-type: none"> <li>7am FCS</li> <li>7am FCS - 130 weekly</li> <li>7am Kingdom Kids - Room 117</li> </ul>	<ul style="list-style-type: none"> <li>7am Chess Club - Bi Weekly Rm 104</li> </ul>
9		11	12	13
			<ul style="list-style-type: none"> <li>7am FCS</li> <li>7am FCS - 130 weekly</li> <li>7am Kingdom Kids - Room 117</li> </ul>	<p>CONCESSION</p>
16	17	18	19	20
			<ul style="list-style-type: none"> <li>7am FCS</li> <li>7am FCS - 130 weekly</li> <li>7am Kingdom Kids - Room 117</li> <li>6pm BOE Meeting</li> </ul>	<ul style="list-style-type: none"> <li>7am Chess Club - Bi Weekly Rm 104</li> </ul>
		25	26	27
			<ul style="list-style-type: none"> <li>7am FCS</li> <li>7am FCS - 130 weekly</li> <li>7am Kingdom Kids - Room 117</li> </ul>	



# February 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6 3rd grade to the Muse Mid-nine weeks	7
8	9	10 Progress Reports	11 Spring/Superlative Pictures	12 Canvas night 5:00-6:30	13	14
15	16 No School- Inservice day for teachers	17	18	19	20	21
22	23	24 ELPA testing	25 ELPA testing	26 ELPA testing	27 ELPA testing	28

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in August</b>	Descriptor Term: <b>Charter School Applications</b>	Descriptor Code: <b>1.901</b>	Issued Date: <b>06/19/25</b>
		Rescinds: <b>1.901</b>	Issued: <b>03/21/24</b>

## 1 General

2 This policy shall apply to sponsors and potential sponsors of charter schools. It shall not apply to  
3 charter schools converting from existing public schools. Proposals from existing charter school  
4 operators or replicators and applicants proposing to contract with educational service providers shall be  
5 in accordance with state law.<sup>1</sup>

## 6 APPLICATION PROCESS<sup>2</sup>

7 A prospective charter school sponsor shall send notice to the Director of Schools/designee of its  
8 intent sixty (60) calendar days prior to February 1<sup>st</sup> of the year preceding the year in which the  
9 proposed charter school plans to begin operation as a charter school. The Director of Schools/designee  
10 shall determine whether the sponsor has selected the correct application category within ten (10)  
11 business days of receiving confirm receipt of the letter of intent and notify and provide the sponsor with  
12 current state and federal per pupil funding estimates within five (5) business days of a  
determination that the incorrect application category has been selected.<sup>2</sup>

13 A sponsor seeking board approval of an initial charter school application shall complete the forms  
14 developed by the State Board of Education in coordination with the Tennessee  
15 Public Charter School Commission (“the Commission”). The application shall provide all the  
16 information required by state law. The sponsor shall demonstrate that the proposed charter school meets  
17 the purpose prescribed by state law for the formation of a charter school, and the proposed charter  
18 school will be able to implement a viable program of quality education for its students.

19 Electronic copies of applications shall be submitted to the Board and Tennessee Department of  
20 Education the Commission on or before 11:59 p.m. Central Time on February 1<sup>st</sup> of the year preceding the  
21 year in which the proposed charter school plans to begin operation as a charter school. If the 1<sup>st</sup> of February  
22 falls on a Saturday, Sunday, or holiday on which the school district offices are closed, applications will  
23 be accepted on the next business day on or before 11:59 p.m. Late applications will not be  
24 accepted, without exception. The sponsor shall pay an application fee of \$2,500.00. The Director of  
25 Schools/designee shall report each application received to the Commission and BOE no later than ten (10) days  
26 after receipt.<sup>2,3</sup>

27 The Board shall determine whether an application is complete within (10) business days of receiving  
28 the application and shall notify the sponsor within five (5) business days of the determination if the  
29 application is determined to be incomplete.<sup>3</sup>

## 30 REVIEW TEAM<sup>1</sup>

31 If necessary, the Director of Schools/designee shall appoint a review team to assist in reviewing and  
32 evaluating charter school applications. The team shall be comprised of members of the administrative  
33 staff for the district, community members with relevant educational, organizational, financial, and legal

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1 experience. At the board meeting in December of each year, the Director of Schools/designee shall  
2 make a recommendation to the Board on which members of his/her administrative staff should be  
3 appointed to the team. The Board shall name the members of the team at its meeting in January of each  
4 year. The Board shall designate a Chair of the review team as the contact person for answering questions  
5 about the application process and receiving applications. The Director of Schools/designee shall develop  
6 an orientation for the team to ensure consistent evaluation standards and the elimination of real or  
7 perceived conflicts of interest.

8 The Board shall require the Director of Schools/designee to develop a procedure for receiving,  
9 reviewing, and ruling on applications for the establishment of charter schools by the review team. The  
10 procedure shall include a timeline for the application and review process. A copy of the procedure,  
11 including the review criteria, shall be available on the district's website.

12 The review team shall:

- 13 1. Evaluate all charter school applications based on the review criteria established by state law;  
14 and  
15
- 16 2. Recommend one of the following options to the Board for each application: approve, reject,  
17 ~~or reject with stipulations for reconsideration.~~<sup>4</sup>

## 18 **APPROVAL/DENIAL OF APPLICATION**<sup>5</sup>

19 The Board shall rule by resolution on the approval or denial of an initial charter school application  
20 within ninety (90) calendar days of receipt of the completed application, or the application shall  
21 be deemed approved by state law. The Director of Schools/designee shall report the action taken by  
22 the Board to the Department of Education and the Commission **no later than ten (10) calendar days after**  
23 **approval or denial. If an application is denied, the report shall also include the reasons for denial.**

### 24 *Approval*

25 The sponsor of a charter school that is approved by the Board shall enter into a written agreement with  
26 the Board, which shall be binding on the charter school's governing body. The charter school  
27 agreement shall be in writing and signed by the sponsor and the Board.

28 The Board will receive an annual authorizer fee of three percent (3%) of the annual per student state  
29 and local allocations or thirty-five thousand dollars (\$35,000), whichever is less.<sup>6</sup>

30 Charter schools approved by the Board are expected to implement the application as submitted and  
31 approved. Material variations in operations from the approved application require amendment pursuant  
32 to state law and the charter school agreement.<sup>7</sup>

33 The Board should not provide services to charter schools that are not requested during the application  
34 process except for those services that are required under state or federal laws. Services agreed to be  
35 provided to the charter school by the Board shall be provided at board's actual cost. The Board and  
36 charter school shall execute a service contract for any additional services.

1 New charter school agreements are approved for a ten (10) year period.<sup>8</sup> The Board may revoke or  
2 deny renewal of a charter school agreement for any of the reasons enumerated in state law.<sup>9</sup>

3 *Denial*

4 If the initial charter school application is denied, the Board shall notify the sponsor in writing  
5 within ten (10) calendar days, specifying the objective reasons for the denial and the deadline by  
6 which the sponsor may submit an amended application. Upon written receipt of the grounds for denial,  
7 the sponsor shall have thirty (30) calendar days within which to submit an amended application to  
8 correct the deficiencies. The Board shall have sixty (60) calendar days either to deny or to approve the  
9 amended application, or the application shall be deemed approved by state law.<sup>5</sup>

10 If the amended charter school application is denied, the Board shall notify the sponsor in writing  
11 within five (5) calendar days, specifying the objective reasons for denial and the sponsor's right to an  
12 appeal. Within ten (10) calendar days of final denial, an appeal may be filed with the Tennessee Public  
13 Charter School Commission.<sup>10</sup>

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Legal References

1. [TCA 49-13-106; State Board of Education Policy 6.111](#)
2. [TCA 49-13-107; Public Acts of 2025, Chapter No. 275; TCA 1-3-102; TCA 49-13-108; TRR/MS 0520-14-01-.01\(1\)\(b\),\(c\)](#)
3. [TRR/MS 0520-14-01-.01\(1\)\(d\),\(e\)](#)
4. [TRR/MS 0520-14-01](#)
5. [TCA 49-13-108; Public Acts of 2025, Chapter No. 275; TRR/MSS 0520-14-01](#)
6. [TCA 49-13-128](#)
7. [TCA 49-13-110\(d\)-\(e\); TRR/MSS 0520-14-01-.01](#)
8. [TCA 49-13-110\(c\)](#)
9. [TCA 49-13-122](#)
10. [TCA 49-13-108\(b\)\(5\)](#)

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term:  <b>Buildings and Grounds Management</b>	Descriptor Code: <b>3.200</b>	Issued Date: <b>05/25/23</b>
		Rescinds: <b>3.200</b>	Issued: <b>06/22/17</b>

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 which  
13 includes the budget requirements for each facility.

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 October	Descriptor Term: <b>Protection Against Injury</b>	Descriptor Code: <b>3.2011</b>	Issued Date: <b>01/26/23</b>
		Rescinds: <b>3.2011</b>	Issued: <b>12/04/07</b>

## 1 **BACK PROTECTION**

2 ~~It shall be the responsibility of each employee who lifts objects that could potentially injure his/her back~~  
3 ~~to wear a support belt while lifting and moving objects. The back support belt must be a personal back~~  
4 ~~support similar to the ProFlex 2000 manufactured by Ergodyne Corporation.~~

5 ~~Each employee shall test each object before the lift to determine if it exceeds the individual's lifting limit.~~  
6 ~~Any object determined to exceed the weight limit for one person or to be of such a shape as to be difficult~~  
7 ~~to lift must be lifted by two employees wearing back support belts.~~

## 8 **FOOT AND SLIP PROTECTION**

9 ~~Each employee, including but not limited to cafeteria, custodial, and maintenance personnel, working in~~  
10 ~~areas classified by the system safety coordinator as having potentially slick walking working surfaces~~  
11 ~~are required to wear slip resistant soled shoes appropriate for the floor surface.~~

12 ~~All maintenance personnel and each employee working in areas where there is danger of heavy objects~~  
13 ~~dropping on their feet shall wear shoes with safety toes. These safety-toed shoes must meet the~~  
14 ~~requirements of the American National Standards Institute with an impact classification of C75.~~

15 ~~The protective shoes must be a type similar to those manufactured and sold by Iron Age Safety Shoe~~  
16 ~~Corporation.~~

## 17 **HAND PROTECTION**

18 ~~Appropriate protective gloves must be worn by employees whose work regularly exposes their hands to~~  
19 ~~hazardous substances, cutting, or burning.~~

20 ~~General duty work gloves (cotton, knit, leather, or cotton-leather combination) shall be worn by~~  
21 ~~employees whose hands are subject to abrasion, friction, roughness, burns, slivers, etc.~~

22 ~~Heat resistant, forearm length gloves shall be worn for handling hot ware unloaded from any cooking~~  
23 ~~equipment, or any other dealings with hot substances.~~

24 ~~Rubber gloves shall be worn by all employees handling caustic chemicals, (i.e. acids, dyes). No one~~  
25 ~~material provides adequate protection from all chemicals. Chemical protection gloves should be selected~~  
26 ~~only after identifying the chemicals with which the gloves may come in contact.~~

1 **EYE PROTECTION**

2 ~~Employees shall wear appropriate eye protection when machines or operations present hazards of flying~~  
3 ~~objects, chemical splash, glass breakage, sparks, injurious radiation, or combination of these hazards.~~  
4 ~~Suitable eye protections may be provided by protective shield, welding helmets, goggles, and safety~~  
5 ~~glasses. The appropriate form of eye protection must be matched to the hazard.~~

6 **PRE-EMPLOYMENT PHYSICALS**

7 ~~All newly hired employees must take an employment physical to determine his/her physical abilities and~~  
8 ~~past medical history.~~

9 **INJURED EMPLOYEE RE-HIRE**

10  
11 ~~The school system will not re-hire an injured former employee for the same or similar duties after~~  
12 ~~competent legal authority has determined this former employee to be unable, by reason of on the job~~  
13 ~~injuries, to continue in his or her former position, and permanent disability payments have been~~  
14 ~~negotiated.~~

15 **LIGHT DUTY PROGRAM**

16 ~~It shall be the responsibility of the system safety coordinator and Human Resources Department to~~  
17 ~~implement a "light duty" work program, when practical and medically necessary, to encourage injured~~  
18 ~~employees to return to work as soon as possible.~~

19 ~~This policy does not supersede any state or federal law to the contrary.~~

20  
21 ~~Each supervisor shall require that each employee is trained in proper safety practices and use and care~~  
22 ~~of the equipment before using it. Documentation of training must be submitted by the supervisor to the~~  
23 ~~system safety coordinator who shall keep it on file for the duration of the employee's employment.~~

24  
25 ~~All protective equipment shall be of safe design and construction for the work to be performed. It shall~~  
26 ~~be the responsibility of all employees required to use safety equipment to assure its adequacy,~~  
27 ~~including proper maintenance and sanitation of such equipment. Employee supervisors shall inspect~~  
28 ~~the equipment at least twice a semester to ensure proper maintenance.~~  
29

*\*Recommendation is to delete policy because information here is contained within the Exposure control plan and injured employee re-hire and restricted duty program portion was moved to work comp policy, 3.602.*

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in October</b>	Descriptor Term: <b>Workers' Compensation</b>	Descriptor Code: <b>3.602</b>	Issued Date: <b>01/26/23</b>
		Rescinds: <b>3.602</b>	Issued: <b>02/28/13</b>

1 The workers' compensation administrator for the school system shall establish a Medical Panel  
2 consisting of at least three (3) general practitioners as required by Tennessee School Boards Workers'  
3 Compensation Trust policy.

4 The names of the general practitioners shall be posted in conspicuous places throughout maintenance,  
5 transportation, clerical, and professional areas of all schools. Newly hired employees will be advised of  
6 the approved Medical Panel during in-processing. Any workers' compensation claimant may choose  
7 from any of the general practitioners listed on the Medical Panel for treatment of on-the-job injuries.  
8 Any specialized treatment for such injuries must be administered by practitioners or specialists referred  
9 by the Medical Panel.

10 Substance abuse screening will be required during the initial examination of any employee seeking  
11 treatment for an on-the-job injury/accident. If the screening occurs more than seventy-two (72) hours  
12 after the incident, a hair follicle test will be administered. Refusal to submit to this testing or a subsequent  
13 positive test result may be grounds for forfeiture of Workman's Compensation benefits, disciplinary  
14 action and/or termination of employment.

15 The school system will not pay employees injured on the job amounts above the workers' compensation  
16 weekly minimum limit. Workers' Compensation currently pays the maximum as required by statute to  
17 employees injured on the job and off work for more than seven (7) days.

## 19 INJURED EMPLOYEE RE-HIRE

20 The school system will not re-hire an injured former employee for the same or similar duties after  
21 competent legal authority has determined this former employee to be unable, because of on the job  
22 injuries, to continue in his or her former position, and permanent disability payments have been  
23 negotiated.

## 25 RESTRICTED DUTY PROGRAM

26 It shall be the responsibility of the system safety committee consisting of the Nursing Supervisor,  
27 Maintenance Supervisor, School Nutrition Supervisor and the Human Resource Supervisor to approve a  
28 "restricted duty" return to work program, when practical and medically necessary, to encourage injured  
29 employees to return to work as soon as possible. Medical documentation will be required regarding

1 limitations/restrictions and timeframe. Once the committee reviews the documentation, the committee  
2 will make a decision and communicate the decision to the injured employee’s immediate supervisor. The  
3 immediate supervisor will communicate the decision to the employee.

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Legal References

1. TCA 50-6-407
2. TCA 50-6-204(a)(3)(A)(i)

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Cross References

- Sick Leave 5.302  
Physical Assault Leave 5.307

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Curriculum Development</b>	Descriptor Code: <b>4.200</b>	Issued Date: <b>08/26/21</b>
		Rescinds: <b>4.700</b>	Issued: <b>01/07/08</b>

## 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.<sup>1</sup>

4 The curriculum shall include those subjects and topics required by state and federal laws and  
5 regulations.<sup>2</sup> 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.<sup>1</sup>

## 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.

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### 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

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### 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: <b>Review: Annually, in November</b>	Descriptor Term: <b>Class Size Ratios</b>	Descriptor Code: <b>4.201</b>	Issued Date: <b>07/25/24</b>
		Rescinds: <b>4.201</b>	Issued: <b>01/26/23</b>

## 1 **General<sup>1</sup>**

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	18	20
4-6 Grade	25	30
7-12 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). <sup>2</sup>

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

# Cumberland County Board of Education

Monitoring:  <b>Review: Annually, in November</b>	Descriptor Term:  <h2 style="text-align: center;">Special Education</h2>	Descriptor Code: <h3 style="text-align: center;">4.202</h3>	Issued Date: <h3 style="text-align: center;">01/26/23</h3>
		Rescinds: <h3 style="text-align: center;">4.202</h3>	Issued: <h3 style="text-align: center;">02/26/09</h3>

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,<sup>1</sup> and all applicable state<sup>2</sup> and federal<sup>3</sup> 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.<sup>4</sup>

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**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

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**Cross Reference:**

Special Education Students 6.500

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Special Programs</b>	Descriptor Code: <b>4.206</b>	Issued Date: <b>02/23/23</b>
		Rescinds: <b>4.206</b>	Issued: <b>10/28/21</b>

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 INSTRUCTION<sup>1</sup>**

9 The Homebound Instruction Program is for students who, because of a medical condition are unable to  
10 attend the regular instructional program<sup>1</sup>. 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<sup>1,2</sup>**

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.<sup>2</sup> 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

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#### Legal References

1. TCA 49-10-1101; TRR/MS 0520-01-02-.10
2. TRR/MS 0520-01-13-.01(d)(1)

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#### 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: <b>Review: Annually, in November</b>	Descriptor Term: <b>Virtual Education Program</b>	Descriptor Code: <b>4.212</b>	Issued Date: <b>06/19/25</b>
		Rescinds: <b>4.212</b>	Issued: <b>01/26/23</b>

## 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.<sup>1</sup>

6 Class size ratios for the virtual education program shall comply with the requirements as outlined in  
7 state law.<sup>2</sup>

8 Virtual education programs<sup>3</sup> 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 2. Continuity of educational service for students who are homebound;<sup>4</sup>
- 11 3. Continuity of educational service for students who are quarantining;<sup>5</sup>
- 12 4. Continuity of educational service for students enrolled in an alternative school;<sup>6</sup>
- 13 5. Continuity of educational service when the district utilizes remote instruction due to dangerous  
14 or extreme weather conditions, a serious outbreak of illness affecting or endangering students  
15 or staff, or during the administration of end of course examinations or other examinations as  
16 allowed per state law; or<sup>7</sup>
- 17 6. Continuity of educational service when the district utilizes hybrid instruction due to dangerous  
18 or extreme weather conditions, or an emergency, as determined by the Director of Schools.<sup>8</sup>

## 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 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.

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**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: <b>Review: Annually, in November</b>	Descriptor Term: <b>Family Life Education</b>	Descriptor Code: <b>4.213</b>	Issued Date: <b>07/25/24</b>
		Rescinds: <b>4.213</b>	Issued: <b>01/26/23</b>

1 A family life education program shall be implemented within the school district in compliance with state  
2 law.<sup>1</sup>

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: <sup>2</sup>

- 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.<sup>3</sup>

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.<sup>4</sup>

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,<sup>5</sup> 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 **REPORTING<sup>2</sup>**

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: <b>Review: Annually, in November</b>	Descriptor Term: <b>Use of Copyrighted Materials</b>	Descriptor Code: <b>4.404</b>	Issued Date: <b>01/26/23</b>
		Rescinds: <b>4.404</b>	Issued: <b>02/06/97</b>

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,<sup>1</sup>  
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.

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Legal Reference:

1. Title 17 of the U.S.C.A.

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Cross References:

Web Pages 4.407

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Web Pages</b>	Descriptor Code: <b>4.407</b>	Issued Date: <b>01/26/23</b>
		Rescinds: <b>4.407</b>	Issued: <b>06/01/00</b>

## 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 student<sup>1</sup> 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.

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### Legal Reference:

1. 20 U.S.C.A. 1232 g (a)(5)(A)(B)

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### 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: <b>Review: Annually, in December</b>	Descriptor Term: <b>Parent and Family Engagement</b>	Descriptor Code: <b>4.502</b>	Issued Date: <b>02/23/23</b>
		Rescinds: <b>4.502</b>	Issued: <b>01/26/23</b>

## 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:<sup>1</sup>

- 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.<sup>2</sup> 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 PARTNERSHIPS<sup>1</sup>**

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:<sup>1</sup>

- 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.

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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

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Cross References

- English Learners 4.207  
 Homeless Students 6.503



# Cumberland County Board of Education

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

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.<sup>1</sup>

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)<sup>2</sup>**

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**

<b>Course Type</b>	<b>A (90–100)</b>	<b>B (80–89)</b>	<b>C (70–79)</b>	<b>D (60–69)</b>	<b>F (Below 60)</b>
<b>Regular Course</b>	4.0	3.0	2.0	1.0	0.0
<b>Honors Course</b>	4.5	3.5	2.5	1.5	0.0
<b>AP / IB / Dual Enrollment / SDC/ LDC</b>	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 SCHOLARSHIPS<sup>3</sup>**

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](http://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.<sup>4</sup>

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### 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\(f\)](#)

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### 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: <b>Review: Annually, in November</b>	Descriptor Term: <b>Reporting Student Progress</b>	Descriptor Code: <b>4.601</b>	Issued Date: <b>06/19/25</b>
		Rescinds: <b>4.601</b>	Issued: <b>02/23/23</b>

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.<sup>1</sup> 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.<sup>1</sup>

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.<sup>2</sup>

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.<sup>3</sup> 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).<sup>4</sup>

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### 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: <b>Review: Annually, in March</b>	Descriptor Term: <b>Accelerated and Advanced Credit</b>	Descriptor Code: <b>4.6012</b>	Issued Date: <b>12/01/22</b>
		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,<sup>1</sup> except in American History.<sup>2</sup> 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.

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Legal References

1. TRR/MS 05520-1-3-.06(2)
2. TCA 49-6-1202

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Cross References

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Graduation Recognition/Latin Classification</b>	Descriptor Code: <b>4.602</b>	Issued Date: <b>04/25/24</b>
		Rescinds: <b>4.602</b>	Issued: <b>07/27/23</b>

~~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

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Cross References

Grading System 4.600

Graduation Requirements 4.605

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Promotion and Retention</b>	Descriptor Code: <b>4.603</b>	Issued Date: <b>01/23/25</b>
		Rescinds: <b>4.603</b>	Issued: <b>07/25/24</b>

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.<sup>1</sup>

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

- 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;<sup>3</sup>
- 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 1<sup>st</sup> deadline if the delay in identifying a  
24 student is due to:<sup>4</sup>

- 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 RETENTION<sup>5</sup>**

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 PLANS<sup>6</sup>**

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.<sup>7</sup>

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.<sup>8</sup>

## 31 **RETENTION<sup>7</sup>**

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 – General<sup>9</sup>*

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*<sup>10</sup>

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*<sup>10</sup>

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*<sup>11</sup>

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**<sup>8,12</sup>

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.<sup>13</sup>

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 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: <b>Review: Annually, in December</b>	Descriptor Term: <b>Graduation Requirements</b>	Descriptor Code: <b>4.605</b>	Issued Date: <b>07/27/23</b>
		Rescinds: <b>4.605</b>	Issued: <b>10/28/21</b>

## 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:<sup>1</sup>

- 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;<sup>2</sup> and
- 11 5. Pass a United States civics test.<sup>3</sup>

## 12 **SPECIAL EDUCATION STUDENTS**<sup>4</sup>

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:<sup>5</sup>

- 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:<sup>1,4</sup>

- 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 10<sup>th</sup> 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:<sup>4</sup>

- 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.<sup>6</sup>

#### 20 **EARLY GRADUATION<sup>7</sup>**

21 Student has met all Tennessee and Cumberland County Board of Education requirements for graduation.

#### 22 **“MOVE ON WHEN READY” EARLY GRADUATION<sup>7</sup>**

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 9<sup>th</sup> 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.

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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

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Cross References

Class Size Ratios 4.201  
Alternative Credit Options 4.209  
Graduation Recognition/Latin Classification 4.602

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Graduation Activities</b>	Descriptor Code: <b>4.606</b>	Issued Date: <b>01/26/23</b>
		Rescinds: <b>4.606</b>	Issued: <b>05/23/20</b>

- 1 Students who have met all graduation requirements may participate in graduation activities.<sup>1</sup>
- 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.<sup>2</sup>
- 7 Graduation ceremonies shall be physically accessible to all students, their parent(s)/guardian(s), and  
8 other interested citizens.<sup>3</sup>
- 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.<sup>4</sup> 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.<sup>5</sup>
- 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

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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

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Cross References

Section 504 & ADA Grievance Procedures 1.802  
Student Fees and Fines 6.709

## Cumberland County Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Maintaining Test and Data Security</b>	Descriptor Code: <b>4.701</b>	Issued Date: <b>02/23/23</b>
		Rescinds: <b>4.701</b>	Issued: <b>02/28/19</b>

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.<sup>1</sup>

- 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.<sup>2</sup>

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.<sup>3</sup>

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### 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: <b>Review: Annually, in April</b>	Descriptor Term: <b>Personnel Records</b>	Descriptor Code: <b>5.114</b>	Issued Date: <b>05/25/23</b>
		Rescinds: <b>5.114</b>	Issued: <b>05/24/18</b>

1 The Director of Schools/designee(s) shall be authorized to maintain personnel records and to permit  
2 inspection of the same. The following records shall be maintained for all employees as appropriate in  
3 the office of the Director of Schools:

- 4 1. Employee applications and contracts;
- 5 2. Professional certificates and other documents required by state and federal laws and  
6 regulations;<sup>1</sup>
- 7 3. Cumulative information files:
  - 8 a. Date and place of birth
  - 9 b. Work history
  - 10 c. Qualifications
  - 11 d. Physical exams
  - 12 e. Evaluations (non-teachers)
  - 13 f. Military Service
  - 14 g. Criminal history record information

15 All employment will be contingent upon all required documentation (ex. ~~pre-employment physical~~,  
16 drug test, background check, parapro test completion, etc.) being satisfactorily completed before his or  
17 her first day of employment.

18 The following guidelines regarding records and files shall be followed:

- 19 1. Information contained in personnel records shall be limited to job-related matters;
- 20
- 21 2. The Director of Schools shall be responsible for notifying all employees of the types of  
22 information kept and its uses;
- 23
- 24 3. Employees shall be granted an opportunity to respond in writing to material placed in records;
- 25
- 26 4. Employee records are public records, except for medical records and matters deemed  
27 confidential by law, and shall be open for inspection during regular business hours;<sup>2</sup>
- 28
- 29 5. In accordance with federal law, the district shall release information regarding the professional  
30 qualifications and degrees of teachers and the qualifications of paraprofessionals to parents  
31 upon request for any teacher or paraprofessional who is employed by a school receiving Title I  
32 funds and who provides instruction to their child at that school;<sup>3</sup>
- 33

34 6. Members of the public may not obtain the home telephone number, personal cell phone  
35 number, bank account information, social security number, residential street address, driver  
36 license information (except where driving or operating a vehicle is considered to be a part of  
37 the employee's duties), of an employee or of the immediate family members or household  
38 members of an employee, unless release of this information is expressly authorized by the  
39 employee;<sup>4</sup>

40  
41 7. A record of the person inspecting and the date of inspection shall be recorded; and

42  
43 8. Copies of administrative records may be made under rules determined by the director of  
44 schools.<sup>5</sup>

45 Teacher evaluations and other instruments of communication between the teacher and the principal  
46 will be maintained in a secured file in the principal's office, of the school of assignment. Similar files  
47 of principals and supervisors shall be maintained in the office of the Director of Schools.

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Legal References

1. TCA 49-2-301(b)(1)(M)
2. TCA 10-7-503, 504
3. 20 USCA § 6311(g)(2)
4. TCA 10-7-504(f)(1)
5. TCA 10-7-506; TCA 49-2-301(b)(1)(CC); TCA 8-50-108

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Cross References

School District Records 1.407

# Cumberland County Board of Education

Monitoring: <b>Review: Annually in April</b>	Descriptor Term: <b>Procedure for Granting Tenure</b>	Descriptor Code: <b>5.117</b>	Issued Date: <b>05/25/23</b>
		Rescinds: <b>5.117</b>	Issued: <b>07/22/21</b>

## 1 **General**

2 To attain tenure,<sup>1</sup> a teacher shall: (1) meet tenure eligibility requirements; (2) be renewed and  
3 recommended by the Director of Schools; and (3) receive a majority vote of the Board.

## 4 **TENURE ELIGIBILITY<sup>2</sup>**

5 A teacher that meets the following requirements is eligible for tenure:

- 6 1. Has a degree from an approved four-year college or any career and technical teacher who has  
7 the equivalent amount of training established and is licensed by the State Board of Education;
- 8 2. Holds a valid teaching license issued by the State Board of Education, based on training  
9 covering the subjects or grades taught;
- 10 3. Has completed a probationary period of five (5) school years or not less than forty-five (45)  
11 months within the last seven-year period with the last two (2) years being employed in a regular  
12 teaching position rather than in the interim position; and
- 13 4. Received evaluations demonstrating an overall performance effectiveness level of “above  
14 expectations” or “significantly above expectations” proved by the evaluation guidelines  
15 adopted by the State Board of Education during the last two (2) years of their probationary  
16 period.

17 If a teacher has met all other requirements for tenure eligibility but has not acquired an official  
18 evaluation score during the last one (1) or two (2) years of the probationary period due to allowable  
19 circumstances outlined in state law, he/she may utilize the most recent two (2) years of available  
20 evaluation scores achieved during the probationary period to become eligible for tenure.<sup>3</sup>

## 21 **ACQUISITION OF TENURE STATUS**

22 Once a teacher is eligible for tenure, he/she shall be either recommended by the Director of Schools for  
23 tenure or nonrenewed. If tenure is denied by the Board, the teacher shall be dismissed.<sup>4</sup>

24 The following additional guidelines shall apply:

- 25
- 26 1. The Director of Schools will recommend persons eligible for tenure at a Board meeting in  
27 ample time to send notice of non-renewal to each teacher not recommended for tenure within  
28 five (5) business days following the last instructional day for the school year.<sup>5</sup>
- 29 2. The decision to grant tenure is solely within the discretion of the Board.<sup>6</sup> Only those teachers  
30 who receive a majority vote of the membership of the Board will be granted tenure.<sup>7</sup>
- 31 3. A teacher who is eligible for tenure, but tenure is denied by the Board, shall not be rehired

1 beyond the current contract year.<sup>4</sup>

## 2 **TEACHER RETURNING TO EMPLOYMENT**

3 A teacher who has attained tenure status in a school district may return to a probationary period upon  
4 reemployment. ~~and later resigns shall~~ Specifically, if a teacher resigns from a school system and later  
5 returns, the teacher must serve a two (2) year probationary period upon reemployment unless the probationary  
6 period is waived by the Board of Education upon request of the Director of Schools. During this period,  
7 the teacher must receive evaluations demonstrating an overall performance effectiveness level of above  
8 expectations or significantly above expectations to be eligible for tenure. Upon completion of the two  
9 (2) year probationary period, the teacher shall be eligible for tenure and shall be either recommended by  
10 the Director of Schools for tenure or non-renewed; If tenure is denied by the Board, the teacher shall be  
11 dismissed.<sup>8</sup>

## 12 **TEACHER TRANSFERRING FROM ANOTHER SCHOOL DISTRICT<sup>9</sup>**

13 A tenured or nontenured teacher with five (5) or more years of prior service that transfers from another  
14 school district to begin employment in the Cumberland County School District shall serve the regular  
15 probationary period. The Board, upon the recommendation of the Director of Schools, may waive the  
16 probationary period and grant tenure status or shorten the probationary period.

17 If a nontenured teacher with fewer than five (5) years of service transfers from another school district,  
18 such teacher shall not be eligible for tenure status until the teacher has served at least five (5) years when  
19 service in both school districts is counted.

20 All tenure decisions made under this section are subject to the requirements concerning overall teacher  
21 performance effectiveness levels.

## 22 **TEACHER RETURNING TO PROBATIONARY STATUS<sup>10</sup>**

23 Any tenured teacher who receives two (2) consecutive years of evaluations demonstrating an overall  
24 performance effectiveness level of “below expectations” or “significantly below expectations” shall be  
25 returned to probationary status by the Director of Schools until the teacher has received two (2)  
26 consecutive years of evaluations demonstrating an overall performance effectiveness level of “above  
27 expectations” or “significantly above expectations.”

28 When a teacher who has returned to probationary status has received two (2) consecutive years of  
29 evaluations demonstrating an overall performance effectiveness level of “above expectations” or  
30 “significantly above expectations,” the teacher is again eligible for tenure and shall be either  
31 recommended by the Director of Schools for tenure or nonrenewed; provided, however, that the teacher  
32 shall be dismissed if tenure is denied by the Board.<sup>4</sup>

33 This section does not apply to teachers who acquired tenure prior to July 1, 2011.

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Legal References

1. TCA 49-5-501(11)(A)
2. TCA 49-5-503
3. Public Acts of 2021, Special Legislative Session  
Chapter No. 2
4. TCA 49-5-504(b)
5. TCA 49-5-409
6. TCA 49-2-203(a)(1)
7. TCA 49-2-202(g)
8. TCA 49-5-504(d)
9. TCA 49-5-509
10. TCA 49-5-504(e), (f)

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Cross References

- Separation Practices for Tenured Teachers 5.200  
Separation Practices for Non-Tenured Teachers 5.201

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term:  <b>Background Investigations</b>	Descriptor Code: <b>5.118</b>	Issued Date: <b>04/27/23</b>
		Rescinds: <b>5.118</b>	Issued: <b>09/27/18</b>

## 1 **General**

2 Background checks shall be required for applicants, employees, contract workers, and volunteers.<sup>1</sup>

3 The Director of Schools/designee shall develop any necessary corresponding procedures.

## 4 **APPLICANTS AND EMPLOYEES**

5 To ensure the safety and welfare of students and staff, the district shall require criminal history  
6 background checks and fingerprinting of applicants for teaching positions and any other positions that  
7 require proximity to children. Further, applicants who (1) have been identified by the Department of  
8 Children's Services as perpetrators of child abuse, severe child abuse, child sexual abuse, or child  
9 neglect, or who pose an immediate threat to the health, safety, or welfare of children; or (2) who are  
10 listed on the state's abuse of vulnerable persons registry maintained by the Department of Health; or (3) listed  
11 on the [Federal Sexual Offender Registry](#) shall not be employed.<sup>2</sup> Any costs incurred to perform these background  
12 checks and fingerprinting shall be paid by the applicant.<sup>3</sup>

13 Background checks shall be required of these employees at least once every five (5) years after the date  
14 of hire.<sup>1</sup>

## 15 **USE AND DISSEMINATION**

16 Fingerprints or other approved forms of positive identification shall be submitted with all requests for  
17 criminal history record checks for non-criminal justice purposes.<sup>4</sup> The Director of Schools shall ensure  
18 the Originating Agency Identifier number is on file at all times.

19 Tennessee and FBI ~~Criminal History Record Information~~ ("CHRI") [Criminal Justice Information Service](#)  
20 ("[CJIS](#)") obtained by the district shall be solely used to verify criminal violation(s) and shall not be  
21 disseminated. Results shall be considered confidential and only accessible to district personnel identified by  
22 the Director of Schools. ~~CHRI~~ [CJIS](#) shall only be accessed by authorized personnel in the performance of  
23 their duties and shall never be released to the public.

24 All persons directly associated with the accessing, maintaining, processing, dissemination or  
25 destruction of ~~CHRI~~ [CJIS](#) must sign an awareness statement and shall indicate that they have been specially  
26 trained on the subject. The training shall provide those with access to criminal history record  
27 information with a working knowledge of federal and state regulations and laws governing the security  
28 and processing of criminal history information. The Director of Schools is responsible for ensuring that

1 authorized personnel receive such training within 60 days of employment or job assignment and every  
2 three years.

### 3 RETENTION AND SECURITY

4 The Director of Schools shall develop procedures to ensure ~~CHRI~~ CJIS is stored in a secure location. Areas  
5 in which ~~CHRI~~ CJIS is processed and handled shall be restricted to authorized personnel identified by the  
6 Director of Schools. The area shall be out of the view of the public and unauthorized personnel. The  
7 Director of Schools shall maintain a list of all employees who have access to, can process, disseminate,  
8 and/or destroy ~~CHRI~~ CJIS.

### 9 DISPOSAL OF ~~CHRI~~ CJIS

10 When ~~CHRI~~ CJIS is no longer needed, it shall be destroyed by burning, shredding or other method  
11 rendering the information unreadable. Record destruction must be conducted under the supervision of the  
12 Director of Schools.

13

### 14 MISUSE

15 Employees who misuse ~~CHRI~~ CJIS or violate this policy shall be subject to disciplinary action up to and  
16 including termination. Any employee with knowledge of misuse shall immediately report a violation to  
17 the Director of Schools.

18

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#### Legal References

1. Public Acts of 2018, Chapter No. 1006
2. TCA 49-5-406 (a)(1) TCA 49-5-403;  
TCA 49-5-413(a)(2),(e)
3. TCA 49-5-413 (c)
4. 42 U.S.C. § 14616 (a)

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#### Cross References

Application and Employment 5.106

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Suspension/Dismissal of Non-Certified Employees</b>	Descriptor Code: <b>5.202</b>	Issued Date: <b>04/27/23</b>
		Rescinds: <b>5.202</b>	Issued: <b>04/27/17</b>

## 1 SUSPENSION

2 A Director of Schools/designee may suspend an employee at any time when deemed necessary.<sup>1</sup> Before  
3 an employee is suspended, he/she shall be: (1) provided with reasons for the suspension; (2) given  
4 an opportunity to respond; and (3) given a written decision of the suspension.

5 Under no circumstances shall a Director of Schools suspend an employee with pay. If reinstated, the  
6 employee shall be paid full salary for the period of suspension, unless suspension without pay is deemed  
7 to be an appropriate penalty.

## 8 DISMISSAL

9 The Director of Schools may dismiss any classified employee during the contract year for  
10 incompetence, inefficiency, insubordination, improper conduct, or neglect of duty.

~~11 The Director of Schools may either choose to provide the employee with a hearing or give the  
12 employee the opportunity for a hearing before the Personnel Hearing Authority (PHA). Requests  
13 for hearings must be filed in writing within ten (10) days of notification.~~

## 14 NONRENEWAL

15 Non-certified personnel shall be notified of non-renewal within five (5) business days following the last  
16 instructional day for the school year.<sup>2</sup>

## 17 RESIGNATION

18 Support personnel shall give the immediate supervisor written notice of resignation at least two (2) weeks  
19 (ten (10) working days) in advance of the effective date of voluntary termination. The ten (10) working  
20 days may be waived by the director of schools for justifiable reason.

21 The immediate supervisor shall forward copies the day received to the Director of Schools' office. The  
22 payroll office will prepare final payment for the next appropriate scheduled pay day.

## 23 RETIREMENT

24 Retirement shall mean a termination of services under conditions which will allow the employee to draw  
25 benefits from retirement plans and/or social security benefits. Employees eligible for retirement benefits  
26 may elect to retire at any age according to the provisions of the retirement system.

1 Central office personnel shall assist employees in securing retirement benefits; however, it shall be the  
2 responsibility of the retiring employee to obtain verification of eligibility in writing from Tennessee  
3 Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility of the  
4 retiring employee to file for eligible benefits. Employees who retire under Tennessee Consolidated  
5 Retirement System (TCRS) may be employed up to one-hundred-twenty (120) days per year without  
6 loss of retirement benefits.  
7

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Legal References

1. TCA 49-2-301(b)(1)(EE)—(FF)
2. TCA 49-2-301(b)(1)(FF)

## Cumberland County Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <h3 style="text-align: center;">Short Term Leaves of Absence</h3>	Descriptor Code: <b>5.300</b>	Issued Date: <b>05/25/23</b>
		Rescinds: <b>5.300</b>	Issued: <b>05/25/17</b>

1 Short-term leaves of absence shall consist of the following: Emergency, legal, sick, personal, and  
 2 professional leave.<sup>1</sup>

3 **UNAUTHORIZED ABSENCES**

4 An employee who is absent from his assigned work location or schedule for three (3) or more days  
 5 without official leave approval from supervisory personnel shall be considered absent without authorized  
 6 leave. In such cases, the Cumberland County School System shall regard the job as abandoned, and it  
 7 will be recommended to the Director of Schools that the employee be terminated, unless he/she can  
 8 provide acceptable and verifiable evidence of extenuating circumstances.

9 Employees who are absent without notice or authorization for less than three (3) days, and who  
 10 subsequently report to work, shall provide a detailed written reason for such absence and, regardless of  
 11 stated reasons, may be subject to disciplinary action, up to and including dismissal.  
 12

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Legal References

1. TRR/MS 0520-1-2-.04(8)

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Cross References

- Emergency & Legal Leave 5.301
- Sick Leave 5.302
- Personal & Professional Leave 5.303
- Vacations and Holidays 5.310

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term:  <b>Sick Leave</b>	Descriptor Code: <b>5.302</b>	Issued Date: <b>07/27/23</b>
		Rescinds: <b>5.302</b>	Issued: <b>05/25/23</b>

## 1 PROFESSIONAL PERSONNEL

2 Professional personnel shall earn one (1) day of sick leave for each month employed during the school  
3 year, and these days shall accumulate for an unlimited number of days.<sup>1</sup>

4 Sick leave shall be defined as: illness of an ~~teacher~~ **employee** from natural causes or accident,  
5 quarantine, or illness or death of a member of the immediate family of an **employee** ~~a teacher~~,  
6 including the ~~employee's~~ wife or husband, parents, grandparents, children, grandchildren, brothers,  
7 sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, and sister-in-law.<sup>2</sup>

8 A signed statement listing the cause of absence shall be provided by the employee on forms furnished  
9 by the Director of Schools and shall promptly be given to the immediate supervisor in support of all  
10 claims for sick leave pay. A falsified statement shall be grounds for dismissal.

11 A physician's certificate may be required, on forms furnished by the Board in support of any claim for  
12 sick leave pay.

13 The supervisor/designee shall immediately notify the Director of Schools' office if an employee  
14 is absent beyond the limit of his/her sick leave accumulation.

15 Permanent, cumulative sick leave records for each active professional employee shall be kept in  
16 the Director of Schools' office or readily available from the county finance department.

17 Upon employment transfer of accumulated sick leave from another Tennessee school district may be  
18 credited when the Director of Schools of the district in which the accumulated leave was held  
19 provides notarized verification.<sup>3</sup>

## 20 SUPPORT PERSONNEL

21 Support personnel shall earn one (1) day of sick leave for each month an employee is employed.

22 At the termination of the employment of any employee, all unused sick leave accumulated by the employee  
23 shall be terminated or donated.

24 The immediate supervisor may require a physician's certificate stating the reason for absence.

## 25 SICK LEAVE BANK

26 The purpose of the sick leave banks is to provide sick leave to all personnel<sup>4</sup> who have suffered an  
27 unplanned personal illness, injury, disability, or quarantine and whose personal sick leave is exhausted.

- 1 To form a sick leave bank, a minimum of twenty (20) employees from the school district shall petition  
 2 the Board for permission to establish a sick leave bank.<sup>5</sup> Upon approval, sick leave bank trustees shall  
 3 be appointed and shall operate as the governing body of the sick leave bank and shall enact rules and  
 4 regulations consistent with state law.<sup>6</sup> Employees wishing to participate shall initially give a maximum  
 5 of three (3) days of sick leave. These days are to be deducted from the employee's personal  
 6 accumulation and donated to the sick leave bank. Donations of sick leave to the bank are  
 7 nonrefundable and nontransferable.<sup>7</sup>
- 8 At any time, the number of days in the sick leave bank is less than twenty (20), or one (1) per  
 9 employee if there are more than twenty (20) members, or at any time deemed advisable, the trustees  
 10 shall assess each member one (1) or more days of accumulated sick leave. If an employee has no  
 11 accumulated sick leave at the time of assessment, the first earned days shall be donated as they are  
 12 accrued by the employee.<sup>7</sup>
- 13 An employee who is a member of the sick leave bank may request an allotment of days (for the  
 14 employee's personal illness or on account of an illness of his/her minor child) in the manner designated  
 15 by the trustee. The need for these days shall be verified by a statement from a physician.<sup>8</sup>
- 16 By written notice to the trustees, an employee may withdraw from bank participation on June 30<sup>th</sup> of  
 17 any year.<sup>9</sup> Membership withdrawal results in forfeiture of all days contributed.
- 18 The sick leave bank shall be operated in accordance with state law.<sup>10</sup>

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 Legal References

1. TCA 49-5-710(a)(1)
2. TRR/MS 0520-01-02-.04(2)
3. TCA 49-5-710(a)(5)
4. TCA 49-5-811
5. TCA 49-5-803
6. TCA 49-5-804; TCA 49-5-805
7. TCA 49-5-807
8. Public Acts of 2023, Chapter No. 151
9. TCA 49-5-808(j)
10. TCA 49-5-801 *et seq.*

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 Cross References

- Workers' Compensation 3.602
- Orientation and Probation 5.107
- Short Term Leaves of Absence 5.300
- Family and Medical Leave 5.305
- Physical Assault Leave 5.307

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Extracurricular Activity Drug Testing</b>	Descriptor Code: <b>6.3071</b>	Issued Date: <b>02/23/12</b>
		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: <b>Review: Annually, in April</b>	Descriptor Term: <b>Safe Relocation of Students</b>	Descriptor Code: <b>6.4081</b>	Issued Date: <b>05/25/23</b>
		Rescinds: <b>6.4081</b>	Issued: <b>07/22/21</b>

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.<sup>1</sup> 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.<sup>2</sup>  
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.<sup>1</sup>

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.

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## Legal References

1. TCA 49-6-2802
2. TCA 39-11-603, TCA 39-11-609-614

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## 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: <b>Review: Annually, in November</b>	Descriptor Term: <b>Prayer and Period/Moment of Silence</b>	Descriptor Code: <b>4.805</b>	Issued Date: <b>01/26/23</b>
		Rescinds: <b>4.805</b>	Issued: <b>02/06/97</b>

1 There shall be no school-sponsored or school-directed public prayer at any school-sponsored or school-  
2 directed activity<sup>1</sup>, but a period of silence<sup>2</sup> 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.](#)

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Legal References:

1. *Lee v. Weisman*, 505 U.S. 112 S. Ct.2649, 120 L. Ed.2d 467 (1992)

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Cross Reference:

Student Equal Access 4.802

2. TCA 49-6-1004

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in October</b>	Descriptor Term: <b>Facilities Planning</b>	Descriptor Code: <b>3.208</b>	Issued Date: <b>01/26/23</b>
		Rescinds: <b>3.208</b>	Issued: <b>11/14/13</b>

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 **ASBESTOS<sup>1</sup>**

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.

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Legal References

1. 40 CFR §§ 763.91-93; 15 USCA §§ 2641-2656



# Cumberland County Board of Education

Monitoring:  <b>Review: Annually, in October</b>	Descriptor Term:  <h2 style="text-align: center;">Use of Unmanned Aircraft Systems and Model Aircraft in the Curriculum</h2>	Descriptor Code: <b>3.219</b>	Issued Date: <b>01/26/23</b>
		Rescinds: <b>3.219</b>	Issued: <b>05/26/16</b>

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.<sup>1,2</sup> 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.](#)

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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:  <b>Review: Annually, in October</b>	Descriptor Term:  <b>Equipment and Supplies Management</b>	Descriptor Code: <b>3.300</b>	Issued Date: <b>01/26/23</b>
		Rescinds: <b>3.300</b>	Issued: <b>06/07/07</b>

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.<sup>1</sup>

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.

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Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-23 - Section 4-25; 2 CFR § 200.311-315

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Cross References

Inventories 2.702

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in October</b>	Descriptor Term: <b>Student Transportation Management</b>	Descriptor Code: <b>3.400</b>	Issued Date: <b>01/26/23</b>
		Rescinds: <b>3.400</b>	Issued: <b>10/26/17</b>

## 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.~~<sup>1</sup>

5 Each bus shall be equipped with the phone number for reporting safety complaints. This number shall  
6 appear on the rear bumper.<sup>2</sup> [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.](#)<sup>3</sup>

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.](#)<sup>5</sup>

## 27 **TRANSPORTATION SUPERVISOR<sup>3</sup>**

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 PROCESS<sup>4</sup>**

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 **RECORDKEEPING<sup>5</sup>**

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.

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#### 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: <b>Review: Annually, in October</b>	Descriptor Term: <b>Insurance Management</b>	Descriptor Code: <b>3.600</b>	Issued Date: <b>01/26/23</b>
		Rescinds: <b>3.600</b>	Issued: <b>08/23/18</b>

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.<sup>1</sup>
- 6 3. Workers' compensation; and
- 7 4. Fidelity: Blanket bond and fiscal agent's bond as required by statute.<sup>2</sup>

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.<sup>3</sup> 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.<sup>4</sup>

## 16 **ANNUITIES<sup>5</sup>**

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.

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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

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Cross References

Payroll Procedures 2.802  
Work-Based Learning 4.211

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <h2 style="text-align: center;">Travel</h2>	Descriptor Code: <b>2.8041</b>	Issued Date: <b>10/23/25</b>
		Rescinds: <b>2.8041</b>	Issued: <b>03/21/24</b>

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 a rate up to \$63 per diem of \$68 per day\*. Cumberland County Schools will utilize the following meal  
expense rate from U.S. General Services Administration (GSA) for breakfast up to \$16.00, lunch up to  
8 \$19.00 and dinner up to \$28.00. Employees who do not regularly travel out of county and are  
9 away from their official station during normal mealtime shall be reimbursed for breakfast, lunch, and dinner.  
Based on current guidelines, Receipts are not required to be submitted, for monitoring purposes for  
reimbursement. however, CC Schools request them, to show fiscal responsibility.

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 from  
GSA for day travel only: breakfast up to \$16.00, and lunch up to \$19.00 and dinner up to \$28.

**Cumberland County Finance  
Summary Financial Statement by Sub-Fund  
December 2025**

141 General Purpose School		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
<b>Revenues</b>							
40110	Current Property Tax	1,890,277.00	(1,100,794.77)	58.23%	157,523.08	(513,339.32)	325.88%
40120	Trustee's Collections - Prior Year	52,999.00	(28,430.22)	53.64%	4,416.58	(5,675.79)	128.51%
40130	Cir Clk/Clk & Master Collections-Pr Yr	18,765.00	10,630.20	-56.65%	1,563.75	17,411.91	-1,113.47%
40140	Interest And Penalty	21,342.00	6,720.81	-31.49%	1,778.50	14,334.23	-805.97%
40210	Local Option Sales Tax	16,953,333.00	(7,446,025.17)	43.92%	1,412,777.75	(1,490,147.17)	105.48%
40270	Business Tax	3,561.00	(2,376.14)	66.73%	296.75	(280.25)	94.44%
40275	Mixed Drink Sales	57,360.00	(33,668.62)	58.70%	4,780.00	(10,136.70)	212.06%
43517	Tuition - Other	150,246.00	(89,842.52)	59.80%	12,520.50	(14,069.80)	112.37%
43570	Receipts From Individual Schools	66,000.00	(33,053.03)	50.08%	5,500.00	(12,551.66)	228.21%
43990	Other Charges For Services	15,000.00	(6,136.80)	40.91%	1,250.00	0.00	0.00%
44120	Lease/Rentals/PPP	4,240.00	(10,762.77)	253.84%	353.33	(3,455.19)	977.88%
44145	Sale Of Recycled Materials	2,500.00	(1,478.70)	59.15%	208.33	(338.30)	162.38%
44170	Miscellaneous Refunds	110,000.00	(18,281.47)	16.62%	9,166.67	(6,093.91)	66.48%
44560	Damages Recovered From Individuals	500.00	(1,048.02)	209.60%	41.67	0.00	0.00%
44570	Contributions & Gifts	16,000.00	(12,651.00)	79.07%	1,333.33	(450.00)	33.75%
44990	Other Local Revenues	14,000.00	(7,337.32)	52.41%	1,166.67	(989.66)	84.83%
46510	Tennessee Investment in Student	0.00	(26,790,830.46)	0.00%	0.00	(5,982,034.49)	0.00%
46511	Basic Education Program	51,834,178.00	0.00	0.00%	4,319,514.83	0.00	0.00%
46513	TISA - On-behalf Payments	104,172.89	0.00	0.00%	8,681.07	0.00	0.00%
46515	Early Childhood Education	1,155,840.57	(522,867.68)	45.24%	96,320.05	(124,196.56)	128.94%
46590	Other State Education Funds	1,937,014.81	(1,425,145.23)	73.57%	161,417.90	(59,702.57)	36.99%
46591	Coordinated School Health - ARRA	113,000.00	(41,322.22)	36.57%	9,416.67	(4,676.28)	49.66%
46596	Paid Parental Leave	0.00	(10,282.23)	0.00%	0.00	0.00	0.00%
46610	Career Ladder Program	80,000.00	(36,689.16)	45.86%	6,666.67	0.00	0.00%
46790	Other Vocational	3,000,000.00	(749,287.68)	24.98%	250,000.00	(202,661.32)	81.06%
46851	State Revenue Sharing -T.V.A.	0.00	(221,183.74)	0.00%	0.00	(221,183.74)	0.00%
46990	Other State Revenues	106,000.00	0.00	0.00%	8,833.33	0.00	0.00%
47590	Other Federal Through State	567,000.00	(118,104.30)	20.83%	47,250.00	(22,889.94)	48.44%
48610	Donations	5,960.00	(10,960.00)	183.89%	496.67	(5,000.00)	1,006.71%
48990	Other	0.00	(5,500.00)	0.00%	0.00	0.00	0.00%
49700	Insurance Recovery	0.00	(34,113.28)	0.00%	0.00	(22,412.50)	0.00%
	<b>Total Revenues</b>	<b>78,279,289.27</b>	<b>(38,740,821.52)</b>	<b>49.49%</b>	<b>6,523,274.11</b>	<b>(8,670,539.01)</b>	<b>132.92%</b>
<b>Expenditures</b>							
71100	Regular Instruction Program	(32,604,422.29)	14,635,879.17	44.89%	(2,717,035.19)	2,509,432.09	92.36%
71150	Alternative Instruction Program	(400,742.00)	170,607.64	42.57%	(33,395.17)	32,282.58	96.67%
71200	Special Education Program	(6,259,504.57)	2,692,318.87	43.01%	(521,625.38)	538,400.59	103.22%
71300	Career And Technical Education	(7,168,362.70)	2,907,415.70	40.56%	(597,363.56)	512,478.53	85.79%

**Cumberland County Finance  
Summary Financial Statement by Sub-Fund  
December 2025**

141 General Purpose School		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
71400	Student Body Education Program	(638,651.00)	361,210.69	56.56%	(53,220.92)	290,095.53	545.08%
72110	Attendance	(248,618.00)	133,921.33	53.87%	(20,718.17)	21,045.36	101.58%
72120	Health Services	(1,000,288.00)	437,880.94	43.78%	(83,357.33)	84,088.18	100.88%
72130	Other Student Support	(1,886,240.00)	852,604.93	45.20%	(157,186.67)	164,325.05	104.54%
72210	Regular Instruction Program	(1,533,428.00)	742,619.40	48.43%	(127,785.67)	95,914.32	75.06%
72220	Special Education Program	(1,240,829.04)	634,104.14	51.10%	(103,402.42)	204,142.92	197.43%
72230	Career And Technical Education	(649,839.00)	271,813.67	41.83%	(54,153.25)	54,970.13	101.51%
72250	Technology	(1,036,671.00)	555,275.26	53.56%	(86,389.25)	67,129.00	77.71%
72310	Board Of Education	(1,135,346.00)	741,792.08	65.34%	(94,612.17)	86,081.45	90.98%
72320	Office Of The Superintendent	(351,726.00)	179,767.33	51.11%	(29,310.50)	26,993.21	92.09%
72410	Office Of The Principal	(5,074,674.00)	2,300,119.38	45.33%	(422,889.50)	464,070.60	109.74%
72510	Fiscal Services	(386,200.00)	148,754.25	38.52%	(32,183.33)	31,667.49	98.40%
72520	Human Services/Personnel	(244,289.00)	127,316.75	52.12%	(20,357.42)	14,307.84	70.28%
72610	Operation Of Plant	(5,846,762.00)	3,165,102.48	54.13%	(487,230.17)	541,544.63	111.15%
72620	Maintenance Of Plant	(2,914,620.41)	1,051,326.12	36.07%	(242,885.03)	126,662.44	52.15%
72710	Transportation	(4,374,709.22)	1,571,593.23	35.92%	(364,559.10)	295,212.55	80.98%
73300	Community Services	(192,861.00)	90,773.36	47.07%	(16,071.75)	17,041.30	106.03%
73400	Early Childhood Education	(1,389,223.00)	569,310.38	40.98%	(115,768.58)	109,898.14	94.93%
76100	Regular Capital Outlay	(771,593.08)	448,120.10	58.08%	(64,299.42)	115,527.13	179.67%
82130	Education	(222,924.00)	18,575.00	8.33%	(18,577.00)	18,575.00	99.99%
82230	Education	(30,132.00)	2,590.00	8.60%	(2,511.00)	2,590.00	103.15%
91300	Education Capital Projects	(3,220,000.00)	892,167.47	27.71%	(268,333.33)	55,992.47	20.87%
	<b>Total Expenditures</b>	<b>(80,822,655.31)</b>	<b>35,702,959.67</b>	<b>44.17%</b>	<b>(6,735,221.28)</b>	<b>6,480,468.53</b>	<b>96.22%</b>
<b>Total</b>	<b>141</b> General Purpose School	<b>(2,543,366.04)</b>	<b>(3,037,861.85)</b>	<b>-119.44%</b>	<b>(211,947.17)</b>	<b>(2,190,070.48)</b>	<b>-</b>

**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	\$ 1,463,004	\$ 71,127
December	\$ 871,317	\$ 983,974	\$ 1,132,259	\$ 1,289,256	\$ 1,366,010	\$ 1,417,209	\$ 1,445,553	\$ 1,490,147	\$ 44,594
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		
<b>Total</b>	<b>\$ 10,270,968</b>	<b>\$ 12,220,428</b>	<b>\$ 13,775,928</b>	<b>\$ 15,736,090</b>	<b>\$ 16,092,659</b>	<b>\$ 16,620,915</b>	<b>\$ 16,953,333</b>	<b>\$ 7,446,025</b>	<b>\$ 248,863</b>

**Resolution #**  
Cumberland County, Tennessee  
General Program School Fund

WHEREAS the General budget requires revision to record receipt of the funds from the TSIN/Battelle STEM Classroom Award (grant) for North Cumberland Elementary.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 22nd day of January 2026, and by the Cumberland County Commission meeting on February 17th, 2026, that the following budget amendment be adopted.

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**General Budget Amendment**

<b>Increase Revenue:</b>		
141-48610	Citizen Group Donation	\$5,000.00
Total Increase in Revenue		\$5,000.00
<b>Increase Expenditures:</b>		
141-71100-429	Instructional Supplies	\$5,000.00
Total Increase in Expenditures		\$5,000.00

SPONSORED BY:

APPROVED BY:

---

BOE Member

Chairman of the Board

ATTEST:

Ayes: \_\_\_\_ Nays: \_\_\_\_ Abstain: \_\_\_\_

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Director of School

Sponsor: \_\_\_\_\_  
County Commissioner

Approval: \_\_\_\_\_  
County Commissioner

Attest: \_\_\_\_\_  
County Clerk

Budget Committee Vote

Ayes: \_\_\_\_ Nays: \_\_\_\_ Abstain: \_\_\_\_

**Resolution #**  
Cumberland County, Tennessee  
General Program School Fund

WHEREAS the General budget requires revision to record receipt of funds from the CSW Foundation charitable fund to the district Safe School Counselors.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 22nd day of January 2026, and by the Cumberland County Commission meeting on February 17th, 2026, that the following budget amendment be adopted.

**General Budget Amendment**

<b>Increase Revenue:</b>		
141-44570	Contributions & Gifts	\$500.00
Total Increase in Revenue		\$500.00
<b>Increase Expenditures:</b>		
141-72130-499	Other Supplies & Materials	\$500.00
Total Increase in Expenditures		\$500.00

SPONSORED BY:

APPROVED BY:

\_\_\_\_\_  
BOE Member

\_\_\_\_\_  
Chairman of the Board

ATTEST:

\_\_\_\_\_  
Director of School

Ayes: \_\_\_\_ Nays: \_\_\_\_ Abstain: \_\_\_\_

Sponsor: \_\_\_\_\_  
County Commissioner

Approval: \_\_\_\_\_  
County Commissioner

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 22nd day of January 2026, and by the Cumberland County Commission meeting on this 16th day of February 2026, that the following budget be adopted:

**Decrease Expenditures:**

141-72710-729-BROWN	Transportation Equipment	\$ 19,800.95
141-76100-799-BROWN	Other Capital Outlay	\$ 3,794.50
141-71300-730-COES	Vocational Instruction Equipment	\$ 3,000.00
141-76100-706-GMES	Building Construction	\$ 5,662.30
141-76100-799-GMES	Other Capital Outlay	\$ 1,837.70
141-71300-730-HOME	Vocational Instruction Equipment	\$ 2,000.00
141-71300-730-SMHS	Vocational Instruction Equipment	\$ 5,000.00
141-76100-706-SOUTH	Building Construction	\$ 15,000.00
141-76100-707-SOUTH	Building Improvements	\$ 4,375.00
<b>Total Decrease:</b>		<b>\$ 60,470.45</b>

**Increase Expenditures:**

141-76100-706-BROWN	Building Construction	\$ 23,595.45
141-71300-429-COES	Instructional Supplies and Materials	\$ 3,000.00
141-76100-707-GMES	Building Improvements	\$ 7,500.00
141-76100-799-HOME	Other Capital Outlay	\$ 2,000.00
141-71300-429-SMHS	Instructional Supplies and Materials	\$ 5,000.00
141-71300-429-SOUTH	Instructional Supplies and Materials	\$ 4,375.00
141-71300-730-SOUTH	Vocational Instruction Equipment	\$ 15,000.00
<b>Total Increase:</b>		<b>\$ 60,470.45</b>

SPONSORED BY:

APPROVED BY:

\_\_\_\_\_  
Chairman of the Board

\_\_\_\_\_  
BOE Member

ATTEST:

\_\_\_\_\_  
Director of Schools

Ayes: \_\_\_\_\_ Nays: \_\_\_\_\_ Abstain: \_\_\_\_\_

Sponsor: \_\_\_\_\_  
County Commissioner

Approval: \_\_\_\_\_  
County Mayor

Attest: \_\_\_\_\_  
County Clerk

Budget Committee Vote: Ayes: \_\_\_\_\_ Nays: \_\_\_\_\_ Abstain: \_\_\_\_\_

**Resolution #**  
Cumberland County, Tennessee  
General Program School Fund

WHEREAS the General budget requires revision to reallocate technology funds.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 22nd day of January 2026, that the following line item budget amendment be adopted.

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**Line Item General Budget Amendment**

**Decrease Expenditure**

<u>141-72250-350</u>	Internet	\$37,000.00
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Total Decrease in Expenditure		\$37,000.00
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**Increase Expenditures:**

<u>141-72250-336</u>	Maintenance & Repair service	\$37,000.00
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Total Increase in Expenditures		\$37,000.00
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SPONSORED BY:

APPROVED BY:

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BOE Member

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Chairman of the Board

ATTEST:

Ayes: \_\_\_\_ Nays: \_\_\_\_ Abstain: \_\_\_\_

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Director of School

**Resolution #**  
Cumberland County, Tennessee  
General Program School Fund

WHEREAS the General budget requires revision to recognize additional TVA Energy Right Funds.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 22nd day of January 2026, and by the Cumberland County Commission meeting on February 17, 2026, that the following budget amendment be adopted.

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**General Budget Amendment**

**Increase Revenue**

<u>141-46851</u>	State Revenue Sharing T.V.A.	\$221,183.74
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Total Increase in Revenue		\$221,183.74
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**Increase Expenditures:**

<u>141-91300-799</u>	Educational Capital Projects	\$221,183.74
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Total Increase in Expenditures		\$221,183.74
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SPONSORED BY:

APPROVED BY:

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BOE Member

Chairman of the Board

ATTEST:

Ayes: \_\_\_\_ Nays: \_\_\_\_ Abstain: \_\_\_\_

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Director of School

Sponsor: \_\_\_\_\_

County Commissioner

Approval: \_\_\_\_\_

County Mayor

Attest: \_\_\_\_\_

County Clerk

Budget Committee Vote

Ayes: \_\_\_\_ Nays: \_\_\_\_ Abstain: \_\_\_\_

Amendment # \_\_\_\_\_  
Cumberland County, Tennessee  
Federal Program School Fund

WHEREAS, the Perkins Basic Grant required a revision to increase Industry Certifications and reduce Instructional Supplies and Materials.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 22nd day of January 2026, that the following budget amendment be adopted:

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Federal Grant Perkins Basic Budget Amendment

Decrease Expenditures:			
142-801-71300-429	Instructional Supplies and Materials		\$ 10,000.00
	<b>Total Decrease:</b>		<b>\$ 10,000.00</b>

Increase Expenditures:			
142-801-71300-499	Other Supplies and Materials		\$ 10,000.00
	<b>Total Increase:</b>		<b>\$ 10,000.00</b>

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: \_\_\_\_\_

**Budget Amendment # \_\_\_\_\_**  
**Cumberland County, Tennessee**  
**Federal Program School Fund**

WHEREAS, the Federal Title I Budget required a revision to match TDOE approved line items in ePlan.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 22nd day of January 2026, that the following budget amendment be adopted:

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**Federal Title I Budget Amendment**

Increase Revenue: 142-101-47141 \$5,798.20

Decrease Expenditures:

Total Decrease in Expenditures \$0.00

Increase Expenditures:

142-101-72130-599	Other Charges	\$1,473.85
142-101-99100-504	Indirect Cost	\$4,324.35

Total Increase in Expenditures \$5,798.20

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:



**Budget Amendment # \_\_\_\_\_**  
**Cumberland County, Tennessee**  
**Federal Program School Fund**

WHEREAS, the Federal Title III Budget required a revision to match TDOE approved line items in ePlan.  
THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 22nd day  
of January 2026, that the following budget amendment be adopted:

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**Federal Title III Budget Amendment**

Increase Revenue: 142-301-47146 \$119.05

Decrease Expenditures:

Total Decrease in Expenditures \$0.00

Increase Expenditures:

142-301-71100-429                      Instructional Supplies and Materials \$119.05

Total Increase in Expenditures \$119.05

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 funds designated to minimize charges incurred for storage and distribution of USDA foods from state-contracted warehouses.

WHEREAS the Departments of Agriculture and Education receive formula-based federal funds for state administrative expenses (SAE), and USDA has a specific list of allowable state-level expenses for which these funds can be used. Included in USDA's definition of "state-level" is the storage/distribution costs paid by SFAs to state-contracted warehouses. The availability of funds will fluctuate each year, and the rebate program may or may not occur in the future depending on funding levels.

THEREFORE, be it resolved that the following budget amendment be approved by the Cumberland County Board of Education meeting this 22<sup>nd</sup> day of **January 2026** and adopted by the Cumberland County Commission meeting this \_\_\_\_\_ day of **February 2026**.

**INCREASE REVENUES:**

143.47114 USDA Other	\$2,920.32
<b>TOTAL INCREASE:</b>	<b>\$2,920.32</b>

**INCREASE EXPENDITURES:**

143.73100.354 Transportation – USDA Foods/Commodity Delivery	\$2,920.32
<b>TOTAL INCREASE:</b>	<b>\$2,920.32</b>

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: \_\_\_\_\_



**To:** Eligible School Food Authorities  
**From:** Grant Pulse, Commodity Administrator  
**Date:** December 8, 2025  
**Subject:** Rebate of Costs Paid to State Contracted Warehouses for Storage and Distribution of USDA Foods

Tennessee Department of Agriculture (TDA) is issuing rebates to school food authorities (SFAs) to minimize charges incurred for storage and distribution of USDA foods from state contracted warehouses during the 2025 Federal Fiscal Year.

TDA receives formula based federal funds for state administrative expenses (SAE) and USDA has a specific list of allowable state level expenses for which these funds can be used. Included in USDA's definition of "state level" is the storage/distribution cost paid by SFAs to state contracted warehouses. (USDA won't allow rebates for costs incurred by SFAs who opt out of or bypass state owned or state contracted warehousing.) TDA uses excess SAE funds to reduce SFAs' warehousing costs and make USDA foods more cost effective by issuing rebates. The amount of excess funds available for rebates will fluctuate each year and the rebate program may or may not occur in the future depending on funding levels. However, if previous years' funding levels continue, SFAs will receive another rebate next fall to minimize costs incurred during the 2025 Federal Fiscal Year.

- The rebate will be processed by TDA and received by the SFA via the payment method used by Tennessee Department of Education's School Nutrition Program.
- As of the date of the rebate, the SFA must be a participant in the National School Lunch Program and currently eligible for USDA foods.
- TDA calculates each SFA's fair share of available funds using Education's year-end report of total lunches. Documentation of the number of lunches and actual warehouse costs used to calculate the rebate is on file in the Commodity Distribution Office.
- The SFA must deposit this rebate of storage and distribution fees into the nonprofit school food service account, as required by USDA. Per the Department of Education, the SFA should use 10.555 as the CFDA number, record the rebate as revenue (47114), and use a cost center for it.

If you have any questions, please contact Grace Powers at [grace.powers@tn.gov](mailto:grace.powers@tn.gov) or at (615) 837-5332.

**Budget Amendment # \_\_\_\_\_**  
**Cumberland County, Tennessee**  
**Federal Program School Fund**

WHEREAS, the Federal Title II Budget required a revision to match TDOE approved line items in ePlan.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 22nd day of January 2026, that the following budget amendment be adopted:

---

**Federal Title II Budget Amendment**

Increase Revenue: 142-201-47189 \$69.00

Decrease Expenditures:

142-201-72210-399                      Other Contracted Services                      \$134,516.98

Total Decrease in Expenditures \$134,516.98

Increase Expenditures:

142-201-71100-195                      Certified Substitute Teachers                      \$1,000.00  
142-201-71100-198                      Non-Certified Substitute Teachers                      \$3,000.00  
142-201-71100-201                      Social Security                      \$385.00  
142-201-72210-524                      In-Service / Staff Development                      \$130,200.98

Total Increase in Expenditures \$134,585.98

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: \_\_\_\_\_



<b>Issued:</b>	<b>Procedure:</b>	
April 2025	<b>Policy Reference:</b>	
<b>Field Trip and Excursions</b>		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 CC HS Subject/Grade Level 9-12  
 Trip Requested By Cub Whitson Date of Trip Mar 27-29  
 Destination SMOK Mt. Gap City Greenville South Carolina State SC  
 Departure Time 11:15, MW 29 Return Mar 29 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 [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: Cub Whitson # of Students 22  
Craig Cook

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS 22

Additional Chaperones (If Needed) \_\_\_\_\_  
 Cafeteria (Notified) Signature Melissa Jura  Purchase Order Requested  
 Substitute Requested (If Needed) \_\_\_\_\_  Permission Slip Obtained (Take on trip)  
 School Nurse Signature Laura Eubank  
 Sponsoring Teacher's Signature [Signature] Cell Phone # 831-261-5044 Principal's Signature [Signature] Date 1-7-21

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



January 5, 2026

Cumberland County Board of Education  
Dr. Rebecca Farley, Director  
368 Fourth Street  
Crossville, TN 38555

Dear Dr. Farley,

This letter is to request permission for the CCHS boys' soccer team to travel to Gatlinburg, TN for the Smoky Mountain Cup tournament and spend the night on March 27 and 28. Chaperones for the trip will be myself, Cub Whitson and school employee and assistant coach Craig Cook. The cabin will be paid for by our booster program.

Our booster club has raised all necessary funds for the trip, including tournament registration fees and renting of a cabin near Rocky Top Sports World. Team members will be transported by parents who will have all necessary paperwork and volunteer forms filled out and approved by the time of the tournament.

If you should need more information, please contact me at 931.484.6194.

Sincerely,

Cub Whitson  
Cumberland County High School  
Jets Soccer



Issued:	Procedure:
April 2025	Policy Reference:
<b>Field Trip and Excursions</b>	
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 Science Bowl team  
 Trip Requested By Anna Bryant Date of Trip 2/20 - 2/21/26  
 Destination Alcoa-Hilton / PSCC Blount City Alcoa / Maryville State TN  
 Departure Time 1:20 4 buses Return 5pm 4 buses campus Admission per student \$ none  
 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

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 5  
Anna Bryant

TOTAL # of TEACHERS: 1 TOTAL # of STUDENTS 5

Additional Chaperones (If Needed) \_\_\_\_\_  
 Cafeteria (Notified) Signature \_\_\_\_\_  Purchase Order Requested  
 Substitute Requested (If Needed) \_\_\_\_\_  Permission Slip Obtained (Take on trip)  
 School Nurse Signature Laura Eubank  
 Sponsoring Teacher's Signature Anna Bryant Cell Phone # 931 335 4834 Principal's Signature Camie Date 1-12-26

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 \_\_\_\_\_

<b>Issued:</b>	<b>Procedure:</b>	
	<b>Policy Reference:</b>	
April 2025	<b>Field Trip and Excursions</b>	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 Megan Sherfield Date of Trip January 29 - February 2, 2024  
 Destination Walt Disney World, Orlando, FL City Orlando State FL  
 Departure Time \_\_\_\_\_ Return \_\_\_\_\_ 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 Embert SPED Signature Rebecca Flynn

Please Check Type of Activity

- Academic Field Trip
- Incentive Field Trip
- School Clubs
- Band/Chorus
- Competition
- Sports
- Special Classroom Trip (Describe) \_\_\_\_\_
- Other \_\_\_\_\_

Teachers Going: Darcy Phipps # of Students 18  
Megan Sherfield

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS 18

Additional Chaperones (If Needed) \_\_\_\_\_  
 Cafeteria (Notified) Signature Melissa Turner  Purchase Order Requested  
 Substitute Requested (If Needed) \_\_\_\_\_  Permission Slip Obtained (Take on trip)

School Nurse Signature Laura Embert  
 Sponsoring Teacher's Signature Megan Sherfield Cell Phone # 931-337-4647 Principal's Signature Carshaw Date 1/24/24

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 _____			

<i>To be completed for out-of-state and overnight school sponsored trips only</i>	
<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
Director of Schools _____	Date of Board Approval _____



Issued:	Procedure:
April 2025	Policy Reference:
<b>Field Trip and Excursions</b>	
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 Homestead Elementary Subject/Grade Level 7th/8th Beta Club  
 Trip Requested By Jessica Rollins Date of Trip March 12-13  
 Destination Beta Leadership Summit City Gatlinburg State TN  
 Departure Time 7:00 am Return 2:30 pm (est.) Admission per student \$ 50  
 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 Mary C Connors SPED Signature Krista Miller

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 14 (est.)  
Jessica Rollins  
Jennifer Richard

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS 14

Additional Chaperones (If Needed) Level 2 chaperones (parents of students)

Cafeteria (Notified) Signature \_\_\_\_\_  Purchase Order Requested  
 Substitute Requested (If Needed) \_\_\_\_\_  Permission Slip Obtained (Take on trip)

School Nurse Signature Mary C Connors

Sponsoring Teacher's Signature J Rollins Cell Phone # 423-923-0045 Principal's Signature Mary Edmunds Date 12-18-25

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 _____			

**See reverse.**

<i>To be completed for out-of-state and overnight school sponsored trips only</i>	
<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
_____ Director of Schools	_____ Date of Board Approval

# Homestead Elementary School

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3889 Hwy 127 South • Crossville, TN 38572 • 931-456-8344 • Fax: 931-456-8342

Mary Elizabeth Edmonds  
Principal



Brooke Scruggs & Ashlee Watts  
Assistant Principal

January 5, 2026

Dr. Rebecca Farley  
Cumberland County Board of Education  
368 Fourth Street  
Crossville, TN 38555

Dear Dr. Farley and Board of Education,

I am submitting Homestead Elementary's request to attend the TN State Beta Club Leadership Summit in Gatlinburg, TN on March 12 – 13, 2026. This will be a trip for approximately 15 current and upcoming Beta Club Officers.

Students will be chaperoned by Jessica Rollins and Jennifer Richard, Beta Club Sponsors, and other BOE Level 2 approved volunteers.

Sincerely,

A handwritten signature in cursive script that reads "Mary Edmonds".

Mary Elizabeth Edmonds  
Principal



# Pleasant Hill School

486 East Main Street  
Crossville, TN 38571

Phone (931) 277-3677  
Fax (931) 277-3880  
Brandy Lowe, Interim Principal  
Aaron Lewis, Interim Assistant Principal

January 7, 2025

Cumberland County Board of Education  
Dr. Rebecca Farley  
368 Fourth Street  
Crossville, TN, 38555

Dear Dr. Farley and School Board Members:

The Pleasant Hill Elementary School 8th Grade class is seeking your approval to travel to Sevierville, Tennessee for our annual 8th grade trip.

Our plans are to leave the school as a group, via bus, on Sunday, May 17th and return, via bus, Wednesday, May 20th. We will be staying at the Wilderness of the Smokies Resort and have a full itinerary on file in the Pleasant Hill Elementary School office. We will have approximately 35 students and at least 4 faculty/staff chaperones attending.

This is a great opportunity to create lasting memories for our students before they move on to the next chapter of their lives.

Respectfully,

Julie Mahaney 8th Grade Teacher / Trip Co-coordinator

Jamie Atkinson 8th Grade Teacher/Trip Co-coordinator

<b>Issued:</b>	<b>Procedure:</b>	
April 2025	Policy Reference:	
<b>Field Trip and Excursions</b>		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 Pleasant Hill Subject/Grade Level 8<sup>th</sup>  
 Trip Requested By Julie Mahaney Date of Trip May 17<sup>th</sup> - May 20<sup>th</sup>  
 Destination Sevierville - Wilderness City Sevierville State TN  
 Departure Time 1:00 pm Return 2:30 pm Admission per student \$ 400  
 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 Sahid Mathew SPED Signature Heather Perry

Please Check Type of Activity

- Academic Field Trip
- Incentive Field Trip
- School Clubs
- Band/Chorus
- Competition
- Sports
- Special Classroom Trip (Describe) \_\_\_\_\_
- Other 8<sup>th</sup> Grade Trip

Teachers Going: Julie Mahaney # of Students 35  
Jamie Atkinson

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS 35  
 Additional Chaperones (If Needed) Thomas Henderson, Sarah Matthews

Cafeteria (Notified) Signature S. Puge  Purchase Order Requested  
 Substitute Requested (If Needed) Sahid Mathew  Permission Slip Obtained (Take on trip)

School Nurse Signature \_\_\_\_\_  
 Sponsoring Teacher's Signature Julie Mahaney Cell Phone # 931-808-9183 Principal's Signature Bandy Lane Date 1/9/26

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:	Policy Reference:
April 2025	<b>Field Trip and Excursions</b>	
	4.302 Exhibit B	

Cumberland County Schools Field Trip Request

In State/Pre-Approved \_\_\_\_\_ Overnight X 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 Stone Memorial HS Subject/Grade Level Band  
 Trip Requested By Elena Douglas Date of Trip 2/5/26 - 2/7/26  
 Destination Park Vista Hotel City Gatlinburg State TN  
 Departure Time 2/5/ Half PM Return 2/7/26 Admission per student \$ 25  
 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 \_\_\_\_\_

*\* parent will take student to clinic and pick them up.*

Teachers Going: \_\_\_\_\_ # of Students 1

Elena Douglas \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TOTAL # of TEACHERS: 1 TOTAL # of STUDENTS 1

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 # 865-771-9827 Principal's Signature *[Signature]* Date 1.13.26

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 _____			

<i>To be completed for out-of-state and overnight school sponsored trips only</i>	
<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
Director of Schools _____	Date of Board Approval _____



# ETSBOA

## 2026 ALL-STATE EAST SENIOR BAND & ORCHESTRA CLINIC GENERAL SCHEDULE OF EVENTS

### Thursday, February 5th

- 6:15 p.m. Students will begin finding their seats.  
*(5:30-7:00 p.m. Shuttle Transportation available: Glenstone & Courtyard Marriott)*
- 6:30-9:30 p.m. **Ensemble Rehearsals**
- 9:45-10:15 p.m. **Special All-State East Event: All-State East Blue Jazz Band Concert (Required Student Attendance)**  
*(9:00-11:15 p.m. Shuttle Transportation available: Glenstone & Courtyard Marriott)*

### Friday, February 6th

- 8:30-11:30 a.m. Ensemble Rehearsals  
*(7:30-9:00 a.m. Shuttle Transportation available: Glenstone & Courtyard Marriott)*
- 11:30 a.m.-1:30 p.m. Lunch  
*(11:15 a.m.-1:45 p.m. Shuttle Transportation available: Glenstone & Courtyard Marriott)*
- 1:30-4:00 p.m. Ensemble Rehearsals
- 4:00-6:30 p.m. Dinner  
*(3:45-6:45 p.m. Shuttle Transportation available: Glenstone & Courtyard Marriott)*
- 6:30-7:15 p.m. **Special Performance: The University of Tennessee - Symphony Orchestra**  
*(7:15-10:30 p.m. Shuttle Transportation available: Glenstone & Courtyard Marriott)*
- 7:45-9:45 p.m. Ensemble Rehearsals **(Winter General Meeting is at 8:00 p.m. in Garden View A/B)**

### Saturday Morning, February 7th

- (7:00 a.m.-11:00 a.m. – Shuttle Transportation available from Glenstone Lodge to Park Vista)*
- (7:00 a.m.-11:00 a.m. – Shuttle Transportation available from Courtyard Marriott to Park Vista)*
- 8:00-9:00 a.m. 9/10 Red Band Rehearsal – Mountain View A/B/C
- 8:00-9:00 a.m. 9/10 Blue Band Rehearsal – Tennessee Ballroom
- 8:15 a.m. **All-State meeting for 11/12 Winds and Percussion (Garden View A/B)**
- 9:15-10:15 a.m. 11/12 Red Band Rehearsal – Mountain View A/B/C
- 9:15-10:15 a.m. 11/12 Blue Band Rehearsal – Tennessee Ballroom
- 9:15 a.m. **All-State meeting for 9/10 Winds and Percussion (Garden View A/B)**
- 10:00 a.m. **All-State meeting for All Strings (Garden View A/B)**
- 10:30 -11:30 a.m. Symphony Orchestra Rehearsal – Tennessee Ballroom
- 10:30 -11:30 a.m. String Orchestra Rehearsal – Mountain View A/B/C

## **Performance Schedule: Saturday, February 7th**

*(All groups will perform in the Tennessee Ballroom located on the Lower Level)*

<b><u>Ensemble</u></b>	<b><u>Warm-up Time</u></b>	<b><u>Warm-up Location</u></b>	<b><u>Performance Time</u></b>
String Orchestra	11:45 a.m.	TN Ballroom	12:00 p.m.
Symphony Orchestra	12:00 p.m.	Mountain View A/B/C	12:45 p.m.
9/10 Red Band	12:45 p.m.	Mountain View A/B/C	1:30 p.m.
9/10 Blue Band	1:45 p.m.	Mountain View A/B/C	2:30 p.m.
<i>*ETSBOA Hall of Fame Induction #1</i>			
11/12 Red Band	2:45 p.m.	Mountain View A/B/C	3:30 p.m.
<i>*ETSBOA Hall of Fame Induction #2</i>			
11/12 Blue Band	3:45 p.m.	Mountain View A/B/C	4:30 p.m.

On Saturday, parking at the Park Vista is limited to Handicapped parking and non-ETSBOA hotel guests. Additional parking can be found in the Gatlinburg area and a shuttle to the Park Vista will be provided from 10:00 a.m. – 6:30 p.m.; pick-up for the shuttle service will be at the **Gatlinburg Convention Center** and the **Gatlinburg Fire Department**.

NAH

### Cumberland County School District PARENT/GUARDIAN INFORMED CONSENT FOR FIELD TRIP

Student Name Elijah Johnson School SMHS Date 1/12/26

**General Information**

The SMHS Band is planning a trip to Park Vista Hotel

The purpose of this trip is attend a honor music clinic

Trip Destination Park Vista Hotel Phone No. ( )

Address \_\_\_\_\_ Place of Lodging Park Vista Hotel

We will leave from SMHS about (time) 11:00  AM  PM

on (date) 2/5/26 We will return to the school on (day) Monday 2/9/26 (date) 2/9/26

at about (time) 7:00  AM  PM  Itinerary is attached  List of items needed is attached

**Attending:** number of students 1 minimum number of adults/chaperones 1

**Type of Transportation**

District Vehicle  Commercial Transportation  District Bus

Other (explain) Parent will drop student off at hotel

**Medical Information**

The following special health problems should be noted and adequate precautions taken (list such items as unusually severe reaction to bee stings, other severe allergies, hemophilia, diabetes, heart disease, etc.)

\_\_\_\_\_

\_\_\_\_\_

The following medications, prescriptions or special diets are needed: \_\_\_\_\_

**Medical Release**

In the event of an accident or illness, I understand that reasonable effort will be made to contact the parent/guardian immediately. However, if I am not available, I authorize the school district to secure emergency medical care as needed.

Does your child have Medical Insurance coverage?  yes  no

It is recommended that all students have medical or student accident insurance.

Student accident insurance is available through \_\_\_\_\_ Contact the school office for details.

Name of Preferred Doctor \_\_\_\_\_ Phone No. ( )

Name of Insurance Carrier \_\_\_\_\_ Policy No. \_\_\_\_\_

This activity provides a learning experience for the students and allows them an opportunity to apply their classroom learning. If you have questions or concerns about this activity, please contact Elang Douglas 931-484-5767

Although I understand that the school district will make reasonable effort to provide a safe environment, I am fully aware of the special dangers and risks inherent in participating in the activity, including physical injury and/or death. Being fully aware of the risks, I hereby give consent for (student) \_\_\_\_\_ to participate in the activity.

Parent/Guardian Name \_\_\_\_\_ Day Phone ( ) \_\_\_\_\_  
Home Address \_\_\_\_\_ Evening Phone ( ) \_\_\_\_\_  
Emergency Contact \_\_\_\_\_ Emergency Phone ( ) \_\_\_\_\_  
Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

**Parent/Guardian signature reflects their knowledge and approval of the activity described above. This form must be returned to school before the student is involved in the activity.**

edouglas@ccschools.k12tn.net

Issued:	Procedure:	
	Policy Reference:	
April 2025	<b>Field Trip and Excursions</b>	4.302 Exhibit B

Cumberland County Schools Field Trip Request

In State/Pre-Approved  Overnight  Out of State \_\_\_\_\_

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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 SOCCER (Boys)  
 Trip Requested By MICHAEL GOSUZ Date of Trip MARCH 27, 2026 - MARCH 28, 2026  
 Destination GATLINBURG (Rocky Top Sportsplex) City GATLINBURG, TN State TN  
 Departure Time 12:00 PM Return UNKNOWN Admission per student \$ 50

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
<u>MICHAEL GOSUZ</u>	<u>25</u>
_____	_____
_____	_____
_____	_____

TOTAL # of TEACHERS: 1 TOTAL # of STUDENTS 25

Additional Chaperones (If Needed) 3  
 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 # 931-884-8167 Principal's Signature [Signature] Date 12/3/25

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 _____			

<i>To be completed for out-of-state and overnight school sponsored trips only</i>	
<input type="checkbox"/> Approved <input type="checkbox"/> Denied	_____
Director of Schools	Date of Board Approval

Issued:	Procedure: Policy Reference:	
April 2025	<b>Field Trip and Excursions</b>	4.302 Exhibit B

Cumberland County Schools Field Trip Request

In State/Pre-Approved  Overnight  Out of State \_\_\_\_\_

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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 SMMS / SMHS Subject/Grade Level 6-8  
 Trip Requested By Jake Beatty Date of Trip Feb 20 - Feb 21, 2026  
 Destination Drake's Creek Park City Hendersonville State TN  
 Departure Time 8:00 AM Return 8:00 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: 0 # of Students 22

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TOTAL # of TEACHERS: 0 TOTAL # of STUDENTS 22

Additional Chaperones (If Needed) 2 - Coaches - Non faculty & parents

Cafeteria (Notified) Signature [Signature]  Purchase Order Requested

Substitute Requested (If Needed)

School Nurse Signature [Signature]  Permission Slip Obtained (Take on trip)

Sponsoring Teacher's Signature [Signature] Cell Phone # 931-248-9480 Principal's Signature [Signature] Date AD 12/4/25

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 \_\_\_\_\_



# Stone Memorial High School

2800 Cook Road · Crossville, TN 38571

Telephone (931) 484-5767

**Marcy Harelson**

*Principal*

November 24, 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 Jostens for our Yearbook publisher 2027-2030. 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 "M Harelson".

Marcy Harelson  
Principal

# Jostens<sup>®</sup> Yearbook Agreement

Jostens, Inc. | 7760 France Avenue South, Suite 400 | Minneapolis, MN 55435 | 952-830-3300

Customer Name	Stone Memorial High School	Customer Phone	(931)484-5767
Customer Address	2800 Cook Road, Crossville, TN, 38571		
Contact Name	Kalyn Lewis	Contact Phone	(931)484-5767
Contact Role	Yearbook Adviser	Email	klewis94@ccschools.k12tn.net

The Customer has selected Jostens, Inc. to be their exclusive yearbook provider for the years identified below (the "Term"). The parties agree as follows:

- Jostens and the Customer will work together to establish all yearbook specifications (including things such as size, copies and pages), completion deadlines, price, and delivery schedules for each year during the Term and subject to the terms and conditions found at:  
<https://jostens.secure.force.com/terms?Lid=YBKUS>
- After this Agreement is signed, as the Customer's exclusive yearbook provider Jostens will invest in and allocate resources to provide training and assistance to the Customer to help with the creation, production and marketing of the Customer's yearbook, including without limitation the planning, content, theme, layout, and merchandising.
- The Term of this Agreement is for the following years:  2027  2028  2029  2030  2031

Additional Notes/Specifications Agreed Upon:

- Specifications based on 2026 but can be altered as needed
- Jostens Consumer Marketing Program
- Jostens Yearbook Ads Services (if desired)
- Experienced local service
- Guaranteed Balanced Budget
- FOR THIS AGREEMENT, THE SCHOOL WILL RECEIVE AN IMAc DESIGN COMPUTER (ORANGE IS PREFERRED)

This Agreement is subject to acceptance by Jostens and to Jostens' standard printing terms and conditions.

X Kalyn Lewis  
SIGNATURE OF CUSTOMER AUTHORIZED REPRESENTATIVE

Kalyn Lewis 11/21/25  
PRINTED NAME DATE

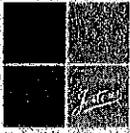
X \_\_\_\_\_  
SIGNATURE OF 2<sup>ND</sup> CUSTOMER AUTHORIZED REPRESENTATIVE (IF REQUIRED)

\_\_\_\_\_  
PRINTED NAME DATE

X Jay Hall  
SIGNATURE OF JOSTENS AUTHORIZED REPRESENTATIVE

Jay Hall \_\_\_\_\_  
PRINTED NAME DATE

REP # 1564 JOB # 32622



# A HUE OF *Partnership*



## THIS GIFT IS FOR *you*

COOL SWAG  
EASY PRODUCTION  
ESSENTIALS



### FOR ONE YEAR\*

choose here

CHOOSE ONE

*Cool Swag*

JOSTENS  
WATER  
BOTTLE

*Easy Production*

ONE WEEK  
EXTENSION ON  
ONE NON-FINAL  
DEADLINE

*Essentials*

USB CARD  
READER

### FOR THREE YEARS\*

choose here

1 ITEM FROM  
YEAR ONE PLUS:

*Cool Swag*

ADVISER  
BACKPACK

*Easy Production*

FRAMED  
2026 COVER

*Essentials*

SLR CAMERA  
(Nikon or Canon)

### FOR FIVE YEARS\*

choose here

1 ITEM EACH  
FROM YEAR ONE  
& TWO PLUS:

*Cool Swag*

STAFF T-SHIRTS  
# STAFF T-SHIRT SIZES (S-4XL)  
\_\_\_\_\_ SMALL \_\_\_\_\_ MED  
\_\_\_\_\_ LARGE \_\_\_\_\_ XL  
\_\_\_\_\_ 2XL \_\_\_\_\_ 3XL  
\_\_\_\_\_ 4XL

*Easy Production*

FREE COVER  
UPGRADE

choices include burnishing,  
uv coating or embossing

*Essentials*

MIRRORLESS  
DIGITAL CAMERA  
OR  
IMAC DESKTOP  
COMPUTER

\*All selections will apply to the 2026-2027 yearbook.



# North Cumberland Elementary School

7657 Hwy. 127 N. ~ Crossville, Tennessee 38571

Ph. 931-484-5174 ~ Fax 931-707-5556

01.05.2026

Mary Jane M. Allen, Principal

Cumberland County Board of Education  
368 4th Street  
Crossville, TN 38571

Dear Members of the Board of Education,

I am writing this letter to explain an opportunity presented to me through a VEC grant. I have been awarded \$500.00 to support an Active Entry initiative at North Cumberland Elementary School. This grant will allow our school to utilize painting stencils, purchase paint and materials needed for safe paint removal and reapplication of an active entry for our student entering the building.

The Active Entry project will focus on creating clear, visually engaging markings that support positive student movement, reinforce behavioral expectations, and improve safety during car drop-off. These visuals will be placed in front of North Cumberland entry to help students begin each day with a smile.

I am writing this letter to request your acceptance of this VEC grant opportunity, which will directly support student safety, school climate, and a welcoming environment to begin each day.

Sincerely,

*Mary Jane M. Allen*

NCE Principal

**"CHILDREN FIRST — EXCELLENCE ALWAYS"**

*Our mission at North Cumberland Elementary School is to provide a consistent, safe and positive atmosphere in which students will be empowered to learn and succeed as they face the challenges of life's journey.*



# Cumberland County High School

660 Stanley Street • Crossville, TN 38555  
Telephone (931) 484-6194 • Fax (931) 456-6872

December 15, 2025

Dear Cumberland County Board of Education,

As a classroom educator, I would like to apply for the VECustomers Share Grant to secure essential funding for the Cumberland County High School Esports Technology Initiative. The Board's approval and support is sought to proceed with this application, as the initiative aligns directly with district goals for technology integration, career readiness, and student success.

CCHS's competitive Esports program and supporting Computer Science curriculum have rapidly grown into a vital platform for student engagement and skill development. However, new high-performance gaming laptops are needed to teach current industry tools.

The Esports program builds skills in the following areas:

- **STEM Skill Application:** Utilizing real-time data analysis, strategic planning, and complex decision-making under pressure.
- **Career and Technical Education (CTE):** Providing hands-on experience in Computer Troubleshooting, System Optimization, Digital Content Creation (Streaming/Broadcasting), and IT Management.
- **Scholarship Pathways:** High-performing students in esports are actively recruited by colleges nationwide, offering access to significant academic and athletic scholarships—a critical outcome for our district.

We request the Board's endorsement and formal permission to submit the full application for the VECustomers Share Grant, seeking approximately \$2500.00 to cover the cost of the specialized technology.

Thank you for your consideration of this request, please feel free to contact me with any questions at [jcrowder@ccschools.k12tn.net](mailto:jcrowder@ccschools.k12tn.net).

Sincerely,

Jacob Crowder  
CCHS  
Computer Science Teacher/Esports Coach

Cassie Warner

Cassie Warner, Principal



**FUNDRAISER AUTHORIZATION FORM**

School Frank P. Brown Elementary School

Fund/club/class account General fund

Expected date of fundraiser 3/16/24 - 5/1/24

Proposed fundraising activities School Store .com

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

Proposed uses of funds raised\* Books, supplies, & SWPB

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

Method by which school will receive profit Commission check from company based on sales & gift cards/codes for teachers based on donations through School Store

Requested by Sarah King / Bookkeeper Date 10/1/25  
Name/Title

Approved by [Signature] Date 10/1/25  
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 Frank P. Brown Elementary School

Fund/club/class account Yearbook

Expected date of fundraiser 2025-2026 School Year

Proposed fundraising activities Yearbook sales - Simple Pix

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

Proposed uses of funds raised\* Pay for year books and Misc. Instructional Materials, office supplies, books

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

Method by which school will receive profit cash/check

Requested by Sarah King / Bookkeeper Date 10/1/25  
Name/Title

Approved by [Signature] Date 10/1/25  
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 Cumberland County High School

Fund/club/class account HS Track & Field - 6065

Expected date of fundraiser ~~Nov 28 - Dec 19~~ Feb. 9 - Mar. 02

Proposed fundraising activities Selling merch through custom ink

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

Proposed uses of funds raised\* Cover meet entries, bus, & Hotels

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

Track & Field team

Method by which school will receive profit online card

Requested by Jackson Hughes - Head Track Coach Date 11/24/25  
Name/Title

Approved by [Signature] Date 12-1-25  
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 FB

Expected date of fundraiser 1/23/26  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities raise funds for FB  
program - Go Fund Me

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

Proposed uses of funds raised new uniforms, helmets, footballs,  
upgrading facilities  
(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)  
Word of mouth only - soliciting donations  
(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 Donated to FB program  
school Account

Requested by [Signature]  
Name/Title

Date 1-13-25

Approved by [Signature]  
Principal

Date 1-14-25

Approved by \_\_\_\_\_  
Director of Schools

Date \_\_\_\_\_



**FUNDRAISER AUTHORIZATION FORM**

School CCHS

Fund/club/class account Bus/Tech Class - School Based Enterprise

Expected date of fundraiser ASAP once approved  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities SBE creating & selling custom Jets apparel.

Method of fundraising (in-person, crowdfunding, etc.) Add 'Crowdfunding' to existing fundraiser to allow online sales!  
(Crowdfunding is defined as "raising money online")

Proposed uses of funds raised \_\_\_\_\_

(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)  
Marketing & Business students  
(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, Online, C.C

Requested by A. Daenell Date 11/20/25

Approved by Camille [Signature] Date 11/21/25  
Name/Title

Approved by Rebecca [Signature] Date 12-2-2025  
Principal  
Director of Schools



Feb

**FUNDRAISER AUTHORIZATION FORM**

School Cumberland County High School School

Fund/club/class account Cheer

Expected date of fundraiser 2/5/2026  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Thrive Family Fun Center  
\* see attached \*

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

Proposed uses of funds raised Cheer needs - travel, items, etc.  
replenishing funds from Nationals  
(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)

Food truck School-wide by lunch 11:28-1:21 for cheer  
(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 \_\_\_\_\_

School will receive a check 26% of sales.

Requested by Megan Sherfield / cheer coach Date 1/2/26  
Name/Title

Approved by Corntham Date 1-6-26  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



FAMILY FUN CENTER

## Thrive Ice Cream Truck Event Agreement 2026

**School:** Cumberland County High School

**Event Name:** Fundraiser to give back to different Clubs/Teams within the school

**Event Dates & Times:** First Thursday of every month (Feb, March, April) (May 1<sup>st</sup> Friday) during lunch

**Event Location on Campus:** Cafeteria or just Outside the Cafeteria

**Expected Attendance:** 991 students attend (will vary based on attendance)

### Revenue Share

Thrive Ice Cream Truck will donate 26% of total sales back to Cumberland County High School. Donation will be written via check same day which will be given in hand or mailed out next day.

### Menu for This Event

Dippin' Dots (minimum 4 flavors) and Thrive Water Ice (minimum 6 flavors). **We will provide Dairy free, gluten free, and nut free options. We will also provide spoons and napkins.**

### School Contact

**Name:** Summershea Shadden

**Phone:** 931-200-9836

**Email:** [Shadden@ccschools.k12tn.net](mailto:Shadden@ccschools.k12tn.net)

### Thrive Ice Cream Truck Contact

**Maurice McKinney, Owner**

**Phone:** 615-684-2366

**Email:** [maurice@thrivecookeville.com](mailto:maurice@thrivecookeville.com)

\*Thrive Ice Cream Truck is up to date on all Health Permits, Licensed and Insured.

400 Dubois Rd Ste. A21 Cookeville, TN 38501



**FUNDRAISER AUTHORIZATION FORM**

School North Cumberland Elementary

Fund/club/class account Band

Expected date of fundraiser March 2-13, 2026  
(Date must be AFTER Board and/or Director approval)

Proposed fundraising activities Selling St. Patrick's Day Candy grams

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

Proposed uses of funds raised End-of-year Band field trips

(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 Profit will be cash, at least 40%

Requested by Laura Rodriguez, Music/Band  
Name/Title

Date 12/15/25

Approved by [Signature]  
Principal

Date 12-15-25

Approved by \_\_\_\_\_  
Director of Schools

Date \_\_\_\_\_



FUNDRAISER AUTHORIZATION FORM

School North Elementary

Fund/club/class account Student Council

Expected date of fundraiser Jan 23, 2025  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Hat Day

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 and service projects  
(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 (PK-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 Cash

Requested by Alyana / PTA Coordinator / Student Council Advisor  
Name/Title Date 12/8/25

Approved by Maryanne M. Miller Date 12.17.2025  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



**FUNDRAISER AUTHORIZATION FORM**

School Pleasant Hill Elementary

Fund/club/class account PHS PTO

Expected date of fundraiser 2/23/25 - 3/9/25  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Selling popcorn

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

Proposed uses of funds raised school supplies, student + staff appreciation  
(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)  
Schoolwide  
(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, checks

Requested by Sarah Matthews / PTO President Date 11/24/25  
Name/Title

Approved by Traci Burton Date 11-24-25  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools

1/



**FUNDRAISER AUTHORIZATION FORM**

School SMHS

Fund/club/class account Baseball Boosters

Expected date of fundraiser Month of Feb. 2026  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Panther Gear ~~and~~ Sale - /Team Shop

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

Proposed uses of funds raised Expenses | Equipment

(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)  
specific - Baseball team  
(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 25% of sales back to team

Requested by Trent Stokes / Coach Date 1-12-25

Approved by [Signature] Name/Title  
Principal Date 1-12-25

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools

**\*\* Tax must be paid on anything purchased for**

**RESALE!!**

# Mark your calendars!

## Stone Memorial High School Baseball



Shop Baseballism with code:

**Panther38571-26**

to donate 25% back to our program!

Code Valid Feb 1-28th 2026



## **Frank P. Brown Elementary School**

3766 Dunbar Road  
Crossville, Tennessee 38572  
Phone (931) 788-2248  
Fax (931) 788-2554

January 2026

Dr. Farley and the Cumberland County Board of Education:

Brown Elementary requests the following CTE and General Fund items be retired from our inventory. Please see the attached Room Inventory Worksheet for an itemized list of items.

Thank you,

Mrs. Jenny Elrod  
Assistant Principal

Frank P. Brown Elementary~Brown

**Room Inventory Worksheet**

12/15/2025

08-TO RETIRE INVENTORY~BOE-RETIRE Holding					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Assigned To	Serial	Price
___ 1000435	Brother NS40e Project Runway Sewing Machine	NS40e Project Runway	SEWING MACHINE		u63557-g4p185792	\$0.00
___ 1000436	Brother NS40e Project Runway Sewing Machine	NS40e Project Runway	SEWING MACHINE		u63557-G4P185794	\$0.00
___ 1000437	Brother NS40e Project Runway Sewing Machine	NS40e Project Runway	SEWING MACHINE		u63557-g4p185798	\$0.00
___ 1000441	Brother NS40e Project Runway Sewing Machine	NS40e Project Runway	SEWING MACHINE		u63557-g4p185803	\$0.00
___ 1000442	Brother NS40e Project Runway Sewing Machine	NS40e Project Runway	SEWING MACHINE		u63557-g4p185808	\$0.00
___ 1000443	Brother NS40e Project Runway Sewing Machine	NS40e Project Runway	SEWING MACHINE		u63557-g4p185811	\$0.00
___ 1000444	Brother NS40e Project Runway Sewing Machine	NS40e Project Runway	SEWING MACHINE		u63557-g4p185812	\$0.00
___ 1000445	Brother NS40e Project Runway Sewing Machine	NS40e Project Runway	SEWING MACHINE		u63557-g4p185814	\$0.00
___ 1000808	Brother HLL2340DW Printer	HLL2340DW	PRINTER		U63879F6N728170	\$0.00
___ 1002631	NWA A5 3D Printer	A5	PRINTER		CR1874	\$0.00
___ 1002632	NWA A5 3D Printer	A5	PRINTER		CR1865	\$0.00
___ 1002633	NWA A5 3D Printer	A5	PRINTER		CR1875	\$0.00

Frank P. Brown Elementary~Brown

**Room Inventory Worksheet**

12/15/2025

08-TO RETIRE INVENTORY~BOE-RETIRE Holding					Room Type: VIRTUAL		
	Tag	Product	Model	Product Type	Assigned To	Serial	Price
GEN	S06271	HP 11MK G9 EE CRMBK w/Google Management	MT8183C 4GB/32GB	CHROMEBOOK		5CD110C22 M	\$357.00
GEN	S06868	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1115F76	\$0.00



# 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: January Inventory Items for Retirement

DATE: January 7, 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 cursive script that reads "Cam Warner".

Dr. Warner  
Principal

A handwritten signature in cursive script that reads "Shadden".

Dr. Shadden  
Assistant Principal

Cumberland County High School~CCHS

Room Inventory Worksheet

12/17/2025

25-TO RETIRE INVENTORY~BOE-  
RETIRE Holding

Room Type: VIRTUAL

Tag	Product	Model	Product Type	Other #1	Serial	Price
CIE 1001084	Hoshizaki KM-101BAH Ice Maker	KM-101BAH	APPLIANCE		V01096A	\$0.00
S05257	HP 11MK G9 EE CRMBK w/Google Management	MT8183C 4GB/32GB	CHROMEBOOK		5CD110LDT4	\$357.00
S06084	HP 11MK G9 EE CRMBK w/Google Management	MT8183C 4GB/32GB	CHROMEBOOK		5CD107CN00	\$357.00
S06388	HP 11MK G9 EE CRMBK w/Google Management	MT8183C 4GB/32GB	CHROMEBOOK		5CD107CR6F	\$357.00
S06854	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094NVB	\$0.00
S06856	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094PD9	\$0.00
S06943	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094H8K	\$0.00
S06948	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1096Y9Z	\$0.00
S06959	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1096YC6	\$0.00
S07023	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1096YDV	\$0.00
S07031	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD10973X4	\$0.00
S07037	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094CYF	\$0.00
S07049	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094CYZ	\$0.00

Cumberland County High School~CCHS

Room Inventory Worksheet

12/17/2025

25-TO RETIRE INVENTORY~BOE-  
RETIRE Holding

Room Type: VIRTUAL

Tag	Product	Model	Product Type	Other #1	Serial	Price
S07050	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094CX Z	\$0.00
S07055	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094CW S	\$0.00
S07058	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094CY 8	\$0.00
S07060	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094DT L	\$0.00
S07220	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD10918W X	\$0.00
S07235	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD10918V3	\$0.00
S07306	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094P92	\$0.00
S07322	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094H5L	\$0.00
S07407	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1096V5 K	\$0.00
S07410	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1096V4 X	\$0.00
S07424	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1096TM M	\$0.00
S07433	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1096TV8	\$0.00
S07452	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1096VK C	\$0.00

Cumberland County High School~CCHS  
**Room Inventory Worksheet**  
 12/17/2025

**25-TO RETIRE INVENTORY~BOE-  
 RETIRE Holding**

**Room Type: VIRTUAL**

Tag	Product	Model	Product Type	Other #1	Serial	Price
S07542	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD10912W D	\$0.00
S07548	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD10912L3	\$0.00
S07558	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD109127 W	\$0.00
S07651	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1096VP 7	\$0.00
S07657	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1096TC H	\$0.00
S07663	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1096VK L	\$0.00
S07666	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1096VP 1	\$0.00
S10911	HP 11 G9 EE N4500 Processor w/Google Mgmt	11 G9 EE N4500	CHROMEBOOK		5CD421H8P P	\$0.00



**Dr. Rebecca Farley**  
Director of Schools

**Scott VanWinkle**  
Board Chairman

January 6, 2026

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 January 2026

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
10001058	CCS-180	FY10	6F948948ACC	BASE STATION	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	08-306	64403	TITLE I	\$147.87	100%	3/10/2010
10001124	CCS-180	FY10	6F011BP9ACC	BASE STATION	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-019	65307	TITLE I	\$150.85	100%	5/4/2010
10001490	CCS-180	FY12	92711A	OJECTION SCRE	CDW-G	UNKNOWN	HOMESTEAD	FEDERAL	10-404	72161	TITLE I	\$121.91	100%	9/15/2011
10001722	CCS-180	FY12	C86GG8DEDM72	I'RELESS ROUTE	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-273	73228	TITLE I	\$159.00	100%	1/12/2011
10001937	CCS-180	FY12	01M1N413034 8C5E450	PRINTER	BROTHER	HL2070N	HOMESTEAD	FEDERAL	10-404C	74284	TITLE I	\$247.49	100%	2/14/2012
10001972	CCS-180	FY12	C86GVGC7DM72	I'RELESS ROUTE	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-017	74520	TITLE I	\$153.96	100%	12/3/2012
10005136	CCS-180	FY13	C86J53ZEDM72	E'LESS ACCESS PC	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-273	77313	TITLE I	\$159.00	100%	12/9/2012
10005138	CCS-180	FY13	C86J50ZDM72	E'LESS ACCESS PC	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-273	77313	TITLE I	\$159.00	100%	12/9/2012
10005140	CCS-180	FY13	C86J5479DM72	E'LESS ACCESS PC	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-273	77313	TITLE I	\$159.00	100%	12/9/2012
10005142	CCS-180	FY13	C86J594BDM72	E'LESS ACCESS PC	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-273	77313	TITLE I	\$159.00	100%	12/9/2012
10005143	CCS-180	FY13	C86J57BZDM72	E'LESS ACCESS PC	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-273	77313	TITLE I	\$159.00	100%	12/9/2012
10005371	CCS-180	FY14	C86L5CZSFJ1R	E'LESS ACCESS P	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-273	82113	TITLE I	\$179.00	100%	8/29/2013
10005551	CCS-180	FY14	C86MIV53PFJ1R	E'LESS ACCESS P	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-273	87179	TITLE I	\$179.00	100%	8/26/2014
10005638	CCS-180	FY15	C86N2B24FJ1R	E'LESS ACCESS PC	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-273	87847	TITLE I	\$179.00	100%	3/10/2014
10005722	CCS-180	FY15	DMPP430RFK10	IPAD	APPLE	UNKNOWN	HOMESTEAD	FEDERAL	10-107	89583	TITLE I	\$379.00	100%	3/2/2015
10005863	CCS-180	FY16	C86Q16NRFJ1R	IPAD	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	00-000	92366	TITLE I	\$374.00	100%	8/26/2015
10005884	CCS-180	FY16	C86Q17Y8FJ1R	E'LESS ACCESS P	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-273	92366	TITLE I	\$179.00	100%	8/26/2015
10005956	CCS-180	FY16	C86Q22KRFJ1R	BASE STATION	APPLE	ME918LL/A	PLEASANT HILL	FEDERAL	60-273	92627	TITLE I	\$179.00	100%	4/9/2015
10005957	CCS-180	FY16	C86Q25EWFJ1R	BASE STATION	APPLE	ME918LL/A	PLEASANT HILL	FEDERAL	60-273	92627	TITLE I	\$179.00	100%	4/9/2015
10006232	CCS-180	FY16	081503B104409	CAMERA	IPEVO	CDVU-05IP	PLEASANT HILL	FEDERAL	60-103	93768	TITLE I	\$139.00	100%	11/24/2015
10006234	CCS-180	FY16	081503B104462	CAMERA	IPEVO	CDVU-05IP	PLEASANT HILL	FEDERAL	60-021	93768	TITLE I	\$139.00	100%	11/24/2015
10006847	CCS-180	FY17	SC86SL3NOFJ1R	E'LESS ACCESS P	APPLE	UNKNOWN	PLEASANT HILL	FEDERAL	60-273	100105	TITLE I	\$179.00	100%	2/23/2017
10007132	CCS-180	FY17	081616B15926	CAMERA	IPEVO	CDVU-05IP	PLEASANT HILL	FEDERAL	60-273	5422	TITLE I	\$139.00	100%	10/15/2016
10007134	CCS-180	FY17	081616B15921	CAMERA	IPEVO	CDVU-05IP	PLEASANT HILL	FEDERAL	60-201	5422	TITLE I	\$139.00	100%	10/15/2016
10009958	CCS-180	FY21	MP1XPFG	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-117	118499	ESSER	\$279.00	100%	2/15/2021
10009990	CCS-180	FY21	MP1XIMWAN	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-124	118499	ESSER	\$279.00	100%	2/15/2021
20000021	CCS-180	FY21	MP1XPBKL	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-121	118499	ESSER	\$279.00	100%	2/15/2021
20000035	CCS-180	FY21	MP1XLLMX	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-115	118499	ESSER	\$279.00	100%	2/15/2021
20000068	CCS-180	FY21	MP1X699F	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-119	118499	ESSER	\$279.00	100%	2/15/2021
20000099	CCS-180	FY21	MP1XS01A	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-117	118499	ESSER	\$279.00	100%	2/15/2021
20000135	CCS-180	FY21	MP1X6BHX	CHROMEBOOK	LENOVO	100E	MARTIN	FEDERAL	33-116	118499	ESSER	\$279.00	100%	2/15/2021
20000451	CCS-180	FY21	MP1XMR9P	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-102	118499	ESSER	\$279.00	100%	2/15/2021
20000454	CCS-180	FY21	MP1XMP34	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-102	118499	ESSER	\$279.00	100%	2/15/2021
20000461	CCS-180	FY21	MP1XM4N9	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-102	118499	ESSER	\$279.00	100%	2/15/2021
20000470	CCS-180	FY21	MP1XL9XB	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-102	118499	ESSER	\$279.00	100%	2/15/2021
20000516	CCS-180	FY21	MP1XRVDG	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-123	118499	ESSER	\$279.00	100%	2/15/2021
20000526	CCS-180	FY21	MP1XLLJ9	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-125	118499	ESSER	\$279.00	100%	2/15/2021
20000535	CCS-180	FY21	MP1VGQPT	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-123	118499	ESSER	\$279.00	100%	2/15/2021
20000616	CCS-180	FY21	MP1XIMWPT	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-103	118499	ESSER	\$279.00	100%	2/15/2021
20000625	CCS-180	FY21	MP1XMTKS	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-103	118499	ESSER	\$279.00	100%	2/15/2021
20000627	CCS-180	FY21	MP1XLKSV	CHROMEBOOK	LENOVO	100E	PLEASANT HILL	FEDERAL	60-102	118499	ESSER	\$279.00	100%	2/15/2021

**Cumberland County Federal Programs  
Equipment Retirement Request**

**Cumberland County Schools  
368 4th Street  
Crossville, TN 38555**

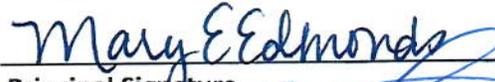
Homestead Elementary School

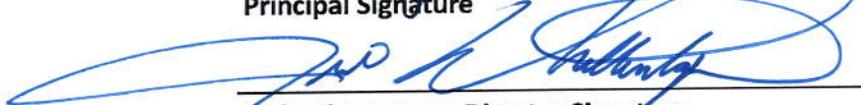
November 2025

**School Name**

**Date**

Tag Number	Serial or ID Number	Description	Reason Retired
10005722	DMPP430RFK10	Apple iPad Wifi 16GB	OBSOLETE/BROKEN
10001490	92711A	CDW-G Projection Screen	OBSOLETE/BROKEN
10001937	U62701M1N413034 8C5E450	Brother HL2070N Printer	OBSOLETE/BROKEN
1001920	D25GY074DHJF	Apple 21 1/2 inch iMac Computer	OBSOLETE/BROKEN
			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*

School Name

*11/18/25*

Date

Tag Number	Serial or ID Number	Description	Reason Retired
✓ 10006234	085D3B104462	IPEVO Doc Camera	Obsolete
✓ 20000461	MPIXM4N9	Lenovo Chromebook	↓
✓ 20000627	MPIXLKS5	Lenovo Chromebook	
✓ 20000454	MPIXMP34	Lenovo Chromebook	
✓ 20000451	MPIXL9XB	Lenovo Chromebook	
✓ 20000470	MPIXL9XB	Lenovo Chromebook	
✓ 20000625	MPIXMTKS	Lenovo Chromebook	
✓ 20000616	MPIXMWPT	Lenovo Chromebook	
✓ 20000526	MPIXLLJ9	Lenovo " "	
✓ 20000535	MPIVGQPT	Lenovo Chromebook	
✓ 20000510	MPIXRVGD	Lenovo " "	

*[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**

Pleasant Hill

School Name

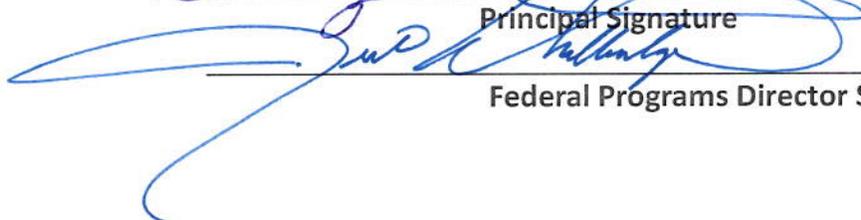
11/18/25

Date

Tag Number	Serial or ID Number	Description	Reason Retired
✓ 10005638	C86N2B24FJIR	Apple Airport Extreme	Obsolete
✓ 10005957	C86Q25EWFJIR	Apple Airport	↓
✓ 10005956	C86Q22KRFJIR	Apple Airport	
✓ 10005863	C86Q16NRFJIR	Apple Airport	
✓ 10005884	C86Q17Y8FJIR	Apple Airport	
✓ 10006847	SC869L3NOFJIR	Apple Airport	
✓ 10005551	C86MV53PFFJIR	Apple Airport	
✓ 10005371	C86L5CZ5FJIR	Apple Router	
✓ 10001722	C86GG8DEDM72	Apple Router	
✓ 10001124	6F011BP9ACC	Apple Airport Xtreme	
✓ 10005140	C86J5479DM72	Apple Airport	
✓ 10001058	6F948948ACC	Apple Airport	
✓ 10005142	C86J594BDM72	Apple Airport	
✓ 10005143	C86J57BZDM72	Apple Airport	
✓ 10005138	C86J550ZDM72	Apple Airport	
✓ 10005136	C86J537EDM72	Apple Airport	
✓ 10001972	C86GVGCTDM72	Apple Router	
✓ 10006232	081503B104409	1PEVO Doc. Camera	
✓ 10007134	081616BT15921	1PEVO Doc. Cam.	
✓ 10007132	081616BT15926	1PEVO Doc. Cam.	



Principal Signature



Federal Programs Director Signature



**Dr. Rebecca Farley**  
**Director of Schools**

**Scott VanWinkle**  
**Board Chairman**

January 6, 2026

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, CTE and Food Service Department's list(s) of items to be retired by the BOE at January'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*

Dr. Leslie Eldridge *ye/nd*

Kathy Hamby *ah*

Central Services  
**Room Inventory Worksheet**

1/6/2026

18-TO RETIRE INVENTORY~BOE- RETIRE Holding				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price
<u>CTE</u> 1003480	Apple 13 inch MacBook Pro Laptop	unknown	LAPTOP		J4YK7R2FY R	\$0.00
<u>CTE</u> 1004777	Asus 17.3" Vivobook Laptop	F1704VA-ES76	COMPUTER		T5N0SH00S 122216	\$0.00
<u>FOOD SERV</u> 101536	Adult desk	unknown	FURNITURE			\$0.00
<u>FOOD SERV</u> 101537	Adult desk	unknown	FURNITURE			\$0.00
<u>FOOD SERV</u> 102497	Whirlpool WED4815EW 7 cu ft Electric Dryer	WED4815EW	DRYER		M71045252	\$428.00



# Homestead Elementary School

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3889 Hwy 127 South • Crossville, TN 38572 • 931-456-8344 • Fax: 931-456-8342

*Mary Elizabeth Edmonds  
Principal*



*Brooke Scruggs & Ashlee Watts  
Assistant Principal*

December 11, 2025

Dr. Rebecca Farley  
Cumberland County Board of Education  
368 Fourth Street  
Crossville, TN 38555

Dear Dr. Farley and Board of Education,

I am submitting Homestead Elementary's list of federal items to be retired by the BOE at January's regular monthly meeting. Please include these lists on the agenda. If you have questions, please let me know.

Sincerely,

*Mary Edmonds*

Mary Elizabeth Edmonds  
Principal

**Cumberland County Federal Programs  
Equipment Retirement Request**

**Cumberland County Schools  
368 4th Street  
Crossville, TN 38555**

Homestead Elementary School

November 2025

**School Name**

**Date**

Tag Number	Serial or ID Number	Description	Reason Retired
10005722	DMPP430RFK10	Apple iPad Wifi 16GB	OBSOLETE/BROKEN
10001490	92711A	CDW-G Projection Screen	OBSOLETE/BROKEN
10001937	U62701M1N413034 8C5E450	Brother HL2070N Printer	OBSOLETE/BROKEN
1001920	D25GY074DHJF	Apple 21 1/2 inch iMac Computer	OBSOLETE/BROKEN
			OBSOLETE/BROKEN

*Mary E Edmonds*  
Principal Signature

Federal Programs Director Signature

# 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

December 11, 2025

Dr. Rebecca Farley  
Cumberland County Board of Education  
368 Fourth Street  
Crossville, TN 38555

Dear Dr. Farley and Board of Education,

I am submitting Homestead Elementary's list of general items to be retired by the BOE at January's regular monthly meeting. Please include these lists on the agenda. If you have questions, please let me know.

Sincerely,

A handwritten signature in blue ink that reads "Mary Elizabeth Edmonds". The signature is written in a cursive, flowing style.

Mary Elizabeth Edmonds  
Principal

# General Equipment Retirement Request

Cumberland County Schools

368 4th Street

Crossville, Tn 38555

Homestead Elementary School

November 2025

School Name

Date

Tag Number	Descripton	Reason Retired
S03272	Lenovo 100e Chromebook	OBSOLETE/BROKEN
45857	Macbook Air	OBSOLETE/BROKEN
46406	Apple Ipad	OBSOLETE/BROKEN
46411	Apple Ipad	OBSOLETE/BROKEN
46403	Apple Ipad	OBSOLETE/BROKEN
46420	Apple Ipad	OBSOLETE/BROKEN

  
Principal Signature

**Christie VanWinkle**  
Principal



**Kasey Lowe**  
**Nicole Graham**  
Assistant Principals

**Glenn L. Martin Elementary School**  
**1362 Miller Avenue \* Crossville, TN 38555**  
Phone (931) 484-7547 Fax (931) 484-8785

January 2, 2026

Cumberland County Board of Education  
Dr. Rebecca Farley  
368 Fourth Street  
Crossville, TN 38555

Dear Dr. Farley,

The attached lists contain CTE and General Fun 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 Elementary~Martin  
Room Inventory Worksheet

1/5/2026

33-TO RETIRE INVENTORY~BOE- RETIRE Holding				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price
___ 1000862	GE JBS60DKWW Stove	JBS60DKWW	APPLIANCE		SG264547Q	\$0.00
___ 1000863	GE JBS60DKWW Stove	JBS60DKWW	APPLIANCE		TG206494Q	\$0.00
___ 1000864	GE JBS60DKWW Stove	JBS60DKWW	APPLIANCE		TG206493Q	\$0.00
___ 1002256	Frigidaire FFTR1814TW Refrigerator	FFTR1814TW	APPLIANCE		BA74119411	\$0.00
___ 12971	Lenovo Chromebook	unknown	CHROMEBOOK		LR04KL94	\$0.00
___ 12974	Lenovo Chromebook	unknown	CHROMEBOOK		LR04KL71	\$0.00
___ 12996	Lenovo Chromebook	unknown	CHROMEBOOK		LR04KL46	\$0.00
___ 1401	Philips DVD726 DVD Player	DVD726	ELECTRONIC		CB02032611 2489	\$0.00
___ 14350	GE JE1460BF03 Microwave	JE1460BF03	APPLIANCE		FM901038U	\$0.00
___ 14455	GE JE1460BF03 Microwave	JE1460BF03	APPLIANCE		FM901088U	\$0.00
___ 14456	GE JE1460BF03 Microwave	JE1460BF03	APPLIANCE			\$0.00
___ 14460	Hamilton Beach 50161WW Blender	50161WW	APPLIANCE			\$0.00
___ 14461	Hamilton Beach 50161WW Blender	50161WW	APPLIANCE			\$0.00

Glenn L. Martin Elementary~Martin  
Room Inventory Worksheet

1/5/2026

33-TO RETIRE INVENTORY~BOE-RETIRE Holding				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price
14462	Hamilton Beach 50161WW Blender	50161WW	APPLIANCE			\$0.00
14463	Hamilton Beach 50161WW Blender	50161WW	APPLIANCE			\$0.00
14464	Proctor Silex 62515R Mixer	62515R	APPLIANCE			\$0.00
14837	GE JE1460BF03 Microwave	JE1460BF03	APPLIANCE			\$0.00
14860	Luidia EB5-BT eBeam Edge Whiteboard System	EB5-BT	ELECTRONIC		EBT1412054	\$0.00
14931	Apple 2 Wi-Fi 16GB iPad	unknown	iPad		F6QMP05ND FHW	\$0.00
14939	Acer c720-zhn Laptop	c720-zhn	LAPTOP		NXSHEAA01 1352060F97 600	\$0.00
14997	Ergotron Charge/Sync Dell Chromebook Cart	unknown	CHARGE CART		020D9K- 14941-572- 1875	\$0.00
180252026	Table	unknown	FURNITURE			\$0.00
180330003	GE GSD970-02 Dishwasher	GSD970-02	APPLIANCE		TA641334B	\$0.00
180330006	GE GSD970-02 Dishwasher	GSD970-02	APPLIANCE		TA640457B	\$0.00
180330014	GE GSD970-02 Dishwasher	GSD970-02	APPLIANCE		TA641344B	\$0.00

Glenn L. Martin Elementary~Martin  
Room Inventory Worksheet

1/5/2026

33-TO RETIRE INVENTORY~BOE- RETIRE Holding				Room Type: VIRTUAL			
Tag	Product	Model	Product Type	Assigned To	Serial	Price	
22995	Apple iPad 4 16GB Wi-Fi Tablet	unknown	iPad		DMQMNNR9 F182	\$0.00	
25745	Apple iMac Core 2 Duo 1_83 GHz 17 inch A1195 Computer	A1195 EMC 2124	COMPUTER		w8747083wh 5	\$0.00	
3203	Frigidaire FRT21S6AWJ Refrigerator	FRT21S6AWJ	APPLIANCE		4A73600470	\$0.00	
3204	Frigidaire Stove	unknown	APPLIANCE			\$0.00	
3259	Adult desk	unknown	FURNITURE			\$0.00	
36075	Dell Monitor	unknown	MONITOR		MXOXH5974 66346872UR U	\$0.00	
36091	Dell Monitor	unknown	MONITOR		mxoxh597- 46634-68v- 1acu	\$0.00	
38013	Apple A1224 iMac Core 2 Duo 2.0GHz 20"	A1224 EMC 2266	COMPUTER		YM9141686 MH	\$0.00	
38152	Apple A1224 iMac Core 2 Duo 2.0GHz 20"	A1224 EMC 2266	COMPUTER		YM9135NZ6 MH	\$0.00	
38810	Apple A1124 iMac Core 2 Duo 2.26 GHz 20" 16GB	A1124 EMC 2316	COMPUTER		H00101MUD MV	\$0.00	
40121	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		45021819FY N	\$0.00	

Glenn L. Martin Elementary~Martin  
Room Inventory Worksheet

1/5/2026

33-TO RETIRE INVENTORY~BOE- RETIRE Holding				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price
40449	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		45026AB7FY N	\$0.00
41222	Apple A1124 iMac Core 2 Duo 2.26 GHz 20" 16GB	A1124 EMC 2316	COMPUTER		H010604KD WY	\$0.00
42322	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		4513431YF5 W	\$0.00
42323	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		4513431SF5 W	\$0.00
42324	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		4513431WF5 W	\$0.00
42326	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		4513437BF5 W	\$0.00
42333	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		45134377F5 W	\$0.00
42335	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		45134550F5 W	\$0.00
42336	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		45134539F5 W	\$0.00

Glenn L. Martin Elementary~Martin  
Room Inventory Worksheet

1/5/2026

33-TO RETIRE INVENTORY~BOE-RETIRE Holding				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price
___ 42337	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		451344D2F5 W	\$0.00
___ 42341	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		45134373F5 W	\$0.00
___ 42344	Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop	A1342 EMC 2350	LAPTOP		451342YKF5 W	\$0.00
___ 42411	Apple A1124 iMac Core 2 Duo 2.26 GHz 20" 16GB	A1124 EMC 2316	COMPUTER		H01281PUH S6	\$0.00
___ 42420	Apple A1124 iMac Core 2 Duo 2.26 GHz 20" 16GB	A1124 EMC 2316	COMPUTER		H01280JBHS 6	\$0.00
___ 42425	Apple A1124 iMac Core 2 Duo 2.26 GHz 20" 16GB	A1124 EMC 2316	COMPUTER		H01281PSH S6	\$0.00
___ 42431	Apple A1124 iMac Core 2 Duo 2.26 GHz 20" 16GB	A1124 EMC 2316	COMPUTER		H012630NH S6	\$0.00
___ 42435	Apple A1124 iMac Core 2 Duo 2.26 GHz 20" 16GB	A1124 EMC 2316	COMPUTER		H01281D0H S6	\$0.00
___ 45049	Apple 13 inch MacBook Pro Laptop	unknown	LAPTOP		C1MMWDXH DTY3	\$0.00
___ 49019	Lenovo Chromebook	unknown	CHROMEBOOK		LR04SSE8	\$0.00
___ 51061	Apple iMac Computer	unknown	COMPUTER		SC02RM04L GF1J	\$0.00

Glenn L. Martin Elementary~Martin  
Room Inventory Worksheet

1/5/2026

33-TO RETIRE INVENTORY~BOE- RETIRE Holding				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price
— 51131	Apple iMac Computer	unknown	COMPUTER		SC02RL97V GF1J	\$0.00
— 6204	HP 11 G9 EE CRMBK w/Touchscreen/Google Mgmt	11 G9 EE	CHROMEBOOK	Kasey N Lowe	5CD237FH7 DC	\$0.00
— S02925	Lenovo 100e Chromebook	100e	CHROMEBOOK		P202T1C0	\$0.00
— S04998	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1XLSBR	\$0.00



Mitch Lowe, Principal

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The Phoenix School  
203 Taylor Street  
Crossville, TN 38555

Phone: 931-456-1228  
Fax: 931-456-9862

December 4, 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: Apple MacBook Pro #51021

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: 12/4/2025

Staff Verification

<b>Apple MacBook Pro</b>		<b>Product No.:</b>	<b>H281</b>
  H281	<b>Manufacturer:</b> Apple	<b>SKU:</b>	
	<b>Model:</b> MacBook Pro	<b>Projected Life:</b> 0	
	<b>Product Type:</b> LAPTOP	<b>Notes:</b>	
	<b>Area:</b> None	Hayes Conversion - 2020-09-02	
	<b>Price:</b> \$964.05		
	<b>Other 1:</b>		
<b>Other 2:</b>			
<b>Other 3:</b>			

Tags	Count:	Accessories	Price	Units
51021	1	Power Cord	\$0.00	0



# Stone Memorial High School

2800 Cook Road · Crossville, TN 38571

Telephone (931) 484-5767

**Marcy Harelson**

*Principal*

TO: Dr. Rebecca Farley, Director of Schools  
Cumberland County Board of Education

FROM: Marcy Harelson, Principal  
April Moore, Assistant Principal  
Stone Memorial High School

RE: Inventory Items for Retirement

DATE: December 17, 2025

Dear Dr. Farley and B.O.E. Members:

Attached, you will find a list of inventory items slated for retirement. Our SMHS Technology Technician, CTE Auditor, or School Inventory Auditor inspected each item. The property no longer serves the staff or students of SMHS. Additionally, the property would not be usable to any other school's students or staff. Please accept our proposal to retire the items, and be assured that we will follow established procedures and guidelines to dispose of them once approval is granted.

If you have any questions, please feel free to contact us. To ensure that our inventory is accurate and our school materials records are kept current with fidelity, Ms. Moore is working diligently to collaborate with others, especially the technology, special education, and CTE departments, to maintain accuracy through TIP-Web IT.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Marcy Harelson', with a long, sweeping underline.

Marcy Harelson

Principal

A handwritten signature in black ink, appearing to read 'April Moore', with a long, sweeping underline.

April Moore

Assistant Principal

Stone Memorial High School~SMHS

Room Inventory Worksheet

12/17/2025

79-TO RETIRE INVENTORY~BOE-RETIRE Holding						Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Other #1	Serial	Price	
___ 1000750	Apple A1502 MacBook Pro Laptop	A1502	LAPTOP		C17RM1P3F VH3	\$0.00	
___ 1001937	Tractor Supply Adult Pedal Go-Cart Blue	unknown	INSTRUCTIONAL EQUIPMENT			\$0.00	
___ 1002046	Lincoln Power MIG 210 Welder	MIG 210	SHOP EQUIPMENT		M317090345 2	\$0.00	
___ 1002048	Lincoln Power MIG 210 Welder	MIG 210	SHOP EQUIPMENT		M317080121 6	\$0.00	
___ 1002719	Apple Z0Z100034 Laptop	Z0Z100034	LAPTOP		C02X34QP3 YV	\$1,489.00	
___ 1003354	Briggs and Stratton 950 205CC Competition Engine	950 205CC	INSTRUCTIONAL EQUIPMENT		2206213214 380	\$0.00	
___ 1003355	Briggs and Stratton 950 205CC Competition Engine	950 205CC	INSTRUCTIONAL EQUIPMENT		2206213214 381	\$0.00	
___ 1003356	Briggs and Stratton 950 205CC Competition Engine	950 205CC	INSTRUCTIONAL EQUIPMENT		2206213214 377	\$0.00	
___ 1003357	Briggs and Stratton 950 205CC Competition Engine	950 205CC	INSTRUCTIONAL EQUIPMENT		2206213214 383	\$0.00	
___ 1003358	Briggs and Stratton 950 205CC Competition Engine	950 205CC	INSTRUCTIONAL EQUIPMENT		2206213214 378	\$0.00	
___ 1003359	Briggs and Stratton 950 205CC Competition Engine	950 205CC	INSTRUCTIONAL EQUIPMENT		2206213214 384	\$0.00	
___ 1003360	Briggs and Stratton 950 205CC Competition Engine	950 205CC	INSTRUCTIONAL EQUIPMENT		2206213214 375	\$0.00	
___ 1003361	Briggs and Stratton 950 205CC Competition Engine	950 205CC	INSTRUCTIONAL EQUIPMENT		2206213214 374	\$0.00	

Stone Memorial High School~SMHS

**Room Inventory Worksheet**

12/17/2025

79-TO RETIRE INVENTORY~BOE- RETIRE Holding					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Other #1	Serial	Price
1003362	Briggs and Stratton 950 205CC Competition Engine	<del>950 205CC</del>	INSTRUCTIONAL EQUIPMENT		2206213214 382	\$0.00
1003363	Briggs and Stratton 950 205CC Competition Engine	950 205CC	INSTRUCTIONAL EQUIPMENT		2206213214 241	\$0.00
1003459	Epson Ecotank Photo ET- 8550 Color Printer	ET 8550	PRINTER		X88D057443	\$0.00
S07341	HP 11 G8 EE Chromebook w/Google Management	11 G8 EE	CHROMEBOOK		5CD1094D9 X	\$0.00



## South Cumberland Elementary School

3536 Lantana Rd.

Crossville, TN 38572

Telephone: 931-788-671 Fax: 931-788-1116

Principal: Dawn Hall

Assistant Principal: John Lewis

January 13, 2026

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 Souths list(s) of items to be retired by the BOE at January's regularly scheduled board meeting. Please include these items(s) on the agenda for retirement approval.

If you have any further questions or concerns, please contact John Lewis.

Thank you,  
John Lewis  
Assistant Principal

**73-TO RETIRE INVENTORY~BOE-  
RETIRE Holding**

**Room Type: VIRTUAL**

Tag	Product	Model	Product Type	Other #1	Serial	Price
S00775	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		2G386Y2	\$0.00
S00814	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		6XV76Y2	\$0.00
S03331	Lenovo 100e Chromebook	100e	CHROMEBOOK		YX00QT0H	\$0.00
S03345	Lenovo 100e Chromebook	100e	CHROMEBOOK		P202UBRV	\$0.00
S03371	Lenovo 100e Chromebook	100e	CHROMEBOOK		P202STFX	\$0.00
S03389	Lenovo 100e Chromebook	100e	CHROMEBOOK		P202SSSC	\$0.00
S04177	Lenovo 100e 2nd Generation w/Google Chrome Mgmt	100e 2nd Generation	CHROMEBOOK		MP1XLGMM	\$0.00
S05654	HP 11MK G9 EE CRMBK w/Google Management	MT8183C 4GB/32GB	CHROMEBOOK		5CD110LGK6	\$357.00
S05749	HP 11MK G9 EE CRMBK w/Google Management	MT8183C 4GB/32GB	CHROMEBOOK		5CD110BY0T	\$357.00
S05849	HP 11MK G9 EE CRMBK w/Google Management	MT8183C 4GB/32GB	CHROMEBOOK		5CD110L9K2	\$357.00
S05958	HP 11MK G9 EE CRMBK w/Google Management	MT8183C 4GB/32GB	CHROMEBOOK		5CD110L9M5	\$357.00
S06007	HP 11MK G9 EE CRMBK w/Google Management	MT8183C 4GB/32GB	CHROMEBOOK		5CD108M2M3	\$357.00
45675	Apple 21 1/2 inch iMac Computer	unknown	COMPUTER		C02Q7007FY0T	\$0.00
45699	Apple 21 1/2 inch iMac Computer	unknown	COMPUTER		C02Q64F7FY0T	\$0.00
45720	Apple 21 1/2 inch iMac Computer	unknown	COMPUTER		C02Q719DFY0T	\$0.00
S00172	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		2R186Y2	\$0.00
S00277	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		4FQ56Y2	\$0.00
S00320	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		BTPD7Y2	\$0.00
S00635	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		923C7Y2	\$0.00

EXECUTIVE APPROVED

Rebecca Guley 12.10.2025  
SUPERINTENDENT DATE  
Scott Hamilton 12/9/25  
BOARD CHAIRMAN DATE

Issued: April 2025 Procedure: Field Trip and Excursions Policy Reference: 4.302 Exhibit B

In State/Pre-Approved \_\_\_\_\_ Procedure: Cumberland County Schools Field Trip Request  
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 - Lady Fox Basketball  
Trip Request Redhika D. Shuman Date of Trip December 19-22  
Destination Hilton Head High School City Hilton Head State SC  
Departure Time 7AM Return 9PM 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 Embury SPED Signature Rebecca Guley

Please Check Type of Activity

- Academic Field Trip
- Incentive Field Trip
- School Clubs
- Band/Chorus
- Competition
- Sports
- Special Classroom Trip (Describe) \_\_\_\_\_
- Other \_\_\_\_\_

Teachers Going: Redhika D. Shuman # of Students 21  
Suzie Stewart  
\_\_\_\_\_  
\_\_\_\_\_

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS 21

Additional Chaperones (If Needed) Destiny Hild, Stacy Swafford, Klaine Vanney, Trystan Miller, Bryan Simmons

Cafeteria (Notified) Signature Melissa Jume  Purchase Order Requested  
 Substitute Requested (If Needed)  Permission Slip Obtained (Take on trip)

School Nurse Signature Laura Embury  
Sponsoring Teacher's Signature Redhika D. Shuman Cell Phone # 931-537-1559 Principal's Signature Carrie Wynn Date 10-14-2025

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 \_\_\_\_\_

Rebecca Jolley 12-10-2025  
SUPERINTENDENT DATE  
Scott VanHise 12/9/25  
BOARD CHAIRMAN DATE

Issued: April 2025 Procedure: Field Trip and Excursions Policy Reference: 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 Lady Jets Basketball  
Trip Requested By Rachika Dishman Date of Trip December 12-13  
Destination Laurel High School City London State KY  
Departure Time 12PM Return 6PM 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: Rachika Dishman # of Students 21  
Susie Stewart

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS 21

Additional Chaperones (If Needed) Destiny Hild, Stacy Swafford, Klaire Vourney, Trystan Miller + Bryan Simmons

Cafeteria (Notified) Signature Melissa Jumer  Purchase Order Requested  
 Substitute Requested (If Needed)  Permission Slip Obtained (Take on trip)

School Nurse Signature [Signature]  
Sponsoring Teacher's Signature [Signature] Cell Phone # 931-337-1559 Principal's Signature [Signature] Date 12-14-25

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 \_\_\_\_\_