

Board of Education
November 1, 2022 6:00 PM
Central Services Board Room

BOARD MEMBERS:

1. Call to Order - Ms. Teresa Boston
2. Moment of Silence and Pledge of Allegiance - Ms. Teresa Boston
3. Approval of Minutes
4. Deputy Director Job Description
5. CTE Director Job Description
6. Secondary 9-12 Supervisor Job Description
7. Other Discussion
8. Adjournment

Budget Committee Meeting
May 24, 2022
Central Services Board Room

The Budget Committee met on Monday, May 24, 2022, in the Central Services Board Room where Mr. Chris King called the meeting to order at the approximate hour of 4:00 p.m. He welcomed everyone to the meeting and appreciated everyone for attending.

PRESENT:

Mr. Chris King, 6 th District	Mrs. Teresa Boston, 8 th District
Dr. Ina Maxwell, Director of Schools	Mrs. Stephanie Barnes, CAO
Mrs. Kacee Harris, CFO	Mrs. Kim Bray, HR Director
Mrs. Stace Karge, 9 th District	Mrs. Anita Hale, 4 th District
Mr. Jim Inman, 1 st District	Mrs. Angela Randolph, Federal Programs Director
Miss Mo Charnot, Media	Mrs. Kathy Hamby, School Nutrition Supervisor
Marlene Holton, SPED Director	Amanda Masters, CTE Teacher
Ashton Hayes, CTE Teacher	Cindy Kemmer, CTE Teacher
Jennifer King, Pine View Parent	Mrs. Rebecca Hamby, District 7
Mr. Scott Maddox, CTE/High School Supervisor	

ABSENT: None

- 1. Call to Order – Mr. Chris King**
- 2. Moment of Silence/Pledge of Allegiance – Mr. Chris King**
- 3. Approval of Committee Minutes**

Boston moved to approve. Hale with a second.

King: Any Discussion/corrections? There being none, the minutes are approved.

VOICE VOTE: Boston (mover-yes)
Hale (seconder-yes)
All Ayes

MOTION: Carried Unanimously

- 4. Food Service Budget Presentation and Recommendation**

Mr. King introduced the topic for discussion and turned it over to Mrs. Kathy Hamby.

Hamby: I just gave you another copy of the food service budget. The only difference in that budget is a couple of the wage lines. They have updated to reflect the proposed pay scale that was updated by Kacee. In your packet, I did give information before the 3-page budget. The second page, there's an update on the child nutrition waivers. We've been operating under child nutrition and Covid waivers the last few years. As of now, there's been no congressional authority to extend those. So, all the child nutrition and Covid waivers will end June 30th and that means back to business, back to normal. There's still some legislation out there but there's indication that will be approved the next school year. On the 3rd page is a little bit of a summary page of the different programs within the school nutrition department budget. It's not just a simple, oh we have a lunch program, we have a breakfast program. There's several different programs that we're operating. I won't read this, but it gives you reference. If you're wondering what's different about the community eligibility program than just the national school lunch program. There's a brief description. The next page is more detailed on the community eligibility

provision. If we go back to business as normal, we'll be back to some of our schools that participate in the CEP program, and then others cannot qualify. This gives a little more information about that program and all that is different than just the regular school lunch program. I broke down line 710 which is the food service equipment you can see how this affects the bottom line of the budget. During the covid we have been very conservative, not knowing exactly what's going to happen, what expenses. We have been able to provide a lot of meals. Increase reimbursement rate during that time so we do have some extra funds that we would like to get back into the schools. On this list is-besides 2 items-is all replacement equipment. Besides the piece of equipment at Brown, everything else is probably 30-40 years old, if not older. The brown piece of equipment is original with the school so we're looking at about 20 years. The Homestead equipment, the walk-in freezer and cooler is wasn't updated whenever they did the whole Homestead renovation, so it's been a long time coming on replacing that. The other equipment for both South and North, that's original with the school. Stone Elementary, that oven actually came from the old City School building. All this equipment is pretty dated. The way we came up with the list was a joint effort with the cafeteria staff, managers, principals, our maintenance team to prioritize and make that recommendation. This is a tentative list. This is what we think needs to be replaced but you never know. Just the fryer at CCHS caught fire on us. Sometimes there are unexpected things that we might have to re-prioritize. If we're looking at a 2-tier replacement in that window, we would take the most needed items and bid that out at the first of the budget year and then about December, the rest of the items. Finally, is the school nutrition pay scale. This is for cafeteria workers, line 165 on the expenditure page. And the school nutrition courier are part of the people who fall in that pay scale. Myself, I'm on the non-certified supervisors pay scale. And then all my central office folks actually fall on the same pay scale as all the others at central office. I can touch on a few of the highlights within the budget. If you have any questions, feel free to stop me. You will see there will be student lunch payments back in the budget. That is with 3 schools. We have 3 schools that don't qualify to participate in CEP this year. That would be South, Cumberland County High School and Stone Memorial. They do qualify for the universal free breakfast program. All kids at all schools would be eligible for one free breakfast every day. 9 of the schools would qualify for CEP where the kids could eat lunch for free as well. That would be 3 schools where we would collect student lunch payments. But, we're not recommending any kind of price increase. The price would be the same as it was before covid. Same thing with adults, there would be no price increase for adults. The hard thing to gauge right now is the federal reimbursement. We've kept everything close to the same cause we won't know our full reimbursement rates probably closer to the end of July. Just based on things we're hearing, we know we'll probably be less meals going back to business as normal. But with the increase in reimbursement rates we figure it will probably fall somewhere about the same. I like to try to be a little conservative with the revenues. Are there any questions on the revenue page? The second page is the expenditures. Going down to the wage line-this includes a step raise for everyone. It also includes the proposed pay scale. The Central Office staff are on the one that Kacee presented last week. All the cafeteria staff, the 165 and the 189 are on the school nutrition cafeteria pay scale. If you look at the insurance that's based on medical, life and dental. That's based on adding 3 full time positions which would put it up to 45 full time positions out of our approximately 119 employees, if all positions are field. Another big difference-food supplies, line 422, who knows what's going to happen with food. But we wanted to be to add a 25 % cost increase so hopefully that would cover any costs that we see with food costs for the upcoming school year. We included at 10% cost increase for food supplies and equipment parts. Line 17-food service equipment, that is the proposed equipment replacement list. The last page shows the fund balance. That would still leave our fund balance right at a million, nine hundred. Which puts up right at the 3-month fund balance, which is recommended, since we operate on reimbursement and that usually runs a couple of months behind. I said 119 but it's actually 107 employees in 165. 119 with cafeteria subs.

Boston: Ms. Hamby, this is the proposed pay scale. If that were not to pass the full board's vote, will those numbers revert back to the current pay scale?

Hamby: Yes ma'am. I know on the proposed pay scale, we looked at what was presented during the presentation and then we also looked at, ok, if this employee would go out and work a restaurant, what would they get paid?

Boston: Absolutely no problem with your employees getting the pay scale, I'm just questioning, these are the proposed budget pay scale which includes items that haven't passed yet.

Hamby: Exactly, it's all proposed. Nothing has been passed or voted on.

Boston: If it passes, then this is good. If it doesn't pass then those numbers will have to be changed, is that correct?

Hamby: Yes.

King: Any other questions?

Hale: Ms. Hamby, do we get money from federal programs?

Hamby: Our funding? Yes. The 4300 series, all that is local. You're looking at right at \$450,000.00 from the charges. There's a little bit we get from miscellaneous, but if you look down at the 4700 series, that's almost 8 million that is all reimbursement on the meals we actually serve. We don't get any of that until we actually serve the meals.

King: There's no other questions, thank you Ms. Hamby. From there we'll move to the 142-federal budget. Ms. Harris.

Harris: Mr. Chair would the committee, as a housekeeping type thing as far as proceeding, would the committee want to make a recommendation as we go through these budgets pending the pay scale approval or do you want to wait because we have the work session after this? Ideally, we have your stamp of approval on what we see there. That would be for...

King: I'll ask the committee.

Boston: I'll make a motion that we approve the nutrition budget contingent upon the salary scale passing the full board.

King: Second.

Hale: I'll second that.

King: I agree. That's what we'll do with that. As we go you're doing each piece mill?

Harris: Right.

King: If that's ok with the committee, that's ok with me.

Boston: What do you mean piece mill?

King: Each time we come to a budget, each item we look at, we look at it and see if we want to pass on it or approve it to go to the full board.

Harris: Do we want to go ahead and do 143 or do we want to come back at the end? With your motion do 143? It's just however you all want to go.

Boston: Tell me what 143 is.

Harris: I'm sorry, that's just code for food service.

Boston: I'm good with code 143. We've made a motion and approved the food service budget contingent upon if the salary scale is approved by the full board.

Harris: The 142 budget, federal budget, in general have 3 funds that we deal with. We have 141 which is our largest general purpose, fund which is the world I live in mostly then we have 142 which is the federal programs budget and then 143 is nutrition. The federal programs budget, anything that has changed from the last time has been highlighted for you. The summary did not change, dollar amounts did not change, mostly some salary lines. Again, this would be going ahead pending salary scale approval. Go ahead and show what that would look like.

King: That is this packet here?

Harris: Yes, that's the big 60 pages. We have our federal programs people here if you have any questions, if you have anymore information. The darkened spots have been changed.

Boston: Just for clarification, in going through the federal budget, looking at it, we have got, for example, secretaries on page 27. \$108,791.18. Who are those secretaries?

Randolph: Those are the federal programs bookkeepers.

Boston: There's 2 of them?

Randolph: Yes.

Boston: And we have \$108,000 for 2 of them?

Randolph: Those are with the proposed salary.

Boston: They are non-certified?

Randolph: Exactly.

Boston: Ok. Do they fall under a supervisor...

Randolph: No.

Boston: Ok. I guess I'm just trying to get this straight. On several pages we have assistant, assistant, assistant, \$149,000, \$670,000, what assistants are they? I didn't write the page, but it says assistant and I think these mostly come from the ESSER funds. But I think we've mostly got non-certified assistants, \$11,000, non-certified assistants \$4200, non-certified assistants, \$200,000 for substitutes? What I'm trying to do-is any of that going to cross over to the regular budget or are these individuals that's not covered by the regular budget?

Randolph: Anything that's in the federal programs budget will not cross over into the general programs budget.

Boston: We've got \$200,000 for non-certified substitutes.

Randolph: What page are you on?

Harris: Are you thinking ESSER? ESSER is towards the back. I'm around page 50 and I'm in ESSER.

Boston: It may not be ESSER funded. What I'm trying to get at is does any of this cross over to where these substitutes would go into a regular classroom?

Holtton: I will say for the federal, if I have federal assistants in special ed budget that are paid with federal funds, if they get a substitute that sub is paid with federal funds but if it's an assistant that's paid out of general funds then the substitute is paid out of the general line.

Boston: We've got \$670,000 for assistants, explain that to me. Educational assistants, regular instruction.

Randolph: That's out of ESSER 3 so what that is, we had to budget for the next 3 years. So that's going to take us up through FY '24. The educational assistants in that line will cover TN ALL CORE assistants which is part of the 20% required learning loss that we were required to provide out of ESSER 3.

Boston: But will any of them go into regular classroom?

Randolph: TN ALL CORE covers any students that were deemed to suffer learning loss during the Covid closures. It is going to be regular education students, but what that does is that supplements and the provides the high dosage, low ration tutoring that is required through the TN ALL CORE program.

Boston: So, the \$670,000 is over a 3-year period?

Randolph: Yes.

Boston: So, let's say \$210,000 a year for, is that what we hire the 180-day contracts with?

Randolph: On these, these are actually full-time teaching assistants that have a schedule, that will go into each school, they'll have a specific schedule to pull those students, 3 students at a time, and work with them, providing them interventions to catch them up in reading and math.

Boston: So, this is above and beyond the 180-day contract?

Randolph: Yes, well this is a full-time assistant, so they are on a 182-day schedule.

Boston: So, we hired additional assistants for...

Randolph: Yes, we were required to with the TN ALL CORE program.

Boston: Do you know how many we hired?

Randolph: Right now, we hired, I believe we are at 13 and that's full-time equivalents.

Boston: 13? Ok, certified teachers, we've got substitutes. Do they go into regular classrooms?

Randolph: They will. They will take the place of whatever, like if it's a TN ALL CORE assistant then they are going to take the place of that TN ALL CORE assistant, but it will go into regular classroom, but it does not take the place of a general-purpose position, if that makes sense.

Boston: We have to have TN ALL CORE, whatever the case may be, we call in a substitute in that classroom, that means we do not have to have a regular substitute in that classroom?

Randolph: No, you do. That substitute would have to take place of the TN ALL CORE tutor.

Boston: You have to have 2?

Randolph: Exactly.

Boston: One goes out of the general purpose and one...

Randolph: And then one takes the place of that TN ALL CORE assistant's schedule for the day. Because they may be in one class for 1 hour and another classroom for 1 hour, another classroom for 1 hour, but the TN ALL CORE substitute has to follow the schedule of that TN ALL CORE assistant.

Boston: So, these are all federal, they do not come out of general purpose.

Randolph: They do not.

Boston: That satisfies my question. I was hoping we could cross over.

Hale: What happens when their term is up? We hire them for 3 years and they understand that they possibly will not get rehired.

Randolph: Absolutely. This was in the job description.

Boston: What job description?

Randolph: Well, it's not necessarily a job description-it was based on the requirements of the grant. This was just for the funded period and they were notified of that when they were hired.

Boston: Do we have a paper trail that says you've been notified...

Randolph: Yes, we do. It's on the personnel recommendation form.

Boston: So, they have signed I'm only working 3 years...

Randolph: Exactly and actually it's per year. They sign those blue sheets...

Boston: Like contracts for regular...

Randolph: Exactly.

Boston: What do they get paid per hour?

Randolph: Right off the top of my head...it would depend on years of experience, so it would be depend.

Boston: So, if they are non-certified, what qualifications do they have to have?

Randolph: The same as any other non-certified as in the regular education program.

Boston: Do they get paid differently?

Randolph: No, they do not.

Inman: Whenever we first started receiving the ESSER funds, I remember there were several boards members that made the request that we made sure that whenever we hired these assistants and even the teachers that were going to be paid out of ESSER funds, we wanted them to know right up front that it was a 3-year program and in 3 years it was done. I remember several board members requested that.

Boston: We've had a question on that but also, I think it was one we only had to produce or create one job description for that and on that job description it stated this is only a 3-year period. But when I started looking at this and then looking at the general budget, if any of those positions cross over could that possibly save in general budget?

Harris: Correct me if I'm wrong, federal money...

Boston: Is federal money.

Harris: It's got to be the icing on the cake, it can't put anything in the cake.

Boston: Do we have any idea how many additional personnel we've hired for a 3-year period?

Randolph: We only know what we have hired for this year because the postings for these positions go up fresh every summer. I don't have that information with me right now other than the 13 we were talking about. But yes, I can provide that information at any time once we get those positions for this upcoming year filled.

Boston: If we have 20 positions and we only fill 2 because we simply cannot find the people to, what happens to the money?

Randolph: The money will roll over to the next year.

Boston: What about if we can't fill the positions next year?

Randolph: Well, it will roll over until the end of the grant funding and at the time, we can look, with TN ALL CORE we were required, within the program, the state would give us \$700 per student that qualified and we as a district have to match \$800 per student and that was allowed to be a part of our 20% learning loss requirement out of ESSER 3. The TN ALL CORE match has to remain the TN ALL

CORE match. We leave the postings up, we continue interviewing and reaching out and trying to fill those positions.

Boston: Is that like the interventionist? I don't think we ever found...

Randolph: We didn't all interventionists, but we did leave the postings up, the ones that were not filled, we left them up all year and we kept trying.

Boston: But they were not?

Randolph: They were not.

Boston: How many did we finally... I think we ended up with 12?

Randolph: We ended up with, I don't have the numbers with me right now, but we did not fill all 24 positions.

Boston: That answers, I was just being hopeful. That answers that. A little bit more investigation and I think I'll probably understand it. Thank you. We've got \$300,000 in architect services in ESSER. Is that simply for CCHS construction?

Harris: So, that would include the South renovation/addition, the CCHS auditorium and those are the 2 big capital projects in ESSER 3.

Boston: So, does South get classrooms?

Harris: We're very hopeful. It might buy one.

Boston: How much have we allotted for South renovation?

Harris: Let's go about it backward. I want to say, very broad numbers, about \$900,000 to 1 million for that project and the remaining is for the auditorium. I think that's the ballpark.

Boston: And that \$300,000 in architect is just for that because it is federal funds, it will stay in federal projects?

Harris: Right and for those projects, I'm looking at page 56. We've got \$750,000 budgeted for those architect fees.

Boston: Well, look on page 49?

Harris: I'm guessing that is the....

Boston: That's a grant, regular capital outlay?

Harris: Right. That's our ESSER 2 projects. That's going to be playground equipment, the bleachers had to have architecture services. The outside pavilion. Those that have a roof, we're going to make sure those are up to code. That would be those projects. I believe the HVAC is in ESSER 2.

Boston: So, is the HVAC under building improvements in this, which was I think \$1.4.

Harris: Yes, I can't remember the exact split but between 706 and 707 that's playground, bleachers, outdoor pavilions and the HVAC.

Boston: Federal projects, we've got a million dollars in architect fees?

Harris: That's the budget, hopefully it will come in less.

Hale: If we don't use all those federal funds...

Harris: It is our intent that we will use all those federal funds. Anytime there's a change, like we can't fully staff the assistants and once we get to that point, and down the road we see that we're going to have \$50,000 that we're not using in assistants then that's going to come back to the board for approval as a budget amendment. So, you all would see and have to approve that.

Boston: I think in the ESSER 2, it says the projects may include 3 indoor sets of bleachers, expenses incurred moving one set of outdoor bleachers from one elementary school to another, providing renovating outdoor bathroom facilities for recreational fields, recreational fields constructed and renovating 2 tennis courts. Do we intend to do anything at CCHS and Stone tennis courts through this funding?

Harris: What are you reading from?

Boston: This is what you sent to me back some time ago.

Harris: That is probably an early draft. I don't have that with me but those are the project in ESSER 3.

Boston: This says ESSER 2.

Harris: ESSER 2 is the playground, the outdoor pavilion, the bleachers-we identified those by need, we're going to bid those out.

Boston: Who gets the bleachers?

Harris: There's 5 schools, I did not bring that fact sheet with me. It's the worst.

Boston: On the flip side of that, HVAC upgrades and installations, 3 sets of bleachers, 12 roof replacement and repairs and this one is 1.5 million.

Harris: I'm thinking that's very, very early on.

Boston: So, this is not no longer at fact?

Harris: No, I don't think that, I can't recall what version that is. It must have been very preliminary.

Boston: June of 2021 is when you sent this to me.

Harris: Ok, October or November was the last version the board approved.

Boston: Did we take out the option the replace roofs and repairs roofs?

Harris: Yes, and I'm thinking that version was very early on. We really didn't have all the rules, but we were being asked to turn in some preliminary stuff.

Boston: I'm just looking at Stone roof. If it falls under ESSER, is that part of the plan?

Harris: I think at this point, based on that initial needs assessment, those projects are in process. I don't know that that bubbled up in that needs assessment. It would definitely be something, if we had extra money, we would have to go back and see what was in the needs assessment, that's kind of a new thing outside of my expertise.

Boston: What you're saying, in the needs assessment if there were excess funds in ESSER 2 or 3, we could ask permission to do roofing?

Harris: If that showed up as a need.

Boston: Showed up as a need from who?

Harris: The whole big process where we gathered the information from stake holders. From my understanding.

Boston: Ok. I'm just grasping. If we can move anything, or if anything has been planned in ESSER 2 or 3, that relieves the burden from the general budget.

Hale: I agree.

Harris: The latest ESSER 2 that was approved was in October. You had the bleacher replacement, the playground equipment, the outdoor learning facility, HVAC replacement and I was forgetting the window and door replacement. Each school was going to get a little pot of money to do their worst.

Boston: Window and door, how are you divvying that out?

Harris: It's almost \$69,000 per school. We just divided it between our 12 schools. Our maintenance staff, the lead custodian, the school administration and some are in the process of compiling a wish list. We know today \$69,000 isn't going to go very far but it might do a couple of exterior doors and some of the worse windows. It would be a start. The schools would get that same amount.

Boston: Each school gets \$69,000? Perfect.

Harris: Almost \$69,000.

Boston: But nothing for roof repairs, roof replacements?

Harris: Right. And I believe as the trainings went on, roofs got real tricky. Because you had to tie it to health and that was a little trickier.

King: If there are no other questions, I'll entertain a motion to send this on to the full board.

Boston: I make a motion to send the federal budget on the full board.

Hale: Second.

King: Motion is made and seconded. I agree with it, so we'll send it on.

VOICE VOTE: Boston (mover-yes)
Hale (seconder-yes)
All Ayes

MOTION: Carried Unanimously

5. General Purpose School Budget Update

King: King introduced the item and handed it over to Ms. Harris.

Harris: This is some general updates about the general-purpose school budget. It's the last version that you all had at your May 11th meeting. You do have a new version. Last week was a little nutty. Some of the highlights, on Friday the state board of education passed a little bit larger of a state minimum salary schedule for our teachers. Which is a good think, it was just a little bit unexpected. You had seen in the budget a 4% for certified staff and that made us need to go back and add 4.8 total for certified staff.

Boston: So, they are getting a 4.8 percent raise? You said the state passed...

Harris: Each year they set the minimum teacher salary and they set it usually at the very end of May. Last year they bumped it to \$38,000. With the improvements we made to our scale we thought we were going to be in pretty good shape with the 4% this year, we're expecting it to jump to \$39,000 and continue to jump by a thousand each year.

Boston: This is for certified only?

Karge: Is this the bump that they do every year, the teachers, they say they are going to get 4% but they really don't because it has to get filtered out?

Harris: This is totally separate.

Karge: Ok, so they are actually getting the 4.8% and then we talk about the other?

Harris: That came in Friday so that was a little bit of puzzle there to update that. We also have the Spring fiscal workshop last week. Wednesday, we learned-we were expecting about a 5% insurance increase and then average is going to be about 6.1%. Not a huge change from what we had budgeted but when you add that much money into insurance we wanted to adjust for that. Again, the 6.1 is the average, we don't know the specific plans. We will see, I think we'll be alright using that average, but we put that in. SPED had an interesting week as well. We have traditionally had a hard time finding speech pathologist-we've had an open position for years. We had one person in that and then we also had an open position. Our one pathologist retired, and we came up with a plan. Having none, we could contract those services out-that was in the first version y'all saw. Since then, the state came back and said nope, that would be your last resort. You have to keep advertising that position and hopefully get the true on staff student pathologist. That is added in. The budget bulletin board, we had one late addition. It was for an additional school nurse position, that had been grant funded and is not now. The biggest thing is that May 11th version, we just took an average-on average the new non-certified salary scale pay by about 20% over all of those. From that we had the presentation following that got some more specific jobs, specific job, specific numbers. We implemented that, took out the generic 20 cause I really wanted to see how that hit the bottom line and we replaced it with those job specific numbers. That did lead to some significant increases. Which we knew were coming on our non-certified scale for both our employees and our non-certified supervisors.

Boston: Kacee, what was the total that we increased on the non-certified salary increases?

Harris: I think it's about \$1.4, taxes and everything in.

Boston: Including taxes?

Harris: Yes. That would be a significant investment in our non-certified folks. There's a similar investment in our certified folks with that 4.8%. It will come out right around the same.

Boston: The certified pay increase at 4.8 is about the same as the \$1.4?

Harris: It might be a shade over. In the same ball park. I think we'll hit the highlights from that because obviously that's the biggest impact on our budget this year. The lean frog folks-super impressed, they had a good presentation. Just some of the high points that they shared with us-looking at our current scale, we had some folks making less than \$9 an hour that was across the board and we needed it needed to go up. Some of the findings were, we had 18 schedules with variance among some of those. The spread from the beginning of the scale to the end of the scale was about 77% and that was a little bit unusual. Typically, it's between 45-65% from beginning to end. That was a place we had room for improvement. When compared to our peers and market, starting pay was well below both market and peers. For many of the positions, by the time you got to the end of that scale the pay rates were back within a competitive range. There were some jobs, for example our custodians, they came in range around step 10 which is much quicker than most of our other jobs which was around 16-18. One of the things was a finding that in some places was the supervisor pay would be below the direct reports pay because we had a single non-certified supervisor schedule and then where we had some positions that

can be certified or non-certified for that job that created some differences. As far as recommendations they were to align the current salary schedule starting rates more closely to market range and peer averages, to consolidate the scale where possible and where we have a set step value from year to year at 3%, she said that was pretty unusual and that created that spread that I was talking about. She recommended changing that from a steady 3% each year to a variable 1.5%-3% wherever it was appropriate. The final recommendation was to develop 2 schedules for the non-certified supervisors to create 2 levels of those. We'll see what that looks like, as we get into the budget. This data was very job specific. We're used to thinking in terms of percentages or district wide raise and this really dug much deeper than that and looked at job specifics and what those percentages needed to be to increase to a more fair wage. Some of the key points of the salary schedule are a minimum improve-she said that would take us to the minimum-it would improve our position in recruiting and retaining. Even though it's a huge improvement it doesn't necessarily when we are where our peers are or where the market is. But it's such a significant improvement for us. And she wanted something feasible that we implement.

Boston: Who is she?

Harris: Ms. White was our representative from Lean Frog, she was kind our chairperson over that study. That whole team was working on it, but Ms. White.

Hale: But this is her advice, correct? This is what she advises us to do?

Harris: Correct. She created, using all of that data, spreadsheets upon spreadsheets of data, she combines that into that one-page scale of a final recommendation for us.

Boston: We have 18 schedules, that's what breaks it down into whether you are an assistant or a bookkeeper-that's a schedule? What breaks down the non-certified supervisor? How do you know you're qualified there?

Harris: Currently, we have the 1 non-certified supervisor scale and there's a need for 2 because we really have some different reporting responsibilities there. At the recommendation from looking at the data and comparing peers and market, the first level would be your department supervisors and the second level on that scale, the NCS 2, that would be for 2 positions, the HR position and the Chief Financial Officer position. Both of those are those positions that can be certified, or they can be non-certified. Both of them are part of the executive staff, it's in the job description. Both require college degrees and they supervise other supervisors as well, as their area. In the last 5 years, both for my position and the HR position, the board has deemed that the one single salary schedule was not adequate to recruit the type of candidates for those positions with those requirements. They had to authorize a range outside of the scale.

Boston: I'm not sure when you came on board, but I know when HR came on board, the board voted that this is what the salary would be. We did, didn't we, we voted this is what the salary would be and they would get the raises that the certified-what the state recommended that everybody got. Am I correct, that specific was set by the board?

Harris: Yes. Because it really didn't fit on our current non-certified supervisor scale.

Boston: I also think there was an entire discussion on what this board felt like we could afford. What scale did you fall under?

Harris: That's where when I came in this position about 5 years ago, it was offered as non-certified or it was offered as certified. I have the same degree, I have my MBA, but because I have a teaching license, that puts me on the certified scale and also it means the pay is considerably more. At that time the board also said if it's a non-certified candidate they would also authorize a salary range for a non-certified candidate. This is a difficult subject to talk about and I'd rather just get it out there and us talk about. It's been difficult in this office to talk about. If you want to, we'll just jump into the budget and look at the HR page and when you have these non-certified people, whether they are a supervisor or not on that line, it creates an awkward situation. I'm going to apologize to you, Kim. We're going to discuss your salary in depth. We have had many conversations and I'll be just honest, it was me really pushing this. Just the character Kim has, she said don't include me, if it jeopardizes the entire non-certified staff, don't include me. I really thought about that and I appreciated that, and I talked to our salary consultant about that but when you look at the data and you look at the position, I felt it was really the right thing to do to bring this discussion, as awkward as it might be for you all to talk about it here. When there's one

person on a line or one person on the scale, it draws a lot of attention. I really felt like it was the right thing to do to bring it for you all to have this discussion because we're looking at taking all of our non-certified employees closer to a fair wage. Whatever they were hired in on, if that's not adequate, whether it's a teacher assistant or a bus driver, or supervisor, I think that discussion needs to happen. Just to be fair. You're talking about a different amount of money, but the concept is the same. That's what I was a little bit stubborn on this one, I know it was going to cause a lot of problems, but I was willing to take that on. I do feel convicted that it needed a discussion and I'm sorry Kim. Looking at this, there is a large increase there. Over all the positions, remember they are job specific on that salary scale study, it ranged from about 8% to some jobs had a 42% increase. If you see here, this one is a 37% increase. \$21,000 and that's a lot of money. Don't think it's not. In looking at this and looking at the data it's based on, the peer data for education, the average salary for a Human Resource supervisor, in the education setting, is \$83,900. For all industries, like hospital HR or bank HR, outside of education, was \$92,600. Again, please keep in mind, I know those are huge numbers, but that's what we asked this company to do. To look at the data and come back and tell us ok what is a comparable rate.

Karge: No disrespect intended, but if we use that as a barometer, real world salary. I could take any of our staff members and say with their education and their expertise, they could be making x dollars in the public sector. It's kind of like we're comparing oranges to giraffes. We could do it, but's is an awful big leap.

Harris: I think anytime you cross that line from certified staff to non-certified staff, it's oranges to giraffes. That's another point in itself.

Karge: I think it sets the wrong tone if we, and I understand we're underpaid, I grant you that. I think everyone in this room could say they are significantly underpaid, but we make choices to work in the fields we're in. Looking at that, if I'm a teacher and I've been in my position for 25 years and I'm at the top of my game and I'm going to get a 4.8% increase and I'm looking at a non-certified that is all of a sudden getting a \$21,000 increase, which is half of my salary, I'm going to be a little bent out of shape. I worry about that side. And I have to as a board member. And that's not saying the salary is not warranted. But salaries not being warranted and choosing the professions that we're in and being able to live in those confines, we've got to find a happy medium.

Harris: And that's what we kind of tried to do. Good point, but again, I don't think you can compare, in this study....

Karge: And I'm not comparing that but I'm saying, if we were to grant a \$21,000 raise to somebody and I'm in a different pay, it doesn't even matter, if I'm looking at that, I'm not a happy camper and then I worry about morale. This is very transparent and I know exactly what everybody's making and everybody knows what everybody is making but if I'm a teacher or a custodian or a bus driver and I'm looking at wow....you can explain it to me but that doesn't mean on a personal and a morale level, that I'm going to be on board with my employer and I will feel like I've been socked in the face.

Harris: I totally hear you and understand that, but I think sometimes, from my personal experience here, the supervisor word is a bad word. If you look at this as an employee, and you take away the dollars and this employee is 37% underpaid, should it matter who they are? In my opinion, no. Should it matter what their job title is, no. We should treat everyone the same.

Karge: But it does. Here's why. I'm going to go back to non-certified. I'm non-certified, I'm going to get that adjustment and my increase, and my adjustment may be \$5000 for the year. That's because to bring me up to scale. It's a huge jump all at one time. From a personal standpoint, me as an employee, that's an awful big leap to take at once. I think it's going to kill morale.

Harris: Very valid point, and you don't steamroll Kim Bray very often.

Karge: I'm not saying it's not warranted.

Harris: And that's why I wanted to at least have its moment on the platform, and point out that this position, as embarrassing as it might be, she is a non-certified staff member, and some of our other groups of employees that aren't one person on an individual line, make this type of salary, they are receiving up to a 42%, it's very job specific. I do think that it does, to look at that currently, I don't know how the number was settled on when we offered the job.

Karge: We did a study and then there was a vote and we brought it up from where the base was. We had that position open and we had to bring it up.

Boston: We increased it.

Karge: To make it market competitive.

Boston: When we asked for this salary study, our intentions were to bring the assistants, the cafeteria workers, the bus drivers, those that are working in the trenches, and I don't call them trenches lightly. Bookkeepers, secretaries-the spirit was to bring them up to a competitive salary, so we could retain them and hopefully they could make it from Friday to Friday. And that was the entire spirit, that was the entire intent. It was not to take a non-certified supervisor, and Kim I think you do a fantastic job, this is nothing personal, but I agree with Ms. Karge. You put a \$20,000 increase, I'm bringing a bookkeeper from \$13,000 a year to maybe, maybe, to \$15-16,000 a year. And that's hopeful with the years of service. There's a big jump from \$57,000 a year to \$78,000. That is something that I as a board member could not explain when a bookkeeper calls me and says I thought you all were going to give us a raise.

Karge: And its double what they're making. And it's the people we're supposed to be helping. And I understand market rate, I do. I live in a non-profit, governmental world. 100% the spirit of this was the bring those employees up that weren't getting benefits because they can't afford them.

Boston: They are making it from Friday to Friday. I'm just using this, not just one specific job area, but they'll be lucky to get a \$3000 a year raise.

Karge: And be happy about it.

Boston: They are thrilled to death. We're doing this in hopes to get some kind of idea from a professional on where we should be on non-certified because those are the ones who are going to leave our employment and go to Buccee's for \$18 an hour. Or go to McDonalds, or Wal-Mart, or wherever. And make just as much. I really don't see that being the same case for the supervisors.

Karge: And I have no problem giving that position a raise, I just think we're talking those numbers...

Brock: Kacee, do you know what the average teacher's salary is going to be after all this?

Harris: \$48,000 I think.

Brock: With that, you're talking about teachers ranging in experience from 0 to 40 something, with degrees certainly, all the way up to doctoral. When we do the study, several times, and we compared teacher salary in like districts, we came up short. In the top 10 we were number 9. In supervisor's salary and administrative salary, we were number 1 or 2 in another study. Each of these were done in the past 3 years. I think that is certainly something to consider when we're not being nearly as generous with our teachers. And our supervisors have always been well compensated in comparison to similar districts. Honestly, if I had my way, I don't think there would be a supervisor get a penny.

Inman: I have a question. This was a proposed scheduled that this board can choose to enact all of it, or we can enact part of it. If we want to, we could say that we're going to do this schedule for everyone except for at Central Office. Or we could do it for everyone except supervisors. So, we could do this in 2 or 3 different ways, I believe, could we not?

King: We could.

Boston: I just don't want to see the entire project set aside because of...

Bray: And neither do I.

Boston: And I'm sure you don't.

Hamby: And I appreciate that, and I can see it on your face, you are embarrassed.

Bray: This is the most uncomfortable thing I have ever been through in my life.

Harris: If I could finish...

Inman: I agree that Kim needs a pay raise. I have to side with the rest of the board up here that that's a little bit excessive. I believe Kim agrees with that.

Brock: Is the magic number for teachers 4.8%? Then I very much encourage everyone to remember that number. For anybody who's in charge of teachers or helping teachers. Again, our non-certified, give them every single penny we can. But if we're only giving teachers 4.8% then I absolutely have an issue giving supervisors a whole lot bigger percentage than that.

Harris: I don't think you can generalize, because it's job specific. Just other points to put out there. First of all, you all are great champions for our certified staff and our non-certified both. I would challenge

that every supervisor in this room wants just as much of everything they can get for those employees as well. I don't think that was the intent but we are here fighting for this and it is important. But, I'm also a strong believer in fairness and just because you made a choice and you took a different job that you shouldn't be singled out if your wages aren't what they need to be, what the number is. I also don't think you really can't have the same conversation, last year we put in the recruit and retain, we put extra money into the teachers' salary. That's great, we want to continue to do that and that's one of our goals, we're going to fight for all we can. This year we had to focus on the non-certified salary but comparing the percentages-this study that we had done said ok, show us where people need to be. And some people were further away. That's where we came to that. Again, comparing the certified scale and the non-certified scale it's really apples and giraffes. I'm sure if we had an HR supervisor that was paid on the teacher scale, not the supervisor scale, just the teacher scale, because of the additional days, she would make significantly more than what she makes now.

Hamby: We did that study when we were hiring her. Josh Stone went out...

Harris: He googled it. I was part of that.

Harris: The data is here. I could not sleep tonight if I didn't present the data and stand up for what I think is right. I don't care if you're a supervisor, I don't care if you're a custodian, I want you to get a fair wage. That is my stance on that. If you notice, we did mention what those averages were and we looked at the recommended scale and we said there's no way we're going \$83 and \$92,000 so we said can we have a limit on our non-certified staff-we can only give 5 years' experience-which might be an issue we look at down the road, so we gave her 5 years for that and she's been with us 4 so that's where the number came from. I just wanted to explain that, we didn't just pick it out of the air. I totally understand your opinions and respect those. You all are the decision makers. But, I do think we really need to work on the fact that the additional responsibilities and risks that come when you choose to take the supervisor position. Those do need to be rewarded fairly, certified or non-certified.

Karge: I appreciate 100% what you're saying, and I appreciate you fighting for this. Ms. Bray I want you to understand this is position and not personal. I would be comfortable giving an increase to those positions to get them higher, but I don't think I would feel comfortable going over the increase we are giving our teachers. We're talking fair and fair and I get that but when you're going up into these ranges, 2% is a lot more for somebody making \$50,000 than it is for somebody making \$10,000. We're talking about the spirit of this survey was to bring in our people and be able to retain them. People that are going to be leaving us because they can get 2\$ an hour more at Buccee's. These are valuable and irreplaceable people. If we lose them like that. That was the spirit of this whole thing. Increase, absolutely, I think everybody deserves a raise. But again, percentages matter. There's a big difference in 3% at \$100,000 and 3% and \$1000. We have to remember that. And I think all of us here as a board, we're on the same page when it comes to that. It's not that the positions aren't warranted being boosted up, there's not enough money to go around and if there's not, then we need to take the most urgent needs first. Just like we're doing with the projects. The most urgent need right now is to bring our people who are grossly underpaid and who are most vulnerable and put them in a more stable position. That's just my opinion.

Boston: Kacee, go to page 24 which is transportation. And our transportation supervisor is getting a \$15,000 increase, can you explain that?

Harris: I sure can, that's a typo. The 79 should be a 73.

Boston: Ok, but is he getting a \$15,000 increase?

Harris: No, that would drop that down and he's getting the 4.8% certified raise and a step raise so it's about 5.3%.

Boston: 5.3%. So that should be \$73,000?

Harris: Yes, 73 and some change.

Boston: So, 5.3% is what you're looking at. Ok, can you go down and look at 162, the clerical personnel. She's getting an \$11,000 increase?

Harris: Right. Again, based on the data, every job that you see in our budget, if it's non-certified, has a different rate of increase. I believe hers was...

Boston: It states she's a clerical personnel, what's the difference between that and a secretary or a bookkeeper?

Harris: So, she's a department secretary/bookkeeper.

Boston: What does that mean?

Harris: That means the line she's on is the clerical personnel and she's administrative staff at the bus garage. She does the bookkeeping, all the administrative duties.

Boston: Is that on a different schedule than your regular secretary/bookkeeper?

Harris: It is. On the new scale that would be the 9 scale.

Brock: Kacee, do all secretaries make \$40 something in this new scale? Secretaries generally be in that \$40, 42, 43, 45 thousand-dollar range?

Harris: Depends on how many years they've been with us and how many days a year they work. She works year a round at the bus garage.

Brock: And like HR... high school, will they be in that ballpark.

Harris: They are on column 5 on the pay scale.

Brock: Is that answer yes to like the high school? High school secretaries be in that category?

Harris: No, they are in a different category, category 5 on the pay scale.

Boston: But she works 12 months.

Bray: Correct.

Brock: I know that high school secretaries work 12 months but are they going to be in the mid 40's or low 40's, somewhere through there?

Harris: No, their job duties and job description is different than that of a department secretary.

Boston: Mr. Brock, your next question should be who places them...

Brock: I'm trying to decide which job I would be less capable of doing. The HR secretary or the high school secretary. I'm very familiar with the demands for a high school secretary. I just want to be able to explain to someone why there might be a difference and try to say you don't have, I know high school secretaries who have worked for 30 years, 40 years.

Harris: You could tell that school secretary that their proposed percentage is a 28% increase because that's what the data shows.

Brock: Will they be making 40 something thousand dollars a year though?

Harris: It depends on where they might fall. By the end of the scale, possibly. But the job duties of a school secretary and the job duties of a department secretary are quite different. That department secretary is going to handle a lot of bookkeeping, purchase orders, requisitions, they are kind of a bookkeeper/secretary/administrative expert. At the end of this scale they could be getting \$43,700.

Brock: The high school?

Harris: Yes.

Brock: You know what, as long as things are fair. I think every member of this board is just looking for fairness and looking to say if there is a difference, this is why there is a difference.

Harris: There always has been.

Brock: Correct and I have made it my mission as a member of this board to try to figure out how someone decided someone was that much more valuable, especially in this building. I don't know why some people in this building make so much more money with less education and less experience than people out there in the school buildings. The salary scale and how it has been done, no one exactly understands that. I just want to be able to say to everyone this is why there are pay differences. I'm not going to compare out supervisors with somebody in Memphis or Nashville or Oak Ridge. I'm not going to do that. But I am going to compare them to White Co. I am going to compare them to Fentress Co. It's just fairness.

King: Do we have a supervisor's survey?

Harris: A supervisor's survey?

King: The one he's talking about.

Harris: Non-certified supervisors were including in this study, but a certified supervisor study has not been...

King: So, in order to get back on track I think we were talking about number 6 on the agenda, the general-purpose school budget and somehow, we got to number 8 which I think we're going to have to table to other discussion time.

Boston: May I ask a question along those lines of our former discussion. When you hire a department secretary, or you hire a high school secretary who puts them in a specific category?

Harris: That job description is tied to a pay code and we did not change that. School secretaries on our current scale are on a different code than department secretaries. We didn't change that. What has been done, where it was condensed a little, those lines that were cents apart, they have been condensed and put on the same column. But as far as structure goes, that is the only structure that changed from what we do currently. The data that is in the proposed... this structure has not really changed.

Boston: You're saying the job description is attached to a pay code?

Harris: Yes.

Boston: Where would you find this pay code? On the job description itself?

Bray: You would go to the job description and if the job description says school secretary then you would come here, look at the top and say school secretary. Bookkeeper, you would go to the scale where it says bookkeeper and that...

Boston: The schedule is what you're talking about?

Bray: Correct. There is a job description that ties to all of these.

Boston: But it's not specific on that job description on what pay code is attached to it?

Bray: The title is what attaches it.

Harris: If we could we will start with the budget overview if it's agreeable.

King: We will come back to this as number 7 and number 8.

Harris: Our revenues you'll see no changes there. Let's look to page 27. This page does look a little different. If you look there, that's where we usually start any discussion relative to the budget. There in the middle, the difference in revenues and expenditures was about \$7.1 from the last time we met. With those changes that I brought to your attention, as we've implemented those, you can see that number. If you drop down right below that, 3 columns from the left at the bottom. The ending fund balance reserves-we're projected to end the year at about \$4.7. I will remind you, we had this healthy fund balance that is new territory and that \$7.5 million-that is what we're proposing to pull out of fund balance. That is expenditures that we have over what we're bringing in revenue. If you over to the very right far corner, we have to leave \$1.9, we are required to leave 3% of our expenditures and overage there is \$2.8. As we go through the budget that number has increased a little bit since we last looked at it. Please keep that in mind.

Boston: May 13th they did a class in Nashville on finance, trying to explain the BEP funding which nobody is interested in cause that's out, but they did make some remarkable recommendations. They were recommending, to maintain, anywhere from 10-20 percent in your fund balance at all times. Most of the districts represented there, they were anywhere from 15-18 percent, maintaining their fund balance. We were at 7%. We didn't even maintain a 10% fund balance. The TISA that's coming in, what is so undetermined there, is the rules has not been determined yet. Even though we may be getting more money, if there's rules attached to that with rules that are still to be determined, that may handcuff us and that fund balance may come in very handy. Having a fund balance is great. What I didn't realize, working toward a 15-18% fund balance is something your funding body looks at. Some of the smaller capital outlay projects, you can do yourself. Which relieves them of that duty. Right now, if we had a big capital outlay project, we'd have to go to the funding body. There's no question. Just something for the budget committee to bear in mind. It's not always healthy to spin down to the bottom dollar. Also, the safe school grant and the health coordinating grant are all going away with TISA. That will be our responsibility, we will no longer be getting grants for those. Just information for realizing where we need to be with the budget.

Harris: Excellent insight. That's why we start with the back page, so you all can decide what you want this back page to look like in this environment. I'm on page 5 now. Anything highlighted has changed. On this one it's just the salaries has changed.

Hale: What percentage raise are we giving the teachers?

Harris: 4.8.

Hale: Is that coming from the state or is that coming from Cumberland Co?

Harris: That's the loaded question. They Governor-we're still in BEP-4 % for BEP funded positions-we're at around 90-95 over that so the rest of the money will be local money to put that up, then the .8% to hit that additional requirement that came in Friday, that's all out of our money. The state sends us nothing for that. Page 6 is our alternative school.

Boston: Go back to page 5. Our substitute teachers, because it's on our bulletin board and we've not voted on that yet, this is where we are now?

Harris: Correct, there are several things as we go through that are on that bulletin board that might change this.

Boston: Where is the retired teachers that get 100 dollars a day? Where is that?

Harris: They would be on 195. Page 6 is our alternative school page. No changes other than salary and I adjusted the insurance from last time. Page 7, some changes here from the salary implementation. Last time we talked about what we needed in SPED. We are requesting 2.5 new positions there. Line 163 is our SPED TEA line and there is the 8 that we're having to bring in from federal that they can no longer afford. We had a shuffle, a teaching position that was going to be split and it was going to be a better fit if we had 2 full-time assistants instead. On line 171 this is our speech pathologist and that's the position we talked about earlier and we had to add that line back in. Insurance changes also. Page 8-CTE page. Changes in salary. There has been some discussion that has come forward. Note line 116 there is no change in the number of teachers currently, as we're proposing next year. There is some change in the delivery of our middle school program. Currently we have 3 programs at the school, generalized, teachers are going to three school in 1 day. After some feedback, the delivery this year is planned on being at 2 schools per day which did mean a change in some of the programs offered. We wanted to bring that to your attention. There's no change in the money but the service.

Boston: We provide those CTE teachers expense for travel? They turn in miles, we reimburse, whatever. Do they drive school vehicles? They're all personal vehicles.

Inman: On that note, I'd like everybody to understand, a couple of years ago when they decided to have the CTE teachers do 3 schools in a day, I felt like that was too much and I felt like they were going to have to always be in constant hurry trying to get to the next school. I think this is actually going to be a good thing for the students. Now, some of the kids may miss some of the programs...

King: Let me stop you right there. I don't think we need to do that. All these programs need to be at every school. That's what the other board voted, that's what we done, to change that we need to come before the full board and do that.

Inman: I don't have a problem with that, but we may have to hire some more teachers if we want to continue the same programming. I just feel like asking a teacher to go to 3 different schools in one day is a little rough.

King: It's too much.

Boston: What was the statement?

King: if we're going to change what we offer, the board has to approve that.

Boston: Are we changing what we're offering?

King: That's what this says.

Inman: She's saying that the teachers would go to only 2 schools a day. Is that not correct Mr. Maddox?

Maddox: Yes, and I can give you a detailed break-down of the decision that was made. Tell you how we came to that conclusion. Today or regular board meeting.

Inman: What do you prefer Mr. Chair?

King: It doesn't matter either way, the board needs to approve it. When we change what we're offering, if we're changing what we're doing, that needs to be a board decision.

Brock: if we're going to vote on it, it needs to be on the agenda.

Inman: We'll prefer for that explanation to be at the board meeting.

Maddox: On Thursday?

Inman: Yes.

King: In that regard I see some middle school teachers here, would they like to say anything?

Masters: I think I can speak on behalf of all the CTE middle school teachers. We are grateful for Dr. Maddox moving us back to 2 schools. It was absolutely burning the candle at both ends. We were

always wore out. We've lost some of our CTSO's. Our relationships with our students suffered. Our programs looked good on paper because we had all programs at every single school, but they were not the same programs that we had several years ago. We are grateful for that, going back. Would we love to have all 3 programs at every single school? Absolutely. Our opinion is we would have to hire 3 more teachers to do that.

Brock: Did you say 3 more teachers?

King: We had 9 teachers at one time, we have 6 now.

Masters: That's our proposal. That's what we lost 3 years ago whenever we were doing all programs at all 9 elementary schools going to 2 schools each, we've lost 3 teachers.

Maddox: Even with the proposal that you guys had given me Ms. Masters, that third proposal stating that it would be 3 teachers, but what was happening in that proposal, if you recall, was there was a rotation between Pine View and Crab Orchard and I've always felt like one of those schools always got the true short straw. When we changed everything up this year, I think we had a good plan to do something special for that school, STEM designation with a partnership with a local company, but I'll explain that further.

King-Pine View parent-I'm a mom at Pine View and I have a 5th and 7th grader. It seems to me if we're going to offer these options throughout the schools, the point is for the kids to get an idea of what career options are out there, they need to be exposed to all 3. In my mind if you can hire 3 more positions that let every child in the entire county experience all 3 from 5th grade up, that to me is worth 3 positions to take the load off them and give every child the same option. If our school has STEM, but we don't have ag and we don't have home ec, but Crab Orchard has home ec and ag but the don't have STEM, there's kids that going to miss out on their calling cause they're not going to get exposed. They are going to go to what they're used to cause they're kids, but they will miss what they're possibly very, very good at. So those 3 positions across the county is worth all those children for all those years.

Hale: So, what you're saying is the schools are not equal?

King-Pine View: Right. Our school is going to have a STEM designation, but they aren't going to have a home ec or ag. Crab Orchard is going to have home ec and ag but they aren't going to have STEM. If you have a science kid or doctor or engineer at Crab Orchard, they aren't going to get exposure and if you have a future farmer or somebody who is going to take care of large amounts of children, they aren't going to get that exposure. There are kids that don't really have those home skills, it's our job to teach it to them, but they aren't getting it. To take things away from one school and have another school have a different one, it just doesn't make sense. It's only 3 positions across the entire county.

Brock: How was the decision what, who made the decision for what would be offered at each of the schools?

Maddox: That was in my presentation tonight, but I'll be more than happy to share that.

Brock: Maybe just a short answer.

Maddox: When I came into this position in 2019, this was set up. In 2019-2020, Covid hit the second part of that year so we all went home. In 2020-2021 when we had a lot of virtual learning, the end of that year I had 5 of our STEM teachers, 5 of our middle school CTE teachers that came and met with me, requesting a meeting and they are all here tonight. They had 3 proposals for me. I told them I would follow up and do some research and see the options for us. Through the entire process, I went through and surveyed all 9 of the teachers and we broke it down to their top choices of schools. Before the teachers were surveyed, the principals were surveyed as well. The principals were asked what would you like to have in your school? Predominately, it was, we want all 3 programs for half day. We'd love to have all 3 programs for full day and that would be my ultimate goal. 3 programs, all 9 schools, every single day. They said if we couldn't have 3 programs all day, we'd love to have all 3 for half days. The problem arising when you start dealing with odd numbers. You have 9 schools, you have 9 teachers, you have 3 rotations, it becomes a problem. Then we broke it down where principals came in from their allotment meetings, which happen each Spring. They meet with Central Office personnel to go over staffing needs for upcoming year. After each allotment meeting, I met personally with every principal, and asked them at that point, if you had to break it down and go to 2 subjects, what would you choose? They gave that to me and told me at what times of day they would like to have it. We had 2 schools out

of 9 that said our time really wouldn't matter, a.m. or p.m. Thank goodness for the flexibility of the teachers. I took all the data, put it on a white board and started working with it. I was able to take every principal exactly what they wished for. Not every principal wanted all 3. Not every principal wanted 2, there was one particular principal that wanted 1. With the teachers, I was able to get everybody's first choice of a school, with the exception of 1 teacher and they got second choice. But I could not fulfill their second choice and in some cases not their 3rd or 4th. From there we started breaking it down and that's how I presented that. When our ladies spoke about career exploration, that is important for our kids to be exposed. There were 6 different things that were put on the paper of what was happening during the course of the day. If you don't mind, I'd like to share one thing from that. "The teacher relationships are not the same of simply not there, we're not at each school long enough to even know the other teachers name, much less get to know them or have a sense of belonging. This affects the student's because we do not know the homeroom teacher, their names or what they teach in every single school. We're not in each school long enough to engage in conversations with the other faculty about student behavior, discipline or any other concerns because there's simply not enough time." I started looking at quality versus quantity. The quantity was there, 3 teachers, 3 subjects at all 9 schools, there's quantity. But the quality wasn't there. On top of that, one of the most deciding factors was there was a discrepancy between planning times. All 9 elementary schools are on different types of schedules. We're required to give, by state law, a minimum of 2.5 hours of planning time each week. Our CTE teachers, their planning time varied anywhere from 2.5 hours to 13 hours per week because of inconsistency with schedules. With RTI, it really threw a monkey wrench into it. RTI is a 3-tiered system and it really caused a headache for some of the principals on their special areas. That's it in a nutshell.

Brock: I can't wait for your long explanation. I totally understand.

Kemmer: I just want to share a personal experience from last night at graduation. I have spent, since 5th grade, with 3 students who received the discovery degree in FFA last night. I didn't present-there was a speaker who called their names and I'm sitting with the teachers. They told what award they were receiving and then they added-their teacher goes to 3 schools and their teacher is not here, so it's more student led. I was crushed at that moment. And that's how we're viewed by the other faculty at these schools. We're not there enough. They don't see us going in and coming out of the door. That's just a very personal experience that happened last night. I am thankful for better schedule hopefully next year. It's also evened up our student ratio per teacher because that was pretty different per teacher.

Inman: Mr. Maddox may I add one more question? How did we lose the 3 teachers and what year was that?

Maddox: I can't answer that, had to be before I came.

Inman: I was thinking it was.

King: It was the year I was out.

Boston: Kacee, how expensive would it be for 3 additional teachers for the CTE?

King: I'm not Kacee, but about \$200,000.00.

Boston: Ok.

Maddox not being amplified/not using a mic explained it would be more due to the school rotations.

Boston: We've got to start somewhere. Mr. King does that include benefits-3 teachers, \$200,000?

King: Yes, \$72,000 a person. That's on average salary.

Brock: Was travel time computed into your work day when doing 3 schools?

Maddox: Yes.

CTE teacher: 30 minutes.

Brock: You had 30 minutes to get from one school to another and be ready to teach, park the car, throw your umbrella away...

Hayes: When we're going from North to Martin and we're stuck in 127 traffic, we're sliding in on 2 wheels and we don't have time to set up. I'm teen living so I have food, I have to set up my labs, we have to carry everything with us.

Kemmer: I have to go retrieve my students at Homestead, I have to be there 5 minutes early. Those teachers have those students right there. It's been an ordeal.

Master: It's doable because we've done it. This is my 15th year and I've been doing 3 schools for 3 years, so for 12 years we did 2 schools and it worked. Why we ever changed it, I don't know.

Inman: Now I know it's been 3 years. But nobody knows why we lost 3 teachers?

King: To save money.

Inman: To save money, ok.

Boston: I think so. If I'm not mistaken, that is correct. I think it was to cut and see how efficient and add to the budget.

King: If no more questions, I'd like to take a 10 minutes recess.

Boston: Can this not count as our work session?

Inman: Yes, that's what me and Mr. Brock were talking about. I don't think there's much need in us having a work session because this was basically the information we were going to be talking about in the work session. We don't have any new members that have come in. I don't see a point in having a work session.

Harris: Are there any other questions on page 8? Page 9 this is the budget bulletin board item page but there's been no change since you all saw it last.

Boston: We're not adding any of the bulletin board, that's for us to vote on later?

King: Right.

Boston: Got it.

Harris: Attendance, just some salary changes.

Boston: Kacee, on one of these pages, it says BEP money and it said \$2000 to the schools.

Harris: Page 9 I bet. 499?

Boston: Ok, yes. Is this just for extra-curricular activities like clubs and cross-country, things of that nature?

Harris: Each of the high schools get \$10,000 and each of the elementary get \$500 and Phoenix gets \$1000.

Boston: Is that really equal? I know that high school has a lot of expensive sports, but is that enough for the elementary schools?

Harris: I believe this was how it was allocated in the BEP. That elementary need...

Boston: So, it's allocated, this is BEP money?

Harris: Right. Now we all know that's a funding formula not a spending formula.

Boston: Have we found, I see that's been quite some time, do we see that that's sufficient?

Harris: I'm sure they would always take more.

Maddox: I was principal at Stone Memorial when that was started and what was happening, it was never enough. Never enough for the elementary, never enough for the high school. The way they divided that money up was \$10,000. You look at all the sports, mainly your non-revenue sports and say ok how to pay for trips they are going to go on and you divide it up. Soccer may have 7 or 8 one year, softball might have 10 and we cut the money. Ten years ago, it was costing us almost \$150 every time that bused rolled off campus to go to Knoxville and come back. We were in Knoxville district when it started. We divided that money equally and it never covered all the expenses, so the booster clubs would have to pitch in.

Boston: What about elementary?

Maddox: I can't answer the elementary side. Once we did away with the county wide football, it did away with some of the expenses at the elementary level.

*Julia Timson asked a question which could not be heard. Boston and Maddox responded.

Sounds like she asked if middle school football gets any money.

Boston: Well, that's just it, where does that fall?

Maddox: They do, but I would have to go back and look at the records where the athletic director has sat down and calculated that out. It never did cover. \$10,000 may sound like a lot of money, but \$150 a trip and now it's more expensive than that.

Boston: So, this is a funding suggestion?

Harris: Right, and a current practice.

Boston: If we discussed and felt that elementary could benefit from something besides, I'll tell you right now, \$500 won't do anything in today's market, then we could make that suggestion later on.

Harris: Attendance, just the salary implementation there. Any questions? Page 11 this is our health services page. Would point out that we've done the salary implementation. Line 131, this is where you will see an additional position being requested there, when you get to the budget bulletin board. In a nutshell, it's for an additional nurse that's been paid for with a grant the last 2 years. That grant has ended. More details on the bulletin board. Page 12, salary implementation there. Since we're combing the work session, just to note, we discussed it several times in budget, but if you've not been in those committee meetings, on line 123, we are proposing that we could go to a full-time position for a school counselor at each school.

Boston: Crab Orchard and Pine View are both half positions, we're going for 1 position...

King: Per school.

Boston: But we're adding 1 at Crab Orchard and 1 at Pine View, full positions?

Inman: Actually, it would be half at each school.

King: Increasing them to 1 full position.

Harris: Yes, the proposal is for 1 at every elementary school and then the high school will keep their 3. Just taking away the part-time. Page 13 is our regular instructions support page. I would like to point out the salary implementation and then line 432, we did receive a request from the school library association here in Cumberland County currently doing 16\$ per child for library books and we'd like to propose to bump that to \$17. That's a change from the last time. Page 14 is our SPED support page and here you will see the salary changes. Page 15, I did want to point out on line 105-I will change the note there, but this is the CTE/High School Supervisor position is on this line. This one is tricky. As CTE supervisor, half of that position-Perkins which is one of our Federal grants-pays us back 5% of his salary. They have to pay that back and I have to show that we've received it. In the past, I've gone ahead and applied it to that line. That makes it hard to compare year to year because you're looking at his salary minus 5% because that's what we spent-we got paid back for it-versus we're budgeting 100%. Going forward I'm going to update that note that we will just do the budget 100% his salary and that's how we will end. We will receive the 5% back from Perkins funds, but we won't journal that in. We'll just leave it in revenue and it will be a clear line and eliminate some of that confusion.

King: Is that 5% of his salary or 5% of the Perkins budget?

Harris: I believe it's 5% of the salary.

King: That will be a change.

Harris: Any other questions? Page 16, technology page is the salary changes. Line 350 I was able to lower that somewhat for our internet services. That was a change from last time. Page 17 is the board page.

Boston: Has the chrome books increased on page 16?

Harris: Yes. They are going to go up every year. We're looking at purchasing about 1200.

Boston: And we're doing teacher laptops at SMHS and Homestead and nurses?

Harris: Yes.

Boston: We've got the cabling in there and then we've got the chrome books and we buy a rotation each year. When do we catch up or do we ever catch up?

Harris: We won't. It will take a freshman through their high school career and it will take that 6th grader through their grade school. And those are 2 of our largest schools, teacher wise that get this year for laptop purchases.

Boston: That's what I was talking about. Do we ever catch up on the rotation?

Harris: On the teachers? No. Same thing, we're on a 6 year, maybe 5-year rotation for the teacher computer and they need to go at that time. Page 17 is the board page, no changes there. Page 18 is office of superintendent and just the non-certified scale there.

Boston: So, at Central Office we have 40 positions of secretaries, bookkeepers and attendance clerk? Or that's at the schools and this is where it falls? Line 162, 161. Page 19.

Harris: Page 19, this is across the schools. This is going to be 28 secretaries and attendance clerks out in the schools. Then these are the school bookkeepers on line 162.

Boston: I'm good, thank you.

Harris: Salary was the only changes there on that page. Page 20 is the fiscal page, just the salary and I updated insurance as well. Page 21, HR page. You can see I tweaked insurance and salaries and obviously we've discussed that.

Boston: The \$30,000 in software, is that the program we took the money away from to do the salary study?

Bray: Correct.

Boston: Is it ready now? I know you said it wasn't ready before.

Harris: Well, it will be ready next year.

Bray: Hopefully. I anticipate it will be.

Harris: They know they have an interested party or two.

Boston: What will that software actually do?

Bray: It will make us interact with the system at County Finance. Once we enter an employee, it will populate-where we send all this paper work back and forth now, that will go away.

Boston: Perfect.

Harris: Page 22, operation of plant page. No major changes. Just some pay changes at the top and then I was able to get a better estimate on our phone. Page 23 is our maintenance of plant page. Some salary and insurance changes and we do have a budget bulletin board item. A couple of items on this page. Line 161 for a part time clerk and then the tennis courts would probably hit line 335. Just an FYI.

Boston: Last year in maintenance, we budgeted \$125,000 for South. That was included in the 20-21 budget for interior/exterior paint. It says we expect to spend all \$945,000 but that is also budgeted in this year's budget.

Harris: If you'll remember, those items we pulled a whole list of items off of last year's budget to put into ESSER before we knew all the rules.

Boston: That was not one of them.

Harris: Right, that was not one of them but that stayed up on the list that was going to be in our 335 line. ESSER cannot pay for those items we pulled off. What we'd like to do is re-budget the South money to line up when it's getting its renovation/addition, to make that go further.

Boston: Shouldn't we have already done that if it was in the budget? And it looks like it was spent.

Harris: The plan is, we are going to spend that money that was there for South, we're going to do those items that we had to pull off of the list last year. That's bathroom partitions...

Boston: But we didn't pull the painting off last year, it was budgeted.

Harris: Correct. It was budgeted but we're not going to spend it this year. So, what we did was drop down and pick up those ESSER projects that we thought we could do, which was bathroom partitions and flooring, so they didn't have to get skipped, we can spend that money this year on those projects.

Boston: And I understand that, but what did we do with the \$125,000 that was budgeted for South's interior/exterior painting? It says it's projected we're going to spend all of our money, what did we spend the \$125,000 for?

Harris: That number, supply and demand, we hope we are able to spend all that this year, but to answer your question, we're going to buy bath partitions and flooring and then we're re-budgeting the South items.

Boston: So, you're telling me that the \$125,000 that we budgeted for South's interior/exterior painting is not going to be spent for that, but we are going to buy bathroom partitions, which is not what it was approved to do.

Harris: In that line, all of those items are in that line.

Boston: But, we were totally misled, if that's the case.

Harris: I thought we covered all of this in our maintenance meeting when we went over this in detail.

Boston: I'm fine with this until I started looking back at last year's maintenance. But, if we budget for a specific maintenance project, and we're not going to do that, who approves doing something else?

Harris: Within that 335 line, all of those projects live.

Boston: What we do, is we just give you an amount and you just do it? You don't have to come back to us and say, we're not going to do the painting, instead we're going to buy bathroom stalls and toilets, in your opinion? That's what you're saying, right?

Harris: I thought that was the assumption. If ESSER 3 could buy those things, ESSER 3 would, cause we had to make that decision and then if that couldn't, then we could look at that.

Boston: We were never told. In my little brain, maintenance, if we didn't use the \$125,000 then we should have come in at \$125,000 below budget. Especially if we're going to flip it around and budget twice.

Harris: If you remember, off of the maintenance schedule, all of those people, all of those schools that was up for bathroom partitions this budget year and was up for flooring, we still have to address those, we can't just skip them.

Boston: You're not answering my question. I'm sorry, maybe I'm not asking it appropriately. But, if this board approves for a specific project and if you don't need for us to, then don't give us a maintenance budget worksheet, just say the way we've got it figured, we need a million dollars for the projects we need, instead of going in the rotation, South gets painted this year. You see kind of what I'm saying? I thought South was painted. Because I looked at the \$945,000 which was budgeted, the \$945,000 which was spent.

Harris: And that's a projection.

Boston: I get that, but that's what I look at. What you gave me to look at. Then I saw \$125,000 to paint South again.

Harris: Right, cause we didn't paint it this year.

Boston: Well, I didn't know anything about bathroom partitions or bathroom stalls or toilets. I just want to be told what we're doing. And if we're changing the game, I'm fine with that, I just want to be told that we're changing the game.

Harris: And I thought that was clear. On the budget worksheet last year, we had those items that if ESSER-we're moving these items in ESSER.

Boston: We removed them. South was still on there to paint. And there again, I don't mind that. I just know we budgeted last year and we're budgeting again this year. Is it going to take \$250,000 to paint South? No.

Harris: Well, that's...

Boston: Buying something different. I would just like to be able to keep up with what we're actually doing. Because we've spent that money now twice and from what I can tell, from the information I've received, we've painted twice. And I understand that is not the case.

Harris: Right. And ESSER has really complicated that because we made that plan and discussed that plan when we thought ESSER could do a lot more for us in that regard.

Boston: And it might be the January that we normally try to have was in February, that if you would bring that before the board, here's an update on your maintenance, we're now going to use paint money for bathroom stalls and toilets. Just so we have some idea that we approved the budget, we approved this expenditure but somewhere mid-stream, that changed. I just don't appreciate not knowing. And me looking at it and seeing it budgeted again this year.

Harris: I apologize, I thought that was communicated.

Boston: I had no idea.

Harris: Page 24, we've already addressed the type on line 105. The other things are salary and some insurance adjustments and 729, we met again with our transportation director. Really impressed with our routing software and he thought he could easily drop a bus from the original request which was 4 and now it's 3. He's very comfortable with that and thinks we'll recognize quite a few efficiencies. Page 25 is our community services pages. There is some salary and some insurance adjustment. Any questions? Page 26 is the pre-school/pre-k budget. Just some salary changes there. The original estimate for the TA's there was on the spot. Page 27 is where we started. Again, it just comes down to that bottom section and where you all are comfortable and where you want that. I will point out, for those of you that might not have been in the budget sessions, new addition is just below the middle of the page-

transfers out. We are requesting to move a million dollars from our general savings account over to our federal savings account to help with the cash flow as all federal grants are reimbursement.

Boston: Didn't we already do that?

Harris: It's not officially done, we've talked about it, I was just pointing it out for others.

Boston: Didn't we do a resolution, or we just discussed it, but we didn't vote on it?

Inman: You took care of it in budget committee, it's not went to the full board yet.

Harris: Any questions?

Hale: When there's (inaudible) does that mean the insurance has gone up?

Harris: Yes. I had budgeted for a 5% increase and we're expecting on average of 6.4%. I think within this is the budget bulletin board. Do we want to move on to that?

Boston: Do you want to move forward, or can we come back? I think you've got some board members who've been here since 3 o'clock.

Brock: I've been here since 3 and I'm pretty good with numbers but I'm...

Boston: Could we possibly re-convene?

Inman: After we close out the budget, since we advertised that we would have a work session, actually there's no point in having a work session cause this is all the information we were discussing in it, since we advertised it, I think we need to call it into order and then we can adjourn.

King: So, we need to meet again to finish this up? Proposals for the date?

Brock: Thursday.

Boston: Memorial Day is Monday, so it would be the 31st. We can do Tuesday.

King: Tuesday the 31st?

Boston: I'm ok with that. What time?

Inman: If you can set it at 4:35 that gives Ms. Karge and Boston time and not have to rush.

King: 4:35 on the 31st, we'll pick up where we left off here.

Boston: I'll make a motion...

Harris: I would just remind the committee that we're working backwards from the 7th. That's when we have to present the budget to the county commission. We'll have to have full board approval as well.

Inman: I think we're going to end up having to have a special called meeting.

King: Do you want to do the special called right after the budget? Providing we can get something to recommend.

Inman: We can. That's the problem. Whether you guys can come to an agreement. We can do that, but the question is will you be prepared to have something for the entire board to vote on?

Hale: I don't think so.

Boston: I don't think so either.

Inman: We'll have to have your budget committee meeting on Tuesday and if you have a recommendation for the entire board we can set a special called meeting. We can do a special called on the 6th.

Harris: The 6th and 7th all the supervisors are at a conference.

Boston: This is the best we can do.

Inman: I think you're right and if worse comes to worse we can ask the commission to give us another day.

Brock: I want to make sure that we give everybody plenty of time, cause spending money is important.

Boston: Do you think you could contact the county commission and ask if we could have another date?

Brock: Why don't you call them.

Boston: I don't care to.

Harris: Yes, I think that's the short answer. Is there anything you want to see different? Is it the bulletin board you want to dig into?

Boston: I think the whole general budget, it needs to be reviewed. When you get into maintenance, when you get into bulletin board, there's still some questions I have. I'm going to go through it.

Harris: Anything specific I need to be working on?

King: In code talk I think we're good with 142 and 143.

Inman: Instead of having to ask the county commission, is there any way we could meet on the 2nd?

Boston: Sure. I can.

Inman: If the budget committee can get a recommendation on next Tuesday...

Brock: You would know that on Tuesday and then make the call...

Inman: I can have a special called meeting as soon as y'all are finished. We have to give a 24-hour notice. As long as we give a 24-hour notice, we're good. That's what we need to do. Let's play it by ear. If you have a recommendation on Tuesday, then I can call a special called on Thursday. If you don't then we'll punt.

King: We'll re-convene on the 31st on what's left.

Boston: Can I make a motion to adjourn?

King: Yes.

8. Adjournment

Boston: I make a motion to adjourn.

Hale: Second.

King: We're adjourned.

VOICE VOTE: Boston (mover-yes)
Hale (seconder-yes)
All Ayes

MOTION: Carried Unanimously
(The meeting was adjourned at the approximate hour of 6:54 pm)

Dr. Ina Maxwell
Director of Schools

Mr. Chris King
Chairman of the Budget Committee

Diane McCartney
Executive Assistant for the Director of Schools and BOE

Budget Committee Meeting
May 31, 2022
Central Services Board Room

The Budget Committee met on Monday, May 31, 2022, in the Central Services Board Room where Mr. Chris King called the meeting to order at the approximate hour of 4:35 p.m. He welcomed everyone to the meeting and appreciated everyone for attending.

PRESENT: Chris King, District 6
Teresa Boston, District 8
Stace Karge, District 9
Anita Hale, District 4
Jim Inman, District 1
Robert Safdie, District 2
Kacee Harris, CFO
Kim Bray, HR Director
Stephanie Barnes, CAO
Scott Maddox, 9-12/CTE Supervisor
William Stepp, Incoming DOS
Julia Timson, CCEA President
Marlene Holton, SPED Director
Bo Magnusson, Emergency Mgmt
Marsha Polson, Coordinated School Health
Mo Charnot, Media
Mary Kington, Maintenance Director

ABSENT: Ina Maxwell, DOS, Diane McCartney, Secretary/Recorder

1. **Call to Order – Mr. Chris King**
2. **Moment of Silence/Pledge of Allegiance – Mr. Chris King**
3. **141 Budget**

Mr. King told the committee that this meeting was picking up where the meeting on 5-24-22 convened. He then turned it over to CFO Kacee Harris.

Harris: I didn't know if we needed to print new materials, but I did print you a new draft with today's date on it and it is for the general-purpose school budget. There is only one change. After the discussion of the last meeting, page 21, we didn't really leave with direction. To bring something today, I did go ahead and delete the second column off of the proposed non-certified pay scale, that second supervisor column, and made the adjustment to the position there, line 105. That's been highlighted for you and that's been the only change since the last version. That affected the page back just by increasing our fund balance. There are no new BEP numbers. I was really hope those would slide in last week. We did not receive those yet. If you would like to look at that back page where we focus a lot. Just to recap, that does put us today, a difference in revenues and expenditures, a little over \$7.5 million, which means we would pull out of our fund balance which we've been discussing. I'll be happy to answer questions. We've gone over line by line. I know we've got some big discussions tonight about those bulletin board items as well. Is there anything general purpose school budget?

Karge: Ms. Kacee, you've taken out the \$21,000 raise, that was in that line, and you've replaced it with what the standard staff increase is, correct?

Harris: Yes, we've just placed that on the proposed one non-certified supervisor.

King: That's the A schedule?

Harris: Yes, and if you want to flip ahead, I did go ahead and print that so you could see what that might look like. It's option B on the salary scales packet. It's the front page and there's an option B across the top. They are all kind of tied together as we talk about these items that are on the agenda, but that is the same salary scale from last time, just with that removal of that column. Last time we didn't get a chance to talk about the one new addition to the budget bulletin board. Nothing else has changed, but we just didn't get to address that one item from last time.

Boston: Is any other supervisors non-certified supervisors affected by the new salary?

Harris: Yes. Every employee would get a raise. The other non-certified supervisors would be placed on that column A as well.

Hale: Where are we looking?

Harris: If you want to go to the last part of your packet. If you remember, last time, over on the right-hand side we had 2 non-certified supervisor columns, an A and a B to distinguish amounts.

Boston: Why did we take out non-certified supervisory B but leave A?

Harris: I felt like that was the feel of the room. That column B to be able to do, too much at one time.

Boston: Did it only affect Ms. Bray, column B?

Harris: Yes. It would affect the Chief Financial Officer position and the Chief Human Resource Officer position if those positions are non-certified. Now we would put all of them on certified supervisory, column A.

Boston: We now have 13 schedules. On the old salary, M, N, O and P addressed Central Office only. We are we putting those positions?

Harris: We were able to condense those. We would have columns 8, 9 and 10 would correspond with department admin duties.

Boston: Ok, I looked it up last night, we don't have a job description for an administrative assistant. So, how do you determine whether I'm a secretary, whether I'm an administrative assistant or what I am?

Bray: We have executive assistants. The board secretary and my assistant is HR executive assistants and there are job descriptions.

Boston: But that's an executive, I found those, I'm talking about administrative assistant and it's saying department secretary with primary duties as bookkeeper. Is that what you're saying is an administrative assistant?

Bray: Right, like in the Special Education, CTE department, then there are job descriptions for those.

Boston: For those specific? What about as a general rule? What would Diane McCartney be?

Bray: She's an executive assistant. She's the board secretary and executive assistant to the Director.

Boston: So that should be executive assistant instead of administrative assistant?

Bray: We have executive assistant in column 10 which is what Diane, and my assistant would be.

Boston: Ok, then in column 9, what is an administrative assistant?

Bray: That is going to be your department secretaries/secretaries/bookkeepers.

Boston: Are we required to have a job description that matches?

Bray: We have administrative assistant-transportation. Then we have administrative assistant-student information. We have administrative assistant-maintenance.

Boston: Is that the only people that are going to fall under this administrative assistant?

Bray: Yes, correct.

Boston: Everyone is going to fall under...

Bray: Then we have /administrative/assistant bookkeeper-Special Education.

Boston: Are those the people that are going to fall under this column?

Bray: Correct.

Boston: Everybody else is going to fall under the secretarial?

Bray: Correct. And then you've high school secretary and you've got elementary secretary. They are broken down differently as well.

Hale: But where on this new schedule is high school secretaries?

Harris: That's going to be 5.

Boston: Where is elementary fall?

Harris/Bray: Same.

Bray: Same, they just work different number of days.

Boston: So, they're pay is going to be different cause one works 200 and one...

Bray: One is at 260. The high school secretaries 260 and the others are in the 200's or 180 range, I can't remember. The pay would be the same per hour, depending on how long they've been here.

Boston: Where does food service get their salaries? From this scale?

Bray: They have their own scale that Kathy creates. But it's very similar to this.

Harris: That was attached to her budget presentation last week.

Hale: I didn't see it.

Safdie: Food service is funded through what?

Bray: Federal.

Boston: But it was attached to hers? Ok. When I asked her if those numbers would change according to if the board passes this salary study, she said yes. Is it tied to this or is it not?

Harris/Bray: It is.

Bray: She used the same increase, basically, that we did. And I think she incorporated that (inaudible).

Harris: She did. She used the data from Lean Frog. They looked at each job individually, each job specifically and that data was shared with her for her to create.

Boston: She created her own?

Harris/Bray: Yes/Correct.

Harris: Obviously we don't have any food service employees but her administrative type, her bookkeeper, cafe manager, that type of position would tie to ours, still. She's not in the general-purpose fund but she would follow the non-certified supervisor's scale.

Boston: What is we don't vote to approve the supervisors scale? Would she still use it?

Harris: The board would have to approve her pay scale as well as our pay scale. We want them to be the same.

Boston: We went ahead and approved the federal budget. We have not approved food service at this point?

Harris: Yes, 142 and 143 were approved last week.

Boston: Ok, so, her salaries are set because they've been approved by this committee?

Harris: The budget, yes, and those salaries are incorporated in that. So, what we typically do, a separate item for this committee and the board. The committee and the board will have to approve the budget and the salary scale. Both items separately, but they are tied together. We do that to make sure there's no questions.

Boston: I don't understand. If she created hers, it has nothing to do with this.

Harris: The positions that have nothing to do with us, for instance, her food service workers, we have no category for that employee in the general-purpose school fund. But she does have some employees, like her bookkeeping staff or her café managers that work here and are district wide that do correlate with our schedule, as does she.

Boston: And she just took our column and incorporated it into her salary?

Harris: Correct. For her salary and then I think there's 3 positions that live here that are district wide-food service positions-that would also fall on this scale.

Boston: That do not fall under her scale?

Harris: Right. They are under her budget, but they fall under ours because their duties are comparable.

Boston: Got it. Ok. I just didn't know how that worked.

Inman: What we're saying is, Kathy and some of her supervisors are under this scale. What about the regular cook? What are we doing for those folks?

Harris: I don't have that with me.

Boston: They got a pay increase.

Harris: On average, the non-certified showed that we needed an average of 20%. She has some food services data that she took and adjusted those for.

Inman: Ok.

Boston: Which is what brought my attention to their salaries and the schedule. When I was looking at food service budget, there being well taken care of. I just couldn't get in my head-did she follow this; did she have a separate salary scale, and did we approve that salary scale? If we're at a point, I'd like to make a motion.

King: I think so. Any questions?

Boston: This motion is lengthy. It has to do with the general budget, some things that I would like to see tweaked and for this committee to consider. I'm going to read them one at a time, slowly so you can get a grasp on what we're trying to do here.

Hale: I have a question first, please. I noticed on the back-Cumberland County schedule of supplements for certified supervisors and principals. And it's like 19% and 23%. Why and how and when did all this start when they start getting to percentages?

King: About 40 years ago.

Inman: Several years ago.

Boston: That dates back to Aarona VanWinkle, does it not?

King: It was back in the 90's.

Hale: So, these automatically get a bump in raises and teachers get (inaudible).

Harris: Yes. Again, I think we've got to think of all our many employees and there is, when you step up and take the job of a supervisor, whether it's a principal, central office position, there are different risks and responsibilities and that typically comes with a reward for taking on those additional roles.

Hale: I totally understand that, but what's the reward for being a teacher in the classroom for 38 years?

Harris: That's something to strive to continually address and last year we were able to implement the recruit and retain and really target those people that were brand new and those that kind of aged off the scale, and I do think that is something that we need to continue to strive to do with all of our employees to try to get that pay up.

Karge: One thing and maybe not this year, but maybe something to look forward to in the future is to retain subs and maybe give them a bump. Retain them every year, like a year-to-year raise. I know subs and bus drivers are precious.

Boston: Ms. Hale, in looking at that, that has been on the radar for some time, we've just never been able to get there. Hopefully now that the non-certified has been addressed, we can get them bumped up where they are at least comfortable, then we get start addressing certified individuals. I think that percentage has been on the radar for some time.

Hale: Thank you.

Boston: I'd like to make a motion, and this is with the general-purpose budget. First item in my motion is that we suspend the maintenance plan until the BOE can revisit the needs therein. I will explain that during discussion. That we modify the maintenance budget for the roof at Stone Elementary at \$700,000 and for North Electrical at \$500,000. That we add HVAC for gyms at Pleasant Hill, Pine View, Brown, and Homestead. That we put \$100,000 for regular maintenance until such time as the maintenance plan has been approved by the board of education. We give each school \$15,000 instead of \$10,000 and we give the district \$15,000 instead of \$30,000. That we add 3 CTE positions for \$200,000. That from the budget bulletin board, we approve paying teachers for working the ballgames, we approve the coaches supplement, we add 1 behavioral specialist with an improved job description until we see if the behavioral specialist is what we need for this year. We increase the substitutes pay for non-certified to \$75 and certified \$85 per day.

Mrs. Harris asked Ms. Boston to restate all the items. Ms. Boston agreed.

Karge: On the maintenance of plant, please explain your thinking on that because you've lost me on that.

Boston: Which part?

Karge: All of it, why are you excluding it?

Inman: I think you all are talking about 2 different parts.

Boston: We are. The maintenance plan where we have \$2.4 budgeted, completely suspend that until we can go back and re-evaluate our maintenance plan. The reasoning behind that-I was looking at the principal's allotment sheets, and we have several principals who are needing furniture. It's a possibility that in that maintenance plan we can look at adding furniture along with, like we do our chrome books. We going to spend this much money in this year to add furniture. We're budgeting because of this maintenance plan because it needs to be re-visited. The board has not looked at it, the board has not seen what's been added. We don't know what's being done. There is a great deal of ESSER money that's being spent on maintenance and upkeep and windows and doors and everything. We have no idea what's being done. Let's suspend it until ESSER funds are done and we go back and re-visit it and pick up.

Karge: Our ESSER funds aren't going to be done for a while, so we're just going to leave it hanging?

Boston: No, no, no. Until we figure out what's being done. Right now, we have no idea what's being done at each school.

Karge: So, you want a county allocation of the ESSER...

Boston: No, I want to suspend the maintenance plan until we can determine what is being done to our facilities and then we can pick it back up. I don't want to completely do away with the maintenance plan. It has been excellent. But I think it's gotten to the point where we are allocating funds to do something but we're not doing it and we're changing in midstream and buying this instead and the board has kind of lost sight of what kind of maintenance we're doing on our buildings. The roof at Stone definitely needs to be done, I'm not going to question that. North electric, it has to be finished. Now we've got 4 gyms that have absolutely no air in them and we're putting students in them everyday. I have no idea of the cost. I don't know if we have to put a unit in and add duct work-I don't know. But when I have a parent sends me a text that says you've got to do something about this. We can do it.

Barnes: Phoenix does not have gym air either.

Inman: I don't know that any elementary school has air in the gym, Mary?

Kington: Crab Orchard.

Inman: Crab Orchard cause its brand new, and they put that in there, but I don't believe any of the rest of them have air.

Boston: Going through the principal's allotments, these principles in these 4 schools wanted air and I think they need it. I know Homestead is the one that parents sent me a text going can you not do something about this. I think we need to look at that. And I'd like to add that. Giving each school \$15,000-they have a lot of needs. If you look at those allotment sheets, an extra \$5000 would be beneficial to individual schools. I think the 3 CTE positions that were discussed here the other day-if we're going to offer them, we have to offer them equally at all schools. And that's needed.

Karge: I don't have any problem with any of that. The only hesitation I'm having, is keeping that time frame open ended for maintenance plan. I would feel a lot more comfortable if we could have a deadline.

Boston: Well, we'll pick it back up next year. When we do the budget next year, that gives us a full year to look at this maintenance and what's been done. What's going to be done, what's being done with ESSER funds. It gives us a better idea of the assessment of our facilities, and I think that's desperately needed.

King: Could that be something building and grounds could take up?

Boston: It could.

Harris: If I may, I will just put this out there. We do that. We have communicated the plans, what's being done and what's on this. I would really encourage you all to think about our boots on the ground. We don't just come up with this. We have spent a whole budget meeting and part of another one-not proving, but that is kind of what it feels like sometimes-proving these needs and I would just be very cautious about walking away from scheduled maintenance that's really kind of had a nice flow. We get compliments on the shape of our buildings, and it makes me nervous to walk away from that.

Boston: My intention is not to make you nervous. My intentions are that we need to go back and get a handle on it. You can say in this meeting, for an example, in the last budget meeting my question was we budgeted in '20-'21 to paint South but we've also budgeted in '21-'22, we budgeted to paint South at \$125,000. When I questioned it, now we're buying bathroom stalls with that money, from the old one. Which tells me that we've lost control with what's being done with our buildings. I don't want to disrupt the

flow. Sometimes you have to step back and get a better handle on it. If we need to add things, if we've got our tile in good shape and we've got our doors in good shape then we need to get a better handle on it. You may have a better handle on it, we don't. If we suspend it, it gives our new director an opportunity to come in, work with building and grounds and to look at the maintenance plan. See what needs to continue, what we can back off of to better budget our money.

Harris: I will add to that, we did walk through on 5-9 and 5-11, the whole South painting and indoor replacement. I would just encourage you to come by anytime if you still have questions, after we discuss it in here, I would be happy to, but I don't feel like that was a "gotcha". We talked about in those meetings. I just want to say that obviously you all make the decisions, but I would really encourage a plan for our maintenance.

Karge: (To Kington) Being the authority and being in charge of all things, what is your thoughts? Do you like the maintenance schedule, is it fair? Is the maintenance schedule something that we need? Obviously, it can be twisted and updated and massaged and however else, but I'm going to defer to experts.

Kington: We've spent hours and hours working on that maintenance plan. I think we're on a good roll right now. I think the confusion that Ms. Boston got into with the \$125,000 is when we had the ESSER funds that we thought we we're going to get to put towards more maintenance projects. Like the bathroom partitions. Those are normally in my 335-line. I guess in the ESSER meeting, caused I missed that part, had moved those done and where we didn't get enough ESSER money to support that, we're trying to pull it back into our 335-line now and pay out this year, so no one gets behind. Everyone pays a lot of attention to those maintenance plans. Every principal that I go to says, my renovation is this year, my flooring is this year, but there's never enough money. I have 13 locations to keep up, there's never enough money to keep up. Sometimes we budget \$50,000 for flooring for our schools, and we have to break that down every year just to get us squeezed into the budget that we can actually afford. They want as much as they can get and the deserve as much as they can get. I'm doing my level best to keep the schools at the best possible condition for our children that I can.

Karge: And I think you're doing a good job. This comes from project management cause that's what I do, and I know we have to have a schedule for any kind of project and I know if you deviate from said schedule, that's when things can get twisted. I appreciate where you're coming from, but I would personally feel comfortable taking away the maintenance plan.

Boston: I'm going to add to that. The maintenance plan, we've followed since I walked in the doors, 6 years ago. There are times when there is not enough money. You have to make the choice whether you invest in your people, or you invest in your buildings. We are at the point now where we can no longer spend \$2.4 million a year on maintenance. If we go back and TISA gives us another formula, gives us more money, maybe we can get back to that. But I still think that until we get a good handle on what is being done to our buildings, what ESSER is doing, what the maintenance plan needs to be updated, that we suspend it for a year. There's not a building, trust me, that's going to fall down in a year.

Karge: I just really worry when you take away a plan...

Boston: There was no plan when we got here.

Karge: There's been a maintenance plan forever.

Boston: There's been a maintenance plan for 6 years. But before that, there was not the formula that we are going by now which is the rotation.

Karge: But you have to have a plan. If you don't have a plan, then it's maybe someone gets this and this but at least this way everybody knows exactly what you're saying. The principals are knowing what is coming up in their eyesight.

Boston: Mr. Stepp, not to put you on the spot, but the maintenance plan is important. Do you think this is something you could incorporate in and getting on the maintenance plan, seeing where we are, seeing where we need to be so that we don't let it just drop by the way side, but that we can keep it going after we re-group?

Stepp: Of course.

Boston: Thank you.

Stepp: But having a maintenance schedule, on my understanding and from where I'm coming from is the best practice but sometimes it's tough when you take a break to be able to maintain the momentum you're already having, or maintain the fairness of each building and how they're treated. There are 2 sides to that.

Boston: There's 2 sides to the story and I get that, but I think if it's a focus that the new board coming in has, and we don't let it fall by the way side, then we've not lost the momentum. We can keep the momentum going. I just think we need to concentrate on air in some of our gyms, and instead of maybe painting the building. Let's concentrate on putting air instead of putting children in a gym in August and September and April and May. My motion stands.

Hale: Am I mistaken, I'm directing this to Ms. Timson, do we not have air in our gym at North?

Timson: No. We have heat, but not air.

Kington: You have exhaust fans that rotates air through the gym. Every gym in the district has exhaust fans.

Hale: It was always cool in my opinion when I was in there.

Kington: That's the way all of our elementary schools are set up. Everyone has new exhaust fans, we're putting more in this year in our budget, but every elementary school has exhaust fans to turn that air in those gyms. How they mandate those and program those are totally up to the school.

Boston: Are they set in timers?

Kington: Some are set on timers and those can also be overridden by the school staff.

Boston: In allotments, the principals turned in that this is what they wanted. This is what they needed in those 4 schools. And I think we need to look at what the principals are asking.

Kington: And we did look at this. We looked at these 3 or 4 years ago?

Harris: We did. Each year we sit down and look at those allotments with our executive team and the principal and we ask them to turn in a wish list. The sky's the limit. Tell us what you want, what you need, pie in the sky and then we use our experts to come down and say ok we've got to think of all 13 locations, and we have to look at needs versus wants. Those principals do have a voice and we've explained that in that whole budget process of how we develop what that 335 line looks like.

Boston: What about the children? I mean the children-they are wanting this for the kids. We've put a great deal of ESSER money into heat and air and HVAC so if we can get these 4 schools air this year, then we can look at the remainder next year or the principals

can tell us, this is what we need, this is what we want. I think we need to look at these allotment sheets and consider. The principals know their buildings. Not the first principal said I need new doors, I need new paint, I need locks, I need new whatever.

Karge: But they wouldn't cause it's on the schedule.

Boston: That's not entirely true.

Karge: I wouldn't if I knew it was on the schedule.

Boston: HVAC is on the schedule.

Kington: Not anymore, we took it off last year.

Boston: We just put in all-in-one pipe.

Kington: We don't put it in the rotation. It's out of rotation now.

Boston: But it's there. You had \$300,000 last year. In order to do air in some of their gyms and I think we need to look at that.

Karge: I think you can look at it, but not throw out the plan. That's the only problem I have. I don't like throwing out the plan. I'm going to call for question, Mr. Chair.

King: Question has been called for the motion. I won't repeat it, we've heard it. Those is favor say aye.

Hale/Boston: Aye

King: Those opposed?

Karge: Nay.

King: Chair says nay. Tied 2-2, motion fails.

Inman: Ms. Boston, I understand where you're coming from and the only problem, I have with it is at this late date, we don't have any idea how much it would cost to put air in the gym. That's what really concerns me. But I do understand where you're coming from. I also see something on here that was not part of the motion and that's the tennis courts at both schools. I'm hoping and praying we can figure out a way to do what either in the budget or with some capital outlay money.

Boston: We don't have...our fund balance is already so low, much lower, half of what they recommend. We're putting all of our money in maintenance projects. That's where everything seems to be focused. We're giving our teachers a 4.8% and the only reason we're doing that is because the state has recommended that. We finally got our non-certified, which has been desperately needed for such a long time, finally got that but the bulk of our money, with the extra money that we have left over, goes to maintenance. We have absolutely no idea what we're doing to what building. We may budget it for this, this year, and then find out, nah, we didn't really do that, we did something else. I think if this board approves something, that unless you come back to this board for authorization-that's what you've been authorized to do and that's where we're missing it. I thought if you had a 2-2 vote, the motion carried.

Safdie: No, it fails.

Boston: It fails, ok. So, if I keep the plan in place...

King: Can we suspend it for 120 days instead of a year?

Boston: I'll amend my motion for that.

King: Will that make a difference?

Karge: Suspend it for 6 months?

King: 4 months.

Boston: I'll amend my motion for 120 days.

Karge: If we do that, what does that do to your projects over the summer? It comes to a halt, so no.

Boston: They've still got enough projects to last to do that. So, if I amend my motion for 120 days. I make my motion suspending it for 120 days, would you be willing to, for your second....

Hale: Yes.

King: Would you be willing to add any other items on the bulletin board?

Boston: No, but we can certainly make a motion to add those. These are just the items that I felt, we can add anything we wanted. I'm going to amend my motion and add to that to suspend the maintenance plan for 120 days.

King: There's the motion, is there a second?

Hale: Second.

Karge: Question. My concern goes back to that now stops all of the planned projects other than the outside stuff but it suspends everything that's on the maintenance plan for summer and I think that's dangerous.

Boston: We've only spent 23% of our maintenance, they've got plenty of maintenance to do through the summer.

Karge: To Kington-what does that do to you?

Boston: Nothing.

Karge: With all due respect, what does that do to you?

Kington: If we wait 120 days for me to start planning my budget for next year, it puts us in the back row. It puts me behind if we're doing any paving, if we're doing any major projects at the schools, I can't get in line. I have to wait until you come back and approve it and see if we can get on board and that will be for next summer. As soon as I find out what my summer projects are I go ahead and (inaudible). I usually have those done by fall break or by winter.

Boston: We've only spent 23% of our maintenance budget.

Kington: I've almost cleared out the maintenance budget. The problem that you're seeing the 23% with is those are pending. I can't do the paving at Pine View until school is out.

Boston: We understand that, but you've still got projects going on.

Kington: Yes, out of this budget, yes.

Boston: And you've got ESSER projects going on.

Kington: I'm not in charge of ESSER. I have nothing to do with ESSER whatsoever.

Boston: Who's in charge of ESSER maintenance?

Harris: I help the federal programs.

Boston: The HVAC?

Harris: That is with Uplands. We had input on that.

Boston: So, you are involved in that.

Kington: I was in the meeting but it's actually up to Kim (Chamberlain) to bid that project out to see how far we can go with \$1.4 million that was given for HVAC.

Boston: Perfect.

Kington: It's the same with all the ESSER projects.

Harris: If I may, with current conditions we have to get in line. For example, we had a tornado at Pleasant Hill last Spring, we hope to get the awning replaced-the materials might be in, in December. We've been in line that long. It's not for lack of trying.

Whatever is decided, we will immediately get in line, and you can't get in line until you have money in hand and a PO and that type of thing. Even more unusual time for maintenance projects.

Karge: We just need to get this approved so that work can be done.

Boston: I've made a motion, I've amended to suspend it for 120 days, it needs a second.

King: She (Hale) seconded it.

Boston: She seconded it, I think we've discussed it unless someone else has any more questions.

King: In your motion you said to cut the \$2.4 million to \$100,000?

Boston: No, we're going to keep the \$700,000 for the roof, the \$500,000 for the electrical and put \$100,000 in for maintenance, random maintenance projects that they fill necessary.

King: Ms. Kington, I would ask how does that work?

Kington: There's probably no projects that I have that \$100,000 will touch.

King: Would a million?

Kington: We'll have to pick and choose.

King: For 120 days? What I'm looking at here, that gives the board time to go back and look at whatever it is we need to look at.

Harris: I'll just be perfectly honest; I don't know how else to slice this maintenance budget. We've presented facts, we've shown pictures, I just don't know how else...

Boston: You've got your roof, we're doing the larger projects, we're just not doing, at this moment, the tile, the environmental cleanings, the minor things and I'm not calling them minor because it adds up to almost \$1.3 million. That's a lot of money. If we could just suspend that for 120 days to give this board an opportunity. Had we done this back in the winter, had the maintenance plan been presented to this board and let us go over it, we would have had time to think about it, re-evaluate it, but it wasn't. It was just, "we've looked at it, we're going to add bathroom stalls, but the board's involvement is not really necessary to do that" and I think we need to go back and look at it. When we initiated the maintenance plan, we discussed it very thoroughly. It was explained to us very thoroughly what was needed and that's not been done.

Harris: I don't how else to do it. I'm at a loss.

Boston: I understand. I think we need to re-evaluate and look at it and get a plan going.

Karge: I'm just not getting it. I've got a major disconnect. I don't understand what the problem is, if we've got a schedule and the people that are in the know are telling us that they need the schedule, this is an important thing, that we need the funds to be able to do the projects over the summer, I don't understand what the holdup is. I want to defer and not micro-manage, I want to defer to the people that are in those departments. If a teacher tells me they need textbooks, I want to get textbooks. If maintenance says they need to get stalls on the bathrooms, I've been in some of the schools, and they do need stalls on the bathrooms. I've been in those classrooms where there's been tile that you're going to trip over. Those things are not extra. They've got to be done. This is the time to do it when the students are not there. So, I don't understand what the disconnect is. I'm missing something.

Boston: You've got the money to do the projects for this summer.

Karge: But I'm hearing no because it's part of the maintenance schedule.

Boston: Well, that's going to be the projects that we budgeted for last year are going to be when the kids are out of school buildings, during the summer.

Karge: I don't get it, I'm sorry.

Boston: This budget won't even be approved.

Karge: I'm with you on that.

Boston: They don't have the money for these projects, so they'll have to do them next summer.

Karge: And they'll need the same things next summer.

Boston: Well, by then, hopefully, we'll have put it back in place.

Karge: Maybe.

King: Mr. Safdie.

Safdie: I'm not a member of this committee but I am a member of the building and grounds committee. What's the mechanics of suspending, how does that deal with the budget when we say suspending \$1.3 million dollars out of the budget?

Boston: Well, my thoughts are, that gives us an opportunity to look at where we are on the maintenance plan at this point. It gives building and grounds the opportunity, it gives the board the opportunity, it gives our new director the opportunity to come in and it's just like having plans on your home. I'm going to put siding up next year, well I need windows instead, come next year. We get to really evaluate. A lot of the teachers put on there that they needed furniture. That's not necessarily a maintenance but if we could add it and start adding furniture. I don't know what we've bought furniture since I've been here except at Crab Orchard. Some of the schools need new furniture. We get new chrome books every year. We keep that going. I think that just needs to maybe be in the plan and looking at it and that's something that can go through building and grounds, that's something that can come back before budget and then initiate it.

Karge: Is the impasse for this is that it's of the opinion that things aren't above board and that you're looking for more clarity?

Boston: I just want to know where we are. What are we doing to the buildings that ESSER is covering? What are we doing to the buildings...

Karge: We solved that.

Harris: I feel like that has been communicated multiple times, but I would be happy if you'd like to come in and we can go over it in more detail. If there's specific questions... I just really feel like we have explained everything there is to explain and I'm not getting the question part of it. I'm happy to answer it but I don't know... Other than clarity... I've delivered it in multiple formats, I don't know what I'm missing (inaudible).

Boston: It's not.

Karge: I'm missing it too. I'm trying to figure out where this is coming from.

Safdie: Let me follow up on the mechanics. What would happen is, if that money was spent that means it would be removed from the maintenance budget and turned back into the fund balance. For this year?

Boston: For 120 days. If we come up with a maintenance plan and we determine maintenance projects for this year, but we're doing a whole lot for personnel that is going to be a reoccurring expense. I think with the TISA funds a couple of our grants are going to be gone. The rules have yet to be set that's going to attach to the TISA. I think if we give it some thought, our buildings are not going to suffer and we're not going to suffer,

and the momentum is not going to be gone. We just have to take time to regroup, and I think that's what's needed.

Safdie: Turning back into not spending the fund balance, if maintenance presents a budget or a plan that requires use of that money then how would we go about accessing that money?

Boston: You do a resolution and then present it to the commission.

Karge: I keep looking over and seeing your face and I'm so sorry, I keep deferring to you as the expert. If I'm understanding your expressions correctly, this is not a good idea.

Kington: It is what it is. The supply and demand, the way it is this year and I'm being told it's....

Karge: We've got to get things ordered and materials ordered...

Kington: You've got to be ahead of the game.

Karge: That's right, I'm with you. It's a slippery slope.

King: I don't know that the budget committee can direct a meeting of the minds to do this at any time during the year, can we? As a budget committee? The board would have to say, as a whole board, we want to study this and have to look at it.

Boston: The entire would have to go to the board.

King: So, what we're doing here to send to the board is to suspend the plan in your motion?

Boston: Yes. And approve the expenditures expressed.

Inman: Mr. Chair, before you all vote, I would like to reiterate that my concern, I understand where Ms. Boston is coming from, but my concern is that you're looking at air conditioners for 4 different schools and we have no early idea how much it's going to cost.

Boston: I don't, I have no idea.

Inman: I think that's something we need to look at, well, the future board needs to look at, in their coming budgets. I'm concerned about right now with us having no idea what we're looking at.

Boston: Mary, what would it take to put air, if we've got air in Crab Orchard, what would it take to put air in schools?

Kington: It will vary from school to school with the size gym that they have. And the square foot that we're heating or cooling. Whenever I did the quotes 3 or 4 years ago to get HVAC put in the gyms it was right at \$300,000.

Boston: Per gym?

Kington: Yes.

Karge: You could easily double that.

Kington: Oh, it will probably triple that now. I have HVAC vendors that will not quote product because they are 52-28 weeks out. The quotes that they give me now for HVAC are only good now for 10, 15, maybe 20 days.

Boston: If you get a quote in and you order the HVAC, when do we get it in?

Kington: If they'll honor the price, well it depends on what it is. Some things we're having to wait.

Boston: For how long?

Kington: So far, I've waited 12 weeks for a part to come in.

Boston: But not your 52 weeks or whatever you're talking.

Kington: But they are projecting that's where we're going. They are cleaning out all the warehouses in the United States. That's what they are projecting.

Boston: I almost have a tendency to agree with you on the heating and air. Can we incorporate that in the maintenance plan? Would you feel comfortable with that?

King: Studying it or including it?

Boston: Looking at it. That has been a huge request from our principals.

Karge: I agree we need it.

Boston: I think so. I will amend my motion to withdraw the 4 schools.

Karge: So, we're going to keep the schedule, or no?

Boston: No.

Karge: Then I'm still out.

Boston: It doesn't matter, it's in the motion.

Hale: Are we keeping the schedule?

Karge: She said suspending for 120 days.

Hale: I need to ask Ms. Kington, why is there such a difference, at North I never felt like it was, I thought we had air conditioning in the gym so why is there such a difference in these other schools?

Kington: It's just the way that they use it. At Brown and Stone elementary you can turn one of the fans on and open one of the hall doors and you've got complete fresh air. It will freeze you out in there sometimes.

Boston: What about Pleasant Hill and Pine View?

Kington: Pleasant Hill is the same way. We just put 2 new exhaust fans out there and you've got to turn them on, turn them on when you have your people in there, and make that air flow.

Boston: Then why would the principals put that on their list, on their allotment?

Kington: I'm sure it's a want. It is a want. The allotment is a want list from them. I totally agree, I think everybody should have air conditioning.

Hale: I don't think we should put air conditioning in a couple of schools and not all of them have it and we're talking a lot of money.

Boston: I agree.

Hale: I just can't understand why some schools are cooler than others and that's obviously been a problem for a long time.

Boston: If you read those allotments and this is not the first time, they have asked to have HVAC put in their gyms. I think we need to look at that due to the fact that we have no idea what the cost would be. I would certainly be willing to amend my motion to remove the HVAC so we could get some quotes on that. Would you be willing to amend your second?

Hale: But then are you saying still we aren't going with the maintenance...

Boston: We're going to suspend it. Suspend it for 120 days.

Hale: I'll amend my second, yeah.

King: Questions or discussions?

Safdie appreciated the motion to have a maintenance plan all within a page or 2.

Boston: Information is priceless.

Karge: But we have that.

Boston: You may have it.

Safdie: Not in the detail Teresa is talking about.

Karge: Yeah.

Boston: No.

Karge: And then we have the blocks too.

Harris: This was distributed 5-9 and discussed 5-9 and 5-11-22.

Boston: And that was to approve for this next year, right?

Harris: Yes.

Boston: That's not what I'm talking about. I'm talking about the process (inaudible).

Harris: That would have been approved in the process last year.

Boston: Which we did not do.

Harris: We did, this was presented to the budget committee, this was our standard procedure, this takes hours to complete, we have little notes that the following projects were on the schedule but we moved them to potential ESSER 3 and this was distributed to the entire board and the county commission even received this copy.

Boston: When was it distributed?

Harris: It's dated 5-16-21.

Boston: Ok, so a year ago?

Harris: Yes.

Inman: Kacee has presented us with...

Boston: We always get the maintenance schedule. I really would like to know, Mr. Safdie, what's being done to our buildings at what cost, and did we save money on something, did we not save money, did we go over budget something and I think that all needs to be revisited.

Harris: And at the board retreat that may be a good time, mid-year, to say that's the plan. That's doable. We've done that in the past. We didn't do that this year but it's doable.

Boston: Or, we could have a fall work session and go over it.

Safdie: Building and Grounds committee would be delighted to go over with other board members and Mary...

Boston: You are on building and grounds, are you not?

Safdie: I am the chair. Maintenance funds for our fund balance, can it be used for teacher raises? Reoccurring expenses?

Harris: This year we're in a unique situation with... typically the short answer is no, we don't want to use fund balance for reoccurring expenses. This year we're in a unique situation in that we have a larger fund balance than we've had in modern history and we do have the new funding model coming forward. Teacher salary, employee salaries, yes I would encourage to use recurring funds for those.

Safdie: What is the current fund balance that we have?

Harris: If you turn to the last page on the budget, on the very bottom, last row, 4 columns over from the left. We're projecting that we will end this year with a \$12.3 million dollar fund balance. With our expenses, go over 1 column, we're proposing the way the budget is written now that we would have \$7.5 million dollars to pull out of fund balance so that would project us a fund balance to end next year at \$4.7.

Safdie: You're talking about barely making the state requirement.

Harris: If you look all the way over to the right in the 3rd row up, that is what we are required. That would be the bare minimum which we have done in the past and we've been noted that we did that. We are required to leave a \$1.9 by state law.

Safdie: Why was this year unique?

Harris: We've had several years of very conservative budgeting and very conservative spending is one, with all that came with Covid and number 2, we have budgeted our revenue quite conservatively and our revenues have been strong and that's something the county has seen as well. The combination of being pretty frugal and revenue coming in over what they thought they would.

Boston: We went to a finance class and the recommendation is that you have 10-20% in your fund balance which we have 7% and that's now gone down. We don't even have 10%. Should have that at the end of the year without spending it. Every district represented there had anywhere from 15-18% in a fund balance. I'm know sure \$4 million, I don't know what percentage that would be but that's a very, very low fund balance to leave in there.

King: It's about 6-7%.

Inman: The only problem with that, in the past, your county commission has frowned upon having a huge fund balance. I remember years ago, the school system had a \$8 million dollar fund balance and the county commission basically cut the school board off and said ok, use your fund balance. I know they recommend 10-20% but in reality, when we're dealing with our county commission, I don't think they are going to appreciate us having that huge....

Boston: Well, the recommendation was the funding body, the governing, funding body was pleased. Now, it may be different in Cumberland County than throughout the rest of the state of TN.

Inman: I'm just telling you the history of what's it's been.

Boston: That's what they recommended and if you have large projects instead of having to go to your funding body for those capital outlay funds, you could use your own. The districts talked about it quite openly and it was kind of appalling. They kind of looked at me like we had 3 heads when I said we don't even have probably 6%. The funding bodies supported that. Now whether our county commission would or not, I don't know, but if we don't have to go to them for capital outlay projects, in which we want to do like our roof and other projects, then I would think they would look and say you are being conservative with your funds, and we appreciate that cause you don't have to come to us for them.

Inman: I understand. But I also don't understand having a huge fund balance when it's not being done for the students.

Boston: Well, if we have a huge fund balance, and nobody is saying we have to have \$19 million but if we had an \$8 million dollar fund balance, we would not have gone to the county commission to renovate CCHS. We would have that in the fund balance. And instead, we went to them for the funds to do CCHS because we had no fund balance at that time. That was during a period of time that we spent it down to the wire.

Hale: If we didn't do the tennis courts at this time, we might be able to do these.

Inman: If you don't put it in next year's budget, it will have to go into the following years budget. So, we're talking 2 years at least. I know it's a lot of money, but I feel like our kids deserve to have tennis matches and PE classes and use tennis courts that don't have a big hole in them.

Boston: I'm not opposed to that, but I went ahead and incorporated the bulletin board items in which I felt were for our students and teachers. There's still plenty of time to do motions and discussions on other bulletin board items.

Karge: When do we present this?

Harris: The 7th.

Inman: We have to have a special called meeting to approve it before it goes to the county commission.

King: We haven't actually talked about the bulletin board or the salary scale per se, so if we go with this motion to vote on it, it's not the end of the meeting. Are there other questions on the motion?

Karge: I think we are setting ourselves up for potential failure versus success if we mess with the maintenance plan.

Hale: I can appreciate where Ms. Boston is coming from, and she wants to sit back and let us re-evaluate.

Karge: I think if this comes to us in the fall where we have time before we're hitting summer and getting everything ordered it would have been different. But now it's the 11th hour. We've got to keep things going.

Boston: I don't think we have any buildings that are going to fall apart, and we don't have any buildings that are going to come down around children. We didn't have, if you look at the past budgets for our maintenance, until 6 years ago, it would run \$250,000 tops. \$125,000. Now it's running 2.49 million and I think we need to step back. We've made a lot of progress, we've done a lot of good things, but there was not a scheduled maintenance plan in place that spent that kind of money, that did those kind of repairs, competitive scheduling things and I really feel that if you go back and you re-evaluate, I don't think the slippery slope of 6 months to a year is going to hurt anything. The momentum is still there. Matter of fact, we may be even more excited about the new plan that we are about the old one.

Karge: We also, 3 years ago, didn't have the offset that we have now, that are 3-4 times more. It's kind of comparing apples to giraffes.

King: Other comments, questions? Ms. Kington, Mr. Stepp, any comments?

Maddox: Can I say something. From an administrative standpoint as a former principal, if I was in the situation now and serving as principal of the school and I was on a rotation to get my tile redone or to have my building spruced up before the start of school, maintenance in the school is continuous, it never stops. If there's vandalism in the school, we need to fix it quick, if there's graffiti, we need to fix it quick. Vandalism grows and if you postpone doing something to the school, whether it be tile or paint-when I was on the rotation for painting, I was excited about that. When I was on the rotation to have the parking lot resurfaced and re-stripped, I was excited. Postponing, in the eyes of a principal, that would crush me going into that next school year.

Karge: Thank you for that.

Boston: Let me ask you a question Dr. Maddox. If you for one year, your heart is breaking, but if we come back and we pick that back up, do you understand that's it's just a re-evaluation not a discontinuance?

Maddox: In my experience with boards over the past 33 years, when something is postponed, it's usually not put back.

Boston: I will guarantee you that we will put it back. I don't want to break your heart.

Hale: I'm just not understanding why the majority does not want the re-evaluation. If we went on with this, are we going to keep plugging at the same ole thing? We need to re-evaluate.

Karge: Here's my thought. I don't think that re-evaluating is a bad idea. The bad idea that I see is stopping what is already in motion. Like Dr. Maddox is saying, if you're on a schedule for something and you know those kids are going to come in August 8, your tile still looks nasty and now you have morale on top of everything else. You were expecting it and now you don't get it anymore and who's to stay that the next board doesn't postpone it for another 120 days or another 6 months. We can guarantee stuff all day long, it doesn't mean it's going to happen. Why mess with maintenance plan? Go ahead and approve the budget, let's get things going, go to the commission, present our budgets, do our job and we can come back and make whatever changes you want to at that point, but we can't stop the money. That's my problem. We can't stop the money. Call for question.

King: Question has been called. Those in favor of the motion, do we need to restate it?

Inman: Somebody needs to because I'm lost.

Boston: We are suspending the maintenance plan for 120 days, the remainder of it stays in place, we keep sections of-we are removing the HVAC to the gyms until we can get quotes.

Harris: If I can restate from my notes since our recorder is not here, for her sake too. Please clarify if I have missed something. The motion would be, by parts, number 1-suspend the maintenance plan for 120 days until the BOE can revisit the needs and re-evaluate. Point 2-continue with the roof of Stone Elementary for 700k, the North electric project for 500k and gather quotes for HVAC? That's the one I'm fuzzy on.

Boston: We're just going to remove those for right now until we can get, see what we need to do on those, but I think that needs to be on the radar for the future.

Harris: So, point 2 would be continue, within the maintenance budget, the 700k for the roof and the 500k for North.

Boston: Yes.

Harris: Ok. Number 3, I think this is the capital outlay money, so increase each school from \$10,000 to \$15,000 and decrease the district to \$15,000.

Boston: Yes, that will cost us approximately \$45,000.

Harris: Number 4-add the 3 CTE positions and number 5-add the following items from the budget bulletin board: The teacher pay for ballgame duty, the coaching supplement, 1 behavioral specialist.

Boston: With an improved job description.

Harris: And to increase sub pay, non-certified to \$75 and certified to \$85. Back up to point 2-add \$100,000 to general maintenance.

Boston: Yes.

Harris: Does that sound like we got it?

Boston: Yes.

King: The motion has been read and seconded. Those in favor, say aye.

Boston/Hale: Aye.

King: Those opposed say nay.

King/Karge: Nay.

King: Motion fails.

Karge: I have a motion. I move to approve the budget as presented with all items on the bulletin board included.

King: Motion is made, is there a second? Having no second, the motion fails.

Boston: Could we switch to the salary study for just a moment? At least see where we stand on that. I'd like to make a motion that we approve the salary study excluding non-certified supervisor A, supervisor B and lead safe school counselor. In other words, 1-13 for approval.

Karge: You're excluding A?

Boston: Excluding A and...cause those are both supervisors and the lead safe schools counselor.

King: Motion, is there a second?

Karge: I'll second because I have a question. If we delete the non-supervisor A, does that position not getting any increase at all?

Boston: They'll get the 4.8. Like all the teachers.

Karge: So, like this is presented?

Boston: Yes.

Karge: Ok, I'm good with that.

King: In the motion, 1-13, leaving out the last 3.

Boston: Leaving out the last 2. She took one of the columns off.

King: Certified and non-certified supervisor B, she took out option B here.

Boston: Right. I'm wanting to take supervisor A and lead safe schools' counselor off as well.

Inman: Did you say the lead school counselor, delete it also?

Boston: Yes.

King: That motion was made and seconded.

Karge: Question, why are you deleting the lead safe schools' counselor?

Boston: The supervisory position, I don't feel, was the intent of the salary study.

Karge: That's all I need to know, thank you.

King: Ms. Harris, was this study done for all non-certified?

Harris: It was, and the data showed that our non-certified supervisors were not at a competitive wage, and I would really like to try to encourage you all to recognize those folks and the job that they do. I would really hate for them to get passed over. We paid for the data and the data shows we need to move, and I would encourage you to do that. I think we all know I've expressed that opinion. Supervisors should not be (inaudible).

King: If we leave the supervisors out, will the workers pass them up somewhere down here in the schedule somewhere?

Harris: It's possible.

Boston: We've only got, our supervisors top out at \$76,000 at year 13. I think it would take several more years for...I don't know what the supervisors make now. I know there are several supervisors getting quite a bump on the budget.

Harris: That was distributed, the current non-certified supervisor.

Boston: The only one that you took off was Ms. Bray-everybody else's you left on there and you still have some are getting quite a bump.

Harris: Yes. Again, not based on my opinion, but based on the data from the study, that would bring them to more of a competitive wage. We've looked at this in terms of putting us in a good place for now and going forward, the recruit and retain is something I think should apply to all of our employees, no matter what their title.

Boston: The point being is, the supervisors have made a good salary for quite some time. Our non-certified employees have made yuck for some time. If we can get these...instead

of continuously bumping up our supervisors, let's let our employees get bumped and enjoy and be able to survive. Instead of continuously bumping up the supervisors pay. So, I would exclude the supervisors pay and just approve the non-certified schedules 1-13.

(Not sure who is speaking): Kacee, Kim, how many non-certified supervisors are there?

Harris: 4.

?: And it was about a \$20,000 increase? On average?

Harris: On average it's about a 9-10%. Across the entire study, the average wage increase was 20%. Again, it was based on specific jobs. Some groups that were very much underpaid have a larger increase and some groups weren't that underpaid. But on average on the scale, they were receiving about a 20% increase. Which they very much needed to get a competitive wage. That column A would represent between the 9 and 10% increase for non-certified supervisors.

Karge: So, is that above and beyond the 4.8%?

Harris: That would be instead.

Karge: Instead of?

Boston: So, they do not get 4.8?

Harris: They would not, if this scale is approved. If they are taken off this, I would most definitely encourage a minimum (inaudible-Boston speaks over and says 4.8).

Boston: And they would get the 4.8?

Harris: If that's what you...

Inman: We're talking about 4 people that was on that supervisor... the new board can come back later on and add those back to it if so desired. I understand where Ms. Boston is coming from. I think we need to take care of schedules 1-13 right now.

Boston: If we're going to talk about morale, "I get a raise but so did our supervisors".

Inman: I've said this for the whole 4 years I've been on this board. Supervisors, whether certified or non-certified, whenever they get a percentage increase, theirs is a pretty big bump. But somebody that's just a cook or a maintenance person that's on the low part of the scale, we give them a percentage and a percentage of nothing is pretty much nothing. I'm like Ms. Boston, we need to take care of our lower paid employees first and then our new board can come back and look at the supervisors and get them back in line where they need to be.

Karge: I'm in between. I 100% believe we need to take care of 1-13 first and foremost and get them up to par. But I also do believe that if we don't extend increases to our non-certified supervisors as well, that's a different morale issue. I would be happy with understanding where the study is coming from, and 20%, I can't justify that, but if there's some kind of maybe... 1% above that this year and kind of get them up a little bit. I agree, I'm going to go with 1-13 and come back and give them a percentage or another raise. I just don't want to see people not get raises. I don't think that's fair.

Inman: Was your motion to delete those and give them a percentage raise like everyone else?

Boston: Yes.

Bray: Just throwing this out there. Most of the people that are on this scale are way down on this scale and they do, they make a good living. My issue with this-if you look at the scale 1-5. If I had to replace one of those people today, you would give them 5 years of service, max. It would be very difficult for me to say I'm going to pay you \$42,000 to run this department. And that's where we'd be. We have the same situation with this scale as

we did the other. The top of the scale is not anywhere close to market. We are not going to get a manager for 260 days for \$36,000. They're not going to do it.

Boston: Then we don't have it. Here's your pay. I think we have to take this a step at a time. If we have to hire someone and they are going to be bumped to a supervisor and run a department, then here's your pay. I'm comfortable that there's someone out there that would accept the job. Whether is quality or quantity, I don't have a clue. If they want the job, they'll accept it, if they don't... I think we need to go back and possibly revisit that but there's still getting the same salary increase, the 4.8 that our teachers are getting.

Karge: Which is a good raise.

Boston: Which is a very good raise.

Karge: 3 is kind of industry standard.

Boston: The attempt of this was that our bus drivers, that our custodians, and I noticed that we've got several that fall between 1 and 13 that's getting a very large bump. They are. But, if that's needed, let's get this up to where it needs to be and then we can look if we to, at our supervisors.

Hale: I agree.

King: I think the new board is going to have a lot of work to do. Figuring this out. There's a lot here. I've listened and I'm concerned with the talk that's been had here. I agree we need to get our pay where it needs to be, but we don't need to step on people in the process. We've got a lot we're looking to do with the new board. We've got a motion and a second, is there any other discussion? Those in favor, say aye.

Boston/Hale: Aye

King: Those opposed say nay.

King/Karge: Nay.

King: Motion fails. To the bulletin board.

Boston: Can we do something with the salary and at least get...

King: Floor is open to motions.

Boston: If we don't pass the salary study, it remains the same as it is, does it not?

Inman: Yep.

King: Same problem we've had for 40 years.

Harris: You will have to approve A salary schedule.

Boston: We could approve what was last year's with a 4.8% increase. Is that correct?

Harris: You could do that.

King: They could do that and waste \$22,000.

Karge: I move to approve the salary scale 1-13 as is and the other 2 columns, give them 1% to start bumping them up gradually.

King: 1% instead of 4?

Karge: Above their... they are going to get the 4.8 and then 1 to try to get them leveled up a little bit. I think they should be leveled up.

Inman: She's talking about a 5.8%.

Boston: We'll need to specify that so it's not a 5.8% and then...

Karge: No, that's a total.

Boston: So, 1% over their salary now and then the normal 4.8%?

Karge: Yes, and my intent is that the salary study showed that these people are not at market rate but at market rate percentage was out of our budget so I would like to at least start to be able to move them, but I think it needs to be done in baby steps. The last thing

I want to do is loose a supervisor or a director because they can turn around and get another job. Longevity and morale matter. It's something.

King: There's a motion, is there a second?

Hale: I can second that.

Boston: I can do that.

King: Other discussion? We understand the motion and the second? Those in favor say aye.

Hale/King/Karge/Boston: Aye

King: Those opposed say nay.

Boston: Just so I have this right...

King: 1-13 is approved and the non-certified supervisors, 1 % plus 4.8%.

Boston: Total from the scale today, 5.8% for the non-certified supervisors and lead safe school counselors?

King: I think you have to calculate it out. Put the 1% then do the 4.8.

Karge: Yes, that's how I would do it.

Boston: They are only getting 1% and then they will get the 4.8% this year.

Karge: Yes.

Harris: I need approval for all the salary scale if we're in that mode. These reflect the 4.8% required raise, if you all would...

Karge: Look at the 4.8% on the rest of the salary scale, is that what you're looking for?

Harris: Yes.

Karge: That's my motion.

King: Second? Is there a second?

Karge: I thought you seconded it.

King: Since no one else will, I will. The motion to approve the salary schedule for the rest of it as written at 4.8%.

Boston: Does this reflect 4.8?

Harris: Yes ma'am.

King: Motion is made and seconded. Other discussion?

Hale: What are we approving?

King: This salary scale. Each year we have to approve the salary schedule. Questions or discussions? Those in favor say aye.

King/Karge/Hale/Boston: Aye.

King: Those opposed say nay. The ayes have it, motion passes. We're still at a standstill on the 141-budget. Let's see if we can get the bulletin board clear.

Karge: Move to approve all items on the bulletin board as presented.

King: Is there a second? For discussion's sake, I'll second. Ms. Harris, if every item on the bulletin board is approved, how does that change our budget?

Boston: Does that include the \$400,000 for tennis courts?

Karge: Yes.

Boston: No, that's a million dollars.

Inman: To be perfectly honest with you, it will probably be a million and a half before it's all over with. I hate to give the bad news but I think that's where we're at.

Boston: Where are we supposed to get all this money?

Harris: Mr. Chairman, it would be \$1.495 million.

King: For everything on the bulletin board?

Harris: For everything.

Inman: There would be \$444,000 worth of reoccurring expenses and \$1.1 or \$1.2 non reoccurring expenses.

Karge: Here's my thinking. Mental health counselors are non-negotiable. We've got to have them. The emotional behavioral coach, again, take a look at what's going on in our schools, got to have it. The coaching supplement, way overdue, got to have it. Pay for the ballgame duty, way overdue for our teachers doing that. The tennis courts, our kids deserve that. Then we go to the sub pay increase, absolutely 100% necessary and then some, because right now that only puts a non-certified sub at just over \$10.00 per hour. Part-time maintenance clerk, if you say you need it, I absolutely will believe that. And the school nurse position, absolutely 100%. These are all items that are needed. These are not frivolous items. (Karge then asks a question about the money and the tennis courts, but it is inaudible on the recording).

Inman: Well, I've been working on it for over a year, and I know they've been that bad for at least 2 years.

Karge: And it's a safety issue.

Boston: There again, where do we get this money?

Karge: Start squeezing lemons now.

Boston: I think that has to be considered. If we're ending the budget with what is required by law, a little bit over 2 million, this takes that down to less than \$500,000. I agree, there are several things on here that are critical, but we've also got to look at spending.

Safdie: The mental health counselors may be included in TISA next year. And some of the school coordinated positions.

Boston: Right. Yes, I think it will be included in TISA. The coordinated health school counseling grant will go away. And we don't know what restrictions or what rules will be attached to that. \$444,000 reoccurring expenses with already \$1.2 reoccurring expenses on our salary increases for the non-certified and \$1.5 for the 4.8%, those are all reoccurring expenses we are adding to the budget. I think you have to look at being...

Karge: So, what do you say no to? I have a hard time saying to any of these 'cause these are all to me non-negotiable.

Hale: Say no to some of them 'cause we don't have the money.

Boston: It's just like everything else, if you don't have the money, you don't have the money.

Hale: You don't have the money.

Boston: We'll get one of those cute letters from the state saying you ended your school year with a 12-million-dollar fund balance, and you've spent it all.

Inman: What would that take the fund balance down to? I saw you do the calculating over there.

Boston: Yeah, it's \$2.8, we're spending \$1.6.

Harris: I thought that would leave us \$1.3 over the required.

Karge: So, we're ok.

Inman: So, we had the 3% and the \$1.8?

Boston: We have \$1.3. We're required by law to have the \$1.9. We'd have \$1.3 so we'd end the budget year with \$12 million in fund balance. And we're going to take that down, excluding the \$1.9. We have to have that. We ended up with \$10 million dollar in fund

balance and we're spending it down to \$1.3 and about \$1.5, \$1.2 and \$444,000, if we approve this, is all reoccurring expenses, so we have to have it next year.

Karge: But again, with TISA coming in, some of these things are going to be picked up under that.

Hale: We don't know that for sure. It's not written in stone anywhere.

Boston: No, you have no idea.

Karge: Ok, so let's go back to this. Would you rather have a million dollars over our fund balance to sit in the bank or would you rather have some mental health coordinators out with the students or have the paving on the tennis courts so we're not paying 5 million in a lawsuit when someone breaks their leg. We got to look at what the needs are and the needs are, we've got to have these things so we've got to spend the money to take care of it while we've got the money. Rather than say well, maybe, we don't know what tomorrows...we don't but the money is there, let's take care of our kids.

King: Your motion didn't include the 3 CTE positions?

Karge: I said everything to include the bulletin board items, but I will amend my motion to include the 3 CTE positions.

King: I'll second.

Boston: So that's another \$200,000? So we're now up to \$600,000, so we've got a million left in fund balance.

Karge: What do you take out. I'll all for you all making suggestions but I'm not going to take out mental health counselors...

Harris: Perhaps there is some middle ground and I'm just going to throw this out. Perhaps you add 1 mental health counselor instead of 2. Perhaps you look at one set of tennis courts instead of both. I know it's a very difficult decision but that might be some talking points for you all.

Karge: On the maintenance clerk position, do you have a maintenance clerk right now, is this an additional position? It's an additional, so you do have one right now or you do not?

Kington: I do not.

Hale: When was the last time the tennis courts...

Inman: Stone high school was built in 2006 and I would have thought they would have lasted longer than they have. I think there was a major flaw somewhere. Then the CCHS tennis courts, I have no earthly idea the last time those were re-done.

Hale: So, they would need the most repair?

Maddox: Mr. Inman, were they re-done when...

Inman: In '95, when we completed the additions and everything over there.

Boston: At CCHS?

Inman: At CCHS. If we're going to start repairing stuff, I'd hate to tell a school we aren't going to fix your tennis courts but we're probably going to fix the other tennis courts.

Boston: They are getting the auditorium, which they were promised years ago, but you've got to get your tennis courts this year. We've got a million dollars left, let's go ahead and spend it.

Inman: My recommendation would be, if you decide to do one and not the other, I would have to say you'd have to do Stone's first 'cause it's worse.

Boston: When was Stone built?

Inman: 2006.

Maddox: It opened 2006 school year.

Inman: There's a major flaw somewhere, but that would be my recommendation. I would Stone first, it's actually worse than CCHS. There's a couple of courts that have a crack big enough that somebody's foot could fall down in it right now.

Boston: Here's the perfect time to say this. If we were frugal and we had a fund balance as suggested and recommended, we wouldn't be having this conversation. But in order to save, to build that up, you have to work at it and get creative. We would not even be having this conversation, and we've been frugal this year, we've been frugal the last 2 years and we now have a, ending with a \$12 million dollar fund balance. And we're sitting here spending every dime with nothing in case we did have a building that needed emergency care. We wouldn't have the funds to do it.

Karge: So, what you do take away? Therein lies the problem.

Harris: Perhaps you want to look at what you want your savings account number to be. Work backwards from that. Just throwing it out.

Karge: On the 2 mental health counselors and then we have the behavioral coach, that's a different animal. Could we not combine one of those mental health counselors to be the behavior coach?

Boston: You'd have to do a job description for a behavior coach because that is so specific.

Karge: Is it in the same realm as mental health?

Boston: Yes.

?: No.

Boston: It's not?

Harris: Marlene, would you like to....

Holton: It's in the same realm but they are going to have different descriptions. The behavior coach is going to be going into the classroom, helping the teacher. The mental health counselor is going to pull a student out during class.

Karge: How many mental health counselors do we have at each school right now, do we have one at each school?

Holton: We have 3 for district.

Karge: 3 for the district...

Boston: And one at each school.

Magnusson: You have school counselors, which are different and one mental health counselors per 4 schools.

Karge: Wow.

Holton: And we have zero behavior coach at this time. We have one special ed behavior coach.

Boston: But they just handle special ed? They do not do any of the classroom...

Holton: Correct.

Magnusson: I will reiterate, the vien diagram that we all remember, there is a slight overlap of those but very different daily tasks. A behavioral coach can go into the classroom, observe that student and then that process make take weeks. Whereas our mental health counselors have 4 schools, and they are trying their best to get to as many students as they possibly can.

Boston: We also have contracted services?

Magnusson: Yes.

Karge: Here's the thing, having been in the classroom as a sub, I've learned a lot. Having seen what goes on in those classrooms, it's shocking that we only have 3. It's sad that we can't have one in every school.

Magnusson: I would also say ideally, we would have one in every school, but in the spirit of cooperation, one helps us. Whatever we can get. Marlene and I work very closely together on a lot of these things, where they overlap, and any help is appreciated.

Holton: The social/emotional behavior coach will help us (inaudible) RTI-B, which is state requirement. But we need some help.

Karge: Is there a possibility for other funds, some federal funds, to be able to encapture some of these salaries?

Holton: The Special ed budget is solely for special ed, so I can't fund this for regular ed students. Now, the federal can supplement what our program is but I don't know that they have the money with the increase in salaries, in certified and non-certified salaries, our federal budget has drastically changed. Mine alone went almost \$500,000. Asking the federal budgets to incur any other costs...

Karge: No, I was just wondering is there any grant funding out there, that we can apply for any types of things, we can maybe...

Harris: Here's a thought. And I'm just trying to give you all some food for thought. We're required to leave 3%. If 6% is what you're comfortable with, that would leave you \$851,000 to buy off the bulletin board.

Boston: What does that leave in our fund balance?

Harris: That would leave 6% in the fund balance.

Boston: Which is what number?

Harris: \$3.9, almost \$4.

Boston: Does that include the \$1.9?

Harris: Yes, that is meeting our 3% required and then another 3%.

Boston: We can't touch the 3% that the state requires.

Inman: Well, we can but we'll get slapped real hard.

Boston: We cannot touch that, that leaves us with 3% in our fund balance.

Harris: Well, the \$3.9 would leave you 6% of your total budget in there. The state says at least have 3, that would give you double that.

King: The reason they require that is so if you have an emergency, you can pay for it.

Karge: So, what if we get that to 4%? How much more money does 4% give you? I've got \$305,000 left of my budget at 6% and I've left out tennis courts. But if I can get to 4% then maybe I can get Stone this year and CCHS next year. To me that's the only...

Holton: Another way to look at it to me, if each person says what they feel like the most beneficial is. Like each person says what their number 1 is.

Harris: If you wanted to leave 4% in the savings, then you have \$2.1 to spend.

Karge: What's the difference in the \$2.1?

King: While she's doing that, I'm going to ask you to add a line to your bulletin board, add it to your motion. Add 3 CTE teachers.

Karge: How much is that for?

King: About \$200,000.

Boston: The motion on the floor is to do all of these plus add 3 CTE teachers?

Harris: That would be about \$1.3 additional. That would be the \$851,000 plus the \$1.3.

Karge: Ok.

Boston: That's spending power?

Harris: If you wanted 4% in the savings account, you would have right at \$2.1 to spend. If you want 6% in the savings account, you have \$851,000.

Karge: I'm going to amend my motion to state that we fund all items on the bulletin board, including the 3 CTE, with the understanding that leaves us 4% in the fund balance.

Harris: I don't know that...

Karge: If we have 4% in the fund balance, I'm good with that. Get these things taken care of and then we don't have to worry about them.

Hale: Ms. Polson, what exactly is the school health nurse position, what exactly is that?

Polson: I don't have anybody to work here as a secretary, or really anybody who works in department. This person has been funded through ESSER for the last 2 years and now ESSER is not going to fund this position. This person would not only work with all of the coordinated school health projects that we've done and have for the past few years, but they also fill in when I can't get a PRN person. A nurse in that position is very important because then they can fill in at a school along with myself. That is the position I was asking for.

Karge: You said in funding at 4% we were like at \$2.8 million-ish?

Harris: \$2.1.

Karge: Ok, and that would be spending \$1.62?

Harris: With the CTE. I get all the items on the bulletin board, plus the 3 CTE teachers comes to \$1.695.

Hale: It was my understanding that the bulletin board was kind of like a wish list, am I mistaken?

King: It's a wish list.

Hale: I would like to be able to fund all of them but we're going to have to make choices.

King: These items weren't included in the regular budget projections.

Boston: If you go through the principals' allotments, I guarantee you that I can come up with their wants and their needs. They are true needs. None of those are on the bulletin board.

Harris: That's where those came from, both of mental health counselors.

Boston: Well, the mental health is specific. On the principal's allotment sheets, I would say that 70% wanted an increase in salary for their non-certified. Other than that, their wants and their needs are not...sometimes you just can't do it all. You cannot spend down to your last dollar and expect to be a successful school district. You can be frivolous but that is...

Hale: I agree that the coaching supplements are way overdue because I sit here with coaches that have put in their years and retired and never got anything. I've seen people that like working with the kids in that capacity. We should pay them a little bit for their longevity. It shows them that we as a board do appreciate the time they are putting in and that's also with the ballgame duty. It shows that we do appreciate that extra effort that you do.

Boston: If you are limited on the spending capacity that you have, you can choose to invest in our buildings, which obviously we've done, or you can choose to invest in your people, your employees.

Hale: That's what I'd like to do.

Boston: You can't do both. There's not enough money to do both, so you pick. We want shiny new tile, or do we want to consider rewarding and thanking and helping our students and our faculty? Sometimes you just can't do it all. And spending our fund balance down to 4%....

Hale: It's not a good idea.

Boston: It's not a good idea.

Hale: And I agree with that.

Karge: But is it a bad idea when someone trips in the tennis court and breaks their ankle and sues the school?

Boston: If our tennis courts are in that bad of shape, they're going to have to make other arrangements until we can get them fixed. To play elsewhere. If they are that dangerous, they don't need to be on them, so no one is going to break a leg and sue us for \$5 million dollars. If they are in that dire need, let's something else go and do your tennis courts. But you can't do a \$2.495 million dollar and maintenance plan and then say oh, by the way, we need another million to do our tennis courts because we're going to get sued when someone hurts themselves. Give and take. Take something off and do our tennis courts. Let's don't do the roof and do the tennis courts. But you can't spend down to where we don't have that kind of spending power.

King: Ms. Harris, what figure did you come up with?

Harris: The question was if we put 4% in the savings account, that would leave us a little over \$2.1 to spend. The items on here plus the 3 teachers would be almost \$1.7.

Karge: So, that's an extra \$400,000 that goes back in to fund balance.

King: If we did 1 mental health counselor and 1 tennis court, that would be about \$600,000 savings? Not one tennis court, one school.

Harris: The tennis courts at one school?

King: Yeah.

Boston: We're also going to run into the positions that ESSER has been funding that are running out, I'm afraid we're going to be asked to pick up the funding on those.

Karge: Well, that's what this is.

Boston: Exactly. I don't know that we can fund all the positions that ESSER has granted us every year. When you start painting the salaries for the positions that was created by ESSER funds and then we are expected to pick them up, that's a reoccurring expense and we can't do that.

Inman: Whenever we authorized to take the ESSER funds, we made that perfectly clear right from the very beginning. That it would be a specific 2 year or 3 year and then that would be the end of it. We were not going to be picking that up.

King: I think it's fair that say that federal grants tend to look at 3 years and then if it's a valuable position, local is supposed to pick it up in general.

Harris: And these positions were kind of all under that understanding. This was in response to the pandemic learning loss. Hopefully we will quickly make up that ground and those positions will not be needed. They all definitely understand it's a temporary position.

Bray: It's even in the posting that the funds are year to year.

Boston: That's actually not my point. My point is, you get in there and that position was created, those funds have paid for that position and now we have a need for that position. Or we think we have a need for that position. So, then we're asked to absorb or assume

that position and pay for it and this is only the beginning. I'm not sure where we're going, I don't understand where we think we're going to get the money.

Harris: Some additional options-the tennis courts if you break those down, CCHS currently has 8, SMHS has 6. Just throwing that at you because you all have a tough decision to make. Current estimates which we don't know how good those will be for how long. You could do about \$66,000 a court. Maybe you look at doing 4 at each school. Whatever you want at a school, I would suggest doing that at one time, but maybe if you need 8, could we replace it at 4. That might be something that you all could...

Boston: Kacee, did we not look at resurfacing these? Or have we resurfaced them?

Harris: We have repaired and repaired...

Inman: I don't think we can split it up and do 4 at one and 4 at another. Just because of the way it's set up. I think if you're going to do one, you need to do it all. Like the ones at CCHS, the fencing needs to be replaced over there as well. I think if you're going to do one, if you're going to try to save money, you do one school. And then do the other one next year.

Boston: I just don't know where...

Inman: Like I said, if it was me, I would do Stone High School first because it's got the worse part on the end down there.

Boston: But what if CCHS, they fall in hole and break a leg and they sue us for \$5 million dollars?

Inman: Theirs is not as bad. There's no big gaps. There's a lot of cracks and things. Which makes them unplayable. I think at CCHS of the 8 courts, I think 4 are playable, is that correct Mary?

Kington: That is correct, right now.

Inman: Then at Stone, of the 6 courts, maybe 3...

Kington: 2 that they play tournaments on.

Inman: 2 that are playable there and the ones at Stone High School, on the far end down there, those are the ones that concern me more than anything. I'm talking big gaps. I would do one school and be done with it and then do the other one next year.

Safdie: With Stone Memorial High School I think the process would be to remove the entire court and then relay a new surface. It's a major...

Boston: It is. How much did we pay, did we budget and it cost us to repair the tennis courts?

Inman/Harris: I think you're thinking of track.

Boston: Have we not spent anything on the tennis courts?

Kington: Not much.

Harris: We've got some sealer and just that we've done ourselves.

Kington: Just some repairs.

Boston: But didn't we discuss at one time, re-surfacing those and we thought that was going to be cheaper?

Harris: I think it was discussed during the track discussion. They both kind of bubbled up at the same time. I think once they were further evaluated, re-surfacing won't do.

Karge: My motion didn't have a second.

King: I seconded it.

Karge: Ok, I call for question.

Safdie: I agree with Ms. Boston, taking the salary positions (inaudible) federal dollars and this year funding those out of fund balance and we don't know what the fund balance is going to be next year, is really a chance, a big change and assuming that the fund balance will remain high, and we can continue to fund that (inaudible).

King: Ms. Karge, restate your motion please.

Karge: My motion was to fund all items on the bulletin board with leaving at least 4% in the fund balance. Plus, the CTE.

Maddox: Something that you and I talked about the other day that's not been brought up, with not knowing how the funding will unfold in the state with the Governor Lee's budget and the proposal of the money we're going to be getting at the high school level and at the middle school level. We don't know the parameters and how they're going to be spent yet, but that's something we might want to consider as well when you're talking about middle school CTE teachers.

King: That would be next year, not this year.

Boston: So, you're not recommending 3 CTE teachers?

Maddox: Oh, I would recommend them and love to have them. The more the merrier. I would love to have 3 CTE teachers at every elementary school, full time if possible. That's not going to happen. But what I'm saying, there's going to be funds available to us and we don't know how we're going to be spending those. But's that not going to happen to us until the 2023-2024 school year.

King: So, if we funded those this year, those could be picked up if that comes in?

Maddox: Yes.

King: So, the motion is made, seconded, and called to question. Those in favor of the motion say aye.

Karge: Aye.

King: Those opposed say nay.

Boston/Hale: No.

Karge: Mr. Chair, motion. I move to fund all items on the bulletin board including the 3 CTE teachers with the exception of only including the tennis courts at Stone Memorial.

Hale: Say it again.

Karge reinstated the motion. I would like to add a strong recommendation that CCHS follows next year.

King: There's the motion, I'll second it.

Boston: Are the 3 CTE teachers on here?

King/Karge: Yes.

King: Just taking off the CCHS tennis courts.

Karge: Especially in light of what Dr. Maddox just said and possibly leaving some federal funds to pick that up and we know that TISA may pick up some of the nursing positions. But at least let's get it moving.

King: And there may be money coming for the health counselors too at some point. We don't know that, but just a chance. Other discussion? Those in favor of the motion just made, to accept all the items on the bulletin board except the tennis courts at CCHS plus the 3 CTE teachers. All in favor say aye.

King/Karge: Aye.

King: All opposed say nay.

Boston/Hale: No.

King: Motion fails.

Harris: For the sake of progress, what items, for those that maybe weren't comfortable with that motion, what items would you like not on the list that you might not be comfortable with or vice versa? For those that were in favor, what items might you be willing to give up? Maybe start that discussion.

Karge: I like the idea that was presented that we talk about, rank our must haves, and wants. First of all, I think we have some non-negotiables and when we're talking about mental health, I don't know how we skimp on that. I don't want to be talking to a parent when we don't have a mental health counselor and we need one. Coaching supplements, long overdue, ballgame duty, long overdue, let's pay our people. Sub increases, we've got to do that, we won't get them. We're already having a struggle getting them. I believe-you don't have a clerk in maintenance, with all your projects it's beyond me why you don't already have that, so the only thing that's left there is to kick out one of the CTE teachers, perhaps.

King: That won't work.

Karge: I agree, I don't think you remove it. That leaves you the tennis courts, so I'm compromising on tennis courts.

King: We've got 3 mental health counselors now, we had 1. That's a 25% increase. That's \$75,000. You take out the tennis courts for CCHS that makes it \$600,000.

Karge: You're only talking about doing one mental health counselor?

King: Right.

Karge: That scares me.

King: Well that gives us 4 instead of 3.

Karge: Still. When you're looking at how spread out the schools are.

King: Well to do it right we'd need 12.

Hale: What we're saying again Mr. King? That we were only going to have one mental health coach?

King: Add one. We've got 3 now so that would be 4.

Hale: So, we'd hire one more?

King: One more, instead of the 2. Then do the Stone courts.

Hale: Instead of the emotional behavioral coach?

King: Well, that's a different job.

Karge: There's 2 mental health counselors on here, he's saying just do 1 instead of 2.

King: I'd rather have 1 than none. I'd rather have one school with the tennis courts than none.

Hale: The behavior coaches are the ones that go into the classroom and help the teachers?

King: We're still going to leave that one.

Hale: And then we were going to take away 1 of the tennis courts?

King: CCHS. Those 2 items would make \$600,000.

Karge: I just hate taking away a mental health counselor.

Hale: We're still going to try and do the maintenance clerk?

King: That's \$14,000.

Hale: Why are we adding another secretary type position. Ms. Kington why, what goes on, what kind of things would this person do?

Kington: She'll keep up with inventory and work orders. Our work orders are out the roof. My administrative assistant does mostly bookkeeping.

Hale: So, who's keeping up with it now and has been for the last 6 years?

Kington: We're really far behind. We usually work 10 hours every day.

Hale: As do some teachers.

Boston: Do you get overtime for that?

Kington: Comp time.

Boston: Ok, so you do comp time?

Kington: Yes, but we never take it.

Boston: But you do get it. If you work 10 hours, you get how many hours of comp time per day?

Kington: Time and a half.

Karge: But if you're overworked where you can't take comp time, it just accrues.

Hale: We have to pay a nurse a nursing salary. I get that.

Karge: I just don't know how you take away a mental health counselor. We need more of those not less.

Hale: If you don't have the money, we don't have the money. What are we not getting here?

Karge: We do have the money; we're just putting it in a savings account for a rainy day which I understand is important. But, what's more important? Sitting there and looking at a savings account balance or having the extra mental health counselor on staff. To me, I'm going to invest in the mental health counselor. I can't justify keeping the money in the fund balance just to keep it in the fund balance's sake. We look at what's going on in our world and our community and we're saying well we could have funded 2 mental health people, but we decided only to do one 'cause we didn't want to mess with the fund balance. I don't think that's a good stewardship of our money. I think it's better we invest in those mental health counselors, desperately. If there's a compromise to be made, I say we look at the tennis courts. But Stone is a health/safety hazard so that one needs to go. We need to fix it. But that leaves you \$525,000 above what we have.

Holton: Would you all be comfortable naming your number 1 out of the priority list?

Karge: I'm fine with it. Number 1 for me is mental health.

Holton: 1 or 2?

Karge: 2 minimum and I want the behavior coach too.

Holton: That's 2 so you only get 1.

King: I think we need to stop.

Boston: I do too. I'll make a motion.

Holton: Ms. Hale, did you have a top choice?

Hale: A top choice...

King: Stop, we're not going to do that.

Boston: I'll make a motion that we adjourn, this is getting nowhere quick.

King: We need to make a recommendation to the full board so that we can send the budget on. When can we meet again? Our job is to give the board something to look at.

Karge: I would prefer not to do another Tuesday since I missed class tonight.

King: Does Thursday, the 2nd work? Motion has been made to adjourn with the mind to reconvene on Thursday at 4:35.

Karge: Second.

King: Motion is seconded. All in favor say aye.
Karge/Hale/Boston: Aye.
King: This meeting is adjourned.

VOICE VOTE for adjournment: Boston (mover-yes)
Karge (seconder-yes)
All Ayes

MOTION: Carried Unanimously

8. Adjournment

Boston: Motion
Karge: Second.
King: We're adjourned.

VOICE VOTE: Boston (mover-yes)
Karge (seconder-yes)
All Ayes

MOTION: Carried Unanimously
(The meeting was adjourned at the approximate hour of 7:08 pm)

Dr. Ina Maxwell
Director of Schools

Mr. Chris King
Chairman of the Budget Committee

Diane McCartney
Executive Assistant for the Director of Schools and BOE

**Budget Committee Meeting
June 2, 2022
Central Services Board Room**

The Budget Committee met on Thursday, June 2, 2022, in the Central Services Board Room where Mr. Chris King called the meeting to order at the approximate hour of 4:35 p.m. He welcomed everyone to the meeting and appreciated everyone for attending.

PRESENT: Chris King, District 6
Teresa Boston, District 8
Stace Karge, District 9
Anita Hale, District 4
Jim Inman, District 1
Robert Safdie, District 2
Kacee Harris, CFO
Kim Bray, HR Director
Stephanie Barnes, CAO

Scott Maddox, 9-12/CTE Supervisor
William Stepp, Incoming DOS
Julia Timson, CCEA President
Marlene Holton, SPED Director
Bo Magnusson, Emergency Mgmt
Mary Kington, Maintenance Director
Mo Charnot, Media

ABSENT: Ina Maxwell, DOS, Diane McCartney, Secretary/Recorder

- 1. Call to Order – Mr. Chris King**
- 2. Moment of Silence/Pledge of Allegiance – Mr. Chris King**
- 3. 141 General Purpose Budget and Bulletin Board Items**

King: We will get started. We have covered quite a bit of ground and we made some progress last time. We're to the point of finishing up 141 with the bulletin board items. Ms. Harris, start us off please.

Harris: If I could have a few minutes. I hope we can move forward and come out with a budget that you all are happy and proud of, and you all can make some decisions on our bulletin board items. I wanted to briefly discuss one thing. Some of the discussion at the last meeting, I was not comfortable with how that ended. Whether it was intended or not, I did feel like there was an insinuation that perhaps some of the maintenance budget items were not above board. That they were substandard and that is not something that I could handle and sit with. I wanted to address that briefly and share some facts. Going back to the maintenance budget. Each year we prepare the maintenance budget worksheet, and we explain the proposed expenditures in that 335-line. It's a big line so we always devote a lot of time to that. That document is shared with the budget committee, it's shared with the full board, and I even take that when I go over and present that budget to the county commission budget committee. The '21-'22 maintenance budget worksheet was presented on 5-16-21, it was distributed and discussed by all. As we previously discussed, those items come from our process, our master maintenance schedule, all of that. I think I had a copy of this last time, again, this is our current one, this is from last year. I had that with me, and I think there was some questions last time, so I wanted you all to have a copy as we discuss this. On this document, we updated to

reflect the fact that there were some items from the master maintenance schedule that were being pulled down. At the time we had very little guidance on ESSER 3 and had really hoped that we would be able to do more things with that than what ended up being allowed. You will note that the following projects down in the last quarter of that page, were moved for potential ESSER 3 funding. So, the flooring at Pine View, Brown and South and the bathroom partitions at SMHS, Pine View, North, Homestead, and Crab Orchard and also the renovation for South Elementary. Out of those things, only 1 made it to the ESSER 3 and that was the renovation for South. Those other items are in limbo and that's kind of what I wanted to address. When we're talking about a renovation, every year that we do a renovation, we add extra money in from the maintenance schedule for door replacement and painting to try to tie it up nice and neat to finish that project, give them a little extra money so we know the major renovation is going to take a lot but that enables them to do a little bit more. So, that's why on the '21-'22 budget worksheet, you see the South floor replacement money and you see the South painting money. As ESSER 3 was developed and refined, that South renovation/addition was the only item that made it to ESSER 3 and that's in process. These projects are the ones that I wanted to talk a little bit more about. These kids, these staff members that don't deserve to be skipped over because they have needs in these areas. We thought maybe ESSER 3 could buy it, they don't care if general purpose can buy it, it's just a need there. That's the point I wanted to make. As we move through the year in this process, the maintenance department and the management team are constantly analyzing this and seeing where we are with that type of thing. We realize the ESSER 3 project is not going to break ground no matter how bad we want it to this fiscal year. Therefore, that opens up the funding for the door replacement and interior painting at South because those usually move with the renovations. We decided that we could use the South door money and the South painting money to complete those projects. To do that, in our process, we looked at the '22-'23 budget worksheet and we said let's move those from this year to next year and let's identify that and put asterisks by that and we discussed that because it will stay with its renovation and it's still going to do its purpose there and we don't have to skip these folks that kind of got put into "well maybe ESSER funding, maybe not". With that, we did not, that was not underhanded, that was not sneaky, it was an operational decision. No new money was needed, it was always in that line. They were on the list of needs from last year so we just decided that would be a good thing to do. We presented that to the budget committee on April 18. We presented the budget committee with lots of documents and that was a preview, it was a draft page of the maintenance budget, and it was our first draft of the current year, maintenance budget worksheet, '22-'23. You'll notice there that we put the asterisks there to draw attention, to make sure that we discussed this. You all knew why they were on the current year and the next year. That was discussed in depth-you can check the minutes-I have copies of those. There was never anything underhanded, there was never anything, in my opinion, was below the standard that we operate here. Those documents were presented on April 18 and discussed. Again, we presented that as here, take these documents, here's the nutshell, we will devote an entire budget meeting to maintenance after you've had time to look at those. The discussion goes on for 4 pages in the minutes on 4-18 budget meeting minutes and all of that, specifically the moving of the South door money and the South painting money and picking up those projects this year was purposely brought to your attention,

and nothing was done underhandedly. If you look at those documents that were handed out, not only on the one that had the asterisks, not only on the budget worksheet, but we also went page by page through the latest version of the master maintenance schedule and on that you'll notice we put a star by the items that were affected by this ESSER issue. We put a star on South renovation, page 1, and said hey this moved to ESSER. Again, to be above board and make sure everyone could follow, whether that's next year or whether it's 10 years from now, we can look back and see what was going on. If you look at that, page 4 is the painting, interior/exterior and we put an asterisk there on the painting. We left it where it was on the '21-'22 but then below we explained, postpone one year to align with ESSER renovation in '22-'23. Again, that was purposeful effort to make sure that was explained and could be researched now and later. The same thing on page 7, the door replacement schedule, you can see we put an asterisk there and put the same note. That we moved that up "postpone one year to align with that renovation". That was all presented at the 4-18 meeting, then the May 9th meeting was the deep dive maintenance meeting and that was devoted to that, and we spent several minutes on that. Again, we went over the information. The May 9th version of the maintenance budget worksheet dated 5-9, this was revised but if you notice, we still left the asterisks. Again, we wanted to make sure that it was noted. That is the current version that we are working from. After that we presented that plan to the committee multiple times, we've asked for questions and there's always a lot of questions and that's great. We want you all to do that. But no one had any questions or issues regarding those partitions or the painting. At that time, after presenting that plan to the committee, we proceeded with the purchasing process to take care of this need. We secured quotes, we vetted the vendors and we secured purchase orders. Principals at Pine View, Brown and South have worked with maintenance, they picked out their flooring location and they even picked out their colors of the tile that they would like. Principals at SMHS, Pine View, North, Homestead, and Crab Orchard have worked with maintenance to identify the worst bathroom partition need and the replacement plans are drawn, we're ready to place that order. After our last meeting, and I slept on it, I really wasn't comfortable with discussion and the hint at insinuation that there might be an issue with that. Or that it was not communicated. We pushed the pause button on those. Both of those schools are ready to receive those items, we can make it happen this year, and there's no new money needed. It's all within the approved budget line 335. I understand that the board has the duty and I think maybe the question is should that not have been brought the board for approval, but since it's not a budget amendment, I think it falls under operational and that's a decision and that plan was communicated. I think our departments have to have a degree of autonomy and decision making when it comes to this type of thing. Every maintenance purchase, in my opinion, and again, with full respect to the authority of the board, but every maintenance purchase should not or cannot visibly be singly approved by the board. I felt like that was the insinuation, that we were spending money without approval. I feel like it was clearly communicated to the committee with no question, no opposition and we proceeded with that plan. Again, no new money was needed, it was within that approved budget line. Through this process, which we all know is lengthy and difficult, I tried to stay solution focused. I don't want these kids, I don't want these schools to be skipped over. That's the whole purpose behind all this. We had a plan in place, it's been discussed, we should take the money from the South painting and from the South doors and let it roll into fund

balance and then we can do it next year. We could but then the folks that are on the current version, the 5-9 version of our budget worksheet that are scheduled for this year and what are we going to do with those schools? Are we going to bump them? We don't want to skip a school; it's going to get us off kilter. We have a plan in place, we have the money to take care of it now, and we can get it done this summer and we can get it done before school starts and the kids are back in there. With the plan as presented, this would be a way to get the schools that were in the rotation for this year and in our '22-'23 budget, those schools will go ahead and get what they are looking forward to as well. However, if anyone knows me, they know this conversation is not in my nature, it's unpleasant but I do feel like it was warranted. I will not continue to implement this plan if it provides anyone ammunition to discredit my character, my work, or the work of our employees here. I think it was important, and again, the committee has been informed, the money is within the appropriate line and there's no new money needed, and projects are waiting for me to release them. I do not want to do until we had this discussion. In my opinion, I don't think we would need approval for those single projects within that budget, but if they committee feels that we do, this would be my request-double down that everything is above board, everything is on the table and let's move forward with this. That was something that was on my heart and mind, and I really wanted to share with the committee before we moved on.

Karge: Ms. Harris, thank you for clarifying that. I think when we start talking first of budget, it's hard. But when we start talking about ESSER and that fund and this fund and the other fund, it can get very, very jumbled for those of us who don't live in that world. I deal with spreadsheets all day long and still my head is spinning. The last couple of days, I did a lot of digging and a lot of research and I was trying to figure out where the disconnect is with our committee. I went back and got the budget drafts for the last several years and so when you look at it, it's almost going to make your head spin. You're saying hey 2016 it was \$201,000 and now we're looking at over 2 million. But when you start looking at it, that's the actual and not what was budgeted. You've got to look at what was actually budgeted. 2016-2017 they weren't running off of that maintenance schedule. Which I think a maintenance schedule is an important best practice. You have to have a schedule to keep all of your building's kind of in a line. If you don't, then things get missed. We were talking "well no building is going to fall apart today". Well, they didn't think the palace theater was going to have the roof crumble either. You have to have continual maintenance. It's just a best practice for any kind of project manager. Then that was reimplemented and you go and look at the proposed budget for 2018-2019 and it was \$1.4 million and then you look at the next one for 2019-2020 and it was \$1.39 and then you look at 2020-2021, we're at \$1.9 then you go to 2021-2022 and we are actually dropping. When you add in the proposed maintenance schedule, then you have to put on top of that other needs such as roofs and then you have the Martin renovation and then you have other things that are coming up in those years, when we're looking at the actual budget, that's talking about the money that was coming out at that year. You budget the money but you're not maybe spending it until the next year because that's when those projects are being done. Am I saying this correctly? If I'm talking out turn, please correct me. This is kind of where my head was going. I'm trying to wrap my brain around it. What is appears to me what I'm looking at here, it can look like wow, our expenses have gone out of control. But in reality, the amount that was

proposed has always been pretty much the same, with a couple of exceptions. When we had the CCHS roof, Crab Orchard and the Martin reno. There are some bigger pots, maybe in '19-'20. I think maybe we've been micro focusing when we should have been macro focusing. We're looking at this one little number and saying something's not right, spending is out of control, but now you've also got to consider that there are costs increases due to supply and demand just in the last 6 months has gone up over 40% on most building supplies at minimum. I think from looking at the proposed budgets and lining them up, it appears to me that we're pretty much level and then on top if it we've got the gift of ESSER funds to take care of some other things. I would say, perhaps it would have been a good idea had the committee taken the moment and approved that moving of the money versus us just letting it go and I will put that back on us as a committee, or at least me, I'll take responsibility for that. Maybe I should have called for that. But now we're here and I agree, I don't think we need to be micromanaging, I think we need to be macro managing. Let the people who know what they're doing be the experts. If the experts are saying this is the maintenance schedule so everybody gets to stay so we don't have any roofs collapsing or anybody tripping and falling then that's what we need to look at versus oh my goodness, we're \$10.00 more than we were last month. Just my thoughts. Please correct me if I'm wrong.

King: Ms. Harris, before we move on, your character in unquestioned, your integrity is impeccable, we appreciate you.

Karge: 100% and I'm sorry you felt that way.

Harris: Thank you. I do not have a new draft for the budget, I have the same one dated 5-31 from our last meeting. Then the only change to the budget bulletin board is we have added (inaudible).

King: Our business at hand tonight, is the 141 approval.

Boston: Is this what you're calling the 141?

Harris: Yes, this is budget bulletin board for the general-purpose budget.

Boston: You're talking 141 is the general budget?

Harris: Yes.

Boston: Before we look at any changes or whatever we wanted to do. I know that we got sidetracked Tuesday afternoon. If you look at the back page, your fund balance projected is \$12,361,179.00. I don't think that's changed at this point. We don't have new numbers?

Harris: No.

Boston: The reserve required is \$1.969,916. We cannot spend 3%. I think the rules are unless it's an emergency and do we have to get approval on that?

Harris: When we turn in the budget, that's one of the tasks they apply at the state level is making sure that your budget has at least 3% in it. So, after that, I think it would be an emergency and as long as you have it back to at least 3% at your next budget approval.

Boston: So, if we got in a pinch, do we have to contact the state or do we attach it?

Harris: Hopefully, we'll never have to do that, but I will research that and find out.

Boston: Ok, I'm going to call that funds that we really do not touch, that's our reserve. If we keep 5% in our fund balance, that would be \$3,195,174.00. The spending that we are looking at from the fund balance through raises and non-certified raises and other expenditures is right at \$7.5 million. That leaves us with a deficit of \$373,000.00. If we awarded maintenance \$700,000 for the roof, \$500,000 for the electric and \$500,000 for

maintenance projects, that only leaves us \$391,295 for the bulletin board items. The reason that I would look at setting an amount for the fund balance would be that we have contacted some individuals today and they are telling us that we've got a 30% increase in cost of building materials, we are starting the South project, we are starting the CCHS project and we've been in those shoes before where we've started projects and didn't have the money to finish them. That money would be in case we needed to finish them. We also need to set aside for South and the auditorium, furniture, fixtures and overages and we don't know what it's going to be a year from now. Along with those same lines, I think we should be cautious in spending down our fund balance until we know what TISA funding is going to include and what rules and restrictions is going to be attached to that. I think we would be very wise to be cautious. We have it if we need it to spend it but it sits there until we see what these ESSER fund projects are going to end up. If we've got a 30% increase in building materials in what they've already projected, our auditorium is going to be \$9 million and then we would be wise to look at that and that is 5% of our budget that we would be leaving in fund balance. That also leaves us \$391,000 and this 5% is not in concrete. If we go over 3 or 4 hundred thousand, that still leaves us \$2.8 in the fund balance. That gives us \$391,295 to pick and choose from the budget bulletin board, what we believe would be the most important items. Within our money. That still leaves us a fund balance that we can be proud of, if we need it, we have the money to spend it. If we spend it down, we're going to end of going to the county commission and asking for more funds to finish it. 5.5% is \$3,195,174. That leaves all of the expenditures on our budget with the exception of maintenance. That gives Mary \$500,000 for maintenance project for this year, \$700,000 for the roof and \$500,00 for the electric at North.

Karge: Nothing then for the maintenance schedule?

Boston: Not until we determine what's going to happen. She takes that \$500,000 and she can do anything she wants with it on the maintenance schedule. What's most important, what's most needed. If she needs bathroom partitions in all schools, that's her discretion.

Karge: I'm just trying to follow you.

Boston: Yeah, we leave that at her discretion.

Karge: So, you're giving \$1.7?

Boston: \$1.7 to maintenance. In looking at that, I think this budget reflects an investment in our people, an investment in our employees, and it also gives us the high dollar items that we need.

Karge: So, at that 5.5%, is that covering everything in the bulletin board?

Boston: The bulletin board will be left for the budget committee to determine...

Karge: And you said that was the \$391,000. But that's at 5.5%. What if we go to 5%?

Boston: Like I said, that number is flexible. As long as we don't fall too far beyond...

Karge: Can we look at 4.5% and split the difference?

Boston: See what 4.5% would be on 58.

Karge: I'm willing to be flexible, I would just like to see what 4.5% would be.

Boston: I think I did 4% and that took me down to \$2,320,000 and I don't know that \$2 million would...

Karge: How much are you putting in contingency for projects?

Kington: Right now, we've set aside \$100,000.

Karge: So, you don't have to do a percentage per project then.

Boston: 4.5% would be \$2,610,000. That would leave you with...

Karge: You're only taking out \$390,000 out of maintenance?

Boston: Yes. That gives us an additional \$585,000.

Karge: Above the \$391,000?

Boston: Yes. These are all round numbers.

Karge: That's like 976...

Boston: That continues to leave \$2,610,000 roughly in the fund balance.

Karge: So, we don't have enough with the tennis courts, but we can get everything else.

Boston: But if we can just get that far, then we can move on to the bulletin board and go with that.

Karge: Question. Dr. Maddox for you. On the CTE teachers, we have 3 currently?

Maddox: We have 9.

Karge: We have 9 currently, and you're requesting 3 more so there's one for every school?

Maddox: With 3 more we can offer all 3 programs and have half days for all the teachers instead of 1/3 days.

Karge: So, what does 2 do you?

Maddox: Doesn't provide me with half days. Even with 3, there's going to have to be 2 schools that have a rotation, if we can't have them at every single one.

Karge: I think it's important too. We've talked about important CTE is as a district.

Inman: Right now, with the CTE teachers that you've got, what grade levels are they working with?

Maddox: They are doing 5-8. A couple of schools was 6-8 but we're required by the state that we have to provide 7th and 8th grade career assessments and we do that through our CTE programs.

Karge: And we believe that we may have some federal funding that might be able to pick up some of that next year, correct?

Maddox: That won't be until the '23-'24 school year.

Inman: If you had the 3, let's say we added 2, could you do everything with the 7th and 8th grade and not drop all the way down to 5th?

Maddox: You still wouldn't have half day rotations. The grade level they're servicing would affect that. It would shorten their time. It would make their life a little bit easier for the teacher at the school, but you're taking from a third of the day down to 2 schools. That was the whole intent because I thought 3 going to 3 schools is way too much.

Inman: I agree.

Boston: Kacee, while you're doing that, go ahead and figure 4.5% which is going to give us \$2,610,000.

Karge: And that left us \$976,000. What does 4% do?

Boston: Takes us down to \$2,300,000.

Karge: If we do 4%, we can do everything plus Stone's tennis courts. If we go 4.25%. That puts us where we need to be. Gets us everything on the bulletin board.

Boston: Is 4.5% in fund balance. Where did you get that number?

Harris: That is 4.5% of the expenditures.

Boston: I was going 4.5% off of the income.

Harris: It's based off of the expenditures.

Boston: I like your 4.5% better.

Harris: Hang on. That's before we take out what we have to have in there.

Boston: So, it's 3% of our expenditures?

Harris: Yes.

Safdie: Our expenditures should equal our income.

Boston: I don't think so, if you're going to do a balance.

Harris: At 5.5%, you've got your 3% required and the 2.5% in fund balance, you have \$1.6 available to spend. At 4.5% in fund balance, so that's the 3% required and an additional 1.5%, you would have \$984,000.

Boston: How come we have less to spend with the smaller fund balance.

Maddox: It narrows it from 3%. You're 1.5% above 3%. If you're 5.5%, you're 2.5% above it.

Boston: We have more available when we have more in the fund balance. That doesn't make sense.

Harris: We're getting there.

Karge: Ok, so with 5.5% in the fund balance, we have \$1.179 to spend? On bulletin board?

Boston: No, if we have \$765,000 to that...

Karge: What are you adding?

Boston: Well, we give maintenance \$1.7 and that gives...and she's still got \$360,000 for HVAC. That's in addition to the \$1.7 so that puts her over 2 million.

Harris: I think you're wanting to look, as the budget is, those are the numbers. If you want 5.5% that is based off, as the budget is on the 5-31 version. Then you would have the \$1.17 to spend or save with the budget bulletin board items. If your goal is to keep the 4.5% with the budget as is, then you've \$1.8 to spend or save on the budget bulletin board items.

Boston: Give us the difference with maintenance. You're adding back \$2.465, well you're adding back \$765,000.

Harris: That then would change your very first number. That number, your required number, that is based off of your total expenditures.

Boston: I understand, but it's not going to change it that much.

Harris: No.

Boston: Ok, cause we're only adding back to the budget \$765,000 then we can choose from the budget bulletin board.

Harris: I think it might be a good idea to come up with, what are you comfortable with in the fund balance. If you want to do a percentage, if you want to do a dollar amount. If you want to do it all there at the bottom together, it could be a little bit confusing.

Karge: Just doing the math, from what you've based it off of here, doing the 4.5%, that left us with the \$1.8 and that was giving maintenance, it was not changing...

Harris: All of these numbers are expenses added...

Karge: With that, the total bulletin board, to do everything, is \$1.645. For everything on the bulletin board. If we go with 4.5% with just where we are right now, not taking anything away from maintenance, we're still to the good for about \$200,000 which is more than 4.5% of fund balance. Am I right, is that right?

Boston: That leaves us with \$2.9 million...

Karge: More than that, almost over \$3 million, because you've got an extra couple hundred thousand.

Hale/Boston: Where?

Karge: You've got it because the total for everything on the bulletin board is \$1.645 and we've got \$1.8, so you've got \$200,000.

Boston: But if you keep \$3.6 that only leaves us with what?

Holton: You would be putting back a million and be putting \$1.7...

Boston: Ok, the \$1.9 is included in the \$2.9?

Holton: Yes.

Karge: I'm pulling out the \$1.836 and subtracting \$1.645 and then put that back into your fund balance.

Boston: That leaves us with a million dollars in fund balance and we can't spend it, there's no way we can spend down...

Harris: No, no, no, it's already accounted for the required. The \$1.9 is untouchable, the required \$1.9.

Boston: Tell me, the \$3.6 million, does that include the \$1.9?

Harris: Yes. That is what our budgeted fund balance end number would look like. We know of that, the \$1.9....

Boston: I don't want the \$1.9 included in those numbers. I want the 5.5%, there again...

Harris: The yellow is what is available. After you account for the required, the yellow numbers are what would be over and above the required.

Boston: The \$3.611 includes your \$1.9? So, we don't have a fund balance of what we're trying to get to?

Karge: No, we would have the \$3.6, that is what we would have in fund balance, and then above that you've got the \$1.179 to go ahead and spend on bulletin board items.

Boston: No, we don't.

Karge: Why don't you?

Boston: We have \$1.641 in the fund balance...

Hale: You have to subtract that 198 from the 361.

Boston: Right. And that's defeating the entire purpose of leaving anything in the...

Karge: No, the \$3.6 is already allocated.

Hale: No.

Inman: The \$1.9 is included in the \$3.6.

Boston: Right. If we had the \$3.6 plus the \$1.9, I'm ok with that.

Karge: That's what I thought we had.

Boston: No, that's not what you've got. As a matter of fact, we're in the red.

Harris: At the end, you want to end with a 4.5%?

Boston: I'll tell you what, let's make it a round number. I think everybody is comfortable if we leave \$3.2 million, not including the \$1.9.

Harris: Right now, with nothing off the budget bulletin board, we have \$4.7 in fund balance.

Boston: If you add \$765,000 back to that then you're going to end with \$5.465 and you've got \$1.9 off of that. That would give us approximately \$3.5 million. That is touchable.

Holton: You want \$3.2 million in the fund balance, plus the required amount, you would want to leave \$5 million....

Karge: Now you're putting 7% in fund balance.

Boston: If you take out the \$1.9, no we're not.

Karge: But you can't because it's in there.

Boston: I understand that but that's not something...if we got to South school and we try to build 3 classrooms and the projected amount is 3 million...

Karge: I understand what you're saying. But you're talking 2 different things.

Boston: No, I'm not.

Karge: Ok, we've got to have \$1.969, we said if there was 5.5% in fund balance that leaves us with \$3.6 million. But you want the \$1.9 on top of that to be at the 5...

Boston: No, no.

Karge: That's what I just heard you say.

Boston: No. We need to be, the \$1.9 confused everybody, 'cause that is required by the state, we are required to maintain that. I want in the fund balance an expendable amount and I'm just throwing this out there, \$3.2.

Karge: On top of the \$1.9.

Boston: On top of the \$1.9.

Karge: Which puts us at like 7% in fund balance.

Boston: We're supposed to look at anywhere from 10-20 so.

King: Where did we get that guidance?

Boston: TSBA.

Hale: Yes.

Harris: The 20% seemed a little high for me. I don't know if that's even feasible. Maybe in a super big district with a lot of tax money.

Boston: I agree. Nobody says we have to maintain anything other than the \$1.9. That's what was just recommended for these projects. If we've got \$7 million left over to expend, why do we have to spend it all. Is there any reason we have to spend down to zero?

Karge: I don't think you spend down to zero, but I think if there's needs for our schools, we get those needs...

Boston: There's always going to be needs for our schools.

Hale: Yes.

Boston: I feel like you always have to be cautious on how you spend that money. But if we had an amount that we know that's in the fund balance, aside the required, then we can get down to where if you want anything off the budget bulletin board, it's got to come out of fund balance. Period. If you think maintenance is more important than any of these items here, then you leave your fund balance as is and it takes it down to nothing.

Karge: Can't there be a compromise?

Boston: Sure, that's what we're trying to get at.

Karge: That's where I was looking at-4.5% in the fund balance to me is a compromise but you're talking 7%.

Boston: But the 4.5% includes the 1.9, that takes our fund balance down to a million dollars.

Hale: I'd like to see a little more.

Karge: Which is more than it's been in the past.

Boston: That's doesn't matter.

Karge: It does matter when we need more health counselors and we need these other positions, yeah it does.

Boston: You've also got to look at the future. We don't know what TISA is going to do. You can't, well you can, that's obvious, but it's not very wise to spend down to your last dollar and it's not very business smart.

Karge: I don't think it's spending down to your last dollar, but I think there's a compromise.

Hale: It is.

Boston: That's what you're doing. A million dollars is nothing.

King: Hold on just a minute. Ms. Harris, if you kept 6% in fund balance, how much would that be?

Boston: That's going to be double, that's going to be 4 million, that would leave us with \$1.96 in fund balance. Above the requirement, no, no that's including the requirement.

King: We're required 3%?

Boston: Yes.

King: If we keep 6%, that's twice what we're required. What is that figure?

Harris: \$3.9.

King: So, that would give us a projected fund balance of \$4,791,385. So, if you take 6% away from that, what's left?

Harris: So, minus 6%, right?

King: Right.

Harris: If you take the current projected fund balance of \$4.79 and you minus 6% of that...

King: 6% is roughly \$3.94 million, if you take that from \$4.79 million, I think that will be the \$1.2.

Harris: Take our current fund balance at \$4.7 minus if we did 6% of overall expenditures? \$851,000.

King: So, if we did that, we have double the fund balance required, we have \$851,000 to spend on the bulletin board.

Harris: Correct.

Karge: And that's leaving maintenance budget as is, it's not taking away?

King: Right.

Karge: And we've got \$720,000 minus the tennis courts. I'm ok with that. I hate that there's no money for the tennis courts because that's a definite need too, but maybe that's something the next board can look at. Just looking at what the highest and best needs are at this point, I don't know what else you cut. You have to lump them all in something, but I hate it.

Hale: Dr. Maddox, do we need 3 CTE teachers?

Maddox: The only way we can get half time at the schools would be to have 3. To have all 3 programs at each school. Again, that would be putting 2 schools on some type of rotation with 3 days a week.

Karge: Mr. Chair, I move to approve the budget as presented with the bulletin board items, all, excluding the tennis courts. With a fund balance at 6% as you suggested.

King: Ok, I've got a motion, is there a second? I will second that. Any discussion? We'll vote. All in favor say aye.

King/Karge: Aye.

King: Those opposed, nay.

Hale/Boston: No.

King: Motion fails.

Karge: There's got to be a compromise somewhere.

King: The only other thing would be to go through these one at a time and vote them up or down and see what we get.

Karge: Mr. Chair, I move that, since we're at an impasse, we take this to the full board for consideration.

King: I'll second. Any discussion.

Karge: I think we're at impasse.

Boston: Yes, I think we're going to have to. I don't think this committee can do anything.

King: Those in favor say aye.

King/Karge/Boston: Aye.

King: Those opposed?

Hale: No.

King: The ayes have it. We'll take the budget as it is to the full board for consideration.

Karge: I move to adjourn.

Inman: Before you adjourn. We can set a special called meeting for Monday. Do you all prefer to do it at 5 or 6?

Karge: Can we do it earlier, 4:30?

Inman: I think 5 would be the earliest we should do it. Do you prefer 5 or 6?

Karge/King: 5.

Inman: Ok, we'll set a special called meeting for Monday at 5 o'clock in order to discuss the budget. Try to get it passed. I know we've got 2 county commissioners here and I hate that we're running up against the deadline, but we may have to ask the budget committee to reschedule us, if we can't come to some kind of conclusion by Monday. I used to say, when I was on the county commission, I know what's it like to have your plans all out of whack but it's better to get it right the first time instead of rushing to get it done. We will come to a conclusion at some point and time and get it to you as fast as we can.

King: Mr. Board Chair, we have everything approved except for General Purpose, 141 and the bulletin board items.

Inman: Ok, we'll discuss all of it and try to get it all passed Monday if we can.

Boston: You may want to go ahead and see that all members of the board get a copy of the bulletin board and get a copy of the budget timely. And tomorrow's Friday. I would give them a copy of the current budget, the current bulletin board and the maintenance schedule. I think that's going to be needed.

Inman: I think you're correct. We need to get that out to everybody as fast as we can. Thank you.

King: Other discussion?

Harris: Mr. Chair, I did want to share last time, there's a question about the cafeteria employee pay scale. I believe that was included when we passed that budget, but just to make sure that we cross all our t's dot all the i's, I do have another copy for you all. This was what was incorporated into her budget.

Boston: Is this the one that she creates, based upon...

Harris: Yes.

Hale: This is the cafeteria pay scale?

Harris: Yes, that is the cafeteria pay scale, that she updated based on the salary study scale results. Incorporates into her budget. I'm almost positive is was with her 143 budget when we distributed that, but I just wanted to make sure because when we have the special called, we'll also need approval of the salary scale, all of the salary scales. Food service, 143, general purpose 141 and 142.

Inman: Seems like I remember that being in with hers.

King: Other discussions? Anyone in the audience? Media?

Karge: Move to adjourn.

Boston: Second.

King: Motion to adjourn and seconded. All in favor?

King/Karge/Boston/Hale: Aye.

King: We're adjourned.

VOICE VOTE for adjournment: Karge (mover-yes)
Boston (seconder-yes)
All Ayes

MOTION: Carried Unanimously

8. Adjournment

Karge: Motion

Boston: Second.

King: We're adjourned.

VOICE VOTE for adjournment: Karge (mover-yes)
Boston (seconder-yes)
All Ayes

MOTION: Carried Unanimously
(The meeting was adjourned at the approximate hour of 5:42 pm)

Dr. Ina Maxwell
Director of Schools

Mr. Chris King
Chairman of the Budget Committee

Diane McCartney
Executive Assistant for the Director of Schools and BOE

JOB DESCRIPTION
Cumberland County School District

Deputy Director of Operations

Objective

The purpose of establishing the Deputy Director of Operations position is to establish an oversight mechanism responsible for the District's Operational Departments (Inventory, Maintenance, Technology, Transportation, School Nutrition, Emergency Management, Human Resources, Finance, and others as assigned). The Director of Operations will manage the daily activities of each department, establish procedures, evaluate performance, implement changes when necessary, and ensure adherence to all federal and state regulations.

This Deputy Director of Operations reports to the Director of Schools.

Essential Functions

- Responsible for the administration of all operational department budgets.
- Communicate, when necessary, with vendors regarding purchasing and procurement issues, ensure all district procurement policies and procedures are being followed.
- Approve and assist in the preparation of departmental bids for equipment, supplies, and services.
- Oversee the operations of the school bus fleet and the overall delivery of student transportation services.
- Consults with school principals and other administrators to establish preventive maintenance and capital improvement programs.
- Exercise oversight in the development, implementation and evaluation of training programs for operational personnel.
- Oversee construction projects to ensure that all plans, specifications and timelines are being observed and followed by vendors and contractors.
- Monitor district utility billings, investigate overages and participate – when feasible – in energy conservation programs.
- Evaluate and recommend new equipment purchases (vehicles, mowers, buses, etc.)
- Investigate and resolve routine complaints with department personnel from parents or other school personnel.
- Assist in the recruitment and hiring of departmental personnel.
- Conduct annual performance evaluations of all departmental supervisors.
- Provide leadership to staff to ensure understanding and operational support of the district's educational objectives.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient operation of all departments in support of the operation of the school district.
-

Job Requirements: Minimum Qualifications
Skills, Knowledge and Abilities

SKILLS required to perform multiple, technical tasks successfully in a minimal amount of time; when required, utilize the fundamentals of discretion and confidentiality.

KNOWLEDGE of health and safety regulations pertaining to Occupational Safety and Health Administration (OSHA), Tennessee OSHA, and the Tennessee State and Cumberland County Fire Marshals.

KNOWLEDGE and complete understanding of all student transportation to include all the rules, regulations, and policies governing student transport and all other departments.

ABILITY to work under stressful conditions and time constraints.

ABILITY to interact in a positive and professional manner with the public as well as school personnel.

ABILITY to represent the district as needed with other governmental bodies.

ABILITY to critically analyze situations and data accurately as a means to adopt the appropriate course of action.

Responsibility

Responsibilities include working under limited supervision using acceptable practices and/or methods; leading, guiding, and/or coordinating with others; and operating within a defined budget.

Working Environment

The position will require sitting, walking, and standing. The job is performed under conditions with exposure to risk of injury and/or illness and in a clean atmosphere.

Experience - Job related experience is required.

Education – Bachelor's Degree in Business, Management, or Logistics preferred and/or ten years of senior level supervisory experience in operations.

Equivalency - None Specified.

Requirement – This is a non-certified position (i.e. This individual is not required to have a teaching certificate to qualify for the position).

Certificates / License- Valid Tennessee Driver's License, must be insurable in Tennessee.

Fair Labor Standards Act (FLSA) Status - Non-Exempt.

Approval Date -

JOB DESCRIPTION
Cumberland County School District

CAREER & TECHNICAL EDUCATION DIRECTOR

Purpose Statement

The job of Career and Technical Education (CTE) Director was established for the purpose of directing all Career and Technical Education programs with overall system-wide responsibility and authority for the management and coordination of the school system's program and related activities. The CTE Director specifically supervises and ensures the efficient operation and management of the Career and Technical Education mission and supports the overall educational responsibility of the system; providing information and guidance to teachers and schools; and implementing and maintaining services within established guidelines and standards; developing goals and strategic plans; managing assigned budgets; and providing supervision as needed and/or assigned.

This job reports to the Chief Academic Officer.

Essential Functions

- Supervises, administers, and coordinates Career and Technical Education programs.
- Manages program budgets, fund balances, CTE grants (Perkins), Innovative School Grant, and related financial activity for the purpose of ensuring that budget amounts and expenses are within budget limits and that sound fiscal practices are followed.
- Collaborates with teachers, administrators, students, parents, other district personnel, community organizations, and others for the purpose of implementing and maintaining services and/or programs.
- Coordinates Career and Technical Education program components, support needs and materials, manages course offerings, textbook selection, budgets, grants, strategic plans, and other departmental business for the purpose of meeting student needs while complying with Federal, State, District and/or program guidelines.
- Leads and/or participates in meetings, workshops, and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Assists in the supervision of approved extra-curricular Career and Technical Education duties that support the overall instructional program.
- Provides liaison for the system between the regional/state offices of Career and Technical Education, area Technology Centers, and other post-secondary institutions.
- Maintains a variety of detailed records in written and electronic formats for the purpose of meeting program reporting requirements.
- Prepares budget projections for federally funded Career and Technical Education projects and ensures compliance with federal guidelines.
- Coordinates Transition and Articulation Agreements with post-secondary institutions for the Departments. Monitors programs activities and components (e.g. work based learning, etc.) for the purpose of ensuring that student needs are met while maintaining program and District guidelines.
- Directs the CTE teacher licensing requirements and associated training in order to efficiently provide qualified teachers and proper progress toward advancements.
- Recommends in-service programs for Career and Technical Education to the high school and elementary principals.
- Prepares a variety of program related reports in both manual and electronic formats (e.g. budget, course offering, student participation, purchases, achievement, compliance, etc.) for the purpose of documenting activities, conveying information and ensuring program requirements are met in an effective and timely manner.
- Presents information to District and Community groups (e.g. program offerings, funding status, participation levels, etc.) for the purpose of promoting program, gaining feedback and complying with established internal controls.
- Develops, coordinates, and provides guidance and support for elementary school level Career and Technical Education programs, ensuring they interface with the secondary program.
- Organizes and coordinates with the local Career and Technical Education Advisory Board.
- Promotes involvement and understanding of the Career and Technical program for the purpose of meeting the ongoing needs of, and encouraging participation in, the Career and Technical programs related to course offerings.
- Researches, writes, and presents grant information for the purpose of securing the funding needed to meet program needs.
- Supervises assigned program personnel for the purpose of ensuring individual and program performance objectives are met.
- Coordinates and administers the community adult vocational education programs.
- Develops, coordinates, and administers a CTE concentrator student graduation follow-up program.
- Coordinates the supervision of Career and Technical Education student organizations and extended employment programs for the Career and Technical Education teachers.
- Assists in the registration of students for Career and Technical Education classes.

- Coordinates the distribution, preparation, and submission of all county and state Career and Technical Education reports including the student membership, competency profiles, and course concentrators reports.

Other Functions

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

Requirements: Minimum Qualifications

Skills, Knowledge, and Abilities

SKILLS are required to perform multiple, technical tasks, with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: analyzing; budgeting and cost control; effective listening; facilitating meetings; guiding others; instructional techniques; managing projects/programs; monitoring activities; planning; problem solving; supervision; and uses of technology.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: issues related to career and technical fields; concepts of grammar and punctuation; extensive knowledge of grant administration and implementation; community resources; district policies and procedures; bookkeeping and budgeting practices.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data required analysis based on organizational objectives; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; setting priorities; building collaborative relationships; and working with constant interruptions.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and supervising the use of funds. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally, the job requires 65% sitting, 20% walking, and 15% standing. This job is performed in a generally clean and healthy environment.

Experience

Job related experience with increasing levels of responsibility is required.

Education

Bachelor's degree in job related area.

Equivalency

None Specified

Requirement

This is a certified position

Continuing Education/Training

None Specified

FLSA Status

Exempt

Clearances

Criminal Justice fingerprint/background clearance

Certificates and Licenses

Valid TN Teaching License

Valid TN Administrators License

Valid Driver's License & Evidence of Insurability

Persons holding Career and Technical Education Supervisory Positions, including local Director's, supervisors, coordinator specialists, assistant principals for Career and Technical Education, and center administrators, shall have one (1) of the following sets of qualifications:

1. A Bachelor's degree in Career and Technical Education from an accredited four (4)-year college or university, three (3) years of teaching experience in an approved Career and Technical Education program and two (2) years of appropriate employment experience in a recognized occupation;
2. A Bachelor's degree with a Career and Technical Education endorsement, three (3) years teaching experience, two (2) years of appropriate work experience; or
3. An endorsement as a pre-K-12 administrator or secondary supervisor of principal.

Approval Date

Salary Grade

JOB DESCRIPTION
Cumberland County School District

SECONDARY 9-12 SUPERVISOR

Purpose Statement

The job of Secondary 9-12 Supervisor was established for the purpose/s of directing the delivery of programs and services at the secondary level through site administration; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing, and maintaining services in compliance with established guidelines of local Board policy, procedures, Tennessee Code Annotated and minimum rules, regulations, and standards set forth by the Tennessee Department of Education; and serving as a member of the leadership team.

This job reports to the Chief Academic Officer.

Essential Functions

- Collaborates with internal and external personnel (e.g. other administrators, auditors, public agencies, community members, etc.) for the purpose of implementing and/or maintaining services and programs.
- Compiles data from a variety of sources for the purpose of developing and/or evaluating programs and/or complying with financial, legal, and/or administrative requirements.
- Coordinates operations among secondary schools (e.g. personnel, budgets, staff development, testing, planning, curriculum, etc.) for the purpose of ensuring that District objectives are achieved and resources are effectively utilized.
- Directs department operations, the maintenance of services and the implementation of new programs and/or processes for the purpose of providing services within established timeframes and in compliance with related requirements.
- Ensures that all schools achieve ambitious student performance gains in all subject areas (e.g. by performing coach observations, looking at data, performing classroom observations, planning and participating in leadership team meetings) for the purpose of meeting district goals for every student.
- Evaluates programs and/or projects (e.g. curriculum, testing, staff development, etc.) for the purpose of carrying out and achieving objectives within area of responsibility.
- Facilitates meetings, workshops, seminars, etc. (e.g. personnel actions, financial procedures, regulatory requirements, actions involving outside agencies, inter-district needs, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative.
- Manages a wide variety of programs and processes (e.g. staff development, personnel assignments, testing and assessment, curriculum, etc.) for the purpose of ensuring district compliance with established guidelines.
- Prepares and monitors budget allocations, expenditures, and related financial activities for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Assist the Financial Controller in the equitable distribution of state and local funding among schools.
- Participates in meetings, workshops, and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Performs personnel functions (e.g. interviewing, evaluating, supervising, counseling, assignments, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving objectives within the budget.
- Researches a variety of topics (e.g. current practices, instructional materials, methods, curriculum guidelines, etc.) for the purpose of developing new programs and/or master plans.
- Supports and coaches high school leaders for the purpose of developing instructional leadership and helping them meet ambitious school performance goals.
- Conduct performance appraisals with teachers and principals to assess instructional competencies and develop written programs of improvement as needed.
- Secure, develop and distribute instructional materials for classroom use including but not limited to textbooks.
- Recommend teaching strategies, techniques, and materials for classroom use.
- Coordinate revisions of report cards based on Tennessee State Standards.

Other Functions

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

Requirements: Minimum Qualifications

Skills, Knowledge, and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; planning and managing projects; preparing and maintaining accurate records; guiding others; facilitating meetings; interpersonal aptitude; leadership; managing staff/performance; personnel administration; and problem solving.

KNOWLEDGE is required to review and interpret technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: pertinent law, codes, policies, and/or regulations; personnel processes; curriculum adoption process; program planning and development; concepts of grammar and punctuation; principles of best teaching practices and leaning styles; curriculum and instructional methods; treatment modalities and assessment; and community resources.

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes. Ability is also required to work positively with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups and individuals; meeting deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data; confidentiality; decision making; leadership and direction; and motivating others.

Responsibility

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; managing major organizational components; and supervising the use of funds for multiple departments. Utilization of significant resources from other work units is sometimes required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally, the job requires 60% sitting, 20% walking, and 20% standing. This job is performed under minimal temperature variations.

Education

Master's degree in job related area.

Experience

Job related experience within specialized field is required.

A minimum of three (3) years of verified administrative and supervisory experience in public schools or private schools approved by the TN Department of Education.

Requirement

This is a certified position

Continuing Education/Training

None Specified

Clearances

Criminal Justice fingerprint/background clearance

Certificates and Licenses

Valid TN Teaching License

Appropriate Administrative Certification

Possess and maintain a valid Driver's License & Evidence of Insurability

Approval Date

Salary Grade