

**Board of Education Meeting**  
**February 26, 2026 6:00 PM**  
 Central Services Board Room

1. Call to Order
2. Moment of Silence/Pledge of Allegiance  
     Ciandra San Inocencio-CCHS
3. Welcome to Visitors/Acknowledgement of Elected Officials
4. Special Recognition
  - Student Representatives
    - CCHS-Abigail Lowe
    - Phoenix-Falon Lambert
    - SMHS-Hayley George
  - SRO's
  - Thomas Fuhrman
5. Roll Call
6. Declaration of Conflict
7. \*Approval of Minutes
8. \*Approval of Agenda
9. Community Comments
10. Open Meetings
11. \*Tenure List
12. Board Member(s) Report from Training(s)
13. Legal Report
14. \*Meeting Efficiency
15. Director's Report
  - 15.A. \*CCSNP Grant Requests
  - 15.B. \*TDOE School Climate MOU and Survey Packet
  - 15.C. \*B&G Request
  - 15.D. \*Request of Funds
  - 15.E. \*Strategic Plan
  - 15.F. \*DOS Evaluation
  - 15.G. \*DOS Contract
  - 15.H. \*Centegix
  - 15.I. Annual Planning Calendar
  - 15.J. FYI
    - 15.J.1. Attendance Report
    - 15.J.2. Personnel Report
    - 15.J.3. Substitute List
    - 15.J.4. School News Articles
    - 15.J.5. School Calendar of Events
16. \*First Reading Policies
17. \*Second Reading Policies
18. \*Pay Scale Items
19. \*Insurance
20. \*Athletics
21. Chief Financial Officer's Report

- 21.A. Monthly Financial Report
- 21.B. Monthly Sales Tax Report
- 21.C. \*141 Budget Amendments
- 21.D. \*142 Budget Amendments
- 22. \*Consent Agenda
- 22.A. School Board Reports
- 22.A.1. TLN Report
- 22.B. \*Approval of Overnight and Out of State Field Trips
- 22.C. \*School Wide Fundraisers
- 22.D. \*Approval of Disposal of Surplus Property
- 22.E. \*Executive Approval
- 23. Questions from Media
- 24. Adjournment

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



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

**Scott VanWinkle**  
**Board Chairman**

Mr. Thomas Fuhrman, CC Schools' STEAM/Computer Science Coordinator, was selected to receive the **2025 Computer Science Excellence Award** in recognition of his outstanding contributions to computer science education.

"Your dedication and impact have made a lasting impression, and this award reflects the high regard in which you are held by your peers and our organization".

Mr. Fuhrman's achievement was celebrated during the 2025 Computer Science Momentum Expedition on December 10, 2025 at Geodis Park.

Cumberland County Board of Education  
368 Fourth Street  
Crossville, TN. 38555  
931-484-6135

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

The Cumberland County Board of Education met in a regular session on Thursday January 22nd, 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: Present  
Ms. Anita Hale: Present  
Mr. Chris King: Present  
Mr. Jon Matthews: Present  
Ms. Sheri Nichols: Present  
Ms. Shannon Stout: Absent  
Ms. Elizabeth Stull: Absent  
Mr. Scott VanWinkle: Present

1. Call to Order

(Scott VanWinkle called the meeting to order)

2. Moment of Silence/Pledge of Allegiance

Scott VanWinkle: Please join us for a moment of silence and our pledge of allegiance, moment of silence first.

Rebecca Farley: At this time, if Kian Roysdon and Jayden Lane from Pleasant Hill Elementary would come to the podium and lead us in the pledge.

(Kian and Jayden lead all in the pledge)

3. Welcome to Visitors/Acknowledgement of Elected Officials

Scott VanWinkle: Okay. First of all, I'd like to say welcome to all of our visitors tonight. Thanks for

27 being here. I see Ms. Colleen Mall here with the County Commission. Thank you for being here  
28 tonight.

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

35 Scott VanWinkle: I'd like to say thank you to our student representatives. Ms. Falon Lambert, she's  
36 with the Phoenix School. And Ms. Abigail Lowe, thank you for being here tonight with CCHS.

37 4.A. Jeff Fitzgerald  
38

39 Rebecca Farley: At this time, we're going to have some special recognition if Jeff Fitzgerald would  
40 come to the front please.  
41

42 (Applause)  
43

44 Rebecca Farley: So, Mr. Fitzgerald has recently retired from the Cumberland County Sheriff's  
45 Department. So I want to read a little bit about him and his background. So he started as a reserve  
46 officer with the Cumberland County Sheriff's Office in 2001. He went full-time in 2002. He was a  
47 member of the SWAT team and a hostage negotiator. Probably the most important was he  
48 became SRO at Crab Orchard Elementary in 2013. He was my SRO and he has retired as a corporal  
49 and he was overseeing the SROs. So we wanted to bring him out tonight and recognize him for his  
50 service to Cumberland County Schools and to all of our students. He also coached football for a  
51 while. So thank you Mr. Fitzgerald.  
52

53 (Applause)  
54

55 5. Roll Call  
56

57 Scott VanWinkle: So Madam Secretary, that brings us to the roll call.

58 Diane McCartney: Ms. Stull?  
59

60 (Silence)

61 Diane McCartney: Ms. Nichols?  
62

63 Sheri Nichols: Here.

64 Diane McCartney: Ms. Hale.

Anita Hale: Here.

Diane McCartney: Ms. Stout.

65 (Silence)

66 Diane McCartney: Mr. Davis?

67 Nick Davis: Here.

68 Diane McCartney: Mr. King?

69 Chris King: Here.

70 Diane McCartney: Mr. Matthews?

71 Jon Matthews: Here.

72 Diane McCartney: Mr. Cole?

73 Travis Cole: Here.

74 Diane McCartney: Mr. VanWinkle?

75 Scott VanWinkle: Here.

76 Diane McCartney: Let the record show Stull and Stout are absent from the meeting.

77 6. Declaration of Conflict

78 Rebecca Farley: Declaration of Conflict, Tennessee Code annotated forty nine two hundred and two.  
79 Board of Education members who have relatives per the statute relatives mean spouse, parent,  
80 parent in-law, child, son-in-law, daughter-in-law, grandparent, grandchild, brother, sister, uncle, aunt,  
81 nephew, niece, or any person who resides in the same household as you employed by the school  
82 system are asked to raise your hands to identify yourselves.

83 (Cole, King, Matthews, and VanWinkle raise their hands)

84 Rebecca Farley: Let the record show Mr. Cole, Mr. Matthews, Mr. King and Mr. VanWinkle. Do you  
85 certify that the votes you make tonight will be in the best interest of the school system regardless of  
86 the effect that your vote may have upon the employment of your relative or relatives?

87 Scott VanWinkle: Yes.

88 Jon Matthews: Yes.

89 Travis Cole: Yes.

90 Chris King: Yes.

91 Rebecca Farley: All of them said yes.

92 7. \*Approval of Minutes

93  
94 Exhibit #1

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Scott VanWinkle: Okay. So that brings us to approval of agenda.

Diane McCartney: Minutes first.

Scott VanWinkle: Sorry, approval of minutes. Thank you.

Travis Cole: I move to approve the minutes for.

Chris King: Second.

Travis Cole: November 20th and December minutes.

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

Travis Cole: No sir.

Scott VanWinkle: Alright, all those in favor of approving the minutes, say aye.

All Board Members: Aye.

Scott VanWinkle: All opposed say nay.

(Silence)

Scott VanWinkle: The ayes have it.

Motion to approve November and December Minutes.

**VOICE VOTE:** (mover-yes) Cole  
(seconder-yes) King  
Yes: 7, No: 0

**MOTION: Motion Carried**

8. \*Approval of Agenda

Exhibit #2

Scott VanWinkle: So next is the agenda approval. Entertain a motion.

Travis Cole: Mr. Chairman, I'll move to approve the agenda as written.

Jon Matthews: I'll second that.

128 Scott VanWinkle: Motion and a second. Any discussion from Mr. Cole?

129 Travis Cole: No, sir.

130 Scott VanWinkle: Mr. Matthews?

131 (Silence)

132 Scott VanWinkle: I would like to make a motion to amend that motion. To amend the motion by  
133 saying we'd remove item 6.307 extracurricular activity drug testing from agenda item number 17 and  
134 also to remove item 3.300 equipment and supplies management from agenda item number 18. I'll  
135 entertain a second.

136 Chris King: Second.

137 Scott VanWinkle: Discussion on that, so from our work session, there were questions concerning these  
138 two agenda items. Both these policies have a model policy from TSBA that was provided to the board  
139 from Dr. Farley after the work session. There's some more considerations that I feel like the board  
140 needs to consider and I'd just like to move those back to the work session.

141 Anita Hale: Move to approve.

142 Sheri Nichols: Yeah, that's good.

143 Scott VanWinkle: Any other discussion?

144 (Silence)

145 Scott VanWinkle: All those in favor say aye.

146 All Board Members: Aye.

147 Scott VanWinkle: All those opposed say nay.

148 (Silence)

149 Scott VanWinkle: I'd like to make another motion concerning the agenda. I'd like to move to remove  
150 the item 16.J elementary basketball from the agenda.

151 Sheri Nichols: Thank you.

152 Scott VanWinkle: I'll entertain a second on that.

153 Chris King: I'll second that.

154 Scott VanWinkle: So motion and second. My discussion points are, is due to the discussion at the  
155 board meeting or the work session, the other night, we discussed whether that was actually  
156 something that would require a vote from the board. The only policy I could find relating to that after  
157 the work session was 4.300. It states that the board shall initially approve each specific extracurricular  
158 activity so that the proper support and supervision may be assured. I've keyed in on that word initially  
159 approve. I feel like this is an extracurricular activity that was approved. It has the appropriate

160 supervision, it's budgeted for, and I can't find anywhere in policy where it states that we would need  
161 to vote on removing extracurricular activities that have been previously approved. So that's my  
162 discussion point on that. Any other discussion?

163 Jon Matthews: Yeah, I've got a question on that. So then we would have no say as far as whether it  
164 gets moved or taken away. It would just be solely up to the director. Even though we had to approve  
165 it to stay, it was voted on to stay and to maintain that.

166 Scott VanWinkle: That's my take on that policy. I mean obviously our attorney's not here tonight, but  
167 that's my understanding of it. And the reason I view it that way is because we had several schools that  
168 didn't have teams this year. They didn't have enough participation and the board did not vote to not  
169 have those extracurricular activities. So that was my perception of this policy. Everybody can have  
170 their own opinion and vote on it obviously, so.

171 Anita Hale: So we can? We're going to punish the schools that have something going on? Take it away  
172 from the children? I don't.

173 Scott VanWinkle: Oh, my suggestion is to remove this from the agenda altogether and not vote on  
174 removing it at all.

175 Anita Hale: Okay.

176 Scott VanWinkle: That's my suggestion.

177 Jon Matthews: So that we don't have any control if it gets removed or not, it can be removed by the  
178 director and we have no say whatsoever about it being removed out of schools.

179 Scott VanWinkle: So from that policy, you can read throughout that the principals can make that  
180 decision based on their discretion. That's what it says in that policy. My take on that is from our  
181 strategic plan that we've been working on and creating, we want to involve more students in  
182 extracurricular activities.

183 Anita Hale: Yes, absolutely.

184 Sheri Nichols: From year to year, the amount of kids change. So some year we may have less and then  
185 the next year we may have more.

186 Scott VanWinkle: That's right. And our intention is to involve as many students in extracurriculars as  
187 we can.

188 Jon Matthews: Yeah.

189 Sheri Nichols: Yeah.

190 Scott VanWinkle: It's unfortunate that some schools don't have enough participation, but some of  
191 those students are participating in other areas of the county, middle school athletics would be one of  
192 those. But I think as long as there's students that want to participate that we should support that and  
193 we have, the board has voted to support that by approving that extracurricular activity.

194 Jon Matthews: Okay, so, I get what you're saying now. I'm sorry. I was thinking that you were trying to  
195 completely pull it out of our hands.

196 Scott VanWinkle: No, so.

197 Jon Matthews: And that's, and I didn't like.

198 Scott VanWinkle: Some of the information that Dr. Farley sent the board and provided there's a low  
199 participation from girls athletes in sixth through eighth grade. There's a pretty high participation from  
200 the seven schools participating in elementary basketball. We have approximately 1,520 something  
201 students in sixth through eighth grade total. There are 120 students playing basketball. 91 of those are  
202 boys. We didn't receive any numbers on the amount of cheerleaders that are participating. I'm  
203 assuming you could say on an average there's 15 and on the low end there's 10. If there's 15  
204 cheerleaders from each of those seven schools with those basketball players playing, it's  
205 approximately 15% of our sixth through eighth grade students participating in that sport. So for us to  
206 say we want to involve students and have a goal to actually improve extracurriculars in arts of 2% on  
207 our strategic plan, cutting out 15% would not be something, that would be counterintuitive to what  
208 we're trying to do with our strategic plan. Yes, absolutely. Any other discussion on this topic?

209 Jon Matthews: Well, the only discussion I have is I know that there's been a few that have signed up  
210 tonight for community comments involving this topic and to allow them their opportunity to at least  
211 give their 2 cents worth if they still want to or whatever.

212 Sheri Nichols: Yeah.

213 Jon Matthews: That's the only reason I would be against trying to keep it on there. Just give them their  
214 opportunity. So.

215 Scott VanWinkle: So, if we vote to leave it on the agenda.

216 Sheri Nichols: Oh, oops.

217 Scott VanWinkle: I mean then are we, we bring it to a vote. Are we voting on something that's not in  
218 policy?

219 (Audio)

220 Scott VanWinkle: I don't know the answer to that right now. Should we?

221 Chris King: I think it's appropriate if it needs to be put back at some point time we could.

222 Scott VanWinkle: As far as.

223 Anita Hale: I couldn't hear Mr. King.

224 Scott VanWinkle: So that would.

225 Anita Hale: Mr. King I didn't hear your recommendation.

226 Chris King: I said I think it's appropriate to remove it from the agenda. If we want to talk about it later,  
227 we can bring it back.

228 Scott VanWinkle: If we do that, if we vote to remove it from the agenda, that would remove the  
229 opportunity to speak on something that's not on the agenda.

230 Sheri Nichols: Agenda, but we're removing it. Which is a good thing.

231 Jon Matthews: Yeah, because we're going to keep it.

232 Sheri Nichols: Because we're keeping it.

233 Jon Matthews: Yeah. As long as we're keeping it in effect.

234 Sheri Nichols: Yes.

235 Chris King: I would suspect that's what they're going to talk about anyways.

236 Scott VanWinkle: Any other discussion on this topic?  
237 (Silence)

238 Scott VanWinkle: There's a motion and a second on the floor to remove the agenda topic concerning  
239 elementary basketball. All in favor of removing that and say aye.  
240 All Board Members: Aye.

241 Scott VanWinkle: All opposed? They nay.

242 (Silence)

243 Scott VanWinkle: The ayes have it. That brings us to the next agenda item is community comments.  
244 The agenda is approved.

245 Chris King: Did we approve the agenda?

246 Scott VanWinkle: Did we? Hold on.

247 Jason McGhee: Approved the amendments.

248 Scott VanWinkle: We approve the amendment.

249 Sheri Nichols: We approve amendments. Not the agenda.

250 Scott VanWinkle: Okay, so we need to go back and approve the agenda, I'm sorry. With the  
251 amendments.

252 Chris King: Yeah.

253 Scott VanWinkle: Motion?

254 Sheri Nichols: Motion to approve.

255 Scott VanWinkle: Motion and second to approve the agenda with the amendments. Any discussion?  
256 (Silence)

257 Scott VanWinkle: All in favor say aye.

258 All Board Members: Aye.

259 Scott VanWinkle: All opposed say nay.

260 (Silence)

261 Scott VanWinkle: The ayes have it. Agenda is approved.

262 Motion to approve agenda with removal of item 16.J. and 6.307 under item 17 and 3.300 under item  
263 18.

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

(seconder-yes) Matthews

Yes: 7, No: 0

**MOTION: Motion Carried**

264

265 9. Community Comments

266 Scott VanWinkle: Next topic is community comments. We have several signed up tonight. One of  
267 those is elementary basketball and all of these would have to be considering something on the  
268 agenda. I'm not sure that I see. Not sure that I, the only one I see that concerns the agenda, an agenda  
269 topic is, I'm not sure, Colleen Dabkowsky Strategic planning?

270 First Speaker: Colleen Debowski, Shawnee Road in Lake Tansi, Strategic Planning

271 Second and Third Speaker: Will Mullins, 240 Rickman Monterey Highway, Rickman, Tennessee, 38580,  
272 Family Life Education

273 (Community comments are not normally recorded word for word in the minutes. However, this  
274 particular interaction was a back and forth between the speaker and the Board so for that reason this  
275 is recorded.)

276 Scott VanWinkle: So we have a very specific policy concerning public speaking and none of these other  
277 requests are concerning anything on our agenda.

278 Will Mullins: Mr. Chairman, if I could, one of the comments.

279 Nick Davis: You can't.

280 Scott VanWinkle: Point of order.

281 Sheri Nichols: Yeah.

282 Will Mullins: I'm bringing up the fact that it is on the agenda. The family life education is on the  
283 agenda. We have a specific parent here tonight set of parents that are asking to address the board  
284 over a violation of Tennessee's.

285 Scott VanWinkle: Point of order. Point of order. This is not concerning anything that is on our agenda.

286 Will Mullins: So you're going to tell the parents here tonight that they cannot speak under their first  
287 amendment right here about an agenda item. It is under 4.213 on your agenda that you approved  
288 tonight. Specifically family life education. You are here tonight to talk about adopting the policy  
289 regarding family life education and there was a specific instance that the director of school knows  
290 about, which is a violation of the family life education law here in Cumberland County. So I would  
291 request on behalf of my clients the ability to speak to here tonight regarding that issue.

292 Chris King: (Audio)

293 Scott VanWinkle: We don't have an attorney here representing us tonight, so.

294 Will Mullins: I'm not asking to speak to your attorney. I'm asking for my client To be able to speak to  
295 people that they have elected.

296 Unknown Attendee: As a taxpayer I would like to ask that he gets to speak.

297 Scott VanWinkle: Point of order please. If you're not on this list, we don't need you to speak right now.  
298 Point well taken. That 4.213 is on our agenda. Brittany Seymour speaking on that topic, please come  
299 forward.

300 Will Mullins: This is Ms. Brittany Seymour and I believe she's designated me to speak on her behalf  
301 here tonight.

302 Unknown Attendee: We can't hear you very well.

303 Will Mullins: I'm sorry. Right. Yep. So my name is Attorney Will Mullins. I represent the parents  
304 involved in the situation here in Cumberland County in which a specific teacher at the Cumberland  
305 County High School participated in a family life education discussion with students in his class.  
306 Specifically the teacher's name is.

307 (Name of teacher has been removed)

308 Scott VanWinkle: Point of order. We cannot talk directly or pronounce anybody's name or talk directly  
309 about personnel.

310 Will Mullins: Okay? There was a teacher there and the teacher took it upon himself to get into family  
311 life education with the students. That has been proven by the fact of the suspension letter that was  
312 directed by the director of schools that he did in fact partake.

313 Scott VanWinkle: Point of order. You're again discussing personnel issues. I will ask that you no longer  
314 talk about any personnel issues concerning any of our.

315 Will Mullins: I'm not talking specifically about.

316 Scott VanWinkle: Point of order. You are talking about a personnel issue and that is not appropriate.

317 Will Mullins: I have a right to speak.

318 Scott VanWinkle: I'm going to ask that you step down please.

319 Will Mullins: So you're not going to allow me to speak.

320 Scott VanWinkle: Not about personnel issues, it's in our policy.

321 Will Mullins: I'm not asking to speak about personnel issues.

322 Scott VanWinkle: You are mentioning personnel issues.

323 Will Mullins: I'm not asking about personnel issues. I'm bringing to the fact of your attention that the  
324 Cumberland County Board of Education, is violating.

325 Scott VanWinkle: I'll ask you again sir, in a very kind way. You're discussing personnel issues that is  
326 not.

327 Will Mullins: So you don't want to hear. I'm discussing the issue of Cumberland County violating the  
328 laws of the state of Tennessee, Sir.

329 Scott VanWinkle: That is not, you're violating our policy and state law right now.

330 Will Mullins: No, I'm not violating state law.

331 (Audio from attendees)

332 Will Mullins: Sir, I want to remind you that you're elected by these people.

333 Scott VanWinkle: Yes, I am. That's correct.

334 Will Mullins: And these people want to, want to discuss this situation that is very concerning to them  
335 with you, an elected official and you, sir.

336 Scott VanWinkle: I'm going to ask you one.

337 Will Mullins: You sir, are preventing these people from addressing their representative of the issues  
338 they have.

339 Scott VanWinkle: So all of these people have.

340 Will Mullins: How are they supposed to come forward and speak?

341 Scott VanWinkle: Point of order. Point of order.

342 Will Mullins: How are they supposed to come forward?

343 Scott VanWinkle: Point of order, sir.

344 Will Mullins: How are they supposed to come forward and speak?

345 Scott VanWinkle: Point of order, sir. There is an opportunity for everyone to come forward to this  
346 board and speak.

347 Will Mullins: We're here.

348 Scott VanWinkle: All right. I will explain to you appearing before the board. Individual speaking to the  
349 board shall address remarks to the chair and may direct questions to individual board members or  
350 staff members only upon approval of the chair. Each person speaking shall state his or her name and  
351 subject to presentation. Individuals desiring to appear before the board shall submit a written request  
352 with descriptive materials to the office of the director of schools eight working days before the  
353 meeting. If the request is approved by the executive committee, the item will be placed on the  
354 agenda. Individuals placed on the agenda will be recognized at the beginning of the meeting and given  
355 no more than five minutes to speak. When their item is addressed on the agenda, all requests  
356 submitted will be included in the board packet. The chair shall have the authority to terminate the  
357 remarks of any individual who violates state law and does not adhere to the board rules.

358 Will Mullins: Can you tell me what state law I'm violating.

359 Scott VanWinkle: I don't have to tell you that.

360 (Audio)

361 Scott VanWinkle: By this policy I can ask you to step down from.

362 Will Mullins: Mr. Chairman, you are accusing me of violating a state law that you do not know that I'm  
363 violating.

364 Scott VanWinkle: I'm accusing you of violating our policy. Sir.

365 Will Mullins: What policy number am I violating.

366 Scott VanWinkle: That you cannot discuss personnel issues.

367 Will Mullins: Tell me the policy number that I'm violating. You're here tonight to adopt an agenda on a  
368 family law education.

369 Scott VanWinkle: That's fine. And it is concerning that policy is what the agenda has.

370 Will Mullins: I'm here to discuss that policy.

371 Scott VanWinkle: No, you're here to discuss personnel issues. It's very obvious what you're here for.

372 Will Mullins: I'm here to discuss the policy with you.

373 Scott VanWinkle: I think the three minutes is up. Yes. So your time is up, sir.

374 Unknown Attendee: You said five minutes and it was mostly your minutes.

375 Scott VanWinkle: Three minutes. That is if you have a specific agenda. Topic. Thank you.

376 Unknown Attendee: You spoke.

377 Scott VanWinkle: So we have. No other. We have one other speaker on 4.213. If it's going to be more  
378 of the same, we can designate one individual to speak on behalf of those wanting to speak on that  
379 topic.

380 (Audio)

381 Scott VanWinkle: Allow it. William Seymour.

382 Will Mullins: Mr. Seymour has delegated his time to me as well.

383 Scott VanWinkle: What's your name and address sir?

384 Will Mullins: My name is Attorney Will Mullins. My office is in Rickman, Tennessee, 240 Rickman  
385 Monterey Highway, Rickman, Tennessee, 38580. One of the items on your agenda here tonight is to  
386 adopt a family life curriculum pursuant to the applicable codes under the family life curriculum. If you  
387 are to adopt that policy, you are to have a meeting with the community prior to adopting that policy  
388 and that the citizens of this community have a right to come forward to know the topics that are going  
389 to be discussed with their children and have an opportunity to speak freely about those topics that are  
390 going to be discussed with their children. Now those topics are to be discussed every year, at least  
391 once in September, notifying the public, giving them an opportunity to speak freely about those  
392 situations. Now, one of the concerns of the parents here is if there has been this family life curriculum  
393 going on, why has it not been brought to the board's attention prior to now? Has there been a policy  
394 to teach family life curriculum in Cumberland County? If not, why has there not been a policy and is  
395 being taught in their schools to their children? And they do not know the topics that are being  
396 discussed with their children. Now we're sitting here tonight all knowing of a situation in which this  
397 has in fact been violated. Now these parents here tonight are upset over this situation. They're upset  
398 over the fact of how the disciplinary process works pursuant to the applicable statute. The disciplinary  
399 process is as formal complaint should be made to the director of schools. The director of schools, is to  
400 do an investigation report such investigation to this board along with any disciplinary matters that  
401 may take place in the director's recommendation. And then it is to give to the board the decision to  
402 make a disciplinary matter. Now this come to my attention that this board has a policy in which they  
403 say they do not discipline teachers. However, I would bring to your attention that the Tennessee code  
404 annotated would trump any policy that you have and the legislators of this state of Tennessee have  
405 said you do and you must make disciplinary actions involving teachers that violate family life  
406 curriculum. With that being said, I think the parents are here tonight wanting to know what actions  
407 are going to take place in adopting this policy and what actions are going to take place for any  
408 violations that have happened prior to your policy.

409 Rebecca Farley: 30 seconds.

410 Will Mullins: Thank you.

411 Scott VanWinkle: So the only other topic on here is child safety. Can anybody relate that to a topic on  
412 the agenda? Then I, then I won't allow that. All right. So thank you for your comments. We'll move  
413 forward on the agenda.  
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415 10. Open Meetings

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## 11. Charitable Fund

Exhibit #3

Scott VanWinkle: That brings us to charitable funds, something we can have a celebration about.

Rebecca Farley: So before we present our charitable funds, Dr. Buck Wood is here and he is one of the founding members of the CSW Charitable Fund. So I'll let him speak for a moment before we recognize all of these individuals.

Buck Wood: On a happier note, this will be, I think the 12th year that we're giving out money to the teachers through the foundation that is set up as an endowment. Started off with \$5,000 a year, and now we're doing over 19,000. This thing has continued to grow and I asked for your support. Ask the teachers to get on board. \$5, \$10 a month contribution would really make this thing grow. And we don't want teachers to have to take money out of their pockets and pay for tuition. We don't want students not able to attend. Educational events because they cannot afford the fees. And this is what this foundation is for, is to make everything available to all our students and all our teachers. And then we'll go on and present some money.

(Rebecca Farley reads out the names and each teacher comes forward and receives their funding)

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

Scott VanWinkle: Okay, moving forward. So next on the agenda, our board members report from trainings. Nobody has anything?

Anita Hale: No. I signed up for something, but it's not yet. On the 28th I think.

Scott VanWinkle: Okay.

Anita Hale: I'm zooming somebody.

## 13. Legal Report

Scott VanWinkle: Next. Agenda item is legal report. The attorney's not here tonight.

## 14. \*DOS Evaluation

Exhibit #4

Scott VanWinkle: Next item is. DOS evaluation. I'll entertain a motion on that.

Chris King: Mr. Chairman, move to approve.

Travis Cole: Second.

Scott VanWinkle: Motion and a second to approve the DOS evaluation. Any discussion?

Chris King: There's been a lot of work go into it I think it's ready to go forward.

Travis Cole: I would echo the same.

447 Scott VanWinkle: Okay. All those in favor of approving the motion to approve DOS evaluation. Say aye.

448 All Board Members: Aye.

449 Scott VanWinkle: All those opposed say nay.

450 (Silence)

451 Scott VanWinkle: The ayes have it.

452 Motion to approve DOS evaluation.

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

(seconder-yes) Cole

Yes: 7, No: 0

**MOTION: Motion Carried**

453

454 15. \*Strategic Plan

455 Exhibit #5

456 Scott VanWinkle: Next item, strategic plan.

457 Rebecca Farley: So after we had the work session, wanted to make sure that I had this as prepared  
458 and as ready for you guys as I could. So I had my team to work on some additional items to give you  
459 that was kind of along the same lines as what you received when you all, and I know some of you  
460 were not on the board when we did the original adoption of the strategic plan. So in doing that, some  
461 of my team said some of these goals are not realistic. We don't need some of this. So you receive the  
462 document when the agenda was updated, you also receive the document of the strike throughs. So  
463 that, can we go to that and let you see the update and see if you are good with the update. So we  
464 struck through or updated in red and the rationale are in pink. Obviously we didn't change our beliefs,  
465 vision or anything like that. So here we go. So I'm asking to change ELA to just say that the schools will  
466 meet their annual measurable objective. How the state presents that to us is an overall success rate.  
467 Math and ELA are added in both of those. So that's the first change that I'm adding. Does anyone have  
468 any questions regarding that? Okay, this is our K 12 framework, CCTE. So we're wanting to replace  
469 ready graduate indicators with college and career ready because TDOE is removing the term ready  
470 graduate and they're now using college and career ready. We are wanting to put to increase work-  
471 based learning enrollment by 2% annually because 10% is not a realistic goal. And we are asking to  
472 remove, completely maximize exposure to industry 4.0 because industry 4.0 falls under work-based  
473 learning. And I think that was all of the changes, was it not Ms. Diane? Oh, so this says to what was in  
474 there was just create, however, I think this is something that we would need to update annually. So  
475 I'm asking to add that and that was all of the changes. So this is a voting item. So I would ask that you  
476 vote to approve this. But before you do, let me show you the additional documents that we have. So  
477 in working with you all since unofficially April and officially July, I know you are a data liking group of

478 individuals. So what this document is, is this takes every one of our action steps and performance  
479 metrics and puts a number to that. Your plan started in 2023 and it will run through the 27-28 school  
480 year. So that's why we have data at year three because that is where we currently are. Not all of the  
481 data is in here because I could not get it all compiled from last week to this week. My apologies, this  
482 will be ready to go probably by next week, but I just didn't have the time to do it. But that's what that  
483 sheet is. We have the academic goal, we have the K 12 framework work, we have human resources,  
484 and we also have safety and security. And all of those have an individual sheet and you can see exactly  
485 if we configure it, like if it's a 2% increase and we can get the numbers of what we have that is in there  
486 at this time. So you have all of the data and our goals as to where we're going through 2028. If we can  
487 do that. Like the annual measurable objectives, we haven't received those yet for this year. From the  
488 state? Yes sir.

489 Nick Davis: For all these AMOs, they're here for all the, I guess the yellow areas that have prior years.

490 Sheri Nichols: Nick, can you speak into your microphone please?

491 Nick Davis: Sorry, my bad. Where is the information?

492 Rebecca Farley: I did not put 23-24, 24-25 on here because I wasn't in charge at that time.

493 Nick Davis: Gotcha.

494 Rebecca Farley: And some of our goals are not, that we have revised now, we're not goals that were in  
495 the original plan. So I just felt it would be best to go forward. But I felt it was important for it to reflect  
496 that this plan, it is a five-year plan and it did start in 23, but we revised the goals to make them more  
497 measurable. It's hard to measure other than yes or no that we got a box truck.

498 Nick Davis: Correct.

499 Scott VanWinkle: So would it make sense to archive that and move on and create a new five-year plan  
500 from here going forward?

501 Rebecca Farley: I can check into that because you had adopted one. So I mean I guess you all have the  
502 authority if you want to change it from 23-24 through 29-30 if that would be right. So I mean I can  
503 update and add those goals.

504 Scott VanWinkle: I mean we could also, I've seen other districts just do an annual strategic plan. So I  
505 don't know if you want to entertain.

506 Anita Hale: I thought that it was the state requirement just every five years. Am I?

507 Scott VanWinkle: It is a TSBA recommendation I think.

508 Anita Hale: Oh Ok.

509 Scott VanWinkle: I don't think it's state. It may be, I may be wrong, but I know TSBA recommends it.

510 Rebecca Farley: TSBA does recommend it. And I would have to look to see whether or not it is state  
511 law. But I think that is one of the responsibilities is for you all to have a strategic plan. But I don't know  
512 the.

513 Nick Davis: Oh, it's important.

514 Rebecca Farley: Right.

515 Nick Davis: Just thinking about how our goal earlier was to have a hundred percent of the academic  
516 AMOs achieved.

517 Rebecca Farley: A hundred percent of the schools, individual schools to meet their AMOs.

518 Scott VanWinkle: So go ahead.

519 Chris King: Mr. Chair?

520 (Audio)

521 Chris King: Mr. Chairman?

522 Scott VanWinkle: Yes sir.

523 Chris King: Like to move to approve. Item 15, strategic plan as presented. Need a motion on the fourth  
524 to discuss.

525 Jon Matthews: I'll second that.

526 Scott VanWinkle: Motion and second to approve the strategic plan item on the agenda. Any  
527 discussion? Mr. King?

528 Chris King: I think there's a lot here that looks good. It's a living document basically. So five years, 10  
529 years, whatever we're going to look at every year. anyway, so I think we should go ahead with what  
530 we've got here.

531 Rebecca Farley: There is an additional document. So this is your matrix, and again, this is what you had  
532 originally. There's 34 pages here. I'm not going to go through each one.

533 (Laughter)

534 Rebecca Farley: Ms. Diane, if you would just go to the first page where it says year one. We did change  
535 this up a little bit because it was in quarters and if you had a five year strategic plan in quarters, you  
536 would check your progress every 15 months rather than every year. So we broke it down into year  
537 one, year two, year three, year four, and year five. And every year for every goal or focus area, you  
538 have these items. You have the goal, the action step, the descriptor of what it is, when it's to start,  
539 when it's to end, progress, challenges, and next steps. That's what all 34 pages are. But I just wanted  
540 you to see this document.

541 Scott VanWinkle: Any other discussion? I think Mr. Matthews, you've seconded.

542 Jon Matthews: Yeah, just kind of to tag on what Mr. King said, this is a living document. It's something  
543 that we're going to be working on continuously all the time and we've got to have a starting point.  
544 We've got to have somewhere to start to move with. And a lot of work's went into this as well. So I  
545 think it's a good place to start.

546 Nick Davis: I would agree. Except for we're not starting. We're in year three.

547 Sheri Nichols: Keeping up with.

548 Jon Matthews: Right.

549 Nick Davis: Do we know that the top three things we've achieved in the last three years based on the  
550 strategic plan?

551 Chris King: Would take it to, we have started and we're revising that.

552 Jon Matthews: Yeah, every time we work on it, it's a new start. I mean, it's not like we're not  
553 completely starting over. We're starting over on our new revision or like I said, it's a living document,  
554 so we have work with it.

555 Scott VanWinkle: That's something that you could entertain, Dr. Farley is coming up with that data just  
556 to show that we achieved those things. I know they were was more like a checklist, but.

557 Rebecca Farley: Are you talking about the data that I don't have filled in?

558 Scott VanWinkle: Yeah, I think that's what Nick's talking about.

559 Rebecca Farley: And please understand the reason that I didn't fill it in is because at that time when  
560 you all started your original strategic plan, most of those things were not a goal or a plan that you had.  
561 So that's another reason why I didn't put that. But this is kind of what we had agreed on when we met  
562 at the retreat. So that's why I started for there. But I'll be happy to do whatever you all want me to do.  
563 If you want me to go back two years, or if you want me to add two years.

564 Nick Davis: My, having living breathing document is awesome that you can modify. But if our goal is to  
565 continue to move the goalposts, we're going to have a hard time showing what we achieve, whether  
566 we hit the field goal or we missed it. So at some point we're going to have to say these things agreed  
567 on by the board that's currently here and the director that's currently here, that we are going to affect  
568 these number of things. And when either we agree that they're no longer, we should have an update  
569 as to whether or not we have scrapped the project or we have modified the project or we're in  
570 process. So I guess that's what I'm looking for is just the updates based on if it, did we achieve it, did it  
571 change, or are we still in progress? So there's a progress tracking device built into our plan.

572 Rebecca Farley: OK, so, once I get a strategic plan and you all vote to approve one, and I know what  
573 you all are working toward every month, I will give you an update as to where we are. But right now, I  
574 don't know what to update you on.

575 Scott VanWinkle: I think it's good. I had a concern about the AMOs in the work session. I think I've  
576 questioned that in the work session. Would it make sense to say it's similar to a meets expectations  
577 goal of every school A three and every school a C? Would those be meeting expectations. Because  
578 AMOs are hard to explain.

579 Rebecca Farley: True statement.

580 Scott VanWinkle: They include both growth and achievement.

581 Rebecca Farley: In both math and ELA and all of that is combined into one little ball. And it's also third  
582 grade, fourth grade, fifth grade, sixth grade, seventh grade, eighth grade. And then it's all of the kids if  
583 you take an algebra one.

584 Scott VanWinkle: And so my understanding of what I've read on it since we had the work session is it's  
585 also specific to that grade the next year after those students have already moved on. So we're trying  
586 to chase what the previous year students did with a new group of students.

587 Rebecca Farley: Correct.

588 Scott VanWinkle: Instead of looking at the overall school score and the school grade.

589 Rebecca Farley: So we can, my team and I can easily go back and change. So if you want the first goal,  
590 the academic goal, if you want that to read, I don't remember it right off. So I'm wanting to look at this  
591 to make sure I don't mess anything up. So instead of it saying 100% of individual schools will meet  
592 annual measurable objectives, I can change that to 100% of individual schools will obtain at least a  
593 score of three in a growth and a letter grade based on state accountability of a C.

594 Scott VanWinkle: I think that's a meets expectations type deal. Do we want to do better than that?  
595 Absolutely. But I think that establishes a baseline goal that is understandable. Everybody can see it  
596 every year. AMOs are from what I read, are like chasing a ghost almost is what it appears.

597 Rebecca Farley: And this was here when I got here.

598 Scott VanWinkle: Right? Yeah, and that's the reason I asked the question the other night.

599 Rebecca Farley: Yeah.

600 Scott VanWinkle: So.

601 Chris King: AMO stands for always moving objects.

602 Rebecca Farley: Well, the state doesn't agree with you Mr. King, I'm just saying. I am sure most  
603 administrators in the crowd would. So you want me to change and delete that and then change to a  
604 three in growth and state accountability of at least a letter grade of C?

605 Scott VanWinkle: I think so. I mean, that's my individual thought. I don't.

606 Rebecca Farley: Okay, so would we need an amendment to the motion?

607 Scott VanWinkle: We would.

608 Rebecca Farley: Okay.

609 Chris King: I'll move to amend it that way.

610 Nick Davis: Second.

611 Jon Matthews: Second.

612 Scott VanWinkle: For discussion on strategic plan. All those in favor of the strategic plan or in favor of  
613 the amendment? Say aye.

614 All Board Members: Aye.

615 Scott VanWinkle: All those opposed say nay.

616 (Silence)

617 Scott VanWinkle: The ayes have it. All those in favor of the motion to approve the strategic plan with  
618 the amendment, say aye.

619 All Board Members: Aye.

620 Scott VanWinkle: All those opposed say nay.

621 (Silence)

622 Scott VanWinkle: The ayes have it. We have a strategic plan.

623 Rebecca Farley: Who-Hoo and I will get this finalized and hopefully have you a copy in your email on  
624 Monday morning. It will just be this document here because I can't probably get all of the data  
625 updated tomorrow. It's supposed to be a little crazy day here too.

626 Sheri Nichols: Yeah, just a little bit.

627 Motion to approve Strategic Plan with change "100% of individual schools will meet annual  
628 measurable objectives" will change to "100% of individual schools will obtain at least a score of three  
629 in a growth and a letter grade based on state accountability of a C"

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

(seconder-yes) Matthews

Yes: 7, No: 0

**MOTION: Motion Carried**

630

631 16. Director's Report

632 Exhibit #6

633 Scott VanWinkle: Alright, so that brings us to the next item on the agenda, which is the director's  
634 report.

635 16.A. Supplements

636 Rebecca Farley: So this piece of the director's report is based on items that we've talked about in  
637 the work session. The first thing is supplements. We did discuss that and we have added a few.  
638 And then you received in your email the sports dates and contest numbers in the work session. I  
639 was asked to look and see when the first practice was, when the contest was, and get you

640 information on how many games they played and all of that. That was sent to you via email. And  
641 that supplement is there. This would be something that we would need to vote on in February so  
642 we could start working on getting the budget built to approve it by our deadline.

643 Chris King: So we can discuss it pretty heavy in the budget. I mean in the work session in February.

644 Rebecca Farley: Correct. But I wanted you to see the information and have it so you would know.

#### 645 16.B. Pay Scales

646 Rebecca Farley: So next we have proposed draft one, pay scales. Please know you have to start  
647 somewhere. And that's what this is. In the green. That is the required minimums and pay  
648 increases at the years that we have to give those. That is why they are highlighted in green. This is  
649 the first set of pay scales we will share. We wanted to get this out and get it on the agenda. And  
650 I'm sure we will have many, many more. And we will discuss this again in the February work  
651 session.

652 Anita Hale: I have a question. Whenever we are discussing the pay scales, why have not we  
653 incorporate the use of the CCEA? Because we're talking about salaries for teachers and I thought  
654 that was part of the MOU agreement that the teachers negotiate. Well, we don't use the word  
655 negotiate anymore, but in the past they negotiated at a table.

656 Rebecca Farley: So I think that would definitely be something we could do. That would be a  
657 decision that we would all make together. I wanted to start somewhere, Ms. Hale, because the  
658 other night in the meeting we discussed everybody being able to see this and I wanted everybody  
659 to see just the first option and it gives us a starting point.

660 Anita Hale: And are we still freezing people's salaries?

661 Rebecca Farley: I think in some of the options there would be a freeze and in some options there  
662 would not be. And when we get closer and we have more discussions on that information, if  
663 people are frozen, that information will be shared as well as the number that would be frozen.

664 Anita Hale: In my opinion. I don't think we should freeze anybody's salary. I think everybody  
665 deserves a raise, but that's just my opinion and we are not discussing it tonight and we don't need  
666 to punish the teachers that have had their longevity in this system because their longevity has  
667 been here. And I just don't think it's right to freeze a teacher's salary. I know that we're trying to  
668 balance the budget and try and do away with some things. We need to come up with some other  
669 options.

670 Rebecca Farley: Well, as I said, this is a starting point. Option number one, when we get to options  
671 that people's pay are frozen, that information will be shared in a public meeting just like this one.  
672 So everybody will know, and that would be something that you all would vote on. You will vote to  
673 approve the pay scales before they're ever put anywhere else.

674 Anita Hale: But will the CCEA?

675 Scott VanWinkle: I think we did meet with the teacher group last year. We did meet with the  
676 teachers group.

677 Rebecca Farley: We did.

678 Scott VanWinkle: And I think that's something that we could, as Dr. Furley said, definitely do this  
679 year. Again, I don't see any problem with that.

680 Rebecca Farley: But again, I just wanted to get this out there because we know we've had some  
681 struggles in the past getting our budget passed and doing that in a timely manner. And guys, this  
682 is the first step we have to come up with pay scales and then we have to figure out the insurance  
683 and other benefits because this is 86% of our budget. So I'll just go on record. I was very proud of  
684 my team because we have this and it has been shared with you all and publicly in January and I  
685 don't know that that's been done in a long, long time.

686 Sheri Nichols: No.

687 Scott VanWinkle: So I'd like to make some comments on this if I could. I know it's not a voting  
688 item, but go back to a work session type thing I guess. But first of all, thank you and your team for  
689 having this out as early as you have. We've not done that in the past. I know we're a little behind  
690 what your plans were with some challenges obviously. I'd like to note that items from last year's  
691 discussion and vote on salary scales was that the board was asking to balance that scale.

692 Rebecca Farley: Correct.

693 Scott VanWinkle: We started the initial suggestion last year at a \$600 per year step. We couldn't  
694 get to that obviously because of the shape that the salary scale was in. And that number could  
695 obviously vary as long as it's consistent to make that a balanced and linear scale. That was the  
696 goal. And then one of the other goals was to work toward an equal increase between each degree  
697 level. And we started last year at \$2,500. That doesn't necessarily mean it has to be \$2,500. That's  
698 just where we started last year and we wanted it to be the same for everybody between every  
699 degree level so that it was consistent and linear and balanced. And also we mentioned offering  
700 competitive pay. So as we move forward with this salary scale discussion, please make note of  
701 those items and let's try to work towards that. And then Dr. Farley, that's one of the questions I  
702 had on this salary scale is how do we get to that balance scale and how does this approach that  
703 and work towards that? And right now if you graph this, it's still kind of similar to what we had last  
704 year. It's up and down. It's not linear, it's not parallel.

705 Rebecca Farley: And I wasn't here in this seat when we started that. I knew that was a goal to  
706 balance it. And like I said, we kind of started somewhere and obviously we went from what we  
707 had currently and did those increases. But we can definitely, you said a linear scale and a \$600  
708 between the steps.

709 Scott VanWinkle: That was what we started at last year. It doesn't necessarily have to be that. I've  
710 looked at several other districts. Warren County for instance is one, their starting bachelor degree  
711 is I think \$50,500 and they have \$400 steps in the bachelor degree. And they do that pretty much  
712 across the board. So if you graph theirs, it's perfectly linear.

713 Rebecca Farley: So when you say you're talking about zero to one, one to two, two to three, that's  
714 where you're wanting the 400?

715 Scott VanWinkle: That's the step. Well that was what they had 400.

716 Rebecca Farley: Well, 400, 600, whatever. I mean.

717 Scott VanWinkle: Yeah, exactly.

718 Rebecca Farley: We can come up. Okay.

719 Scott VanWinkle: And it's similar in other districts, there are some districts that have the staggers  
720 like we do here because we're trying to meet those.

721 Rebecca Farley: Minimums.

722 Scott VanWinkle: Minimums. I think what Warren County's done, and instead of starting at 50,000  
723 and having that requirement of meeting the 645 at year one. They started at 50,500 and did a  
724 400. And so then they were 600, they were over 645 above the state required base. And then they  
725 did \$400 steps from there. So that got them above that base because their base was 50,500.

726 Rebecca Farley: So obviously we want to be conservative and we have met the state minimums in  
727 all of our lines in the years just to try to be conservative on that. But we are open and we will  
728 develop any type of pay scale based on obviously the input of you all.

729 Scott VanWinkle: Yeah, I think that's just some input that I have for you to work on. It doesn't  
730 necessarily have to be what I stated there, but something similar to that.

731 Rebecca Farley: Okay. And can you tell me again what you said between the degrees.

732 Scott VanWinkle: We started last year at 2,500, that's going to be really hard to do. I remember  
733 dealing with this last year, it's going to be really hard to do without freezing the pay scale. And I  
734 agree with Ms. Hale on this. I don't think we should freeze the pay scale. And if we do, I would like  
735 to recommend that we at least pay the step raise to the employees that don't increase on the pay  
736 scale, at least the \$600 step or whatever the step is across the board that we come up with. And  
737 they would be on the pay scale, but they would have not a bonus because you don't want to tax it  
738 as a bonus, but a stipend of some type for \$600 or whatever the step is, 400, 800, whatever it  
739 ends up being.

740 Rebecca Farley: And I don't think anybody in the school system wants to see anybody's pay  
741 frozen, but a previous board before us had completed a salary study through Lean Frog and that  
742 showed that in the areas of the EDS and the doctorate, that our pay was significantly elevated to  
743 systems around us. So I think that, and I'm not putting words in anybody's mouth because again, I  
744 did not sit in this chair, but at that time, but I think what you all were trying to do was trying to get  
745 more level and.

746 Scott VanWinkle: Linear.

747 Rebecca Farley: Move that line down just a little bit.

748 Scott VanWinkle: Well, so the other thing you can do, the other concept to that is rather instead  
749 of holding that one down is catching the other one up. But then you run into we don't have  
750 enough money to do that. So there's got to be a happy medium in there somewhere and it's going  
751 to take time to straighten it out. So in that case, you could build your steps. The personnel that go  
752 to that next step, that would be the same salary again, just pay them that step that year. They're

753 still on the salary scale, but that \$600 step would be the same for everybody. Because everybody's  
754 one year of experience is one year of experience.

755 Anita Hale: Absolutely I agree.

756 Scott VanWinkle: And we can give you some more options with various amounts in the steps to  
757 show you what overall effect that would have.

758 Jon Matthews: And just a question, food for thought type thing too is if we get to that point and  
759 we're trying to get this balanced out, is there a way that we can grandfather the ones that are  
760 there now, grandfather them in to continue until they get to their retirement age or whatever,  
761 but that position then falls back to where we're trying to get balanced. You know what I mean?

762 Scott VanWinkle: Something else you could consider when you're working on the numbers.

763 Jon Matthews: Yeah, I'm just throwing it out there. That way it's not affecting the people that are  
764 here now with us and working on their last five. You know what I mean? But then that same  
765 position still gets leveled after they're gone.

766 Scott VanWinkle: Any other discussion on the salary scale?

767 Chris King: I like what everybody said, I'd like to start above 50,000 if we could.

768 Sheri Nichols: Yeah, I like that too. That's good.

769 Scott VanWinkle: That helps us be competitive, I think.

770 Rebecca Farley: And I do have information on several districts around us that I can share with you  
771 Monday. I've already been compiling that and it is for zero years, one years, six years and 11.

772 Scott VanWinkle: Okay.

773 Rebecca Farley: I did like 20 maybe. But yeah, I have that information and can share that with you  
774 and we can put it on the work session agenda next month so everybody can see it.

775 Scott VanWinkle: So along these same lines, I'd like to bring up some things that we had planned  
776 to do for January that didn't make the list. And that includes salary skills for certified and classified  
777 both.

778 Rebecca Farley: I have those ready as well. We didn't have them ready to go to put on the work  
779 session agenda because we had been working on these a lot, but I do have those ready to go.

780 Scott VanWinkle: So February work session, we can have that. Okay. And then as far as benefits, I  
781 know we had a lot of discussions last year, so I went back and looked at some of the minutes from  
782 last year to bring these up today so that we can plan for February, but options for benefits for  
783 current plan costs, and you can base that on this year's numbers if you don't have it by February  
784 meeting. Options for alternative plans and total costs. So cafeteria plan options and HSA options  
785 that would be something we could consider options for future employees and potential employee  
786 costs. So we talked about grandfathering, our current employees into the insurance plan and then  
787 offering a different option to new employees. What does that look like?

788 Rebecca Farley: Ms. Delk has been working on that and I do have some of that information ready  
789 to go as well.

790 Scott VanWinkle: Okay.

791 Rebecca Farley: I mean I can share any of this information with you all in your Monday email if  
792 that's what you want. And then get any of this on the agenda for February so everybody can see  
793 it. But I can share that with you Monday.

794 Nick Davis: That'd be awesome.

795 Scott VanWinkle: And then HSA option, could we potentially look at current employees that don't  
796 necessarily need the full state coverage that they have but would like to go back to a different  
797 coverage and look at the option of us matching a certain amount in their HSA each year? So that's  
798 something that my company currently does, and I know Ms. Stout mentioned HSAs last year when  
799 we were talking about this.

800 Rebecca Farley: Now I can tell you the numbers and the work we've done so far with insurance. It  
801 is based on obviously the cost we have now because we don't have them yet for next year. But it's  
802 also looking at maybe a change in what you had said. So when someone comes in, giving them the  
803 option for this plan and how much we pay. So we haven't, to my knowledge, we haven't yet  
804 looked at cafeteria plans or HSAs.

805 Scott VanWinkle: Something that you can do with that HSA, it would actually be more beneficial  
806 to someone who has say fewer insurance, fewer medical expenses, and we're paying for a full  
807 plan for 9,000 a year, but they don't use that benefit at all and we're paying for nothing. So if they  
808 consider moving to a different plan option and having an HSA because they don't need that  
809 coverage, then we could take some of that potential savings and make a match every year in that  
810 HSA account, which some of the HSAs now are investment opportunities as well. So just some  
811 potential benefit packages that we can talk to the teachers about, get some feedback on. And  
812 then supplements, so I know you presented some options for one group of potential supplement.  
813 I know we talked about, well we actually just had the current athletic and extracurricular  
814 supplements.

815 Rebecca Farley: Correct and we added the ones that was discussed to add, we added drama at the  
816 elementary level. We added beta at the elementary level and we added student council at the  
817 elementary level. And those are the only three that I can remember that we added.

818 Scott VanWinkle: Well, I think some of the things that board members mentioned that I would like  
819 to make note of for February is how are those supplements derived? Do they consider the  
820 number of students supported? Is the amount of time required considered, are the amount of  
821 games practices or other number of afterschool activities considered? Are there expected results?  
822 Are the expectations defined in a manual or a job description? So that can go back to the athletic  
823 manual. Are there bonuses considered for exceeding expectations? Is there a comparison to other  
824 surrounding areas, supplements in the region? Those are the things that could be considered with  
825 supplements, I think for discussion. Okay.

826 Rebecca Farley: It's a lot I know. Well, I mean based on what you just asked, I can answer the  
827 majority of those questions unfortunately right now. And the answer is no, and I am not being  
828 ugly or disrespectful. That's just how it is. And the athletic manual, I'm not sure exactly what kind  
829 of shape that's in right now because I haven't even looked at it yet, but don't care to come up with  
830 some alternatives. But know every supplement on this sheet that you all were given last week, it  
831 has a flat amount and that's for everything. And we don't have it broken down by the number of

832 students, the number of games or anything like that. I did share that information with you  
833 because that was requested, but that's not taken into account right now. No.

834 Scott VanWinkle: Is that something that we could consider, I guess is what I'm asking?

835 Rebecca Farley: Absolutely. We can consider whatever you guys want to consider as long as it's  
836 within reason and we can get our budget passed.

837 Scott VanWinkle: Right. I just want to make those competitive to other areas. And then some  
838 things that haven't been discussed yet is supervisor supplements and administrator supplements.  
839 I think they were frozen last year and we discussed the options on the size of schools to help  
840 reduce or we were in a budget crunch. We were assumed we were in a budget crunch last year  
841 and we're trying to make areas cost less.

842 Rebecca Farley: We cut over \$7 million from the original budget that was presented.

843 Scott VanWinkle: And so I think we need to go back and consider all those things that we froze  
844 and cut and all that last year and see how that works for our budget this year is where I was going  
845 with that. That's all I have. Thank you.  
846

#### 847 16.C. Instructional Coach Job Description

848 Rebecca Farley: So next was the instructional coaches' job description. This was shared with you  
849 last week. The only change in this is to remove the English language arts because we had an  
850 English language arts, we had a map and we had a technology. And if you remember at the  
851 beginning of the year when we didn't know if we were going to get federal funding, those  
852 individuals that we had in those positions, one had taken another job. We did not rehire for that  
853 position and the other two were placed in a school. So the only thing that's changed here is that  
854 were moving, removing English language arts.

855 Nick Davis: How many of these positions do we have?

856 Rebecca Farley: Currently? We have one filled and it's a part-time, 120 day contract. It has been  
857 posted, the job has been posted, and we've had two people apply and interviewed both of them.  
858 And the other one decided not to take the job.

859 Nick Davis: And help us understand this position and its need.

860 Rebecca Farley: So what an instructional coach does is they go in and they assist teachers with  
861 items. Like it may be, and we've discussed this before, they may go in and help a teacher with  
862 classroom management. The instructional coach handbook that I shared with you all yesterday in  
863 the email that I sent, it has information on there regarding the effectiveness of them and the  
864 different things that they do. But they work with teachers. They may help 'em with lesson  
865 planning. They may go in their classroom and model for that teacher. They may help them come  
866 up with strategies for classroom management. And while they don't work directly with students,  
867 obviously you can't teach a room full of unruly students. And this coach goes in and helps that  
868 teacher to get those kids under control. So they can teach them.

869 Nick Davis: Essentially we have one.

870 Anita Hale: How effective is, are these coaches really? Have you taken some kind of poll or some  
871 kind of, I don't know what I'm trying to say.

872 Rebecca Farley: No ma'am, we have not taken a poll. I do know that the majority of teachers, just  
873 based on input that they gave me when we had to get rid of the teacher, the coaches that we had  
874 at the beginning of the school year was very sad to see them go. But as far as we can send out a  
875 Google form anytime to ask teachers what they think of instructional coaches.

876 Anita Hale: Okay. Because I know whenever I was teaching, I know things have changed. It's been  
877 a million years ago than I've been in the classroom, but it feels like it. But we just had other  
878 teachers mentoring and I don't think we got paid for that. The principal said, I'm going to let this  
879 teacher be your mentor. And we got together and met. I mean, when did we get a job description  
880 for the mentors coming in?

881 Rebecca Farley: This started when Mr. Schlafer was here. He started the instructional coaches  
882 through federal and I think that was probably.

883 Chris King: 2015.

884 Anita Hale: Several years ago.

885 Rebecca Farley: 2 15, 2015.

886 Nick Davis: So you said we have one. This is the only position you have.

887 Rebecca Farley: We only have one instructional coach at this time. Yes. And it's 120 day contract.  
888 Scott VanWinkle: But you have four posted.

889 Rebecca Farley: Yes, we do have four posted.

890 Scott VanWinkle: So you only have three left open right now?

891 Rebecca Farley: Yes, and the person that gets this job, it would be 120 day contract.

892 Scott VanWinkle: So can you explain again, I believe I remember from budget talks last year or this  
893 year, earlier this year, we cut those four positions. Why did we do that? And is that the right  
894 terminology? Were they cut?

895 Rebecca Farley: At that time? When those individuals were placed in a school, we did not know if  
896 we were going to get federal funds to pay for them. So we did not have money in the general  
897 budget unless you took it from a teacher line to pay for the coaches. And they have always been  
898 paid out of title two and we had no promise of getting that money. So that's why they were  
899 removed and placed in a classroom.

900 Scott VanWinkle: So we didn't have carryover money that they could have stayed in those  
901 positions with.

902 Rebecca Farley: I don't think the amount of carryover that we had, we would've been able to  
903 sustain two instructional coaches. No.

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Scott VanWinkle: So that happened at what time this year?

Rebecca Farley: That happened in August before school started. If I'm not mistaken, school started on a Monday and those two individuals were notified on a Friday. It was in August. And I apologize, I don't remember the exact date.

Scott VanWinkle: So how have we done without those teachers in place this year so far?

Rebecca Farley: Well, Cumberland County School teachers are resilient and they rise up and meet the challenge. I'm sure the instructional coaches are missed, but our teachers have made do with it.

Scott VanWinkle: Have you had any feedback on that that instructional coaches are missed? Okay.

Rebecca Farley: Yes. Some said that they've missed them. Yes.

Sheri Nichols: Said that yeah.

Scott VanWinkle: Do you have any data supporting that these instructional coaches make a difference?

Rebecca Farley: Well, as I said, they help the teachers. So I don't know that you're going to see that data. You will eventually see it, but I mean I can't say, well, this instructional coach helped this teacher to help this student and that made this student go from approaching to exceeds expectations. Do I have that data? No. But all of the research shows that when you have instructional coaches that the information and the feedback that they get from their coach, the teachers take that and are more likely to use it. And sometimes it's just nice if you don't know what you're doing to have somebody come in and model a lesson or if you're unsure. And that's what these individuals do as well and that gives that teacher a guide to how they need to do in their classroom.

Nick Davis: Ms. Diane, would you scroll down a little bit on this description? Please? Thank you. And everybody needs all the help they can get anywhere you look and we obviously through some of the topics we're going to look at believe in having less kids in the classroom versus students. So that same theory would apply here. I guess my expectation for this role, knowing that it is, I just think of if we're going to make an initiative to go put people deploy services, a one to 1000 ratio is probably fair to say, not as effective as it ought to be. Like it's impossible to say that one person's going to go out and help a thousand other people. So if that's accurate and we really believe that we at least need to make sure that this position has some accountability in saying what have we been able to affect as a solo individual practitioner with a thousand opportunities to go work in. So we should be able to see what you should be able to see what exactly were they able to accomplish. Maybe it wasn't move approaching to whatever, but it should be document success should be documented, your role should be tied to success, whatever it is. And if you're going to help somebody, help should be measured. So I would like to see how that could be incorporated into this description.

Jon Matthews: In my mind, some of these things are immeasurable and just in talking with some of the teachers that have had the instructional coach come by and sit in their classroom and do this stuff, and some of 'em were veteran teachers and they said just them coming in and just offering little advice here and there has helped them tremendously. And they did miss those

944 instructional coaches, certain ones, the ones that they had a lot of faith in. How do you measure  
945 that? How do you measure for one, how do you measure the morale of that teacher knowing that  
946 now they've got the confidence to help move their class forward even further?

947 Nick Davis: Just the number of touches, the number of events. Did I go see, did I have 12,000 visits  
948 this year? Did I have five? The ratio we talk about the work environment ratio is based on working  
949 in the classroom, working in central office and working in a number of places. So where did all this  
950 work occur and to whom did they affect the most?

951 Rebecca Farley: So when the coaching program was started, we had one ELA coach that was  
952 expected to go to all of the schools. We had one math that was expected to go to all schools in all  
953 grade levels, and we had one technology coach and that was expected to do the same. So these  
954 individuals, as the individual we have now, they complete coaching logs. So I can tell you I could  
955 probably go back for five years, which we are required to keep documentation for five years and  
956 let you know how many individuals the ELA coach dealt with, how many individuals the math  
957 coach dealt with and how many individuals the technology coach dealt with. In looking at the  
958 coaches now, kind of looking and taking a separate or a different approach. That's why we were  
959 asking for four part-time. And these individuals would be assigned schools. And that's why we're  
960 asking to take this from a specific subject to broad. And again, this person is still required to keep  
961 coaching logs and how do I know the effectiveness of it? The one we currently have is in two  
962 schools, and I was in one of those schools and I was talking with the principal and she's sang the  
963 coaches praise and she said, she comes and talks to me often. She lets me know what's going on  
964 with the teachers, who she's talked to, what she's discussed, and ask if I have any suggestions.  
965 Nick Davis: So the one we have is only working in two schools, in two schools?

966 Rebecca Farley: Currently. Yes. And those are some of our high needs school based on test results.  
967 Anita Hale: I feel like Mr. Matthews had a valid argument. They said when he said that not  
968 everything can be put on a piece of paper to build someone's morale. I took a course in my  
969 master's, I guess all of us did John Dewey learn by doing. And that was one of the theories that we  
970 had all as teachers take. He learned by doing and that coach can help. And if they go out and do  
971 that and if the teachers request the help, you've got to request the help.

972 Nick Davis: Yeah, I agree. I'd like to hear from the teachers too. I do think that'd be a good point.  
973 Let's ask the teachers, how could you be better served by this role or how could you be or would  
974 you like to have this role based? I mean, you've got different tenure teachers. We just looked a  
975 minute ago and we see a large number of the teachers. I think the bulk of them are new. So there  
976 would be probably benefit for that target area being assisted early in their career and saying, Hey,  
977 let's take some help from your mentors, kind of like you're saying and let that person float. And  
978 just throwing some ideas out there.

979 Rebecca Farley: Sorry, based on the evaluation tool that you all passed tonight, it says that in  
980 January that I will give a survey to staff regarding salary and benefits. I have that ready to go. Was  
981 going to let you all know Monday in your email that that will be going out and I will be happy to  
982 add a line about or a few lines about instructional coaches.

983 Anita Hale: Thank you.

984 Nick Davis: That'd be fantastic. I'd take it one step further and ask them how they feel about the  
985 org chart and the current central office configuration.

986 Scott VanWinkle: So I have a couple more things on this topic if that's okay. So this money that is  
987 being allotted for this in title two could also be transferred to other title grants like title one or it  
988 could also be used for class size reduction teachers. It could be used for tutors.

989 Rebecca Farley: It can't be used for class size reduction. Class size reduction has to come from the  
990 individual school budget. Remember we had this discussion back when we were able to get to  
991 class size reduction teachers.

992 Scott VanWinkle: Money is moved into title one that would provide more at the school money.  
993 There would be more money to divide out to the schools.

994 Rebecca Farley: Yes.

995 Scott VanWinkle: Which would provide more money for the school to have class size reduction  
996 teachers. So we're going around exactly what I'm trying to say, but that money can be moved to  
997 title one.

998 Rebecca Farley: Okay. Yes. You can move some money to title one.

999 Scott VanWinkle: You can move it all to title one if you approve it.

000 Rebecca Farley: The only thing is this. So the consolidated funding application has been approved  
001 and yes, when you approved it, some things may have been in it, some things may have not have  
002 been in it. However, that means.

003 Scott VanWinkle: It wasn't really approved.

004 Rebecca Farley: Well, I mean you get more allocations and they take more allocations away from  
005 you. So I guess it's a moving breathing document.

006 Scott VanWinkle: Yes.

007 Rebecca Farley: And it has to be kind of approved through E plan or through E plan and TDOE. So  
008 where we're at now, we have a budget amendment that's coming up here and it's to move money  
009 into professional development. And here's the thing, we have a riding bootcamp that is scheduled  
010 for Monday, weather permitting and that money that was allocated for that professional  
011 development is in that \$130,000. We're asking to move to professional development. We already  
012 have that person coming because it was approved through E plan. So if we don't.

013 Scott VanWinkle: So can we talk about that topic? Can we get to it and stay on this topic?

014 Rebecca Farley: Well, I was.

015 Scott VanWinkle: Yeah, no, that's okay. I get it. We're moving money within a grant. I get that. So I  
016 was just asking this money could be used somewhere else is what I'm getting at. It doesn't have to  
017 be used on instructional coaches. If we want to budget that way next year, you would not have to  
018 fill these positions right now. You could leave it in the title, let it roll back into our holdover and  
019 Rebecca Farley: Carry over.

020 Scott VanWinkle: And let it use.

021 Rebecca Farley: Well, here's the thing.

022 Scott VanWinkle: Use somewhere else.

023 Rebecca Farley: These jobs have been posted, I think since November.

024 Scott VanWinkle: Yes.

025 Rebecca Farley: We've had two applicants apply. As I just told you, one would not take the job  
026 based on money. So that's why we have one in place. And how these coaches and their jobs were  
027 applied and posted was through our new hiring portal. I know you had had some concerns or  
028 some people had told you that they didn't receive the notifications. Notifications don't go out  
029 with this new hiring platform, but it's there and people can go look at it at any time.

030 Scott VanWinkle: You're looking into that right? To see.

031 Rebecca Farley: I'm looking into seeing if our HR department, Ms. Jolly, could send an email to  
032 CCBOE every time that she posts a job and it would go to everybody regardless of what it is.

033 Scott VanWinkle: Those databases should be able to be triggered to send an email.

034 Rebecca Farley: And we can look into that. It's a new program.

035 Scott VanWinkle: So the other thing I had on this was those positions were cut. Would that have  
036 been considered a reduction in force because you didn't know if you had the funds or not?

037 Rebecca Farley: Yes, however, because one of those individuals was a tenured teacher and we  
038 were able to, there was an opening at a school in their certification. We didn't have to completely  
039 dismiss both of them. We were able to find jobs within their certification and in their grade level  
040 bands. And so we didn't have to fire them as you would have in a reduction of force.

041 Scott VanWinkle: Nobody got?

042 Rebecca Farley: No.

043 Scott VanWinkle: Fired?

044 Rebecca Farley: No.

045 Scott VanWinkle: We let one completely go. That was in one of these positions, right?

046 Rebecca Farley: No.

047 Scott VanWinkle: You didn't.

048 Rebecca Farley: No. I can tell you the schools, if you want me to tell you where they were placed.

049 Scott VanWinkle: No, that's okay.

050 Rebecca Farley: Okay.

051 Jon Matthews: One left of their own accord though, right?

052 Rebecca Farley: Correct. We had one that had taken a promotion.

053 Scott VanWinkle: So you would consider this a reduction in force though because you.

054 Rebecca Farley: Based on the information at the beginning of the school year when we did not  
055 know if we were going to fund them.

056 Scott VanWinkle: So I'd like to reference staff positions, policy 5.116. All staff positions shall be  
057 approved through the budget process in accordance we an organizational plan submitted by the  
058 director of schools. And this pertains to the reduction in force. And there is a recall section on that  
059 too. So I don't know if those tenured teachers had the opportunity to be recalled to these  
060 positions or not because, or did they?

061 Rebecca Farley: The only thing is they were full-time and these are part-time jobs.

062 Scott VanWinkle: Okay.

063 Anita Hale: Okay.

064 Scott VanWinkle: I'm just asking for clarification on the policy. That's all I'm doing.

065 Rebecca Farley: Sure, yeah.

066 Scott VanWinkle: Just check on that and make sure that we're not violating policy on how we're  
067 doing this.

068 Rebecca Farley: And what policy did you say that was?

069 Scott VanWinkle: 5.116. And then the other question I have is I think policy also states that we will  
070 do job descriptions before we do the hire. We're going backwards on this.

071 Rebecca Farley: No sir we're not, the only thing, this job has already been in place, and I don't  
072 mean to be argumentative or disrespectful to you. This job has already been in place. So we had  
073 this job in place, this job description in place. The only thing we're asking is to remove ELA.

074 Scott VanWinkle: So does this new employee, were they aware that they wouldn't be doing the  
075 ELA when you hired them?

076 Rebecca Farley: Yes.

077 Scott VanWinkle: Okay. So that doesn't make any sense to change the job description.

078 Rebecca Farley: Okay.

079 Scott VanWinkle: But I mean.

080 Rebecca Farley: Well, this isn't a voting item that does not have an asterisk by it. So I mean, just  
081 wanted to give you all the information.

082 Scott VanWinkle: Okay, thank you.

083 16.D. Accountability Presentation

084 Rebecca Farley: So next is the accountability presentation. You saw this the other day in the work  
085 session, just wanting to make sure and see if you had any questions. But we will share it with  
086 those that are here. Everybody has seen the first two slides. Hang on just a second, Ms. Diane.  
087 Everybody has seen the first two slides. This is our ELA test scores by grade level and subject that  
088 is tested and this is our achievement and growth and these are countywide. And then next you  
089 have math and achieve math achievement and growth as well. The reason that you have just  
090 math and ELA is because when you look at the next slide, Ms. Diane, you will see that some of  
091 these, and I know that's hard to read and I do apologize. Some of our federal and state  
092 accountability, the only subjects that they do look at is math and ELA. So that is why that was the  
093 only information that I did share. So we do have two kinds of accountability. We have federal  
094 accountability and you can see what we are scored on at the elementary level, K 8 as well as the  
095 high school. And then state accountability. This is where you get your school letter grades and you  
096 can see what we're judged on there as well. And it is different from federal accountability. The  
097 next item that we have is our TVAAS, and this is your growth scores. And overall, we had a  
098 four composite last year. And you can see the individual subjects and you can see each year how  
099 we show growth. So ACT, you can see Cumberland County scores for the last three years as well as  
100 us compared to the state. So next you have state, we are counted for state and federal on  
101 graduation rate. And you can see those percentages there. You have chronic absenteeism, and as I  
102 told you last time, our worst chronic absentee group is kindergarten and 12th graders. How ironic.  
103 And you want to see a decline here, which you can see in all areas. We are seeing a decline, and  
104 this is due to the job that the principals and the attendance clerks are doing in the individual  
105 schools. If a kid is not there, a call is made or a call goes out. If a kid's not there and they need to  
106 go get 'em or do a home visit, our school counselors do that with admin. Next we have our ESL  
107 scores, and this is the percentage that exited or met the growth. And as I told you last week in 22-  
108 23, 23-24, our students took the WIDA. And then this past year they changed that test to ELPA.  
109 And that is English language proficiency assessment. And you all had asked for information  
110 regarding the students that exited. How did they test on the TCAP? And that was sent to you on  
111 Monday. But just a reminder, and I did tell you this last week, the ELPA, the students are tested on  
112 reading, writing, listening and speaking. Whereas on TCAP, they are taught or they are assessed  
113 on state standards. Next here is where our district stands on federal accountability. Last year,  
114 before last, we are in 23-24. We were an advancing district at 2.4. And this year we are an  
115 advancing district at 2.3. As I also told you, exemplary district is 3.1. We do have two reward  
116 schools, and that is Crab Orchard Elementary in South Cumberland. On Tuesday I was fortunate to  
117 get to go to South Cumberland during the staff's lunchtime and a lunch was provided to that  
118 group of individuals by a bank. And today I was able to go to Crab Orchard and a different bank,  
119 provided lunch for them. We also, in our federal accountability, you have some schools that are  
120 designated as needing some target support and interventions. And we do have two of those. We  
121 did have one school that exited that and additional target support and intervention. We had one  
122 school that exited that. So we are improving. On our state accountability. You have the last two  
123 years, and you can see this is the number of schools that were As B, Cs, and D. And we do have  
124 two A schools, which is Martin Elementary and South Cumberland. And February the fourth, a  
125 third bank is going and not the third bank, but an additional bank, let me put it that way, is going  
126 to provide cupcakes to those two schools.

127 Anita Hale: Very good.

128 Rebecca Farley: So making sure we celebrate our staff and the hard work that they put in.

129 Sheri Nichols: Yep. That's good.

130 Rebecca Farley: Questions about this.

#### 131 16.E. Leadership Update

132 Rebecca Farley: Okay, so this is the leadership update. So this is like a running sheet as I stated I  
133 guess in October, the last time we met my 120 day strategic plan, 120 day transition plan is  
134 complete. The last thing that we had was the temperature checks and those have been  
135 completed. And I do a monthly letter to do a monthly article in the newspaper. I can converse  
136 with you weekly. I converse with principals and some supervisors weekly. See Cumberland County  
137 Board of Education, the whole listserv. That's every four and a half weeks that I send something  
138 out. At the end of the nine weeks I send a parent newsletter and I have completed both of those.  
139 We did do a media day with, we only had two media groups show up, but I did do a media day  
140 dessert with the director. And October the 21st through the 23rd, we did have student advisory,  
141 parent advisory, employee advisory and teacher advisory council. Those weeks, and those are  
142 coming up the third week in February, again. Last month, I was able to make it to every school to  
143 witness a program or something that they did holiday wise except one. And I had a meeting  
144 scheduled on top of that and it wasn't my doing, but I did call the school and apologize to them.  
145 January the second, I visited seven of the 12 schools and the following Tuesday I visited the final  
146 five. So I was in every school in December and I have been in every school in the month of  
147 January.

148 Anita Hale: Thank you for all you do.

149 Sheri Nichols: Amen.  
150

#### 151 16.F. Temperature Check Results

152 Rebecca Farley: So these are the results from the temperature checks. And if you remember those  
153 had broad questions. And the only information that I'm sharing here with everybody is what  
154 individuals said that was going well in the district. And I have addressed with principals, when I  
155 met with them for their December meeting, what people said was going well in their school. But  
156 you can see here their first choice, 31% said communication and 29% said that it was leadership  
157 and the director. And again, we just put this in and said broad topics. So that's how we came up  
158 with those. You can see the others.

159 Scott VanWinkle: So all of those items were available for one selection only or could they select  
160 multiple things? Do you know how that was? So they had a list of all those things?

161 Rebecca Farley: No sir.

162 Scott VanWinkle: Pick one?

163 Rebecca Farley: As I said when we put this into get general, it was just general and broad topics.  
164 They were asked to list three things that was going well in their school.

165 Scott VanWinkle: OK.

166 Rebecca Farley: This was open-ended. So they were asked to list three. Mr. VanWinkle, do you  
167 think I would put down as a choice of something going well was myself?

168 (Laughter)

169 Scott VanWinkle: No, no. I meant.

170 Rebecca Farley: Are you sure?

171 Scott VanWinkle: I meant all those things in a list and they could only pick one?

172 Rebecca Farley: No sir.

173 Scott VanWinkle: Okay.

174 Rebecca Farley: It was wide open-ended. You tell me what's going good.

175 Scott VanWinkle: Perfect.

176 Rebecca Farley: And then the flip side to that is.

177 Scott VanWinkle: That's my question.

178 Rebecca Farley: You tell me what's not going good.

179 Scott VanWinkle: I didn't get to take the survey, so.

180 (Laughter)

181 Rebecca Farley: You chose not to take it because you were in CCBOE email and that went out to  
182 everybody. And I can show you my percentages there. And it was anonymous, but you did have to  
183 tell if you were classified or certified Things not going well. Staffing and compensation, that was  
184 26%. Behavior, discipline, and support was 13.3. Curriculum pacing and testing was 12.9. The  
185 second option, and this is based on they were to list three. So that was what their first response  
186 was. And look, it's a pattern. Staffing and compensation, 29% curriculum, pacing and testing at 3%  
187 and then BOE issues at 10%.

188 Scott VanWinkle: It's a good thing we're working on all those.

189 Rebecca Farley: Absolutely. Work every day. Not going well, the third item, staffing and  
190 compensation. Again, you had 27%. BOE issues was 12.7. Curriculum pacing and testing was 11.5.  
191 And I think next, this was just overall and how many people we had to take it that said things that  
192 were going well, here's some things not going well. Questions on this.

193 Scott VanWinkle: I have one in the future. Can you add some complexity to BOE issues so we can  
194 zone in on exactly what those issues are?

195 Rebecca Farley: Okay. Well here's the thing. This was broad and I asked three things going well,  
196 three things not going well. And then again, I shared with you all every comment that was made  
197 of things going well and things not going well. So you can read those obviously. But I mean it just  
198 said three things going well, three things not going well when we put this in to generate our data,

199 it just came out with BOE. I guess if that was mentioned in their comment, that's how it came out.  
200 Okay. But yes, going forward, be happy to do that.

201 Scott VanWinkle: Be nice to know what we need to work on because issues, I don't know what  
202 issues.

203 Rebecca Farley: Absolutely. Any other questions?

204 Anita Hale: Good job.

205 Rebecca Farley: Thank you ma'am.

206 16.G. \*B&G Stone Elementary

207 16.H. Scott VanWinkle: Okay, next on the agenda is building and grounds Stone Elementary, 16.G.  
208 Chris King: Mr. Chair, move to approve 16 G.

209 Travis Cole: Second.

210 Scott VanWinkle: Motion and second to approve 16 G. Any discussion?

211 Nick Davis: Just general questions.

212 Scott VanWinkle: I was going to let Mr. King yeah, since he made the motion. Okay. Mr. Cole? Mr.  
213 Davis?

214 Nick Davis: Where did the sound system come from that's there now?

215 Rebecca Farley: My assumption is when the school was built and they had a sound system, it was  
216 put into the gym so they could have something for graduation when they have programs. So my  
217 guess is they haven't had a new one since 1999 when Stone Elementary was built.

218 Anita Hale: Yep.

219 Nick Davis: Donations are fantastic. I just would love to see these things brought into our  
220 attention in the budget before people feel so poorly about our existence that they have to give  
221 from the goodness of their heart.

222 Rebecca Farley: So kind of along the same lines, I know for a few years we have tried, or in this  
223 office we've had budget discussions about trying to get furniture, a furniture rotation because  
224 we've got schools that have not received any new furniture. And when you begin to look at that  
225 entire budget and we go present it and you're told to cut X number of dollars.

226 Sheri Nichols: Yeah 7 million.

227 Rebecca Farley: That's typically one of the first things that gets cut.

228 Sheri Nichols: Yeah.

229 Scott VanWinkle: Start putting it in a capital projects list.

230 Rebecca Farley: And also each school is given capital outlay money. The elementaries are given  
231 \$10,000 and it's for a one-time expense. And I'm sure what happened is a parent said, "Hey, I  
232 want to do this for you". And that's where we came to be with this. But we can definitely, I mean  
233 we've tried to put that in the budget and it's one of the first things that gets cut.

234 Scott VanWinkle: Any other discussion on 16 G? Motion to pass 16 G? All in favor say aye.  
235 All Board Members: Aye.

236 Scott VanWinkle: All opposed say nay.

237 (Silence)

238 Scott VanWinkle: The ayes have it.

239 Motion to approve B&G Stone Elementary.

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

(seconder-yes) Cole

Yes: 7, No: 0

**MOTION: Motion Carried**

240

241 16.I. \*B&G CCHS

242 Scott VanWinkle: 16 H building and ground CCHS.

243 Travis Cole: Move to approve.

244 Chris King: Second.

245 Scott VanWinkle: There's a motion. And second on 16 H. Any discussion?

246 Travis Cole: According to the document description? Seems like a needed project. We've got  
247 somebody willing to step up and donate it.

248 Scott VanWinkle: Any other discussion?

249 Anita Hale: No.

250 Nick Davis: Same point. Are we just going to do this forever? That's it.

251 Scott VanWinkle: Any other discussion? There's a motion and a second to pass building and  
252 grounds CCHS soccer field sidewalk. All those in favor say aye.

253 All Board Members: Aye.

254 Scott VanWinkle: All those opposed say nay.

255 (Silence)

256 Scott VanWinkle: The ayes have it.

257 Motion to approve B&G CCHS.

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

(seconder-yes) King

Yes: 7, No: 0

**MOTION: Motion Carried**

258

259 16.J. \*Request of Funds

260 Scott VanWinkle: That brings us to the next topic of request for funds.

261 Travis Cole: Move to approve.

262 Chris King: I second.

263 Scott VanWinkle: Any discussion? There's a motion to second. Any discussion? Mr. Cole?

264 Travis Cole: I believe our board policy states that we're allowed to provide up to \$1,500 for our  
265 extracurricular team going the national level of the competition and this aligns with that policy.

266 Sheri Nichols: Exciting.

267 Rebecca Farley: And these ladies leave next Thursday.

268 Sheri Nichols: Yeah and they work hard.

269 Rebecca Farley: And I'm hoping that they can.

270 Travis Cole: Do they need a.

271 (Audio) (Laughter)

272 Scott VanWinkle: Mr. King?

273 Chris King: I think the paperwork shows that it's good.

274 Sheri Nichols: Yep.

275 Scott VanWinkle: All right. There's no other discussion. All those in favor of approving 16 I say aye.

276 All Board Members: Aye.

277 Scott VanWinkle: All those opposed say nay.

278 (Silence)

279 Scott VanWinkle: The ayes have it. 16.

280 Chris King: Mr. Chair?

281 Scott VanWinkle: Yes sir.

282 Chris King: Point of order since it involved money from us. Should do a roll call.

283 Scott VanWinkle: Alright, Madam Secretary will you do a roll call on the motion to approve 16 I  
284 please?

285 Diane McCartney: Mr. Cole?

286 Travis Cole: Yes.

287 Diane McCartney: Mr. Davis?

288 Nick Davis: Yep.

289 Diane McCartney: Hale?

290 Anita Hale: Yes.

291 Diane McCartney: Mr. King?

292 Chris King: Yeah.

293 Diane McCartney: Mr. Matthews?

294 Jon Matthews: Yes.

295 Diane McCartney: Ms. Nichols?

296 Sheri Nichols: Yes.

297 Diane McCartney: Mr. VanWinkle?

298 Scott VanWinkle: Yes.

299 Diane McCartney: Yeses have it.

300 Motion to approve Request of Funds.

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

(seconder-yes) King

Yes: 7, No: 0

**MOTION: Motion Carried**

301

302

16.K. \*'26-'27 Basketball Proposal

303

(Item 16.J. was removed by amendment to the agenda. See Item 8. Approval of Agenda)

304

16.L. Annual Planning Calendar

305

Scott VanWinkle: Okay, that brings us to 16 K annual planning calendar.

306

Rebecca Farley: Look and try to see this. So January, we have finished up our state financial audit review. We have not been given the results yet. We do know that it is finished up and then the other items are all a work in progress. Okay.

307

308

309

16.M. FYI

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Rebecca Farley: And then next you have your usual FYIs, attendance, personnel substitutes, school news articles, and school calendars.

311

312

16.M.1. Attendance Report

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16.M.2. Personnel Report

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16.M.3. Substitute List

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16.M.4. School News Articles

316

16.M.5. School Calendar of Events

317

17. \*First Reading of Policies

318

Exhibit #6

319

Scott VanWinkle: That brings us to policies.

320

Rebecca Farley: So most of these were presented last week. You all had some tweaks. All of those tweaks have been made on those first reading. I don't.

321

322

Scott VanWinkle: We need a motion to start the discussion.

323

Rebecca Farley: Oh, sorry.

324

Chris King: Mr. Chair move to approve all of 17. All of these different policies on first reading as adjusted.

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Scott VanWinkle: Is there a second?

Jon Matthews: I'll second that.

Scott VanWinkle: Okay motion and second to approve. Agenda item 17. Any discussion? Mr. King?  
Chris King: No you removed 6.3071, so the rest are good.

Scott VanWinkle: Mr. Matthews, any discussion?

Jon Matthews: No.

Scott VanWinkle: I would like to point out a change that we discussed in the work session on 3.200. We were going to add, which includes the budget. I'm going to have to zoom in. Sorry. Unless she can pull it up there. So on number four, which includes the budget requirements for each facility. There was I guess a misunderstanding instead of number four, it was supposed to go on line four. So at the end of the sentence, on line four on building and grounds, which includes the budget requirements for each facility. That's the only discrepancy that I found from the work session. I would like to amend the motion to approve with a change to policy 3.200 to move that line to the end of line four.

Nick Davis: Second.

Scott VanWinkle: Motion and second. Any discussion?

(Silence)

Scott VanWinkle: All those in favor of approving the amendment, say aye.

All Board Members: Aye.

Scott VanWinkle: All those opposed say nay.

(Silence)

Scott VanWinkle: The amendment's approved. Any other discussion on the motion to approve 17?

(Silence)

Scott VanWinkle: There's a motion and the second to approve the 17 with an amendment. All those in favor say aye.

All Board Members: Aye.

Scott VanWinkle: All those opposed say nay.

(Silence)

Scott VanWinkle: The ayes have it. I would like to make note from the work session, just, it's not a voting item, but policy 4.7. We made changes to that policy that made it revert back to the original policy. There were two strike throughs and we all discussed removing those strike throughs. And when Dr. Farley did that, it made that not need a vote. So it's not on the agenda, but it's what we asked for in the work session.

358 Motion to approve First Reading of Policies with change to policy 3.200 to move line which includes  
359 "the budget requirements for each facility" to the end of line four.

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

(seconder-yes) Matthews

Yes: 7, No: 0

**MOTION: Motion Carried**

360

361 18. \*Second Reading of Policies

362 Exhibit #7

363 Scott VanWinkle: Okay, so that brings us to the next agenda item, which is second reading policies  
364 number 18.

365 Chris King: Mr. Chairman, move to approve 18 with the removal of 3.300.

366 Travis Cole: Second.

367 Scott VanWinkle: Motion and a second to approve 18 with the removal of 3.300. Any discussion?

368 Chris King: No sir.

369 Scott VanWinkle: Okay. All those in favor of the motion say aye.

370 All Board Members: Aye.

371 Scott VanWinkle: All those opposed say nay.

372 (Silence)

373 Scott VanWinkle: The ayes have it.

374 Motion to approve Second Reading of Policies.

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

(seconder-yes) Cole

Yes: 7, No: 0

**MOTION: Motion Carried**

375

376 \*First and Second Reading of Policies

377 Exhibit #8

378 Scott VanWinkle: Brings us to number 19, the first and second reading the policies. One policy there is  
379 the travel policy. It was discussed.

380 (Laughter)

381 Travis Cole: At length.

382 Scott VanWinkle: At length, yes.

383 Rebecca Farley: Two months in a row. Four meetings. This will be the fourth one.

384 Travis Cole: Mr. Chair, I move to approve this policy as written.

385 Nick Davis: Second.

386 Scott VanWinkle: Motion and a second to approve this policy for first and second reading. Any  
387 discussion?

388 Travis Cole: As we already established this, this has been going through with a fine toothed comb over  
389 a two month period. It's time to get it in the books.

390 Nick Davis: (Audio)

391 Scott VanWinkle: I also note that we don't typically do first and second readings, but this is a case that  
392 Dr. Farley recommended that we needed this due to financial issues.

393 Chris King: This is the fourth reading.

394 Scott VanWinkle: Any other discussion? Okay, all those in favor of approving 19 2.8041 travel policy.  
395 Say aye.

396 All Board Members: Aye.

397 Scott VanWinkle: All those opposed say nay.

398 (Silence)

399 Scott VanWinkle: The ayes have it.

400 Motion to approve First and Second Reading of Policies.

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

(seconder-yes) Davis

Yes: 7, No: 0

**MOTION: Motion Carried**

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19. Chief Financial Officer's Report

Exhibit #9

Scott VanWinkle: Brings us to Chief Financial Officer's report.

Sheri Nichols: We should mix it up every once in a while. Put you in the beginning.

Sonya Delk: That would be nice.

19.A. Monthly Financial Report

Sonya Delk: Okay, so through December, our revenues are at 38.7 million, which is about 49% of our budget amount. So that's good. And then for our expenditures, our year to date number is 35.7 million. It's about 44% of our budget. Any questions? Our run and fund balance is at 14.5 million.

19.B. Monthly Sales Tax Report

Sonya Delk: So for our local sales tax for December, we came in at 1.49 million, which was 44,594 above the estimated revenue. And year to date we're ahead of revenue projections by \$248,863. Any questions on that?

19.C. \*141 Budget Amendments

Sonya Delk: Next is our budget amendments. We have the 141 budget amendments. Does anybody have any questions on those?

Chris King: Mr. Chair? I would move to approve all of 20 C 141 Budget amendments.

Travis Cole: Second.

Scott VanWinkle: Motion and second to approve 20 C. Any discussion?

Chris King: No.

Travis Cole: No.

Scott VanWinkle: All those in favor of approving 20 C say Aye.

All Board Members: Aye.

Scott VanWinkle: Been noted. Thank you. This concerns Budget amendment. So it's a roll call. Madam Secretary, call the roll please.

Diane McCartney: Mr. Davis?

Nick Davis: Yes.

431 Diane McCartney: Ms. Hale?  
432 Anita Hale: Yes.  
433 Diane McCartney: Mr. King?  
434 Chris King: Yes.  
435 Diane McCartney: Mr. Matthews?  
436 Jon Matthews: Yes.  
437 Diane McCartney: Ms. Nichols?  
438 Sheri Nichols: Yes.  
439 Diane McCartney: Mr. Cole?  
440 Travis Cole: Yes.  
441 Diane McCartney: Mr. VanWinkle?  
442 Travis Cole: Yes.  
443 Diane McCartney: Yeses have it on 141.  
444 Motion to approve 141 Budget Amendments.

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

(seconder-yes) Cole

Yes: 7, No: 0

**MOTION: Motion Carried**

445  
446 \*142 Budget Amendments  
447 Scott VanWinkle: 20 D, 142.  
448 Chris King: Mr. Chair move to approve 20 D, 142 budget amendments.  
449 Travis Cole: Second.  
450 Scott VanWinkle: A motion and second to approve 20 D. 142 budget amendments. Any discussion  
451 Mr. King?  
452 Chris King: No, they look good just like we did at the work session.  
453 Scott VanWinkle: Okay. Mr. Cole?

454 (Audio)  
455 Scott VanWinkle: Roll call.  
456 Diane McCartney: Ms. Hale?  
457 Anita Hale: Yes.  
458 Diane McCartney: Mr. King?  
459 Chris King: Yes.  
460 Diane McCartney: Mr. Matthews?  
461 Jon Matthews: Yes.  
462 Diane McCartney: Ms. Nichols?  
463 Sheri Nichols: Yes.  
464 Diane McCartney: Mr. Cole?  
465 Travis Cole: Yes.  
466 Diane McCartney: Mr. Davis?  
467 Nick Davis: Yes.  
468 Diane McCartney: Mr. VanWinkle?  
469 Scott VanWinkle: Yes.  
470 Diane McCartney: Yeses have it on 142.  
471 Motion to approve 142 Budget Amendments.

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

(seconder-yes) Cole

Yes: 7, No: 0

**MOTION: Motion Carried**

472  
473 19.D. \*143 Budget Amendments

474 Scott VanWinkle: Move on to 20 E.

475 Chris King: Mr. Chair, move to approve 20 E. 143 budget amendments.

476 Jon Matthews: I'll second it.

477 Scott VanWinkle: Motion and a second for 20 E. 143 Budget amendments. Any discussion? Mr.  
478 King?

479 Chris King: Looks good.

480 Scott VanWinkle: Okay. Mr. Matthews?

481 Chris King: (Silence)

482 Scott VanWinkle: Okay. Roll call.

483 Diane McCartney: Mr. King?

484 Chris King: Yes.

485 Diane McCartney: Mr. Matthews?

486 Jon Matthews: Yes.

487 Diane McCartney: Mr. Nichols?

488 Sheri Nichols: Yes.

489 Diane McCartney: Mr. Cole?

490 Travis Cole: Yes.

491 Diane McCartney: Mr. Davis?

492 Nick Davis: Yes.

493 Diane McCartney: Ms. Hale?

494 Anita Hale: Yes.

495 Diane McCartney: Mr. VanWinkle?

496 Scott VanWinkle: Yes.

497 Diane McCartney: Yeses have it on 143.

498 Motion to approve 143 Budget Amendments.

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

(seconder-yes) Matthews

Yes: 7, No: 0

**MOTION: Motion Carried**

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500

19.E. \*Title II Budget Amendment

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Scott VanWinkle: Brings us to 20 F.

502

Chris King: Mr. Chair, I would move to approve 20 F. Title two, budget amendments.

503

Travis Cole: Second.

504

Scott VanWinkle: Motion and a second on 20 F. Title two, budget amendment. Any discussion, Mr. King?

505

506

Chris King: No.

507

Scott VanWinkle: Mr. Cole?

508

Travis Cole: No, sir.

509

Nick Davis: Can we take a look at that? My question is, what was our current budget for in-service staff development prior to this?

510

511

Rebecca Farley: I don't have that number. I apologize. I don't know if Dr. Whittenbarger is still here or not. Or if he would have it.

512

513

Scott VanWinkle: I looked it up in E plan.

514

Rebecca Farley: Okay. I mean, I didn't know that I was going to be asked that, so my apologies.

515

Nick Davis: Well, and the same point, right? I didn't know we were going another \$130,000 for midyear for in-service staff development. So that's why I'm trying to understand what it is that has occurred. midyear, that's 130,000.

516

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Rebecca Farley: So what we are doing is, and this was presented last Thursday. I mean it is not changed. We haven't changed it at all since last Thursday. But what this is, is we had some additional money and we're asking to move it to professional development because we have had some opportunities come up. The writing bootcamp was one of those items that this money would be used to pay for. As I said in the email that I sent you last Friday, also the work with TNTP for the high school, and that's a month to month item. And there was a third, and I apologize, I can't remember what that was, but it is not that. I mean, we just decided we needed to move this money because these are opportunities that have come up. After the school year started, one of the supervisors went to a training and they saw this writing workshop and thought it would be a great thing for our tested teachers in ELA. And that's why we wanted to get that writing bootcamp here. So we had to move the money, and as I stated, this training is scheduled for Monday weather permitting.

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Scott VanWinkle: So what was the 130K allotted for previously?

531 Rebecca Farley: I don't know. It says in here that it was under other contracted services. So he's  
532 moved it to.

533 Chris King: Specific contract services.

534 Scott VanWinkle: So was it earmarked for anything at all? It was just sitting in the budget.

535 Rebecca Farley: I can't answer that. My apologies.

536 Scott VanWinkle: So that's a 60% increase in what we had planned. If we had \$220,000 in the PD  
537 line.

538 Rebecca Farley: I thought of the third thing. So at the beginning of the school year, we had a  
539 motivational speaker come and his name was Caleb Campbell. We had the opportunity for him to  
540 come back and work and follow up at each individual school. And we took advantage of that. So  
541 again, that would not have been something at the beginning. So that's why we have moved this,  
542 asking to move this money. And we did do a Google form survey and the feedback we got was  
543 very positive. Most people were very appreciative of him and him coming back and his follow-up.  
544 Scott VanWinkle: So I would like to see an itemized statement on what we've spent on TPD and  
545 where we've spent it.

546 Rebecca Farley: And you're wanting this only out of our federal budget, right?

547 Scott VanWinkle: That's the only place we've spent this money from, right?

548 Rebecca Farley: Well, we have PD lines in the general fund budget as well. But that's what I'm  
549 asking.

550 Scott VanWinkle: What this was spent on.

551 Rebecca Farley: OK, as I stated earlier, we have the teacher bootcamp and it is scheduled for  
552 Monday and we need this money in order to pay for that. So it's kind of like we need our money  
553 to pay our bills.

554 Nick Davis: Well, I would think we've got the cart from the horse, I think is the point I'm making is  
555 that we've scheduled something that we haven't approved.

556 Rebecca Farley: Well, typically how federal budgets works is that has been in the past few years  
557 here in Cumberland County, that has been the work of the director and the federal programs  
558 person. A lot of times when you get budget amendments 142, which are out of the federal  
559 money, that is just like a four year information as it is at County commission because it is already  
560 gone through an approval process with the board as well as with TDOE and E plan.

561 Scott VanWinkle: So you can make modifications to the E plan anytime, and it has to be approved  
562 by the TDOE.

563 Rebecca Farley: Correct.

564 Scott VanWinkle: And the Board of Education. We set this budget when we voted for it, and I had  
565 this same discussion back when we did the federal budget. We are not a token vote on this topic.

566 We approve this money and where it needs to be spent. That's just how that works. This is not a  
567 token vote. That's a lot of money that could be used in other places that we haven't even  
568 discussed. So that's why as a board, we need to understand where our expenditures are going and  
569 what we're approving. So I think that's the point of this whole thing. It is not just have you written  
570 a requisition for this work that we're about to.

571 Rebecca Farley: I don't know, that's done through federal. And they do, it does not go through Ms.  
572 Delk. They have bookkeepers and things like that that it goes through.

573 Scott VanWinkle: So that's like me going out and spending everything out of my checking account  
574 and not having money to pay my bills. Right? That's what that's kind of, that's like, so I think.

575 Rebecca Farley: Well, I think it's just a change for us. In no way would I ever assume that this  
576 board is a token vote, but that's not been how, and my apologies, and I don't mean to be  
577 disrespectful, but that's not how federal items have been done in the past. So it's a learning curve  
578 and a change for us. And Mr. King's been in this central office for a long time and I think he's  
579 shaking his head. So I think he understands where I'm coming from. So no, we're not trying to  
580 disrespect you. We're not saying you're a token vote. We're just not used to having things done  
581 like this.

582 Scott VanWinkle: So that's what the board is for, is to monitor these things. So that's the reason  
583 you're being questioned on it by me. I think there's some other board members that have  
584 questions as well. So I think knowing the fact that this money could go directly to student services  
585 in the classroom and understanding what we're doing for PD and how that directly supports  
586 students in the classroom is what's important here.

587 Rebecca Farley: So if we take, I mean, like I said, this money has been allocated, but additional  
588 money going forward, you're wanting to be moved in title one. So those allocations I think would  
589 go back to the individual school. Are you wanting the schools to report to you all as well how they  
590 choose to spend their title money?

591 Scott VanWinkle: So all I'm saying is we should explore those options.

592 Rebecca Farley: Okay. Well, I'm just asking if you need me to give you their budgets per school. I  
593 can do that. We have them.

594 Scott VanWinkle: I have that from last budgets session.

595 Rebecca Farley: Well, some changes may have been made because we have the two schools that  
596 hired the class size reduction teacher. So that affected their budget in different programs or  
597 things that they may have had. So I would be happy to get you all the updated individual school  
598 budgets as well.

599 Scott VanWinkle: So this could be transferred to instructional coaches as well. It could be  
600 transferred to student supports and pullouts for RTI. It could be transferred to class size reduction  
601 teachers at the beginning of the year. And I think possibly now I don't know that for sure. But all  
602 these monies can be used for other things is what I'm getting at. And all we're doing is trying to  
603 understand what we're spending it on.

604 Rebecca Farley: And I understand, and as I said, we're just not used to doing things this way. My  
605 apologies that the cart has, the horse has been put before the cart. But as I said, Mr. Campbell has  
606 already been here. We are doing month to month work with TNDP. I sent you that information  
607 yesterday. And how exciting is that, that Cumberland County High School and the work that their  
608 English department's doing is going to be recognized nationally. And that's through our work with  
609 TNTP. And that is TNTP that will be recognizing us. And then the teacher bootcamp, which we  
610 already have that scheduled. So I would ask that you please vote for this. And going forward, if  
611 you give me specifics as to what you want with federal budgets, I will be happy to make sure that  
612 you have those items.

613 Nick Davis: And this has just been a thank you. Right? I'm saying thank you because these things  
614 that are tribal internally are not to the bulk of the board, right? I can't tell you how many items  
615 we're not going to service through other contracted services. The family decision with what to do  
616 with our family's money. Has got to be more transparent in the hurrying through this. And not to  
617 say that we don't have faith in what you're doing. Not to say we don't believe that that's needed  
618 or necessary. It's just as dollars. We're making a lot of decisions on a lot of dollars. And when that  
619 budget is set, it's like the Christmas wish list has to stop at some point unless there's a need not  
620 being met. So the needs, wants and wish list. If our needs aren't being met, our wants and our  
621 wishes in my opinion of order of priority shouldn't be met or we shouldn't be accommodating,  
622 wants and wishes when we have needs. So I see this as we're circumventing our needs and we're  
623 not focusing on those to take care of wants and wishes.

624 Sheri Nichols: Who are you taking this money away from?

625 Rebecca Farley: We are just moving it in our federal budget from other contracted services to get  
626 subs for our teachers when they're in-service. And the items that I stated Mr. Campbell coming,  
627 the writing bootcamp.

628 Sheri Nichols: So it's not robbing the kids of anything?

629 Rebecca Farley: Well as this is proposed, no. But Mr. VanWinkle is saying that Title II funds can be  
630 taken. And I want to be totally honest because here's the thing, in no way, shape or form am I  
631 ever not going to be transparent with you all. Please understand that. So in any way, not just with  
632 budget, but with any way, but Mr. VanWinkle saying that this could have been moved to Title one.  
633 And typically when you take and move to Title One, then at that point it can be divvied out among  
634 schools. So that's what Mr. VanWinkle, I'm not putting words in your mouth, am I?

635 Scott VanWinkle: That's correct. And the reason I say that is because I know, turned my mic off.  
636 The reason I'm saying that is I know that we lost personnel a couple years ago because we had a  
637 reduction in Title one money. So we lost assistants. We lost teachers that were directly supporting  
638 RTI and directly supporting students in the classroom. This money, it was earmarked for other  
639 items that we don't even know. We don't know what that was, but I know that it could be used  
640 directly on those students and it wasn't. So that's the reason I'm asking the question. I'm not  
641 saying that it should have been. This may be worth it. All I'm asking is why are we doing this and  
642 what is it being spent on and is it beneficial to our students? That's what I'm asking.

643 Sheri Nichols: Well, it'll be beneficial for the students, for the teachers to have in services and to  
644 be taught.

645 Rebecca Farley: I think an end result that we may see of this if we get to have this writing  
646 bootcamp on Monday. And if don't, maybe we can get it rescheduled. But I think that's going to  
647 benefit our students and our test scores because teachers are going to get strategies and things to  
648 use in their classroom. And I can assure you for what it's worth that I back all three of the things  
649 that I have. We have moved this money or are moving this money for Mr. Campbell, as I said, was  
650 very positive. The teachers gave us good feedback. We did ask them their input and got it. I  
651 believe in the work with TNTP, it's helping CCHS. And I also believe in this writing bootcamp.

652 Nick Davis: Do you know the cost of that specific event?

653 Rebecca Farley: No I do not.

654 Scott VanWinkle: So we can keep talking about this, but the very first meeting we talked about  
655 TNTP and you mentioned that you didn't have information that showed that they were producing  
656 results. I asked that question in my second board meeting in CKLA and all those items. I can go  
657 back in those minutes.

658 Rebecca Farley: Correct, so let's keep in mind here, we're dealing with two different types of TNTP  
659 work. This work is high school work and we are seeing success there. We are seeing gains in our  
660 ELA test scores.

661 Scott VanWinkle: So can you explain to me what TNTP is servicing at CCHS? What subject areas?

662 Rebecca Farley: English Language Arts. And that's the only, and we are doing some math walks  
663 too. And what they do is kind of like an instructional coach. So they will come in and observe the  
664 classroom, see how the teacher is using the curriculum, if they're using it with fidelity. We always,  
665 from every visit that they get, individual teachers gets a grow and a glow. And we have our  
666 administrators, in some instances it's the head principal and it's always at the high school and  
667 assistant principal. We have one established for ELA and one established for math. And they  
668 always walk as well, building capacity for future leaders in that aspect. And we always get  
669 feedback.

670 Scott VanWinkle: And so I've asked this question in the past, at what point does our system  
671 absorb that training and use that training within our system so that we don't use that money to  
672 hear the same things every year?

673 Rebecca Farley: So what we've done this year, I do believe that we are in the last year of the  
674 literacy implementation grant. And that deals with the elementary school. So this was something  
675 that was signed up, we signed up for when Dr. Maxwell was here. So that's how far back this goes.  
676 The state gave us permission or they extended the grant. Okay. So when we do these walks, we  
677 pair the elementary schools up and bear with me. I'm getting to a point. But you have to have the  
678 background knowledge. So what we do is we pair these schools up in groups of three. And when  
679 we would do our walks, you go in the classrooms, you see the teachers, how they're teaching,  
680 how they're using the materials just like they do in the high school level. And what we've done  
681 this year is we've had those APs to come in because we're trying to make sure that we can take  
682 that over when the literacy implementation grant goes away, that our folks can do that on our  
683 own and we would plan to continue that work. However, the work at the high school is relatively  
684 new. We haven't been in it for forever and five days. Like we have the literacy implementation  
685 network and we are taking care of this ourselves. Phoenix had been on a contract back in the day

686 because they had additional target and support intervention money and we chose to use TNTP.  
687 And if you remember, we saw huge success with that because that's when they came off the list.  
688 One year working with TNTP at the high school level, Phoenix came off the list. So we're working  
689 on the same thing. So hopefully after this year, this work could end and we could implement it for  
690 ourselves. But that's going to be part of a plan and going forward that I would have to develop  
691 that I haven't been able to develop yet.

692 Scott VanWinkle: So when can we expect to see results at CCHS with ELA and math?

693 Rebecca Farley: Well hopefully you will see an increase in EOC scores when we get those back  
694 from fall semester. And then hopefully we will see more in the spring.

695 Scott VanWinkle: Okay. Thank you. I'm not the help. Any other discussion on this topic? There's a  
696 motion in a second to approve. This is a roll call.

697 Diane McCartney: Mr. Matthews?

698 Jon Matthews: Yes.

699 Diane McCartney: Ms. Nichols?

700 Sheri Nichols: Yes.

701 Diane McCartney: Mr. Cole?

702 Travis Cole: Yes.

703 Diane McCartney: Mr. Davis?

704 Nick Davis: Pass.

705 Diane McCartney: Ms. Hale?

706 Anita Hale: Yes.

707 Diane McCartney: Mr. King?

708 Chris King: Yes.

709 Diane McCartney: Mr. Davis, do you choose to vote?

710 Nick Davis: Yes.

711 Diane McCartney: Yes. You are voting on it or yes you choose to vote?

712 Nick Davis: Both.

713 Diane McCartney: Okay. Thank you. Mr. VanWinkle?

714 Scott VanWinkle: Yes.

715 Diane McCartney: Yeses have it on the federal title 2 budget amendment.

716 Motion to approve Title II Budget Amendment.

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

(seconder-yes) Cole

Yes: 7, No: 0

**MOTION: Motion Carried**

717

718 20. \*Consent Agenda

719 Exhibit #10

720 Scott VanWinkle: That brings us to the consent agenda.

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

722 Travis Cole: Second.

723 Scott VanWinkle: Motion and a second on the consent agenda. Any discussion?

724 (Silence)

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

726 All Board Members: Aye.

727 Scott VanWinkle: All those opposed say nay.

728 (Silence)

729 Scott VanWinkle: The ayes have it.

730 Motion to approve the Consent Agenda.

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

(seconder-yes) Cole

Yes: 7, No: 0

**MOTION: Motion Carried**

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- 20.A. School Board Reports
  - 20.A.1. TLN Report
- 20.B. \*Approval of Overnight and Out of State Field Trips
- 20.C. \*Approval of Contracts
- 20.D. \*Approval of Grants
- 20.E. \*School Wide Fundraisers
- 20.F. \*Approval of Disposal of Surplus Property
- 20.G. \*Executive Approval

21. Questions from Media

Scott VanWinkle: Is there any other business from the board members?  
Scott VanWinkle: Questions from the media?  
Media: I'm good.  
(Laughter)

22. Adjournment

Scott VanWinkle: All right. Move to adjourn.  
(Meeting ended approximately 8:26 PM)

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

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**Scott VanWinkle**  
**Chairperson of the Board**

Comment I, Jason McGhee hereby certify that I reported the foregoing minutes and that I delivered said minutes to the office of the Director of Schools on Feb 6th 2026.

767 Jason McGhee  
768 Board of Education Recorder  
769

770 (\*) Indicates Board Approval Required

The Board of Education met for a Middle School Committee meeting on Thursday, February 5, 2026. The chairman of the Board called the meeting to order at approximately 4:29 pm with a moment of silence and the pledge to the flag.

**PRESENT:**

VanWinkle

Davis

King

Matthews

Cole

Farley

**ABSENT:**

Stull

Nichols

Hale

Media

The committee met to review the progress of the C&E Matrix, a data-driven tool used to rank various school configuration options. The primary focus was on reconciling inconsistencies in previous scoring and establishing a hard timeline to narrow the current list down to the top three viable options by the end of the school year.

### **C&E Matrix Scoring Review**

- **The Goal:** The committee is scoring a "C&E Matrix" to determine the best path forward for school infrastructure (specifically middle school options). The goal is to have all scoring finished by March 3, 2026, to present at the March 13th work session.
- **The Scoring System:** They are using a scale of 0, 1, 3, and 9.
  - **0:** No impact/relationship.
  - **9:** Strong impact/highest advantage toward achieving the goal.
- **Current Status:** The academic team scored the first two sections (student supports and athletics/extracurriculars) on November 25th. However, there is significant confusion regarding whether a "9" meant a *positive* advantage or just a *large* impact (potentially negative, like a difficult bus route). The team will re-score to ensure 9 always represents the most advantageous outcome for the district's goals.
- **Key Conflict:** Some rows (like Row 14 and Row 17) were skipped or left incomplete because the team wanted "experts in the field" (e.g., nutrition or maintenance supervisors) to score their specific areas.

- **Action Plan:** Because of the disconnect and the time elapsed since November, the DOS agreed to re-visit and re-score the matrix with their team next week to ensure the data is "clean" and consistent.
  - **Missing Data:** The team will now prioritize scoring Row 14 (One High School/One Middle School) and Row 17 (7th–8th Grade Middle School only), which were previously left blank.
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- **The "Lens" of Scoring:** The committee emphasized that scoring must be done through the lens of student impact, not personal feelings. They used a "Vehicle vs. Destination" analogy: the options are the vehicle, and the criteria are the destination. The question is simply, "Will this vehicle get us to that destination?"
  - **Timeline Adjustment:**
    - The overall board timeline is to have a final decision by the end of the school year.
    - The DOS committed to speeding up the matrix review. They will meet with their team next week to re-score and clean up the data, aiming for completion by Friday, February 13th.
  - **Broadening Student/Parent Input:**
    - The DOS asked for direction on how to score the "Student/Parent" impact columns.
    - Current advisory councils only consist of about 12 people.
    - Suggestions were made to include School Board student representatives and potentially poll "mature" student groups like Beta Club or Student Council to ensure the feedback is viable and serious.
  - **Revisiting "Struck" Options:**
    - There was a brief debate about options that were previously crossed off the list (like Magnet Schools).
    - A motion to revisit "struck" items (like Magnet Schools) was dismissed. The committee and the full Board previously voted to eliminate those options, and members agreed that adding them back would be "backtracking" and a waste of time.
    - The consensus remains that those were removed because initial research suggested they didn't align with the district's middle school goals or were overly restrictive.
-

## Timeline & Next Steps

- **Immediate Review:** Dr. Farley's team will meet the week of Feb 9th to clean up the data and re-score the academic and athletic sections.
  - **Expert Input:** Department heads (Nutrition, Maintenance, etc.) will be brought in to score their specific technical areas by March 3rd.
  - **Student/Parent Input:** The team will gather input from the Student Advisory Council and Student Board Representatives to provide a "mature" student perspective for the matrix.
  - **External Consultant:** LeanFrog (Dr. Bill Heath) will present at the March work session to discuss data mining and demographic tools that can "pulse check" the system's findings.
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## Upcoming Meeting Schedule

The committee noted that February has been exceptionally busy, with meetings every Thursday. The following dates were set:

Event	Date	Time
Team Scoring Completion	Friday, Feb 13	EOD
Board Work Session	Thursday, Feb 19	4 PM
Regular Board Meeting	Thursday, Feb 26	6PM
Matrix Completion Goal	Tuesday, Mar 3	Deadline
Middle School Committee Meeting	Monday, Mar 9	4:00 PM

<b>March Work Session</b>	<b>Thursday, Mar 12</b>	<b>4 PM</b>
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**Action Items**

- **Dr. Farley:** Re-score specific sections with the academic team and provide updates at the Feb 19th work session.
- **Dr. Farley:** Contact supervisors for Nutrition and Maintenance to complete their respective matrix columns.
- **Committee Members:** Review the original reasons for "struck" items to ensure no further confusion during public updates.

After all points of agenda had been discussed, and with no further discussion, the meeting was adjourned at approximately 5:10 pm.

(\*) Indicates Board Approval Required

**February 26, 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

[Ciandra San Inocencio-CCHS](#)

**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

-SRO's

-Thomas Fuhrman

**Agenda Item Type:** Information Item

**Attachments:** (1)

- [Thomas Fuhrman](#)

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)

- [1-22-26 Board Meeting Minutes](#)
- [2-5-26 Middle School Cmt 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. \*Tenure List

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [Tenure List](#)

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

**Agenda Item Type:** Information Item

13. Legal Report

**Agenda Item Type:** Information Item

14. \*Meeting Efficiency

**Agenda Item Type:** Action Item

15. Director's Report

**Agenda Item Type:** Information Item

15.A. \*CCSNP Grant Requests

**Agenda Item Type:** Information Item

**Attachments:** (2)

- [Approval to Apply for the Save Your Kitchen 2026 Equipment Grant](#)
- [Approval to Apply for the SNF 2026 Vulcan Equipment Grant](#)

15.B. \*TDOE School Climate MOU and Survey Packet

**Agenda Item Type:** Information Item

**Attachments:** (2)

- [TDOE MOU for School Climate Survey](#)
- [TDOE School Climate Measurement Package](#)

15.C. \*B&G Request

**Agenda Item Type:** Information Item

**Attachments:** (1)

- [B&G Request Stone Elem](#)

15.D. \*Request of Funds

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [Request of Funds-CCHS BETA](#)

15.E. \*Strategic Plan

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [Strategic Plan](#)

15.F. \*DOS Evaluation

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [DOS Evaluation 2025](#)

15.G. \*DOS Contract

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [DOS Contract-Amended](#)

15.H. \*Centegix

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [Centegix](#)

15.I. Annual Planning Calendar

**Agenda Item Type:** Information Item

**Attachments:** (1)

- [Annual Planning Calendar](#)

15.J. FYI

**Agenda Item Type:** Information Item

15.J.1. Attendance Report

**Agenda Item Type:** Information Item

**Attachments:** (1)

- [Warm Body Count](#)

15.J.2. Personnel Report

**Agenda Item Type:** Information Item

**Attachments:** (2)

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

15.J.3. Substitute List

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [Substitute Board List](#)

15.J.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 Newsletter](#)
- [Stone Elem Newsletter](#)

15.J.5. School Calendar of Events

**Agenda Item Type:** Information Item

**Attachments:** (12)

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

16. \*First Reading Policies

**Agenda Item Type:** Action Item

**Attachments:** (12)

- [1.403 Agendas](#)
- [2.804 Expenses and Reimbursements](#)
- [3.300 Equipment and Supplies](#)
- [4.202 Special Education](#)
- [4.206 Homebound Instruction](#)
- [5.307 Physical Assault Leave](#)
- [5.308 Sabbatical Leave](#)

- [5.403 Drug and Alcohol Testing for Employees](#)
- [5.611 Ethics](#)
- [5.700 Interim Employees](#)
- [5.800 Director of Schools](#)
- [6.3071 Extracurricular Activity Drug Testing](#)

17. \*Second Reading Policies

**Agenda Item Type:** Action Item

**Attachments:** (27)

- [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](#)
- [4.212 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](#)
- [4.805 Moment of Silence](#)
- [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](#)
- [6.4081 Safe Relocation of Students](#)

18. \*Pay Scale Items

**Agenda Item Type:** Action Item

**Attachments:** (8)

- [Pay Scales Draft II](#)
- [Summary Cert Pay Scales](#)

- [Classified .25](#)
- [Classified .50](#)
- [Classified 1.00](#)
- [Longevity Projection 26-27](#)
- [Surrounding Counties Classified Pay Scales](#)
- [Total Cost Classified Raise 26-27](#)

19. \*Insurance

**Agenda Item Type:** Action Item

**Attachments:** (17)

- [Health Insurance Draft I.xlsx - Certified Options](#)
- [Classified Ins Options](#)
- [Certified 75% Option](#)
- [Certified 80% Option](#)
- [Classified 75% Option](#)
- [Classified 80% Option](#)
- [Summary 80% and 75% Options](#)
- [Health Insurance Summary of Ins Option Draft I](#)
- [Health Ins Draft I \(Current Cost\)](#)
- [Health Insurance Draft I.xlsx - 25-26 New Employee Insurance](#)
- [Increase in Insurance](#)
- [Surrounding Counties Insurance Costs](#)
- [2026 Package Comparison Chart](#)
- [Pay Insurance Comparisons](#)
- [Additional Certified Ins Options](#)
- [Additional Classified Ins Options](#)
- [Summary of Additional Options](#)

20. \*Athletics

**Agenda Item Type:** Action Item

21. Chief Financial Officer's Report

**Agenda Item Type:** Information Item

21.A. Monthly Financial Report

**Agenda Item Type:** Information Item

**Attachments:** (1)

- [Financial Report](#)

21.B. Monthly Sales Tax Report

**Agenda Item Type:** Information Item

**Attachments:** (1)

- [Sales Tax Report](#)

21.C. \*141 Budget Amendments

**Agenda Item Type:** Action Item

**Attachments:** (6)

- [141 BA Attendance](#)
- [141 BA Gear Up Grant](#)
- [141 BA General Reallocation](#)
- [141 BA ISM Grant](#)
- [141 BA Transportation Fund](#)
- [141 BA Outcomes Funding 2026](#)

21.D. \*142 Budget Amendments

**Agenda Item Type:** Action Item

**Attachments:** (2)

- [142 BA Perkins Basic](#)
- [142 BA SPED 911](#)

22. \*Consent Agenda

**Agenda Item Type:** Consent Agenda

22.A. School Board Reports

**Agenda Item Type:** Consent Item

22.A.1. TLN Report

**Agenda Item Type:** Action Item

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

**Agenda Item Type:** Consent Item

**Attachments:** (7)

- [Brown Overnight Request-7th & 8th Grade](#)
- [CCHS Overnight Request-BETA](#)
- [CCHS Overnight Request-FBLA](#)
- [CCHS Overnight Request-HOSA](#)
- [Homestead Overnight Request-BETA](#)
- [SMHS Overnight Request Girls Soccer](#)
- [SMHS Overnight Request-Football](#)

22.C. \*School Wide Fundraisers

**Agenda Item Type:** Consent Item

**Attachments:** (18)

- [CCHS Fundraiser Crowdfunding Archery](#)
- [CCHS Fundraiser Crowdfunding Archery \(#2\)](#)
- [CCHS Fundraiser Crowdfunding Boys MS Soccer](#)
- [CCHS Fundraiser Crowdfunding Girls Flag Football](#)
- [CCHS Fundraiser Crowdfunding Lady Jets Softball](#)

- [CCHS Fundraiser Crowdfunding MS Baseball](#)
- [CCHS School-Wide Fundraiser BETA](#)
- [CCHS School-Wide Fundraiser Class of 2028](#)
- [CCHS School-Wide Fundraiser HOSA FCLA](#)
- [CCHS School-Wide Fundraiser SWPBS](#)
- [CCHS School-Wide Fundraiser Winterguard](#)
- [CCHS School-Wide Fundraiser Winterguard \(#2\)](#)
- [CCHS School-Wide Fundraiser-Boys Soccer](#)
- [Crab Orchard School-Wide Fundraiser General](#)
- [Homestead School-Wide Fundraiser General](#)
- [Martin Fundraiser Crowdfunding BETA](#)
- [North School-Wide Fundraiser Library](#)
- [North School-Wide Fundraiser Millionaires Club](#)

22.D. \*Approval of Disposal of Surplus Property

**Agenda Item Type:** Consent Item

**Attachments:** (5)

- [CCHS Retired Inventory](#)
- [Federal Equipment Retired Inventory](#)
- [Food Service & SPED Retired Inventory](#)
- [Homestead Retired Inventory](#)
- [Phoenix Retired Inventory](#)

22.E. \*Executive Approval

**Agenda Item Type:** Consent Item

23. Questions from Media

**Agenda Item Type:** Information Item

24. Adjournment

**Agenda Item Type:** Action Item

**Comments:**

## **Tenure 25-26**

### **Brown**

Brianna Maynard  
Hannah VanWinkle

### **Crab Orchard**

No recipients

### **Homestead**

Julia Griffin  
Christine Wirey – reinstatement  
Shayla Rollins

### **Martin**

Katelyn Tollett

### **North**

No recipients

### **Pine View**

No recipients

### **Pleasant Hill**

Tara Hughes

### **South**

Tiffany Brewer  
Lauren Cook

### **Stone**

Jennifer Davis  
Todd Dickerson

**Phoenix**

Casey Robinson

Greg Patton

**SMHS**

Shannon O'Neal

Victoria Martin

John Long

David Seay

Justin Qualls

Reem Andrawes-Smith – reinstatement

**CCHS**

Brad Eich

**Central**

No recipients



**Dr. Rebecca Farley**  
Director of Schools

**Mr. Scott VanWinkle**  
Board Chairman

February 11, 2026

Dr. Rebecca Farley  
Cumberland County Board of Education  
368 Fourth Street  
Crossville, TN 38555

Dear Dr. Farley and Cumberland County Board of Education,

The Cumberland County School Nutrition Program is requesting approval to apply for the Save Your Kitchen 2026 Grant. The grant promotion is sponsored by ITW Food Equipment Group LLC. The equipment grant promotion will run from February 3, 2026 at 12:00 am Eastern until October 16, 2026, at 11:59 pm Eastern, during which school districts will be award equipment. The Save your Kitchen 2026 Grant program will award 4 rounds of equipment.

- Round 1:
  - Opens: February 3, 2026 at 12:00am (Eastern)
  - Closes: March 6, 2026 at 11:59pm (Eastern)
- Round 2:
  - Opens: March 20, 2026 at 12:00am (Eastern)
  - Closes: May 1, 2026 at 11:59pm (Eastern)
- Round 3:
  - Opens: May 26, 2026 at 12:00am (Eastern)
  - Closes: July 17, 2026 at 11:59pm (Eastern)
- Round 4:
  - Opens: September 4, 2026 at 12:00am (Eastern)
  - Closes: October 16, 2026 at 11:59pm (Eastern)

Each of the four grant entries is a separate entry and does not require any matching funds. The first round a Vulcan Insulated Heated Holding Cabinet - 15 Pan Capacity for Homestead Elementary will be the equipment we would request if awarded the grant. Each round the school kitchen most in need of the equipment available will be who we would pick to receive the equipment if awarded.

Respectfully,

*Kathy Hamby*

Kathy Hamby  
School Nutrition District Supervisor  
Cumberland County Board of Education/Central Services



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

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

February 10, 2026

Dr. Rebecca Farley  
Cumberland County Board of Education  
368 Fourth Street  
Crossville, TN 38555

Dear Dr. Farley and Cumberland County Board of Education,

The Cumberland County School Nutrition Program is requesting approval to apply for the SNF 2026 Vulcan Equipment Grant.

The Vulcan/Hobart Equipment Grant program will award up to \$50,000 worth of equipment to one school district in need of improving its school meal kitchen facilities through a competitive grant process. Applicants must be current director-level members of the School Nutrition Association, who have been members of SNA for at least one year (since at least January 1 of last year) and are responsible for directing the school nutrition program of the school district. Applications must represent the entire school district's equipment needs. Applications will be reviewed for need, plans to integrate new equipment, and how the new equipment will impact schools' nutrition programs. If selected as a finalist, we will be asked to create a 2-3 minute video displaying the kitchen equipment.

SMHS would be the recipient of the equipment if awarded, due to the combi ovens parts becoming unavailable because of the age of the equipment. Currently, they have 4 ovens, but we are having to use 1 of the ovens as parts. This grant does not require any matching funds.

Respectfully,

*Kathy Hamby*

Kathy Hamby  
School Nutrition District Supervisor  
Cumberland County Board of Education/Central Services

**STATE OF TENNESSEE  
DEPARTMENT OF EDUCATION  
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (MOU), by and between the State of Tennessee, Department of Education, hereinafter referred to as "TDOE" and [REDACTED], hereinafter referred to as "LEA," establishes a framework for collaboration and LEA responsibilities in administering the Tennessee School Climate Survey.

**A. School Climate Survey Administration:**

A.1. The overall mission of the Tennessee School Climate Survey is to create and sustain safe and supportive learning environments, thereby increasing academic success for all students. The goals are to:

- a. Provide a school climate measurement system that gathers information via survey regarding student, parent or guardian, and teacher perceptions of engagement, safety and environment as an actionable measurement of conditions for learning in their school on an annual basis.
- a. Provide data to schools and LEAs to drive programmatic interventions and establish links between climate/conditions for learning and academic outcomes.
- b. To ensure effective administration of the School Climate Survey, LEAs are required to follow the processes detailed herein by the dates specified in this MOU.

A.2. Definitions:

- a. **School engagement:** For students to feel supported and motivated to achieve, they must feel valued and supported in their relationships with other students, teachers, and school leaders, feel a sense of connection to school, and be meaningfully engaged in the school community. The five components of school engagement include:
  1. **Supportive peer relationships.** Students feel safe and supported in a peer environment that is trusting, respectful, caring, cooperative and helpful.
  2. **Supportive relationships with teachers.** Adults play a critical role in creating conditions that support student self-esteem, sense of accomplishment, and feelings of efficacy – all of these are critical for accomplishment and contribution later in life.
  3. **Supportive relationships with school leadership.** School leadership by principals and vice-principals is important to modeling and setting the climate of the school as an institution with which students must effectively interact. School leaders should be available to students, and relate to them with openness, respect and concern.
  4. **Parental involvement.** Student perceptions that parents and guardians are welcome in the school play an important part in it, and that parents' and guardians' interest and involvement in the student's learning and school events contribute to a meaningful connectedness to the school.

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5. **School connections and learning supports:** Students believe that they are valued members of the school setting, feel a sense of meaningful involvement, security, and belonging in the school environment, and feel that they are supported in their efforts to succeed.
- b. **School safety:** For students to focus on learning, they must feel safe and secure while at school and free from threats or physical violence, bullying or harassment, or exposure to substance abuse and its negative consequences. Four components of school safety are:
1. **Physical safety:** Students should perceive their school to be safe, secure, and free from any physical threats of harm to themselves or their personal property.
  2. **Freedom from substance abuse:** Alcohol, tobacco, and other illicit drug use undermines students' ability to achieve academically, is associated with other harmful behaviors, and is incompatible with a school climate of respect, safety, and support for learning.
  3. **Freedom from bullying:** Bullying is one of the most prevalent and harmful forms of school violence. Students experience freedom from bullying when they report little or no exposure to physical, verbal, or social forms of unwanted aggression.
  4. **Acceptance of differences:** Respect is a core component of social and emotional safety at school. Students perceive acceptance of differences in background, appearance, and personal lifestyle among students in school environments that are free from teasing or insulting based on personal characteristics.
- c. **School environment:** For students to feel engaged and motivated to learn, they should be in environments that value academic rigor and high expectations for student achievement, establish clear rules and procedures, and provide physical surroundings that are presentable and well-maintained. The three components of school environment are:
1. **Supportive discipline:** Rules and disciplinary procedures are perceived to be clear, well communicated and reasonable. School leaders, teachers, and other staff (e.g., School Resource Officers, transportation staff) should be perceived as fair in implementing rules and procedures. Fairness requires consistency and equity in applying rules, including consistency across individual teachers and school staff.
  2. **Academic challenge:** School work needs to be clearly presented and designed to be challenging with sufficient support to achieve. Student achievements should be noted, and positive feedback provided.
  3. **Approval of the physical environment:** Students should approve of the physical appearance of the school. It should be seen as welcoming, comfortable, and well-maintained. Students should feel a sense of ownership in the school building.

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d. Survey Types:

Survey Type	Grade Level	# of Questions	Average Time to complete
High School Survey	9–12	91	20 minutes
Middle School Survey	5–8	85	20 minutes
Elementary School Survey	3–8	51	15 minutes
Teacher Survey	K–12	108	20 minutes
Parent/Guardian Survey	K–12	47	15 minutes

A.3. The LEA has volunteered to utilize the Tennessee School Climate Survey at no cost to the LEA and agrees to the following in order to support consistency and validity in administration of the survey:

- a. The LEA shall use the survey instrument provided by the TDOE to the LEA contact and follow any instructions or guidance provided by the TDOE.
- b. The LEA shall administer an online version of school climate surveys as instructed by the TDOE within the survey administration window of January 12, 2026 through February 20, 2026, to high school and/or middle school and/or elementary school students, parents/guardians, and teachers.
- c. The LEA shall provide the TDOE with a list of schools that will administer the survey.

A.4. The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires LEAs to notify parents/guardians and obtain consent or allow them to opt their child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or the student’s parent; or
8. Income, other than as required by law to determine program eligibility.

In accordance with the PPRA, the LEA shall inform parents and guardians of the school climate survey administration at least two weeks before the survey administration window opens. LEAs must obtain written, informed consent from all parents of students in accordance with local school board policy.

The TDOE will provide LEAs with a sample active consent form.

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The LEAs shall comply with all applicable state laws including T.C.A § 49-2-211, and the district's own policies regarding the administration of surveys, analyses, or evaluations of students. Specifically, all LEAs obtain the written, informed, and voluntarily signed consent of a student's parent or legal guardian, or the student if the student is eighteen (18) years of age or older, prior to the student's participation in the school climate survey. Additionally, parents or legal guardians shall be provided the opportunity to review the survey in its entirety and disclosing the purpose of the survey and who will have access to the results prior to administering the survey. The LEA shall also ensure that parents or legal guardians, or the student if eighteen (18) years of age or older, may withdraw consent at any time prior to the administration of the survey.

A.5. Open-ended comments

- a. The TDOE shall provide LEAs with open-ended comment data from the parent, teacher and student surveys.
- b. The survey is designed to be anonymous and respondents will not be asked to provide their names or any identifying information about themselves or anyone else. Directions provided within the survey requests that respondents NOT include any names or identifying information. However, open-ended comments place no restrictions on the information that respondents may choose to include. As such, within these open-ended comments, there is a chance that respondents may include reference to names of individuals or other personally identifiable information. LEAs are responsible for maintaining the confidentiality of any personally identifiable information. LEAs are also responsible for ensuring that any individual who is provided access to Tennessee School Climate Survey data is responsible for maintaining the confidentiality of personally identifiable student information.
- c. Further, these open-ended comments may include information that LEAs may wish to investigate further in relation to potential health and safety issues (i.e., threats of harm). The TDOE does not investigate these comments and does not draw any conclusions regarding these matters. Additionally, there is a delay between the administration of the survey and the State's analysis of data, so the TN School Climate Survey should not be viewed as a means of communicating health or safety risks. Thus, it is the sole responsibility of LEAs to determine any actions to take in response to the information in these comments and to comply with mandatory reporting requirements relating to abuse and neglect.

- A.6. The LEA and the TDOE shall comply with all applicable federal, state, and local confidentiality laws and policies. This includes the Family Educational Rights and Privacy Act (FERPA), which requires protection of personally identifiable student information (information regarding FERPA can be found at the following website: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

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- a. The TDOE will not report data for LEAs and schools with fewer than 15 responses.
- b. The TDOE will not share any data from the survey in any form with the LEA, school, or the public except to comply with legislative or statutory requirements
  - o The PPRA requires the LEA to make survey materials, including survey questions, available for inspection by parents/guardians. However, the LEA shall not share or otherwise further disclose survey data or responses with any party, including parents and guardians, unless a legal exception applies, such as the health or safety emergency exception under FERPA.
- c. The Parties shall comply with open records laws and applicable local policies when responding to requests from parties who are not parents or guardians to view survey materials.
- d. The Parties should consult with their legal counsel regarding compliance with this MOU, including adherence to confidentiality laws and policies and open records requests.

A.7. The TDOE will provide feedback to LEA and school designated contacts regarding the data submitted.

A.8. The TDOE shall ensure that all survey instruments are valid, reliable, and provide an accurate reflection of school climate in Tennessee's schools.

**B. COMMUNICATIONS AND CONTACTS:**

B.1. Communications and Contacts. All instructions, notices, consents, demands, or other communications required or contemplated by this MOU shall be in writing and shall be made by certified, first-class mail, return receipt requested and postage prepaid, by overnight courier service with an asset tracking system, or by EMAIL or facsimile transmission with recipient confirmation. Any such communications, regardless of method of transmission, shall be addressed to the respective party at the appropriate mailing address, facsimile number, or EMAIL address as set forth below or to that of such other party or address, as may be hereafter specified by written notice.

TDOE:

Shannon Railling, PhD  
Senior Data Manager  
Division of Coordinated School Health  
Tennessee Department of Education  
10<sup>th</sup> Floor Andrew Johnson Tower  
710 James Robertson Pkwy  
Nashville, TN 37243  
629-292-4596  
[Shannon.Railling@tn.gov](mailto:Shannon.Railling@tn.gov)

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**LEA:**

**Name, Title:**

**LEA:**

**Address:**

**Email:**

**Phone number:**

All instructions, notices, consents, demands, or other communications shall be considered effectively given upon receipt or recipient confirmation as may be required.

<b>IN WITNESS WHEREOF,</b>	
<b>LEA:</b>	
<b>LEA SIGNATURE</b>	<b>DATE</b>

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**PRINTED NAME AND TITLE OF LEA SIGNATORY (above)**

<b>TENNESSEE DEPARTMENT OF EDUCATION:</b>
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**LIZZETTE REYNOLDS, COMMISSIONER**

**DATE**



# Tennessee School Climate Measurement Package 2025-26

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### Special Notice

Local education agencies (LEAs) that volunteer to utilize the Tennessee School Climate Measurement System at no cost must agree to administer an online version of school climate surveys, as instructed by the Tennessee Department of Education (department). The survey administration window is January 12, 2026–February 20, 2026, for students, parents, and school staff.

The LEA shall inform parents of the school climate survey administration at least two weeks before the survey administration window opens. LEAs must obtain written, informed consent from all parents of students in accordance with local school board policy.

Survey Types:

Survey Type	Grade Level	# Questions	Average Time to Complete
High School Survey	9–12	91	20 minutes
Middle School Survey	5–8	85	20 minutes
Elementary School Survey	3–8	51	15 minutes
Teacher Survey	K–12	108	20 minutes
Parent Survey	K–12	47	15 minutes

To set up online Tennessee School Climate Surveys for your school or district, please contact [Shannon.Railling@tn.gov](mailto:Shannon.Railling@tn.gov). **A Memorandum of Understanding signed by the Directors of Schools or Designees/Authorized Signatories of the LEAs is required.** The template Memorandum of Understanding is included in this package.

## Sample Active Consent Forms and Guidance

### TENNESSEE SCHOOL CLIMATE SURVEY TEACHER GUIDELINES FOR OBTAINING ACTIVE PARENT CONSENT

Dear Teacher/Survey Administrator:

(Insert LEA's name here) is participating in the Tennessee School Climate Survey. The survey is sponsored by the Tennessee Department of Education (department) as part of a larger initiative to enhance school support for students, increase school safety, and provide a positive learning environment. Thank you for your assistance in administering the survey. Monitoring student perceptions of their school environment and documenting needs and improvements in that environment are an important part of ensuring that school climate is improving. The hope is that this survey will become a valuable tool for improving the climate in Tennessee schools.

#### Obtaining Parent Permission

You play a very important role in the survey. Your support and encouragement are necessary to ensure a high rate of participation among your students. Please follow the instructions below to help us prepare for survey administration in your class.

1. Distribute the parental permission forms to students in your class as soon as possible, preferably two weeks prior to the survey date. Read to the class "Instructions to Be Read in Distributing Permission Forms." Please feel free to add your own words of encouragement and support for the survey. Encourage students to return the forms in the next class period.
2. Give a verbal reminder and/or another parental permission form to students who have not returned the signed form within three days.
3. Track, record, and retain returned signed permission forms. Parent permission forms should remain with the school and be kept on file until the school year ends.
4. On the day of the survey, please plan an alternate activity for those students who do not have parental permission to take the survey.

#### Instructions to be Read in Distributing Permission Forms

*"Our school is taking part in the Tennessee School Climate Survey. This survey is sponsored by the Tennessee Department of Education. This survey will tell us how you feel about your school. Taking part in the survey is very important because your answers will help us learn what makes school a good place to be, and how we can make it better. Each of you will receive a permission form to take home for a parent or guardian to sign. Please give the form to them when you go home. Please bring this form back within three days.*

***IF YOU DO NOT HAVE A SIGNED PERMISSION FORM, YOU MAY NOT TAKE THE SURVEY."***

TENNESSEE SCHOOL CLIMATE SURVEY

## PARENT CONSENT FORM (Active)

Dear Parent/Guardian,

(Insert School Name Here) is conducting a survey about school climate and learning in school. The survey will help us create safe and supportive school environments that promote academic success. In prior years, schools have used this information to drive positive changes for student and staff culture. **We are asking permission for your child to complete the survey.** The survey includes questions about student relationships with teachers, school principals, and other students; school safety, bullying, and substance use; and school rules and the school environment. However, note that there is a delay between the administration of the survey and the analysis of data, so the TN School Climate Survey should not be viewed as a means of communicating health or safety risks.

The survey is voluntary. Students who take the survey may skip any question they do not want to answer or may stop taking the survey at any time. Your child's teacher will be there to help answer questions. This survey is designed to be anonymous, and your child will be asked **not** to provide their name or any identifying information. Any personnel who have access to the TN School Climate Survey data are required to maintain the confidentiality of these data.

This survey is sponsored by the Tennessee Department of Education (department). Around the time of the survey window (and afterwards), you will be able to view all surveys on the department's [School Climate webpage](#).

The survey will be administered to students online between January 12, 2026–February 20, 2026. The survey will take about 15-20 minutes to complete.

Please mark below whether you would like your child to participate in the survey, sign the form, and return it to the school within three days. You may contact your child's teacher or principal with any questions about the survey. You may also contact Shannon Railling with the department at [Shannon.Railling@tn.gov](mailto:Shannon.Railling@tn.gov). Thank you.

Child's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

I have read this form and understand what the survey covers.

**PLEASE CHECK ONE OF THE BOXES BELOW AND SIGN**

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

---

Parent/Guardian Signature

Date

# Sample Active Consent Checklist

## TENNESSEE SCHOOL CLIMATE SURVEY ACTIVE PARENT CONSENT CHECKLIST

School Name:

Date of Survey Administration:

Teacher:

Grade(s):

Class: Period:

	Total Number of Students Enrolled in Class Minus Ineligible* Students	Number of NonParticipating Eligible Students (Code as A - Absent; ISS - In School Suspension; SR - Student Refusal; or NFR - No Form Returned)				Number of Parent Refusals (PR)	Number of Completed Surveys
		A	ISS	SR	NFR		
<b>Total</b>							

\*Students who are not currently enrolled in school due to transfers, out-of-school suspensions, or expulsions, and students who have already taken the survey in another class period are not eligible to participate.

Please Print Student Name or Identifier	Gender (M/F)	Grade	Date Reminder Sent	Check if Permission Form was Returned "No"	Check if Permission Form was Returned "Yes"	If Student Did NOT Participate Record Eligibility Code	If Eligibility Code is: A, ISS, SR or NFR Student <u>IS</u> Eligible for Make-Up
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

(OVER →)

Please Print Student Name or Identifier	Gender (M/F)	Grade	Date Reminder Sent	Check if Permission Form was Returned "No"	Check if Permission Form was Returned "Yes"	If Student Did NOT Participate Record Eligibility Code	If Eligibility Code is: A, ISS, SR or NFR Student <u>IS</u> Eligible for Make-Up
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							
31.							
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43.							
44.							
45.							
46.							
47.							
48.							
49.							
50.							

## Elementary School Student Survey

This survey will tell us how you feel about your school. Your answers will help us learn what makes school a good place to be, and how we can make it better. No one will be able to see how you answered. In your answers, please do NOT include your name or any other information that identifies you or anyone else. Please be honest and tell us what you really think.

This survey is VOLUNTARY. This means that you do not have to take this survey, and you do not have to answer any question that makes you feel uncomfortable. You may stop taking the survey at any time.

Thank you for your help. If you have any questions or need anything during the survey, you may ask your teacher for help. Please start with the survey now by clicking on the Continue button below.

Please tell us what grade you are in.

1. 3rd grade
2. 4th grade
3. 5th grade
4. 6th grade
5. 7th grade
6. 8th grade

Please tell us your race. You may choose a minimum of one or as many as apply.

1. African American
2. Asian/Pacific Islander
3. Hispanic
4. Native American/Alaska Native
5. White
6. Other
7. Prefer not to answer

Please indicate your gender.

1. Female
2. Male
3. Prefer not to answer

These questions ask about your school and the things that you like about it, and the things you don't like. There are no right or wrong answers. Please read each statement below and tell us how true each statement is for you. Your answers are very important. Thank you for your help.

Please mark how true these statements are about STUDENTS at your school.

Most students at my school...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
1...care about each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2...get along with students who are different from them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3...try to help each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4...are nice to each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how true these statements are about TEACHERS at your school.

I have at least one teacher at my school who...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
5...cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6...thinks I can do well in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7...would help me if I were feeling sad or angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8...I can go to if I feel unsafe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how true these statements are about the PRINCIPAL or ASSISTANT PRINCIPAL at your school.

There is a Principal or Assistant Principal at my school who...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
9...students will go to if they have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10...cares about students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11...gets to know the students at my school well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12...listens to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how true these statements are about your PARENT(s) or GUARDIAN(s).

My parents or the adults who I live with at home...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
13...talk to me about my school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14...help me with my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15...spend time at my school or in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16...talk with my teachers often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how true these statements are for YOU.

I feel like...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
17...I am safe at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18...this is a good school for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19...I like to go to school most days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20...this school is a good place to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We would like to know about bullying at your school. Bullying is when someone does something mean to you on purpose, more than once, to hurt you or to hurt your feelings. The questions below are examples of bullying. We would like to know how many times these things have happened to you this school year.

This school year, how many times has someone from your school...

	Almost Everyday	Once or Twice a Week	Once or Twice a Month	Once or Twice this School Year	Never
21...made fun of you or called you names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22...said mean things about you to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23...said they wanted to hurt you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24...pushed you, shoved you, tripped you, or spit on you on purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25...tried to make you do things you didn't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26...told you that you couldn't play with them or be part of a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27...damaged something that belongs to you on purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28...bullied you in any way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how true these statements are for YOU.

I think that...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
29...I would tell a teacher or other adult if another student was bullying me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30...my teachers would do something to help if I told them I was being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how true these statements are about STUDENTS at your school.

Students at my school...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
31...fight a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32...take things that don't belong to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33...damage things that don't belong to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34...say they are going to hurt other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35...do things that hurt other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how true these statements are about ADULTS at your school.

I think that the adults at this school...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
36...let everyone know what the rules are ahead of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37...let students help make the rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38...make rules that are fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39...treat everybody fairly if they break a rule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40...tell you why you are in trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41...give you a chance to explain your side of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42...help you learn from your mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how true these statements are about TEACHERS at your school.

I think that the teachers at this school...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
43...know when I have trouble learning something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44...try to help everyone do their best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45...tell me when I do a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46...give me a chance to fix mistakes on my school work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47...make learning fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how true these statements are about your SCHOOL.

I think that the place where I go to school...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
48...is clean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49...is comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50...looks nice on the outside.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

51. Please tell us if there is anything else about your school that you would like to share with us.

## Middle School Student Survey

This survey will help us to know how you feel about your school. Your responses will help us understand more about what makes school a good place to be, and how changes could possibly improve it. No one will be able to see how you answered. In your answers, please do NOT include your name or any other information that identifies you or anyone else. Please be honest in your answers and tell us what you really think. This survey is VOLUNTARY. You do not have to take this survey, although we hope that you will choose to do so. If you choose to voluntarily take this survey, you do not have to answer any question that makes you feel uncomfortable, and you may stop taking the survey at any time.

Thank you for your help. If you have any questions during this survey, please feel free to ask the survey administrator, who will explain the purposes of the survey, provide instructions for completing the survey, and be in the room to assist you if needed.

Please start with the survey now by clicking on the Continue button below.

Please tell us what grade you are in.

1. 5th grade
2. 6th grade
3. 7th grade
4. 8th grade

Please indicate your race. You may choose a minimum of one or as many as apply.

1. African American
2. Asian/Pacific Islander
3. Hispanic
4. Native American/Alaska Native
5. White
6. Other
7. Prefer not to answer

Please indicate your gender.

1. Female
2. Male
3. Prefer not to answer

The first set of questions asks about your experiences at school, how you are treated, what you like, and what you don't like. There are no right or wrong answers. Give us your first impression concerning how much you agree or disagree that these statements describe your school this year. Your opinions are important and will be used to help design programs and services for your school. We need your ideas and experience to do this. Thank you for your help!

Please mark how much you AGREE or DISAGREE with these statements about your TEACHERS at school.

Most of my teachers...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1...notice if I have trouble learning something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2...often connect what I am learning to life outside the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3...challenge all students to do their personal best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4...praise me when I work hard in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5...allow me to revise my work to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6...assign creative work that allows me to think for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7...help me get excited about what I am learning in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8...give me individual attention when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have AT LEAST ONE teacher who...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
9...takes the time to listen to what I have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10...cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11...knows me well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12...has confidence in me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13...is available to me when I need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14...will try to help me when I am feeling sad, angry, or depressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15...I can go to if I feel unsafe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about your SCHOOL.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
16...this school is a place where I can learn and do well in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17...what I'm learning in my classes will be important for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18...my teachers have helped me improve my study skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19...I can understand difficult concepts with the help of my teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20...my teachers will help me succeed in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about HOW YOU FEEL ABOUT YOUR SCHOOL.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
21...this school is a good match for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22...I am safe at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23...I look forward to going to school most days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24...I am a part of this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about STUDENTS at your school.

Students at my school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
25...care about each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26...respect each other's differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27...try to protect each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28...trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29...cooperate with one another when working on schoolwork together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30...are often friends with students from different races, religions, and cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31...are easy to get to know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Please mark how much you AGREE or DISAGREE with these statements about the PRINCIPAL or ASSISTANT PRINCIPAL at your school.

At my school, there is a principal or assistant principal who...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
32...is easy to approach if I have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33...treats students with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34...listens to student ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about your PARENT(s) or GUARDIAN(s).

My parent(s) or guardian(s)...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
35...are involved in my school life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36...know what my grades are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37...regularly attend school events, such as sporting events (e.g., football games, soccer games) or student performances (e.g., plays, musical performances).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38...talk to my teachers (e.g., in person, over the phone, by email).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next two questions ask about SCHOOL EVENTS and EXTRA-CURRICULAR TEAMS, CLUBS, or ACTIVITIES that you attend or participate in at school. Please mark how much you AGREE or DISAGREE with the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
39. I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. I regularly participate in extra-curricular activities offered through my school, such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about STUDENTS at your school.

Students at my school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
41...carry guns or knives to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42...are in gangs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43...threaten to hurt other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44...steal money, electronics, or other valuable things while at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45...damage or destroy other students' property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46...damage or destroy school property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47...fight a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48...are sometimes physically hurt by their boyfriends or girlfriends while at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I think that...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
49...students know what to do if there is an emergency, natural disaster (tornado, flood), or a dangerous situation (e.g., violent person on campus) during the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50...if students hear about a threat to school or student safety, they would report it to someone in authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next set of questions asks about things that students do at school that make you feel bad or are hurtful to you. Please mark HOW FREQUENTLY these things have happened to you.

During this school year, how often has anyone called you an insulting or bad name at school, having to do with...

	Almost Everyday	Once or Twice a Week	Once or Twice a Month	Once or Twice this School Year	Never
51...your race or ethnic background?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52...your religion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53...any disability you may have?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54...your relationship with your boyfriend or girlfriend while at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55...how much money your family makes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56...your weight or physical appearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We would like to know about any bullying that happens at your school. Bullying can be defined as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Cyberbullying is bullying that takes place using devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat, and websites.

During this school year, how many times has someone from your school...

	Almost Everyday	Once or Twice a Week	Once or Twice a Month	Once or Twice this School Year	Never
57...made fun of you, called you names, or insulted you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58...spread rumors about you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59...threatened you with harm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60...pushed you, shoved you, tripped you, or spit on you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61...tried to make you do things you did not want to do, for example, give them money or other things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62...excluded you from activities on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63...destroyed your property on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64...posted hurtful information about you on the Internet, threatened or insulted you online (e.g., using email, instant messaging, text messaging, or online gaming), or purposefully excluded you from an online community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65...bullied you in any way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with the following statements.

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
66...if another student was bullying me, I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

would report it to a teacher or other adult at this school.					
67...if I told a teacher or other adult at this school that I was being bullied, the teacher would do something to help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Next, please mark how much you AGREE or DISAGREE with these statements about your SCHOOL.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
68...adults at this school follow the rules and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69...the school rules have been communicated to me clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70...adults in this school apply the same rules to all students equally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71...the students and teachers here try to decide together what the class rules will be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72...if you get in trouble in this school, you have a chance to tell your side of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73...if you break the rules, adults in this school will help you learn from your mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74...when a student gets in trouble at this school, an adult explains to them why they are getting punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75...students at this school get punished equally when they break the same school rule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
76...the noise level at this school makes it hard for me to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77...I get distracted from my work by other students acting out in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
78...students are proud of how the school looks on the outside.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

79...there is a place on the school campus where students can display trophies and awards, or post projects that they have worked on, such as poster presentations, paintings, or drawings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80...my school provides opportunities for me to express myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81...the school grounds look like they are well-maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about YOUR PLANS FOR THE FUTURE.

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
82...I will definitely graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83...I will continue my education after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This past school year...

	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's
84...I would describe my grades as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

85. Please tell us if there is anything else about your school experience that you would like to share with us. Please enter your response in the space below.

## High School Student Survey

This survey will help us to know how you feel about your school. Your responses will help us understand more about what makes school a good place to be, and how changes may be made to improve it. No one will be able to see how you answered. In your answers, please do NOT include your name or any other information that identifies you or anyone else. Please be honest in your answers and tell us what you really think. This survey is VOLUNTARY. You do not have to take this survey, although we hope that you will choose to do so. If you choose to take this survey voluntarily, you do not have to answer any question that makes you feel uncomfortable, and you may stop taking the survey at any time.

Thank you for your help. If you have any questions during the survey, please feel free to ask the survey administrator, who will explain the purposes of the survey, provide instructions for completing the survey, and be in the room to assist you if needed.

Please start with the survey now by clicking on the Continue button below.

Please indicate your grade.

1. 9th Grade
2. 10th Grade
3. 11th Grade
4. 12th Grade

Please indicate your race (choose a minimum of one, or as many as apply).

1. African American
2. Asian/Pacific Islander
3. Hispanic
4. Native American/Alaskan Native
5. White
6. Other
7. Prefer not to answer

Please indicate your gender.

1. Female
2. Male
3. Prefer not to answer

The first set of questions asks about your experiences at school, how you are treated, what you like, and what you don't like. There are no right or wrong answers. Give us your impression concerning how much you agree or disagree that these statements describe your school this year. Your opinions are important and will be used to help design programs and services for your school. We need your ideas and experience to do this. Thank you for your help.

Please mark how much you AGREE or DISAGREE with these statements about your TEACHERS at school.

Most of my teachers...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1...notice if I have trouble learning something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2...often connect what I am learning to life outside the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3...challenge all students to do their personal best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4...praise me when I work hard in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5...allow me to revise my work to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6...assign creative work that allows me to think for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7...help me get excited about what I am learning in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8...give me individual attention when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have AT LEAST one teacher who...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
9...takes time to listen to what I have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10...cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11...knows me well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12...has confidence in me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13...is available to me when I need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14...will try to help me when I am feeling sad, angry, or depressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15...I can go to if I feel unsafe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements at your SCHOOL.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
16...this school is a place where I can learn and do well in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17...what I'm learning in my classes will be important for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18...my teachers have helped me improve my study skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19...I can understand difficult concepts with the help of my teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20...my teachers will help me graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about HOW YOU FEEL ABOUT YOUR SCHOOL.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
21...this school is a good match for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22...I am safe at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23...I look forward to going to school most days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24...I am a part of this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about STUDENTS at your school.

Students at my school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
25...care about each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26...respect each other's differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27...try to protect each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28...trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29...cooperate with one another when working on schoolwork together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30...are often friends with students from different races, religions, and cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31...are easy to get to know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about the PRINCIPAL or ASSISTANT PRINCIPAL at your school.

At my school, there is a principal or assistant principal who...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
32...is easy to approach if I have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33...treats students with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34...listens to student ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about your PARENT(S) or GUARDIAN(S).

My parent(s) or guardian(s)...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
35...are involved in my school life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36...know what my grades are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37...regularly attend school events, such as sporting events (e.g., football games, soccer games) or student performances (e.g., plays, musical performances).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38...talk to my teachers (e.g., in person, over the phone, by email).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next two questions ask about SCHOOL EVENTS and EXTRA-CURRICULAR TEAMS, CLUBS, or ACTIVITIES that you attend or participate in at school. Please mark how much you AGREE or DISAGREE with the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
39. I regularly attend school-sponsored events such as school dances, sporting events,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

student performances, or other school activities.					
40. I regularly participate in extra-curricular activities offered through my school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about STUDENTS at your school.

Students at my school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
41...carry guns or knives to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42...are in gangs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43...threaten to hurt other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44...steal money, electronics, or other valuable things while at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45...damage or destroy other student's property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46...damage or destroy school property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47...fight a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48...are sometimes physically hurt by their boyfriends or girlfriends while at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How strongly do you agree or disagree with the following statements about your school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
49...Students know what to do if there is an emergency, natural disaster (tornado, flood), or a dangerous situation (e.g., violent person on campus) during the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50...If students hear about a threat to school or student safety, they would report it to someone in authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next set of questions asks about things that students do at school that make you feel bad or are hurtful to you. Please mark HOW FREQUENTLY these things have happened to you.

During this school year, how often has anyone called you an insulting or bad name at school, having to do with...

	Almost Everyday	Once or Twice a Week	Once or Twice a Month	Once or Twice this School Year	Never
51...your race or ethnic background?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52...your religion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53...any disability you may have?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54...your relationship with boyfriend or girlfriend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55...how much money your family makes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56...your weight or physical appearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We would also like to know about any bullying that happens at your school. Bullying can be defined as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Cyberbullying is bullying that takes place using devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat, and websites.

During this school year, how many times has someone from your school...

	Almost Everyday	Once or Twice a Week	Once or Twice a Month	Once or Twice this School Year	Never
57...made fun of you, called you names, or insulted you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58...spread rumors about you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59...threatened you with harm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60...pushed you, shoved you, tripped you, or spit on you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61...tried to make you do things you did not want to do, for example, give them money or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

other things?					
62...excluded you from activities on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63...destroyed your property on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64...posted hurtful information about you on the internet, threatened or insulted you online (e.g., using email, instant messaging, text messaging, or online gaming), or purposefully excluded you from an online community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65...bullied you in any way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with the following statements.

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
66...if another student was bullying me, I would report it to a teacher or other adult at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67...if I told a teacher or other adult at this school that I was being bullied, the teacher would do something to help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Next, please mark how much you AGREE or DISAGREE with these statements about your SCHOOL.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
68...adults at this school follow the rules and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69...the school rules have been communicated to me clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70...adults in this school apply the same rules to all students equally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71...the students and teachers here try to decide together what the class rules will be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72...if you get in trouble in this school, you have a chance to tell your side of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73...if you break the rules, adults in this school will help you learn from your mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74...when a student gets in trouble at school, an adult explains to them why they are getting punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

75...students at this school get punished equally when they break the same school rule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
76...the noise level at this school makes it hard for me to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77...I get distracted from my work by other students' acting out in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
78...students are proud of how the school looks on the outside.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79...there is a place on the school campus where students can display trophies and awards, or post projects that they have worked on, such as poster presentations, paintings, or drawings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80...my school provides opportunities for me to express myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81...the school grounds look like they are well-maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about YOUR PLANS FOR THE FUTURE.

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
82...I will definitely graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83...I will continue my education after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This past school year...

	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's
84...I would describe my grades as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about your SCHOOL.

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
85...students use/try tobacco products while at school or school-sponsored events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86...students use/try alcohol or drugs while at school or school-sponsored events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87...students buy or sell drugs, alcohol, or tobacco products while at school or school-sponsored events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88...students are sometimes distracted in class because they are drunk or high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89...it is easy for students to use/try alcohol or drugs at school or school-sponsored events without getting caught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90...it makes me uncomfortable when other students bring drugs or alcohol to school or school-sponsored events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

91. Please tell us if there is anything else about your school experience that you would like to share with us. Please enter your response in the space provided.

## Parent Survey

Dear Parents and Guardians, we want our school to be the best it can be. Please fill out this survey and tell us what you think about what we are doing well and what you think we could do better. If you have more than one child in this school, you may pick which one you want to think about when answering the questions. This survey is anonymous. No one will know which answers came from you, and it will not be possible to connect your answers to your child in any way. In your answers, please do NOT include your name or any other information that identifies you or anyone else. Thank you very much for your participation. Please start with the survey now by clicking on the Continue button below.

Please mark how much you AGREE with the following statements about your child's school.

School Environment

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I feel welcome at my child's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school provides a safe place for my child to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The school encourages parents/guardians to be involved in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The principal and other office staff show respect toward parents/guardians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My child's teachers listen to my concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The school gives me useful information about how to help my child do well at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I trust the principal at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I trust the teacher(s) at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I trust the office staff at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The school provides my child with a good education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The school has adequate resources (books, computers, etc.) for my child to learn to the best of his or her abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The school informs parents/guardians about their child's progress and successes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The school promotes respect for students of different races, ethnicities, religions, disabilities, and other differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My child is treated with respect by other students at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My child feels like he or she is a part of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The school's buildings and grounds are clean and well-kept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I would recommend this school to family and friends with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE with these statements about your child's school.

Teachers at this school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
18...assign the right amount of schoolwork to my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19...encourage my child to do his or her best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20...give my child positive attention when he or she does something well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21...show respect towards parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE with these statements about your child's school.

School Communication

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
22. I would feel comfortable contacting my child's principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I would feel comfortable contacting my child's teacher(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I would feel comfortable contacting other school staff members regarding my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. My child's teachers are available when I need to talk to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. The school principal is available when I need to talk to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The school would let me know right away if there was some kind of problem with my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The school would let me know if my child was getting low grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The school would let me know if my child had a discipline/behavior problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The school would let me know if my child was absent from school or skipping classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE with these statements about your child's school.

School Rules and Safety

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
31. The school has communicated to me clearly what the school rules are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The rules at this school are fair to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The principal, teachers, and other school staff apply the rules equally to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The punishments for student misbehavior are fair and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. When students get in trouble, teachers give them a chance to explain their side of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE with these statements about your child's school.

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
36. I worry about my child's safety when he or she is at school or school-sponsored events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Drugs and/or alcohol are a problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Student violence and/or weapons are a problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Student bullying and/or harassment is a problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I think that...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
40. ...this school has made it clear to my child what they should do if there is an emergency, natural disaster (tornado, flood), or a dangerous situation (e.g., violent person on campus) during the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I think that...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
41...attending school every day is important for my child to do well in their classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. Current Parent Activities: Mark the activities that you are involved in during this school year. (Check all that apply)

1. Helping my child with his or her homework.
2. Checking my child's homework to make sure that he or she has completed all assignments.
3. Meeting with the school principal or other office staff to talk about my child.
4. Meeting with teachers to talk about my child's progress.
5. Attending PTA meetings and events.
6. Volunteering in school classrooms.
7. Planning or assisting in extracurricular activities (e.g., after-school programs).
8. Volunteering at the school, not in class (e.g., school library, lunchroom, tutoring).
9. Attending school activities (e.g., sports events, plays).
10. Being a chaperone for field trips or other school events.

Background Information

43. What is your relationship to this student? (Mark one.)

1. Parent (biological or adoptive)
2. Stepparent
3. Grandparent
4. Other adult relative
5. Other guardian

44. What is your child's gender?

1. Male
2. Female
3. Prefer not to answer

45. What is your child's grade level (If you have more than one child in this school, select the grade level of the child you were thinking about when you completed the survey.)

1. Kindergarten
2. 1st
3. 2nd
4. 3rd
5. 4th
6. 5th
7. 6th
8. 7th
9. 8th
10. 9th
11. 10th

12. 11th

13. 12th

46. Which of these best describes your ethnic/racial identity? (Mark all that apply.)

1. American Indian or Alaska Native
2. Black or African American
3. East or Southeast Asian
4. Hispanic or Latino
5. Native Hawaiian or Pacific Islander
6. Middle Eastern
7. White- Not Hispanic
8. Two or More Ethnicities/Races
9. Other \_\_\_\_\_
10. Prefer not to answer

47. Comments (any other information you would like to share regarding your child's school experience.)

## Teacher Survey

We are interested in learning more about how teachers and other school staff feel about their schools. Please be honest in your answers and tell us what you really think. The purpose of the survey is to measure the climate in schools to provide data that will promote effective and efficient allocation of resources and identify relationships between conditions for learning and academic outcomes. Your responses will help us understand more about what makes school a good place to be and how changes may be made to improve it.

Please note that this survey will not be used for individual evaluation purposes. This survey is confidential, and no one will be able to know how you answered. In your answers, please do NOT include your name or any other information that identifies you or anyone else. If you have questions at any time about the survey or the procedures, you may contact Josh Carson with the Tennessee Department of Education at [josh.carson@tn.gov](mailto:josh.carson@tn.gov).

Thank you very much for your time and support. Please start with the survey now by clicking on the Continue button below.

This survey provides an opportunity for you to share your observations about your school environment and your perceptions about conditions for learning in your school. Please give us your first impression concerning how much you AGREE or DISAGREE with each of the statements describing your school this year. Your opinions are important to us and will be used to inform school planning and improvement.

Please mark how much you AGREE or DISAGREE with these statements about STUDENTS at your school.

Students at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
1...care about each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2...help each other solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3...are often friends with students of different races, religions, cultures, or social groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4...respect each other's differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5...work well together on school projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6...would feel comfortable reporting a bullying incident to a teacher or other adult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about TEACHERS or OTHER ADULTS at your school.

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
7...get along well with their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8...care about their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9...take time to listen to what students have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10...treat all students with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11...are available to help when students need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12...know their students well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about TEACHERS OR OTHER ADULTS at your school.

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
13...work together to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14...try to learn from each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15...treat each other with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16...take time to help each other when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17...trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18...get to know each other well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19...feel comfortable asking for help from school administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Next please mark how much you AGREE OR DISAGREE with these statements about SCHOOL ADMINISTRATORS at your school.

School administrators at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
20...convey clear expectations to teachers and other school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21...engage teachers and other school staff in school planning and decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22...encourage regular communication between school staff and the administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23...try to help teachers and other school staff to resolve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24...show recognition for teachers and staff accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25...provide meaningful feedback to teachers and other staff to improve instruction and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Next please mark how much you AGREE or DISAGREE with these statements about TEACHERS AND OTHER ADULTS at your school.

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
26...keep parents and other caregivers informed about their children's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27...take time to listen to parent and caregiver concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28...encourage all parents and caregivers to become involved in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29...try to make parents feel welcome in the school environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30...treat parents with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31...communicate to parents how they can support their children's learning and school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32...regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

activities.					
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Please mark how much you AGREE or DISAGREE with the following statements about YOUR PERCEPTIONS of your school.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
33...this school is a good place to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34...I am committed to making this school a positive place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35...I am a valued part of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36...I look forward to going to school on most days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37...I make an important contribution to this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38...I am safe at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about PARENTS AND CAREGIVERS of students at your school.

Parents and caregivers of students at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
39...regularly attend school-sponsored activities and events, such as sporting events and student performances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40...are aware of their children's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41...are involved in their children's school life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42...understand school rules and policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements concerning how you feel about your school.

I think that...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
43...students at this school often act out in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44...the noise in the classroom or hallways often disrupts student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45...teachers at this school have trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

controlling behavior in their classrooms.					
46...students at this school are disrespectful to teachers and other adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about TEACHERS and OTHER ADULTS at your school.

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
47...are clearly informed about school policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48...consistently enforce rules of conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49...apply the same rules to all students equally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50...give students the opportunity to explain their side of the story when they get in trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51...explain to students why they are being punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
52...regularly communicate expectations for student conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53...reward students for positive behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54...encourage students to think about how their actions affect others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55...assign consequences that help students learn from their behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56...help students develop strategies to understand and control their feelings and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
57...communicate to students that bullying is unacceptable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58...always stop bullying when they see it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59...know what to say or do to intervene in a bullying situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
60...notice when students have trouble learning something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61...will try new strategies to strengthen teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62...connect what students are learning to life outside the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63...allow students to revise their work so they can learn from their mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64...assign work that encourages student creativity and critical thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65...adjust instruction to the different needs and abilities of their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66...challenge all students to do their personal best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67...praise students for their accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
68...believe that all students can be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69...are committed to helping students achieve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70...set high expectations for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71...encourage all students to work hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72...are concerned with preparing students for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We would also like to know how much you AGREE or DISAGREE with these statements about the PHYSICAL ENVIRONMENT of your school campus.

This school campus...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
73...is clean and well-maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74...has adequate facilities and classroom space to facilitate teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

75...provides teachers with adequate supplies and materials to support instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76...provides a welcoming place for visitors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77...has a location where students can display trophies and awards to celebrate their accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78...provides a safe place for students to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the final set of questions, we would like you to share your perceptions about some of the problems facing students in your school setting and the adequacy of resources available to provide students with support. For each of the following questions, please mark how much you AGREE or DISAGREE with each statement.

I think that...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
79...alcohol or drug use while at school or school-sponsored events is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80...physical fighting among students is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81...gangs or gang-related activity is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82...bullying (e.g., physical, verbal, and/or social bullying) is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83...cyberbullying is a frequent problem among students at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I think that...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
84...racial/ethnic tension or discrimination among students is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85...truancy is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86...theft, vandalism, or other property damage is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The programs and resources at this school are adequate to...

	Strongly Agree	Agree	Neither Disagree	Disagree	Strongly Disagree
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

			nor Agree		
87...provide all students with high-quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88...provide instructional supports to students who are struggling academically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89...provide interventions and supports to students with behavioral challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90...address student mental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91...address students' substance use prevention and intervention needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92...promote students' physical health and nutrition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93...maintain campus safety and security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94...support students with special needs or disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95...address the professional development needs of school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about Emergency Readiness/Management at your school.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
96...I know what to do if there is an emergency, natural disaster (tornado or flood), or a dangerous situation (e.g., violent person on campus) during the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97...This school has a written plan that clearly describes procedures to be performed in shootings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98...This school has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes, tornadoes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
99...This school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

100. Students are considered chronically absent if they miss 10 percent or more of school for any reason (including both excused and unexcused absences). Please indicate how much you agree or disagree with the following statement. Chronic Absenteeism is a problem at my school.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

What is your position at this school?

1. Teacher
2. Paraprofessional, teacher assistant, instructional aide
3. Student support staff
4. Other \_\_\_\_\_

How many years have you worked in this position at any place of employment?

1. 1 year or less
2. 2-3 years
3. 4-6 years
4. 7-10 years
5. 11-19 years
6. 20 years or more

How many years have you been employed at this school?

1. 1 year or less
2. 2-3 years
3. 4-6 years
4. 7-10 years
5. 11-19 years
6. 20 years or more

What is your gender?

1. Male
2. Female
3. Prefer not to answer

What is your race or ethnic origin (Please check all that apply)?

1. African American
2. Native American
3. Asian or Pacific Islander
4. White
5. Hispanic
6. Other \_\_\_\_\_
7. Prefer not to answer

What grade level do you teach (if applicable, please check all that apply)?

1. Kindergarten
2. 1st grade
3. 2nd grade
4. 3rd grade
5. 4th grade
6. 5th grade
7. 6th grade

8. 7th grade
9. 8th grade
10. 9th grade
11. 10th grade
12. 11th grade
13. 12th grade
14. Not applicable

Do you provide instruction or other support services to any of the following types of students (Check all that apply)?

1. Special education
2. Gifted or talented education
3. English language learners
4. Migrant education

101. Please tell us if there is anything else about your school experience that you would like to share with us. Please enter your response in the space provided.



# Cumberland County Board of Education

368 Fourth Street, Crossville, TN 38655

## 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 1-29-2026

School Name Stone Elementary

Project Name Jr. Panthers Storage Building

Project Description Placement of a storage building (purchased by the Jr. Panthers & for their equipment) on the football field beside the current concession stand building.

Estimated Value \$4000<sup>00</sup>

Funding Source Jr Panthers Football

## 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 May Kingen

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

\_\_\_\_\_ Playground Inspectors \_\_\_\_\_ Insurance Approval advise school

12x16 w/power

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

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

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

# Board of Education Funds Request for Extra Curricular Trips

Date: 1-18-2026 School: Cumberland Co. H.S.

Club / Activity Name: BETA Club- National Beta Convention

Sponsor Name: Daisy Filler

Purpose of Trip: to compete at the annual National Beta Convention

15 # of students 3 # of chaperones 9-12 grade range

Type of Transportation: bus

Type of Accommodations: hotel - Opryland Hotel (place of convention)

8 # of rooms 4 # of nights \$ 272 cost per night 4 # of meals (1 per day)

\$ 8,704 Total Cost for Hotel Accommodations \$ 20 Maximum cost per meal  
provided by club

### List fundraising activities and profit:

Fall fundraisers surplus: \$1,000 (cleaning concessions, bake sale, calendar donations, & homecoming dance)

What are students paying for? Students will pay for the majority of their meals, as well as any expenses our fundraisers do not cover.

### Central Office Use Only:

Amount Originally Requested: \_\_\_\_\_

Received on: \_\_\_\_\_ Committee Review/ Approval: \_\_\_\_\_

Board Approved on: \_\_\_\_\_ Amount awarded: \_\_\_\_\_

Check Requested on: \_\_\_\_\_ by: \_\_\_\_\_

Budget Account Number: \_\_\_\_\_

**Cumberland County High School**  
660 Stanley Street  
Crossville, TN 38555

January 23, 2026

Dear Cumberland County School Board:

The National Beta Club empowers high-achieving students in acquiring leadership roles and service opportunities. At Cumberland County High School, our Beta members have demonstrated great leadership ability by serving others in the community and overseeing independent projects. As a result of our students' hard work, **the CCHS Beta Club has qualified to compete in the National Beta Club Convention in Nashville, TN, from June 16-20 2026.**

Back in November, members from our Beta Club competed at the Tennessee State Convention in Nashville, and placed in the top 5 of four different competitions, including 2 championship awards. Our club earned the following: 1st in Creative Writing Division II, 1st in Digital Art Division II (for the second year in a row!), 3rd in Onsite Cake Decorating Division I, and 5th in Digital Portfolio. Due to our stellar performance, our club has been invited to compete in the national convention. Last year, our team brought home 2 top 10 awards from the National Beta Convention (6th in Reimagine, Recreate, and Recycle and 8th in Fiber Arts Division II).


In order to make this trip, our team must raise funds and apply for grants. Our students will need to raise money for lodging, travel, and meals. Our team consists of 15 students. The amount estimated for our team to attend is \$10,000. Currently, our team has raised approximately 10% of the necessary funds. Therefore, we respectfully request that the Board of Education contribute a donation of \$1,500 to our club.

As always, we are grateful for the support we have received from the school board, and we are confident we can achieve even more with your continued provision. Thank you.

Sincerely,



Daisy Filler  
Head Sponsor  
CCHS Beta Club

  
Principal

# 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 achieve a 3 in growth and letter grade of “C” on state accountability.
- 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-3



# 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 College & Career ready (CCR) 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 2 % annually.



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

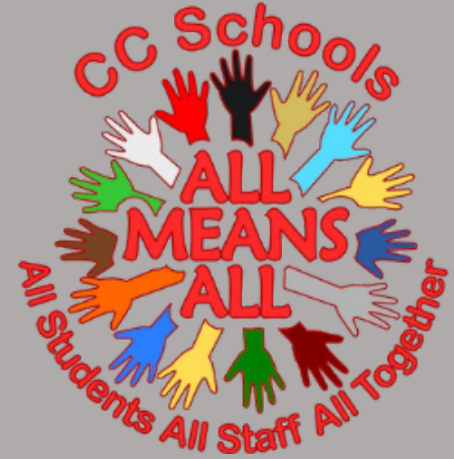
## Academics/Parent Involvement

### 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 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 **Monitor** retention of staff in risk areas and increase retention in risk areas by **2% annually**. ~~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.





**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
1. 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 to the BOE members at least 48 hours in advance of the required public notice so that change requests can be considered.					
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> <li>Samples of administrative procedures that</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 of the director's evaluation instrument.</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. <ul style="list-style-type: none"> <li>Collaborative planning with administrators and staff to execute Board policies and decisions.</li> </ul> </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: <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> </ul> </li> </ul>

adhere with Board policy.			• Actively participating in professional learning.		• Leading data-driven professional learning opportunities.
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**Comments**

## COMMUNITY RELATIONSHIPS

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

Total Mean Score: \_\_\_\_\_

## Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> <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.)**

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**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 <b>Monitor</b> retention of staff in risk areas and increase retention in risk areas by 2% annually. 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** \_\_\_\_\_

\_\_\_\_\_

# CONTRACT OF EMPLOYMENT

between the

Cumberland County Schools Board of Education and

Rebecca Farley

This Contract of Employment (hereinafter "Contract") is entered into this 1<sup>st</sup> day of July 2025 by and between the Cumberland County Schools Board of Education (hereinafter, "Board" or "the Board") and Rebecca Farley (hereinafter, "Director" or "the Director"). Upon its effective date, this Contract shall supersede all other contracts previously entered into between the Parties hereto. The Board and the Director, for the consideration herein specified, agree as follows:

- I. **Term of Contract.** The Board, in accordance with its action as documented and confirmed within the minutes of its public meeting held in June 2025, hereby employs the Director, and the Director hereby accepts the terms and conditions of this Contract. This Contract is for a period of four years commencing on the 1<sup>st</sup> day of July 2025 and ending on the 30th day of June 2029. During the term of this Contract, including any renewals and/or extensions of the same, the Director will reside in Cumberland County, Tennessee.
- II. **Duties.** The Director shall devote such time and energies as are necessary to perform the duties specified in the law and the job description, including, but not limited to, those duties outlined within Tenn. Code Ann. 49-2-301. These duties will generally be performed during normal business hours; however, it is expressly agreed that the duties of this position will require the Director to be on duty during times other than normal business hours.
- III. **Governance.** To the full extent permitted by Tennessee law, pursuant to Tenn. Code Ann. 49-2-203, the Board shall delegate to the Director full administrative responsibility and authority for the operations of the school district and the schools thereof. Pursuant to applicable Board Policy, Board members shall address their concerns regarding operations, personnel matters, financial conditions, stakeholder concerns, and other matters under the control of the Director, directly to the Director, and shall not interfere with the Director's supervision, direction and administration of the district. The Director shall then address those matters as she deems appropriate. Individual members of the Board shall not, acting alone without authorization of the Board, take or refrain from taking action under the control of the Director's authority, powers, and duties. The Board and the Director agree to work together to fulfill the objectives of providing outstanding educational services and opportunities for all students.
- IV. **Compensation.** The Board shall pay the Director an annual base salary of One Hundred, Thirty-Five Thousand Dollars in twenty-four (24) equal semi-monthly installments in accordance with Board Policy. If an adjustment in salary is made

by Agreement of the Parties during the term of this Contract, all of the other provisions of this Contract, including, but not limited to, its termination date as outlined within Section No. I, shall remain intact as stated herein. It is expressly understood by the Parties to this Contract that, in the event Director's employment is terminated for cause pursuant to Section No. XX, Director will be paid under this Contract only for the months in which she was employed and performed duties as Director. The Board further agrees, each December during the term of this Contract, to discuss and vote upon a possible modification to the above-specified salary amount, with the understanding that the Board cannot vote to decrease the above-specified salary amount during the Contract's term.

- V. **Incentive Bonus.** The Director shall be entitled to a bonus for performance according to the results of annual evaluation. **The bonus as calculated each year during the Term shall be determined based on the DOS evaluation score as follows:**
- Tier 1:** For scores of 3.5 up to 4.0, the bonus amount shall be \$1500.00 in additional gross wages;
  - Tier 2:** For scores of 4.1 up to 4.5, the bonus amount shall be \$1800.00 in additional gross wages;
  - Tier 3:** For a score of 4.75 and above, the bonus amount shall be \$2,100.00 in additional gross wages.
- VI. **Professional Licensure/Certification.** During the term of this Contract, the Director shall maintain and shall, upon request, furnish to the Board evidence of maintaining a valid and appropriate license to serve as a Director of Schools, including any other certification that may be required by law or by the rules of the State Board of Education or Board Policy.
- VII. **Automobile Allowance :** The Board will pay the Director an automobile allowance in the amount of \$600.00 per month in equal monthly installments to account for travel within the county. Subject to the terms of Board Policy, the Board will reimburse the Director for those actual expenses necessitated by travel outside of the school system for the performance of official duties.
- VIII. **Insurance Benefits.** The Board shall provide, during the term of this Contract and at Board expense, all fringe benefits to the Director which are offered and available to other certified personnel. Should the Director elect no coverage under the school system insurance plan, no other benefit or salary shall be paid in lieu thereof.
- IX. **Memberships.** The Board shall include in its annual budget and appropriation to pay membership dues to the Tennessee Organization of School Superintendents (TOSS), the American Association of School Administrators (AASA), and for two local (2) civic organizations chosen by the Director. Upon presentation of

documentation, the Board shall reimburse the Director for expenses in attending functions related to these memberships.

- X. **Professional Liability.** The Board shall maintain liability insurance covering alleged wrongful acts and omissions of the Board and of the Director in the scope of her employment with the Board. The Board shall also, to the extent permitted by law, directly or through insurance, defend the Director, bear defense costs, and indemnify and hold the Director harmless on demands, claims, suits, and legal proceedings brought by a third party(ies) against the Director in her individual and/or official capacity as agent and employee of the Board; provided, however, that the duty to indemnify shall not apply in the event that a court of competent jurisdiction determines that the Director acted criminally, maliciously, fraudulently, for improper personal gain or willful misconduct. In no event will Board members be individually liable or responsible for indemnifying the Director or holding her harmless against any demand, claim, suit, or legal proceeding.
  
- XI. **Professional Growth.** In the interest of continuing professional growth, promotion, development, and advancement of the school system, the Board encourages the continuing professional growth of the Director through participation in: (1) the operations, programs, and other activities conducted or sponsored by local, state, and national school administrator and school board associations; (2) seminars and courses offered by public and private educational institutions; (3) informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of the Director to perform professional responsibilities for the Board; and (4) visits to other institutions or school systems. The actual and necessary expenses of said attendance and/or participation shall be paid by the school system in accordance with Board Policy.
  
- XII. **Sick Leave.** The Director shall be granted one (1) day of sick leave for each month of contractual employment. Sick leave days shall be cumulative, and unused sick leave days accrued and remaining at the termination of this Contract for any reason shall be transferred to the Tennessee Consolidated Retirement System for retirement credit in accordance with law and the policies of the Tennessee Consolidated Retirement System.
  
- XIII. **Work Year and Vacation (Paid Time Off).** The position of Director is a full-time, FLSA exempt, twelve (12) month position within the school district. Non-duty days shall include the ten (10) holidays, and two (2) personal leave days provided in the law, and any day upon which the school system central office is closed. In addition, thereto, the Director shall be entitled to twenty (20) vacation/annual leave days per year. Vacation/annual leave days unused as of June 30th each fiscal year during the term of this Contract shall be lost; however, up to five (5) such unused vacation/annual days may carry over to the next fiscal year and convert to available sick leave for the Director under Section No. XII. The Director shall be authorized to utilize all other leave pertaining to all other 240 days contract certified employees.

XIV. **Expenses.** The Board shall reimburse the Director for all actual and necessary travel and other related expenses required in the performance of official duties under this contract subject to such limitations as provided by law and by Board Policy.

XV. **Medical Examination.** The Board may require the Director to submit to an annual comprehensive medical examination. The cost of the examination, if required, shall be the responsibility of the Board. All information derived from said medical examination shall be considered the personal property of the Director and shall be treated as protected health information pursuant to applicable federal law. Both the Director and the Board agree, however, that nothing within this Section or within this Contract shall be read to violate the Americans with Disabilities Act, the Tennessee Handicap Act, or the Tennessee Human Rights Act.

XVI. Performance Evaluation.

A. Annually, pursuant to Board Policy and Tenn. Code Ann. 49-2-203, and no later than the June Board meeting beginning in June 2026 and each calendar year thereafter during the term of this Contract, the Board shall evaluate the Director's performance.

i. In conducting this evaluation, the Board must, in compliance with Tenn. Code Ann. 49-2-203, evaluate the Director regarding overall job performance, student achievement, relationships with staff and personnel, relationships with board members, and relationships with the community, as well as Director's performance of all duties as outlined within Tenn. Code Ann. 49-2-301.

ii. Prior to an annual evaluation, the Director shall provide the Board with a written self-appraisal using the same evaluation format adopted by the Board, and board members shall consider the Director's self-appraisal in conducting their own reviews of the Director.

iii. The Board shall provide the Director with a written copy of its evaluation. The Director shall have the right to make a written response to the evaluation, which shall be attached to the Board's written evaluation. Under the Tennessee Public Records Act, board member evaluations of the Director, and the Director's self-appraisals, remain subject to request and disclosure.

iv. All board members shall provide written explanations for ratings below satisfactory when marked on their individual performance tools/evaluation documents.

B. The Board and the Director will endeavor to agree upon an evaluation format no later than the September Board meeting of the current evaluation year. In the event that the Board and the Director cannot agree, the Board shall develop the format and shall forward the evaluation documents to the Director in compliance with this Contract and Tenn. Code Ann. 49-2-203.

XVII. **Loyalty.** The Director shall devote full time, attention, knowledge, and skills solely and exclusively to the business and interests of the school system as referenced in Section No. II.

XVIII. **Consultation Services and Other Professional Activities.** The Director may undertake consulting work, speaking engagements, writing, lecturing, or other activities, including any remuneration associated therewith, that do not interfere with the discharge of official duties and responsibilities. The Director shall give a report to the Board of all such activities as part of the annual evaluation provided for herein.

XIX. **Tenure and Transfer.** The Director shall retain her tenure as a teacher or as a certified employee with the Board.

XX. **Contract Termination.**

A **Mutual Agreement.** This Contract may be terminated at any point by mutual agreement of the Parties.

B. **Death or Disability.** This Contract will automatically terminate upon Director's death or disability. As used within this Section, "disability" will be determined if - after the Director has been unable to perform a majority of her duties over three (3) consecutive months or a has been unable to perform a majority of her duties over any *five* (5) months during a twelve (12) month period - a properly qualified and licensed physician mutually agreed upon by the Director and the Board Chair determines that the Director is disabled and unable to perform the essential duties of her position on a full-time basis. If the Director and the Board Chair are unable to mutually agree upon such a physician within thirty (30) days, then the Board itself may meet to unilaterally choose a qualified and licensed physician.

C. **For Cause.** This Contract may be terminated by the Board for cause upon sufficient proof of unprofessional conduct, inefficiency, insubordination, incompetence, or neglect of duty, including failure to follow the policies of the Board. If the Board terminates this Contract for cause, the Director would be entitled to no further benefits or compensation. As used herein, the terms unprofessional conduct, inefficiency, insubordination, incompetence, and neglect of duty by Tenn. Code Ann. 49-5-501 (and related case law).

D. **For No Cause.** This Contract may be terminated by the Board for no cause. Should that occur, however, the Board will owe the Director severance equal to

only the base salary amount as specified within Section No. IV remaining due to her over the term of this Contract. The Board may choose to pay said severance amount via either: one (1) lump sum payment due to the Director within ninety(90) days of her termination; or twenty-four(24) equal installments paid monthly until the Director stands as paid in full.

- E. **Transfer.** The Board shall not have the option to transfer the Director to any other position within the school system during the term of this Contract.
- F. **Unilateral Termination by the Director.** The Director may, at any time, terminate her contract. The Director shall provide 30 days notification to the Board.
- XXI. **Criminal Background Check.** In accordance with the requirements of Tenn. Code Ann. 49-5-413, the Director agrees to the release of all investigative records to the Board for examination for the purpose of verifying the accuracy of criminal violation information as required by law. The Director agrees to supply a fingerprint sample and submit to a criminal history record check to be conducted by the Tennessee Bureau of Investigation. The costs incurred for this investigation shall be the responsibility of the Board.
- XXII. **Renewal of Employment Contract.** The Board, with concurrence of the Director, may extend the term of this Contract concurrent with the Director's evaluation or at any other time. Any extension of this Contract shall comport with the provisions of Section No. I. However, unless the Board acts on or before the 1st day of March of the last effective year of this Contract, such failure to act shall serve as notice to the Director that the Board does not intend to renew her Contract and/or employment.
- XXIII. **Amendments.** Any modification or amendment to this Contract shall be made only by mutual agreement of the Parties hereto, and shall be memorialized in a written document and executed by the Parties or by an authorized representative of a party. Neither party shall be bound by any oral representation(s) concerning the modification or amendment of this Contract.
- XXIV. **Governing Law.** This Contract shall be construed and controlled by the laws of the State of Tennessee. The venue for any cause of action arising under this agreement shall be in Chancery Court for Cumberland County, Tennessee.
- XXV. **Severability.** The Parties acknowledge that this Contract is reasonable, valid and enforceable. However, if any term, covenant, condition or provision of this Contract is held by a court of competent jurisdiction to be invalid, void or unenforceable, it is the intent of the Parties that such provision shall be changed in scope by the court only to the extent deemed necessary by that court to render the provision reasonable and enforceable and the remainder of the provisions of this Contract shall in no way be affected, impaired or invalidated as a result thereof.

XXVI. **Entire Agreement.** This Contract constitutes the entire agreement between the Parties and the Parties hereto acknowledge that neither has relied upon any oral representation, inducement or agreement other than those specifically stated herein.

XXVII. **Headings.** The headings contained at the beginning of each Section are for the purpose of reference only and shall not be afforded any legal status or meaning.

Made and executed this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_,  
\_\_\_\_\_ Chairman, Board of Education

Made and executed this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_,  
\_\_\_\_\_ Director of Schools



We have prepared a quote for you

**Centegix / 13 sites (12 schools & admin office)**

Quote # 021959  
Version 1

Prepared for:

**Cumberland County Schools**

Elbert Farley  
farleye@ccschools.k12tn.net



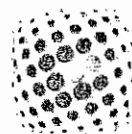
Products

Description	Price	Qty	Ext. Price
CrisisAlert Platform Fees <b>Centegix Safety Platform w/ CrisisAlert (5 year term)</b>	\$40,000.00	13	\$520,000.00
Centegix Safety Blueprint - CrisisAlert <b>Safety Blueprint with CrisisAlert</b>	\$0.00	13	\$0.00
Centegix Wireless Backup - CrisisAlert <b>Centegix Wireless Backup - CrisisAlert (5 year term)</b>	\$1,000.00	13	\$13,000.00
Centegix Implementation <b>Centegix Implementation (one-time - schools)</b>	\$2,500.00	13	\$32,500.00
Centegix Maintenance & Support <b>Centegix Maintenance &amp; Support (one-time - schools)</b>	\$1,000.00	13	\$13,000.00
Centegix Shipping <b>Centegix Shipping (one-time)</b>	\$400.00	13	\$5,200.00
Centegix On-Site Responder Training <b>Centegix On-Site Responder Training (one-time)</b>	\$1,000.00	13	\$13,000.00
Remote Installation & Remote Training <b>Remote Installation &amp; Remote Training - Safety Blueprint</b>	\$0.00	13	\$0.00
<b>Centegix Install Centegix Installation &amp; Setup (one-time - schools)</b>	<b>\$4,500.00</b>	<b>13</b>	<b>\$58,500.00</b>
<b>Centegix-Gateway-Drop Centegix Gateway Install w/ Cat6 Drop</b>	<b>\$375.00</b>	<b>26</b>	<b>\$9,750.00</b>

Subtotal: \$664,950.00

Purchasing Vehicle

Description	Qty
SEVIER <b>Sevier County Schools - Contract 011522SCS</b>	1



➤ Statement of Work

Includes 26 Cat6 drops for Gateways, and installation of Gateway.

Quote includes site mapping and training, along with software licensing and hardware warranty based on the term selected.

Annual Pricing is available for the 5 year term:

Year 1 = \$238,550

Years 2-5 = \$106,600

76,345.05 carry-over  
137,011.36 this year  

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213,356.41 year 1  
  
25,193.59



## Centegix / 13 sites (12 schools & admin office)

Prepared by:

**Knoxville HQ**

Mark Smith  
615-445-9057  
mark@centralinc.com

Prepared for:

**Cumberland County Schools**

368 Fourth Street  
Crossville, TN 38555  
Elbert Farley  
(931) 484-6135  
farley@ccschools.k12tn.net

Quote Information:

**Quote #: 021959**

Version: 1  
Delivery Date: 12/18/2025  
Expiration Date: 02/27/2026

## Quote Summary

Description	Amount
Products	\$664,950.00
Total: <b>\$664,950.00</b>	

Knoxville HQ

Signature:

A handwritten signature in black ink that reads "Mark Smith".

Name: Mark Smith

Title: Strategic Account Manager

Date: 12/18/2025

Cumberland County Schools

Signature:

\_\_\_\_\_

Name: Elbert Farley

Date: \_\_\_\_\_

# 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

2/4/26 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	55	71	46	57	63	67					558	219	174	130	3	3	3	3	
Crab Orchard	19	27	37	41	37	45	38	61	42	47	39					433	160	141	86	2	2	2	* 3	
Homestead	40	58	59	73	64	71	60	64	53	76	80					698	267	177	156	3	4	3	4	
Martin	38	30	56	80	72	70	66	68	84	70	66					700	278	218	136	* 3	4	4	3	
North	19	0	54	45	56	49	38	59	51	59	58					488	204	148	117	3	2	3	3	
Pine View	12	0	20	15	24	18	12	24	18	15	18					176	77	54	33	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	62	63	57	67	73	55					575	226	187	128	3	3	3	3	
Stone	20	41	47	63	60	69	48	74	71	76	56					625	239	193	132	3	3	3	3	
CCHS		22										273	216	216	176	903	0	0	0					
SMHS		13										273	237	226	170	919	0	0	0					
Phoenix															77	77	0	0	0					
Alt. School																	0	0	0					
Total	208	220	416	511	480	493	453	507	498	531	491	546	453	442	346	77	662	1900	1458	1022	21	25	25	23

12

\* Class size reduction

**CERTIFIED**

**New Hires:**

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Replacing</b>
Hannah Fletcher	BES	12-19-25	New Hire
Aaron Lewis	PHS	1-16-26	Brandy Lowe
Kristi Desrosier	Stone Elem	1-2-26	Sabrina Babin
Addison Wilson	Stone Elem	1-12-26	Jacie Beaty

**Resignations/Retirements**

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Status</b>
Kim Harris	BES	5-27-26	Retire
Jon Hall	CCHS	5-27-26	Retire

**Transfers**

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

**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>
Kendra Cope	Central	1-9-26	PRN
Karen DeBruyn	CCHS	2-4-26	Casey Ellis
Kimberly Hively	COE	1-20-26	Addyson Wilson
Melissa Cook	COE	1-20-26	Jennifer Byrge
Mary Buckley	HES	1-2-26	Michael McClain
Kenneth Collins	HES	1-7-26	Jennifer Dizzini
Sam Sherrill	Maintenance	2-16-26	120-day Contract
Kayla Ashburn	MES	1-12-26	New Position
Kenny Goddard	PHS	2-5-26	Mary Bolles
Amanda Woodson	PHS	2-2-26	Jennifer Smith
Beverly Potter	Transportation	1-22-26	New Hire

**Resignations/Retirements:**

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Status</b>
Casey Ellis	CCHS	1-23-26	Resign
Michaela Tilson	CCHS	2-20-26	Resign
Lori Ferguson	HES	2-4-26	Resign
Brian Adkins	NCE	1-30-26	Resign
Calynn Whittenburg	PHS	1-16-26	Resign
Bailey Simpson	SCE	1-20-26	Resign
James Wallace	SCE	1-5-26	Resign

**Transfers**

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

**Terminations**

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



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

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

February 11, 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>
N/A			

<b>Resignations/Retirements:</b>			
<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Status</b>
Ashley Nail	Pine View Elementary Café	01/30/2026	Accept Resignation
Sara Jenkins	Homestead Elementary Café	02/01/2026	Accept Resignation
Mary Woods	SMHS Café	02/06/2026	Accept Resignation

<b>Transfers:</b>			
<b>Name</b>	<b>Location (From/To)</b>	<b>Date</b>	<b>Replacing</b>
Ashley Parrent	Café Sub/Crab Orchard Café	12/11/2025	Jessica (Erin) Tollett
Ashley Cable	Café Sub/Homestead Café	02/02/2026	Sara Jenkins

<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

**SUBSTITUTES**

<b><u>NAME</u></b>
Davis, Lisa
England-Banks, Shirley
Heath, Janet
Jones, Abigail
Jones-Hartley, Janine
O'Rourke, Jennifer
Rader, Mary
Tilson, Michaela

# BES February 2026 Newsletter

BES celebrated 100 Days of School on January 30! Students dressed up like 100-year-olds, and many classes engaged in reading, writing, and math activities to mark this special day.



Plateau Sanitation taught Pre-K about recycling and proper trash disposal. The students were very excited about the waste removal truck! A special thank you to Mrs. Carrie from the Recycling Center for sharing her knowledge about how we can all help take care of our planet.



## FRANK P. BROWN ELEMENTARY SCHOOL



The first four billionaire readers of the school year are Rylee, Jacob, Zylen, and Rainelle.



Brown Elementary students received recognition for Honor Rolls, Most Improved, Good Character, and Principal's Awards for the second grading period of the school year.



First graders learned about weather, precipitation, and ice melting with Cindy Kemmer and Principal Kevin Lewis.



Officer Avery Aytes and Eddie Eagle have been instructing students using the Eddie Eagle GunSafe program.



The Brown Bear Book Club completed *Cuba in my Pocket* by Adrianna Cuevas, then celebrated with Cuban food and treats!



Seventh Grade Agriculture students explored the science of genetics through a hands-on Strawberry DNA Extraction experiment.



Brown Elementary students in fourth, fifth, and sixth grades are competing in 4-H Speech Contests. Some of the sixth grade winners are pictured proudly displaying their ribbons.

# THE HORIZON

LOOKING FORWARD, GROWING STRONG - MONTHLY MOMENTS FROM CCHS.

Today we celebrate our amazing CCHS School Counselors! Thank you Mrs. Sherfield, Mrs. Christopher, Ms. Houston, and Mrs. Amber Farmer for the guidance, encouragement, and behind-the-scenes work you provide every day to support our students and prepare them for life beyond high school.

Your dedication truly makes a difference. Thank you for always going the extra mile for our Jets!

## CELEBRATING OUR JET CREW



Please join us in welcoming back Mrs. Karen DeBruyn our CCHS secretary to the Jet family! We are very excited to have her on board again and look forward to all she will bring to our school community.

## JETS TAKE FLIGHT ON THE NATIONAL STAGE

We are so proud of our Jet Cheerleaders for competing at the National High School Cheerleading Championships in Orlando!

As a national qualifier, our team performed on the biggest stage in the country at Disney's ESPN Wide World of Sports Complex, representing Cumberland County with pride, heart, and determination. While we did not advance to finals, competing at this prestigious national event is an achievement in itself—and one our Jets should be incredibly proud of.

It's ALWAYS a great day to be a JET!



## Momentum Makers Jet Sponsors: *A Special Thanks to the Cumberland Co. School Board*



## JET PRIDE IN FULL BLOOM: SPRING SPORTS ARE SOON TAKING FLIGHT!

The wait is almost over! The 2026 Lady Jets Flag Football Team has unveiled their brand-new uniforms, and our Spring athletes are gearing up to compete with heart, hustle, and undeniable JET PRIDE. From the men's soccer team's annual Boston Butt fundraiser to the first snap of the season, CCHS Spring sports—including flag football, men's soccer, baseball, and softball—are showcasing strength, spirit, and confidence every step of the way.

Let's hear it for the CCHS Jets—fierce, fearless, and READY for game day!

# CRAB ORCHARD NEWS



January 2026



## BENCHMARKS AND BEYOND

Our 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade classes celebrated after earning top marks on their recent benchmark test! To celebrate their success, students enjoyed a fun pizza party together. We are so proud of their effort and teamwork – way to go!



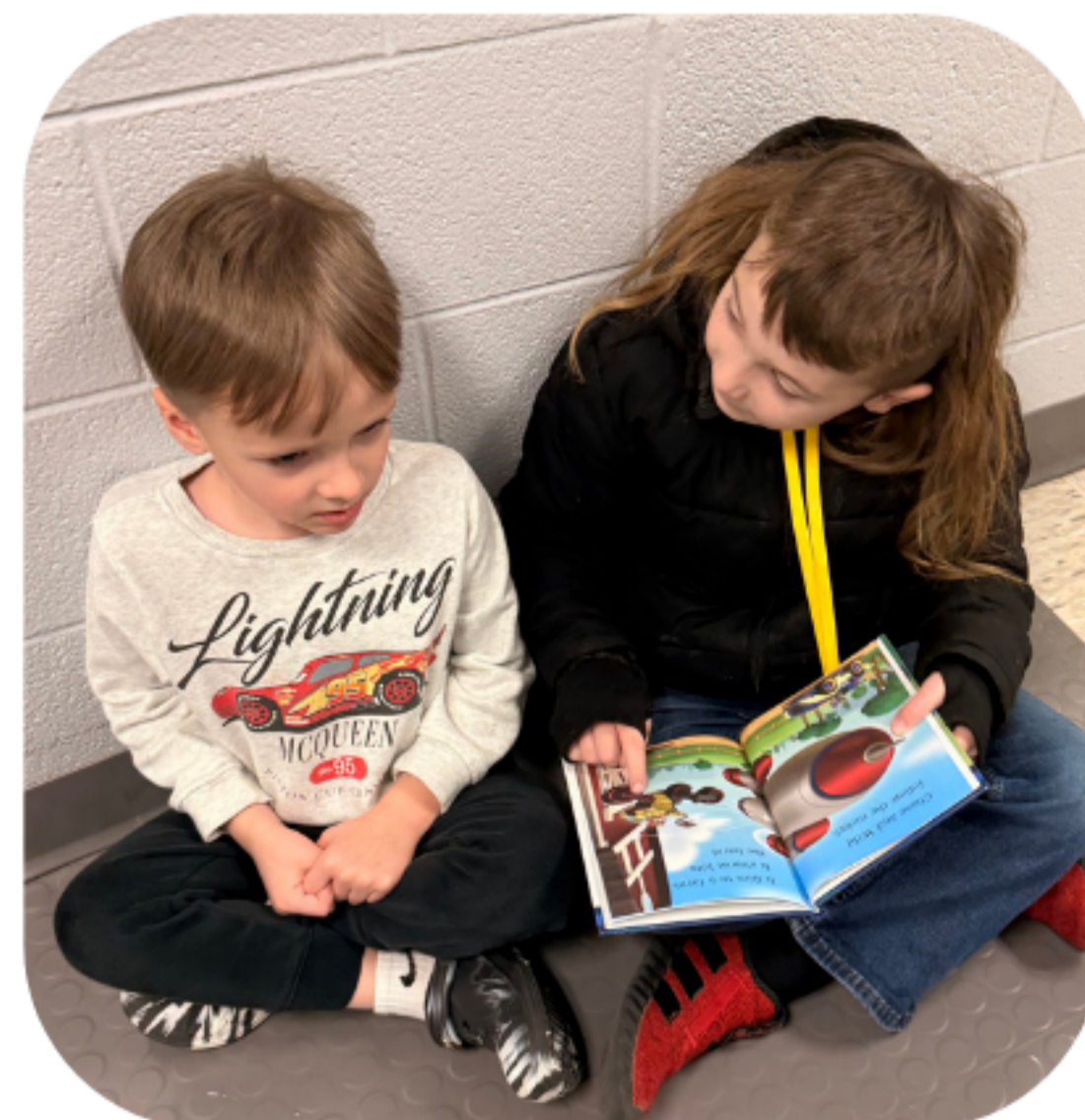
## KINDER ROYALTY

Our kindergarten students celebrated finishing their unit on kings and queens by dressing up as royalty. After learning about castles, crowns, and kingdoms, they enjoyed a day fit for a king or queen!

## READING BUDDIES



Our first graders are stepping into leadership roles as reading buddies for our Pre-K 3 and Pre-K 4 classes! Each week, they share stories, practice reading skills, and help their younger friends grow a love for books.



It's been wonderful to see friendships form as our youngest learners build confidence and excitement about reading together.



Homestead  
Elementary



# martin elementary newsletter



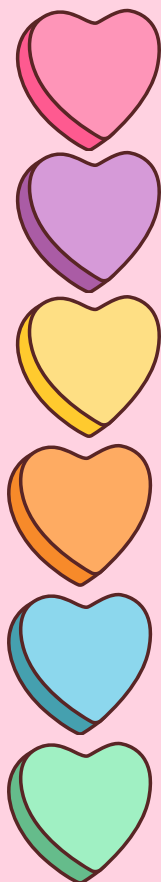
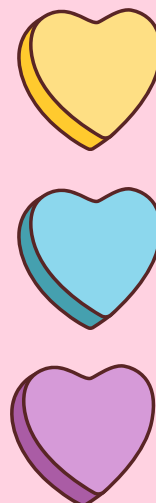
**FEBRUARY 2026**

## MES Robotics Teams Shine at State Championships

Students at Martin Elementary School continue to make their mark in competitive robotics. Now in its fourth season, the school's robotics program has grown from a small group of eager students in the fall of 2022 into two competitive teams earning statewide recognition. This year, both Martin teams qualified for the East Tennessee State Championships, competing against 46 of the top teams in the region. Their hard work and preparation paid off. One team placed 13th on the robot game board, while the other earned 16th place, impressive finishes in a highly competitive field.

The White Team, made up largely of competition rookies, also received special recognition. They were named one of three finalists for the Core Values Award, which honors teamwork, innovation, and sportsmanship. Judges offered outstanding feedback, praising the team's collaboration and positive attitude throughout the event.

This season also marks a meaningful transition for the program. The final members of the original 2022 robotics team, Andrew Norris, Orion Morrison, Landon Brown, and Brayden Quinn, will move on to high school next year. As founding members, they helped establish a strong foundation and culture of excellence that continues to guide the teams today. With continued success at the state level and new students stepping into leadership roles, Martin Elementary's robotics program shows no signs of slowing down.



# NCE



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

## Technology

North Cumberland Elementary is celebrating a major achievement as the NCE Boys CyberPatriot team, the Python Patriots, finished the 2025–2026 season ranked second in the state of Tennessee! After earning first place in their district and advancing to the National Semifinals, the team competed against top schools across the country on January 22. While they did not move on to the national finals, their hard work, teamwork, and cybersecurity skills secured an outstanding second-place state finish. Congratulations to the Python Patriots on an incredible season!



## Upcoming Events

### February

- 10<sup>th</sup> NAPE Testing  
Progress Reports  
Winter Band Concert
- 12<sup>th</sup> Valentine Dance
- 16<sup>th</sup> Presidents' Day -No School
- 17<sup>th</sup> On My Way to K
- 24<sup>th</sup> Chick -fil-a Night

### March

- 2<sup>nd</sup> -6<sup>th</sup> Read Across America Week
- 9<sup>th</sup> -13<sup>th</sup> Book Fair
- 10<sup>th</sup> Spot the Fun Night @ North
- 16<sup>th</sup> - 20<sup>th</sup> Spring Break
- 26<sup>th</sup> Report Cards



**Ignite Your Imagination, Patriots!**

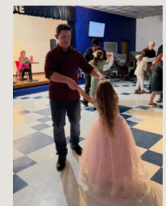
## Science

The NCE agriscience class has officially planted the first crop in the school greenhouse. Students are excited to kick off the growing season and are already looking ahead to spring, when the greenhouse will offer a variety of vegetable plants and other annual crops. for public purchase.



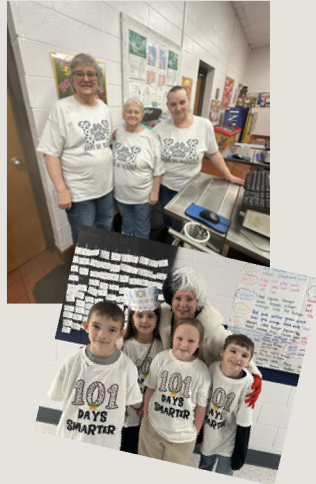
## Parent & Family Involvement

NCE recently hosted its annual Father-Daughter Dance, and a great time was had by all. The event brought students and their special guests together for an evening filled with music, dancing, and lasting memories. Smiles, laughter, and plenty of dancing filled the room as families enjoyed the opportunity to connect and celebrate together. Our school was proud to host such a joyful event and looks forward to continuing this special tradition.



## Patriot Pulse

NCE students and staff celebrated the 101st day of school in style with a fun 101 Dalmatians-themed dress-up day. Classrooms were filled with spots, creativity, and school spirit as everyone joined together to mark 101 days of learning and growth.



## STEAM

Our NCE LEGO League team had an amazing season filled with innovation, teamwork, and fun! Students explored new ideas, worked together to include everyone's voice, and embraced every challenge with creativity and excitement. We are so proud of their hard work and team spirit!



## Teacher Feature



My name is Hayden Olsen. I grew up in Buford, GA. What brought me to TN was football. I got recruited out of high school to kick at Tennessee Tech University. I started and played there for 5 years. I also got my degree in Exercise Science in the teacher licensure program they offered to become a certified PE Teacher. While I was at Tech I met my beautiful and amazing wife, Lexy Olsen. After Lexy and I finished school, we felt like we were being called back to Crossville. Over the summer, a PE job opened and I was led to North Cumberland Elementary School. On top of being a PE teacher here at North, I am also on staff with the football program at SMHS, as their WR/DB Coach and Special Teams Coordinator. I am also the Head Track and Field Coach for the boys and girls at SMHS. In my free time, I enjoy spending time with my wife and family, playing with our dog named Sox, exercising/working out, and playing video games. I truly am grateful and honored to be in the positions that I am in. I love North Cumberland Elementary School. Every day I look forward to seeing everybody here at North, and I strive to create a positive fun environment for my students to flourish in.

## Paraprofessional Spotlight



Mrs. Teresa Deck, our Attendance Clerk plays a vital role in keeping our school running smoothly each day. As one of the first friendly faces students and families see, she greets everyone with warmth and professionalism while ensuring accurate attendance records are maintained. With strong organizational skills and attention to detail, she manages daily attendance, communicates with families, and works closely with teachers and administrators to support student success. Her dedication helps ensure that every student is accounted for and that important information is handled efficiently and confidentially. Committed to serving students and families, our Attendance Clerk takes pride in creating a welcoming environment while supporting the overall mission of the school.



# Phoenix Happenings



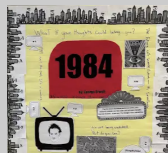
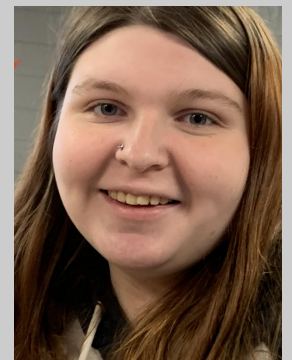
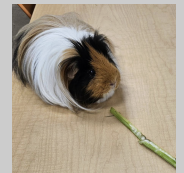
Prom Tickets go on sale March 2. \$25 each

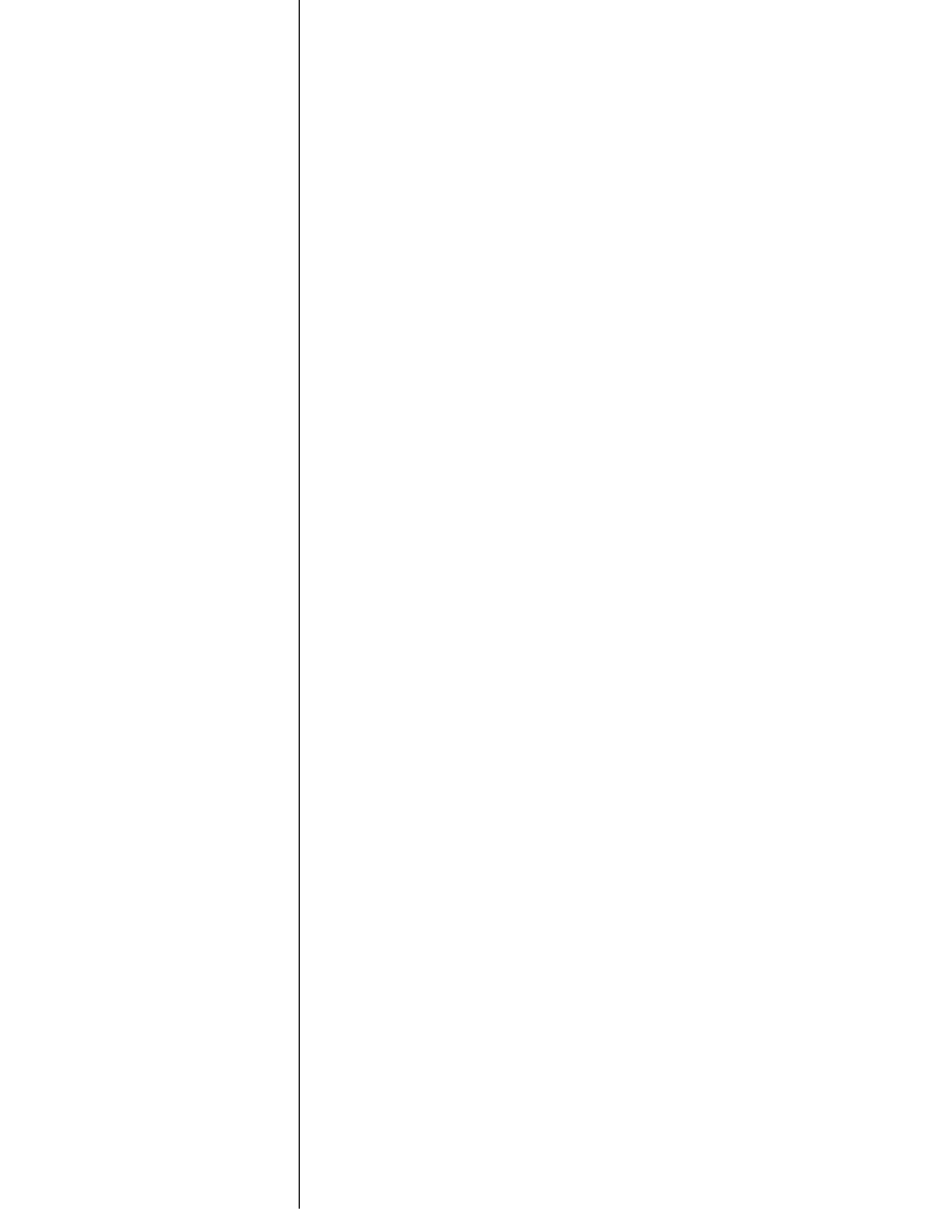
Recognizing our SRO Officer Mitch Phipps....8 years of sheer awesomeness!

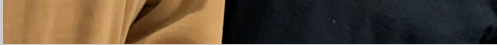
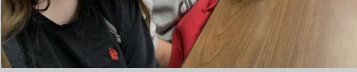


During School Counselor Week, we recognized Mrs. Erin's tireless contributions to student success and would like to express our heartfelt appreciation.


# Student Life



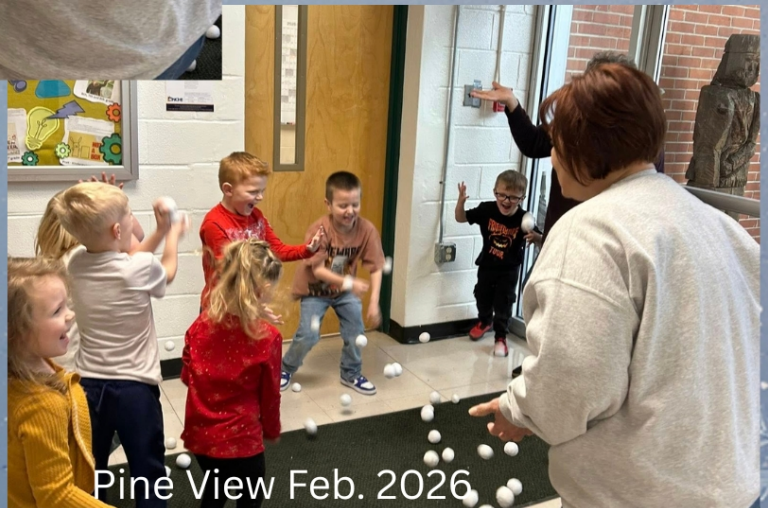
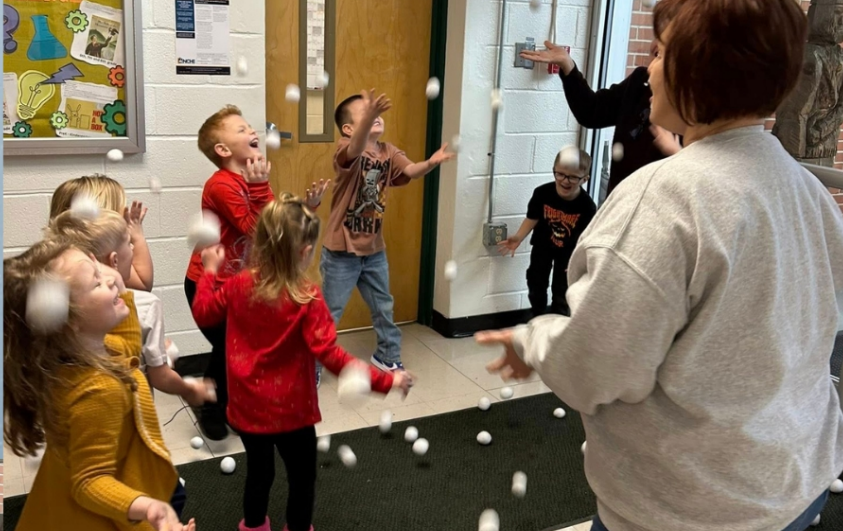
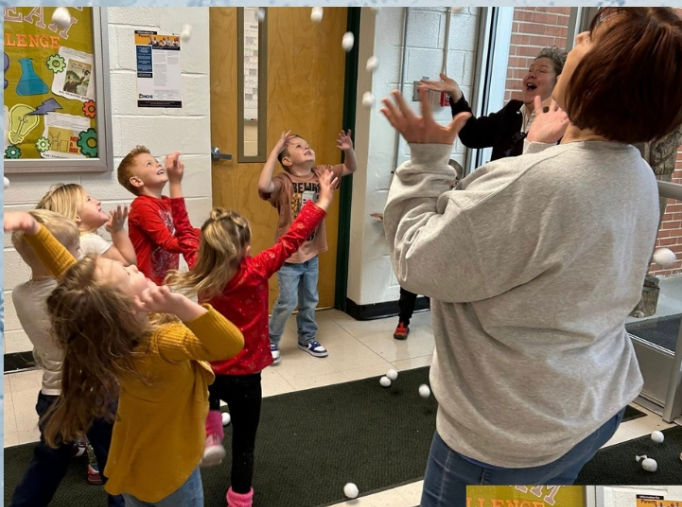


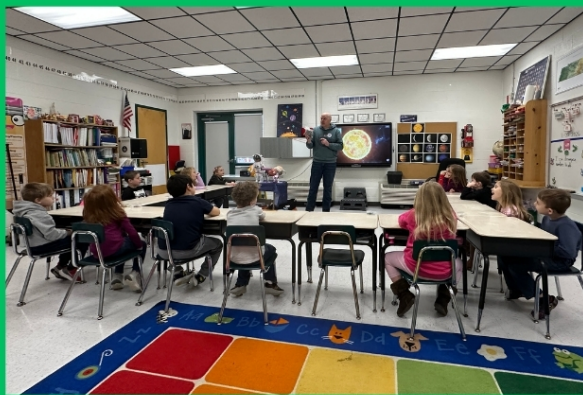


|



Pre-K Students  
enjoying  
a snowball fight  
with Mrs. Spicer  
and Mrs. Lynn.

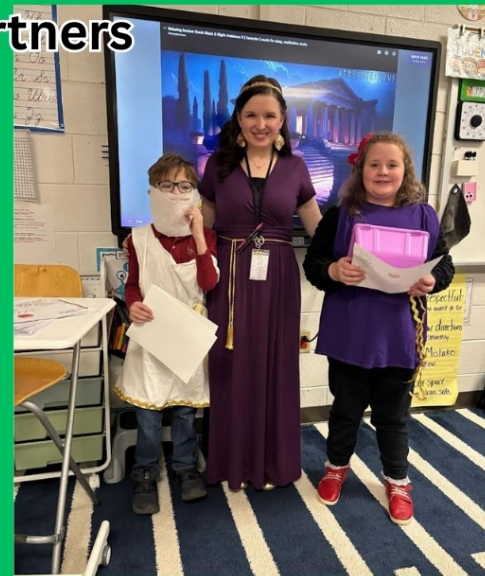




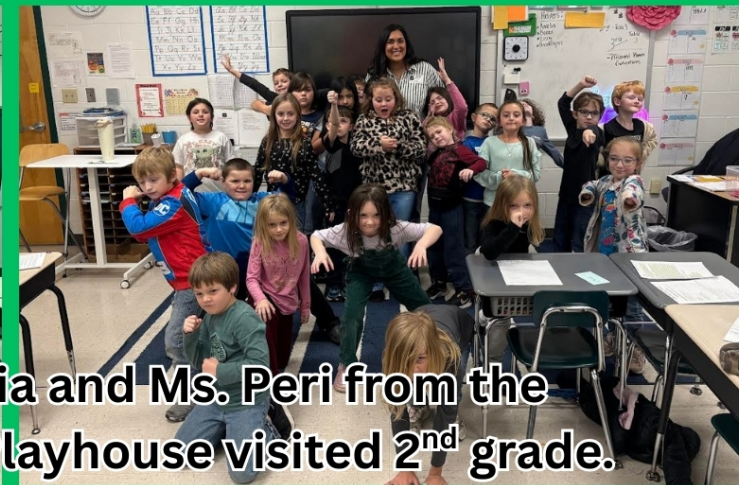
**Pine View appreciates our Community Partners**



**Meteorologist Mark visits 1<sup>st</sup> Grade**



**Ms. Kim, Ms. Victoria and Ms. Peri from the Cumberland County Playhouse visited 2<sup>nd</sup> grade.**





Pleasant Hill Elementary

# School News

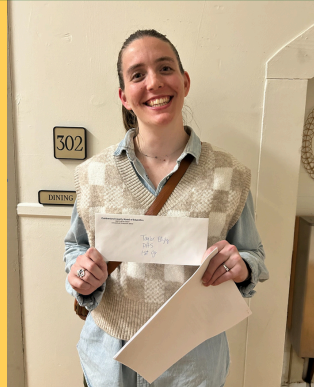
FEBRUARY EDITION

## Celebrating 100 days

PHS kindergarten and first grade classes celebrated 100 (or, in some cases, 101) days of school!



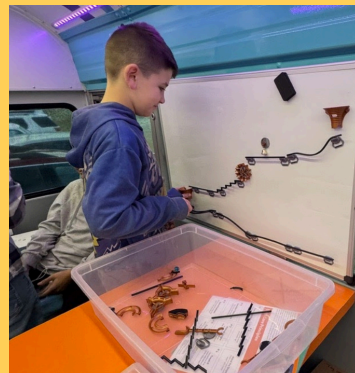
## January school board meeting



Jayden Lane and Kian Roysdon were selected to lead the Pledge of Allegiance at the January Cumberland County School Board meeting. Additionally, Mrs. Taylor Blyly received a charitable fund disbursement for her first grade classroom.



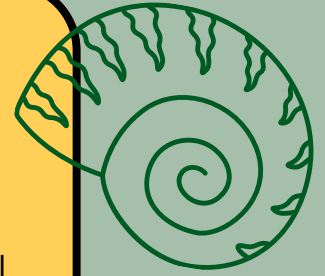
The "Everyone Pursues Innovative Careers (EPIC)" bus visited Pleasant Hill, and students were able to gain hands-on experience while they explored potential paths for their futures.



## Exploring the EPIC Bus



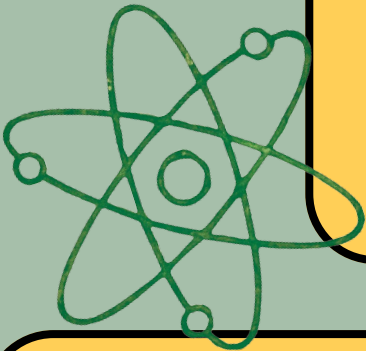
Students in Mrs. Gomez's science classes learned about fossils and the fossil record. They wrapped up the lesson by creating fossil imprints of their own!



## Learning about fossils



Mrs. Janow's STEAM class spent the day learning about S.M.A.R.T. goals and what a successful implementation of this system looks like.



## S.M.A.R.T. Goals

## STEM Night

Members of the Pleasant Hill staff were joined by students and their families for a great STEM night. A variety of stations and hands-on activities proved that science is everywhere, and it can even be fun!



# P H S

# FEBRUARY SMHS 2026

Newsletter

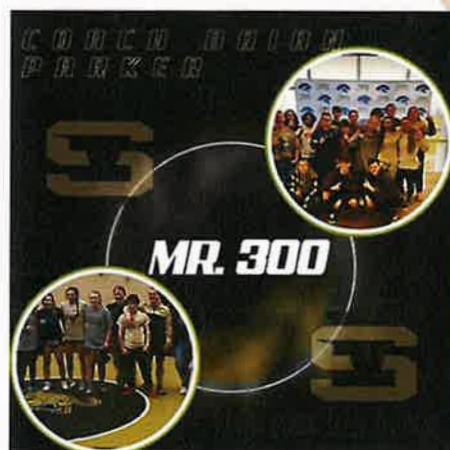


## LET'S SEE WHAT'S HAPPENING!



The SMHS band participated in Disney Imagination Campus's Soundtrack Sessions: Instrumental, where they were treated like professional musicians while honing skills such as intonation, balance, tone quality, and expressive phrasing. Through guidance from Disney music professionals, students learned what it takes to succeed in the entertainment industry while performing and learning in an exciting, real-world setting and even playing behind a movie!

Congratulations to our Theater students for their outstanding achievements! SMHS Theater has been recognized as a "School of Excellence." Additionally, all five students who auditioned for the All State Theater have been selected and will attend the conference in February. Notably, senior Caden Gibson secured a top three position in the All State Acting auditions. Congratulations to all!



Congratulations to Coach Brian Parker on achieving an impressive milestone of 300 career wins in wrestling!



## UPCOMING EVENTS:

2/23 Junior ASVAB



# SMHS

Today < > March 2026

SUN	MON	TUE	WED	THU	FRI	SAT
Mar 1	2	3	4	5	6	7
	<p><b>TCAT out</b></p> <ul style="list-style-type: none"> <li>2pm MS Softball vs. Dekalb</li> <li>3pm Spring Theatre Production Si</li> </ul> <p>4 more</p>	<ul style="list-style-type: none"> <li>8am 11th Grade College/Career Fe</li> <li>3pm Spring Theatre Production Si</li> </ul> <p>5 more</p>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> </ul> <p>4 more</p>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> <li>3pm MS Track @ Oak Ridge</li> </ul> <p>4 more</p>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> <li>3pm Track @ Loudon HS</li> </ul> <p>4 more</p>	<p>Fishing Team @ Tim's Ford</p> <p>Tennis Tournament @ FFG</p> <ul style="list-style-type: none"> <li>2:30pm MS Boys Soccer Play Day</li> </ul>
8	9	10	11	12	13	14
<p>Daylight Saving Time starts</p>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> <li>4pm Tennis v Clay County</li> <li>5pm Softball v York (Double Head</li> </ul> <p>2 more</p>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> <li>4pm Tennis @ Upperman HS</li> <li>5pm Softball v Dekalb County (Th</li> </ul> <p>4 more</p>	<p>BOE Agenda deadline</p> <ul style="list-style-type: none"> <li>9:10am STARS 12th</li> <li>10:35am STARS 11th</li> </ul> <p>3pm Spring Theatre Production Si</p> <p>7 more</p>	<p>Mid Terms 1st &amp; 5th</p> <ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> <li>3pm Track @ Cookeville HS</li> </ul> <p>4 more</p>	<p>Mid Terms 2nd &amp; 4th</p> <ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> <li>3:30pm Children's Orchestra prac</li> </ul> <p>4 more</p>	<p>SAT</p>
15	16	17	18	19	20	21
<p>Skills USA</p>	<p>Spring Break</p> <ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> </ul> <p>3 more</p>	<ul style="list-style-type: none"> <li>St. Patrick's Day</li> </ul> <p>4 more</p>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> <li>3:30pm Tennis Practice (FFG)</li> </ul> <p>2 more</p>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> </ul>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> <li>3:30pm Children's Orchestra prac</li> <li>3:30pm Tennis Practice</li> </ul> <p>2 more</p>	<ul style="list-style-type: none"> <li>3pm MS Track @ Station Camp</li> </ul>
22	23	24	25	26	27	28
<p>7am PLC Department meetings</p> <p>7:45am Spring Semester Benchmarks</p> <ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> </ul> <p>6 more</p>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> </ul> <p>5 more</p>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> </ul>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> </ul> <p>8 more</p>	<ul style="list-style-type: none"> <li>Grade Cards Go Home</li> </ul> <p>8 more</p>	<ul style="list-style-type: none"> <li>Boys Soccer - Smokey Mountain Cup (Gatlinburg, TN)</li> </ul> <p>8 more</p>	<p>Fishing Team @ Dale Hollow</p>
29	30	31	Apr 1	2	3	4
<ul style="list-style-type: none"> <li>Boys Soccer - Smokey Mountain Ci</li> <li>Fishing Team @ Dale Hollow</li> </ul>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> <li>3:30pm Tennis Practice</li> <li>5pm MS Softball vs. White County</li> <li>6pm MS Boys Soccer v Warren Co</li> </ul> <p>4 more</p>	<ul style="list-style-type: none"> <li>ACT for 11th &amp; Pre ACT for 9th &amp; 10</li> <li>3pm Spring Theatre Production Si</li> <li>3pm Track @ York Institute</li> </ul> <p>4 more</p>	<p>Paraprofessional Appreciation Day</p> <ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> </ul>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Si</li> <li>4pm Tennis @ Cumberland Count</li> <li>5pm MS Baseball vs. White Count</li> </ul> <p>6 more</p>	<ul style="list-style-type: none"> <li>Good Friday No School</li> <li>TCAT out</li> <li>3pm Spring Theatre Production Si</li> </ul> <p>2 more</p>	<p>School Librarian Appreciation Day</p> <p>MS Track @ Oak Ridge</p>



## Love Monsters



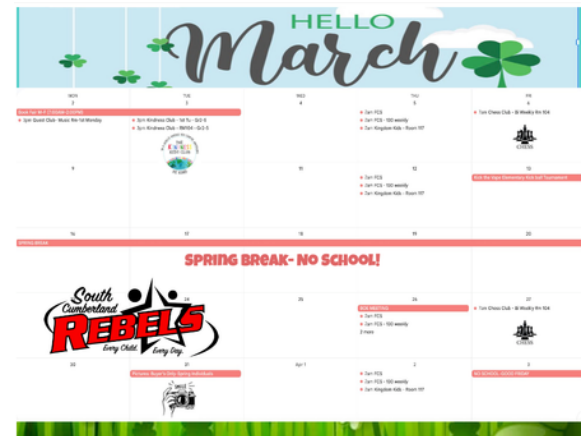
**2nd-grade students designed their love monsters. Following this 7<sup>th</sup> graders in Mrs. Julie Wyatt's class stitched these love monsters as a gift. They turned out great!**

# Celebrating Recent Millionaires

**We love our hard-working millionaires at SCE! These two ladies are our most recent to join the club!**



# FFA Judgin Show



# STONE ELEMENTARY NEWS

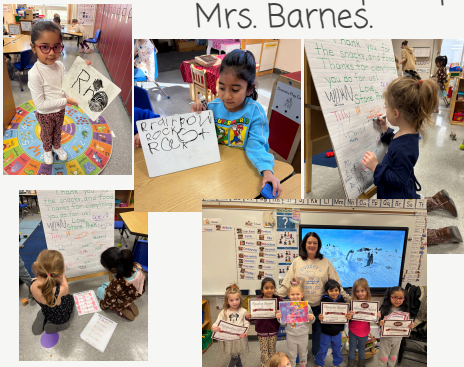
HOME OF THE COYOTES



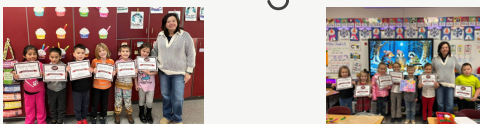
Amazing Coyote Staff

## Pre-K News

PreK has been busy learning to identify letter sounds and rhyming words. We have been writing our names in purposeful ways. Our students are making great progress and we took time to celebrate with our principal, Mrs. Barnes.



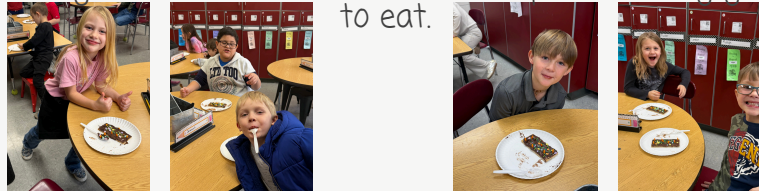
## Kindergarten



Miss Bailey and Mrs. Hawes class had a visit from Mrs. Cox to celebrate their achievements.

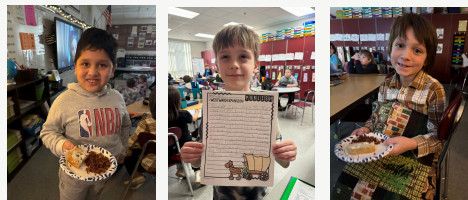
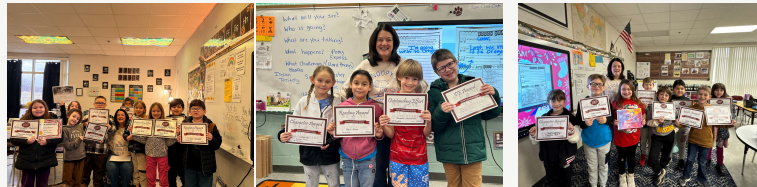
## 1<sup>st</sup> Grade

Mrs. Morgan's class made Aztec Chinampas (floating gardens) to eat.



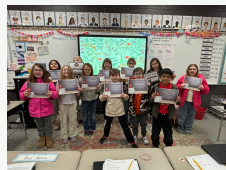
Mrs. Morgan's class had a visit from Mrs. Barnes to celebrate their achievements.

## 2nd Grade



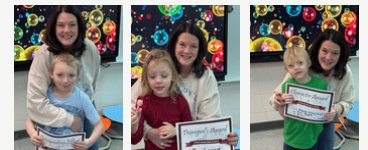
Second graders earned their awards from Mrs. Barnes and took a little journey on the Oregon Trail.

## 3RD GRADE



Mrs. Satterfield's 3<sup>rd</sup> graders earned awards for all their hardwork

## CDC



Mrs. Desrosier's class enjoyed some awards from Mrs. Barnes for all their hard work

### 4th Grade



Some of our 4<sup>th</sup> graders won their 4H speech contest, then some received awards from admin, and then we had some kiddos dress up for the 100<sup>th</sup> day.

### 5th Grade



Top row is Dr. Stewart's 5<sup>th</sup> graders earning awards from administration. The rest is our 5<sup>th</sup> graders at BizTown.

### Middle School



Our 6<sup>th</sup>-8<sup>th</sup> grade class awards. So proud of each of them.

### Special Area



Our 4<sup>th</sup> graders are learning ukulele while our 5<sup>th</sup> graders are learning the recorders in music class!

### Bigfoot Buddy of the Month



Christian Cunby received the Bigfoot Buddy Award this month. He is making great achievements in reading and math as well as working hard to reach his goals.

# March



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

1

8

15

22

29

2

**BOOK FAIR**

3

**BOOK FAIR**

4

**BOOK FAIR**

5

**BOOK FAIR**

6

**BOOK FAIR**

CONCESSIONS

7

9

**Spring Break**

10

**Spring Break**

11

**Spring Break**

12

**Spring Break**

13

**Spring Break**

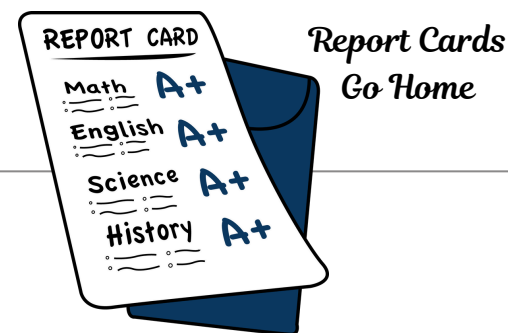
14

23

24

25

26



Report Cards Go Home

27



Spring Pictures

CONCESSIONS

28



30

31

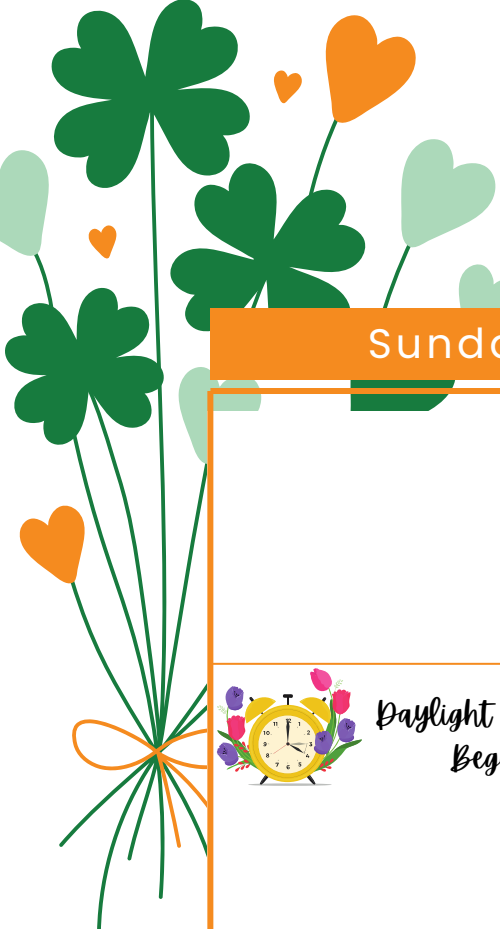




# March 2026



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
1		@ Warren County 6:00pm vs Oneidea 5:00pm vs Rhea Co 7:00 pm 11TH GRADE CAREER FAIR Blood Drive	<b>GOLD Clubs</b> <b>Health Fair</b>	@ Sunbright 5:30pm <b>March 5-7 Cleveland Classic</b>	Archery Tournament- Dibrell @ York 6:00pm, JV after vs Clinton 1:00pm	7	
8	Daylight Savings Begins vs Dekalb 5:00pm, JV after vs York 3:30 @ Monterey 5:00pm, JV to follow	@ Rhea Co HS 6:00pm, JV before vs Smith Co 5:30pm Spring Sports Pictures		Midterms 1 <sup>st</sup> & 4 <sup>th</sup> vs York 5:00pm, JV after vs Clay Co 3:30 @ Cookeville HS 4:00pm @ Rockwood 5:00pm @ Bledsoe Co 6:30 pm	Midterms 2 <sup>nd</sup> & 5 <sup>th</sup> Archery Tournament- White County vs Signal Mtn HS 6:00pm, JV before	@ Pigeon Forge 5:30pm Archery Tournament- White County	14
15	vs Clinton Co KY 6:00pm @ Lenoir City HS 6:00pm, JV before <b>Spring Break</b>	~ <b>Spring Break</b>	<b>Spring Break</b>	~ <b>Spring Break</b>	~ <b>Spring Break</b>	~ <b>Spring Break</b> Play for a Cure 5:00pm & 7:30 @ Clinton Co TN	21
22	@ Upperman 6:00pm, JV after	vs Upperman 6:00pm, JV after vs Watertown HS 6:00pm, JV after vs Livingston 3:30 vs Livingston 5:30pm	<b>FACULTY MEETING</b>	<b>BLUE Clubs</b> <b>Report Cards Home</b> @ Kingston 6:00pm, JV after @ Upperman 5:30pm, JV to follow March BOE Meeting @ SMHS 4:00	@ Eagleton 5:00pm Hardin Valley Invitational @Hardin Valley HS (27th-5:00pm, 28th-8:00am) <b>March 27-29 Smoky Mtn Cup</b> us Watertown 7:00 pm	<b>Relay Lunch</b> Miss Upper Cumberland Strawberry Festival Pageant	28
29	vs White County 6:00pm, JV after vs Monterey 5:30pm, JV to follow	vs White Co 5:30pm, JV to follow @ White County 6:00pm, JV after @ Hardin Valley HS 6:00pm, JV before @ Warren Co TBD us Boyd Christian 6:00 pm	<b>ACT FOR JUNIORS</b> <b>PREACT FOR 9<sup>TH</sup> /10<sup>TH</sup></b>				



# Crab Orchard Elementary

## MARCH 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Chick Fil A Night 4-7PM	3 Begin Selling Ham N Goody's Cookies	4	5 PK-2 PSWB trip	6	7 All County Bond 7th/ 8th
8	9	10	11 House Meetings	12 6th-8th PSWB trip	13 Kick the Vape	14
15 Spring Break	16	17	18	19	20	21
22 FFA Convention	23	24 Ham N Goody's Orders Due	25	26 3rd-5th PSWB trip Grade Cards	27	28
29	30	31	1	2	3 Good Friday	4



Homestead

# MARCH 2026



SUNDAY

MONDAY

TUESDAY

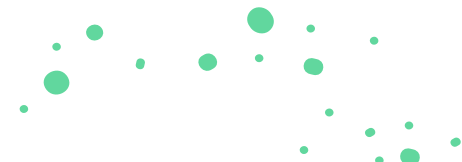
WEDNESDAY

THURSDAY

FRIDAY





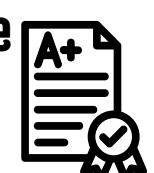
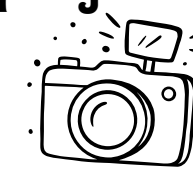
SATURDAY

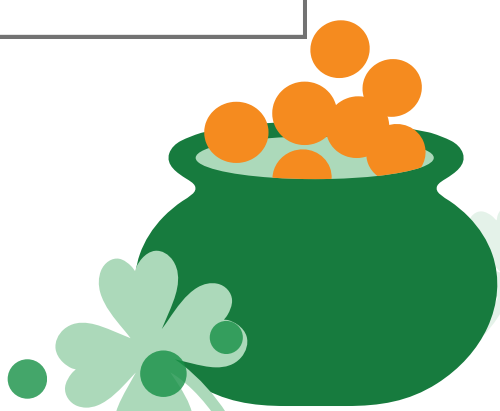
	Oh! The Places You'll Go  <b>Dr Seuss Week</b> Book Fair	If I Ran The Zoo Book Fair	Wacky Wednesday Book Fair	Thing 1, Thing 2 <b>Family Literacy Night 4-6p.m.</b> Book Fair	Funny Feet Friday Book Fair	
1	2	3	4	5	6	7
8	9	10	11	12	1ST GRADE CREATIVE DISCOVERY MUSEUM 6TH GRADE LOST SEA District Kickball Tournament  <b>PAJAMA DAY \$1</b>	14
15	 <b>SPRING BREAK</b>	 <b>SPRING BREAK</b>	 <b>SPRING BREAK</b>	 <b>SPRING BREAK</b>	 <b>SPRING BREAK</b>	21
22	23	24	25	 <b>Report Cards Go Home</b> BOE Meeting 6:00p.m.	<b>Concessions</b>	28
29	30	31				



# MARCH 2026



Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 	2 <b>Book Fair Begins</b>	3	4 <b>CCHS Readers</b> 	5 <b>Mastery Connect Benchmark Window Opens!</b>	6 <b>Concessions K-8</b> 	7
8 <b>Daylight Savings Time!</b> 	9	10 2 <sup>nd</sup> Grade to Playhouse Chick-Fila Night Spring Band Concert @4:30	11	12	13	14
15	16 <b>Spring Break Begins!</b>	17 <b>Happy St. Patrick's Day</b>	18	19	20	21
22	23	24	25	26 <b>Report Cards Go Home</b> 	27	28
29	30 <b>Well Child Vision Exams</b>	31 <b>Spring Pictures</b> 				





March  
2026



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Full Moon	4	5	6	7
8	9	10	11 Faculty Meeting	12 Data Meeting Mid Terms	13 Pay Day Last Day T3 Mid Terms	14
15	16	17 St Patrick's Day	18	19	20	21
	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break	
22	23 T3 Grades due Skyward 11:59pm T4 Begins	24	25	26	27	28 Prom
29	30	31 Pay Day				



March 2026

# PINE VIEW ELEMENTARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
	Mastery Connect Benchmark					
	 <b>READ ACROSS AMERICA WEEK</b> March 2 - 6					
8	9	10	11	12	13	14
	Mastery Connect Benchmark			Testing		
	Cap & Gown Pictures			Family Engagement 4:30 - 6:00est		End of 3rd Nine Weeks
15	16	17	18	19	20	21
	Spring Break		St. Patrick's Day		No School	
22	23	24	25	26	27	28
				Report Cards go Home		House Meetings
						1st - 3rd PSWB Trip
29	30	31	1	2	3	4
	Honor's Program				Good Friday No School	

# Pleasant Hill Elementary

## March 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Chess Club Meets 3:00-4:00	5	6	7
8	9 Spring Book Fair 3/9/26 to 3/13/26	10	11 Chess Club Meets 3:00-4:30C	12	13	14
15	16 Spring Break No School	17 Spring Break No School	18 Spring Break No School	19 Spring Break No School	20 Spring Break No School	21
22	23	24	25 Last Day of Chess 3:00-4:30	26 Report Cards Go Home Monthly Board of Education Meeting @ Central 6:00pm	27 3 <sup>rd</sup> 9 Weeks Honors Program (teachers will send home information)	28
29	30	31				

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

HELLO

# March



MON  
2

TUE  
3

WED  
4

THU  
5

FRI  
6

Book Fair M-F (7:00AM-2:00PM)

● 3pm Quest Club- Music Rm-1st Monday

- 3pm Kindness Club - 1st Tu - Gr2-5
- 3pm Kindness Club - RM104 - Gr2-5



- 7am FCS
- 7am FCS - 130 weekly
- 7am Kingdom Kids - Room 117

● 7am Chess Club - Bi Weekly Rm 104



9

11

12

13

- 7am FCS
- 7am FCS - 130 weekly
- 7am Kingdom Kids - Room 117

Kick the Vape Elementary Kick ball Tournament

16

17

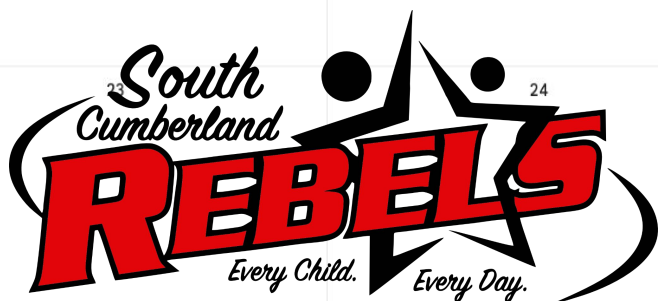
18

19

20

SPRING BREAK

## SPRING BREAK- NO SCHOOL!



30

31

Apr 1

2

3

Pictures: Buyer's Only-Spring Individuals



BOE MEETING

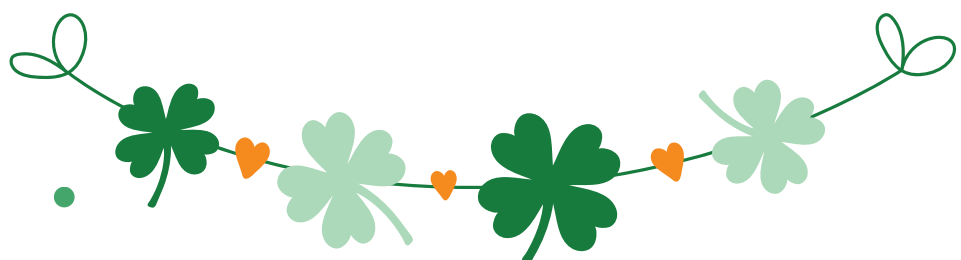
- 7am FCS
- 7am FCS - 130 weekly
- 2 more

● 7am Chess Club - Bi Weekly Rm 104




NO SCHOOL-GOOD FRIDAY

- 7am FCS
- 7am FCS - 130 weekly
- 7am Kingdom Kids - Room 117



# MARCH 2026



Sun	Mon	Tue	Wed	Thu	Fri	Sat	Notes
1	2 ELPA Testing	3 ELPA Testing Family Board Game night 5-6:30	4 ELPA Testing	5 ELPA Testing	6 ELPA Testing	7	
8	9 ELPA Testing	10 ELPA Testing	11 ELPA Testing K-2 Lost Sea PBS trip	12 ELPA Testing	13 <b>End of 3<sup>rd</sup> 9 weeks</b> PRE K Exploring Museums 1:00 <b>3rd-5th Main Event PBS</b> Parent Advisory Meeting 4:00 <b>4:45 Boys Soccer vs. CCMS</b>	14	
15	16 Spring Break	17  Spring Break	18 Spring Break	19 Spring Break SMMS Softball game vs Avery Trace 3:45-6:45	20 Spring Break	21	
22	23 6-8 <sup>th</sup> grade PBS to Zoo	24 Chick-Fil-A night 4-7pm	25 Kinder/8th grade cap & gown pictures	26 Report Cards go home	27	28	
29	30 Spring AIM's Web Testing	31 Spring AIM's Web Testing					



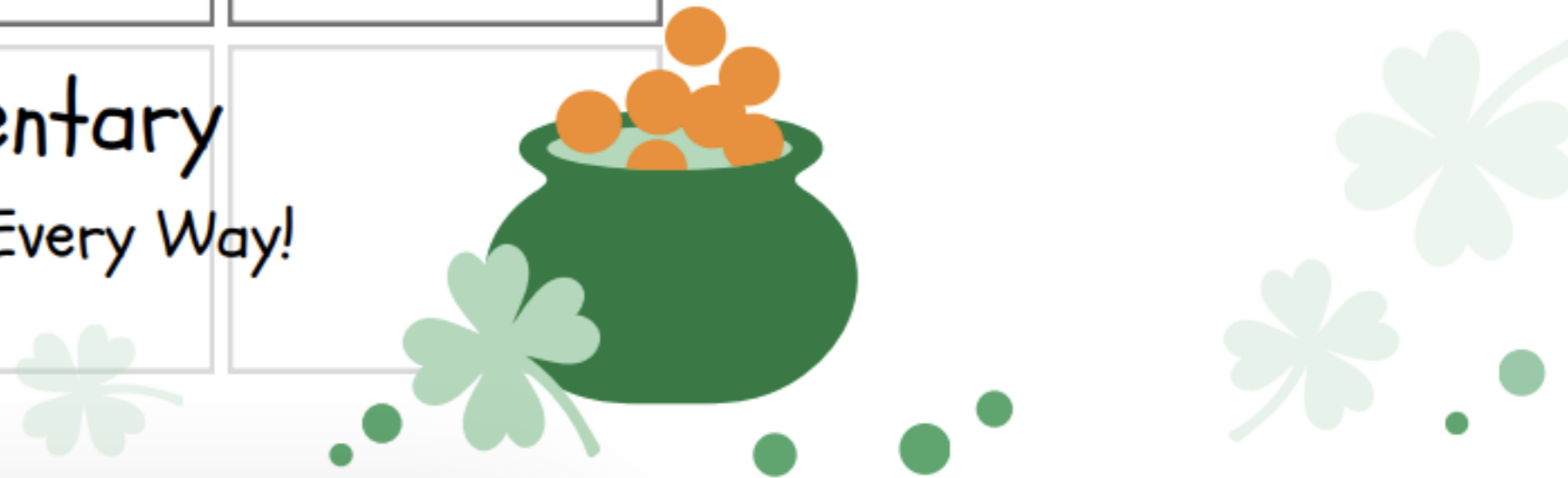


# MARCH 2026



Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2 	Read Across America Week			6 	7	
8 	9	10 <b>SPOT THE FUN: FAMILY STEAM NIGHT</b>	11	12 <b>FAMILY LITERACY &amp; ART NIGHT</b>	13	14	
15	16 	17 	<b>SPRING BREAK...YOHOO!!!!</b>			20 	21
22	23 <b>BUDDY-A-THON BEGINS</b>	24	25	26 <b>REPORT CARDS GO HOME</b> 	27	28	
29	30	31	North Cumberland Elementary Every Child, Every Day, Excellence In Every Way!				

No need for luck! Our students are golden!



# SMHS

Today

< > March 2026



Month ▾



SUN Mar 1	MON 2	TUE 3	WED 4	THU 5	FRI 6	SAT 7
	<p>TCAT out</p> <ul style="list-style-type: none"> <li>2pm MS Softball vs. Dekalb</li> <li>3pm Spring Theatre Production Sr</li> <li>4 more</li> </ul>	<ul style="list-style-type: none"> <li>7:55am ELPA 21</li> <li>8am 11th Grade College/Career Fa</li> <li>6 more</li> </ul>	<ul style="list-style-type: none"> <li>7:55am ELPA 21</li> <li>3pm Spring Theatre Production Sr</li> <li>8 more</li> </ul>	<ul style="list-style-type: none"> <li>Well Child Visits</li> <li>7:55am ELPA 21</li> <li>8 more</li> </ul>	<ul style="list-style-type: none"> <li>7:55am ELPA 21</li> <li>3pm Spring Theatre Production Sr</li> <li>5 more</li> </ul>	<ul style="list-style-type: none"> <li>Burris, Beaty Livestock Judgling</li> <li>Fishing Team @ Tim's Ford</li> <li>Tennis Tournament @ FFG</li> <li>2:30pm MS Boys Soccer Play Day</li> </ul>
<p>8</p> <p>Daylight Saving Time starts</p>	<ul style="list-style-type: none"> <li>7:55am ELPA 21 make ups</li> <li>3pm Spring Theatre Production Sr</li> <li>4pm Tennis v Clay County</li> <li>3 more</li> </ul>	<ul style="list-style-type: none"> <li>7:55am ELPA 21 make ups</li> <li>8:20am Pineview/Crab Orchard SF</li> <li>3pm Spring Theatre Production Sr</li> <li>7 more</li> </ul>	<ul style="list-style-type: none"> <li>Ag Center Lebanon Burris</li> <li>BOE Agenda deadline</li> <li>7:55am ELPA 21 make ups</li> <li>5 more</li> </ul>	<ul style="list-style-type: none"> <li>Mid Terms 1st &amp; 5th</li> <li>8:20am North SPED Transition Mt</li> <li>9:30am Stone Elem SPED Transiti</li> <li>9 more</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter &amp; Calendar Due</li> <li>Mid Terms 2nd &amp; 4th</li> <li>3pm Spring Theatre Production Sr</li> <li>5 more</li> </ul>	<p>SAT</p>
<ul style="list-style-type: none"> <li>Skills USA</li> <li>Thomas's birthday</li> </ul>	<ul style="list-style-type: none"> <li>Spring Break</li> <li>Skills USA</li> <li>5 more</li> </ul>	<ul style="list-style-type: none"> <li>5 more</li> <li>3pm Spring Theatre Production Sr</li> </ul>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Sr</li> </ul>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Sr</li> <li>3:30pm Tennis Practice (FFG)</li> <li>2 more</li> </ul>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Sr</li> <li>3:30pm Children's Orchestra prac</li> <li>3:30pm Tennis Practice</li> </ul>	<ul style="list-style-type: none"> <li>3pm MS Track @ Station Camp</li> </ul>
<ul style="list-style-type: none"> <li>State FFA Convention. Essex/ Burris/ McClanahan</li> </ul>	<ul style="list-style-type: none"> <li>7am PLC Department meetings</li> <li>7:45am Spring Semester Benchmarks</li> <li>7 more</li> </ul>	<ul style="list-style-type: none"> <li>6 more</li> </ul>	<ul style="list-style-type: none"> <li>3 more</li> </ul>	<ul style="list-style-type: none"> <li>Grade Cards Go Home</li> <li>9 more</li> </ul>	<ul style="list-style-type: none"> <li>Boys Soccer - Smokey Mountain Cup (Gatlinburg, TN)</li> <li>Fishing Team @ Dale Hollow</li> <li>8 more</li> </ul>	
<ul style="list-style-type: none"> <li>Boys Soccer - Smokey Mountain Cr</li> <li>Fishing Team @ Dale Hollow</li> <li>HOSA State Leadership McKie</li> <li>2 more</li> </ul>	<ul style="list-style-type: none"> <li>3pm Spring Theatre Production Sr</li> <li>3:30pm Tennis Practice</li> <li>6 more</li> </ul>	<ul style="list-style-type: none"> <li>ACT for 11th &amp; Pre ACT for 9th &amp; 10</li> <li>3pm Spring Theatre Production Sr</li> <li>6 more</li> </ul>	<ul style="list-style-type: none"> <li>Paraprofessional Appreciation Day</li> <li>3pm Spring Theatre Production Sr</li> </ul>	<ul style="list-style-type: none"> <li>Regional Livestock Beaty, Burris</li> <li>9:15am P. Russell IEP mtg</li> <li>2pm Band to University of TN Cha</li> <li>9 more</li> </ul>	<ul style="list-style-type: none"> <li>Good Friday No School</li> <li>TCAT out</li> <li>3pm Spring Theatre Production Sr</li> <li>2 more</li> </ul>	<ul style="list-style-type: none"> <li>School Librarian Appreciation Day</li> <li>MS Track @ Oak Ridge</li> </ul>



# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in July</b>	Descriptor Term:  <b>Agendas</b>	Descriptor Code: <b>1.403</b>	Issued Date: <b>08/24/23</b>
		Rescinds: <b>1.403</b>	Issued: <b>09/28/17</b>

1 The executive committee of the Board shall be responsible for developing an agenda for each Board  
2 meeting. Any board member may place items on the agenda for discussion. The particular order may  
3 vary from meeting to meeting in keeping with the business at hand.

4 For a regular board meeting, the agenda (which shall include the consent agenda), together with  
5 supporting materials, shall be distributed to board members at least five (5) days prior to the scheduled  
6 date of the meeting. The agenda shall be available for public inspection and/or distribution [with](#)  
7 [supporting materials at least 48 hours prior to the meeting](#)<sup>1</sup>. ~~when it is distributed to the board members.~~  
8 At the beginning of each meeting, the Board shall, by a majority vote, approve the agenda for the  
9 meeting which may involve the addition to, or deletion of items previously included on the agenda. The  
10 Board, however, shall not revise board policies or adopt new ones unless such action has been  
11 scheduled.

12 Staff members or citizens of the district may suggest items for the agenda.

13 For items to be considered on the agenda, they must be received in the Director of Schools' office eight  
14 (8) days prior to the scheduled date of the meeting. The person(s) requesting an item on the agenda  
15 shall forward any background information to the Director of Schools' office so that the material will be  
16 included in the delivery to the board members prior to the meeting.

## 17 **CONSENT AGENDA**

18 While developing the agenda, executive committee shall identify routine or non-controversial items to  
19 be placed on the consent agenda, which shall become a part of the regular agenda. If any member  
20 objects to including an item on the consent agenda, that item shall be moved to the regular agenda as an  
21 action item requiring discussion. The remaining consent items shall be adopted in a single vote without  
22 discussion.

## 23 **TIMED AGENDA**

24 The executive committee may assign to each item a certain amount of time determined to be sufficient  
25 for disposing of each item on the agenda.

## 26 **ANNUAL AGENDA**

27 In September of each year, the Board shall adopt an annual planning calendar, stating month-by-month  
28 actions required by law and those required to carry out the Board's annual goals and objectives and the  
29 State Board of Education's performance standards. In addition, the annual agenda shall designate dates  
30 to monitor/review-designated sections of the board policy manual and to evaluate progress of programs  
31 for student achievement.

- 1 Legal References
- 2 1. TCA 8-44-103

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in February</b>	Descriptor Term: <b>Expenses and Reimbursements</b>	Descriptor Code: <b>2.804</b>	Issued Date: <b>04/27/23</b>
		Rescinds: <b>2.804</b>	Issued: <b>03/30/17</b>

## 1 **Central Office<sup>1</sup>**

2 Annually the Board shall review expense allowances and reimbursement guidelines.

## 3 **SCHOOL PERSONNEL**

4 School personnel who incur expenses in carrying out their authorized duties will be reimbursed upon  
5 submission of an approved voucher and supporting receipts. Requests for reimbursement must be sub-  
6 mitted to the Director of Schools' office within thirty (30) days of accrual of such expenses.

7 Expenses for travel will be reimbursed when the travel has the advance authorization of the Director  
8 of Schools. The Director of Schools may grant this authorization without prior Board action when the  
9 travel expense has been anticipated and incorporated into the operational budget of the particular  
10 program involved. Expenses must be submitted to the Director of Schools' office within thirty (30)  
11 days of the date of completion of such travel for reimbursement.

12 The Board shall be responsible for all expenses pertaining to staff development. Student activity funds  
13 shall not be used for this purpose.<sup>1</sup>

## 14 **DIRECTOR OF SCHOOLS**

15 The Director of Schools shall be paid for transportation, lodging, meals and other pertinent expenses  
16 when traveling on official school business upon submission of an approved voucher and supporting  
17 receipts. Attendance at conventions, educational meetings and/or travel for out of county school  
18 purposes shall be authorized in advance in writing by the Chairman of the Board. Expenses must be  
19 submitted within thirty (30) days in writing to the Cumberland County School Chief Financial Officer.

## 20 **BOARD MEMBERS**

21 The members of the Board shall be paid for transportation, lodging, meals, and other pertinent expenses  
22 when traveling on business for the Board. Salary and other benefits shall be determined by the local  
23 funding body.<sup>2</sup> Attendance at conventions, educational meetings and/or travel for other school purposes  
24 shall be authorized in advance by the Board.<sup>3,2</sup> Expenses shall be submitted to the Director of Schools'  
25 office within thirty (30) days of the date of completion of such travel. The rate of payment shall be the  
26 same as the rate for members of the professional staff.

27 The rate of reimbursement for these expenses will be established by the Cumberland County Board  
28 of Education. These rates will be reviewed as needed.

**29 REIMBURSEMENT FOR SALES TAX <sup>3</sup>**

- 30** Reimbursement for sales tax is permissible in limited circumstances when sales tax is charged on small  
**31** purchases and proper documentation is submitted.
- 32** The Director of Schools/designee shall ensure compliance with state law and guidance from the  
**33** Comptroller of the Treasury.

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**Legal References**

- ~~1. Tennessee Internal School Uniform Accounting Policy Manual, Section 5-18 Internal Schools Funds Manual, Section 5-17~~
2. TCA 49-2-202 (d) 201(c)
3. TCA 49-2-2001(e) Internal School Funds Manual, Frequently Asked Questions, no. 10

# 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~~ Any equipment and materials placed in school buildings and abandoned by any group or organization  
 3     become the property of the Board. The Board reserves the right to transfer property to other schools if  
 4     the school in which it was originally placed is discontinued or if there is no longer any need for the  
 5     equipment or materials where originally placed. Teachers/employees personal items such as desk, chair,  
 6     microwave, etc., does not become property of the Board. These items will be listed on the employee's  
 7     personal inventory.

8     The director of schools shall develop procedures promoting the useful life of equipment and supplies by  
 9     establishing a thorough, effective and economical operations and maintenance program and providing  
 10    adequate insurance coverage. Equipment management shall be in accordance with federal and state  
 11    laws, regulations and guidelines.<sup>1</sup>

12    Each employee of the system shall be responsible for the materials, equipment and supplies assigned to  
 13    him/her. In addition, he/she is responsible for the preservation and protection of materials, equipment  
 14    and supplies not under his/her direct control when such are endangered and when the system employee  
 15    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

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<b>Cumberland County Board of Education</b>			
Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Child Find and Special Education</b>	Descriptor Code: <b>4.202</b>	Issued Date: <b>01/26/23</b>
		Rescinds: <b>4.202</b>	Issued: <b>02/26/09</b>

2

**CHILD FIND<sup>1</sup>**

3

Child Find is a component of the Individuals with Disability Education Act (IDEA) that requires school districts to identify, locate and evaluate all children with disabilities ages 3 to 21 who need early intervention services or special education services. It is a continuous process of public awareness activities, screenings, and evaluations to locate, identify, and refer children as early as possible. Cumberland County Schools performs a countywide Child Find. <sup>1</sup>

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The Board shall provide a free appropriate public education to all ~~disabled children~~ **students with disabilities** ages 3-21, inclusive, residing within the school system's jurisdiction. The plan for implementation of appropriate instruction and special education services shall be in accordance with the current *Rules, Regulations, and Minimum Standards of the State Board of Education*,<sup>1,2</sup> **for the operation of the school system of the Tennessee State Board of Education<sup>2</sup>** and state<sup>23</sup> and federal<sup>34</sup> law.

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The Board shall develop and periodically update a local plan for providing special education services for ~~disabled students~~ **with disabilities**. Specifically, the Board ~~assures~~ **ensures** that:

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1. All ~~disabled children~~ **students with disabilities** living within the school system ~~have available to them~~ **are provided** a free appropriate public education (FAPE) and services to ~~which emphasizes~~ meet their unique needs; and
2. The rights of ~~disabled~~ **students with disabilities** and their parents are protected.

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The plan shall ~~aim toward meeting~~ **seek to accomplish** the following objectives:

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1. To carry out a comprehensive screening and assessment plan emphasizing the early identification and evaluation of ~~disabled students~~ **with disabilities**;

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27

2. To use the ~~Individualized Education Program~~ **Instructionally Appropriate Individual Education Program (IAIEP-Team)** for reviewing assessment, formulating programming, and determining placement for every ~~disabled student~~ **with a disability**, including review of proposed suspensions when appropriate, in accordance with the State Board of Education *Rules, Regulations, and Minimum Standards*;

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3. To ensure that placements are made to educate ~~disabled children~~ students with disabilities with ~~non-disabled~~ students without disabilities to the maximum extent appropriate in the schools ~~these children~~ the student would normally attend if not disabled and with age-appropriate peers;
4. To provide each ~~disabled child~~ student with a qualifying disability with an individualized educational program (IEP) instructionally appropriate individual educational program (IAIEP) specifically designed to meet ~~his~~ their unique needs;
5. To provide continuing evaluation of ~~each disabled child's~~ the progress, including at least an annual review of ~~his~~ the IAIEP, and complete a reevaluation at least every three (3) years;
6. To ensure that procedural safeguards required by state and federal laws are adhered to; and
7. To involve parents of ~~disabled children~~ students with disabilities in a meaningful dialogue with school personnel, which will begin with initial referral and continue throughout the student's educational career; and
8. Adhere to mandated procedures for isolation or restraints of students.<sup>4</sup>

The Board recognizes that in order to serve the needs of students with disabilities, a variety of instructional strategies and special education and related services must be made available within the school system.

The Board believes that services to students with disabilities must be coordinated with other programs and that shared responsibility must be taught within the framework of general education classrooms. Students with disabilities must be taught within the framework of the general education curriculum. General education, career and technical education, and special education staff shall strive to coordinate their services as designated in each student's Instructionally Appropriate Individualized Education Plan (IAIEP) to meet the needs of each student who is eligible for special education supports and services.

The Board supports efforts to integrate students with disabilities into general education classrooms, believing that integration leads to better educational and social opportunities for all children, greater respect for and understanding of individual differences, and smoother integration into society with greater success upon completion of formal public education<sup>5</sup>.

The Board shall ensure that the instructional needs of all students are met. This policy establishes equitable and educationally sound placement for all students, including students with disabilities, in every classroom to the maximum extent appropriate.

CCS will notify a student's parent/guardian at least ten (10) calendar days before the student's IAIEP meeting to ensure meaningful parent participation, unless the parent or guardian and CCS mutually agree to meet prior to the ten calendar days. <sup>5</sup>

1  
2 CCS shall provide the following to the parent/guardian of the student who is the subject of the  
3 IAIEP Team meeting, at least forty-eight (48) hours prior to the meeting:

- 4 ● A copy of the student’s evaluation reports that is used in the determination of the student’s  
5 eligibility for special education or in the development of the draft IAIEP; and
- 6 ● If CCS creates a draft IAIEP for the student prior to the IAIEP Team meeting, then a copy  
7 of the draft IAIEP.<sup>5</sup>

8  
9 Free Appropriate Public Education (FAPE)

10  
11 To ensure the provision of FAPE according to state law and the Individuals with Disabilities  
12 Education Act (IDEA) is being met, our district proposes the following:

- 13  
14 ● Educational placement decisions for all students, including those with disabilities, shall be  
15 made based on each student's individual needs.
- 16 ● Joint staff development and training shall be provided for general education and special  
17 education teachers to maintain an inclusive classroom environment.
- 18 ● Collaboration shall be facilitated with the general education teacher, special education  
19 teacher, parent, Local Education Agency (LEA), student, if applicable, and any other staff  
20 determined appropriate regarding a student’s IAIEP.
- 21 ● Training shall be provided for general education teachers on modifications and  
22 accommodations.
- 23 ● All students in general education classrooms shall have access to the standard textbooks,  
24 instructional materials, technology, and equipment used in class, with alternative or  
25 supplemental materials provided as needed.
- 26 ● Resources, supports, supplemental aid, and materials shall be provided to help students  
27 progress in the general education curriculum and be successful in the general education  
28 classroom (e.g., assistive technology devices and services, paraprofessional support,  
29 classroom adaptations, etc.).
- 30 ● Technical assistance shall be provided to general education teachers in order to address the  
31 needs of individual students; and
- 32 ● Training for paraprofessionals is provided to ensure that they acquire the necessary  
33 knowledge and skills to assist students as needed.

34  
35 The Board adopts state and federal regulations to implement the provision of special education  
36 and related services. This is to ensure compliance with state and federal regulations in providing  
37 special education services and supports.

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Legal References:

1. ~~TRR/MS 0520-13-09(3)(b)~~ [Education of Individuals with Disabilities; 20 USCA Sections 1400-1485; 34 CFR § 300.111; TRR/MS 0520-01-09](#)
2. ~~TCA 49-10-101 et. seq.~~ [TRR/MS 0520-01-09](#)
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. TCA 49-10-101 et. seq.~~
4. ~~TCA 49-10-1301-1306~~ [Education of Individuals with Disabilities, 20 USCA Sections 1400-1485; Section 504 of the Rehabilitation Act of 1973](#)
5. [Public Acts of 2025, Chapter No. 199](#)

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Cross Reference:

- [Special Education Students 6.500](#)
- [Alternative Education 6.319](#)
- [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 style="text-align: center;">Special Programs</b>	Descriptor Code: <b style="text-align: center;">4.206</b>	Issued Date: <b style="text-align: center;">02/23/23</b>
	<b style="text-align: center; color: blue;">Homebound Instructions</b>	Rescinds: <b style="text-align: center;">4.206</b>	Issued: <b style="text-align: center;">10/28/21</b>

1 Cumberland County Schools provides homebound instruction to any child with a health or emotional  
 2 condition, which, in the opinion of a licensed medical examiner, prevents the student from attending  
 3 classes for more than 10 consecutive instructional days or an aggregate of at least 10 instructional days  
 4 in a school year, or a child whose IAIEP Team has determined that homebound instruction is the  
 5 student’s least restrictive environment. <sup>1</sup>

6 Homebound instruction is defined as a minimum of 3 hours per week of instruction during the  
 7 homebound period, as determined on a case-by-case basis by the district. For students receiving special  
 8 education and related services, the frequency and duration of homebound instruction shall be  
 9 determined by the students’ IAIEP Team and shall not be less than 3 hours per week. <sup>1</sup>

10 It is the parents’ responsibility to provide the medical provider’s contact information to the special  
 11 education department. Documentation/forms are sent to the medical provider. Once the documentation  
 12 is returned, and states that the student is unable to attend school, a homebound teacher will be assigned  
 13 to the student. Recertification shall be obtained after the expiration of each period of homebound  
 14 instruction.

15 It is the classroom teacher’s responsibility to provide assignments to the homebound teacher while the  
 16 student is enrolled in the homebound program. The homebound teacher will serve as the liaison  
 17 between the student and the classroom teacher.

18 ~~All special programs shall be under the general supervision of the appropriate supervisor.~~

19 **REMEDIAL INSTRUCTION**

20 ~~The remedial program will concentrate mainly on improvement of reading and math skills for the most~~  
 21 ~~educationally needy students. Various materials will be used to supplement the work being done in the~~  
 22 ~~classroom.~~

23 ~~Instructional assistants will assist students in reading and math, working under the direction of the~~  
 24 ~~regular classroom teacher.~~

25 **HOMEBOUND INSTRUCTION<sup>+</sup>**

26 ~~The Homebound Instruction Program is for students who, because of a medical condition are unable to~~  
 27 ~~attend the regular instructional program<sup>+</sup>. The homebound instruction program shall consist of three (3)~~  
 28 ~~hours of instruction per week for a period of time determined, on a case by case basis, by the district.~~

1 ~~To qualify for the Homebound Program, a student shall have a medical condition that will require the~~  
2 ~~student will be absent for a minimum of ten (10) consecutive instructional days or for an aggregate of~~  
3 ~~at least ten (10) instructional days for a student who has a chronic medical condition. The student shall~~  
4 ~~be certified by his/her treating physician as having a medical condition that prevents him/her from~~  
5 ~~attending regular classes. The services provided the homebound student shall reflect the student's~~  
6 ~~capabilities and be determined by the homebound instructor, after consultation with appropriate~~  
7 ~~professional staff of the student's assigned school.~~

8 ~~Recertification shall be obtained after the expiration of each period of homebound instruction if the~~  
9 ~~student's treating physician certifies, in writing, that the student has a medical condition that prevents~~  
10 ~~him/her from returning to the regular classes.~~

#### 11 ~~**HOMEBOUND PROGRAM FOR PREGNANT STUDENTS**~~<sup>+,2</sup>

12 ~~The homebound instruction program for pregnant students shall consist of a minimum of three (3)~~  
13 ~~hours of instruction per week for a period of six (6) weeks.<sup>2</sup> When provided, such homebound~~  
14 ~~instruction shall consist of two (2) visits per week, each visit lasting for one and one half (1-1/2) hours.~~

15 ~~The student's physician shall recommend, in writing, the six week period for which the student shall be~~  
16 ~~eligible for homebound instruction.~~

17 ~~A homebound instruction program for longer than the six (6) week period shall only be provided to a~~  
18 ~~student who is certified in writing by her physician as having health complications arising from the~~  
19 ~~pregnancy that prevent her from returning to regular classes.~~

#### 20 ~~**ABANDONED AND NEGLECTED STUDENTS**~~

21 ~~The district will provide a free appropriate public education to all abandoned and neglected students~~  
22 ~~within the county.~~

#### 23 ~~**DELINQUENT AND INCARCERATED STUDENTS**~~

24 ~~The district will provide educational services for delinquent and incarcerated students within the~~  
25 ~~county.~~

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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 February</b>	Descriptor Term: <b>Physical Assault Leave</b>	Descriptor Code: <b>5.307</b>	Issued Date: <b>07/25/24</b>
		Rescinds: <b>5.307</b>	Issued: <b>04/27/23</b>

## 1 *General*

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

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

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

## 18 **PHYSICIAN STATEMENT**

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

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### Legal References

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

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### Cross References

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

## Cumberland County Board of Education

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term:  <b>Sabbatical Leave</b>	Descriptor Code: <b>5.308</b>	Issued Date: <b>04/27/23</b>
		Rescinds: <b>5.308</b>	Issued: <b>10/27/16</b>

1 ~~Regular~~ Employees or teachers shall be entitled to a leave of absence without pay not exceeding one (1)  
2 year to further education on a full-time basis, provided such academic work entails a minimum of at least  
3 eight (8) hours per semester or twelve (12) quarter hours per quarter. No regular employee or teacher  
4 shall be eligible for more than one (1) such leave every seven (7) years of consecutive service with the  
5 school system.

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Cross References

Long Term Leaves of Absence 5.304

# Cumberland County Board of Education

Monitoring: <b>Date Last Reviewed: 04/08/04</b>	Descriptor Term: <b>Drug &amp; Alcohol Testing for Employees</b>	Descriptor Code: <b>5.403</b>	Issued Date: <b>05/25/23</b>
		Rescinds: <b>5.403</b>	Issued: <b>04/08/04</b>

## 1 REASONABLE SUSPICION DRUG TESTING

2 ~~Trained supervisors~~ **Administrators** have the responsibility to observe and document the cause for  
3 reasonable suspicion and when appropriate, refer the matter to the Director of Schools/designee. It is  
4 not the supervisor's responsibility to attempt diagnosis. All information, facts and circumstances  
5 leading to and supporting this suspicion should be included in ~~a written report~~ **documentation** detailing  
6 the basis for the suspicion. After the ~~report is filed~~ **documentation is complete**, the employee should be  
7 notified.

8 Any employee may be required to submit to substance screening if the following conditions exist: (list  
9 is not inclusive)

- 10 1. Observed use, possession or sale of illegal drugs and/or use, possession, sale, or abuse of  
11 alcohol and/or prescription drugs.
- 12 2. Apparent physical state of impairment of motor functions.
- 13 3. Marked changes in personal behavior not attributed to other factors.
- 14 4. Employee involvement in or contribution to an accident where the use of alcohol or drugs is  
15 reasonably suspected or employee involvement in a pattern of repetitive accidents whether or  
16 not they involve actual or potential injury.
- 17 5. Violation of criminal statutes involving the use of illegal drugs, alcohol or prescription drugs  
18 and/or violations of drug statutes.
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## 23 TESTING FOR CDL EMPLOYEES

24 All drivers and applicants for driver positions who are required to hold a Commercial Driver's License  
25 (CDL) to perform their job function must adhere to the requirements of this policy and all procedures  
26 relating to this policy.<sup>1</sup>

27 The use, possession, sale, purchase or transfer of any controlled substances except medically prescribed  
28 drugs on school property, while on school business or while operating school vehicles and equipment is  
29 prohibited. Drinking alcoholic beverages during working hours, four (4) hours before reporting to work  
30 or having any measurable amount of alcohol in his/her system during working hours is prohibited,  
31 whether on or off school property. Working hours include all breaks. Off-duty use of drugs and alcohol  
32 is prohibited to the extent that it affects driver's attendance or performance and his/her ability to pass

1 required DOT alcohol and controlled substance tests. Any violation of this policy is grounds for  
2 termination as employee of the Board and possible legal prosecution.

3 The use of any prescription drug that could affect the central nervous system or one that would impair  
4 reaction time shall be reported to the Director of Schools/Transportation Supervisor. Notice shall be  
5 given of non-prescription (over-the-counter) drugs being taken on a regular basis. The notice shall  
6 include the duration of ingestion and the possible side effects.

### 7 **Procedures**

8 The execution and enforcement of this policy will follow set procedures to screen bodily fluids, conduct  
9 breath testing, and/or search all employee/applicants for alcohol and drug use, and those employees  
10 suspected of violating this policy who are involved in a reportable accident or who are periodically or  
11 randomly selected. The procedures are designed not only to detect violations of this policy, but also to  
12 ensure fairness to each employee. Disciplinary action will be taken as necessary.

### 13 **Implementation**

14 The Director of Schools/Transportation Supervisor is authorized to implement this policy and procedures  
15 for the drug testing program, including a periodic review of the program to address any problems,  
16 changes and/or revisions of it, maintenance of all records required by the federal regulations, and  
17 determination upon Board approval of how the program will be accomplished, whether in-house,  
18 contracted or by consortium.

### 19 **Dissemination**

20 The Director of Schools/Transportation Supervisor shall be responsible for communicating this policy  
21 and the procedures to all employees affected by this policy and shall be accountable for its consistent  
22 enforcement.<sup>2</sup> The Director of Schools/Transportation Supervisor is designated to answer questions  
23 about this policy, procedures and all other matters involved in alcohol and controlled substance testing  
24 of CDL drivers and the reasonable suspicion testing of all other employees.

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#### Legal References

1. Omnibus Transportation Employee Testing Act of 1991, 49 USCA § 5331
2. 49 CFR § 382.601

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#### Cross References

Alcohol & Drugs in the Workplace 1.804

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in April</b>	<b>Descriptor Term:  Ethics</b>	Descriptor Code: <b>5.611</b>	Issued Date: <b>05/25/23</b>
		Rescinds: <b>5.611</b>	Issued: <b>05/24/18</b>

1 An effective educational program requires ~~the services of men and women of~~ **the staff to have**  
 2 integrity, high ideals, and human understanding. To maintain and promote these essentials, all  
 3 employees are expected to maintain high standards in their school relationships.<sup>1</sup> These standards  
 4 include the following:

- 5       1. The maintenance of just and courteous professional relationships with students, parents, staff  
 6       members, and others;
- 7       2. The maintenance of their own efficiency and knowledge of the developments in their fields of  
 8       work;
- 9       3. The transaction of all official business with the properly designated authorities of the school  
 10       system;
- 11       4. The establishment of friendly and intelligent cooperation between the community and the  
 12       school system;
- 13       5. The representation of the school system on all occasions that the contributions of the school  
 14       system to the community are recognized;
- 15       6. The welfare of children as the first concern of the school system when placing professional  
 16       personnel. The use of pressure on school officials for appointments or transfers is unethical;
- 17       7. Restraint from using school contacts and privileges to promote partisan politics, sectarian  
 18       religious views, or selfish propaganda of any kind;
- 19       8. The responsibility to make any criticism of other staff members or of the school system directly  
 20       to the particular school administrator who has the administrative responsibility for improving  
 21       the situation and then to the Director of Schools, if necessary;
- 22       9. The proper use and protection of all school properties, equipment, and materials; and
- 23       10. Employees shall not use email, school email, or other school communication system to  
 24       distribute harassing, defaming, or otherwise damaging material regarding any school Board  
 25       member or its employees.

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Legal References

1. TCA 49-5-501(3)(D); TCA 49-5-1003, 1004

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Cross References

Staff-Student Relations 5.610

# Cumberland County Board of Education

Monitoring: <b>Date Last Reviewed: 04/08/04</b>	Descriptor Term: <b>Interim Employees</b>	Descriptor Code: <b>5.700</b>	Issued Date: <b>05/25/23</b>
		Rescinds: <b>5.700</b>	Issued: <b>05/23/13</b>

1 Employees shall be hired on an interim contract ~~only~~ when a vacancy is created by an employee taking  
2 a leave of absence as set forth in <sup>1</sup>TCA 49-5-702, [or for a vacancy arising mid-year or later](#). Such interim  
3 employees shall be considered as temporary replacements for the remainder of the school year and the  
4 contract term will not be considered as initial employment.

5 Said positions will be filled at the discretion of the Director of Schools in such a manner as to cause the  
6 least disruption in the educational process for students and as quickly as possible to ensure a continuous  
7 function of the position.

8 Persons filling any temporary positions shall have no expectancy of continued employment under TCA  
9 49-5-409 or any other, but such person shall be considered for employment in filling vacancies as  
10 specified in the section dealing with initial employment.

11  
12  
13 Legal References

- 14 [1. TCA 49-5-702](#)

# Cumberland County Board of Education

Monitoring: <b>Date Last Reviewed: 04/08/04</b>	Descriptor Term: <b>Director of Schools</b>	Descriptor Code: <b>5.800</b>	Issued Date: <b>05/25/23</b>
		Rescinds: <b>5.119</b>	Issued: <b>10/08/02</b>

1 The Director of Schools shall be the Chief Executive Officer of the school system and shall have, under  
2 the direction of the Board, general supervision of all the public schools, personnel, and departments of  
3 the school system. The Director of Schools is responsible for the management of the schools under the  
4 Board's policies and is accountable to the Board.

5 The Director of Schools, at ~~his/her~~ **their** discretion, may delegate any of ~~his/her~~ **their** duties to other  
6 school personnel.

Legal Reference:

1. TCA 49-2-301(a)

# 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~~ **may** 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~~ **may** be required for students  
7 in 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~~ **may** 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~~ **may** be required to sign a written consent for random drug  
22 testing prior to participation. All signatures must be witnessed by a designated school official and must  
23 comply with consent requirements as stated on the consent form. A student who participates in  
24 extracurricular activities will not be allowed to participate in any extracurricular activity until the  
25 Random Drug Testing Consent Form is signed. The principal may allow a custodial parent/guardian to  
26 give permission for testing, if after reasonable attempts, the other parent/guardian is verified to be  
27 unavailable to sign the permission form. **If a student who participates in extracurricular activities  
28 refuses to be tested at anytime, he/she will be suspended from extracurricular activities for one  
29 calendar year.**

1 Random tests ~~shall~~ **may** be unannounced. The cost of the random screening shall be the responsibility of  
2 the Board.

### 3 **RANDOM TEST PROCEDURE**

4 Random drug testing ~~will~~ **may** be conducted not less than two (2) times at various intervals during the  
5 calendar year in grades 7-12.

6 Selection of students, who participate in extracurricular activities, for random testing ~~shall~~ **may** be  
7 conducted in the following manner:

8 The student number of each student who participates in extracurricular activities ~~shall~~ **may** be placed in  
9 a "pool" from which a blind draw ~~will~~ **may** be held. The notification of those students who participate in  
10 extracurricular activities, whose numbers were drawn for testing, ~~will~~ **may** 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.

34  
 35 **REASONABLE SUSPICION DRUG TESTING**

36  
 37 Students will be notified in writing at the beginning of each school year or at the time of enrollment that  
 38 they may be subject to testing for drugs and alcohol during the school year. <sup>1</sup> Principals are authorized  
 39 to order drug tests for individual students when there is a reasonable cause to believe that:

- 40 1. The school board policy on alcohol and drug use has been violated;

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- 2. A search of lockers has produced evidence of the presence of drugs and/or alcohol;
- 3. A search of persons and containers has produced evidence of a presence of drug and/or alcohol;
- 4. A search of vehicles has produced evidence of the presence of drugs and/or alcohol; or
- 5. Through observation or other reasonable information reported by a teacher, staff member, or other student that a student is using and/or under the influence of drugs and/or alcohol on school property.

All of the standards of reasonableness contained in TCA 49-6-4213 shall be met.  
Upon receiving reasonable information, the principal shall take the following steps:

- 1. Call the student into the principal’s office or another private place;
- 2. Summon an appropriate qualified witness, which will consist of a school employee, either male or female, to the proceeding and to witness and assist in furtherance of the proceeding;
- 3. Inform the student of the substance of the information available to him/her which is the basis for the determination that a test is necessary;
- 4. Inform the student of the procedures which shall be followed in administering the test;
- 5. Give the student an opportunity to decline the test and inform the student that if the test is not taken, the disciplinary action taken shall be suspension from school and a hearing before the disciplinary hearing authority;
- 6. Notify the parent/guardian of the student of the impending test.

Legal References  
TCA 49-6-4213

# 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 [which includes the budget requirements for each facility.](#)

5 The following are the responsibilities of the maintenance supervisor:

6  
7 1. Improvement and maintenance of school buildings and grounds;

8  
9 2. Repairs, including repairs of equipment, and painting; and

10  
11 3. Disposal of obsolete equipment;

12 [4. To provide adequate custodial training and programs for building maintenance custodians.](#)

13

14 The following are responsibilities of building principals:

15 1. To implement adequate custodial [schedules and responsibilities](#);

16  
17 2. To oversee the operation of the school plant and require that personnel assigned to the  
18 building keep it in a safe, clean, healthy, and pleasant condition;

19  
20 3. To make continuing checks for hazardous conditions, including safety and operation of  
21 equipment, and prevention of hazardous situations caused by carelessness; and

22  
23 4. To request, on a timely basis, appropriate maintenance and repairs through appropriate  
24 channels.

# Cumberland County Board of Education

Monitoring: Review: Annually, in 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: <h2 style="text-align: center;">Curriculum Development</h2>	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.

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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: <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: <h2 style="text-align: center;">Accelerated and Advanced Credit</h2>	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
  - a. Be aware of student activity during testing;
  - 25 b. Do not read or do other activities that take attention away from students;
  - 26 c. Turn off all electronics, including cell phones, iPads, etc.; and
  - 27 d. Computers should only be used for accessing the test site.  
28
- 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 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 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: <h3 style="text-align: center;">5.300</h3>	Issued Date: <h3 style="text-align: center;">05/25/23</h3>
		Rescinds: <h3 style="text-align: center;">5.300</h3>	Issued: <h3 style="text-align: center;">05/25/17</h3>

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>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

Option A \$4,000 between degrees; \$600 between steps

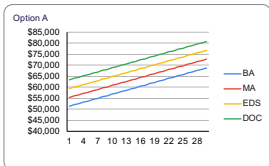
		Bachelor				Master				EDS				Doctorate										
YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Scale Step Change	TOTAL COST PER YEAR BY EMPLOYEES	TOTAL BUDGET AMOUNT	YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Step Change	TOTAL COST PER YEAR BY EMPLOYEES	TOTAL BUDGET AMOUNT	YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	\$ INCREASE	TOTAL COST PER YEAR BY EMPLOYEES	TOTAL BUDGET AMOUNT	
0	2	48,288	51,380	3,092	1,092	102,760	102,760	0	0	54,288	59,380	5,092	4,092	-	-	0	0	57,288	63,380	6,092	6,092	-	-	
1	23	58,888	61,980	3,092	3,092	84,916	1,195,540	4,000	1	4	51,288	55,380	4,092	4,092	18,768	223,920	4,000	1	57,288	63,380	6,092	6,092	-	-
2	14	49,488	52,580	3,092	3,092	51,688	396,060	4,000	2	7	52,488	56,580	4,092	4,092	32,844	396,060	4,000	2	58,488	64,580	6,092	6,092	-	-
3	23	50,088	53,180	3,092	3,092	54,916	1,233,140	4,000	3	7	53,088	57,180	4,092	4,092	32,844	400,260	4,000	3	59,088	65,180	6,092	6,092	-	-
4	15	50,688	53,780	3,092	3,092	55,380	806,700	4,000	4	10	53,688	57,780	4,092	4,092	46,920	573,800	4,000	4	59,688	65,780	6,092	6,092	13,384	131,560
5	11	51,288	54,380	3,092	3,092	40,612	508,180	4,000	5	10	54,288	58,380	4,092	4,092	46,920	583,800	4,000	5	60,492	66,380	6,092	6,092	5,883	-
6	10	51,888	54,980	3,092	3,092	36,920	549,800	4,000	6	4	54,888	58,980	4,092	4,092	18,768	235,920	4,000	6	61,688	66,980	6,483	5,293	-	-
7	7	52,488	55,580	3,092	3,092	25,844	389,060	4,000	7	6	55,488	59,580	4,092	4,092	28,152	357,480	4,000	7	63,292	67,580	5,893	4,287	-	-
8	9	53,088	56,180	3,092	3,092	33,228	505,620	4,000	8	3	56,088	60,180	4,092	4,092	14,076	180,540	4,000	8	64,571	68,180	4,287	3,009	4,887	68,180
9	9	53,688	56,780	3,092	3,092	33,228	511,020	4,000	9	8	56,688	60,780	4,092	4,092	37,536	486,240	4,000	9	66,471	68,780	4,209	2,309	4,209	68,780
10	10	54,288	57,380	3,092	3,092	36,920	573,800	4,000	10	6	57,288	61,380	4,092	4,092	28,152	368,280	4,000	10	67,841	69,380	2,909	1,539	-	-
11	10	54,888	57,980	3,092	3,092	36,920	579,800	4,000	11	6	58,380	61,980	4,092	4,092	36,600	371,880	4,000	11	69,096	69,980	2,139	1,884	-	-
12	12	55,488	58,580	3,092	3,092	44,304	702,960	4,000	12	11	59,029	62,580	4,200	3,551	46,200	688,380	4,000	12	69,483	70,580	2,484	1,097	-	-
13	7	56,088	59,180	3,092	3,092	25,844	414,260	4,000	13	8	59,088	63,180	4,151	4,092	24,906	379,080	4,000	13	69,776	71,180	1,697	1,404	-	-
14	9	56,688	59,780	3,092	3,092	33,228	538,020	4,000	14	12	59,688	63,780	4,092	4,092	56,304	765,360	4,000	14	71,208	71,780	2,004	572	-	-
15	8	57,288	60,380	3,092	3,092	29,536	483,040	4,000	15	8	60,288	64,380	4,092	4,092	37,536	515,400	4,000	15	72,454	72,380	1,172	926	2,344	144,760
16	10	57,888	60,980	3,092	3,092	36,920	609,800	4,000	16	8	60,888	64,980	4,092	4,092	37,536	519,840	4,000	16	72,928	72,980	1,526	52	1,526	72,980
17	6	58,488	61,580	3,092	3,092	22,152	369,480	4,000	17	8	61,488	65,580	4,092	4,092	37,536	524,640	4,000	17	72,941	73,580	652	652	73,580	73,580
18	7	59,088	62,180	3,092	3,092	25,844	415,260	4,000	18	3	62,088	66,180	4,092	4,092	14,076	195,540	4,000	18	74,199	74,180	1,239	1,181	-	-
19	12	59,688	62,780	3,092	3,092	44,304	753,360	4,000	19	15	62,688	66,780	4,092	4,092	70,380	1,001,700	4,000	19	74,211	74,780	588	569	-	-
20	9	60,288	63,380	3,092	3,092	33,228	570,420	4,000	20	10	63,288	67,380	4,092	4,092	46,920	673,800	4,000	20	75,259	75,380	1,169	1,149	-	-
21	7	60,888	63,980	3,092	3,092	25,844	447,860	4,000	21	6	63,888	67,980	4,092	4,092	28,152	407,880	4,000	21	75,992	75,980	451	88	-	-
22	1	61,488	64,580	3,092	3,092	25,844	454,500	4,000	22	13	64,488	68,580	4,092	4,092	60,906	891,540	4,000	22	76,256	76,580	685	324	1,376	153,160
23	6	62,088	65,180	3,092	3,092	22,152	391,080	4,000	23	2	65,088	69,180	4,092	4,092	9,384	138,360	4,000	23	76,622	77,180	528	924	77,180	77,180
24	4	62,688	65,780	3,092	3,092	14,768	263,120	4,000	24	10	65,688	69,780	4,092	4,092	46,920	697,800	4,000	24	76,991	77,780	1,158	789	1,158	77,780
25	2	63,288	66,380	3,092	3,092	7,384	132,760	4,000	25	9	66,288	70,380	4,092	4,092	42,228	633,420	4,000	25	77,361	78,380	1,389	1,019	-	-
26	1	63,888	66,980	3,092	3,092	3,680	66,980	4,000	26	5	66,888	70,980	4,092	4,092	23,460	354,900	4,000	26	77,961	78,980	1,619	1,019	-	-
27	4	64,488	67,580	3,092	3,092	14,768	270,320	4,000	27	3	67,488	71,580	4,092	4,092	37,536	572,640	4,000	27	78,561	79,580	1,619	1,019	1,619	79,580
28	3	65,088	68,180	3,092	3,092	11,076	204,540	4,000	28	3	68,088	72,180	4,092	4,092	14,076	216,540	4,000	28	79,161	80,180	1,619	1,019	2,328	160,360
29	23	65,688	68,780	3,092	3,092	84,916	1,581,940	4,000	29	31	68,688	72,780	4,092	4,092	145,524	2,256,180	4,000	29	79,761	80,780	1,619	1,019	8,095	403,900

270

\$1,004,224 \$16,071,320

Total Budget Option A: \$ 36,918,120

No wage restraints.



239

\$1,112,230 \$15,617,820

51

##### \$3,712,180

20

\$ 43,412 ##### \$ 36,918,120

Option B \$4,000 between degrees; \$600 between steps  
Setting year 11 at \$61,380 over Option A

		Bachelor				Master				EDS				Doctorate										
YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Scale Step Change	TOTAL COST PER YEAR BY EMPLOYEES	TOTAL BUDGET AMOUNT	YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Step Change	TOTAL COST PER YEAR BY EMPLOYEES	TOTAL BUDGET AMOUNT	YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	\$ INCREASE	TOTAL COST PER YEAR BY EMPLOYEES	TOTAL BUDGET AMOUNT	
0	2	48,288	50,790	2,492	2,492	101,560	101,560	4,000	0	0	51,288	54,790	3,492	3,492	-	-	0	0	57,288	62,790	5,492	5,492	-	-
1	23	48,888	51,380	3,092	2,492	71,116	1,181,740	4,000	1	4	51,888	55,380	4,092	3,492	16,368	231,520	4,000	1	57,888	63,380	6,092	5,492	-	-
2	14	49,488	51,980	3,092	2,492	43,288	372,720	4,000	2	7	52,488	55,980	4,092	3,492	28,644	391,860	4,000	2	58,488	63,980	6,092	5,492	-	-
3	23	50,088	52,580	3,092	2,492	71,116	1,209,340	4,000	3	7	53,088	56,580	4,092	3,492	28,644	396,060	4,000	3	59,088	64,580	6,092	5,492	-	-
4	15	50,688	53,180	3,092	2,492	46,380	797,700	4,000	4	10	53,688	57,180	4,092	3,492	40,920	571,800	4,000	4	59,688	65,180	6,092	5,492	61,180	61,180
5	11	51,288	53,780	3,092	2,492	34,012	491,580	4,000	5	10	54,288	57,780	4,092	3,492	40,920	577,800	4,000	5	60,492	65,780	6,092	5,283	-	-
6	10	51,888	54,380	3,092	2,492	30,920	543,800	4,000	6	4	54,888	58,380	4,092	3,492	16,368	233,520	4,000	6	61,688	66,380	5,883	4,693	-	-
7	7	52,488	54,980	3,092	2,492	21,644	384,860	4,000	7	6	55,488	58,980	4,092	3,492	24,552	355,380	4,000	7	63,292	66,980	5,293	3,687	-	-
8	9	53,088	55,580	3,092	2,492	27,828	500,220	4,000	8	3	56,088	59,580	4,092	3,492	12,276	178,740	4,000	8	64,571	67,580	4,287	3,009	4,287	67,580
9	9	53,688	56,180	3,092	2,492	27,828	505,620	4,000	9	8	56,688	60,180	4,092	3,492	32,736	481,440	4,000	9	66,471	68,180	3,609	1,709	3,609	68,180
10	10	54,288	56,780	3,092	2,492	30,920	567,800	4,000	10	11	57,288	60,780	4,092	3,492	24,552	364,680	4,000	10	67,841	68,780	2,309	939	-	-
11	10	54,888	57,380	3,092	2,492	30,920	573,800	4,000	11	6	57,888	61,380	4,092	3,492	24,552	368,280	4,000	11	69,096	69,380	1,539	1,284	-	-
12	12	55,488	57,980	3,092	2,492	37,104	695,760	4,000	12	11	58,380	61,980	4,092	3,492	45,012	681,780	4,000	12	69,483	69,980	1,884	497	-	-
13	7	56,088	58,580	3,092	2,492	21,644	410,060	4,000	13	6	59,029	62,580	4,200	3,551	25,200	375,480	4,000	13	71,419	71,780	2,106	2,379	66,580	66,580
14	9	56,688	59,180	3,092	2,492	27,828	512,620	4,000	14	12	59,688	63,180	4,151	3,492	49,812	728,160	4,000	14	72,454	72,380	1,404	281	-	-
15	8	5																						

**Option C \$1,500 per year raise except where state requirements required more. Doctorate is \$600 per year.**

**This option sets year 10 at \$61,389.**

Bachelor						
YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Scale Step Change	TOTAL BUDGET AMOUNT
0	2	48,288	50,500		2,212	4,424
1	23	48,888	50,700	2,412	1,812	55,476
2	14	49,488	50,900	2,012	1,412	28,168
3	23	50,088	51,000	1,512	912	34,776
4	15	50,688	51,588	1,500	900	22,500
5	11	51,288	52,188	1,500	900	16,500
6	10	51,888	53,370	2,082	1,482	20,820
7	52,488	53,388	1,500	900	10,500	373,716
8	9	53,088	53,988	1,500	900	13,500
9	9	53,688	54,588	1,500	900	13,500
10	10	54,288	55,900	3,212	2,812	32,120
11	12	55,488	57,000	2,312	1,912	27,744
12	12	55,888	57,400	1,912	1,312	23,840
13	12	56,088	57,400	1,912	1,312	23,840
14	9	56,688	57,588	1,500	900	13,500
15	8	57,288	58,188	1,500	900	12,000
16	10	57,888	58,788	1,500	900	15,000
17	6	58,488	59,388	1,500	900	9,000
18	7	59,088	59,988	1,500	900	10,500
19	12	59,688	60,588	1,500	900	18,000
20	9	60,288	61,188	1,500	900	13,500
21	7	60,888	61,788	1,500	900	10,500
22	11	61,488	62,388	1,500	900	15,000
23	6	62,088	62,988	1,500	900	9,000
24	4	62,688	63,588	1,500	900	6,000
25	2	63,288	64,188	1,500	900	3,000
26	1	63,888	64,788	1,500	900	1,500
27	4	64,488	65,388	1,500	900	6,000
28	3	65,088	65,988	1,500	900	4,500
29	23	65,688	66,588	1,500	900	34,500

Master						
YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Step Change	TOTAL BUDGET AMOUNT
0	0	51,288	53,605		2,317	0
1	4	51,888	53,800	2,512	1,912	10,048
2	7	52,488	54,000	2,112	1,512	14,736
3	3	53,088	54,200	1,712	1,112	11,984
4	10	53,688	54,588	1,500	900	15,000
5	4	54,288	55,188	1,500	900	15,000
6	4	54,888	57,365	3,077	2,477	12,308
7	6	55,488	57,588	2,500	1,900	15,000
8	3	56,088	57,500	2,012	1,412	6,036
9	8	56,688	57,588	1,500	900	12,000
10	6	57,288	61,980	4,992	4,092	28,152
11	6	58,380	61,500	4,212	3,120	25,272
12	11	59,029	61,700	3,220	2,671	36,520
13	6	59,088	61,900	2,812	2,126	37,140
14	12	59,688	62,000	2,912	2,312	34,844
15	8	60,288	62,200	2,512	1,912	20,096
16	8	60,888	61,788	1,500	900	12,000
17	8	61,488	62,388	1,500	900	12,000
18	3	62,088	62,988	1,500	900	4,500
19	15	62,688	63,588	1,500	900	22,500
20	10	63,288	64,188	1,500	900	15,000
21	6	63,888	64,788	1,500	900	9,000
22	13	64,488	65,388	1,500	900	19,500
23	2	65,088	65,988	1,500	900	3,000
24	10	65,688	66,588	1,500	900	15,000
25	9	66,288	67,188	1,500	900	13,500
26	5	66,888	67,788	1,500	900	7,500
27	8	67,488	68,388	1,500	900	12,000
28	3	68,088	68,988	1,500	900	4,500
29	31	68,688	69,588	1,500	900	46,500

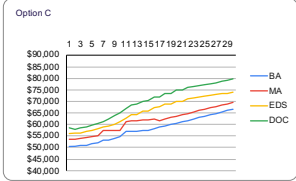
EDS						
YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Step Increase	TOTAL BUDGET AMOUNT
0	0	54,288	56,100		1,812	0
1	0	54,888	56,300	2,012	1,412	0
2	0	55,488	56,388	1,500	900	0
3	0	56,088	56,988	1,500	900	0
4	1	56,688	57,588	1,500	900	1,500
5	0	57,288	58,188	1,500	900	0
6	1	57,888	58,788	1,500	900	1,500
7	0	58,488	59,388	1,500	900	0
8	0	59,088	59,988	1,500	900	0
9	1	61,399	61,778	1,500	-221	1,500
10	1	62,663	62,899	1,500	236	1,500
11	1	62,917	64,163	1,500	1,246	1,500
12	0	64,201	64,417	1,500	216	0
13	1	64,474	65,701	1,500	1,227	1,500
14	2	65,786	65,974	1,500	188	3,000
15	0	66,045	67,286	1,500	1,244	0
16	2	67,401	67,542	1,500	141	3,000
17	2	67,414	68,901	1,500	1,487	3,000
18	2	68,550	68,914	1,500	364	3,000
19	4	68,564	70,050	1,500	1,486	6,000
20	3	69,734	70,084	1,500	350	4,500
21	3	70,067	71,234	1,500	1,167	4,500
22	0	70,403	71,587	1,500	1,164	0
23	0	70,740	71,903	1,500	1,163	0
24	1	71,078	72,240	1,500	1,162	1,500
25	1	71,419	72,578	1,500	1,159	1,500
26	0	71,761	72,919	1,500	1,158	0
27	3	71,838	73,261	1,500	1,423	4,500
28	2	72,488	73,338	1,500	850	3,000
29	29	73,138	73,988	1,500	850	30,000

Doctorate						
YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Scale Step Increase	TOTAL BUDGET AMOUNT
0	0	57,288	58,500		1,212	0
1	0	57,888	57,888	600	0	0
2	0	58,388	58,488	600	0	0
3	0	59,088	59,088	600	0	0
4	2	59,688	59,688	600	0	1,200
5	0	60,497	60,288	600	-209	0
6	0	61,687	61,087	600	-600	0
7	0	63,291	62,297	600	-1,008	0
8	1	64,571	63,893	600	-678	600
9	1	66,471	65,171	600	-1,300	600
10	0	67,841	67,071	600	-770	0
11	0	68,086	68,441	600	345	0
12	0	69,483	68,896	600	-787	0
13	0	69,776	70,083	600	307	0
14	0	71,208	70,376	600	-832	0
15	2	71,544	71,808	600	264	1,200
16	1	72,928	72,054	600	-874	600
17	1	72,941	73,528	600	587	600
18	0	74,198	73,541	600	-657	0
19	0	74,211	74,798	600	587	0
20	0	75,529	74,811	600	-718	0
21	0	75,892	76,129	600	237	0
22	2	76,256	76,492	600	236	1,200
23	1	76,622	76,856	600	234	600
24	1	76,991	77,222	600	231	600
25	0	77,361	77,591	600	230	0
26	0	77,961	77,961	600	0	0
27	1	78,561	78,561	600	0	600
28	2	79,161	79,161	600	0	1,200
29	5	79,761	79,761	600	0	3,000

274 488,532 15,549,444 239 470,870 14,975,960 51 76,500 3,608,110 20 12,000 1,480,388 35,613,920

**Total Budget Option C: 35,613,902**

**No wage restraints.**



**Option D \$1,500 per year raise except where state requirements required more. Doctorate is \$600 per year.**

**This option sets year 11 at \$61,389.**

Bachelor						
YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Scale Step Change	TOTAL BUDGET AMOUNT
0	2	48,288	50,500		2,212	4,424
1	23	48,888	50,700	2,412	1,812	55,476
2	14	49,488	50,900	2,012	1,412	28,168
3	23	50,088	51,000	1,512	912	34,776
4	15	50,688	51,588	1,500	900	22,500
5	11	51,288	52,188	1,500	900	16,500
6	10	51,888	53,370	2,082	1,482	20,820
7	52,488	53,388	1,500	900	10,500	373,716
8	9	53,088	53,988	1,500	900	13,500
9	9	53,688	54,588	1,500	900	13,500
10	10	54,288	55,900	3,212	2,812	32,120
11	12	55,488	57,000	2,112	1,712	25,344
12	12	55,888	57,400	1,712	1,312	23,840
13	7	56,088	57,200	1,112	1,112	11,840
14	9	56,688	57,588	1,500	900	13,500
15	8	57,288	58,188	1,500	900	12,000
16	10	57,888	58,788	1,500	900	15,000
17	6	58,488	59,388	1,500	900	9,000
18	7	59,088	59,988	1,500	900	10,500
19	12	59,688	60,588	1,500	900	18,000
20	9	60,288	61,188	1,500	900	13,500
21	7	60,888	61,788	1,500	900	10,500
22	11	61,488	62,388	1,500	900	15,000
23	6	62,088	62,988	1,500	900	9,000
24	4	62,688	63,588	1,500	900	6,000
25	2	63,288	64,188	1,500	900	3,000
26	1	63,888	64,788	1,500	900	1,500
27	4	64,488	65,388	1,500	900	6,000
28	3	65,088	65,988	1,500	900	4,500
29	23	65,688	66,588	1,500	900	34,500

Master						
YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Step Change	TOTAL BUDGET AMOUNT
0	0	51,288	53,605		2,317	0
1	4	51,888	53,800	2,512	1,912	10,048
2	7	52,488	54,000	2,112	1,512	14,736
3	3	53,088	54,200	1,712	1,112	11,984
4	10	53,688	54,588	1,500	900	15,000
5	4	54,288	55,188	1,500	900	15,000
6	4	54,888	57,365	3,077	2,477	12,308
7	6	55,488	57,588	2,500	1,900	15,000
8	3	56,088	57,500	2,012	1,412	6,036
9	8	56,688	57,588	1,500	900	12,000
10	6	57,288	61,980	4,992	4,092	28,152
11	6	58,380	61,500	4,2		

**Option F** Caps the Maximum raise at \$4000 until the scale catches (3 years for bachelor - 2 for all others). \$725 annual step raise except \$800 on year 6 - \$900 on year 7 - \$3500 between degree level  
 This option sets year 11 at \$51,350

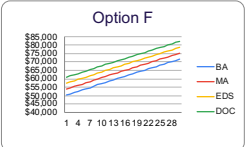
Bachelor							
YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Scale Step Increase	TOTAL BUDGET AMOUNT	
0	2	48,288	50,400	0	2,112	4,224	100,800
1	23	48,888	51,125	2,837	2,237	65,251	1,175,875
2	14	49,488	51,850	2,962	2,362	41,468	725,900
3	23	50,088	52,575	3,087	2,487	71,001	1,209,225
4	15	50,688	53,300	3,212	2,612	48,180	799,500
5	11	51,288	54,025	3,337	2,737	36,707	694,275
6	10	51,888	54,750	3,462	2,862	34,620	547,500
7	7	52,488	55,550	3,662	3,062	25,634	388,850
8	9	53,088	56,450	3,862	3,262	35,658	508,050
9	9	53,688	57,175	4,087	3,487	36,783	514,575
10	10	54,288	57,900	4,212	3,612	42,120	579,000
11	10	54,888	58,625	4,337	3,737	43,370	586,250
12	12	55,488	59,350	4,462	3,862	53,544	712,200
13	7	56,088	60,075	4,587	3,987	32,109	420,525
14	9	56,688	60,800	4,712	4,112	42,408	547,200
15	8	57,288	61,525	4,837	4,237	38,696	492,200
16	10	57,888	62,250	4,962	4,362	49,620	622,500
17	6	58,488	62,975	5,087	4,487	30,522	377,850
18	7	59,088	63,700	5,212	4,612	36,484	445,900
19	12	59,688	64,425	5,337	4,737	64,044	773,100
20	9	60,288	65,150	5,462	4,862	49,158	586,350
21	7	60,888	65,875	5,587	4,987	39,109	461,125
22	1	61,488	66,600	5,712	5,112	66,600	66,600
23	6	62,088	67,325	5,837	5,237	35,022	403,950
24	4	62,688	68,050	5,962	5,362	23,848	272,200
25	2	63,288	68,775	6,087	5,487	12,174	137,550
26	1	63,888	69,500	6,212	5,612	6,212	69,500
27	4	64,488	70,225	6,337	5,737	25,348	280,900
28	3	65,088	70,950	6,462	5,862	19,386	212,850
29	23	65,688	71,675	6,587	5,987	151,501	1,648,525

Master							
YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Step Change	TOTAL BUDGET AMOUNT	
0	0	51,288	53,900	2,612	0	0	
1	4	51,888	54,625	3,337	2,737	13,349	218,500
2	7	52,488	55,350	3,462	2,862	24,234	387,450
3	7	53,088	56,075	3,587	2,987	25,109	392,525
4	10	53,688	56,800	3,712	3,112	37,120	568,000
5	3	54,288	57,525	3,837	3,237	38,070	575,250
6	4	54,888	58,250	3,962	3,362	15,848	233,000
7	6	55,488	59,050	4,162	3,562	24,972	354,300
8	3	56,088	59,850	4,462	3,862	13,386	179,850
9	8	56,688	60,675	4,587	3,987	38,696	485,400
10	6	57,288	61,400	4,712	4,112	28,272	358,400
11	6	58,300	62,125	4,837	3,745	29,022	372,750
12	11	59,029	62,850	4,470	3,821	49,170	691,350
13	6	59,088	63,575	4,546	4,487	27,276	381,450
14	12	59,688	64,300	5,212	4,612	62,544	771,600
15	8	60,288	65,025	5,337	4,737	42,696	520,200
16	8	60,888	65,750	5,462	4,862	43,696	526,000
17	8	61,488	66,475	5,587	4,987	44,696	531,800
18	3	62,088	67,200	5,712	5,112	17,136	201,600
19	16	62,688	67,925	5,837	5,237	67,655	1,018,975
20	10	63,288	68,650	5,962	5,362	59,620	688,500
21	6	63,888	69,375	6,087	5,487	38,522	416,250
22	13	64,488	70,100	6,212	5,612	80,756	911,300
23	2	65,088	70,825	6,337	5,737	12,674	141,650
24	10	65,688	71,550	6,462	5,862	64,620	715,500
25	9	66,288	72,275	6,587	5,987	59,283	650,475
26	5	66,888	73,000	6,712	6,112	33,560	365,000
27	8	67,488	73,725	6,837	6,237	54,696	599,800
28	3	68,088	74,450	6,962	6,362	20,896	223,350
29	31	68,688	75,175	7,087	6,487	219,697	2,330,425

EDS							
YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Step Increase	TOTAL BUDGET AMOUNT	
0	0	54,288	57,400	0	3,112	0	
1	0	54,888	58,125	3,837	3,237	0	
2	0	55,488	58,850	3,962	3,362	0	
3	0	56,088	59,575	4,087	3,487	0	
4	1	56,688	60,300	4,212	3,612	4,212	60300
5	0	57,288	61,025	4,337	3,737	0	
6	1	57,888	61,750	4,462	3,862	4,462	61750
7	0	58,488	62,500	4,662	4,062	0	
8	0	59,088	63,250	4,862	4,262	0	
9	1	61,399	64,175	4,497	2,778	4,497	64175
10	1	62,663	64,900	3,501	2,237	3,501	64900
11	1	62,917	65,625	2,962	2,708	2,962	65625
12	0	64,201	66,350	3,433	2,149	0	
13	1	64,474	67,075	2,874	2,601	2,874	67075
14	2	65,786	67,800	3,326	2,914	6,662	135600
15	0	66,042	68,525	2,739	2,483	0	
16	2	67,401	69,250	3,208	1,849	6,416	138500
17	2	67,414	69,975	2,674	2,561	5,148	139950
18	2	68,550	70,700	3,286	1,950	6,572	141400
19	4	68,564	71,425	2,876	2,861	11,500	285700
20	3	69,714	72,150	3,586	2,416	10,758	216450
21	3	70,067	72,875	3,141	1,808	9,423	218625
22	0	70,403	73,600	3,533	3,197	0	
23	0	70,740	74,325	3,922	3,585	0	
24	1	71,078	75,050	4,310	3,972	4,310	79500
25	1	71,419	75,775	4,697	4,366	4,697	79775
26	0	71,761	76,500	5,081	4,739	0	
27	3	71,836	77,225	5,464	5,387	16,392	231675
28	2	72,488	77,950	6,112	5,462	12,224	158900
29	20	73,138	78,675	6,187	5,537	123,740	1573500

Doctorate							
YEARS OF EXPERIENCE	# OF EMPLOYEES	25-26	26-27	\$Raise	Scale Step Increase	TOTAL BUDGET AMOUNT	
0	0	57,288	60,900	3,612	0	0	
1	0	57,888	61,625	4,337	3,737	0	
2	0	58,488	62,350	4,462	3,862	0	
3	0	59,088	63,075	4,587	3,987	0	
4	2	59,688	63,800	4,712	4,112	9,424	127600
5	0	60,497	64,525	4,837	4,028	0	
6	0	61,687	65,250	4,763	3,963	0	
7	0	63,293	66,050	4,363	2,757	0	
8	1	64,471	66,950	3,657	2,379	3,657	66950
9	1	66,471	67,875	3,104	1,204	3,104	67675
10	0	67,941	68,400	1,929	569	0	
11	0	68,096	69,125	1,284	1,029	0	
12	0	69,483	69,850	1,754	367	0	
13	0	69,776	70,575	1,092	799	0	
14	0	71,308	71,300	1,524	92	0	
15	2	71,454	72,025	817	571	1,634	144050
16	1	72,928	72,750	1,296	-178	1,296	72750
17	1	72,941	73,475	547	534	547	73475
18	0	74,198	74,200	1,259	2	0	
19	0	74,211	74,925	727	714	0	
20	0	75,529	76,650	1,439	1,21	0	
21	0	75,892	76,375	846	483	0	
22	2	76,256	77,100	1,208	844	2,416	154200
23	1	76,022	77,625	1,569	1,203	1,569	77625
24	1	76,991	78,550	1,928	1,659	1,928	78550
25	0	77,361	79,275	2,284	1,914	0	
26	0	77,961	80,000	2,639	2,039	0	
27	1	78,561	80,725	2,764	2,164	2,764	80725
28	2	79,161	81,450	2,889	2,289	5,778	162200
29	5	79,761	82,175	3,014	2,414	15,070	410875

Total Budget Option D Year 1: **36,739,883**  
 No wage restraints.



274

1,199,913 16,280,825

239

1,303,460 15,808,550

51

240,340 3,771,950

20

49,187 1,517,575 37,358,900

**Certified Pay Scale Options  
2026-2027**

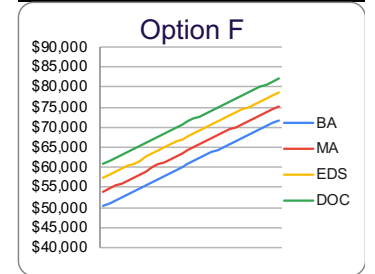
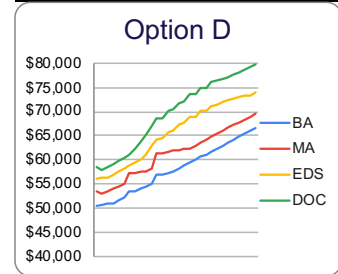
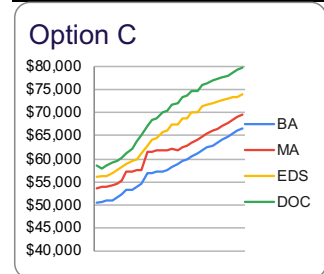
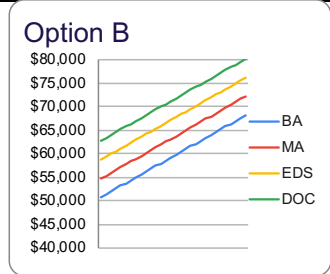
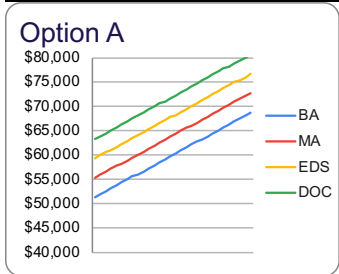
<b>OPTION A</b>	
Bachelor	\$16,071,320
Master	\$15,617,820
EDS	\$3,717,180
Doctorate	\$1,511,800
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	<b>\$36,918,120</b>
<b>Total Increase</b>	
	<b>\$2,325,588</b>
<b>Wage restraints: 0 EDS, 0 DOC</b>	

<b>OPTION B</b>	
Bachelor	\$15,906,920
Master	\$15,474,420
EDS	\$3,686,580
Doctorate	\$1,499,800
	<hr/>
	<b>\$36,567,720</b>
<b>Total Increase</b>	
	<b>\$1,975,188</b>
<b>Wage restraints: 0 EDS, 0 DOC</b>	

<b>OPTION C</b>	
Bachelor	\$15,549,444
Master	\$14,975,960
EDS	\$3,608,110
Doctorate	\$1,480,388
	<hr/>
	<b>\$35,613,902</b>
<b>Total Increase</b>	
	<b>\$1,021,370</b>
<b>Wage restraints: 0 EDS, 0 DOC</b>	

<b>OPTION D</b>	
Bachelor	\$15,527,524
Master	\$14,944,216
EDS	\$3,608,110
Doctorate	\$1,480,388
	<hr/>
	<b>\$35,560,238</b>
<b>Total Increase</b>	
	<b>\$967,706</b>
<b>Wage restraints: 0 EDS, 0 DOC</b>	

<b>OPTION F</b>	
Bachelor	\$16,063,655
Master	\$15,442,661
EDS	\$3,717,416
Doctorate	\$1,516,151
	<hr/>
	<b>\$36,739,883</b>
<b>Total Increase</b>	
	<b>\$2,147,351</b>
<b>Wage restraints: 0 EDS, 0 DOC</b>	



**Option A versus Option B: The only difference is where the state requirement is met for years 11-15. Should the requirement be met at year 10 instead of year 11? Option A places the requirement of \$61,380 at year 10 and Option B places the requirement of \$61,380 at year 11.**

**Same scenario with Option C and Option D. Option C places the requirement of \$61,380 at year 10 and Option D places the requirement of \$61,380 at year 11.**

**Option F Caps the Maximum raise at \$4000 until the scale catches (3 years for bachelor - 2 for all others) \$725 annual step raise except \$800 on year 6 - \$900 on year 7 -**

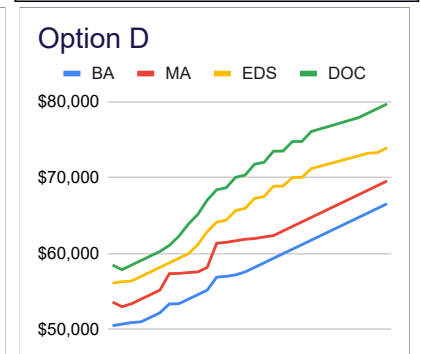
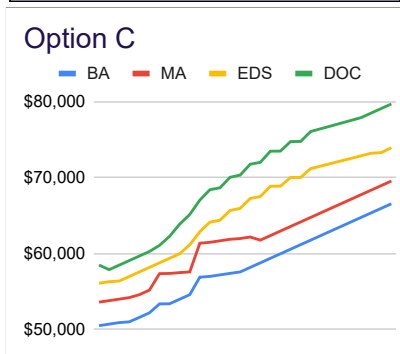
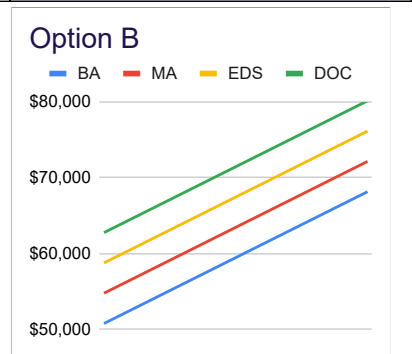
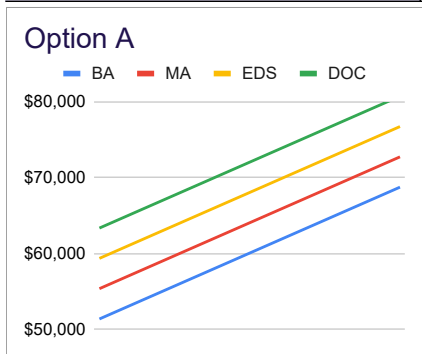
**Certified Pay Scale Options  
2026-2027**

<b>OPTION A</b>	
Bachelor	\$16,071,320
Master	\$15,617,820
EDS	\$3,717,180
Doctorate	\$1,511,800
<hr/>	
	<b>\$36,918,120</b>
<b>Total Increase</b>	
	<b>\$2,334,246</b>
<b>Wage restraints: 0 EDS, 0 DOC</b>	

<b>OPTION B</b>	
Bachelor	\$15,906,920
Master	\$15,474,420
EDS	\$3,686,580
Doctorate	\$1,499,800
<hr/>	
	<b>\$36,567,720</b>
<b>Total Increase</b>	
	<b>\$1,983,846</b>
<b>Wage restraints: 0 EDS, 0 DOC</b>	

<b>OPTION C</b>	
Bachelor	\$15,549,444
Master	\$14,975,960
EDS	\$3,608,110
Doctorate	\$1,480,388
<hr/>	
	<b>\$35,613,902</b>
<b>Total Increase</b>	
	<b>\$1,030,028</b>
<b>Wage restraints: 0 EDS, 0 DOC</b>	

<b>OPTION D</b>	
Bachelor	\$15,527,524
Master	\$14,944,216
EDS	\$3,608,110
Doctorate	\$1,480,388
<hr/>	
	<b>\$35,560,238</b>
<b>Total Increase</b>	
	<b>\$976,364</b>
<b>Wage restraints: 0 EDS, 0 DOC</b>	



**Option A versus Option B: The only difference is where the state requirement is met for years 11-15. Should the requirement be met at year 10 instead of year 11? Option A places the requirement of \$61,380 at year 10 and Option B places the requirement of \$61,380 at year 11.**

**Same scenario with Option C and Option D.**

**Option C places the requirement of \$61,380 at year 10 and Option D places the requirement of \$61,380 at year 11.**

**Proposed Classified Pay Scale 2026-2027**

**CUMBERLAND COUNTY BOARD OF EDUCATION**

**Classified PAY SCALE**

**2026-2027**

Schedule Titles	Custodian, mower	Teachers asst., CCQCP, bus	Sped teacher asst. & alt. sch.	Maintenance-custodian	School secretary	Admin. clerk (secretarial duties)/	Maintenance	Admin. sec. (Recpt., Dept. sec.)	Admin. asst./Dept. sec. with	Executive Assistant, Technician	LPN, mechanic	Licensed HVAC, plumber,	Bus Driver (daily rate)
Sched. Code	1	2	3	4	5	6	7	8	9	10	11	12	13
Rate	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Daily
Year													
0	\$ 12.74	\$ 13.34	\$ 13.93	\$ 13.49	\$ 15.42	\$ 16.31	\$ 15.70	\$ 16.80	\$ 17.90	\$ 19.00	\$ 21.67	\$ 21.76	\$ 83.53
1	\$ 12.99	\$ 13.60	\$ 14.21	\$ 13.75	\$ 15.72	\$ 16.63	\$ 16.00	\$ 17.13	\$ 18.25	\$ 19.38	\$ 22.09	\$ 22.19	\$ 85.20
2	\$ 13.25	\$ 13.86	\$ 14.49	\$ 14.02	\$ 16.03	\$ 16.96	\$ 16.32	\$ 17.47	\$ 18.61	\$ 19.76	\$ 22.53	\$ 22.63	\$ 86.90
3	\$ 13.51	\$ 14.14	\$ 14.77	\$ 14.30	\$ 16.35	\$ 17.29	\$ 16.64	\$ 17.81	\$ 18.98	\$ 20.15	\$ 22.98	\$ 23.08	\$ 88.64
4	\$ 13.77	\$ 14.41	\$ 15.06	\$ 14.58	\$ 16.67	\$ 17.64	\$ 16.97	\$ 18.16	\$ 19.36	\$ 20.55	\$ 23.43	\$ 23.54	\$ 90.40
5	\$ 14.18	\$ 14.84	\$ 15.50	\$ 15.01	\$ 17.16	\$ 18.16	\$ 17.47	\$ 18.70	\$ 19.93	\$ 21.16	\$ 24.13	\$ 24.23	\$ 93.10
6	\$ 14.46	\$ 15.13	\$ 15.81	\$ 15.31	\$ 17.50	\$ 18.52	\$ 17.81	\$ 19.07	\$ 20.32	\$ 21.58	\$ 24.60	\$ 24.71	\$ 94.96
7	\$ 14.75	\$ 15.43	\$ 16.12	\$ 15.61	\$ 17.85	\$ 18.88	\$ 18.17	\$ 19.45	\$ 20.73	\$ 22.00	\$ 25.09	\$ 25.20	\$ 96.85
8	\$ 15.03	\$ 15.74	\$ 16.44	\$ 15.91	\$ 18.20	\$ 19.25	\$ 18.52	\$ 19.83	\$ 21.13	\$ 22.44	\$ 25.59	\$ 25.70	\$ 98.79
9	\$ 15.33	\$ 16.05	\$ 16.76	\$ 16.23	\$ 18.56	\$ 19.63	\$ 18.89	\$ 20.22	\$ 21.55	\$ 22.88	\$ 26.09	\$ 26.21	\$ 100.76
10	\$ 15.78	\$ 16.52	\$ 17.26	\$ 16.71	\$ 19.11	\$ 20.21	\$ 19.45	\$ 20.82	\$ 22.19	\$ 23.56	\$ 26.87	\$ 26.99	\$ 103.77
11	\$ 16.09	\$ 16.84	\$ 17.60	\$ 17.04	\$ 19.48	\$ 20.61	\$ 19.83	\$ 21.23	\$ 22.63	\$ 24.03	\$ 27.40	\$ 27.53	\$ 105.84
12	\$ 16.41	\$ 17.17	\$ 17.94	\$ 17.37	\$ 19.87	\$ 21.02	\$ 20.22	\$ 21.65	\$ 23.08	\$ 24.50	\$ 27.95	\$ 28.07	\$ 107.95
13	\$ 16.73	\$ 17.51	\$ 18.30	\$ 17.71	\$ 20.26	\$ 21.44	\$ 20.62	\$ 22.08	\$ 23.53	\$ 24.99	\$ 28.50	\$ 28.63	\$ 110.11
14	\$ 17.06	\$ 17.86	\$ 18.66	\$ 18.06	\$ 20.66	\$ 21.86	\$ 21.03	\$ 22.52	\$ 24.00	\$ 25.48	\$ 29.06	\$ 29.20	\$ 112.31
15	\$ 17.56	\$ 18.38	\$ 19.21	\$ 18.60	\$ 21.27	\$ 22.51	\$ 21.65	\$ 23.18	\$ 24.71	\$ 26.24	\$ 29.93	\$ 30.06	\$ 115.66
16	\$ 17.91	\$ 18.75	\$ 19.59	\$ 18.96	\$ 21.69	\$ 22.95	\$ 22.08	\$ 23.64	\$ 25.20	\$ 26.76	\$ 30.52	\$ 30.66	\$ 117.97
17	\$ 18.18	\$ 19.02	\$ 19.88	\$ 19.24	\$ 22.01	\$ 23.29	\$ 22.41	\$ 23.99	\$ 25.58	\$ 27.16	\$ 30.98	\$ 31.12	\$ 119.74
18	\$ 18.44	\$ 19.31	\$ 20.18	\$ 19.53	\$ 22.34	\$ 23.64	\$ 22.74	\$ 24.35	\$ 25.96	\$ 27.56	\$ 31.44	\$ 31.58	\$ 121.54
19	\$ 18.71	\$ 19.60	\$ 20.47	\$ 19.82	\$ 22.67	\$ 23.99	\$ 23.08	\$ 24.71	\$ 26.34	\$ 27.97	\$ 31.91	\$ 32.05	\$ 123.35
20	\$ 18.99	\$ 19.88	\$ 20.78	\$ 20.11	\$ 23.01	\$ 24.35	\$ 23.42	\$ 25.08	\$ 26.73	\$ 28.39	\$ 32.38	\$ 32.53	\$ 125.20
21	\$ 19.27	\$ 20.18	\$ 21.09	\$ 20.41	\$ 23.35	\$ 24.71	\$ 23.77	\$ 25.45	\$ 27.13	\$ 28.81	\$ 32.86	\$ 33.01	\$ 127.07
22	\$ 19.56	\$ 20.48	\$ 21.40	\$ 20.71	\$ 23.70	\$ 25.08	\$ 24.12	\$ 25.83	\$ 27.53	\$ 29.24	\$ 33.35	\$ 33.50	\$ 128.97
23	\$ 19.85	\$ 20.78	\$ 21.72	\$ 21.02	\$ 24.05	\$ 25.45	\$ 24.48	\$ 26.21	\$ 27.94	\$ 29.67	\$ 33.85	\$ 34.00	\$ 130.91
24	\$ 20.14	\$ 21.09	\$ 22.04	\$ 21.33	\$ 24.41	\$ 25.83	\$ 24.84	\$ 26.60	\$ 28.36	\$ 30.11	\$ 34.35	\$ 34.51	\$ 132.87
25	\$ 20.44	\$ 21.40	\$ 22.36	\$ 21.65	\$ 24.77	\$ 26.21	\$ 25.21	\$ 27.00	\$ 28.78	\$ 30.56	\$ 34.86	\$ 35.02	\$ 134.86
26	\$ 20.84	\$ 21.83	\$ 22.81	\$ 22.08	\$ 25.26	\$ 26.73	\$ 25.71	\$ 27.53	\$ 29.35	\$ 31.17	\$ 35.56	\$ 35.72	\$ 137.55

\$ .25 step increase

Longevity:

- 16-20      4% of total projected salary
- 21-25      4.5% of total projected salary
- 26 & Up    5% of total projected salary

Proposed Classified Pay Scale 2026-2027

CUMBERLAND COUNTY BOARD OF EDUCATION

Classified PAY SCALE

2026-2027

Schedule Titles	Custodian, mower	Teachers asst., CCQCP, bus	Sped teacher asst. & alt. sch.	Maintenance-custodian	School secretary	Admin. clerk (secretarial duties)/	Maintenance	Admin. sec. (Recpt., Dept. sec.)	Admin. asst./Dept. sec. with	Executive Assistant, Technician	LPN, mechanic	Licensed HVAC, plumber,	Bus Driver (daily rate)
Sched. Code	1	2	3	4	5	6	7	8	9	10	11	12	13
Rate	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Daily
Year													
0	\$ 12.99	\$ 13.59	\$ 14.18	\$ 13.74	\$ 15.67	\$ 16.56	\$ 15.95	\$ 17.05	\$ 18.15	\$ 19.25	\$ 21.92	\$ 22.01	\$ 83.78
1	\$ 13.24	\$ 13.85	\$ 14.46	\$ 14.00	\$ 15.97	\$ 16.88	\$ 16.25	\$ 17.38	\$ 18.50	\$ 19.63	\$ 22.34	\$ 22.44	\$ 85.45
2	\$ 13.50	\$ 14.11	\$ 14.74	\$ 14.27	\$ 16.28	\$ 17.21	\$ 16.57	\$ 17.72	\$ 18.86	\$ 20.01	\$ 22.78	\$ 22.88	\$ 87.15
3	\$ 13.76	\$ 14.39	\$ 15.02	\$ 14.55	\$ 16.60	\$ 17.54	\$ 16.89	\$ 18.06	\$ 19.23	\$ 20.40	\$ 23.23	\$ 23.33	\$ 88.89
4	\$ 14.02	\$ 14.66	\$ 15.31	\$ 14.83	\$ 16.92	\$ 17.89	\$ 17.22	\$ 18.41	\$ 19.61	\$ 20.80	\$ 23.68	\$ 23.79	\$ 90.65
5	\$ 14.43	\$ 15.09	\$ 15.75	\$ 15.26	\$ 17.41	\$ 18.41	\$ 17.72	\$ 18.95	\$ 20.18	\$ 21.41	\$ 24.38	\$ 24.48	\$ 93.35
6	\$ 14.71	\$ 15.38	\$ 16.06	\$ 15.56	\$ 17.75	\$ 18.77	\$ 18.06	\$ 19.32	\$ 20.57	\$ 21.83	\$ 24.85	\$ 24.96	\$ 95.21
7	\$ 15.00	\$ 15.68	\$ 16.37	\$ 15.86	\$ 18.10	\$ 19.13	\$ 18.42	\$ 19.70	\$ 20.98	\$ 22.25	\$ 25.34	\$ 25.45	\$ 97.10
8	\$ 15.28	\$ 15.99	\$ 16.69	\$ 16.16	\$ 18.45	\$ 19.50	\$ 18.77	\$ 20.08	\$ 21.38	\$ 22.69	\$ 25.84	\$ 25.95	\$ 99.04
9	\$ 15.58	\$ 16.30	\$ 17.01	\$ 16.48	\$ 18.81	\$ 19.88	\$ 19.14	\$ 20.47	\$ 21.80	\$ 23.13	\$ 26.34	\$ 26.46	\$ 101.01
10	\$ 16.03	\$ 16.77	\$ 17.51	\$ 16.96	\$ 19.36	\$ 20.46	\$ 19.70	\$ 21.07	\$ 22.44	\$ 23.81	\$ 27.12	\$ 27.24	\$ 104.02
11	\$ 16.34	\$ 17.09	\$ 17.85	\$ 17.29	\$ 19.73	\$ 20.86	\$ 20.08	\$ 21.48	\$ 22.88	\$ 24.28	\$ 27.65	\$ 27.78	\$ 106.09
12	\$ 16.66	\$ 17.42	\$ 18.19	\$ 17.62	\$ 20.12	\$ 21.27	\$ 20.47	\$ 21.90	\$ 23.33	\$ 24.75	\$ 28.20	\$ 28.32	\$ 108.20
13	\$ 16.98	\$ 17.76	\$ 18.55	\$ 17.96	\$ 20.51	\$ 21.69	\$ 20.87	\$ 22.33	\$ 23.78	\$ 25.24	\$ 28.75	\$ 28.88	\$ 110.36
14	\$ 17.31	\$ 18.11	\$ 18.91	\$ 18.31	\$ 20.91	\$ 22.11	\$ 21.28	\$ 22.77	\$ 24.25	\$ 25.73	\$ 29.31	\$ 29.45	\$ 112.56
15	\$ 17.81	\$ 18.63	\$ 19.46	\$ 18.85	\$ 21.52	\$ 22.76	\$ 21.90	\$ 23.43	\$ 24.96	\$ 26.49	\$ 30.18	\$ 30.31	\$ 115.91
16	\$ 18.16	\$ 19.00	\$ 19.84	\$ 19.21	\$ 21.94	\$ 23.20	\$ 22.33	\$ 23.89	\$ 25.45	\$ 27.01	\$ 30.77	\$ 30.91	\$ 118.22
17	\$ 18.43	\$ 19.27	\$ 20.13	\$ 19.49	\$ 22.26	\$ 23.54	\$ 22.66	\$ 24.24	\$ 25.83	\$ 27.41	\$ 31.23	\$ 31.37	\$ 119.99
18	\$ 18.69	\$ 19.56	\$ 20.43	\$ 19.78	\$ 22.59	\$ 23.89	\$ 22.99	\$ 24.60	\$ 26.21	\$ 27.81	\$ 31.69	\$ 31.83	\$ 121.79
19	\$ 18.96	\$ 19.85	\$ 20.72	\$ 20.07	\$ 22.92	\$ 24.24	\$ 23.33	\$ 24.96	\$ 26.59	\$ 28.22	\$ 32.16	\$ 32.30	\$ 123.60
20	\$ 19.24	\$ 20.13	\$ 21.03	\$ 20.36	\$ 23.26	\$ 24.60	\$ 23.67	\$ 25.33	\$ 26.98	\$ 28.64	\$ 32.63	\$ 32.78	\$ 125.45
21	\$ 19.52	\$ 20.43	\$ 21.34	\$ 20.66	\$ 23.60	\$ 24.96	\$ 24.02	\$ 25.70	\$ 27.38	\$ 29.06	\$ 33.11	\$ 33.26	\$ 127.32
22	\$ 19.81	\$ 20.73	\$ 21.65	\$ 20.96	\$ 23.95	\$ 25.33	\$ 24.37	\$ 26.08	\$ 27.78	\$ 29.49	\$ 33.60	\$ 33.75	\$ 129.22
23	\$ 20.10	\$ 21.03	\$ 21.97	\$ 21.27	\$ 24.30	\$ 25.70	\$ 24.73	\$ 26.46	\$ 28.19	\$ 29.92	\$ 34.10	\$ 34.25	\$ 131.16
24	\$ 20.39	\$ 21.34	\$ 22.29	\$ 21.58	\$ 24.66	\$ 26.08	\$ 25.09	\$ 26.85	\$ 28.61	\$ 30.36	\$ 34.60	\$ 34.76	\$ 133.12
25	\$ 20.69	\$ 21.65	\$ 22.61	\$ 21.90	\$ 25.02	\$ 26.46	\$ 25.46	\$ 27.25	\$ 29.03	\$ 30.81	\$ 35.11	\$ 35.27	\$ 135.11
26	\$ 21.09	\$ 22.08	\$ 23.06	\$ 22.33	\$ 25.51	\$ 26.98	\$ 25.96	\$ 27.78	\$ 29.60	\$ 31.42	\$ 35.81	\$ 35.97	\$ 137.80

\$.50 step increase

Longevity:

- 16-20 4% of total projected salary
- 21-25 4.5% of total projected salary
- 26 & Up 5% of total projected salary

**Proposed Classified Pay Scale 2026-2027**

**CUMBERLAND COUNTY BOARD OF EDUCATION**

**Classified PAY SCALE**

**2026-2027**

Schedule Titles	Custodian, mower	Teachers asst., CCQCP, bus	Sped teacher asst. & alt. sch.	Maintenance-custodian	School secretary	Admin. clerk (secretarial duties)/	Maintenance	Admin. sec. (Recpt., Dept. sec.)	Admin. asst./Dept. sec. with	Executive Assistant, Technician	LPN, mechanic	Licensed HVAC, plumber,	Bus Driver (daily rate)
Sched. Code	1	2	3	4	5	6	7	8	9	10	11	12	13
Rate	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Hourly	Daily
Year													
0	\$ 13.49	\$ 14.09	\$ 14.68	\$ 14.24	\$ 16.17	\$ 17.06	\$ 16.45	\$ 17.55	\$ 18.65	\$ 19.75	\$ 22.42	\$ 22.51	\$ 84.28
1	\$ 13.74	\$ 14.35	\$ 14.96	\$ 14.50	\$ 16.47	\$ 17.38	\$ 16.75	\$ 17.88	\$ 19.00	\$ 20.13	\$ 22.84	\$ 22.94	\$ 85.95
2	\$ 14.00	\$ 14.61	\$ 15.24	\$ 14.77	\$ 16.78	\$ 17.71	\$ 17.07	\$ 18.22	\$ 19.36	\$ 20.51	\$ 23.28	\$ 23.38	\$ 87.65
3	\$ 14.26	\$ 14.89	\$ 15.52	\$ 15.05	\$ 17.10	\$ 18.04	\$ 17.39	\$ 18.56	\$ 19.73	\$ 20.90	\$ 23.73	\$ 23.83	\$ 89.39
4	\$ 14.52	\$ 15.16	\$ 15.81	\$ 15.33	\$ 17.42	\$ 18.39	\$ 17.72	\$ 18.91	\$ 20.11	\$ 21.30	\$ 24.18	\$ 24.29	\$ 91.15
5	\$ 14.93	\$ 15.59	\$ 16.25	\$ 15.76	\$ 17.91	\$ 18.91	\$ 18.22	\$ 19.45	\$ 20.68	\$ 21.91	\$ 24.88	\$ 24.98	\$ 93.85
6	\$ 15.21	\$ 15.88	\$ 16.56	\$ 16.06	\$ 18.25	\$ 19.27	\$ 18.56	\$ 19.82	\$ 21.07	\$ 22.33	\$ 25.35	\$ 25.46	\$ 95.71
7	\$ 15.50	\$ 16.18	\$ 16.87	\$ 16.36	\$ 18.60	\$ 19.63	\$ 18.92	\$ 20.20	\$ 21.48	\$ 22.75	\$ 25.84	\$ 25.95	\$ 97.60
8	\$ 15.78	\$ 16.49	\$ 17.19	\$ 16.66	\$ 18.95	\$ 20.00	\$ 19.27	\$ 20.58	\$ 21.88	\$ 23.19	\$ 26.34	\$ 26.45	\$ 99.54
9	\$ 16.08	\$ 16.80	\$ 17.51	\$ 16.98	\$ 19.31	\$ 20.38	\$ 19.64	\$ 20.97	\$ 22.30	\$ 23.63	\$ 26.84	\$ 26.96	\$ 101.51
10	\$ 16.53	\$ 17.27	\$ 18.01	\$ 17.46	\$ 19.86	\$ 20.96	\$ 20.20	\$ 21.57	\$ 22.94	\$ 24.31	\$ 27.62	\$ 27.74	\$ 104.52
11	\$ 16.84	\$ 17.59	\$ 18.35	\$ 17.79	\$ 20.23	\$ 21.36	\$ 20.58	\$ 21.98	\$ 23.38	\$ 24.78	\$ 28.15	\$ 28.28	\$ 106.59
12	\$ 17.16	\$ 17.92	\$ 18.69	\$ 18.12	\$ 20.62	\$ 21.77	\$ 20.97	\$ 22.40	\$ 23.83	\$ 25.25	\$ 28.70	\$ 28.82	\$ 108.70
13	\$ 17.48	\$ 18.26	\$ 19.05	\$ 18.46	\$ 21.01	\$ 22.19	\$ 21.37	\$ 22.83	\$ 24.28	\$ 25.74	\$ 29.25	\$ 29.38	\$ 110.86
14	\$ 17.81	\$ 18.61	\$ 19.41	\$ 18.81	\$ 21.41	\$ 22.61	\$ 21.78	\$ 23.27	\$ 24.75	\$ 26.23	\$ 29.81	\$ 29.95	\$ 113.06
15	\$ 18.31	\$ 19.13	\$ 19.96	\$ 19.35	\$ 22.02	\$ 23.26	\$ 22.40	\$ 23.93	\$ 25.46	\$ 26.99	\$ 30.68	\$ 30.81	\$ 116.41
16	\$ 18.66	\$ 19.50	\$ 20.34	\$ 19.71	\$ 22.44	\$ 23.70	\$ 22.83	\$ 24.39	\$ 25.95	\$ 27.51	\$ 31.27	\$ 31.41	\$ 118.72
17	\$ 18.93	\$ 19.77	\$ 20.63	\$ 19.99	\$ 22.76	\$ 24.04	\$ 23.16	\$ 24.74	\$ 26.33	\$ 27.91	\$ 31.73	\$ 31.87	\$ 120.49
18	\$ 19.19	\$ 20.06	\$ 20.93	\$ 20.28	\$ 23.09	\$ 24.39	\$ 23.49	\$ 25.10	\$ 26.71	\$ 28.31	\$ 32.19	\$ 32.33	\$ 122.29
19	\$ 19.46	\$ 20.35	\$ 21.22	\$ 20.57	\$ 23.42	\$ 24.74	\$ 23.83	\$ 25.46	\$ 27.09	\$ 28.72	\$ 32.66	\$ 32.80	\$ 124.10
20	\$ 19.74	\$ 20.63	\$ 21.53	\$ 20.86	\$ 23.76	\$ 25.10	\$ 24.17	\$ 25.83	\$ 27.48	\$ 29.14	\$ 33.13	\$ 33.28	\$ 125.95
21	\$ 20.02	\$ 20.93	\$ 21.84	\$ 21.16	\$ 24.10	\$ 25.46	\$ 24.52	\$ 26.20	\$ 27.88	\$ 29.56	\$ 33.61	\$ 33.76	\$ 127.82
22	\$ 20.31	\$ 21.23	\$ 22.15	\$ 21.46	\$ 24.45	\$ 25.83	\$ 24.87	\$ 26.58	\$ 28.28	\$ 29.99	\$ 34.10	\$ 34.25	\$ 129.72
23	\$ 20.60	\$ 21.53	\$ 22.47	\$ 21.77	\$ 24.80	\$ 26.20	\$ 25.23	\$ 26.96	\$ 28.69	\$ 30.42	\$ 34.60	\$ 34.75	\$ 131.66
24	\$ 20.89	\$ 21.84	\$ 22.79	\$ 22.08	\$ 25.16	\$ 26.58	\$ 25.59	\$ 27.35	\$ 29.11	\$ 30.86	\$ 35.10	\$ 35.26	\$ 133.62
25	\$ 21.19	\$ 22.15	\$ 23.11	\$ 22.40	\$ 25.52	\$ 26.96	\$ 25.96	\$ 27.75	\$ 29.53	\$ 31.31	\$ 35.61	\$ 35.77	\$ 135.61
26	\$ 21.59	\$ 22.58	\$ 23.56	\$ 22.83	\$ 26.01	\$ 27.48	\$ 26.46	\$ 28.28	\$ 30.10	\$ 31.92	\$ 36.31	\$ 36.47	\$ 138.30

\$1.00 Step Increase

Longevity:

- 16-20 4% of total projected salary
- 21-25 4.5% of total projected salary
- 26 & Up 5% of total projected salary

**Longevity December 2025**

<b>16-20</b>	<b>3% of total projected salary</b>
<b>21-25</b>	<b>3.5% of total projected salary</b>
<b>26 &amp; Up</b>	<b>4% of total projected salary</b>

**Total \$ 105,443**

**Projected Longevity December  
2025**

<b>16-20</b>	<b>4% of total projected salary</b>
<b>21-25</b>	<b>4.5% of total projected salary</b>
<b>26 &amp; Up</b>	<b>5% of total projected salary</b>

**Total \$ 143,933**

**Total Increase \$ 38,490**

WARREN COUNTY SCHOOLS SALARY SCHEDULE  
**SUPPORT SALARY SCHEDULE**  
 2025-2026

Years Experience	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Vacation, Sick, Personal & Holidays	
0	\$ 21,600	\$ 25,200	\$ 28,800	\$ 32,400	\$ 36,000	\$ 39,600	\$ 43,200	\$ 46,800	\$ 50,400	\$ 60,600	<b>Personal Days</b> - 1 day after one full year of employment, 2 days after 3 years of employment, 3 days after 5 years of employment.  <b>Sick Days</b> - 1 per month. May be accumulated and used toward experience upon retirement. Unused personal days will be added to sick leave at the end of the school year.  <b>Vacation Days- 260 Day Employees Only -1 per month.</b> Only 6 vacation days may be accumulated at the end of December. A maximum of 3 days above the 6 can be rolled to sick leave in January.	
1	\$ 22,000	\$ 25,600	\$ 29,200	\$ 32,800	\$ 36,400	\$ 40,000	\$ 43,600	\$ 47,200	\$ 50,800	\$ 61,000		
2	\$ 22,400	\$ 26,000	\$ 29,600	\$ 33,200	\$ 36,800	\$ 40,400	\$ 44,000	\$ 47,600	\$ 51,200	\$ 61,400		
3	\$ 22,800	\$ 26,400	\$ 30,000	\$ 33,600	\$ 37,200	\$ 40,800	\$ 44,400	\$ 48,000	\$ 51,600	\$ 61,800		
4	\$ 23,200	\$ 26,800	\$ 30,400	\$ 34,000	\$ 37,600	\$ 41,200	\$ 44,800	\$ 48,400	\$ 52,000	\$ 62,200		
5	\$ 23,600	\$ 27,200	\$ 30,800	\$ 34,400	\$ 38,000	\$ 41,600	\$ 45,200	\$ 48,800	\$ 52,400	\$ 62,600		
6	\$ 24,000	\$ 27,600	\$ 31,200	\$ 34,800	\$ 38,400	\$ 42,000	\$ 45,600	\$ 49,200	\$ 52,800	\$ 63,000		
7	\$ 24,400	\$ 28,000	\$ 31,600	\$ 35,200	\$ 38,800	\$ 42,400	\$ 46,000	\$ 49,600	\$ 53,200	\$ 63,400		
8	\$ 24,800	\$ 28,400	\$ 32,000	\$ 35,600	\$ 39,200	\$ 42,800	\$ 46,400	\$ 50,000	\$ 53,600	\$ 63,800		
9	\$ 25,200	\$ 28,800	\$ 32,400	\$ 36,000	\$ 39,600	\$ 43,200	\$ 46,800	\$ 50,400	\$ 54,000	\$ 64,200		
10	\$ 25,600	\$ 29,200	\$ 32,800	\$ 36,400	\$ 40,000	\$ 43,600	\$ 47,200	\$ 50,800	\$ 54,400	\$ 64,600	<b>Paid Holidays</b> 1. Martin Luther King Jr. Day      8. Day After Thanksgiving 2. President's Day 3. Good Friday                              9. Christmas Eve 4. Memorial Day                            10. Christmas Day 5. July 4th                                      11. New Year's Eve 6. Labor Day                                 12. New Year's Day 7. Thanksgiving Day	
11	\$ 26,000	\$ 29,600	\$ 33,200	\$ 36,800	\$ 40,400	\$ 44,000	\$ 47,600	\$ 51,200	\$ 54,800	\$ 65,000		
12	\$ 26,400	\$ 30,000	\$ 33,600	\$ 37,200	\$ 40,800	\$ 44,400	\$ 48,000	\$ 51,600	\$ 55,200	\$ 65,400		
13	\$ 26,800	\$ 30,400	\$ 34,000	\$ 37,600	\$ 41,200	\$ 44,800	\$ 48,400	\$ 52,000	\$ 55,600	\$ 65,800		
14	\$ 27,200	\$ 30,800	\$ 34,400	\$ 38,000	\$ 41,600	\$ 45,200	\$ 48,800	\$ 52,400	\$ 56,000	\$ 66,200		
15	\$ 27,600	\$ 31,200	\$ 34,800	\$ 38,400	\$ 42,000	\$ 45,600	\$ 49,200	\$ 52,800	\$ 56,400	\$ 66,600		
16	\$ 28,000	\$ 31,600	\$ 35,200	\$ 38,800	\$ 42,400	\$ 46,000	\$ 49,600	\$ 53,200	\$ 56,800	\$ 67,000		
17	\$ 28,400	\$ 32,000	\$ 35,600	\$ 39,200	\$ 42,800	\$ 46,400	\$ 50,000	\$ 53,600	\$ 57,200	\$ 67,400		
18	\$ 28,800	\$ 32,400	\$ 36,000	\$ 39,600	\$ 43,200	\$ 46,800	\$ 50,400	\$ 54,000	\$ 57,600	\$ 67,800		
19	\$ 29,200	\$ 32,800	\$ 36,400	\$ 40,000	\$ 43,600	\$ 47,200	\$ 50,800	\$ 54,400	\$ 58,000	\$ 68,200		
20	\$ 29,600	\$ 33,200	\$ 36,800	\$ 40,400	\$ 44,000	\$ 47,600	\$ 51,200	\$ 54,800	\$ 58,400	\$ 68,600		
21	\$ 30,000	\$ 33,600	\$ 37,200	\$ 40,800	\$ 44,400	\$ 48,000	\$ 51,600	\$ 55,200	\$ 58,800	\$ 69,000		
22	\$ 30,400	\$ 34,000	\$ 37,600	\$ 41,200	\$ 44,800	\$ 48,400	\$ 52,000	\$ 55,600	\$ 59,200	\$ 69,400		
23	\$ 30,800	\$ 34,400	\$ 38,000	\$ 41,600	\$ 45,200	\$ 48,800	\$ 52,400	\$ 56,000	\$ 59,600	\$ 69,800		
24	\$ 31,200	\$ 34,800	\$ 38,400	\$ 42,000	\$ 45,600	\$ 49,200	\$ 52,800	\$ 56,400	\$ 60,000	\$ 70,200	<b>Experience</b>  Experience is ONLY with Warren Co. School System. Years of experience are counted as of first day started to work in a regular position!	
25	\$ 31,600	\$ 35,200	\$ 38,800	\$ 42,400	\$ 46,000	\$ 49,600	\$ 53,200	\$ 56,800	\$ 60,400	\$ 70,600		
26	\$ 32,000	\$ 35,600	\$ 39,200	\$ 42,800	\$ 46,400	\$ 50,000	\$ 53,600	\$ 57,200	\$ 60,800	\$ 71,000		
27	\$ 32,400	\$ 36,000	\$ 39,600	\$ 43,200	\$ 46,800	\$ 50,400	\$ 54,000	\$ 57,600	\$ 61,200	\$ 71,400		
28	\$ 32,800	\$ 36,400	\$ 40,000	\$ 43,600	\$ 47,200	\$ 50,800	\$ 54,400	\$ 58,000	\$ 61,600	\$ 71,800		
29	\$ 33,200	\$ 36,800	\$ 40,400	\$ 44,000	\$ 47,600	\$ 51,200	\$ 54,800	\$ 58,400	\$ 62,000	\$ 72,200		
30	\$ 33,600	\$ 37,200	\$ 40,800	\$ 44,400	\$ 48,000	\$ 51,600	\$ 55,200	\$ 58,800	\$ 62,400	\$ 72,600		
31+	\$ 34,000	\$ 37,600	\$ 41,200	\$ 44,800	\$ 48,400	\$ 52,000	\$ 55,600	\$ 59,200	\$ 62,800	\$ 73,000		
S1	Educational Assistants 200, Administrative Assistant 200, Guard Shack 200											Hourly Employees \$10.00 Substitute Daily Rate - \$95.00 Certified Substitute Daily Rate - \$110.00
S2	CDC Educational Assistants 200, Administrative Assistant 220, Attendance Secretary 220, Data Specialist 200, CO Receptionist 260, ESL Translator 200											
S3	Bookkeeper 220, Admin Assistant 240, ESL Translator 220, Teacher Center Clerk 260											
S4	Attendance Secretary 260, Admin Assistant 260											
S5	Bookkeeper 260, Teacher Center Director, Technology Assistant 1											
S6	Educational Diagnostician, Occupational Therapy Assistant, WCS TV Lead, Technology Assistant 2											
S7	Compliance Assistant 1											
S8	Compliance Assistant 2, Technology Lead											
S9	Compliance Assistant 3, Board Secretary, Nutrition Director 240											
S10	Compliance Manager											

Any leave without pay day must be deducted from years of experience - this applies to all employees. You will not earn the step raise if you reach five unpaid leave days during the school year. Unless employee is terminated all accumulated leave days will be paid out as determined by the employee's hire date.

**MAINTENANCE**  
**2025-2026**

YEARS EXPERIENCE	M1	M2	M3	M4	M5	Vacation, Sick, Personal & Holidays												
Beginning	\$ 32,400	\$ 37,500	\$ 40,600	\$ 42,700	\$ 49,900	<p><b>Personal Days</b> - 1 day afer one full year of employment, 2 days after 3 years of employment, 3 days after 5 years of employment.</p> <p><b>Sick Days</b> - 1 per month. May be accumulated and used toward experience upon retirement. Unused personal days will be added to sick leave at the end of the school year.</p> <p><b>Vacation Days- 260 Day Employees Only</b> -1 per month. Only 6 vacation days may be accumulated at the end of December. A maximum of 3 days above the 6 can be rolled to sick leave in January.</p> <p style="text-align: center;"><b>Paid Holidays</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Martin Luther King Jr. Day</td> <td style="width: 50%;">7. Thanksgiving Day</td> </tr> <tr> <td>2. President's Day</td> <td>8. Day After Thanksgiving</td> </tr> <tr> <td>3. Good Friday</td> <td>9. Christmas Eve</td> </tr> <tr> <td>4. Memorial Day</td> <td>10. Christmas Day</td> </tr> <tr> <td>5. July 4th</td> <td>11. New Year's Eve</td> </tr> <tr> <td>6. Labor Day</td> <td>12. New Year's Day</td> </tr> </table> <p style="text-align: center;"><b>Experience</b></p> <p>Experience is ONLY with Warren Co. School System. Years of experience are counted as of first day started to work in a regular position!</p>	1. Martin Luther King Jr. Day	7. Thanksgiving Day	2. President's Day	8. Day After Thanksgiving	3. Good Friday	9. Christmas Eve	4. Memorial Day	10. Christmas Day	5. July 4th	11. New Year's Eve	6. Labor Day	12. New Year's Day
1. Martin Luther King Jr. Day	7. Thanksgiving Day																	
2. President's Day	8. Day After Thanksgiving																	
3. Good Friday	9. Christmas Eve																	
4. Memorial Day	10. Christmas Day																	
5. July 4th	11. New Year's Eve																	
6. Labor Day	12. New Year's Day																	
1	\$ 32,800	\$ 37,900	\$ 41,000	\$ 43,100	\$ 50,300													
2	\$ 33,200	\$ 38,300	\$ 41,400	\$ 43,500	\$ 50,700													
3	\$ 33,600	\$ 38,700	\$ 41,800	\$ 43,900	\$ 51,100													
4	\$ 34,000	\$ 39,100	\$ 42,200	\$ 44,300	\$ 51,500													
5	\$ 34,400	\$ 39,500	\$ 42,600	\$ 44,700	\$ 51,900													
6	\$ 34,800	\$ 39,900	\$ 43,000	\$ 45,100	\$ 52,300													
7	\$ 35,200	\$ 40,300	\$ 43,400	\$ 45,500	\$ 52,700													
8	\$ 35,600	\$ 40,700	\$ 43,800	\$ 45,900	\$ 53,100													
9	\$ 36,000	\$ 41,100	\$ 44,200	\$ 46,300	\$ 53,500													
10	\$ 36,400	\$ 41,500	\$ 44,600	\$ 46,700	\$ 53,900													
11	\$ 36,800	\$ 41,900	\$ 45,000	\$ 47,100	\$ 54,300													
12	\$ 37,200	\$ 42,300	\$ 45,400	\$ 47,500	\$ 54,700													
13	\$ 37,600	\$ 42,700	\$ 45,800	\$ 47,900	\$ 55,100													
14	\$ 38,000	\$ 43,100	\$ 46,200	\$ 48,300	\$ 55,500													
15	\$ 38,400	\$ 43,500	\$ 46,600	\$ 48,700	\$ 55,900													
16	\$ 38,800	\$ 43,900	\$ 47,000	\$ 49,100	\$ 56,300													
17	\$ 39,200	\$ 44,300	\$ 47,400	\$ 49,500	\$ 56,700													
18	\$ 39,600	\$ 44,700	\$ 47,800	\$ 49,900	\$ 57,100													
19	\$ 40,000	\$ 45,100	\$ 48,200	\$ 50,300	\$ 57,500													
20	\$ 40,400	\$ 45,500	\$ 48,600	\$ 50,700	\$ 57,900													
21	\$ 40,800	\$ 45,900	\$ 49,000	\$ 51,100	\$ 58,300													
22	\$ 41,200	\$ 46,300	\$ 49,400	\$ 51,500	\$ 58,700													
23	\$ 41,600	\$ 46,700	\$ 49,800	\$ 51,900	\$ 59,100													
24	\$ 42,000	\$ 47,100	\$ 50,200	\$ 52,300	\$ 59,500													
25	\$ 42,400	\$ 47,500	\$ 50,600	\$ 52,700	\$ 59,900													
26	\$ 42,800	\$ 47,900	\$ 51,000	\$ 53,100	\$ 60,300													
27	\$ 43,200	\$ 48,300	\$ 51,400	\$ 53,500	\$ 60,700													
28	\$ 43,600	\$ 48,700	\$ 51,800	\$ 53,900	\$ 61,100													
29	\$ 44,000	\$ 49,100	\$ 52,200	\$ 54,300	\$ 61,500													
30	\$ 44,400	\$ 49,500	\$ 52,600	\$ 54,700	\$ 61,900													
31 +	\$ 44,800	\$ 49,900	\$ 53,000	\$ 55,100	\$ 62,300													

<b>M1</b>	General Maintenance
<b>M2</b>	Skilled Maintenance
<b>M3</b>	Licensed Maintenance
<b>M4</b>	Maintenance Foreman
<b>M5</b>	Maintenance Director

Any leave without pay day must be deducted from years of experience - this applies to all employees. You will not earn the step raise if you reach five unpaid leave days during the school year. Unless employee is terminated all accumulated leave days will be paid out as determined by the employee's hire date.

**CUSTODIANS**  
2025-2026

YEARS EXPERIENCE	C1	C2	C3	C4	C5	YEARS EXPERIENCE	C1	C2	C3	C4	C5	Vacation, Sick, Personal & Holidays
0	\$ 25,200	\$ 27,250	\$ 29,300	\$ 31,350	\$ 34,450	0	\$ 12.12	\$ 13.10	\$ 14.09	\$ 15.07	\$ 16.56	<b>Personal Days</b> - 1 day after one full year of employment. 2 days after 3 years of employment, 3 days after 5 years of employment.  <b>Sick Days</b> - 1 per month. May be accumulated and used toward experience upon retirement. Unused personal days will be added to sick leave at the end of the school year.
1	\$ 25,600	\$ 27,650	\$ 29,700	\$ 31,750	\$ 34,850	1	\$ 12.31	\$ 13.29	\$ 14.28	\$ 15.26	\$ 16.75	
2	\$ 26,000	\$ 28,050	\$ 30,100	\$ 32,150	\$ 35,250	2	\$ 12.50	\$ 13.49	\$ 14.47	\$ 15.46	\$ 16.95	
3	\$ 26,400	\$ 28,450	\$ 30,500	\$ 32,550	\$ 35,650	3	\$ 12.69	\$ 13.68	\$ 14.66	\$ 15.65	\$ 17.14	
4	\$ 26,800	\$ 28,850	\$ 30,900	\$ 32,950	\$ 36,050	4	\$ 12.88	\$ 13.87	\$ 14.86	\$ 15.84	\$ 17.33	
5	\$ 27,200	\$ 29,250	\$ 31,300	\$ 33,350	\$ 36,450	5	\$ 13.08	\$ 14.06	\$ 15.05	\$ 16.03	\$ 17.52	
6	\$ 27,600	\$ 29,650	\$ 31,700	\$ 33,750	\$ 36,850	6	\$ 13.27	\$ 14.25	\$ 15.24	\$ 16.23	\$ 17.72	
7	\$ 28,000	\$ 30,050	\$ 32,100	\$ 34,150	\$ 37,250	7	\$ 13.46	\$ 14.45	\$ 15.43	\$ 16.42	\$ 17.91	
8	\$ 28,400	\$ 30,450	\$ 32,500	\$ 34,550	\$ 37,650	8	\$ 13.65	\$ 14.64	\$ 15.63	\$ 16.61	\$ 18.10	
9	\$ 28,800	\$ 30,850	\$ 32,900	\$ 34,950	\$ 38,050	9	\$ 13.85	\$ 14.83	\$ 15.82	\$ 16.80	\$ 18.29	
10	\$ 29,200	\$ 31,250	\$ 33,300	\$ 35,350	\$ 38,450	10	\$ 14.04	\$ 15.02	\$ 16.01	\$ 17.00	\$ 18.49	<b>Vacation Days- 260 Day Employees Only -1 per month.</b> Only 6 vacation days may be accumulated at the end of December. A maximum of 3 days above the 6 can be rolled to sick leave in January.
11	\$ 29,600	\$ 31,650	\$ 33,700	\$ 35,750	\$ 38,850	11	\$ 14.23	\$ 15.22	\$ 16.20	\$ 17.19	\$ 18.68	
12	\$ 30,000	\$ 32,050	\$ 34,100	\$ 36,150	\$ 39,250	12	\$ 14.42	\$ 15.41	\$ 16.39	\$ 17.38	\$ 18.87	
13	\$ 30,400	\$ 32,450	\$ 34,500	\$ 36,550	\$ 39,650	13	\$ 14.62	\$ 15.60	\$ 16.59	\$ 17.57	\$ 19.06	
14	\$ 30,800	\$ 32,850	\$ 34,900	\$ 36,950	\$ 40,050	14	\$ 14.81	\$ 15.79	\$ 16.78	\$ 17.76	\$ 19.25	
15	\$ 31,200	\$ 33,250	\$ 35,300	\$ 37,350	\$ 40,450	15	\$ 15.00	\$ 15.99	\$ 16.97	\$ 17.96	\$ 19.45	<b>Paid Holidays</b> 1. Martin Luther King Jr. Day    8. Day After Thanksgiving 2. President's Day                    9. Christmas Eve 3. Good Friday                         10. Christmas Day 4. Memorial Day                       11. New Year's Eve 5. July 4th                                12. New Year's Day 6. Labor Day 7. Thanksgiving Day
16	\$ 31,600	\$ 33,650	\$ 35,700	\$ 37,750	\$ 40,850	16	\$ 15.19	\$ 16.18	\$ 17.16	\$ 18.15	\$ 19.64	
17	\$ 32,000	\$ 34,050	\$ 36,100	\$ 38,150	\$ 41,250	17	\$ 15.38	\$ 16.37	\$ 17.36	\$ 18.34	\$ 19.83	
18	\$ 32,400	\$ 34,450	\$ 36,500	\$ 38,550	\$ 41,650	18	\$ 15.58	\$ 16.56	\$ 17.55	\$ 18.53	\$ 20.02	
19	\$ 32,800	\$ 34,850	\$ 36,900	\$ 38,950	\$ 42,050	19	\$ 15.77	\$ 16.75	\$ 17.74	\$ 18.73	\$ 20.22	
20	\$ 33,200	\$ 35,250	\$ 37,300	\$ 39,350	\$ 42,450	20	\$ 15.96	\$ 16.95	\$ 17.93	\$ 18.92	\$ 20.41	
21	\$ 33,600	\$ 35,650	\$ 37,700	\$ 39,750	\$ 42,850	21	\$ 16.15	\$ 17.14	\$ 18.13	\$ 19.11	\$ 20.60	
22	\$ 34,000	\$ 36,050	\$ 38,100	\$ 40,150	\$ 43,250	22	\$ 16.35	\$ 17.33	\$ 18.32	\$ 19.30	\$ 20.79	
23	\$ 34,400	\$ 36,450	\$ 38,500	\$ 40,550	\$ 43,650	23	\$ 16.54	\$ 17.52	\$ 18.51	\$ 19.50	\$ 20.99	<b>Experience</b> Experience is ONLY with Warren Co. School System. Years of experience are counted as of first day started to work in a regular position!
24	\$ 34,800	\$ 36,850	\$ 38,900	\$ 40,950	\$ 44,050	24	\$ 16.73	\$ 17.72	\$ 18.70	\$ 19.69	\$ 21.18	
25	\$ 35,200	\$ 37,250	\$ 39,300	\$ 41,350	\$ 44,450	25	\$ 16.92	\$ 17.91	\$ 18.89	\$ 19.88	\$ 21.37	
26	\$ 35,600	\$ 37,650	\$ 39,700	\$ 41,750	\$ 44,850	26	\$ 17.12	\$ 18.10	\$ 19.09	\$ 20.07	\$ 21.56	<b>Additional Pay Rates</b> Part-Time Hourly Rate \$10.00
27	\$ 36,000	\$ 38,050	\$ 40,100	\$ 42,150	\$ 45,250	27	\$ 17.31	\$ 18.29	\$ 19.28	\$ 20.26	\$ 21.75	
28	\$ 36,400	\$ 38,450	\$ 40,500	\$ 42,550	\$ 45,650	28	\$ 17.50	\$ 18.49	\$ 19.47	\$ 20.46	\$ 21.95	
29	\$ 36,800	\$ 38,850	\$ 40,900	\$ 42,950	\$ 46,050	29	\$ 17.69	\$ 18.68	\$ 19.66	\$ 20.65	\$ 22.14	
30	\$ 37,200	\$ 39,250	\$ 41,300	\$ 43,350	\$ 46,450	30	\$ 17.88	\$ 18.87	\$ 19.86	\$ 20.84	\$ 22.33	
31 +	\$ 37,600	\$ 39,650	\$ 41,700	\$ 43,750	\$ 46,850	31 +	\$ 18.08	\$ 19.06	\$ 20.05	\$ 21.03	\$ 22.52	

C1	Level 1 Custodian
C2	Level 2 Custodian
C3	Level 3 Custodian
C4	School Lead Custodian
C5	WCHS Lead Custodian

Any leave without pay day must be deducted from years of experience - this applies to all employees. You will not earn the step raise if you reach five unpaid leave days during the school year. Unless employee is terminated all accumulated leave days will be paid out as determined by the employee's hire date.

WHITE COUNTY BOARD OF EDUCATION  
2025-2026 Hourly -Classified Staff

2% each line for 2025-2026

Final Copy

186 days or 1302 hours	220 days or 1760 hrs	240 days or 1920 hrs or 260/2080 hrs	260 days or 2080 hrs	220-240 days Other	186 days or 1302 hours	186 days or 1302 hrs	260 days or 2080 hrs (12 months)
Educational Asst.	Elementary School	Middle School	High School	Clerical	Licensed	Registered	Executive Asst/Bkbp
Library Assistants	Secretary/Bookk	Bookkeeper	Bookkeeper	Data Clerk	Practical	Nurse	Fund 141 & 142
SPED Assistants	High School Sec.	C.Office clerical		Middle/high	Nurse (LPN)	(RN)	Accts Pay/Payroll
CDC Assistants		Transportation Clerk					

Step 0	\$14.87	\$15.76	\$16.81	\$17.86	\$15.49	\$21.01	\$23.11	\$26.28
Step 1	\$15.16	\$17.86	\$18.91	\$19.96	\$16.54	\$22.50	\$24.64	\$26.82
Step 2	\$15.46	\$18.22	\$19.29	\$20.36	\$16.87	\$22.95	\$25.13	\$27.67
Step 3	\$15.76	\$18.57	\$19.67	\$20.76	\$17.21	\$23.40	\$25.62	\$28.23
Step 4	\$16.08	\$18.94	\$20.05	\$21.17	\$17.54	\$23.86	\$26.13	\$28.80
Step 5	\$16.40	\$19.32	\$20.45	\$21.59	\$17.89	\$24.33	\$26.64	\$29.38
Step 6	\$16.72	\$19.70	\$20.86	\$22.02	\$18.25	\$24.82	\$27.17	\$29.97
Step 7	\$17.05	\$20.08	\$21.27	\$22.45	\$18.60	\$25.31	\$27.70	\$30.58
Step 8	\$17.38	\$20.49	\$21.69	\$22.89	\$18.97	\$25.82	\$28.25	\$31.19
Step 9	\$17.73	\$20.90	\$22.11	\$23.35	\$19.35	\$26.33	\$28.80	\$31.82
Step 10	\$18.08	\$21.31	\$22.55	\$23.81	\$19.73	\$26.86	\$29.38	\$32.47
Step 11	\$18.44	\$21.73	\$23.00	\$24.28	\$20.11	\$27.39	\$29.96	\$33.12
Step 12	\$18.80	\$22.15	\$23.45	\$24.77	\$20.52	\$27.94	\$30.55	\$33.79
Step 13	\$19.17	\$22.60	\$23.91	\$25.26	\$20.93	\$28.49	\$31.16	\$34.48
Step 14	\$19.55	\$23.05	\$24.39	\$25.77	\$21.34	\$29.06	\$31.78	\$35.17
step 15	\$19.93	\$23.50	\$24.87	\$26.28	\$21.76	\$29.64	\$32.42	\$35.87
Step 16	\$20.32	\$23.97	\$25.36	\$26.81	\$22.19	\$30.23	\$33.05	\$36.59
Step 17	\$20.73	\$24.45	\$25.87	\$27.35	\$22.64	\$30.84	\$33.72	\$37.14
Step 18	\$21.15	\$24.94	\$26.39	\$27.90	\$23.10	\$31.46	\$34.40	\$37.70
Step 19	\$21.58	\$25.44	\$26.92	\$28.46	\$23.57	\$32.09	\$35.09	\$38.27
Step 20	\$22.02	\$25.95	\$27.46	\$29.03	\$24.05	\$32.74	\$35.80	\$38.85

Certified Substitute Teacher: \$ 175.00 (regular per day)

All other substitutes not certified: \$ 100.00 per day

WHITE COUNTY BOARD OF EDUCATION  
2025-2026 Hourly - Classified Staff

2.00% each line

	12 mos	240 days	240 days or 1920	260 days	260 days	260 days/2080 hrs	
	or 2080 hs	or 2080 hrs	1920 hours (11 mos)	or 2080 hrs	2080 hrs	Top Level	ISS Aides
	Custodians	Technology	Technology	Custodial Supv	Top Level	Mechanic	
		Support	Support Level II	Maintenace	Maintenace		Middle High school
		Level I	(Trained)	Mechanic			7.5 hrs or 8 hrs per day
				Level I			1395 hrs per yr 1488 hrs per yr

Step 0	\$14.50	\$16.29	\$21.02	\$18.39	\$22.07	\$24.70	\$15.87
Step 1	\$14.71	\$16.61	\$22.60	\$18.91	\$22.60	\$25.22	\$16.18
Step 2	\$15.01	\$16.94	\$23.05	\$19.29	\$23.05	\$25.72	\$16.50
Step 3	\$15.31	\$17.27	\$23.49	\$19.67	\$23.00	\$25.97	\$16.62
Step 4	\$15.61	\$17.61	\$23.95	\$20.06	\$23.95	\$26.74	\$17.16
Step 5	\$15.91	\$17.96	\$24.43	\$20.46	\$24.43	\$27.28	\$17.53
Step 6	\$16.22	\$18.31	\$24.91	\$20.86	\$24.91	\$27.80	\$17.87
Step 7	\$16.54	\$18.67	\$25.41	\$21.27	\$25.41	\$28.35	\$18.23
Step 8	\$16.86	\$19.04	\$25.91	\$21.69	\$25.91	\$28.91	\$18.60
Step 9	\$17.20	\$19.41	\$26.42	\$22.12	\$26.42	\$29.47	\$18.98
Step 10	\$17.54	\$19.80	\$26.95	\$22.56	\$26.95	\$30.07	\$19.36
Step 11	\$17.88	\$20.19	\$27.48	\$23.01	\$27.48	\$30.68	\$19.75
Step 12	\$18.24	\$20.59	\$28.03	\$23.45	\$28.03	\$31.28	\$20.15
Step 13	\$18.60	\$21.00	\$28.59	\$23.91	\$28.59	\$31.90	\$20.56
Step 14	\$18.97	\$21.40	\$29.16	\$24.39	\$29.16	\$32.53	\$20.98
step 15	\$19.34	\$21.82	\$29.74	\$24.87	\$29.74	\$33.17	\$21.40
Step 16	\$19.72	\$22.26	\$30.33	\$25.36	\$30.33	\$33.84	\$21.83
Step 17	\$20.12	\$22.71	\$30.94	\$25.89	\$30.94	\$34.52	\$22.27
Step 18	\$20.53	\$23.17	\$31.56	\$26.39	\$31.56	\$35.21	\$22.72
Step 19	\$20.94	\$23.64	\$32.20	\$26.92	\$32.20	\$35.92	\$23.18
Step 20	\$21.36	\$24.12	\$32.85	\$27.46	\$32.85	\$36.64	\$23.65

**WHITE COUNTY BOARD OF EDUCATION  
Classified Staff 2025-2026**

2% raise 2025-2026

**Transportation: Bus Drivers & Bus Attendants**

**PER DAY WAGE**

CLASSIFICATION	New Hire	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Bus Drivers	\$105.06	\$107.17	\$109.32	\$111.51	\$113.74	\$116.02	\$118.34	\$120.71	\$123.13	\$125.60	\$128.12
Yrs 1-10											
SPED Bus Attendants	\$45.93	\$46.84	\$47.78	\$48.74	\$49.72	\$50.72	\$51.74	\$52.78	\$53.84	\$54.92	\$56.02

CLASSIFICATION	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20
Bus Drivers	\$130.69	\$133.31	\$135.98	\$138.70	\$141.48	\$144.31	\$147.20	\$150.15	\$153.16	\$156.23
Yrs 11-20										
SPED Bus Attendants	\$57.14	\$58.29	\$59.46	\$60.65	\$61.87	\$63.11	\$64.38	\$65.67	\$66.99	\$68.33

**White County School Nutrition Program**  
**Hourly Rate Schedule**

**SY 25/26**

	<b>Position</b>						
	<b>Cafeteria Staff</b>	<b>Assistant Manager 1</b>	<b>Assistant Manager 2</b>	<b>Assistant Manager 3</b>	<b>Manager 1</b>	<b>Manager 2</b>	<b>Manager 3</b>
0	\$14.71	\$15.22	\$15.47	\$15.73	\$16.75	\$17.77	\$18.79
1	\$15.01	\$15.52	\$15.77	\$16.03	\$17.05	\$18.07	\$19.09
2	\$15.31	\$15.82	\$16.07	\$16.33	\$17.35	\$18.37	\$19.39
3	\$15.61	\$16.12	\$16.37	\$16.63	\$17.65	\$18.67	\$19.69
4	\$16.21	\$16.72	\$16.97	\$17.23	\$18.25	\$19.27	\$20.29
5	\$16.51	\$17.02	\$17.27	\$17.53	\$18.55	\$19.57	\$20.59
6	\$16.81	\$17.32	\$17.57	\$17.83	\$18.85	\$19.87	\$20.89
7	\$17.11	\$17.62	\$17.87	\$18.13	\$19.15	\$20.17	\$21.19
8	\$17.71	\$18.22	\$18.47	\$18.73	\$19.75	\$20.77	\$21.79
9	\$18.01	\$18.52	\$18.77	\$19.03	\$20.05	\$21.07	\$22.09
10	\$18.31	\$18.82	\$19.07	\$19.33	\$20.35	\$21.37	\$22.39
11	\$18.61	\$19.12	\$19.37	\$19.63	\$20.65	\$21.67	\$22.69
12	\$19.21	\$19.72	\$19.97	\$20.23	\$21.25	\$22.27	\$23.29
13	\$19.51	\$20.02	\$20.27	\$20.53	\$21.55	\$22.57	\$23.59
14	\$19.81	\$20.32	\$20.57	\$20.83	\$21.85	\$22.87	\$23.89
15	\$20.11	\$20.62	\$20.87	\$21.13	\$22.15	\$23.17	\$24.19
16	\$20.71	\$21.22	\$21.47	\$21.73	\$22.75	\$23.77	\$24.79
17	\$21.01	\$21.52	\$21.77	\$22.03	\$23.05	\$24.07	\$25.09
18	\$21.31	\$21.82	\$22.07	\$22.33	\$23.35	\$24.37	\$25.39
19	\$21.61	\$22.12	\$22.37	\$22.63	\$23.65	\$24.67	\$25.69
20	\$22.21	\$22.72	\$22.97	\$23.23	\$24.25	\$25.27	\$26.29
21	\$22.51	\$23.02	\$23.27	\$23.53	\$24.55	\$25.57	\$26.59
22	\$22.81	\$23.32	\$23.57	\$23.83	\$24.85	\$25.87	\$26.89
23	\$23.11	\$23.62	\$23.87	\$24.13	\$25.15	\$26.17	\$27.19
24	\$23.71	\$24.22	\$24.47	\$24.73	\$25.75	\$26.77	\$27.79
25	\$24.01	\$24.52	\$24.77	\$25.03	\$26.05	\$27.07	\$28.09
26	\$24.31	\$24.82	\$25.07	\$25.33	\$26.35	\$27.37	\$28.39
27	\$24.61	\$25.12	\$25.37	\$25.63	\$26.65	\$27.67	\$28.69
28	\$25.21	\$25.72	\$25.97	\$26.23	\$27.25	\$28.27	\$29.29
29	\$25.51	\$26.02	\$26.27	\$26.53	\$27.55	\$28.57	\$29.59
30	\$25.81	\$26.32	\$26.57	\$26.83	\$27.85	\$28.87	\$29.89

Notes:

- 1.) Years of experience is for time with School Nutrition. Time elsewhere in the district does not count.
- 2.) If an employee breaks service and then returns, employee starts back at 0 years of experience.
- 3.) Managers and Assistant Mangers are classified based on school size.  
1 - BonDeCroft, Cassville, Doyle, Northfield; 2 - Woodland Park, Findlay; 3 - WCMS, WCHS
- 4.) Scale is \$0.30 per year, except every 4th year is \$0.60.
- 5.) Substitute Pay is \$2.00 less per hour than Year 0

White County Board of Education  
Support Staff - Professional

200 days (10 Month Employees) - Fiscal Year 2025-26

2%

(Positions more than 10 months will be prorated if 11th or 12th month)

<b>Steps</b>			
	Non Certified Social Worker	Supv - non certified Acct. Dept. Supv Clinical Social Worker	Certified COTA Physical Therapist
0	\$45,175.80	\$53,282.23	\$57,747.28
1	\$46,094.02	\$54,244.58	\$58,732.74
2	\$47,031.16	\$55,209.03	\$59,720.31
3	\$48,304.49	\$56,625.24	\$61,197.45
4	\$49,229.01	\$57,589.69	\$62,182.91
5	\$49,779.53	\$58,102.38	\$62,676.69
6	\$50,706.16	\$59,085.74	\$63,662.16
7	\$51,632.79	\$60,035.49	\$64,647.62
8	\$52,183.30	\$60,548.18	\$65,141.40
9	\$52,731.72	\$61,058.77	\$65,635.18
10	\$53,278.03	\$62,445.56	\$66,128.97
11	\$54,206.76	\$62,538.02	\$67,114.43
12	\$54,753.07	\$63,048.61	\$67,608.21
13	\$55,683.90	\$64,017.26	\$68,595.78
14	\$56,228.11	\$64,525.75	\$69,087.46
15	\$57,161.04	\$65,494.40	\$70,075.02
16	\$57,703.15	\$66,005.00	\$70,566.70
17	\$58,673.91	\$66,973.65	\$74,178.66
18	\$59,571.12	\$67,942.30	\$72,539.73
19	\$60,113.23	\$68,452.89	\$73,033.51
20	\$60,506.16	\$68,910.96	\$73,525.19
21	\$60,896.98	\$69,371.12	\$74,016.87
22	\$61,289.90	\$69,829.18	\$74,508.87
23	\$61,682.83	\$70,289.34	\$75,002.33
24	\$62,073.65	\$70,747.40	\$75,494.01
25	\$62,466.57	\$71,207.57	\$75,985.70
26	\$63,084.33	\$71,825.32	\$77,114.04
27	\$63,702.08	\$72,443.07	\$77,731.79
28	\$64,319.83	\$73,060.83	\$78,349.55
29	\$64,937.59	\$73,678.58	\$78,967.30
30	\$65,555.34	\$74,296.33	\$79,585.05

Roane

**CLASSIFIED SALARY TABLE  
2025-2026**

Table adjusted for a 3% increase + \$1,000 step adjustment

Pay Grade	10 MONTH CLASSIFIED						12 MONTH CLASSIFIED		
	Educational Assistant	Office/Tech Assistant	Technical Secretary	Secretary/Bookkeeper	Nurse LPN/RN	District Nurse	Level I	Level II	Level III
	0	21,608	22,536	29,806	32,886	33,793	46,585	33,331	44,025
1	21,886	22,826	30,210	33,327	34,255	47,240	33,785	44,641	55,197
2	22,168	23,122	30,615	33,783	34,721	47,903	34,247	45,262	55,978
3	22,456	23,423	31,028	34,245	35,196	48,570	34,714	45,898	56,770
4	22,747	23,732	31,447	34,711	35,677	49,255	35,186	46,539	57,575
5	23,040	24,038	31,871	35,185	36,167	49,948	35,671	47,191	58,394
6	23,338	24,351	32,302	35,669	36,661	50,649	36,159	47,850	59,225
7	23,644	24,673	32,746	36,158	37,168	51,365	36,654	48,522	60,064
8	23,951	24,995	33,185	36,650	37,680	52,086	37,159	49,203	60,921
9	24,265	25,324	33,638	37,157	38,198	52,821	37,667	49,896	61,787
10	24,583	25,657	34,099	37,666	38,725	53,567	38,187	50,596	62,664
11	24,903	25,995	34,563	38,183	39,257	54,323	38,712	51,308	63,563
12	25,231	26,340	35,036	38,711	39,799	55,095	39,248	52,033	64,469
13	25,565	26,685	35,513	39,245	40,349	55,874	39,791	52,767	65,388
14	25,901	27,043	36,003	39,788	40,905	56,666	40,340	53,510	66,323
15	26,243	27,400	36,492	40,339	41,476	57,470	40,896	54,269	67,272
20	28,038	29,283	39,082	43,225	44,452	61,682	43,930	58,234	72,246
25	29,972	31,313	41,871	46,336	47,655	66,223	46,987	62,509	77,606
Days	200	200	210	220	200	200	260	260	260
Hours Per Day	7.25	7.25	8	8	7.25	7.25	8	8	8
Total Hours	1450	1450	1680	1760	1450	1450	2080	2080	2080
Rate Per Hr 0	14.90	15.54	17.74	18.68	23.31	32.13	16.02	21.17	26.17
Rate Per Hr 15	18.10	18.90	21.72	22.92	28.60	39.63	19.66	26.09	32.34
Rate Per Hr 20	19.34	20.19	23.26	24.56	30.66	42.54	21.07	28.00	34.73
Rate Per Hr 25	20.67	21.60	24.92	26.33	32.87	45.67	22.59	30.05	37.31

# Putnam

## Support Salary Scales FY26

### Annual Rates for Steps - Hourly Wage

GRADE	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20	Step 21	Step 22	Step 23	Step 24	Step 25	Step 26
1	13.00	13.16	13.59	14.06	14.49	14.91	15.33	15.79	16.19	16.60	17.02	17.45	17.86	18.30	18.70	19.16	19.55	19.99	20.44	20.84	21.29	21.72	22.17	22.60	23.06	23.49
2	14.22	14.63	15.08	15.51	15.94	16.35	16.75	17.20	17.60	18.00	18.40	18.83	19.23	19.67	20.06	20.49	20.88	21.32	21.75	22.16	22.59	23.04	23.47	23.92	24.36	24.81
3	15.48	15.91	16.39	16.87	17.32	17.76	18.21	18.68	19.11	19.54	19.96	20.44	20.87	21.33	21.74	22.22	22.65	23.11	23.58	24.01	24.45	24.89	25.33	25.77	26.22	26.66
4	15.90	16.35	16.81	17.29	17.75	18.18	18.64	19.10	19.55	19.95	20.40	20.86	21.31	21.74	22.19	22.65	23.08	23.53	24.00	24.44	24.87	25.32	25.75	26.20	26.64	27.09
5	16.75	17.20	17.67	18.13	18.59	19.03	19.50	19.96	20.38	20.81	21.26	21.71	22.15	22.61	23.03	23.50	23.93	24.38	24.85	25.29	25.73	26.17	26.61	27.05	27.50	27.95
6	18.12	18.56	19.02	19.51	19.97	20.41	20.86	21.32	21.76	22.19	22.62	23.09	23.51	23.97	24.40	24.86	25.31	25.77	26.21	26.65	27.10	27.53	27.98	28.41	28.87	29.30
7	18.49	18.93	19.41	19.88	20.33	20.78	21.23	21.69	22.12	22.57	22.98	23.46	23.88	24.35	24.78	25.24	25.67	26.12	26.60	27.03	27.47	27.91	28.35	28.79	29.24	29.68
8	18.86	19.30	19.77	20.25	20.71	21.15	21.59	22.06	22.51	22.92	23.37	23.83	24.26	24.70	25.15	25.61	26.05	26.49	26.96	27.39	27.84	28.27	28.72	29.15	29.61	30.04
9	19.24	19.70	20.16	20.62	21.10	21.53	21.99	22.45	22.88	23.32	23.75	24.20	24.64	25.10	25.52	25.98	26.42	26.88	27.35	27.79	28.22	28.67	29.10	29.55	29.99	30.44
10	19.59	20.06	20.52	21.01	21.46	21.90	22.37	22.81	23.26	23.68	24.12	24.58	25.02	25.45	25.90	26.37	26.80	27.23	27.71	28.16	28.60	29.04	29.48	29.92	30.37	30.81
11	19.99	20.45	20.92	21.37	21.85	22.28	22.74	23.21	23.64	24.06	24.50	24.97	25.39	25.86	26.29	26.74	27.17	27.64	28.11	28.53	28.96	29.41	29.84	30.29	30.73	31.18
12	20.75	21.20	21.67	22.12	22.60	23.04	23.49	23.96	24.39	24.84	25.24	25.72	26.15	26.61	27.04	27.50	27.92	28.39	28.87	29.28	29.72	30.16	30.60	31.04	31.49	31.93
13	21.11	21.57	22.03	22.52	22.97	23.41	23.87	24.33	24.76	25.19	25.63	26.10	26.51	26.97	27.41	27.87	28.31	28.75	29.22	29.66	30.11	30.54	30.99	31.42	31.88	32.31
14	21.51	21.94	22.42	22.90	23.35	23.79	24.25	24.71	25.15	25.59	26.00	26.47	26.91	27.37	27.78	28.25	28.69	29.14	29.60	30.04	30.48	30.92	31.36	31.80	32.25	32.69
15	21.86	22.33	22.79	23.26	23.73	24.17	24.62	25.07	25.52	25.94	26.39	26.85	27.28	27.72	28.17	28.63	29.06	29.50	29.98	30.42	30.86	31.30	31.74	32.17	32.63	33.07
16	23.76	24.21	24.69	25.15	25.61	26.05	26.51	26.98	27.41	27.84	28.26	28.74	29.17	29.62	30.04	30.52	30.95	31.40	31.87	32.30	32.74	33.18	33.62	34.06	34.51	34.95
17	24.52	24.97	25.44	25.92	26.37	26.80	27.27	27.74	28.16	28.59	29.03	29.49	29.93	30.38	30.80	31.27	31.71	32.15	32.62	33.07	33.50	33.95	34.38	34.83	35.27	35.72
18	25.27	25.73	26.20	26.67	27.13	27.55	28.02	28.50	28.91	29.34	29.78	30.26	30.67	31.14	31.57	32.03	32.45	32.92	33.37	33.82	34.25	34.70	35.13	35.58	36.02	36.47
19	26.77	27.22	27.69	28.15	28.62	29.06	29.52	29.97	30.40	30.85	31.27	31.74	32.17	32.63	33.05	33.52	33.95	34.41	34.88	35.29	35.74	36.17	36.62	37.05	37.51	37.94
20	28.67	29.11	29.58	30.07	30.51	30.96	31.40	31.87	32.29	32.74	33.17	33.64	34.06	34.52	34.95	35.42	35.85	36.29	36.77	37.20	37.65	38.08	38.53	38.96	39.42	39.85

Increase

25-26 2.70%

## Putnam Co. Board Of Education 2023-2024 Classification Chart - Hourly / Non-Exempt Employees

Grade	Job Titles	Starting range	Top Range
1	X Substitute Custodian	13.00	23.49
2	Daycare Worker, SAC Activity Instructor	14.22	24.81
3	Cafeteria Monitor, Custodians, Food Service Worker / Cashier, Inventory Technician - seasonal	15.48	26.66
4	Lead Teacher - Daycare Program, Teacher Assistant, Library Assistant - Full Time, ECE Teacher Assistant - no CDA, Sped Resource Assistant	15.90	27.09
5	Bus Attendant**, SPED Related Services Assistant, Job Coach, ECE Teacher Assistant w/CDA, Sped TRACS Assistant, Sped Preschool Assistant, Sped 1x1 Assistant/Extended Resource, Maintenance - Entry Level, CDC / Behavior Teacher Assistant, Bilingual Teacher Assistant, Assistant Cafeteria Manager	16.75	27.95
6	Maintenance Worker - Level I, Licensed Practical Nurse, Mechanic - Level I	18.12	29.30
7	Bus Driver**, Deaf Interpreter - A, ESL Interpreter - A, Central Office Typist / File Clerk	18.49	29.68
8	SAC Site Director, Daycare Site Director, Maintenance - Level II, Cafeteria Manager - Elementary, Mechanic - Level II, Student Management Assistant	18.86	30.04
9	ABE Recruiter/ Counselor	19.24	30.44
10	School Secretary, Maintenance - Level III, Cafeteria Manager - Middle/High School, Inventory Control Clerk, Mechanic - Level III	19.59	30.81
11	Central Office Clerical Support, Technical Assistant, Technology Procurement Assistant	19.99	31.18
12	Maintenance - Level IV, Mechanic - Level IV	20.75	31.93
13	Bookkeeper I, Deaf Interpreter - 1, ESL Interpreter - 1, ECE Bookkeeper, School Nutrition Field Manager, School Nutrition Purchasing & Clerical Support	21.11	32.31
14	Accounts Payable Clerk, Crisis Management Assistant, H.R. Generalist, Maintenance - Level V, Mechanic - Level V	21.51	32.69
15	Inventory Coordinator, Purchasing Clerk, Fund Accountant, Bookkeeper II	21.86	33.07
16	ESL Interpreter - II, Deaf Interpreter - II, Technology Support Technician	23.76	34.95
17	Registered Nurse, Payroll Accountant	24.52	35.72
18	Executive Assistant, Lead Computer Technician	25.27	36.47
19	Deaf Interpreter - III	26.77	37.94
20	Deaf Interpreter - IV, Internal Auditor	28.67	39.85

\*\* Positions less than 12 months will be prorated as applicable.

**2025 - 2026 OVERTON COUNTY  
SUPPORT PERSONNEL PAY SCHEDULE**

approved 07/29/2025 board mtg

	Years of Service																
	0.00	1.00	2.00	3.00	4.00	5.00	6.00	7.00	8.00	9.00	10.00	11.00	12.00	13.00	14.00	15.00	
School Secretary	16.52	16.65	16.79	16.92	17.06	17.19	17.33	17.46	17.60	17.73	17.87	18.00	18.14	18.27	18.40	18.54	
Attendance Clerk	16.74	16.88	17.02	17.15	17.29	17.43	17.57	17.71	17.84	17.98	18.12	18.26	18.40	18.53	18.67	18.81	
Secretary/Bookkeeper	16.74	16.88	17.02	17.15	17.29	17.43	17.57	17.71	17.84	17.98	18.12	18.26	18.40	18.53	18.67	18.81	
Elementary Bookkeeper	16.74	16.88	17.02	17.15	17.29	17.43	17.57	17.71	17.84	17.98	18.12	18.26	18.40	18.53	18.67	18.81	
High School Bookkeeper	16.74	16.88	17.02	17.15	17.29	17.43	17.57	17.71	17.84	17.98	18.12	18.26	18.40	18.53	18.67	18.81	
Regular Cook	15.00	15.15	15.31	15.46	15.62	15.77	15.93	16.08	16.24	16.39	16.55	16.70	16.86	17.01	17.16	17.32	
Lunchroom Monitor	15.00	15.17	15.33	15.50	15.67	15.83	16.00	16.17	16.33	16.50	16.67	16.83	17.00	17.17	17.33	17.50	
Food Service Asst Manager	15.86	16.01	16.16	16.31	16.46	16.61	16.76	16.91	17.06	17.21	17.36	17.51	17.66	17.81	17.96	18.11	
Food Service Manager	17.65	17.80	17.95	18.10	18.25	18.40	18.55	18.70	18.85	19.00	19.15	19.30	19.45	19.60	19.75	19.90	
Educational Assistant	15.00	15.17	15.33	15.50	15.67	15.83	16.00	16.17	16.33	16.50	16.67	16.83	17.00	17.17	17.33	17.50	
SPED Attendant	15.00	15.10	15.20	15.30	15.40	15.50	15.60	15.70	15.80	15.90	16.00	16.10	16.20	16.30	16.40	16.50	
SPED CDC	15.00	15.25	15.49	15.74	15.98	16.23	16.48	16.72	16.97	17.21	17.46	17.71	17.95	18.20	18.44	18.69	
Art	19.03	19.23	19.42	19.62	19.81	20.01	20.21	20.40	20.60	20.79	20.99	21.19	21.38	21.58	21.77	21.97	
Technology Tech	20.83	20.91	20.99	21.07	21.14	21.22	21.30	21.38	21.46	21.54	21.62	21.69	21.77	21.85	21.93	22.01	
Licensed School Nurse	18.80	18.90	19.00	19.10	19.20	19.30	19.40	19.50	19.60	19.70	19.80	19.90	20.00	20.10	20.20	20.30	
College and Career Coordinator	36.52	36.52	36.52	36.52	36.52	36.52	36.52	36.52	36.52	36.52	36.52	36.52	36.52	36.52	36.52	36.52	
Occupational Therapists/Behavior Specialist	35.06	35.06	35.06	35.06	35.06	35.06	35.06	35.06	35.06	35.06	35.06	35.06	35.06	35.06	35.06	35.06	
Custodians	15.00	15.15	15.30	15.45	15.60	15.75	15.90	16.05	16.19	16.34	16.49	16.64	16.79	16.94	17.09	17.24	
Maintenance Tech 1	19.25	19.37	19.49	19.61	19.73	19.85	19.97	20.09	20.22	20.34	20.46	20.58	20.70	20.82	20.94	21.06	
Maint Tech 2 (HVAC Cert or Electrical Cert)	21.00	21.17	21.33	21.50	21.66	21.83	22.00	22.16	22.33	22.49	22.66	22.83	22.99	23.16	23.32	23.49	
Maint Tech 3 (HVAC and Electrical Cert)	27.00	27.17	27.35	27.52	27.69	27.86	28.04	28.21	28.38	28.55	28.73	28.90	29.07	29.24	29.42	29.59	
School Based Maint/Custodian	15.00	15.21	15.42	15.63	15.84	16.05	16.26	16.47	16.68	16.89	17.10	17.31	17.52	17.73	17.94	18.15	
Transportation Coordinator	24.19	24.36	24.53	24.70	24.87	25.04	25.21	25.38	25.55	25.72	25.89	26.06	26.23	26.40	26.57	26.74	
Mechanic 1	18.44	18.56	18.68	18.80	18.92	19.04	19.16	19.28	19.40	19.53	19.65	19.77	19.89	20.01	20.13	20.25	
Lead Mechanic 2	19.51	19.68	19.84	20.01	20.17	20.34	20.51	20.67	20.84	21.00	21.17	21.34	21.50	21.67	21.83	22.00	
Master Mechanic 3	23.23	23.40	23.58	23.75	23.92	24.09	24.27	24.44	24.61	24.78	24.96	25.13	25.30	25.47	25.65	25.82	
Bus Drivers	Hourly Rate	20.50	20.88	21.27	21.65	22.03	22.42	22.80	23.18	23.57	23.95	24.33	24.72	25.10	25.48	25.87	26.25
	Daily Rate	82.00	83.53	85.07	86.60	88.13	89.67	91.20	92.73	94.26	95.80	97.33	98.86	100.40	101.93	103.46	105.00
Budget Director	26.16	26.45	26.73	27.02	27.31	27.59	27.88	28.16	28.45	28.74	29.02	29.31	29.60	29.88	30.17	30.45	
Bookkeeper	19.14	19.47	19.79	20.12	20.44	20.77	21.09	21.42	21.52	21.63	21.73	21.84	21.94	22.05	22.15	22.26	
Receptionist	17.48	17.81	18.13	18.46	18.78	19.11	19.43	19.76	19.86	19.97	20.07	20.18	20.28	20.39	20.49	20.60	

NOTE: Substitute rates for Support Personnel are paid at beginning year 0 for the position being filled

Bledsoe

**Salary Schedule for Nurses**  
**Effective July 1, 2025 5.5% Raise**

Years of Service	LPN Annual Salary	RN Annual Salary
0	\$ 42,006.97	\$ 45,297.40
1	\$ 43,399.35	\$ 46,689.78
2	\$ 43,817.07	\$ 47,107.49
3	\$ 44,234.78	\$ 47,525.21
4	\$ 44,652.50	\$ 47,942.92
5	\$ 46,044.87	\$ 49,335.30
6	\$ 46,462.59	\$ 49,753.02
7	\$ 46,880.29	\$ 50,170.73
8	\$ 47,298.00	\$ 50,588.43
9	\$ 47,715.72	\$ 51,006.15
10	\$ 49,665.05	\$ 52,955.48
11	\$ 50,082.77	\$ 53,373.20
12	\$ 50,500.47	\$ 53,790.91
13	\$ 50,918.19	\$ 54,208.62
14	\$ 51,335.90	\$ 54,626.33
15	\$ 51,753.62	\$ 55,044.05
16	\$ 52,171.33	\$ 55,461.76
17	\$ 52,589.05	\$ 55,879.48
18	\$ 53,006.75	\$ 56,297.19
19	\$ 53,424.47	\$ 56,714.90
20	\$ 53,842.18	\$ 57,132.61
21	\$ 54,259.90	\$ 57,550.33
22	\$ 54,677.61	\$ 57,968.04
23	\$ 55,095.33	\$ 58,385.76
24	\$ 55,513.03	\$ 58,803.47
25	\$ 55,930.75	\$ 59,221.17

**Notes:**

- 1) Salary Schedule is for 10-months.

Bledsoe

**Salary Schedule for Bookkeepers**  
**Effective July 1, 2025 5.5% Raise**

Years of Service	Elementary-Middle		High	
	<u>Annually</u>	<u>Per Hour</u>	<u>Annually</u>	<u>Per Hour</u>
0	23,553.77	15.86	25,695.02	15.86
1	23,807.95	16.03	25,972.30	16.03
2	24,062.12	16.20	26,249.59	16.20
3	24,316.30	16.37	26,526.87	16.37
4	24,570.48	16.55	26,804.16	16.55
5	24,824.65	16.72	27,081.44	16.72
6	25,078.83	16.89	27,358.73	16.89
7	25,333.01	17.06	27,636.01	17.06
8	25,587.19	17.23	27,913.29	17.23
9	25,841.36	17.40	28,190.58	17.40
10	26,095.54	17.57	28,467.86	17.57
11	26,349.72	17.74	28,745.15	17.74
12	26,603.90	17.92	29,022.43	17.92
13	26,858.07	18.09	29,299.72	18.09
14	27,112.25	18.26	29,577.00	18.26
15	27,366.43	18.43	29,854.29	18.43
16	27,620.61	18.60	30,131.57	18.60
17	27,874.78	18.77	30,408.85	18.77
18	28,128.96	18.94	30,686.14	18.94
19	28,383.14	19.11	30,963.42	19.11
20	28,637.31	19.28	31,240.71	19.28

198 Days/7.5 hours per day

216 days/7.5 per day

Bledsoe

**Salary Schedule for Secretaries**  
**Effective July 1, 2025 5.5% raise**

Years of

Years of

Service	10 Month	Per Hour	11 Month	Per Hour
0	18,932.36	14.02	20,825.60	14.02
1	19,240.46	14.25	21,164.50	14.25
2	19,548.55	14.48	21,503.40	14.48
3	19,856.64	14.71	21,842.31	14.71
4	20,164.74	14.94	22,181.21	14.94
5	20,472.83	15.17	22,520.11	15.17
6	20,780.92	15.39	22,859.02	15.39
7	21,089.02	15.62	23,197.92	15.62
8	21,397.11	15.85	23,536.82	15.85
9	21,705.21	16.08	23,875.73	16.08
10	22,013.30	16.31	24,214.63	16.31
11	22,321.39	16.53	24,553.53	16.53
12	22,629.49	16.76	24,892.44	16.76
13	22,937.58	16.99	25,231.34	16.99
14	23,245.67	17.22	25,570.24	17.22
15	23,553.77	17.45	25,909.14	17.45
16	23,861.86	17.68	26,248.05	17.68
17	24,169.96	17.90	26,586.95	17.90
18	24,478.05	18.13	26,925.85	18.13
19	24,786.14	18.36	27,264.76	18.36
20	25,094.24	18.59	27,603.66	18.59

180 Days/7.5 hours per day

198 day/7.5 hours per day

Bledsoe

## Salary Schedule for Para-Professionals

Effective July 1, 2025 5.5% Raise

Years of Service	Annually	Per Hour
0	17,387.31	12.88
1	17,695.40	13.11
2	18,003.50	13.34
3	18,311.59	13.56
4	18,619.68	13.79
5	18,927.78	14.02
6	19,235.87	14.25
7	19,543.97	14.48
8	19,852.06	14.71
9	20,160.15	14.93
10	20,468.25	15.16
11	20,673.09	15.31
12	21,243.06	15.74
13	21,997.89	16.29
14	22,305.99	16.52
15	22,614.08	16.75
16	22,922.18	16.98
17	23,230.27	17.21
18	23,538.36	17.44
19	23,846.46	17.66
20	24,154.55	17.89

180 Days/7.5 hours per day

Bledsoe

**Salary Schedule for CDC Para-Professionals  
Effective July 1, 2025 5.5% Raise**

<b>Years of Service</b>	<b>Annually</b>	<b>Per Hour</b>
0	18,162.13	13.45
1	18,470.22	13.68
2	18,778.31	13.91
3	19,086.41	14.14
4	19,394.50	14.37
5	19,702.60	14.59
6	20,010.69	14.82
7	20,318.78	15.05
8	20,626.88	15.28
9	20,934.97	15.51
10	21,243.06	15.74
11	21,443.33	15.88
12	22,013.30	16.31
13	22,768.13	16.87
14	23,076.22	17.09
15	23,384.32	17.32
16	23,692.41	17.55
17	24,000.50	17.78
18	24,308.60	18.01
19	24,616.69	18.23
20	24,924.79	18.46

180 Days/7.5 hours per day

Bledsoe

**Salary Schedule for Custodians  
Effective July 1, 2025 5.5% Raise**

<b>Years of Service</b>	<b>Hourly</b>	<b>Annually (12 Months)</b>
0	13.48	25,443.16
1	13.65	25,766.31
2	13.82	26,089.47
3	13.99	26,412.63
4	14.16	26,735.78
5	14.33	27,058.94
6	14.50	27,382.10
7	14.67	27,705.25
8	14.85	28,028.41
9	15.02	28,351.56
10	15.19	28,674.72
11	15.36	28,997.88
12	15.53	29,321.03
13	15.70	29,644.19
14	15.87	29,967.34
15	16.04	30,290.50
16	16.21	30,613.66
17	16.39	30,936.81
18	16.56	31,259.97
19	16.73	31,583.12
20	16.90	31,906.28

236 days/8 hrs a day

Bledsoe

**Salary Schedule for Bus Drivers**  
**Effective July 1, 2025 5.5% Raise**

Years of Service	Hourly	Annually (10 months)
0	25.67	18,483.39
1	25.92	18,661.12
2	26.17	18,838.84
3	26.41	19,016.57
4	26.66	19,194.29
5	26.91	19,372.02
6	27.15	19,549.74
7	27.40	19,727.47
8	27.65	19,905.19
9	27.89	20,082.92
10	28.14	20,260.64
11	28.39	20,438.36
12	28.63	20,616.09
13	28.88	20,793.81
14	29.13	20,971.54
15	29.37	21,149.26
16	29.62	21,326.99
17	30.61	22,037.89
18	30.86	22,215.61
19	31.10	22,393.34
20	31.35	22,571.06

180 days

Bledsoe

**Interpreter Scale Eff. July 1, 2025-5.5% Raise**

	YEARLY	PER HR
0	\$ 34,466.85	\$ 25.53
1	\$ 34,983.85	\$ 25.91
2	\$ 35,508.62	\$ 26.30
3	\$ 36,041.24	\$ 26.70
4	\$ 36,581.86	\$ 27.10
5	\$ 37,130.59	\$ 27.50
6	\$ 37,687.55	\$ 27.92
7	\$ 38,252.85	\$ 28.34
8	\$ 38,826.65	\$ 28.76
9	\$ 39,409.05	\$ 29.19
10	\$ 40,000.18	\$ 29.63
11	\$ 40,600.19	\$ 30.07
12	\$ 41,209.19	\$ 30.53
13	\$ 41,827.34	\$ 30.98
14	\$ 42,454.75	\$ 31.45
15	\$ 43,091.57	\$ 31.92
16	\$ 43,737.93	\$ 32.40
17	\$ 44,394.00	\$ 32.88
18	\$ 45,059.92	\$ 33.38
19	\$ 45,735.81	\$ 33.88
20	\$ 46,421.86	\$ 34.39

Hourly Increase	Hrs Wkd	182 Days 7 hours	182 Days 7.5 hours	182 Days 8 hours	190 Days 8 hours	192 Days 8 hours	207 Days 8 hours	210 Days 7 hours	210 Days 8 hours	260 Days 8 hours
	# Employees	224	9	43	23	2	40	1	4	61
\$ 0.25		\$ 71,344	\$ 3,071	\$ 15,652	\$ 8,740	\$ 768	\$ 16,560	\$ 368	\$ 1,680	\$ 31,720
\$ 0.50		\$ 142,688	\$ 6,143	\$ 31,304	\$ 17,480	\$ 1,536	\$ 33,120	\$ 735	\$ 3,360	\$ 63,440
\$ 1.00		\$ 285,376	\$ 12,285	\$ 62,608	\$ 34,960	\$ 3,072	\$ 66,240	\$ 1,470	\$ 6,720	\$ 126,880

Total Annual Increase	
\$ 0.25	\$ 149,903
\$ 0.50	\$ 299,806
\$ 1.00	\$ 599,611

**BLUE CROSS PPO  
AND CIGNA LOCAL  
PLUS**

Plan Type	Coverage
<b>PREMIER PLAN</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE
<b>STANDARD PLAN</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE
<b>LIMITED PPO</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE
<b>CDHP/H.S.A.</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE

**CIGNA  
OPEN ACCESS And  
BCBST Network P**

Plan Type	Coverage
<b>PREMIER PLAN</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE
<b>STANDARD PLAN</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE
<b>LIMITED PPO</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE
<b>CDHP/H.S.A.</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE

Total BOE Cost Per Month for Certified Employees	<u>Currently</u>
\$	634,559.75

Certified Employees Option 1: BOE Pays Standard Plan Premium			
# Employees on this plan	Total BOE Cost	plovee Cost Monthly Option 1	
143	\$ 105,248.00	\$	57.00
139	\$ 168,746.00	\$	93.00
32	\$ 36,800.00	\$	633.00
104	\$ 159,016.00	\$	531.00
8	\$ 5,888.00	\$	-
9	\$ 10,926.00	\$	-
7	\$ 8,050.00	\$	506.00
14	\$ 21,406.00	\$	385.00
0	\$ -	\$	-
2	\$ 2,182.00	\$	55.00
1	\$ 1,086.50	\$	478.50
4	\$ 5,773.80	\$	363.55
0	\$ -	\$	-
0	\$ -	\$	-
0	\$ -	\$	416.90
0	\$ -	\$	317.35

# Employees on this plan	Total BOE Cost	plovee Cost Monthly Option 1	
25	\$ 20,650.00	\$	57.00
15	\$ 19,710.00	\$	93.00
2	\$ 2,561.00	\$	682.50
13	\$ 21,645.00	\$	575.00
0	\$ -	\$	-
2	\$ 2,628.00	\$	2,628.00
0	\$ -	\$	-
1	\$ 1,665.00	\$	1,665.00
0	\$ -	\$	-
0	\$ -	\$	55.00
0	\$ -	\$	478.50
0	\$ -	\$	363.55
0	\$ -	\$	-
0	\$ -	\$	-
0	\$ -	\$	466.40
0	\$ -	\$	361.35

Total Monthly Cost Option 1	\$ 593,981.30
Monthly Savings with Option 1	\$ 40,578.45
Annual Savings with Option 1	\$ 486,941.40

Certified Employees Option 2: BOE Pays Flat Rate of \$950 for Any Plan Other Than Employee Only Coverage			
# Employees on this plan	Total BOE Cost	Employee Cost Monthly	
143	\$ 113,399.00	\$	-
139	\$ 132,050.00	\$	357.00
32	\$ 30,400.00	\$	833.00
104	\$ 98,800.00	\$	1,110.00
8	\$ 5,888.00	\$	-
9	\$ 8,550.00	\$	264.00
7	\$ 6,650.00	\$	706.00
14	\$ 13,300.00	\$	964.00
0	\$ -	\$	-
2	\$ 1,900.00	\$	196.00
1	\$ 950.00	\$	615.00
4	\$ 3,800.00	\$	857.00
0	\$ -	\$	-
0	\$ -	\$	51.00
0	\$ -	\$	415.00
0	\$ -	\$	628.00

# Employees on this plan	Total BOE Cost	Employee Cost Monthly	
25	\$ 22,075.00	\$	-
15	\$ 14,250.00	\$	457.00
2	\$ 1,900.00	\$	1,013.00
13	\$ 12,350.00	\$	1,290.00
0	\$ -	\$	-
2	\$ 1,900.00	\$	364.00
0	\$ -	\$	886.00
1	\$ 950.00	\$	1,144.00
0	\$ -	\$	-
0	\$ -	\$	296.00
0	\$ -	\$	795.00
0	\$ -	\$	1,037.00
0	\$ -	\$	-
0	\$ -	\$	151.00
0	\$ -	\$	595.00
0	\$ -	\$	808.00

Total Monthly Cost Option 2	\$ 469,112.00
Monthly Savings with Option 2	\$ 165,447.75
Annual Savings with Option 2	\$ 1,985,373.00

**BLUE CROSS PPO  
AND CIGNA LOCAL  
PLUS**

<b>PREMIER PLAN</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE
<b>STANDARD PLAN</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE
<b>LIMITED PPO</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE
<b>CDHP/H.S.A.</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE

**CIGNA  
OPEN ACCESS And  
BCBST Network P**

<b>PREMIER PLAN</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE
<b>STANDARD PLAN</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE
<b>LIMITED PPO</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE
<b>CDHP/H.S.A.</b>	EMPLOYEE
	EMPLOYEE + CHILD(REN)
	EMPLOYEE + SPOUSE
	EMPLOYEE + CHILD(REN) + SPOUSE

Total BOE Cost Per Month <i>Currently</i> for Classified Employees	
\$	261,064.00

Classified Employees Option 1: BOE Pays Standard Plan Premium		
# Employees on this plan	Total BOE Cost	Employee Cost Monthly Option 1
95	\$ 69,920.00	\$ -
95	\$ 115,330.00	\$ -
14	\$ 16,100.00	\$ 506.00
67	\$ 102,443.00	\$ 385.00
7	\$ 5,152.00	\$ -
7	\$ 8,498.00	\$ -
1	\$ 1,150.00	\$ 506.00
5	\$ 7,645.00	\$ 385.00
0	\$ -	\$ -
0	\$ -	\$ 55.00
1	\$ 1,086.50	\$ 48.50
2	\$ 2,886.90	\$ 363.55
0	\$ -	\$ -
2	\$ 2,002.00	\$ -
0	\$ -	\$ 416.90
0	\$ -	\$ 317.35

# Employees on this plan	Total BOE Cost	Employee Cost Monthly Option 1
10	\$ 8,260.00	\$ -
10	\$ 13,140.00	\$ -
3	\$ 3,841.50	\$ 555.50
7	\$ 11,655.00	\$ 429.00
2	\$ 1,652.00	
0	\$ -	\$ -
0	\$ -	\$ 555.50
0	\$ -	\$ 429.00
0	\$ -	\$ -
0	\$ -	\$ 55.00
0	\$ -	\$ 528.00
0	\$ -	\$ 407.55
0	\$ -	\$ -
0	\$ -	\$ -
0	\$ -	\$ 466.40
0	\$ -	\$ 361.35

Total Monthly Cost Option 1	\$ 370,761.90
Total Monthly <i>Additional</i> Cost:	\$ 109,697.90
Total Annual <i>Additional</i> Cost:	\$ 1,316,374.80

Classified Employees Option 2: BOE Pays Flat Rate of \$950 for Any Plan Other Than Employee Only Coverage		
# Employees on this plan	Total BOE Cost Monthly	Employee Cost Monthly
95	\$ 75,335.00	\$ -
95	\$ 90,250.00	\$ 357.00
14	\$ 13,300.00	\$ 833.00
67	\$ 63,650.00	\$ 1,110.00
7	\$ 5,152.00	\$ -
7	\$ 6,650.00	\$ 264.00
1	\$ 950.00	\$ 706.00
5	\$ 4,750.00	\$ 964.00
0	\$ -	\$ -
0	\$ -	\$ 196.00
1	\$ 950.00	\$ 615.00
2	\$ 1,900.00	\$ 857.00
0	\$ -	\$ -
2	\$ 1,900.00	\$ 51.00
0	\$ -	\$ 415.00
0	\$ -	\$ 628.00

# Employees on this plan	Total BOE Cost	Employee Cost Monthly
10	\$ 8,830.00	\$ -
10	\$ 9,500.00	\$ 457.00
3	\$ 2,850.00	\$ 1,013.00
7	\$ 6,650.00	\$ 1,290.00
2	\$ 1,652.00	\$ -
0	\$ -	\$ 364.00
0	\$ -	\$ 886.00
0	\$ -	\$ 1,144.00
0	\$ -	\$ -
0	\$ -	\$ 296.00
0	\$ -	\$ 795.00
0	\$ -	\$ 1,037.00
0	\$ -	\$ -
0	\$ -	\$ 151.00
0	\$ -	\$ 595.00
0	\$ -	\$ 808.00

Total Monthly Cost Option 2	\$ 294,269.00
Total Monthly <i>Additional</i> Cost:	\$ 33,205.00
Total Annual <i>Additional</i> Cost:	\$ 398,460.00

**BLUE CROSS  
PPO  
AND CIGNA  
LOCAL PLUS**

**CERTIFIED  
MONTHLY  
COST**

**Certified Employees  
Option 3: BOE Pays 75% of Standard  
Plan Monthly Premium**

		MONTHLY PREMIUM	CC-BOE RATES	EE RATES	# Employees on this plan	Total BOE Cost
<b>PREMIER PLAN</b>	EMPLOYEE	793.00	552.00	<b>241.00</b>	143	\$ 78,936.00
	EMPLOYEE + CHILD(REN)	1307.00	910.50	<b>396.50</b>	139	\$ 126,559.50
	EMPLOYEE + SPOUSE	1783.00	1105.95	<b>677.05</b>	32	\$ 35,390.40
	EMPLOYEE + CHILD(REN) + SPOUSE	2060.00	1485.25	<b>574.75</b>	104	\$ 154,466.00
<b>STANDARD PLAN</b>	EMPLOYEE	736.00	552.00	<b>184.00</b>	8	\$ 4,416.00
	EMPLOYEE + CHILD(REN)	1214.00	910.50	<b>303.50</b>	9	\$ 8,194.50
	EMPLOYEE + SPOUSE	1656.00	1048.80	<b>607.20</b>	7	\$ 7,341.60
	EMPLOYEE + CHILD(REN) + SPOUSE	1914.00	1362.08	<b>551.93</b>	14	\$ 19,069.05
<b>LIMITED PPO</b>	EMPLOYEE	695.00	552.00	<b>143.00</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1146.00	910.50	<b>235.50</b>	2	\$ 1,821.00
	EMPLOYEE + SPOUSE	1565.00	1007.85	<b>557.15</b>	1	\$ 1,007.85
	EMPLOYEE + CHILD(REN) + SPOUSE	1807.00	1313.93	<b>493.08</b>	4	\$ 5,255.70
<b>CDHP/H.S.A.</b>	EMPLOYEE	607.00	552.00	<b>55.00</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1001.00	910.50	<b>90.50</b>	0	\$ -
	EMPLOYEE + SPOUSE	1365.00	917.85	<b>447.15</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1578.00	1210.88	<b>367.13</b>	0	\$ -

<b>CIGNA OPEN ACCESS And BCBST Network Plan</b>		MONTHLY PREMIUM	CC-BOE RATES	EE RATES	# Employees on this plan	Total BOE Cost
<b>PREMIER PLAN</b>	EMPLOYEE	883.00	552.00	<b>331.00</b>	25	\$ 13,800.00
	EMPLOYEE + CHILD(REN)	1407.00	910.50	<b>496.50</b>	15	\$ 13,657.50
	EMPLOYEE + SPOUSE	1963.00	1186.95	<b>776.05</b>	2	\$ 2,373.90
	EMPLOYEE + CHILD(REN) + SPOUSE	2240.00	1508.78	<b>731.23</b>	13	\$ 19,614.08
<b>STANDARD PLAN</b>	EMPLOYEE	826.00	552.00	<b>274.00</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1314.00	910.50	<b>403.50</b>	2	\$ 1,821.00
	EMPLOYEE + SPOUSE	1836.00	1129.80	<b>706.20</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	2094.00	1443.08	<b>650.93</b>	1	\$ 1,443.08
<b>LIMITED PPO</b>	EMPLOYEE	785.00	552.00	<b>233.00</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1246.00	910.50	<b>335.50</b>	0	\$ -
	EMPLOYEE + SPOUSE	1745.00	1088.85	<b>656.15</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1987.00	1394.93	<b>592.08</b>	0	\$ -
<b>CDHP/H.S.A.</b>	EMPLOYEE	697.00	552.00	<b>145.00</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1101.00	910.50	<b>190.50</b>	0	\$ -
	EMPLOYEE + SPOUSE	1545.00	998.85	<b>546.15</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1758.00	1291.88	<b>466.13</b>	0	\$ -

<b>Total BOE Cost Per Month <i>Currently</i> for Certified Employees</b>	
\$	<b>634,559.75</b>

<b>Total Monthly Cost Option 3</b>	\$	<b>495,167.15</b>
<b>Monthly Savings with Option 3</b>	\$	<b>139,392.60</b>
<b>Annual Savings with Option 3</b>	\$	<b>1,672,711.20</b>

**BLUE CROSS  
PPO  
AND CIGNA  
LOCAL PLUS**

**CERTIFIED  
MONTHLY  
COST**

**Certified Employees  
Option 3: BOE Pays 80% of Standard  
Plan Monthly Premium**

		MONTHLY PREMIUM	CC-BOE RATES	EE RATES	# Employees on this plan	Total BOE Cost
<b>PREMIER PLAN</b>	EMPLOYEE	793.00	588.80	<b>204.20</b>	143	\$ 84,198.40
	EMPLOYEE + CHILD(REN)	1307.00	971.20	<b>335.80</b>	139	\$ 134,996.80
	EMPLOYEE + SPOUSE	1783.00	1126.19	<b>656.81</b>	32	\$ 36,038.08
	EMPLOYEE + CHILD(REN) + SPOUSE	2060.00	1461.16	<b>598.84</b>	104	\$ 151,960.64
<b>STANDARD PLAN</b>	EMPLOYEE	736.00	588.80	<b>147.20</b>	8	\$ 4,710.40
	EMPLOYEE + CHILD(REN)	1214.00	971.20	<b>242.80</b>	9	\$ 8,740.80
	EMPLOYEE + SPOUSE	1656.00	1069.04	<b>586.96</b>	7	\$ 7,483.28
	EMPLOYEE + CHILD(REN) + SPOUSE	1914.00	1395.46	<b>518.54</b>	14	\$ 19,536.44
<b>LIMITED PPO</b>	EMPLOYEE	695.00	588.80	<b>106.20</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1146.00	971.20	<b>174.80</b>	2	\$ 1,942.40
	EMPLOYEE + SPOUSE	1565.00	1028.09	<b>536.91</b>	1	\$ 1,028.09
	EMPLOYEE + CHILD(REN) + SPOUSE	1807.00	1347.31	<b>459.69</b>	4	\$ 5,389.24
<b>CDHP/H.S.A.</b>	EMPLOYEE	607.00	588.80	<b>18.20</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1001.00	971.20	<b>29.80</b>	0	\$ -
	EMPLOYEE + SPOUSE	1365.00	938.09	<b>426.91</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1578.00	1244.26	<b>333.74</b>	0	\$ -

<b>CIGNA OPEN ACCESS And BCBST Network Plan</b>		MONTHLY PREMIUM	CC-BOE RATES	EE RATES	# Employees on this plan	Total BOE Cost
<b>PREMIER PLAN</b>	EMPLOYEE	883.00	588.80	<b>294.20</b>	25	\$ 14,720.00
	EMPLOYEE + CHILD(REN)	1407.00	971.20	<b>435.80</b>	15	\$ 14,568.00
	EMPLOYEE + SPOUSE	1963.00	1207.19	<b>755.81</b>	2	\$ 2,414.38
	EMPLOYEE + CHILD(REN) + SPOUSE	2240.00	1542.16	<b>697.84</b>	13	\$ 20,048.08
<b>STANDARD PLAN</b>	EMPLOYEE	826.00	588.80	<b>237.20</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1314.00	971.20	<b>342.80</b>	2	\$ 1,942.40
	EMPLOYEE + SPOUSE	1836.00	1150.04	<b>685.96</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	2094.00	1476.46	<b>617.54</b>	1	\$ 1,476.46
<b>LIMITED PPO</b>	EMPLOYEE	785.00	588.80	<b>196.20</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1246.00	971.20	<b>274.80</b>	0	\$ -
	EMPLOYEE + SPOUSE	1745.00	1109.09	<b>635.91</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1987.00	1428.31	<b>558.69</b>	0	\$ -
<b>CDHP/H.S.A.</b>	EMPLOYEE	697.00	588.80	<b>108.20</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1101.00	971.20	<b>129.80</b>	0	\$ -
	EMPLOYEE + SPOUSE	1545.00	1019.09	<b>525.91</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1758.00	1325.26	<b>432.74</b>	0	\$ -

<b>Total BOE Cost Per Month <i>Currently</i> for Certified Employees</b>	
\$	<b>634,559.75</b>

<b>Total Monthly Cost Option 3</b>	\$	<b>511,193.89</b>
<b>Monthly Savings with Option 3</b>	\$	<b>123,365.86</b>
<b>Annual Savings with Option 3</b>	\$	<b>1,480,390.32</b>

BLUE CROSS PPO AND CIGNA LOCAL PLUS		CLASSIFIED MONTHLY COST			Classified Employees Option 3: BOE Pays 75% of Standard Plan Monthly Premium	
		MONTHLY PREMIUM	CC-BOE RATES	EE RATES	# Employees on this plan	Total BOE Cost
<b>PREMIER PLAN</b>	EMPLOYEE	793.00	552.00	<b>241.00</b>	95	\$ 52,440.00
	EMPLOYEE + CHILD(REN)	1307.00	910.50	<b>396.50</b>	95	\$ 86,497.50
	EMPLOYEE + SPOUSE	1783.00	1105.95	<b>677.05</b>	14	\$ 15,483.30
	EMPLOYEE + CHILD(REN) + SPOUSE	2060.00	1427.78	<b>632.23</b>	67	\$ 95,660.93
<b>STANDARD PLAN</b>	EMPLOYEE	736.00	552.00	<b>184.00</b>	7	\$ 3,864.00
	EMPLOYEE + CHILD(REN)	1214.00	910.50	<b>303.50</b>	7	\$ 6,373.50
	EMPLOYEE + SPOUSE	1656.00	1048.80	<b>607.20</b>	1	\$ 1,048.80
	EMPLOYEE + CHILD(REN) + SPOUSE	1914.00	1412.25	<b>501.75</b>	5	\$ 7,061.25
<b>LIMITED PPO</b>	EMPLOYEE	695.00	552.00	<b>143.00</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1146.00	910.50	<b>235.50</b>	0	\$ -
	EMPLOYEE + SPOUSE	1565.00	1007.85	<b>557.15</b>	1	\$ 1,007.85
	EMPLOYEE + CHILD(REN) + SPOUSE	1807.00	1313.93	<b>493.08</b>	2	\$ 2,627.85
<b>CDHP/H.S.A.</b>	EMPLOYEE	607.00	552.00	<b>55.00</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1001.00	910.50	<b>90.50</b>	2	\$ 1,821.00
	EMPLOYEE + SPOUSE	1365.00	917.85	<b>447.15</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1578.00	1210.88	<b>367.13</b>	0	\$ -
<b>CIGNA OPEN ACCESS And BCBST Network</b>						
<b>PREMIER PLAN</b>	EMPLOYEE	883.00	552.00	<b>331.00</b>	10	\$ 5,520.00
	EMPLOYEE + CHILD(REN)	1407.00	910.50	<b>496.50</b>	10	\$ 9,105.00
	EMPLOYEE + SPOUSE	1963.00	1186.95	<b>776.05</b>	3	\$ 3,560.85
	EMPLOYEE + CHILD(REN) + SPOUSE	2240.00	1508.78	<b>731.23</b>	7	\$ 10,561.43
<b>STANDARD PLAN</b>	EMPLOYEE	826.00	552.00	<b>274.00</b>	2	\$ 1,104.00
	EMPLOYEE + CHILD(REN)	1314.00	910.50	<b>403.50</b>	0	\$ -
	EMPLOYEE + SPOUSE	1836.00	1129.80	<b>706.20</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	2094.00	1443.08	<b>650.93</b>	0	\$ -
<b>LIMITED PPO</b>	EMPLOYEE	785.00	552.00	<b>233.00</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1246.00	910.50	<b>335.50</b>	0	\$ -
	EMPLOYEE + SPOUSE	1745.00	1088.85	<b>656.15</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1987.00	1394.93	<b>592.08</b>	0	\$ -
<b>CDHP/H.S.A.</b>	EMPLOYEE	697.00	552.00	<b>145.00</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1101.00	910.50	<b>190.50</b>	0	\$ -
	EMPLOYEE + SPOUSE	1545.00	998.85	<b>546.15</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1758.00	1291.88	<b>466.13</b>	0	\$ -
<b>Total BOE Cost Per Month Currently for Classified Employees</b>					<b>Total Monthly Cost Option 2</b>	\$ 303,737.25
					<b>Total Monthly Additional Cost:</b>	\$ 42,673.25
					<b>Total Annual Additional Cost:</b>	\$ 512,079.00
		\$	261,064.00			

\*\*The number of employees is an estimate. If a portion of the children and/or spouse premiums are paid by the BOE, it seems reasonable to assume more employees will sign up for those plans.

BLUE CROSS PPO AND CIGNA LOCAL PLUS		CLASSIFIED MONTHLY COST			Classified Employees Option 3: BOE Pays 80% of Standard Plan Monthly Premium	
		MONTHLY PREMIUM	CC-BOE RATES	EE RATES	# Employees on this plan	Total BOE Cost
<b>PREMIER PLAN</b>	EMPLOYEE	793.00	588.80	<b>204.20</b>	95	\$ 55,936.00
	EMPLOYEE + CHILD(REN)	1307.00	971.20	<b>335.80</b>	95	\$ 92,264.00
	EMPLOYEE + SPOUSE	1783.00	1126.19	<b>656.81</b>	14	\$ 15,766.66
	EMPLOYEE + CHILD(REN) + SPOUSE	2060.00	1461.16	<b>598.84</b>	67	\$ 97,897.72
<b>STANDARD PLAN</b>	EMPLOYEE	736.00	588.80	<b>147.20</b>	7	\$ 4,121.60
	EMPLOYEE + CHILD(REN)	1214.00	971.20	<b>242.80</b>	7	\$ 6,798.40
	EMPLOYEE + SPOUSE	1656.00	1069.04	<b>586.96</b>	1	\$ 1,069.04
	EMPLOYEE + CHILD(REN) + SPOUSE	1914.00	1442.60	<b>471.40</b>	5	\$ 7,213.00
<b>LIMITED PPO</b>	EMPLOYEE	695.00	588.80	<b>106.20</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1146.00	971.20	<b>174.80</b>	0	\$ -
	EMPLOYEE + SPOUSE	1565.00	1028.09	<b>536.91</b>	1	\$ 1,028.09
	EMPLOYEE + CHILD(REN) + SPOUSE	1807.00	1347.31	<b>459.69</b>	2	\$ 2,694.62
<b>CDHP/H.S.A.</b>	EMPLOYEE	607.00	588.80	<b>18.20</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1001.00	971.20	<b>29.80</b>	2	\$ 1,942.40
	EMPLOYEE + SPOUSE	1365.00	938.09	<b>426.91</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1578.00	1244.26	<b>333.74</b>	0	\$ -
<b>CIGNA OPEN ACCESS And BCBST Network</b>						
<b>PREMIER PLAN</b>	EMPLOYEE	883.00	588.80	<b>294.20</b>	10	\$ 5,888.00
	EMPLOYEE + CHILD(REN)	1407.00	971.20	<b>435.80</b>	10	\$ 9,712.00
	EMPLOYEE + SPOUSE	1963.00	1207.19	<b>755.81</b>	3	\$ 3,621.57
	EMPLOYEE + CHILD(REN) + SPOUSE	2240.00	1542.16	<b>697.84</b>	7	\$ 10,795.12
<b>STANDARD PLAN</b>	EMPLOYEE	826.00	588.80	<b>237.20</b>	2	\$ 1,177.60
	EMPLOYEE + CHILD(REN)	1314.00	971.20	<b>342.80</b>	0	\$ -
	EMPLOYEE + SPOUSE	1836.00	1150.04	<b>685.96</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	2094.00	1476.46	<b>617.54</b>	0	\$ -
<b>LIMITED PPO</b>	EMPLOYEE	785.00	588.80	<b>196.20</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1246.00	971.20	<b>274.80</b>	0	\$ -
	EMPLOYEE + SPOUSE	1745.00	1109.09	<b>635.91</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1987.00	1428.31	<b>558.69</b>	0	\$ -
<b>CDHP/H.S.A.</b>	EMPLOYEE	697.00	588.80	<b>108.20</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1101.00	971.20	<b>129.80</b>	0	\$ -
	EMPLOYEE + SPOUSE	1545.00	1019.09	<b>525.91</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1758.00	1325.26	<b>432.74</b>	0	\$ -
<b>Total BOE Cost Per Month Currently for Classified Employees</b>					<b>Total Monthly Cost Option 2</b>	\$ 317,925.82
					<b>Total Monthly Additional Cost:</b>	\$ 56,861.82
					<b>Total Annual Additional Cost:</b>	\$ 682,341.84
		\$	261,064.00			

\*\*The number of employees is an estimate. If a portion of the children and/or spouse premiums are paid by the BOE, it seems reasonable to assume more employees will sign up for those plans.

**Certified Employees  
Option 1: BOE Pays 80% of the  
*Standard Plan Premium***

**Annual Savings  
with 80% Option    \$            1,480,390.32**

**Certified Employees  
Option 2: BOE Pays 75% of the  
*Standard Plan Premium***

**Annual Savings  
with 75% Option    \$            1,672,711.20**

**Classified Employees  
Option 1: BOE Pays 80% of the  
*Standard Plan Premium***

**Total Annual  
Additional Cost:  
80% Option            \$            682,341.84**

**Classified Employees  
Option 2: BOE Pays 75% of the  
*Standard Plan Premium***

**Total Annual  
Additional Cost:  
75% Option            \$            512,079.00**

**Total Annual  
Savings  
80% Option            \$            798,048.48**

**Total Annual  
Savings  
75% Option            \$            1,160,632.20**

**Certified Employees**  
**Option 1: BOE Pays *Standard* Plan Premium**

**Annual *Savings***  
**with Option 1      \$                      486,941.40**

**Certified Employees**  
**Option 2: BOE Pays Flat Rate of \$950 for Any  
Plan Other Than Employee Only Coverage**

**Annual *Savings***  
**with Option 2      \$                      1,985,373.00**

**Classified Employees**  
**Option 1: BOE Pays Standard Plan Premium for  
Classified Employees (Same as Certified)**

**Total Annual**  
***Additional* Cost:**  
**Option 1              \$                      1,316,374.80**

**Classified Employees**  
**Option 2: BOE Pays Flat Rate of \$950 for Any  
Plan Other Than Employee Only Coverage**

**Total Annual**  
***Additional* Cost:**  
**Option 2              \$                      398,460.00**

**2026 CUMBERLAND COUNTY SCHOOLS  
HEALTH INSURANCE MONTHLY PREMIUMS JANUARY 1, 2026 - DECEMBER 31, 2026**

NETWORK	COVERAGE LEVEL	MONTHLY PREMIUM	CERTIFIED MONTHLY COST		NON-CERTIFIED MONTHLY COST	
			CC-BOE RATES	EE RATES	CC-BOE RATES	EE RATES
<b>BLUE CROSS PPO AND CIGNA LOCAL PLUS</b>	EMPLOYEE	793.00	793.00	0.00	793.00	0.00
	EMPLOYEE + CHILD(REN)	1307.00	1307.00	0.00	793.00	514.00
	EMPLOYEE + SPOUSE	1783.00	1238.50	544.50	793.00	990.00
	EMPLOYEE + CHILD(REN) + SPOUSE	2060.00	1645.85	414.15	793.00	1267.00
<b>STANDARD PLAN</b>	EMPLOYEE	736.00	736.00	0.00	736.00	0.00
	EMPLOYEE + CHILD(REN)	1214.00	1214.00	0.00	736.00	478.00
	EMPLOYEE + SPOUSE	1656.00	1150.00	506.00	736.00	920.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1914.00	1529.00	385.00	736.00	1178.00
<b>LIMITED PPO</b>	EMPLOYEE	695.00	695.00	0.00	695.00	0.00
	EMPLOYEE + CHILD(REN)	1146.00	1091.00	55.00	695.00	451.00
	EMPLOYEE + SPOUSE	1565.00	1086.50	478.50	695.00	870.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1807.00	1443.45	363.55	695.00	1112.00
<b>CDHP/H.S.A.</b>	EMPLOYEE	607.00	607.00	0.00	607.00	0.00
	EMPLOYEE + CHILD(REN)	1001.00	1001.00	0.00	607.00	394.00
	EMPLOYEE + SPOUSE	1365.00	948.10	416.90	607.00	758.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1578.00	1280.65	317.35	607.00	971.00
<b>CIGNA OPEN ACCESS And BCBST Network P</b>			CERTIFIED MONTHLY COST		NON-CERTIFIED MONTHLY COST	
	COVERAGE LEVEL	MONTHLY PREMIUM	CC-BOE RATES	EE RATES	CC-BOE RATES	EE RATES
<b>PREMIER PLAN</b>	EMPLOYEE	883.00	883.00	0.00	883.00	0.00
	EMPLOYEE + CHILD(REN)	1407.00	1407.00	0.00	883.00	524.00
	EMPLOYEE + SPOUSE	1963.00	1369.00	594.00	883.00	1080.00
	EMPLOYEE + CHILD(REN) + SPOUSE	2240.00	1781.85	458.15	883.00	1357.00
<b>STANDARD PLAN</b>	EMPLOYEE	826.00	826.00	0.00	826.00	0.00
	EMPLOYEE + CHILD(REN)	1314.00	1314.00	0.00	826.00	488.00
	EMPLOYEE + SPOUSE	1836.00	1280.50	555.50	826.00	1010.00
	EMPLOYEE + CHILD(REN) + SPOUSE	2094.00	1665.00	429.00	826.00	1268.00
<b>LIMITED PPO</b>	EMPLOYEE	785.00	785.00	0.00	785.00	0.00
	EMPLOYEE + CHILD(REN)	1246.00	1246.00	0.00	785.00	461.00
	EMPLOYEE + SPOUSE	1745.00	1217.00	528.00	785.00	960.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1987.00	1579.45	407.55	785.00	1202.00
<b>CDHP/H.S.A.</b>	EMPLOYEE	697.00	697.00	0.00	697.00	0.00
	EMPLOYEE + CHILD(REN)	1101.00	1101.00	0.00	697.00	404.00
	EMPLOYEE + SPOUSE	1545.00	1078.60	466.40	697.00	848.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1758.00	1396.65	361.35	697.00	1061.00

Current Costs			
Certified Employees		Classified Employees	
# Employees on this plan	Total BOE Cost Monthly	# Employees on this plan	Total BOE Cost
143	\$ 113,399.00	257	\$ 203,801.00
139	\$ 181,673.00	7	\$ 5,551.00
32	\$ 39,632.00	6	\$ 4,758.00
104	\$ 171,168.40	1	\$ 793.00
8	\$ 5,888.00	15	\$ 11,040.00
9	\$ 10,926.00	2	\$ 1,472.00
7	\$ 8,050.00	1	\$ 736.00
14	\$ 21,406.00	2	\$ 1,472.00
0	\$ -	0	\$ -
2	\$ 2,182.00	0	\$ -
1	\$ 1,086.50	1	\$ 695.00
4	\$ 5,773.80	2	\$ 1,390.00
0	\$ -	0	\$ -
0	\$ -	2	\$ 1,214.00
0	\$ -	0	\$ -
0	\$ -	0	\$ -

# Certified Employees on this plan	Total BOE Cost	# Certified Employees on this plan	Total BOE Cost
25	\$ 22,075.00	28	\$ 24,724.00
15	\$ 21,105.00	1	\$ 883.00
2	\$ 2,738.00	0	\$ -
13	\$ 23,164.05	1	\$ 883.00
0	\$ -	2	\$ 1,652.00
2	\$ 2,628.00	0	\$ -
0	\$ -	0	\$ -
1	\$ 1,665.00	0	\$ -
0	\$ -	0	\$ -
0	\$ -	0	\$ -
0	\$ -	0	\$ -
0	\$ -	0	\$ -
0	\$ -	0	\$ -
0	\$ -	0	\$ -

**Total BOE Cost Per Month Currently for Certified Employees**      \$ 634,559.75

**Total BOE Cost Per Month Currently for Classified Employees**      \$ 261,064.00

**Total Annual BOE Cost (using January data)**      \$ 10,747,485.00

*New Employee Insurance Choices from 8/1/25 to 02/01/26  
Employees*

*Certified*

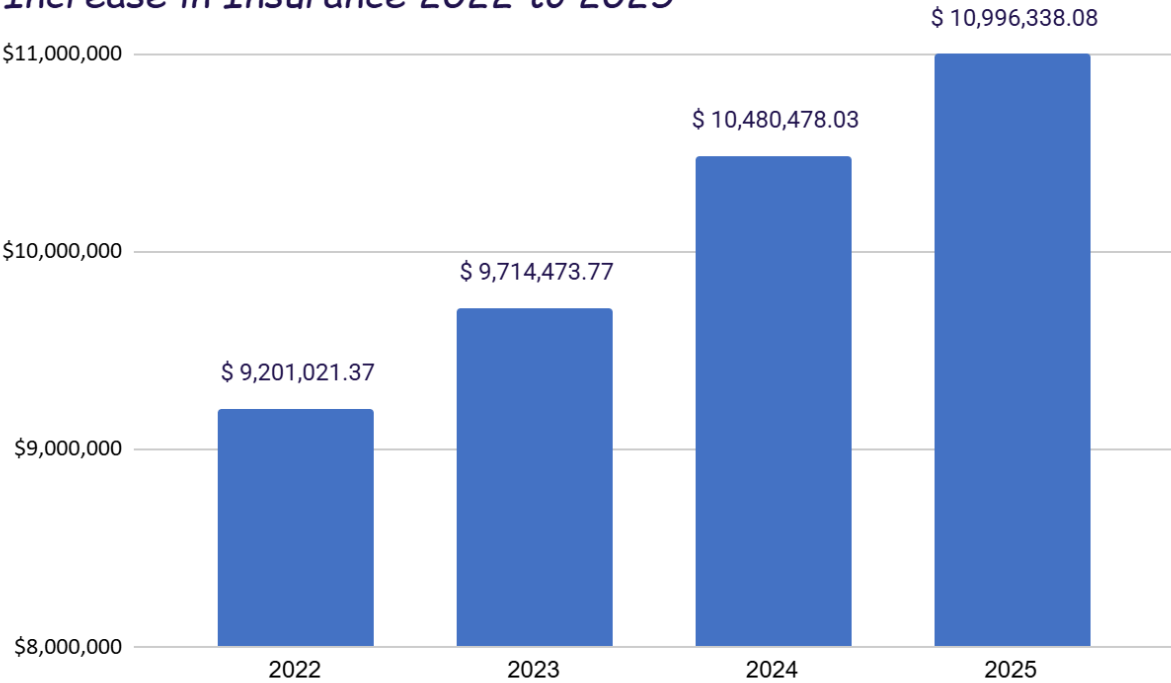
<i>Total Paid per Month by BOE</i>	<i>Current Plan</i>	<i>Standard Plan Amount</i>	<i>Total Savings per Month</i>	<i>Flat Rate of \$950 paid by BOE</i>	<i>Total Savings per Month</i>
\$ 883	Cigna Premier Single	\$ 826	\$ 57	\$ 883	\$ -
\$ 1,307	BC Premier w/Children	\$ 1,214	\$ 93	\$ 950	\$ 357
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 883	Cigna Premier Single	\$ 826	\$ 57	\$ 883	\$ -
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 1,307	BC Premier w/Children	\$ 1,214	\$ 93	\$ 950	\$ 357
\$ 1,307	BC Premier w/Children	\$ 1,214	\$ 93	\$ 950	\$ 357
\$ 1,307	BC Premier w/Children	\$ 1,214	\$ 93	\$ 950	\$ 357
\$ 1,646	BC Premier Family	\$ 1,529	\$ 117	\$ 950	\$ 696
\$ 1,782	Cigna Premier Family	\$ 1,665	\$ 117	\$ 950	\$ 832
\$ 1,782	Cigna Premier Family	\$ 1,665	\$ 117	\$ 950	\$ 832
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 1,307	BC Premier w/Children	\$ 1,214	\$ 93	\$ 950	\$ 357
\$ 1,782	Cigna Premier Family	\$ 1,665	\$ 117	\$ 950	\$ 832
\$ 1,646	BC Premier Family	\$ 1,529	\$ 117	\$ 950	\$ 696
\$ 1,307	BC Premier w/Children	\$ 1,214	\$ 93	\$ 950	\$ 357
\$ 1,307	BC Premier w/Children	\$ 1,214	\$ 93	\$ 950	\$ 357
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 1,307	BC Premier w/Children	\$ 1,214	\$ 93	\$ 950	\$ 357
\$ 883	Cigna Premier Single	\$ 826	\$ 57	\$ 883	\$ -
\$ 883	Cigna Premier Single	\$ 826	\$ 57	\$ 883	\$ -
\$ 883	Cigna Premier Single	\$ 826	\$ 57	\$ 883	\$ -
\$ 1,646	BC Premier Family	\$ 1,529	\$ 117	\$ 950	\$ 696
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 1,407	Cigna Premier Children	\$ 1,314	\$ 93	\$ 950	\$ 457
\$ 1,407	Cigna Premier Children	\$ 1,314	\$ 93	\$ 950	\$ 457
\$ 883	Cigna Premier Single	\$ 826	\$ 57	\$ 883	\$ -
\$ 1,646	BC Premier Family	\$ 1,529	\$ 117	\$ 950	\$ 696
\$ 883	Cigna Premier Single	\$ 826	\$ 57	\$ 883	\$ -
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -
\$ 1,407	Cigna Premier Children	\$ 1,314	\$ 93	\$ 950	\$ 457
\$ 1,307	BC Premier w/Children	\$ 1,214	\$ 93	\$ 950	\$ 357
\$ 793	BC Premier Single	\$ 736	\$ 57	\$ 793	\$ -

**Monthly Savings \$ 3,188**

**\$ 9,863**

*This project models the savings generated by enrolling new employees in the proposed plans rather than the current insurance benefits.*

*Increase in Insurance 2022 to 2025*



Fentress – Pays varying percentages of the premiums with the max amount being 80%.

Morgan – Grandfathered in 2012. After 2012, pays 80% for single coverage, 75% for all other coverages.

Roane – Pays 80% of all employees single coverage.

Rhea – Pays 100% of all employees single coverage on “S” network. They do a “45/55 split” on all other coverages. I have their spreadsheet if you would like more information.

Bledsoe – Pays 80% of all employee’s single coverage, 75% of any other premiums. HSA contributions by the BOE are \$500 for employees, \$1,500 for employee + children, \$1,500 for employee + spouse, and \$2,000 for family.

Putnam – Pays varying percentages of the premiums with the max amount being 80%. For example, they pay 74% for premium and 80% for standard.

**2026 Health Plan Comparison of Member Costs — Local Education and Local Government**

PPO services in this table ARE NOT subject to a deductible. CDHP/HSA services in this table ARE subject to a deductible and coinsurance with the exception of in-network preventive care and maintenance medications. Coverage for ALL services is subject to medical necessity as determined by the Third Party Administrator.



FOR HEALTH

HEALTH PLAN OPTION COVERED SERVICES	PREMIER PPO NETWORK STATUS & COST <sup>(1)</sup>		STANDARD PPO NETWORK STATUS & COST <sup>(1)</sup>	
	IN-NETWORK	OUT-OF-NETWORK	IN-NETWORK	OUT-OF-NETWORK
<b>PREVENTIVE CARE — OFFICE VISITS — AS RECOMMENDED &amp; MEDICALLY NECESSARY</b>				
• Well-baby, well-child visits • Adult annual physical exam • Annual well-woman exam • Immunizations • Annual hearing and non-refractive vision screening • Screenings, labs, nutritional guidance, & tobacco cessation counseling	\$0	\$45	\$0	\$50
<b>OUTPATIENT SERVICES — SERVICES SUBJECT TO COINSURANCE MAY BE EXTRA</b>				
<b>Primary Care Office Visit <sup>(2)</sup></b> • Family practice, general practice, internal medicine, OB/GYN and pediatrics • Nurse practitioners, physician assistants and nurse midwives (licensed health care facility only) • Initial maternity visit • Surgery in office setting • Provider-based telehealth • Allergy injections and serum	\$25	\$45	\$30	\$50
<b>Specialist Office Visit <sup>(2)</sup></b> • Nurse practitioners, physician assistants and nurse midwives (licensed health care facility only) • Surgery in office setting • Provider-based telehealth • Allergy injections and serum	\$45	\$70	\$50	\$75
<b>Behavioral Health and Substance Use <sup>(3) (4)</sup></b>	\$25	\$45	\$30	\$50
<b>Telehealth Programs</b> • Including provider-based virtual visits	\$15	N/A	\$15	N/A
<b>Chiropractic and Acupuncture</b> • Annual limit of 50 visits each	\$25/visit 1-20 \$45/visit 21-50	\$45/visit 1-20 \$70/visit 21-50	\$30/visit 1-20 \$50/visit 21-50	\$50/visit 1-20 \$75/visit 21-50
<b>Convenience Clinic</b>	\$25	\$45	\$30	\$50
<b>Urgent Care Facility</b>	\$45	\$70	\$50	\$75
<b>PHARMACY — GENERIC/PREFERRED/NON-PREFERRED</b>				
<b>30-Day Supply</b>	\$7/\$40/\$90	copay + amount > MAC	\$14/\$50/\$100	copay + amount > MAC
<b>90-Day Supply 90-day pharmacy or mail order</b>	\$14/\$90/\$180	N/A - no network	\$28/\$100/\$200	N/A - no network
<b>90-Day Supply Certain Maintenance Medications</b> 90-day pharmacy or mail order <sup>(5)</sup>	\$7/\$40/\$160	N/A - no network	\$14/\$50/\$180	N/A - no network
<b>30-Day Supply Medications Prescribed for Obesity</b>	25%	N/A - no network	25%	N/A - no network
<b>SPECIALTY PHARMACY MEDICATIONS — 30-DAY SUPPLY</b>				
<b>Generic/Preferred/Non-Preferred</b>	30%	N/A - no network	30%	N/A - no network

**2026 Local Education and Local Government Comparison.** PPO services in this table ARE subject to a deductible unless noted with a [5]. Local CDHP/HSA services in this table ARE subject to a deductible and coinsurance except for in-network preventive care. Coverage for ALL services is subject to medical necessity as determined by the Third Party Administrator.

HEALTH PLAN OPTION COVERED SERVICES	PREMIER PPO NETWORK STATUS & COST <sup>(1)</sup>		STANDARD PPO NETWORK STATUS & COST <sup>(1)</sup>	
	IN-NETWORK	OUT-OF-NETWORK	IN-NETWORK	OUT-OF-NETWORK
<b>PREVENTIVE CARE — OUTPATIENT FACILITIES — AS RECOMMENDED &amp; MEDICALLY NECESSARY</b>				
Screenings such as colonoscopy, mammogram, colorectal, lung imaging and bone density scans <sup>(6)</sup>	\$0	40%	\$0	40%
<b>OTHER SERVICES</b>				
<b>Hospital/Facility Services <sup>(7) (8)</sup></b> • Inpatient care <sup>(9)</sup> ; outpatient surgery <sup>(9)</sup> • Inpatient behavioral health and substance use <sup>(9)</sup> • Emergency room services <sup>(9)</sup>	15%	40%	20%	40%
<b>Maternity</b> • Global billing after first visit; Routine services & labor and delivery	15%	40%	20%	40%
<b>Home Care <sup>(9)</sup></b> • Home health; home infusion therapy	15%	40%	20%	40%
<b>Rehabilitation and Therapy Services</b> • Inpatient and skilled nursing facility <sup>(9)</sup> • Outpatient PT/ST/OT/ABA — Other therapy	15%	40%	20%	40%
<b>X-Ray, Lab and Diagnostics (Excludes advanced studies below) <sup>(9)</sup></b>	15%	40%	20%	40%
<b>Advanced X-Ray, Scans and Imaging</b> • Including MRI, MRA, MRS, CT, CTA, PET and nuclear cardiac imaging studies <sup>(9)</sup>	15%	40%	20%	40%
<b>Pathology and Radiology Reading, Interpretation and Results <sup>(9)</sup></b>	15%	40%	20%	40%
<b>Ambulance (air and ground)</b>	15%	40%	20%	40%
<b>Durable Medical Equipment, External Prosthetics and Medical Supplies <sup>(9)</sup></b>	15%	40%	20%	40%
<b>Also Covered</b>	Limited Dental benefits, Hospice Care and Out-of-Country Charges. See Member Handbook for coverage details.			
<b>DEDUCTIBLE — ONLY ELIGIBLE EXPENSES TOWARD THE DEDUCTIBLE</b>				
Employee Only	\$750	\$1,500	\$1,300	\$2,600
Employee + Child(ren)	\$1,125	\$2,250	\$1,950	\$3,900
Employee + Spouse	\$1,500	\$3,000	\$2,600	\$5,200
Employee + Spouse + Child(ren)	\$1,875	\$3,750	\$3,250	\$6,500
<b>OUT-OF-POCKET MAXIMUM — ELIGIBLE EXPENSES— MEDICAL, BEHAVIORAL, AND NON-SPECIALTY PHARMACY, COMBINED, INCLUDING APPLICABLE DEDUCTIBLE EXPENSES</b>				
Employee Only	\$3,600	\$7,200	\$4,400	\$8,800
Employee + Child(ren)	\$5,400	\$10,800	\$6,600	\$13,200
Employee + Spouse	\$7,200	\$14,400	\$8,800	\$17,600
Employee + Spouse + Child(ren)	\$9,000	\$18,000	\$11,000	\$22,000
<b>OUT-OF-POCKET MAXIMUM — ELIGIBLE EXPENSES— SPECIALTY PHARMACY (ONLY), INCLUDING SPECIALTY PHARMACY DEDUCTIBLE EXPENSES</b>				
Employee Only	\$2,400	N/A	\$2,400	N/A
Employee + Child(ren)	\$3,600	N/A	\$3,600	N/A
Employee + Spouse	\$4,800	N/A	\$4,800	N/A
Employee + Spouse + Child(ren)	\$6,000	N/A	\$6,000	N/A

For PPO Plans, no single family member will be subject to a deductible or out-of-pocket maximum greater than the "employee only" amount. Once two or more family members (depending on premium level) have met the total deductible and/or out-of-pocket maximum, it will be met by all covered family members. For CDHP Plan, the deductible and out-of-pocket maximum amount can be met by one or more persons but must be met in full before it is considered satisfied.

[1] Subject to maximum allowable charge. The MAC is the most a plan will pay for a covered service. For non-emergent care from an out-of-network provider who charges more than the MAC, you will pay the copay or coinsurance PLUS the difference between MAC and actual charge, unless otherwise specified by state or federal law.

[2] The following behavioral health services are treated as "inpatient" for the purpose of determining member cost-sharing: res-idential treatment, partial hospitalization/day treatment programs and intensive outpatient therapy. In addition to services treated as "inpatient," prior authorization is required for certain outpatient behavioral health services including, but not limited to, applied behavioral analysis, transcranial magnetic stimulation, psychological testing, and other behavioral health services as determined by the Contractor's clinical staff.

[3] Additional information on the maintenance drug benefit and a list of participating Retail-90 pharmacies can be found at <https://www.in.gov/partnersforhealth/health-options/pharmacy.html>.

[4] Prior authorization required for non-emergent services. When using out-of-network providers, benefits for non-emergent medically necessary services will be reduced by half if PA is required but not obtained, subject to the maximum allowable charge.

[5] If services are not medically necessary, no benefits will be provided.

[6] For PPO plans, the deductible DOES NOT apply to IN-NETWORK outpatient PT/ST/OT/ABA and other PPO services as noted.

[7] Enhanced benefit for select preferred Substance Use Treatment Facilities - PPO members won't pay a deductible or coinsurance for facility-based substance use treatment, CDHP members must meet their deductible first, then coinsurance is waived. Copays for PPO and deductible/coinsurance for CDHP will apply for standard outpatient treatment services. Call 855-Here4TN for assistance.

[8] In-network benefits apply to certain out-of-network professional services at certain in-network facilities.

[9] Member cost share for medications administered by a provider is determined by the place of service at the time of administration, i.e. provider office, infusion center, inpatient, or home.

Degree	Yrs of Experience	26-27 Pay Rate with Option A	Annual Pay Increase Option A	Current Insurance Plan	Current Monthly Cost	New Monthly Cost Option A	New Monthly Cost Option B	Annual Cost Increase with Insurance Option A	Annual Cost Increase with Insurance Option B
Bachelor	15	60,380	3,692	Family	414	531	1,110	1,404	8,352
Master	5	58,380	4,692	Employee + Spous	545	633	833	1,062	3,462
EDS	22	68,380	2,246	Employee + Child	0	93	357	1,116	4,284
Doctorate	15	72,380	1,172	Employee + Child	0	93	357	1,116	4,284
Bachelor	Any	Any	3,692	Single	0	57	0	684	0
Master	Any	Any	4,692	Employee + Child	0	93	357	1,116	4,284
EDS	8	64,180	5,102	Employee + Child	0	93	357	1,116	4,284
EDS	29	76,780	4,292	Family	414	531	1110	1,404	8,352

Degree	Yrs of Experience	26-27 Pay Rate with Option C	Annual Pay Increase Option C	Current Insurance Plan	Current Monthly Cost	Employee's New Monthly Cost Option A	Employee's New Monthly Cost Option B	Annual Cost Increase with Insurance Option A	Annual Cost Increase with Insurance Option B
Bachelor	15	58,188	1,500	Family	414	531	1,110	1,404	8,352
Master	5	55,188	1,500	Employee + Spous	545	633	833	1,062	3,462
EDS	22	71,567	1,500	Employee + Child	0	93	357	1,116	4,284
Doctorate	15	71,808	600	Employee + Child	0	93	357	1,116	4,284

**\*\*Key takeaways:**

- ✓ With pay scale Option A, Insurance Option A does not exceed the pay raise in any category.
- ✓ Family coverage in Insurance Option B will exceed the pay raise in Option A as well as Option C for any category.
- ✓ Employee + Child Insurance Option B is only greater than the pay raise in Option A for some of the EDS and Doctorate employees.

**BLUE CROSS  
PPO  
AND CIGNA  
LOCAL PLUS**

**CERTIFIED  
MONTHLY  
COST**

**Certified Employees  
Option: BOE Pays 90% of Standard Plan  
Monthly Premium**

		MONTHLY PREMIUM	CC-BOE RATES	EE RATES	# Employees on this plan	Total BOE Cost
<b>PREMIER PLAN</b>	EMPLOYEE	793.00	662.40	<b>130.60</b>	143	\$ 94,723.20
	EMPLOYEE + CHILD(REN)	1307.00	1092.60	<b>214.40</b>	139	\$ 151,871.40
	EMPLOYEE + SPOUSE	1783.00	1166.67	<b>616.33</b>	32	\$ 37,333.44
	EMPLOYEE + CHILD(REN) + SPOUSE	2060.00	1527.93	<b>532.07</b>	104	\$ 158,904.72
<b>STANDARD PLAN</b>	EMPLOYEE	736.00	662.40	<b>73.60</b>	8	\$ 5,299.20
	EMPLOYEE + CHILD(REN)	1214.00	1092.60	<b>121.40</b>	9	\$ 9,833.40
	EMPLOYEE + SPOUSE	1656.00	1109.52	<b>546.48</b>	7	\$ 7,766.64
	EMPLOYEE + CHILD(REN) + SPOUSE	1914.00	1462.23	<b>451.77</b>	14	\$ 20,471.22
<b>LIMITED PPO</b>	EMPLOYEE	695.00	662.40	<b>32.60</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1146.00	1092.60	<b>53.40</b>	2	\$ 2,185.20
	EMPLOYEE + SPOUSE	1565.00	1068.57	<b>496.43</b>	1	\$ 1,068.57
	EMPLOYEE + CHILD(REN) + SPOUSE	1807.00	1414.08	<b>392.92</b>	4	\$ 5,656.32
<b>CDHP/H.S.A.</b>	EMPLOYEE	607.00	607.00	<b>0.00</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1001.00	1001.00	<b>0.00</b>	0	\$ -
	EMPLOYEE + SPOUSE	1365.00	948.10	<b>416.90</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1578.00	1260.65	<b>317.35</b>	0	\$ -

**CIGNA  
OPEN ACCESS  
And  
BCBST Network**

		MONTHLY PREMIUM	CC-BOE RATES	EE RATES	# Employees on this plan	Total BOE Cost
<b>PREMIER PLAN</b>	EMPLOYEE	883.00	662.40	<b>220.60</b>	25	\$ 16,560.00
	EMPLOYEE + CHILD(REN)	1407.00	1092.60	<b>314.40</b>	15	\$ 16,389.00
	EMPLOYEE + SPOUSE	1963.00	1247.67	<b>715.33</b>	2	\$ 2,495.34
	EMPLOYEE + CHILD(REN) + SPOUSE	2240.00	1608.93	<b>631.07</b>	13	\$ 20,916.09
<b>STANDARD PLAN</b>	EMPLOYEE	826.00	662.40	<b>163.60</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1314.00	1092.60	<b>221.40</b>	2	\$ 2,185.20
	EMPLOYEE + SPOUSE	1836.00	1190.52	<b>645.48</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	2094.00	1543.23	<b>550.77</b>	1	\$ 1,543.23
<b>LIMITED PPO</b>	EMPLOYEE	785.00	662.40	<b>122.60</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1246.00	1092.60	<b>153.40</b>	0	\$ -
	EMPLOYEE + SPOUSE	1745.00	1149.57	<b>595.43</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1987.00	1495.08	<b>491.92</b>	0	\$ -
<b>CDHP/H.S.A.</b>	EMPLOYEE	697.00	662.40	<b>34.60</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1101.00	1092.60	<b>8.40</b>	0	\$ -
	EMPLOYEE + SPOUSE	1545.00	1059.57	<b>485.43</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1758.00	1392.03	<b>365.97</b>	0	\$ -

Total BOE Cost Per Month <i>Currently</i> for Certified Employees	
\$	634,559.75

Total Monthly Cost	\$	555,202.17
Monthly Savings	\$	79,357.58
Annual Savings	\$	952,290.96

**BLUE CROSS  
PPO  
AND CIGNA  
LOCAL PLUS**

		MONTHLY PREMIUM	CC-BOE RATES	EE RATES
<b>PREMIER PLAN</b>	EMPLOYEE	793.00	736.00	<b>57.00</b>
	EMPLOYEE + CHILD(REN)	1307.00	992.95	<b>314.05</b>
	EMPLOYEE + SPOUSE	1783.00	1207.15	<b>575.85</b>
	EMPLOYEE + CHILD(REN) + SPOUSE	2060.00	1473.12	<b>586.88</b>
<b>STANDARD PLAN</b>	EMPLOYEE	736.00	736.00	<b>0.00</b>
	EMPLOYEE + CHILD(REN)	1214.00	951.10	<b>262.90</b>
	EMPLOYEE + SPOUSE	1656.00	1150.00	<b>506.00</b>
	EMPLOYEE + CHILD(REN) + SPOUSE	1914.00	1384.41	<b>529.60</b>
<b>LIMITED PPO</b>	EMPLOYEE	695.00	695.00	<b>0.00</b>
	EMPLOYEE + CHILD(REN)	1146.00	897.95	<b>248.05</b>
	EMPLOYEE + SPOUSE	1565.00	1086.50	<b>478.50</b>
	EMPLOYEE + CHILD(REN) + SPOUSE	1807.00	1307.02	<b>499.98</b>
<b>CDHP/H.S.A.</b>	EMPLOYEE	607.00	607.00	<b>0.00</b>
	EMPLOYEE + CHILD(REN)	1001.00	784.30	<b>216.70</b>
	EMPLOYEE + SPOUSE	1365.00	948.10	<b>416.90</b>
	EMPLOYEE + CHILD(REN) + SPOUSE	1578.00	1141.47	<b>436.54</b>

**CIGNA  
OPEN ACCESS  
And  
BCBST Network**

		MONTHLY PREMIUM	CC-BOE RATES	EE RATES
<b>PREMIER PLAN</b>	EMPLOYEE	883.00	736.00	<b>147.00</b>
	EMPLOYEE + CHILD(REN)	1407.00	1037.95	<b>369.05</b>
	EMPLOYEE + SPOUSE	1963.00	1288.15	<b>674.85</b>
	EMPLOYEE + CHILD(REN) + SPOUSE	2240.00	1578.87	<b>661.13</b>
<b>STANDARD PLAN</b>	EMPLOYEE	826.00	736.00	<b>90.00</b>
	EMPLOYEE + CHILD(REN)	1314.00	996.10	<b>317.90</b>
	EMPLOYEE + SPOUSE	1836.00	1231.00	<b>605.00</b>
	EMPLOYEE + CHILD(REN) + SPOUSE	2094.00	1490.16	<b>603.85</b>
<b>LIMITED PPO</b>	EMPLOYEE	785.00	736.00	<b>49.00</b>
	EMPLOYEE + CHILD(REN)	1246.00	965.50	<b>280.50</b>
	EMPLOYEE + SPOUSE	1745.00	1190.05	<b>554.95</b>
	EMPLOYEE + CHILD(REN) + SPOUSE	1987.00	1425.18	<b>561.83</b>
<b>CDHP/H.S.A.</b>	EMPLOYEE	697.00	697.00	<b>0.00</b>
	EMPLOYEE + CHILD(REN)	1101.00	900.25	<b>200.75</b>
	EMPLOYEE + SPOUSE	1545.00	1078.60	<b>466.40</b>
	EMPLOYEE + CHILD(REN) + SPOUSE	1758.00	1286.24	<b>471.76</b>

Total BOE Cost Per Month <i>Currently</i> for Certified Employees	
\$	634,559.75

**Certified Employees  
Option: BOE Pays 100% of Standard Plan  
Monthly Premium Single Coverage**

# Employees on this plan	Total BOE Cost
143	\$ 105,248.00
139	\$ 138,020.05
32	\$ 38,628.80
104	\$ 153,204.74
8	\$ 5,888.00
9	\$ 8,559.90
7	\$ 8,050.00
14	\$ 19,381.67
0	\$ -
2	\$ 1,795.90
1	\$ 1,086.50
4	\$ 5,228.09
0	\$ -
0	\$ -
0	\$ -
0	\$ -

# Employees on this plan	Total BOE Cost
25	\$ 18,400.00
15	\$ 15,569.25
2	\$ 2,576.30
13	\$ 20,525.34
0	\$ -
2	\$ 1,992.20
0	\$ -
1	\$ 1,490.16
0	\$ -
0	\$ -
0	\$ -
0	\$ -
0	\$ -
0	\$ -
0	\$ -

Total Monthly Cost	\$ 545,644.90
Monthly Savings	\$ 88,914.85
Annual Savings	\$ 1,066,978.23

**BLUE CROSS  
PPO  
AND CIGNA  
LOCAL PLUS**

		MONTHLY PREMIUM	CC-BOE RATES	EE RATES
<b>PREMIER PLAN</b>	EMPLOYEE	793.00	793.00	0.00
	EMPLOYEE + CHILD(REN)	1307.00	1214.00	93.00
	EMPLOYEE + SPOUSE	1783.00	1214.00	569.00
	EMPLOYEE + CHILD(REN) + SPOUSE	2060.00	1214.00	846.00
<b>STANDARD PLAN</b>	EMPLOYEE	736.00	736.00	0.00
	EMPLOYEE + CHILD(REN)	1214.00	1214.00	0.00
	EMPLOYEE + SPOUSE	1656.00	1214.00	442.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1914.00	1214.00	700.00
<b>LIMITED PPO</b>	EMPLOYEE	695.00	695.00	0.00
	EMPLOYEE + CHILD(REN)	1146.00	1146.00	0.00
	EMPLOYEE + SPOUSE	1565.00	1214.00	351.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1807.00	1214.00	593.00
<b>CDHP/H.S.A.</b>	EMPLOYEE	607.00	607.00	0.00
	EMPLOYEE + CHILD(REN)	1001.00	1001.00	0.00
	EMPLOYEE + SPOUSE	1365.00	1214.00	151.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1578.00	1214.00	364.00

**Certified Employees  
Option: BOE Pays Flat Rate of \$1,214  
Toward Any Plan**

# Employees on this plan	Total BOE Cost
143	\$ 113,399.00
139	\$ 168,746.00
32	\$ 38,848.00
104	\$ 126,256.00
8	\$ 5,888.00
9	\$ 10,926.00
7	\$ 8,498.00
14	\$ 16,996.00
0	\$ -
2	\$ 2,292.00
1	\$ 1,214.00
4	\$ 4,856.00
0	\$ -
0	\$ -
0	\$ -
0	\$ -

**CIGNA  
OPEN ACCESS  
And  
BCBST Network**

		MONTHLY PREMIUM	CC-BOE RATES	EE RATES
<b>PREMIER PLAN</b>	EMPLOYEE	883.00	883.00	0.00
	EMPLOYEE + CHILD(REN)	1407.00	1214.00	193.00
	EMPLOYEE + SPOUSE	1963.00	1214.00	749.00
	EMPLOYEE + CHILD(REN) + SPOUSE	2240.00	1214.00	1026.00
<b>STANDARD PLAN</b>	EMPLOYEE	826.00	826.00	0.00
	EMPLOYEE + CHILD(REN)	1314.00	1214.00	100.00
	EMPLOYEE + SPOUSE	1836.00	1214.00	622.00
	EMPLOYEE + CHILD(REN) + SPOUSE	2094.00	1214.00	880.00
<b>LIMITED PPO</b>	EMPLOYEE	785.00	785.00	0.00
	EMPLOYEE + CHILD(REN)	1246.00	1214.00	32.00
	EMPLOYEE + SPOUSE	1745.00	1214.00	531.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1987.00	1214.00	773.00
<b>CDHP/H.S.A.</b>	EMPLOYEE	697.00	697.00	0.00
	EMPLOYEE + CHILD(REN)	1101.00	1101.00	0.00
	EMPLOYEE + SPOUSE	1545.00	1214.00	331.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1758.00	1214.00	544.00

# Employees on this plan	Total BOE Cost
25	\$ 22,075.00
15	\$ 18,210.00
2	\$ 2,428.00
13	\$ 15,782.00
0	\$ -
2	\$ 2,428.00
0	\$ -
1	\$ 1,214.00
0	\$ -
0	\$ -
0	\$ -
0	\$ -
0	\$ -
0	\$ -
0	\$ -
0	\$ -

Total BOE Cost Per Month <i>Currently</i> for Certified Employees	
\$	634,559.75

Total Monthly Cost	\$ 560,056.00
Monthly Savings	\$ 74,503.75
Annual Savings	\$ 894,045.00

BLUE CROSS PPO AND CIGNA LOCAL PLUS		CLASSIFIED MONTHLY COST			Classified Employees Option : BOE Pays 90% of Standard Plan Monthly Premium	
		MONTHLY PREMIUM	CC-BOE RATES	EE RATES	# Employees on this plan	Total BOE Cost
<b>PREMIER PLAN</b>	EMPLOYEE	793.00	662.40	<b>130.60</b>	15	\$ 9,936.00
	EMPLOYEE + CHILD(REN)	1307.00	1092.60	<b>214.40</b>	10	\$ 10,926.00
	EMPLOYEE + SPOUSE	1783.00	1166.67	<b>616.33</b>	5	\$ 5,833.35
	EMPLOYEE + CHILD(REN) + SPOUSE	2060.00	1527.93	<b>532.07</b>	10	\$ 15,279.30
<b>STANDARD PLAN</b>	EMPLOYEE	736.00	662.40	<b>73.60</b>	80	\$ 52,992.00
	EMPLOYEE + CHILD(REN)	1214.00	1092.60	<b>121.40</b>	85	\$ 92,871.00
	EMPLOYEE + SPOUSE	1656.00	1109.52	<b>546.48</b>	12	\$ 13,314.24
	EMPLOYEE + CHILD(REN) + SPOUSE	1914.00	1462.23	<b>451.77</b>	50	\$ 73,111.50
<b>LIMITED PPO</b>	EMPLOYEE	695.00	662.40	<b>32.60</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1146.00	1092.60	<b>53.40</b>	0	\$ -
	EMPLOYEE + SPOUSE	1565.00	1068.57	<b>496.43</b>	1	\$ 1,068.57
	EMPLOYEE + CHILD(REN) + SPOUSE	1807.00	1414.08	<b>392.92</b>	2	\$ 2,828.16
<b>CDHP/H.S.A.</b>	EMPLOYEE****	607.00	607.00	<b>0.00</b>	0	\$ -
	EMPLOYEE + CHILD(REN)****	1001.00	1001.00	<b>0.00</b>	2	\$ 2,002.00
	EMPLOYEE + SPOUSE	1365.00	948.10	<b>416.90</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1578.00	1260.65	<b>317.35</b>	0	\$ -
<b>CIGNA OPEN ACCESS And BCBST Network</b>						
		MONTHLY PREMIUM	CC-BOE RATES	EE RATES	# Employees on this plan	Total BOE Cost
<b>PREMIER PLAN</b>	EMPLOYEE	883.00	662.40	<b>220.60</b>	10	\$ 6,624.00
	EMPLOYEE + CHILD(REN)	1407.00	1092.60	<b>314.40</b>	10	\$ 10,926.00
	EMPLOYEE + SPOUSE	1963.00	1247.67	<b>715.33</b>	3	\$ 3,743.01
	EMPLOYEE + CHILD(REN) + SPOUSE	2240.00	1608.93	<b>631.07</b>	7	\$ 11,262.51
<b>STANDARD PLAN</b>	EMPLOYEE	826.00	662.40	<b>163.60</b>	2	\$ 1,324.80
	EMPLOYEE + CHILD(REN)	1314.00	1092.60	<b>221.40</b>	0	\$ -
	EMPLOYEE + SPOUSE	1836.00	1190.52	<b>645.48</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	2094.00	1543.23	<b>550.77</b>	0	\$ -
<b>LIMITED PPO</b>	EMPLOYEE	785.00	662.40	<b>122.60</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1246.00	1092.60	<b>153.40</b>	0	\$ -
	EMPLOYEE + SPOUSE	1745.00	1149.57	<b>595.43</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1987.00	1495.08	<b>491.92</b>	0	\$ -
<b>CDHP/H.S.A.</b>	EMPLOYEE	697.00	662.40	<b>34.60</b>	0	\$ -
	EMPLOYEE + CHILD(REN)	1101.00	1092.60	<b>8.40</b>	0	\$ -
	EMPLOYEE + SPOUSE	1545.00	1059.57	<b>485.43</b>	0	\$ -
	EMPLOYEE + CHILD(REN) + SPOUSE	1758.00	1392.03	<b>365.97</b>	0	\$ -
Total BOE Cost Per Month <i>Currently</i> for Classified Employees					Total Monthly Cost	\$ 314,042.44
					Total Monthly <i>Additional Cost:</i>	\$ 52,978.44
\$ 261,064.00					Total Annual <i>Additional Cost:</i>	\$ 635,741.28

\*\*The number of employees is an estimate. If a portion of the children and/or spouse premiums are paid by the BOE, it seems reasonable to assume more employees will sign up for those plans.



**BLUE CROSS  
PPO  
AND CIGNA  
LOCAL PLUS**

		MONTHLY PREMIUM	CC-BOE RATES	EE RATES
<b>PREMIER PLAN</b>	EMPLOYEE	793.00	793.00	0.00
	EMPLOYEE + CHILD(REN)	1307.00	1214.00	93.00
	EMPLOYEE + SPOUSE	1783.00	1214.00	569.00
	EMPLOYEE + CHILD(REN) + SPOUSE	2060.00	1214.00	846.00
<b>STANDARD PLAN</b>	EMPLOYEE	736.00	736.00	0.00
	EMPLOYEE + CHILD(REN)	1214.00	1214.00	0.00
	EMPLOYEE + SPOUSE	1656.00	1214.00	442.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1914.00	1214.00	700.00
<b>LIMITED PPO</b>	EMPLOYEE	695.00	695.00	0.00
	EMPLOYEE + CHILD(REN)	1146.00	1146.00	0.00
	EMPLOYEE + SPOUSE	1565.00	1214.00	351.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1807.00	1214.00	593.00
<b>CDHP/H.S.A.</b>	EMPLOYEE	607.00	607.00	0.00
	EMPLOYEE + CHILD(REN)	1001.00	1001.00	0.00
	EMPLOYEE + SPOUSE	1365.00	1214.00	151.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1578.00	1214.00	364.00

Classified Employees Option : BOE Pays Flat Rate of \$1,214 Toward Any Plan		
# Employees on this plan		Total BOE Cost
15	\$	11,895.00
10	\$	12,140.00
5	\$	6,070.00
10	\$	12,140.00
80	\$	58,880.00
85	\$	103,190.00
12	\$	14,568.00
50	\$	60,700.00
0	\$	-
0	\$	-
1	\$	1,214.00
2	\$	2,428.00
0	\$	-
2	\$	2,002.00
0	\$	-
0	\$	-

**CIGNA  
OPEN ACCESS  
And  
BCBST Network**

		MONTHLY PREMIUM	CC-BOE RATES	EE RATES
<b>PREMIER PLAN</b>	EMPLOYEE	883.00	883.00	0.00
	EMPLOYEE + CHILD(REN)	1407.00	1214.00	193.00
	EMPLOYEE + SPOUSE	1963.00	1214.00	749.00
	EMPLOYEE + CHILD(REN) + SPOUSE	2240.00	1214.00	1026.00
<b>STANDARD PLAN</b>	EMPLOYEE	826.00	826.00	0.00
	EMPLOYEE + CHILD(REN)	1314.00	1214.00	100.00
	EMPLOYEE + SPOUSE	1836.00	1214.00	622.00
	EMPLOYEE + CHILD(REN) + SPOUSE	2094.00	1214.00	880.00
<b>LIMITED PPO</b>	EMPLOYEE	785.00	785.00	0.00
	EMPLOYEE + CHILD(REN)	1246.00	1214.00	32.00
	EMPLOYEE + SPOUSE	1745.00	1214.00	531.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1987.00	1214.00	773.00
<b>CDHP/H.S.A.</b>	EMPLOYEE	697.00	697.00	0.00
	EMPLOYEE + CHILD(REN)	1101.00	1101.00	0.00
	EMPLOYEE + SPOUSE	1545.00	1214.00	331.00
	EMPLOYEE + CHILD(REN) + SPOUSE	1758.00	1214.00	544.00

# Employees on this plan		Total BOE Cost
10	\$	8,830.00
10	\$	12,140.00
3	\$	3,642.00
7	\$	8,498.00
2	\$	1,652.00
0	\$	-
0	\$	-
0	\$	-
0	\$	-
0	\$	-
0	\$	-
0	\$	-
0	\$	-
0	\$	-
0	\$	-
0	\$	-

Total BOE Cost Per Month <i>Currently</i> for Classified Employees	
\$	261,064.00

Total Monthly Cost	\$	319,989.00
Total Monthly <i>Additional Cost:</i>	\$	58,925.00
Total Annual <i>Additional Cost:</i>	\$	707,100.00

\*\*The number of employees is an estimate. If a portion of the children and/or spouse premiums are paid by the BOE, it seems reasonable to assume more employees will sign up for those plans.

**Certified Employees**  
**Option: BOE Pays Flate Rate of \$1,214**  
**Towards Any Plan**

**Certified Employees**  
**Option: BOE Pays 90% of the**  
***Standard Plan Premium***

**Annual *Savings***  
**with 1214 Option**    \$            **894,045.00**

**Annual *Savings***  
**with 90% Option**    \$            **952,290.96**

**Classified Employees**  
**Option: BOE Pays Flat Rate of \$1,214**  
**Towards Any Plan**

**Classified Employees**  
**Option: BOE Pays 90% of the**  
***Standard Plan Premium***

**Total Annual**  
***Additional Cost:***  
**1214 Option**    \$            **707,100.00**

**Total Annual**  
***Additional Cost:***  
**90% Option**    \$            **635,741.28**

**Total Annual**  
**Savings**  
**1214 Option**    \$            **186,945.00**

**Total Annual**  
**Savings**  
**90% Option**    \$            **316,549.68**

**Certified Employees**  
**Option: BOE Pays 100% Employee Only**  
**Standard Premium**

**Annual *Savings***  
**with 100%**  
**Standard Emp**     \$     **1,066,978.23**  
**Only Option**

**Classified Employees**  
**Option: BOE Pays 100% Employee Only**  
**Standard Premium**

**Annual *Additional***  
***Cost* with 100%**  
**Standard Emp**     \$     **513,761.13**  
**Only Option**

<b>Total Annual</b> <b>Savings</b> <b>100% Standard</b> <b>Emp Only Option</b>	\$	<b>553,217.10</b>
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**Cumberland County Finance  
Summary Financial Statement by Sub-Fund  
January 2026**

141	General Purpose School	Year-To-Date			Month-To-Date			
		Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual
<b>Revenues</b>								
40110		Current Property Tax	1,890,277.00	(1,247,902.03)	66.02%	157,523.08	(147,107.26)	93.39%
40120		Trustee's Collections - Prior Year	52,999.00	(31,744.97)	59.90%	4,416.58	(3,314.75)	75.05%
40130		Cir Clk/Clk & Master Collections-Pr Yr	18,765.00	9,284.61	-49.48%	1,563.75	(1,345.59)	86.05%
40140		Interest And Penalty	21,342.00	5,217.11	-24.45%	1,778.50	(1,503.70)	84.55%
40210		Local Option Sales Tax	16,953,333.00	(8,893,043.68)	52.46%	1,412,777.75	(1,447,018.51)	102.42%
40270		Business Tax	3,561.00	(2,566.14)	72.06%	296.75	(190.00)	64.03%
40275		Mixed Drink Sales	57,360.00	(33,668.62)	58.70%	4,780.00	0.00	0.00%
43517		Tuition - Other	150,246.00	(102,295.52)	68.09%	12,520.50	(12,453.00)	99.46%
43570		Receipts From Individual Schools	66,000.00	(41,601.09)	63.03%	5,500.00	(8,548.06)	155.42%
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	(12,262.77)	289.22%	353.33	(1,500.00)	424.53%
44145		Sale Of Recycled Materials	2,500.00	(1,478.70)	59.15%	208.33	0.00	0.00%
44170		Miscellaneous Refunds	110,000.00	(20,467.47)	18.61%	9,166.67	(2,186.00)	23.85%
44560		Damages Recovered From Individuals	500.00	(1,048.02)	209.60%	41.67	0.00	0.00%
44570		Contributions & Gifts	16,000.00	(13,151.00)	82.19%	1,333.33	(500.00)	37.50%
44990		Other Local Revenues	14,000.00	(13,665.07)	97.61%	1,166.67	(6,327.75)	542.38%
46510		Tennessee Investment in Student	0.00	(31,993,029.45)	0.00%	0.00	(5,202,198.99)	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	(535,454.22)	46.33%	96,320.05	(12,586.54)	13.07%
46590		Other State Education Funds	1,937,014.81	(1,484,847.80)	76.66%	161,417.90	(59,702.57)	36.99%
46591		Coordinated School Health - ARRA	114,200.00	(41,322.22)	36.18%	9,516.67	0.00	0.00%
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	0.00	0.00%
46851		State Revenue Sharing -T.V.A.	0.00	(221,183.74)	0.00%	0.00	0.00	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	(134,720.82)	23.76%	47,250.00	(16,616.52)	35.17%
48610		Donations	5,960.00	(10,960.00)	183.89%	496.67	0.00	0.00%
48990		Other	0.00	(5,500.00)	0.00%	0.00	0.00	0.00%
49700		Insurance Recovery	0.00	(5,093.62)	0.00%	0.00	29,019.66	0.00%
		<b>Total Revenues</b>	<b>78,280,489.27</b>	<b>(45,634,901.10)</b>	<b>58.30%</b>	<b>6,523,374.11</b>	<b>(6,894,079.58)</b>	<b>105.68%</b>
<b>Expenditures</b>								
71100		Regular Instruction Program	(32,604,422.29)	17,108,672.75	52.47%	(2,717,035.19)	2,472,793.58	91.01%
71150		Alternative Instruction Program	(400,742.00)	200,995.16	50.16%	(33,395.17)	30,387.52	90.99%
71200		Special Education Program	(6,259,504.57)	3,213,104.91	51.33%	(521,625.38)	520,786.04	99.84%
71300		Career And Technical Education	(7,158,063.65)	3,466,230.84	48.42%	(596,505.30)	558,815.14	93.68%

**Cumberland County Finance  
Summary Financial Statement by Sub-Fund  
January 2026**

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)	378,105.76	59.20%	(53,220.92)	16,895.07	31.75%
72110	Attendance	(248,618.00)	149,512.47	60.14%	(20,718.17)	15,591.14	75.25%
72120	Health Services	(1,001,488.00)	509,201.42	50.84%	(83,457.33)	71,320.48	85.46%
72130	Other Student Support	(1,881,240.00)	1,010,997.12	53.74%	(156,770.00)	158,392.19	101.03%
72210	Regular Instruction Program	(1,533,428.00)	836,568.70	54.56%	(127,785.67)	93,949.30	73.52%
72220	Special Education Program	(1,240,829.04)	743,605.69	59.93%	(103,402.42)	109,501.55	105.90%
72230	Career And Technical Education	(649,839.00)	320,248.53	49.28%	(54,153.25)	48,434.86	89.44%
72250	Technology	(1,036,671.00)	617,451.75	59.56%	(86,389.25)	62,176.49	71.97%
72310	Board Of Education	(1,135,346.00)	799,550.41	70.42%	(94,612.17)	57,758.33	61.05%
72320	Office Of The Superintendent	(351,726.00)	207,610.44	59.03%	(29,310.50)	27,843.11	94.99%
72410	Office Of The Principal	(5,074,674.00)	2,730,788.14	53.81%	(422,889.50)	430,668.76	101.84%
72510	Fiscal Services	(386,200.00)	178,521.02	46.23%	(32,183.33)	29,766.77	92.49%
72520	Human Services/Personnel	(244,289.00)	143,386.21	58.70%	(20,357.42)	16,069.46	78.94%
72610	Operation Of Plant	(5,846,762.00)	3,515,031.02	60.12%	(487,230.17)	349,928.54	71.82%
72620	Maintenance Of Plant	(2,914,620.41)	1,149,530.59	39.44%	(242,885.03)	98,204.47	40.43%
72710	Transportation	(4,377,908.27)	2,466,611.19	56.34%	(364,825.69)	895,017.96	245.33%
73300	Community Services	(192,861.00)	89,897.12	46.61%	(16,071.75)	(876.24)	-5.45%
73400	Early Childhood Education	(1,389,223.00)	677,857.49	48.79%	(115,768.58)	108,547.11	93.76%
76100	Regular Capital Outlay	(783,693.08)	463,795.08	59.18%	(65,307.76)	15,674.98	24.00%
82130	Education	(222,924.00)	37,150.00	16.66%	(18,577.00)	18,575.00	99.99%
82230	Education	(30,132.00)	5,180.00	17.19%	(2,511.00)	2,590.00	103.15%
91300	Education Capital Projects	(3,220,000.00)	1,415,703.47	43.97%	(268,333.33)	523,536.00	195.11%
	<b>Total Expenditures</b>	<b>(80,823,855.31)</b>	<b>42,435,307.28</b>	<b>52.50%</b>	<b>(6,735,321.28)</b>	<b>6,732,347.61</b>	<b>99.96%</b>
<b>Total</b>	<b>141</b> General Purpose School	<b>(2,543,366.04)</b>	<b>(3,199,593.82)</b>	<b>-125.80%</b>	<b>(211,947.17)</b>	<b>(161,731.97)</b>	<b>-76.31%</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	\$ 1,447,019	\$ 56,925
February	\$ 1,057,209	\$ 1,278,153	\$ 1,304,344	\$ 1,471,897	\$ 1,630,073	\$ 1,575,350	\$ 1,606,857		
March	\$ 731,082	\$ 897,298	\$ 965,550	\$ 1,156,878	\$ 1,130,567	\$ 1,155,681	\$ 1,178,795		
April	\$ 710,630	\$ 828,199	\$ 999,451	\$ 1,131,461	\$ 1,187,369	\$ 1,149,333	\$ 1,172,320		
May	\$ 854,049	\$ 1,178,207	\$ 1,264,205	\$ 1,398,362	\$ 1,342,565	\$ 1,423,150	\$ 1,451,612		
June	\$ 828,973	\$ 1,096,183	\$ 1,185,985	\$ 1,309,063	\$ 1,336,725	\$ 1,420,042	\$ 1,448,443		
July Accrual	\$ 947,306	\$ 1,114,903	\$ 1,298,919	\$ 1,399,744	\$ 1,394,836	\$ 1,478,482	\$ 1,508,052		
Total	\$ 10,270,968	\$ 12,220,428	\$ 13,775,928	\$ 15,736,090	\$ 16,092,659	\$ 16,620,915	\$ 16,953,333	\$ 8,893,044	\$ 305,788

**Resolution #**  
Cumberland County, Tennessee  
General Program School Fund

WHEREAS the General budget requires revision to reallocate Support Services - Attendance funds.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 26th day of February 2026, that the following line item budget amendment be adopted.

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**Line Item General Budget Amendment**

**Decrease Expenditures**

141-72110-471	Software	\$2,226.98
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Total Decrease in Expenditures		\$2,226.98
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**Increase Expenditures:**

141-72110-524	Staff Development	\$2,226.98
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Total Increase in Expenditures		\$2,226.98
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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

Amendment # \_\_\_\_\_  
Cumberland County, Tennessee  
GEAR UP State / Federally Funded

WHEREAS, the Gear Up Grant was awarded additional funds.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 22nd day of February 2026 and by the Cumberland County Commission meeting on this 16th day of March 2026, that the following budget amendment be adopted:

<b>STATE / FEDERAL GRANT: GEAR UP</b>		
Increase Revenue		
47590		\$ 55,115.41
<b>Total Increase</b>		<b>\$ 55,115.41</b>
Increase Expenditures:		
141-71300-189-GEAR	Other Salaries and Wages	\$ 13,000.00
141-71300-201-GEAR	Social Security	\$ 1,000.00
141-71300-204-GEAR	State Retirement	\$ 1,000.00
141-71300-429-GEAR	Instructional Supplies & Materials	\$ 30,115.41
141-72130-524-GEAR	In-Service/Staff Development	\$ 10,000.00
<b>Total Increase</b>		<b>\$ 55,115.41</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: \_\_\_

RESOLUTION # \_\_\_\_\_  
 Cumberland County, Tennessee  
 General Program School Fund

WHEREAS, the General Budget requires revision to reallocate funds.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 28th day  
 of February 2026 that the following budget amendment be adopted:

General Budget Amendment

**Decrease Expenditures**

141-71200-116	Teachers	\$	85,900.00
141-71200-117	Career Ladder	\$	1,000.00
141-71200-195	Certified Substitute Teachers	\$	5,000.00
141-71200-201	Social Security	\$	11,000.00
141-71200-204	State Retirement	\$	11,500.00
141-71200-208	Dental Insurance	\$	2,000.00
141-71200-336	Maintenance and Repair Services - Equipment	\$	200.00
141-71200-429	Instructional Supplies & Materials	\$	400.00
141-71200-499	Other Supplies & Materials	\$	967.09
141-71200-725	Special Education Equipment	\$	9,610.00
141-72220-117	Career Ladder	\$	400.00
141-72220-124	Psychological Personnel	\$	62,682.12
141-72220-201	Social Security	\$	4,227.79
141-72220-204	State Retirement	\$	14,500.00
141-72220-336	Maintenance and Repair Services - Equipment	\$	39.00
141-72220-499	Other Supplies & Materials	\$	2,500.00
<b>Total Decrease in Expenditures</b>		<b>\$</b>	<b>211,926.00</b>

**Increase Expenditures:**

141-71200-163	Educational Assistant	\$	150,000.00
141-71200-198	Non-Certified Substitute Teachers	\$	23,000.00
141-71200-207	Medical Insurance	\$	28,000.00
141-72220-105	Supervisor/Director	\$	1.00
141-72220-161	Secretary(s)	\$	925.00
141-72220-162	Clerical Personnel	\$	1,100.00
141-72220-189	Other Salaries and Wages	\$	3,000.00
141-72220-399	Other Contracted Services	\$	5,900.00
<b>Total Increase in Expenditures</b>		<b>\$</b>	<b>211,926.00</b>

SPONSORED BY:

APPROVED BY:

BOE Member

Chairman of the Board

ATTEST:

Ayes: \_\_\_\_\_ Nays: \_\_\_\_\_ Abstain: \_\_\_\_\_

Director of Schools

Sponsor: \_\_\_\_\_  
 County Commissioner

Approval: \_\_\_\_\_  
 County Mayor

Attest: \_\_\_\_\_  
 County Clerk

Budget Committee Vote: Ayes: \_\_\_\_\_ Nays: \_\_\_\_\_ Abstain: \_\_\_\_\_

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 26th day of February 2026, and by the Cumberland County Commission meeting on this 16th day of March 2026, that the following budget be adopted:

**Decrease Expenditures:**

141-71300-730-SOUTH	Vocational Instruction Equipment	\$ 2,326.00
141-72130-524-SOUTH	In-Service/Staff Development	\$ 1,924.40
141-76100-706-SOUTH	Building Construction	\$ 3,250.00
141-76100-707-SOUTH	Building Improvements	\$ 2,500.00
<b>Total Decrease:</b>		<b>\$ 10,000.40</b>

**Increase Expenditures:**

141-72710-729-SOUTH	Transportation Equipment	\$ 10,000.40
<b>Total Increase:</b>		<b>\$ 10,000.40</b>

SPONSORED BY:

\_\_\_\_\_  
Chairman of the Board

APPROVED BY:

\_\_\_\_\_  
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 transportation funds.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 26th day of February 2026, that the following line item budget amendment be adopted.

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**Line Item General Budget Amendment**

**Decrease Expenditures**

141-72710-399	Other Contracted Services	\$300.00
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Total Decrease in Expenditures		\$300.00
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**Increase Expenditures:**

141-72710-435	Office Supplies	\$300.00
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Total Increase in Expenditures		\$300.00
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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

**Resolution #**  
Cumberland County, Tennessee  
General Program School Fund

WHEREAS the General budget requires revision to record receipt of the Outcomes based funds 2026.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 26th day of February 2026, and by the Cumberland County Commission meeting on March 16th, 2026, that the following budget amendment be adopted.

---

**General Budget Amendment**

<b>Increase Revenue:</b>		
<hr/> 141-46510	TISA Funds	\$779,835.50
Total Increase in Revenue		\$779,835.50
<b>Increase Expenditures:</b>		
<hr/> 141-71100-116	Regular Ed Teachers	\$779,835.50
Total Increase in Expenditures		\$779,835.50

SPONSORED BY:

APPROVED BY:

---

BOE Member

Chairman of the Board

ATTEST:

Ayes: \_\_\_\_ Nays: \_\_\_\_ Abstain: \_\_\_\_

---

Director of School

Sponsor: \_\_\_\_\_  
County Commissioner

Approval: \_\_\_\_\_  
County Commissioner

Attest: \_\_\_\_\_  
County Clerk

Budget Committee Vote

Ayes: \_\_\_\_ Nays: \_\_\_\_ Abstain: \_\_\_\_

Amendment # \_\_\_\_\_  
Cumberland County, Tennessee  
Perkins Federal Fund

WHEREAS, Cumberland County Schools was awarded additional Perkins funds and the Perkins Grant requires a revision to increase Vocational Instruction Equipment funding.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 26<sup>th</sup> day of February, that the following budget amendment be adopted:

---

<b>FEDERAL GRANT:</b>			
<b>Perkin Basic</b>			
Increase Revenue:			
47131	<b>Perkins Basic</b>		\$ 7,439.69
		<b>Total Increase</b>	\$ 7,439.69
Decrease Expenditures:			
142-801-71300-429	Supplies and Materials		\$ 6,353.11
		<b>Total Decrease</b>	\$ 6,353.11
Increase Expenditures			
142-801-71300-730	Vocational Instruction Equipment		\$ 13,792.80
		<b>Total Increase</b>	\$ 13,792.80

SPONSORED BY:  
\_\_\_\_\_  
BOE Member

APPROVED BY:  
\_\_\_\_\_  
Chairman of the Board

ATTEST:  
  
\_\_\_\_\_  
Director of Schools

Ayes: \_\_ Nays: \_\_ Abstain: \_\_\_\_\_

RESOLUTION # \_\_\_\_\_

Cumberland County, Tennessee

Federal Program School Fund

WHEREAS, the Federal 911 budget requires revision to match ePlan

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 26th day of February 2026, that the following budget amendment be adopted:

**Federal Budget Amendment**

Decrease Expenditures

142-911-71200-429	Instructional Supplies & Materials	\$	<u>59.00</u>
Total Decrease of Expenditures		\$	59.00

Increase Expenditures

142-911-71200-499	Other Supplies & Materials	\$	<u>59.00</u>
Total Increase of Expenditures		\$	59.00

SPONSORED BY:

APPROVED BY:

\_\_\_\_\_  
BOE Member

\_\_\_\_\_  
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: \_\_\_\_\_

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

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 Brown Subject/Grade Level 7+8  
 Trip Requested By Katie Morgan Date of Trip 5/11-5/15/26  
 Destination Washington DC City Washington DC State \_\_\_\_\_  
 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 [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 \_\_\_\_\_  
Katie Morgan  
Hannah Vanwinkle  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS 20

Additional Chaperones (If Needed) \_\_\_\_\_  
 Cafeteria (Notified) Signature [Signature]  Purchase Order Requested  
 Substitute Requested (If Needed) \_\_\_\_\_  Permission Slip Obtained (Take on trip)  
 School Nurse Signature [Signature]  
 Sponsoring Teacher's Signature [Signature] Cell Phone # 931-267-7149 Principal's Signature [Signature] Date 1/29/26

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:
April 2025	Policy Reference:
<b>Field Trip and Excursions</b>	
4.302 Exhibit B	

**Cumberland County Schools Field Trip Request**

In State/Pre-Approved  and 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 BETA Club, 9-12  
 Trip Requested By Daisy Filler Date of Trip June 16 - June 20, 2026  
 Destination National Beta Convention City Nashville State TN  
 Departure Time 5 pm, 6/16 Return 2 pm, 6/20 Admission per student \$ 700

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>Daisy Filler</u>	<u>15</u>
<u>Bekki Atkinson</u>	
<u>Emmy Mcloy</u>	

TOTAL # of TEACHERS: 3 TOTAL # of STUDENTS 15

Additional Chaperones (If Needed) n/a

Cafeteria (Notified) Signature \_\_\_\_\_  Purchase Order Requested  
 Substitute Requested (If Needed) n/a  Permission Slip Obtained (Take on trip)

School Nurse Signature [Signature]  
 Sponsoring Teacher's Signature [Signature] Cell Phone # 931-250-1423 Principal's Signature [Signature] Date 1-8-2026

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 _____

*Cumberland County High School*  
660 Stanley Street  
Crossville, TN 38555  
Telephone 931.484.6194

January 9, 2026

Dear Cumberland County School Board:

The Cumberland County High School Chapter of the National Beta Club would like to request your permission to attend the Beta Club National Convention. The dates are June 16 through June 20. The 2026 convention will be held at the Gaylord Opryland Hotel and Convention Center in Nashville, TN.

Back in November, members from our Beta Club competed at the Tennessee State Convention in Nashville, and placed in the top 5 of four different competitions, including 2 championship awards. Our club earned the following: 1st in Creative Writing Division II, 1st in Digital Art Division II (for the second year in a row!), 3rd in Onsite Cake Decorating Division I, and 5th in Digital Portfolio. Due to our stellar performance, our club has been invited to compete in the national convention. Last year, our team brought home 2 top 10 awards from the National Beta Convention (6th in Reimagine, Recreate, and Recycle and 8th in Fiber Arts Division II).

While at the convention, our students will attend meetings designed to develop leadership skills and network with other Beta members from around the country. In addition to competing at the national level, our students will enter new team competitions, including problem-solving, creating products from recyclable materials, and inventing new items.

We plan to take 15 club members and travel by bus and leave June 16 and return on June 20, 2026. Students will be chaperoned by three Beta sponsors, including Mrs. Filler, Mrs. Atkinson, and Mrs. McCoy. The field trip will be funded by the CCHS Beta Club's fundraising efforts, grants, and donations, as well as by the students attending the convention.

Thank you in advance for considering our request.

Sincerely,



Daisy Filler  
Head Sponsor  
CCHS Beta Club

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 X      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 CCHS      Subject/Grade Level FBLA  
 Trip Requested By A Daenell      Date of Trip 4/5 - 4/9/26  
 Destination TN FBLA SLC      City Chattanooga, TN State \_\_\_\_\_  
 Departure Time 2:00pm      Return 2:00pm      Admission per student \$ \$50.00 - Student pays

Special Services: Check ALL that apply. Prior approval is required.  School Nurse  SpED Bus  SpED Assistant  
 Student has 504 plan  Bus with Lift

School Nurse Signature [Signature]      SPED Signature [Signature]

Please Check Type of Activity

- Academic Field Trip
- Incentive Field Trip
- School Clubs
- Band/Chorus
- Competition
- Sports
- Special Classroom Trip (Describe) \_\_\_\_\_
- Other \_\_\_\_\_

Teachers Going: \_\_\_\_\_ # of Students 20-25  
A. Daenell  
H. Gilpin

TOTAL # of TEACHERS: \_\_\_\_\_ TOTAL # of STUDENTS \_\_\_\_\_

Additional Chaperones (If Needed) \_\_\_\_\_

Cafeteria (Notified) Signature [Signature]       Purchase Order Requested  
 Substitute Requested (If Needed)       Permission Slip Obtained (Take on trip)

School Nurse Signature [Signature]      Cell Phone # (931) 624-0513      Principal's Signature [Signature]      Date 1-7-24

Drivers: 1) <u>A. Daenell</u>	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

# Key Information

## Cost

- **Registration:** \$75 per person
- **Hotel:** \$192

## Important Dates

- January 30, 2026 | Registration Opens
  - February 13, 2026 | Registration Closes
  - March 20, 2026 | Chapter Certification Form Deadline
  - March 20, 2026 | Payment Deadline
  - April 6-9, 2026 | State Leadership Conference
-

<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 CCHS Subject/Grade Level 9-12  
 Trip Requested By L. Gilpin Date of Trip 3/29 - 4/1  
 Destination Chattanooga Convention Center City Chattanooga State TN  
 Departure Time 2:00 pm Return 2:00 pm Admission per student \$ 85

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 HOSA State

Teachers Going: L. Gilpin # of Students 5  
A. Wakefield

TOTAL # of TEACHERS: \_\_\_\_\_ TOTAL # of STUDENTS \_\_\_\_\_

Additional Chaperones (If Needed) \_\_\_\_\_

Cafeteria (Notified) Signature [Signature]  Purchase Order Requested  
 Substitute Requested (If Needed) \_\_\_\_\_  Permission Slip Obtained (Take on trip)

School Nurse Signature [Signature] Sponsoring Teacher's Signature \_\_\_\_\_ Cell Phone # \_\_\_\_\_  
 Principal's Signature [Signature] Date 1-7-16

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 _____

# 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

February 6, 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 for the Beta Club to attend an overnight trip to the Clyde M. York 4-H Training Center May 18 – 19, 2026. This is for all students in the Beta Club.

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 black ink that reads "Mary Elizabeth Edmonds". The signature is written in a cursive, flowing style.

Mary Elizabeth Edmonds  
Principal



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 Beta Club  
 Trip Requested By J. Rollins Date of Trip May 18-19  
 Destination Clyde York 4H Center City Crossville, State TN  
 Departure Time 5pm (est.) Return 2:30pm (est.) Admission per student \$ 75.00  
 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 Connors SPED Signature Destiny Rugh

**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 63  
Jessica Rollins  
Jennifer Richard  
Kayla Wadlington

TOTAL # of TEACHERS: 3 TOTAL # of STUDENTS 63  
 Additional Chaperones (If Needed) May include a few Level 2 volunteers  
 Cafeteria (Notified) Signature \_\_\_\_\_  Purchase Order Requested  
 Substitute Requested (If Needed) \_\_\_\_\_  Permission Slip Obtained (Take on trip)  
 School Nurse Signature Mary Connors  
 Sponsoring Teacher's Signature J. Rollins Cell Phone # 423-923-0045 Principal's Signature Mary Edmonds Date 4/6/26

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 _____			

**See reverse.**

*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	Field Trip and Excursions
	4.302 Exhibit B

Cumberland County Schools Field Trip Request

In State/Pre-Approved \_\_\_\_\_ Overnight  Out of State \_\_\_\_\_

This form is to be submitted to the principal and received in the appropriate Director's office 2 weeks prior to the date of the trip for approval. **OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.**

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then afterward filed in the principal's office.

School Stone Memorial Subject/Grade Level 9-12th  
 Trip Requested By SMHS Girls Soccer Date of Trip July 12-15, 2026  
 Destination Maryville College City Maryville, TN State TN  
 Departure Time 7:00 am Return 8:00 pm Admission per student \$ 300  
 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: Caitlin Brown # of Students 22  
Brittany Bilkey

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS 22

Additional Chaperones (If Needed) Brenna Kelly  
 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 Caitlin Brown Cell Phone # 812-606-5684 Principal's Signature [Signature] Date 1.21.26

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:	
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 STONE MEMORIAL HS Subject/Grade Level FOOTBALL 9-12  
 Trip Requested By SAMBER / FOOTBALL Date of Trip July 9-10  
 Destination KNOXVILLE / POWELL HS City KNOXVILLE State TN  
 Departure Time July 9 Return July 10 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 [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 25

SAMBER  
KIRKLAND  
D. BECK

TOTAL # of TEACHERS: 3 TOTAL # of STUDENTS 25

Additional Chaperones (If Needed) \_\_\_\_\_  
 Cafeteria (Notified) Signature [Signature]  Purchase Order Requested  
 Substitute Requested (If Needed) \_\_\_\_\_  Permission Slip Obtained (Take on trip)

School Nurse Signature [Signature]  
 Sponsoring Teacher's Signature [Signature] Cell Phone # 931-267-9548 Principal's Signature [Signature] Date 1-5-20

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 \_\_\_\_\_



**FUNDRAISER AUTHORIZATION FORM**

School Cumberland Co. High School

Fund/club/class account 6015

Expected date of fundraiser 3/1/2026  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Double Good Popcorn

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

Proposed uses of funds raised Equipment for Archery

(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)

Archery 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 company collects money, club gets 50% check payment from company

Requested by Kenny Kilgore Archery Coach Date 2/9/2026  
Name/Title

Approved by [Signature] Date 2-9-26  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



**FUNDRAISER AUTHORIZATION FORM**

School Cumberland Co High School

Fund/club/class account 6015

Expected date of fundraiser March 2, 2026  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Sweet Shirt Sales

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

Proposed uses of funds raised Equipment for Archery

(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)  
Archery 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 Cash & Check

Requested by Kenny Kilgore Archery Coach Date 2-9-26

Approved by [Signature] Name/Title  
Principal Date 2-9-26

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



**FUNDRAISER AUTHORIZATION FORM**

School CC HS middle school

Fund/club/class account Boys Middle School Soccer

Expected date of fundraiser March 1  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Snap Raise

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

Proposed uses of funds raised Gear, equipment costs

(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)

Boys middle school 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 80% cash, check  
check from Snapraise

Requested by Col Whitson Date 1-29-26

Approved by [Signature] Name/Title  
Principal Date 1-30-26

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



**FUNDRAISER AUTHORIZATION FORM**

School CCHS

Fund/club/class account CCHS Girls Fly Football

Expected date of fundraiser MARCH 23 - APRIL  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities SNAP FUNDRAISING

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

Proposed uses of funds raised IN-SEASON EXPENSES, OUTSTANDING UNIFORM BILL  
(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)  
STUDENTS PROVIDE PHONE NUMBERS / EMAILS FOR DONATION / SUPPORT CONTACTS  
(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 CHECK FROM SNAP FUNDRAISING

Requested by [Signature] Date 2-4-26  
Name/Title

Approved by [Signature] Date 2-4-26  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



**FUNDRAISER AUTHORIZATION FORM**

School CCHS

Fund/club/class account Lady Jets Softball

Expected date of fundraiser Feb. 27, 2020  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Otis Spunk Meyer Cookies

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

Proposed uses of funds raised field maintenance

(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)  
Lady jets softball  
(Fundraising activities that involve the participation of the entire student population in the selling of the fundraising items must be board approved)

Method by which school will receive profit Cash / check

Requested by Brittani Brown / President <sup>931-200-1763</sup> Date 2-10-20  
Name/Title

Approved by Ann Wann Date 2-12-20  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



**FUNDRAISER AUTHORIZATION FORM**

School CC HS

Fund/club/class account Middle School Baseball - CCMS

Expected date of fundraiser Feb - end of March  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Cookie dough fundraiser

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

Proposed uses of funds raised field maintenance supplies (conditioner, paint, etc..) team gear, travel  
(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) Middle School Baseball players  
(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 check

Requested by Tyler Thompson / Head HS coach Date 1/20/26

Approved by [Signature] Name/Title Principal Date 1/20/26

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



April

**FUNDRAISER AUTHORIZATION FORM**

School Cumberland County High School

Fund/club/class account Beta

Expected date of fundraiser 4/2/2026  
(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 National Convention (fees)

(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 Beta  
(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 Daisy Filer Beta Sponsor Date 1/2/26  
Name/Title

Approved by [Signature] Date 1-5-24  
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 CCHS

Fund/club/class account Class of 2028

Expected date of fundraiser 2/27/26  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Soliciting Donations

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

Proposed uses of funds raised prizes for pageant winners - class of 2028  
(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 participant registration fees

Requested by ~~Emmy~~ Emmy McCoy Date 1/9/26  
Name/Title

Approved by *[Signature]* Date 1/9/26  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



March

**FUNDRAISER AUTHORIZATION FORM**

School Cumberland County High School

Fund/club/class account HOSA / FCLA

Expected date of fundraiser 3/5/2026  
(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 National conference (fees)

(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 HOSA/FCLA  
(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 check 26% of sales.

Requested by Laura Gp/m / HOSA  
Name/Title

Date 1/2/26

Approved by [Signature]  
Principal

Date 1-5-26

Approved by \_\_\_\_\_  
Director of Schools

Date \_\_\_\_\_



## 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



Due 1/29 B. Hall  
Due 1/30 L. Patton  
Due 2/10 Central

**FUNDRAISER AUTHORIZATION FORM**

School CCHS

Fund/club/class account SWPBS

Expected date of fundraiser 5/8/24  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Selling nachos & drinks  
at Springfest

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

Proposed uses of funds raised incentives for positive  
behavior  
(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 Cash

Requested by Sistina Martin /Teacher Date 1/21/24

Approved by [Signature] Name/Title  
Principal Date 1/23/24

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



May

**FUNDRAISER AUTHORIZATION FORM**

School Cumberland County High School

Fund/club/class account Winterguard

Expected date of fundraiser 5/7/2026  
(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 Floor cart (replacement)

(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 lunch 11:28-1:21 for Winterguard  
(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 check 26% of sales.

Requested by [Signature] Date 1/2/26

Approved by [Signature] Name/Title \_\_\_\_\_ Date 1-5-26  
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



Due 1/29 B. Hall  
Due 1/30 L. Patton  
Due 2/10 Central

**FUNDRAISER AUTHORIZATION FORM**

School CCHS

Fund/club/class account Winterguard

Expected date of fundraiser 5/8/26  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Selling nachos and drinks at springfest

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

Proposed uses of funds raised new equipment (flags, rifles, sabres)  
(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 Cash

Requested by Heisha Hunsaker / Teacher Date 1/21/26

Approved by Camille Nam Name/Title Date 1/23/26  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



Due 1/29 B. Hall  
Due 1/30 L. Patton  
Due 2/10 Central

**FUNDRAISER AUTHORIZATION FORM**

School CCHS

Fund/club/class account Boys Soccer

Expected date of fundraiser May  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities Food Truck for Spring Fest

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

Proposed uses of funds raised Field maintenance, Camera (H-d) fees, gear replacement

(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 Return 50% of profit

Requested by Ceb Whitson / Soccer Coach  
Name/Title

Date 1-12-26

Approved by [Signature]  
Principal

Date 1-12-26

Approved by \_\_\_\_\_  
Director of Schools

Date \_\_\_\_\_



**FUNDRAISER AUTHORIZATION FORM**

School Crab Orchard

Fund/club/class account General Fund

Expected date of fundraiser March 1 - 25, 2026

Proposed fundraising activities Ham N Goodys Cookies + Coffee

Method of fundraising (in-person, crowdfunding, etc.) In-person / Crowdfunding (social media)

Proposed uses of funds raised Student / Teacher incentives

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

School-wide

Method by which school will receive profit 50% if sale 600 boxes (see attached)  
(last year total was approx 850 boxes)

Requested by N. Bratz Date 2-6-26  
Name/Title

Approved by N. Bratz Date 2-6-26  
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.

## Ham'N Goodys Fundraising

Thank you for your inquiry about fundraising with us! I hope you that you are familiar with Ham'N Goodys and some of our products.

You would sell cookies by the dozen for \$20 each. We offer lemon, strawberry, chocolate chip, sugar, snickerdoodle, peanut butter, assorted, gluten friendly chocolate chip, gluten friendly lemon, or voucher. One voucher is good for one dozen cookies at any of our three store locations or cookie trucks. You will get to keep \$8 for 300 dozens or less sold, 300-600 will keep \$9 and over 600 keep \$10. These prices are for organizations with a tax exempt form. If your group is not tax exempt you will need to pay tax on the portion that is owed to us.

We are now offering our Mahalo coffee to sell for fundraisers! There are four choices: Dawn Patrol ground, Dawn Patrol whole, Night Surf ground, and Night Surf whole. These follow the same pricing as the cookies.

You sell for two to three weeks and email your order on a Wednesday by 3:00 p.m. Fundraiser pickups will be Thursday of the following week. Once you submit your order you will be sent information regarding your payment amount and we will schedule a time to pickup your order. Your payment will be due at the time of your pickup.

We also offer an online option! You can add this to your in person fundraiser or online only. Cookies by the dozen will be the only option for online sales. You are provided a link to share and people purchase directly from the link. You can choose to pick up at our commissary or have them shipped. Pick up is always free and shipping is \$10 per address. We will need a background picture, sentence or two on why you are selling, if you will be using a tax exempt form and a list of participants (if dividing up sales).

Please bring **one** form of payment when picking up your order for the amount owed to Ham'N Goodys. We prefer check or card but can accept cash. If you use a **tax exempt** form it will have to match the name of the check or card you are using at pick up or we will need to charge tax. You can email the tax exempt form when you email your order.

The seller collects the money as they get the cookie orders then turns the money into a designated person on the date set up by the coordinator of the fundraiser. The cookie fundraiser is great to advertise over social media! You can accept payment however you would like for your individual orders.

You will need to pick up your fundraiser order at our bakery location. The address is **7117 Regal Lane Knoxville, TN**. We can fit around 350 into a large SUV. Please make sure you bring enough vehicles. Cookies take up lots of room!

The cookies come packaged one dozen per box with 12 boxes in one large bag labeled by flavor. Please specify if you would like your order bagged differently.

We do offer delivery for a fee. The minimum delivery fee is \$100. Please let us know if you would like delivery at the time you email your order. The charge will be added to the amount owed to us at pick up. We can also ship your cookies! The shipping cost is \$15 per address up to four dozen. The orders need to be sent in with the main fundraiser order with notation of the name, order and address for shipping.

If you would like more information or to get on our schedule please email me at [fundraising@hamngoodys.com](mailto:fundraising@hamngoodys.com).

Thank you,  
Natalie Harrell  
Fundraiser Coordinator  
865-850-8095  
[Fundraising@hamngoodys.com](mailto:Fundraising@hamngoodys.com)



**FUNDRAISER AUTHORIZATION FORM**

School Homestead

Fund/club/class account General

Expected date of fundraiser March 23 - April 2, 2026  
(Date must be **AFTER** Board and/or Director approval)

Proposed fundraising activities COIN WAR

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

Proposed uses of funds raised playground 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)  
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 cash, check

Requested by Boni Clow Date 2/4/26

Approved by Mary Edmonds Date 2/4/26  
Name/Title  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools

# 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

February 4, 2026

Dr. Rebecca Farley  
Cumberland County Board of Education  
368 Fourth Street  
Crossville, TN 38555

Dear Dr. Farley and Cumberland County Board of Education,  
Homestead Elementary has been saving funds to replace and relocate the playground that was removed in 2024. To help us in the final stretch, we are seeking permission to hold a "Coin War" fundraiser for our student body. We will receive 100% profit from this fundraiser and all funds will go to the purchase and installation of the playground equipment. Thank you for your consideration of this fundraiser.

Sincerely,

A handwritten signature in black ink that reads "Mary Edmonds". The signature is written in a cursive, flowing style.

Mary Elizabeth Edmonds  
Principal

## PROPOSED FUNDRAISING ACTIVITIES

Fund/account name: Glenn L. Martin Elementary Beta Club

Proposed fundraising activities: Online Double Good popcorn sale from 3/7 - 3/14/26. All money will be collected online and all items will be shipped directly from company.

Purposed Uses of funds raised: Funds raised will help students to participate in trips throughtout the school year.

Expected student involvement (school-wide or specifc school organization):  
Only Beta club members/parents will be working on this fundraiser.

Method by which school will receive profit: The Beta Club members will receive 50% of all money raised from this fundraiser to use towards their trips or activities throughout the school year.

Requested by: Melissa Buffler Date: 2/4/2026

Approved by: Christie Vandunkle Date: 2/4/26

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

\*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 North Cumberland Elementary

Fund/club/class account Library

Expected date of fundraiser March 9<sup>th</sup> - March 13<sup>th</sup>, 2020  
(Date must be AFTER Board and/or Director approval)

Proposed fundraising activities Scholastic  
Book Fair

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

Proposed uses of funds raised library materials  
and resources to support the library program.  
(Any change in proposed uses of funds raised must be approved by the Director of Schools)

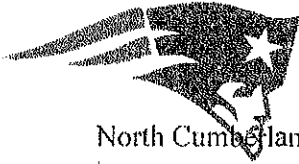
Expected student involvement (school-wide or specific school organization)  
School wide  
(Fundraising activities that involve the participation of the entire student population in the selling of the fundraising items must be board approved)

Method by which school will receive profit \_\_\_\_\_

Requested by Emma Lewis / Librarian Date 2/21/20  
Name/Title

Approved by [Signature] Date 2/21/20  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



# North Cumberland Elementary School

North Cumberland Elementary

7657 Hwy. 127 N. ~ Crossville, Tennessee 38571

Ph. 931-484-5174 ~ Fax 931-707-5556

7657 US-127 North

Crossville, TN 38571

Mary Jane M. Allen, Principal

January 21, 2026

Dr. Rebecca Farley and the  
Cumberland County Board of Education  
368 Fourth St.  
Crossville, TN 38555

Dear Dr. Farley and the Cumberland County Board of Education Members,

North Cumberland Elementary is requesting permission for the Scholastic Book Fair to be held March 9th - March 13th, 2026.

The Scholastic Book Fair is used as a fundraiser to provide funds for the library. Our school will receive up to 50% back on all sales to be used at the Scholastic rewards store as well as on other library needs. This year, we will use the money raised to purchase student reading incentives and additional library supplies. The students look forward to the Book Fair and we look forward to hosting one at North.

We appreciate your consideration in this matter, and look forward to your decision.

Sincerely,

Emma Lewis

North Cumberland Elementary Librarian

"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.*



FUNDRAISER AUTHORIZATION FORM

School North Cumberland Elementary

Fund/club/class account Millionaires Club

Expected date of fundraiser March 3<sup>rd</sup>, 2026  
(Date must be AFTER Board and/or Director approval)

Proposed fundraising activities Read Across America -  
POPCORN + Drinks ("POP" Open a Book)

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

Proposed uses of funds raised will be used to provide  
reading rewards/incentives  
(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  
Cash payments

Requested by Emma Lewis / Librarian Date 7/21/26  
Name/Title

Approved by [Signature] Date 7/21/26  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools



# 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: February Inventory Items for Retirement

DATE: February 3, 2026

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 blue ink, appearing to read "C. Warner", written over a light blue horizontal line.

Dr. Warner  
Principal

A handwritten signature in blue ink, appearing to read "Shadden", written over a light blue horizontal line.

Dr. Shadden  
Assistant Principal

Cumberland County High School~CCHS

Room Inventory Worksheet

1/30/2026

25-TO RETIRE INVENTORY~BOE-RETIRE Holding					Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Assigned To	Serial	Price	
CTE 1000088	Mityvac MV7201 Vacuum Bleeder	mv7201	SHOP EQUIPMENT		822677	\$0.00	
CTE 1000469	Apple A1418 iMac Core i5 1.4 GHz 21.5"	A1418	COMPUTER		CO2N74RSF YOT	\$0.00	
CTE 1002001	HP 8710 Office Jet Pro All-in-One Printer	8710	PRINTER		CN6B8HW0 PJ	\$0.00	
CTE 1224	GE JBM 164OBH02 Microwave	JBM164OBH02	APPLIANCE		DH900266U	\$0.00	
CTE 1225	GE JBM 164OBH02 Microwave	JBM164OBH02	APPLIANCE		DH900216U	\$0.00	
General S09698	HP 11 G9 EE N4500 Processor w/Google Mgmt	11 G9 EE N4500	CHROMEBOOK		5CD4102HD 9	\$0.00	



Dr. Rebecca Farley  
Director of Schools

Scott VanWinkle  
Board Chairman

February 11, 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,

A handwritten signature in blue ink, appearing to read "Justin Whittenbarger", is written over a large, stylized blue flourish that extends across the page.

Dr. Justin Whittenbarger  
Federal Programs Director

# Federal Equipment Inventory List RETIREMENT January 2026

INVENTORY ID #	TAG	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
10000275	CCS-180		FY09	JPBFG07966	PRINTER	HP	2015DN	NORTH	FEDERAL	08-024	57108	21st CCLC	\$370.00	100%	10/9/2008
10000276	CCS-180		FY09	SJPBFG07967	PRINTER	HP	2015DN	NORTH	FEDERAL	08-107	57108	21st CCLC	\$370.00	100%	10/9/2008
10001232	CCS-180		FY11	547713	DOCUMENT CAMER	ELMO	TT02RX	NORTH	FEDERAL	53-121	66910	TITLE I	\$539.00	100%	8/30/2010
10001249	CCS-180		FY11	1SBFVM02201037	PROJECTOR	INFOCUS	IN104	NORTH	FEDERAL	53-160	66910	TITLE I	\$479.85	100%	8/30/2010
10004732	CCS-180		FY15	BOGUSCAMERA1	CAMERA	ELMO	MO1	SOUTH	FEDERAL	73-107	87180	TITLE I	\$312.00	100%	8/18/2014
10005700	CCS-180		FY15	U63080E4N733847	PRINTER	BROTHER	UNKNOWN	NORTH	FEDERAL	53-119	8287	TITLE I	\$189.99	100%	11/13/2014
10007513	CCS-180		FY18	X28B770686L	PROJECTOR	EPSON	695WI	NORTH	FEDERAL	53-125	104028	TITLE I	\$1,671.99	100%	11/2/2017
10007905	CCS-180		FY19	X2828900785	PROJECTOR	EPSON	685WI	NORTH	FEDERAL	53-123	108479	TITLE I	\$1,552.00	100%	9/21/2018
20000182	CCS-180		FY21	MP1XLLPD	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-105	118499	ESSER	\$279.00	100%	2/15/2021
20000186	CCS-180		FY21	MP1XLLB2	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-114	118499	ESSER	\$279.00	100%	2/15/2021
20000189	CCS-180		FY21	MP1XLFKY	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-109	118499	ESSER	\$279.00	100%	2/15/2021
20000201	CCS-180		FY21	MP1XLQRG	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-	118499	ESSER	\$279.00	100%	2/15/2021
20000225	CCS-180		FY21	MP1XLLK5	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-109	118499	ESSER	\$279.00	100%	2/15/2021
20000231	CCS-180		FY21	MP1XM6ZY	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-P3	118499	ESSER	\$279.00	100%	2/15/2021
20000246	CCS-180		FY21	MP1XLLM9	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-111	118499	ESSER	\$279.00	100%	2/15/2021
20000247	CCS-180		FY21	MP1XLK25	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-108	118499	ESSER	\$279.00	100%	2/15/2021
20000249	CCS-180		FY21	MP1XLHGB	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-109	118499	ESSER	\$279.00	100%	2/15/2021
20000253	CCS-180		FY21	MP1XLK3M	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-114	118499	ESSER	\$279.00	100%	2/15/2021
20000263	CCS-180		FY21	MP1XMTSK	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-P3	118499	ESSER	\$279.00	100%	2/15/2021
20000273	CCS-180		FY21	MP1XLFLM	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-115	118499	ESSER	\$279.00	100%	2/15/2021
20000280	CCS-180		FY21	MP1XMRHS	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-114	118499	ESSER	\$279.00	100%	2/15/2021
20000286	CCS-180		FY21	MP1XMP3S	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-109	118499	ESSER	\$279.00	100%	2/15/2021
20000321	CCS-180		FY21	MP1XM6Y5	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-114	118499	ESSER	\$279.00	100%	2/15/2021
20000323	CCS-180		FY21	MP1XLDG	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-	118499	ESSER	\$279.00	100%	2/15/2021
20000361	CCS-180		FY21	MP1XLDFG	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-114	118499	ESSER	\$279.00	100%	2/15/2021
20000380	CCS-180		FY21	MP1XLFMH	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-116	118499	ESSER	\$279.00	100%	2/15/2021
20000701	CCS-180		FY21	MP1XDFOB	CHROMEBOOK	LENOVO	100E	SOUTH	FEDERAL	73-149	118499	ESSER	\$279.00	100%	2/15/2021
20000718	CCS-180		FY21	MP1XDL4R	CHROMEBOOK	LENOVO	100E	SOUTH	FEDERAL	73-119	118499	ESSER	\$279.00	100%	2/15/2021
20000735	CCS-180		FY21	MP1VGQTK	CHROMEBOOK	LENOVO	100E	SOUTH	FEDERAL	73-119	118499	ESSER	\$279.00	100%	2/15/2021
20000799	CCS-180		FY21	MP1XDB9B	CHROMEBOOK	LENOVO	100E	SOUTH	FEDERAL	73-149	118499	ESSER	\$279.00	100%	2/15/2021
20000846	CCS-180		FY21	MP1VGP3M	CHROMEBOOK	LENOVO	100E	SOUTH	FEDERAL	73-109	118499	ESSER	\$279.00	100%	2/15/2021
20001318	CCS-180		FY21	MP1YF0HD	CHROMEBOOK	LENOVO	100E	NORTH	FEDERAL	53-106	119165	TITLE I	\$297.02	100%	4/13/2021



**Cumberland County Federal Programs  
Equipment Retirement Request**

**Cumberland County Schools  
368 4th Street  
Crossville, TN 38555**

**School Name:**

**North Cumberland**

**Date: January 2026**

Tag Number	Serial or ID Number	Description	Reason Retired
✓ 10005700		Brother HL-54 Printer	<b>Outdated / Broken</b>
✓ 10000275		HP laser jet p2015dn printer	Outdated
✓ 10000276		HP laser jet p2015dn printer	Outdated
✓ 20000361		lenovo chromebook	Outdated
✓ 10007905		Epson Bright link 685wi projector	Outdated
✓ 10001249		infocus projector	Outdated
✓ 10001232		Elmo TT-02RX overhead projector	Outdated
✓ 10007513		Epson Bright link 695wi projector	Outdated
✓ 20000273		lenovo chromebook	Outdated
✓ 20000186		lenovo chromebook	Outdated
✓ 20000280		lenovo chromebook	Outdated
✓ 20000323		lenovo chromebook	Outdated
✓ 20000249		lenovo chromebook	Outdated
✓ 20000321		lenovo chromebook	Outdated
✓ 20000380		lenovo chromebook	Outdated
✓ 20000253		lenovo chromebook	Outdated
✓ 20000201		lenovo chromebook	Outdated
✓ 20000263		lenovo chromebook	Outdated
✓ 20000231		lenovo chromebook	Outdated
✓ 20000286		lenovo chromebook	Outdated
✓ 20000189		lenovo chromebook	Outdated
✓ 20000247		lenovo chromebook	Outdated
✓ 20000225		lenovo chromebook	Outdated
✓ 20000182		lenovo chromebook	Outdated
✓ 20000246		lenovo chromebook	Outdated
✓ 200001318		lenovo chromebook	Broken

Principal Signature:

Federal Programs Director Signature:



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

**Scott VanWinkle**  
**Board Chairman**

February 4, 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 Food Service and Special Education Department's list(s) of items to be retired by the BOE at February'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 *MN*

Kathy Hamby *KH*

Marlene Holton *MH*

Central Services  
Room Inventory Worksheet  
2/3/2026

18-TO RETIRE INVENTORY~BOE-  
RETIRE Holding

Room Type: VIRTUAL

FOOD.SERV.

Tag	Product	Model	Product Type	Assigned To	Serial	Price
102988	HP M15w LaserJet Pro Printer	M15w	PRINTER		VNB3X36478	\$0.00



SPED

Central Services  
Room Inventory Worksheet

1/30/2026

18-306ARETIRE FOOD SERV/SPED HALL

Room Type: VIRTUAL

- Virtual SPED Retire

Tag	Product	Model	Product Type	Other #1	Serial	Price
2627S	Wooden Floor Rocker Therapeutic Equipment	Wooden Floor Rocker	THERAPY EQUIPMENT			\$0.00
2768	LumaSource Vibrating Glove Chair	unknown	THERAPY EQUIPMENT			\$0.00
5106	HON File Cabinet	Vertical	FILE CABINET			\$209.56
5420	Lenovo MTK 8173C Chromebook	MTK 8173C 4 G	CHROMEBOOK		P202RR3X	\$324.51
5422	Big Joe Espresso Comfort Suede Support Chair	Large Espresso	THERAPY EQUIPMENT			\$109.02
5951	Apple A1466 MacBook Air 13"	A1466	LAPTOP		FVFXR460J1 WT	\$1,029.00
5955	Apple A1466 MacBook Air 13"	A1466	LAPTOP		FVFXR35CJ 1WT	\$1,029.00

# 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

February 13, 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 list of general items to be retired by the BOE at March's regular monthly meeting. Please include these lists on the agenda. If you have questions, please let me know.

Sincerely,

A handwritten signature in black 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

February 2026

School Name

Date

Tag Number		Description	Reason Retired
46875	5111219921	Avalon A5BOTTLELESS Water Dispenser	OBSOLETE/BROKEN
46800	U64180A8N917539	Brother HL-L6200DW Printer	OBSOLETE/BROKEN
S03218	P202RP1H	Lenovo 100e Chromebook	OBSOLETE/BROKEN

*Mary E Edmonds*

Principal Signature



Mitch Lowe, Principal

The Phoenix School  
203 Taylor Street  
Crossville, TN 38555

Phone: 931-456-1228  
Fax: 931-456-9862

January 20, 2026

Dear Ladies and Gentlemen:

On behalf of The Phoenix Campus, I am requesting the retirement of the following surplus items by the Cumberland County Board of Education.

Items to retire: #1001041  
# 1000453

Please see the attached sheet.

Sincerely,

Sharon W. Miller  
Assistant Principal

The Phoenix School  
Room Inventory Worksheet

1/20/2026

85-TO RETIRE INVENTORY~BOE- RETIRE Holding					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Assigned To	Serial	Price
1000453	Blue Hawk Flux-MIG Welder	SGY-WELDER1	SHOP EQUIPMENT		60-M1990	\$0.00
1001041	Task Force Tool Set	unknown	SHOP EQUIPMENT			\$0.00