

**BOE Work Session**  
**July 15, 2025 4:00 PM**  
Central Services Board Room

1. Call to Order/Moment of Silence/Pledge of Allegiance
2. Agenda
3. Meeting Minutes
4. Roll Call
5. Current Issues
6. Amazon Wish List
7. Crossroads Academy
8. Approval of District Testing Coordinators
9. Approval of DHA Board Members
10. Memorandums of Understanding
11. Annual Planning Calendar
12. SRO Annual Report
13. School/Vendor Agreements
14. Personnel Report
15. Retired Inventory
16. School Calendars/Newsletters
17. First and Second Reading of Policies
18. Second Reading of Policies
19. Financials
- 19.A. Financial Report
- 19.B. Sales Tax Report
- 19.C. 141 Budget Amendments
- 19.D. 142 Budget Amendments
- 19.E. Fundraisers for Approval
20. Adjournment

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

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July 15, 2025 at 4:00 PM - BOE Work Session

1. Call to Order/Moment of Silence/Pledge of Allegiance

**Agenda Item Type:** Action Item

2. Agenda

**Agenda Item Type:** Action Item

3. Meeting Minutes

**Agenda Item Type:** Action Item

**Attachments:** (5)

- [5-27-25 Budget Mtg Minutes](#)
- [6-12-25 SC Minutes](#)
- [6-12-25 Work Session Minutes](#)
- [6-16-25 Interview Meeting Minutes](#)
- [6-19-25 Minutes](#)

4. Roll Call

**Agenda Item Type:** Action Item

5. Current Issues

**Agenda Item Type:** Action Item

6. Amazon Wish List

**Agenda Item Type:** Action Item

7. Crossroads Academy

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [Crossroads Academy](#)

8. Approval of District Testing Coordinators

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [District Testing Coordinators](#)

9. Approval of DHA Board Members

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [DHA Board](#)

10. Memorandums of Understanding

**Agenda Item Type:** Action Item

**Attachments:** (4)

- [CC Sheriff Office MOU](#)

- [Crossville Police Dept MOU](#)
- [STARS MOU](#)
- [SPED Renewal UT Recruit and Retain MOU](#)

11. Annual Planning Calendar

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [2025-2026 Planning Calendar](#)

12. SRO Annual Report

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [SRO Annual Report](#)

13. School/Vendor Agreements

**Agenda Item Type:** Action Item

**Attachments:** (2)

- [North and Strawbridge Agreement](#)
- [SMHS and Five Star Food Service Agreement](#)

14. Personnel Report

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [Personnel Report](#)

15. Retired Inventory

**Agenda Item Type:** Action Item

**Attachments:** (3)

- [Brown Retired Inventory](#)
- [CTE Retired Inventory](#)
- [Stone Elem Retired Inventory](#)

16. School Calendars/Newsletters

**Agenda Item Type:** Action Item

**Attachments:** (9)

- [Brown Calendar](#)
- [CCHS Calendar](#)
- [CCHS Newsletter](#)
- [Crab Orchard Calendar](#)
- [Homestead Calendar](#)

- [North Newsletter](#)
- [Pine View Calendar](#)
- [SMHS Calendar](#)
- [Stone Elem Calendar.docx](#)

17. First and Second Reading of Policies

**Agenda Item Type:** Action Item

**Attachments:** (5)

- [1.700 School District Goals](#)
- [5.100 Personnel Goals and Objectives](#)
- [5.110 Compensation Guides and Contracts](#)
- [6.312 Use of Personal Communication Devices and Electronic Devices\(Due to Change 7-22\)](#)
- [6.312b Use of Wireless Communication Devices Elementary \(Due to change 7-22\)](#)

18. Second Reading of Policies

**Agenda Item Type:** Action Item

**Attachments:** (3)

- [5.604 Overtime Pay for Non-Certified Personnel](#)
- [5.801 Recruitment & Selection](#)
- [6.202 Home Schools](#)

19. Financials

**Agenda Item Type:** Action Item

19.A. Financial Report

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [Financial Statement](#)

19.B. Sales Tax Report

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [Sales Tax](#)

19.C. 141 Budget Amendments

**Agenda Item Type:** Action Item

**Attachments:** (1)

- [141 BA Gear Up Grant](#)

19.D. 142 Budget Amendments

**Agenda Item Type:** Action Item

**Attachments:** (2)

- [142 BA-Perkins Basic](#)
- [142 BA-Perkins Reserve](#)

19.E. Fundraisers for Approval

**Agenda Item Type:** Action Item

**Attachments:** (16)

- [BES Fundraiser-Adkins](#)
- [BES Fundraiser-Cole](#)
- [BES Fundraiser-Herrick](#)
- [BES Fundraiser-Lewis](#)
- [CCHS Fundraiser](#)
- [COE Fundraiser-Grumbles](#)
- [COE Fundraiser-Jackson](#)
- [COE Fundraiser-Marsee](#)
- [COE Fundraiser-Michael](#)
- [COE Fundraiser-Pettus](#)
- [COE Fundraiser-Pugh](#)
- [COE Fundraiser-Smith](#)
- [COE Fundraiser-White](#)
- [North School-Wide Fundraiser](#)
- [SMHS Fundraiser-Band](#)
- [SMHS Fundraiser-HOSA](#)

20. Adjournment

**Agenda Item Type:** Action Item

**PRESENT:**

VANWINKLE  
NICHOLS  
KING  
STOUT (LATE-5:30)  
DAVIS(LATE-5:20)  
MATTHEWS  
COLE  
FARLEY  
BRAY  
MEDIA

**ABSENT:**

HALE  
STULL

The Cumberland County Board of Education met in a budget meeting on May 27, 2025 at Central Office. Chairman King called the meeting to order at approximately 5:00 p.m. After the pledge of allegiance and moment of silence, he welcomed everyone to the meeting and began with the agenda and roll call and minutes. King moved into the budget revision discussions. Farley told everyone that the additional “fluff” that had padded the budget somewhat had been removed and they would see those changes and it was as close to actual as they have had in a while. She directed them to page 5 where she told them the teaching positions were still listed on this page. And this number is done on an average based on a master’s with 10 years’ experience. She told them 2 additional teachers were built in, in case any elementary schools go over their cluster averages. Summer school was removed and the only funding is state funding but summer school staff was still included. She told them that Mastery Connect and Lexia had been removed and that totaled \$135,000. Matthews said he thought teachers were starting to come around to Mastery Connect and seeing it as a tool to use, did they really need to take it out. Farley said they have received 3rd grade TCAP scores that tell a vastly different story and was very disappointed in what they saw versus what had been projected with Mastery Connect.

Farley proceeded to tell them that they met with the union, CCEA, and presented them with the recommended pay scale. The scale she proposed was a semi-balanced scale which would result in a small savings this year but years out would see the greater savings. VanWinkle said it would be a million dollar savings over the next 2 years for this pay scale.

The next item presented was page 9 of the budget, other salaries and wages. This amount is estimated but there is an increase of \$15,000 due to extra duty pay supplements. But this actual amount is \$91,000 less than the proposed budget.

Farley then moved to page 13 of the budget where she had them look at line 105. She told them there was a mathematical error that had been figured and they have taken the HS supervisor down from a doctorate and 36 years experience with 20+ year admin to 20 yr educator with an EDS and 10 year admin, which decreased that line amount significantly.

She then focused on page 20, and told them the financial controller was removed from this line and that removed \$96,000. Matthews confirmed that the position was being removed. Farley

said yes, at this time, the position has been open for over 2.5 years. Matthews said his opinion was that dealing with a large budget like the district has, a CFO is important. He felt the CFO and COO are adversarial positions, both of which are needed to balance each other. Cole said they haven't had this long and have survived. Matthews questioned if they are only surviving efficiently. Cole said his understanding that someone who has the credentials for this position is not going to take it due to the job description, and operate under the set up between the district and county finance department. Matthews asked if the job description is written correctly and do they understand what the job entails and how they can have one person doing both jobs. Cole said or they could leave money sitting on the table for a person and a job that doesn't exist. Farley asked to proceed so that they could understand any major budget points that have changed. She moved to page 23 to talk about the insurance-building and content and worker's comp. Bray told them this was purely an estimate because the company cannot give her an idea of what the increase will be. But the value of properties had increased. Farley pointed them to the software line and the large increase. She reminded them of the McKinstry program that had been piloted at Pleasant Hill and the increase is a one time cost for them to do the assessment at each school and this would help the board to be closely aligned with the maintenance needs and maintenance budget. Matthews asked if the increase could be moved to what they would ask from the commission. Davis said he had understood, maybe mistakenly, but he thought the board was to take their process they implemented at Pleasant Hill elementary and duplicate it internally with our maintenance department. Farley told him no, they currently don't have the manpower to operate like that. VanWinkle asked how they were going to maintain that. Farley said it's a one time only expense and Bray told him the district owns the tool. Much discussion was had about the McKinstry data, how that saves the district money, and what our part versus their part would be.

Farley then moved on to page 26 of the budget. She told everyone that there was an increase because last year there was an organization that provided supplies but this year it was aligned back up to what it had looked like in the previous years. VanWinkle said he's showing a savings of \$4.1 million between budget draft 1 and this version, draft 2. Bray confirmed a lot of the "fluff" had been removed and used actual numbers versus budgeted numbers.

Davis moved back to the maintenance portion and asked if they quantified the savings, fiscally. Bray said she doesn't know if she can quantify but aging the equipment and estimating a national cost would be huge because they could budget more easily, school by school. Davis said it sounds more of a want versus a need even though it does sound like a great program but he doesn't know if he can justify the amount.

Farley next brought up the teacher's scales that had been updated. VanWinkle said it should be around a \$300,000 decrease change Farley confirmed the teacher's union had also agreed to the changes. The board made a decision to put this scale to a vote on the upcoming special called meeting.

Farley then asked them how they wanted to proceed with the financial position. It's currently removed. Stout said the previous director had mentioned that a couple of people had interviewed and might be interested in the position and asked where they were at with those candidates. Bray said that the decision with the county finance director and hiring team was to move on to other candidates. Farley told them they have a new HR software that collects resumes and they are getting applicants for the open job postings so people are applying. Bray

also told them they have been turned down twice. Matthews said he's not ready to remove the position so that the permanent hire for Director doesn't have to come back and ask for it. Nichols said they can come back and ask for it to be added back if someone applies for the position but it hasn't been filled for 2 years. Nichols said how else do they get people when they have advertised for it. She said it doesn't make sense to just leave the money there. Stout said she would hate to remove the position and maybe the new software would help or create new criteria. Farley said it seems they want the financial position to be added back into the budget which she will do. King said the new director can look at their organizational chart and decide what is needed.

Farley said the next thing that needs discussion is the (McKinstry) software. She said it had been previously mentioned adding it to the capital projects that they are asking for. Davis asked if it had been out to bid and Bray told him it was on the state contracts so it was not required to go out for bid. Davis asked if they confirmed it was the best option. Bray told him of all she looked into, this was the most economical option. Davis asked what the long term success will be. Matthews asked if they could get readings from other districts who had utilized this. Bray said there are several other cities that are users and she could get that information. Cole said this would give indisputable data for the district. Stout asked Farley's opinion and she said from a building level principal standpoint, this would be amazing. To know what the building hot spots are specifically. Farley reminded them that this is on the state contract which means it will be the best financial price for comparative software/programs. Board decided to leave this in the budget for now.

Farley moved to the capital projects and told them she wanted to make them aware that the only change was North renovation had been added to the list.

Farley then told them they had previously moved to table the consolidated funding application but that matter did need to be discussed again. She said she was compiling data for 2nd, 4th and 6th and for class size reduction she would suggest looking at the more strenuous academic years which would be grades 3, 5, and 7. She's hoping to get all data compiled and presented to them ASAP as principals are getting information to her. She told them that TDOE had told her that if they consider class size reduction, the teacher being put into that classroom has to be highly effective, data has to be provided and the school would have to make the decision and it would have to come out of the school's Title I budget. It would have to be reflected in the Title I needs assessment. She told the board that Ms. Thompson from TDOE offered to come and present how the federal budget worked, how the spin down goes to individual schools and how allocations are set up. VanWinkle said he knows school allocations have dropped tremendously in the last few years so why are the district set-asides going up and if the principals are doing such a good job with that money, why are we taking it away from them. Farley said TDOE said funding was based on poverty factors and also comes from census data and data provided by the US Department of Ed. A lot of questions were asked and answered regarding the set-asides, the direct certification numbers, and allocations per school. Farley asked if the board desired Thompson, assistant commissioner of education for Federal Programs from the TDOE to come and present at the next work session on June 12. The board agreed to have the presentation made from the TDOE. Farley then asked when they wanted to look back at the CFA and make a decision to approve or not. Some more questions arose about losing employees and programs due to Title I funding. Farley said she would get that information but

final allocations had not been received. She said advice was given in March to the admin to focus on keeping employees funded rather than programs. VanWinkle asked if more money in the teacher and assistant line should be added in order to keep serving students. She told him that 120 and 80-day interventionists had been built into the current budget for those interventions to students. Matthews asked if it would benefit them to support the class size reduction locally instead of through Title money so it wouldn't be so rigorous. Farley said that would be strictly up the board to make that decision and they could use the state guidelines. Stout said they are not experts, she looks to the DOS and staff to know what is best for students and how they are operating then what the board needs to do to help support that. VanWinkle said data helps support the decision of the funding body. Farley said right now state data is embargoed and just scale scores currently and can't be shared specifically. Stout said she has no more questions about the CFA but other board members seemed to have more. Farley said the TDOE has approved it because it met all the criteria from the state but it's required the board approves it and signs the form to be uploaded to EPlan. VanWinkle said they were just a token vote and it doesn't really matter. Stout said they are standing behind what's been approved and submitted. Farley said hopefully next year, going forward, the board would be asked for input and suggestions. She also said another option would be to wait and put the application on the June board meeting as it has to be approved by end of fiscal year. Stout said a special called meeting could also be held for approval. Farley told them they had addressed all of her questions and asked for any questions from them. The board had none and this meeting was adjourned at approximately 6:30 pm.

**Board of Education**  
**June 12, 2025 5:00 PM**  
Central Services Board Room

The Cumberland County Board of Education met in a special called session on Thursday, June 12th, in the Central Services Board Room, where the meeting was called to order by Chairman King at the approximate hour of 6:22 pm. King welcomed everyone to the meeting and appreciated everyone for attending.

**BOARD MEMBERS:**

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

1. Call to Order

Chris King: Special call meeting is called to order.

2. Moment of Silence/Pledge of Allegiance

Chris King: Please join me in a moment of silence and pledge.

(All observe a moment of silence and pledge)

3. Welcome to Visitors/Acknowledgement of Elected Officials

Chris King: Welcome everyone to our special call meeting. There's no community comments.

4. Roll Call

Chris King: Do the roll call please?

Diane McCartney: Miss Stull?

Elizabeth Stull: Here.

Diane McCartney: Mr. VanWinkle?

22 Mr. VanWinkle: Here.

23 Diane McCartney: Miss Nichols?

24 Sheri Nichols: Here.

25 Diane McCartney: Miss Hale?

26 (Silence)

27 Diane McCartney: Mr. Davis?

28 (Silence)

29 Diane McCartney: Mr. Matthews?

30 Jon Matthews: Here.

31 Diane McCartney: Mr. Cole?

32 (Silence)

33 Diane McCartney: Miss Stout?

34 Shannon Stout: Here.

35 Diane McCartney: Mr. King?

36 Chris King: Here.

37 Diane McCartney: Hale, Davis, Cole, absent.

38 5. Declaration of Conflict  
39 (This takes place after 6. Approval of Agenda)

40 Becky Farley: Declaration of conflict per TCA 492-202 Board of Education members who have  
41 relatives per this statute relative means spouse, parent, parent in law, son, son-in-law, daughter-in-law,  
42 grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece or any person who resides in the  
43 same household as you employed by the system are asked to raise your hands to identify yourself. Do  
44 you certify that the vote you make tonight will be in the best interest of the school system, regardless of  
45 the effect that your vote may have upon the employment of your relative or relatives?

46 Jon Matthews: I do.

47 Chris King: I do.

48 Scott VanWinkle: Yes.

49 Chris King: Let the record reflect myself, Mr. Matthews, Mr. VanWinkle.

50 6. \*Approval of Agenda

51 (Exhibit #1)  
52

53 Chris King: OK. Thank you. So we need to approve the agenda for tonight. Want to add the declaration  
54 of conflict in case we vote so that will come right up after the approval of the agenda. Motion to  
55 approve?

56 Sheri Nichols: I'll move to approve.

57 Chris King: Second?

58 Shannon Stout: Second.

59 Chris King: Motion and second all in favor, say aye.

60 All board members: Aye.

61 Chris King: Nos?

62 (Silence)

63 Chris King: There's no nos. So, the agenda is approved.

64 Motion to approve the agenda with the addition of the declaration of conflict.

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

(seconder-yes) Stout

Yes: 9, No: 0

**MOTION: Motion Carried**

65  
66 7. Community Comments

67 Chris King: So there are no community comments.

68 8. \*Budget Revision

69 (Exhibit #2)

70 Chris King: First item up is budget revisions. Any discussion we would like there?

71 Scott VanWinkle: I would like to bring something up.

72 (Laughter)

73 Sheri Nichols: Sorry.

74 Scott VanWinkle: From about as far as the hourly or the classified, non-classified employee, pay  
75 increase. So we voted to do a 10% pay increase for all those employees that are under 260 and a 2% + a  
76 step raise for all others. We have a few employees that are on the same pay scale. So we would  
77 basically be creating a new pay scale for just a handful of employees. Because of that vote, is that  
78 something we should consider and how much would that affect the budget? If we do consider putting  
79 all of those at 10% that are on the same pay scale?

80 Chris King: Any thoughts there, Miss Bray?

81 Kim Bray: It's five people.

82 Chris King: OK, and circumstances there is what?

83 Kim Bray: Probably \$20,000, tops. But it would only be 5 people. What he's saying is that we have  
84 people that they're 260s, but they're in a column. With the people that are less than 260s and there's five  
85 people that this would affect.

86 Chris King: So they would not get the 10%.

87 Kim Bray: Correct. I was going to hand calculate, which we do this for a few select employees for  
88 various reasons. They're based on their rate and their number of days

89 Jon Matthews: So we could add those five employees to that 10% or whatever and just. And that way  
90 everything's. We don't, we're not creating a new.

91 Scott VanWinkle: Salary scale.

92 Jon Matthews: Salary scale, right.

93 Kim Bray: They would just, they would be paid like the folks in their column.

94 Shannon Stout: So they are 260.

95 Kim Bray: Right, but they are in a column.

96 Jon Matthews: Yeah.

97 Shannon Stout: So now.

98 Kim Bray: They're two classifications, but there's some, there's only two groups that are like that where  
99 they're 260s and less than 260s in the same designation.

100 Scott VanWinkle: So their hourly rate is the same for years of service.

101 Kim Bray: Correct, yeah.

102 Shannon Stout: So we'd be veering into giving raises to the 260 when we voted to give the raises to the  
103 less than.

104 Scott VanWinkle: Less than 260. At the time.

105 Shannon Stout: And I know it's only for five people.

106 Scott VanWinkle: I didn't realize that they were on the same pay scale. I thought 260s were on the same  
107 pay scale as far as one group.

108 Jon Matthews: Yeah.

109 Shannon Stout: So how does that impact? Not giving the other 260's the 10%.

110 Scott VanWinkle: So I think, basically their daily rate of pay is more on the study that I did. So the  
111 260s would have a higher daily rate of pay. Based on the fact that they have and I think we discussed  
112 this in the meeting. They have more vacation days, more sick leave, holidays, things that the others  
113 don't have. So they would have benefits, I guess other fringe benefits besides pay. That would still  
114 allow that same concept to work for this year, I think we've all agreed that we need to work on those  
115 scales and actually consolidate some of that and not. Yeah. So.

116 Shannon Stout: It would be better to leave it as is until we work on that in its entirety versus just  
117 arbitrarily saying. For the ease of hand calculating five, we're going to give five people that are not in  
118 that category additional raise when everybody else is not.

119 Scott VanWinkle: Yeah, so, yeah.

120 Jon Matthews: But we're also having to create an entire new pay scale for those people.

121 Scott VanWinkle: Well, it would be if we don't fix it in the future. Yes, we wouldn't then have two  
122 more pay scales basically because they would be at a different.

123 Jon Matthews: So adding those I guess and this is a question for you math people, is it easier to just add  
124 those five people in? Going forward for next year's budget or whenever we started working on these  
125 budget things and that way we're still one pay scale for this column, you know what I mean?

126 Scott VanWinkle: That was my fault, that's the reason I brought it up.

127 Shannon Stout: I think there will be adjustments going forward, but I don't know because we're we'd be  
128 taking a step back and looking at doing it for this budget. And I think if we're looking, if we're breaking  
129 them out by 260 and less than 260, that to keep things fair across the board for those categories.

130 Scott VanWinkle: So.

131 Jon Matthews: But that's one of those things. Too that if we. Because now that we know that we have  
132 this issue and we're going to try to work on it going forward. To me, it would be better to add those five  
133 people in this year. With the 10% or whatever. And then next year whenever we start working on this  
134 early. Then we can start breaking those things out and working, working a better angle on it.

135 Chris King: Yeah, next year needs to be next month.

136 Jon Matthews: Exactly.

137 Sheri Nichols: Yeah.

138 Jon Matthews: That's kind of my point. So you know.

139 Chris King: So if we wait, don't raise those five and fix the scales. Does that fix the problem?

140 Scott VanWinkle: It would, some, well, it depends on how we fix the scale, but yeah, it should that  
141 should.

142 Chris King: Don't want to get where somebody passes somebody up?

143 Scott VanWinkle: Right.

144 Shannon Stout: Yeah.

145 Scott VanWinkle: Which eventually, if you keep doing this, that would happen, but right now this year,  
146 that's not going to happen. Cause they're still going to get a 4%, but, well a 2% plus a 2% step, yeah.

147 Shannon Stout: Step, yeah.

148 Scott VanWinkle: But I just thought.

149 (Audio)

150 Scott VanWinkle: Yeah, we would consider not creating another scale in case we don't get back to it.  
151 We have a tendency not to get back to things sometimes.

152 Shannon Stout: I think, everybody's agreed that's a priority and we're on board with that.

153 Chris King: Yeah, we are going to start working on next year's budget next month.

154 Sheri Nichols: Next month, Amen. Not waiting this time.

155 Chris King: We got to get there.

156 Sheri Nichols: That's right, we're on it.

157 Chris King: We will have to do those pay scale studies. Discussion, take a vote.

158 Scott VanWinkle: So should if we want to consider it with a vote, should we? Just should I make that  
159 motion and see if there's a second? Is that what you're getting that?

160 Chris King: I think so. Then we can discuss it more if we need to.

161 Scott VanWinkle: So I'd like to move that we add the five employees that are 260 and on the same pay  
162 scale that they get the 10% this year.

163 Jon Matthews: I'll second that.

164 Chris King: Motion and second. Further discussion.

165 Scott VanWinkle: I don't have any other further discussion.

166 Chris King: Thank you.

167 Jon Matthews: No. Just to keep from creating a whole nother. Pay scale and I mean if we're going to  
168 start working on this soon, then let's go ahead and get it. Where everybody's even now. We get kind of,  
169 and then we start squaring things away.

170 Chris King: Other discussion?

171 Shannon Stout: I just don't want to do things arbitrarily for the, for a five person adjustment. If we're  
172 going to try to be.

173 Sheri Nichols: Fair.

174 Shannon Stout: Fair across the board with everybody.

175 Sheri Nichols: Does that change this?

176 Shannon Stout: It would.

177 Sheri Nichols: OK.

178 Chris King: By about 20,000.

179 Sheri Nichols: Yeah.

180 Shannon Stout: It will increase it more.

181 Sheri Nichols: Great.

182 Chris King: Yeah.

183 Jon Matthews: It's just by.

184 Chris King: It would be one line.

185 Kim Bray: Well more than one, but that's not a big deal.

186 Sheri Nichols: OK.

187 Chris King: Any other questions or discussion?

188 (Silence)

189 Chris King: If not we need to vote. Madam Secretary?

190 Diane McCartney: Miss Stull?

191 Elizabeth Stull: I'm gonna say no.

192 Diane McCartney: Mr. VanWinkle?

193 Scott VanWinkle: Yes.

194 Sheri Nichols: Yes.

195 Diane McCartney: Miss Nichols? OK.

196 Sheri Nichols: Let's move on.

197 (Laughter)

198 Diane McCartney: Mr. Matthews?

199 Jon Matthews: Yes.

200 Diane McCartney: Miss Stout?

201 Shannon Stout: No.

202 Diane McCartney: Mr. King?

203 Chris King: Yes.

204 Diane McCartney: I think the yeses have it.

205 Chris King: OK. If that brings new problems, we need to know right away.

206 Sheri Nichols: Yeah.

207 Scott VanWinkle: But we have to.

208 Becky Farley: I'm sure that that will be done first thing in the morning, probably by about 7:00. So I'll  
209 let you know.

210 Chris King: Yeah, we need to have five yes votes to have a quorum. Do the yeses still have it?

211 Becky Farley: No you don't have it.

212 Diane McCartney: No.

213 (Audio)

214 Shannon Stout: 4 and 2.

215 Chris King: That motion will fail. We can reintroduce it at the next meeting. With the whole board here  
216 maybe, so.

217 Sheri Nichols: She'll do, can she do it and let us know if there's a problem? No?

218 Chris King: You have my exception I guess.

219 Scott VanWinkle: So when do you present this to the?

220 Becky Farley: Tuesday.

221 Scott VanWinkle: Yeah, so you have to present what you have.

222 Becky Farley: Yes sir.

223 Chris King: You can make the provision and say we're looking at this problem. Might change our mind,  
224 but.

225 Sheri Nichols: OK.

226 (Audio)

227 Chris King: Are there other budget discussions?

228 Scott VanWinkle: Only one I had. That's all I had.

229 Sheri Nichols: That's all he's got.

230 Scott VanWinkle: That's all I got.

231 Chris King: We can make it more complicated for Dr. Farley.

232 (Laughter)

233 Shannon Stout: And Miss Bray.

234 Sheri Nichols: Keep her on her toes now, that hot seat.

235 Motion to add 10% increase to 260 day employees that are in the same column as less than 260 day  
236 employees.

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

(seconder-yes) Matthews

Yes: 4, No: 2 King: Yes, Matthews: Yes, Stout: Yes, VanWinkle: Yes

**MOTION: Motion Failed**

237

238

239 9. \*DOS Next Process

240 Chris King: OK. That would take us to the discussion on DOS information we got tonight considering  
241 dates and time and processes. So if we talk about process first. We asked them to do this nationwide,  
242 worldwide, they did. They gave us eight applicants. They went through with their process, gave us two  
243 candidates. One is here. One is not here. So in that process. Do we want to put them on separate nights?  
244 Do we want to look at all these recommendations as parties and whatever they said to community  
245 tours? Or what do we want to do? We kind of have to decide something tonight because time is on us.  
246 Monday's coming up soon. We don't want to miss the chance to do something that we've scheduled to  
247 do. That's what we're going to do.

248 Shannon Stout: You were sharing a few things with me, Mr. King in your prior experience with  
249 interviewing and hiring that I think would be good to share with the entire board.

250 Chris King: OK. I think I just said that. I've interviewed thousands of people. Literally. Hired  
251 thousands, literally, in different areas in the world. My history, some is HR, some here in the system.  
252 Some in the military, some with TVA, some other places private business. So, I'm a pretty quick study  
253 on who's who when it comes to applicants. Now I think TSBA gave us the top two. We've got the two  
254 top in the world here, on this list tonight. And we've got somebody as an interim. And we already know  
255 their performance. What are your thoughts on it? Do we need to do all these interviews? Decide who's  
256 going to ask which questions and when? Can we do them both on one night? We need to do one and  
257 then the other? Do we just need to appoint or does it matter? What are your thoughts?

258 Elizabeth Stull: Is your question interviewing just the two or are you proposing interviewing all eight?

259 Sheri Nichols: No.

260 (Audio)

261 Elizabeth Stull: OK, I just wanted to clarify that.

262 Chris King: No, they did their due diligence and gave us the top two.

263 Sheri Nichols: To and fit our criteria.

264 Elizabeth Stull: You just said all of the interviews, so I just. I just wanted to make sure.

265 Shannon Stout: I think when he's referring to all the interviews, he's meeting, the two people top have  
266 been referred. So back to Sherri's point that she brought up earlier.

267 Sheri Nichols: Still standing my ground.

268 Chris King: We can interview two and if we like them. We can decide between them. We can eliminate  
269 one take the other. Or we can say no and start over. There's plenty of options there. I just want y'all.

270 (Audio)

271 Sheri Nichols: I think it's sitting right next to us, but that's just my opinion.

272 Chris King: Say that again?

273 Sheri Nichols: I said it's my opinion that she's sitting right next to us, so that's just my opinion. I get the  
274 fact that we spent this money. And I understand the process and would it be due diligence to walk it out  
275 because we spent this money? Probably and it doesn't look really good that we spent this money and  
276 didn't walk it out. But I'm just thinking of time and we don't have a lot of that, and that's not really even  
277 the issue. The issue is I think the strongest candidate is. Dr. Farley, I'm just going to say it. So, that's  
278 just my opinion.

279 Chris King: We're talking around you like you're not here.

280 (Laughter)

281 Sheri Nichols: Here, look at this.

282 Becky Farley: Seriously, all joking aside, if you all want me to leave.

283 Sheri Nichols: No, no.

284 Becky Farley: I will go to my office and shut the door. I can't hear what you're doing if I'm in there, and  
285 I don't care to do that.

286 Sheri Nichols: No.

287 Chris King: If there's anybody that's got anything they don't want to say in front of you. We'll send you  
288 out.

289 Sheri Nichols: Yeah.

290 Chris King: But I think we're good to talk. We're just talking about the process, right now. And  
291 involved in that is a lot of things.

292 (Audio)

293 Chris King: If we take somebody from outside, we have to consider. OK, Is that somebody that's going  
294 to spend a year schooling up to do the job or what? They have vast experience. Do they know us? I  
295 think they said that our surveys gave them the 10 criteria that they used. Selecting these two people so.  
296 I think they gave us the right two for sure.

297 Sheri Nichols: Yes sir.

298 Chris King: Which I didn't have any clue what they was going to do but.

299 Sheri Nichols: Yeah, yes.

300 Shannon Stout: Well, two SBA has fulfilled the portion that we've hired them for.

301 Sheri Nichols: Yes, ma'am.

302 Shannon Stout: The remaining portion is up to us.

303 Chris King: And they gave us the rest of it tonight. Now it's on us. So thinking about this through the  
304 week next week. There's Monday, Tuesday is out, Wednesday, Thursday we meet, Friday we're  
305 supposed to have a decision. We don't have to do it then let's schedule. So is there any? Other thoughts  
306 about?

307 Sheri Nichols: I think the sooner we come to this decision, the sooner this office and our schools can  
308 get moving with our school year and put people in place and.

309 Elizabeth Stull: This is next we're talking about next week, but then there's more dates for the following  
310 week, which would be Monday, Wednesday and then also Thursday is our actual regular board  
311 meeting. So it would be Monday, Wednesday, Thursday, Friday next week and then Monday,  
312 Wednesday, Thursday the following week.

313 Becky Farley: The board meeting is on June 19th.

314 Sheri Nichols: Yeah, the board meeting is next week.

315 Shannon Stout: So that's what the push is.

316 Elizabeth Stull: OK.

317 Becky Farley: That's what it's been when we went over the calendar at the beginning, sorry.

318 (Audio)

319 Elizabeth Stull: I think I was in August.

320 (Laughter)

321 (Audio)

322 Elizabeth Stull: Sorry.

323 (Audio)

324 Scott VanWinkle: So, if we go past June 30th on this do we, I mean do we need to extend interim? Is  
325 that something we could consider or is it, is interim indefinite until we have a replacement.

326 Shannon Stout: Interim is in place until we have a replacement. So I guess the first question is to decide  
327 are we moving forward with both interviews, in my opinion. Because then that lays out, you know,  
328 when are we going to set them for? What process are we going to put them through? What questions  
329 are we going to ask?

330 Scott VanWinkle: I think we owe it to the community since we decided to go through this process that  
331 we followed the whole process. That's my opinion, so.

332 Chris King: Mr. Matthews, any comments?

333 Jon Matthews: Honestly, I can't disagree with what Scott says. I mean we have invested the money. Not  
334 just that, but. You don't know what you don't know, you know and that's.

335 Chris King: Actually I do.

336 Jon Matthews: That's the only way I know how to put it. I'm not saying that Dr. Farley hasn't done a  
337 great job all the way through being the interim and everything like that. I'm not trying to take anything  
338 away from her, but at the same time. We're trying to objectively look at our schools and say we want  
339 the absolute best. I would feel a lot more comfortable being able to say Dr. Farley is the absolute best  
340 that we found because we went through the full process. That's just my opinion. I want the absolute best  
341 for our schools. Regardless of what else happens, you know what I mean? And I think Dr. Farley also,  
342 wants what's best for our schools. So.

343 Scott VanWinkle: I think our.

344 Jon Matthews: I know, she wants the job too, but at the same time it's a matter of we're talking about  
345 our kids all together, so.

346 Scott VanWinkle: The whole board we.

347 Jon Matthews: I don't think that it hurts anything to go through the full process.

348 Scott VanWinkle: Yep, the whole board we voted for that to go through the process, ask the questions,  
349 get the answers for the community and I think we should do that.

350 Shannon Stout: Y'all heard my opinion earlier, so I won't take time restating it.

351 Chris King: So assuming that we're going to do that. Look at the questions.

352 (Audio)

353 Shannon Stout: OK so.

354 (Audio)

355 Chris King: When you look at, there's 10 questions in sets. You've got to divide those up. Each person  
356 has the same question each time. When you think about that, like I said. Getting the same people here  
357 more than one night is questionable. So can we say that Monday we interview both?

358 Scott VanWinkle: We don't have to ask all of these questions right?

359 Elizabeth Stull: No.

360 Shannon Stout: No, and honestly, if we wanted to do one from each category. Because I think we want  
361 to try to keep to about an hour, I think people's attention span and all that after the hour would. And I  
362 was just kind of looking through some of the criteria have three questions. I don't know if narrowing it  
363 down just to two criteria or one.

364 Scott VanWinkle: One or two.

365 Shannon Stout: We'd have to pick which one we think is the best out of the two or three.

366 Elizabeth Stull: One, I think we should do one per criteria.

367 Scott VanWinkle: And they're all similar. You can just go ahead and say we're going to choose number  
368 one from each category. They all pertain to similar basic topics.

369 Chris King: So I think we're going to have to decide who ask which question the night that we're here.

370 Scott VanWinkle: Yeah.

371 Chris King: Because we don't know whose going to be here. We could assign them and they don't show  
372 then what do we do?

373 Elizabeth Stull: So if we're doing this all in one night. Then we are not talking about doing the.

374 Shannon Stout: Well, we could still do that. They would just need to do it together, right?

375 Elizabeth Stull: That would be weird.

376 Shannon Stout: The sample schedule. So with each one there's a 10 minute presentation and questions.  
377 So could they not do that together? And each one of them give their little presentation and then  
378 questions.

379 Chris King: Might be best to separate for that.

380 Elizabeth Stull: I would think it would be best to separate from.

381 Shannon Stout: So it's a bit of an interviewing process, so it'd be.

382 Elizabeth Stull: Yeah, I don't know if I'd want to go ahead and interview at the same time, along with  
383 another candidate, though.

384 Chris King: It's been done, but it's not good.

385 Elizabeth Stull: Yeah.

386 Shannon Stout: I mean, not with us at the same time, but I'm just saying the meetings because they're  
387 getting a feeling for them. The introductory.

388 Elizabeth Stull: But in this case it's not. It's different in this case because one, everybody knows and  
389 one, nobody knows. So I think that also bring a disadvantage to a joint meeting. If you did that.

390 Shannon Stout: I'm just kind of looking at like a candidate form, you know, which we have all the time  
391 and you get. The candidates. And so if they were to come and do a little presentation, what they're  
392 going to bring, that's appropriate for each one of these groups that they'd be. And then entertain some  
393 questions, we'd have to break the questions up and it wouldn't be like a whole question period for both  
394 of them, but they give a little presentation and they take the questions and then the next one. Little  
395 presentation and take the questions. If we want to go through this. Process and keep. Them one day,  
396 right? And that makes it a little easier for everybody's time and also gives them a. Side by side  
397 comparison, I understand what you're saying about the no one that I'm sure a lot of people in the district  
398 don't know Dr. Farley as well, and this is an opportunity for them to. Ask questions. Get a feel. And I  
399 think somebody brought up earlier than not every, they may not be able to come on the same day. So

400 we'd have to be flexible, I guess when TSBA reaches out to them. To be able to do together, or  
401 separately, depending on their schedules.

402 Scott VanWinkle: We could schedule a 2 hour window and then the second candidate for a 2nd 2 hour  
403 window and that way sit completely separated. Or make it an hour and a half window. It's a little break.

404 Shannon Stout: On the same day, you're still saying?

405 Scott VanWinkle: On the same day, yeah.

406 Shannon Stout: So they would both still need to be available on the same day, so I'm saying if they're  
407 not, then we'd have to be prepared to maybe do 2 days.

408 Scott VanWinkle: Yeah.

409 Shannon Stout: And would we want to put them through the sample schedule in its entirety or make  
410 some adjustments to it? We've got the.

411 Chris King: Which chicken comes before which egg? Got to decide something first to do something  
412 second.

413 Shannon Stout: Page 13 in the book.

414 Chris King: There's a lot to read up on here and be proficient at for Monday.

415 Jon Matthews: I mean just. I Guess. Kind of a parliamentary thing. What? Where are we at? I know that  
416 we're. At the next process, but we have no motion before us right now. So anybody can make a motion  
417 to do whatever in this process and.

418 Scott VanWinkle: Yeah.

419 Chris King: We need to decide are we going to interview both one day or two days.

420 Shannon Stout: I would be in favor of one day if they can both make it on the same day.

421 Sheri Nichols: Very much so. If they can. Yeah. So who calls who?

422 Shannon Stout: TSBA handles that right, so we have to let TSBA know.

423 Scott VanWinkle: And so the schedules is, just a recommendation by them. We don't necessarily have  
424 to follow that schedule.

425 Shannon Stout: Right.

426 Chris King: Correct.

427 Scott VanWinkle: It doesn't have to be a whole day. Obviously we have one candidate that's here that's  
428 not going to need to. Meet with meet with the principals and meet with everybody, so.

429 Sheri Nichols: Good point.

430 Shannon Stout: Yeah, say if we're keeping things all equal

431 (Audio)

432 Shannon Stout: And interviewing both.

433 Elizabeth Stull: Yeah, we're going to go and do that I'd say.

434 (Audio)

435 Shannon Stout: It's their opportunity to present to them, whoever we pick, this is their opportunity kind  
436 of sets stage right with these folks. So I wouldn't want to put one at a disadvantage over the other.

437 Elizabeth Stull: No.

438 Shannon Stout: So if we relay to TSBA, we prefer to do it in one day. That we've got Monday and  
439 we've got Wednesday and we try to stay flexible and hold that time open for TSBA to get back to us  
440 and say. They can both come Monday. They both come Wednesday. Or we're going to have to split it  
441 up.

442 Scott VanWinkle: So we're going to schedule the principles for a whole day to meet with both  
443 candidates.

444 Sheri Nichols: You can't do any of that until you figure out if they're available. So somebody needs to  
445 get the availability first.

446 Chris King: I think we said today they can come or they can't.

447 Sheri Nichols: OK, there you go. Sounds good to me.

448 Scott VanWinkle: I mean that's in the sample schedule, so.

449 (Audio)

450 Shannon Stout: Yeah, but it's just it's a 50-minute, right? So it's basically, I mean you're talking what,  
451 like an hour?

452 Scott VanWinkle: Yeah, I know. But with two candidates in the same day then it's two hours.

453 Shannon Stout: Split it up. They each get 30 minutes, 10-minute presentation, 20 minutes questions. If  
454 there is. I mean, I don't know if they're going that many questions, right. So they each get 30-minute  
455 time period. Is how I would format it.

456 Scott VanWinkle: That's what I'm asking is how we'll do it if we. What does it look like if we're doing  
457 everything? Go ahead.

458 Sheri Nichols: Yeah.

459 Shannon Stout: Yeah.

460 Becky Farley: So today was the last contractual day by most elementary principals. They worked 10  
461 days before and 10 days after. Today was their last day. I'm sure if you ask them, they wouldn't mind to  
462 come in. But today was their last day.

463 Shannon Stout: Well and this, of course, would be all optional, right? If we're going to do it, it's not a  
464 requirement. Just if they want to come.

465 Jon Matthews: Not requiring them to come. It's just if they want to come and meet the candidate.

466 Shannon Stout: And engage since they were part of the survey process.

467 Jon Matthews: Right.

468 Shannon Stout: Yeah.

469 Elizabeth Stull: Because some of them may have started their vacation. So they may not even.

470 Shannon Stout: Right.

471 Elizabeth Stull: Be available so. OK.

472 Shannon Stout: Yeah, they may not. And same thing with the faculty and staff and if you all then think  
473 its a good idea to have both in at the same time, we could say you come for the day you get this 30  
474 minutes. You catch up on your e-mail while they're in there and then next one comes in 30 minutes. We  
475 could separate them.

476 Scott VanWinkle: I just think we should lay that out, if we're going to do a one day. So we're going to  
477 be here for that too, right?

478 Shannon Stout: No, we don't.

479 Scott VanWinkle: We don't have to be? OK.

480 Shannon Stout: This is their time to engage with the people that took the survey, right.

481 Scott VanWinkle: OK.

482 Shannon Stout: I think the luncheon with the business and community leaders would be good. Again,  
483 for setting the stage. And then our time with them is the interview and then the dinner if we want to do  
484 that.

485 Scott VanWinkle: OK. So we need to make a motion to have it in one day or two days. Is that what we  
486 need?

487 Chris King: Yeah. What are your thoughts on one day or two?

488 Scott VanWinkle: I'm OK with one day.

489 Shannon Stout: Yeah.

490 Elizabeth Stull: I make a motion for one day.

491 Shannon Stout: Yeah, with the alternative to, oh, no, you're saying they either make it or they don't,  
492 which will rule out somebody if they can't make it.

493 Elizabeth Stull: Well, if we're doing this. I don't know. I made a motion. I don't know if I can continue.

494 (Laughter)(Audio)

495 Chris King: We need a second first.

496 Sheri Nichols: I'll second, it just for you.

497 Elizabeth Stull: I mean if we're going to do this. And we're following the sample schedule of the TSBA  
498 gave us. We also have to think about the principals and staff. Their time. We have to think about our  
499 communities time. And then we also have to think of what? There's faculty and staff in the afternoon  
500 also? OK, so in all of that? I think we should go ahead and make it just the one day. I mean, it's not just  
501 our time. It's not just the candidate's time, but it's all the other people that are involved in this. So I think  
502 it's a lot to ask them to go ahead and do this on 2 separate days.

503 (Audio)

504 Shannon Stout: I think the combined would have the best turn out.

505 Sheri Nichols: Who does.

506 (Audio)

507 Elizabeth Stull: I don't know.

508 Shannon Stout: Because we need to look at turn out. I mean, are they going to come back for a second  
509 one?

510 Elizabeth Stull: Correct. That's correct.

511 Shannon Stout: So if we can come in one time, only got 2. We're not talking about 5 people. Let's try to  
512 combine it all and.

513 Sheri Nichols: So who handles all the munchies? That us?

514 (Audio)

515 Sheri Nichols: Cool.

516 Shannon Stout: That's not on the agenda, Sheri.

517 Sheri Nichols: I have a good hospitality.

518 (Audio)

519 Sheri Nichols: I love that, let's do this.

520 Shannon Stout: OK, so we have a motion, any other?

521 Chris King: Motion and second, to do one day. And the day will be assigned in a minute.

522 Sheri Nichols: Oh, thought we already did. Wasn't that the 16th?

523 Chris King: For the motion for one day versus two, those in favor say aye.

524 All board members: Aye.

525 Chris King: Any opposed?

526 (Silence)

527 Chris King: We're going to do one day. Now the question which? Monday or Wednesday or some other  
528 day.

529 Sheri Nichols: Monday.

530 Chris King: There's a motion for Monday.

531 Sheri Nichols: Move we do it on Monday, soon as we.

532 (Audio)

533 Sheri Nichols: Let's get this.

534 (Audio)

535 Chris King: Motion and second for Monday. Go ahead.

536 Sheri Nichols: Conversation anybody? How you doing on Monday over there Elizabeth?

537 (Laughter)

538 Chris King: Conversation?

539 Sheri Nichols: She is the one we worry about the most.

540 Shannon Stout: Was Monday the day you had to?

541 Elizabeth Stull: It is I have to come, I'm coming back from Knoxville. So it's just kind of timing.

542 Sheri Nichols: What time of the day are? We doing this?

543 Elizabeth Stull: It's at 5.

544 Shannon Stout: They have it at 5, is the recommendation.

545 Sheri Nichols: Can you?

546 (Audio)

547 Elizabeth Stull: I think I can I.

548 Sheri Nichols: Pretty positive?

549 Elizabeth Stull: Yeah.

550 Sheri Nichols: 90%?

551 Elizabeth Stull: Yeah.

552 Sheri Nichols: OK.

553 Elizabeth Stull: I mean I may or may not, it might be just a few minutes, but it.

554 (Audio)

555 Sheri Nichols: We'll just put you asking the questions toward the end.

556 Elizabeth Stull: That's right, I'm good.

557 Chris King: OK, who was the second?

558 Shannon Stout: I was.

559 Shannon Stout: Sounds like Monday we'll work for everybody. We don't know about the candidates  
560 yet.

561 (Audio)

562 Chris King: Other discussion?

563 Sheri Nichols: Other discussion?

564 Chris King: So those in favor of Monday say aye.

565 All board members: Aye.

566 Chris King: Those opposed say nay.

567 (Silence)

568 Chris King: The ayes have Monday. What's the next thing we got inside?

569 Sheri Nichols: Send out the invitations and tells people and makes the announcement does TSBA do all  
570 that?

571 Chris King: That's TSBA.

572 Sheri Nichols: OK.

573 Chris King: We just got to tell them what we are doing.

574 Sheri Nichols: OK.

575 Shannon Stout: And do we, if we're having them both come and we're doing it one day, do we want to  
576 have the dinner with them as well? Or do we want to just interview and?

577 Sheri Nichols: Have lots of snacks.

578 Shannon Stout: And have. Yeah. Or just do the interviews.

579 Sheri Nichols: Gotta have food.

580 Shannon Stout: Yes.

581 Sheri Nichols: Right.

582 Becky Farley: So if you're going to do the dinner. With both candidates, that would be both candidates  
583 eating together as well.

584 Shannon Stout: Yeah. That's why I'm wondering.

585 Becky Farley: Just a thought.

586 Shannon Stout: It's that's why I'm asking. It might be a little.

587 Sheri Nichols: Weird.

588 Shannon Stout: That might be awkward

589 (Audio)

590 Shannon Stout: Because we can't keep a division.

591 Sheri Nichols: How about just snacks? We can just setup snacks.

592 Chris King: We've made it to 7:00 without dinner tonight.

593 (Laughter)

594 Diane McCartney: Not the first time.

595 Jon Matthews: I mean, there's nothing that says we couldn't have the interviews first and then do the  
596 dinner and that way even the.

597 Scott VanWinkle: That would still be awkward.

598 Becky Farley: That would be both of your candidates eating together as well.

599 (Audio)

600 Sheri Nichols: It would be weird.

601 (Audio)

602 Chris King: Food fight.

603 Sheri Nichols: Huh?

604 (Laughter)

605 Sheri Nichols: What did he say?

606 Shannon Stout: Food fight.

607 Sheri Nichols: Food fight?

608 (Laughter)

609 Sheri Nichols: Let's just have, we could just have snacks and beverages and coffee and stuff. We don't  
610 have to have a dinner.

611 Elizabeth Stull: I don't know if we should have even that.

612 Sheri Nichols: Oh geez.

613 Elizabeth Stull: I'm sorry.

614 Sheri Nichols: Just take it away from me.

615 Shannon Stout: It's their opportunity to ask questions. We're done with our questions at that point. So it  
616 says here board members should not question the candidates during that time that it's for the candidates  
617 to talk with us. Is right, their time to interview us and.

618 Sheri Nichols: Let's just mingle. We have to, munchies and mingle? Or we don't have any food at  
619 all. Get to the point and get home.

620 Shannon Stout: Or we could include. They have an opportunity in the interview to ask us questions and  
621 not do this piece.

622 Sheri Nichols: Wait say that again?

623 Elizabeth Stull: I mean we can do a dinner after we make a decision.

624 Shannon Stout: I said we could just include a little time at the end of the interview for the interviewee  
625 to ask their questions of us versus having this after the interview thing. Since we're going to be  
626 interviewing them on the same day.

627 Sheri Nichols: Oh OK.

628 Scott VanWinkle: That's typically the way, I've done interviews so.

629 Shannon Stout: Yes.

630 Sheri Nichols: Still think we can have appetizers.

631 (Laughter) (Audio)

632 Elizabeth Stull: OK, we can have snacks then.

633 Scott VanWinkle: You're just hungry.

634 Sheri Nichols: I'm always hungry. I'm Italian I love food.

635 Shannon Stout: OK, so we're looking, do we need to vote on this Mr. King? So make a motion for how  
636 we are going to do this? The candidate schedule?

637 Sheri Nichols: How the time together is?

638 Chris King: Page 13.

639 Shannon Stout: OK.

640 Chris King: What do you like? Or what you don't like.

641 Shannon Stout: Yeah. All right. So I make a motion that we follow the sample schedule for the  
642 candidate visit from the TSBA recommendation. Minus the dinner after the fact, since we have voted to  
643 do both candidates on the same day and we will add a question period for the interviewee at the end of  
644 their interview.

645 Scott VanWinkle: Second.

646 Shannon Stout: Summarize everything we just talked about.

647 Chris King: Motion and second any other discussion?

648 Shannon Stout: No.

649 Scott VanWinkle: No.

650 Chris King: Anybody else questions or discussion? Would you restate that motion?

651 Shannon Stout: Yes. So I make a motion that we use the TSBA sample schedule for the candidate visit.  
652 Since we're going to be interviewing both candidates on the same day, we eliminate the dinner after the  
653 interview and include time for the interviewee to ask their questions. During their interview time.

654 Chris King: Are we ready to vote? Those in favor say aye.

655 All board members: Aye.

656 Chris King: Opposed, say nay.

657 (Silence)

658 Chris King: So the ayes have it. Dr Farley, most of this is going to fall on you to fix.

659 (Laughter)

660 Chris King: It's weird.

661 Sheri Nichols: It's kind of weird.

662 Jon Matthews: That's kind of was one question I had about this whole schedule. I'm sorry to back up,  
663 but as you were saying, it was kind of starting to click to me who's going to be in charge of keeping  
664 these candidates kind of. Is TSBA going to be here to host.

665 Elizabeth Stull: No, because we are going doing the interviews.

666 Sheri Nichols: It's all Diane.

667 Diane McCartney: I'll be the entertainment back in my office.

668 (Laughter)

669 Sheri Nichols: She'll be dancing.

670 Jon Matthews: Just the coordination part of, you know, just trying to introduce to faculty and.

671 Diane McCartney: As long as you don't do it on Wednesday I'm good. I can't do Wednesday.

672 Sheri Nichols: That's right.

673 Scott VanWinkle: Is there anyway, we could just alternate groups? So, principals are here for an hour  
674 and 30 minutes of it they're with one candidate and the other 30 minutes that candidates with faculty  
675 and staff and then just switch it.

676 Elizabeth Stull: That would be good.

677 Shannon Stout: Yeah, we could do that.

678 Chris King: We could put half in one room, half in the other.

679 (Audio)

680 Shannon Stout: And flip flop.

681 Scott VanWinkle: Just let them swap.

682 Shannon Stout: So then there in there for.

683 Sheri Nichols: I can help Diane direct traffic.

684 Diane McCartney: I mean we have got a back door if you don't even want them to see.

685 (Laughter)

686 Elizabeth Stull: The only thing is that it's, there's the luncheon. Where you would have both candidates  
687 eating lunch with community leaders at the same time, so I don't know.

688 Chris King: Just that's kind of short fuse to ask him to come to the dinner.

689 Sheri Nichols: Yeah.

690 Elizabeth Stull: OK.

691 (Audio)

692 Sheri Nichols: Just have people cook.

693 (Audio)

694 Becky Farley: Who do you want her to ask to come as far as the community members? Obviously  
695 County Commission.

696 Elizabeth Stull: Mayors.

697 Becky Farley: City and County? Do you want us to ask City Council?

698 (Audio)

699 Sheri Nichols: Sure, Chamber of Commerce bring them all.

700 Shannon Stout: Yeah, I would think you know.

701 Elizabeth Stull: Wait, wait.

702 (Audio)

703 Diane McCartney: All to be introduced to these candidates.

704 Shannon Stout: The folks that we engage with.

705 Sheri Nichols: Yeah, they're stakeholders.

706 (Audio)

707 Shannon Stout: Yeah, through the school system that we work with for CTE.

708 (Audio)

709 Elizabeth Stull: We're doing the whole lunch, we are doing the lunch is that correct?

710 (Audio)

711 Jon Matthews: No lunch.

712 (Audio)

713 Elizabeth Stull: No we are doing the lunch, not there but.

714 (Audio)

715 Sheri Nichols: No food.

716 (Audio)

717 Elizabeth Stull: We are putting on that lunch Is that correct?

718 (Audio)

719 Jon Matthews: No food.

720 (Audio)

721 Sheri Nichols: They're saying no food. I'm doing food.

722 (Audio)

723 Elizabeth Stull: Wait.

724 (Audio)

725 Shannon Stout: You're confusing lunch with dinner I think.

726 (Audio)

727 Elizabeth Stull: Yeah, well, I'm talking about lunch.

728 (Audio)

729 Sheri Nichols: Whose doing lunch?

730 (Audio)

731 Shannon Stout: So we eliminated the dinner with the board after.

732 (Audio)

733 Sheri Nichols: OK.

734 (Audio)

735 Shannon Stout: Pull your schedule out on page 13.

736 (Audio)

737 Sheri Nichols: I saw that I thought we weren't doing any food.

738 (Audio)

739 Shannon Stout: So there's. No, but there's the luncheon.

740 (Audio)

741 Elizabeth Stull: There's a luncheon.

742 (Audio)

743 Shannon Stout: With the business and community leaders we were talking about the dinner.

744 (Audio)

745 Elizabeth Stull: But that's not with us.

746 (Audio)

747 Sheri Nichols: But that's not us.

748 (Audio)

749 Shannon Stout: Correct.

750 (Audio)

751 Elizabeth Stull: Right, I understand, but.

752 (Audio)

753 Shannon Stout: You're concerned about them being.

754 (Audio)

755 Elizabeth Stull: Who's putting on the lunch? That's my question.

756 (Audio)

757 Shannon Stout: The lunch.

758 (Audio)

759 Sheri Nichols: Who pays for that?

760 (Audio)

761 Jon Matthews: That's what I was saying have lunch.

762 (Audio)

763 Shannon Stout: Yeah.

764 (Laughter)

765 Elizabeth Stull: They gotta eat. Sometime that day.

766 (Audio)

767 Chris King: I think TSBA told us this wasn't necessary.

768 (Audio)

769 Shannon Stout: So, we could not do a lunch and we could just do a meeting with the Community  
770 leaders, so we. Just rotate them through.

771 (Audio)

772 Shannon Stout: We'll just we'll invite. We'll have the three groups and we'll rotate them through the  
773 three groups. It will allow us to just flip flop because we'll have the third group, but still we can rotate  
774 him through the three groups leading up to the interviews with us.

775 (Audio)

776 Elizabeth Stull: We could provide lunch for the candidates.

777 (Audio)

778 Becky Farley: I think Miss Diane's confused on exactly what you are needing her to do.

779 Sheri Nichols: Well, we're not even sure ourselves, Diane, so don't even worry.

780 Elizabeth Stull: We haven't decided yet. We're just no food, yes.

781 Diane McCartney: OK, so Monday the 16th I've got. When are you wanting this to start?

782 Becky Farley: What time you mean?

783 (Audio)

784 Diane McCartney: Yes, since I've heard lunch and dinner and.

785 (Audio)

786 Elizabeth Stull: It says.

787 (Audio)

788 Sheri Nichols: 10:00, no food.

789 (Audio)

790 Diane McCartney: Schedule in the book.

791 (Audio)

792 Elizabeth Stull: I think 9:15.

793 (Audio)

794 Sheri Nichols: No food, no water, no coffee.

795 (Audio)

796 Elizabeth Stull: Is 9:15?

797 (Audio)

798 Shannon Stout: So, if we're starting interviews at 5, we do one interview at 5, one interview at 6. So if  
799 we back up the meetings, they need to be in the afternoon, right? So they come up for the afternoon?

800 Sheri Nichols: It says 10:00.

801 Chris King: We can change it.

802 Shannon Stout: Yeah, we're modifying this totally.

803 Sheri Nichols: Oh, OK.

804 (Audio)

805 Elizabeth Stull: I see what you're saying?

806 (Audio)

807 Shannon Stout: So if we have them come and so with your flip flop, but adding the third group in.

808 Scott VanWinkle: 30 minutes per group and hour and a half.

809 Shannon Stout: OK.

810 Scott VanWinkle: We need to start the first interview at 5:00.

811 Shannon Stout: So they can come after lunch.

812 Scott VanWinkle: Yeah.

813 Chris King: They start at 1 to 2:30 with that, then they go to the 3:15. And the 5?

814 Sheri Nichols: First interview at 5:00.

815 Scott VanWinkle: So what's at 3:15 and?

816 Shannon Stout: No, we are flip flopping.

817 Sheri Nichols: That's the county.

818 (Audio)

819 Sheri Nichols: People?

820 Shannon Stout: That's included in the.

821 Scott VanWinkle: Yeah in the, and I mean.

822 Sheri Nichols: First is employees and principals and all that.

823 Chris King: So they could start at 2 and still have plenty of time.

824 Scott VanWinkle: Yes.

825 Shannon Stout: They could start at 2:00 and still have plenty of time.

826 Diane McCartney: To meet with all invited community members.

827 Shannon Stout: So we need to do like a rotation like TSBA does, right?

828 Scott VanWinkle: Yes.

829 Shannon Stout: So you go to the, this group is meeting with this candidate first.

830 Scott VanWinkle: Yep.

831 Shannon Stout: And then this group is meeting with this candidate first.

832 Sheri Nichols: So 2:00 for the.

833 Scott VanWinkle: There's going to be.

834 Sheri Nichols: First candidate.

835 Chris King: Thirty minutes.

836 Sheri Nichols: Starting at 2:00

837 Shannon Stout: Thirty minutes.

838 Sheri Nichols: It will include the second group.

839 Scott VanWinkle: There's going to be an idle group.

840 Shannon Stout: There will be.

841 Scott VanWinkle: And that group should probably be the employees that are here that could do  
842 something else during that 30 minutes of idle time. So the community members would be back to back.

843 Shannon Stout: OK.

844 Scott VanWinkle: Principals will be back-to-back and then the staff that's here.

845 (Laughter)

846 Shannon Stout: We're working it out Diane.

847 Scott VanWinkle: So we can lay all this out just, calm down.

848 (Audio)

849 Diane McCartney: I'm sorry, but I don't know what is going on right now.

850 (Audio)

851 Scott VanWinkle: We can lay it all out for you it'll be OK. So if we start at 2 we've got principals here  
852 for 30 minutes with one candidate and 30 minutes for another candidate. So at 3:00. They're going to  
853 leave. Because they'll see one candidate and then the other candidate.

854 Shannon Stout: Well, that's principals and central office that are together.

855 Scott VanWinkle: Oh, they're all together. I thought faculty and staff was separate?

856 (Audio)

857 Shannon Stout: Principals and central office together. Meeting with faculty and staff are together and  
858 then the business and community leaders are together. So those are the way that they've got the three  
859 groups split out.

860 Scott VanWinkle: Right, so.

861 Shannon Stout: So, principals and central.

862 Scott VanWinkle: Oh their all together.

863 Shannon Stout: Principals and central together, that's your leadership staff that's together.

864 Scott VanWinkle: OK, so we have two groups then?

865 Shannon Stout: No.

866 Scott VanWinkle: OK, what's the third group?

867 Jon Matthews: Faculty and staff.

868 Shannon Stout: Faculty and staff and then business and community leaders.

869 Scott VanWinkle: OK.

870 Shannon Stout: So there's three groups.

871 Scott VanWinkle: OK.

872 Shannon Stout: So to your point. The principals and central really are the ones that could do more here.

873 Scott VanWinkle: Here, yes.

874 Shannon Stout: And be the in between group.

875 Scott VanWinkle: So they can hold on for an hour and a half right? We can split them up. So the  
876 community members would only be here an hour. They'd be back-to-back with the candidates.

877 Diane McCartney: Each group gets how long with the candidates?

878 Scott VanWinkle: 30 minutes.

879 Shannon Stout: 30 minutes.

880 Diane McCartney: So 2:00 - 2:30, your just rolling it?

881 Scott VanWinkle: Yes, the only group that would be here and not see somebody for 30 minutes is the  
882 principals and faculty and staff. Is that what you said yeah?

883 Shannon Stout: Yeah, so, in essence then what you're doing, we would do principles and the central  
884 staff would start first.

885 Scott VanWinkle: Yes.

886 Shannon Stout: And then we would go to either faculty and staff or business and community leaders  
887 next.

888 Scott VanWinkle: Yep, and then the last candidate would come back to the principals and central at the  
889 end. So they would be idle for 30 minutes in between.

890 Shannon Stout: So we have.

891 Elizabeth Stul: Well, I do get it.

892 Scott VanWinkle: You don't get it?

893 (Audio)

894 Elizabeth Stull: No, I do.

895 (Audio)

896 Becky Farley: I'm writing it down for you, Miss Diane. I've got it.

897 (Audio)

898 Jon Matthews: Why don't just included community leaders and the faculty and staff together.

899 (Audio)

900 Becky Farley: Different concerns?

901 Shannon Stout: Yeah. Different questions, different concerns, different interfacing.

902 Becky Farley: Because you're.

903 (Audio)

904 Jon Matthews: But their all community members. That's trying to.

905 (Audio)

906 Becky Farley: I got it.

907 Elizabeth Stull: I might actually. I know I said. I might actually be able to do 4. I was just. I had to ask  
908 my son. If he could watch the other two. And so I actually could meet if or if we wanted to move  
909 anything up.

910 Shannon Stout: Do a 4 to 5 and a 5 to 6.

911 Elizabeth Stull: Yes. So we weren't doing 6 to 7, that's so late.

912 Shannon Stout: That still aligns with starting at two.

913 Becky Farley: It does.

914 Elizabeth Stull: Does it?

915 Becky Farley: Yes.

916 Shannon Stout: Yeah.

917 Scott VanWinkle: It'll have to be chop chop.

918 (Laughter)

919 Sheri Nichols: Yeah got to run them through there. Rotate.

920 Shannon Stout: We're used to getting the kids from classroom to classroom right?

921 Becky Farley: Absolutely. I'm used to trying to keep you all in line too, so hey.

922 (Laughter) (Audio)

923 Shannon Stout: Yeah.

924 Sheri Nichols: Come on girl. Good luck.

925 Becky Farley: I know.

926 Shannon Stout: OK, so interview starting at 4 then.

927 Elizabeth Stull: I just remembered the time change so.

928 Shannon Stout: Oh, that's right.

929 Sheri Nichols: Yeah, that's right. You get an hour back. Cool.

930 Shannon Stout: OK, so interviews from 4:00 to 6:00.

931 Sheri Nichols: OK, do we have to vote on anything else?

932 Scott VanWinkle: Questions. The questions.

933 Sheri Nichols: The questions?

934 (Audio)

935 Shannon Stout: So the meetings will go from 2:00 to 3:30, they will rotate through. All three groups  
936 and then interviews start at 4:00. And will go to 6 an hour apiece.

937 Elizabeth Stull: And we're actually just following these questions. We're not asking additional questions  
938 on top of the questions that we're asking is that correct?

939 (Audio)

940 Shannon Stout: No, and we're not even going to do all these.

941 (Audio)

942 Chris King: We are going to ask the same questions.

943 (Audio)

944 Elizabeth Stull: I'm just wanting to make sure that.

945 (Audio)

946 Sheri Nichols: Whatever we do, we have to ask the first candidate the same questions as the second  
947 candidate, same questions.

948 (Audio)

949 Elizabeth Stull: OK. I just wanted to make sure. OK.

950 Shannon Stout: And the same way.

951 (Audio)

952 Sheri Nichols: And the same way, with the same tone, same body language. Right, Jessica? Right. OK.

953 (Audio)

954 Chris King: What have we left out?

955 Shannon Stout: So need to modify my motion. We adjusted it right?

956 Sheri Nichols: Do you know what it is?

957 Shannon Stout: That's where we left it off. So, Miss Diane and I will modify my motion.

958 Sheri Nichols: Hang on, Diane I think we have a conclusion coming.

959 Shannon Stout: That we will follow a modified. TSBA sample scheduled for the candidate visit.  
960 Starting at 2:00, we'll rotate the three groups through to meet with the two different candidates. So from  
961 2:00 to 2:30, the principals, central office, the business and community leaders, and the faculty and staff  
962 will have the opportunity to meet with each one of the candidates. And then interviews will start at 4:00  
963 and go to 6:00. Independently for an hour apiece.

964 Sheri Nichols: No coffee or desserts.

965 Scott VanWinkle: Second.

966 (Laughter)

967 Chris King: A new motion and second. Discussion?

968 Sheri Nichols: We got it.

969 Chris King: I think we got it.

970 Shannon Stout: We got it.

971 Chris King: All in favor say aye.

972 All board members: Aye.

973 Chris King: Those opposed say no.

974 (Silence)

975 Chris King: The ayes have it. So what else do we need to discuss?

976 Shannon Stout: Do we need to pick the questions?

977 Sheri Nichols: Oh I thought we were going to go home and look them over and figure that out.

978 Shannon Stout: Well, if we're going to do that, we need have a plan in place for when we're going to.

979 Sheri Nichols: Oh Lord, listen I know you're used to staying up late but this is getting ridiculous.

980 (Laughter)

981 Shannon Stout: Well if the next time we meet is going to be the interviews right? On Monday.

982 Scott VanWinkle: We'll have 30 minutes to decide which questions we are going to ask.

983 (Laughter)

984 Elizabeth Stull: So.

985 Sheri Nichols: You know that that's going.

986 (Audio)

987 Elizabeth Stull: Now we did that part. I know we're talking. Questions, but we still haven't discussed  
988 the rest of this schedule here. So are we discussing questions? Are we discussing the rest of the timeline  
989 with the other dates?

990 Shannon Stout: What?

991 Sheri Nichols: So do we get like?

992 Shannon Stout: What other dates you're referring to?

993 Elizabeth Stull: So they have the 18th, the 20th.

994 Sheri Nichols: Where are you?

995 Elizabeth Stull: Page 2.

996 Sheri Nichols: But we modified all that.

997 Shannon Stout: So the 16th is when we voted to do the meetings and the interview.

998 Elizabeth Stull: Yep.

999 Shannon Stout: The 19th is our board meeting. We'll vote on the 19th, I mean this is per the outline,  
000 unless something changes, we'd be voting on the 19th, which means we would have a decision. To give  
001 feedback to TSBA on the 20th. Right? And then we had to be prepared to offer a contract for the 23rd.

002 Elizabeth Stull: OK, so when does that discussion happen?

003 Shannon Stout: We'd have to have a meeting before then.

004 Chris King: Yep, or not.

005 Sheri Nichols: Or not.

006 Elizabeth Stull: On the 19th?

007 Becky Farley: We could add it to the agenda.

008 Shannon Stout: We could add it to the agenda on the 19th.

009 Becky Farley: That would be less meeting for you all.

010 Elizabeth Stull: Yes it would be.

011 (Audio)

012 Shannon Stout: For everybody else.

013 Jon Matthews: Yeah.

014 Chris King: So the 19th would be a special called meeting.

015 Becky Farley: We already have one on the 19th. Just do you want us to add it to the agenda?

016 Chris King: Yes.

017 Becky Farley: Miss Diane, can you add that to the agenda, please?

018 Diane McCartney: What is it exactly? How is it being worded?

019 Shannon Stout: Dos contract, right?

020 Becky Farley: Yeah.

021 (Audio)

022 Chris King: Just a regular meeting.

023 Becky Farley: It's a monthly meeting.

024 (Audio)

025 Chris King: Do we want to do it in a regular meeting?

026 (Audio)

027 Sheri Nichols: I don't see why not.

028 Shannon Stout: Yeah.

029 Elizabeth Stull: There will be less meetings.

030 Sheri Nichols: Less meetings.

031 Shannon Stout: I mean, if we're voting on who we're going to offer the contract to, we can vote on the  
032 contract. They'll probably have to be some discussion around a couple of the areas that we didn't nail  
033 down when we were going through it before.

034 Chris King: We did nail one down. We just didn't do it.

035 (Audio)

036 Shannon Stout: And the other thing is. The salary that will be in the contract as well, on the 19th.

037 Elizabeth Stull: So then, we offer the contract is for the 23rd. Is that a meeting as well?

038 Shannon Stout: No.

039 Chris King: Didn't have to be no.

040 Elizabeth Stull: OK.

041 Shannon Stout: An offer out to the candidate.

042 Elizabeth Stull: And then you get the decision. And then on the 25th we'll make an announcement.

043 Chris King: Right.

044 Shannon Stout: Hopefully.

045 Chris King: The first, whoever it is starts the position.

046 Elizabeth Stull: On the first, OK. All right.

047 Shannon Stout: OK, so we've got the timeline clarified, we've got the schedule for the interview day  
048 clarified.

049 Chris King: Will decide the questions before the meeting. Decide, who's going to ask which questions?

050 Shannon Stout: So we gonna pick the questions before the meeting as well?

051 Sheri Nichols: So we, do we ask one question apiece? Is that what it is? Each ask one question.

052 Elizabeth Stull: Well, there's.

053 Shannon Stout: Well, there's.

054 Elizabeth Stull: 10.

055 Shannon Stout: 10 criteria and then there's, 4.

056 (Audio)

057 Sheri Nichols: So do you pick a criteria and you stick with those 2 questions on that like criteria 3 here  
058 and you would stick with these 2? No?

059 (Audio)

060 Chris King: Cover all 10 areas.

061 Shannon Stout: Around, yeah.

062 Sheri Nichols: Say that again.

063 Chris King: Cover all 10 areas, ask 2 questions out of each.

064 (Audio)

065 Elizabeth Stull: So we are going to do 2?

066 (Audio)

067 Shannon Stout: I don't know if we'll be able to do 2 in an hour. Two per criteria in an hour.

068 Chris King: Well go as far as we can go that's where we stop for the next candidate.

069 Shannon Stout: How about if we pick the top ones from each criteria, and if we have more time then we  
070 can circle around to a second one.

071 Elizabeth Stull: But then we have to do that.

072 Shannon Stout: The criteria, we want to hit each criteria.

073 Chris King: That's what we will do.

074 Shannon Stout: OK.

075 Sheri Nichols: So if.

076 (Audio)

077 Elizabeth Stull: If we do circle around, we have to circle around for the second.

078 (Audio)

079 Sheri Nichols: But there's only one left. So one person would have to ask twice.

080 Shannon Stout: That's true, yeah. So and we also have some general questions that they have at the  
081 beginning to ask of the candidates. So not only do we have the criteria, if we narrow it down to one,  
082 that would give us 10 criteria questions plus we've got.

083 Elizabeth Stull: General questions.

084 Shannon Stout: The three general questions at the beginning. So that's total 13. And then time for  
085 questions from them at the end.

086 Elizabeth Stull: So now other.

087 (Audio)

088 Sheri Nichols: So, we can each take a criteria with at least one extra.

089 (Audio)

090 Elizabeth Stull: It does, that's correct.

091 (Audio)

092 Sheri Nichols: So that's if all of us come.

093 Elizabeth Stull: The other is that someone will have to take another one. But in the event that not all  
094 nine are here. We're just going to.

095 Sheri Nichols: A couple of us are going to have to ask two.

096 Elizabeth Stull: Right and that is going to go ahead.

097 (Audio)

098 Sheri Nichols: So that's why we'll pick them that night because then we'll know who's here? Got it.

099 Shannon Stout: So, would it be good to do a little pre work?

100 Sheri Nichols: I like it.

101 Shannon Stout: Everybody look through the questions and send their top choice from each criteria to  
102 you.

103 Chris King: That's the homework everybody loves.

104 Shannon Stout: And then you can pick the, from the grouping of questions what, which ones got the  
105 most votes and those would be the ones that we would do.

106 Chris King: Which candidate goes first? Which order?

107 Shannon Stout: The person that's traveling in could go first so they could travel out.

108 Chris King: Makes sense.

109 Shannon Stout: If they're available.

110 Elizabeth Stull: That makes sense.

111 Sheri Nichols: So we're what we are doing right now, so we're reading these questions.

112 (Audio)

113 Chris King: We'll ask. We'll interview Dr. Shannon first, Dr. Farley second, if that's OK.

114 (Audio)

115 Becky Farley: May I ask some clarifying stuff here?

116 Sheri Nichols: Please do.

117 Becky Farley: OK, so we need to reach out to County Commission, County Mayor, City Council, City  
118 Mayor and the Chamber of Commerce and invite them. We can also put that on our Facebook and  
119 website, but we will e-mail them, specifically. We will send an e-mail to the list serve. We can put the  
120 schedule on our Facebook page as well and have it laid out for community and teachers and staff and  
121 then principals and supervisors. So the community would be here from 2:00 to 3:00 and the teachers  
122 and staff would be here from 2:00 to 3:00. And then the principals and supervisors would be here from  
123 3:00 to 4:00. And they would meet with Doctor Shannon at 3 and myself at 3:30. And then you would  
124 start his interview at 4:00. So we can type up a kind of like an agenda for this and get it published on  
125 our Facebook and Web page.

126 Sheri Nichols: Good.

127 Becky Farley: Is that OK with you?

128 Chris King: That's the way to do it.

129 Sheri Nichols: Yeah.

130 Becky Farley: Miss Diane, you have everything you need?

131 (Laughter)

132 Becky Farley: I have it written down.

133 Diane McCartney: Between the two of us I feel confident.

134 Becky Farley: OK.

135 Diane McCartney: Yes.

136 (Audio)

137 Jon Matthews: Except a few less hairs.

138 Becky Farley: So what will happen when you all come in early. You may have to go to the principals  
139 meeting room because we will utilize the principals meeting room for a group. We will utilize the  
140 professional development room for a group and they will have to meet in here. So, we'll probably meet  
141 with community in here and then that way by 3:00, this room would be empty, so maybe we could have  
142 it. For you all. But yeah, those would be the three rooms we would utilize.

143 (Audio)

144 Diane McCartney: Do you want Jessica to put it in the chronicle? Do you have time to put it in there.  
145 Do you even understand what you would write?

146 (Laughter)(Audio)

147 Media: Kind of.

148 Diane McCartney: I didn't know if you wanted to her to put it in the chronicle.

149 Sheri Nichols: She can make a copy of what she just wrote down.

150 (Audio)

151 Diane McCartney: Let me send it out.

152 (Audio)

153 Becky Farley: I just wanted to make sure that we were clear and Miss Diane was clear on what you all  
154 wanted her to do.

155 Sheri Nichols: So our homework is we're reading questions and then going to tell you which questions  
156 we'd like to ask.

157 Scott VanWinkle: Pick one out of each criteria.

158 Shannon Stout: One out of each criteria.

159 Sheri Nichols: One out of each, got it. OK.

160 Chris King: What else is there? Want to be sure we got it before we leave, because we are running out  
161 of time.

162 Shannon Stout: Did we miss anything that anybody can think of?

163 Sheri Nichols: Nope.

164 Elizabeth Stull: We did everything right?

165 Chris King: Putting this to sleep.

166 Shannon Stout: Oh, the other homework look through the do not ask questions.

167 Sheri Nichols: Oh yeah exactly. Do not ask these questions.

168 Shannon Stout: Just to refresh yourself if you need to.

169 Scott VanWinkle: If we stick to the guide we shouldn't have an issue.

170 (Audio)

171 Shannon Stout: And then look over the little, there's a little scoring. On the last part of the sample  
172 interview guide, there's the score sheet. Where we'll score them.

173 Elizabeth Stull: So can we get a?

174 Shannon Stout: So we'll need copies for each.

175 Elizabeth Stull: Yes.

176 Shannon Stout: Candidate.

177 Elizabeth Stull: Yes, please.

178 Shannon Stout: For all board members of the summary that we'll be scoring them with. That's in the  
179 back of this packet, which we got electronically, so.

180 (Audio)

181 Shannon Stout: That way we can. Follow the same scoring system for both. Anything else? We get  
182 everything.

183 Chris King: Once we discover what we missed, it's too late.

184 Shannon Stout: That's why I'm asking, again.

185 Chris King: Everybody else good? Mr. Matthews you good?

186 Jon Matthews: I'm good.

187 Chris King: Miss Stull, you good?

188 Elizabeth Stull: Yes.

189 Chris King: I think we're all good.

190 Motion to interview both candidates on the same day.

**VOICE VOTE:** (mover-yes) Stull  
(seconder-yes) Nichols  
Yes: 6, No: 0

**MOTION: Motion Carried**

191

192

193 Motion to schedule the interview date for Monday June 16th.

**VOICE VOTE:** (mover-yes) Nichols  
(seconder-yes) Stout  
Yes: 6, No: 0

**MOTION: Motion Carried**

194

195

196 Motion to follow TSBA schedule minus the post interview dinner and add a question period for the  
197 interviewee.

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

(seconder-yes) VanWinkle

Yes: 6, No: 0

**MOTION: Motion Carried**

198  
199

200

Motion to follow a modified TSBA sample scheduled for the candidate visit.

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

(seconder-yes) VanWinkle

Yes: 6, No: 0

**MOTION: Motion Carried**

201  
202

203

10. Questions from Media

204

Chris King: No further questions from the media?

205

Shannon Stout: Are you good?

206

Sheri Nichols: Do you have a question?

207

Media: If the other candidate cannot meet on Monday will he meet on Wednesday?

208

Chris King: No.

209

Sheri Nichols: No he either meets or doesn't.

210

Chris King: They either meet or they don't. And they're kind of prepared already by TSBA on this.

211

They gave them those three dates.

212

Shannon Stout: To stay flexible.

213

Chris King: Hopefully they will be. Is that all?

214

11. Adjournment

215

Chris King: If there is nothing further, we will adjourn.

216

(Meeting adjourned at approximately 7:28 PM.)

217

218  
219  
220

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

221  
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**Chris King**  
**Chairperson of the Board**

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Comment I, Jason McGhee hereby certify that I reported the foregoing minutes and that I delivered said minutes to the office of the Director of Schools on June 26th, 2025.

230

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232  
233

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

234

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

**PRESENT:**

STULL  
VANWINKLE  
NICHOLS  
MATTHEWS  
COLE  
STOUT  
KING  
FARLEY  
BRAY

**ABSENT:**

HALE  
DAVIS

The Board of Education met in a work session on June 12, 2025 at approximately 4:00 pm where Chairman King called the meeting to order followed by a moment of silence and the pledge of allegiance. After approving the agenda, minutes and roll call, the meeting was turned over to Tammy Ganger, Executive Director of TSBA.

TSBA received eight applications for the Director of Schools position and screened them based on the board's adopted criteria. They presented **two finalists**:

1. **Dr. Rebecca Farley:** Currently the interim and Chief Academic Officer, with extensive experience as a supervisor of instruction, principal, assistant principal, and teacher within the Cumberland County school system. She is also a graduate of TSBA's prospective superintendent academy.
2. **Dr. Randy Shannon:** Currently the supervisor of college and career readiness and CTE director in Benton, with background as a mediator, attorney, and former principal/CTE director in Benton County. He also serves as an adjunct professor and was an assistant principal in Henderson County.

Matthews inquired about having a top three finalists, and why a local candidate was not among the recommended finalists. TSBA clarified that their role is to recommend candidates who best meet the criteria, but the board is ultimately free to interview any applicant. TSBA also discussed their success rates with other boards that have followed their recommendations.

Finally, the discussion briefly touched upon the previously approved interview timeline, noting potential conflicts with the initially selected dates of June 16th, 17th, and 18th.

Ganger emphasizes the need for the board to decide on interview dates, suggesting they stick to the approved timeline. They then outline recommended procedures for the interviews:

- **Candidate Selection:** While TSBA usually refers up to three candidates, the board can choose to interview more.
- **Interview Conduct:** All board members must conduct interviews in an open meeting, only board members ask questions, and the same questions must be asked of each candidate.
- **Interview Guide:** A sample interview guide, based on the board's criteria, was provided to help formulate questions. It's suggested to assign questions to individual board members to ensure consistency.
- **Decision-Making:** A follow-up meeting is scheduled for June 20th to discuss interviews and decide on a candidate for negotiation. To ensure transparency, board members should write their candidate of choice on a signed piece of paper, which will be read aloud by the board secretary. The goal is a unanimous vote.
- **Preparation Materials:** Pages 4-9 of the notebook contain the selection criteria and tips for interviewing, while pages 10-12 outline equal opportunity employment guidelines on questions not to ask.
- **Community Involvement (Sample Schedule):** A sample schedule (page 13) is provided for candidate visits, recommending meetings with principals, central office staff, business/community leaders, and faculty/staff before the formal board interview. This allows the community to meet candidates and ask questions, while the board interview remains exclusive to board members.

After Ganger finished with the presentation, she told the board to reach out with any question or if she could help with anything further.

The meeting was turned over to Farley who told the board Thompson, who was scheduled to present on the Title I topic, is absent due to a meeting with the US Department of Education. Farley was therefore going to present Thompson's PowerPoint presentation.

Key points covered include:

- **Source of Title 1 Funding:** Federal Title 1 budget allocations are primarily based on US Department of Education census data (97% derived from neglected youth, foster children, and families receiving temporary assistance). Local data does not influence the overall allocation.
- **Past Allocations:** A review of past Title 1 allocations shows consistent funding, with a one-time extra carryover in FY22-23 that allowed for additional per-pupil funding to schools. Future allocations (FY25 and FY26) are currently projected to be the same.
- **Local Data Sources:** Different methods for gathering local data to identify economically disadvantaged students were discussed:
  - Free and reduced lunch applications (not usable since the district provides free lunch to all students through a specific program, likely CEP).

- Direct certification (monthly report for foster care and other assistance recipients).
- Household surveys (require verification of income, similar to VPK enrollment, which proved challenging).
- The importance of removing duplicate students if multiple methods are used and maintaining privacy of identifiable information.
- **Historical Guidance:** VanWinkle inquired about the federal guidelines, and asked if the Education Act of 1965 still provides the non-regulatory guidance for Title 1 funding and allocation. Farley said she would ask Thompson.
- **Multiplier Discussion:** Farley explains that if free and reduced lunch data is used exclusively, the 1.6 multiplier for direct certification cannot be applied. Conversely, if direct certification is used, the multiplier can be applied to provide an estimate of additional eligible students.

Farley moved into the discussion regarding the use of the 1.6 multiplier for Title 1 funding and the allocation of a significant sum of money.

The discussion clarifies that if a district utilizes direct certification data, they have the option to include Medicaid-reduced students, but doing so precludes the use of the 1.6 multiplier. Farley confirms that the district *did not* use the 1.6 multiplier in the current or previous fiscal year.

VanWinkle raises a significant concern: by not using the 1.6 multiplier, elementary schools in FY25 reportedly did not receive \$571,000 in Title 1 funds. He asks for an explanation of where this money was used and the justification for its allocation, especially since it was not "spiraled down to the schools directly supporting children."

Farley explains that Title 1 allocations have required "set-asides" for programs like homelessness, family engagement, foster care, and ESL, as well as positions like a Title 1 and family engagement liaison. She admits she was not part of the decision to forgo the multiplier and is unsure of the full justification for these changes, noting that some positions were partially or fully funded by these set-asides.

VanWinkle questions the lack of data analysis to determine the impact of these allocation decisions on students. Farley acknowledges this concern and states that while some set-asides are mandated, any discretionary spending should be accountable and tied to student data. She also mentions that a position previously funded 70% by Title 1 has been removed, and the use of the remaining 30% is being re-evaluated. VanWinkle expresses a strong desire to establish clear accountability for how this money is spent going forward. Farley said they would want to tie it to students and student data and that is her desire.

Next they moved into the discussion of significant increase in district-level set-asides for Title 1 funds from Fiscal Year 2023 to Fiscal Year 2024 and beyond.

VanWinkle presents data showing:

- In **FY23**, per-pupil expenditure was \$774, district set-asides were \$70,778, optional set-asides for foster care were \$20,000, and reservations of funds were \$10,694.
- Starting in **FY24**, district set-asides dramatically increased to \$257,000, optional set-asides for ESL were \$27,000, professional development set-asides were \$127,000, and reservations of funds rose to \$67,629. These higher figures are planned to continue through FY26.

VanWinkle questions the reasons for this substantial change and its impact on the children. Farley again admits she was not directly involved in the decision-making for such a high set-aside but notes that professional development funds are typically distributed to schools. Dr. Whittenbarger is then asked to provide further explanation regarding these changes.

The Federal Programs Director explains that the higher set-asides from FY24 onwards were due to the creation of two new positions, which were deemed allowable by the Tennessee Department of Education (TDOE) and requested by the Director of Schools at the time. These positions (one 70% funded, one 30% funded by Title 1) were intended to support teachers and, indirectly, students. The Director also states that funds are reserved to account for potential fluctuations in preliminary allocations, making it easier to distribute money later if the final allocation increases.

Regarding the high per-pupil expenditure in FY23, it's clarified as a one-time anomaly due to an excessive carryover from COVID-19 relief funds. This extra money was distributed directly to schools via a waiver, a situation explicitly communicated as non-recurring.

VanWinkle continues to question the decision to not use the 1.6 multiplier, suggesting it resulted in \$571,000 less directly allocated to schools. The Director of Federal Programs clarifies that the 1.6 multiplier does not change the total Title 1 allocation the district receives from the state. Instead, it affects how the existing allocation is distributed (spiraled down) to individual schools by increasing the calculated number of eligible students per school. The total amount of Title 1 funding received by the district remains constant, and set-asides are deducted from this total before the remainder is distributed to schools. The Director maintains that the district is trying to funnel as much money as possible to schools and anticipates a potential increase in Title 1 funding for Tennessee, which would then be spiraled to schools.

Whittenbarger then moved on the mechanics of Title 1 funding allocation based on student poverty data and the implications of using a 1.6 multiplier.

Key points include:

- **1.6 Multiplier Purpose:** This multiplier is used to estimate the number of students who would be eligible for reduced-price meals but are not captured by direct certification data.

- **Household Survey:** A household survey can be used for district allocations if the data is accurate and consistently applied with ranking and serving criteria. However, verifying income for these surveys (e.g., requiring tax returns) presents a significant challenge.
- **School Eligibility and Data Consistency:** The district's chosen primary data source for identifying economically disadvantaged students (e.g., direct certification or free/reduced lunch) must be consistent across all schools and match what is reported in e-plans. While direct certification can be used alone, free and reduced lunch data can be considered equivalent to direct certification multiplied by 1.6.
- **Current Funding Application and Impact of 1.6 Multiplier:**
  - Currently, the district uses direct certification and serves 10 out of 12 schools (all nine elementary schools and Phoenix High School, which has 83% poverty).
  - If the 1.6 multiplier were applied, all 12 schools would exceed 75% poverty, requiring the district to serve all 12 schools with Title 1 funds.
  - This would mean dividing the same total pot of Title 1 money (which does not change) among 12 schools instead of 10, resulting in a lower per-pupil allocation for each school. Specifically, the per-pupil amount would drop from approximately \$531 to around \$245.
- **Request for Documentation:** VanWinkle requests the document that mandates serving all 12 schools if they all exceed 75% poverty when the 1.6 multiplier is used.

VanWinkle questions the mandate to serve all schools at 75% poverty and seeks documentation, particularly from the 1965 Education Act, to support this. It's explained that while schools need at least 40% poverty to qualify for Title 1, reaching 75% mandates their inclusion. The 1.6 multiplier pushes the high schools, which are currently around 48% and 53% poverty (based on direct search data), over this 75% threshold.

Whittenbarger states that all current elementary schools qualify for Title 1 based solely on direct search data, well above the 40% threshold. The historical practice in Cumberland County has been to not fund the two larger high schools with Title 1 money, even when they qualified, to avoid "decimating" the budgets of the elementary schools by spreading the fixed Title 1 pot too thinly. Phoenix High School, however, must be served as its poverty rate is already above 75%. The focus has been on investing Title 1 funds in the younger grades. He emphasizes that while serving high schools is an option, it would significantly reduce funding for elementary schools, and any such change would be a decision for the Director of Schools. VanWinkle reiterates the need to see the specific guidelines that inform these funding decisions.

There was discussion for determining school eligibility and allocating Title 1 funds, as well as addressing past practices and future considerations.

Farley reviewed the steps involved:

- **Selecting a primary measure for poverty determination** within the district.
- **Calculating the available funds for schools**, emphasizing that set-asides are deducted first.
- **Ranking all schools by poverty percentage**, with Phoenix High School noted as being at the top (over 80%).
- **Mandatorily serving schools with 75% poverty or above** before determining how to rank and fund remaining schools.
- **Deciding the funding amount for each served school.**

Farley acknowledged that the Consolidated Funding Application (CFA) had a deadline and was submitted to TDOE without direct board involvement; they are still required to approve the application before it's uploaded in E-Plan. She stressed the importance of board members understanding these decisions to explain them to constituents.

The discussion then shifted to class size reduction (CSR) teachers, specifically for grades K-3, where it is an allowable use of Title 1 funds.

Key points regarding CSR teachers:

- The district's CFA for the current year did not include provisions for CSR teachers, a practice attributed to comfort with past methods.
- CSR is primarily a school-level decision, contingent on a school having sufficient Title 1 funds (often less than \$100,000, while a teacher's salary and benefits can be substantial).
- The need for CSR teachers to be documented in the school's improvement plan and linked to their Title 1 needs assessment.
- Teacher qualifications (certification, level three TEAM evaluation) must be met.
- A critical state guideline (Tennessee Code) dictates that K-3 classes cannot exceed 25 students. If a class already has more than 25 students, the district is obligated to fund any additional teacher needed to meet state guidelines, rather than using Title 1 CSR funds. Title 1 CSR funds are meant to *reduce* class sizes that are already within state limits (e.g., from 22-23 students down to 15).

Matthews questioned whether the district could fund CSR teachers with local district money instead of federal Title 1 funds, suggesting an alternative funding approach. Conversation then turned to the strategic allocation of resources, particularly for class size reduction, emphasizing data-driven decisions over uniform application across all schools. Farley advises caution in providing class size reduction to only some schools if it cannot be offered to all, suggesting it could be a "slippery slope." However, they immediately pivot to argue that fairness shouldn't be the sole driver; rather, decisions should be based on what's truly needed for the children, supported by data.

She highlighted the significant differences among the county's nine elementary schools, implying that a one-size-fits-all approach wouldn't be effective. While acknowledging the

limitations of solely relying on test scores as "data," Farley points to benchmarking results, specifically reading proficiency, as a valuable metric. They provide an example: if one school has significantly more second or third graders struggling to read compared to another school of similar size, that data should guide the decision to allocate resources, like a class size reduction teacher, to the school with greater need. This approach aims for strategic fund utilization to maximize student benefit.

Talk turned to the urgent need to improve third-grade reading scores, which are currently stagnant and below target. Farley, acknowledging her potential future role, states that if she remains in office past July, addressing third-grade will be Priority Number One. She views this as both an opportunity and an obstacle for Cumberland County schools. VanWinkle acknowledged that class size reduction may not be the sole solution, but highlighted it as a potential intervention, noting that the topic needs more discussion. Farley agreed and confirmed she will share the PowerPoint presentation with the board.

The board then discussed the scheduling of upcoming meetings, specifically addressing why certain dates were adjusted from their usual times. The work session for the current week had been moved up because Stepp was typically unavailable due to military service in the last week of June. Looking ahead, the July meeting has been moved to a Tuesday to avoid a conflict with "Summer Law" which would typically fall on the 18th. August and September meetings remain on their original schedule. For October, the work session was bumped up a week to avoid fall break, but the regular board meeting stayed on the last Thursday of the month. In November, the work session is on the 20th due to Thanksgiving falling on the following Thursday. The December meeting will follow its usual schedule on the first Thursday of the month. Finally, the March work session was moved up a week to avoid spring break, with the remaining board meetings as scheduled. All other listed meeting dates for the rest of the year are set to fall on the third week for work sessions and the fourth week for regular meetings.

Budget discussions were next. Farley told them the latest budget draft, Draft 2 as of May 20, 2025, has been presented, introducing a new column that shows the difference between Draft 1 and Draft 2. This update comes after the county commission requested a \$4 million cut from the previous budget proposal.

The district has successfully cut a total of \$4,741,356 from the budget. These savings were achieved through several adjustments, including:

- Savings from the approved **semi-balanced pay scale**.
- Minor **maintenance changes**.
- A **substantial savings in the teacher line item** (on page 5), resulting from budgeting based on actual current expenditures and calculating teacher salaries using "masters and five years experience" instead of "masters and 10 years experience."

It was noted that 17 of the 24 expenditure pages show some form of reduction, with some being substantial. This revised budget will be presented to the county commission. VanWinkle questioned the discrepancy between the \$4.1 million saving they previously saw and the current \$4.7 million saving, but was assured that the core budget figures remain unchanged from the version they last voted on, with only minor revenue adjustments.

The meeting continued with a brief discussion on the latest budget draft, which reflects a significant cut of over \$4.7 million from previous figures. This reduction was achieved through adjustments to the pay scale and by budgeting to actual expenditures rather than historical budget figures. The board confirmed their approval for this revised budget to be presented to the county commission.

The focus then shifted to capital project requests. Following a meeting with a few county commissioners, the district has been asked to rank their capital projects by order of importance. The capital projects are now consolidated under a new line item (91300) on page 28 of the budget, with the district requesting maintenance of effort and an additional \$3.1 million from the county commission for these projects.

The board discussed the nature of these capital requests, noting they include items such as electrical work, fire alarms, gym floors, and track renovations. VanWinkle questioned if all these items could be categorized as safety-related. Farley affirmed that the county commission specifically asked for safety concerns to be prioritized and the board confirmed that, based on engineering reports, all listed items are either active safety concerns or potential safety/liability concerns, and thus, they are all equally critical and listed as 1's for all items. Farley committed to conveying this to the county commission.

There was discussion on providing supporting documentation for capital project requests to the county commission and a new request for a multi-year safety maintenance plan. Farley emphasized that all requested capital projects are critical safety or liability concerns, indicating they would convey this "one bomb" priority to the county commissioners. Given that only a few commissioners were present for the initial site visit, the board considered providing the detailed engineering report that justifies these requests. While making 25 copies was deemed unnecessary, the consensus was to provide one binder with the engineering report that commissioners could access if they had questions. The importance of this report was underscored, as it reflects professional assessments of the district's needs.

A specific safety concern not initially on the capital projects list was then raised: the lack of a security fence between North Elementary School and the surrounding community, allowing unmonitored access to the school. This issue had been discussed previously.

Finally, the commissioners had requested a new item: a multi-year list of safety-related maintenance needs. The district has begun compiling this, with initial items including electrical upgrades at Martin and Homestead schools and fire alarm work at South Elementary for FY 25-26, followed by further Homestead electrical work and Pleasant Hill fire alarms for FY 26-27. This list was developed using the engineering report, and copies can be provided to the board. Farley noted that these efforts are aimed at getting the budget passed.

The discussion covered final budget approval and clarification on salary scales. The board confirmed they're in agreement with the budget, particularly that all safety items for the next year are prioritized.

A question was raised about whether the salary scale included in the budget presentation is the new, approved version or an older one. It was confirmed to be the newly voted-on scale. This led to a brief discussion about the naming conventions for budget drafts to avoid confusion, and it was clarified that the updated salary scale is found near the end of the budget draft, around page 29. The speaker also confirmed that the budget presented to the county commission will include the correct salary scale.

The meeting included an update on the progress of the work being done on the Stone Memorial High School (SMHS) football field. The bid for this work was received the day after bids opened, and the contractor initially stated they would begin in the second or third week of June. As of today, the contractor is on-site and has started preliminary work. They have taken dimensions, assessed slopes, and used a sod cutter to determine precise needs. Additionally, more weed killer has been applied. Tomorrow, they will analyze the sprinkler system. The contractor confirmed that the football field is a top priority, acknowledging the tight timeline to have it ready for the first games in August. They are waiting for the grass to become "crispy" before proceeding with the next steps.

Farley, tasked with finding ways to increase the fund balance to reach the county commission's 17% target, outlined several suggestions, emphasizing that these are proposals to address the commission's request.

One key suggestion involves alternating the use of "outcomes money" every other year. This money, received from the state, was used for a roof (\$400,000) in its first year and for staff bonuses (\$600,000) in the past year. The proposal is to:

- Year 3: Allocate outcomes money to the fund balance.
- Year 4: Use outcomes money for bonuses. This alternating approach aims to contribute consistently to the fund balance.

Other suggestions to increase the fund balance include:

- **Directing any leftover funds at the end of the fiscal year into the fund balance.**

- **Providing a projection of the anticipated fund balance by the April board meeting.** This will be challenging due to large capital projects occurring in May and June, but it will be an "educated guess."
- **Continuing to budget based on actual expenditures** rather than historical budget figures.
- **Aiming to add at least \$1.5 to \$2 million to the fund balance annually.**

Farley prefaced these suggestions by acknowledging the dedication of school system employees who work out of passion, not solely for money, highlighting the sensitive nature of discussing budget cuts or reallocations that might impact them. Strategies for increasing the district's fund balance to meet the county commission's 17% target of two months of operating expenses include:

- **Earmarking funds specifically for the fund balance** and continuously adding to it until the required amount is met.
- **Directing proceeds from the potential sale of Baker's Crossroads property into the fund balance**, with the understanding that if the district later needs land for a school, it would be provided.
- Matthew suggested simply **adding a line item of \$1.5 million directly to the budget for the fund balance** for the current year.

VanWinkle questioned the need to add \$2 million annually, stating that the district has met the 17% fund balance target for the past two years (reaching around \$12.5-\$13 million). Farley clarified that the commission's request is likely for the fund balance to consistently maintain the 17% threshold, acknowledging that it fluctuates, particularly with large capital projects in May and June. The goal is to ensure the district can cover two months of expenses at all times. It is clarified that the 17% fund balance is not a state requirement but rather a request or recommendation from the comptroller to the county commission. This request is specific to certain departments, like the school system, due to their substantially larger budgets compared to other county departments. VanWinkle then questions the benefit of maintaining such a high fund balance "day after day." It is revealed that the county has a high-yield interest account, implying a financial benefit for the county by holding these funds.

Farley stated they are only aware of this request within Cumberland County and not as a statewide directive for all school districts. Stull expressed concern that constantly diverting funds from the education budget to meet this target would detract from the essential service of educating children.

The next agenda items were the Consolidated Funding Application (CFA) and a proposed collaboration with Ben Lomand Connect. First, the CFA was discussed. The board will need to vote on its approval. Farley emphasized the importance of the board being informed about the application process, especially for future years when different budgeting approaches might be considered.

Second, a proposal from Ben Lomand Connect was presented. They are requesting to place one of their small receiver boxes on the Crab Orchard School property. A similar agreement was previously approved for Pleasant Hill School. The benefits of this collaboration are substantial: the district anticipates significant monthly savings on telephone services by switching to Ben Lomand, and the presence of the building will allow for improved internet access for families in the Crab Orchard and Westal areas. The board will vote on this proposal next Thursday, and there's hope that similar collaborations could expand to other areas, including residences, in the future.

The meeting reviewed an Integrated Facilities Assessment from McKinstry, a handout distributed to board members. The key takeaway from this assessment is the potential for significant savings through their services, as detailed on the last page of the handout.

The assessment shows that:

- **Year one savings directly match the cost of all high-priority maintenance items** that were previously discussed and rated.
- There's an anticipated **3% annual increase due to inflation** in maintenance and repair costs.
- The district is projected to be **"in the green" by year four**, indicating a guaranteed positive return on investment.

The summary on the handout highlights the initial investment, preventive maintenance savings over 10 years, and the net value of total savings to the district. Farley believes this service would greatly assist with budgeting and maintenance management, calling it a "great investment." It was confirmed that the cost for McKinstry's services is already included as a line item in the approved maintenance budget. This assessment is seen as addressing many questions raised during previous, lengthy discussions about maintenance budgeting.

Next was a proposal to add a supplement for elementary school student council sponsors. Currently, elementary student council sponsors, unlike some other extracurricular activities (e.g., chess club), do not receive a supplement for their work. A teacher has put forward a proposal for the board to consider adding this to the approved list of supplements, recognizing the active role of student councils. The conversation then delves into how supplements are determined and approved for various roles. It's noted that there's an existing approved list with a scale based on years of experience, developed three years ago by coaches. While some activities, like certain sports, receive supplements, others do not. Farley explains that the board seems to have the final say on adding supplements, referencing a past instance where a teacher successfully proposed adding a supplement for another activity. Farley offers to find the original document listing current supplement recipients.

Next was an agreement with Roane State Community College and a proposal from Crossroads Academy for leasing unutilized school space.

First, a new agreement with Roane State College was introduced. This agreement will allow Roane State nursing students to complete practicum hours by working with the district's school nurses, similar to an existing arrangement with TCAT.

Second, the meeting discussed Crossroads Academy's interest in leasing unutilized space from the school system, based on a new House Bill and Senate Bill effective July 1st, which allows independent daycares to do so. Crossroads Academy, currently operating out of a church, served 13 families last year and has 12 committed for the upcoming school year. They are a licensed childcare provider, serving Pre-K through 12-year-olds. They previously had buses from Martin and Stone schools drop off students at their church location and also used their own bus for pickups from Brown and South schools. The program, founded by retired and current educators, follows the school calendar, operates Monday through Friday from 2:30 PM to 6:00 PM, and provides tutoring and homework help.

Crossroads Academy desires a centrally located space within the school system but wishes to remain independent. Farley noted that "unutilized space" needs clearer definition, as the district has very few spaces that are truly unused all day. They suggested potential options might include access to a gym or playground, implying the space would be used after school hours. She highlighted the challenge of finding such a space and the need for clarification on the new legislation's definition of "unutilized."

Next was an update on the district's summer school program, which is being held at Brown and Stone Elementary schools. The program serves students rising from Kindergarten through 9th grade, following feeder patterns. As of June 1st, 182 students were enrolled at Brown and 197 at Stone. The presentation also detailed the student-teacher ratios, payment rates for staff, and the state funding allocation. This funding covers various expenses including school supplies, curriculum resources, printer usage, transportation, and staffing. The state typically provides the same amount of funding as the previous year, with current allocations tied to third-grade retention efforts, offering a pathway for students to advance.

Farley apologized for not providing this information at the May meeting but confirmed that summer school hadn't yet started at that point. When asked if all the allocated money would be spent, it was stated that the district anticipates being "pretty close" to full expenditure. Any leftover funds are typically used for purchasing supplies for the upcoming school year. It was clarified that no local funds are currently budgeted for elementary summer school next year, as the district expects continued state funding due to its link to third-grade retention. However, high school credit recovery does have a budget allocation.

VanWinkle requested a balance sheet detailing summer program income and expenditures, which Farley agreed to provide at the July meeting after the program concludes.

The board was then presented with a set of policy updates, most of which are based on TSBA's (Tennessee School Boards Association) model policies and are scheduled to go into effect on July 1st.

King recommends conducting the first and second readings of these policies at the upcoming meeting next week. While an immediate, one-by-one review is an option, board members are encouraged to review them independently beforehand. It was noted that these policies have been reviewed and appear reasonable.

Next covered the upcoming approval needed for the School Nutrition Packets, which include the annual bids for food, non-food supplies, and services. Approval next Thursday will ensure the district can continue to feed students for the next school year.

Item 18 on the agenda is for informational purposes only, including various agreements and memorandums of understanding. Key reports provided for review are:

- **Safe Schools Counseling data**
- The required **Coordinated School Health report**
- A **TNTP agreement for SPED** (Special Education)
- The **personnel report** for both the school system and the nutrition program.

Next the meeting touched on financials, specifically:

- **School-wide fundraisers.**
- A request for permission to accept the **Volunteer Energy Grant**, which Coordinated School Health applied for and received.
- Information regarding **commodity delivery (143BA)**.

Bray then provided a brief update on its financial status as of the end of May, focusing on sales tax revenue and the general fund. Regarding sales tax, the district is currently on budget and is ahead of the prior year by approximately \$361,000. They anticipate remaining close to budget by the fiscal year's end, not expecting a significant drop in the remaining months. The report noted May as a "sad month" financially, as the district received no TISA (Tennessee Investment in Student Achievement) funds during this period. Total revenues for May were less than \$2 million, primarily from various grant drawdowns, while expenditures amounted to \$7 million. This resulted in a deficit of about \$5 million for the month, which was explained as typical for May due to the absence of major state funding disbursements.

The discussion then focused on the agenda for a potential special called meeting, primarily to re-vote on the budget and address the Director of Schools interviews.

Initially, there was confusion about re-voting on the budget, as it had seemingly been approved previously. It was clarified that while the board had approved the budget with the new salary scale, the version attached to the agenda had an older, incorrect salary schedule. Therefore, the re-vote would be to formally approve the budget with the correct, updated salary schedules and any other minor tweaks added by Bray.

The conversation then briefly touched upon the Director of Schools interviews. The board acknowledged the need to schedule these interviews. Finally, the discussion shifted back to meeting dates and whether a special called meeting was truly necessary at this point. It was confirmed that the board is not legally required to vote to hold interviews; they typically just agree upon dates when everyone is available. Given this, it was decided that there's no immediate reason for a special called meeting, and they can discuss potential interview dates under Item 7 of the regular meeting's agenda before adjourning. The board discussed the challenging logistics of scheduling interviews for the new Director of Schools, particularly given the tight time frame.

Key points of the discussion included:

- **Revised Candidate Count:** With only two recommended finalists (Dr. Rebecca Farley and Dr. Randy Shannon), the initial plan for three consecutive interview nights is no longer necessary.
- **Date Conflicts:** Tuesday is already eliminated due to a budget commission meeting, leaving Monday and Wednesday as potential interview days.
- **Interview Process:** The board considered following TSBA's recommended process, which involves candidates meeting with central office staff, attending a community luncheon, meeting with faculty and staff, and then having the board interview as the final step, potentially followed by dinner. While board members wouldn't need to attend all preliminary meetings, coordination with staff schedules would be crucial.
- **Efficiency vs. Process:** Nichols raised concerns about going through the full, extensive interview process for external candidates when there might be a strong internal candidate already.
- **Commitment to Process:** Despite internal thoughts, there was a consensus to follow through with the planned process for transparency and to respect the work done by TSBA.
- **Proposed Dates and Candidate Availability:** The suggested interview dates are Monday, June 16th, and Wednesday, June 18th. These dates need to be checked with the candidates via TSBA for availability.
- **Special Called Meeting Consideration:** The board discussed whether to adjourn the current meeting and move to a "special called meeting" to formally vote on the entire interview process and specific dates to give to TSBA. It was clarified that a formal vote for merely *agreeing to interview dates* is not legally required; a consensus would suffice under the current agenda item. However, if they wanted to vote on the *entire process* (including the multi-day community engagement), that might warrant a formal vote. Ultimately, they decided to discuss the dates

under the current agenda item and adjourn. The meeting was adjourned at approximately 5:54 pm.

## All members present except for district 4, Hale.

The Board of education met on June 16, 2025 for the purpose of interviewing Director of School candidates. The board met at approximately 3:30 to discuss the questions to be asked of each candidate. After opening the meeting with a moment of silence and the pledge of allegiance. The following is a summary of the meeting.

The board conducted interviews for the Director of Schools. The beginning of the meeting saw the board discussing the question and the process for asking each candidate those assigned questions.

Key decisions made include:

- **Question Assignment:** Each person will ask one question from a predetermined list, organized by "criterion." Initially, the plan was for a representative from each district to ask a question matching their criterion number, but this was adjusted due to an absence.
- **First Round Questions:** Specific questions (e.g., question 2 for criterion 2, question 2 for criterion 3) were assigned to individuals for the initial round of questioning.
- **Second Round (If Time Allows):** If time permits, a second round of questions will be conducted, with the same individuals asking their next chosen question. Consistency in question selection across candidates is emphasized.
- **General Questions:** Three initial "general questions" will be asked by different individuals (Travis, Elizabeth, and Nick).
- **Time Management:** The chairman will monitor the clock. Candidates will have a few minutes for introduction, answers should be kept to around 3 minutes, and a hard stop at 50 minutes will be implemented for candidate summation and their questions.
- **Candidate Questions:** Candidates will have 5 minutes to ask their questions at the end of their interview slot. The group will decide who answers these questions on the fly, with volunteers raising their hands.
- **Timekeeping Support:** Scott will track time during the interviews.

The group also decided to ask all three of the general questions. One person noted that they only had one copy of the questions and were writing names next to them to keep track of who was asking what. The board also confirmed they will ask all three general questions during the interview. There was a brief discussion about managing the single copy of questions by writing names next to them. The board decided unanimously to use the process provided by TSBA.

## Dr. Shannon's Interview Summary

Dr. Randy Shannon, a 30-year veteran in education, including over 20 years in administration, was interviewed for the Director position. He opened by sharing his personal philosophy: to help people be their best selves, guided by "intentional actions and living a life of contentment."

Key points from his interview:

- **Professional Background:** Dr. Shannon has extensive experience as a Career Technical Education (CTE) Director, a principal of a career technical education center, and an assistant principal in a middle school. He also holds a law degree, which he believes enhances his problem-solving abilities by allowing him to view issues from multiple perspectives. He's currently a Title IX decision-maker.
- **Vision for Educational Excellence:** He believes excellence starts with students seeing the value of education. He advocates for a more engaging school model that actively seeks partnerships with parents and the community to reinforce education's value.
- **Strengths:** Dr. Shannon highlighted his ability to be an "obstacle remover" and a "problem solver," with a talent for "out-of-the-box" thinking.
- **Adaptability and Communication:** He emphasized the importance of listening to all stakeholders—board members, students, teachers, parents, and the community—to identify and prioritize issues. He gave an example of embracing new CTE programming despite initial reservations, which proved successful. He also stressed transparency in communication, especially during crises.
- **Fiscal Responsibility:** He is a strong advocate for being a "good steward" of taxpayer money, citing a previous decision to discontinue an unproductive program due to lack of student participation, only to successfully reintroduce it later when conditions were favorable.
- **Building Relationships:** Dr. Shannon values open dialogue and talking through problems, drawing on his experience as a civil mediator. He believes that strong relationships between teachers and students are fundamental for effective classroom management, and that supporting teachers helps them foster these crucial connections.
- **Instructional Leadership:** He considers instructional time "the most sacred of all things," highlighting its critical role in fulfilling the educational mission. He spoke about his efforts to revamp middle school curriculum to better prepare students for high school and his success in modernizing CTE equipment without requiring additional funds.
- **Staying Informed:** He keeps up-to-date on federal, state, and local funding changes, as well as educational trends, by reading legislative updates, following current lawsuits, and maintaining a general curiosity about the field. He noted challenges like new cell phone policies and the discontinuation of statewide dual credits as current issues his district is addressing.

Dr. Randy Shannon introduced himself as a 30-year veteran in the school system, with over 20 years as an administrator. He currently serves as the Supervisor of College and Career Readiness in Benton County, overseeing six schools with a population about a third of the interviewer's district size. His experience includes 20 years as a CTE director, serving as principal of a career technical education center, and three years as an assistant principal in a middle school (grades 6-8). He noted the current discussion about potentially breaking up PreK-8 schools into middle schools in the interviewer's district.

To prepare for leadership rigor in the school system, Dr. Shannon pursued a law degree and maintains a small private practice focusing on wills and trusts, occasionally appearing in court. He also works as a Title IX decision-maker, anticipating a rise in Title IX issues for schools.

On a personal note, he shared that he is married to Jamie, has a son who works for the postal service, and a future daughter-in-law who is an LPN pursuing her BSN.

When asked about creating an atmosphere for educational excellence, Dr. Shannon stated it begins with personal motivation and students understanding the value of education. He believes the school system needs to "sell ourselves back to the community" by retooling from a passive model to an engaging model that seeks active partnerships with parents and community stakeholders. He emphasized that this turnaround will take time, comparing it to turning an aircraft carrier.

Regarding his strengths, Dr. Shannon identified himself as an "obstacle remover" and a "very good problem solver." He attributes his ability to think "out of the box" and see matters from "multiple perspectives" to his law training, enabling him to provide alternative solutions.

When asked about embracing ideas he initially disagreed with, Dr. Shannon stated he generally operates with a "if it isn't broke, let's not fix it" mindset. However, if someone proposes a forward-thinking plan, he's willing to "give it a try" regardless of his personal opinion. He cited an example where his team successfully launched new CTE (Career and Technical Education) programs despite his initial concerns about community engagement and funding.

Regarding balancing successes and areas for improvement, Dr. Shannon explained that this is a regular part of his role, similar to teacher evaluations and staff meetings. He provided an example of when his district was struggling to embrace industry credentials due to a lack of local industry partners. To address this, they developed new partnerships and transitioned towards dual enrollment opportunities through TCAT. This involved assessing how well they were meeting the partners' needs as good stewards of taxpayer money. He also noted they stopped a program that wasn't performing well because it wasn't productive, emphasizing the importance of not wasting money or time.

When asked about determining necessary change and gathering input, Dr. Shannon stated that an effective Director of Schools should listen to the board, students, and community, which encompasses all staff, parents, bus drivers, and custodians. He emphasized that problems are constant, and the key is to prioritize by focusing on larger issues that, if solved, would resolve many smaller ones, rather than getting caught up in urgent but less impactful emergencies.

Regarding a difficult decision affecting multiple stakeholders, Dr. Shannon shared an example of discontinuing a CTE program and letting a person go because the program was not effective and lacked sufficient student participation. This decision, though unpleasant, was made based on the evaluation of the program's effectiveness and responsible use of taxpayer money. He highlighted that if a program isn't productive or fiscally justifiable, it needs to be paused. He noted that the program was later revived and is now thriving, illustrating that sometimes it's necessary to "root it up, give the ground some time to cure, and then replant." He strongly emphasized his commitment to being a fiscally responsible steward of taxpayer money.

Dr. Shannon builds and maintains trust with staff, parents, and the community primarily through open conversation and understanding. He believes that people are "far more alike than they are different" and that many problems stem from misunderstandings of intent. As a Rule 31 listed family general civil mediator with the Tennessee Supreme Court, he strongly believes in "talking through a problem."

He values knowing what people think and prefers not to engage with those unwilling to consider alternative perspectives. He cited the successful increase in dual credit and industry credentials in his district as an example of effective open dialogue. This achievement, which saw greater alignment with dual credit and more students earning industry credentials, was a direct result of ongoing conversations and getting "key players" on board.

Dr. Shannon discussed fostering community involvement, emphasizing his preference for direct conversations to understand people's perspectives. He shared an example of attempting to launch a cosmetology class, which, despite his initial skepticism, garnered overwhelming community support and interest after extensive discussions. The initiative ultimately failed not due to lack of interest or participation, but because they couldn't find a licensed cosmetologist willing to also obtain a teaching license. This demonstrated a strong community desire for the program and Dr. Shannon's willingness to engage deeply with stakeholders.

Regarding classroom management and instructional time, Dr. Shannon underscored that instructional time is the "most sacred" aspect of education, as it's when the school fulfills its obligation to educate students. He believes that effective instruction starts with strong relationships between teachers and students. When these relationships are well-developed, he contends that formal classroom management becomes less necessary. He sees the role of school leadership (principals, supervisors, and the school board) as supporting teachers in building these crucial relationships, ensuring a safe and nurturing environment that enables teachers to fully engage with students, regardless of personal challenges.

Dr. Shannon emphasized that instructional time is paramount, as it's the core of the school's responsibility to educate students. He believes that effective instruction and classroom management stem from strong teacher-student relationships. If teachers feel supported and valued, they can foster a positive environment for students, making formal classroom management less necessary. He urged school leaders to help teachers prioritize relationship building, ensuring they approach their work with a cheerful attitude for the benefit of the students.

When discussing long-term strategies and adaptability to policy, technology, and educational trends, Dr. Shannon stressed that the school board will be integral to all decisions, setting the vision for the director to enact. He views the primary function of schools as "just educating students," a function that remains constant despite legislative or technological changes. He maintained that the fundamental relationship between a teacher and student (and by extension, their guardians) is key.

He further explained that their current five-year plan is a "living document," reviewed annually for tweaks and modifications. He acknowledged the need to incorporate new administration and board members into this process. Dr. Shannon stated he would collaborate with the board to develop long-term strategies, allocate resources, and address ongoing challenges like facilities and technology improvements. He sees these broad categories as "essential guideposts" that require annual re-evaluation, acknowledging that urgent issues, like a roof repair, may necessitate shifting priorities within the plan. He pledged to offer his expertise and experience as a "sounding board" for resource allocation decisions.

Dr. Shannon explained that he stays informed about federal, state, and local funding changes by reading the TOSS legislative update annually, keeping abreast of current lawsuits, and maintaining a natural curiosity about school-related developments.

He cited cell phone policies as a current challenge impacting all schools. He also mentioned that the statewide dual credit program is being discontinued, requiring his district to find alternatives. Their strategy involves enhancing industry credential offerings to ensure students still have opportunities for advanced certifications.

Regarding instructional consistency and excellence, Dr. Shannon shared examples from his previous roles. As an assistant principal in junior high, they comprehensively re-evaluated their middle school approach to better prepare students for high school, aiming for a smoother transition and improved data. When leading the career and technical education building, he diligently worked to modernize equipment to reflect industry standards, successfully doing so without requesting additional funds from the director or school board. He managed this by leveraging grant money and other resources, highlighting his commitment to being a "good steward" while ensuring teachers had necessary curriculum and resources. He admitted a personal "weakness" of sometimes aiming for equipment "a little bit more than they needed" but strives to focus on what's essential for high school students.

To maintain open lines of communication during crises or rapid change, Dr. Shannon emphasized transparency as the "greatest advocate." He believes that if the community and stakeholders trust that they will be informed, it builds confidence. He highlighted his experience running the notification system in Benton County and plans to ensure similar systems are maintained or expanded, with information disseminated clearly and without concealment.

He also stressed the importance of regular communication with the board, supervisors, principals, assistant principals, and teachers. He intends to meet frequently with leadership and visit individual schools to offer teachers private, confidential opportunities to discuss concerns or positive experiences.

The interview concluded with an emphasis on open communication and transparency with staff and the community, particularly during times of crisis or rapid change.

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Dr. Rebecca Farley interviewed for the Director of Schools position for Cumberland County Schools.

Dr. Farley introduced herself by emphasizing the qualities she previously articulated when seeking the interim Director position for Cumberland County Schools: consistency, determination, industriousness, and goal-orientedness. She believes her actions over the past two months in the interim role have demonstrated these traits, specifically highlighting her consistent "Farley's follow-throughs" communication, her determination in budget work, and her goal of leaving the position better than she found it. She feels she achieved a "small slice" of this by bringing a sense of calm and stability to the district, noting that employees expressed appreciation for reduced tension. She confirmed that Cumberland County Schools met all state requirements on time for the 2024-2025 school year and mentioned visiting every school, engaging with employees, and attending extracurricular activities.

When asked about creating an atmosphere of educational excellence, Dr. Farley focused on the upcoming adoption of new science textbooks. She sees this as both an opportunity and an obstacle, as these new resources, covering 100% of state standards, require getting staff ready and establishing clear expectations for rigor and effective lessons. She plans to set these expectations as the instructional leader, particularly during outcome meetings with principals and supervisors.

Dr. Farley identified her relationships as her strongest attribute. She noted that while not everyone will like a leader, most people respect her, and she knows many employees by name. Her other key strengths include her organizational skills and her commitment to serving as a "Cumberland County Schools ambassador," attending events and promoting the district's achievements within the community.

Dr. Farley shared an example from 2018 where she initially disagreed with a colleague's proposal for the school system to participate in the "Lyft network" (Leading Innovation for Tennessee). She was hesitant due to concerns about the implications for teachers and principals. However, swayed by her colleague's passion, she agreed. This participation proved "huge," as it provided the English language arts teachers with resources two years before new textbooks were available, ultimately benefiting both teachers and the understanding of rigorous ELA instruction. She acknowledged that her colleague was correct and that the experience also enhanced her own knowledge.

When discussing how to balance sharing successes while highlighting areas for improvement, Dr. Farley suggested a presentation strategy: start with a success, present the challenges, and end with another success. She emphasized that when addressing challenges, it's crucial to acknowledge the current state, determine the root cause, and then collectively focus on finding solutions without assigning blame. The plan for improvement should be shared widely, followed through, and monitored for results. She uses this approach when presenting standardized test scores at board meetings, where both successes and areas needing focus are discussed.

Dr. Farley stated that data and numbers are the best tools for determining necessary change because they are difficult to dispute. If data isn't available, she believes a leader must know their organization and its people well. By having strong relationships, staff will feel comfortable enough to voice concerns about what isn't working. If not, a discerning leader can still "read" their people and their emotions to identify areas needing change. She emphasized the importance of including stakeholders in the decision-making process for change, as their input leads to greater investment and more effective solutions. Before finalizing a decision, she suggested taking time to weigh the pros and cons.

When asked about difficult decisions affecting multiple stakeholders, Dr. Farley stated that staffing changes (hiring or dismissing personnel) are always challenging. She emphasized that to ensure fairness and impartiality in such decisions, it is crucial to gather all necessary facts and data. She acknowledged having dealt with recent staffing changes.

Dr. Farley outlined her strategies for building and maintaining strong relationships and trust with staff, parents, and the community:

- **Visibility:** Being present so people feel comfortable approaching her with concerns.
- **Responsiveness:** Aiming to respond to inquiries within 24 hours.
- **Consistency:** Handling all topics and issues consistently.
- **Timeliness:** Following through and following up with individuals.

She provided a specific example of these strategies in action regarding the Stone Memorial Football Field project. After being named interim director, she received a call about the field's progress. Despite not being involved in the initial plan, she quickly gathered information, contacted the involved parties (including the awarded bidder for their timeline), and provided consistent, timely updates to the concerned individual and the board through "Farley's follow-throughs." She noted her continued communication with the parent even up to the day of the interview, demonstrating her commitment to responsiveness and follow-through.

Dr. Farley described how the school district's annual improvement plan, which typically focuses on academic goals, was enhanced to include a fourth goal: addressing chronic absenteeism. This came about two years ago when, during a meeting with parents, community members, and teachers, stakeholders were "astonished" by the district's chronic absentee rates. Their passion for the issue led supervisors to add it as a specific goal with action steps and assigned responsibilities. While she notes there hasn't been as significant a decrease as desired, there has been a small reduction in chronic absenteeism due to this focused effort.

Regarding classroom management and instructional time, Dr. Farley highlighted the immense educational demands placed on schools, principals, and teachers. Beyond teaching academic standards, elementary settings require 40 minutes of daily physical activity, character education, and social-emotional learning. Given that students are present for roughly eight hours a day, with six hours of instruction, she believes the district "cannot afford to waste a single minute with a single child." Her approach to district policies is influenced by the need to ensure students are "engaged meaningfully every day" within this highly constrained instructional time.

Dr. Farley views any long-term plan, such as a five-year strategic plan, as a "living document." To ensure the district remains adaptable to changes in policy, technology, and educational trends, she emphasizes the need to frequently revisit, follow through, and check the status and progress of the plan.

For stakeholder engagement, she stressed that each component of a strategic plan—academics, athletics, CTE, operations, resources—must involve a diverse group including parents, students, teachers, board members, and supervisors. Acknowledging the challenge of coordinating many people, she suggested being flexible and "thinking outside the box" regarding meeting times and methods to accommodate all stakeholders and maximize participation.

When asked about systems for instructional consistency and excellence, Dr. Farley's response covered her experience beyond her 53 days as interim director. As a PreK-8 supervisor, she visited schools, collaborated with principals, and aimed to understand and meet their individual needs, emphasizing her supportive presence.

If chosen as Director, she has a transition plan to implement within her first 30 days. This plan includes meeting with each principal to develop outcomes and set specific goals for their schools. A key focus at this time would be to establish priorities for third-grade proficiency rates, aiming to ensure consistency across all schools and improve overall proficiency.

To stay informed about federal, state, and local funding changes, Dr. Farley relies on several methods:

- She reads multiple newsletters from the Tennessee Department of Education, including weekly and monthly publications. She takes time to "digest them and think through what they're saying" rather than reading them immediately.
- She emphasizes the value of professional organizations and attending meetings.
- Being a "reader," she also stays updated by reading publications and materials shared with her.

When asked for an example of successfully navigating changes, Dr. Farley cited her experience with shifts in school funding models. She explained that when she began her teaching career in 1999, funding was based on the Basic Education Program (BEP), which focused on itemized resources. Currently, the district operates under TISA funding (Tennessee Investment in Student Achievement), which is a per-student basis. She noted that she has successfully adapted to the differing requirements and recommendations of both plans throughout her career.

To maintain open lines of communication, especially during crises or rapid change, Dr. Farley outlined a comprehensive communication plan:

- **Monthly newsletters** from "the desk of the director" would be published in the *Crossville Chronicle* to inform the community about school happenings.
- **Quarterly emails** would be sent to employees to keep them informed.
- She emphasized her existing and continued collaboration with **local law enforcement and emergency management** for swift information dissemination when needed.
- Current digital platforms like **Facebook, the school website, and X** (formerly Twitter) would continue to be utilized.
- For the 2025-2026 school year, the district plans to adopt **ParentSquare**, a communication platform that supports multiple modes (cell phone, text, email, phone call) and multiple languages/dialects, ensuring broader reach.

To ensure transparency and clarity when communicating complex or challenging issues, Dr. Farley stressed the importance of multi-modal communication. She noted that not all parents have email or reliable internet, so messages must be delivered through various forms like written notices, texts, phone calls, and emails to guarantee accessibility for all individuals.

She highlighted the need for information to be "written clearly where everybody can understand," cautioning against educators' tendency to use overly complex language. Messages should be easy to understand and, if necessary, provided in multiple languages and dialects. Finally, information must be disseminated as quickly as possible.

Dr. Farley identified a significant need for change within the district due to the struggle to find qualified teachers, and at times, principal and assistant principal candidates. She observed that leadership meetings for these positions over the past couple of years had been inconsistent and not always effective, leading to a decline in the number of candidates.

Recognizing this critical issue, Dr. Farley took action to revise and implement a new leadership program for the school system. This year, they changed the format of their assistant principal meetings and also revised their aspiring administrator academy. Her rationale is that to advance the district, they must proactively "prepare leaders to be ready to step in and lead us and to continue our momentum."

Dr. Farley recounted a recent problem during standardized online testing when a school suddenly lost internet access. As the testing coordinator, her immediate concern was to maintain testing integrity by keeping 80-90 sixth, seventh, and eighth-grade students quiet and together until the issue was resolved.

Her handling of the situation involved:

- **Immediate reporting** to the Tennessee Department of Education (TDOE).
- **Collaborating with the principal** to devise a plan for managing students for three hours, including classroom lunch and supervised restroom breaks.

- **Dispatching a technology technician** from another school to address the internet outage, which was later found to be caused by a spliced cable.
- **Constant communication** with both TDOE and the school, providing updates and guidance.
- **Diligent follow-through** with TDOE, the school, and the administrator once the testing was successfully completed.
- **Recognizing and rewarding the students** for their patience and cooperation by providing extra refreshments like cake, frozen pops, and flavored water on their reward day.

Dr. Farley highlighted that despite the initial disruption, the school, teachers, principal, and testing coordinator did an "amazing job" maintaining test security and integrity, allowing the tests to be completed without further issues.

Dr. Farley believes that the best way to foster a culture of open dialogue and collaboration among staff and administrators is to lead by example. She feels that if she is open and communicative, principals and teachers will mirror that behavior with their colleagues and parents. While she would step in to mediate conflicts if necessary, she generally expects staff to handle issues on their own.

To keep the community informed about both the successes and challenges of the school system, Dr. Farley plans to utilize her communication plan. This includes publishing articles in the newspaper, emailing the CCBOE, and using the ParentSquare communication platform for multi-modal and multi-language outreach. She also intends to be personally present in schools to share information as needed.

Dr. Farley noted that recently adopted textbooks in Tennessee are required to cover 100% of academic standards, ensuring alignment with educational standards. However, she acknowledged that the district hasn't done a "really good job" of meeting the diverse needs of all learners. To address this, they are collaborating with their core office on an initiative called "Acceleration for All," which aims to develop a plan to reach students with exceptionalities. This district-wide effort will involve supervisors and principals collaboratively developing a plan, sharing expectations, and then ensuring follow-through in classrooms.

Dr. Farley highlighted her extensive experience, vast knowledge, strategic planning abilities, leadership development skills, and a strong work ethic as key aptitudes she brings to the role.

As Director, she outlined a clear communication plan:

- **Weekly emails** ("Farley's Follow-Through") every Monday at 8:00 a.m. to the board.
- **Immediate texts or emails** for emergency or urgent "need to know" situations.
- **Monthly newsletters** from "the desk of the director" in the *Crossville Chronicle*, along with Facebook posts and videos, for parents and the community.
- **Quarterly staff emails** detailing school happenings.

She committed to being consistent, transparent, and responsive (aiming for immediate responses or within 24 hours). Dr. Farley stated her intention to serve as a Cumberland County Schools ambassador, attending various community and school events, and reiterated her strong work ethic, a value instilled by her parents.

Dr. Farley presented what she views as key opportunities and obstacles for Cumberland County Schools in the upcoming school year:

- **New science textbooks:** An opportunity because they cover 100% of state standards, but an obstacle due to the need for teacher preparation and training, which will occur close to the start of school.
- **Third-grade proficiency and benchmarks:** An opportunity to leverage teacher input and strategies, but an obstacle in ensuring benchmarks are truly predictive of future performance (December and March) before the final TCAP assessment.

Dr. Farley listed several accomplishments during her time as interim director:

- **Collaboration and communication** with the board through numerous budget meetings and work sessions.
- Consistent "**Farley's Follow-Through**" updates on various matters, including hiring decisions and minor incidents.
- Successful management of the **school budget**.
- Addressing **personnel matters**, including hiring, non-renewals, and discipline, in preparation for the 2025-2026 school year.
- Bringing a **sense of cohesion and stability** to school personnel, students, and families by concluding the school year positively.
- Acting as the **Cumberland County Schools Ambassador**.

If selected as Director, Dr. Farley proposed several initiatives for the 2025-2026 school year:

- Reinstating the **Parent Advisory Council** and **Student Advisory Council** (beneficial for TISA projects requiring student input, likely high school and middle school students).
- Establishing a **Classified Advisory Council**, based on feedback from a recent teacher and staff meeting.
- Continuing to establish the **Teacher Advisory Council**.
- Beginning **budget preparations for the 2026-2027 school year in August**, requesting a month after school starts before diving into the next year's budget.
- Continuing to revise **monthly assistant principal meetings and the aspiring administrator academy** to develop school leaders, basing agendas on feedback from both groups.
- Collaborating with principals to develop a plan to **increase third-grade ELA proficiency**.
- Continuing to **visit schools and be available** to all staff.

She also outlined significant plans for district operations and professional growth:

- Begin **budget preparations for the 2026-2027 school year in August**, requesting a month after school starts to focus on the new academic year before diving into the next budget cycle.
- Continue to **revise monthly assistant principal meetings and the aspiring administrator academy** to develop future school leaders, with agendas based on feedback from these groups.
- **Collaborate with principals to develop a plan** specifically aimed at increasing **third-grade proficiency in English Language Arts (ELA)**.

Dr. Farley intends to continue visiting schools and being accessible to all staff to boost morale, build a positive culture, and increase job satisfaction. She believes this will directly and positively impact the student learning environment.

As part of her immediate transition, Dr. Farley expressed a desire to hold a "meet and greet" on the courthouse lawn during the first week of July, allowing for early engagement with the community. She also mentioned having a detailed transition plan outlining goals for the first 30, 60, 90, and 120 days aiming to establish clear goals, engage deeply with staff and the community, and foster a positive culture.

- **First 30 days:** Hold "outlook meetings" with supervisors, principals, and central office staff.
- **First 60 days:**
  - Conduct convocation meetings with school administrators to develop **yearly goals for each building** for the 2025-2026 school year (not limited to academics).
  - **Visit every school** and attend a faculty meeting.
  - Participate in **as many "back to school" events** (e.g., meet-the-teacher, open house) as possible.
  - **Publish an organizational chart** for the district.
- **First 90 days:**
  - **Meet every school employee** individually.
  - Begin **staff "temperature checks"** to gauge morale and identify successes and areas needing improvement within schools and the district, aiming to boost morale.
- **First 120 days:**
  - Spend **one full day in every school**.
  - Complete **one round of communication with every stakeholder group**.
  - Meet with school administrators to **check the progress and status of the yearly goals** set in the first 60 days.

Dr. Farley also detailed her ongoing leadership development programs for assistant principals and aspiring administrators, emphasizing their role in preparing future leaders. Both groups meet monthly and follow a similar format:

- **Book studies:** Assistant principals read "Get Better Faster," while aspiring administrators read "What Great Principals Do Differently."
- **Pertinent topics:** Discussions are tailored to the specific needs of each group.
- **Scenario portions:** Participants analyze and collaborate on real-world scenarios. Assistant principals, specifically, are required to identify relevant CCBOE policies for each scenario to help them think like a principal and ground their decisions in policy.

Dr. Farley provided examples of scenarios used in her leadership development programs:

- **Assistant Principal Scenario (September):** A junior, Maddie, repeatedly violates the dress code (short skirts, pajama pants, inappropriate shirts) despite having three prior violations in the sixth week of school. The assistant principal must address this habitual behavior.
- **Aspiring Administrator Scenario (February):** A teacher, Mr. Black, attended a bachelor party, and pictures of him on a bar with a topless woman were posted on Facebook. The aspiring administrator must address this with Mr. Black.

Dr. Farley noted she used these scenarios as her "problem of practice" when presenting at the Prospective Superintendents Academy, highlighting the real-world issue of developing leaders. A retired superintendent was so impressed that he requested to use her materials for his own work with districts.

Dr. Farley collects feedback from both assistant principals and aspiring administrators regarding what they found most beneficial and what needed changing in their monthly meetings. Based on this input, the assistant principal meeting agendas for the upcoming school year will not be set in August; instead, their input will be sought to ensure the topics best meet their needs.

She shared some statistics on the Aspiring Administrators Academy:

- There were **11 participants** (6 female, 5 male).
- **10 completed the survey** (one was on maternity leave).
- Participants included **3 elementary, 2 district, and 6 high school** staff members.
- Significantly, **two participants from the academy have already applied for administrative positions**, which Dr. Farley considers a "huge" success.

Dr. Farley continued her presentation by offering additional documents for the board's review, emphasizing "total transparency." These included:

- Her **evaluations from principals** for the past two years, showing her scores.
- Documentation of her appointment to the **state textbook commission**.
- Proof of her completion of the **Prospective Superintendent Academy**.

She also shared two personal photos without makeup, humorously noting they were justified as they were taken after she completed two marathons (one in November 2018 and another in December 2024), showcasing her "consistent as a hair and a biscuit" determination.

Finally, she presented a cross-stitch project she started in 1994 and completed in 2020, further illustrating her long-term commitment and persistence.

Dr. Farley concluded by emphasizing the importance of relationships in the school experience, stating that "People don't care how much you know until they know how much you care." She affirmed her personal connections with many Cumberland County Schools employees and students, expressing her genuine care for them. She highlighted her 26 consecutive years in various roles within the district as evidence of her dedication. Dr. Farley articulated her vision for Cumberland County Schools to be a leader in academics, athletics, and operations, aiming for the district to be a model for others. She ended by asking for the opportunity to demonstrate her knowledge and lead the schools.

The Board then concluded the interviews and adjourned the meeting at approximately 6 pm.

**Board of Education**  
**June 19, 2025 6:00 PM**  
Central Services Board Room

The Cumberland County Board of Education met in a regular session on Thursday, June 19th 2025, in the Central Services Board Room, where the meeting was called to order by Chairman King at the approximate hour of 6:00 pm. King welcomed everyone to the meeting and appreciated everyone for attending.

**BOARD MEMBERS:**

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

1. Call to Order

Chris King: Call this meeting to order.

2. Moment of Silence/Pledge of Allegiance

Chris King: If you could, join me in a moment of silence and pledge.

(All observe a moment of silence and then recite the pledge)

3. Welcome to Visitors/Acknowledgement of Elected Officials

Chris King: Thank you and welcome tonight. Glad to see everybody here on a summer night. I see in the crowd Coleen Mall and Mr. Lowe appreciate y'all being here.

4. Special Recognition

5. Roll Call

Chris King: Madam Secretary, will you call the roll please?

Diane McCartney: Miss Stull?

Elizabeth Stull: Here.

23 Diane McCartney: Mr. VanWinkle?

24 Scott Vanwinkle: Here.

25 Diane McCartney: Miss Nichols?

26 Sheri Nichols: Here.

27 Diane McCartney: Miss Stout?

28 Shannon Stout: Here.

29 Diane McCartney: Miss Hale?

30 (Silence)

31 Diane McCartney: Mr. Davis?

32 (Silence)

33 Diane McCartney: Mr. Matthews?

34 Jon Matthews: Here.

35 Diane McCartney: Mr. Cole?

36 Travis Cole: Here.

37 Diane McCartney: Mr. King?

38 Chris King: Here.

39 Diane McCartney: Let the record show, Hale and Davis are absent.

40 6. Declaration of Conflict

41 Becky Farley: Declaration of conflict per TCA 492-202 Board of Education members who have  
42 relatives, per the statute, relative means spouse, parent, parent in law, child, son-in-law, daughter-in-  
43 law, grandparent, grandchild. Brother, Sister, Uncle, Aunt, nephew, niece or any person who resides in  
44 the same household as you employed by the system are asked to raise your hand to identify yourself.  
45 Do you certify that the votes you make tonight will be in the best interest of the school system,  
46 regardless of the effect that your vote may have upon the employment of your relative or relatives?

47 Travis Cole: I do.

48 Chris King: I do.

49 Scott VanWinkle: I do.

50 Jon Matthews: Yes.

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

52 Chris King: Thank you.

53 7. \*Approval of Regular, Special Called & Budget Minutes

54 -5-19-25 Budget

55 -5-22-25 Regular

56 -5-27-25 Special Called

57 (Exhibit #1)

58 Chris King: Need a motion to approve the regular minutes, special comments and budget minutes.

59 Sheri Nichols: I'll move to approve.

60 Shannon Stout: Second.

61 Chris King: The motion to approve all those minutes on number seven 5/19, 5/22 and 5/27 is made. Is  
62 there any discussion or changes?

63 (Silence)

64 Chris King: If not, those in favor say aye.

65 All board members: Aye.

66 Chris King: Any opposed? Say no.

67 (Silence)

68 Chris King: The ayes have it.

69 Motion to approve minutes.

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

(seconder-yes) Stout

Yes: 7, No: 0

**MOTION: Motion Carried**

70 8. \*Approval of Agenda

71 (Exhibit #2)

72 Chris King: Next, we need to approve the agenda.

73 Travis Cole: Mr. Chairman, I'll make a motion to approve the agenda with a couple of exceptions,  
74 under item 15 in the policy update. It's been brought to my attention after speaking with Dr. Farley that  
75 5.110, 6.312 and 6.312 B need a little bit more time for input from the principals and also some  
76 tweaking on the budgetary points in 5.110.

77 Chris King: OK.

78 Elizabeth Stull: Second.

79 Chris King: Any other changes? If not, let's vote. We're voting with the exception of those 3 policies, to  
80 accept the agenda. Those in favor say aye.

81 All board members: Aye.

82 Chris King: Those opposed?

83 (Silence)

84 Chris King: The agenda is approved.

85 Shannon Stout: Mr. Chair?

86 Chris King: Yes.

87 Shannon Stout: Can Mr. Cole, please give those policy numbers one more time?

88 Travis Cole: Yes, ma'am, 5.110 and then 6.312 and 6.312 B.

89 Shannon Stout: OK, thank you.

90 Motion to approve the agenda with the exception of policies 5.110, 6.312 and 6.312 B.

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

(seconder-yes) Stull

Yes: 7, No: 0

**MOTION: Motion Carried**

91 9. Community Comments

92 Chris King: There are no community comments tonight.

93 10. Board Member(s) Report from Training(s)

94 Chris King: Board members reports from training, if there are any please state them.

95 Shannon Stout: I attended 2 of the TSBA camp webs, the last two of the series for the summer, the  
96 superintendent's contract and evaluations and where to find data your board needs. So both of those  
97 were good recaps and summarizations.

98 Chris King: Any others?

99 (Silence)

100 Chris King: Thank you.

101 11. Legal Report

102 Chris King: There's no legal report tonight.

103 12. TLN Report

104 Chris King: And no TLN report tonight.

105 13. \*Director of Schools Search Process

106 Chris King: Which brings us to item 13. director of school's search process.

107 Becky Farley: Mr. Chairman, I'm going to excuse myself while you all have this conversation.

108 Chris King: Thank you.

109 (Interim director Becky Farley leaves the board room)

110 Chris King: I think she might can hear if she stayed in the hallway.

111 (Laughter)

112 Shannon Stout: Standing out there with her.

113 Chris King: What I'd like to do with this is to, have us discuss our interviews and candidates. And you  
114 can use your notes from the forms that you can say what you want to taking each one at a time. Try to  
115 stay on the positive comments about each one and if we got more that we need to discuss on the  
116 negative comments. We'll look at doing that. So let's start with the first one we interviewed Dr.  
117 Shannon. Are there any comments or questions?

118 Shannon Stout: Dr. Shannon had a lot of experience within the school system, public school system.  
119 Seemed to have a can do attitude and a lot of experience within the CTE programs.

120 Jon Matthews: I think a lot of those comments were really good about thinking outside of the box and  
121 not necessarily afraid to make a decision and move forward with it and see where it goes. Those were  
122 some of the very positive things that I took from the interview.

123 Elizabeth Stull: Same here. Agreed.

124 Travis Cole: I've got to say I was impressed by the fact, you know, a lot of times we see people  
125 supplementing him coming with a real estate license or something, he went to law school.

126 (Laughter)

127 Travis Cole: That was very impressive, very smart guy.

128 Sheri Nichols: Right?

129 Elizabeth Stull: I really liked his interview.

130 Chris King: I think he is a good communicator.

131 Sheri Nichols: Yeah, I got that too.

132 Chris King: His rural similarity in the background is similar too. Thought that would be very  
133 personable. I agree with the other comments. Any other comments about Dr. Shannon?

134 (Silence)

135 Chris King: If not. How about Dr. Farley?

136 Sheri Nichols: I think her interview was phenomenal. She interviewed extremely well, was very well  
137 prepared. I loved her folder she gave us. Thinking forward, telling us what the plan was, which I can't  
138 think I disagree with any of it. And I think she answered the questions when we asked the same  
139 questions, same candidates, I think that she was a little bit more thorough with them and giving us  
140 actual examples of what she had done recently and in the past. So I kind of like that as well.

141 Shannon Stout: Being, I agree with all of that, and she's been in a position where she's had a higher  
142 level of experience over the entire district. So I think that pointed her more to specific answers for some  
143 of the questions that we were asking. I do like that she's been to the perspective directors Academy  
144 through TSBA and that she took some of that information and. Parlayed that into the vice principal,  
145 principal and administration training she was working on.

146 Sheri Nichols: The knowledge wasn't just staying with her it was funneling down.

147 Elizabeth Stull: I really liked her interview and the answers. They're very thorough. Like Sherri was  
148 saying. Different, but I think it was very good.

149 Jon Matthews: Yeah I think one of the things that stuck out with me was a comment she made about  
150 preparing leaders. To me, that was that's huge, you know, because getting people to step in to the next  
151 position and things it's got to start somewhere and being able to get that started and working those  
152 people up into the different positions up. I thought that was, that took a lot of forethought, I think. To  
153 get to that, so.

154 Sheri Nichols: And I also like the way that she cared deeply about, like it, for instance, with the new  
155 science books. Making sure that the teachers are comfortable with it before they get going and they  
156 have everything they need to understand it. Rather than just going there's a book, go for it. She's going  
157 to make sure that they were well prepared.

158 Elizabeth Stull: Yes, I liked her plan and strategies to get her plan accomplished. And I thought that  
159 was really thorough.

160 Jon Matthews: Yeah, it seemed like she had a plan and everything for each question almost whenever  
161 questions arose.

162 Travis Cole: I thought she did very well. I mean, honestly, considering that was her second interview  
163 with us, she had an interview rental, interim and did not have to go to the same bag of tricks to.

164 Sheri Nichols: Right, good point.

165 Travis Cole: To, you know, talk to us in the second interview, she did very well, and then the book very  
166 helpful. I enjoyed seeing the forethought and looking ahead instead of 2 foot in front of you, looking 10  
167 feet in front, you know.

168 (Audio)

169 Scott VanWinkle: I've got a bunch of stuff written down. I just hadn't, didn't want to interrupt anybody.

170 Chris King: Go ahead.

171 Scott VanWinkle: I just thought that Dr. Farley interviewed well. She demonstrated that she  
172 understands many of the challenges we face in Cumberland County. I think her experience here gave  
173 her that step up on the other candidate. Seems to have a lot of support from the community and staff  
174 and faculty here in Cumberland County. And she has some really good ideas about where we need to  
175 focus going forward, I think. So, those were my comments.

176 Chris King: Any others before I speak? I've got a list here, but I'll be quick with it. I think she's  
177 experienced at all levels of the system. She's very organized. She's dedicated to education and students.  
178 She's got lots of recognized achievements in education. She knows the community. She knows people.  
179 She's a skilled leader. She's proven performance as an interim. She communicates very well, written  
180 and orally and other means. She's very analytical, decisive, trustworthy. She knows the mission and the  
181 people. Very full confidence in her. That's my comment.

182 Elizabeth Stull: I agree.

183 Sheri Nichols: I agree.

184 Chris King: So with that in mind, are we prepared to decide on a person tonight?

185 Sheri Nichols: Yes.

186 Elizabeth Stull: Yes.

187 Shannon Stout: Yes.

188 Travis Cole: I believe so.

189 Jon Matthews: I think so.

190 13.A. \*DOS Selection

191 Chris King: So let's move to make a selection.

192 Jon Matthews: I'll make a motion that we make a selection.

193 Sheri Nichols: I'll second it.

194 Chris King: Motion and second to take ballots. Madam Secretary?

195 (Ballots are handed out to the board members)

196 Chris King: We are not folding it.

197 Sheri Nichols: Not folding it.

198 (Laughter)

199 Elizabeth Stull: I did not fold.

200 (Audio)

201 Sheri Nichols: We just said we weren't folding them.

202 (Audio)

203 Shannon Stout: No need, extra step.

204 (Audio)

205 Chris King: Everybody got theirs signed and ready?

206 (The ballots are collected)

207 (Audio)

208 Sheri Nichols: Yes, thank you.

209 Elizabeth Stull: Thank you.

210 Chris King: Madam secretary would you read the results please?

211 Diane McCartney: Elizabeth Stull voted for Dr. Rebecca Farley. Scott VanWinkle voted for Dr  
212 Rebecca Farley. Sherri Nichols voted for Dr. Rebecca Farley. Chris King voted for Dr. Rebecca  
213 Farley. Shannon Stout voted for Dr. Rebecca Farley. John Matthews voted for Dr. Rebecca Farley.  
214 Travis Cole voted for Dr. Rebecca Farley.

215 Chris King: In a close one.

216 (Audio)

217 (Applause)

218 Sheri Nichols: Now we can clap.

219 Chris King: Can we have her to come back in please?

220 Diane McCartney: I believe Mr. Magnusson is taking care of her, at least that is what he told me.

221 (Laughter)

222 Shanno Stout: Do we?

223 (Audio)

224 Sheri Nichols: Do we hand that in to Diane?

225 (Audio)

226 Shannon Stout: Yeah, do you all have your score sheets for the 2 candidates?

227 (Audio)

228 Chris King: Sure.

229 (Audio)

230 Jon Matthews: Do you want to comments?

231 (Audio)

232 Sheri Nichols: Oh, I didn't put their, did you put their name?

233 (Audio)

234 Chris King: Just the summary.

235 (Audio)  
236 Sheri Nichols: Did you put their names on top?  
237 (Audio)  
238 Shannon Stout: Yeah, I just signed it and put my district on the second page.  
239 (Audio)  
240 Sheri Nichols: Your name, but you didn't put their name?  
241 (Audio)  
242 Shannon Stout: I put their name on the top.  
243 (Audio)  
244 Sheri Nichols: OK, I can do that.  
245 (Audio)  
246 Shannon Stout: And then I signed it, put my district and the data on the back.  
247 (Audio)  
248 Shannon Stout: That way Miss Diane can keep them with our votes.  
249 (Audio)  
250 Shannon Stout: Sure, so what we're handing to Miss Diane right now is our summary sheets that we  
251 scored after each of the interviews, so we've got that on record. With our vote.  
252 (Audio)  
253 Sheri Nichols: Did we lose them?  
254 (Audio)  
255 Sheri Nichols: Well, he's not lost. He's outside that door. He's outside that door.  
256 (Audio)  
257 Motion to make a selection for DOS.

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

(seconder-yes) Nichols

Yes: 7, No: 0

**MOTION: Motion Carried**

258 13.B. \*DOS Contract Discussion and Negotiator Appointment

259 Chris King: Item 13 A is the I'm sorry, B is the discussion of the contract negotiator. So what's the  
260 will of the board?

261 Travis Cole: I would make a motion that the board chairman be appointed to discuss the contract  
262 with Dr Farley.

263 Shannon Stout: I'll second that.

264 Chris King: Feel the love.

265 (Laughter)

266 Chris King: Other discussion about it. The recommendation?

267 (Silence)

268 Chris King: If not, then lets vote on the negotiator. Those in favor? Say aye.

269 All board members: Aye.

270 Chris King: Those opposed say no.

271 (Silence)

272 Chris King: I think the ayes have it. Thank you very much. Now one question going into this  
273 process. We've got attachments, I think. That has the original contract of the last director, and then  
274 there's one that we're about to present updated with your thoughts and comments to make it better.  
275 Which one do you want me to start with?

276 Shannon Stout: I would recommend the most recent one that we stopped our work with Mr.  
277 McCarty on. And we had, I believe we had a couple of areas there that we were coming back to  
278 revisit on it. We had the term of the contract that we hadn't decided on for sure. The compensation  
279 we hadn't come to a complete decision on and then we also had a couple options on the automobile,  
280 the automobile allowance or the automobile monthly provision that we hadn't decided on.

281 Chris King: Do y'all have a range on the term? One month, five years or what do you want?

282 Travis Cole: I believe state only allows us to go up to four years and for the sake of continuity, that  
283 would be my recommendation.

284 Shannon Stout: 3 1/2 years is the average, so somewhere between 3 1/2 to four years.

285 Chris King: Since we're coming up on the fiscal year.

286 Jon Matthews: Where is that? Yeah. Where does that put us as? Far as at the end of the contract or  
287 whatever month wise when we would need.

288 Sheri Nichols: That's a good question.

289 Shannon Stout: It will start July 1st. So it ends June 30th.

290 Jon Matthews: So maybe if we did from whatever date. If we did it a 1/2 year and that way it puts it  
291 closer into like November/December time frame and that way whatever board is here. We'll be here  
292 all the way up through the negotiation, depending on the election and all that stuff, you know what?  
293 I mean so.

294 Chris King: As the boards change, that's usually in August and September.

295 Jon Matthews: Yeah.

296 Chris King: That's only given them a couple of months to get to know the person.

297 Jon Matthews: Well, I mean.

298 Chris King: Normally with this process. If the term of the contract ends on June the 30th, we look  
299 at starting the contract renegotiation.

300 Jon Matthews: Yeah.

301 Chris King: January 1st and gives us six months to come up with solution and an agreement.

302 Travis Cole: Having it end with the fiscal year makes it cleaner for the finance department and all  
303 those folks.

304 Shannon Stout: And the school year.

305 Sheri Nichols: And the school year.

306 Shannon Stout: It would be difficult to, if there did need to be a change. Doing it in the middle of  
307 the school year.

308 Chris King: When we negotiate, she may only want 2 years, she might want 3 1/2. I don't know.

309 Shannon Stout: We want to test it out for a shorter time.

310 Chris King: Yeah, she might change her mind.

311 (Laughter)

312 Scott VanWinkle: I'm not in favor of the four-year contract. I don't, I think that that's a burden on  
313 taxpayers, possibly in the future. So I've stated that the last time we went through the contract. I'm  
314 and I'm more in favor of the way some other surrounding counties handle it and they actually vote  
315 on whether they're going to extend it or not. And at the last meeting of the year.

316 Shannon Stout: So like a three-year and then there can be a choice to extend?

317 Scott VanWinkle: Yeah.

318 Shannon Stout: Before, right around that January time, yes.

319 Scott VanWinkle: Yes, yeah.

320 Chris King: That gives me the information I need to negotiate, from there. Now the compensation  
321 is a range from what to what. From \$1 to \$1,000,000.

322 Shannon Stout: Based on districts that are similar size to ours, based on Dr. Farley's experience,  
323 education and it's for 26 years in the district. I don't believe we should start any lower than 130.

324 Sheri Nichols: I agree.

325 Travis Cole: That's kind of what I was thinking, 135-145.

326 (Audio)

327 Shannon Stout: Yeah, that's even below. Some of the surrounding counties that have similar student  
328 size and even the average, state average for directors.

329 Scott VanWinkle: Be OK with 135, but if we do that, I don't think we need to consider a car right  
330 now. With the budget crunch that we're in.

331 Sheri Nichols: Just do a stipend for her car?

332 Scott VanWinkle: Well, I think, we already pay expenses. For travel, so yeah.

333 Shannon Stout: We pay mileage, continue mileage. Yeah, so some wiggle room then there salary  
334 versus our allowance versus.

335 Chris King: Think, that's what I need to know. We'll work from there.

336 Shannon Stout: And on that note, not for discussion right now, but for future discussion. We do  
337 have a director's car that is not working any longer and is that something that?

338 Sheri Nichols: Yeah we should do something with that thing.

339 Shannon Stout: We can salvage, to put money back in to put towards if we do determine that we  
340 need to put money towards a car from the new director.

341 Chris King: I think it's probably worth a hundred in salvage.

342 (Laughter)

343 Shannon Stout: You never know.

344 Scott VanWinkle: It's worth more than that in scrap metal.

345 (Audio)

346 Sheri Nichols: There's nothing but metal left in it.

347 Chris King: Whatever it's worth.

348 Shannon Stout: You know, people need pieces and parts. Get what we can.

349 Travis Cole: So one point I'd like to mention about that. If we're, going to do the lower end of the  
350 salary range, and even if we're not really, I feel like the position needs a vehicle because of the  
351 liability point about checking roads. If she's in an accident checking roads. It's on her insurance. So  
352 she's in a department vehicle or in her own vehicle. It will show up on her DL history, but it won't  
353 affect the rate of her vehicle insurance. We're expecting her to be out on icy roads. I just feel like  
354 that would be kind of a fair thing to provide.

355 Jon Matthews: Yeah, I've always been in favor of. Because we have the expectation of her being on  
356 call at any point in time during day or night or whatever. Being in a in a county car or our vehicle  
357 to me just makes more sense for us. Instead of her having to use her own personal vehicle and  
358 things like that from so.

359 Scott VanWinkle: I don't disagree with anything you guys are saying, but we need to, I guess add  
360 that to the capital list.

361 Shannon Stout: Yeah, we have not budgeted for a vehicle.

362 Sheri Nichols: No we have not.

363 Shannon Stout: On the budget.

364 Sheri Nichols: But we can work on that.

365 Shannon Stout: We would have to take a look at that.

366 Scott VanWinkle: Yeah.

367 Shannon Stout: It's a benefit to the employee for sure to do it that way and that would be a  
368 preferred way to do it.

369 Chris King: So is it something we need to do for the office or for the position contract?

370 Scott VanWinkle: I think that should be discretionary for the director. If they're not using it, and it  
371 could be used by staff or administrators or. I don't think it should be isolated just to the director. If  
372 it's a county vehicle.

373 Chris King: That's what I'm asking.

374 Scott VanWinkle: Yeah.

375 Chris King: Other thoughts, other pieces that I need to be aware of? If not that's what I will work  
376 with.

377 Shannon Stout: Yeah, I think those are the three pending areas if everybody. Else is good with what  
378 we had settled on in the other areas, there's nothing else we needed to readdress.

379 Chris King: The next question is. We're saying we wanted this person in place with a contract by  
380 July 1st. That's right around the corner. We would want to have a special call meeting sometime  
381 between now and then.

382 (Audio)

383 Travis Cole: I'm absolutely good.

384 (Audio)

385 Shannon Stout: Yeah.

386 (Audio)

387 Chris King: If she's ready.

388 (Audio)

389 Travis Cole: Yeah, I'm absolutely good.

390 (Audio)

391 Shannon Stout: Once y'all are ready, we ready?

392 (Audio)

393 Sheri Nichols: Definitely.

394 Chris King: Give me some perspective dates it can be then.

395 (Audio)

396 Travis Cole: Pretty much gives us next week.

397 (Laughter)

398 Shannon Stout: Yep, next week.

399 Travis Cole: With the second one day to follow it so.

400 Shannon Stout: Except for Monday the 30th, how soon do you? Think you all would? Will be able  
401 to meet?

402 Chris King: That I don't know. We haven't negotiated yet, so I think we can come up with an  
403 agreeable thing to bring back to the board whenever you are ready.

404 Shannon Stout: If we could do something as early as 4. Starting at 4, I'm available Monday,  
405 Wednesday and Thursday evenings.

406 Chris King: Monday, Wednesday, Thursday.

407 Travis Cole: We can do something at 4:00. I can make any day next week.

408 (Audio)

409 Chris King: Any day?

410 Scott VanWinkle: Not available Monday.

411 Sheri Nichols: Not available Monday.

412 Shannon Stout: Might be a little early anyway. Wednesday's are usually good for Miss Stull.

413 Elizabeth Stull: Yeah, but.

414 Chris King: We're looking at Wednesday for now?

415 Sheri Nichols: Wednesday?

416 Chis King: Tentatively.

417 Shannon Stout: Tentatively Wednesday at 4?

418 Chris King: Tentatively Wednesday at 4? That's good, because that was TSBA's schedule to  
419 announce the director.

420 (Audio)

421 Shannon Stout: We'll have it all dialed in.

422 Chris King: Hopefully, have it all.

423 (Audio)

424 Sheri Nichols: I'll make it, figure it out. Somebody will have to get kicked to the curb.

425 Chris King: Miss Diane, would you let TSBA know we've made our choice?

426 Diane McCartney: I will.

427 Sheri Nichols: You say 4:00, Wednesday?

428 Travis Cole: Next Wednesday at 4.

429 Chris King: Wednesday the 25th at 16:00.

430 Chris King: All right, now Dr. Farley can come back and we can congratulate her.

431 Shannon Stout: Yes.

432 Sheri Nichols: Bring her back.

433 Chris King: We will congratulate her without a contract.

434 (Laughter)

435 (Audio)

436 Sheri Nichols: They are in route.

437 Chris King: The chronicle has already scooped us.

438 Sheri Nichols: That's right.

439 (Laughter)

440 Sheri Nichols: You get your camera ready, Jessica, get an action shot.

441 Shannon Stout: They go get them? Were they working their way this way.

442 Diane McCartney: They were walking toward her office.

443 Shannon Stout: Oh, here they go.

444 (Dr. Farley returns to the board room)

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(Applause)

Chris King: Congratulations.

Sheri Nichols: Congratulations.

Becky Farley: Thank you.

Chris King: You don't have a contract ready.

(Audio)

Chris King: We couldn't go any further it's your report now.

Motion to appoint board chairman to negotiate the contract for DOS.

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

(seconder-yes) Stout

Yes: 7, No: 0

**MOTION: Motion Carried**

#### 14. Director's Report

##### 14.A. \*BOE 2025-2026 Meeting Dates

(Exhibit #3)

Becky Farley: OK. So next we have the meeting dates for the 25/26 school year. We talked about these last Thursday, have had a few adjustments based on obligations that the board has. We do need to vote on this and approve it.

Chris King: Need a motion to approve.

Travis Cole: I move to approve.

Shannon Stout: Second.

Chris King: Motion and second. Mr. Cole?

Travis Cole: No further comments.

Shannon Stout: No, looks like we're dialed in.

Chris King: Any other comments?

Sheri Nichols: No, Sir.

Chris King: All those in favor say, aye.

All board members: Aye.

469 Chris King: Those opposed say no.  
470 (Silence)  
471 Chris King: The ayes have it, motion approved.  
472 Motion to approve BOE 2025-2026 Meeting Dates.

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

**MOTION: Motion Carried**

473 14.B. \*Consolidated Funding Application

474 (Exhibit #4)

475 Becky Farley: Next we have the consolidated funding application. This is our federal programs that  
476 contains our special education Title 1 funding and we need to approve this. It needs to be submitted  
477 in EPlan.

478 Travis Cole: I move to approve it.

479 Shannon Stout: Second.

480 Chris King: Motion and second, Mr. Cole?

481 Travis Cole: Got to get this sent out on a timeline.

482 Becky Farley: Yes, Sir. It's due July 1st.

483 Shannon Stout: Yeah and there's been a lot of discussion about some different areas and I think at  
484 this point we're fairly dialed in and it's already been approved by TDOE.

485 Becky Farley: Correct.

486 Shannon Stout: And we've got to put our stamp on it. And then I guess they'll be some more  
487 discussion for next year's round.

488 Becky Farley: Absolutely.

489 Scott VanWinkle: Are there any revisions planned? I know, there's some monies that are not  
490 planned at this point, but not in the CFA. So there has to be a revision, right?

491 Becky Farley: Yes, and I think we will have some of those waiting on some personnel changes that  
492 we've had and trying to figure out how we're going to proceed with those. So probably have to be at  
493 least one revision. Yes, Sir.

494 Scott VanWinkle: Do you know how much money that entails?

495 Becky Farley: Not at this moment.

496 Scott VanWinkle: OK, when will we be able to hear about that?

497 Becky Farley: I hope by next week. Waiting on some hiring decisions and things like that to be  
498 made.

499 Scott VanWinkle: Did you get any feedback from Miss Thompson on the?

500 Becky Farley: This afternoon, I haven't got to read it, but I will forward that to you at the end of  
501 this meeting. I'll send it to y'all.

502 Scott VanWinkle: OK.

503 Shannon Stout: So maybe at the next work session we would hear any of the revisions that need to  
504 take place.

505 Becky Farley: Absolutely, if not before, then on a Monday in a Monday e-mail.

506 Shannon Stout: OK, thank you.

507 Chris King: OK. Any other discussion on 14B? Being none. Let's do a roll call.

508 Diane McCartney: Mr. Cole?

509 Travis Cole: Yes.

510 Diane McCartney: Mr. Matthews?

511 Jon Matthews: Yes.

512 Diane McCartney: Miss Nichols?

513 Sheri Nichols: Yes.

514 Diane McCartney: Miss Stout?

515 Shannon Stout: Yes.

516 Diane McCartney: Miss Stull?

517 Elizabeth Stull: Yes.

518 Diane McCartney: Mr. VanWinkle?

519 Scott VanWinkle: Yes.

520 Diane McCartney: Mr. King?

521 Chris King: Yes.

522 Diane McCartney: The yeses have it.

523 Motion to approve consolidated funding application.

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

(seconder-yes) Stout

Yes: 7, No: 0

**MOTION: Motion Carried**

524 14.C. \*Approval of Ben Lomand Receiver Box for Internet

525 (Exhibit #5)

526 Becky Farley: Next, we need approval to put the little receiver box for Ben Lomand for Internet on  
527 Crab Orchards campus.

528 Travis Cole: I move to approve that one as well.

529 Sheri Nichols: I'll second it.

530 Chris King: Motion and second, Mr. Cole?

531 Travis Cole: I have worked with Ben Lomond on a similar agreement on a county property that I  
532 oversee. They do a very good job of making it, not look bad and it's providing a critical service to  
533 our citizens. So I feel like it's an appropriate move on our part.

534 Chris King: Miss Nichols?

535 Sheri Nichols: Yeah, I ditto that. I've been working with Ben Lomand for years and they are  
536 reputable. Do what they say and say what they do. So would be a good thing.

537 Shannon Stout: Glad we're getting it.

538 Sheri Nichols: Yeah I know.

539 Chris King: Other comments?

540 Sheri Nichols: Wish I were getting it.

541 Chris King: Questions? There no other questions or comments. Call the roll please.

542 Diane McCartney: Miss Nichols?

543 Sheri Nichols: Yes.

544 Diane McCartney: Miss Stout?

545 Shannon Stout: Yes.

546 Diane McCartney: Miss Stull?

547 Elizabeth Stull: Yes.

548 Diane McCartney: Mr. VanWinkle?

549 Scott VanWinkle: Yes.

550 Diane McCartney: Mr. Cole?

551 Travis Cole: Yes.

552 Diane McCartney: Mr. Matthews?

553 Jon Matthews: Yes.

554 Diane McCartney: Mr. King?

555 Chris King: Yes.

556 Diane McCartney: Yeses, have it.

557 Chris King: Thank you.

558 Motion to approve Ben Lomand Receiver Box.

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

(seconder-yes) Nichols

Yes: 7, No: 0

**MOTION: Motion Carried**

559 14.D. \*Approval for Acceptance of Funds for Book Bus

560 (Exhibit #6)

561 Becky Farley: Next. Two years ago, I think there was a grant that was written for a book bus, and  
562 this bus has been donated by Transportation and we're getting it refurbished. So in the summer  
563 when we do the summer feeding programs, this bus can go with that into the communities and kids  
564 can check out books and have access to books and have stories read. So Mr. Schobel at the library  
565 has been working with Dr. Spiech on this, and she had applied for a grant with the Fairfield Glade  
566 Ladies Club and received \$2500. And she's asking for us to accept these funds.

567 Shannon Stout: Motion to approve accepting the funds.

568 Sheri Nichols: Yes.

569 Jon Matthews: Second.

570 Chris King: Motion and Second. Miss Stout?

571 Shannon Stout: I think It's fabulous, \$2500 for the book bus.

572 Chris King: Mr. Matthews?

573 Jon Matthews: I think it's a great idea being able to get around. Kind of like the ice cream trucks  
574 some of these kids are just needing some input through the summer and.

575 Shannon Stout: Access.  
576 Jon Matthews: Having access to it makes it great. Especially in the rural area.  
577 Shannon Stout: So thank you to the Fairfield, Glade Ladies Club.  
578 Sheri Nichols: Yes, they do good work.  
579 Chris King: If there's no other questions or comments. Call the roll please.  
580 Diane McCartney: Miss Stout?  
581 Shannon Stout: Yes.  
582 Diane McCartney: Miss Stull?  
583 Elizabeth Stull: Yes.  
584 Diane McCartney: Mr. VanWinkle?  
585 Scott VanWinkle: Yes.  
586 Diane McCartney: Mr. Cole?  
587 Travis Cole: Yes.  
588 Diane McCartney: Mr. Matthews?  
589 Jon Matthews: Yes.  
590 Diane McCartney: Miss Nichols?  
591 Sheri Nichols: Yes.  
592 Diane McCartney: Mr. King?  
593 Chris King: Yes.  
594 Diane McCartney: Yeses, have it.  
595 Chris King: Thank you.  
596 Motion to accept funds for the book bus.

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

(seconder-yes) Matthews

Yes: 7, No: 0

**MOTION: Motion Carried**

597 14.E. \*Approval of Roane State Nursing Program Agreement

598

(Exhibit #7)

599

Becky Farley: So next is an agreement between the school system and Roane State. If you remember from last week what this is we would allow nursing students to come in and work with our school nurses and they would. It's kind of like a practicum and they would get hours for that.

600

601

602

Shannon Stout: And you had mentioned TCAT?

603

Becky Farley: We do this currently with TCAT, yes ma'am.

604

Sheri Nichols: That's awesome.

605

Shannon Stout: Motion to approve the Roane State nursing program agreement.

606

Sheri Nichols: And I'll second that. That's awesome.

607

Chris King: Motion and second. Miss Stout?

608

Shannon Stout: I think it's a great program. The fact that we already have guidance and guidelines set up working with TCAT. I think we can absorb this and get some more nurses out there.

609

610

Sheri Nichols: Yeah.

611

Shannon Stout: Yeah, we need them.

612

Chris King: Take the help we can get, right?

613

Sheri Nichols: Yes.

614

Becky Farley: Absolutely.

615

Sheri Nichols: Our school nurses are awesome. Something to be able to share their wisdoms with these kids. It'll be awesome.

616

617

Shannon Stout: They'll get lots of practice. Kids coming and going, right?

618

Sheri Nichols: Yeah. Awesome.

619

Becky Farley: Lots of practice, yes.

620

Sheri Nichols: Yep.

621

(Laughter)

622

Jon Matthews: My only question I guess is. Kind of for Marsha, does this add a whole lot to you to your plate? Because I know that you your plate is already full all the time anyway so.

623

624

Marsha Polson: They will be indirectly supervised by me, but no, it doesn't add anything. I've worked with a Roane State and they are actually that with having the new nursing wing on the Roane State campus here in Crossville, it's going to be well beneficial to our kids and our future nurses. I'm all about it.

625

626

627

628

Sheri Nichols: All right.

629 Shannon Stout: Great.

630 Chris King: Any other questions or comment? If not, those in favor say aye.

631 All board members: Aye.

632 Chris King: Any opposed?

633 (Silence)

634 Chris King: No opposed so motion carried.

635 Motion to approve Roane State Nursing Program Agreement.

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

(seconder-yes) Nichols

Yes: 7, No: 0

**MOTION: Motion Carried**

636 14.F. \*Crossroads Academy Proposal

637 (Exhibit #8)

638 Becky Farley: So next we have the Crossroads Academy proposal. We talked about this last week.  
639 You did have a pack at your desk. The first item in your pack is information that we collected  
640 regarding insurance and liability from Tennessee risk Management, I felt that that was important  
641 for us to do. I did meet with Miss Brock and she explained how her insurance works and  
642 everything. But I didn't feel I was doing my due diligence if I didn't check forward the school and  
643 our standpoint. So that's what the first page is. The second page is. Chris McCarty's guidance on  
644 what is an underutilized property of the school system because when I was at Fall Creek falls last  
645 week at a conference, this was a bill that was discussed. And I just wanted clarification on exactly  
646 what under utilized is and you can see he has two, there's two definitions there as to what that  
647 typically means. The next items that you see are letters of support for the program. The first one is  
648 from the Upper Cumberland Development District. And then you had three or four different parents  
649 write in. And I think there was five parents, I'm sorry, that wrote in and there's their letters.

650 Shannon Stout: Mr. Chair, may we ask Doctor Farley any additional questions without making a  
651 motion?

652 Chris King: I think so.

653 Shannon Stout: OK, Dr. Farley in regards to the definition that Mr. McCarty provided us and then  
654 looking at the bill, the state bill. It says that the LEA in which one or more public charter schools or  
655 childcare agencies operate shall submit a comprehensive listing of all underutilized property or  
656 vacant property to the Department of Education and the Comptroller of Treasury. So my first  
657 question is, have we done that? Do we have any underutilized or unused vacant property?

658 Becky Farley: Based on the definitions that Mister McCarthy has given us no.

659 Shannon Stout: OK, so we don't have anything listed with the.

660 Becky Farley: No ma'am.

661 Shannon Stout: OK. Because then the next part of that was then the Public charter school or  
662 childcare agency may petition the Comptroller of the Treasury for an audit of the list or vacant  
663 properties, submitted by the LEA. And so if we have none listed then that's not something that they  
664 can request.

665 Becky Farley: Right.

666 Shannon Stout: So at this point we don't have anything that meets that definition.

667 Becky Farley: No, we Miss Brock, and I meant what we what at that point was discussed until we  
668 got clarification on underutilized with something, maybe that would be available in the afternoon.

669 Chris King: So is this something we need to vote on or postpone?

670 Scott VanWinkle: Is that something that you could check on with administrators and see if there's  
671 an availability for that? Or you don't think there is availability for that?

672 Becky Farley: That well, I mean, obviously their program runs from 2:30 to 6:00. So you know we  
673 are going to have some classrooms that wouldn't be used? I mean, obviously. You know, so I can  
674 definitely check and see and would be happy to do that and come back to you at the work session in  
675 July. And let you know.

676 Shannon Stout: So I make a motion to postpone.

677 Chris King: Until we have further information.

678 Shannon Stout: Yeah, 14 F to the work session and the board, July board meeting.

679 Travis Cole: I second that.

680 Chris King: Motion and second. Miss Stout?

681 Shannon Stout: I just think we need a little more information because certainly if it's something that  
682 we can help with? They're helping our students and the children in the community.

683 Sheri Nichols: Yeah.

684 Shannon Stout: So would be wonderful, but we need to make sure that we've got. Property that  
685 would work properly and provide safe access during those hours that they need.

686 Travis Cole: I'd echo the same Miss Stout said. I know there's a need for after school programs and  
687 this one looks to be beneficial, but we got to make sure that it's done right. Completes what they're  
688 needing it to do and not causing us any undue hardships.

689 Elizabeth Stull: If we're able to go ahead and find space in the schools then one of the next steps  
690 would be for us to go ahead and, that we would decide on a, it's a rental fee? Or a lease option?

691 Shannon Stout: Be a lease agreement. So we'd have to give approval for them to move forward  
692 with, coming together in the lease agreement.

693 Elizabeth Stull: OK, so with the fact that school will be starting then here in August and we  
694 wouldn't be discussing this until July. Is there? An amount that can be discussed in that time frame  
695 and brought back to us?

696 Becky Farley: Can, I can get with Miss Brock. She and I talked. I don't, she has an amount that  
697 she's currently having to pay where she's at, and she has some ideas, and she shared those with me.  
698 But until you all feel a little bit more comfortable, we get some more information I'd rather not  
699 share. That with everybody.

700 Jon Matthews: Is the space she needing? And I know that that's part of our problem too. But it  
701 wouldn't necessarily have to be a designated space all the time. You know what I mean? So she, is  
702 she mobile enough to. You know, come in, and utilize the space for an afternoon, for the evening or  
703 whatever. Or is she needing more of a designated classroom type thing?

704 Becky Farley: Probably, I mean, she has cabinets that have rollers on them that she could move in  
705 and out. I think probably would prefer a area that she could go to like as her item says that, you  
706 know, they had designated areas that they did crafts one time and then they did, they got to go  
707 outside and play. So that's going to be something we would have to be mindful of, is close to a  
708 playground. And then they also had a place where they did homework. So, you know, would have  
709 to have maybe a couple of rooms for sure.

710 Shannon Stout: So, couple rooms and storage.

711 Becky Farley: Yeah probably.

712 Shannon Stout: Where they could keep their carts.

713 Chris King: Other discussion? Questions?

714 Sheri Nichols: I know it's a good program.

715 Chris King: The motion is to postpone for further information those in favor say aye.

716 All board members: Aye.

717 Chris King: Those opposed?

718 (Silence)

719 Chris King: No? The ayes have it.

720 Motion to postpone, pending further information.

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

(seconder-yes) Cole

Yes: 7, No: 0

**MOTION: Motion Carried**

721 14.G. \*Approval of School Nutrition Packets

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(Exhibit #9)

Becky Farley: Next is approval of the school nutrition packets, and both of them are there. That's her bid renewal packet and then the agreement to administer the school nutrition program.

Shannon Stout: Motion to approve the school nutrition packets for the 25/26 school year.

Sheri Nichols: I'll second that.

Chris King: Motion and Second. Miss Stout?

Shannon Stout: Not much to say on it. Looks like all the information is there.

Chris King: Any other questions or discussion? If not. Call the roll.

Diane McCartney: Miss Nichols?

Sheri Nichols: Yes.

Diane McCartney: Miss Stout?

Shannon Stout: Yes.

Diane McCartney: Miss Stull?

Elizabeth Stull: Yes.

Diane McCartney: Mr. VanWinkle?

Scott VanWinkle: Yes.

Diane McCartney: Mr. Cole?

Travis Cole: Yes.

Diane McCartney: Mr. Matthews?

Jon Matthews: Yes.

Diane McCartney: Mr. King?

Chris King: Yes.

Diane McCartney: Yeses, have it.

Motion to approve School Nutrition Packets

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

(seconder-yes) Nichols

Yes: 7, No: 0

**MOTION: Motion Carried**

746 14.H. \*Request to Accept Grant for CSH

747 (Exhibit #10)

748 Becky Farley: So, next is a request to exempt grant funds from volunteer energy for coordinated  
749 school health and Miss Polson.

750 Chris King: Motion to accept?

751 Shannon Stout: Motion to accept the grant for CSH.

752 Jon Matthews: I'll second that.

753 Chris King: Motion and Second. Miss Stout?

754 Shannon Stout: Thank you to the VEC customer share. We can put the 700 to good use.

755 Chris King: Mr. Matthews?

756 Jon Matthews: Nothing, I agree.

757 Becky Farley: Can I add something right here?

758 Chris King: Yes.

759 Becky Farley: So what this customer or the share program is on your electric bill. You can round  
760 up to the nearest dollar and they take those funds and they turn around. They give them to  
761 organizations for grants. So you know, if you can spare that. That might be a great thing for you to  
762 do.

763 Sheri Nichols: Yep. Good idea.

764 Chris King: The motion is to accept. Call the roll please.

765 Diane McCartney: Miss Stout?

766 Shannon Stout: Yes.

767 Diane McCartney: Miss Stull?

768 Elizabeth Stull: Yes.

769 Diane McCartney: Mr. VanWinkle?

770 Scott VanWinkle: Yes.

771 Diane McCartney: Mr. Cole?

772 Travis Cole: Yes.

773 Diane McCartney: Mr. Matthews?

774 Jon Matthews: Yes.

775 Diane McCartney: Miss Nichols?

776 Sheri Nichols: Yes.

777 Diane McCartney: Mr. King?

778 Chris King: Yes.

779 Diane McCartney: Yeses, have it.

780 Motion to approve grant for CSH.

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

(seconder-yes) Matthews

Yes: 7, No: 0

**MOTION: Motion Carried**

781 14.I. Summer Program Overview

782 (Exhibit #11)

783 Becky Farley: So next is our summer program overview. We didn't get started until June. Those  
784 students did not go today. Typically they go Monday through Thursday. They did not go today  
785 because of the holiday, but they will go tomorrow, 4 weeks, four days a week. And there are our  
786 numbers. And at the July meeting, we will have the expenses and expenditures for you all.

787 Shannon Stout: OK.

788 Chris King: No motion needed on this?

789 Becky Farley: Nope, no, that's just information.

790 14.J. McKinstry Data Assessment

791 (Exhibit #12)

792 Becky Farley: At the last meeting when we were talking about different things, McKinstry came up  
793 and we gave you a data sheet explaining when you would recoup your cost and how all of that  
794 worked. And that was what the next item was. You had that last week. That was just kind of for  
795 your information.

796 14.K. Supplement Discussion

797 Becky Farley: And then supplement discussion. It had been asked about adding a supplement at the  
798 elementary level for student council. And that's when I gave you those supplements and all of the  
799 information that we had here based on supplements, those supplements, if you look at the budget, it  
800 was, it said that those were advised in 2020. So might not be a bad idea to look at those.

801 14.L. Annual Planning Calendar

802 (Exhibit #13)

803 Becky Farley: And then next is our annual planning calendar. I think we pretty much have  
804 everything completed for the month of June.

805 Shannon Stout: There are a couple of things that I noticed on that but. Our board self-evaluation  
806 needs to be done, so that's something that we may want to get going with TSBA on so they can get  
807 that out to us electronically. And then with us being in the process of bringing on a new director.  
808 The director evaluation, rather than leaving that out, there as still pending. Just wondering if we  
809 wanted to go ahead and get that marked as disregard task for, at this time this year.

810 Becky Farley: The only thing about that is we don't have a color for that.

811 (Laughter)

812 Shannon Stout: I saw a little. I thought I saw a yellow disregard task.

813 Travis Cole: Yellow.

814 Becky Farley: OK, sorry.

815 Shannon Stout: That's where I got it from.

816 Becky Farley: Didn't know we had a disregard. That's an easy fix on a lot of stuff right?

817 (Laughter)

818 Becky Farley: Just disregard.

819 Shannon Stout: Disregard.

820 14.M. FYI

821 (Exhibit #14)

822 Becky Farley: And then next is just the FYI items. You have your memorandum understanding,  
823 you have some safe school counseling data, coordinated school health report, and then you have  
824 your personnel report, substitute list and school news articles.

825 14.M.1. Personnel Report

826 14.M.2. Substitute List

827 14.M.3. School News Articles

828 15. \*First and Second Reading of Policies

829 (Exhibit #15)

830 Becky Farley: And that takes us to 15. And these are policies that have TSBA changes on them. I think  
831 there was 29. Is that correct? We did remove 3. So we have 26 to approve and I just want to remind

832 you, these will be first and second readings once that you approve these tonight, they will go into effect  
833 tomorrow.

834 Scott VanWinkle: None of these changes were done locally? They're all?

835 Becky Farley: These are all.

836 Sheri Nichols: TSBA?

837 Becky Farley: Wait.

838 Diane McCartney: The only local request was the tobacco free schools. You will see that all in blue.  
839 Nurse Polson is asking for that to be, to read that we'll be a tobacco free campus instead of putting a  
840 parameter, like a foot, boundary around it.

841 Shannon Stout: Just the campus.

842 Becky Farley: The whole campus would be instead of 100 feet from the front door.

843 Sheri Nichols: Oh.

844 Scott VanWinkle: So parking lots and?

845 Becky Farley: Correct.

846 Scott VanWinkle: OK.

847 Diane McCartney: That's the only.

848 Scott VanWinkle: So that's the, I noticed that was the only blue one, so that's why I asked.

849 Becky Farley: The rest were all TSBA model policies.

850 Scott VanWinkle: OK.

851 Shannon Stout: Based on legislative changes.

852 Becky Farley: Yes.

853 Shannon Stout: That now have been signed into law.

854 Becky Farley: Correct.

855 Chris King: Do we need a motion on that?

856 Shannon Stout: OK. Motion to approve first and second reading of policies.

857 Chris King: Minus 5.110, 6.312 and 312B.

858 Shannon Stout: Correct.

859 Chris King: Got a motion do. I need a second?

860 Travis Cole: I'll second.

861 Chris King: Motion and second. Miss Stout?  
862 Shannon Stout: Per the discussion, all TSBA, other than the tobacco free campus, we need to make  
863 these adjustments for the new legislation that's been signed into law.  
864 Chris King: Mr. Cole?  
865 Travis Cole: No further comment.  
866 Chris King: Any other questions or discussions? Do a roll call on this one too.  
867 Diane McCartney: Miss Stull?  
868 Elizabeth Stull: Yes.  
869 Diane McCartney: Mr. VanWinkle?  
870 Scott VanWinkle: Yes.  
871 Diane McCartney: Mr. Cole?  
872 Travis Cole: Yes.  
873 Diane McCartney: Mr. Matthews?  
874 Jon Matthews: Yes.  
875 Diane McCartney: Miss Nichols?  
876 Sheri Nichols: Yes.  
877 Diane McCartney: Miss Stout?  
878 Shannon Stout: Yes.  
879 Diane McCartney: Mr. King?  
880 Chris King: Yes.  
881 Diane McCartney: Yeses, have it.  
882 Chris King: Thank you.  
883 Motion to approve minus 5.110, 6.312 and 6.312B.

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

(seconder-yes) Cole

Yes: 7, No: 0

**MOTION: Motion Carried**

884 16. Chief Financial Officer's Report

885 Chris King: Chief Financial Officer's report.

886 Shannon Stout: We need to put you closer.

887 Kim Bray: I know.

888 (Laughter)

889 Becky Farley: There's nothing wrong with that back corner.

890 Sheri Nichols: They like their corner.

891 Shannon Stout: It's a tripping hazard. Workman's comp.

892 Kim Bray: Well, nothing's really changed since last. Week as far as the financials and the sales tax I  
893 did. Have some news? We opened the bids for our fire alarm system. It was awarded to a local  
894 contractor, Eberhart Electric, even better news, is they both came in a bit under what we had budgeted.  
895 So we've got about \$81,000 to deposit. We got our final allocation for Pre-K it's basically what we got  
896 last year just a few \$1000 more, we'll take it. Sales tax, we're still running ahead of prior year. I kind of  
897 forecast that it's going to come in basically where it's been budgeted. I think that's, Oh, insurance. I  
898 finally got the pricing on the insurance average. Average was 5%. However, we do have plans that  
899 came in over the 5% and in Cumberland County it's going to be roughly about a 6% increase annually,  
900 which will probably save us around \$100,000 on the annualized basis. But that's based on the census as  
901 it said at the end of the school year. So if we have people that come in and want, you know, plus  
902 children, that's going to make a difference if they come in that have single coverage, it's going to be to  
903 our advantage. But I just simply use the census numbers that were in affect at the end of the year. But  
904 that is good news we did better than what we expected.

905 Chris King: But we're still within budget.

906 Kim Bray: We are still withing what we had budgeted.

907 16.A. Monthly Financial Report

908 (Exhibit #16)

909 16.B. Monthly Sales Tax Report

910 (Exhibit #17)

911 16.C. \*143 Budget Amendments

912 (Exhibit #18)

913 Kim Bray: And I think Miss Hamby may have a budget amendment.

914 Becky Farley: She did.

915 Kim Bray: This is just a clean up amendment If you got any questions she's here, she'll be happy to  
916 answer for you. But I think she had to call in an outside contractor to reprogram a dishwasher. I  
917 think is what she told me so she didn't get that from the outside. So she had to move a little money  
918 around.

919 Shannon Stout: Motion to approve the 143 budget amendment for the commodity delivery.

920 Travis Cole: I'll second.

921 Chris King: Motion and Second. Miss Stout?

922 Shannon Stout: No, no comments.

923 Chris King: Mr. Cole?

924 Travis Cole: Same here.

925 Chris King: Any other comments or questions?

926 Sheri Nichols: Just glad your dishwasher is working.

927 (Laughter)

928 Chris King: So the motion is to approve 143 budget amendment. Madam secretary, call the roll,  
929 please.

930 Diane McCartney: Mr. VanWinkle?

931 Scott VanWinkle: Yes.

932 Diane McCartney: Mr. Cole?

933 Travis Cole: Yes.

934 Diane McCartney: Mr. Matthews?

935 Jon Matthews: Yes.

936 Diane McCartney: Miss Nichols?

937 Sheri Nichols: Yes.

938 Diane McCartney: Miss Stout?

939 Shannon Stout: Yes.

940 Diane McCartney: Miss Stull?

941 Elizabeth Stull: Yes.

942 Diane McCartney: Mr. King?

943 Chris King: Yes.

944 Diane McCartney: Yeses, have it.

945 Chris King: Thank you.

946 Motion to approve 143 budget amendments.

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

(seconder-yes) Cole

Yes: 7, No: 0

**MOTION: Motion Carried**

947 17. \*Consent Agenda

948 (Exhibit #19)

949 Chris King: That moves us on to the consent agenda. Motion to approve?

950 Travis Cole: I move to approve the consent agenda.

951 Shannon Stout: Second.

952 Chris King: All those in favor say aye.

953 All board members: Aye.

954 Chris King: Those opposed?

955 (Silence)

956 Chris King: No? The ayes have it.

957 Motion to approve the Consent Agenda.

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

(seconder-yes) Stout

Yes: 7, No: 0

**MOTION: Motion Carried**

958 17.A. School Board Reports

959 17.B. \*Approval of Overnight and Out-of-State Field Trips

960 17.C. \*School Wide Fundraisers

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

962 17.E. \*Executive Approval

963 18. Questions from Media

964 Chris King: Questions from the media?  
965 (Laughter)

966 19. Adjournment

967 Chris King: Any other comments or questions? Thank you everyone for being here and having a good  
968 meeting. Thank you. This meeting is adjourned.

969 (Meeting adjourned at approximately 6:57 PM.)

970

971

972 \_\_\_\_\_  
973 **Becky Farley**  
974 **Director of Schools**

975

976

977

978 \_\_\_\_\_  
979 **Chris King**  
980 **Chairperson of the Board**

981

982 Comment I, Jason McGhee hereby certify that I reported the foregoing minutes and that I delivered said  
983 minutes to the office of the Director of Schools on July 3rd, 2025.

984

985

986

987 \_\_\_\_\_  
988 **Jason McGhee**  
989 **Board of Education Recorder**

989

(\*) Indicates Board Approval Required

## **Crossroads Academy**

- HB 1175 and SB 1379 effective July 1, 2025 states that independent daycare can lease unutilized space from a school system.
  - Operated last year in the United Methodist Church.
  - They served 13 families from Brown, Martin, South, and Stone. Twelve of the families have committed for the 2025-2026 school year.
  - They are a licensed childcare provider with the state and can take CCSchools prek students, as well as kindergarten through 12 years.
  - At the church, school buses from Martin and Stone were able to drop-off.
  - They have a small bus and did pick-up from Brown and South.
  - It was started by a retired educator and current educator.
  - They follow through the school calendar and operate Monday through Friday 2:30-6:00.
  - The program is structured with a dedicated time for tutoring/homework help. They did reach out this year to some of the students' teachers in order to make the best of the time with the students.
  - They are interested in leasing a space for the 2025-2026 school year centrally located.
  - They want to remain independent of the school system.
-



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HOUSE BILL 1175

By Williams

AN ACT to amend Tennessee Code Annotated, Title 13;  
Title 49; Title 68 and Title 71, relative to child care.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 49-13-136(c), is amended by deleting subdivisions (2)-(6) and substituting:

(2) An LEA in which one (1) or more public charter schools or child care agencies operate shall submit a comprehensive listing of all underutilized property or vacant property to the department of education and the comptroller of the treasury. The department shall make an LEA's list available to a public charter school or child care agency operating in the LEA or to a sponsor seeking to establish a public charter school or child care agency in the LEA.

(3) A public charter school or child care agency may petition the comptroller of the treasury for an audit of the list of all underutilized property or vacant property submitted by the LEA in which the public charter school or child care agency are, or will be, geographically located. The comptroller of the treasury is authorized to promulgate rules, in accordance with the Uniform Administrative Procedures Act, compiled in title 4, chapter 5, for the administration of this subdivision (c)(3).

(4)

(A) A public charter school or child care agency operating within the geographic boundaries of an LEA, excluding public charter schools in the achievement school district, has a right of first refusal to:

(i) Purchase vacant property listed by the LEA under this section at or below fair market value for educational purposes or for child care use; or

(ii) Lease underutilized property or vacant property listed by the LEA under this section at or below fair market value for educational purposes or for child care use. A lease agreement executed between a public charter school and an LEA or a child care agency and an LEA must not reflect any outstanding bonded debt on the underutilized property or vacant property, except as agreed upon to reflect any necessary costs associated with the occupation or remodeling of the facility.

(B) For purposes of this subsection (c):

(i) "Fair market value for educational purposes" is determined by taking the average of two (2) separate appraisals conducted by two (2) independent, qualified appraisers, one (1) selected by the LEA and one (1) selected by the public charter school; and

(ii) "Child care use" is determined by taking the average of two (2) separate appraisals, one (1) selected by the LEA and one (1) selected by the child care agency.

(5)

(A) Upon the execution of a lease agreement pursuant to this section, a public charter school or child care agency has unrestricted use of the property. The public charter school or child care agency shall provide for routine maintenance and repair so that the leased property is maintained in as good of order as when the lease was executed. The public charter school or child care agency is responsible for paying all utilities used by the public charter school or

child care agency at the leased property. Extensive repairs to buildings or facilities considered capital expenses are the responsibility of the LEA funding body and not the public charter school or child care agency. If the public charter school or child care agency makes extensive repairs to buildings or facilities considered capital expenses, then the capital expenses must be credited against the cost of the lease. Any fixtures, improvements, or tangible assets added to leased property by the public charter school or child care agency pursuant to this section must remain at the leased property upon the public charter school's or child care agency's return of the leased property to the LEA.

(B) If the LEA decides to sell the school building that the public charter school or child care agency is leasing, then the public charter school or child care agency must be provided the right of first refusal to purchase the school building at or below fair market value for educational purposes or for child care use, less the value of all rental payments made to the LEA during the term of the lease.

(C) If, during the term of the lease, the public charter school or child care agency closes or ceases using the building, then the building must be placed on the LEA's vacant or underutilized property list pursuant to this subsection (c).

(6) If, after the purchase of vacant or underutilized property from an LEA pursuant to this subsection (c), the public charter school or child care agency closes or ceases using the property, then the LEA has the right of first refusal to purchase the property from the public charter school or child care agency at or below fair market value for educational purposes or for child care use. This subdivision (c)(6) does not require a public charter school or child care agency to sell property owned by the public charter school, the charter management organization, or the child care agency.

SECTION 2. Tennessee Code Annotated, Section 49-13-136, is amended by adding the following as a new subsection:

(h) As used in this section, "child care agency" has the same meaning as defined in § 71-3-501.

SECTION 3. Tennessee Code Annotated, Section 71-3-501, is amended by adding the following as a new subdivision:

( ) "Host school" means a public or private school that has a child care agency or early learning program in the school not affiliated with such school;

SECTION 4. Tennessee Code Annotated, Section 71-3-502(d)(3), is amended by deleting the subdivision and substituting:

(3) If the department determines that any of the criteria in subdivision (d)(2) has not been, or cannot be met, then it may deny an application for a provisional license; however:

(A) A host school's fire inspection is sufficient to meet the department's requirements for a provisional license as described in subdivision (d)(2) for a child care agency or early learning program in the host school for same age children as in the host school; and

(B) The host school's facilities, such as a playground for the same age children as in the child care agency or early learning program in the host school, is sufficient to meet the department's requirements as described in subdivision (d)(2) for an application for a provisional license.

SECTION 5. Tennessee Code Annotated, Title 71, Chapter 3, Part 5, is amended by adding the following as a new section:

(a) As used in this section:

(1) "Child care family home" means a setting in which a caregiver provides child care in a family residence or a residence with a homelike environment; and

(2) "Local governing authority" means the governing body of the municipality or county where a child care family home is located.

(b) A local governing authority shall treat a child care family home as residential property in the application of local regulations, including:

- (1) Zoning;
- (2) Land use development;
- (3) Fire and life safety;
- (4) Sanitation; and
- (5) Building codes.

(c) For zoning purposes, residential property use includes single-family residential zoning.

(d) For a child care family home, a local governing authority shall not impose:

(1) Stricter requirements than those provided by the division of fire prevention; or

(2) Any additional regulations that do not apply to other residential properties.

(e) This section does not restrict a local governing authority from managing the flow of traffic and parking related to an adjacent child care family home.

SECTION 6. This act takes effect July 1, 2025, the public welfare requiring it.



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

**Chris King**  
**Board Chairman**

July 24, 2025

To: Cumberland County Board of Education  
From: Rebecca Farley, Director of Schools

Board Members,

Please approve Kelly Smith and Stephanie Speich to serve as district testing coordinators for the 2025-2026 school year. They will work with the grades in which they supervise.

Thank you,

  
Rebecca Farley



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

**Chris King**  
**Board Chairman**

1 July 2025

To: Dr. Rebecca Farley  
Fr: Bo Magnusson  
Re: DHA Membership Proposal

Seeking your approval of the following individuals to serve on the Disciplinary Hearing Authority Board for the 2025-2026 school year.

Bo Magnusson, Chairman  
Dr. Stephanie Speich  
Dr. Leslie Eldridge  
Dr. Justin Whittenbarger  
Marlene Holton  
Kelly Smith

MEMORANDUM OF UNDERSTANDING  
BETWEEN

Cumberland County

AND

Cumberland County Schools

AND

Cumberland County Sheriff's Office

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between the above-named parties. Each individually as "Party" or collectively as "Parties".

WHEREAS, well developed School Resource Officer ("SRO") programs provide the crucial link between schools and law enforcement agencies in their continued efforts to establish and maintain safe and secure learning environments. An SRO, as part of his/her day-to-day operations, will be responsible for responding to all criminal acts committed at the school.

WHEREAS, the term School Resource Officer ("SRO") has the same meaning as in Tennessee Code Annotated § 49-6-4202(6). "School resource officer" means a law enforcement officer, as defined under § 39-11-106, who is in compliance with all laws, rules, and regulations of the peace officers standards and training commission and who has been assigned to a school in accordance with a memorandum of understanding between the chief of the appropriate law enforcement agency and the LEA." The term "law enforcement officer" as defined under § 39-11-106 means an "officer, employee, or agent of government who has a duty imposed by law to (a) maintain public order; or (b) make arrests for offenses, whether that duty extends to all offenses or is limited to specific offenses; and (c) investigate the commission or suspected commission of offenses." An SRO acts as a liaison between the police agency, the school, and the community. This does not include a School Safety Officer or a School Security Officer.

WHEREAS, the term Local Education Agency ("LEA") has the same meaning as in Tennessee Code Annotated § 49-1-103(2). "Local education agency (LEA)", "school system", "public school system", "local school system", "school district", or "local school district" means any county school system, city school system, special school district, unified school system, metropolitan school system, or any other local public school system or school district created or authorized by the general assembly."

WHEREAS, a "public charter school" shall be established and operated as set forth in the Tennessee Public Charter Schools Act (Tennessee Code Annotated Title 49, Chapter 13).

WHEREAS, an "alternative school" and "alternative program" shall be established and operated as set forth in Tennessee Code Annotated Title 49, Chapter 6, Part 34.

NOW THEREFORE, in consideration of the mutual promises contained herein, the sufficiency of which is hereby acknowledged, the Parties agree as follows:

- I. PURPOSE OF MOU. The purpose of this MOU is to set forth the obligations of the Parties with respect to the placement of School Resource Officers ("SROs") in schools and with respect to planning and funding related thereto for the purpose of providing a law enforcement presence at each school. For the purposes of selecting and assigning SROs, the term "Sheriff" shall include the duly elected Sheriff or an authorized Sheriff Deputy designated by the Sheriff to oversee the SRO program. The term "Chief of Police" shall include the appointed Chief of Police or an authorized Officer designated by the Chief of Police to oversee the SRO program.
  
- II. AUTHORITY. This MOU is to serve as the template MOU for the SRO grant funded program authorized by Public Chapter 0530 of the 114th Tennessee General Assembly and shall be executed between a local law enforcement entity and the LEA or public charter school or alternative school and presented to the Tennessee Department of Safety and Homeland Security as part of the application process for grant funding.

This MOU is also made and entered into pursuant to the authority contemplated by Tennessee Code Annotated Sections 49-6-4201 et seq., and specifically the authority granted to the Parties under Tennessee Code Annotated Section 12-9-101 et seq., which provides that one (1) or more public agencies may contract with any one (1) or more public agencies to perform any governmental service, activity, or undertaking which each public agency entering into is authorized by law to perform; provided that such MOU shall be authorized by the governing body of each Party. Contracts entered into pursuant to Tennessee Code Annotated § 12-9-108 need not conform to the requirements set forth in this chapter for joint undertakings.

- III. GENERAL RESPONSIBILITIES OF LOCAL EDUCATION AGENCY (LEA) or PUBLIC CHARTER SCHOOL OR ALTERNATIVE SCHOOL.
  - A. Shall provide materials and facilities at each school location as are necessary for the SRO's performance of his/her function as an SRO at the assigned schools including, but not limited to the following:
    - i. A secured climate-controlled and properly lighted office large enough, at a minimum, to adequately accommodate a desk, two (2) chairs, a gun safe, and a lockable file cabinet and be located as reasonably possible near the main office;
    - ii. A landline telephone to be located in the office;
    - iii. Access to a computer work station; and
    - iv. Secretarial assistance when needed by the SRO.

- B. Shall allow the SRO assigned to schools untethered access to the school facilities as required for the SRO to perform his/her duties on school property.
- C. Shall be responsible for all aspects and costs of operation of its schools and nothing herein shall place any monetary obligation on the County or City unless specifically provided for herein.
- D. Shall assist the SRO in the provision of his/her duties and responsibilities if requested by the Sheriff's Office or the assigned SRO.

IV. GENERAL RESPONSIBILITIES OF SHERIFF'S OFFICE or POLICE DEPARTMENT. The Sheriff or Chief of Police, on behalf of the County or City, shall have the following responsibilities:

- A. The Sheriff or Chief of Police shall have the sole authority to conduct background checks, hire, select, discharge, discipline, outfit, provide equipment, and determine (within the parameters established by state law) the qualifications of SROs. The Sheriff or Chief of Police may involve school administrators in the selection process at his/her discretion.
- B. Assign supervisors to oversee the SRO program and to perform non-scheduled visits to schools in which an SRO has been assigned.
- C. Assign SROs to the schools within the jurisdiction of the Local Education Agency (LEA) or Public Charter School or Alternative School pursuant to a full-time schedule. The grant funding is for a full-time SRO to be dedicated to each particular school.
- D. The sole authority to determine the duty hours of the SRO and the qualifications thereof, subject to the provision of IV.E. below.
- E. To the degree required by applicable law, ensure that all SROs maintain qualifications and satisfactorily accomplish continuing training and continuing education required for the SROs to maintain state required qualifications as provided in Tennessee Code Annotated § 49-6-4217. The County or City will remain responsible for the costs associated with the obligations contained in this Section IV.E.

V. QUALIFICATIONS OF AN SRO.

- A. An SRO must be a POST-certified, sworn officer of a law enforcement agency within the jurisdiction that includes the school community being served.

- B. An SRO is recommended to have at least two (2) years' experience as a police officer or the equivalent in order to be able to draw upon the expertise and experience of traditional police work when performing their duties in a school setting.
- C. An SRO should not only be selected based on specific qualifications, but on a genuine desire to work with youth. Due to the nature of the SRO position, the majority of the time is spent interacting with youth. The ability of an SRO to connect with students and provide positive and enriching relationships is a very important trait that will have a positive effect on the school's overall climate.

VI. TRAINING FOR AN SRO AND SCHOOL PERSONNEL.

- A. An SRO should receive forty (40) hours of specialized training provided by the Department of Justice, the National Association of School Resource Officers, Tennessee Association of School Resource Officers, Tennessee Law Enforcement Training Academy (TLETA), or other appropriate and recognized entity within one (1) year of being hired or assigned to a school, whichever is earlier. Due to the nature of the role of an SRO, it being significantly different than that of a traditional patrol officer, the SRO position requires skills and knowledge that may not be addressed in traditional law enforcement training. Therefore, it is important for an SRO to receive specialized training that will prepare him/her to work in a school setting.
- B. After the initial forty (40) hours of specialized training, an SRO should attend sixteen (16) hours per year of training specific to his/her SRO duties in addition to the twenty-four (24) hours of POST-certified training that is annually required. Annual training ensures an SRO remains up-to-date with school related issues, trends, and best practices and provides the SRO with the knowledge and ongoing professional development necessary to perform the duties of an SRO.
- C. Planning and training for emergencies and school safety should be conducted collaboratively by SROs and school personnel. Both should take an active role in training school personnel regarding emergency management issues. The development and implementation of school safety plans should be a collaborative effort, and school personnel should include and engage other first responders in the community.

- VII. INFORMATION EXCHANGE. To best serve both the school and the law enforcement agency, it is important that lasting, long-term collaborations take place. The school and the law enforcement agency should participate in an open exchange of information and resources to

better serve the students and the community. It may be necessary to formalize information-sharing procedures in order to address student confidentiality concerns.

VIII. GENERAL DUTIES OF AN SRO.

- A. The SRO shall not act as school disciplinarians, nor make decisions regarding school discipline. The SRO shall not be involved in the enforcement of disciplinary infractions that do not constitute violations of the law. The SRO shall retain full law enforcement authority and will take law enforcement action as appropriate. As soon as practical, the SRO will notify the head of the school of any such action. The SRO will comply with applicable state and federal law as they apply to SROs regarding special education students.
- B. The basic duties of SROs include monitoring those who visit schools, providing assistance for disruptive students, and enforcing applicable laws.
- C. An SRO may assist in any class as a guest speaker if requested by the head of the school in which the SRO is assigned.
- D. To the extent that the SRO may do so under the authority of law, the SRO will take appropriate law enforcement action as the SRO deems is appropriate including, but not limited to action against intruders and unwanted guests who may appear at the school and related school functions. As practical, the SRO will advise the head of the school before requesting additional police assistance on campus.
- E. The SRO may establish new programs relating to security and safety of the students and faculty but only after permission is granted by the Sheriff or Chief of Police and the head of the school in which the SRO is assigned.
- F. The SRO will assist other law enforcement officers in matters regarding his/her school assignment whenever necessary.
- G. The SRO shall make examination of all exterior doors to ensure they are locked or secured.
- H. SROs may have other specific duties and responsibilities as defined by the Sheriff's Office or Police Department.

IX. ADDITIONAL DUTIES OF AN SRO FOR MIDDLE AND HIGH SCHOOLS.

- A. The SRO will become familiar with all community agencies that offer assistance to youth and their families including, but not limited to school-based behavioral health liaisons,

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AS A PUBLIC RECORD PURSUANT TO TENN. CODE ANN. § 10-7-504(p)**

mental health clinics, mental health liaisons, and drug treatment centers. The SRO may recommend referrals to such agencies once the SRO notifies the head of the school.

- B. If requested by the head of the school and upon approval of the Sheriff or Chief of Police, the SRO may attend parent/faculty meetings to promote support and understanding of the SRO program.
  - C. If an SRO determines it necessary, the SRO may, in accordance with applicable state and federal laws regarding the questioning of juveniles, conduct formal police interviews with students and faculty. The interviews shall also be conducted in conformance with the SRO's employing agency's policies and procedures, the LEA, Public Charter School, or Alternative School policies, and all applicable laws.
  - D. The SRO may act as an instructor for the Drug Abuse Resistance Education ("D.A.R.E.") and for other related short-term programs at the assigned school if requested by the head of the school and approved by the Sheriff or Chief of Police.
  - E. Upon approval of the Sheriff or Chief of Police, an SRO may be assigned to investigate incidents relating to thefts, alcohol or drug use, or any other crime occurring at the school in which the SRO is assigned.
- X. DISMISSAL AND REASSIGNMENT OF AN SRO. In the event the head of the school to which an SRO is assigned determines that the assigned SRO has failed to perform his/her duties and responsibilities, he/she may make a written request to the Superintendent or Director to request reassignment of the SRO including the reasons supporting the request. If the Superintendent or Director determines the request is valid, the Superintendent or Director shall promptly forward the written request to the Sheriff or Chief of Police for his/her consideration. The Sheriff or Chief of Police may, in his/her complete discretion, request a meeting with the head of the school to which an SRO is assigned and the SRO to determine whether reassignment is appropriate. The Sheriff or Chief of Police may request the Superintendent or Director to attend the meeting. If a meeting is held, the Sheriff or Chief of Police shall take the comments and written request into consideration in determining whether the SRO will be reassigned. Should the Sheriff or Chief of Police determine a meeting with the head of the school to which an SRO is assigned would not be advantageous, the Sheriff or Chief of Police shall determine whether the SRO shall be reassigned based on the information provided to him/her. The authority to reassign an SRO shall be in the complete discretion of the Sheriff or Chief of Police.
- XI. RECORDS. The SRO will maintain detailed and accurate records of all actions taken by the SRO and general operations relating to the SRO program and shall submit those records to the Sheriff's Office or Police Department.

- XII. TERM. The initial term of this MOU shall commence on the date this MOU is fully executed by the Parties and shall continue until June 30, 2026. The grant funding program requires an annual application for funding and an annual execution of an MOU.
- XIII. TERMINATION.
- A. Termination for Convenience. Any Party may terminate this MOU at any time by providing thirty (30) calendar days' written notice to the other Parties. Notice shall also be given to the Tennessee Department of Safety and Homeland Security. Such termination shall not affect in any manner any prior existing obligations between the Parties. Any unspent grant funding shall be returned to the Tennessee Department of Safety and Homeland Security.
- B. Termination for Lack of Funding. Should any Party fail to, after exercising good faith effort, obtain the grant funding for the provision of SROs, this MOU shall be terminated immediately upon receiving written notice from the Tennessee Department of Safety and Homeland Security that the requirements for grant funding were not met. Termination for lack of funding shall not be deemed termination for breach.
- XIV. RELATIONSHIP OF THE PARTIES. The SROs assigned to schools shall be considered employees of County, Sheriff's Office, City, or Police Department and shall be subject to the employing agency's control, supervision, and chain of command. The assigned SROs shall not be considered employees of the Local Education Agency (LEA), the Public Charter School, or the Alternative School. Assigned SROs will be subject to current procedures and policies in effect for his/her employing agency, including attendance at all mandated training and testing to maintain state law enforcement certification. This MOU is not intended to and will not constitute, create, give rise to, or otherwise recognize a joint venture, partnership, or formal business association or organization of any kind between the Parties, and the rights and obligations of the Parties shall be only those expressly set forth in this MOU.
- XV. COOPERATION. The Parties agree to cooperate fully in order to successfully execute the terms and conditions of this MOU, including obtaining all regulatory and governmental approvals required by this MOU recognizing that the intent of each party to other parties is to serve the individual interests of each party while respecting the conditions and obligations of this MOU.
- XVI. ADMINISTRATION. This MOU shall be administered by the head of the Local Education Agency (LEA), Public Charter School, or Alternative School for the Local Education Agency (LEA), the Public Charter School, or the Alternative School and the Sheriff or Chief of Police shall administer this MOU on behalf of the County or City.

XVII. LIMITATION ON LIABILITY. Each Party shall be responsible for its own actions and the actions of its employees, contractors, subcontractors, and agents conducted pursuant to this MOU. No Party shall be liable for claims against another party unless liability is imposed under the Tennessee Governmental Tort Liability Act.

XVIII. GENERAL TERMS.

A. Choice of Law and Forum. This MOU shall be exclusively governed by the laws of the State of Tennessee. In the event that any section and/or term of this MOU, or any exhibits hereto, becomes subject to litigation, the venue for such action will be exclusively maintained in a court of competent jurisdiction sitting in the County in which the Local Education Agency (LEA), Public Charter School, or Alternative School is located.

B. Notices. All notices, demands, and requests to be given hereunder by any Party shall be in writing and must be sent by certified or registered mail and shall be deemed properly given if tendered at the address below or at such other address as any Party shall designate by written notice to the other Parties.

County or City: Cumberland County

Street Address 1: 2 Norrth Main Street

Street Address 2:

City Crossville State: TN ZIP Code 38555

ATTN (Name of person or title of County/City Official): Allen Foster, Mayor

Sheriff or Name and Title: Sheriff Casey Cox

Chief of Police: Street Address 1: 90 Justice Center Dri

Street Address 2:

City Crossville State: TN ZIP Code 38555

Name of LEA or Name of LEA or Public Charter School: Cumberland County

Public Charter School Street Address 1 368 4th Street

or Alternative Street Address 2

School: City Crossville State: TN ZIP Code 38555

ATTN: Dr. Rebecca Farley, Dir

[name or title of LEA, Public Charter School Official, or Alternative School Official]

C. Entire Understanding and Modifications in Writing. This MOU and any exhibits included herewith at the time of execution of this MOU contain the entire MOU between the parties, and no statement, promises, or inducements made by any party or agency of any party that is not contained in this MOU shall be valid or binding and this MOU may not be

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enlarged, modified, or altered except in writing and signed by the parties and attached hereto.

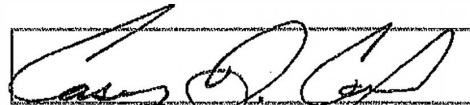
- D. Dispute Resolution. The Parties may agree to participate in non-binding mediation in an attempt to resolve any disputes. Notwithstanding the foregoing statement, any claims, disputes, or other matters in question between the Parties to this MOU, arising out of or relating to this MOU or breach thereof, shall be subject to and decided by a court of law.
- E. Assignment. The rights and obligations of this MOU are not assignable.
- F. Waiver. No waiver of any provision of this MOU shall be valid unless in writing and signed by the parties against who charged.
- G. Headings. The headings in the MOU are for convenience and reference and are not intended to define or limit the scope of any provision of this MOU.
- H. Employment Practices. No party shall subscribe to any personnel policy which permits or allows for the promotion, demotion, employment, dismissal, or laying off of any individual due to race, creed, color, national origin, age, sex, or which is in violation of applicable laws concerning the employment of individuals with disabilities. The Parties shall not knowingly hire any unauthorized employees or fail to comply with record keeping requirements set forth in the Federal Immigration Reform and Control Act of 1986, Chapter 878 of the 2006 Tennessee Public Acts, and all other applicable laws.
- I. Independent Contractor. The relationship of the Parties shall be that of an independent contractor. No principal-agent or employer-employee relationship is created by this MOU. No party shall hold itself out in a manner contrary to the terms of this paragraph. No party shall become liable for any presentation, act, or omission of any other party contrary to the terms of this paragraph.
- J. Severability. If any one or more of the covenants, agreements, or provisions of this MOU shall be held contrary to any expressed provisions of law or contrary to any policy of expressed law, although not expressly prohibited, or contrary to any express provision of public policy, or shall for any reason whatsoever be held invalid, then such covenants, agreements, or provisions shall be null and void and shall be deemed separate from the remaining covenants, agreements, or provisions of this MOU.
- K. Specific Performance. The Parties recognize that the rights afforded to each under this MOU are unique and, accordingly, County or City shall, in addition to such other remedies as may be available to them in equity, have the right to enforce their respective

rights hereunder by an action for injunctive relief and/or specific performance to the extent permitted by law.

- L. Compliance with Laws. The Parties shall comply with all laws of the United States of America, the State of Tennessee, and local laws and shall secure all necessary permits and licenses and keep the same in force during the term of this MOU.
  
- M. Property. Each party shall be responsible for acquiring, holding, and disposing of real and personal property used in the provisions of the services and obligations provided herein.
  
- N. Press Releases. In connection with the provision of SROs or the obligations or duties contained in this MOU, the Parties hereby agree that no party shall issue a press release or other similar external communications regarding this MOU, or otherwise related to the obligations or duties provided herein without written permission from all Parties. The Parties shall mutually agree on the language of any press release, provided that no Party shall unreasonably withhold its approval of the language. The Local Education Agency (LEA), Public Charter School, or Alternative School shall not publicly comment on the actions of a particular SRO without first consulting with the Sheriff or Chief of Police or designee.
  
- O. List of Schools. The schools covered by this MOU are those listed on Attachment A.
  
- P. Effective Date. This MOU shall be binding and effective on the date it has been signed by the authorized representative of the Local Education Agency (LEA), Public Charter School, or Alternative School and the Sheriff or Chief of Police.

IN WITNESS WHEREOF, the Parties have executed this MOU effective as of the date and year written below:

Signature of LEA, Public Charter School, or Alternative School



Signature of Sheriff or Chief of Police

DATE:

DATE:

Attachment A follows this page

**ATTACHMENT A**  
**SCHOOLS COVERED BY THIS MOU**

Crab Orchard  
Elementary School  
240 School Road  
Crab Orchard, TN 37223  
15

Frank P Brown  
Elementary School  
3766 Dunbar Road  
Crossville, TN 38555  
8

Homestead  
Elementary School  
3889 Hwy 127 S  
Crossville, TN 38555  
10

North Cumberland  
Elementary School  
7657 Hwy 127 N  
Crossville, TN 38571  
53

PineView  
Elementary School  
349 Daysville Rd.  
Rockwood, TN 37854  
55

Pleasant Hill  
Elementary School  
486 W Main Street  
Pleasant Hill, TN 38578  
60

South Cumberland  
Elementary School  
3836 Lantana Road  
Crossville, TN 38572  
73

Stone  
Elementary School  
1219 Cook Road  
Crossville, TN 38555  
74

MEMORANDUM OF UNDERSTANDING  
BETWEEN

Crossville

AND

Crossville Police Department

AND

Cumberland County Schools

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between the above-named parties. Each individually as "Party" or collectively as "Parties".

WHEREAS, well developed School Resource Officer ("SRO") programs provide the crucial link between schools and law enforcement agencies in their continued efforts to establish and maintain safe and secure learning environments. An SRO, as part of his/her day-to-day operations, will be responsible for responding to all criminal acts committed at the school.

WHEREAS, the term School Resource Officer ("SRO") has the same meaning as in Tennessee Code Annotated § 49-6-4202(6). "'School resource officer' means a law enforcement officer, as defined under § 39-11-106, who is in compliance with all laws, rules, and regulations of the peace officers standards and training commission and who has been assigned to a school in accordance with a memorandum of understanding between the chief of the appropriate law enforcement agency and the LEA." The term "law enforcement officer" as defined under § 39-11-106 means an "officer, employee, or agent of government who has a duty imposed by law to (a) maintain public order; or (b) make arrests for offenses, whether that duty extends to all offenses or is limited to specific offenses; and (c) investigate the commission or suspected commission of offenses." An SRO acts as a liaison between the police agency, the school, and the community. This does not include a School Safety Officer or a School Security Officer.

WHEREAS, the term Local Education Agency ("LEA") has the same meaning as in Tennessee Code Annotated § 49-1-103(2). "'Local education agency (LEA)', 'school system', 'public school system', 'local school system', 'school district', or 'local school district' means any county school system, city school system, special school district, unified school system, metropolitan school system, or any other local public school system or school district created or authorized by the general assembly."

WHEREAS, a "public charter school" shall be established and operated as set forth in the Tennessee Public Charter Schools Act (Tennessee Code Annotated Title 49, Chapter 13).

WHEREAS, an "alternative school" and "alternative program" shall be established and operated as set forth in Tennessee Code Annotated Title 49, Chapter 6, Part 34.

NOW THEREFORE, in consideration of the mutual promises contained herein, the sufficiency of which is hereby acknowledged, the Parties agree as follows:

- I. PURPOSE OF MOU. The purpose of this MOU is to set forth the obligations of the Parties with respect to the placement of School Resource Officers ("SROs") in schools and with respect to planning and funding related thereto for the purpose of providing a law enforcement presence at each school. For the purposes of selecting and assigning SROs, the term "Sheriff" shall include the duly elected Sheriff or an authorized Sheriff Deputy designated by the Sheriff to oversee the SRO program. The term "Chief of Police" shall include the appointed Chief of Police or an authorized Officer designated by the Chief of Police to oversee the SRO program.
  
- II. AUTHORITY. This MOU is to serve as the template MOU for the SRO grant funded program authorized by Public Chapter 0530 of the 114th Tennessee General Assembly and shall be executed between a local law enforcement entity and the LEA or public charter school or alternative school and presented to the Tennessee Department of Safety and Homeland Security as part of the application process for grant funding.

This MOU is also made and entered into pursuant to the authority contemplated by Tennessee Code Annotated Sections 49-6-4201 et seq., and specifically the authority granted to the Parties under Tennessee Code Annotated Section 12-9-101 et seq., which provides that one (1) or more public agencies may contract with any one (1) or more public agencies to perform any governmental service, activity, or undertaking which each public agency entering into is authorized by law to perform; provided that such MOU shall be authorized by the governing body of each Party. Contracts entered into pursuant to Tennessee Code Annotated § 12-9-108 need not conform to the requirements set forth in this chapter for joint undertakings.

- III. GENERAL RESPONSIBILITIES OF LOCAL EDUCATION AGENCY (LEA) or PUBLIC CHARTER SCHOOL OR ALTERNATIVE SCHOOL.
  - A. Shall provide materials and facilities at each school location as are necessary for the SRO's performance of his/her function as an SRO at the assigned schools including, but not limited to the following:
    - i. A secured climate-controlled and properly lighted office large enough, at a minimum, to adequately accommodate a desk, two (2) chairs, a gun safe, and a lockable file cabinet and be located as reasonably possible near the main office;
    - ii. A landline telephone to be located in the office;
    - iii. Access to a computer work station; and
    - iv. Secretarial assistance when needed by the SRO.

- B. Shall allow the SRO assigned to schools untethered access to the school facilities as required for the SRO to perform his/her duties on school property.
- C. Shall be responsible for all aspects and costs of operation of its schools and nothing herein shall place any monetary obligation on the County or City unless specifically provided for herein.
- D. Shall assist the SRO in the provision of his/her duties and responsibilities if requested by the Sheriff's Office or the assigned SRO.

IV. GENERAL RESPONSIBILITIES OF SHERIFF'S OFFICE or POLICE DEPARTMENT. The Sheriff or Chief of Police, on behalf of the County or City, shall have the following responsibilities:

- A. The Sheriff or Chief of Police shall have the sole authority to conduct background checks, hire, select, discharge, discipline, outfit, provide equipment, and determine (within the parameters established by state law) the qualifications of SROs. The Sheriff or Chief of Police may involve school administrators in the selection process at his/her discretion.
- B. Assign supervisors to oversee the SRO program and to perform non-scheduled visits to schools in which an SRO has been assigned.
- C. Assign SROs to the schools within the jurisdiction of the Local Education Agency (LEA) or Public Charter School or Alternative School pursuant to a full-time schedule. The grant funding is for a full-time SRO to be dedicated to each particular school.
- D. The sole authority to determine the duty hours of the SRO and the qualifications thereof, subject to the provision of IV.E. below.
- E. To the degree required by applicable law, ensure that all SROs maintain qualifications and satisfactorily accomplish continuing training and continuing education required for the SROs to maintain state required qualifications as provided in Tennessee Code Annotated § 49-6-4217. The County or City will remain responsible for the costs associated with the obligations contained in this Section IV.E.

V. QUALIFICATIONS OF AN SRO.

- A. An SRO must be a POST-certified, sworn officer of a law enforcement agency within the jurisdiction that includes the school community being served.

- B. An SRO is recommended to have at least two (2) years' experience as a police officer or the equivalent in order to be able to draw upon the expertise and experience of traditional police work when performing their duties in a school setting.
- C. An SRO should not only be selected based on specific qualifications, but on a genuine desire to work with youth. Due to the nature of the SRO position, the majority of the time is spent interacting with youth. The ability of an SRO to connect with students and provide positive and enriching relationships is a very important trait that will have a positive effect on the school's overall climate.

VI. TRAINING FOR AN SRO AND SCHOOL PERSONNEL.

- A. An SRO should receive forty (40) hours of specialized training provided by the Department of Justice, the National Association of School Resource Officers, Tennessee Association of School Resource Officers, Tennessee Law Enforcement Training Academy (TLETA), or other appropriate and recognized entity within one (1) year of being hired or assigned to a school, whichever is earlier. Due to the nature of the role of an SRO, it being significantly different than that of a traditional patrol officer, the SRO position requires skills and knowledge that may not be addressed in traditional law enforcement training. Therefore, it is important for an SRO to receive specialized training that will prepare him/her to work in a school setting.
- B. After the initial forty (40) hours of specialized training, an SRO should attend sixteen (16) hours per year of training specific to his/her SRO duties in addition to the twenty-four (24) hours of POST-certified training that is annually required. Annual training ensures an SRO remains up-to-date with school related issues, trends, and best practices and provides the SRO with the knowledge and ongoing professional development necessary to perform the duties of an SRO.
- C. Planning and training for emergencies and school safety should be conducted collaboratively by SROs and school personnel. Both should take an active role in training school personnel regarding emergency management issues. The development and implementation of school safety plans should be a collaborative effort, and school personnel should include and engage other first responders in the community.

- VII. INFORMATION EXCHANGE. To best serve both the school and the law enforcement agency, it is important that lasting, long-term collaborations take place. The school and the law enforcement agency should participate in an open exchange of information and resources to

better serve the students and the community. It may be necessary to formalize information-sharing procedures in order to address student confidentiality concerns.

VIII. GENERAL DUTIES OF AN SRO.

- A. The SRO shall not act as school disciplinarians, nor make decisions regarding school discipline. The SRO shall not be involved in the enforcement of disciplinary infractions that do not constitute violations of the law. The SRO shall retain full law enforcement authority and will take law enforcement action as appropriate. As soon as practical, the SRO will notify the head of the school of any such action. The SRO will comply with applicable state and federal law as they apply to SROs regarding special education students.
- B. The basic duties of SROs include monitoring those who visit schools, providing assistance for disruptive students, and enforcing applicable laws.
- C. An SRO may assist in any class as a guest speaker if requested by the head of the school in which the SRO is assigned.
- D. To the extent that the SRO may do so under the authority of law, the SRO will take appropriate law enforcement action as the SRO deems is appropriate including, but not limited to action against intruders and unwanted guests who may appear at the school and related school functions. As practical, the SRO will advise the head of the school before requesting additional police assistance on campus.
- E. The SRO may establish new programs relating to security and safety of the students and faculty but only after permission is granted by the Sheriff or Chief of Police and the head of the school in which the SRO is assigned.
- F. The SRO will assist other law enforcement officers in matters regarding his/her school assignment whenever necessary.
- G. The SRO shall make examination of all exterior doors to ensure they are locked or secured.
- H. SROs may have other specific duties and responsibilities as defined by the Sheriff's Office or Police Department.

IX. ADDITIONAL DUTIES OF AN SRO FOR MIDDLE AND HIGH SCHOOLS.

- A. The SRO will become familiar with all community agencies that offer assistance to youth and their families including, but not limited to school-based behavioral health liaisons,

mental health clinics, mental health liaisons, and drug treatment centers. The SRO may recommend referrals to such agencies once the SRO notifies the head of the school.

- B. If requested by the head of the school and upon approval of the Sheriff or Chief of Police, the SRO may attend parent/faculty meetings to promote support and understanding of the SRO program.
  - C. If an SRO determines it necessary, the SRO may, in accordance with applicable state and federal laws regarding the questioning of juveniles, conduct formal police interviews with students and faculty. The interviews shall also be conducted in conformance with the SRO's employing agency's policies and procedures, the LEA, Public Charter School, or Alternative School policies, and all applicable laws.
  - D. The SRO may act as an instructor for the Drug Abuse Resistance Education ("D.A.R.E.") and for other related short-term programs at the assigned school if requested by the head of the school and approved by the Sheriff or Chief of Police.
  - E. Upon approval of the Sheriff or Chief of Police, an SRO may be assigned to investigate incidents relating to thefts, alcohol or drug use, or any other crime occurring at the school in which the SRO is assigned.
- X. DISMISSAL AND REASSIGNMENT OF AN SRO. In the event the head of the school to which an SRO is assigned determines that the assigned SRO has failed to perform his/her duties and responsibilities, he/she may make a written request to the Superintendent or Director to request reassignment of the SRO including the reasons supporting the request. If the Superintendent or Director determines the request is valid, the Superintendent or Director shall promptly forward the written request to the Sheriff or Chief of Police for his/her consideration. The Sheriff or Chief of Police may, in his/her complete discretion, request a meeting with the head of the school to which an SRO is assigned and the SRO to determine whether reassignment is appropriate. The Sheriff or Chief of Police may request the Superintendent or Director to attend the meeting. If a meeting is held, the Sheriff or Chief of Police shall take the comments and written request into consideration in determining whether the SRO will be reassigned. Should the Sheriff or Chief of Police determine a meeting with the head of the school to which an SRO is assigned would not be advantageous, the Sheriff or Chief of Police shall determine whether the SRO shall be reassigned based on the information provided to him/her. The authority to reassign an SRO shall be in the complete discretion of the Sheriff or Chief of Police.
- XI. RECORDS. The SRO will maintain detailed and accurate records of all actions taken by the SRO and general operations relating to the SRO program and shall submit those records to the Sheriff's Office or Police Department.

- XII. TERM. The initial term of this MOU shall commence on the date this MOU is fully executed by the Parties and shall continue until June 30, 2026. The grant funding program requires an annual application for funding and an annual execution of an MOU.
- XIII. TERMINATION.
- A. Termination for Convenience. Any Party may terminate this MOU at any time by providing thirty (30) calendar days' written notice to the other Parties. Notice shall also be given to the Tennessee Department of Safety and Homeland Security. Such termination shall not affect in any manner any prior existing obligations between the Parties. Any unspent grant funding shall be returned to the Tennessee Department of Safety and Homeland Security.
- B. Termination for Lack of Funding. Should any Party fail to, after exercising good faith effort, obtain the grant funding for the provision of SROs, this MOU shall be terminated immediately upon receiving written notice from the Tennessee Department of Safety and Homeland Security that the requirements for grant funding were not met. Termination for lack of funding shall not be deemed termination for breach.
- XIV. RELATIONSHIP OF THE PARTIES. The SROs assigned to schools shall be considered employees of County, Sheriff's Office, City, or Police Department and shall be subject to the employing agency's control, supervision, and chain of command. The assigned SROs shall not be considered employees of the Local Education Agency (LEA), the Public Charter School, or the Alternative School. Assigned SROs will be subject to current procedures and policies in effect for his/her employing agency, including attendance at all mandated training and testing to maintain state law enforcement certification. This MOU is not intended to and will not constitute, create, give rise to, or otherwise recognize a joint venture, partnership, or formal business association or organization of any kind between the Parties, and the rights and obligations of the Parties shall be only those expressly set forth in this MOU.
- XV. COOPERATION. The Parties agree to cooperate fully in order to successfully execute the terms and conditions of this MOU, including obtaining all regulatory and governmental approvals required by this MOU recognizing that the intent of each party to other parties is to serve the individual interests of each party while respecting the conditions and obligations of this MOU.
- XVI. ADMINISTRATION. This MOU shall be administered by the head of the Local Education Agency (LEA), Public Charter School, or Alternative School for the Local Education Agency (LEA), the Public Charter School, or the Alternative School and the Sheriff or Chief of Police shall administer this MOU on behalf of the County or City.

XVII. LIMITATION ON LIABILITY. Each Party shall be responsible for its own actions and the actions of its employees, contractors, subcontractors, and agents conducted pursuant to this MOU. No Party shall be liable for claims against another party unless liability is imposed under the Tennessee Governmental Tort Liability Act.

XVIII. GENERAL TERMS.

A. Choice of Law and Forum. This MOU shall be exclusively governed by the laws of the State of Tennessee. In the event that any section and/or term of this MOU, or any exhibits hereto, becomes subject to litigation, the venue for such action will be exclusively maintained in a court of competent jurisdiction sitting in the County in which the Local Education Agency (LEA), Public Charter School, or Alternative School is located.

B. Notices. All notices, demands, and requests to be given hereunder by any Party shall be in writing and must be sent by certified or registered mail and shall be deemed properly given if tendered at the address below or at such other address as any Party shall designate by written notice to the other Parties.

County or City:

Street Address 1:

Street Address 2:

City  State: TN ZIP Code

ATTN (Name of person or title of County/City Official):

Sheriff or Name and Title:

Chief of Police: Street Address 1:

Street Address 2:

City  State: TN ZIP Code

Name of LEA or Name of LEA or Public Charter School:

Public Charter School Street Address 1

or Alternative Street Address 2

School: City  State: TN ZIP Code

ATTN:

[name or title of LEA, Public Charter School Official, or Alternative School Official]

C. Entire Understanding and Modifications in Writing. This MOU and any exhibits included herewith at the time of execution of this MOU contain the entire MOU between the parties, and no statement, promises, or inducements made by any party or agency of any party that is not contained in this MOU shall be valid or binding and this MOU may not be

enlarged, modified, or altered except in writing and signed by the parties and attached hereto.

- D. Dispute Resolution. The Parties may agree to participate in non-binding mediation in an attempt to resolve any disputes. Notwithstanding the foregoing statement, any claims, disputes, or other matters in question between the Parties to this MOU, arising out of or relating to this MOU or breach thereof, shall be subject to and decided by a court of law.
- E. Assignment. The rights and obligations of this MOU are not assignable.
- F. Waiver. No waiver of any provision of this MOU shall be valid unless in writing and signed by the parties against who charged.
- G. Headings. The headings in the MOU are for convenience and reference and are not intended to define or limit the scope of any provision of this MOU.
- H. Employment Practices. No party shall subscribe to any personnel policy which permits or allows for the promotion, demotion, employment, dismissal, or laying off of any individual due to race, creed, color, national origin, age, sex, or which is in violation of applicable laws concerning the employment of individuals with disabilities. The Parties shall not knowingly hire any unauthorized employees or fail to comply with record keeping requirements set forth in the Federal Immigration Reform and Control Act of 1986, Chapter 878 of the 2006 Tennessee Public Acts, and all other applicable laws.
- I. Independent Contractor. The relationship of the Parties shall be that of an independent contractor. No principal-agent or employer-employee relationship is created by this MOU. No party shall hold itself out in a manner contrary to the terms of this paragraph. No party shall become liable for any presentation, act, or omission of any other party contrary to the terms of this paragraph.
- J. Severability. If any one or more of the covenants, agreements, or provisions of this MOU shall be held contrary to any expressed provisions of law or contrary to any policy of expressed law, although not expressly prohibited, or contrary to any express provision of public policy, or shall for any reason whatsoever be held invalid, then such covenants, agreements, or provisions shall be null and void and shall be deemed separate from the remaining covenants, agreements, or provisions of this MOU.
- K. Specific Performance. The Parties recognize that the rights afforded to each under this MOU are unique and, accordingly, County or City shall, in addition to such other remedies as may be available to them in equity, have the right to enforce their respective

rights hereunder by an action for injunctive relief and/or specific performance to the extent permitted by law.

- L. Compliance with Laws. The Parties shall comply with all laws of the United States of America, the State of Tennessee, and local laws and shall secure all necessary permits and licenses and keep the same in force during the term of this MOU.
- M. Property. Each party shall be responsible for acquiring, holding, and disposing of real and personal property used in the provisions of the services and obligations provided herein.
- N. Press Releases. In connection with the provision of SROs or the obligations or duties contained in this MOU, the Parties hereby agree that no party shall issue a press release or other similar external communications regarding this MOU, or otherwise related to the obligations or duties provided herein without written permission from all Parties. The Parties shall mutually agree on the language of any press release, provided that no Party shall unreasonably withhold its approval of the language. The Local Education Agency (LEA), Public Charter School, or Alternative School shall not publicly comment on the actions of a particular SRO without first consulting with the Sheriff or Chief of Police or designee.
- O. List of Schools. The schools covered by this MOU are those listed on Attachment A.
- P. Effective Date. This MOU shall be binding and effective on the date it has been signed by the authorized representative of the Local Education Agency (LEA), Public Charter School, or Alternative School and the Sheriff or Chief of Police.

IN WITNESS WHEREOF, the Parties have executed this MOU effective as of the date and year written below.

[Signature box for LEA, Public Charter School, or Alternative School]

Signature of LEA, Public Charter School, or Alternative School

*Chief Jessica Broad*  
[Signature box for Sheriff or Chief of Police]

Signature of Sheriff or Chief of Police

DATE: [Date box]

DATE: [Date box]

Attachment A follows this page

**ATTACHMENT A**  
**SCHOOLS COVERED BY THIS MOU**

<p>Cumberland County High School 660 Stanley Street Crossville, Tn. (25)</p> <p>Stone Memorial High School 1219 Cook Road Crossville, Tn. (79)</p>	<p>The Phoenix School 203 Taylor Street Crossville, Tn. (85)</p>	<p>Glen Martin Elementary 1362 Miller Av. Crossville, Tn. (33)</p>
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**MOU Between STARS College Network and Stone Memorial High School  
(Cumberland County) for a  
College Advisory Program Partnership**

The following is a Memorandum of Understanding (MOU) between the STARS College Network (STARS) and Stone Memorial High School (SMHS) in Crossville, TN detailing the terms and expectations of their partnership for the STARS College Counselor program. While this document attempts to lay out the core expectations of both parties and their stakeholders, both STARS and SMHS understand and embrace that the STARS College Counselor program is a pilot venture and will evolve over the course of the three-year initial phase of the partnership. Both parties commit to open communication, collaboration and flexibility as the program develops and as we both solicit feedback from stakeholders and analyze results in both the short- and long-term to inform changes as needed.

**The initial term of the partnership will be three years, from Summer 2025 through Spring 2028.** Discussions about extending the partnership can begin at any time, though no later than Spring 2027 so that future hiring and funding decisions can be made in a timely fashion.

**The purpose of the STARS College Advisory Program is as follows:**

- Increase education about and exposure to the lifelong opportunities of attending and graduating from a top four-year college or university
- Support college-going culture in SMHS and its community by expanding the number of qualified and interested students choosing to apply to and matriculating to top four-year colleges and universities
- Provide expert, student-centered college advising; expose students and their families to “selective” educational options, as well as traditional “best fit” educational options; advise on issues of access, affordability, and financial aid; and support them through the entire process, including the transition to college life
- Collaborate closely with SMHS staff to build relationships with the students and their families and to ensure that the advising is student-centered and consistent with and sensitive to each student’s interests and needs
- Improve student self-efficacy in the college admissions process, proven through college application submissions to the most selective colleges and universities in the United States.

**The STARS College Network, as the provider of the College Counselor to SMHS, agrees to the following:**

- A college advising approach for SMHS that commits to encouragement, availability, and honesty in supporting student achievement towards their highest goals and most meaningful aspirations.
- Monthly in-person visits to SMHS and regular virtual meetings with students, as needed

- Online office hours and one-on-one scheduling for students; meeting with students during unscheduled periods, as reasonably able
- Offering professional expertise and network resources in effort to support the college-going infrastructure at SMHS, including implementing college access and affordability events for program students and families, facilitating student access to rigorous college-preparatory courses, and integrating college-positive narratives into curriculum and communications
- Access to wider STARS resources, particularly virtual programming for students and educators and fly-in or drive-in programs for students and educators
- Adherence to required district protocols related to working with students and staff (submitting to background checks, protecting student privacy, etc.)
- Collecting and sharing all available worthwhile data on STARS College Counselor intervention strategies, student milestones, workshop attendance, one-on-one engagement, etc. as deemed appropriate and necessary, within reason of FERPA guidelines

**SMHS, as a partner high school of the STARS College Counselor Program, agrees to the following:**

- Spirit of collaboration and collegiality with STARS and the College Counselor in support of the students' aspirations!
- On-staff assigned point person for the partnership; this person will be referred to as the "STARS Liaison."
- Dedicated space for students (if possible) for virtual counseling sessions with privacy, reliable internet access, and computer, video, and audio capabilities so they can receive advising during the school day
- Access to the information necessary to provide fully informed guidance to students about their college preparedness and applications (i.e. grades and transcripts, extracurricular involvement, teacher recommendations, disciplinary incidents, etc.)
- Access to required advanced courses for admission to selective/highly selective four-year colleges and universities (i.e. Calculus, Statistics, advanced levels of Physics, etc.); either courses are already available in the curriculum, available via dual-enrollment, or SMHS will cooperate in facilitating students' access to approved online programs to deliver these course(s) and subject mastery credentialing
- Willingness to help promote the work of STARS to district leadership, and willingness to participate in public promotion and communication with media, as necessary
- Facilitation of communication with families (parents/guardians/caregivers)
- Facilitation of parental/guardian/caregiver requirements, such as early FAFSA completion and attendance at meetings
- Cooperation with tracking data, both for individual student progress and aggregate data collection for all student participants in the pilot program

The partnership will commence in Summer 2025, with a precise date to be determined based on the appointment of the College Advisor. If there is agreement between the parties, this Memorandum of Understanding can be amended at any time.

Signed by representatives of:

\_\_\_\_\_  
STARS College Network

\_\_\_\_\_  
Date

*MMarek*  
\_\_\_\_\_

Stone Memorial High School (Cumberland County)

*7/8/25*  
\_\_\_\_\_

Date

## The University of Tennessee Standard Payable (UT Pays Supplier) Agreement

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This standard accounts payable agreement is dated 5/1/2025 (effective date), and is between The University of Tennessee, an instrumentality of the state of Tennessee ("University"), and Cumberland County School District ("Supplier").

The parties agree as follows:

Supplier address for notices:

368 4th St Crossville, TN 38555

University department name and address for notices:

Center for Learning, Education and Employment, Attn: Ed White, 600 Henley St. Ste 312, Knoxville, TN 37996-4135

1. Term: The term of this agreement begins on 5/2/2025 and ends on 4/30/2026.
2. Scope:

### **Project RAISE Recruitment and Retention Grant Award (RRG Award) Contract period: May 2025 – April 2026**

The **Project RAISE Recruitment and Retention Grant Award (RRG Award)**, in the amount of **\$25,000**, is for the purpose of fulfilling recruitment and retention goals in the school based mental health grant project, Project RAISE (Rural Access to Interventions in School Environments). These funds are to assist the districts in filling mental health vacancies within their districts and retaining current school mental health providers within these districts (specifically defined as school counselors, school psychologists, and school social workers employed by the district).

RRG Awards must be used specifically for recruitment and retention activities according to the plan submitted by the district.

Funds will be dispersed on or around May 20, 2025 based on TDOE review and approval of expenditure report.

**Project RAISE districts agree to submit these reports to projectRAISE@utk.edu:**

- a narrative plan for expenditures
- a midyear report, including any plan adjustments or updates

- a final year-end report of how the funds were spent by April 15, 2026\*.

\* Districts agree to return or repay any funds not used in the manner outlined in the expenditure statement they provided. Districts can request rollover/carryover of unspent funds and may submit expenditure revisions. Districts must request carryforward of unspent funds for approval. Carryover requests will include reason for unspent funds and plan for expenditures prior to April 15, 2026. TDOE will review carryover requests and approval is at sponsor discretion.

**ALLOWABLE EXPENDITURES:**

Purpose for expenditures: the recruitment and/or retention of fully licensed school-based mental health providers (specifically defined as school counselors, school psychologists, and school social workers employed by the district in the role of school counselor, school psychologist, and school social work).

**Reporting requirements:**

- Narrative plan and budget – How do you plan to spend the funds? (Include a description & estimated dollar amount.)
- Midyear report – Expenditures to date and any adjustments to your budget narrative/expenditure plan.
- Year end fund expenditure report – How the funds were spent. (Include a description, purpose, & specific dollar amount.)

3. Compensation: \$25,000.00

4. Travel: UT has four options (please place an "X" in the applicable blank space):

- University will not reimburse Supplier for travel costs
- Supplier's rate includes travel (University will not reimburse Supplier for any travel costs)
- University will compensate Supplier a mutually agreed, flat-rate for travel
- University will reimburse Supplier under University travel policy; Supplier must provide itemized receipts

5. Terms and Conditions: This agreement is governed by the terms in Schedule 1.

6. Insurance: The University is self-insured under the Tennessee Claims Commission Act, Tenn. Code Ann. §§9-8-301 et seq., which covers certain tort liability for actual damages of up to \$300,000 per claimant and \$1,000,000 per occurrence.

Agreed: The parties are signing this agreement on the effective date listed in the introductory clause of this agreement.

**The University of Tennessee**

**Supplier**

DocuSigned by:  
Signature: Kim McCulloch  
F6BD1A859008473...

Signature: Marlene Holton

Name: Kim McCulloch

Name: Marlene Holton

Title: AVC for Finance & Administration

Title: Director of Special Education

## Schedule 1: Terms and Conditions

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### A. Termination:

#### 1. Termination:

- i. For Cause: If Supplier materially breaches this agreement, University may terminate this agreement immediately.
- ii. Unrestricted Right: Either party may terminate this agreement for any reason by giving the other party at least 30 days' prior notice. Unless stated in Schedule 1, University will not be responsible for any damages, including cancellation fees.
- iii. Work: If University terminates this agreement, upon receipt of University's notice of termination, Supplier shall not start any new work. Upon receipt of University's notice of termination, Supplier will stop or complete existing work, as the University directs.
- iv. Payment for Services Rendered: If University terminates this agreement, University will pay for any authorized work that Supplier performs through the effective date of termination.

### B. Financial:

#### 1. Invoices:

- i. Required: Unless the University elects to submit a payment request through the University's accounts payable process on Supplier's behalf, Supplier shall invoice the University.
- ii. Invoice Contents: Supplier must include the following information on its invoices under this agreement:
  1. Addressed to the University;
  2. Invoice number (assigned by Supplier);
  3. Invoice date;
  4. Transaction date;
  5. Supplier name;
  6. Supplier contact for invoice questions (name, phone, or email);
  7. Supplier remittance address;
  8. Description of delivered goods or services provided and invoiced, including identifying information as applicable;
  9. Number of delivered or completed units, increments, hours, or days as applicable, of each good or service invoiced;
  10. Amount due for each compensable unit of good or service; and
  11. Total amount due for the invoice period.

iii. Late Payment: University's payment will not be considered late unless University pays later than 45 calendar days after receiving Supplier's invoice.

2. Records; Audit:

i. Records: In compliance with the requirements of Tenn. Code Ann. § 12-3-602, Supplier shall maintain records for all expenses for which Supplier invoices the University under this agreement. Supplier shall maintain its records for at least 5 years, and shall maintain its records in accordance with generally accepted accounting principles.

ii. Audit: During the term of this agreement and for 5 years after the last payment from the University to Supplier under this agreement, the State of Tennessee Comptroller or the University's internal audit, or both, may audit Supplier's records that relate to this agreement.

iii. Assistance: Supplier shall provide the University with any documentation, access to information, or other assistance necessary for the University to ensure that Supplier complies with its obligations under this agreement.

3. PaymentWorks: Supplier must register as a vendor in University's vendor-management system, PaymentWorks.

C. Compliance:

1. Conflicts of Interest:

i. Supplier states that no part of the Supplier's compensation will be paid directly or indirectly to an employee or official of the State of Tennessee as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to the Supplier in connection with any work contemplated or performed under this agreement.

ii. Supplier states that this agreement is immediately void if the Supplier is, or within the past 6 months has been, an employee of the State of Tennessee or if the Supplier is an entity in which a controlling interest is held by an individual who is, or within the past 6 months has been, an employee of the State of Tennessee.

2. Iran Divestment Act: The requirements of Tenn. Code Ann. § 12-12-101 et. seq., addressing contracting with persons as defined at T.C.A. §12-12-103(5) that engage in investment activities in Iran, are a material provision of this agreement. Supplier hereby certifies, under penalty of perjury, that to the best of its knowledge and belief that it is not on the list created pursuant to Tenn. Code Ann. § 12-12-106.

3. Illegal Immigrants: In compliance with the requirements of Tenn. Code Ann. § 12-3-309, Supplier hereby attests that it shall not knowingly utilize the services

of an illegal immigrant in the United States in the performance of this agreement and shall not knowingly utilize the services of any subcontractor who will utilize the services of an illegal immigrant in the United States in the performance of this agreement.

4. Anti-Israel Boycott: In compliance with the requirements of Tenn. Code Ann. § 12-4- 119, Supplier hereby states that it is not currently engaged in, and will not for the duration of this agreement engage in, a boycott of Israel.
5. Tennessee Department of Revenue: In compliance with the requirements of Tenn. Code Ann. § 12-3-306, the Supplier hereby attests that it has registered with the State of Tennessee's Department of Revenue for the collection of Tennessee sales and use tax. This registration requirement is a material requirement of this agreement.
6. Debarment:
  - i. Supplier hereby attests that the following are true statements:
    1. Supplier is not currently debarred by the U.S. federal government.
    2. Supplier is not currently suspended by the U.S. federal government.
    3. Supplier is not currently named as an "excluded" supplier by the U.S. federal government.
  - ii. Supplier must notify University within 2 business days if Supplier is debarred by any organization in the United States.
7. Background Checks: This clause applies if Supplier will provide services on the University's property.
  - i. General Obligation: Supplier will not knowingly assign any individual to provide services to University if the individual has a history of criminal conduct. For purposes of this agreement, "criminal conduct" means (a) that the person is listed on any state's sexual offender registry; (b) that person is listed on the Tennessee Abuse Registry, or (c) that the person has been convicted of a felony in any state.
  - ii. Prompt Background Checks: If the University requests, Supplier must perform a comprehensive criminal background check on any Supplier employee or sub-contractor.
8. Premises Rules: When Supplier is physically present on University property, Supplier shall make reasonable efforts to cause its employees and permitted sub-contractors to become aware of, and act in full compliance with, University's rules, policies, and procedures (collectively referred to as "rules."). For example, Supplier shall ensure that it complies with the University's applicable rules regarding safety, smoking, noise, access restrictions, parking, security, and consideration for minors (students and University visitors under age 18).

9. Conduct: Supplier shall make reasonable efforts to ensure that Supplier's employees and sub-contractors will conduct themselves in a professional manner while on University property, and while interacting with University employees, students, or visitors. Supplier must report, within 24 hours, to the University's Office of Procurement Services any complaints about Supplier's employees or sub-contractors engaging in the following behavior: sexually suggestive or harassing behavior; unwanted physical touching; unwanted photographs; alcohol use; illegal drug use; or physical manifestations of alcohol or drug use (e.g. Supplier's employee emits smells that indicate that the individual consumed alcohol recently). The parties acknowledge that University may prohibit anyone from entering its campus at any time, due to violations of the law.

D. General:

1. Assignment: This agreement is personal to Supplier. Accordingly, Supplier may not assign any rights or delegate any duties under this agreement.
2. Independent Contractor: The parties intend for their relationship to that of independent contractors. Supplier acknowledges that it is not an employee of University.
3. Governing Law: The laws of the state of Tennessee, without giving effect to its principles of conflicts of law, govern this agreement. The University's liability will be governed by the Tennessee Claims Commission Act.
4. Self-Insurance: The University is self-insured under the Tennessee Claims Commission Act, Tenn. Code Ann. §§ 9-8-301 et seq., which covers certain tort liability for actual damages of up to \$300,000 per claimant and \$1,000,000 per occurrence.
5. Use of University Intellectual Property: Except as allowed in this section, Supplier shall not use the University's name, marks, logos, or any other University-owned intellectual property for any reason, without the written consent of an authorized official of the University. During the term of this agreement, Supplier may list the University's name in Supplier's list of clients.
6. Third-Party Beneficiaries: There are no third-party beneficiaries to this agreement.
7. Student Data: If, in the course of performance of this contract, Supplier receives any personal information of University students, including, but not limited to, names; campus, home, or email addresses; telephone numbers; or other identifying information, Supplier may only use student information for the purposes stated under this contract. Supplier shall not sell or share such personal information with any other entity.
8. Severability: The parties intend as follows:

- i. that if any provision of this agreement is held to be unenforceable, then that provision will be modified to the minimum extent necessary to make it enforceable, unless that modification is not permitted by law, in which case that provision will be disregarded;
  - ii. that if an unenforceable provision is modified or disregarded in accordance with this section, then the rest of the agreement will remain in effect as written; and
  - iii. that any unenforceable provision will remain as written in any circumstances other than those in which the provision is held to be unenforceable.
9. Modification; Waiver: No amendment of this agreement will be effective unless it is in writing and signed by authorized officials of the parties. No waiver of satisfaction of a condition or failure to comply with an obligation under this agreement will be effective unless it is in writing and signed by an authorized official of the party granting the waiver, and no such waiver will constitute a waiver of satisfaction of any other condition or failure to comply with any other obligation.
10. Counterparts: If the parties sign this agreement in several counterparts, each will be deemed an original but all counterparts together will constitute one instrument.
11. Force Majeure:
  - i. If a Force Majeure Event prevents a party from complying with any one or more obligations under this agreement, that inability to comply will not constitute breach if (1) that party uses reasonable efforts to perform those obligations, (2) that party's inability to perform those obligations is not due to its failure to (A) take reasonable measures to protect itself against events or circumstances of the same type as that Force Majeure Event or (B) develop and maintain a reasonable contingency plan to respond to events or circumstances of the same type as that Force Majeure Event, and (3) that party complies with its obligations under this section.
  - ii. For purposes of this agreement, "Force Majeure Event" means, with respect to a party, any event or circumstance, whether or not foreseeable, that was not caused by that party and any consequences of that event or circumstance.
  - iii. If a Force Majeure Event occurs, the noncomplying party shall promptly notify the other party of occurrence of that Force Majeure Event, its effect on performance, and how long the noncomplying party expects it to last. Thereafter the noncomplying party shall update that information as reasonably necessary. During a Force Majeure Event, the noncomplying party shall use reasonable efforts to limit damages to the

other party and to resume its performance under this agreement.

12. Notice:

- i. For a notice or other communication under this agreement to be valid, it must be in writing and delivered (1) by hand, (2) by a national transportation company, with all fees prepaid, or (3) by registered or certified mail, return receipt requested and postage prepaid;
- ii. Subject to sub-section (iv) below, a valid notice or other communication under this agreement will be effective when received by the party to which it is addressed. It will be deemed to have been received as follows:
  1. if it is delivered by hand, delivered by a national transportation company, with all fees prepaid, or delivered by registered or certified mail, return receipt requested and postage prepaid, upon receipt as indicated by the date on the signed receipt; and
  2. if the party to which it is addressed rejects or otherwise refuses to accept it, or if it cannot be delivered because of a change in address for which no notice was given, then upon that rejection, refusal, or inability to deliver.
- iii. For a notice or other communication to a party under this agreement to be valid, it must be addressed using the information specified below for that party or any other information specified by that party in a notice in accordance with this section.

**Supplier:** See the first page.

**University:** See the first page for departmental notices and invoices.

Legal notices only; do not send invoices to this address:

The University of Tennessee  
505 Summer Place- UT Tower #1044  
Knoxville, TN 37902  
ATTN: Office of Procurement Services  
Email: [contracts@tennessee.edu](mailto:contracts@tennessee.edu)

- iv. If a notice or other communication addressed to a party is received after 5:00 p.m. on a business day at the location specified in the address for that party, or on a day that is not a business day, then the notice will be deemed received at 9:00 a.m. on the next business day.

E. Non-Discrimination: No person on the grounds of handicap or disability, age, race, color, religion, sex, national origin, or any other classification protected by Federal and/or Tennessee State Constitutional and/or statutory law shall be excluded from

participation in, or denied benefits of, or be otherwise subjected to discrimination in the performance of the contract or in the employment practices of the vendor/contractor. Supplier shall, upon request, show proof of such non-discrimination, and shall post in conspicuous places, available to employees and applicants, notices of non-discrimination.

- F. Entire Agreement: This agreement constitutes the entire understanding between the parties with respect to the subject matter of this agreement and supersedes all other agreements, whether written or oral, between the parties. In the event that Supplier maintains terms and conditions on its website, software, invoices, etc., such terms and conditions do not apply to the University.

# Cumberland County Board of Education

## 2025-2026 Annual Planning Calendar

### JULY

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

### AUGUST

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

### SEPTEMBER

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

### OCTOBER

- School Compliance Document
- Approval of Compliance Report

### NOVEMBER

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

### DECEMBER

- Budget Preparation Calendar 2.200
- Student Activity Funds Audit Report 2.900
- Distribute Budget Requests to Staff
- School/System Report Card
- DEC 1 Report-HR
- Accountability Presentation

### WORK SESSIONS OR RETREAT TOPICS

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

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

### JANUARY

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

### FEBRUARY

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

### MARCH

- Certification of Textbook Adoptions 4.401
- Budget Preparation

### APRIL

- Budget Preparation
- Present Preliminary Budget

### MAY

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

### JUNE

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

### ON GOING

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



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

**Chris King**  
**Board Chairman**

**Cumberland County Schools**  
**2024-2025 SRO Annual Report**

<b>ACTIVITY</b>	<b>TOTALS</b>
Reports (Offense/Incident)	70
Arrests/Citations	105
Violence Related	63
Disorderly Conduct	32
Theft Related	6
Weapon Related	5
Traffic Related	2
Drug Related	1
Alcohol Related	1
Student Consultations	1270
Parent Consultations	341
Faculty Consultations	107
After Hour Events	63
School Meetings	27
Classroom Instruction	172



# North Cumberland Elementary School

7657 Hwy. 127 N. ~ Crossville, Tennessee 38571  
Ph. 931-484-5174 ~ Fax 931-707-5556

Mary Jane M. Allen, Principal

June 9, 2025

To: Dr. Rebecca Farley, Director of Schools  
Cumberland County Board of Education  
368 4th Street  
Crossville, TN 38555

From: Mrs. Mary Jane M. Allen

Re: School Photos and Yearbook Contract for North Cumberland Elementary from  
Strawbridge Studios

Please approve the attached portrait and yearbook agreement for North Cumberland Elementary for the 2025-2026 school year. We are requesting to continue working with Strawbridge Studios for our student portrait and yearbook needs. This company has provided quality photographs and yearbooks to our North Cumberland Elementary families for several years. Additionally, our agreement meets all percentage requirements for fundraisers.

If you have any questions, please feel free to contact me.

Thank you,

Mary Jane M. Allen  
North Cumberland Elementary Principal

*"CHILDREN FIRST -- EXCELLENCE ALWAYS"*

*Our mission at North Cumberland Elementary School is to provide a consistent, safe and positive atmosphere in which students will be empowered to learn and succeed as they face the challenges of life's journey.*



# Portrait Renewal Agreement

• 1 Year      2 Years      3 Years      Bid

Office Use Only	
School #: <u>110070</u>	
School Year: <u>2028</u>	

School: North Cumberland Elementary School County: Cumberland District: North Cumberland School District Phone: (931)404-5174  
 Ship Address: 7657 Hwy 127 N City: Crossville ST: TN Zip: 38571  
 Mail Address: 7657 Hwy 127 N City: Crossville ST: TN Zip: 38571

Title	Name	Email	Grades at Campus, # of #
Principal	Ms. Mary Jane Allen	mjallen@cschools.k12tn.net	# of Classrooms: <u>30</u>
Yearbook Advisor	Ms. Julia Tinson	jltinson@cschools.k12tn.net	Underclass Enrollment: <u># of 500</u>
Cafe Manager	Mrs. Teresa Orick	terick@cschools.k12tn.net	Senior Enrollment: <u>0</u>
Bookkeeper	Ms. Carolyn Furdloy	cfurdloy@cschools.k12tn.net	Mascot: <u>Patricias</u>
Asst. Principal	W. Dwayne Davis	wdavis@cschools.k12tn.net	Last Day of School:
Picture Coordinator	Ms. Betty Fox	tbfox@cschools.k12tn.net	

Strawbridge Studios, Inc. Agrees: 1. To provide complimentary faculty portraits. 2. To supply each Principal and Secretary with a large desk calendar for the current school year. 3. To guarantee complete satisfaction. The studio agrees to refund complete payment to any student who requests same upon return of their portraits.

Faculty Group	Date	Time	Location	Program
	08-01-2025	1:00 - 2:00	01030	726 Faculty Group
Notes				
Fall	08-29-2025			1762 PF-Fall-Harold-Fall Bundle
Notes				
Fall ABS	10-21-2025			1762 PF-Fall-Harold-Fall Bundle
Notes				
Class Order	10-21-2025			1203 PFCG - 8x10 Names On
Notes				Retail \$ <u>15.00</u> Wholesale \$ <u>13.00</u>
Spring	03-27-2026			1816 PF-Fall-Spring Bundle
Notes	2-11-26			
Cap & Gown	04-07-2026			1171 Prep & G Underclass \$40 w/ Grad Folder
Notes				
Notes				

### Choose Your Bundle:

### Bundle Options to Choose From:

- |                              |                            |  |
|------------------------------|----------------------------|--|
| 1. JE Strawbridge Bundle     | Graduation Journey         | 25 Comp. A Pkgs                          |
| 2. Harold Strawbridge Bundle | Extra Photographer         | Comp. Staff Yearbooks                    |
| 3. Ken Strawbridge Bundle    | Special Event Photographer | Staff Yearbooks Qty: _____               |
|                              | • Student IDs              | Custom Printing                          |
|                              | • Kinder Folios            | Comp. Planners & Calendars               |
|                              | Ship to Home               | Planners Qty: _____ Calendars Qty: _____ |

Total Sale is based on the total retail price of all commissionable items minus applicable taxes/fees. Due to the cost of production, the agreed upon commission percentage offered may be adjusted if the percentage of sale is lower than the commission percentage offered.

COPYRIGHT - A. The portrait images provided to you are copyright protected and are solely for the use of publishing pictures subject to the terms and conditions of the Terms of Use outlined between the school photography company and the school ("Terms of Use"). Unless otherwise stated in the Terms of Use documentation or with the school photographer's prior written consent, reproduction is limited to use in student management software and yearbooks. You do not have permission to make copies for sale or other distribution in any manner. Terms of Use documentation can be found at [www.strawbridge.net](http://www.strawbridge.net).

**REBOOK BY DEC 15TH AND RECEIVE \$100 IN CUSTOM PRINTING**

We will provide you with a \$100 coupon code in June to be used on the Strawbridge Shopify site. Please allow 3-6 weeks for all custom printing requests.

Mary Jane M. Allen  
 School Representative Signature  
Mary Jane M. Allen  
 Print Name

07-23-2025  
 Date

Jude Rinder  
 Strawbridge Studios Representative  
Jude Rinder  
 Print Name

7-3-25  
 Date



# Stone Memorial High School

2800 Cook Road · Crossville, TN 38571

Telephone (931) 484-5767

**Marcy Harelson**

*Principal*

July 1, 2025

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

Dear Dr. Farley and Board of Education Members,

Stone Memorial High School is submitting the attached agreement for your consideration and approval. We would like to use Five Star Food Service again for our food vending machines for the 2025-2026 school year. If you need additional information, please feel free to contact me. Thank you for your consideration of this contract.

Sincerely,

A handwritten signature in blue ink that reads 'Marcy Harelson'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Marcy Harelson  
Principal



## Agreement

This agreement between Five Star Breaktime Solutions and

Stone Memorial High School,

herein after referred to as, the client, will be for one year commencing on the date set forth below and shall automatically renew on a year-to-year basis thereafter, unless terminated by written notice by either party not later than 30 days prior to the end of the then current term.

Five Star Breaktime Solutions agrees to provide snack machines at the client's location, address as follows:

2800 Cook Road

Crossville, TN 38571,

at no expense to the client. The machines will be maintained and serviced by Five Star Breaktime Solutions. The products placed in the machine for sale will be monitored by the client and will be removed at their request. A commission of 15 % of the gross sales will be paid. A statement of the total sales from the machine(s) will be enclosed. Five Star Breaktime Solutions reserves the right to implement a price increase if the product cost continues to rise.

Accepted by: *Tom Mackison*  
Client Representative

Date: *7/1/25*

Accepted by: *Allen Matheny*  
FSBS/Canteen Representative  
*VPRO*

Date: *6-20-25*

**CERTIFIED**

**New Hires:**

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Replacing</b>
Selena Hensley	CCHS	8-1-25	Marselle Lea
Soukarana Stephens	CCHS	8-1-25	Layne Conley
Martha Christopher	CCHS	7-25-25	Robin Hull
Ann Shook	PHS	8-1-25	120 Contract
Aaron Elmore	SMHS	8-1-25	Carol Smith
Jessica Thomas	SMHS	7-22-25	Marcy Harelson
Marcy Harelson	SMHS	7-1-25	Kelly Smith

**Resignations/Retirements**

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Status</b>
Wm Scott Maddox	Central	6-30-25	Retired
Markie Keith	CCHS	5-28-25	Resign
Kimberly Varner	CCHS	7-1-25	Resign

**Transfers**

<b>Name</b>	<b>From/To</b>	<b>Date</b>
Catherine Robinson	MES/BES	8-1-25
Jenny Elrod	CCHS/BES	7-25-25
Kelly Smith	SMHS/Central	7-1-25
Summershea Shadden	PVE/CCHS	7-22-25
Blake Allen	SCE/CCHS	7-22-25
Cassie Warner	Central/CCHS	7-1-25
Madison Bond	PVE/HES	8-1-25
Rhonda Phipps	PHS/MES	8-1-25
Toni Larue-Garrett	COE/MES	8-1-25
Douglas Henry	CCHS/SMHS	8-1-25
David Harris	NCE/SCE	8-1-25
Emma Bailey	NCE/SES	8-1-25

**Terminations**

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

**NON-CERTIFIED**

**New Hires:**

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Replacing</b>
Andrew Jasinkski	Central/Technology	7-1-25	Kim Hassler
Jeremy Conner	CCHS	7-7-25	Terry Pedersen
Dustin Burgess	CCHS	8-1-25	Unfilled Position
Brianna Kolhepp	COE	7-21-25	Amanda Hamby
Avery Springer	MES	7-21-25	Unfilled Position
Bethany Polson	NCE	6-16-25	Summer Position
Ashlynn Bownman	NCE	8-23-25	Temp Position
Braxton Dyer	NCE	6-26-25	Open Position
Tonya Benson	PHE	8-1-25	PT Position

**Resignations/Retirements:**

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Status</b>
Terry Pedersen	CCHS	6-25-25	Retire
Kay Matthews	SCE	7-31-25	Retire
Candace Gossett	CCHS	6-23-25	Resign
Jim Whitcomb	CCHS	6-30-25	Retire
Tracy Pedde	BES	6-13-25	Retire

**Transfers**

<b>Name</b>	<b>From/To</b>	<b>Date</b>
Robin Brock	HES/CCHS	8-1-25
Angel Davis	COE/MES	8-1-25

**Terminations**

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

# Frank P. Brown Elementary School

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3766 Dunbar Road  
Crossville, Tennessee 38572  
Phone (931) 788-2248  
Fax (931) 788-2554

Kevin Lewis  
Principal

Dear Ladies and Gentlemen of the Board:

On behalf of Frank P. Brown Elementary School, I am requesting the Board retire the following items.

Please see attached.

Thank you for your attention to this matter,

A handwritten signature in black ink, appearing to read 'Kevin Lewis'. The signature is written in a cursive style with a large, sweeping 'K' and 'L'.



Kevin Lewis  
Principal

Room Number: 08-TO RETIRE  
 Room Name: INVENTORY~BOE-RETIRE Holding  
 Room Type VIRTUAL



**Room Inventory Report**  
 Frank P. Brown Elementary~Brown

Date Printed: 7/9/2025



Staff Verification

Apple 21 1/2 inch iMac Computer		Product No.:	H144
  H144	Manufacturer:	Apple	SKU:
	Model:	unknown	Projected Life: 0
	Product Type:	COMPUTER	Notes:
	Area:	None	Hayes Conversion - 2020-09-02
	Price:	\$0.00	
	Other 1:		
Other 2:			
Other 3:			



Tags	Count:	7	Accessories	Price	Units
45746	45789		No Accessories Issued With This Item		
45794	45760				
45759	45780				
45772					

Apple A1124 iMac Core 2 Duo 2.26 GHz 20" 16GB		Product No.:	H195
  H195	Manufacturer:	Apple	SKU:
	Model:	A1124 EMC 2316	Projected Life: 0
	Product Type:	COMPUTER	Notes:
	Area:	None	Hayes Conversion - 2020-09-02
	Price:	\$0.00	
	Other 1:		
Other 2:			
Other 3:			



Tags	Count:	1	Accessories	Price	Units
39033			No Accessories Issued With This Item		

Apple MacBook Core 2 Duo 2_26 GHz 13 inch A1342 Laptop		Product No.:	H279
  H279	Manufacturer:	Apple	SKU:
	Model:	A1342 EMC 2350	Projected Life: 0
	Product Type:	LAPTOP	Notes:
	Area:	None	Hayes Conversion - 2020-09-02
	Price:	\$0.00	
	Other 1:		
Other 2:			
Other 3:			



Tags	Count:	1	Accessories	Price	Units
41580			No Accessories Issued With This Item		

Apple MacBook Pro		Product No.:	H281
  H281	Manufacturer: Apple	SKU:	
	Model: MacBook Pro	Projected Life: 0	
	Product Type: LAPTOP		Notes:
	Area: None		Hayes Conversion - 2020-09-02
	Price: \$964.05		
	Other 1:		
	Other 2:		



Tags	Count:	1	Accessories	Price	Units
46144			Power Cord	\$0.00	0

AverVision CP135 Document Camera		Product No.:	H405
  H405	Manufacturer: AVer	SKU:	
	Model: CP135	Projected Life: 0	
	Product Type: CAMERAS & EQUIPMENT		Notes:
	Area: None		Hayes Conversion - 2020-09-02
	Price: \$0.00		
	Other 1:		
	Other 2:		

Tags	Count:	1	Accessories	Price	Units
31266			No Accessories Issued With This Item		

Davis Instruments Vantage Pro Weather Station		Product No.:	H909
  H909	Manufacturer: Davis Instruments	SKU:	
	Model: Vantage Pro	Projected Life: 0	
	Product Type: ELECTRONIC		Notes:
	Area: None		Hayes Conversion - 2020-09-02
	Price: \$0.00		
	Other 1:		
	Other 2:		

Tags	Count:	1	Accessories	Price	Units
14058			No Accessories Issued With This Item		



Dell 3100 Chromebook Laptop w/Google Mgt		Product No.:	H929
  H929	Manufacturer: Dell	SKU:	
	Model: 3100	Projected Life: 0	
	Product Type: CHROMEBOOK		Notes:
	Area: None		Hayes Conversion - 2020-09-02
	Price: \$0.00		
	Other 1:		
	Other 2:		

Tags	Count:	1	Accessories	Price	Units
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S00100

No Accessories Issued With This Item

HP Printer	Product No.:	H1817
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  H1817	Manufacturer: HP	SKU:
	Model: unknown	Projected Life: 0
	Product Type: PRINTER	Notes:
	Area: None	Hayes Conversion - 2020-09-02
	Price: \$0.00	
	Other 1:	
Other 2:		
Other 3:		

Tags	Count:	1	Accessories	Price	Units
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180202093

No Accessories Issued With This Item

Lenovo 80YS N23 Chromebook w/ChromeOS MGT	Product No.:	H2128
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  H2128	Manufacturer: Lenovo	SKU:
	Model: 80YS N23	Projected Life: 0
	Product Type: CHROMEBOOK	Notes:
	Area: None	Hayes Conversion - 2020-09-02
	Price: \$0.00	
	Other 1:	
Other 2:		
Other 3:		

Tags	Count:	12	Accessories	Price	Units
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S01159

S01148

No Accessories Issued With This Item

S01180

S01162

S01149

S01154

S01163

S01169



S01176

S01177

S01168

S01189

Xerox WorkCentre 3220 Printer	Product No.:	H3615
-------------------------------	--------------	-------

  H3615	Manufacturer: Xerox	SKU:
	Model: 3220	Projected Life: 0
	Product Type: PRINTER	Notes:
	Area: None	Hayes Conversion - 2020-09-02
	Price: \$0.00	
	Other 1:	
Other 2:		
Other 3:		

Tags	Count:	1	Accessories	Price	Units
------	--------	---	-------------	-------	-------

32545

No Accessories Issued With This Item

NO  
IMAGE  
AVAILABLE



H2000128



Tags	Count:	1	Accessories	Price	Units
------	--------	---	-------------	-------	-------

**Lenovo 100e 2nd Generation w/Google Chrome Mgmt.** Product No.: 2000098

NO  
IMAGE  
AVAILABLE



2000098

Manufacturer: Lenovo  
 Model: 100e 2nd Generation  
 Product Type: CHROMEBOOK  
 Area: None  
 Price: \$0.00  
 Other 1:  
 Other 2:  
 Other 3:

SKU:  
 Projected Life: 0

Notes:  
 Each laptop includes Google Chrome Management  
 per Elbert Farley 2.23.21MN

Tags	Count:	6	Accessories	Price	Units
------	--------	---	-------------	-------	-------

S04752	S04524	No Accessories Issued With This Item			
S04968	S03914				
S04741	S04635				

**Lenovo 100e Chromebook** Product No.: 2000223

NO  
IMAGE  
AVAILABLE



2000223

Manufacturer: Lenovo  
 Model: 100e  
 Product Type: CHROMEBOOK  
 Area: None  
 Price: \$0.00  
 Other 1:  
 Other 2:  
 Other 3:

SKU:  
 Projected Life: 0

Notes:

Tags	Count:	6	Accessories	Price	Units
------	--------	---	-------------	-------	-------

S03304	S03286	No Accessories Issued With This Item			
S03317	S03279				
S03291	S03289				

HP 11MK G9 EE CRMBK w/Google Management

Product No.:

2000308



Manufacturer: HP  
Model: MT8183C 4GB/32GB  
Product Type: CHROMEBOOK  
Area: None  
Price: \$357.00  
Other 1:  
Other 2:  
Other 3:

SKU:  
Projected Life: 0

Notes:  
1200 1-1 HP Chromebooks w/Google Management



Tags

Count: 1

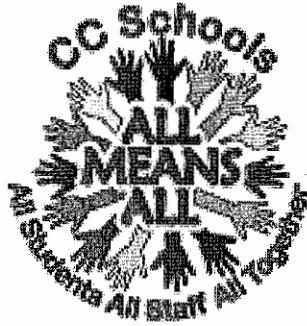
Accessories

Price Units

S06271

No Accessories Issued With This Item





Dr. Rebecca Farley  
Director of Schools

Chris King  
Board Chairman

July 9, 2025

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

Dear Dr. Farley and Board of Education,

I am submitting to you the CTE Department's list(s) of items to be retired by the BOE at July's regularly scheduled board meeting. Please include these list(s) on the consent agenda for retirement approval.

If you have any further questions or concerns, please contact Marilyn Noel.

Sincerely,

Marilyn Noel *MN*

Dr. Leslie Eldridge *LE*

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

Central Services  
Room Inventory Worksheet

7/8/2025

18-TO RETIRE INVENTORY-BOE- RETIRE Holding					Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Other #1	Serial	Price	
1000773	Lorell LLR62621 Rolling Chair	LLR62621	FURNITURE			\$0.00	
1002269	Lorell LLR62621 Rolling Chair	LLR62621	FURNITURE			\$0.00	
1002272	Lorell LLR62621 Rolling Chair	LLR62621	FURNITURE			\$0.00	
1002279	Lorell LLR62623 Rolling Chair	LLR62623	FURNITURE			\$0.00	



Stephanie R. Barnes, Principal

---

1219 Cook Road, Crossville, TN 38555

(931)456-5636

Fax (931)456-5369

stoneel.ccschools.k12tn.net

June 20, 2025

Dear Ladies and Gentleman:

On behalf of Stone Elementary School, I am requesting the retirement of the attached surplus item by the Cumberland County Board of Education.

Sincerely,

Ms. Bridgette Cox  
Assistant Principal

Stone Elementary  
Room Inventory Worksheet

6/19/2025

74-TO RETIRE INVENTORY~BOE RETIRE Holding					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Assigned To	Serial	Price
180741174	Sharp TV	unknown	TV		620491	\$0.00
180742400	Sharp TV	unknown	TV		638274	\$0.00
180742401	GE 25GT239 TV	25GT239	TV		925366154	\$0.00
25282	Toshiba TV	unknown	TV		938137c2476 711	\$0.00
33218	Toshiba TV	unknown	TV		936137c2392 811	\$0.00
44173	Apple 21 inch iMac Computer	unknown	COMPUTER		1PME699LL	\$0.00
S00327	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		91JB7Y2	\$0.00
S00337	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		G7GCTY2	\$0.00
S03477	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		D14F7Y2	\$0.00
S03547	Dell 3100 Chromebook Laptop w/Google Mgt	3100	CHROMEBOOK		1P186Y2	\$0.00
S04005	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1X2NPP	\$0.00
S04187	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1XECBR	\$0.00
S04435	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1XKMTZ	\$0.00

Stone Elementary  
**Room Inventory Worksheet**

6/19/2025

74-TO RETIRE INVENTORY~BOE RETIRE Holding					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Assigned To	Serial	Price
S04442	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1X2G6M	\$0.00
S04722	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1XFYHR	\$0.00
S05050	Lenovo 100e 2nd Generation w/Google Chrome Mgmt.	100e 2nd Generation	CHROMEBOOK		MP1XRC8E	\$0.00
S05661	HP 11MK G9 EE CRMBK w/Google Management	MT8183C 4GB/32GB	CHROMEBOOK		5CD110H9W P	\$357.00

180742404	Cassette Recorder
180740638	CD/Cassette Player
180743750	AV CArt
180742402	AV Cart
180550305	VCR
28134	Laptop
180742405	Cassette Recorder
1807743446	DVD Player
180742421	Cassette Recorder Magnetophone
180743445	DVD Player



2025

# August



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Convocation Day CCHS Auditorium	2
3	4 Teacher In-Service (No Students)	5 Administrative Day (No Students)	6 Teacher In-Service (No Students)	7 Administrative Day (No Students)	8 Registration Day 10:00 Dismissal	9
10	11 First Full Day of School 	12	13	14	15	16
17	18	19	20	21 Back to School Night 3:30 - 5:00	22	23
24	25	26 Picture Day 	27	28 Field Trip 7 <sup>th</sup> & 8 <sup>th</sup> Grades 	29	30
31						



# 2025 August



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			JULY 29TH BLUE BASH		1 Convocation @ CCHS Aud Inservice day #1	2
3	4 Inservice day #2	5 Admin day #1	6 Inservice day #3	7 Admin day #2	8 10:00 DISMISSAL FOR STUDENTS	9
10	11 1ST FULL DAY FOR STUDENTS	12	13	14	15	16
17	18	19	20	21	22 Football vs Livingston	23
24 31	25	26	27	28	29 Football @ Monterey	30

# THE HORIZON

LOOKING FORWARD, GROWING STRONG – MONTHLY MOMENTS FROM CCHS.



**DR. CASSIE WARNER**



## **CCHS PILOT & CO-PILOTS**

Dr. Warner and her crew are all set to navigate the Cumberland County High School to new heights. With Mr. Allen, Mrs. Buck, and Dr. Shadden as co-pilots, the school year is sure to be a smooth flight. Buckle up and get ready to soar through the year, reaching new altitudes of success and achievement. The horizon is bright and promising, and the entire school community is eager to embark on this educational journey. Let's take off to an amazing school year!



## **ADDITIONS TO FLIGHT CREW**

As we embark on this educational journey for the 2025-2026 school year, it's important to remember that each crew member plays a pivotal role in ensuring a successful and smooth journey. Together, we will navigate through the school year, overcoming any turbulence and celebrating high achievements. So, it's time to fasten your seatbelts, prepare for takeoff. Welcome aboard, flight crew:

- Meghan Carvell (Math)
- Andrew Eller (Math)
- Radhika Dishman (PE and Wellness)
- David Wilcox (Visual Arts)
- Jake Crowder (SPED)
- Soukarana Stephens (CDC)
- Jeremy Conner (Groundskeeper)
- Larry Kerley (Lead Custodian)

### CLUBHOUSE CORNER

THE CCHS FBLA MEMBERS INDEED MADE A REMARKABLE IMPRESSION AT THE NATIONAL LEADERSHIP CONFERENCE IN ANAHEIM, CA. COMPETING AND STANDING OUT AMONG 16,000 FBLA MEMBERS FROM ACROSS THE GLOBE IS INDEED A COMMENDABLE ACHIEVEMENT. A BIG ROUND OF APPLAUSE FOR CARLEY, TAYLOR, SKYLYNN, HILARY, AND CIANDRA FOR THEIR RELENTLESS HARD WORK AND DEDICATION. LET'S NOT FORGET THE CCHS SPONSORS WHO WENT THE EXTRA MILE TO ENSURE THESE BRIGHT MINDS COULD SHOWCASE THEIR SKILLS. IT IS HEARTENING TO KNOW THAT THE TEAM DID NOT JUST COMPETE, BUT ALSO TOOK THE OPPORTUNITY TO LEARN AND GROW THROUGH WORKSHOPS, LEADERSHIP TRAINING SESSIONS, AND NETWORKING EVENTS. AFTER ALL, THAT IS WHAT FBLA IS ALL ABOUT, RIGHT? IT IS ABOUT NURTURING FUTURE BUSINESS LEADERS BY PROVIDING THEM WITH OPPORTUNITIES FOR GROWTH AND LEARNING. THE FACT THAT THIS WAS THE FIRST TIME YOUR FBLA CHAPTER ATTENDED THE FBLA NATIONALS MAKES THIS ACHIEVEMENT EVEN MORE SPECIAL. WE CANNOT WAIT TO SEE WHAT THIS CLUB WILL ACCOMPLISH NEXT YEAR WITH THIS ENRICHING EXPERIENCE UNDER THEIR BELT. A BIG SHOUT-OUT TO EVERYONE WHO HELPED THEM PRACTICE AND PREPARE FOR THEIR COMPETITIONS. AND A SPECIAL THANKS TO THE COMMUNITY SPONSORS WHO MADE IT POSSIBLE FOR THEM TO VISIT THE ANGEL STADIUM AND SPEND A DAY AT DISNEYLAND. YOUR SUPPORT IS TRULY INVALUABLE. KEEP UP THE GREAT WORK, EVERYONE! HERE'S TO AN EVEN BIGGER AND BETTER PERFORMANCE NEXT YEAR!

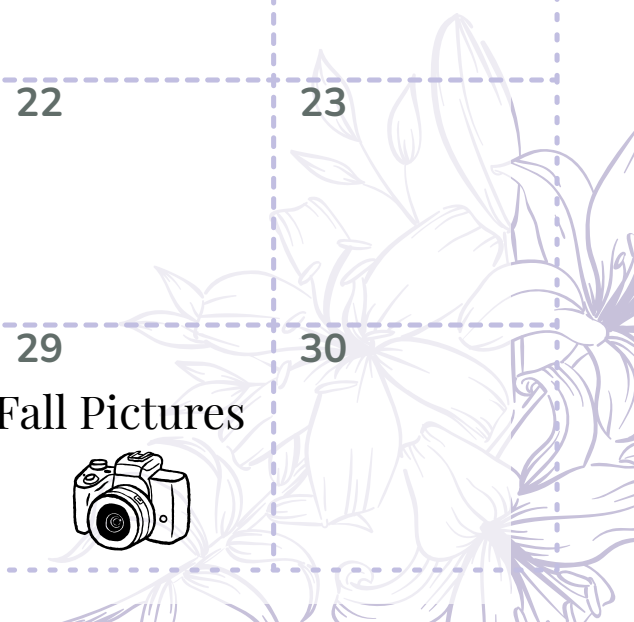
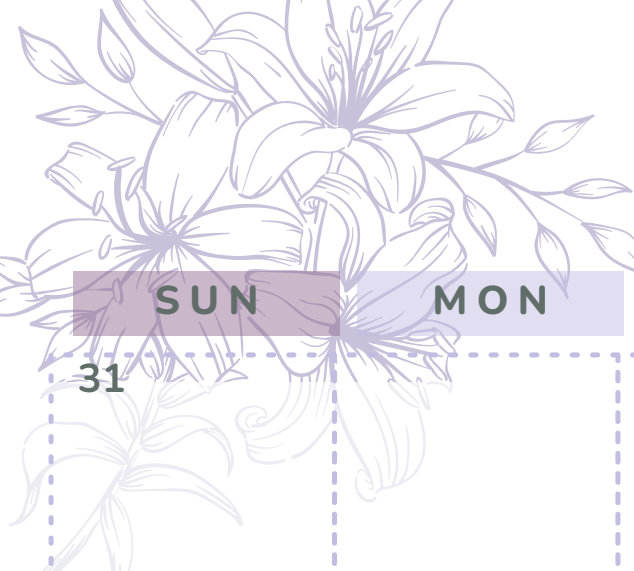


### SPORTS SPOTLIGHT

IT'S ALWAYS GREAT TO HAVE THE SUPPORT OF YOUR PRINCIPAL. A BIG THANK YOU TO DR. WARNER, THE NEW CCHS PRINCIPAL, FOR SHOWING UP AND CHEERING FOR CCHS AT THE TENNESSEE TECH TEAM CAMP. IT IS GESTURES LIKE THESE THAT TRULY MAKE A DIFFERENCE. ONCE A JET, ALWAYS A JET, RIGHT? KEEP UP THE GREAT WORK, TEAM! DO NOT BE SURPRISED IF YOU SEE YOUR NEW JET PILOTS AND CO-PILOTS FLY INTO PRACTICE JUST TO SEE YOUR PROGRESS THROUGHOUT THE SEASONS.

# AUGUST 2025

# HES



SUN	MON	TUE	WED	THU	FRI	SAT
31					1	2
3	4	5	6	7	8 REGISTRATION DAY 7:00-10:00A.M.	9
10	11 FIRST FULL DAY OF SCHOOL	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27 World's Finest Chocolate Sale Begins	28	29 Fall Pictures 	30

# NCE



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

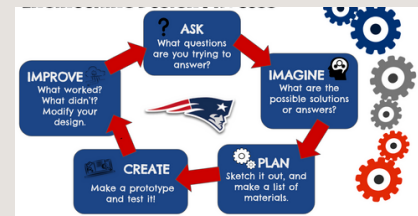
## STEAM

North Cumberland Elementary is proud to begin the 2025-2026 school year with our new STEAM designation! This year, we will continue diving into exciting, hands-on projects that blend Science, Technology, Engineering, the Arts, and Math across all grade levels. Students will collaborate, problem-solve, and think creatively through real-world challenges and integrated learning experiences. We will open our doors to other schools and serve as a host school to those who want to know more about the STEAM designation process. Our STEAM focus will spark curiosity, encourage innovation, and help prepare our students, as well as others for success in an ever-changing world. We can't wait to see what our Patriots will accomplish! Welcome back to the 2025- 2026 school year!



## Upcoming Events

- |       |                                       |
|-------|---------------------------------------|
| 8-1   | Convocation                           |
| 8-4   | Teacher Inservice                     |
| 8-5   | Administrative Day                    |
| 8-6   | Teacher Inservice                     |
| 8-7   | Administrative Day                    |
| 8-8   | Registration Day<br>10:00am Dismissal |
| 8- 11 | First Full Day of School              |
| 9-1   | Labor Day- No School                  |
| 9-4   | Grandparent Luncheon                  |



**NCE is Engineering Excellence**



# Pine View Elementary August 2025

SUN	MON	TUE	WED	THU	FRI	SAT
					1 Convocation Day	2
3	4 Teacher Inservice Day	5 Administrative Day	6 Teacher Inservice Day	7 Administrative Day	8 Registration Day for Students - Multipurpose Room 7:40-10:00 Dismissal	9
10	11	12	13	14 PTO Meeting @ 3:30 Meet the Teacher 4:30-6:00 EST	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Today

< > August 2025

# SMHS



Month



SUN  
27

MON  
28

TUE  
29

WED  
30

THU  
31

FRI  
Aug 1

SAT  
2

1pm Band Camp (Aux Gym)

Band Camp

7am Football Workouts  
5 more

7am Football Workouts  
4 more

7am Football Workouts  
4 more

7am Football Workouts  
4 more

Convocation Day In-service #1 - Nc  
Football, Cheer & Dance Pictures  
4 more

MS Girls Soccer Play @ Dekalb  
6am VOLLEYBALL PLAY DAY ALL t

3

4

5

6

7

8

9

Teacher In-Service #2 No Students  
7am HS Volleyball Practice

Admin Day No Students  
7am HS Volleyball Practice  
2 more

Teacher In-Service #3 No Students  
7am HS Volleyball Practice  
3 more

Admin Day No Students  
7am HS Volleyball Practice  
1:30pm Charitable funds Applicat

10am Students dismiss @10  
11am HS Volleyball Practice  
5pm Football Scrimmage @ Bleds

Girls Soccer Play Day @ Duer Socc  
Volleyball Play Date @ Anderson C

10

11

12

13

14

15

16

First Full Day of School  
3pm HS Volleyball Practice  
2 more

3pm Theatre Practice (Auditorium)  
3pm HS Volleyball Practice  
2 more

3pm HS Volleyball Practice

Golf, XC, Band, Soccer & Volleyball  
3 more

3pm Theatre Practice (Auditorium)  
3pm HS Volleyball Practice  
2 more

17

18

19

20

21

22

23

5pm MS Volleyball @ Prescott Sou  
5pm Volleyball v Smith County  
6pm MS Girls Soccer @ Algood

Fall Underclassmen Pictures  
3pm Theatre Practice (Auditorium)  
2 more

3pm HS Volleyball Practice

3pm Theatre Practice (Auditorium)  
3pm HS Volleyball Practice  
3 more

Girls Soccer @ Smoky Mountain Cup  
Volleyball Tournament - Showdown @ Sunsphere (Knoxville, TN)  
SAT

24

25

26

27

28

29

30

Girls Soccer @ Smoky Mountain Cu

5pm JV Football @ York Institute  
5pm MS Girls Volleyball (Aux) (Pin  
6pm MS Girls Soccer @ Upperma

Senior Picture Makeups  
3pm Theatre Practice (Auditorium)  
2 more

Senior Fieldtrip/ TTU College Fair  
3pm HS Volleyball Practice

3pm Theatre Practice (Auditorium)  
5pm MS Volleyball @ Warren Cour  
2 more

Club Sign Ups BD Activity Schedul  
3pm Theatre Practice (Auditorium)  
2 more

6am The Hangout Rental (main &  
6am The Hangout Rental (main &

31

Sep 1

2

3

4

5

6

Labor Day No School

3pm Theatre Practice (Auditorium)  
5pm Girls Soccer v Macon County  
5pm Volleyball v Cannon County t

3pm HS Volleyball Practice  
5pm MS Volleyball @ Cumberland

3pm Theatre Practice (Auditorium)  
5pm Girls Soccer v Cumberland C  
5pm Volleyball @ Upperman HS  
3 more

3pm Theatre Practice (Auditorium)  
3pm HS Volleyball Practice  
3 more

SAT  
Volleyball Over Match @ Grace Ch

# Stone Elementary

## August 2025

### Mission:

Empowering each student with the skills to be a productive citizen by fostering a culture of excellence through high expectations for all.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Convocation for Staff @ CCHS Auditorium	2
3	4 Administrative Day	5 Inservice Day: TNTP	6 Inservice Day: Leverage Education	7 Administrative Day	8 Enrollment Day 7-10:00	9
10	11 First Full Day of School	12	13	14 Back-to-School Night 4-5:30 Title I Mtg 5:30-6	15	16
17	18 Fall AIMS Webb Benchmarking (K-3)	19 Fall AIMS Webb Benchmarking (K-3)	20 Fall AIMS Webb Benchmarking (K-3)	21 Fall AIMS Webb Benchmarking (K-3)	22 Fall AIMS Webb Benchmarking (K-3) Candy Bar Sale Kickoff	23
24	25 Fall AIMS Webb Benchmarking (K-3) 1st Day for ALL Kindergarteners	26 Fall AIMS Webb Benchmarking (K-3)	27 Fall AIMS Webb Benchmarking (K-3)	28 Fall AIMS Webb Benchmarking (K-3)	29 Fall AIMS Webb Benchmarking (K-3)	30
31						

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term: <b>School District Goals</b>	Descriptor Code: <b>1.700</b>	Issued Date: <b>04/22/21</b>
		Rescinds: <b>1.700</b>	Issued: <b>12/02/04</b>

1 The Board shall determine the educational goals of the school district. In discharging that  
2 responsibility, the Board has adopted the following goals:

## 3 INSTRUCTION

- 4 1. To promote a plan for the organized improvement of school curriculum, including the transition  
5 between elementary and secondary school.;
- 6 2. To offer a wide range of career service opportunities;
- 7 3. To promote an integration of academic, physical, social and emotional growth experiences for  
8 each student; and
- 9 4. To promote the recognition of achievement in all endeavors (i.e., academic, athletic).

## 10 STUDENTS

- 11 1. **To structure the instructional program to provide necessary alternatives to meet a variety of**  
12 **individual needs and aspirations;**
- 13 2. To ensure that each student's interests, capacities, and objectives are considered in his/her  
14 learning program; and
- 15 3. To help students gain understanding of themselves as well as skills and techniques in living and  
16 working with others and being responsible citizens.

## 17 PERSONNEL

- 18 1. To promote high quality performance by the staff, including both professional and support  
19 personnel;
- 20 2. To establish acceptable performance standards for all personnel;
- 21 ~~3. To set goals for educator diversity that take into consideration the diversity of the student~~  
22 ~~population;~~<sup>†</sup>
- 23 4. To provide in-service training and professional growth experiences for teachers and  
24 administrators; and
- 25 5. To maintain an evaluation system for the improvement of the instructional system.

## 26 OPERATIONS

- 27 1. To make every effort to secure adequate funding for the educational program in support of the  
28 stated goals;
- 29 2. To maintain an adequate system of fiscal and business management;
- 30 3. To develop plans for the efficient use of school facilities; and
- 31 4. To ensure appropriate communication between the Director of Schools and the Board.

- 1 The Board shall annually review these goals and revise them as necessary.
- 2 The Director of Schools is responsible for developing procedures and strategies to implement the goals
- 3 of the Board.

---

Legal References

1. ~~State Board of Education Policy 5.700; TCA 49-1-302(g)~~

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Cross References

[Role of the Board of Education 1.101](#)  
[Board Member Development Opportunities 1.204](#)  
Fiscal Management Goals 2.100  
Business Management Goals 3.100  
Instructional Program 4.100  
[Evaluations of Instructional Programs 4.702](#)  
Personnel Goals 5.100  
Student Goals 6.100

# Cumberland County Board of Education

Monitoring: <b>Date Last Reviewed: 04/08/04</b>	Descriptor Term: <b>Personnel Goals and Objectives</b>	Descriptor Code: <b>5.100</b>	Issued Date: <b>05/25/23</b>
		Rescinds: <b>5.100</b>	Issued: <b>04/22/21</b>

1 The Board’s personnel goals are as follows:

- 2 1. To ensure that the Director of Schools recruits and employs the best qualified individuals to
- 3 staff the school district;
- 4
- 5 2. To provide compensation, benefits and working environment sufficient to attract and retain
- 6 qualified employees;
- 7
- 8 3. ~~To set goals for educator diversity that take into consideration the diversity of the student~~
- 9 ~~population;~~<sup>†</sup>
- 10
- 11 4. To provide an in-service training program for all employees to improve their performance;
- 12 and
- 13
- 14 5. To conduct an evaluation program that will contribute to the continuous improvement of staff
- 15 performance.

---

Legal References

1. ~~State Board of Education Policy 5.700;~~  
 TCA 49-1-302(g) **Public Acts of 2025, Chapter No. 494**

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Cross Reference

School District Goals ~~& Objectives~~ 1.700

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in January</b>	Descriptor Term: <b>Compensation Guides &amp; Contracts</b>	Descriptor Code: <b>5.110</b>	Issued Date: <b>06/22/23</b>
		Rescinds: <b>5.110</b>	Issued: <b>04/27/23</b>

## 1 *General*

2 Certified personnel ~~must enter into~~ shall make a written contract with the Board at a fixed annual  
3 salary per month before commencing entering upon their duties.<sup>1</sup>

4 The Director of Schools shall establish the salary rating of each person employed all personnel and shall  
5 recommend such the salary rating schedule to the Board for its approval.<sup>2</sup>

6 Salaries of all employees, including substitute and supplemental pay, shall be paid by the Board. No  
7 payment to any employee for service performed on behalf of the school system shall be made from any  
8 source other than the Board.

9 Contracts for certified personnel shall provide the following:<sup>3</sup> professional personnel shall include two  
10 hundred (200) days of responsibility, plus twenty (20) days for each additional month assigned by the  
11 Board. Each contract shall provide:<sup>3</sup>

- 11 1. A minimum of one hundred and eighty (180) working days;
- 12 2. A minimum of five (5) days for in-service education;
- 13 3. Ten (10) vacation days; and
- 14 4. Five (5) days as designated by the board (teachers shall use one (1) day for parent-teacher  
15 conferences).

16 The school calendar adopted by the Board each year shall become part of each employee's all certified  
17 personnel contracts.

18 Salaries and supplements may be paid from revenue derived from sources other than taxes, provided the  
19 revenue is deposited with and salaries paid through the Board. This includes donations or contributions  
20 from individual, civic or other non-school related sources of funds from individual school activity funds,  
21 such as gate receipts and concessions.<sup>1,4</sup>

22 Non-certified personnel are at will employees and are compensated per Board approved pay scales that  
23 are based on respective job description, hours worked, and days worked. These scales have pre-  
24 designated incremental increases based on years of service. The employee's years of service, to the Board  
25 of Education, are maintained when an employee moves between job categories. All support personnel  
26 pay scales are capped at twenty six (26) years of service.

27 The Board will recognize 100% of the same job experience. The burden of experience  
28 rests with the individual. Verification must be submitted within 30 days of date of hire to be  
29 considered for advancement on the pay scale.

30 Former employees rehired in the same position will resume at the same years' experience as when they  
31 left employment.<sup>2</sup>

## ACCRUED LEAVE & BENEFICIARIES<sup>5</sup>

**Include the provision below if the Board opts to compensate the estate of a deceased teacher for accrued leave.**

A deceased teacher's estate or designated beneficiary shall be paid the value of any unused accumulated leave. Unless a teacher designates differently, the beneficiary shall be the same as the beneficiary designed for receipt of retirement benefits with the Tennessee Consolidated Retirement System.

---

### Legal References

1. TCA 49-2-203(a)(1); TCA49-5-408
2. TCA 49-5-402
3. TCA 49-6-3004
4. TCA 49-6-2006(a)
5. **Public Acts of 2025, Chapter No. 433**

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### Cross References

School Calendar 1.800  
Revenues 2.400  
Payroll Procedures 2.802  
**Salary Deductions 2.803**  
Application and Employment 5.106

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in July</b>	Descriptor Term: <b>Use of Personal Communication Devices and Electronic Devices</b>	Descriptor Code: <b>6.312</b>	Issued Date: <b>02/22/24</b>
		Rescinds: <b>6.312</b>	Issued: <b>09/22/16</b>

## 1 *General*

2 Students may possess personal communication devices and personal electronic devices so long as such  
3 devices are turned off and stored ~~in backpacks, purses, or personal carry-alls~~ **OPTION 1 during instructional**  
4 **time OR OPTION 2 for the entirety of the school day.** Such devices include, ~~but are not limited to, wearable~~  
5 ~~technology such as eyeglasses, rings, watches that have the capability to record, live stream, or interact with~~  
6 ~~wireless technology, cell phones, laptops, and tablets~~ **any portable wireless device that has the capability to**  
7 **provide voice, messaging, or other data communication between two (2) or more parties, such as wearable**  
8 **technology, cell phones, laptops, tablets, and gaming devices.**

9 **A student may, however, be permitted to utilize a wireless communication device under the following**  
10 **circumstances:**

- 11 1. **In case of emergency;**
- 12 2. **When authorized by a teacher;**
- 13 3. **To manage the student's health, as documented in the student's individual healthcare plan;**
- 14 4. **When the possession or use is required by the student's individual education program, 504 plan, or**  
15 **individual learning plan; or**
- 16 5. **When the device is being used by a student with a disability for the operation of assistive technology**  
17 **to increase, maintain, or improve the student's functional capabilities. <sup>1</sup>**

## 18 **PENALTIES**

19 ~~However, a teacher may grant permission for the use of these devices to assist with instruction in his/her~~  
20 ~~classroom, and teachers are encouraged to integrate the devices into their course work. The~~  
21 ~~principal/designee may also grant a student permission to use such a device at his/her discretion.~~

22 Unauthorized use or improper storage of a device will result in confiscation until such a time as it may  
23 be released to the student's parent(s)/guardian(s). A student in violation of this policy is subject to  
24 disciplinary action.

## 25 **EMERGENCY COMMUNICATION PLAN**

26 **In the event of an emergency or possible emergency occurring at school, parent(s)/guardian(s) shall be**  
27 **alerted by [insert method of communication]. <sup>1</sup>**

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Legal References

1. Public Acts of 2025, Chapter No. 103

Cross References

Code of Conduct 6.300

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in July</b>	Descriptor Term: <b>Use of Wireless Communication Devices</b>	Descriptor Code: <b>6.312b</b>	Issued Date: <b>07/01/25</b>
		Rescinds:	Issued:

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

2 Students are permitted to use wireless communication devices in certain limited situations. Wireless  
3 communication devices include any portable wireless device that has the capability to provide voice,  
4 messaging, or other data communication between two (2) or more parties, such as wearable technology,  
5 cell phones, tablets, and gaming devices.

6 A student may be permitted to utilize a wireless communication device under the following  
7 circumstances:

- 8 1. In case of emergency;
- 9
- 10 2. When authorized by a teacher;
- 11
- 12 3. To manage the student's health, as documented in the student's individual healthcare plan;
- 13
- 14 4. When the possession or use is required by the student's individual education program, 504  
15 plan, or individual learning plan; or
- 16
- 17 5. When the device is being used by a student with a disability for the operation of assistive  
18 technology to increase, maintain, or improve the student's functional capabilities.

## 19 **GRADES K-5**

20 Students may possess wireless communication devices so long as such devices are turned off and stored  
21 for the entirety of the school day unless one of the exceptions above applies.

## 22 **GRADES 6-12**

23 Students may possess wireless communication devices so long as such devices are turned off and stored  
24 during instructional time. During breaks throughout the school day, students may use wireless  
25 communication devices.

26

27

1 **PENALTIES**

2 Unauthorized use or improper storage of a device will result in confiscation until such time as it may be  
3 released to the student's parent(s)/guardian(s). A student in violation of this policy is subject to  
4 disciplinary action.

5 **EMERGENCY COMMUNICATION PLAN**

6 In the event of an emergency or possible emergency occurring at school, parent(s)/guardian(s) shall be  
7 alerted by **[insert method of communication]**.<sup>1</sup>

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Legal References

1. [Public Acts of 2025, Chapter No. 103](#)

Cross References

Code of Conduct 6.300



# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in February</b>	Descriptor Term: <b>Overtime Pay of Non- Certified Personnel</b>	Descriptor Code: <b>5.604</b>	Issued Date: <b>04/27/23</b>
		Rescinds: <b>5.604</b>	Issued: <b>04/23/15</b>

1 The Board expects that employees will work in excess of standard hours when requested. When  
2 work in excess of standard hours is required, employees will be compensated for the unscheduled  
3 hours worked.<sup>1</sup>

4 Overtime is defined as hours physically worked in excess of forty (40) hours \*[physically worked](#) per  
5 week. When an employee is requested to work over regularly scheduled hours, the following shall apply:

## 6 Compensation for Unscheduled Hours

- 7 1. Hours worked over the scheduled hours must be approved by the immediate supervisor.
- 8 2. Whenever possible, compensatory time off shall be used in preference to overtime pay.
- 9 3. All payment for overtime shall be processed through the payroll office.

## 10 Overtime Pay

- 11 1. If it is determined by the immediate supervisor that compensatory time cannot be granted  
12 within the forty (40) hour pay period or without severe disruption of the operation of the  
13 facility, overtime may be authorized.
- 14 2. Overtime pay shall be paid for all hours [physically](#) worked over forty (40) hours per week.

## 15 Payroll Provisions

- 16 1. Time and one-half (1 1/2) shall be paid for all hours physically worked in excess of forty (40)  
17 [hours physically worked](#) in a week.
- 18 2. An authorization for overtime payment must be submitted by the immediate supervisor.
- 19 3. Payment for overtime will be included in the paycheck for the period immediately following  
20 the one in which it was earned.

## 21 Discipline

- 22 1. Persons who have been assigned to work overtime, whether voluntary or mandatory, shall  
23 be expected to report to work as scheduled.
- 24 2. Failure to report shall subject an employee to disciplinary procedures as specified for any  
25 other non-appearance for a regularly scheduled work time.
- 26 3. Employees shall be released from mandatory overtime, without fear of discipline, when they  
27 can provide a reasonable excuse such as the following:

- 1           a. Personal family emergency;
- 2           b. Personal or family health maintenance;
- 3           c. Important family function; weddings, etc.
  
- 4    If there is doubt concerning the employee's sincerity in offering such an excuse, the burden of proof
- 5    will rest with the employee..
  
- 6    \*Physically worked DOES NOT include: sick leave, vacation, personal leave, or any other type of leave.

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Legal References

1. TCA 5-23-101;104; Section 7(o) 29 CFR § 553.20; 21

# Cumberland County Board of Education

Monitoring: <b>Date Last Reviewed:</b> 04/08/04	Descriptor Term:  <b>Director of Schools Recruitment and Selection</b>	Descriptor Code: <b>5.801</b>	Issued Date: <b>05/25/23</b>
		Rescinds: <b>5.801</b>	Issued: <b>06/25/15</b>

1 When a vacancy occurs, the appointment of a Director of Schools is a function of the Board.<sup>1</sup> The Board  
2 is responsible for finding the person it believes can most effectively translate into action the policies of  
3 the Board and the goals of the community and the professional staff.

4 The Board may employ a consultant to advise and assist the Board in the search and selection process.  
5 However, final selection shall rest with the Board after a thorough consideration of qualified applicants.  
6 An interim Director of Schools appointed during the time of a search shall not become a candidate unless  
7 the Board expressly permits such inclusion in the selection procedures. A board member may not apply  
8 for or in any other way be considered for the [interim or permanent](#) position of Director of Schools.<sup>2</sup>

9 Prior to conducting a search to fill the position, the Board shall initially develop the following:<sup>3</sup>

- 10 • A job description
- 11 • A timeline
- 12 • A process for accepting and reviewing applications
- 13 • Selection procedures which shall include, but not be limited to, the following:

- 14 1. The Board may invite the community, including board employees, to participate in the  
15 process of selecting a Director of Schools. Resumes of persons interviewed by the Board  
16 shall be available in the central office for public inspection.
- 17
- 18 2. The interview process for each finalist shall include meetings with various staff and  
19 community groups and an interview with the entire Board if possible.
- 20
- 21 3. Candidates shall be interviewed by the Board in an open session. Only board members will  
22 be allowed to ask questions during the interview.
- 23
- 24 4. The Board will attempt to select a Director by unanimous vote, but a majority vote of the  
25 membership of the board shall be required for the appointment of a Director of Schools.

26 **TCA 49-2-202(g) states the following:**

27 A majority of all of the members constituting the Board, and not merely a majority of the quorum,  
28 shall be required to transact all business coming before the Board in regular or special meeting.

Legal References:

1. TCA 49-2-203 (a)(13)
2. TCA 49-2-203 (a)(1)(D)
3. TCA 49-2-203 (a)(13)(B)

# Cumberland County Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Home Schools</b>	Descriptor Code: <b>6.202</b>	Issued Date: <b>07/27/23</b>
		Rescinds: <b>6.202</b>	Issued: <b>05/25/23</b>

1 A “home school” is a school conducted or directed by parent(s)/guardian(s) for their own children.  
2 Home schools which teach K-12 where the parents/guardians are associated with an organization that  
3 conducts church-related schools<sup>1</sup>are exempt from the following provisions but shall follow procedures  
4 issued by the State Department of Education.

5 A parent/guardian wishing to conduct a home school shall meet the following requirements:<sup>2</sup>

- 6 1. Provide annual notice to the Director of Schools before the commencement of each school year  
7 of the intent to conduct a home school;  
8
- 9 2. Submit to the Director of Schools the name, number, age, grade level of children involved,  
10 location of the school, curriculum to be offered, proposed hours of instruction, and  
11 qualifications of the parent-teacher;  
12
- 13 3. Maintain attendance records, subject to inspection by the Director of Schools;  
14
- 15 4. Submit attendance records to the Director of Schools at the end of each school year;
- 16 5. Provide instruction for at least four (4) hours per day for the same number of instructional days  
17 as required by state law;<sup>3</sup>  
18
- 19 6. Possess a high school diploma or high school equivalency credential approved be the State  
20 Board of Education;<sup>4</sup>  
21
- 22 7. Cooperate in the administration to home school students of appropriate tests by the  
23 Commissioner of Education/designee or by a professional testing service in grades five (5),  
24 seven (7), and nine (9);  
25
- 26 8. Take actions according to state law if home school student falls behind appropriate grade level;  
27
- 28 9. Submit proof to the Director of Schools that other health services and examinations as required  
29 by state law have been received by the home school student; and  
30
- 31 10. In the event of illness or inadequacy of the home school parent-teacher to teach a specific  
32 subject, employ a tutor having the same qualifications as required of parent-teacher.

33 If one or more of these requirements are not met, the Board authorizes the Director of Schools/designee  
34 to take formal action to bring the child into compliance with the Compulsory Attendance Law (until the  
35 child has reached age seventeen 17), either in the home school or in a public, private or church-related  
36 school.

## 1 FACILITIES USE

2 It ~~may shall~~ be the policy of this Board that public school facilities ~~shall may~~ be available for  
3 home school instruction only when *all* of the following conditions exist:

- 4 1. Special needs courses are being taught which require services unavailable to the home school  
5 student;
- 6
- 7 2. These services cannot be provided through any means other than the public schools;
- 8
- 9 3. Requests for services are made known by the home school parent when notice is given to the  
10 Director of Schools/designee of the intent to conduct a home school;
- 11
- 12 4. The Director of Schools/designee investigates requests and makes recommendations to the  
13 Board;
- 14
- 15 5. No overcrowding, additional expenses, including providing transportation, or other special  
16 situations which interfere with the normal operation of the school system shall be incurred; and  
17
- 18 6. Approval by the Board on a case-by-case basis.

## 19 RECORD ACCESS

20 The Director of Schools, through the Attendance Supervisor, shall have the attendance records of the  
21 home school inspected at least two (2) times each school year in order to provide assistance in  
22 implementing the Compulsory Attendance Law.

## 23 STUDENT PERFORMANCE<sup>5</sup>

24 The Director of Schools shall develop administrative procedures regarding necessary consultations  
25 with home school parents in regard to student performance.

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### Legal References

1. TCA 49-50-801(a)
2. TCA 49-6-3050(b)
3. TCA 49-6-3004(a); TCA 49-6-3050(b)(3)
4. TCA 49-6-3050(b)(4); Public Acts of 2023, Chapter  
No. 114
5. TCA 49-6-3050(b)(6)

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### Cross References

Compulsory Attendance Ages 6.201

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

**DRAFT / PRELIMINARY**

141 General Purpose School		Year-To-Date					Month-To-Date				
Account	Description	Budget Estimate	Total	Actual	Encumbered	% of Budget	Budget Estimate	Total	Actual	Encumbered	% of Avg
							Avg/Mth				
<b>Revenues</b>											
40110	Current Property Tax	2,022,107.00	2,022,374.44	2,022,374.44	0.00	100.01%	168,508.92	6,340.37	6,340.37	0.00	3.76%
40120	Trustee's Collections - Prior Year	225,911.00	66,149.44	66,149.44	0.00	29.28%	18,825.92	0.00	0.00	0.00	0.00%
40130	Cir Clk/Clk & Master Collections-Pr Yr	108,155.00	21,575.13	21,575.13	0.00	19.95%	9,012.92	1,700.42	1,700.42	0.00	18.87%
40140	Interest And Penalty	91,724.00	23,875.12	23,875.12	0.00	26.03%	7,643.67	1,159.57	1,159.27	0.00	15.17%
40210	Local Option Sales Tax	16,455,212.00	15,142,432.96	15,142,432.96	0.00	92.02%	1,371,267.67	1,420,041.54	1,420,041.54	0.00	103.56%
40270	Business Tax	5,871.00	3,734.64	3,734.64	0.00	63.61%	489.25	465.50	465.50	0.00	95.15%
40275	Mixed Drink Sales	84,663.00	60,260.11	60,260.11	0.00	71.18%	7,055.25	4,014.40	4,014.40	0.00	56.90%
43517	Tuition - Other	110,000.00	189,083.85	189,083.85	0.00	171.89%	9,166.67	10,659.50	10,659.50	0.00	116.29%
43570	Receipts From Individual Schools	65,000.00	105,272.25	105,272.25	0.00	161.96%	5,416.67	10,918.46	10,918.46	0.00	201.57%
43990	Other Charges For Services	15,000.00	15,379.00	15,379.00	0.00	102.53%	1,250.00	0.00	0.00	0.00	0.00%
44120	Lease/Rentals	7,719.00	7,140.05	7,140.05	0.00	92.50%	643.25	1,852.58	1,852.58	0.00	288.00%
44145	Sale Of Recycled Materials	4,000.00	3,093.18	3,093.18	0.00	77.33%	333.33	22.00	22.00	0.00	6.60%
44170	Miscellaneous Refunds	106,000.00	153,673.57	153,673.57	0.00	144.98%	8,833.33	25,639.97	25,639.97	0.00	290.26%
44530	Sale of Equipment	0.00	534.00	534.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
44540	Sale of Property	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
44560	Damages Recovered From Individuals	500.00	1,003.40	1,003.40	0.00	200.68%	41.67	0.00	0.00	0.00	0.00%
44570	Contributions & Gifts	15,000.00	17,300.26	17,300.26	0.00	115.34%	1,250.00	0.00	0.00	0.00	0.00%
44990	Other Local Revenues	14,000.00	18,881.50	18,881.50	0.00	134.87%	1,166.67	827.75	827.75	0.00	70.95%
46511	TISA	49,395,116.00	50,270,367.00	50,270,367.00	0.00	101.77%	4,116,259.67	4,949,890.98	4,949,890.98	0.00	120.25%
46515	Early Childhood Education	1,104,583.00	1,246,482.00	1,246,482.00	0.00	112.85%	92,048.58	75,636.42	75,636.42	0.00	82.17%
46590	Other State Education Funds	597,026.00	961,250.00	961,250.00	0.00	161.01%	49,752.17	357,468.05	357,468.05	0.00	718.50%
46591	Coordinated School Health - ARRA	113,000.00	127,846.51	127,846.51	0.00	113.14%	9,416.67	5,086.72	5,086.72	0.00	54.02%
46594	Family Resource Centers - ARRA	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
46610	Career Ladder Program	95,000.00	49,730.00	49,730.00	0.00	52.35%	7,916.67	1,140.10	1,140.10	0.00	14.40%
46640	Vocational Equipment	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
46790	Other Vocational	0.00	1,841,465.06	1,841,465.06	0.00		0.00	137,159.05	137,159.05	0.00	#DIV/0!
46980	Other State Grants	0.00	142,495.84	142,495.84	0.00	0.00%	0.00	5,827.90	5,827.90	0.00	#DIV/0!
46981	Safe Schools-ARRA	0.00	99,225.65	99,225.65	0.00	0.00%	0.00	23,025.23	23,025.23	0.00	#DIV/0!
46990	Other State Revenues	0.00	130,098.84	130,098.84	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
47141	ESEA Title 1	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	
47401	American Rescue Plan Grant #1	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
47590	Other Federal Through State	0.00	263,254.00	263,254.00	0.00	0.00%	0.00	145,211.18	145,211.18		#DIV/0!
47990	Other Federal Direct Revenue	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
48610	Donations	0.00	27,800.00	27,800.00	0.00	0.00%	0.00	2,500.00	2,500.00	0.00	#DIV/0!
48990	Other Revenue	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	#DIV/0!
49600	Proceeds from Sale of Capital Assets	0.00	4,500.00	4,500.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
49700	Insurance Recovery	0.00	120,110.55	120,110.55	0.00	0.00%	0.00	1,950.00	1,950.00	0.00	#DIV/0!
<b>Total Revenues</b>		<b>\$ 70,635,587.00</b>	<b>\$ 73,136,388.35</b>	<b>\$ 73,136,388.35</b>	<b>\$ -</b>	<b>103.54%</b>	<b>\$ 5,886,298.92</b>	<b>\$ 7,188,537.69</b>	<b>\$ 7,188,537.39</b>	<b>\$ -</b>	<b>122.12%</b>

**Expenditures**

71100	Regular Instruction Program	(33,012,912.00)	30,960,896.81	30,428,291.76	532,605.05	-93.78%	(2,751,076.00)	5,221,525.09	4,704,880.84	516,644.25	189.80%
71150	Alternative Instruction Program	(378,664.00)	364,888.18	364,888.18	0.00	-96.36%	(31,555.33)	53,889.48	53,889.48	0.00	170.78%
71200	Special Education Program	(5,887,909.00)	5,972,311.90	5,972,311.90	0.00	-101.43%	(490,659.08)	893,966.52	899,783.38	(5,816.86)	182.20%
71300	Career And Technical Education	(5,191,292.00)	5,857,914.24	5,857,914.24	0.00	-112.84%	(432,607.67)	721,587.18	758,392.89	(36,805.71)	166.80%
71400	Student Body Education Program	(724,688.00)	630,180.62	630,180.62	0.00	-86.96%	(60,390.67)	55,177.70	55,177.70	0.00	91.37%
72110	Attendance	(243,264.00)	235,740.55	235,740.55	0.00	-96.91%	(20,272.00)	21,664.39	21,664.39	0.00	106.87%
72120	Health Services	(914,970.00)	927,163.43	919,663.43	7,500.00	-101.33%	(76,247.50)	112,375.47	128,680.59	(16,305.12)	147.38%
72130	Other Student Support	(2,229,397.00)	1,928,545.97	1,928,545.97	0.00	-86.51%	(185,783.08)	270,654.60	270,781.64	(127.04)	145.68%
72210	Regular Instruction Program	(1,448,505.00)	1,442,714.26	1,442,714.26	0.00	-99.60%	(120,708.75)	161,205.35	161,205.35	0.00	133.55%
72220	Special Education Program	(1,131,230.00)	1,212,507.77	1,212,507.77	0.00	-107.18%	(94,269.17)	114,233.74	114,648.94	(415.20)	121.18%
72230	Career And Technical Education	(587,537.00)	632,929.30	632,929.30	0.00	-107.73%	(48,961.42)	72,589.99	72,589.99	0.00	148.26%
72250	Technology	(1,542,204.00)	1,868,686.77	1,868,686.77	0.00	-121.17%	(128,517.00)	69,593.34	72,196.06	(2,602.72)	54.15%
72310	Board Of Education	(1,236,147.00)	1,133,905.33	1,133,905.33	0.00	-91.73%	(103,012.25)	80,395.72	88,045.72	(7,650.00)	78.04%
72320	Office Of The Superintendent	(344,256.00)	308,108.06	308,108.06	0.00	-89.50%	(28,688.00)	25,065.24	25,065.24	0.00	87.37%
72410	Office Of The Principal	(4,634,063.00)	4,848,365.90	4,848,365.90	0.00	-104.62%	(386,171.92)	702,400.28	703,293.49	(893.21)	181.89%
72510	Fiscal Services	(382,766.00)	289,968.94	289,968.94	0.00	-75.76%	(31,897.17)	21,110.55	23,544.79	(2,434.24)	66.18%
72520	Human Services/Personnel	(226,957.00)	201,836.62	201,836.62	0.00	-88.93%	(18,913.08)	14,850.76	14,850.76	0.00	78.52%
72610	Operation Of Plant	(6,152,310.00)	5,584,108.79	5,569,962.21	14,146.58	-90.76%	(512,692.50)	357,807.51	460,917.16	(103,109.65)	69.79%
72620	Maintenance Of Plant	(5,061,290.00)	4,401,828.16	1,886,350.24	2,515,477.92	-86.97%	(421,774.17)	1,113,974.02	422,291.88	691,682.14	264.12%
72710	Transportation	(4,391,170.00)	4,235,804.82	3,644,162.82	591,642.00	-96.46%	(365,930.83)	359,435.29	410,881.92	(51,446.63)	98.22%
72905	American Rescue Plan Act Expenditure	0.00	0.00	0.00	0.00	0.00%	-	0.00	0.00	0.00	0.00%
73300	Community Services	(173,061.00)	169,385.73	169,385.73	0.00	-97.88%	(14,421.75)	20,040.51	20,040.51	0.00	138.96%
73400	Early Childhood Education	(1,368,458.00)	1,381,446.54	1,377,597.09	3,849.45	-100.95%	(114,038.17)	195,988.18	195,988.18	0.00	171.86%
76100	Regular Capital Outlay	(657,500.00)	898,714.87	587,395.91	311,318.96	-136.69%	(54,791.67)	(124,248.17)	47,968.14	(172,216.31)	-226.76%
82130	Education Debt Service	0.00	0.00	0.00	0.00	0.00%	-	0.00	0.00	0.00	0.00%
82230	Education Debt Service	0.00	0.00	0.00	0.00	0.00%	-	0.00	0.00	0.00	0.00%
99100	Transfers Out	0.00	0.00	0.00	0.00	0.00%	-	0.00	0.00	0.00	0.00%
<b>Total</b>	<b>Expenditures</b>	<b>\$ (77,920,550.00)</b>	<b>\$ 75,487,953.56</b>	<b>\$ 71,511,413.60</b>	<b>\$ 3,976,539.96</b>	<b>96.88%</b>	<b>\$ (6,493,379.17)</b>	<b>\$ 10,535,282.74</b>	<b>\$ 9,726,779.04</b>	<b>\$ 808,503.70</b>	<b>162.25%</b>
<b>Total</b>	<b>141 General Purpose School</b>	<b>\$ (7,284,963.00)</b>	<b>\$ (2,351,565.21)</b>	<b>\$ 1,624,974.75</b>	<b>\$ (3,976,539.96)</b>	<b>-32.28%</b>	<b>\$ 12,379,678.08</b>	<b>\$ (3,346,745.05)</b>	<b>\$ (2,538,241.65)</b>	<b>\$ (808,503.70)</b>	<b>27.03%</b>

**FY 2024-2025**

Month	FY 18-19 Actual	FY 19-20 Actual	FY 20-21 Actual	FY 21-22 Actual	FY 22-23 Actual	FY 23-24 Actual	FY 24-25 Budget	FY 24-25 Actual	Difference
August	\$ 838,289	\$ 870,571	\$ 1,020,777	\$ 1,166,927	\$ 1,351,767	\$ 1,434,099	\$ 1,413,673	\$ 1,459,059	\$ 45,387
September	\$ 819,089	\$ 865,871	\$ 952,467	\$ 1,107,995	\$ 1,364,864	\$ 1,362,368	\$ 1,427,225	\$ 1,393,264	\$ (33,961)
October	\$ 825,937	\$ 846,819	\$ 919,285	\$ 1,083,881	\$ 1,264,424	\$ 1,298,385	\$ 1,322,196	\$ 1,421,924	\$ 99,729
November	\$ 787,757	\$ 859,937	\$ 973,849	\$ 1,106,688	\$ 1,299,471	\$ 1,294,789	\$ 1,358,844	\$ 1,364,585	\$ 5,741
December	\$ 806,666	\$ 871,317	\$ 983,974	\$ 1,132,259	\$ 1,289,256	\$ 1,366,010	\$ 1,348,162	\$ 1,417,209	\$ 69,046
January	\$ 779,663	\$ 827,204	\$ 977,133	\$ 1,159,721	\$ 1,298,903	\$ 1,314,873	\$ 1,358,250	\$ 1,362,837	\$ 4,587
February	\$ 942,493	\$ 1,057,209	\$ 1,278,153	\$ 1,304,344	\$ 1,471,897	\$ 1,630,073	\$ 1,539,148	\$ 1,575,350	\$ 36,202
March	\$ 676,708	\$ 731,082	\$ 897,298	\$ 965,550	\$ 1,156,878	\$ 1,130,567	\$ 1,209,736	\$ 1,155,681	\$ (54,055)
April	\$ 690,817	\$ 710,630	\$ 828,199	\$ 999,451	\$ 1,131,461	\$ 1,187,369	\$ 1,183,157	\$ 1,149,333	\$ (33,824)
May	\$ 815,144	\$ 854,049	\$ 1,178,207	\$ 1,264,205	\$ 1,398,362	\$ 1,342,565	\$ 1,462,253	\$ 1,423,150	\$ (39,103)
June	\$ 825,043	\$ 828,973	\$ 1,096,183	\$ 1,185,985	\$ 1,309,063	\$ 1,336,725	\$ 1,368,874	\$ 1,420,042	\$ 51,167
July Accrual	\$ 878,558	\$ 947,306	\$ 1,114,903	\$ 1,298,919	\$ 1,399,744	\$ 1,394,836	\$ 1,463,698	\$ -	
<b>Total</b>	<b>\$ 9,686,164</b>	<b>\$ 10,270,968</b>	<b>\$ 12,220,428</b>	<b>\$ 13,775,928</b>	<b>\$ 15,736,090</b>	<b>\$ 16,092,659</b>	<b>\$ 16,455,212</b>	<b>\$ 15,142,433</b>	<b>\$ 150,916</b>

Amendment # \_\_\_\_\_  
Cumberland County, Tennessee  
Gear Up State/Federal Grant

WHEREAS, Cumberland County High School was awarded the Gear Up Grant to increase funding in Salaries, Supplies and Professional Development.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 24th day of July 2025 and by the Cumberland County Commission meeting on this 18th day of August 2025, that the following budget amendment be adopted:

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<b>STATE/FEDERAL GRANT: GEAR UP</b>		
Increase Revenue		
47590		\$ 271,000.00
	<b>Total Increase</b>	<b>\$ 271,000.00</b>
Increase Expenditures		
141-71300-116-GEAR	Salaries	\$ 124,400.00
141-71300-201-GEAR	Social Security and Medicare	\$ 9,600.00
141-71300-204-GEAR	State Retirement	\$ 10,000.00
141-71300-206-GEAR	Life Insurance	\$ 138.00
141-71300-207-GEAR	Medical Insurance	\$ 35,212.00
141-71300-208-GEAR	Dental	\$ 650.00
141-71300-429-GEAR	Materials and Supplies	\$ 72,700.00
141-72130-524-GEAR	Professional Development	\$ 18,300.00
	<b>Total Increase</b>	<b>\$ 271,000.00</b>

SPONSORED BY: \_\_\_\_\_  
BOE Member

APPROVED BY: \_\_\_\_\_  
Chairman of the Board

ATTEST:  
\_\_\_\_\_  
Director of Schools

Ayes: \_\_\_ Nays: \_\_\_ Abstain: \_\_\_

Sponsor: \_\_\_\_\_  
County Commissioner

Approval: \_\_\_\_\_  
County Mayor

Attest: \_\_\_\_\_  
County Clerk

Budget Committee Vote: Ayes: \_\_\_ Nays: \_\_\_ Abstain: \_\_\_

RESOLUTION # \_\_\_\_\_  
 Cumberland County, Tennessee  
 Perkins Federal Fund

WHEREAS, the school district has been awarded the following federal grant Perkins Basic.  
 Whereas, the grant will provide additional money for instructional supplies and materials, equipment, other contracted services, In-service/staff development, contracts with other vehicle owners, and other charges (CTSO).

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 24<sup>th</sup> day of July, 2025, and by the Cumberland County Commission meeting on this 18th day of August, 2025, that the following budget be adopted:

**FEDERAL GRANT: Perkins Basic**

Increase Revenues		
47131	Federal – Perkins Basic	\$151,289.57
	<b>Total Increase</b>	<b>\$151,289.57</b>
Increase Expenditures:		
142-801-71300-429	Instructional Supplies & Materials	\$ 28,967.18
142-801-71300-499	Other Supplies & Materials	\$ 10,000.00
142-801-71300-730	Vocational Instruction	\$ 55,000.00
142-801-72130-524	In-Service/Staff Development (PD)	\$ 17,000.00
142-801-72130-599	Other Charges (CTSO)	\$ 21,357.91
142-801-72230-105	Supervisor / Director	\$ 6,364.48
142-801-72230-201	Social Security	\$ 600.00
142-801-72230-204	Pensions	\$ 600.00
142-801-72230-524	In-Service / Staff Development	\$ 2,500.00
142-801-72710-315	Contracts with Vehicle Owners	\$ 8,900.00
	<b>Total Increase</b>	<b>\$151,289.57</b>

SPONSORED BY:  
 \_\_\_\_\_  
 BOE Member

APPROVED BY:  
 \_\_\_\_\_  
 Chairman of the Board

ATTEST:  
 \_\_\_\_\_  
 Director of Schools

Ayes: \_\_ Nays: \_\_ Abstain: \_\_\_\_\_

Sponsor: \_\_\_\_\_  
 County Commissioner

Approval: \_\_\_\_\_  
 County Mayor

Attest: \_\_\_\_\_  
 County Clerk

Budget Committee Vote: Ayes: \_\_\_ Nays: \_\_\_ Abstain: \_\_\_

Amendment # \_\_\_\_\_  
Cumberland County, Tennessee  
Perkins Reserve Consolidated Federal Fund

WHEREAS the school district was awarded the 2026 Perkins Reserve Consolidated Grant for Industry Certifications.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 24th day of July 2025 and by the Cumberland County Commission meeting on this 18th day of August 2025, that the following budget amendment be adopted:

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<b>FEDERAL GRANT: Perkins Reserve Consolidated</b>			
Increase Revenue			
47139	Federal-Perkins Reserve Consolidated		\$50,000.00
		<b>Total Increase</b>	<b>\$50,000.00</b>
Increase Expenditures			
142-801-71300-499	Other Supplies and Materials		\$50,000.00
		<b>Total Increase</b>	<b>\$50,000.00</b>

SPONSORED BY: \_\_\_\_\_  
BOE Member

APPROVED BY: \_\_\_\_\_  
Chairman of the Board

ATTEST:  
\_\_\_\_\_  
Director of Schools

Ayes: \_\_\_ Nays: \_\_\_ Abstain: \_\_\_

Sponsor: \_\_\_\_\_  
County Commissioner

Approval: \_\_\_\_\_  
County Mayor

Attest: \_\_\_\_\_  
County Clerk

Budget Committee Vote: Ayes: \_\_\_ Nays: \_\_\_ Abstain: \_\_\_



FUNDRAISER AUTHORIZATION FORM

School Brown Elementary

Fund/club/class account 7/8 Math

Expected date of fundraiser 7-9-25

Proposed fundraising activities Amazon Wish List

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

Proposed uses of funds raised\* 7/8 Math Classroom

Expected student involvement (school-wide or specific school organization)  
7-8 Students

Method by which school will receive profit mil

Requested by Jessica Adkins 7/8<sup>math</sup> teacher Date 7/9/25  
Name/Title

Approved by [Signature] Date 7/9/25  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools\*\*

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

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



**FUNDRAISER AUTHORIZATION FORM**

School Brown Elementary

Fund/club/class account April Cole

Expected date of fundraiser July - December

Proposed fundraising activities Amazon Wish list

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

Proposed uses of funds raised\* Classroom incentives / supplies

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

Method by which school will receive profit Mail

Requested by April Cole PreK teacher Date 7/9/25  
Name/Title

Approved by [Signature] Date 7/9/25  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools\*\*

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

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FUNDRAISER AUTHORIZATION FORM

School Brown Elementary

Fund/club/class account Herrick Kinder Classroom

Expected date of fundraiser July to December 2025

Proposed fundraising activities Classroom incentives/

Amazon Wish List

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

Proposed uses of funds raised\* Classroom.

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

Classroom only

Method by which school will receive profit in-kind

Requested by Samantha Herrick Date 7-9-25  
Name/Title Teacher

Approved by [Signature] Date 7/9/25  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools\*\*

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

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**FUNDRAISER AUTHORIZATION FORM**

School Brown

Fund/club/class account Kasi Lewis

Expected date of fundraiser July to December

Proposed fundraising activities Amazon Wishlist

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

Proposed uses of funds raised\* Classroom incentives / decorations

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

Method by which school will receive profit mail

Requested by Kasi Lewis 7/8th S.S. teacher Date 7/9/25  
Name/Title

Approved by [Signature] Date 7/9/25  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools\*\*

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

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**FUNDRAISER AUTHORIZATION FORM**

School CCMS

Fund/club/class account Bus/Tech Class

Expected date of fundraiser 7/14/25 - 8/31/25

Proposed fundraising activities Classroom Wish List

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

Proposed uses of funds raised\* Supplies for students

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

n/a

Method by which school will receive profit 100%

Requested by Aaron Daenell - Teacher Date 7/8/25  
Name/Title

Approved by [Signature] Date 7/8/25  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools\*\*

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

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**FUNDRAISER AUTHORIZATION FORM**

School Crab Orchard

Fund/club/class account Kerry Grumbles - 74h

Expected date of fundraiser 2025-2026 School Year

Proposed fundraising activities Amazon Wishlist

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

Proposed uses of funds raised\* Classroom

Expected student involvement (school-wide or specific school organization)  
Parents / Sponsors

Method by which school will receive profit 100%

Requested by K Grumbles by D Bray Date 7-9-25  
Name/Title

Approved by n Debbie Bray Date 7-9-25  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools\*\*

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

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FUNDRAISER AUTHORIZATION FORM

School Crab Orchard

Fund/club/class account Erin Jackson - 8th grade

Expected date off undraiser 2025-2026 School Year

Proposed fundraising activities Amazon Wishlist

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

Proposed uses of funds raised\* classroom

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

Parents/Sponsors

Method by which school will receive profit 100%

Requested by Erin Jackson by D. Bray Name/Title Date 7-9-25

Approved by Debbie Bray Principal Date 7-9-25

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools\*\*

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

School Crab Orchard

Fund/club/class account Jessica Marsee- Music

Expected date of fundraiser 2025-2026 School Year

Proposed fundraising activities Amazon Wishlist

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

Proposed uses of funds raised\* Classroom

Expected student involvement (school-wide or specific school organization)  
Parents / Sponsors

Method by which school will receive profit 100%

Requested by Jessica Marsee by P. Beaty  
Name/Title

Date 7-9-25

Approved by n. Public Beaty  
Principal

Date 7-9-25

Approved by \_\_\_\_\_  
Director of Schools\*\*

Date \_\_\_\_\_

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

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**FUNDRAISER AUTHORIZATION FORM**

School Crab Orchard

Fund/club/class account Brandon Michael - 5th grade

Expected date of fundraiser 2025-2026 School Year

Proposed fundraising activities Amazon Wishlist

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

Proposed uses of funds raised\* Classroom

Expected student involvement (school-wide or specific school organization)  
Parents / Sponsors

Method by which school will receive profit 100%

Requested by B. Michael by D. Buef Date 7-9-25  
Name/Title

Approved by n. Debbie Buef Date 7-9-25  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools\*\*

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

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



**FUNDRAISER AUTHORIZATION FORM**

School Crab Orchard

Fund/club/class account Michelle Pettus - 4th grade

Expected date of fundraiser 2025-2026 School Year

Proposed fundraising activities Amazon Wishlist

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

Proposed uses of funds raised\* Classroom

Expected student involvement (school-wide or specific school organization)  
Parents / Sponsors

Method by which school will receive profit 100%

Requested by M Pettus by P Blay  
Name/Title

Date 7-9-25

Approved by Debbie Blay  
Principal

Date 7-9-25

Approved by \_\_\_\_\_  
Director of Schools\*\*

Date \_\_\_\_\_

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

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FUNDRAISER AUTHORIZATION FORM

School Crab Orchard

Fund/club/class account Jacque Pugh - 3rd

Expected date of fundraiser 2025-2026 School Year

Proposed fundraising activities Amazon Wishlist

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

Proposed uses of funds raised\* Classroom

Expected student involvement (school-wide or specific school organization)  
Parents / Sponsors

Method by which school will receive profit 100%

Requested by Jacque Pugh by P. Blatz  
Name/Title

Date 7-9-25

Approved by Melanie Blatz  
Principal

Date 7-9-25

Approved by \_\_\_\_\_  
Director of Schools\*\*

Date \_\_\_\_\_

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

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**FUNDRAISER AUTHORIZATION FORM**

School Crab Orchard

Fund/club/class account Jish Smith - 4th

Expected date of fundraiser 2025-2026 School Year

Proposed fundraising activities Amazon Wishlist

Method of fundraising (In-person, crowdfunding, etc.) Crowdfunding

Proposed uses of funds raised\* Classroom

Expected student involvement (school-wide or specific school organization)  
Parents / Sponsors

Method by which school will receive profit 100%

Requested by P. Smith - Principal  
Name/Title

Date 7-9-25

Approved by A. Public  
Principal

Date 7-9-25

Approved by \_\_\_\_\_  
Director of Schools\*\*

Date \_\_\_\_\_

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

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



**FUNDRAISER AUTHORIZATION FORM**

School Crab Orchard

Fund/club/class account Amanda White - 3rd

Expected date of fundraiser 2025-2026 School Year

Proposed fundraising activities Amazon Wishlist

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

Proposed uses of funds raised\* Classroom

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

Parents / Sponsors

Method by which school will receive profit 100%

Requested by \_\_\_\_\_  
Name/Title

Date \_\_\_\_\_

Approved by Michelle Bies  
Principal

Date 7-9-25

Approved by \_\_\_\_\_  
Director of Schools\*\*

Date \_\_\_\_\_

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

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



FUNDRAISER AUTHORIZATION FORM

School North Cumberland Elementary

Fund/club/class account NCE General Funds

Expected date of fundraiser August <sup>2025</sup> April 2026

Proposed fundraising activities Strawbridge picture sales & Strawbridge Yearbook sales

Method of fundraising (in-person, crowdfunding, etc.) Percentage of items sold to students

Proposed uses of funds raised\* Digital sign for NCE any overages will be used for student supplies

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

Method by which school will receive profit Parents will purchase pictures & yearbooks. NCE will get a percentage of items sold.

Requested by Carly Bookkeeper Date 6-9-25

Approved by Mary Jane Allen Principal Date 6-9-25

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools\*\*

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

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



**FUNDRAISER AUTHORIZATION FORM**

School SMHS

Fund/club/class account Band

Expected date of fundraiser ASAP

Proposed fundraising activities Amazon donations

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

Proposed uses of funds raised\* using products for band camp

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

band

Method by which school will receive profit donations will be sent to band room 100%

Requested by Elena Douglas / Band Director Date 7/11/25  
Name/Title

Approved by M. Markson Date 7/11/25  
Principal

Approved by \_\_\_\_\_ Date \_\_\_\_\_  
Director of Schools\*\*

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

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



**FUNDRAISER AUTHORIZATION FORM**

School SMHS

Fund/club/class account HOSA / Health Science

Expected date of fundraiser 25-26 school year

Proposed fundraising activities ~~crowd~~ Crowdfunding - Amazon Wish list

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

Proposed uses of funds raised\* Classroom items for prizes, puzzles, recognition, bulliten boards.

Expected student involvement (school-wide or specific school organization)  
-HOSA and health science fund

Method by which school will receive profit Amazon donations

Requested by Nicole McKie  
Name/Title

Date 7/14/25

Approved by [Signature]  
Principal

Date 7/14/25

Approved by \_\_\_\_\_  
Director of Schools\*\*

Date \_\_\_\_\_

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

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