

Hamilton County Department of Education
Hamilton County Board of Education Board Meeting - Quarterly Session
December 18, 2025 6:00 PM
3074 Claude Ramsey Parkway
Chattanooga, TN 37421

I. Roll Call

II. **Approval of the Agenda

III. Executive Session - No

IV. Pledge to the Flag and Meditation - Dr. Mary Catherine Gatlin, Principal of Chattanooga School for the Liberal Arts

V. Exemplars of Excellence

A. AF Bridges State School of Excellence Award Winner

Tim James, District Athletic Director

B. Eagle Scout Project of the Year - Brock Beeler

Steve Slater, District 1

VI. Board Member Disclaimer Statement - I declare that I have a [spouse, parent, grandparent, child, sibling, aunt, uncle, nephew, niece, relation-in-law or member of my household] who works for the school system and that the Board's vote on [budget, policies, etc.] may have an effect on my relative's employment. Even so, I hereby certify that I will cast my vote in the best interest of the school system.

VII. **Approval of the Consent Agenda

A. Approval of the Minutes of the November 2025 Regular Session

B. Deputy Superintendent - Dr. Sonia Stewart

1. Field Trips

a. Dr. Elaine Harper - Community Superintendent Harrison Bay

b. Dr. Shane Harwood - Community Superintendent Rock Point

c. Dr. Tony Donen - Executive Principal Workforce Development & College Schools Network

C. Chief Financial Officer - Mary Ellen Heuton, CPA

1. Bids/Contracts

a. Request Approval of Award BID 26-32, Westview Elementary School & North Hamilton County Elementary School Chillers

2. Financial Reports

3. Budget Amendments

a. Federal Grants, State Grants, and Self-Funded Programs

D. Chief Strategy Officer - Shannon Moody

1. Proposed Policy Revision, Second Read

- 5.100 Goals for Personnel - Human Resources
- 5.101 Creation of Positions and Lines of Authority
- 5.102 Classifications and Qualifications
- 5.1021 Military Professionals Serving as JROTC Instructors
- 5.1041 American Disabilities Act (ADA)
- 5.105 Recruitment of Employees
- 5.1061 Criminal Record Checks
- 5.1062 Record Tampering
- 5.107 Classified Employees
- 5.114 Personnel Records and Employee References

- 5.1142 Employee Demographic Changes
- 5.200 Suspension/Dismissal of Non-Tenured Teachers
- 5.203 Non-Renewal
- 5.204 Resignation
- 5.205 Retirement
- 5.602 Time Schedules and Extra Duty
- 5.702 Student Teachers

VIII. Dr. Neelie Parker, Chief of Opportunity and Access

Michelle Eargle, Executive Director of Exceptional Education

A. Exceptional Education - MOU with Blue Cross Blue Shield for Project SEARCH

IX. Administrative Business Matters

A. Chief Talent Officer - Dr. Zac Brown

1. ** School psychologist and Speech-language Pathologist Compensation Adjustments; Grant-Funded Position Approval; and Acceptance of School-Based Mental Health Grant
2. ** PECCA Vote and Committee Members

B. Deputy Superintendent - Dr. Sonia Stewart

1. ** Grant Funded Position Approval

C. Chief Strategy Officer - Shannon Moody

1. ** Administrative Policy Update - Monitoring

X. Board Matters

A. Chief Strategy Officer - Shannon Moody

1. Proposed Policies Revision, First Read
 - 1.300 Committees of the Board
 - 3.210 Naming New Facilities

B. Superintendent - Dr. Justin Robertson

1. ** Request Approval for 2026 HCS Legislative Agenda
2. ** Lobbying Contract January - June 2026

C. School Board Chairman - Joe Smith

1. Review of Director Justin Robertson's Annual Performance Evaluation

XI. Information Only

A. Legal Services Report

XII. Events/Announcements

December 19 Students Half-Day End of Second Quarter	December 22 - January 6 Winter Break
December 24 - 26 Christmas Holiday Central Office Closed	December 31 - January 1 New Year's Holiday Central Office Closed
January 5 - 6 Professional Development	January 15, 4:30pm Work Session
January 15, 6:00pm Regular Meeting	

XIII. Adjourn

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Tim James, Ed.S., District Athletic Director

Date: December 19, 2025

Subject: AF Bridges State School of Excellence Award Winner

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

AF Bridges 2024-2025 State School of Excellence Award

The A.F. Bridges Award is given by the Tennessee Secondary School Athletic Association. This award recognizes schools that demonstrate exceptional sportsmanship and citizenship within their athletic programs. It is with great pleasure we recognize Brainerd High School for upholding the highest standards set forth by the Tennessee Secondary Athletic Association and the principles of its first Executive Director, A.F. Bridges.

From School District Five, Brainerd High School

School Board Representative – Karista Mosley
Principal – Dr. Crystal Sorrells
Athletic Director- Reggie Jackson

“Hamilton County Schools Builds Champions.”

Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Steve Slater, District 1

Date: December 18, 2025

Subject: Eagle Scout Project of the Year

Board Agenda Category:

- Consent Agenda
- Action Item
- Reports and Information

Brock Beeler is an Eagle Scout out of Troop 20 in Soddy Daisy, and his Eagle Project was chosen as the Project of the Year for the Cherokee Area Council. His project was repairing the Raider course at Soddy Daisy High School.

An Eagle Scout Service Project is a leadership-focused community service project that a Scout plans, develops, and leads from start to finish as part of earning the rank of Eagle Scout. It's one of the most visible and meaningful requirements in Scouting. At its core, the Eagle Scout Service Project is to demonstrate leadership while providing a meaningful benefit to the community (non-profit, school, religious institution, or community agency). While the Eagle Scout Service Project is most recognized requirement for earning the Eagle Scout Rank, it comes at the end of a journey that begins when the youth joins a Scouts BSA Troop (usually at age 11). With the average age of an Eagle Scout being 17 years old, this means they have likely been on a 5+ year journey. In addition to the Eagle Scout Service project, the Scouts has had to complete the requirements for 6 prior ranks and earn at-least 21 Merit Badges. Merit Badges are awards that explore skills, hobbies, careers, and life abilities beyond everyday Scouting activities.

Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served

Minutes

Hamilton County Department of Education

Hamilton County Board of Education Board Meeting – Regular Session

November 20, 2025, 6:00 P.M.

Board Room

3074 Claude Ramsey Pkwy

Chattanooga, TN 37421

Attendance taken at 6:00 P.M.

Mrs. Jill Black: Present

Mr. Ben Connor: Present

Mr. Ben Daugherty: Present

Mr. Larry Grohn: Present

Mrs. Felice Hadden: Present

Mrs. Karitsa Jones: Present

Mr. Gary Kuehn: Present

Mrs. Jodi Schaffer: Present

Mr. Steve Slater: Present

Mr. Joe Smith: Present

Ms. Jackie Thomas: Present (virtual)

Superintendent Dr. Justin Robertson was present.

I. Roll Call

II. **Approval of the Agenda

Passed: Motion to Approve Agenda

Passed with a Motion by Mr. Steve Slater and a Second by Ms. Jackie Thomas.

Mr. Joe Smith: Yes

Mrs. Jill Black: Yes

Mr. Ben Connor: Yes

Mr. Ben Daugherty: Yes

Mr. Larry Grohn: Ineligible to Vote

Mrs. Felice Hadden: Yes

Mrs. Karitsa Jones: Yes

Mr. Gary Kuehn: Yes

Mrs. Jodi Schaffer: Yes

Mr. Steve Slater: Yes

Ms. Jackie Thomas: Yes

Yes: 10; No: 0

III. **Executive Session – No**

IV. **Pledge to the Flag and Meditation – Shalunda Shackelford, Principal of Dalewood Middle School**

V. **Exemplars of Excellence**

- A. Honoring State Champion Girls’ Country and Boys’ Golf Team
Tim James, District Athletic Director
- B. Honoring AF Bridges Athletic Director of the Year
Dr. Robert Sharpe, Chief Operations Officer
- C. Honoring Tennessee School Boards Association Level V Master Board Member
Joe Smith, School Board Chairman

VI. **Board Member Disclaimer Statement - I declare that I have a [spouse, parent, grandparent, child, sibling, aunt, uncle, nephew, niece, relation-in-law or member of my household] who works for the school system and that the Board's vote on [budget, policies, etc.] may have an effect on my relative's employment. Even so, I hereby certify that I will cast my vote in the best interest of the school system.**

Board Member Karitsa Jones recited the Board Disclaimer Statement.

VII. ****Approval of the Consent Agenda**

Passed: Motion to approve the Consent Agenda

Passed with a Motion by Mr. Ben Connor and a Second by Mr. Gary Kuehn.

Per request of Mrs. Hadden, items VII.F.1 and VII.D.1.f pulled for separate discussion.

Mr. Joe Smith:	Yes
Mrs. Jill Black:	Yes
Mr. Ben Connor:	Yes
Mr. Ben Daugherty:	Yes
Mr. Larry Grohn:	Ineligible to Vote
Mrs. Felice Hadden:	Yes
Mrs. Karitsa Jones:	Yes
Mr. Gary Kuehn	Yes
Mrs. Jodi Schaffer:	Absent
Mr. Steve Slater:	Yes
Ms. Jackie Thomas:	Yes
Yes: 9; No: 0	

Passed: Motion to Refer Item VII.F.1, Policy 1.400, to Board Policy Committee for Discussion at Policy Committee Meeting

Passed with a Motion by Mrs. Felice Hadden and a Second by Mr. Ben Daugherty.

Mr. Joe Smith: Yes
 Mrs. Jill Black: Yes
 Mr. Ben Connor: Yes
 Mr. Ben Daugherty: Yes
 Mr. Larry Grohn: Ineligible to Vote
 Mrs. Felice Hadden: Yes
 Mrs. Karitsa Jones: Yes
 Mr. Gary Kuehn: Yes
 Mrs. Jodi Schaffer: Absent
 Mr. Steve Slater: Yes
 Ms. Jackie Thomas: Yes
 Yes: 9; No: 0

Passed: Motion to Approve Item VII.D.1.f, Authorized Memorandum of Understandings for RFP 26-22 School-Based Student Mental Health Services

Passed with a Motion by Mrs. Karitsa Jones and a Second by Mr. Ben Connor.

Mr. Joe Smith: Yes
 Mrs. Jill Black: Yes
 Mr. Ben Connor: Yes
 Mr. Ben Daugherty: Yes
 Mr. Larry Grohn: Ineligible to Vote
 Mrs. Felice Hadden: Yes
 Mrs. Karitsa Jones: Yes
 Mr. Gary Kuehn: Yes
 Mrs. Jodi Schaffer: Absent
 Mr. Steve Slater: Yes
 Ms. Jackie Thomas: Yes
 Yes: 9; No: 0

VII.A. Approval of the Minutes of the October 2025 Quarterly Session

VII.B. Executive Committee Report

- 1 FY25 School-Based Mental Health Services Grant (SBMH)
2. FY25 JA STOP School Violence Grant

VII.C. Deputy Superintendent – Dr. Sonia Stewart

VII.C.1. Field Trips

VII.C.1.a. Dr. Elaine Harper – Community Superintendent, Harrison Bay

VII.C.1.b. Dr. Shane Harwood – Community Superintendent, Rock Point

VII.C.1.c. Dr. Lee Ziegler – Community Superintendent, North River

VII.D. Chief Financial Officer – Mary Ellen Heuton, CPA

VII.D.1. Bids/Contracts

VII.D.1.a. Request Approval of Participation in the ESC Region 19 – Allied States Cooperative Purchasing Organization

VII.D.1.b. Request for Approval of Award Bid 26-24, Ice Machine Services, Repairs, Supplies, and Replacements

VII.D.1.c. Request for Approval of Award Bid 26-25. East Lake Elementary and Loftis Middle School Chillers

VII.D.1.d. Request for Approval of Award Bid 26-18, Painting Services

VII.D.1.e. Request for Approval of SaveOn Contract Addition to RFP 25-26

VII.D.2. Financial Reports

VII.D.3. Budget Amendments

VII.E.. Chief Academic Officer – Dr. Blake Freeman

VII.E.1. PE/CTE Textbook Adoption Committees

VIII. **Administrative Business Matters**

VIII.A. Chief Talent Officer – Dr. Zac Brown

VII.A.1. **2025 LEA Compliance Report

Passed: Motion to Approve 2025 LEA Compliance Report

Passed with a Motion by Mr. Ben Daugherty and a Second by Mrs. Jackie Thomas.

Mr. Joe Smith:	Yes
Mrs. Jill Black:	Yes
Mr. Ben Connor:	Yes
Mr. Ben Daugherty:	Yes
Mr. Larry Grohn:	Ineligible to Vote
Mrs. Felice Hadden:	Yes
Mrs. Karitsa Jones:	Yes
Mr. Gary Kuehn	Yes
Mrs. Jodi Schaffer:	Absent
Mr. Steve Slater:	Yes
Ms. Jackie Thomas:	Yes

Yes: 9; No: 0

VIII.A.2. **Hard-to-Staff Schools and Subject Areas Differentiated Compensation 2026-2027

Passed: Motion to Approve Hard-to-Staff Schools and Subject Areas Differentiated Compensation 2026-2027

Passed with a Motion by Mrs. Felice Hadden and a Second by Mr. Ben Daugherty.

Mr. Joe Smith:	Yes
Mrs. Jill Black:	Yes
Mr. Ben Connor:	Yes
Mr. Ben Daugherty:	Yes
Mr. Larry Grohn:	Ineligible to Vote
Mrs. Felice Hadden:	Yes
Mrs. Karitsa Jones:	Yes
Mr. Gary Kuehn	Yes
Mrs. Jodi Schaffer:	Absent
Mr. Steve Slater:	Yes
Ms. Jackie Thomas:	Yes

Yes: 9; No: 0

VIII.A.3. **Request for New and Updated Job Class Description

Passed: Motion to Approve Request for New and Updated Job Class Description

Passed with a Motion by Mrs. Felice Hadden and a Second by Mr. Steve Slater.

Mr. Joe Smith:	Yes
Mrs. Jill Black:	Yes
Mr. Ben Connor:	Yes
Mr. Ben Daugherty:	Yes
Mr. Larry Grohn:	Ineligible to Vote
Mrs. Felice Hadden:	Yes
Mrs. Karitsa Jones:	Yes
Mr. Gary Kuehn	Yes
Mrs. Jodi Schaffer:	Absent
Mr. Steve Slater:	Yes
Ms. Jackie Thomas:	Yes

Yes: 9; No: 0

VIII.B. Chief Talent Officer – Dr. Zac Brown
Chief Financial Officer – Mary Ellen Heuton, CPA
Executive Director of Human Capital and Financial Solutions – Penny Murray

VIII.B.1. **403(b) Request to Qualifications Issuance

Passed: Motion to Approve 403(b) Request to Qualifications Issuance

Passed with a Motion by Mr. Ben Daugherty and a Second by Mr. Gary Kuehn.

Mr. Joe Smith:	Yes
Mrs. Jill Black:	Yes
Mr. Ben Connor:	Yes
Mr. Ben Daugherty:	Yes
Mr. Larry Grohn:	Ineligible to Vote
Mrs. Felice Hadden:	Yes
Mrs. Karitsa Jones:	Yes
Mr. Gary Kuehn	Yes
Mrs. Jodi Schaffer:	Absent
Mr. Steve Slater:	Yes
Ms. Jackie Thomas:	Yes

Yes: 9; No: 0

VIII.B.2. **Retirement Health Insurance Eligibility Criteria

Passed: Motion to Approve Retirement Health Insurance Eligibility Criteria

Passed with a Motion by Mr. Gary Kuehn and a Second by Mrs. Felice Hadden.

Mr. Joe Smith:	Yes
Mrs. Jill Black:	Yes
Mr. Ben Connor:	Yes
Mr. Ben Daugherty:	Yes
Mr. Larry Grohn:	Ineligible to Vote
Mrs. Felice Hadden:	Yes
Mrs. Karitsa Jones:	Yes
Mr. Gary Kuehn	Yes
Mrs. Jodi Schaffer:	Absent
Mr. Steve Slater:	Yes
Ms. Jackie Thomas:	Yes

Yes: 9; No: 0

VIII.C. Chief Operations Officer – Dr. Robert Sharpe
Chief Financial Officer – Mary Ellen Heuton, CPA
Executive Director of Maintenance – Justin Witt

VIII.C.1. **District Wide Relighting Project

Passed: Motion to Approve District Wide Relighting Project

Passed with a Motion by Mr. Ben Connor and a Second by Mrs. Jill Black.

Mr. Joe Smith: Yes

Mrs. Jill Black: Yes
Mr. Ben Connor: Yes
Mr. Ben Daugherty: Yes
Mr. Larry Grohn: Ineligible to Vote
Mrs. Felice Hadden: Yes
Mrs. Karitsa Jones: Yes
Mr. Gary Kuehn: Yes
Mrs. Jodi Schaffer: Absent
Mr. Steve Slater: Yes
Ms. Jackie Thomas: Yes
Yes: 9; No: 0

VIII.D. Chief Strategy Officer – Shannon Moody

VIII.D.1. Policies on First Read

VIII.E. Chief of Opportunity and Access – Dr. Neelie Parker
Executive Director of Exceptional Education – Michelle Eargle

VIII.E.1. **Due Process Spending Authorization

Passed: Motion to Approve Due Process Spending Authorization

Passed with a Motion by Mrs. Jill Black and a Second by Mr. Ben Connor.

Mr. Joe Smith: Yes
Mrs. Jill Black: Yes
Mr. Ben Connor: Yes
Mr. Ben Daugherty: Yes
Mr. Larry Grohn: Ineligible to Vote
Mrs. Felice Hadden: Yes
Mrs. Karitsa Jones: Yes
Mr. Gary Kuehn: Yes
Mrs. Jodi Schaffer: Absent
Mr. Steve Slater: Yes
Ms. Jackie Thomas: Yes
Yes: 9; No: 0

IX. Board Matters

IX.A. Steve Slater – District 1

IX.A.1. **Policy 3.201 Naming New Facilities – Adding Wording

No Action Taken

IX.B. Felice Hadden – District 10

IX.B.1. Budget and Staffing

X. Information Only

X.A. Legal Services Report

XI. Events/Announcements

November 26-28, 2025: Thanksgiving Holiday

December 1, 2025 at 5:30 pm: Facilities Committee Meeting

December 8, 2025 at 5 pm: Policy Committee Meeting

December 18, 2025: Board Meeting

XII. Adjourn

The meeting was adjourned at 7:13 p.m.

Chairperson

Date

Superintendent

Date

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Dr. Elaine Harper, Community Superintendent, HBLC

Date: December 18, 2025

Subject: Harrison Bay Overnight Field Trip Approval

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

1. **East Hamilton High**-Twenty four students from the Wrestling Team will travel to Mill Spring, North Carolina, to compete in the Carolina Clash Duals at Tyron International. They will depart December 28, 2025, and return December 30, 2025.
2. **Chattanooga School for the Liberal Arts**-Sixty 12th grade students will travel to The Wilderness at the Smokies in Sevierville, Tennessee, to reflect and commence their senior year. They will depart May 1, 2026, and return May 2, 2026.

Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served

HAMILTON COUNTY SCHOOLS
Request for Field Trip Approval

Overnight **Day/Overnight** (Must go to Board for Approval)

Today's Date: 11/12/25 11:06 AM

Learning Community FRI/CTE Exceptional Ed PreK

School East Hamilton High Grade/Group/Team Wrestling Team
Departure Date/Time 12/28/25 1:00 pm Return Date/Time 12/30/25 9:30 PM
Event/Venue Carolina Clash Duals at Tyron International Address 25 International Blvd. Mill Spring, NC 28756
Instructional value Competition outside of our state and team bonding experience.
Evaluation Improvement, growth, and overall success of our season.

Fee Requested \$ 0.00 How Acquired? School Funds, Booster Club-Restricted, Fundraiser(s)/Donation(s)

Total # of Students 24 Total # of Staff 3 Total # of Chaperones 3 Nurse Required: No

Number of subs needed 0 Funding source for subs _____

- Total # of Students with 504 Plan 0 Modifications Needed _____
- Total # of Students with Disabilities 0 Modifications Needed _____

Transportation: The PRINCIPAL is responsible for verifying that ALL drivers are properly licensed and insured.

Other: _____
 County School Bus Cost \$ _____ Bus # _____ Driver's Name _____
 Handicap Accessible Bus Cost \$ _____
 Charter Bus (**Board Approved**) _____ Cost \$ _____
 Cars List Driver(s) Eric Mountain, Lewis Davis, Trey Stanford, Jeremy Stankewitz, Ben Haman, Ben Edgar, Beth Richardson, Shane Berryhill, Josh Harmon, Travis Rann, and Arielle Gravitt Cost \$ N/A

WRITTEN parental permission (and medical information, if overnight) for each student is required and must be received before the student is permitted to attend.

List Chaperones:

Staff: Eric Mountain, Trey Stanford, Jeremy Stankewitz

Chaperones: Ben Haman, Lewis Davis, and Jesus Arciniega

Background checks on non HCDE employee chaperones with unsupervised contact with students. Have you complied? Yes

***Overnight Field Trips**

*Number of students not attending for economic reasons 0

*Number of trips this group expects to take which will require funds 3

*Estimated cost to parent support groups for this trip \$ 2700

*Projects students have undertaken to secure funds Fundraiser - Donations, Pizza Sales, and Spirit Night at Chick-fil-a

*Co-ed trips require co-ed chaperones. Have you complied? Yes

*Travel itinerary attached with name/address of accommodations Yes

Teacher Name: Eric Mountain Date Submitted: 11/12/25 11:06 AM

Secretary Name & Approval: STEPHANIE CRAMER Approved - Secretary 11/13/25

Principal's Name & Approval: BRENTLEY ELLER Approved - Principal 11/17/25

Director Admin Name & Approval: _____

Director Name & Approval: _____

LC Super Admin Name & Approval: ALYSSA TEAL Approved - LC Assistant 11/19/25

LC Super Name & Approval: ELAINE HARPER Approved - LC Superintendent 11/19/25

HAMILTON COUNTY SCHOOLS

Request for Field Trip Approval

Overnight **Day/Overnight** (Must go to Board for Approval) Today's Date: 11/10/25 12:31 PM

Learning Community FRI/CTE Exceptional Ed PreK

School CSLA Grade/Group/Team 12th Grade

Departure Date/Time 05/01/26 8:00am Return Date/Time 05/02/26 7:00pm

Event/Venue Wilderness of the Smokies Address 1424 Old Knoxville Hwy, Sevierville, TN 37876

Instructional value _____

Evaluation _____

Fee Requested \$ 195.00 How Acquired? Student/Parent

Total # of Students 60 Total # of Staff 5 Total # of Chaperones 0 Nurse Required: No

Number of subs needed 2 Funding source for subs HCS Sub Acct

• Total # of Students with 504 Plan 0 Modifications Needed _____

• Total # of Students with Disabilities 0 Modifications Needed _____

Transportation: The PRINCIPAL is responsible for verifying that ALL drivers are properly licensed and insured.

Other: _____

County School Bus Cost \$ 3200 Bus # 26 Driver's Name Deborah Shugart

Handicap Accessible Bus Cost \$ _____

Charter Bus (**Board Approved**) Cost \$ _____

Cars List Driver(s) _____ Cost \$ _____

WRITTEN parental permission (and medical information, if overnight) for each student is required and must be received before the student is permitted to attend.

List Chaperones:

Staff: Charles Cole, Hudson Hodges, Anna Ballard, Jessica Wooten, Jennifer Fields

Chaperones: _____

Background checks on non HCDE employee chaperones with unsupervised contact with students. Have you complied? Yes

***Overnight Field Trips**

*Number of students not attending for economic reasons 0

*Number of trips this group expects to take which will require funds 0

*Estimated cost to parent support groups for this trip \$ 0

*Projects students have undertaken to secure funds 0

*Co-ed trips require co-ed chaperones. Have you complied? Yes

*Travel itinerary attached with name/address of accommodations Yes

Teacher Name: Charles Cole Date Submitted: 11/10/25 12:31 PM

Secretary Name & Approval: LESLIE LINGERFELT Approved - Secretary 11/10/25

Principal's Name & Approval: DR MARY CATHERINE GATLIN Approved - Principal 11/11/25

Director Admin Name & Approval: _____

Director Name & Approval: _____

LC Super Admin Name & Approval: ALYSSA TEAL Approved - LC Assistant 11/12/25

LC Super Name & Approval: ELAINE HARPER Approved - LC Superintendent 11/21/25

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Dr. Shane Harwood, Community Superintendent
Rock Point Learning Community

Date: **December 18, 2025**

Subject: Field Trips

Board Agenda Category:

- Consent Agenda
- Action Item
- Reports and Information

-
- #1. **CSAS Upper School** - Ten 9th-12th grade students in the Orchestra will travel to Gatlinburg, Tennessee February 5-7, 2026 to attend the East Tennessee Band and Orchestra Association Senior Clinic.
 - #2. **Lookout Valley Middle/High School** - Five 9th-12th grade students in the Band will travel to Gatlinburg, Tennessee February 5-7, 2026 to attend the East Tennessee Band and Orchestra Association Senior Clinic.
 - #3. **Red Bank High School** - Nineteen Youth in Government students will travel to Nashville, Tennessee February 26, 2026 - March 1, 2026 to take part in the Youth in Government Conference.
 - #4. **Lookout Valley Middle/High School** - Two 9th-12th grade students in the Band will travel to Nashville, Tennessee April 9-12, 2026 to participate in the TMEA All State Clinic.

Opportunity 2030 Commitment Connection

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- Every Community Served

**HAMILTON COUNTY SCHOOLS
Request for Field Trip Approval**

Overnight Day/Overnight (Must go to Board for Approval) Today's Date: 11/24/25 2:15 PM

Learning Community FRI/CTE Exceptional Ed PreK

School CSAS - Upper Grade/Group/Team 9-12 Orchestra

Departure Date/Time 02/05/26 9:30 am Return Date/Time 02/07/26 5:00pm

Event/Venue East TN Band and Orchestra Association Senior Clinic, Park Vista Hotel/Clemsone Lodge/Courtyard Marriott Address 315 Airport Rd. Gatlinburg, TN 37738

Instructional value Students will be working with other students from East Tennessee as well as guest clinicians

Evaluation A performance at the end of the clinic.

Fee Requested \$ 200.00 How Acquired? Student/Parent

Total # of Students 10 Total # of Staff 2 Total # of Chaperones 0 Nurse Required: No

Number of subs needed 2 Funding source for subs HCS Sub Account

• Total # of Students with 504 Plan 2 Modifications Needed None

• Total # of Students with Disabilities 0 Modifications Needed _____

Transportation: The PRINCIPAL is responsible for verifying that ALL drivers are properly licensed and insured.

Other: We will take a charter bus u

County School Bus Cost \$ _____ Bus # _____ Driver's Name _____

Handicap Accessible Bus Cost \$ _____

Charter Bus (**Board Approved**) Nooga Shuttles Inc Cost \$ \$1,600.00

Cars List Driver(s) _____ Cost \$ _____

WRITTEN parental permission (and medical information, if overnight) for each student is required and must be received before the student is permitted to attend.

List Chaperones:

Staff: Kenzie Hammond, Aaron Moore

Chaperones: _____

Background checks on non HCDE employee chaperones with unsupervised contact with students. Have you complied? Yes

***Overnight Field Trips**

*Number of students not attending for economic reasons 0

*Number of trips this group expects to take which will require funds 0

*Estimated cost to parent support groups for this trip \$ 0

*Projects students have undertaken to secure funds 0

*Co-ed trips require co-ed chaperones. Have you complied? Yes

*Travel itinerary attached with name/address of accommodations Yes

Teacher Name: Kenzie Hammond Date Submitted: 11/24/25 2:15 PM

Secretary Name & Approval: KIMBERLY ROGERS Approved - Secretary 11/24/25

Principal's Name & Approval: CHRISTIN CARLISLE Approved - Principal 11/24/25

Director Admin Name & Approval: _____

Director Name & Approval: _____

LC Super Admin Name & Approval: PAMELA KILGORE Approved - LC Assistant 11/25/25

LC Super Name & Approval: DAVID HARWOOD Approved - LC Superintendent 11/25/25

HAMILTON COUNTY SCHOOLS

Request for Field Trip Approval

Overnight Day/Overnight (Must go to Board for Approval) Today's Date: 10/21/25 11:15 AM

Learning Community FRI/CTE Exceptional Ed PreK

School Lookout Valley Middle/High Grade/Group/Team 9-12th Grade Band

Departure Date/Time 02/05/26 8:00 AM Return Date/Time 02/07/26 5:00 PM

Event/Venue ETSBOA All State East @ the Park Vista Hotel in Gatlinburg, TN Address 705 Cherokee Orchard Rd, Gatlinburg, TN 37738

Instructional value Students performing at ETSBOA All State East as a part of their Honor Band

Evaluation Students evaluated based upon performance

Fee Requested \$ 15.00 How Acquired? Student/Parent

Total # of Students 5 Total # of Staff 2 Total # of Chaperones 0 Nurse Required: No

Number of subs needed 1 Funding source for subs HCS Sub Account

Total # of Students with 504 Plan 0 Modifications Needed

Total # of Students with Disabilities 0 Modifications Needed

Transportation: The PRINCIPAL is responsible for verifying that ALL drivers are properly licensed and insured.

- Other:
County School Bus Cost \$ Bus # Driver's Name
Handicap Accessible Bus Cost \$
Charter Bus (Board Approved) Nooga Shuttles Inc Cost \$
Cars List Driver(s) Cost \$

WRITTEN parental permission (and medical information, if overnight) for each student is required and must be received before the student is permitted to attend.

List Chaperones:

Staff: Michael Griffith, Shannon Fowler

Chaperones:

Background checks on non HCDE employee chaperones with unsupervised contact with students. Have you complied? Yes

*Overnight Field Trips

- *Number of students not attending for economic reasons 0
*Number of trips this group expects to take which will require funds 0
*Estimated cost to parent support groups for this trip \$ 0
*Projects students have undertaken to secure funds 0
*Co-ed trips require co-ed chaperones. Have you complied? Yes
*Travel itinerary attached with name/address of accommodations Yes

Teacher Name: Shannon Fowler Date Submitted: 10/21/25 11:15 AM

Secretary Name & Approval: DEANNE HENDERSON Approved - Secretary 10/23/25

Principal's Name & Approval: LEE ANN MCBRYAR Approved - Principal 11/18/25

Director Admin Name & Approval:

Director Name & Approval:

LC Super Admin Name & Approval: PAMELA KILGORE Approved - LC Assistant 11/24/25

LC Super Name & Approval: DAVID HARWOOD Approved - LC Superintendent 11/24/25

HAMILTON COUNTY SCHOOLS
Request for Field Trip Approval

Overnight Day/Overnight (Must go to Board for Approval) Today's Date: 11/06/25 11:58 AM

Learning Community FRI/CTE Exceptional Ed PreK

School Red Bank High Grade/Group/Team Youth In Government

Departure Date/Time 02/26/26 10:00 a.m. Return Date/Time 03/01/25 5:00 pm

Event/Venue Doubletree by Hilton/Youth in Gov. Address 315 4th Avenue North Nashville, TN 37219

Instructional value Civics and government, public speaking, leadership and technical writing

Evaluation Awards for Outstanding Statesmen, Outstanding Bill, self-reflection and teacher observations

Fee Requested \$ 450.00 How Acquired? Student/Parent, Fundraiser(s)/Donation(s)

Total # of Students 19 Total # of Staff 1 Total # of Chaperones 1 Nurse Required: No

Number of subs needed 0 Funding source for subs _____

• Total # of Students with 504 Plan 0 Modifications Needed _____

• Total # of Students with Disabilities 0 Modifications Needed _____

Transportation: The PRINCIPAL is responsible for verifying that ALL drivers are properly licensed and insured.

Other: _____

County School Bus Cost \$ _____ Bus # _____ Driver's Name _____

Handicap Accessible Bus Cost \$ _____

Charter Bus (Board Approved) Nooga Shuttles Inc Cost \$ \$2,500.00

Cars List Driver(s) _____ Cost \$ _____

WRITTEN parental permission (and medical information, if overnight) for each student is required and must be received before the student is permitted to attend.

List Chaperones:

Staff: Lisa Hope

Chaperones: Stephen Hope

Background checks on non HCDE employee chaperones with unsupervised contact with students. Have you complied? Yes

***Overnight Field Trips**

*Number of students not attending for economic reasons 0

*Number of trips this group expects to take which will require funds 1

*Estimated cost to parent support groups for this trip \$ 450.00

*Projects students have undertaken to secure funds Fundraisers and letters and calls to prospective donor; scholarships through YMCA

*Co-ed trips require co-ed chaperones. Have you complied? Yes

*Travel itinerary attached with name/address of accommodations Yes

Teacher Name: Lisa Hope Date Submitted: 11/06/25 11:58 AM

Secretary Name & Approval: JOY ELLIS Approved - Secretary 11/06/25

Principal's Name & Approval: CHRISTOPHER TILLET Approved - Principal 11/06/25

Director Admin Name & Approval: _____

Director Name & Approval: _____

LC Super Admin Name & Approval: PAMELA KILGORE Approved - LC Assistant 11/07/25

LC Super Name & Approval: DAVID HARWOOD Approved - LC Superintendent 11/07/25

HAMILTON COUNTY SCHOOLS
Request for Field Trip Approval

Overnight Day/Overnight (Must go to Board for Approval) Today's Date: 10/21/25 11:29 AM

Learning Community FRI/CTE Exceptional Ed PreK

School Lookout Valley Middle/High Grade/Group/Team 9-12th Grade Band

Departure Date/Time 04/09/26 8:00 AM Return Date/Time 04/12/26 5:00 PM

Event/Venue TMEA All State at the Gaylord Opryland Hotel Address 2800 Opryland Dr, Nashville, TN 37214

Instructional value Students participating in All State Clinic

Evaluation Students have been evaluated based on auditions

Fee Requested \$ 20.00 How Acquired? Student/Parent

Total # of Students 2 Total # of Staff 2 Total # of Chaperones 0 Nurse Required: No

Number of subs needed 1 Funding source for subs HCS Sub Account

• Total # of Students with 504 Plan 0 Modifications Needed _____

• Total # of Students with Disabilities 0 Modifications Needed _____

Transportation: The PRINCIPAL is responsible for verifying that ALL drivers are properly licensed and insured.

Other: _____

County School Bus Cost \$ _____ Bus # _____ Driver's Name _____

Handicap Accessible Bus Cost \$ _____

Charter Bus (Board Approved) _____ Cost \$ _____

Cars List Driver(s) _____ Parents are responsible for arranging student transportation Cost \$ 0.00

WRITTEN parental permission (and medical information, if overnight) for each student is required and must be received before the student is permitted to attend.

List Chaperones:

Staff: Shannon Fowler, Michael Griffith

Chaperones: _____

Background checks on non HCDE employee chaperones with unsupervised contact with students. Have you complied? Yes

***Overnight Field Trips**

*Number of students not attending for economic reasons 0

*Number of trips this group expects to take which will require funds 0

*Estimated cost to parent support groups for this trip \$ 0

*Projects students have undertaken to secure funds 0

*Co-ed trips require co-ed chaperones. Have you complied? Yes

*Travel itinerary attached with name/address of accommodations Yes

Teacher Name: Shannon Fowler Date Submitted: 10/21/25 11:29 AM

Secretary Name & Approval: DEANNE HENDERSON Approved - Secretary 10/23/25

Principal's Name & Approval: LEE ANN MCBRYAR Approved - Principal 11/18/25

Director Admin Name & Approval: _____

Director Name & Approval: _____

LC Super Admin Name & Approval: PAMELA KILGORE Approved - LC Assistant 11/18/25

LC Super Name & Approval: DAVID HARWOOD Approved - LC Superintendent 11/18/25

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Dr. Tony Donen, Executive Principal, WDCS

Date: December 18, 2025

Subject: WDCS Overnight Field Trip Approval

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

1. **North River Future Ready Center**-Seven 12th grade students in the Veterinary Science program will travel to Disney Animal Kingdom in Lake Buena Vista, Florida, for an immersive experience in veterinary science. They will depart March 14, 2026, and return March 17, 2026.
2. **University High**-Fifty students in 11th & 12th grade will travel to the Burton 4-H Center in Tybee Island, Georgia, for an immersive experience in ecology and environmental science. They will depart March 15, 2026, and return March 19, 2026.
3. **STEM School**-Four students from the Robotics Team will travel to Bristol Motor Speedway in Bristol, Tennessee, to compete in the Robotics Signature Event Tournament. They will depart February 12, 2026, and return February 13, 2026.
4. **STEM School**-Twenty students from the Robotics Team will travel to the F&M Bank Arena in Clarksville, Tennessee to compete in the Robotics State Championship. They will depart March 13, 2026, and return March 14, 2026.

Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served

HAMILTON COUNTY SCHOOLS
Request for Field Trip Approval

Overnight **Day/Overnight** (Must go to Board for Approval)

Today's Date: 10/23/25 11:02 AM

Learning Community FRI/CTE Exceptional Ed PreK

School North River FRC Grade/Group/Team 12th grade vet science students

Departure Date/Time 03/14/26 5:30 am Return Date/Time 03/17/26 5-6 pm

Event/Venue Disney's Animal Kingdom Address 2901 Osceola Pkwy, Lake Buena Vista, FL 32830

Instructional value _____

Evaluation Reflection on the zoology profession.

Fee Requested \$ 350 How Acquired? Student/Parent, Fundraiser(s)/Donation(s)

Total # of Students 7 Total # of Staff 3 Total # of Chaperones 0 Nurse Required: No

Number of subs needed 0 Funding source for subs _____

• Total # of Students with 504 Plan 1 Modifications Needed none

• Total # of Students with Disabilities 0 Modifications Needed _____

Transportation: The PRINCIPAL is responsible for verifying that ALL drivers are properly licensed and insured.

Other: _____

County School Bus Cost \$ _____ Bus # _____ Driver's Name _____

Handicap Accessible Bus Cost \$ _____

Charter Bus (**Board Approved**) _____ Cost \$ _____

Cars List Driver(s) Ivette Everette, Justin Walley, Tessa Buttram Cost \$ 0

WRITTEN parental permission (and medical information, if overnight) for each student is required and must be received before the student is permitted to attend.

List Chaperones:

Staff: Ivette Everette, Kelsey Oliver, Matt Oliver

Chaperones: _____

Background checks on non HCDE employee chaperones with unsupervised contact with students. Have you complied? Yes

***Overnight Field Trips**

*Number of students not attending for economic reasons 0

*Number of trips this group expects to take which will require funds 0

*Estimated cost to parent support groups for this trip \$ 350

*Projects students have undertaken to secure funds Dog Wash Fundraisers

*Co-ed trips require co-ed chaperones. Have you complied? Yes

*Travel itinerary attached with name/address of accommodations Yes

Teacher Name: Ivette Everette Date Submitted: 10/23/25 11:02 AM

Secretary Name & Approval: BECKY COLLIER Approved - Secretary 10/27/25

Principal's Name & Approval: AMANDA BARON Approved - Principal 10/31/25

Director Admin Name & Approval: _____

Director Name & Approval: _____

LC Super Admin Name & Approval: ALYSSA TEAL Approved - LC Assistant 11/03/25

LC Super Name & Approval: TONY DONEN Approved - LC Superintendent 11/03/25

HAMILTON COUNTY SCHOOLS
Request for Field Trip Approval

Overnight **Day/Overnight** (Must go to Board for Approval)

Today's Date: 10/29/25 2:09 PM

Learning Community FRI/CTE Exceptional Ed PreK

School University High Grade/Group/Team 11-12

Departure Date/Time 03/15/26 10:00am Return Date/Time 03/19/26 6:00pm

Event/Venue Tybee Island/Burton 4H Center Address 9 Lewis Ave, Tybee Island, GA 31328

Instructional value Ecology and Environmental Science programs and experiences at the 4H center, beach, and salt marshes; Historical connections with visit to Fort Pulaski, and Cultural experience with visit to Savannah, Ga

Evaluation Students will complete daily reflections on their experiences

Fee Requested \$ 450 How Acquired? Student/Parent

Total # of Students 50 Total # of Staff 5 Total # of Chaperones 0 Nurse Required: No

Number of subs needed 0 Funding source for subs _____

• Total # of Students with 504 Plan 3 Modifications Needed None

• Total # of Students with Disabilities 0 Modifications Needed _____

Transportation: The PRINCIPAL is responsible for verifying that ALL drivers are properly licensed and insured.

Other: _____

County School Bus Cost \$ _____ Bus # _____ Driver's Name _____

Handicap Accessible Bus Cost \$ _____

Charter Bus (**Board Approved**) Eagle Christian Tours Cost \$ 9175

Cars List Driver(s) _____ Cost \$ _____

WRITTEN parental permission (and medical information, if overnight) for each student is required and must be received before the student is permitted to attend.

List Chaperones:

Staff: Arielle Hayes, Juney Shober, Kate Knox, Brooklyn Walsingham, Anna Millard

Chaperones: _____

Background checks on non HCDE employee chaperones with unsupervised contact with students. Have you complied? Yes

***Overnight Field Trips**

*Number of students not attending for economic reasons 0

*Number of trips this group expects to take which will require funds 0

*Estimated cost to parent support groups for this trip \$ 0

*Projects students have undertaken to secure funds 0

*Co-ed trips require co-ed chaperones. Have you complied? Yes

*Travel itinerary attached with name/address of accommodations Yes

Teacher Name: Juney Shober Date Submitted: 10/29/25 2:09 PM

Secretary Name & Approval: WANETTA BLACK Approved - Secretary 10/29/25

Principal's Name & Approval: ARIELLE HAYES Approved - Principal 10/29/25

Director Admin Name & Approval: _____

Director Name & Approval: _____

LC Super Admin Name & Approval: ALYSSA TEAL Approved - LC Assistant 10/30/25

LC Super Name & Approval: TONY DONEN Approved - LC Superintendent 10/30/25

**HAMILTON COUNTY SCHOOLS
Request for Field Trip Approval**

Overnight **Day/Overnight** (Must go to Board for Approval)

Today's Date: 11/24/25 5:51 PM

Learning Community FRI/CTE Exceptional Ed PreK

School STEM School Grade/Group/Team Robotics Club
Departure Date/Time 02/12/26 3:30am Return Date/Time 02/13/26 8:00pm
Event/Venue Bristol Motor Speedway Address 151 Speedway Boulevard, Bristol, Tennessee 37620
Instructional value Robotics Signature Event Tournament
Evaluation Robotics Signature Event Tournament

Fee Requested \$ 0.00 How Acquired? N/A

Total # of Students 4 Total # of Staff 1 Total # of Chaperones 0 Nurse Required: No

Number of subs needed 1 Funding source for subs HCS Sub Acct

- Total # of Students with 504 Plan 0 Modifications Needed _____
- Total # of Students with Disabilities 0 Modifications Needed _____

Transportation: The PRINCIPAL is responsible for verifying that ALL drivers are properly licensed and insured.

- Other: _____
- County School Bus Cost \$ _____ Bus # _____ Driver's Name _____
- Handicap Accessible Bus Cost \$ _____
- Charter Bus (**Board Approved**) _____ Cost \$ _____
- Cars List Driver(s) _____ Parents will cover transportation and hotel accommodations. Each parent/guardian will stay with their student when not at the tournament. Cost \$ 0

WRITTEN parental permission (and medical information, if overnight) for each student is required and must be received before the student is permitted to attend.

List Chaperones:

Staff: Sheila Femal

Chaperones: _____

Background checks on non HCDE employee chaperones with unsupervised contact with students. Have you complied? Yes

***Overnight Field Trips**

- *Number of students not attending for economic reasons 0
- *Number of trips this group expects to take which will require funds 0
- *Estimated cost to parent support groups for this trip \$ 0
- *Projects students have undertaken to secure funds n/a
- *Co-ed trips require co-ed chaperones. Have you complied? Yes
- *Travel itinerary attached with name/address of accommodations Yes

Teacher Name: Sheila Femal Date Submitted: 11/24/25 5:51 PM

Secretary Name & Approval: AMY ROBINSON Approved - Secretary 12/01/25

Principal's Name & Approval: JIM DAVID Approved - Principal 12/01/25

Director Admin Name & Approval: _____

Director Name & Approval: _____

LC Super Admin Name & Approval: ALYSSA TEAL Approved - LC Assistant 12/02/25

LC Super Name & Approval: TONY DONEN Approved - LC Superintendent 12/02/25

HAMILTON COUNTY SCHOOLS
Request for Field Trip Approval

Overnight Day/Overnight (Must go to Board for Approval)

Today's Date: 12/01/25 12:21 PM

Learning Community FRI/CTE Exceptional Ed PreK

School STEM School Grade/Group/Team Robotics Club
Departure Date/Time 03/13/26 8:00 am Return Date/Time 03/14/26 8:00 pm
Event/Venue VEX V5 Robotics Tennessee High School State Championship / F&M Bank Arena Address 101 Main Street Clarksville, Tennessee 37040
Instructional value Robotics State Championship
Evaluation If students win, they will move on to worlds.

Fee Requested \$ 0.00 How Acquired? N/A
Total # of Students 20 Total # of Staff 1 Total # of Chaperones 0 Nurse Required: No
Number of subs needed 1 Funding source for subs HCS Sub Acct
Total # of Students with 504 Plan 0 Modifications Needed
Total # of Students with Disabilities 0 Modifications Needed

Transportation: The PRINCIPAL is responsible for verifying that ALL drivers are properly licensed and insured.

Other:
County School Bus Cost \$ Bus # Driver's Name
Handicap Accessible Bus Cost \$
Charter Bus (Board Approved) Cost \$
Cars List Driver(s) Parents will cover transportation and hotel accommodations. Each parent/guardian will stay with their student when not at the tournament. Cost \$

WRITTEN parental permission (and medical information, if overnight) for each student is required and must be received before the student is permitted to attend.

List Chaperones:

Staff: Dustin Karas

Chaperones:

Background checks on non HCDE employee chaperones with unsupervised contact with students. Have you complied? Yes

*Overnight Field Trips

- *Number of students not attending for economic reasons 0
*Number of trips this group expects to take which will require funds 0
*Estimated cost to parent support groups for this trip \$0
*Projects students have undertaken to secure funds 0
*Co-ed trips require co-ed chaperones. Have you complied? Yes
*Travel itinerary attached with name/address of accommodations Yes

Teacher Name: Sheila Femal Date Submitted: 12/01/25 12:21 PM

Secretary Name & Approval: AMY ROBINSON Approved - Secretary 12/01/25

Principal's Name & Approval: JIM DAVID Approved - Principal 12/01/25

Director Admin Name & Approval:

Director Name & Approval:

LC Super Admin Name & Approval: ALYSSA TEAL Approved - LC Assistant 12/02/25

LC Super Name & Approval: TONY DONEN Approved - LC Superintendent 12/02/25

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Mary Ellen Heuton, Chief Finance Officer
Lindsay Cepero, Director of Procurement

Date: December 18, 2025

Subject: Bids/Contracts

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

1. Attached for your approval are for the following:
 - A1. Award BID 26-32, Westview Elementary School & North Hamilton County Elementary School Chillers
2. Recommend approval as presented.

Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Dr. Robert Sharpe, Chief Operating Officer
Justin Witt, Executive Director of Maintenance

Date: December 18, 2025

Subject: Award Bid 26-32, Westview Elementary School and North Hamilton County Elementary School Chillers

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

Award Invitation to Bid No. 26-32, Westview Elementary School and North Hamilton County Elementary School Chillers to Hobbs & Associates, Inc. to provide HVAC Equipment (Inverter Scroll Heat Pump Chillers) to Westview and North Hamilton County Elementary Schools, in the amount of \$408,810.00. Expenditures will be from budgeted 2024A Bond Funds.

On November 19, 2025, the Procurement Department advertised Invitation to Bid No. 26-32, Westview Elementary School and North Hamilton County Elementary School Chillers to obtain bids for HVAC Equipment (Inverter Scroll Heat Pump Chillers) to Westview and North Hamilton County Elementary Schools. One (1) vendor submitted a bid. After review of the bid submission, staff recommend awarding to the lowest responsive and responsible bidder, Hobbs & Associates, Inc.

Attachment:

- Opening Tabulation

Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served

**INVITATION TO BID
OPENING TABULATION**

Bid Number:	26-32
Bid Title:	Westview Elementary School and North Hamilton County Elementary School Chillers
Opening Date & Time:	December 3, 2025 @ 10:00AM

BIDDER	WESTVIEW ELEMENTARY	NORTH HAMILTON COUNTY ELEMENTARY	TOTAL
Hobbs & Associates, Inc.	\$284,680.00	\$124,130.00	\$408,810.00

FOR OFFICE USE ONLY	
AWARD RECOMMENDED TO:	Hobbs & Associates, Inc.
FUNDED BY:	2024A Bond Funds
TERM OF AWARD:	One Time Award

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Mary Ellen Heuton, Chief Financial Officer

Date: December 18, 2025

Subject: Monthly Financial Report

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

Attached is the monthly financial report comparing budget to actual through October, 2025. The presentation of the monthly financial statement compares actual year-to-date expenditures to the original adopted budget and the year-to-date amended budget.

Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served

**HAMILTON COUNTY SCHOOLS
REVENUE/EXPENSES VS BUDGET
PERIOD ENDED
October 2025**

REVENUES		General Purpose			Federal Programs			Self-Funded Programs			School Nutrition			Grand Totals		
		Adopted Budget	Revised Budget	YTD Actual	Adopted Budget	Revised Budget	YTD Actual	Adopted Budget	Revised Budget	YTD Actual	Adopted Budget	Revised Budget	YTD Actual	Adopted Budget	Revised Budget	YTD Actual
LOCAL TAXES		276,530,590	276,530,590	37,327,212	-	-	-	-	-	-	-	-	-	276,530,590	276,530,590	37,327,212
LICENSES AND PERMITS		13,000	13,000	3,415	-	-	-	-	-	-	-	-	-	13,000	13,000	3,415
CHARGES FOR CURRENT SERVICES		424,000	424,000	213,132	-	-	-	5,203,293	5,213,293	1,625,099	3,718,711	3,718,711	1,209,500	9,346,004	9,356,004	3,047,731
OTHER LOCAL REVENUES		4,396,679	5,266,576	740,849	-	-	-	5,152,154	6,128,344	663,167	694,774	694,774	190,543	10,243,607	12,089,694	1,594,559
STATE OF TENNESSEE		294,513,153	303,282,963	88,588,608	-	-	-	-	-	-	-	-	-	294,513,153	303,282,963	88,588,608
OTHER STATE REVENUES		13,632,985	14,534,242	341,685	-	-	-	-	-	-	210,000	210,000	-	13,842,985	14,744,242	341,685
FEDERAL GOVERNMENT		2,154,770	1,269,525	210,264	36,439,010	42,883,817	3,423,225	-	-	-	25,726,184	25,726,184	7,293,586	64,319,964	69,879,526	10,927,074
OTHER SOURCES		927,480	927,480	-	-	-	-	-	-	-	-	-	275	927,480	927,480	275
RESERVES/FUND BALANCE *		-	7,612,247	-	-	-	-	21,623,109	49,081,416	6,106,410	-	-	-	21,623,109	56,693,663	6,106,410
PY ENCUMBRANCE BUDGET		869,897	11,757,707	-	-	-	-	-	-	-	-	260,577	-	869,897	12,018,283	-
TOTAL REVENUES		593,462,554	621,618,330	127,425,165	36,439,010	42,883,817	3,423,225	31,978,556	60,423,053	8,394,676	30,349,669	30,610,246	8,693,904	692,229,789	755,535,445	147,936,970
EXPENDITURES																
REGULAR INSTRUCTION PROGRAM	71100	245,509,367	264,364,720	69,485,364	5,406,819	7,765,052	1,615,663	4,136,987	4,383,016	848,439	-	-	-	255,053,173	276,512,788	71,949,467
SPECIAL EDUCATION INSTR PROG	71200	43,682,602	45,961,272	10,998,408	8,943,157	8,823,024	2,344,166	1,134,693	1,134,693	10,130	-	-	-	53,760,452	55,918,989	13,352,704
VOCATIONAL ED INSTR PROG	71300	20,702,161	20,527,861	4,852,918	680,658	752,065	199,684	75,358	124,588	31,142	-	-	-	21,458,177	21,404,514	5,083,744
STUDENT BODY EDUCATIONAL PROG	71400	4,563,624	4,611,624	96,785	-	-	-	1,000	1,124	-	-	-	-	4,564,624	4,612,748	96,785
ATTENDANCE	72110	7,788,126	8,947,768	1,958,842	74,400	162,838	100,353	-	-	-	-	-	-	7,862,526	9,110,606	2,059,195
HEALTH SERVICES	72120	7,027,172	7,146,526	1,806,776	50,000	219,121	10,978	339,036	354,036	39,383	-	-	-	7,416,208	7,719,683	1,857,137
OTHER STUDENT SUPPORT	72130	28,610,569	30,791,406	7,940,317	5,741,369	6,428,695	1,161,931	220,000	255,245	8,369	-	-	-	34,571,938	37,475,345	9,110,617
REG INST SUPPORT	72210	29,734,786	30,030,532	8,376,921	9,283,328	9,293,181	2,220,746	1,213,948	1,445,019	327,566	-	-	-	40,232,062	40,768,732	10,925,234
SPECIAL ED INST SUPPORT	72220	12,609,004	12,933,500	2,876,112	2,242,397	2,271,975	452,988	-	-	-	-	-	-	14,851,401	15,205,475	3,329,100
VOCATIONAL ED INST SUPPORT	72230	1,201,742	1,161,875	299,303	10,000	11,200	3,669	-	-	-	-	-	-	1,211,742	1,173,075	302,973
EDUCATION TECHNOLOGY	72250	9,227,277	9,503,036	3,047,422	-	-	-	-	-	-	-	-	-	9,227,277	9,503,036	3,047,422
BOARD OF EDUCATION	72310	6,928,477	6,798,891	1,670,129	-	-	-	100,000	100,000	5,721	-	-	-	7,028,477	6,898,891	1,675,850
OFFICE OF SUPERINTENDENT	72320	2,873,493	3,040,060	835,268	-	-	-	113,877	115,777	30,835	-	-	-	2,987,370	3,155,837	866,103
OFFICE OF PRINCIPAL	72410	38,488,175	38,365,964	11,860,686	-	-	-	18,000	18,000	2,952	-	-	-	38,506,175	38,383,964	11,863,638
FISCAL SERVICES	72510	4,510,135	5,186,641	1,315,320	-	-	-	-	-	-	-	-	-	4,510,135	5,186,641	1,315,320
HUMAN RESOURCES	72520	4,568,932	4,686,002	1,093,311	155,460	368,459	229,272	50,291	54,791	7,399	-	-	-	4,774,683	5,109,252	1,329,982
OPERATION OF PLANT	72610	35,490,091	35,757,774	9,708,465	-	2,363,622	1,094,104	2,000	10,601	-	-	-	-	35,492,091	38,131,997	10,802,569
MAINTENANCE OF PLANT	72620	12,312,491	12,906,074	4,416,593	-	-	-	-	138,545	121,491	-	-	-	12,312,491	13,044,619	4,538,084
TRANSPORTATION	72710	29,051,159	28,997,087	6,086,712	241,105	523,663	118,175	33,000	59,472	2,400	-	-	-	29,325,264	29,580,222	6,207,287
CENTRAL AND OTHER	72810	2,676,353	3,086,151	300,667	-	-	-	13,000	13,000	-	-	-	-	2,689,353	3,099,151	300,667
FOOD SERVICE	73100	5,850	5,850	2,025	-	-	-	-	-	-	30,349,669	30,610,246	8,493,048	30,355,519	30,616,096	8,495,074
COMMUNITY SERVICES	73300	748,518	757,419	204,615	365,201	375,654	29,104	3,957,973	3,957,973	1,106,642	-	-	-	5,071,692	5,091,046	1,340,361
EARLY CHILDHOOD EDUCATION	73400	2,908,533	3,096,795	806,388	2,364,558	2,521,080	626,233	564,643	583,143	131,283	-	-	-	5,837,734	6,201,018	1,563,904
REGULAR CAPITAL OUTLAY	76100	1,461,548	1,493,591	335,215	-	-	-	20,001,000	47,669,128	6,064,391	-	-	-	21,462,548	49,162,719	6,399,606
EDUCATION DEBT SERVICE		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EDUCATION CAPITAL PROJECTS		-	138,873	-	880,558	1,004,188	-	3,750	4,902	-	-	-	-	884,308	1,147,963	-
CHARTER SCHOOLS (TRANSFERS)		40,782,369	41,321,041	6,956,032	-	-	-	-	-	-	-	-	-	40,782,369	41,321,041	6,956,032
TRANSFERS-STATE GRANTS		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TRANSFERS TO FUND BALANCE		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES		593,462,554	621,618,330	157,330,595	36,439,010	42,883,817	10,207,066	31,978,556	60,423,053	8,738,144	30,349,669	30,610,246	8,493,048	692,229,789	755,535,445	184,768,854

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Mary Ellen Heuton, Chief Financial Officer, Finance

Date: December 18, 2025

Subject: Budget Amendments – Federal Grants, State Grants and Self-Funded Programs

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

The Federal Programs budget is amended by items 1 – 3. Items 1 and 2 consist of current year awards. Item 3 consists of a current year award and carryover funds. The State Programs budget is amended by item 4, which consists of carryover funds. The Self-Funded Programs budget is amended by items 5 – 14. Items 5, 8 - 11, 13 and 14 consist of current year contributions and carryover contributions. Item 6 consists of carryover contributions. Items 7 and 12 consist of current year contributions.

1. Carl Perkins Vocational Grant, with transfers between lines
2. Comprehensive Coordinated Early Intervening Services (CCEIS), with a net decrease of \$73,026 and transfers between lines
3. IDEA Part B Grant, with a net increase of \$73,026 and transfers between lines
4. Innovative School Models, with transfers between lines
5. Accelerate Learning, with transfers between lines
6. Maintenance Recyclables, totaling \$19,000
7. Hamilton County Government Funds, with a net increase of \$80,951
8. Future Ready Institutes – Hixson High, with transfers between lines
9. Future Ready Institutes – Unum, with a net increase of \$216,717
10. CTE Surplus, with a net increase of \$519 and transfers between lines
11. Future Ready Institutes – BCBS, with transfers between lines
12. Cell Tower Technology, with a net increase of \$10,000
13. Future Ready Institutes - Novonix, with transfers between lines
14. Photography Commission, with a net increase of \$50,000

Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served

FEDERAL PROGRAMS

SOURCE OF FUNDS

December 18, 2025

<u>BUDGET AMENDMENTS</u>	<u>FEDERAL THROUGH STATE 47100</u>	<u>TOTAL REVENUE</u>	<u>AMENDMENT ITEM #</u>
Carl Perkins Vocational Grant	-	-	1
CCEIS - Comprehensive Coordinated Early Intervening Services	(73,026)	(73,026)	2
IDEA Part B	73,026	73,026	3
	<u>-</u>	<u>-</u>	

FEDERAL PROGRAMS
USE OF FUNDS

December 18, 2025

BUDGET AMENDMENTS	REGULAR INSTRUCTION 71100	SPECIAL EDUCATION INSTRUCTION 71200	VOCATIONAL EDUCATION INSTRUCTION 71300	OTHER STUDENT SUPPORT 72130	SPECIAL EDUCATION SUPPORT 72220	INDIRECT COST 99100	TOTAL AMENDMENT AMOUNT	AMENDMENT ITEM #
Carl Perkins Vocational Grant			(8,095)	8,095			-	1
CCEIS - Comprehensive Coordinated Early Intervening Services	(18,748)			(54,278)			(73,026)	2
IDEA Part B		338,669			(347,545)	81,902	73,026	3
	(18,748)	338,669	(8,095)	(46,183)	(347,545)	81,902	-	

STATE PROGRAMS
SOURCE OF FUNDS

December 18, 2025

BUDGET AMENDMENTS	STATE REVENUE	TOTAL REVENUE	AMENDMENT ITEM #
Innovative School Models	46000	-	4

STATE PROGRAMS
USE OF FUNDS

December 18, 2025

BUDGET AMENDMENTS	REGULAR INSTRUCTION 71100	VOCATIONAL EDUCATION INSTRUCTION 71300	VOCATIONAL EDUCATION SUPPORT 72230	TRANSPORTATION 72710	REGULAR CAPITAL OUTLAY 76100	TOTAL AMENDMENT AMOUNT	AMENDMENT ITEM #
Innovative School Models	(16,550)	(53,034)	12,113	(1,992)	59,463	-	4

SELF-FUNDED PROGRAMS
SOURCE OF FUNDS

December 18, 2025

	RESTRICTED FOR EDUCATION FUND BALANCE	CHARGES FOR CURRENT SERVICES	OTHER LOCAL REVENUES	OTHER GOVERNMENT GROUPS	TOTAL AMENDMENT AMOUNT	AMENDMENT ITEM #
BUDGET AMENDMENTS	34555	43000	44000	48000		
Accelerate Learning	-	-	-	-	-	5
Maintenance Recyclables	19,000	-	-	-	19,000	6
Hamilton County Government Funds	-	-	-	80,951	80,951	7
Future Ready Institute – Hixson High	-	-	-	-	-	8
Future Ready Institute – Unum	116,717	-	100,000	-	216,717	9
CTE Surplus	-	-	519	-	519	10
Future Ready Institute - BCBS	-	-	-	-	-	11
Cell Tower Technology	-	-	10,000	-	10,000	12
Future Ready Institute – Novonix	-	-	-	-	-	13
Photography Commission	50,000	-	-	-	50,000	14
	<u>185,717</u>	<u>-</u>	<u>110,519</u>	<u>80,951</u>	<u>377,187</u>	

SELF-FUNDED PROGRAMS

USE OF FUNDS

December 18, 2025

BUDGET AMENDMENTS	REGULAR INSTRUCTION 71100	VOCATIONAL EDUCATION INSTRUCTION 71300	REGULAR INSTRUCTION SUPPORT 72210	BOARD OF EDUCATION 72310	OPERATION OF PLANT 72610	TRANSPORTATION 72710	REGULAR CAPITAL OUTLAY 76100	TOTAL AMENDMENT AMOUNT	AMENDMENT ITEM #
Accelerate Learning	125		(75)			(50)	-	5	
Maintenance Recyclables					19,000		19,000	6	
Hamilton County Government Funds							80,951	7	
Future Ready Institute – Hixson High	-	175					(175)	8	
Future Ready Institute – Unum		216,717					216,717	9	
CTE Surplus		519					519	10	
Future Ready Institute - BCBS	(25,562)		7,115			1,300	17,147	11	
Cell Tower Technology					10,000			12	
Future Ready Institute – Novonix	10,000					(10,000)		13	
Photography Commission				50,000				14	
	(15,437)	217,411	7,040	50,000	29,000	(8,750)	97,923	377,187	

**HAMILTON COUNTY DEPT OF EDUCATION
 FEDERAL PROGRAMS
 CARL PERKINS VOCATIONAL GRANT
 BUDGET FISCAL YEAR 2025-2026**
 FY26 allocation is \$967,926.18

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
141-2-301-0000-0-00000-471310-0000-0000-301	Revenue	967,926			967,926
	Total Source of Funds	967,926	-	-	967,926

USE OF FUNDS SUMMARY

71300	Vocational Instruction	784,859	-	(8,095)	776,764
72130	Other Student Support	156,867	8,095	-	164,962
72230	Vocational Instruction Staff Support	11,200	-	-	11,200
99100	Indirect Cost	15,000	-	-	15,000
	Total Use of Funds	967,926	8,095	(8,095)	967,926

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
141-2-301-0000-0-71300-518810-0000-0000-301	Bonus	7,000		(7,000)	-
141-2-301-0000-0-71300-5189A0-PBEN-0000-301	CTE Innovation Coach (2 FTE)	150,095			150,095
141-2-301-0000-0-71300-5189H0-PBEN-0000-301	WBL/Youth Apprenticeship Facilitator (.5 FTE)	52,545			52,545
141-2-301-0000-0-71300-5189K0-PBEN-0000-301	District Content Lead (1 FTE)	75,047			75,047
141-2-301-0000-0-71300-520110-PBEN-0000-301	Social Security	17,651		(434)	17,217
141-2-301-0000-0-71300-520410-PBEN-0000-301	State Retirement	22,774		(559)	22,215
141-2-301-0000-0-71300-520610-PBEN-0000-301	Life Insurance	140			140
141-2-301-0000-0-71300-520710-PBEN-0000-301	Medical Insurance	46,620			46,620
141-2-301-0000-0-71300-520810-PBEN-0000-301	Dental Insurance	1,029			1,029
141-2-301-0000-0-71300-521010-PBEN-0000-301	Unemployment Compensation	49			49
141-2-301-0000-0-71300-521210-PBEN-0000-301	Medicare	4,128		(102)	4,026
141-2-301-0000-0-71300-529910-PBEN-0000-301	Long Term Disability	375			375
141-2-301-0000-0-71300-529930-PBEN-0000-301	Short Term Disability	406			406
141-2-301-0000-0-71300-542910-0000-0000-301	Instructional Supplies & Materials	20,000			20,000
141-2-301-0000-0-71300-547110-0000-0000-301	Software	87,000			87,000
141-2-301-0000-0-71300-549990-0000-0000-301	Supplies & Materials	300,000			300,000
	Total 71300 - Vocational Instruction	784,859	-	(8,095)	776,764
141-2-301-0000-0-72130-519610-0000-0000-301	Teacher Stipends for PD/Lead Teachers	4,323			4,323
141-2-301-0000-0-72130-520110-0000-0000-301	Social Security	268			268
141-2-301-0000-0-72130-520410-0000-0000-301	State Retirement	346			346
141-2-301-0000-0-72130-521210-0000-0000-301	Medicare	63			63
141-2-301-0000-0-72130-539990-0000-0000-301	Other Contracted Services	56,800			56,800
141-2-301-0000-0-72130-552410-0000-0000-301	Staff Development	76,285			76,285
141-2-301-0000-0-72130-559990-0000-0000-301	Other Charges	18,782	8,095		26,877
	Total 72130 - Other Student Support	156,867	8,095	-	164,962
141-2-301-0000-0-72230-552410-0000-0000-301	Staff Development	11,200			11,200
	Total 72230 - Vocational Instruction Staff Support	11,200	-	-	11,200
141-2-301-0000-0-99100-550410-0000-0000-301	Indirect Cost (3.06%)	15,000			15,000
	Total 99100 - Indirect Cost	15,000	-	-	15,000
	TOTAL BUDGET	967,926	8,095	(8,095)	967,926

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 FEDERAL PROGRAMS
 CCEIS - COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES
 BUDGET FISCAL YEAR 2025-2026**

FY26 Transfer from IDEA B	1,318,418	-	(73,026)	1,245,392
Total Source of Funds	1,318,418	-	(73,026)	1,245,392

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		7/17/2025	INCREASE	DECREASE	12/18/2025
141-2-327-0000-0-00000-471430-0000-0000	Revenue	1,318,418	-	(73,026)	1,245,392
	Total Source of Funds	1,318,418	-	-	1,245,392

USE OF FUNDS SUMMARY

71100	Regular Instruction	574,256	32,446	(51,194)	555,508
72130	Other Student Support	744,162	-	(54,278)	689,884
	Total Use of Funds	1,318,418	32,446	(105,472)	1,245,392

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET	INCREASE	DECREASE	AMENDED BUDGET
		7/17/2025			12/18/2025
System Wide					
141-2-327-6100-0-71100-5116J0-PBEN-0000	Teachers - Behavior (1 FTE)	66,588	7,815		74,403
141-2-327-6100-0-71100-516350-PBEN-0000	Educational Assistant - Behavior (1 FTE)	33,856		(8,827)	25,029
141-2-327-6100-0-71100-520110-PBEN-0000	Social Security	6,228		(200)	6,028
141-2-327-6100-0-71100-520410-PBEN-0000	State Retirement	10,970		(3,113)	7,857
141-2-327-6100-0-71100-520610-PBEN-0000	Life Insurance	80			80
141-2-327-6100-0-71100-520710-PBEN-0000	Health Insurance	26,640			26,640
141-2-327-6100-0-71100-520810-PBEN-0000	Dental Insurance	650		(62)	588
141-2-327-6100-0-71100-521010-PBEN-0000	Unemployment Compensation	28			28
141-2-327-6100-0-71100-521210-PBEN-0000	Medicare	1,456		(46)	1,410
141-2-327-6100-0-71100-529910-PBEN-0000	Long Term Disability	202	12		214
141-2-327-6100-0-71100-529930-PBEN-0000	Short Term Disability	232			232
	Total 71100 - Regular Instruction	146,930	7,827	(12,248)	142,509
Middle Valley Elementary					
141-2-327-0085-1-71100-5116J0-PBEN-0000	Teachers - Behavior (1 FTE)	69,249		(3,297)	65,952
141-2-327-0085-1-71100-516350-PBEN-0000	Educational Assistant - Behavior (1 FTE)	31,551		(1,502)	30,049
141-2-327-0085-1-71100-520110-PBEN-0000	Social Security	6,250		(565)	5,685
141-2-327-0085-1-71100-520410-PBEN-0000	State Retirement	10,870		(4,768)	6,102
141-2-327-0085-1-71100-520610-PBEN-0000	Life Insurance	80			80
141-2-327-0085-1-71100-520710-PBEN-0000	Health Insurance	26,640			26,640
141-2-327-0085-1-71100-520810-PBEN-0000	Dental Insurance	650		(62)	588
141-2-327-0085-1-71100-521010-PBEN-0000	Unemployment Compensation	28			28
141-2-327-0085-1-71100-521210-PBEN-0000	Medicare	1,462		(132)	1,330
141-2-327-0085-1-71100-529910-PBEN-0000	Long Term Disability	214			214
141-2-327-0085-1-71100-529930-PBEN-0000	Short Term Disability	232			232
	Total 71100 - Regular Instruction - Middle Valley Elementary	147,226	-	(10,326)	136,900
Barger Academy					
141-2-327-0097-1-71100-5116J0-PBEN-0000	Teachers - Behavior (1 FTE)	52,500	23,378		75,878
141-2-327-0097-1-71100-516350-PBEN-0000	Educational Assistant - Behavior (1 FTE)	28,768		(3,435)	25,333
141-2-327-0097-1-71100-520110-PBEN-0000	Social Security	5,039	1,005		6,044
141-2-327-0097-1-71100-520410-PBEN-0000	State Retirement	8,954		(867)	8,087
141-2-327-0097-1-71100-520610-PBEN-0000	Life Insurance	80			80
141-2-327-0097-1-71100-520710-PBEN-0000	Health Insurance	26,640			26,640
141-2-327-0097-1-71100-520810-PBEN-0000	Dental Insurance	650		(62)	588
141-2-327-0097-1-71100-521010-PBEN-0000	Unemployment Compensation	28			28
141-2-327-0097-1-71100-521210-PBEN-0000	Medicare	1,178	236		1,414
141-2-327-0097-1-71100-529910-PBEN-0000	Long Term Disability	214			214
141-2-327-0097-1-71100-529930-PBEN-0000	Short Term Disability	232			232
	Total 71100 - Regular Instruction - Barger Academy	124,283	24,619	(4,364)	144,538

ACCOUNT CODE	DESCRIPTION	AMENDED			AMENDED
		BUDGET	INCREASE	DECREASE	BUDGET
		7/17/2025			12/18/2025
Snow Hill Elementary					
141-2-327-0215-1-71100-5116J0-PBEN-0000	Teachers - Behavior (1 FTE)	75,016		(15,823)	59,193
141-2-327-0215-1-71100-516350-PBEN-0000	Educational Assistant - Behavior (1 FTE)	33,075		(1,811)	31,264
141-2-327-0215-1-71100-520110-PBEN-0000	Social Security	6,702		(1,674)	5,028
141-2-327-0215-1-71100-520410-PBEN-0000	State Retirement	11,613		(4,495)	7,118
141-2-327-0215-1-71100-520610-PBEN-0000	Life Insurance	80			80
141-2-327-0215-1-71100-520710-PBEN-0000	Health Insurance	26,640			26,640
141-2-327-0215-1-71100-520810-PBEN-0000	Dental Insurance	650		(62)	588
141-2-327-0215-1-71100-521010-PBEN-0000	Unemployment Compensation	28			28
141-2-327-0215-1-71100-521210-PBEN-0000	Medicare	1,567		(391)	1,176
141-2-327-0215-1-71100-529910-PBEN-0000	Long Term Disability	214			214
141-2-327-0215-1-71100-529930-PBEN-0000	Short Term Disability	232			232
	Total 71100 - Regular Instruction - Red Bank Elementary	155,817	-	(24,256)	131,561
	Total 71100 - Regular Instruction	574,256	32,446	(51,194)	555,508
141-2-327-0000-0-72130-510530-PBEN-0000	SEAD Coordinator (1 FTE)	116,123		(3,828)	112,295
141-2-327-0000-0-72130-512310-PBEN-0000	Guidance - Lead Counselors (3 FTE)	249,141		(11,864)	237,277
141-2-327-0000-0-72130-5189H0-PBEN-0000	SEAD Facilitators (1 FTE)	83,284		(3,383)	79,901
141-2-327-0000-0-72130-520110-PBEN-0000	Social Security	27,810		(2,387)	25,423
141-2-327-0000-0-72130-520410-PBEN-0000	State Retirement	61,190		(32,142)	29,048
141-2-327-0000-0-72130-520610-PBEN-0000	Life Insurance	200			200
141-2-327-0000-0-72130-520710-PBEN-0000	Health Insurance	66,600			66,600
141-2-327-0000-0-72130-520810-PBEN-0000	Dental Insurance	1,594		(116)	1,478
141-2-327-0000-0-72130-521010-PBEN-0000	Unemployment Compensation	70			70
141-2-327-0000-0-72130-521210-PBEN-0000	Medicare	6,504		(558)	5,946
141-2-327-0000-0-72130-529910-PBEN-0000	Long Term Disability	535			535
141-2-327-0000-0-72130-529930-PBEN-0000	Short Term Disability	580			580
141-2-327-0000-0-72130-539990-0000-0000	Contracted Services - Licensed Therapist	75,000			75,000
141-2-327-0000-0-72130-552410-0000-0000	Professional Development	55,531			55,531
	Total 72130 - Other Student Support	744,162	-	(54,278)	689,884
	TOTAL BUDGET	1,318,418	32,446	(105,472)	1,245,392

**Ex Ed has budgeted in IDEA for CCEIS for Ex Ed Students.

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
FEDERAL PROGRAMS
IDEA PART B GRANT
BUDGET FISCAL YEAR 2025-2026**

2026 Award	11,630,834		11,630,834
2025 Carryover	2,121,051		2,121,051
Transfer to CCEIS	(1,318,418)	73,026	(1,245,392)
Total Source of Funds	12,433,467	73,026	- 12,506,493

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
141-2-328-0000-0-00000-471430-0000-0000-328	Revenue	12,433,467	73,026		12,506,493
	Total Source of Funds	12,433,467	73,026	-	12,506,493

USE OF FUNDS SUMMARY

71200	Special Education Instruction	9,420,392	1,203,634	(864,965)	9,759,061
72220	Special Education Support	2,722,642	400,519	(748,064)	2,375,097
72710	Transportation	1,000	-	-	1,000
99100	Indirect Cost	289,433	81,902	-	371,335
	Total Use of Funds	12,433,467	1,686,055	(1,613,029)	12,506,493

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
141-2-328-0000-0-72710-531310-0000-0000-328	Contracts w/ Parents	1,000			1,000
	Total 72710 - Transportation	1,000	-	-	1,000
141-2-328-0000-0-99100-550410-0000-0000-328	Indirect Cost (3.06%)	289,433	81,902		371,335
	Total 99100 - Indirect Cost	289,433	81,902	-	371,335

DLP - PreSchool Programs

Apison Elementary

141-2-328-0013-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	20,000		(1,538)	18,462
141-2-328-0013-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	58,999			58,999
141-2-328-0013-6-71200-518810-0000-0000-328	Bonus	4,000			4,000
141-2-328-0013-6-71200-520110-PBEN-0000-328	Social Security	6,758		(2,350)	4,408
141-2-328-0013-6-71200-520410-PBEN-0000-328	State Retirement	7,500		(1,517)	5,983
141-2-328-0013-6-71200-520610-PBEN-0000-328	Life Insurance	96			96
141-2-328-0013-6-71200-520710-PBEN-0000-328	Health Insurance	31,968		(410)	31,558
141-2-328-0013-6-71200-520810-PBEN-0000-328	Dental Insurance	706		(10)	696
141-2-328-0013-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34			34
141-2-328-0013-6-71200-521210-PBEN-0000-328	Medicare	1,205		(174)	1,031
141-2-328-0013-6-71200-529910-PBEN-0000-328	Long Term Disability	268		(27)	241
141-2-328-0013-6-71200-529930-PBEN-0000-328	Short Term Disability	290		(28)	262
	Total 71200 - Special Education Instruction - Apison DLP	131,824	-	(6,054)	125,770

Brown Academy

141-2-328-0033-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	-	20,000		20,000
141-2-328-0033-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP	-	25,000		25,000
141-2-328-0033-6-71200-520110-PBEN-0000-328	Social Security	-	2,790		2,790
141-2-328-0033-6-71200-520410-PBEN-0000-328	State Retirement	-	3,508		3,508
141-2-328-0033-6-71200-520610-PBEN-0000-328	Life Insurance	-	48		48
141-2-328-0033-6-71200-520710-PBEN-0000-328	Health Insurance	-	15,984		15,984
141-2-328-0033-6-71200-520810-PBEN-0000-328	Dental Insurance	-	353		353
141-2-328-0033-6-71200-521010-PBEN-0000-328	Unemployment Compensation	-	17		17
141-2-328-0033-6-71200-521210-PBEN-0000-328	Medicare	-	653		653
141-2-328-0033-6-71200-529910-PBEN-0000-328	Long Term Disability	-	129		129
141-2-328-0033-6-71200-529930-PBEN-0000-328	Short Term Disability	-	139		139
	Total 71200 - Special Education Instruction - Brown Academy DI	-	68,621	-	68,621

Daisy Elementary

141-2-328-0050-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	20,000		(1,538)	18,462
141-2-328-0050-6-71200-518810-0000-0000-328	Bonus	800	1,200		2,000
141-2-328-0050-6-71200-520110-PBEN-0000-328	Social Security	871	252		1,123
141-2-328-0050-6-71200-520410-PBEN-0000-328	State Retirement	1,290	344		1,634
141-2-328-0050-6-71200-520610-PBEN-0000-328	Life Insurance	16			16
141-2-328-0050-6-71200-520710-PBEN-0000-328	Health Insurance	5,328		(409)	4,919
141-2-328-0050-6-71200-520810-PBEN-0000-328	Dental Insurance	118		(9)	109
141-2-328-0050-6-71200-521010-PBEN-0000-328	Unemployment Compensation	6			6
141-2-328-0050-6-71200-521210-PBEN-0000-328	Medicare	302		(39)	263
141-2-328-0050-6-71200-529910-PBEN-0000-328	Long Term Disability	43		(5)	38
141-2-328-0050-6-71200-529930-PBEN-0000-328	Short Term Disability	47		(6)	41
	Total 71200 - Special Education Instruction - Daisy DLP	28,821	1,796	(2,006)	28,611

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET
		11/20/2025	INCREASE DECREASE	
East Brainerd Elementary				
141-2-328-0062-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	20,000		18,462
141-2-328-0062-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (6 FTE)	176,290		176,290
141-2-328-0062-6-71200-518810-0000-0000-328	Bonus	12,000		12,000
141-2-328-0062-6-71200-520110-PBEN-0000-328	Social Security	12,914	(1,444)	11,470
141-2-328-0062-6-71200-520410-PBEN-0000-328	State Retirement	29,479	(14,484)	14,995
141-2-328-0062-6-71200-520610-PBEN-0000-328	Life Insurance	256	(7)	249
141-2-328-0062-6-71200-520710-PBEN-0000-328	Health Insurance	85,248	(411)	84,837
141-2-328-0062-6-71200-520810-PBEN-0000-328	Dental Insurance	1,882	(12)	1,870
141-2-328-0062-6-71200-521010-PBEN-0000-328	Unemployment Compensation	90	(2)	88
141-2-328-0062-6-71200-521210-PBEN-0000-328	Medicare	3,021	(338)	2,683
141-2-328-0062-6-71200-529910-PBEN-0000-328	Long Term Disability	685	(39)	646
141-2-328-0062-6-71200-529930-PBEN-0000-328	Short Term Disability	(742)	1,445	703
Total 71200 - Special Education Instruction - East Brainerd DLP		341,123	1,445 (18,275)	324,293
East Side Elementary				
141-2-328-0078-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	23,677	(911)	22,766
141-2-328-0078-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	58,029		58,029
141-2-328-0078-6-71200-518810-0000-0000-328	Bonus	4,000		4,000
141-2-328-0078-6-71200-520110-PBEN-0000-328	Social Security	5,313	(512)	4,801
141-2-328-0078-6-71200-520410-PBEN-0000-328	State Retirement	11,249	(4,996)	6,253
141-2-328-0078-6-71200-520610-PBEN-0000-328	Life Insurance	96	(3)	93
141-2-328-0078-6-71200-520710-PBEN-0000-328	Health Insurance	31,968	(205)	31,763
141-2-328-0078-6-71200-520810-PBEN-0000-328	Dental Insurance	706	(6)	700
141-2-328-0078-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34	(1)	33
141-2-328-0078-6-71200-521210-PBEN-0000-328	Medicare	1,242	(119)	1,123
141-2-328-0078-6-71200-529910-PBEN-0000-328	Long Term Disability	257	(15)	242
141-2-328-0078-6-71200-529930-PBEN-0000-328	Short Term Disability	278	(15)	263
Total 71200 - Special Education Instruction - East Side Elem DLP		136,849	- (6,783)	130,066
Middle Valley Elementary				
141-2-328-0085-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.8 FTE)	56,815		56,815
141-2-328-0085-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	58,173		58,173
141-2-328-0085-6-71200-518810-0000-0000-328	Bonus	4,000		4,000
141-2-328-0085-6-71200-520110-PBEN-0000-328	Social Security	13,013	(6,257)	6,756
141-2-328-0085-6-71200-520410-PBEN-0000-328	State Retirement	14,253	(3,890)	10,363
141-2-328-0085-6-71200-520610-PBEN-0000-328	Life Insurance	112	(3)	109
141-2-328-0085-6-71200-520710-PBEN-0000-328	Health Insurance	37,296	(1)	37,295
141-2-328-0085-6-71200-520810-PBEN-0000-328	Dental Insurance	832	(10)	822
141-2-328-0085-6-71200-521010-PBEN-0000-328	Unemployment Compensation	40	(2)	38
141-2-328-0085-6-71200-521210-PBEN-0000-328	Medicare	1,726	(146)	1,580
141-2-328-0085-6-71200-529910-PBEN-0000-328	Long Term Disability	300	(16)	284
141-2-328-0085-6-71200-529930-PBEN-0000-328	Short Term Disability	325	(16)	309
Total 71200 - Special Education Instruction - Middle Valley DLP		186,885	- (10,341)	176,544
Harrison Elementary				
141-2-328-0090-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	20,000		20,000
141-2-328-0090-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	61,496	(1,108)	60,388
141-2-328-0090-6-71200-518810-0000-0000-328	Bonus	4,000		4,000
141-2-328-0090-6-71200-520110-PBEN-0000-328	Social Security	5,301	(604)	4,697
141-2-328-0090-6-71200-520410-PBEN-0000-328	State Retirement	11,428	(5,217)	6,211
141-2-328-0090-6-71200-520610-PBEN-0000-328	Life Insurance	96		96
141-2-328-0090-6-71200-520710-PBEN-0000-328	Health Insurance	31,968		31,968
141-2-328-0090-6-71200-520810-PBEN-0000-328	Dental Insurance	706		706
141-2-328-0090-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34		34
141-2-328-0090-6-71200-521210-PBEN-0000-328	Medicare	1,240	(141)	1,099
141-2-328-0090-6-71200-529910-PBEN-0000-328	Long Term Disability	257	(17)	240
141-2-328-0090-6-71200-529930-PBEN-0000-328	Short Term Disability	279	(17)	262
Total 71200 - Special Education Instruction - Harrison DLP		136,805	- (7,104)	129,701
Wolftever Elementary				
141-2-328-0148-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	28,578		28,578
141-2-328-0148-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	61,496	(781)	60,715
141-2-328-0148-6-71200-518810-0000-0000-328	Bonus	4,000		4,000
141-2-328-0148-6-71200-520110-PBEN-0000-328	Social Security	5,833	(501)	5,332
141-2-328-0148-6-71200-520410-PBEN-0000-328	State Retirement	12,200	(1,626)	10,574
141-2-328-0148-6-71200-520610-PBEN-0000-328	Life Insurance	96	(2)	94
141-2-328-0148-6-71200-520710-PBEN-0000-328	Health Insurance	31,968		31,968
141-2-328-0148-6-71200-520810-PBEN-0000-328	Dental Insurance	706	(1)	705
141-2-328-0148-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34	(1)	33
141-2-328-0148-6-71200-521210-PBEN-0000-328	Medicare	1,365	(118)	1,247
141-2-328-0148-6-71200-529910-PBEN-0000-328	Long Term Disability	257	(14)	243
141-2-328-0148-6-71200-529930-PBEN-0000-328	Short Term Disability	279	(14)	265
Total 71200 - Special Education Instruction - Wolftever DLP		146,812	- (3,058)	143,754

ACCOUNT CODE	DESCRIPTION	AMENDED			AMENDED
		BUDGET	INCREASE	DECREASE	BUDGET
		11/20/2025			12/18/2025
Nolan Elementary					
141-2-328-0149-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	21,143		(1,627)	19,516
141-2-328-0149-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	54,796			54,796
141-2-328-0149-6-71200-518810-0000-0000-328	Bonus	4,000			4,000
141-2-328-0149-6-71200-520110-PBEN-0000-328	Social Security	4,957		(725)	4,232
141-2-328-0149-6-71200-520410-PBEN-0000-328	State Retirement	10,693		(4,947)	5,746
141-2-328-0149-6-71200-520610-PBEN-0000-328	Life Insurance	96		(4)	92
141-2-328-0149-6-71200-520710-PBEN-0000-328	Health Insurance	31,968		(410)	31,558
141-2-328-0149-6-71200-520810-PBEN-0000-328	Dental Insurance	706		(10)	696
141-2-328-0149-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34		(1)	33
141-2-328-0149-6-71200-521210-PBEN-0000-328	Medicare	1,160		(170)	990
141-2-328-0149-6-71200-529910-PBEN-0000-328	Long Term Disability	257		(17)	240
141-2-328-0149-6-71200-529930-PBEN-0000-328	Short Term Disability	279		(17)	262
	Total 71200 - Special Education Instruction - Nolan DLP	130,089	-	(7,928)	122,161
Ooltewah Elementary					
141-2-328-0155-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	23,170			23,170
141-2-328-0155-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	50,058			50,058
141-2-328-0155-6-71200-518810-0000-0000-328	Bonus	2,000			2,000
141-2-328-0155-6-71200-520110-PBEN-0000-328	Social Security	4,665		(284)	4,381
141-2-328-0155-6-71200-520410-PBEN-0000-328	State Retirement	9,738		(4,136)	5,602
141-2-328-0155-6-71200-520610-PBEN-0000-328	Life Insurance	96		(2)	94
141-2-328-0155-6-71200-520710-PBEN-0000-328	Health Insurance	31,968			31,968
141-2-328-0155-6-71200-520810-PBEN-0000-328	Dental Insurance	706		(1)	705
141-2-328-0155-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34		(1)	33
141-2-328-0155-6-71200-521210-PBEN-0000-328	Medicare	1,091		(66)	1,025
141-2-328-0155-6-71200-529910-PBEN-0000-328	Long Term Disability	257		(14)	243
141-2-328-0155-6-71200-529930-PBEN-0000-328	Short Term Disability	279		(14)	265
	Total 71200 - Special Education Instruction - Ooltewah DLP	124,062	-	(4,518)	119,544
Red Bank Elementary					
141-2-328-0171-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	25,198		(1,939)	23,259
141-2-328-0171-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	57,445			57,445
141-2-328-0171-6-71200-518810-0000-0000-328	Bonus	4,000			4,000
141-2-328-0171-6-71200-520110-PBEN-0000-328	Social Security	5,372		(899)	4,473
141-2-328-0171-6-71200-520410-PBEN-0000-328	State Retirement	11,300		(5,053)	6,247
141-2-328-0171-6-71200-520610-PBEN-0000-328	Life Insurance	96		(4)	92
141-2-328-0171-6-71200-520710-PBEN-0000-328	Health Insurance	31,968		(410)	31,558
141-2-328-0171-6-71200-520810-PBEN-0000-328	Dental Insurance	706		(10)	696
141-2-328-0171-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34		(1)	33
141-2-328-0171-6-71200-521210-PBEN-0000-328	Medicare	1,257		(211)	1,046
141-2-328-0171-6-71200-529910-PBEN-0000-328	Long Term Disability	257		(17)	240
141-2-328-0171-6-71200-529930-PBEN-0000-328	Short Term Disability	279		(17)	262
	Total 71200 - Special Education Instruction - Red Bank DLP	137,912	-	(8,561)	129,351
Rivermont Elementary					
141-2-328-0183-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	23,170			23,170
141-2-328-0183-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	55,433		(976)	54,457
141-2-328-0183-6-71200-518810-0000-0000-328	Bonus	2,000			2,000
141-2-328-0183-6-71200-520110-PBEN-0000-328	Social Security	4,998		(334)	4,664
141-2-328-0183-6-71200-520410-PBEN-0000-328	State Retirement	10,563		(4,551)	6,012
141-2-328-0183-6-71200-520610-PBEN-0000-328	Life Insurance	96		(5)	91
141-2-328-0183-6-71200-520710-PBEN-0000-328	Health Insurance	31,968		(513)	31,455
141-2-328-0183-6-71200-520810-PBEN-0000-328	Dental Insurance	706		(22)	684
141-2-328-0183-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34		(2)	32
141-2-328-0183-6-71200-521210-PBEN-0000-328	Medicare	1,169		(78)	1,091
141-2-328-0183-6-71200-529910-PBEN-0000-328	Long Term Disability	257		(17)	240
141-2-328-0183-6-71200-529930-PBEN-0000-328	Short Term Disability	279		(19)	260
	Total 71200 - Special Education Instruction - Rivermont DLP	130,673	-	(6,517)	124,156
Orchard Knob Elementary					
141-2-328-0194-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (1 FTE)	21,650		(1,665)	19,985
141-2-328-0194-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	58,999			58,999
141-2-328-0194-6-71200-518810-0000-0000-328	Bonus	4,000			4,000
141-2-328-0194-6-71200-520110-PBEN-0000-328	Social Security	5,249		(530)	4,719
141-2-328-0194-6-71200-520410-PBEN-0000-328	State Retirement	11,209		(2,829)	8,380
141-2-328-0194-6-71200-520610-PBEN-0000-328	Life Insurance	96		(4)	92
141-2-328-0194-6-71200-520710-PBEN-0000-328	Health Insurance	31,968		(410)	31,558
141-2-328-0194-6-71200-520810-PBEN-0000-328	Dental Insurance	706		(10)	696
141-2-328-0194-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34		(1)	33
141-2-328-0194-6-71200-521210-PBEN-0000-328	Medicare	1,228		(125)	1,103
141-2-328-0194-6-71200-529910-PBEN-0000-328	Long Term Disability	257		(17)	240
141-2-328-0194-6-71200-529930-PBEN-0000-328	Short Term Disability	279		(17)	262
	Total 71200 - Special Education Instruction - Orchard Knob DLP	135,675	-	(5,608)	130,067

ACCOUNT CODE	DESCRIPTION	AMENDED			AMENDED
		BUDGET	INCREASE	DECREASE	BUDGET
		11/20/2025			12/18/2025
Snow Hill Elementary					
141-2-328-0215-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	29,254			29,254
141-2-328-0215-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	60,796			60,796
141-2-328-0215-6-71200-518810-0000-0000-328	Bonus	4,000			4,000
141-2-328-0215-6-71200-520110-PBEN-0000-328	Social Security	5,852		(1,200)	4,652
141-2-328-0215-6-71200-520410-PBEN-0000-328	State Retirement	12,188		(5,855)	6,333
141-2-328-0215-6-71200-520610-PBEN-0000-328	Life Insurance	96		(2)	94
141-2-328-0215-6-71200-520710-PBEN-0000-328	Health Insurance	31,968			31,968
141-2-328-0215-6-71200-520810-PBEN-0000-328	Dental Insurance	706		(1)	705
141-2-328-0215-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34		(1)	33
141-2-328-0215-6-71200-521210-PBEN-0000-328	Medicare	1,369		(281)	1,088
141-2-328-0215-6-71200-529910-PBEN-0000-328	Long Term Disability	257		(14)	243
141-2-328-0215-6-71200-529930-PBEN-0000-328	Short Term Disability	279		(14)	265
	Total 71200 - Special Education Instruction - Snow Hill DLP	146,799	-	(7,368)	139,431
Soddy Elementary					
141-2-328-0230-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	29,592		(1)	29,591
141-2-328-0230-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	60,796			60,796
141-2-328-0230-6-71200-518810-0000-0000-328	Bonus	4,000			4,000
141-2-328-0230-6-71200-520110-PBEN-0000-328	Social Security	5,853		(873)	4,980
141-2-328-0230-6-71200-520410-PBEN-0000-328	State Retirement	12,188		(5,836)	6,352
141-2-328-0230-6-71200-520610-PBEN-0000-328	Life Insurance	96		(2)	94
141-2-328-0230-6-71200-520710-PBEN-0000-328	Health Insurance	31,968			31,968
141-2-328-0230-6-71200-520810-PBEN-0000-328	Dental Insurance	706		(1)	705
141-2-328-0230-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34		(1)	33
141-2-328-0230-6-71200-521210-PBEN-0000-328	Medicare	1,369		(204)	1,165
141-2-328-0230-6-71200-529910-PBEN-0000-328	Long Term Disability	257		(14)	243
141-2-328-0230-6-71200-529930-PBEN-0000-328	Short Term Disability	279		(14)	265
	Total 71200 - Special Education Instruction - Soddy DLP	147,138	-	(6,946)	140,192
Spring Creek Elementary					
141-2-328-0235-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (.4 FTE)	22,664		(1,744)	20,920
141-2-328-0235-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	57,362			57,362
141-2-328-0235-6-71200-518810-0000-0000-328	Bonus	4,000			4,000
141-2-328-0235-6-71200-520110-PBEN-0000-328	Social Security	5,210		(598)	4,612
141-2-328-0235-6-71200-520410-PBEN-0000-328	State Retirement	11,060		(5,006)	6,054
141-2-328-0235-6-71200-520610-PBEN-0000-328	Life Insurance	96		(4)	92
141-2-328-0235-6-71200-520710-PBEN-0000-328	Health Insurance	31,968		(410)	31,558
141-2-328-0235-6-71200-520810-PBEN-0000-328	Dental Insurance	706		(10)	696
141-2-328-0235-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34		(1)	33
141-2-328-0235-6-71200-521210-PBEN-0000-328	Medicare	1,219		(140)	1,079
141-2-328-0235-6-71200-529910-PBEN-0000-328	Long Term Disability	257		(17)	240
141-2-328-0235-6-71200-529930-PBEN-0000-328	Short Term Disability	279		(17)	262
	Total 71200 - Special Education Instruction - Spring Hill DLP	134,855	-	(7,947)	126,908
Westview Elementary					
141-2-328-0265-6-71200-5116P0-PBEN-0000-328	Teacher - DLP (1 FTE)	28,578			28,578
141-2-328-0265-6-71200-5163A0-PBEN-0000-328	Educational Assistant - DLP (2 FTE)	64,470			64,470
141-2-328-0265-6-71200-518810-0000-0000-328	Bonus	4,000			4,000
141-2-328-0265-6-71200-520110-PBEN-0000-328	Social Security	6,017		(1,221)	4,796
141-2-328-0265-6-71200-520410-PBEN-0000-328	State Retirement	13,078		(1,952)	11,126
141-2-328-0265-6-71200-520610-PBEN-0000-328	Life Insurance	96		(2)	94
141-2-328-0265-6-71200-520710-PBEN-0000-328	Health Insurance	31,968			31,968
141-2-328-0265-6-71200-520810-PBEN-0000-328	Dental Insurance	706		(1)	705
141-2-328-0265-6-71200-521010-PBEN-0000-328	Unemployment Compensation	34			34
141-2-328-0265-6-71200-521210-PBEN-0000-328	Medicare	1,408		(286)	1,122
141-2-328-0265-6-71200-529910-PBEN-0000-328	Long Term Disability	257		(13)	244
141-2-328-0265-6-71200-529930-PBEN-0000-328	Short Term Disability	279		(13)	266
	Total 71200 - Special Education Instruction - Westview DLP	150,891	-	(3,488)	147,403
	Total DLP (PreK Programs)	2,347,213	71,862	(112,502)	2,306,573
IDEA CCEIS					
Calvin Donaldson					
141-2-328-0037-1-71200-5116N0-PBEN-6511-328	Teacher - Behavior ExEd (1 FTE)	76,814		(6,218)	70,596
141-2-328-0037-1-71200-516390-PBEN-6511-328	Educational Assistant - Behavior ExEd (2 FTE)	58,736		(2,000)	56,736
141-2-328-0037-1-71200-520110-PBEN-6511-328	Social Security	7,322		(248)	7,074
141-2-328-0037-1-71200-520410-PBEN-6511-328	State Retirement	8,714		(306)	8,408
141-2-328-0037-1-71200-520610-PBEN-6511-328	Life Insurance	120		(3)	117
141-2-328-0037-1-71200-520710-PBEN-6511-328	Health Insurance	39,960			39,960
141-2-328-0037-1-71200-520810-PBEN-6511-328	Dental Insurance	882		(1)	881
141-2-328-0037-1-71200-521010-PBEN-6511-328	Unemployment Compensation	42			42
141-2-328-0037-1-71200-521210-PBEN-6511-328	Medicare	1,713		(58)	1,655
141-2-328-0037-1-71200-529910-PBEN-6511-328	Long Term Disability	321		(16)	305
141-2-328-0037-1-71200-529930-PBEN-6511-328	Short Term Disability	348		(16)	332
	Total 71200 - Special Education Instruction	194,972	-	(8,866)	186,106

ACCOUNT CODE	DESCRIPTION	AMENDED			AMENDED
		BUDGET	INCREASE	DECREASE	BUDGET
		11/20/2025			12/18/2025
Middle Valley Elementary					
141-2-328-0085-1-71200-5116N0-PBEN-6511-328	Teacher - Behavior ExEd (1 FTE)	60,193		(1,000)	59,193
141-2-328-0085-1-71200-516390-PBEN-6511-328	Educational Assistant - Behavior ExEd (2 FTE)	63,750		(5,001)	58,749
141-2-328-0085-1-71200-520110-PBEN-6511-328	Social Security	7,305		(248)	7,057
141-2-328-0085-1-71200-520410-PBEN-6511-328	State Retirement	9,524		(306)	9,218
141-2-328-0085-1-71200-520610-PBEN-6511-328	Life Insurance	120		(3)	117
141-2-328-0085-1-71200-520710-PBEN-6511-328	Health Insurance	39,960			39,960
141-2-328-0085-1-71200-520810-PBEN-6511-328	Dental Insurance	882		(1)	881
141-2-328-0085-1-71200-521010-PBEN-6511-328	Unemployment Compensation	42			42
141-2-328-0085-1-71200-521210-PBEN-6511-328	Medicare	1,709		(58)	1,651
141-2-328-0085-1-71200-529910-PBEN-6511-328	Long Term Disability	321		(16)	305
141-2-328-0085-1-71200-529930-PBEN-6511-328	Short Term Disability	348		(16)	332
	Total 71200 - Special Education Instruction -	184,154	-	(6,649)	177,505
Ooltewah Elementary					
141-2-328-0155-1-71200-5116N0-PBEN-6511-328	Teacher - Behavior ExEd (1 FTE)	58,590	603		59,193
141-2-328-0155-1-71200-516390-PBEN-6511-328	Educational Assistant - Behavior ExEd (2 FTE)	65,096		(30,110)	34,986
141-2-328-0155-1-71200-520110-PBEN-6511-328	Social Security	7,306		(2,079)	5,317
141-2-328-0155-1-71200-520410-PBEN-6511-328	State Retirement	14,931		(7,906)	7,025
141-2-328-0155-1-71200-520610-PBEN-6511-328	Life Insurance	120		(42)	78
141-2-328-0155-1-71200-520710-PBEN-6511-328	Health Insurance	39,960		(9,660)	30,300
141-2-328-0155-1-71200-520810-PBEN-6511-328	Dental Insurance	882		(294)	588
141-2-328-0155-1-71200-521010-PBEN-6511-328	Unemployment Compensation	42		(14)	28
141-2-328-0155-1-71200-521210-PBEN-6511-328	Medicare	725	519		1,244
141-2-328-0155-1-71200-529910-PBEN-6511-328	Long Term Disability	321		(118)	203
141-2-328-0155-1-71200-529930-PBEN-6511-328	Short Term Disability	348		(127)	221
	Total 71200 - Special Education Instruction	188,411	1,122	(50,350)	139,183
141-2-328-6000-0-71200-542910-0000-6511-328	Instructional Supplies	10,320			10,320
141-2-328-6000-0-71200-542930-0000-6511-328	Instructional Supplies - Equip	9,000			9,000
141-2-328-6000-0-71200-547110-0000-6511-328	Software	3,000			3,000
	Total 71200 - Special Education Instruction	22,320	-	-	22,320
Rivermont Elementary					
141-2-328-0183-1-71200-5116N0-PBEN-6511-328	Teacher - Behavior ExEd (1 FTE)	-	50,000		50,000
141-2-328-0183-1-71200-516390-PBEN-6511-328	Educational Assistant - Behavior ExEd (2 FTE)	-	50,352		50,352
141-2-328-0183-1-71200-520110-PBEN-6511-328	Social Security	-	5,534		5,534
141-2-328-0183-1-71200-520410-PBEN-6511-328	State Retirement	-	7,819		7,819
141-2-328-0183-1-71200-520610-PBEN-6511-328	Life Insurance	-	117		117
141-2-328-0183-1-71200-520710-PBEN-6511-328	Health Insurance	-	39,960		39,960
141-2-328-0183-1-71200-520810-PBEN-6511-328	Dental Insurance	-	588		588
141-2-328-0183-1-71200-521010-PBEN-6511-328	Unemployment Compensation	-	42		42
141-2-328-0183-1-71200-521210-PBEN-6511-328	Medicare	-	1,295		1,295
141-2-328-0183-1-71200-529910-PBEN-6511-328	Long Term Disability	-	305		305
141-2-328-0183-1-71200-529930-PBEN-6511-328	Short Term Disability	-	332		332
	Total 71200 - Special Education Instruction	-	156,344	-	156,344
	Total 71200 Special Education Program CCEIS	589,857	157,466	(65,865)	681,458
141-2-328-6000-0-72220-518990-PBEN-6511-328	Registered Behavior Technician (7 FTE)	-	249,803		249,803
141-2-328-6000-0-72220-520110-PBEN-6511-328	Social Security	-	13,441		13,441
141-2-328-6000-0-72220-520410-PBEN-6511-328	State Retirement	-	32,121		32,121
141-2-328-6000-0-72220-520610-PBEN-6511-328	Life Insurance	-	280		280
141-2-328-6000-0-72220-520710-PBEN-6511-328	Health Insurance	-	93,916		93,916
141-2-328-6000-0-72220-520810-PBEN-6511-328	Dental Insurance	-	2,058		2,058
141-2-328-6000-0-72220-521010-PBEN-6511-328	Unemployment Compensation	-	98		98
141-2-328-6000-0-72220-521210-PBEN-6511-328	Medicare	-	3,091		3,091
141-2-328-6000-0-72220-529910-PBEN-6511-328	Long Term Disability	-	749		749
141-2-328-6000-0-72220-529930-PBEN-6511-328	Short Term Disability	-	812		812
141-2-328-6100-0-72220-518990-PBEN-6511-328	Registered Behavior Technician (FTE)	260,726		(260,726)	-
141-2-328-6100-0-72220-520110-PBEN-6511-328	Social Security	15,855		(15,855)	-
141-2-328-6100-0-72220-520410-PBEN-6511-328	State Retirement	37,592		(37,592)	-
141-2-328-6100-0-72220-520610-PBEN-6511-328	Life Insurance	280		(280)	-
141-2-328-6100-0-72220-520710-PBEN-6511-328	Health Insurance	93,240		(93,240)	-
141-2-328-6100-0-72220-520810-PBEN-6511-328	Dental Insurance	2,058		(2,058)	-
141-2-328-6100-0-72220-521010-PBEN-6511-328	Unemployment Compensation	98		(98)	-
141-2-328-6100-0-72220-521210-PBEN-6511-328	Medicare	3,534		(3,534)	-
141-2-328-6100-0-72220-529910-PBEN-6511-328	Long Term Disability	749		(749)	-
141-2-328-6100-0-72220-529930-PBEN-6511-328	Short Term Disability	812		(812)	-
	Total 72220 - Special Ed Support -- CCEIS	414,944	396,369	(414,944)	396,369
	Total IDEA CCEIS	1,004,801	553,835	(480,809)	1,077,827

ACCOUNT CODE	DESCRIPTION	AMENDED	INCREASE	DECREASE	AMENDED
		BUDGET			BUDGET
		11/20/2025			12/18/2025
PALS					
141-2-328-6100-0-72220-512410-PBEN-0000-328	Psychologist -241 (1 FTE)	186,628		(101,288)	85,340
141-2-328-6100-0-72220-512410-PBEN-0000-328	Psychologist -201 (1 FTE)	68,460		(8,000)	60,460
141-2-328-6100-0-72220-513510-PBEN-0000-328	Diagnostician - 241 (1 FTE)	86,322	150		86,472
141-2-328-6100-0-72220-513510-PBEN-0000-328	Diagnostician - 201 (1 FTE)	65,528			65,528
141-2-328-6100-0-72220-517110-PBEN-0000-328	Speech Language Pathologist - 241 (1 FTE)	157,250		(86,250)	71,000
141-2-328-6100-0-72220-518810-0000-0000-328	Bonus	10,000		(4,000)	6,000
141-2-328-6100-0-72220-520110-PBEN-0000-328	Social Security	35,600		(14,100)	21,500
141-2-328-6100-0-72220-520410-PBEN-0000-328	State Retirement	51,677		(28,377)	23,300
141-2-328-6100-0-72220-520610-PBEN-0000-328	Life Insurance	280		(80)	200
141-2-328-6100-0-72220-520710-PBEN-0000-328	Health Insurance	93,240		(25,408)	67,832
141-2-328-6100-0-72220-520810-PBEN-0000-328	Dental Insurance	2,058		(553)	1,505
141-2-328-6100-0-72220-521010-PBEN-0000-328	Unemployment Compensation	98		(27)	71
141-2-328-6100-0-72220-521210-PBEN-0000-328	Medicare	8,326		(3,226)	5,100
141-2-328-6100-0-72220-529910-PBEN-0000-328	Long Term Disability	749		(230)	519
141-2-328-6100-0-72220-529930-PBEN-0000-328	Short Term Disability	812		(247)	565
141-2-328-0000-0-72220-531210-0000-0000-328	Contracted Services with Private Agencies	183,646		(49,334)	134,312
	Total 72220 - Special Education Instruction Support - PALS	950,674	150	(321,120)	629,704
141-2-328-0000-0-72220-518810-0000-0000-328	Bonus	-	4,000		4,000
141-2-328-6100-0-72220-518810-0000-0000-328	Bonus	12,000		(12,000)	-
	Total 72220 - Special Education Instruction Support	12,000	4,000	(12,000)	4,000
District Special Education Program					
Apison Elementary					
141-2-328-0013-1-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	65,313		(2,363)	62,950
141-2-328-0013-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	32,227			32,227
141-2-328-0013-1-71200-518810-0000-0000-328	Bonus	6,000			6,000
141-2-328-0013-1-71200-520110-PBEN-0000-328	Social Security	6,420		(683)	5,737
141-2-328-0013-1-71200-520410-PBEN-0000-328	State Retirement	15,221		(3,450)	11,771
141-2-328-0013-1-71200-520610-PBEN-0000-328	Life Insurance	120			120
141-2-328-0013-1-71200-520710-PBEN-0000-328	Health Insurance	39,960		(1,025)	38,935
141-2-328-0013-1-71200-520810-PBEN-0000-328	Dental Insurance	882		(23)	859
141-2-328-0013-1-71200-521010-PBEN-0000-328	Unemployment Compensation	42			42
141-2-328-0013-1-71200-521210-PBEN-0000-328	Medicare	1,502		(159)	1,343
141-2-328-0013-1-71200-529910-PBEN-0000-328	Long Term Disability	321		(24)	297
141-2-328-0013-1-71200-529930-PBEN-0000-328	Short Term Disability	348		(25)	323
	Total 71200 - Special Education Instruction	168,356	-	(7,752)	160,604
Big Ridge Elementary					
141-2-328-0019-1-71200-5116L0-PBEN-0000-328	Teacher - CALMM (1 FTE)	55,391			55,391
141-2-328-0019-1-71200-516360-PBEN-0000-328	Educational Assistant - DCC (2 FTE)	57,378			57,378
141-2-328-0019-1-71200-516370-PBEN-0000-328	Educational Assistant - CALMM (2 FTE)	62,960			62,960
141-2-328-0019-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	-	30,748		30,748
141-2-328-0019-1-71200-518810-0000-0000-328	Bonus	10,000			10,000
141-2-328-0019-1-71200-520110-PBEN-0000-328	Social Security	11,516	501		12,017
141-2-328-0019-1-71200-520410-PBEN-0000-328	State Retirement	24,145		(7,183)	16,962
141-2-328-0019-1-71200-520610-PBEN-0000-328	Life Insurance	200	34		234
141-2-328-0019-1-71200-520710-PBEN-0000-328	Health Insurance	66,600	13,318		79,918
141-2-328-0019-1-71200-520810-PBEN-0000-328	Dental Insurance	1,470	291		1,761
141-2-328-0019-1-71200-521010-PBEN-0000-328	Unemployment Compensation	70	13		83
141-2-328-0019-1-71200-521210-PBEN-0000-328	Medicare	-	2,811		2,811
141-2-328-0019-1-71200-529910-PBEN-0000-328	Long Term Disability	535	73		608
141-2-328-0019-1-71200-529930-PBEN-0000-328	Short Term Disability	580	82		662
	Total 71200 - Special Education Instruction	290,845	47,871	(7,183)	331,533
Brainerd High					
141-2-328-0021-3-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	59,593		(1,047)	58,546
141-2-328-0021-3-71200-518810-0000-0000-328	Bonus	-	4,000		4,000
141-2-328-0021-3-71200-520110-PBEN-0000-328	Social Security	3,695		(237)	3,458
141-2-328-0021-3-71200-520410-PBEN-0000-328	State Retirement	8,760		(2,014)	6,746
141-2-328-0021-3-71200-520610-PBEN-0000-328	Life Insurance	80			80
141-2-328-0021-3-71200-520710-PBEN-0000-328	Health Insurance	26,640			26,640
141-2-328-0021-3-71200-520810-PBEN-0000-328	Dental Insurance	588			588
141-2-328-0021-3-71200-521010-PBEN-0000-328	Unemployment Compensation	28			28
141-2-328-0021-3-71200-521210-PBEN-0000-328	Medicare	864		(55)	809
141-2-328-0021-3-71200-529910-PBEN-0000-328	Long Term Disability	214		(11)	203
141-2-328-0021-3-71200-529930-PBEN-0000-328	Short Term Disability	232		(11)	221
	Total 71200 - Special Education Instruction	100,694	4,000	(3,375)	101,319
Brown Academy					
141-2-328-0033-1-71200-516360-PBEN-0000-328	Educational Assistant - DCC (2 FTE)	57,770			57,770
141-2-328-0033-1-71200-518810-0000-0000-328	Bonus	2,000			2,000
141-2-328-0033-1-71200-520110-PBEN-0000-328	Social Security	3,706		(381)	3,325
141-2-328-0033-1-71200-520410-PBEN-0000-328	State Retirement	8,787		(4,373)	4,414
141-2-328-0033-1-71200-520610-PBEN-0000-328	Life Insurance	80			80
141-2-328-0033-1-71200-520710-PBEN-0000-328	Health Insurance	26,640			26,640
141-2-328-0033-1-71200-520810-PBEN-0000-328	Dental Insurance	588			588
141-2-328-0033-1-71200-521010-PBEN-0000-328	Unemployment Compensation	28			28
141-2-328-0033-1-71200-521210-PBEN-0000-328	Medicare	-	777		777
141-2-328-0033-1-71200-529910-PBEN-0000-328	Long Term Disability	214		(11)	203
141-2-328-0033-1-71200-529930-PBEN-0000-328	Short Term Disability	232		(11)	221
	Total 71200 - Special Education Instruction	100,045	777	(4,776)	96,046

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET
		11/20/2025	INCREASE DECREASE	
Calvin Donaldson				
141-2-328-0037-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (FTE)	27,398		(27,398)
141-2-328-0037-1-71200-520110-PBEN-0000-328	Social Security	1,699		(1,699)
141-2-328-0037-1-71200-520410-PBEN-0000-328	State Retirement	4,028		(4,028)
141-2-328-0037-1-71200-520610-PBEN-0000-328	Life Insurance	40		(40)
141-2-328-0037-1-71200-520710-PBEN-0000-328	Health Insurance	13,320		(13,320)
141-2-328-0037-1-71200-520810-PBEN-0000-328	Dental Insurance	294		(294)
141-2-328-0037-1-71200-521010-PBEN-0000-328	Unemployment Compensation	14		(14)
141-2-328-0037-1-71200-521210-PBEN-0000-328	Medicare	397		(397)
141-2-328-0037-1-71200-529910-PBEN-0000-328	Long Term Disability	107		(107)
141-2-328-0037-1-71200-529930-PBEN-0000-328	Short Term Disability	116		(116)
	Total 71200 - Special Education Instruction	47,413	-	(47,413)
Central High				
141-2-328-0040-3-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	60,097		60,097
141-2-328-0040-2-71200-518810-0000-0000-328	Bonus	-	4,000	4,000
141-2-328-0040-3-71200-520110-PBEN-0000-328	Social Security	3,726		(640)
141-2-328-0040-3-71200-520410-PBEN-0000-328	State Retirement	8,834		(4,242)
141-2-328-0040-3-71200-520610-PBEN-0000-328	Life Insurance	80		80
141-2-328-0040-3-71200-520710-PBEN-0000-328	Health Insurance	26,640		26,640
141-2-328-0040-3-71200-520810-PBEN-0000-328	Dental Insurance	588		588
141-2-328-0040-3-71200-521010-PBEN-0000-328	Unemployment Compensation	28		28
141-2-328-0040-3-71200-521210-PBEN-0000-328	Medicare	871		(149)
141-2-328-0040-3-71200-529910-PBEN-0000-328	Long Term Disability	214		(11)
141-2-328-0040-3-71200-529930-PBEN-0000-328	Short Term Disability	232		(11)
	Total 71200 - Special Education Instruction	101,310	4,000	(5,053)
Normal Park				
141-2-328-0041-4-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary)	-	37,557	37,557
141-2-328-0041-4-71200-518810-PBEN-0000-328	Bonus	-	2,000	2,000
141-2-328-0041-4-71200-520110-PBEN-0000-328	Social Security	-	2,099	2,099
141-2-328-0041-4-71200-520410-PBEN-0000-328	State Retirement	-	4,055	4,055
141-2-328-0041-4-71200-520610-PBEN-0000-328	Life Insurance	-	1,063	1,063
141-2-328-0041-4-71200-520710-PBEN-0000-328	Health Insurance	-	13,833	13,833
141-2-328-0041-4-71200-520810-PBEN-0000-328	Dental Insurance	-	305	305
141-2-328-0041-4-71200-521010-PBEN-0000-328	Unemployment Compensation	-	26	26
141-2-328-0041-4-71200-521210-PBEN-0000-328	Medicare	-	550	550
141-2-328-0041-4-71200-529910-PBEN-0000-328	Long Term Disability	-	108	108
141-2-328-0041-4-71200-529930-PBEN-0000-328	Short Term Disability	-	116	116
	Total 71200 - Special Education Instruction	-	61,712	-
CCA				
141-2-328-0045-4-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	25,029		25,029
141-2-328-0045-4-71200-518810-0000-0000-328	Bonus	-	2,000	2,000
141-2-328-0045-4-71200-520110-PBEN-0000-328	Social Security	1,552		(18)
141-2-328-0045-4-71200-520410-PBEN-0000-328	State Retirement	3,679		(1,766)
141-2-328-0045-4-71200-520610-PBEN-0000-328	Life Insurance	40		40
141-2-328-0045-4-71200-520710-PBEN-0000-328	Health Insurance	13,320		13,320
141-2-328-0045-4-71200-520810-PBEN-0000-328	Dental Insurance	294		294
141-2-328-0045-4-71200-521010-PBEN-0000-328	Unemployment Compensation	14		14
141-2-328-0045-4-71200-521210-PBEN-0000-328	Medicare	363		363
141-2-328-0045-4-71200-529910-PBEN-0000-328	Long Term Disability	107		107
141-2-328-0045-4-71200-529930-PBEN-0000-328	Short Term Disability	116		116
	Total 71200 - Special Education Instruction	44,514	2,000	(1,784)
CSAS Upper				
141-2-328-0046-4-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (3 FTE)	80,943	3,210	84,153
141-2-328-0046-4-71200-518810-0000-0000-328	Bonus	-	4,000	4,000
141-2-328-0046-4-71200-520110-PBEN-0000-328	Social Security	5,018		(73)
141-2-328-0046-4-71200-520410-PBEN-0000-328	State Retirement	11,899		(5,469)
141-2-328-0046-4-71200-520610-PBEN-0000-328	Life Insurance	120		(6)
141-2-328-0046-4-71200-520710-PBEN-0000-328	Health Insurance	39,960		(1,025)
141-2-328-0046-4-71200-520810-PBEN-0000-328	Dental Insurance	882		(23)
141-2-328-0046-4-71200-521010-PBEN-0000-328	Unemployment Compensation	42		(1)
141-2-328-0046-4-71200-521210-PBEN-0000-328	Medicare	1,174		(17)
141-2-328-0046-4-71200-529910-PBEN-0000-328	Long Term Disability	321		(24)
141-2-328-0046-4-71200-529930-PBEN-0000-328	Short Term Disability	348		(25)
	Total 71200 - Special Education Instruction	140,707	7,210	(6,663)
CSAS Lower				
141-2-328-0047-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	26,787		26,787
141-2-328-0047-1-71200-518810-0000-0000-328	Bonus	2,000		2,000
141-2-328-0047-1-71200-520110-PBEN-0000-328	Social Security	1,785		(248)
141-2-328-0047-1-71200-520410-PBEN-0000-328	State Retirement	4,232		(2,185)
141-2-328-0047-1-71200-520610-PBEN-0000-328	Life Insurance	40		40
141-2-328-0047-1-71200-520710-PBEN-0000-328	Health Insurance	13,320		13,320
141-2-328-0047-1-71200-520810-PBEN-0000-328	Dental Insurance	294		294
141-2-328-0047-1-71200-521010-PBEN-0000-328	Unemployment Compensation	14		14
141-2-328-0047-1-71200-521210-PBEN-0000-328	Medicare	418		(58)
141-2-328-0047-1-71200-529910-PBEN-0000-328	Long Term Disability	107		(5)
141-2-328-0047-1-71200-529930-PBEN-0000-328	Short Term Disability	116		(5)
	Total 71200 - Special Education Instruction	49,113	-	(2,501)

ACCOUNT CODE	DESCRIPTION	AMENDED	INCREASE	DECREASE	AMENDED
		BUDGET			BUDGET
		11/20/2025			12/18/2025
Daisy Elementary					
141-2-328-0050-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (FTE)	26,772		(26,772)	-
141-2-328-0050-1-71200-520110-PBEN-0000-328	Social Security	1,660		(1,660)	-
141-2-328-0050-1-71200-520410-PBEN-0000-328	State Retirement	3,935		(3,935)	-
141-2-328-0050-1-71200-520610-PBEN-0000-328	Life Insurance	40		(40)	-
141-2-328-0050-1-71200-520710-PBEN-0000-328	Health Insurance	13,320		(13,320)	-
141-2-328-0050-1-71200-520810-PBEN-0000-328	Dental Insurance	294		(294)	-
141-2-328-0050-1-71200-521010-PBEN-0000-328	Unemployment Compensation	14		(14)	-
141-2-328-0050-1-71200-521210-PBEN-0000-328	Medicare	388		(388)	-
141-2-328-0050-1-71200-529910-PBEN-0000-328	Long Term Disability	107		(107)	-
141-2-328-0050-1-71200-529930-PBEN-0000-328	Short Term Disability	116		(116)	-
	Total 71200 - Special Education Instruction	46,646	-	(46,646)	-
McConnell Elementary					
141-2-328-0051-1-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	60,828			60,828
141-2-328-0051-1-71200-518810-0000-0000-328	Bonus	4,000			4,000
141-2-328-0051-1-71200-520110-PBEN-0000-328	Social Security	4,020		(739)	3,281
141-2-328-0051-1-71200-520410-PBEN-0000-328	State Retirement	9,530		(2,660)	6,870
141-2-328-0051-1-71200-520610-PBEN-0000-328	Life Insurance	80		(2)	78
141-2-328-0051-1-71200-520710-PBEN-0000-328	Health Insurance	26,640			26,640
141-2-328-0051-1-71200-520810-PBEN-0000-328	Dental Insurance	588			588
141-2-328-0051-1-71200-521010-PBEN-0000-328	Unemployment Compensation	28			28
141-2-328-0051-1-71200-521210-PBEN-0000-328	Medicare	940		(172)	768
141-2-328-0051-1-71200-529910-PBEN-0000-328	Long Term Disability	214		(11)	203
141-2-328-0051-1-71200-529930-PBEN-0000-328	Short Term Disability	232		(11)	221
	Total 71200 - Special Education Instruction	107,100	-	(3,595)	103,505
Dalewood Middle					
141-2-328-0055-2-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (FTE)	33,769		(33,769)	-
141-2-328-0055-2-71200-520110-PBEN-0000-328	Social Security	2,094		(2,094)	-
141-2-328-0055-2-71200-520410-PBEN-0000-328	State Retirement	4,964		(4,964)	-
141-2-328-0055-2-71200-520610-PBEN-0000-328	Life Insurance	40		(40)	-
141-2-328-0055-2-71200-520710-PBEN-0000-328	Health Insurance	13,320		(13,320)	-
141-2-328-0055-2-71200-520810-PBEN-0000-328	Dental Insurance	294		(294)	-
141-2-328-0055-2-71200-521010-PBEN-0000-328	Unemployment Compensation	14		(14)	-
141-2-328-0055-2-71200-521210-PBEN-0000-328	Medicare	490		(490)	-
141-2-328-0055-2-71200-529910-PBEN-0000-328	Long Term Disability	107		(107)	-
141-2-328-0055-2-71200-529930-PBEN-0000-328	Short Term Disability	116		(116)	-
	Total 71200 - Special Education Instruction	55,208	-	(55,208)	-
East Hamilton High					
141-2-328-0059-3-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	57,602	1,085		58,687
141-2-328-0059-3-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	26,500		(26,500)	-
141-2-328-0059-3-71200-518810-0000-0000-328	Bonus	-	4,000		4,000
141-2-328-0059-3-71200-520110-PBEN-0000-328	Social Security	5,772		(2,408)	3,364
141-2-328-0059-3-71200-520410-PBEN-0000-328	State Retirement	13,686		(9,202)	4,484
141-2-328-0059-3-71200-520610-PBEN-0000-328	Life Insurance	120		(42)	78
141-2-328-0059-3-71200-520710-PBEN-0000-328	Health Insurance	39,358		(12,718)	26,640
141-2-328-0059-3-71200-520810-PBEN-0000-328	Dental Insurance	882		(294)	588
141-2-328-0059-3-71200-521010-PBEN-0000-328	Unemployment Compensation	42		(14)	28
141-2-328-0059-3-71200-521210-PBEN-0000-328	Medicare	1,350		(563)	787
141-2-328-0059-3-71200-529910-PBEN-0000-328	Long Term Disability	321		(118)	203
141-2-328-0059-3-71200-529930-PBEN-0000-328	Short Term Disability	348		(127)	221
	Total 71200 - Special Education Instruction	145,981	5,085	(51,986)	99,080
East Hamilton Middle					
141-2-328-0060-2-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	53,415	8,113		61,528
141-2-328-0060-2-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (FTE)	25,693		(25,693)	-
141-2-328-0060-2-71200-518810-0000-0000-328	Bonus	-	4,000		4,000
141-2-328-0060-2-71200-520110-PBEN-0000-328	Social Security	5,463		(2,380)	3,083
141-2-328-0060-2-71200-520410-PBEN-0000-328	State Retirement	12,952		(6,129)	6,823
141-2-328-0060-2-71200-520610-PBEN-0000-328	Life Insurance	120		(42)	78
141-2-328-0060-2-71200-520710-PBEN-0000-328	Health Insurance	35,960		(9,320)	26,640
141-2-328-0060-2-71200-520810-PBEN-0000-328	Dental Insurance	882		(294)	588
141-2-328-0060-2-71200-521010-PBEN-0000-328	Unemployment Compensation	42		(14)	28
141-2-328-0060-2-71200-521210-PBEN-0000-328	Medicare	1,278		(557)	721
141-2-328-0060-2-71200-529910-PBEN-0000-328	Long Term Disability	321		(118)	203
141-2-328-0060-2-71200-529930-PBEN-0000-328	Short Term Disability	348		(127)	221
	Total 71200 - Special Education Instruction	136,474	12,113	(44,674)	103,913
East Brainerd Elementary					
141-2-328-0062-1-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	57,678			57,678
141-2-328-0062-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	28,694			28,694
141-2-328-0062-1-71200-518810-0000-0000-328	Bonus	6,000			6,000
141-2-328-0062-1-71200-520110-PBEN-0000-328	Social Security	5,727		(785)	4,942
141-2-328-0062-1-71200-520410-PBEN-0000-328	State Retirement	13,578		(5,028)	8,550
141-2-328-0062-1-71200-520610-PBEN-0000-328	Life Insurance	120		(3)	117
141-2-328-0062-1-71200-520710-PBEN-0000-328	Health Insurance	39,960			39,960
141-2-328-0062-1-71200-520810-PBEN-0000-328	Dental Insurance	882		(1)	881
141-2-328-0062-1-71200-521010-PBEN-0000-328	Unemployment Compensation	42			42
141-2-328-0062-1-71200-521210-PBEN-0000-328	Medicare	1,225		(69)	1,156
141-2-328-0062-1-71200-529910-PBEN-0000-328	Long Term Disability	321		(16)	305
141-2-328-0062-1-71200-529930-PBEN-0000-328	Short Term Disability	348		(16)	332
	Total 71200 - Special Education Instruction	154,575	-	(5,918)	148,657

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
East Lake Academy					
141-2-328-0064-2-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	59,397			59,397
141-2-328-0064-2-71200-518810-0000-0000-328	Bonus	-	4,000		4,000
141-2-328-0064-2-71200-520110-PBEN-0000-328	Social Security	3,683		(172)	3,511
141-2-328-0064-2-71200-520410-PBEN-0000-328	State Retirement	8,731		(4,192)	4,539
141-2-328-0064-2-71200-520610-PBEN-0000-328	Life Insurance	80			80
141-2-328-0064-2-71200-520710-PBEN-0000-328	Health Insurance	26,640			26,640
141-2-328-0064-2-71200-520810-PBEN-0000-328	Dental Insurance	588			588
141-2-328-0064-2-71200-521010-PBEN-0000-328	Unemployment Compensation	28			28
141-2-328-0064-2-71200-521210-PBEN-0000-328	Medicare	861		(40)	821
141-2-328-0064-2-71200-529910-PBEN-0000-328	Long Term Disability	214		(11)	203
141-2-328-0064-2-71200-529930-PBEN-0000-328	Short Term Disability	232		(11)	221
	Total 71200 - Special Education Instruction	100,454	4,000	(4,426)	100,028
East Ridge Elementary					
141-2-328-0065-1-71200-516360-PBEN-0000-328	Educational Assistant - DCC (2 FTE)	60,097			60,097
141-2-328-0065-1-71200-518810-0000-0000-328	Bonus	4,000			4,000
141-2-328-0065-1-71200-520110-PBEN-0000-328	Social Security	3,975		(525)	3,450
141-2-328-0065-1-71200-520410-PBEN-0000-328	State Retirement	9,422		(587)	8,835
141-2-328-0065-1-71200-520610-PBEN-0000-328	Life Insurance	80		(2)	78
141-2-328-0065-1-71200-520710-PBEN-0000-328	Health Insurance	26,640			26,640
141-2-328-0065-1-71200-520810-PBEN-0000-328	Dental Insurance	588			588
141-2-328-0065-1-71200-521010-PBEN-0000-328	Unemployment Compensation	28			28
141-2-328-0065-1-71200-521210-PBEN-0000-328	Medicare	930		(123)	807
141-2-328-0065-1-71200-529910-PBEN-0000-328	Long Term Disability	214		(11)	203
141-2-328-0065-1-71200-529930-PBEN-0000-328	Short Term Disability	232		(11)	221
	Total 71200 - Special Education Instruction	106,206	-	(1,259)	104,947
East Ridge Middle					
141-2-328-0075-2-71200-516340-PBEN-0000-328	Educational Assistant - ExEd (1 FTE)	-	18,228		18,228
141-2-328-0075-2-71200-520110-PBEN-0000-328	Social Security	-	1,130		1,130
141-2-328-0075-2-71200-520410-PBEN-0000-328	State Retirement	-	1,393		1,393
141-2-328-0075-2-71200-520610-PBEN-0000-328	Life Insurance	-	29		29
141-2-328-0075-2-71200-520710-PBEN-0000-328	Health Insurance	-	9,734		9,734
141-2-328-0075-2-71200-520810-PBEN-0000-328	Dental Insurance	-	215		215
141-2-328-0075-2-71200-521010-PBEN-0000-328	Unemployment Compensation	-	10		10
141-2-328-0075-2-71200-521210-PBEN-0000-328	Medicare	-	265		265
141-2-328-0075-2-71200-529910-PBEN-0000-328	Long Term Disability	-	74		74
141-2-328-0075-2-71200-529930-PBEN-0000-328	Short Term Disability	-	81		81
	Total 71200 - Special Education Instruction	-	31,159	-	31,159
East Side Elementary					
141-2-328-0078-1-71200-516380-PBEN-0000-328	Educational Assistant - ME (4 FTE)	58,430	48,095		106,525
141-2-328-0078-1-71200-518810-0000-0000-328	Bonus	2,000			2,000
141-2-328-0078-1-71200-520110-PBEN-0000-328	Social Security	3,747	2,484		6,231
141-2-328-0078-1-71200-520410-PBEN-0000-328	State Retirement	8,884		(745)	8,139
141-2-328-0078-1-71200-520610-PBEN-0000-328	Life Insurance	80	66		146
141-2-328-0078-1-71200-520710-PBEN-0000-328	Health Insurance	26,640	23,054		49,694
141-2-328-0078-1-71200-520810-PBEN-0000-328	Dental Insurance	588	507		1,095
141-2-328-0078-1-71200-521010-PBEN-0000-328	Unemployment Compensation	28	25		53
141-2-328-0078-1-71200-521210-PBEN-0000-328	Medicare	876	571		1,447
141-2-328-0078-1-71200-529910-PBEN-0000-328	Long Term Disability	214	169		383
141-2-328-0078-1-71200-529930-PBEN-0000-328	Short Term Disability	232	185		417
	Total 71200 - Special Education Instruction	101,719	75,156	(745)	176,130
Harrison Elementary School					
141-2-328-0090-1-71200-516340-PBEN-0000-328	Educational Assistant - ExEd (1 FTE)	-	19,892		19,892
141-2-328-0090-1-71200-516360-PBEN-0000-328	Educational Assistant - DCC (4 FTE)	62,275	23,725		86,000
141-2-328-0090-1-71200-518810-0000-0000-328	Bonus	4,000			4,000
141-2-328-0090-1-71200-520110-PBEN-0000-328	Social Security	4,109	1,629		5,738
141-2-328-0090-1-71200-520410-PBEN-0000-328	State Retirement	9,743	2,277		12,020
141-2-328-0090-1-71200-520610-PBEN-0000-328	Life Insurance	80	58		138
141-2-328-0090-1-71200-520710-PBEN-0000-328	Health Insurance	26,640	20,494		47,134
141-2-328-0090-1-71200-520810-PBEN-0000-328	Dental Insurance	588	443		1,031
141-2-328-0090-1-71200-521010-PBEN-0000-328	Unemployment Compensation	28	21		49
141-2-328-0090-1-71200-521210-PBEN-0000-328	Medicare	961	380		1,341
141-2-328-0090-1-71200-529910-PBEN-0000-328	Long Term Disability	214	145		359
141-2-328-0090-1-71200-529930-PBEN-0000-328	Short Term Disability	232	170		402
	Total 71200 - Special Education Instruction	108,870	69,234	-	178,104
Hunter Middle					
141-2-328-0100-2-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	61,528		(1,432)	60,096
141-2-328-0100-2-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	27,398			27,398
141-2-328-0100-2-71200-518810-0000-0000-328	Bonus	-	6,000		6,000
141-2-328-0100-2-71200-520110-PBEN-0000-328	Social Security	5,513		(560)	4,953
141-2-328-0100-2-71200-520410-PBEN-0000-328	State Retirement	13,072		(4,266)	8,806
141-2-328-0100-2-71200-520610-PBEN-0000-328	Life Insurance	120		(3)	117
141-2-328-0100-2-71200-520710-PBEN-0000-328	Health Insurance	39,960		(1)	39,959
141-2-328-0100-2-71200-520810-PBEN-0000-328	Dental Insurance	882		(1)	881
141-2-328-0100-2-71200-521010-PBEN-0000-328	Unemployment Compensation	42		(1)	41
141-2-328-0100-2-71200-521210-PBEN-0000-328	Medicare	1,289		(131)	1,158
141-2-328-0100-2-71200-529910-PBEN-0000-328	Long Term Disability	321		(17)	304
141-2-328-0100-2-71200-529930-PBEN-0000-328	Short Term Disability	348		(17)	331
	Total 71200 - Special Education Instruction	150,473	6,000	(6,429)	150,044

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET
		11/20/2025	INCREASE DECREASE	
Hardy Elementary				
141-2-328-0110-1-71200-516340-PBEN-0000-328	Educational Assistant - ExEd (2 FTE)	66,760		(1) 66,759
141-2-328-0110-1-71200-518810-0000-0000-328	Bonus	4,000		4,000
141-2-328-0110-1-71200-520110-PBEN-0000-328	Social Security	4,387		(388) 3,999
141-2-328-0110-1-71200-520410-PBEN-0000-328	State Retirement	10,402		(588) 9,814
141-2-328-0110-1-71200-520610-PBEN-0000-328	Life Insurance	80		(2) 78
141-2-328-0110-1-71200-520710-PBEN-0000-328	Health Insurance	26,640		26,640
141-2-328-0110-1-71200-520810-PBEN-0000-328	Dental Insurance	588		(1) 587
141-2-328-0110-1-71200-521010-PBEN-0000-328	Unemployment Compensation	28		28
141-2-328-0110-1-71200-521210-PBEN-0000-328	Medicare	1,027		(92) 935
141-2-328-0110-1-71200-529910-PBEN-0000-328	Long Term Disability	214		(11) 203
141-2-328-0110-1-71200-529930-PBEN-0000-328	Short Term Disability	232		(11) 221
	Total 71200 - Special Education Instruction	114,358	-	(1,094) 113,264
Loftis Middle				
141-2-328-0120-2-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	54,791		54,791
141-2-328-0120-2-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (FTE)	30,048		(30,048) -
141-2-328-0120-2-71200-518810-0000-0000-328	Bonus	-	4,000	4,000
141-2-328-0120-2-71200-520110-PBEN-0000-328	Social Security	5,260		(2,117) 3,143
141-2-328-0120-2-71200-520410-PBEN-0000-328	State Retirement	12,471		(8,285) 4,186
141-2-328-0120-2-71200-520610-PBEN-0000-328	Life Insurance	120		(42) 78
141-2-328-0120-2-71200-520710-PBEN-0000-328	Health Insurance	39,960		(13,320) 26,640
141-2-328-0120-2-71200-520810-PBEN-0000-328	Dental Insurance	882		(295) 587
141-2-328-0120-2-71200-521010-PBEN-0000-328	Unemployment Compensation	42		(14) 28
141-2-328-0120-2-71200-521210-PBEN-0000-328	Medicare	1,230		(495) 735
141-2-328-0120-2-71200-529910-PBEN-0000-328	Long Term Disability	321		(118) 203
141-2-328-0120-2-71200-529930-PBEN-0000-328	Short Term Disability	348		(127) 221
	Total 71200 - Special Education Instruction	145,473	4,000	(54,861) 94,612
Hixson High				
141-2-328-0128-3-71200-5116L0-PBEN-0000-328	Teacher - CALMM (1 FTE)	62,994	1,267	64,261
141-2-328-0128-3-71200-516370-PBEN-0000-328	Educational Assistant - CALMM (2 FTE)	60,097		(700) 59,397
141-2-328-0128-3-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	60,097	3,721	63,818
141-2-328-0128-3-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	89,445		(59,397) 30,048
141-2-328-0128-3-71200-518810-0000-0000-328	Bonus	-	10,000	10,000
141-2-328-0128-3-71200-520110-PBEN-0000-328	Social Security	16,903		(5,176) 11,727
141-2-328-0128-3-71200-520410-PBEN-0000-328	State Retirement	35,856		(18,054) 17,802
141-2-328-0128-3-71200-520610-PBEN-0000-328	Life Insurance	320		(86) 234
141-2-328-0128-3-71200-520710-PBEN-0000-328	Health Insurance	106,560		(26,641) 79,919
141-2-328-0128-3-71200-520810-PBEN-0000-328	Dental Insurance	2,352		(591) 1,761
141-2-328-0128-3-71200-521010-PBEN-0000-328	Unemployment Compensation	112		(29) 83
141-2-328-0128-3-71200-521210-PBEN-0000-328	Medicare	2,168	574	2,742
141-2-328-0128-3-71200-529910-PBEN-0000-328	Long Term Disability	856		(248) 608
141-2-328-0128-3-71200-529930-PBEN-0000-328	Short Term Disability	928		(265) 663
	Total 71200 - Special Education Instruction	438,688	15,562	(111,187) 343,063
Hixson Middle				
141-2-328-0129-2-71200-5116L0-PBEN-0000-328	Teacher - CALMM (1 FTE)	60,000		(808) 59,192
141-2-328-0129-2-71200-516370-PBEN-0000-328	Educational Assistant - CALMM (2 FTE)	63,038		(2,942) 60,096
141-2-328-0129-2-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (FTE)	29,500		(29,500) -
141-2-328-0129-2-71200-518810-0000-0000-328	Bonus	-	4,000	4,000
141-2-328-0129-2-71200-520110-PBEN-0000-328	Social Security	9,457		(2,594) 6,863
141-2-328-0129-2-71200-520410-PBEN-0000-328	State Retirement	18,403		(10,457) 7,946
141-2-328-0129-2-71200-520610-PBEN-0000-328	Life Insurance	160		(43) 117
141-2-328-0129-2-71200-520710-PBEN-0000-328	Health Insurance	53,280		(13,321) 39,959
141-2-328-0129-2-71200-520810-PBEN-0000-328	Dental Insurance	1,176		(295) 881
141-2-328-0129-2-71200-521010-PBEN-0000-328	Unemployment Compensation	56		(15) 41
141-2-328-0129-2-71200-521210-PBEN-0000-328	Medicare	428	1,177	1,605
141-2-328-0129-2-71200-529910-PBEN-0000-328	Long Term Disability	428		(124) 304
141-2-328-0129-2-71200-529930-PBEN-0000-328	Short Term Disability	464		(133) 331
	Total 71200 - Special Education Instruction	236,390	5,177	(60,232) 181,335
North Hamilton County Elementary				
141-2-328-0147-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	25,030		(1) 25,029
141-2-328-0147-1-71200-518810-0000-0000-328	Bonus	2,000		2,000
141-2-328-0147-1-71200-520110-PBEN-0000-328	Social Security	1,676		(124) 1,552
141-2-328-0147-1-71200-520410-PBEN-0000-328	State Retirement	3,974		(2,062) 1,912
141-2-328-0147-1-71200-520610-PBEN-0000-328	Life Insurance	40		(1) 39
141-2-328-0147-1-71200-520710-PBEN-0000-328	Health Insurance	13,320		13,320
141-2-328-0147-1-71200-520810-PBEN-0000-328	Dental Insurance	294		294
141-2-328-0147-1-71200-521010-PBEN-0000-328	Unemployment Compensation	14		14
141-2-328-0147-1-71200-521210-PBEN-0000-328	Medicare	392		(29) 363
141-2-328-0147-1-71200-529910-PBEN-0000-328	Long Term Disability	107		(6) 101
141-2-328-0147-1-71200-529930-PBEN-0000-328	Short Term Disability	116		(6) 110
	Total 71200 - Special Education Instruction	46,963	-	(2,229) 44,734

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
Wolftever Elementary					
141-2-328-0148-1-71200-516360-PBEN-0000-328	Educational Assistant - DCC (2 FTE)	62,290			62,290
141-2-328-0148-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	31,264			31,264
141-2-328-0148-1-71200-518810-0000-0000-328	Bonus	6,000			6,000
141-2-328-0148-1-71200-520110-PBEN-0000-328	Social Security	5,694		(202)	5,492
141-2-328-0148-1-71200-520410-PBEN-0000-328	State Retirement	13,500		(4,145)	9,355
141-2-328-0148-1-71200-520610-PBEN-0000-328	Life Insurance	120		(3)	117
141-2-328-0148-1-71200-520710-PBEN-0000-328	Health Insurance	39,960		(1)	39,959
141-2-328-0148-1-71200-520810-PBEN-0000-328	Dental Insurance	882		(1)	881
141-2-328-0148-1-71200-521010-PBEN-0000-328	Unemployment Compensation	42		(1)	41
141-2-328-0148-1-71200-521210-PBEN-0000-328	Medicare	1,444		(160)	1,284
141-2-328-0148-1-71200-529910-PBEN-0000-328	Long Term Disability	321		(17)	304
141-2-328-0148-1-71200-529930-PBEN-0000-328	Short Term Disability	348		(17)	331
	Total 71200 - Special Education Instruction	161,865	-	(4,547)	157,318
Nolan Elementary					
141-2-328-0149-1-71200-516340-PBEN-0000-328	Educational Assistant - ExEd (1 FTE)	-	25,650		25,650
141-2-328-0149-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	28,822			28,822
141-2-328-0149-1-71200-518810-0000-0000-328	Bonus	4,000			4,000
141-2-328-0149-1-71200-520110-PBEN-0000-328	Social Security	2,035	878		2,913
141-2-328-0149-1-71200-520410-PBEN-0000-328	State Retirement	4,825		(663)	4,162
141-2-328-0149-1-71200-520610-PBEN-0000-328	Life Insurance	40	38		78
141-2-328-0149-1-71200-520710-PBEN-0000-328	Health Insurance	13,320	13,320		26,640
141-2-328-0149-1-71200-520810-PBEN-0000-328	Dental Insurance	294	293		587
141-2-328-0149-1-71200-521010-PBEN-0000-328	Unemployment Compensation	14	14		28
141-2-328-0149-1-71200-521210-PBEN-0000-328	Medicare	476	205		681
141-2-328-0149-1-71200-529910-PBEN-0000-328	Long Term Disability	107	96		203
141-2-328-0149-1-71200-529930-PBEN-0000-328	Short Term Disability	116	105		221
	Total 71200 - Special Education Instruction	54,049	40,599	(663)	93,985
Ooltewah Elementary					
141-2-328-0155-1-71200-516390-PBEN-0000-328	Educational Assistant - ExEd Behavior (1 FTE)	-	30,050		30,050
141-2-328-0155-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (2 FTE)	30,748	17,981		48,729
141-2-328-0155-1-71200-518810-0000-0000-328	Bonus	2,000	2,000		4,000
141-2-328-0155-1-71200-520110-PBEN-0000-328	Social Security	2,031	2,285		4,316
141-2-328-0155-1-71200-520410-PBEN-0000-328	State Retirement	4,814	1,205		6,019
141-2-328-0155-1-71200-520610-PBEN-0000-328	Life Insurance	40	67		107
141-2-328-0155-1-71200-520710-PBEN-0000-328	Health Insurance	13,320	23,054		36,374
141-2-328-0155-1-71200-520810-PBEN-0000-328	Dental Insurance	294	508		802
141-2-328-0155-1-71200-521010-PBEN-0000-328	Unemployment Compensation	14	24		38
141-2-328-0155-1-71200-521210-PBEN-0000-328	Medicare	475	535		1,010
141-2-328-0155-1-71200-529910-PBEN-0000-328	Long Term Disability	107	170		277
141-2-328-0155-1-71200-529930-PBEN-0000-328	Short Term Disability	116	186		302
	Total 71200 - Special Education Instruction	53,959	78,065	-	132,024
Ooltewah High					
141-2-328-0160-3-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (4 FTE)	118,000	2,261		120,261
141-2-328-0160-3-71200-518810-0000-0000-328	Bonus	-	8,000		8,000
141-2-328-0160-3-71200-520110-PBEN-0000-328	Social Security	7,316		(1,128)	6,188
141-2-328-0160-3-71200-520410-PBEN-0000-328	State Retirement	17,346		(3,596)	13,750
141-2-328-0160-3-71200-520610-PBEN-0000-328	Life Insurance	160		(4)	156
141-2-328-0160-3-71200-520710-PBEN-0000-328	Health Insurance	53,280		(1)	53,279
141-2-328-0160-3-71200-520810-PBEN-0000-328	Dental Insurance	1,176		(2)	1,174
141-2-328-0160-3-71200-521010-PBEN-0000-328	Unemployment Compensation	56		(1)	55
141-2-328-0160-3-71200-521210-PBEN-0000-328	Medicare	1,711		(264)	1,447
141-2-328-0160-3-71200-529910-PBEN-0000-328	Long Term Disability	428		(22)	406
141-2-328-0160-3-71200-529930-PBEN-0000-328	Short Term Disability	464		(22)	442
	Total 71200 - Special Education Instruction	199,937	10,261	(5,040)	205,158
Lookout Valley Middle/High					
141-2-328-0165-4-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	28,681		(1)	28,680
141-2-328-0165-4-71200-518810-0000-0000-328	Bonus	-	2,000		2,000
141-2-328-0165-4-71200-520110-PBEN-0000-328	Social Security	1,778		(135)	1,643
141-2-328-0165-4-71200-520410-PBEN-0000-328	State Retirement	4,216		(2,025)	2,191
141-2-328-0165-4-71200-520610-PBEN-0000-328	Life Insurance	40		(1)	39
141-2-328-0165-4-71200-520710-PBEN-0000-328	Health Insurance	13,320			13,320
141-2-328-0165-4-71200-520810-PBEN-0000-328	Dental Insurance	294			294
141-2-328-0165-4-71200-521010-PBEN-0000-328	Unemployment Compensation	14			14
141-2-328-0165-4-71200-521210-PBEN-0000-328	Medicare	416		(32)	384
141-2-328-0165-4-71200-529910-PBEN-0000-328	Long Term Disability	107		(6)	101
141-2-328-0165-4-71200-529930-PBEN-0000-328	Short Term Disability	116		(6)	110
	Total 71200 - Special Education Instruction	48,982	2,000	(2,206)	48,776

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET			AMENDED BUDGET
		11/20/2025	INCREASE	DECREASE	12/18/2025
Red Bank Elementary					
141-2-328-0171-1-71200-516340-PBEN-0000-328	Educational Assistant - ExEd (1 FTE)	-	27,363		27,363
141-2-328-0171-1-71200-516360-PBEN-0000-328	Educational Assistant - DCC (2 FTE)	63,491			63,491
141-2-328-0171-1-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	65,217			65,217
141-2-328-0171-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	25,650		(1)	25,649
141-2-328-0171-1-71200-518810-0000-0000-328	Bonus	6,000			6,000
141-2-328-0171-1-71200-520110-PBEN-0000-328	Social Security	9,943	1,137		11,080
141-2-328-0171-1-71200-520410-PBEN-0000-328	State Retirement	23,573		(2,452)	21,121
141-2-328-0171-1-71200-520610-PBEN-0000-328	Life Insurance	200	33		233
141-2-328-0171-1-71200-520710-PBEN-0000-328	Health Insurance	66,600	23,319		89,919
141-2-328-0171-1-71200-520810-PBEN-0000-328	Dental Insurance	1,470	291		1,761
141-2-328-0171-1-71200-521010-PBEN-0000-328	Unemployment Compensation	70	12		82
141-2-328-0171-1-71200-521210-PBEN-0000-328	Medicare	2,326	56		2,382
141-2-328-0171-1-71200-529910-PBEN-0000-328	Long Term Disability	535	68		603
141-2-328-0171-1-71200-529930-PBEN-0000-328	Short Term Disability	580	77		657
	Total 71200 - Special Education Instruction	265,655	52,356	(2,453)	315,558
Red Bank High School					
141-2-328-0175-3-71200-516340-PBEN-0000-328	Educational Assistant - ExEd (1 FTE)	-	16,517		16,517
141-2-328-0175-3-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	29,349	718		30,067
141-2-328-0175-3-71200-518810-0000-0000-328	Bonus	-	2,000		2,000
141-2-328-0175-3-71200-520110-PBEN-0000-328	Social Security	1,820	928		2,748
141-2-328-0175-3-71200-520410-PBEN-0000-328	State Retirement	4,314		(755)	3,559
141-2-328-0175-3-71200-520610-PBEN-0000-328	Life Insurance	40	26		66
141-2-328-0175-3-71200-520710-PBEN-0000-328	Health Insurance	13,320	9,221		22,541
141-2-328-0175-3-71200-520810-PBEN-0000-328	Dental Insurance	294	203		497
141-2-328-0175-3-71200-521010-PBEN-0000-328	Unemployment Compensation	14	10		24
141-2-328-0175-3-71200-521210-PBEN-0000-328	Medicare	426	217		643
141-2-328-0175-3-71200-529910-PBEN-0000-328	Long Term Disability	107	64		171
141-2-328-0175-3-71200-529930-PBEN-0000-328	Short Term Disability	116	71		187
	Total 71200 - Special Education Instruction	49,800	29,975	(755)	79,020
Sale Creek Middle/High					
141-2-328-0190-4-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	29,349			29,349
141-2-328-0190-4-71200-518810-0000-0000-328	Bonus	-	2,000		2,000
141-2-328-0190-4-71200-520110-PBEN-0000-328	Social Security	1,820		(56)	1,764
141-2-328-0190-4-71200-520410-PBEN-0000-328	State Retirement	4,314		(2,072)	2,242
141-2-328-0190-4-71200-520610-PBEN-0000-328	Life Insurance	40		(1)	39
141-2-328-0190-4-71200-520710-PBEN-0000-328	Health Insurance	13,320			13,320
141-2-328-0190-4-71200-520810-PBEN-0000-328	Dental Insurance	294			294
141-2-328-0190-4-71200-521010-PBEN-0000-328	Unemployment Compensation	14			14
141-2-328-0190-4-71200-521210-PBEN-0000-328	Medicare	426		(13)	413
141-2-328-0190-4-71200-529910-PBEN-0000-328	Long Term Disability	107		(6)	101
141-2-328-0190-4-71200-529930-PBEN-0000-328	Short Term Disability	116		(6)	110
	Total 71200 - Special Education Instruction	49,800	2,000	(2,154)	49,646
Orchard Knob Elementary					
141-2-328-0194-1-71200-516360-PBEN-0000-328	Educational Assistant - DCC (FTE 2)	-	53,048		53,048
141-2-328-0194-1-71200-518810-0000-0000-328	Bonus	-	2,000		2,000
141-2-328-0194-1-71200-520110-PBEN-0000-328	Social Security	-	2,682		2,682
141-2-328-0194-1-71200-520410-PBEN-0000-328	State Retirement	-	4,053		4,053
141-2-328-0194-1-71200-520610-PBEN-0000-328	Life Insurance	-	78		78
141-2-328-0194-1-71200-520710-PBEN-0000-328	Health Insurance	-	26,640		26,640
141-2-328-0194-1-71200-520810-PBEN-0000-328	Dental Insurance	-	587		587
141-2-328-0194-1-71200-521010-PBEN-0000-328	Unemployment Compensation	-	28		28
141-2-328-0194-1-71200-521210-PBEN-0000-328	Medicare	-	627		627
141-2-328-0194-1-71200-529910-PBEN-0000-328	Long Term Disability	-	203		203
141-2-328-0194-1-71200-529930-PBEN-0000-328	Short Term Disability	-	221		221
	Total 71200 - Special Education Instruction	-	90,167	-	90,167
Signal Mountain Middle/High					
141-2-328-0210-4-71200-5116F0-PBEN-0000-328	Teacher - ExEd (1 FTE)	-	50,000		50,000
141-2-328-0210-4-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	57,446		(2,650)	54,796
141-2-328-0210-4-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (3 FTE)	82,856	20,525		103,381
141-2-328-0210-4-71200-518810-0000-0000-328	Bonus	-	8,000		8,000
141-2-328-0210-4-71200-520110-PBEN-0000-328	Social Security	8,699	2,557		11,256
141-2-328-0210-4-71200-520410-PBEN-0000-328	State Retirement	20,624		(4,544)	16,080
141-2-328-0210-4-71200-520610-PBEN-0000-328	Life Insurance	200	65		265
141-2-328-0210-4-71200-520710-PBEN-0000-328	Health Insurance	66,600	23,565		90,165
141-2-328-0210-4-71200-520810-PBEN-0000-328	Dental Insurance	1,470	518		1,988
141-2-328-0210-4-71200-521010-PBEN-0000-328	Unemployment Compensation	70	24		94
141-2-328-0210-4-71200-521210-PBEN-0000-328	Medicare	2,034	599		2,633
141-2-328-0210-4-71200-529910-PBEN-0000-328	Long Term Disability	535	157		692
141-2-328-0210-4-71200-529930-PBEN-0000-328	Short Term Disability	580	174		754
	Total 71200 - Special Education Instruction	241,114	106,184	(7,194)	340,104

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET
		11/20/2025	INCREASE	
Soddy Daisy High				
141-2-328-0220-3-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (2 FTE)	30,048	30,048	60,096
141-2-328-0220-3-71200-518810-0000-0000-328	Bonus	-	4,000	4,000
141-2-328-0220-3-71200-520110-PBEN-0000-328	Social Security	1,863	1,125	2,988
141-2-328-0220-3-71200-520410-PBEN-0000-328	State Retirement	4,417	175	4,592
141-2-328-0220-3-71200-520610-PBEN-0000-328	Life Insurance	40	38	78
141-2-328-0220-3-71200-520710-PBEN-0000-328	Health Insurance	13,320	13,320	26,640
141-2-328-0220-3-71200-520810-PBEN-0000-328	Dental Insurance	294	293	587
141-2-328-0220-3-71200-521010-PBEN-0000-328	Unemployment Compensation	14	14	28
141-2-328-0220-3-71200-521210-PBEN-0000-328	Medicare	436	263	699
141-2-328-0220-3-71200-529910-PBEN-0000-328	Long Term Disability	107	96	203
141-2-328-0220-3-71200-529930-PBEN-0000-328	Short Term Disability	116	105	221
	Total 71200 - Special Education Instruction	50,655	49,477	- 100,132
Soddy Elementary				
141-2-328-0230-1-71200-516360-PBEN-0000-328	Educational Assistant - DCC (2 FTE)	50,000		(3,209) 46,791
141-2-328-0230-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	30,050		(2) 30,048
141-2-328-0230-1-71200-518810-0000-0000-328	Bonus	4,000		4,000
141-2-328-0230-1-71200-520110-PBEN-0000-328	Social Security	5,212		(723) 4,489
141-2-328-0230-1-71200-520410-PBEN-0000-328	State Retirement	12,355		(6,484) 5,871
141-2-328-0230-1-71200-520610-PBEN-0000-328	Life Insurance	120		(5) 115
141-2-328-0230-1-71200-520710-PBEN-0000-328	Health Insurance	39,960		(513) 39,447
141-2-328-0230-1-71200-520810-PBEN-0000-328	Dental Insurance	882		(13) 869
141-2-328-0230-1-71200-521010-PBEN-0000-328	Unemployment Compensation	42		(1) 41
141-2-328-0230-1-71200-521210-PBEN-0000-328	Medicare	1,219		(168) 1,051
141-2-328-0230-1-71200-529910-PBEN-0000-328	Long Term Disability	321		(21) 300
141-2-328-0230-1-71200-529930-PBEN-0000-328	Short Term Disability	348		(21) 327
	Total 71200 - Special Education Instruction	144,509	-	(11,160) 133,349
Spring Creek Elementary				
141-2-328-0235-1-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	65,996		65,996
141-2-328-0235-1-71200-518810-0000-0000-328	Bonus	4,000		4,000
141-2-328-0235-1-71200-520110-PBEN-0000-328	Social Security	4,340		(822) 3,518
141-2-328-0235-1-71200-520410-PBEN-0000-328	State Retirement	10,290		(588) 9,702
141-2-328-0235-1-71200-520610-PBEN-0000-328	Life Insurance	80		(2) 78
141-2-328-0235-1-71200-520710-PBEN-0000-328	Health Insurance	26,640		26,640
141-2-328-0235-1-71200-520810-PBEN-0000-328	Dental Insurance	588		(1) 587
141-2-328-0235-1-71200-521010-PBEN-0000-328	Unemployment Compensation	28		28
141-2-328-0235-1-71200-521210-PBEN-0000-328	Medicare	1,015		(192) 823
141-2-328-0235-1-71200-529910-PBEN-0000-328	Long Term Disability	214		(11) 203
141-2-328-0235-1-71200-529930-PBEN-0000-328	Short Term Disability	232		(11) 221
	Total 71200 - Special Education Instruction	113,423	-	(1,627) 111,796
Lookout Valley Elementary				
141-2-328-0241-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	25,029		(1) 25,028
141-2-328-0241-1-71200-518810-0000-0000-328	Bonus	2,000		2,000
141-2-328-0241-1-71200-520110-PBEN-0000-328	Social Security	1,676		(124) 1,552
141-2-328-0241-1-71200-520410-PBEN-0000-328	State Retirement	3,974		(2,062) 1,912
141-2-328-0241-1-71200-520610-PBEN-0000-328	Life Insurance	40		(1) 39
141-2-328-0241-1-71200-520710-PBEN-0000-328	Health Insurance	13,320		13,320
141-2-328-0241-1-71200-520810-PBEN-0000-328	Dental Insurance	294		294
141-2-328-0241-1-71200-521010-PBEN-0000-328	Unemployment Compensation	14		14
141-2-328-0241-1-71200-521210-PBEN-0000-328	Medicare	392		(29) 363
141-2-328-0241-1-71200-529910-PBEN-0000-328	Long Term Disability	107		(6) 101
141-2-328-0241-1-71200-529930-PBEN-0000-328	Short Term Disability	116		(6) 110
	Total 71200 - Special Education Instruction	46,962	-	(2,229) 44,733
Thrasher Elementary				
141-2-328-0240-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (2 FTE)	56,394		56,394
141-2-328-0240-1-71200-518810-0000-0000-328	Bonus	2,000		2,000
141-2-328-0240-1-71200-520110-PBEN-0000-328	Social Security	3,621		(1,056) 2,565
141-2-328-0240-1-71200-520410-PBEN-0000-328	State Retirement	8,584		(2,105) 6,479
141-2-328-0240-1-71200-520610-PBEN-0000-328	Life Insurance	80		(2) 78
141-2-328-0240-1-71200-520710-PBEN-0000-328	Health Insurance	26,640		26,640
141-2-328-0240-1-71200-520810-PBEN-0000-328	Dental Insurance	588		(1) 587
141-2-328-0240-1-71200-521010-PBEN-0000-328	Unemployment Compensation	28		28
141-2-328-0240-1-71200-521210-PBEN-0000-328	Medicare	847		(247) 600
141-2-328-0240-1-71200-529910-PBEN-0000-328	Long Term Disability	214		(11) 203
141-2-328-0240-1-71200-529930-PBEN-0000-328	Short Term Disability	232		(11) 221
	Total 71200 - Special Education Instruction	99,228	-	(3,433) 95,795
Smith Elementary				
141-2-328-0260-1-71200-516340-PBEN-0000-328	Educational Assistant - ExEd (1 FTE)	-	30,048	30,048
141-2-328-0260-1-71200-516380-PBEN-0000-328	Educational Assistant - ME (2 FTE)	64,613		(1,368) 63,245
141-2-328-0260-1-71200-518810-0000-0000-328	Bonus	6,000		6,000
141-2-328-0260-1-71200-520110-PBEN-0000-328	Social Security	4,378	337	4,715
141-2-328-0260-1-71200-520410-PBEN-0000-328	State Retirement	10,381	1,308	11,689
141-2-328-0260-1-71200-520610-PBEN-0000-328	Life Insurance	80	37	117
141-2-328-0260-1-71200-520710-PBEN-0000-328	Health Insurance	26,640	13,319	39,959
141-2-328-0260-1-71200-520810-PBEN-0000-328	Dental Insurance	588	293	881
141-2-328-0260-1-71200-521010-PBEN-0000-328	Unemployment Compensation	28	13	41
141-2-328-0260-1-71200-521210-PBEN-0000-328	Medicare	1,024	79	1,103
141-2-328-0260-1-71200-529910-PBEN-0000-328	Long Term Disability	214	90	304
141-2-328-0260-1-71200-529930-PBEN-0000-328	Short Term Disability	232	100	332
	Total 71200 - Special Education Instruction	114,178	45,624	(1,368) 158,434

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET
		11/20/2025	INCREASE	DECREASE
Westview Elementary				
141-2-328-0265-1-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	31,914		31,914
141-2-328-0265-1-71200-520110-PBEN-0000-328	Social Security	1,979		(418) 1,561
141-2-328-0265-1-71200-520410-PBEN-0000-328	State Retirement	4,691		(2,253) 2,438
141-2-328-0265-1-71200-520610-PBEN-0000-328	Life Insurance	40		(1) 39
141-2-328-0265-1-71200-520710-PBEN-0000-328	Health Insurance	13,320		13,320
141-2-328-0265-1-71200-520810-PBEN-0000-328	Dental Insurance	294		294
141-2-328-0265-1-71200-521010-PBEN-0000-328	Unemployment Compensation	14		14
141-2-328-0265-1-71200-521210-PBEN-0000-328	Medicare	463		(98) 365
141-2-328-0265-1-71200-529910-PBEN-0000-328	Long Term Disability	107		(5) 102
141-2-328-0265-1-71200-529930-PBEN-0000-328	Short Term Disability	116		(5) 111
	Total 71200 - Special Education Instruction	52,938	-	(2,780) 50,158
Dawn				
141-2-328-7056-7-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	-	28,682	28,682
141-2-328-7056-7-71200-518810-0000-0000-328	Bonus	-	2,000	2,000
141-2-328-7056-7-71200-520110-PBEN-0000-328	Social Security	-	1,541	1,541
141-2-328-7056-7-71200-520410-PBEN-0000-328	State Retirement	-	2,192	2,192
141-2-328-7056-7-71200-520610-PBEN-0000-328	Life Insurance	-	39	39
141-2-328-7056-7-71200-520710-PBEN-0000-328	Health Insurance	-	13,320	13,320
141-2-328-7056-7-71200-520810-PBEN-0000-328	Dental Insurance	-	294	294
141-2-328-7056-7-71200-521010-PBEN-0000-328	Unemployment Compensation	-	14	14
141-2-328-7056-7-71200-521210-PBEN-0000-328	Medicare	-	361	361
141-2-328-7056-7-71200-529910-PBEN-0000-328	Long Term Disability	-	102	102
141-2-328-7056-7-71200-529930-PBEN-0000-328	Short Term Disability	-	111	111
	Total 71200 - Special Education Instruction	-	48,656	- 48,656
District Wide				
141-2-328-6100-0-71200-516340-PBEN-0000-328	Educational Assistant - ExEd (3 FTE)	67,547	14,344	81,891
141-2-328-6100-0-71200-5163D0-PBEN-0000-328	Educational Assistant - ExEd (Ancillary) (1 FTE)	30,048		30,048
141-2-328-6100-0-71200-518810-0000-0000-328	Bonus	92,000		(92,000) -
141-2-328-6100-0-71200-520110-PBEN-0000-328	Social Security	6,051		6,051
141-2-328-6100-0-71200-520110-0000-0000-328	Social Security	5,084		5,084
141-2-328-6100-0-71200-520410-PBEN-0000-328	State Retirement	14,346		14,346
141-2-328-6100-0-71200-520410-0000-0000-328	State Retirement	12,054		12,054
141-2-328-6100-0-71200-520610-PBEN-0000-328	Life Insurance	160		160
141-2-328-6100-0-71200-520710-PBEN-0000-328	Health Insurance	53,280		(10,000) 43,280
141-2-328-6100-0-71200-520810-PBEN-0000-328	Dental Insurance	1,176		1,176
141-2-328-6100-0-71200-521010-PBEN-0000-328	Unemployment Compensation	56		56
141-2-328-6100-0-71200-521210-PBEN-0000-328	Medicare	1,415	208	1,623
141-2-328-6100-0-71200-521210-0000-0000-328	Medicare	1,189		1,189
141-2-328-6100-0-71200-529910-PBEN-0000-328	Long Term Disability	428		428
141-2-328-6100-0-71200-529930-PBEN-0000-328	Short Term Disability	464		464
141-2-328-6000-0-71200-531210-0000-0000-328	Contracts with Private Agencies	764,666		814,000
	Total 71200 - Special Education Instruction	1,049,964	63,886	(102,000) 1,011,850
	Total 71200 - Special Education Instruction	6,035,593	974,306	(686,598) 6,323,301
CHARTER SCHOOLS				
Girls Leadership Academy				
141-2-328-8001-8-71200-559990-0000-0000-328	Other Charges: Reimburse for Teacher	27,349		- 27,349
	Total 71200 - Special Education Instruction	27,349	-	- 27,349
Ivy Academy				
141-2-328-8002-8-71200-559990-0000-0000-328	Other Charges: Reimburse for Teacher	74,916		- 74,916
	Total 71200 - Special Education Instruction	74,916	-	- 74,916
Chattanooga Charter School of Excellence				
141-2-328-8003-8-71200-559990-0000-0000-328	Other Charges: Reimburse for Teacher	64,042		- 64,042
	Total 71200 - Special Education Instruction	64,042	-	- 64,042
Skilern Elementary				
141-2-328-8005-8-71200-559990-0000-0000-328	Other Charges: Reimburse for Teacher	73,478		- 73,478
	Total 71200 - Special Education Instruction	73,478	-	- 73,478
Chatt Academy Community School				
141-2-328-8006-8-71200-559990-0000-0000-328	Other Charges: Reimburse for Teacher	53,303		- 53,303
	Total 71200 - Special Education Instruction	53,303	-	- 53,303
Chattanooga Charter School of Excellence Middle				
141-2-328-8010-8-71200-559990-0000-0000-328	Other Charges: Reimburse for Teacher	31,417		- 31,417
	Total 71200 - Special Education Instruction	31,417	-	- 31,417
Chattanooga Preparatory School				
141-2-328-8011-8-71200-559990-0000-0000-328	Other Charges: Reimburse for Teacher	64,800		- 64,800
	Total 71200 - Special Education Instruction	64,800	-	- 64,800
Chattanooga Charter School of Excellence High				
141-2-328-8015-8-71200-559990-0000-0000-328	Other Charges: Reimburse for Teacher	6,719		- 6,719
	Total 71200 - Special Education Instruction	6,719	-	- 6,719
Montessori School				
141-2-328-8142-8-71200-559990-0000-0000-328	Other Charges: Reimburse for Teacher	51,705		- 51,705
	Total 71200 - Special Education Instruction	51,705	-	- 51,705
	Charter School Total	447,729	-	- 447,729

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
Private School Proportionate Share					
141-2-328-9000-5-72220-531210-0000-0000-328	Contracts with Private Agencies	1,345,024	-		1,345,024
	Total 72220 - Special Education Instruction Support - Private Sc	1,345,024	-	-	1,345,024
	Private School Total	1,345,024	-	-	1,345,024
	TOTAL BUDGET	12,433,467	1,686,055	(1,613,029)	12,506,493

HAMILTON COUNTY DEPARTMENT OF EDUCATION
STATE PROGRAMS
INNOVATIVE SCHOOL MODELS
BUDGET FISCAL YEAR 2025-2026
FY25 carryover is \$10,118,325.54

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
141-1-222-0000-0-00000-467900-0000-0000-222	Revenue	10,118,325			10,118,325
	Total Source of Funds	10,118,325	-	-	10,118,325

USE OF FUNDS SUMMARY

71100	Regular Instruction	1,437,696	3,450	(20,000)	1,421,146
71300	Vocational Education Instruction	6,371,348	371,179	(424,213)	6,318,314
72130	Other Student Support	311,390	-	-	311,390
72210	Regular Instruction Support	9,000	-	-	9,000
72230	Vocational Instruction Staff Support	265,549	12,113	-	277,662
72250	Education Technology	109,891	-	-	109,891
72510	Fiscal Services	72,289	-	-	72,289
72710	Transportation	162,908	800	(2,792)	160,916
76100	Regular Capital Outlay	1,378,254	73,763	(14,300)	1,437,717
	Total Use of Funds	10,118,325	461,305	(461,305)	10,118,325

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
District					
141-1-222-0000-0-72510-511930-PBEN-0000-222	Bookkeeper (1 FTE)	48,066			48,066
141-1-222-0000-0-72510-518810-0000-0000-222	Bonus	2,000			2,000
141-1-222-0000-0-72510-520110-PBEN-0000-222	Social Security	3,105			3,105
141-1-222-0000-0-72510-520410-PBEN-0000-222	State Retirement	3,825			3,825
141-1-222-0000-0-72510-520610-PBEN-0000-222	Life Insurance	40			40
141-1-222-0000-0-72510-520710-PBEN-0000-222	Health Insurance	13,320			13,320
141-1-222-0000-0-72510-520810-PBEN-0000-222	Dental Insurance	294			294
141-1-222-0000-0-72510-521010-PBEN-0000-222	Unemployment Compensation	14			14
141-1-222-0000-0-72510-521210-PBEN-0000-222	Medicare	726			726
141-1-222-0000-0-72510-521710-PBEN-0000-222	State Retirement Hybrid	676			676
141-1-222-0000-0-72510-529910-PBEN-0000-222	Long Term Disability	107			107
141-1-222-0000-0-72510-529930-PBEN-0000-222	Short Term Disability	116			116
	Total 72510 - Fiscal Services	72,289	-	-	72,289
	Total - District	72,289	-	-	72,289
Brainerd High School					
141-1-222-0021-3-71300-535610-0000-0000-222	Tuition	1,300	1,300		2,600
141-1-222-0021-3-71300-542910-0000-0000-222	Instructional Supplies	5,643	1,357		7,000
141-1-222-0021-3-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	76,891		(41,791)	35,100
141-1-222-0021-3-71300-547110-0000-0000-222	Software	9,574			9,574
141-1-222-0021-3-71300-549990-0000-0000-222	Other Supplies & Materials	23,000		(1,200)	21,800
141-1-222-0021-3-71300-559990-0000-0000-222	Other Charges	2,300			2,300
	Total 71300 - Vocational Education Instruction	118,708	2,657	(42,991)	78,374
141-1-222-0021-3-72130-518810-0000-0000-222	Bonus	1,000			1,000
141-1-222-0021-3-72130-5189F0-PBEN-0000-222	College & Career Advisor (.5 FTE)	29,074			29,074
141-1-222-0021-3-72130-520110-PBEN-0000-222	Social Security	1,865			1,865
141-1-222-0021-3-72130-520410-PBEN-0000-222	State Retirement	3,819			3,819
141-1-222-0021-3-72130-520610-PBEN-0000-222	Life Insurance	20			20
141-1-222-0021-3-72130-520710-PBEN-0000-222	Health Insurance	6,660			6,660
141-1-222-0021-3-72130-520810-PBEN-0000-222	Dental Insurance	147			147
141-1-222-0021-3-72130-521010-PBEN-0000-222	Unemployment Compensation	7			7
141-1-222-0021-3-72130-521210-PBEN-0000-222	Medicare	436			436
141-1-222-0021-3-72130-529910-PBEN-0000-222	Long Term Disability	54			54
141-1-222-0021-3-72130-529930-PBEN-0000-222	Short Term Disability	58			58
	Total 72130 - Other Student Support	43,140	-	-	43,140
141-1-222-0021-3-72230-552410-0000-0000-222	In-Service/Staff Development	2,402			2,402
	Total 72230 - Vocational Instruction Staff Support	2,402	-	-	2,402
141-1-222-0021-3-72710-531410-0000-0000-222	Contracts w/ Public Carriers	19,530		(1,200)	18,330
	Total 72710 - Contracts w/ Public Carriers	19,530	-	(1,200)	18,330
141-1-222-0021-3-76100-570710-0000-0000-222	Building Improvements	-	41,534		41,534
	Total 76100 - Regular Capital Outlay	-	41,534	-	41,534
	Total - Brainerd High School	183,780	44,191	(44,191)	183,780

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET
		11/20/2025	INCREASE	
Brown Middle School				
141-1-222-0035-2-71100-572210-0000-0000-222	Regular Instruction Equipment	2,000	3,450	5,450
	Total 71100 - Regular Instruction	2,000	3,450	5,450
141-1-222-0035-2-71300-547110-0000-0000-222	Software	1,000		(700) 300
141-1-222-0035-2-71300-559990-0000-0000-222	Other Charges	1,000		(1,000) -
	Total 71300 - Vocational Education Instruction	2,000	-	(1,700) 300
141-1-222-0035-2-72230-552410-0000-0000-222	In-Service/Staff Development	2,500		2,500
141-1-222-0035-2-72230-549990-0000-0000-222	Other Supplies & Materials	6,000	2,113	8,113
	Total 72230 - Vocational Instruction Staff Support	8,500	2,113	- 10,613
141-1-222-0035-2-72710-531410-0000-0000-222	Contracts w/ Public Carriers	2,763		(363) 2,400
	Total 72710 - Contracts w/ Public Carriers	2,763	-	(363) 2,400
141-1-222-0035-2-76100-539990-0000-0000-222	Other Contracted Services	1,000		(1,000) -
141-1-222-0035-2-76100-570710-0000-0000-222	Building Improvements	2,500		(2,500) -
	Total 76100 - Regular Capital Outlay	3,500	-	(3,500) -
	Total - Brown Middle School	18,763	5,563	(5,563) 18,763
Central High School				
141-1-222-0040-3-71300-514090-0000-0000-222	Stipends - Other	9,738		9,738
141-1-222-0040-3-71300-520110-0000-0000-222	Social Security	604		604
141-1-222-0040-3-71300-520410-0000-0000-222	State Retirement	647		647
141-1-222-0040-3-71300-521210-0000-0000-222	Medicare	141		141
141-1-222-0040-3-71300-521710-0000-0000-222	State Retirement Hybrid	208		208
141-1-222-0040-3-71300-542910-0000-0000-222	Instructional Supplies & Materials	5,000		5,000
141-1-222-0040-3-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	1,000		1,000
141-1-222-0040-3-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	99,526		(5,290) 94,236
141-1-222-0040-3-71300-547110-0000-0000-222	Software	-	5,290	5,290
141-1-222-0040-3-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	50,500		50,500
141-1-222-0040-3-71300-573010-0000-0000-222	Equipment Vocational	60,662		60,662
	Total 71300 - Vocational Education Instruction	228,026	5,290	(5,290) 228,026
141-1-222-0040-3-72230-519610-0000-0000-222	Stipends	4,239		4,239
141-1-222-0040-3-72230-520110-0000-0000-222	Social Security	263		263
141-1-222-0040-3-72230-520410-0000-0000-222	State Retirement	352		352
141-1-222-0040-3-72230-521210-0000-0000-222	Medicare	61		61
141-1-222-0040-3-72230-521710-0000-0000-222	State Retirement Hybrid	85		85
	Total 72230 - Vocational Instruction Staff Support	5,000	-	- 5,000
141-1-222-0040-3-76100-570710-0000-0000-222	Building Improvements	378,380		378,380
	Total 76100 - Regular Capital Outlay	378,380	-	- 378,380
	Total - Central High School	611,406	5,290	(5,290) 611,406
Normal Park Museum Magnet School				
141-1-222-0041-4-71300-5116E0-PBEN-0000-222	CTE Teacher (1 FTE)	65,951		65,951
141-1-222-0041-4-71300-520110-PBEN-0000-222	Social Security	4,089		4,089
141-1-222-0041-4-71300-520410-PBEN-0000-222	State Retirement	5,276		5,276
141-1-222-0041-4-71300-520610-PBEN-0000-222	Life Insurance	40		40
141-1-222-0041-4-71300-520710-PBEN-0000-222	Health Insurance	13,320		13,320
141-1-222-0041-4-71300-520810-PBEN-0000-222	Dental Insurance	294		294
141-1-222-0041-4-71300-521010-PBEN-0000-222	Unemployment Compensation	14		14
141-1-222-0041-4-71300-521210-PBEN-0000-222	Medicare	956		956
141-1-222-0041-4-71300-521710-PBEN-0000-222	State Retirement Hybrid	656		656
141-1-222-0041-4-71300-529910-PBEN-0000-222	Long Term Disability	107		107
141-1-222-0041-4-71300-529930-PBEN-0000-222	Short Term Disability	116		116
141-1-222-0041-4-71300-542910-0000-0000-222	Instructional Supplies & Materials	3,000		(2,000) 1,000
141-1-222-0041-4-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	6,000		(5,000) 1,000
141-1-222-0041-4-71300-559990-0000-0000-222	Other Charges	5,000		(4,000) 1,000
141-1-222-0041-4-71300-573010-0000-0000-222	Equipment Vocational	77,739		(20,000) 57,739
	Total 71300 - Vocational Education Instruction	182,558	-	(31,000) 151,558
141-1-222-0041-4-72710-531410-0000-0000-222	Contracts w/ Public Carriers	10,154		(1,229) 8,925
	Total 72710 - Contracts w/ Public Carriers	10,154	-	(1,229) 8,925
141-1-222-0041-4-76100-570710-0000-0000-222	Building Improvements	-	32,229	32,229
	Total 76100 - Regular Capital Outlay	-	32,229	- 32,229
	Total - Normal Park Museum Magnet School	192,712	32,229	(32,229) 192,712
Center for Creative Arts				
141-1-222-0045-4-71100-549990-0000-0000-222	Other Supplies & Materials	44,471		44,471
	Total 71100 - Regular Instruction	44,471	-	- 44,471

ACCOUNT CODE	DESCRIPTION	AMENDED	INCREASE	DECREASE	AMENDED
		BUDGET			BUDGET
		11/20/2025			12/18/2025
141-1-222-0045-4-71300-5116E0-PWOB-0000-222	CTE Teacher - PTNB (.5 FTE)	26,838			26,838
141-1-222-0045-4-71300-520110-PWOB-0000-222	Social Security	1,664			1,664
141-1-222-0045-4-71300-520770-PWOB-0000-222	Health Insurance	550			550
141-1-222-0045-4-71300-521210-PWOB-0000-222	Medicare	389			389
141-1-222-0045-4-71300-539990-0000-0000-222	Other Contracted Services	68,253			68,253
141-1-222-0045-4-71300-542910-0000-0000-222	Instructional Supplies & Materials	5,000	30,000		35,000
141-1-222-0045-4-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	35,158		(30,693)	4,465
141-1-222-0045-4-71300-547110-0000-0000-222	Software	-	693		693
141-1-222-0045-4-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	8,735			8,735
141-1-222-0045-4-71300-559990-0000-0000-222	Other Charges	500			500
141-1-222-0045-4-71300-573010-0000-0000-222	Vocational Instruction Equipment	10,000			10,000
	Total 71300 - Vocational Education Instruction	157,087	30,693	(30,693)	157,087
141-1-222-0045-4-72230-519610-0000-0000-222	Stipends	68,580			68,580
141-1-222-0045-4-72230-520110-0000-0000-222	Social Security	4,254			4,254
141-1-222-0045-4-72230-520410-0000-0000-222	State Retirement	5,486			5,486
141-1-222-0045-4-72230-521210-0000-0000-222	Medicare	994			994
141-1-222-0045-4-72230-521710-0000-0000-222	State Retirement Hybrid	686			686
	Total 72230 - Vocational Instruction Staff Support	80,000	-	-	80,000
141-1-222-0045-4-72250-579010-0000-BUDG-222	Other Equipment	28,891			28,891
	Total 72250 - Education Technology	28,891	-	-	28,891
141-1-222-0045-4-76100-570710-0000-0000-222	Building Improvements	28,311			28,311
	Total 76100 - Regular Capital Outlay	28,311	-	-	28,311
	Total - Center for Creative Arts	338,760	30,693	(30,693)	338,760
Chattanooga School for Arts & Sciences					
141-1-222-0046-4-71100-511610-PBEN-0000-222	World Language Teacher (.5 FTE)	36,567			36,567
141-1-222-0046-4-71100-520110-PBEN-0000-222	Social Security	2,267			2,267
141-1-222-0046-4-71100-520410-PBEN-0000-222	State Retirement	2,925			2,925
141-1-222-0046-4-71100-520610-PBEN-0000-222	Life Insurance	20			20
141-1-222-0046-4-71100-520710-PBEN-0000-222	Health Insurance	6,660			6,660
141-1-222-0046-4-71100-520810-PBEN-0000-222	Dental Insurance	147			147
141-1-222-0046-4-71100-521010-PBEN-0000-222	Unemployment Compensation	7			7
141-1-222-0046-4-71100-521210-PBEN-0000-222	Medicare	530			530
141-1-222-0046-4-71100-529910-PBEN-0000-222	Long Term Disability	54			54
141-1-222-0046-4-71100-529930-PBEN-0000-222	Short Term Disability	58			58
	Total 71100 - Regular Instruction	49,235	-	-	49,235
141-1-222-0046-4-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	600			600
141-1-222-0046-4-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	32,000			32,000
141-1-222-0046-4-71300-573010-0000-0000-222	Equipment Vocational	108,085			108,085
	Total 71300 - Vocational Education Instruction	140,685	-	-	140,685
141-1-222-0046-4-76100-570710-0000-0000-222	Building Improvements	85,000			85,000
	Total 76100 - Regular Capital Outlay	85,000	-	-	85,000
	Total - Chattanooga School for Arts & Sciences	274,920	-	-	274,920
Dalewood Middle School					
141-1-222-0055-2-71100-572210-0000-0000-222	Regular Instruction Equipment	25,000			25,000
	Total 71100 - Regular Instruction	25,000	-	-	25,000
141-1-222-0055-2-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	9,000			9,000
141-1-222-0055-2-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	58,000			58,000
141-1-222-0055-2-71300-547110-0000-0000-222	Software	12,000			12,000
141-1-222-0055-2-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	177,420			177,420
141-1-222-0055-2-71300-549990-0000-0000-222	Other Supplies & Materials	483			483
	Total 71300 - Vocational Education Instruction	256,903	-	-	256,903
141-1-222-0055-2-72230-533610-0000-0000-222	Maintenance & Repairs - Equipment	5,000			5,000
	Total 72230 - Vocational Instruction Staff Support	5,000	-	-	5,000
141-1-222-0055-2-72710-531410-0000-0000-222	Contracts w/ Public Carriers	2,500			2,500
	Total 72710 - Contracts w/ Public Carriers	2,500	-	-	2,500
141-1-222-0055-2-76100-539990-0000-0000-222	Other Contracted Services	4,000			4,000
141-1-222-0055-2-76100-570710-0000-0000-222	Building Improvements	21,625			21,625
	Total 76100 - Regular Capital Outlay	25,625	-	-	25,625
	Total - Dalewood Middle School	315,028	-	-	315,028
East Hamilton High School					
141-1-222-0059-3-71100-542910-0000-0000-222	Instructional Supplies & Materials	20,800			20,800
141-1-222-0059-3-71100-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	10,000			10,000
	Total 71100 - Regular Instruction	30,800	-	-	30,800

ACCOUNT CODE	DESCRIPTION	AMENDED			AMENDED
		BUDGET	INCREASE	DECREASE	BUDGET
		11/20/2025			12/18/2025
141-1-222-0059-3-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	190,154			190,154
141-1-222-0059-3-71300-549990-0000-0000-222	Other Supplies & Materials	1,000			1,000
141-1-222-0059-3-71300-573010-0000-0000-222	Equipment Vocational	213,200			213,200
	Total 71300 - Vocational Education Instruction	404,354	-	-	404,354
141-1-222-0059-3-72230-552410-0000-0000-222	In-Service/Staff Development	20,000			20,000
	Total 72230 - Vocational Instruction Staff Support	20,000	-	-	20,000
141-1-222-0059-3-76100-570710-0000-0000-222	Building Improvements	73,000			73,000
	Total 76100 - Regular Capital Outlay	73,000	-	-	73,000
	Total - East Hamilton High School	528,154	-	-	528,154
East Hamilton Middle School					
141-1-222-0060-2-71300-5116E0-PBEN-0000-222	CTE Teacher (.5 FTE)	37,939			37,939
141-1-222-0060-2-71300-520110-PBEN-0000-222	Social Security	2,352			2,352
141-1-222-0060-2-71300-520410-PBEN-0000-222	State Retirement	3,035			3,035
141-1-222-0060-2-71300-520610-PBEN-0000-222	Life Insurance	20			20
141-1-222-0060-2-71300-520710-PBEN-0000-222	Health Insurance	6,660			6,660
141-1-222-0060-2-71300-520810-PBEN-0000-222	Dental Insurance	147			147
141-1-222-0060-2-71300-521010-PBEN-0000-222	Unemployment Compensation	7			7
141-1-222-0060-2-71300-521210-PBEN-0000-222	Medicare	550			550
141-1-222-0060-2-71300-529910-PBEN-0000-222	Long Term Disability	54			54
141-1-222-0060-2-71300-529930-PBEN-0000-222	Short Term Disability	58			58
141-1-222-0060-2-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	6,152			6,152
141-1-222-0060-2-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	48,000			48,000
141-1-222-0060-2-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	56,000			56,000
141-1-222-0060-2-71300-549990-0000-0000-222	Other Supplies & Materials	4,500			4,500
141-1-222-0060-2-71300-573010-0000-0000-222	Equipment Vocational	96,185			96,185
	Total 71300 - Vocational Education Instruction	261,659	-	-	261,659
141-1-222-0060-2-72710-531410-0000-0000-222	Contracts w/ Public Carriers	-	800		800
	Total 72710 - Contracts w/ Public Carriers	-	800	-	800
141-1-222-0060-2-76100-570710-0000-0000-222	Building Improvements	10,000		(800)	9,200
	Total 76100 - Regular Capital Outlay	10,000	-	(800)	9,200
	Total - East Hamilton Middle School	271,659	800	(800)	271,659
East Lake Academy					
141-1-222-0064-2-76100-570710-0000-0000-222	Building Improvements	206,438			206,438
	Total 76100 - Regular Capital Outlay	206,438	-	-	206,438
	Total - East Lake Academy	206,438	-	-	206,438
East Ridge High School					
141-1-222-0070-3-71300-5116E0-PBEN-0000-222	CTE Teacher (.75 FTE)	47,563			47,563
141-1-222-0070-3-71300-518810-0000-0000-222	Bonus	2,000			2,000
141-1-222-0070-3-71300-5189J0-PBEN-0000-222	FRI School-Based Lead (1 FTE)	65,528			65,528
141-1-222-0070-3-71300-520110-PBEN-0000-222	Social Security	7,136			7,136
141-1-222-0070-3-71300-520410-PBEN-0000-222	State Retirement	9,162			9,162
141-1-222-0070-3-71300-520610-PBEN-0000-222	Life Insurance	70			70
141-1-222-0070-3-71300-520710-PBEN-0000-222	Health Insurance	23,310			23,310
141-1-222-0070-3-71300-520810-PBEN-0000-222	Dental Insurance	515			515
141-1-222-0070-3-71300-521010-PBEN-0000-222	Unemployment Compensation	25			25
141-1-222-0070-3-71300-521210-PBEN-0000-222	Medicare	1,669			1,669
141-1-222-0070-3-71300-521710-PBEN-0000-222	State Retirement Hybrid	655			655
141-1-222-0070-3-71300-529910-PBEN-0000-222	Long Term Disability	187			187
141-1-222-0070-3-71300-529930-PBEN-0000-222	Short Term Disability	203			203
141-1-222-0070-3-71300-542910-0000-0000-222	Instructional Supplies & Materials	1,619			1,619
141-1-222-0070-3-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	4,619			4,619
141-1-222-0070-3-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	5,423			5,423
	Total 71300 - Vocational Education Instruction	169,684	-	-	169,684
141-1-222-0070-3-72130-518810-0000-0000-222	Bonus	2,000			2,000
141-1-222-0070-3-72130-5189F0-PBEN-0000-222	College & Career Advisor (1 FTE)	59,545			59,545
141-1-222-0070-3-72130-520110-PBEN-0000-222	Social Security	3,816			3,816
141-1-222-0070-3-72130-520410-PBEN-0000-222	State Retirement	7,715			7,715
141-1-222-0070-3-72130-520610-PBEN-0000-222	Life Insurance	40			40
141-1-222-0070-3-72130-520710-PBEN-0000-222	Health Insurance	13,320			13,320
141-1-222-0070-3-72130-520810-PBEN-0000-222	Dental Insurance	294			294
141-1-222-0070-3-72130-521010-PBEN-0000-222	Unemployment Compensation	14			14
141-1-222-0070-3-72130-521210-PBEN-0000-222	Medicare	893			893
141-1-222-0070-3-72130-521710-PBEN-0000-222	State Retirement	1,219			1,219
141-1-222-0070-3-72130-529910-PBEN-0000-222	Long Term Disability	107			107
141-1-222-0070-3-72130-529930-PBEN-0000-222	Short Term Disability	116			116
	Total 72130 - Other Student Support	89,079	-	-	89,079

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET
		11/20/2025	INCREASE	
141-1-222-0070-3-72710-531410-0000-0000-222	Contracts w/ Public Carriers	5,000		5,000
	Total 72710 - Contracts w/ Public Carriers	5,000	-	5,000
	Total - East Ridge High School	263,763	-	263,763
East Ridge Middle School				
141-1-222-0075-2-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	6,000		6,000
141-1-222-0075-2-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	24,518		24,518
141-1-222-0075-2-71300-547110-0000-0000-222	Software	1,500		1,500
141-1-222-0075-2-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	1,200		1,200
141-1-222-0075-2-71300-549990-0000-0000-222	Other Supplies & Materials	4,500		4,500
141-1-222-0075-2-71300-559990-0000-0000-222	Other Charges	29,400		29,400
141-1-222-0075-2-71300-573010-0000-0000-222	Equipment Vocational	66,645		66,645
	Total 71300 - Vocational Education Instruction	133,763	-	133,763
141-1-222-0075-2-72230-552410-0000-0000-222	In-Service/Staff Development	5,000		5,000
	Total 72230 - Vocational Instruction Staff Support	5,000	-	5,000
141-1-222-0075-2-76100-570710-0000-0000-222	Building Improvements	25,000		25,000
	Total 76100 - Regular Capital Outlay	25,000	-	25,000
	Total - East Ridge Middle School	163,763	-	163,763
Hamilton County Collegiate High				
141-1-222-0086-3-71100-535610-0000-0000-222	Tuition	143,000		143,000
141-1-222-0086-3-71100-542910-0000-0000-222	Instructional Supplies & Materials	11,904		11,904
141-1-222-0086-3-71100-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	20,000		20,000
141-1-222-0086-3-71100-547110-0000-0000-222	Software	1,000		1,000
141-1-222-0086-3-71100-572210-0000-0000-222	Regular Instruction Equipment	124,145		124,145
	Total 71100 - Regular Instruction	300,049	-	300,049
141-1-222-0086-3-71300-559990-0000-0000-222	Other Charges	5,000		5,000
	Total 71300 - Vocational Education Instruction	5,000	-	5,000
141-1-222-0086-3-72230-539990-0000-0000-222	Other Contracted Services	50,000		50,000
141-1-222-0086-3-72230-552410-0000-0000-222	In-Service/Staff Development	20,000		20,000
	Total 72230 - Vocational Instruction Staff Support	70,000	-	70,000
141-1-222-0086-3-72710-531410-0000-0000-222	Contracts w/ Public Carriers	2,000		2,000
	Total 72710 - Contracts w/ Public Carriers	2,000	-	2,000
	Total - Hamilton County Collegiate High	377,049	-	377,049
Howard Connect Academy				
141-1-222-0098-2-71100-511610-PBEN-0000-222	Teacher (4 FTE)	249,023		249,023
141-1-222-0098-2-71100-520110-PBEN-0000-222	Social Security	15,439		15,439
141-1-222-0098-2-71100-520410-PBEN-0000-222	State Retirement	19,922		19,922
141-1-222-0098-2-71100-520610-PBEN-0000-222	Life Insurance	160		160
141-1-222-0098-2-71100-520710-PBEN-0000-222	Health Insurance	53,280		53,280
141-1-222-0098-2-71100-520810-PBEN-0000-222	Dental Insurance	1,176		1,176
141-1-222-0098-2-71100-521010-PBEN-0000-222	Unemployment Compensation	56		56
141-1-222-0098-2-71100-521210-PBEN-0000-222	Medicare	3,611		3,611
141-1-222-0098-2-71100-521710-PBEN-0000-222	State Retirement Hybrid	2,490		2,490
141-1-222-0098-2-71100-529910-PBEN-0000-222	Long Term Disability	428		428
141-1-222-0098-2-71100-529930-PBEN-0000-222	Short Term Disability	464		464
	Total 71100 - Regular Instruction	346,049	-	346,049
141-1-222-0098-2-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	3,200		3,200
141-1-222-0098-2-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	800		800
141-1-222-0098-2-71300-559990-0000-0000-222	Other Charges	5,355		5,355
141-1-222-0098-2-71300-573010-0000-0000-222	Equipment Vocational	48,334		48,334
	Total 71300 - Vocational Education Instruction	57,689	-	57,689
141-1-222-0098-2-72130-549990-0000-0000-222	Other Supplies & Materials	800		800
	Total 72130 - Other Student Support	800	-	800
141-1-222-0098-2-72230-519610-0000-0000-222	Stipends	4,115		4,115
141-1-222-0098-2-72230-520110-0000-0000-222	Social Security	255		255
141-1-222-0098-2-72230-520410-0000-0000-222	State Retirement	329		329
141-1-222-0098-2-72230-521210-0000-0000-222	Medicare	60		60
141-1-222-0098-2-72230-521710-0000-0000-222	State Retirement Hybrid	41		41
141-1-222-0098-2-72230-552410-0000-0000-222	In-Service/Staff Development	9,800		9,800
	Total 72230 - Vocational Instruction Staff Support	14,600	-	14,600
141-1-222-0098-2-72710-531410-0000-0000-222	Contracts w/ Public Carriers	18,000		18,000
	Total 72710 - Contracts w/ Public Carriers	18,000	-	18,000
	Total - Howard Connect Academy	437,138	-	437,138

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET
		11/20/2025	INCREASE	
Hunter Middle School				
141-1-222-0100-2-71100-511610-PBEN-0000-222	Teacher (.5 FTE)	25,000		25,000
141-1-222-0100-2-71100-514090-0000-0000-222	Stipends	10,150		10,150
141-1-222-0100-2-71100-520110-0000-0000-222	Social Security	629		629
141-1-222-0100-2-71100-520110-PBEN-0000-222	Social Security	1,550		1,550
141-1-222-0100-2-71100-520410-0000-0000-222	State Retirement	812		812
141-1-222-0100-2-71100-520410-PBEN-0000-222	State Retirement	2,000		2,000
141-1-222-0100-2-71100-520610-PBEN-0000-222	Life Insurance	20		20
141-1-222-0100-2-71100-520710-PBEN-0000-222	Health Insurance	6,660		6,660
141-1-222-0100-2-71100-520810-PBEN-0000-222	Dental Insurance	147		147
141-1-222-0100-2-71100-521010-PBEN-0000-222	Unemployment Compensation	7		7
141-1-222-0100-2-71100-521210-0000-0000-222	Medicare	147		147
141-1-222-0100-2-71100-521210-PBEN-0000-222	Medicare	363		363
141-1-222-0100-2-71100-521710-0000-0000-222	State Retirement Hybrid	102		102
141-1-222-0100-2-71100-521710-PBEN-0000-222	State Retirement Hybrid	250		250
141-1-222-0100-2-71100-529910-PBEN-0000-222	Long Term Disability	54		54
141-1-222-0100-2-71100-529930-PBEN-0000-222	Short Term Disability	58		58
141-1-222-0100-2-71100-547110-0000-0000-222	Software	11,088		11,088
141-1-222-0100-2-71100-549980-0000-0000-222	Other Supplies & Materials - Equipment	11,835		11,835
	Total 71100 - Regular Instruction	70,872	-	70,872
141-1-222-0100-2-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	2,600		2,600
	Total 71300 - Vocational Education Instruction	2,600	-	2,600
141-1-222-0100-2-72710-531410-0000-0000-222	Contracts w/ Public Carriers	16,600		16,600
	Total 72710 - Contracts w/ Public Carriers	16,600	-	16,600
	Total - Hunter Middle School	90,072	-	90,072
Loftis Middle School				
141-1-222-0120-2-71100-572210-0000-0000-222	Regular Instruction Equipment	40,000		(20,000) 20,000
	Total 71100 - Regular Instruction	40,000	-	(20,000) 20,000
141-1-222-0120-2-71300-5116E0-PBEN-0000-222	CTE Teacher (.5 FTE)	36,777		36,777
141-1-222-0120-2-71300-520110-PBEN-0000-222	Social Security	2,280		2,280
141-1-222-0120-2-71300-520410-PBEN-0000-222	State Retirement	2,942		2,942
141-1-222-0120-2-71300-520610-PBEN-0000-222	Life Insurance	20		20
141-1-222-0120-2-71300-520710-PBEN-0000-222	Health Insurance	6,660		6,660
141-1-222-0120-2-71300-520810-PBEN-0000-222	Dental Insurance	147		147
141-1-222-0120-2-71300-521010-PBEN-0000-222	Unemployment Compensation	7		7
141-1-222-0120-2-71300-521210-PBEN-0000-222	Medicare	533		533
141-1-222-0120-2-71300-529910-PBEN-0000-222	Long Term Disability	54		54
141-1-222-0120-2-71300-529930-PBEN-0000-222	Short Term Disability	58		58
141-1-222-0120-2-71300-542910-0000-0000-222	Instructional Supplies & Materials	5,000		5,000
141-1-222-0120-2-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	5,000		5,000
141-1-222-0120-2-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	27,570	20,000	47,570
	Total 71300 - Vocational Education Instruction	87,048	20,000	- 107,048
141-1-222-0120-2-72130-512310-PBEN-0000-222	Counselor (.5 FTE)	39,009		39,009
141-1-222-0120-2-72130-520110-PBEN-0000-222	Social Security	2,419		2,419
141-1-222-0120-2-72130-520410-PBEN-0000-222	State Retirement	3,121		3,121
141-1-222-0120-2-72130-520610-PBEN-0000-222	Life Insurance	20		20
141-1-222-0120-2-72130-520710-PBEN-0000-222	Health Insurance	6,660		6,660
141-1-222-0120-2-72130-520810-PBEN-0000-222	Dental Insurance	147		147
141-1-222-0120-2-72130-521010-PBEN-0000-222	Unemployment Compensation	7		7
141-1-222-0120-2-72130-521210-PBEN-0000-222	Medicare	563		563
141-1-222-0120-2-72130-529910-PBEN-0000-222	Long Term Disability	54		54
141-1-222-0120-2-72130-529930-PBEN-0000-222	Short Term Disability	58		58
	Total 72130 - Other Student Support	52,058	-	- 52,058
	Total - Loftis Middle School	179,106	20,000	(20,000) 179,106

ACCOUNT CODE	DESCRIPTION	AMENDED	INCREASE	DECREASE	AMENDED
		BUDGET			BUDGET
		11/20/2025			12/18/2025
Hixson High School					
141-1-222-0128-3-71300-5116E0-PBEN-0000-222	CTE Teacher (.50 FTE)	28,330			28,330
141-1-222-0128-3-71300-520110-PBEN-0000-222	Social Security	1,756			1,756
141-1-222-0128-3-71300-520410-PBEN-0000-222	State Retirement	2,266			2,266
141-1-222-0128-3-71300-520610-PBEN-0000-222	Life Insurance	20			20
141-1-222-0128-3-71300-520710-PBEN-0000-222	Health Insurance	6,660			6,660
141-1-222-0128-3-71300-520810-PBEN-0000-222	Dental Insurance	147			147
141-1-222-0128-3-71300-521010-PBEN-0000-222	Unemployment Compensation	7			7
141-1-222-0128-3-71300-521210-PBEN-0000-222	Medicare	411			411
141-1-222-0128-3-71300-521710-PBEN-0000-222	State Retirement Hybrid	283			283
141-1-222-0128-3-71300-529910-PBEN-0000-222	Long Term Disability	54			54
141-1-222-0128-3-71300-529930-PBEN-0000-222	Short Term Disability	58			58
141-1-222-0128-3-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	19,500			19,500
141-1-222-0128-3-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	120,671			120,671
141-1-222-0128-3-71300-547110-0000-0000-222	Software	40,000			40,000
141-1-222-0128-3-71300-549810-0000-0000-222	Other Supplies & Materials - Equipment	17,500			17,500
141-1-222-0128-3-71300-549990-0000-0000-222	Other Supplies & Materials	7,500			7,500
141-1-222-0128-3-71300-559990-0000-0000-222	Other Charges	4,000			4,000
141-1-222-0128-3-71300-573010-0000-0000-222	Equipment Vocational	41,990			41,990
	Total 71300 - Vocational Education Instruction	291,153	-	-	291,153
141-1-222-0128-3-72210-552410-0000-0000-222	In-Service/Staff Development	1,500			1,500
	Total 72210 - Regular Instructional Support	1,500	-	-	1,500
141-1-222-0128-3-72230-519610-0000-0000-222	In Service/Stipends	1,440			1,440
141-1-222-0128-3-72230-520110-0000-0000-222	Social Security	89			89
141-1-222-0128-3-72230-520410-0000-0000-222	State Retirement	115			115
141-1-222-0128-3-72230-521210-0000-0000-222	Medicare	21			21
141-1-222-0128-3-72230-521710-0000-0000-222	State Retirement Hybrid	15			15
	Total 72230 - Vocational Instruction Staff Support	1,680	-	-	1,680
141-1-222-0128-3-72250-579010-0000-BUDG-222	Other Equipment	21,000			21,000
	Total 72250 - Education Technology	21,000	-	-	21,000
141-1-222-0128-3-72710-531410-0000-0000-222	Contracts w/ Public Carriers	10,000			10,000
	Total 72710 - Contracts w/ Public Carriers	10,000	-	-	10,000
	Total - Hixson High School	325,333	-	-	325,333
Hixson Middle School					
141-1-222-0129-2-71100-514090-0000-0000-222	Stipends	2,572			2,572
141-1-222-0129-2-71100-520110-0000-0000-222	Social Security	159			159
141-1-222-0129-2-71100-520410-0000-0000-222	State Retirement	206			206
141-1-222-0129-2-71100-521210-0000-0000-222	Medicare	38			38
141-1-222-0129-2-71100-521710-0000-0000-222	State Retirement Hybrid	25			25
141-1-222-0129-2-71100-542910-0000-0000-222	Instructional Supplies & Materials	3,500			3,500
141-1-222-0129-2-71100-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	47,500			47,500
	Total 71100 - Regular Instruction	54,000	-	-	54,000
141-1-222-0129-2-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	5,280			5,280
141-1-222-0129-2-71300-547110-0000-0000-222	Software	359			359
141-1-222-0129-2-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	49,206			49,206
141-1-222-0129-2-71300-573010-0000-0000-222	Equipment Vocational	77,146			77,146
	Total 71300 - Vocational Education Instruction	131,991	-	-	131,991
	Total - Hixson Middle School	185,991	-	-	185,991
The Howard School					
141-1-222-0137-3-71300-5116E0-PBEN-0000-222	CTE Teacher (2 FTE)	110,782			110,782
141-1-222-0137-3-71300-518810-0000-0000-222	Bonus	2,000			2,000
141-1-222-0137-3-71300-520110-PBEN-0000-222	Social Security	6,992			6,992
141-1-222-0137-3-71300-520410-PBEN-0000-222	State Retirement	9,023			9,023
141-1-222-0137-3-71300-520610-PBEN-0000-222	Life Insurance	80			80
141-1-222-0137-3-71300-520710-PBEN-0000-222	Health Insurance	26,640			26,640
141-1-222-0137-3-71300-520810-PBEN-0000-222	Dental Insurance	588			588
141-1-222-0137-3-71300-521010-PBEN-0000-222	Unemployment Compensation	28			28
141-1-222-0137-3-71300-521210-PBEN-0000-222	Medicare	1,635			1,635
141-1-222-0137-3-71300-521710-PBEN-0000-222	State Retirement Hybrid	1,128			1,128
141-1-222-0137-3-71300-529910-PBEN-0000-222	Long Term Disability	214			214
141-1-222-0137-3-71300-529930-PBEN-0000-222	Short Term Disability	232			232
141-1-222-0137-3-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	6,700			6,700
141-1-222-0137-3-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	121,634			121,634
141-1-222-0137-3-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	35,000			35,000
141-1-222-0137-3-71300-549990-0000-0000-222	Other Supplies & Materials	5,250			5,250
141-1-222-0137-3-71300-573010-0000-0000-222	Equipment Vocational	15,000			15,000
	Total 71300 - Vocational Education Instruction	342,926	-	-	342,926
141-1-222-0137-3-72230-552410-0000-0000-222	In-Service/Staff Development	2,600			2,600
	Total 72230 - Vocational Instruction Staff Support	2,600	-	-	2,600
141-1-222-0137-3-72710-531410-0000-0000-222	Contracts w/ Public Carriers	12,000			12,000

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE		DECREASE
	Total 72710 - Contracts w/ Public Carriers	12,000	-	12,000	
	Total -The Howard School	357,526	-	357,526	
Ooltewah Middle School					
141-1-222-0157-2-71300-542910-0000-0000-222	Instructional Supplies & Materials	3,000		3,000	
141-1-222-0157-2-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	8,000		8,000	
141-1-222-0157-2-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	2,500		2,500	
141-1-222-0157-2-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	114,606		114,606	
141-1-222-0157-2-71300-549990-0000-0000-222	Other Supplies & Materials	600		600	
141-1-222-0157-2-71300-559990-0000-0000-222	Other Charges	1,000		1,000	
141-1-222-0157-2-71300-573010-0000-0000-222	Equipment Vocational	110,000		110,000	
	Total 71300 - Vocational Education Instruction	239,706	-	239,706	
141-1-222-0157-2-72710-531410-0000-0000-222	Contracts w/ Public Carriers	9,600		9,600	
	Total 72710 - Contracts w/ Public Carriers	9,600	-	9,600	
141-1-222-0157-2-76100-570710-0000-0000-222	Building Improvements	9,000		9,000	
	Total 76100 - Regular Capital Outlay	9,000	-	9,000	
	Total - Ooltewah Middle School	258,306	-	258,306	
Ooltewah High School					
141-1-222-0160-3-71300-5116E0-PBEN-0000-222	CTE Teacher (.5 FTE)	-	25,000	25,000	
141-1-222-0160-3-71300-520110-PBEN-0000-222	Social Security	-	1,525	1,525	
141-1-222-0160-3-71300-520410-PBEN-0000-222	State Retirement	-	2,028	2,028	
141-1-222-0160-3-71300-520610-PBEN-0000-222	Life Insurance	-	20	20	
141-1-222-0160-3-71300-520710-PBEN-0000-222	Health Insurance	-	6,660	6,660	
141-1-222-0160-3-71300-520810-PBEN-0000-222	Dental Insurance	-	147	147	
141-1-222-0160-3-71300-521010-PBEN-0000-222	Unemployment Compensation	-	7	7	
141-1-222-0160-3-71300-521210-PBEN-0000-222	Medicare	-	357	357	
141-1-222-0160-3-71300-521710-PBEN-0000-222	State Retirement Hybrid	-	252	252	
141-1-222-0160-3-71300-529910-PBEN-0000-222	Long Term Disability	-	54	54	
141-1-222-0160-3-71300-529930-PBEN-0000-222	Short Term Disability	-	58	58	
141-1-222-0160-3-71300-535610-0000-0000-222	Tuition	5,000		5,000	
141-1-222-0160-3-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	4,000		4,000	
141-1-222-0160-3-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	281,378	(36,108)	245,270	
141-1-222-0160-3-71300-547110-0000-0000-222	Software	3,901		3,901	
141-1-222-0160-3-71300-549990-0000-0000-222	Other Supplies & Materials	500		500	
141-1-222-0160-3-71300-559990-0000-0000-222	Other Charges	5,000		5,000	
141-1-222-0160-3-71300-573010-0000-0000-222	Equipment Vocational	13,000		13,000	
	Total 71300 - Vocational Education Instruction	312,779	36,108	(36,108)	312,779
141-1-222-0160-3-72710-531410-0000-0000-222	Contracts w/ Public Carriers	5,400		5,400	
	Total 72710 - Contracts w/ Public Carriers	5,400	-	5,400	
	Total - Ooltewah High School	318,179	36,108	(36,108)	318,179
Chattanooga School for the Liberal Arts					
141-1-222-0162-4-71100-535610-0000-0000-222	Tuition	1,000		1,000	
141-1-222-0162-4-71100-549990-0000-0000-222	Other Supplies & Materials	1,000		1,000	
	Total 71100 - Regular Instruction	2,000	-	2,000	
141-1-222-0162-4-71300-514090-0000-0000-222	Stipends	6,359		6,359	
141-1-222-0162-4-71300-520110-0000-0000-222	Social Security	394		394	
141-1-222-0162-4-71300-520410-0000-0000-222	State Retirement	528		528	
141-1-222-0162-4-71300-521210-0000-0000-222	Medicare	92		92	
141-1-222-0162-4-71300-521710-0000-0000-222	State Retirement Hybrid	127		127	
141-1-222-0162-4-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	5,000		5,000	
141-1-222-0162-4-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	28,000		28,000	
141-1-222-0162-4-71300-547110-0000-0000-222	Software	1,000		1,000	
141-1-222-0162-4-71300-549990-0000-0000-222	Other Supplies & Materials	1,000		1,000	
141-1-222-0162-4-71300-559990-0000-0000-222	Other Charges	1,000		1,000	
141-1-222-0162-4-71300-573010-0000-0000-222	Equipment Vocational	16,644		16,644	
	Total 71300 - Vocational Education Instruction	60,144	-	60,144	
141-1-222-0162-4-72230-552410-0000-0000-222	In-Service/Staff Development	8,000		8,000	
	Total 72230 - Vocational Instruction Staff Support	8,000	-	8,000	
141-1-222-0162-4-72710-531410-0000-0000-222	Contracts w/ Public Carriers	2,500		2,500	
	Total 72710 - Contracts w/ Public Carriers	2,500	-	2,500	
141-1-222-0162-4-76100-570710-0000-0000-222	Building Improvements	30,000		30,000	
	Total 76100 - Regular Capital Outlay	30,000	-	30,000	
	Total - Chattanooga School for the Liberal Arts	102,644	-	102,644	

ACCOUNT CODE	DESCRIPTION	AMENDED	INCREASE	DECREASE	AMENDED
		BUDGET			BUDGET
		11/20/2025			12/18/2025
Lookout Valley Middle/High School					
141-1-222-0165-4-71300-5116E0-PBEN-0000-222	CTE Teacher (.50 FTE)	28,963			28,963
141-1-222-0165-4-71300-520110-PBEN-0000-222	Social Security	1,796			1,796
141-1-222-0165-4-71300-520410-PBEN-0000-222	State Retirement	2,317			2,317
141-1-222-0165-4-71300-520610-PBEN-0000-222	Life Insurance	20			20
141-1-222-0165-4-71300-520710-PBEN-0000-222	Health Insurance	6,660			6,660
141-1-222-0165-4-71300-520810-PBEN-0000-222	Dental Insurance	147			147
141-1-222-0165-4-71300-521010-PBEN-0000-222	Unemployment Compensation	7			7
141-1-222-0165-4-71300-521210-PBEN-0000-222	Medicare	420			420
141-1-222-0165-4-71300-529910-PBEN-0000-222	Long Term Disability	54			54
141-1-222-0165-4-71300-529930-PBEN-0000-222	Short Term Disability	58			58
141-1-222-0165-4-71300-542910-0000-0000-222	Instructional Supplies & Materials	51,371			51,371
141-1-222-0165-4-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	10,000			10,000
141-1-222-0165-4-71300-549990-0000-0000-222	Other Supplies & Materials	5,000			5,000
141-1-222-0165-4-71300-573010-0000-0000-222	Equipment Vocational	47,466			47,466
	Total 71300 - Vocational Education Instruction	154,279	-	-	154,279
141-1-222-0165-4-72130-518810-0000-0000-222	Bonus	1,000			1,000
141-1-222-0165-4-72130-5189F0-PBEN-0000-222	College & Career Advisor (.5 FTE)	32,779			32,779
141-1-222-0165-4-72130-520110-PBEN-0000-222	Social Security	2,094			2,094
141-1-222-0165-4-72130-520410-PBEN-0000-222	State Retirement	4,289			4,289
141-1-222-0165-4-72130-520610-PBEN-0000-222	Life Insurance	20			20
141-1-222-0165-4-72130-520710-PBEN-0000-222	Health Insurance	6,660			6,660
141-1-222-0165-4-72130-520810-PBEN-0000-222	Dental Insurance	147			147
141-1-222-0165-4-72130-521010-PBEN-0000-222	Unemployment Compensation	7			7
141-1-222-0165-4-72130-521210-PBEN-0000-222	Medicare	490			490
141-1-222-0165-4-72130-521710-PBEN-0000-222	State Retirement	676			676
141-1-222-0165-4-72130-529910-PBEN-0000-222	Long Term Disability	54			54
141-1-222-0165-4-72130-529930-PBEN-0000-222	Short Term Disability	58			58
	Total 72130 - Other Student Support	48,274	-	-	48,274
141-1-222-0165-4-72230-519610-0000-0000-222	Stipends	8,817			8,817
141-1-222-0165-4-72230-520110-0000-0000-222	Social Security	547			547
141-1-222-0165-4-72230-520410-0000-0000-222	State Retirement	732			732
141-1-222-0165-4-72230-521210-0000-0000-222	Medicare	128			128
141-1-222-0165-4-72230-521710-0000-0000-222	State Retirement Hybrid	176			176
141-1-222-0165-4-72230-552410-0000-0000-222	In-Service/Staff Development	6,000	10,000		16,000
	Total 72230 - Vocational Instruction Staff Support	16,400	10,000	-	26,400
141-1-222-0165-4-76100-570710-0000-0000-222	Building Improvements	10,000		(10,000)	-
	Total 76100 - Regular Capital Outlay	10,000	-	(10,000)	-
	Total - Lookout Valley Middle/High School	228,953	10,000	(10,000)	228,953
Red Bank High School					
141-1-222-0175-3-71100-514090-0000-0000-222	Stipends	6,858			6,858
141-1-222-0175-3-71100-520110-0000-0000-222	Social Security	425			425
141-1-222-0175-3-71100-520410-0000-0000-222	State Retirement	549			549
141-1-222-0175-3-71100-521210-0000-0000-222	Medicare	99			99
141-1-222-0175-3-71100-521710-0000-0000-222	State Retirement Hybrid	69			69
	Total 71100 - Regular Instruction	8,000	-	-	8,000
141-1-222-0175-3-71300-539990-0000-0000-222	Other Contracted Services	15,000			15,000
141-1-222-0175-3-71300-542910-0000-0000-222	Instructional Supplies & Materials	6,884			6,884
141-1-222-0175-3-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	27,800			27,800
141-1-222-0175-3-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	31,000		(14,045)	16,955
141-1-222-0175-3-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	11,000			11,000
141-1-222-0175-3-71300-549990-0000-0000-222	Other Supplies & Materials	-	14,045		14,045
141-1-222-0175-3-71300-573010-0000-0000-222	Equipment Vocational	153,499			153,499
	Total 71300 - Vocational Education Instruction	245,183	14,045	(14,045)	245,183
141-1-222-0175-3-72230-552410-0000-0000-222	In-Service/Staff Development	7,200			7,200
	Total 72230 - Vocational Instruction Staff Support	7,200	-	-	7,200
141-1-222-0175-3-76100-570710-0000-0000-222	Building Improvements	7,000			7,000
	Total 76100 - Regular Capital Outlay	7,000	-	-	7,000
	Total - Red Bank High School	267,383	14,045	(14,045)	267,383

ACCOUNT CODE	DESCRIPTION	AMENDED	INCREASE	DECREASE	AMENDED
		BUDGET			BUDGET
		11/20/2025			12/18/2025
Red Bank Middle School					
141-1-222-0180-2-71100-514090-0000-0000-222	Stipends	34,291			34,291
141-1-222-0180-2-71100-520110-0000-0000-222	Social Security	2,126			2,126
141-1-222-0180-2-71100-520410-0000-0000-222	State Retirement	2,743			2,743
141-1-222-0180-2-71100-521210-0000-0000-222	Medicare	497			497
141-1-222-0180-2-71100-521710-0000-0000-222	State Retirement Hybrid	343			343
141-1-222-0180-2-71100-542910-0000-0000-222	Instructional Supplies & Materials	8,810			8,810
141-1-222-0180-2-71100-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	12,000			12,000
141-1-222-0180-2-71100-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	35,305			35,305
	Total 71100 - Regular Instruction	96,115	-	-	96,115
141-1-222-0180-2-71300-5116E0-PBEN-0000-222	CTE Teacher (1.75 FTE)	95,425			95,425
141-1-222-0180-2-71300-520110-PBEN-0000-222	Social Security	5,916			5,916
141-1-222-0180-2-71300-520410-PBEN-0000-222	State Retirement	7,634			7,634
141-1-222-0180-2-71300-520610-PBEN-0000-222	Life Insurance	70			70
141-1-222-0180-2-71300-520710-PBEN-0000-222	Health Insurance	23,310			23,310
141-1-222-0180-2-71300-520810-PBEN-0000-222	Dental Insurance	515			515
141-1-222-0180-2-71300-521010-PBEN-0000-222	Unemployment Compensation	25			25
141-1-222-0180-2-71300-521210-PBEN-0000-222	Medicare	1,384			1,384
141-1-222-0180-2-71300-521710-PBEN-0000-222	State Retirement Hybrid	954			954
141-1-222-0180-2-71300-529910-PBEN-0000-222	Long Term Disability	187			187
141-1-222-0180-2-71300-529930-PBEN-0000-222	Short Term Disability	203			203
141-1-222-0180-2-71300-547110-0000-0000-222	Software	1,785			1,785
	Total 71300 - Vocational Education Instruction	137,408	-	-	137,408
	Total - Red Bank Middle School	233,523	-	-	233,523
Sale Creek Middle/High School					
141-1-222-0190-4-71300-5116E0-PBEN-0000-222	CTE Teacher (.75 FTE)	54,533			54,533
141-1-222-0190-4-71300-520110-PBEN-0000-222	Social Security	3,381			3,381
141-1-222-0190-4-71300-520410-PBEN-0000-222	State Retirement	4,363			4,363
141-1-222-0190-4-71300-520610-PBEN-0000-222	Life Insurance	30			30
141-1-222-0190-4-71300-520710-PBEN-0000-222	Health Insurance	9,990			9,990
141-1-222-0190-4-71300-520810-PBEN-0000-222	Dental Insurance	221			221
141-1-222-0190-4-71300-521010-PBEN-0000-222	Unemployment Compensation	11			11
141-1-222-0190-4-71300-521210-PBEN-0000-222	Medicare	791			791
141-1-222-0190-4-71300-529910-PBEN-0000-222	Long Term Disability	80			80
141-1-222-0190-4-71300-529930-PBEN-0000-222	Short Term Disability	87			87
141-1-222-0190-4-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	48,245			48,245
141-1-222-0190-4-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	600			600
141-1-222-0190-4-71300-547110-0000-0000-222	Software	4,245			4,245
141-1-222-0190-4-71300-559990-0000-2222-222	Other Charges	3,000			3,000
141-1-222-0190-4-71300-573010-0000-0000-222	Equipment Vocational	87,398			87,398
	Total 71300 - Vocational Education Instruction	216,975	-	-	216,975
141-1-222-0190-4-72230-519610-0000-0000-222	Stipends	1,000			1,000
141-1-222-0190-4-72230-520110-0000-0000-222	Social Security	62			62
141-1-222-0190-4-72230-520410-0000-0000-222	State Retirement	80			80
141-1-222-0190-4-72230-521210-0000-0000-222	Medicare	15			15
141-1-222-0190-4-72230-521710-0000-0000-222	State Retirement Hybrid	10			10
141-1-222-0190-4-72230-533610-0000-0000-222	Maintenance & Repair Services	500			500
	Total 72230 - Vocational Instruction Staff Support	1,667	-	-	1,667
141-1-222-0190-4-72710-531410-0000-0000-222	Contracts w/ Public Carriers	7,600			7,600
	Total 72710 - Contracts w/ Public Carriers	7,600	-	-	7,600
141-1-222-0190-4-76100-570710-0000-0000-222	Building Improvements	120,000			120,000
	Total 76100 - Regular Capital Outlay	120,000	-	-	120,000
	Total - Sale Creek Middle/High School	346,242	-	-	346,242
Sequoayah High School					
141-1-222-0196-3-71100-511610-PBEN-0000-222	Teacher (.10 FTE)	4,810			4,810
141-1-222-0196-3-71100-520110-PBEN-0000-222	Social Security	298			298
141-1-222-0196-3-71100-520410-PBEN-0000-222	State Retirement	385			385
141-1-222-0196-3-71100-520610-PBEN-0000-222	Life Insurance	4			4
141-1-222-0196-3-71100-520710-PBEN-0000-222	Health Insurance	1,332			1,332
141-1-222-0196-3-71100-520810-PBEN-0000-222	Dental Insurance	29			29
141-1-222-0196-3-71100-521010-PBEN-0000-222	Unemployment Compensation	1			1
141-1-222-0196-3-71100-521210-PBEN-0000-222	Medicare	70			70
141-1-222-0196-3-71100-521710-PBEN-0000-222	State Retirement Hybrid	48			48
141-1-222-0196-3-71100-529910-PBEN-0000-222	Long Term Disability	11			11
141-1-222-0196-3-71100-529930-PBEN-0000-222	Short Term Disability	12			12
	Total 71100 - Regular Instruction	7,000	-	-	7,000

ACCOUNT CODE	DESCRIPTION	AMENDED			AMENDED
		BUDGET	INCREASE	DECREASE	BUDGET
		11/20/2025			12/18/2025
141-1-222-0196-3-71300-514090-0000-0000-222	Stipends	4,070			4,070
141-1-222-0196-3-71300-520110-0000-0000-222	Social Security	252			252
141-1-222-0196-3-71300-520410-0000-0000-222	State Retirement	338			338
141-1-222-0196-3-71300-521210-0000-0000-222	Medicare	59			59
141-1-222-0196-3-71300-521710-0000-0000-222	State Retirement Hybrid	81			81
141-1-222-0196-3-71300-542910-0000-0000-222	Instructional Supplies & Materials	16,000			16,000
141-1-222-0196-3-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	10,000			10,000
141-1-222-0196-3-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	129,371			129,371
141-1-222-0196-3-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	40,000			40,000
141-1-222-0196-3-71300-573010-0000-0000-222	Equipment Vocational	156,843			156,843
	Total 71300 - Vocational Education Instruction	357,014	-	-	357,014
141-1-222-0196-3-76100-570710-0000-0000-222	Building Improvements	335,000			335,000
	Total 76100 - Regular Capital Outlay	335,000	-	-	335,000
	Total - Sequoyah High School	699,014	-	-	699,014
Orchard Knob Middle School					
141-1-222-0200-2-71100-511610-PBEN-0000-222	Teacher (.5 FTE)	27,696			27,696
141-1-222-0200-2-71100-520110-PBEN-0000-222	Social Security	1,717			1,717
141-1-222-0200-2-71100-520410-PBEN-0000-222	State Retirement	2,216			2,216
141-1-222-0200-2-71100-520610-PBEN-0000-222	Life Insurance	20			20
141-1-222-0200-2-71100-520710-PBEN-0000-222	Health Insurance	6,660			6,660
141-1-222-0200-2-71100-520810-PBEN-0000-222	Dental Insurance	147			147
141-1-222-0200-2-71100-521010-PBEN-0000-222	Unemployment Compensation	7			7
141-1-222-0200-2-71100-521210-PBEN-0000-222	Medicare	402			402
141-1-222-0200-2-71100-521710-PBEN-0000-222	State Retirement Hybrid	277			277
141-1-222-0200-2-71100-529910-PBEN-0000-222	Long Term Disability	54			54
141-1-222-0200-2-71100-529930-PBEN-0000-222	Short Term Disability	58			58
	Total 71100 - Regular Instruction	39,254	-	-	39,254
141-1-222-0200-2-71300-5116E0-PBEN-0000-222	CTE Teacher (1 FTE)	50,000			50,000
141-1-222-0200-2-71300-520110-PBEN-0000-222	Social Security	3,100			3,100
141-1-222-0200-2-71300-520410-PBEN-0000-222	State Retirement	4,000			4,000
141-1-222-0200-2-71300-520610-PBEN-0000-222	Life Insurance	40			40
141-1-222-0200-2-71300-520710-PBEN-0000-222	Health Insurance	13,320			13,320
141-1-222-0200-2-71300-520810-PBEN-0000-222	Dental Insurance	294			294
141-1-222-0200-2-71300-521010-PBEN-0000-222	Unemployment Compensation	14			14
141-1-222-0200-2-71300-521210-PBEN-0000-222	Medicare	725			725
141-1-222-0200-2-71300-521710-PBEN-0000-222	State Retirement	500			500
141-1-222-0200-2-71300-529910-PBEN-0000-222	Long Term Disability	107			107
141-1-222-0200-2-71300-529930-PBEN-0000-222	Short Term Disability	116			116
141-1-222-0200-2-71300-542910-0000-0000-222	Instructional Supplies & Materials	9,920			9,920
141-1-222-0200-2-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	20,000			20,000
141-1-222-0200-2-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	110,688			110,688
141-1-222-0200-2-71300-573010-0000-0000-222	Equipment Vocational	30,000			30,000
	Total 71300 - Vocational Education Instruction	242,824	-	-	242,824
	Total - Orchard Knob Middle School	282,078	-	-	282,078
Signal Mountain Middle/High School					
141-1-222-0210-4-71300-5116E0-PBEN-0000-222	CTE Teacher (1 FTE)	74,820			74,820
141-1-222-0210-4-71300-514090-0000-0000-222	Stipends	9,902			9,902
141-1-222-0210-4-71300-520110-0000-0000-222	Social Security	614			614
141-1-222-0210-4-71300-520110-PBEN-0000-222	Social Security	4,639			4,639
141-1-222-0210-4-71300-520410-0000-0000-222	State Retirement	817			817
141-1-222-0210-4-71300-520410-PBEN-0000-222	State Retirement	5,986			5,986
141-1-222-0210-4-71300-520610-PBEN-0000-222	Life Insurance	40			40
141-1-222-0210-4-71300-520710-PBEN-0000-222	Health Insurance	13,320			13,320
141-1-222-0210-4-71300-520810-PBEN-0000-222	Dental Insurance	294			294
141-1-222-0210-4-71300-521010-PBEN-0000-222	Unemployment Compensation	14			14
141-1-222-0210-4-71300-521210-0000-0000-222	Medicare	144			144
141-1-222-0210-4-71300-521210-PBEN-0000-222	Medicare	1,085			1,085
141-1-222-0210-4-71300-521710-0000-0000-222	State Retirement Hybrid	185			185
141-1-222-0210-4-71300-521710-PBEN-0000-222	State Retirement Hybrid	748			748
141-1-222-0210-4-71300-529910-PBEN-0000-222	Long Term Disability	107			107
141-1-222-0210-4-71300-529930-PBEN-0000-222	Short Term Disability	116			116
141-1-222-0210-4-71300-542910-0000-0000-222	Instructional Supplies & Materials	10,000			10,000
141-1-222-0210-4-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	25,000			25,000
141-1-222-0210-4-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	19,500	262,386		281,886
141-1-222-0210-4-71300-547110-0000-0000-222	Software	4,252			4,252
141-1-222-0210-4-71300-549990-0000-0000-222	Other Supplies & Materials	20,000			20,000
141-1-222-0210-4-71300-559990-0000-0000-222	Other Charges	6,000			6,000
141-1-222-0210-4-71300-573010-0000-0000-222	Equipment Vocational	292,386		(262,386)	30,000
	Total 71300 - Vocational Education Instruction	489,969	262,386	(262,386)	489,969

ACCOUNT CODE	DESCRIPTION	AMENDED			AMENDED
		BUDGET	INCREASE	DECREASE	BUDGET
		11/20/2025			12/18/2025
141-1-222-0210-4-72130-5189F0-PBEN-0000-222	College & Career Advisor	2,133			2,133
141-1-222-0210-4-72130-5189F0-PWOB-0000-222	College & Career Advisor (.5 FTE PTNB)	20,000			20,000
141-1-222-0210-4-72130-520110-PBEN-0000-222	Social Security	120			120
141-1-222-0210-4-72130-520110-PWOB-0000-222	Social Security	1,240			1,240
141-1-222-0210-4-72130-520410-PBEN-0000-222	State Retirement	163			163
141-1-222-0210-4-72130-520610-PBEN-0000-222	Life Insurance	1			1
141-1-222-0210-4-72130-520710-PBEN-0000-222	Health Insurance	512			512
141-1-222-0210-4-72130-520770-PBEN-0000-222	Health Insurance	550			550
141-1-222-0210-4-72130-520810-PBEN-0000-222	Dental Insurance	11			11
141-1-222-0210-4-72130-521010-PBEN-0000-222	Unemployment Compensation	1			1
141-1-222-0210-4-72130-521210-PBEN-0000-222	Medicare	28			28
141-1-222-0210-4-72130-521210-PWOB-0000-222	Medicare	290			290
141-1-222-0210-4-72130-521710-PBEN-0000-222	State Retirement	29			29
141-1-222-0210-4-72130-529910-PBEN-0000-222	Long Term Disability	4			4
141-1-222-0210-4-72130-529930-PBEN-0000-222	Short Term Disability	4			4
	Total 72130 - Other Student Support	25,086	-	-	25,086
141-1-222-0210-4-72210-552410-0000-0000-222	In-Service/Staff Development	7,500			7,500
	Total 72210 - Regular Instructional Support	7,500	-	-	7,500
141-1-222-0210-4-72710-531410-0000-0000-222	Contracts w/ Public Carriers	6,000			6,000
	Total 72710 - Contracts w/ Public Carriers	6,000	-	-	6,000
141-1-222-0210-4-76100-570710-0000-0000-222	Building Improvements	30,000			30,000
	Total 76100 - Regular Capital Outlay	30,000	-	-	30,000
	Total - Signal Mountain Middle/High School	558,555	262,386	(262,386)	558,555
Soddy Daisy High School					
141-1-222-0220-3-71100-514090-0000-0000-222	Stipends	2,143			2,143
141-1-222-0220-3-71100-520110-0000-0000-222	Social Security	134			134
141-1-222-0220-3-71100-520410-0000-0000-222	State Retirement	171			171
141-1-222-0220-3-71100-521210-0000-0000-222	Medicare	31			31
141-1-222-0220-3-71100-521710-0000-0000-222	State Retirement Hybrid	21			21
	Total 71100 - Regular Instruction	2,500	-	-	2,500
141-1-222-0220-3-71300-5116E0-PBEN-0000-222	CTE Teacher (1 FTE)	56,659			56,659
141-1-222-0220-3-71300-520110-PBEN-0000-222	Social Security	3,513			3,513
141-1-222-0220-3-71300-520410-PBEN-0000-222	State Retirement	4,532			4,532
141-1-222-0220-3-71300-520610-PBEN-0000-222	Life Insurance	40			40
141-1-222-0220-3-71300-520710-PBEN-0000-222	Health Insurance	13,320			13,320
141-1-222-0220-3-71300-520810-PBEN-0000-222	Dental Insurance	294			294
141-1-222-0220-3-71300-521010-PBEN-0000-222	Unemployment Compensation	14			14
141-1-222-0220-3-71300-521210-PBEN-0000-222	Medicare	822			822
141-1-222-0220-3-71300-521710-PBEN-0000-222	State Retirement Hybrid	567			567
141-1-222-0220-3-71300-529910-PBEN-0000-222	Long Term Disability	107			107
141-1-222-0220-3-71300-529930-PBEN-0000-222	Short Term Disability	116			116
141-1-222-0220-3-71300-542910-0000-0000-222	Instructional Supplies & Material	7,099			7,099
141-1-222-0220-3-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	17,500			17,500
141-1-222-0220-3-71300-542930-0000-0000-222	Instructional Supplies & Materials - Equipment	32,183			32,183
141-1-222-0220-3-71300-547110-0000-0000-222	Software	2,400			2,400
141-1-222-0220-3-71300-549990-0000-0000-222	Other Supplies & Materials	20,651			20,651
141-1-222-0220-3-71300-559990-0000-0000-222	Other Charges	600			600
141-1-222-0220-3-71300-573010-0000-0000-222	Vocational Instruction Equipment	120,009			120,009
	Total 71300 - Vocational Education Instruction	280,426	-	-	280,426
141-1-222-0220-3-72130-512310-PBEN-0000-222	Counselor (.5 FTE)	39,782			39,782
141-1-222-0220-3-72130-520110-PBEN-0000-222	Social Security	2,466			2,466
141-1-222-0220-3-72130-520410-PBEN-0000-222	State Retirement	3,182			3,182
141-1-222-0220-3-72130-520610-PBEN-0000-222	Life Insurance	20			20
141-1-222-0220-3-72130-520710-PBEN-0000-222	Health Insurance	6,660			6,660
141-1-222-0220-3-72130-520810-PBEN-0000-222	Dental Insurance	147			147
141-1-222-0220-3-72130-521010-PBEN-0000-222	Unemployment Compensation	7			7
141-1-222-0220-3-72130-521210-PBEN-0000-222	Medicare	577			577
141-1-222-0220-3-72130-529910-PBEN-0000-222	Long Term Disability	54			54
141-1-222-0220-3-72130-529930-PBEN-0000-222	Short Term Disability	58			58
	Total 72130 - Other Student Support	52,953	-	-	52,953
141-1-222-0220-3-72250-579010-0000-BUDG-222	Other Equipment	60,000			60,000
	Total 72250 - Education Technology	60,000	-	-	60,000
141-1-222-0220-3-72710-531410-0000-0000-222	Contracts w/ Public Carriers	1,650			1,650
	Total 72710 - Contracts w/ Public Carriers	1,650	-	-	1,650
	Total -Soddy Daisy High School	397,529	-	-	397,529
Soddy Daisy Middle School					
141-1-222-0225-2-71100-547110-0000-0000-222	Software	3,000			3,000
	Total 71100 - Regular Instruction	3,000	-	-	3,000
141-1-222-0225-2-71300-5116E0-PBEN-0000-222	CTE Teacher (.5 FTE)	29,596			29,596

ACCOUNT CODE	DESCRIPTION	AMENDED	INCREASE	DECREASE	AMENDED
		BUDGET			BUDGET
		11/20/2025			12/18/2025
141-1-222-0225-2-71300-514090-0000-0000-222	Stipends	25,434			25,434
141-1-222-0225-2-71300-520110-0000-0000-222	Social Security	1,577			1,577
141-1-222-0225-2-71300-520110-PBEN-0000-222	Social Security	1,835			1,835
141-1-222-0225-2-71300-520410-0000-0000-222	State Retirement	2,111			2,111
141-1-222-0225-2-71300-520410-PBEN-0000-222	State Retirement	2,368			2,368
141-1-222-0225-2-71300-520610-PBEN-0000-222	Life Insurance	20			20
141-1-222-0225-2-71300-520710-PBEN-0000-222	Health Insurance	6,660			6,660
141-1-222-0225-2-71300-520810-PBEN-0000-222	Dental Insurance	147			147
141-1-222-0225-2-71300-521010-PBEN-0000-222	Unemployment Compensation	7			7
141-1-222-0225-2-71300-521210-0000-0000-222	Medicare	369			369
141-1-222-0225-2-71300-521210-PBEN-0000-222	Medicare	429			429
141-1-222-0225-2-71300-521710-0000-0000-222	State Retirement Hybrid	509			509
141-1-222-0225-2-71300-521710-PBEN-0000-222	State Retirement Hybrid	296			296
141-1-222-0225-2-71300-529910-PBEN-0000-222	Long Term Disability	54			54
141-1-222-0225-2-71300-529930-PBEN-0000-222	Short Term Disability	58			58
141-1-222-0225-2-71300-542910-0000-0000-222	Instructional Supplies & Materials	2,500			2,500
141-1-222-0225-2-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	2,500			2,500
141-1-222-0225-2-71300-547110-0000-0000-222	Software	2,500			2,500
141-1-222-0225-2-71300-559990-0000-0000-222	Other Charges	10,000			10,000
141-1-222-0225-2-71300-573010-0000-0000-222	Equipment Vocational	111,123			111,123
	Total 71300 - Vocational Education Instruction	200,093	-	-	200,093
141-1-222-0225-2-72230-514090-0000-0000-222	Stipends	4,240			4,240
141-1-222-0225-2-72230-520110-0000-0000-222	Social Security	263			263
141-1-222-0225-2-72230-520410-0000-0000-222	State Retirement	352			352
141-1-222-0225-2-72230-521210-0000-0000-222	Medicare	61			61
141-1-222-0225-2-72230-521710-0000-0000-222	State Retirement Hybrid	84			84
141-1-222-0225-2-72230-552410-0000-0000-222	In-Service/Staff Development	2,500			2,500
	Total 72230 - Vocational Instruction Staff Support	7,500	-	-	7,500
141-1-222-0225-2-72710-531410-0000-0000-222	Contracts w/ Public Carriers	15,000			15,000
	Total 72710 - Contracts w/ Public Carriers	15,000	-	-	15,000
	Total - Soddy Daisy Middle School	225,593	-	-	225,593
Tyner Middle High					
141-1-222-0238-4-71100-572210-0000-0000-222	Regular Instruction Equipment	253,072			253,072
	Total 71100 - Regular Instruction	253,072	-	-	253,072
141-1-222-0238-4-71300-542910-0000-0000-222	Instructional Supplies & Materials	3,000			3,000
141-1-222-0238-4-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	5,000			5,000
141-1-222-0238-4-71300-547110-0000-0000-222	Software	1,500			1,500
141-1-222-0238-4-71300-549980-0000-0000-222	Other Supplies & Materials - Equipment	66,100			66,100
141-1-222-0238-4-71300-559990-0000-0000-222	Other Charges	20,000			20,000
141-1-222-0238-4-71300-573010-0000-0000-222	Equipment Vocational	235,000			235,000
	Total 71300 - Vocational Education Instruction	330,600	-	-	330,600
141-1-222-0238-4-72710-531410-0000-0000-222	Contracts w/ Public Carriers	11,611			11,611
	Total 72710 - Contracts w/ Public Carriers	11,611	-	-	11,611
	Total - Tyner Academy	595,283	-	-	595,283
STEM School					
141-1-222-0280-3-71100-572210-0000-0000-222	Regular Instruction Equipment	64,279			64,279
	Total 71100 - Regular Instruction	64,279	-	-	64,279
141-1-222-0280-3-71300-5116E0-PBEN-0000-222	STEM Teacher (.50 FTE)	32,742			32,742
141-1-222-0280-3-71300-520110-PBEN-0000-222	Social Security	2,030			2,030
141-1-222-0280-3-71300-520410-PBEN-0000-222	State Retirement	2,619			2,619
141-1-222-0280-3-71300-520610-PBEN-0000-222	Life Insurance	20			20
141-1-222-0280-3-71300-520710-PBEN-0000-222	Health Insurance	6,660			6,660
141-1-222-0280-3-71300-520810-PBEN-0000-222	Dental Insurance	147			147
141-1-222-0280-3-71300-521010-PBEN-0000-222	Unemployment Compensation	7			7
141-1-222-0280-3-71300-521210-PBEN-0000-222	Medicare	475			475
141-1-222-0280-3-71300-521710-PBEN-0000-222	State Retirement Hybrid	327			327
141-1-222-0280-3-71300-529910-PBEN-0000-222	Long Term Disability	54			54
141-1-222-0280-3-71300-529930-PBEN-0000-222	Short Term Disability	58			58
141-1-222-0280-3-71300-542910-0000-2222-222	Instructional Supplies & Materials - Consumables	25,000			25,000
141-1-222-0280-3-71300-547110-0000-0000-222	Software	3,000			3,000
141-1-222-0280-3-71300-549990-0000-0000-222	Other Supplies & Materials	5,000			5,000
141-1-222-0280-3-71300-573010-0000-0000-222	Vocational Equipment	51,975			51,975
	Total 71300 - Vocational Education Instruction	130,114	-	-	130,114
141-1-222-0280-3-72230-552410-0000-0000-222	In-Service/Staff Development	10,000			10,000
	Total 72230 - Vocational Instruction Staff Support	10,000	-	-	10,000
141-1-222-0280-3-72710-531410-0000-0000-222	Contracts w/ Public Carriers	5,000			5,000
	Total 72710 - Contracts w/ Public Carriers	5,000	-	-	5,000
141-1-222-0280-3-76100-570710-0000-0000-222	Building Improvements	2,000			2,000
	Total 76100 - Regular Capital Outlay	2,000	-	-	2,000

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
	Total - STEM School	211,393	-	-	211,393
	TOTAL BUDGET	10,118,325	461,305	(461,305)	10,118,325

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 SELF-FUNDED PROGRAMS
 ACCELERATE LEARNING
 BUDGET FISCAL YEAR 2025-2026**
 FY26 award is \$75,000.00
 FY25 carryover is \$23,032.85

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		10/9/2025	INCREASE	DECREASE	12/18/2025
141-5-414-0000-0-00000-445700-0000-0000-414	Contributions and Gifts	75,000			75,000
141-5-414-0000-0-00000-4T4555-0000-0000-414	Restricted for Education	23,033			23,033
	Total Source of Funds	98,033	-	-	98,033

USE OF FUNDS SUMMARY

71100	Regular Instruction	57,692	5,550	(5,425)	57,817
72210	Instructional Support	18,989	15	(90)	18,914
72710	Transportation	16,450	-	(50)	16,400
99100	Indirect Costs	4,902	-	-	4,902
	Total Use of Funds	98,033	5,565	(5,565)	98,033

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		10/9/2025	INCREASE	DECREASE	12/18/2025
District Office					
141-5-414-0000-0-72210-514090-0000-0000-414	Stipends	7,620	15		7,635
141-5-414-0000-0-72210-518990-PWOB-0000-414	Intern (FTE .5)	4,500			4,500
141-5-414-0000-0-72210-520110-0000-0000-414	Social Security	10			10
141-5-414-0000-0-72210-520110-PWOB-0000-414	Social Security	288			288
141-5-414-0000-0-72210-520770-PWOB-0000-414	Medical Insurance	250			250
141-5-414-0000-0-72210-521210-0000-0000-414	Medicare	3			3
141-5-414-0000-0-72210-521210-PWOB-0000-414	Medicare	68			68
141-5-414-0000-0-72210-552410-0000-0000-414	In Service/Staff Development	4,750			4,750
141-5-414-0000-0-72210-559990-0000-0000-414	Other Charges	1,500		(90)	1,410
	Total 72210 - Regular Instructional Support	18,989	15	(90)	18,914
141-5-414-0000-0-99100-550410-0000-0000-414	Indirect Cost (5%)	4,902			4,902
	Total 99100 - Indirect Cost	4,902	-	-	4,902
	Total - District Office	23,891	15	(90)	23,816
School-Based System Wide					
141-5-414-6000-0-71100-542910-0000-0000-414	Instructional Supplies	36			36
	Total - School-Based System Wide	36	-	-	36
Allen Elementary					
141-5-414-0005-1-71100-518990-PWOB-0000-414	Impact Tutors (0.6 FTE)	4,824	400		5,224
141-5-414-0005-1-71100-520770-PWOB-0000-414	Medical Insurance	1,200	350		1,550
	Total - Allen Elementary	6,024	750	-	6,774
Bess. T Shepherd Elementary					
141-5-414-0017-1-71100-518990-PWOB-0000-414	Impact Tutors (0.8 FTE)	7,524		(2,500)	5,024
141-5-414-0017-1-71100-520770-PWOB-0000-414	Medical Insurance	2,000		(250)	1,750
	Total - Bess T. Shepherd Elementary	9,524	-	(2,750)	6,774
Chattanooga School for Arts & Sciences-Lower					
141-5-414-0047-1-71100-518990-PWOB-0000-414	Impact Tutors (1.7 FTE)	8,935		(700)	8,235
141-5-414-0047-1-71100-520770-PWOB-0000-414	Medical Insurance	3,400	700		4,100
	Total - CSAS Lower	12,335	700	(700)	12,335
Daisy Elementary					
141-5-414-0050-1-71100-518990-PWOB-0000-414	Impact Tutors (0.6 FTE)	4,825	250		5,075
141-5-414-0050-1-71100-520770-PWOB-0000-414	Medical Insurance	1,200	325		1,525
	Total - Daisy Elementary	6,025	575	-	6,600
East Ridge Elementary					
141-5-414-0065-1-71100-518990-PWOB-0000-414	Impact Tutors (1.2 FTE)	4,869		(550)	4,319
141-5-414-0065-1-71100-520770-PWOB-0000-414	Medical Insurance	2,600		(225)	2,375
	Total - East Ridge Elementary	7,469	-	(775)	6,694

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET
		10/9/2025	INCREASE	DECREASE
Harrison Elementary				
141-5-414-0090-1-71100-518990-PWOB-0000-414	Impact Tutors (1.4 FTE)	10,644	2,775	13,419
141-5-414-0090-1-71100-520770-PWOB-0000-414	Medical Insurance	2,800	750	3,550
	Total 71100 - Regular Instruction	13,444	3,525	-
141-5-414-0090-1-72710-531410-0000-0000-414	Contracts w/ Public Carriers	16,450		(50)
	Total 72710 - Transportation	16,450	-	(50)
	Total - Harrison Elementary	29,894	3,525	(50)
Woodmore Elementary				
141-5-414-0245-1-71100-518990-PWOB-0000-414	Impact Tutors (0.3 FTE)	2,035		(1,000)
141-5-414-0245-1-71100-520770-PWOB-0000-414	Medical Insurance	800		(200)
	Total - Woodmore Elementary	2,835	-	(1,200)
	Total - Schools	74,106	5,550	(5,475)
	TOTAL BUDGET	98,033	5,565	(5,565)

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 SELF-FUNDED PROGRAMS
 MAINTENANCE RECYCLABLES
 BUDGET FISCAL YEAR 2025-2026**

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	FY2026 BUDGET 12/18/2025
141-5-428-0000-0-00000-4T4555-0000-0000	Restricted for Education	19,000
	Total Source of Funds	19,000

USE OF FUNDS SUMMARY

72610	Operation of Plant	19,000
	Total Use of Funds	19,000

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	FY2026 BUDGET 12/18/2025
141-5-428-0000-0-72610-549980-0000-0000	Other Supplies - Equipment	19,000
	Total 72610 - Operation of Plant	19,000
	TOTAL BUDGET	19,000

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 SELF-FUNDED PROGRAMS
 HAMILTON COUNTY GOVERNMENT FUNDS
 BUDGET FISCAL YEAR 2025-2026**

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		
		11/20/2025	INCREASE	DECREASE
141-5-435-0000-0-00000-481300-0000-0000-435	Other Government Contributions	48,923,386	80,951	49,004,337
Total Source of Funds		48,923,386	80,951	- 49,004,337

USE OF FUNDS SUMMARY

76100	Capital Outlay	48,923,386	80,951	- 49,004,337
Total Use of Funds		48,923,386	80,951	- 49,004,337

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		
		11/20/2025	INCREASE	DECREASE
Deferred Maintenance				
District 1				
141-5-435-0196-4-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -Sequoyah Roof	2,260,044		2,260,044
141-5-435-0196-4-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -Sequoyah Fans	50,000		50,000
141-5-435-0190-4-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -Sale Creek Bleachers	300,000		300,000
141-5-435-0220-3-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -SDHS Security	39,872		39,872
141-5-435-0220-3-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -SDHS Brick Repair	1,152,508		1,152,508
141-5-435-0147-1-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -NHES Roof	728,755		728,755
141-5-435-0050-1-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -Daisy Elem-Fire Alarm	102,033		102,033
141-5-435-0230-1-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -Soddy Elem-Auditorium Roof	102,000		102,000
141-5-435-0220-3-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -Soddy Daisy High-JROTC Roof	59,000		59,000
141-5-435-0220-3-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -Soddy Daisy High - Weight Room Renovation	124,035		124,035
141-5-435-0147-1-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -North Hamilton Co Elem - Water Heaters	27,879		27,879
141-5-435-0190-4-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -Sale Creek Gym Locker Reno	300,000		300,000
141-5-435-0220-3-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -SDHS Old Gym Air Conditioning	350,000		350,000
141-5-435-0147-1-76100-570710-0000-1201-A09	Building Improvements - Ed Cap -North Hamilton Co Elem - Chiller	300,000		300,000
Total 76100 - Capital Outlay - District 1		5,896,126	-	- 5,896,126
District 2				
141-5-435-0171-1-76100-570710-0000-1202-A09	Building Improvements - Ed Cap -RBE-Partial Roof	43,386		43,386
141-5-435-0240-1-76100-570710-0000-1202-A09	Building Improvements - Ed Cap -Thrasher-Chiller	177,000		177,000
141-5-435-0210-4-76100-570710-0000-1202-A09	Building Improvements - Ed Cap -SMMHS Turf Field	980,724	6,011	986,735
Total 76100 - Capital Outlay - District 2		1,201,110	6,011	- 1,207,121
District 3				
141-5-435-0128-3-76100-570710-0000-1203-A09	Building Improvements - Ed Cap -Hixson High-Chiller	150,000		150,000
141-5-435-0019-1-76100-570710-0000-1203-A09	Building Improvements - Ed Cap -Big Ridge-Chiller	157,000		157,000
141-5-435-0128-3-76100-570710-0000-1203-A09	Building Improvements - Ed Cap -Hixson High - Vocational Rooftop Units	115,000		115,000
141-5-435-0120-2-76100-570710-0000-1203-A09	Building Improvements - Ed Cap -Loftis Middle-Chiller	380,000		380,000
141-5-435-0120-2-76100-570710-0000-1203-A09	Building Improvements - Ed Cap - Loftis Middle-Lobby/Clear Story Windows	36,000		36,000
141-5-435-0051-1-76100-570710-0000-1203-A09	Building Improvements - Ed Cap - McConnell Elem	2,000,000		2,000,000
141-5-435-0128-3-76100-570710-0000-1203-A09	Building Improvements - Ed Cap -Hixson High - Turf Football Field	1,000,000		1,000,000
Total 76100 - Capital Outlay - District 3		3,838,000	-	- 3,838,000
District 4				
141-5-435-0046-4-76100-570710-0000-1204-A09	Building Improvements - Ed Cap -CSAS Auditorium Roof	120,000		120,000
141-5-435-0200-2-76100-570710-0000-1204-A09	Building Improvements - Ed Cap -OKMS Bleachers	184,850		184,850
141-5-435-0200-2-76100-570710-0000-1204-A09	Building Improvements - Ed Cap -OKMS HVAC	6,000,000		6,000,000
141-5-435-0046-4-76100-570710-0000-1204-A09	Building Improvements - Ed Cap -CSAS - Lower - Elementary Roof	62,000		62,000
141-5-435-0000-0-76100-570710-0000-1204-A09	Building Improvements - Ed Cap -Hillcrest Center-Security Entrance	30,000		30,000
141-5-435-0110-1-76100-570710-0000-1204-A09	Building Improvements - Ed Cap -Hardy Elem Playground	250,000		250,000
141-5-435-P85B-0-76100-570710-0000-1204-A09	Building Improvements - Ed Cap -FRFRC (Gateway) Stormwater Landscape	13,500		13,500
141-5-435-0046-4-76100-570710-0000-1204-A09	Building Improvements - Ed Cap -CSAS Stadium/Turf	4,500,000		4,500,000
141-5-435-0200-2-76100-570710-0000-1204-A09	Building Improvements - Ed Cap -OKMS Sand Gym Floor	37,000		37,000
141-5-435-P85B-0-76100-570710-0000-1204-A09	Building Improvements - Ed Cap -FRFRC (Gateway) CTE Expo Area	300,000		300,000
Total 76100 - Capital Outlay - District 4		11,497,350	-	- 11,497,350
District 5				
141-5-435-0245-1-76100-570710-0000-1205-A09	Building Improvements - Ed Cap -Woodmore Shingle Roof	95,000		95,000
141-5-435-0245-1-76100-570710-0000-1205-A09	Building Improvements - Ed Cap -Woodmore-Boiler	200,000		200,000
141-5-435-0245-1-76100-570710-0000-1205-A09	Building Improvements - Ed Cap - Woodmore Elem - Brown Modified Roof	60,000		60,000
141-5-435-7056-7-76100-570710-0000-1205-A09	Building Improvements - Ed Cap -Dawn Program-Fencing	19,533		19,533
141-5-435-0245-1-76100-570710-0000-1205-A09	Building Improvements - Ed Cap -Woodmore-Playground Upgrade	250,000		250,000
141-5-435-0055-2-76100-570710-0000-1205-A09	Building Improvements - Ed Cap -Dalewood Reroof Pods-Gym	2,500,000		2,500,000
Total 76100 - Capital Outlay - District 5		3,124,533	-	- 3,124,533
District 6				
141-5-435-0041-4-76100-570710-0000-1206-A09	Building Improvements - Ed Cap -NPMMS Fencing	150,000		150,000
141-5-435-0041-4-76100-570710-0000-1206-A09	Building Improvements - Ed Cap -NPMMS Fire Alarm	1,986		1,986
141-5-435-0175-3-76100-570710-0000-1206-A09	Building Improvements - Ed Cap -RBHS Renovation	140,535		140,535
141-5-435-0175-3-76100-570710-0000-1206-A09	Building Improvements - Ed Cap -RBHS Elevator	5,567	3,996	9,563
141-5-435-0045-4-76100-570710-0000-1206-A09	Building Improvements - Ed Cap -CCA Theatre Seating	456,269		456,269
141-5-435-0041-4-76100-570710-0000-1206-A09	Building Improvements - Ed Cap -NPMMS Elevator	101,142		101,142
141-5-435-0041-4-76100-570710-0000-1206-A09	Building Improvements - Ed Cap -NPMMS Windows	530,000		530,000
141-5-435-0045-4-76100-570710-0000-1206-A09	Building Improvements - Ed Cap -CCA Stage Wall	300,000		300,000
141-5-435-0175-3-76100-570710-0000-1206-A09	Building Improvements - Ed Cap -RBHS Replace Gym Floor	300,000		300,000
141-5-435-0175-3-76100-570710-0000-1206-A09	Building Improvements - Ed Cap -RBHS Replace Gym Hallway Roof	100,000		100,000
141-5-435-0041-4-76100-570710-0000-1206-A09	Building Improvements - Ed Cap -NPMMS Gym Units	170,000		170,000
Total 76100 - Capital Outlay - District 6		2,255,499	3,996	- 2,259,495

District 7

141-5-435-0059-3-76100-570710-0000-1207-A09	Building Improvements - Ed Cap - EHHS Parking Lot	72		72
141-5-435-0059-3-76100-570710-0000-1207-A09	Building Improvements - Ed Cap -EHHS Stadium/Turf	677,754	6,177	683,931
141-5-435-0059-3-76100-570710-0000-1207-A09	Building Improvements - Ed Cap - EHHS Stair Treads	15,000		15,000
141-5-435-0265-1-76100-539990-0000-1207-A09	Building Improvements - Ed Cap - Westview - Chiller	300,000		300,000
141-5-435-0265-1-76100-533510-0000-1207-A09	Building Improvements - Ed Cap - Westview - Paving	100,000		100,000
Total 76100 - Capital Outlay - District 7		1,092,826	6,177	- 1,099,003

District 8

141-5-435-0070-3-76100-570710-0000-1208-A09	Building Improvements - Ed Cap - ERHS Ceiling Demo	750,000		750,000
141-5-435-0070-3-76100-570710-0000-1208-A09	Building Improvements - Ed Cap - ERHS Softball Field	482,566	584	483,150
141-5-435-0070-3-76100-539990-0000-1208-A09	Other Contracted Services - ERHS Gym Floor/Paint	44,165		44,165
141-5-435-0235-1-76100-570710-0000-1208-A09	Building Improvements - Ed Cap - Spring Creek-Fire Alarm	113,469		113,469
141-5-435-0070-3-76100-570710-0000-1208-A09	Building Improvements - Ed Cap - ERHS Gym Roof	72,000		72,000
Total 76100 - Capital Outlay - District 8		1,462,200	584	- 1,462,784

District 9

141-5-435-0100-2-76100-570710-0000-1209-A09	Building Improvements - Ed Cap - Hunter Baseball Fld	161,725		161,725
141-5-435-0040-3-76100-570710-0000-1209-A09	Building Improvements - Ed Cap - Central Bleachers	500,000		500,000
141-5-435-0040-3-76100-570710-0000-1209-A09	Building Improvements - Ed Cap - Central Rooftop Units	3,199,774		3,199,774
141-5-435-0215-1-76100-570710-0000-1209-A09	Building Improvements - Ed Cap - Snow Hill Chiller	245,000		245,000
141-5-435-0215-1-76100-570710-0000-1209-A09	Building Improvements - Ed Cap - Snow Hill Roof/Addit	1,281,192		1,281,192
141-5-435-0040-3-76100-570710-0000-1209-A09	Building Improvements - Ed Cap - Central - Turf	1,000,000		1,000,000
141-5-435-0040-3-76100-570710-0000-1209-A09	Building Improvements - Ed Cap - Central Front Office Renovation	40,000		40,000
141-5-435-0100-2-76100-570710-0000-1209-A09	Building Improvements - Ed Cap - Hunter Athletic Field ADA	150,000		150,000
Total 76100 - Capital Outlay - District 9		6,577,691	-	- 6,577,691

District 10

141-5-435-0160-3-76100-570710-0000-1210-A09	Building Improvements - Ed Cap - OHS Chiller	70,000		70,000
141-5-435-0160-3-76100-570710-0000-1210-A09	Building Improvements - Ed Cap - OHS Track	540,821		540,821
141-5-435-0017-1-76100-570710-0000-1210-A09	Building Improvements - Ed Cap - BTES Roof	242,066		242,066
141-5-435-0017-1-76100-570710-0000-1210-A09	Building Improvements - Ed Cap - BTES Controls	8,250	1,250	9,500
141-5-435-0260-1-76100-570710-0000-1210-A09	Building Improvements - Ed Cap - Wallace Smith Controls	450,000		450,000
141-5-435-0100-2-76100-570710-0000-1210-A09	Building Improvements - Ed Cap - Hunter Mid Controls	725,000		725,000
141-5-435-0157-2-76100-570710-0000-1210-A09	Building Improvements - Ed Cap - Ooltewah Mid-Roof	430,000		430,000
141-5-435-0160-3-76100-570710-0000-1210-A09	Building Improvements - Ed Cap - OHS Soccer RR	300,000		300,000
Total 76100 - Capital Outlay - District 10		2,766,137	1,250	- 2,767,387

District 11

141-5-435-0064-2-76100-570710-0000-1211-A09	Building Improvements - Ed Cap - ELA EPDM Roof	740,925		740,925
141-5-435-0137-3-76100-570710-0000-1211-A09	Building Improvements - Ed Cap - Howard High-Settling	492,750		492,750
141-5-435-0125-1-76100-570710-0000-1211-A09	Building Improvements - Ed Cap - Lkt Mtn Cafeteria Roof	293,592		293,592
141-5-435-0125-1-76100-570710-0000-1211-A09	Building Improvements - Ed Cap - Lkt Mtn Controls	2,750	25,000	27,750
141-5-435-0165-4-76100-570710-0000-1211-A09	Building Improvements - Ed Cap - LVMHS Wallpacks	1,452,855		1,452,855
141-5-435-0241-1-76100-570710-0000-1211-A09	Building Improvements - Ed Cap - LVE Roof,Ceiling	902,397		902,397
141-5-435-0241-1-76100-570710-0000-1211-A09	Building Improvements - Ed Cap - LVE Restrooms	90,000		90,000
141-5-435-0037-1-76100-570710-0000-1211-A09	Building Improvements - Ed Cap - Donaldson Roof	67,000		67,000
141-5-435-0063-1-76100-570710-0000-1211-A09	Building Improvements - Ed Cap - East Lake Ele Chiller	220,000		220,000
141-5-435-0063-1-76100-570710-0000-1211-A09	Building Improvements - Ed Cap - East Lake Ele Water Heater	29,734		29,734
141-5-435-0016-1-76100-570710-0000-1211-A09	Building Improvements - Ed Cap - Battle Academy Office Remodel	15,000		15,000
141-5-435-0125-1-76100-570710-0000-1211-A09	Building Improvements - Ed Cap - Lkt Mtn Elevator	100,000		100,000
Total 76100 - Capital Outlay - District 11		4,407,003	25,000	- 4,432,003

District Projects

141-5-435-0000-0-76100-570710-0000-1212-A09	Building Improvements - Ed Cap - Service Center Roof	887,239		887,239
141-5-435-0000-0-76100-539990-0000-1212-A09	Other Contracted Services - CSLA/Dawn Demo	930,669	37,933	968,602
141-5-435-6000-0-76100-539990-0000-1212-A09	Other Contracted Services - System Wide Painting	917,003		917,003
141-5-435-6000-0-76100-570710-0000-1212-A09	Building Improvements - Ed Cap - System Wide Alarms	50,000		50,000
141-5-435-6000-0-76100-539990-0000-1212-A09	Other Contracted Services - Flooring System Wide	150,000		150,000
141-5-435-6000-0-76100-539990-0000-1212-A09	Other Contracted Services - Asbestos Abatement-System	100,000		100,000
141-5-435-6000-0-76100-570710-0000-1212-A09	Building Improvement - Ed Cap Playground Safety System wide	150,000		150,000
141-5-435-6000-0-76100-570710-0000-1212-A09	Building Improvement - Ed Cap HVAC System wide	150,000		150,000
141-5-435-6000-0-76100-570710-0000-1212-A09	Building Improvement - Ed Cap Marker Boards System wide	50,000		50,000
141-5-435-6000-0-76100-570710-0000-1212-A09	Building Improvement - Ed Cap Fencing System wide	150,000		150,000
141-5-435-6000-0-76100-570710-0000-1212-A09	Building Improvement - Ed Cap Fire Code Upgrades System wide	100,000		100,000
141-5-435-6000-0-76100-570710-0000-1212-A09	Building Improvement - Ed Cap Wood Exterior Doors	200,000		200,000
141-5-435-0000-0-76100-533510-0000-1212-A09	Maintenance & Repairs Bldgs - Paving	300,000		300,000
141-5-435-0000-0-76100-533610-0000-1212-A09	Maintenance & Repairs Services- IT (Paging System upgrades)	200,000		200,000
141-5-435-0000-0-76100-570710-0000-1212-A09	Building Improvement - Ed Cap Door Locks	200,000		200,000
141-5-435-0000-0-76100-570710-0000-1212-A09	Building Improvement - Ed Cap Central Office Bldg 228 RTU	20,000		20,000
141-5-435-0000-0-76100-570710-0000-1212-A09	Building Improvement - Ed Cap Central Office Remaining Roofs	250,000		250,000
Total 76100 - Capital Outlay - District Wide		4,804,911	37,933	- 4,842,844

Total Deferred Maintenance Phase 1

48,923,386	80,951	- 49,004,337
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TOTAL BUDGET

48,923,386	80,951	- 49,004,337
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**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 SELF-FUNDED PROGRAMS
 FUTURE READY INSTITUTES - HIXSON HIGH
 BUDGET FISCAL YEAR 2025-2026
 FY25 carryover is \$48,558.73**

SOURCE OF FUNDS

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET			
		9/18/2025	INCREASE	DECREASE	AMENDED BUDGET 12/18/2025
141-5-437-0000-0-00000-445700-0000-0000	Contributions and Gifts	38,000			38,000
141-5-437-0000-0-00000-4T4555-0000-0000	Restricted for Education	48,559			48,559
	Total Source of Funds	86,559	-	-	86,559

USE OF FUNDS SUMMARY

		AMENDED BUDGET			
		9/18/2025	INCREASE	DECREASE	AMENDED BUDGET 12/18/2025
71100	Regular Instruction	26,359	17,500	(17,500)	26,359
71300	Vocational Education Instruction	23,200	175	-	23,375
72130	Other Student Support	10,000	-	-	10,000
72710	Transportation	12,000	-	-	12,000
76100	Regular Capital Outlay	15,000	-	(175)	14,825
	Total Use of Funds	86,559	17,675	(17,675)	86,559

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET			
		9/18/2025	INCREASE	DECREASE	AMENDED BUDGET 12/18/2025
141-5-437-0128-3-71100-542910-0000-0000	Instructional Materials	2,659			2,659
141-5-437-0128-3-71100-542930-0000-0000	Instructional Materials - Equipment	-	17,500		17,500
141-5-437-0128-3-71100-547110-0000-0000	Software	6,200			6,200
141-5-437-0128-3-71100-572210-0000-0000	Equipment - Regular Instruction	17,500		(17,500)	-
	Total 71100 - Regular Instruction	26,359	17,500	(17,500)	26,359
141-5-437-0128-3-71300-518990-PWOB-0000	Other Salaries	12,262			12,262
141-5-437-0128-3-71300-520110-PWOB-0000	Social Security	760			760
141-5-437-0128-3-71300-520770-PWOB-0000	Medical Insurance	-	175		175
141-5-437-0128-3-71300-521210-PWOB-0000	Employer Medicare	178			178
141-5-437-0128-3-71300-559990-0000-0000	Other Charges	10,000			10,000
	Total 71300 - Vocational Education Instruction	23,200	175	-	23,375
141-5-437-0128-3-72130-552410-0000-0000	In Service/Staff Development	10,000			10,000
	Total 72130 - Other Student Support	10,000	-	-	10,000
141-5-437-0128-3-72710-531410-0000-0000	Contracts w/ Public Carriers	12,000			12,000
	Total 72710 - Transportation	12,000	-	-	12,000
141-5-437-0128-3-76100-570710-0000-0000	Building Improvements	15,000		(175)	14,825
	Total 76100 - Regular Capital Outlay	15,000	-	(175)	14,825
	TOTAL BUDGET	86,559	17,675	(17,675)	86,559

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 SELF-FUNDED PROGRAMS
 FUTURE READY INSTITUTE - UNUM
 BUDGET FISCAL YEAR 2025-2026
 FY25 carryover is \$266,717.09**

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	FY2026 BUDGET		AMENDED BUDGET
		DOCUMENT	INCREASE	DECREASE 12/18/2025
141-5-438-0000-0-00000-4T4555-0000-0000	Restricted for Education	150,000	116,717	266,717
141-5-438-0000-0-00000-445700-0000-0000	Contributions and Gifts	-	100,000	100,000
	Total Source of Funds	150,000	216,717	- 366,717

USE OF FUNDS SUMMARY

71300	Vocational Education Instruction	-	216,717	-	216,717
72210	Instructional Support	150,000	-	-	150,000
	Total Use of Funds	150,000	216,717	-	366,717

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	FY2026 BUDGET		AMENDED BUDGET
		DOCUMENT	INCREASE	DECREASE 12/18/2025
141-5-438-6000-0-71300-542910-0000-0000	Instructional Supplies & Materials	-	216,717	216,717
	Total 71300 - Vocational Education Instruction	-	216,717	- 216,717
141-5-438-6000-0-72210-519610-0000-0000	In-Service/Stipends	103,750		103,750
141-5-438-6000-0-72210-520110-0000-0000	Social Security	6,433		6,433
141-5-438-6000-0-72210-520410-0000-0000	Retirement	8,275		8,275
141-5-438-6000-0-72210-521210-0000-0000	Medicare	1,504		1,504
141-5-438-6000-0-72210-521710-0000-0000	State Retirement Hybrid	1,038		1,038
141-5-438-0000-0-72210-539990-0000-0000	Other Contracted Services	4,000		4,000
141-5-438-6000-0-72210-549990-0000-0000	Other Supplies and Materials	5,000		5,000
141-5-438-6000-0-72210-552410-0000-0000	In-Service/Staff Development	10,000		10,000
141-5-438-0000-0-72210-559990-0000-0000	Other Charges	10,000		10,000
	Total 72210 - Instructional Support	150,000	-	- 150,000
	TOTAL BUDGET	150,000	216,717	- 366,717

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 SELF-FUNDED PROGRAMS
 CAREER & TECHNICAL SURPLUS
 BUDGET FISCAL YEAR 2025-2026**
 FY25 carryover is \$38,619.33

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		
		8/21/2025	INCREASE	DECREASE
141-5-445-0000-0-00000-4T4555-0000-0000	Restricted For Education	38,619		
141-5-445-0000-0-00000-445300-0000-0000	Sale of Equipment	-	519	
	Total Source of Funds	38,619	519	-
				39,138

USE OF FUNDS SUMMARY

		AMENDED BUDGET		
		8/21/2025	INCREASE	DECREASE
71300	Vocational Education	38,619	10,000	(9,481)
	Total Use of Funds	38,619	10,000	(9,481)
				39,138

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		
		8/21/2025	INCREASE	DECREASE
141-5-445-0000-0-71300-559990-0000-0000	Other Charges	-	10,000	
141-5-445-0000-0-71300-573010-0000-0000	Equipment Vocational	38,619		(9,481)
	Total 71300 - Vocational Education	38,619	10,000	(9,481)
	TOTAL BUDGET	38,619	10,000	(9,481)
				39,138

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 SELF-FUNDED PROGRAMS
 FUTURE READY INSTITUTES - BCBS
 BUDGET FISCAL YEAR 2025-2026
 FY25 carryover is \$99,867.92**

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET 9/18/2025	INCREASE	DECREASE	AMENDED BUDGET 12/18/2025
141-5-446-0000-0-00000-4T4555-0000-0000	Restricted for Education	99,868			99,868
141-5-446-0000-0-00000-445700-0000-0000	Contributions & Gifts	100,000			100,000
	Total Source of Funds	199,868	-	-	199,868

USE OF FUNDS SUMMARY

71100	Regular Instruction	167,415	16,672	(42,234)	141,853
72210	Instructional Support	17,953	14,169	(7,054)	25,068
72710	Transportation	2,500	1,300	-	3,800
76100	Regular Capital Outlay	12,000	17,147	-	29,147
	Total Use of Funds	199,868	49,288	(49,288)	199,868

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET 9/18/2025	INCREASE	DECREASE	AMENDED BUDGET 12/18/2025
Red Bank High School					
141-5-446-0175-3-71100-514090-0000-0000	Stipends	865	4,395		5,260
141-5-446-0175-3-71100-520110-0000-0000	Social Security	53	273		326
141-5-446-0175-3-71100-520410-0000-0000	State Retirement	69	352		421
141-5-446-0175-3-71100-521210-0000-0000	Medicare	13	63		76
141-5-446-0175-3-71100-521710-0000-0000	State Retirement Hybrid	-	52		52
141-5-446-0175-3-71100-533610-0000-0000	Maintenance & Repairs Equipment	100			100
141-5-446-0175-3-71100-542910-0000-0000	Instructional Supplies	43,835		(41,234)	2,601
141-5-446-0175-3-71100-542930-0000-0000	Instructional Supplies - Equipment	-	1,954		1,954
141-5-446-0175-3-71100-549990-0000-0000	Other Supplies and Materials	1,000	1,122		2,122
141-5-446-0175-3-71100-559990-0000-0000	Other Charges	1,000	8,461		9,461
141-5-446-0175-3-71100-572210-0000-0000	Equipment	1,000		(1,000)	-
	Total 71100 - Regular Instruction	47,935	16,672	(42,234)	22,373
141-5-446-0175-3-72210-519610-0000-0000	Stipends	6,100		(6,100)	-
141-5-446-0175-3-72210-520110-0000-0000	Social Security	378		(378)	-
141-5-446-0175-3-72210-520410-0000-0000	State Retirement	488		(488)	-
141-5-446-0175-3-72210-521210-0000-0000	Employer Medicare	88		(88)	-
141-5-446-0175-3-72210-552410-0000-0000	In-Service/Staff Development	3,566	14,169		17,735
	Total 72210 - Instructional Support	10,620	14,169	(7,054)	17,735
141-5-446-0175-3-72710-531410-0000-0000	Contracts with Public Carriers	500	1,300		1,800
	Total 72710 - Transportation	500	1,300	-	1,800
141-5-446-0175-3-76100-570710-0000-0000	Building Improvements	6,000	17,147		23,147
	Total 76100 - Regular Capital Outlay	6,000	17,147	-	23,147
	Total - Red Bank High School	65,055	49,288	(49,288)	65,055

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET 9/18/2025	INCREASE	DECREASE	AMENDED BUDGET 12/18/2025
Soddy Daisy High School					
141-5-446-0220-3-71100-514090-0000-0000	Teachers - Extended Contract	2,000			2,000
141-5-446-0220-3-71100-520110-0000-0000	Social Security	124			124
141-5-446-0220-3-71100-520410-0000-0000	State Retirement	180			180
141-5-446-0220-3-71100-521210-0000-0000	Employer Medicare	29			29
141-5-446-0220-3-71100-533610-0000-0000	Maintenance & Repairs Equipment	2,000			2,000
141-5-446-0220-3-71100-542910-0000-0000	Instructional Supplies	53,297			53,297
141-5-446-0220-3-71100-542930-0000-0000	Instructional Supplies - Equipment	56,850			56,850
141-5-446-0220-3-71100-559990-0000-0000	Other Charges	5,000			5,000
	Total 71100 - Regular Instruction	119,480	-	-	119,480
141-5-446-0220-3-72210-519610-0000-0000	Stipends	2,000			2,000
141-5-446-0220-3-72210-520110-0000-0000	Social Security	124			124
141-5-446-0220-3-72210-520410-0000-0000	State Retirement	180			180
141-5-446-0220-3-72210-521210-0000-0000	Employer Medicare	29			29
141-5-446-0220-3-72210-552410-0000-0000	In-Service/Staff Development	5,000			5,000
	Total 72210 - Instructional Support	7,333	-	-	7,333
141-5-446-0220-3-72710-531410-0000-0000	Contracts with Public Carriers	2,000			2,000
	Total 72710 - Transportation	2,000	-	-	2,000
141-5-446-0220-3-76100-570710-0000-0000	Building Improvements	6,000			6,000
	Total 76100 - Regular Capital Outlay	6,000	-	-	6,000
	Total - Soddy Daisy High School	134,813	-	-	134,813
	TOTAL BUDGET	199,868	49,288	(49,288)	199,868

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 SELF-FUNDED PROGRAMS
 CELL TOWER TECHNOLOGY
 BUDGET FISCAL YEAR 2025-2026**

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	FY2026		AMENDED
		BUDGET	INCREASE	BUDGET
		DOCUMENT	DECREASE	12/18/2025
141-5-447-0000-0-00000-441200-0000-0000	Lease/ Rental Revenue	53,600	10,000	63,600
	Total Source of Revenue	53,600	10,000	63,600

USE OF FUNDS SUMMARY

72210	Instructional Support	53,600	-	-	53,600
72610	Operation of Plant	-	10,000	-	10,000
	Total Use of Funds	53,600	10,000	-	63,600

ACCOUNT CODE	DESCRIPTION	FY2026		AMENDED	
		BUDGET	INCREASE	BUDGET	
		DOCUMENT	DECREASE	12/18/2025	
141-5-447-0000-0-72210-547110-0000-0000	Software	53,600			53,600
	Total 72210 - Instructional Support	53,600	-	-	53,600
141-5-447-6000-0-72610-559910-0000-0000	Property Tax	-	10,000		10,000
	Total 72610 - Operation of Plant	-	10,000	-	10,000
	TOTAL BUDGET	53,600	10,000	-	63,600

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 SELF-FUNDED PROGRAMS
 FUTURE READY INSTITUTES - NOVONIX
 BUDGET FISCAL YEAR 2025-2026
 FY25 carryover is \$96,578.12**

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
141-5-449-0000-0-00000-445700-0000-0000	Contributions & Gifts	50,000			50,000
141-5-449-0000-0-00000-4T4555-0000-0000	Restricted for Education	96,578			96,578
	Total Source of Funds	146,578	-	-	146,578

USE OF FUNDS SUMMARY

		AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
71100	Regular Instruction	124,578	32,500	(22,500)	134,578
72710	Transportation	22,000	-	(10,000)	12,000
	Total Use of Funds	146,578	32,500	(32,500)	146,578

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET		AMENDED BUDGET	
		11/20/2025	INCREASE	DECREASE	12/18/2025
141-5-449-0165-4-71100-539990-0000-0000	Other Contracted Services	-	10,000		10,000
141-5-449-0165-4-71100-542910-0000-0000	Instructional Supplies	20,000			20,000
141-5-449-0165-4-71100-542930-0000-0000	Instructional Supplies - Equipment	-	22,500		22,500
141-5-449-0165-4-71100-549990-0000-0000	Other Supplies & Materials	29,578			29,578
141-5-449-0165-4-71100-547110-0000-0000	Software	30,000			30,000
141-5-449-0165-4-71100-572210-0000-0000	Equipment	45,000		(22,500)	22,500
	Total 71100 - Regular Instruction	124,578	32,500	(22,500)	134,578
141-5-449-0165-4-72710-531410-0000-0000	Contracts with Public Carriers	22,000		(10,000)	12,000
	Total 72710 - Transportation	22,000	-	(10,000)	12,000
	TOTAL BUDGET	146,578	32,500	(32,500)	146,578

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
 SELF-FUNDED PROGRAMS
 PHOTOGRAPHY COMMISSION
 BUDGET FISCAL YEAR 2025-2026**

SOURCE OF FUNDS SUMMARY

ACCOUNT CODE	DESCRIPTION	FY2026 BUDGET DOCUMENT	INCREASE	DECREASE	AMENDED BUDGET 12/18/2025
141-5-451-0000-0-00000-435820-0000-0000	Community Service Fee	146,291			146,291
141-5-451-0000-0-00000-4T4555-0000-0000	Restricted for Education	65,000	50,000		115,000
	Total Source of Funds	211,291	50,000	-	261,291

USE OF FUNDS SUMMARY

72310	Board of Education	165,000	50,000	-	215,000
72520	Human Services	46,291	-	-	46,291
	Total Use of Funds	211,291	50,000	-	261,291

USE OF FUNDS DETAIL

ACCOUNT CODE	DESCRIPTION	AMENDED BUDGET	INCREASE	DECREASE	AMENDED BUDGET 12/18/2025
141-5-451-0000-0-72310-553310-0000-0000	Criminal Investigation	165,000	50,000		215,000
	Total 72310 - Board of Education	165,000	50,000	-	215,000
141-5-451-0000-0-72520-516110-PWOB-0000	Administrative Assistant	23,000			23,000
141-5-451-0000-0-72520-5189A0-PWOB-0000	Other Salaries	20,000			20,000
141-5-451-0000-0-72520-520110-PWOB-0000	Social Security	2,666			2,666
141-5-451-0000-0-72520-521210-PWOB-0000	Medicare	625			625
	Total 72520 - Human Services	46,291	-	-	46,291
	TOTAL BUDGET	211,291	50,000	-	261,291

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Shannon Moody, Chief Strategy Officer

Date: December 18, 2025

Subject: Proposed Policy Revision, 2nd Read

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

The Administration, in consultation and under the advisement of the Board's attorneys, has reviewed and recommended the following policies for a second and final reading.

<u>POLICY #</u>	<u>POLICY TITLE</u>
5.100	Goals for Personnel – Human Resources
5.101	Creation of Positions and Lines of Authority
5.102	Classifications and Qualifications
5.1021	Military Professionals Serving as JROTC Instructors
5.1041	American Disabilities Act (ADA)
5.105	Recruitment of Employees
5.1061	Criminal Record Checks
5.1062	Record Tampering
5.107	Classified Employees
5.114	Personnel Records and Employee References
5.1142	Employee Demographic Changes
5.200	Suspension/Dismissal of Non-Tenured Teachers
5.203	Non-Renewal
5.204	Resignation
5.205	Retirement
5.602	Time Schedules and Extra Duty
5.702	Student Teachers

Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Goals for Personnel – Human Resources	Descriptor Code: 5.100	Issued Date: 12/16/04
		Rescinded:	Revised: 12/18/25

- 1 Through its personnel policies, the Board shall establish a school environment that will attract and
- 2 maintain the best qualified person whose mission will be to provide the best possible learning
- 3 opportunities for the students. The Board's goals are:
- 4 1. To ensure that the best qualified personnel are recruited, employed, and retained to staff the
- 5 school system;
- 6
- 7 2. To provide staff compensation, benefits and working environment sufficient to attract and retain
- 8 qualified employees;
- 9
- 10 3. To provide an in-service training program for all employees to improve their performance;
- 11
- 12 4. To conduct an evaluation program that will contribute to the continuous improvement of staff
- 13 performance; and
- 14
- 15 5. To ensure that personnel are assigned so that they are utilized as effectively as possible.
- 16
- 17 6. To develop and implement a ~~minority~~ recruitment program **that supports educator diversity,**
- 18 **taking into consideration the diversity of the students that Hamilton County Schools serves.**
- 19 **This plan shall be implemented in a manner consistent with all applicable state and federal non-**
- 20 **discrimination laws. ~~ensures diversity within the Hamilton County Department of Education.~~**

Legal References

Cross References

School District Goals 1.700

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Creation of Positions and Lines of Authority	Descriptor Code: 5.101	Issued Date: 05/24/07
		Rescinded:	Revised: 12/18/25

1 **CREATION OF POSITIONS**

2

3 All existing staff positions shall be approved from year to year through the annual budget process and
4 in accordance with an organizational plan submitted by the Director of Schools and approved by the
5 Board. Before any new or additional position is created, the Board must specifically approve it. If the
6 proposed position is new to the district, the Director of Schools must first present a job description and
7 a compensation package for the Board’s consideration. While the Director of Schools has the authority
8 to reorganize the operational structure of the school system from time to time, no such reorganization
9 shall have any impact on the budget without prior approval of the Board.

10

11 **LINES OF AUTHORITY**

12

13 The Director of Schools shall establish official lines of authority and shall publish these lines of
14 authority on a system organization chart. All personnel are expected to keep the person to whom they
15 are immediately accountable informed of their activities and shall refer matters requiring
16 administrative action to the administrator to whom they are accountable. When appropriate, that
17 administrator shall refer such matters to the next level of administration to whom he or she may be
18 accountable.

19

20 Official lines of authority do not restrict the cooperative, sensible working relationship of all staff
21 members at all levels. These official lines of authority represent direction of authority and
22 accountability as well as avenues for a two-way flow of ideas to improve the program and operation of
23 the Hamilton County school system.

24

25 All personnel shall have the right to appeal any decision made by a Supervisor **via a** grievance
26 procedure established through Board policy.

Legal References

Cross References

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Classification and Qualifications	Descriptor Code: 5.102	Issued Date: 03/15/12
		Rescinded:	Revised: 12/18/25

1 ADMINISTRATIVE AND SUPERVISORY PERSONNEL

2 All administrative and supervisory positions in the school system are established initially by the Board,
3 by state law, or State Board Rule, Regulations, and Minimum Standards.

4
5 To be considered for administrative or supervisory positions whose employment *requires* certification
6 in accordance with the rules and regulations of the State Board of Education, the applicant must show
7 the following qualifications:

- 8 • Professional teaching certification; and
- 9 • Administrative or supervisory certification and experience in accordance with state law and
10 State Board Rules and Regulations in the appropriate area based on the minimum of a master's
11 degree.

12
13 To be considered for administrative and supervisory positions whose employment does *not* require
14 certification, the applicant shall possess sufficient training and experience to perform the services
15 required and such additional qualifications as the Board and the Director of Schools shall determine.

16 PROFESSIONAL PERSONNEL

17
18
19 The professional staff members are the personnel whose employment status *requires* certification in
20 accordance with the rules and regulations of the State Board of Education.

21
22 It is the responsibility of the employee to secure a license and to maintain its validity. When a
23 professional employee's contract must be terminated because the professional employee's license has
24 lapsed or otherwise become invalid, the Director of Schools shall immediately suspend the employee
25 without pay pending disposition of the matter. The ~~teacher~~ **professional employee** shall be notified of
26 the reason for the suspension and given an opportunity for a hearing before the Board.

27 CLASSIFIED PERSONNEL

28
29
30 Classified personnel are those employees, regardless of education, training, experience, or licensure,
31 who hold positions for which the Tennessee Department of Education does not require certification.
32 Classified personnel are employees at will, meaning that either they or the Director of Schools
33 may end their employment at any time for any reason or for no reason. While the Director of
34 Schools will endeavor to notify classified personnel by June 15 of their anticipated job assignments
35 for the following school year, nothing within this policy or any other policy will be construed to
36 extend to these employees a contract of employment for any specific term.

1
2 **EMPLOYMENT STATUS FOR CLASSIFIED EMPLOYEES**
3

4 It is the intent of Hamilton County **Schools Department of Education** to clarify the definitions of
5 employment classifications so that employees understand their employment status and benefit
6 eligibility. These classifications do not guarantee employment for any specified period of time.
7

8 Each employee is designated as either NONEXEMPT or EXEMPT from federal and state wage and
9 hour laws. NONEXEMPT employees are entitled to overtime pay under the specific provisions of
10 federal and state laws. An employee's EXEMPT or NONEXEMPT classification may be changed
11 only in accordance with the Fair Labor Standards Act (FLSA) and upon written notification by
12 Hamilton County Schools management and approval by the Director of School or their designee.
13

14 In addition to the above categories, each employee will belong to one other employment category.
15

16 **REGULAR FULL-TIME** employees are those who are not in a provisional or introductory status and
17 who are regularly scheduled to work in Hamilton County Department of Educations' full-time
18 schedule. Generally, they are eligible for Hamilton County Department of Educations' benefit package,
19 subject to the terms, conditions, and limitations of each benefit program.
20

21 **PART-TIME** employees are those who are not assigned to a provisional or introductory status and who
22 are regularly scheduled to work less than 30 hours per week and may not be eligible for all of Hamilton
23 County Department of Educations' benefit package.
24

25 **PROVISIONAL** employees are those who are hired on or after June 1 for the following school year
26 to temporarily supplement the work forces, to assist in the completion of a specific project, or who
27 are hired under a temporary permit emergency credential. Employment assignments in this category are
28 of a limited duration. Employment beyond any initially stated period does not in any way imply a
29 change in status. Provisional employees receive all legally mandated benefits (such as on-the-job
30 injury (OJI) insurance, and social security) and they may be eligible or the Hamilton County
31 Department of Education's benefit package.
32

Legal References

Cross References

Classified Employees 5.107

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Military Professionals Serving as JROTC Instructors	Descriptor Code: 5.1021	Issued Date: 09/28/06
		Rescinded:	Revised: 12/18/25

1 ~~The Hamilton County~~-Department of Education will contract with one or more branches of the military
2 to provide instructors for ~~its the Department of Education's~~ Junior Reserve Officers Training Corps
3 (JROTC) program. Each instructor must be a military professional certified and in good standing as a
4 JROTC instructor with his or her branch of the military. Additionally, each military professional must
5 hold or be pursuing a JROTC teacher license issued by the Tennessee State Board of Education.
6

7 EMPLOYMENT BENEFITS

8
9 ~~The Hamilton County~~ Department of Education will develop uniform administrative practices and
10 procedures governing the employment benefits of JROTC instructors. These administrative practices
11 and procedures will offer to JROTC instructors the same opportunities for insurance coverage and
12 other fringe benefits offered to other classroom teachers. ~~The Hamilton County~~ Department of
13 Education will develop a pay scale for JROTC instructors consistent with the Board's budget and any
14 agreement with the Department of Defense.
15

16 DIRECTION AND SUPERVISION

17
18 The ~~Superintendent~~ Director of Schools will designate one senior military professional to serve as the
19 JROTC Director. The JROTC Director will oversee the entire JROTC program, including the
20 selection, supervision, and evaluation of the program's other military professionals. The JROTC
21 Director shall make any recommendations regarding discipline or non-renewal to the ~~Superintendent~~
22 Director of Schools for appropriate action.

Legal References

Cross References

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: American with Disabilities Act (ADA)	Descriptor Code: 5.1041	Issued Date: 03/16/17
		Rescinded:	Revised: 12/18/25

1 The Board of Education is committed to equal opportunity ² in all aspects of hiring and employment
2 and fully supports the Americans with Disabilities Act (ADA) and the right of all applicants,
3 candidates, and employees to be free from discrimination based on disability. ¹ The Board values all of
4 our employees, applicants, and candidates including those who are experiencing disabilities. In
5 accordance with the Americans with Disabilities Act (ADA), Section 503 of the Rehabilitation Act,
6 and state law, and consistent with the Board of Education’s Equal Employment Opportunity and
7 Harassment/Sexual Harassment and Discrimination Policies, it is the Board’s policy to provide
8 reasonable accommodations for qualified individuals with disabilities, unless the accommodation
9 poses an undue hardship or would change the essential functions of the position.

11 ADA REQUEST FOR ACCOMMODATION

13 If an employee, applicant, or candidate has a medical condition that impacts his **or her** ability to
14 perform the essential functions of the job, he **or she** should work with his **or her** health care provider to
15 complete and submit the **HCDE Hamilton County Department of Education** ADA Request for
16 Accommodation Form directly to **HCDE-Hamilton County Department of Education’s** ADA
17 Coordinator in the Human Resources Department. (**Please Note:** Employees should not provide the
18 completed ADA Request for Accommodation Form or related medical documentation to their
19 administrator or manager, but rather **directly to** the ADA Coordinator in HR.)

21 Completion of the ADA Request for Accommodation Form is part of the interactive process that will
22 allow **HCDE Hamilton County Department of Education** to assess the individual’s medical condition
23 **relative to the employee’s ability to perform the essential functions of their job** and **to** determine
24 whether a **requested** job accommodation is reasonable **or whether an alternative reasonable**
25 **accommodation should be developed.** Employees are obligated to cooperate with this process. If
26 sufficient medical information is not provided by the individual after several attempts, this could result
27 in delayed consideration of a request or in its denial. Please note that an individual’s receipt or denial
28 of **an** accommodation does not preclude the individual from making another request at a later time if
29 circumstances change and the **individual** believes that **a different** accommodation is needed.

31 Following receipt of the completed ADA Request for Accommodation Form from the health care
32 provider, the ADA Coordinator will discuss the job accommodation request with the individual.
33 Through these discussions, consistent with applicable laws, **HCDE Hamilton County Department of**

1 **Education** may ultimately 1) approve the requested accommodation(s) as presented, 2) suggest one or
2 more alternative accommodation(s) designed to permit the employee to perform the essential functions
3 of the job, 3) transfer the employee to another vacant (funded) position that the employee can perform
4 based upon stated restriction(s), 4) grant a leave of absence consistent with law or policy in the event
5 **HCDE Hamilton County Department of Education** is unable to make any other accommodation
6 sufficient to enable the employee to perform the essential functions of the job, or 5) deny the requested
7 accommodation(s) in appropriate circumstances. The ADA Coordinator will only involve those
8 individuals who need to have knowledge of the situation to ensure that effective and timely
9 accommodation is provided. The ADA Coordinator will notify the employee, applicant, or candidate of
10 the outcome of the request. All accommodation requests will be reviewed on a case-by-case basis. If
11 **HCDE Hamilton County Department of Education** approves a job accommodation, **HCDE Hamilton**
12 **County Department of Education** reserves the right to request that the individual's health care provider
13 recertify the need for the job accommodation at reasonable intervals.

14
15 **Reasonable** job accommodations are meant to enable the employee to be successful in the performance
16 of the essential functions of the job. ~~Therefore,~~ Essential functions of a job cannot be eliminated as part
17 of an accommodation. Once a **reasonable** job accommodation is offered and made, an administrator
18 will work with the employee to make sure that the accommodation enables the employee to perform
19 the essential functions of the job within appropriate standards.

20 21 **APPEALS**

22
23 An individual dissatisfied with the ~~resolution of a~~ **determination regarding the individual's requested**
24 **reasonable** accommodation may request in writing that the Director of Schools or his/her designee
25 reconsider the decision.

Legal References

1. 42 USC 12101 et. seq.; Section 504 of Rehabilitation Act of 1973

Cross References

Equal Opportunity Employment 5.104
Harassment/Sexual Harassment and Discrimination 5.502

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Recruitment of Employees	Descriptor Code: 5.105	Issued Date: 09/08/94
		Rescinded:	Revised: 12/18/25

- 1 The authorization of all school system positions rests with the Board. Personnel **employment shall be**
2 within the discretion of the Director of Schools. ¹
3
- 4 The Director of Schools or designee is responsible for the development of a program for the
5 recruitment of licensed and non-licensed personnel. ²
6
- 7 Identification of personnel needs shall be the responsibility of the Director of Schools, supervisors, and
8 building principals. Effort shall be made to ensure the recruitment of a **qualified and** diverse
9 workforce.
10
- 11 Vacancies will be advertised through various modes of communication to maximize the talent pool for
12 selection. A deadline for receiving applications will be established and disseminated with the vacancy
13 notice.

Legal References

1. TCA 49-2-301(b)(1)
2. ~~TRR/MS 0520-1-2-14~~

Cross References

Staff Positions 5.116

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Criminal Record Checks	Descriptor Code: 5.1061	Issued Date: 02/18/10
		Rescinded:	Revised: 12/18/25

1

2 The Hamilton County Board of Education, in an effort to provide a safe environment for its employees
3 and students, will conduct pre-employment criminal background checks on all prospective employees,
4 both full-time, part-time, licensed, and non-licensed. This also includes certified and non-certified
5 individuals desiring to coach athletics in the district's middle and high schools who are not employed
6 by Hamilton County Department of Education. The board will also conduct criminal background
7 checks on all volunteers and /or contract workers who have or may have unmonitored contact with
8 students.¹

9

10 The criminal record checks will include a TBI and FBI criminal background check and a search of the
11 Department of Children's Services Tennessee Sex Offender and Child Abuse Registries. The cost of a
12 criminal background check shall be paid by the prospective employee or volunteer at the time he/she is
13 fingerprinted. Background check results must be received and cleared prior to an employee, contract
14 worker, or volunteer beginning work and be updated in accordance with Tenn. Code Ann. 49-5-413 for
15 any persons with proximity to students.¹ Human Resources may request dispositions and/or a written
16 explanation of any charges that appear on the background results to clear an employee, contract
17 worker, or volunteer.

18

19 General Regulations:

20

- 21 1. An applicant for employment, as a condition for employment, will authorize in writing a
22 criminal records check to determine if he/she has been convicted of criminal or drug offenses.
23 Failure on the part of an applicant to cooperate in the criminal background check process will
24 result in denial of employment.
- 25 2. The ~~Superintendent~~ **Director of Schools** will not knowingly employ a person who is
26 disqualified from employment because of a conviction for a felony, a crime involving moral
27 turpitude, or a disqualifying narcotic offense. ~~[TCA Sec. 49-5-501, Tennessee Administrative~~
28 ~~Rules and Regulations.~~ Further, applicants who (1) have been identified by the Department of
29 Children's Services as perpetrators of child abuse, severe child abuse, child sexual abuse, or
30 child neglect or pose an immediate threat to the health, safety, or welfare of children; or (2)
31 are listed on the state's abuse of vulnerable persons registry maintained by the Department of
32 Health shall not be employed.² The following criteria will be used to evaluate those persons
33 whose fingerprints or criminal record checks indicate former criminal convictions.²³
 - 34 a. Felony convictions for *current employees* undergoing the five-year update of the
35 criminal records check will be subject to review and approval ~~of~~ by the **Director of**
36 **Schools. superintendent.**
 - 37 b. For applicants and/or new employees undergoing initial criminal record check,
felony convictions less than five (5) years from the date of the criminal records check

1 will result in immediate termination and/or rescission of the employment offers.

2 c. Felony convictions more than five (5) years from the date of the criminal records check
3 will be at the discretion of the ~~Director of Schools superintendent~~. Information required for
4 such decisions will include, but is not limited to: name and address of the court, date of
5 the alleged offense, description of charges, explanation of the final action taken including
6 any fines, probation, imprisonment, first offender adjudication, or similar disposition.

- 7 3. Bus drivers, other CDL (Commercial Driver's Licensed) employees, and any employee who
8 may from time to time drive a Board of Education vehicle, that are arrested for DUI while on
9 duty, will be suspended immediately and, upon conviction ~~or entry of guilty plea~~, will be
10 subject to termination. Employees who transport students on school and/or district-related
11 business in a privately-owned vehicle who are arrested for DUI while on duty will be
12 suspended immediately and upon conviction ~~or entry of guilty plea~~ will be subject to
13 termination.
- 14 4. Bus drivers, CDL employees, and any employee who may from time to time drive a
15 Board of Education vehicle, that are arrested for DUI charges will be suspended from any
16 employment involving the driving of a vehicle until the charges are resolved.
- 17 5. Falsifying information or not fully and accurately disclosing information about convictions
18 and/or pending charges on the employment application shall be grounds for immediate
19 termination.⁴

20
21 **USE AND DISSEMINATION**

22
23 Fingerprints or other approved forms of positive identification shall be submitted with all requests for
24 criminal history record checks for non-criminal justice purposes.³⁵

25
26 Tennessee and FBI Criminal History Record Information (CHRI) obtained by the district shall be
27 solely used to verify criminal violations and shall not be disseminated. Results shall be considered
28 confidential and only accessible to district personnel identified by the Director of Schools. CHRI shall
29 only be accessed by authorized personnel in the performance of their duties and shall never be released
30 to the public.

31
32 **HCDE EMPLOYEES ARRESTED OR CONVICTED**

33
34 All Hamilton County Department of Education employees, including part-time, temporary, contracted,
35 and substitute personnel, who are arrested and/or convicted of a felony (including felonies that have
36 been reduced to a lesser charge), or misdemeanors ~~but not to include other than~~ minor traffic offenses,
37 are to report this information to the ~~Superintendent~~ Director of Schools or his/her designee within 48
38 hours of the arrest and/or conviction.

39
40 This policy applies to all Hamilton County Department of Education employees as a condition of
41 employment and as a condition of continued employment.

42
43 Employees must also notify the Director of Schools or his/her designee immediately if the Department
44 of Children's Services has named them as an indicated perpetrator of child abuse.

Legal References

1. TCA 45-5-413(a)
2. ~~TCA 49-5-413(e)~~
3. TCA 49-5-406(a)(1); TCA 49-5-403; TCA 49-5-413(e)
4. ~~TCA 49-5-406(a)(2)(A)~~
5. 34 USCA 40316

Cross References

School Volunteers 4.501 ~~Board Policy 4.501—School~~
~~Volunteers~~
Application and Employment 5.106

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Record Tampering	Descriptor Code: 5.1062	Issued Date: 12/16/04
		Rescinded:	Revised: 12/18/25

1 Upon employment, all Hamilton County Department of Education employees shall be notified that it is
2 unlawful for any person to:

- 3
- 4 1. Knowingly make a false entry in, or false alteration of, a governmental record;
 - 5
 - 6 2. Make, present, or use any record, document, or thing with knowledge of its falsity and with
7 intent that it will be taken as a genuine governmental record; or
 - 8
 - 9 3. Intentionally and unlawfully destroy, conceal, remove, or otherwise impair the verity,
10 eligibility, or availability of a governmental record.¹
 - 11

12 Violation of this policy is a Class **E felony**² ~~A misdemeanor~~ as well as grounds for other
13 disciplinary action up to and including termination.

Legal References

1. TCA 39-16-504(a)
2. TCA 39-16-504(b) ~~Acts 1989, ch. 59§1~~

Cross References

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Classified Employees	Descriptor Code: 5.107	Issued Date: 12/19/13
		Rescinded:	Revised: 12/18/25

1 **CLASSIFIED EMPLOYEE HANDBOOK**

2

3 All classified employees, new to the school system, will receive an electronic Classified Employee
4 Handbook. The handbook contains general information and guidelines only. It is not intended to be a
5 comprehensive **source** of all general policies and procedures or their exceptions. For these reasons,
6 classified employees shall address specific questions to their supervisor/principal or the Human
7 Resources Department. The handbook may also be found on the Hamilton County Department of
8 Education website.

9

10 **CLASSIFIED EMPLOYMENT**

11

12 Classified employees are those employees, regardless of education, training, experience, or licensure,
13 who hold positions for which the Tennessee Department of Education does not require certification.
14 Classified personnel are employees at will, meaning that either they or the Director of Schools of
15 Hamilton County Department of Education may end their employment at any time for any reason or
16 for no reason. While the Director of Schools will endeavor to notify classified personnel by June 15 of
17 their assignment for the following school year, nothing within the handbook, board policy, or other
18 policy, will be construed to extend to these employees a contract of employment for any specific term.

19

20 A transfer from one position to another within the same position classification shall not be considered a
21 demotion. ~~Any notice of termination or demotion shall include the reason for the dismissal or~~
22 ~~demotion.~~ If a classified employee is demoted or terminated, they will receive written notice.

Legal References

Cross References

5.102 Classification and Qualifications
5.109 Evaluations

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Personnel Records and Employee References	Descriptor Code: 5.114	Issued Date: 09/20/18
		Rescinded:	Revised: 12/18/25

1 The Director of Schools or their designee(s) shall be authorized to maintain personnel records and to
2 permit inspection of the same. The following personnel records shall be maintained for all employees
3 as appropriate, including, but not limited to, the following:
4

- 5 1. Employee applications and contracts
- 6 2. Professional certificates and other documents required by state and federal laws and
7 Regulations¹
- 8 3. Cumulative information files; and
- 9 4. INS Form I-9.²

10
11 The following guidelines shall apply:
12

- 13 1. Information contained in personnel records shall be limited to job-related matters;
- 14 2. The Director of Schools shall be responsible for notifying all employees of the types of records
15 kept and uses made of such records;
- 16 3. Employees shall be granted an opportunity to respond in writing to material placed in records;
- 17 4. Employee records are public records, except for matters deemed confidential by law, and shall
18 be open for inspection during regular business hours;³
- 19 5. A record of the person inspecting, and the date of inspection shall be recorded;
- 20 6. Copies of records may be made under rules determined by the Director of Schools;⁴
- 21 7. Members of the public may not obtain an employee's home or personal cell phone numbers; bank
22 account; individual health savings account; retirement account or pension account information;
23 residential information, including the street address; city, state and zip code; social security
24 number; or driver's license information, except where driving or operating a vehicle is considered
25 to be a part of the employee's duties, unless release of this information is expressly authorized
26 by the employee. The preceding information may also not be obtained for the employee's
27 immediate family members or household members unless release of this information is expressly
28 authorized by the employee. **Members of the public may also not obtain employee emergency
29 contact information, except for that open to public inspection, or an employee's personal non-
30 government issued email address.**⁵
- 31 8. The Human Resources Department will release to credit agencies only the present employment
32 status of an employee and the length of service in the Hamilton County School System.
33 Additional salary and personnel information will be released only upon written authorization of
34 the employee.

1

2 Employees who wish to review their own file should contact the Human Resources Department. With
3 reasonable advance notice (at least two (2) business days), employees may review their own personnel
4 files in the Human Resources Department and in the presence of an HR employee. Requests to view
5 personnel files by the press, parents, and/or other Tennessee residents shall also require reasonable
6 notice as outlined by the TN Open Records Act.

7

8 **EMPLOYMENT REFERENCES**

9

10 No administrator or supervisor may offer an employment reference or a letter of recommendation for
11 any employee or former employee of the Hamilton County Department of Education unless he or she
12 directly supervised the employee or former employee within the preceding twelve (12) months.

13

14 With regard to a former employee, no administrator or supervisor may comment on the former
15 employee's performance or the reasons for the former employee's separation from the Hamilton County
16 Department of Education unless the administrator or supervisor has direct, personal knowledge of the
17 same. In the case of any questions, the administrator or supervisor must clear the reference or
18 recommendation with the Chief Talent Officer.

Legal References

1. TCA 49-2-301(b)(1)
2. Immigration Reform and Control Act of 1986
3. TCA 49-2-301(b)(1)(Z); TCA 10-7-503, 504
4. ~~TCA 10-7-503-504~~ TCA 10-7-506(a)
5. ~~TCA 10-7-506~~-TCA 10-7-504(f)
6. ~~TCA 8-5-108~~

Cross References

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: <h2 style="text-align: center;">Employee Demographic Changes</h2>	Descriptor Code: 5.1142	Issued Date: 12/16/04
		Rescinded:	Revised: 12/18/25

- 1 It is the responsibility of each employee to promptly update Employee Self Service of changes in
- 2 personal mailing addresses, telephone numbers, name changes, and the names of individuals to be
- 3 contacted in the event of an emergency. The employee should promptly send notification to Human
- 4 Resources of name changes and include a photocopy of the updated Social Security Card. **Employees**
- 5 must make beneficiary changes to the appropriate offices responsible for retirement and other fringe
- 6 benefits. Employees should provide transcripts of additional educational degrees to Human Resources.
- 7
- 8 Certified employees should report address and name changes and additional degrees to the Office of
- 9 Teacher Licensing in State Department of Education, when appropriate.

Legal References

Cross References

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Suspension/Dismissal of Non-Tenured Teachers	Descriptor Code: 5.200	Issued Date: 12/16/04
		Rescinded:	Revised: 12/18/25

Suspension/Dismissal of Non-Tenured Teachers

All non-tenured teachers for the Hamilton County Board of Education are under the direction and control of the director of schools. In accordance with Tennessee law, the Board of Education hereby delegates to the director the authority to suspend and dismiss all non-tenured teachers.

The Director of Schools may suspend a non-tenured teacher at any time when deemed necessary.¹ The director of schools may dismiss or suspend any non-tenured teacher during the contract year for incompetence, inefficiency, insubordination, improper conduct, neglect of duties, or other just cause.² As soon as practicable, the director will provide the employee with written notice explaining the grounds for the suspension and any guidelines the employee is to observe during the suspension.

If reinstated after an investigation has concluded, the non-tenured teacher shall be paid full salary for the period of suspension, unless suspension without pay is deemed to be an appropriate penalty for the employee's infraction, in which case, Director of Schools shall provide the employee with notice of charges supporting the suspension without pay and an opportunity to be heard in accordance with the requirements of this policy.

Suspension of Three Days or Less

Before an employee is suspended for a period of three days or less, s/he shall be: (1) provided with written notice, including the reasons for the suspension along with an explanation of the evidence; (2) given an opportunity to respond to the director at a conference, if requested within five days of notice of the suspension; and (3) given a written decision regarding the suspension within ten (10) days of the conference. Both parties may be represented by counsel at the conference which shall be recorded.³ If dissatisfied with the Director's decision, the non-tenured teacher may seek judicial review pursuant to Tenn. Code Ann. 49-5-513.⁴

Suspension Greater than Three Days or Dismissal

If, after investigation, the Director of Schools determines that the non-tenured teacher should be suspended for a period greater than three days or dismissed, the Director of schools shall give the non-tenured teacher an opportunity for a full and complete hearing before an impartial hearing officer.⁵

Personnel Hearings

Any non-tenured teacher may contest the grounds and extent of the director's proposed discipline of suspension of greater than three days or dismissal by requesting, in writing, a personnel hearing within

1 ten (10) days of having received from the Superintendent notice of charges. An impartial personnel
2 hearing officer, appointed by the Board, will hear the case and give the employee the right to:

- 3 1. Be represented by counsel;
- 4 2. Call and subpoena witnesses;
- 5 3. Examine all witnesses; and
- 6 4. Require all testimony to be given under oath.

7
8 Within ten (10) working days following the conclusion of the hearing, the personnel hearing officer
9 shall reduce to writing all findings of fact and decisions regarding discipline. The personnel hearing
10 officer shall immediately deliver his or her findings and decisions to the teacher and the director.⁶

11 12 Appeals

13
14 The teacher may appeal the personnel hearing officer's finding and decision to the Board⁷. To pursue
15 such an appeal, the teacher must give the director written notice of his or her intent to appeal within ten
16 (10) working days of having received the personnel hearing officer's findings and decisions.

17
18 ~~The director shall have the same right to appeal any adverse ruling by the personnel hearing officer as~~
19 ~~the teacher.~~

20
21 Within twenty (20) days of any notice of appeal, the director shall prepare a transcript of the
22 proceedings before the personnel hearing officer⁸. The director shall also prepare copies of any
23 evidence presented to the personnel hearing officer as well as copies of the officer's findings and
24 decisions. The ~~Director Superintendent~~ shall then provide the Board with copies of these materials.

25
26 The Board shall hear the appeal based upon the record submitted by the director. No new evidence
27 shall be introduced. The teacher may appear in person or be represented by counsel and argue why the
28 decision should be modified or reversed.

29
30 The Board shall take one of the following actions:

- 31
32 1. Sustain the decision;
- 33 2. Send the record back if additional evidence is necessary; or
- 34 3. Revise the penalty or reverse the decision.

35
36 The Board shall render a decision on the appeal within ten (10) working days after the conclusion of
37 the hearing⁹.

1

2 The Director of Schools shall also have the right to appeal any adverse ruling by the personnel hearing
3 officer in the same manner as the non-tenured teacher.¹⁰

4

5 Within twenty (20) days after receipt of the notice of the decision of the Board, either party may appeal
6 to the chancery court where the school system is located. The Board shall provide the entire record of
7 the hearing to the court.¹¹

8

9 *(Note: Nonrenewal of non-tenured teachers after the contract year is not suspension or dismissal and*
10 *does NOT follow the suspension/dismissal procedures outlined in this policy. Please refer to the board*
11 *policy on nonrenewal of non-tenured teachers for further information.)*

Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-5-511(a)(2)
3. TCA 49-5-512(d)(1-4)
4. TCA 49-5-512(d)(5)
5. TCA 49-2-301(b)(1)(EE)(i)
6. TCA 49-2-301(b)(1)(EE)(ii)
7. TCA 49-2-301(b)(1)(EE)(iii)
8. TCA 49-2-301(b)(1)(EE)(iv)
9. TCA 49-2-301(b)(1)(EE)(v)
10. TCA 49-2-301(b)(1)(EE)(vi)
11. TCA 49-2-301(b)(1)(EE)(vii)

Cross References

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Non-Renewal	Descriptor Code: 5.203	Issued Date: 06/16/16
		Rescinded:	Revised: 12/18/25

- 1 Non-tenured teachers are subject to the same rules and regulations and are entitled to the privileges of
- 2 employment enjoyed by tenured teachers except that they have no claim upon continuing employment
- 3 or tenure protections.
- 4
- 5 The principal is responsible for discussing deficiencies as part of the evaluation process with the non
- 6 tenured teacher and providing assistance for overcoming these deficiencies.
- 7
- 8 The director of schools is under no obligation to re-employ nontenured teachers at the end of their
- 9 contract period. If the director of schools determines not to renew the contract of a non-tenured
- 10 teacher,¹ the following action shall be taken:
- 11
- 12 Written notice of non-renewal **shall be transmitted via email to the email address used by Hamilton**
- 13 **County Department of Education to communicated with the employee ~~shall be hand delivered or sent~~**
- 14 **~~to the employee by registered mail~~** so that it will be received by the employee within 5 business days
- 15 following the last instructional day of the school year.²

Legal References

1. TCA 49-5-409(a); OP Tenn. Atty Gen. 97-123
(September 2, 1997);OP Tenn. Atty Gen. 99-091
(April 12, 1999)
2. TCA 49-5-409(b), (d)

Cross References

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Resignation	Descriptor Code: 5.204	Issued Date: 03/05/12
		Rescinded:	Revised: 12/18/25

1 PROFESSIONAL PERSONNEL

2
3 A teacher shall give the Director of Schools notice of resignation at least thirty (30) days before the
4 effective date of the resignation. A teacher who fails to give such notice, in the absence of justifiable
5 extenuating circumstances, may not be eligible for consideration for reemployment by the Board for a
6 period of three (3) years and may forfeit all tenure status. The Board may waive the thirty (30) days
7 notice requirement and permit a teacher to resign in good standing.
8

9 The conditions under which it is permissible to break a contract with the Board are as follows¹:

- 10 1. The incapacity on the part of the teacher to perform the contract as evidenced by the
11 certified statement of a physician approved by the Board;
- 12 2. The release by the Board of the teacher from the contract which the teacher has entered into
13 with the Board.¹
14

15 Any teacher on leave shall notify the Director of Schools in writing at least thirty (30) days prior to the
16 date of return if the teacher does not intend to return to the position from which he/she has taken leave
17 Failure to render such notice may be considered a breach of contract.¹
18

19 Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with
20 the State Board of Education and request the suspension of a teacher's license. After the State Board of
21 Education has provided the teacher an opportunity for defense during a hearing, the State Board of
22 Education may suspend the license for no less than thirty (30) and no more than three hundred sixty-
23 five (365) days.²
24

25 CLASSIFIED PERSONNEL

26
27 While classified personnel are employed at will, meaning that they may terminate their employment
28 with the Hamilton County Department of Education at any time and for any reason, the Board of
29 Education requires classified employees to give their immediate supervisor written notice of their
30 intent to resign their employment at least ten (10) working days in advance of the effective date of their
31 resignation. Any employee who fails to provide the supervisor with his/her requisite notice may not be
32 eligible for reemployment in the Hamilton County School system; provided, however, that the
33 ~~Superintendent~~ director of schools may waive this notice requirement and the disqualification for good
34 cause.

Legal References

1. TCA 49-5-508; TCA 49-5-411
2. TCA 49-5-706

Cross References

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Retirement	Descriptor Code: 5.205	Issued Date: 09/15/16
		Rescinded:	Revised: 12/18/25

1 Retirement shall refer to employees who terminate their employment by exercising their option to
2 redeem member benefits and payments through the Tennessee Consolidated Retirement System
3 (TCRS).
4

5 Employees eligible for retirement benefits may elect to retire at any age according to the provisions of
6 **either the hybrid or legacy TCRS plans.**
7

8 Central office personnel shall assist employees in securing retirement benefits; however, it shall be the
9 responsibility of the retiring employee to file for benefits.
10

11 Employees who retire under any State of Tennessee or Hamilton County approved retirement plans
12 shall be paid for accrued sick leave. In the event of termination of employment as a result of death, any
13 salary payment and accrued sick leave days shall be paid to the employee's beneficiary as determined
14 by TCRS. The sick leave payment shall be at the rate of twenty dollars (\$20.00) per day. If notice of
15 retirement is given prior to February 1 of the school year, the sick leave payment shall be at the rate of
16 fifty dollars (\$50.00) per day. Any unused sick leave may also be applied toward TCRS for additional
17 service credit.
18

19 **TENNESSEE CONSOLIDATED RETIREMENT (TCRS)**

20
21 For eligibility requirements, please contact TCRS for more information.
22

23 **Retiree Health Insurance Certified**

24
25 To be eligible for HCDE health insurance, at the reduced retiree rate, the certified retiree must have:

- 26 • **Worked for HCDE for at least twenty (20) years, the last five of which must be consecutive.**
- 27 • **~~In addition For TCRS legacy plans, the retiree must be at least age 55, or have at least 30 years~~**
28 **~~of service with TCRS the Tennessee Consolidated Retirement System. The retiree and~~**
29 **~~dependent rate will be based on years of service with HCDE. Rate tables are available on the~~**
30 **~~website.~~**
- 31 • **For TCRS hybrid plans, the retiree must be at least 60 or have at least 30 years of service with**
32 **TCRS.**
- 33 • **Employees must retire prior to July 1, 2026, to be considered grandfathered under the prior**
34 **retiree benefit provisions which allow continuation of retiree medical coverage with fewer**
35 **years of service than required under current eligibility guidelines.**
36

37 **Retiree Health Insurance Classified**

38

1 To be eligible for HCDE health insurance at the reduced retiree rate, the classified retiree must
2 have:

- 3 • Worked for HCDE for at least fifteen (15) years, the last five of which must be
4 consecutive.
- 5 • ~~In addition For TCRS legacy plans, the retiree must be at least age 55, or have at least 30~~
6 ~~years of service with TCRS the Tennessee Consolidated Retirement System. The retiree~~
7 ~~and dependent rate will be based on years of service with HCDE. Rate tables are available~~
8 ~~on the website.~~
- 9 • For TCRS hybrid plans, the retiree must be at least 60 years, or have at least 30 years of
10 service with TCRS.
- 11 • Employees must retire prior to July 1, 2026, to be considered grandfathered under the
12 prior retiree benefit provisions which allowed continuation of retiree health insurance with
13 fewer years of service than required under current eligibility guidelines.

14
15 **RETIREMENT DISABILITY COVERAGE**

16 Retirees who are approved for disability retirement through TCRS but who do not meet the 20
17 year certified or 15 year classified eligibility requirement, may remain on the HCDE health
18 plan until the retiree becomes eligible for other coverages. Employees who retire early due to
19 disability may continue their current coverage; however, to maintain long-term eligibility, they
20 are required to actively apply for Medicare Disability and/or Medicaid coverage as soon as they
21 become eligible and must transition to those programs immediately upon approval. Failure to
22 do so may result in loss of eligibility for continued coverage under the district's plan

23
24 **RATES AND ELIGIBILITY**

25 Premiums for the HCDE Retiree Health Plan are set each year based on actuarial calculations.
26 Retirees who meet the state requirement age with employee only coverage who either as a certified
27 employee have 20 years of service or classified employee with 15 years of service, pay the current
28 premiums that active employees pay. All other plan tiers are tiered and priced according to actuarial
29 rates reviewed each plan year.

30 Dependents must be on the employee's plan prior to retirement. Dependents may not be added at a
31 later time.

32
33 Retirees are responsible for paying the full month premium associated with their selected coverage
34 level. Payments must be received in full each month by the established due date. Failure to pay
35 premiums by the due date will result in termination of coverage. Retirees who lose or elect to decline
36 coverage may not re-enroll in the plan under any circumstances.

Legal References

1. TCA 8-36-80

Cross References

Board Policy 5.302 Sick Leave
Health Insurance Board Policy

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Time Schedules and Extra Duty	Descriptor Code: 5.602	Issued Date: 01/17/08
		Rescinded:	Revised: 12/18/25

Professional Personnel

DAILY SCHEDULES

The normal workday for professional employees shall be **at least** seven and one-half (7.5) hours. Workday shall mean the length of time a professional employee is required by the immediate supervisor to be at an assigned work location(s).¹ Professional employees will report to work 15 minutes prior to the beginning of the student day and remain 15 minutes beyond the end of the student day **which is included in the 7.5 hour day count. Supervisors may adjust lunch break schedules as needed to accommodate efficient operations, but it is separate from the 7.5 hours of work duties.**

EXTRA DUTIES

Teachers may be assigned duties beyond the normal workday, provided, however, that such duties shall be distributed on an equitable basis, as determined by the principal and the faculty.

At least one (1) principal or teacher must be on the school grounds when a bus arrives and at least one (1) teacher or principal must remain after the close of the school day until all buses depart.

PLANNING TIME

An unencumbered schedule for any teacher is to provide time for planning, student and/or parent conferences, preparation for effective teaching and attention to major program improvement.²

LEAVING CLASSROOM

Teachers shall not be called from their classroom, unit or area while students are under their immediate supervision for any purpose other than an emergency concerning the teacher's immediate family or property or for purposes, as deemed by the principal, to be official school business needing immediate attention. Coverage will be provided in the event a teacher is asked to leave.

Classified Personnel³

The school system shall comply with Wage and Hour Regulations as administered by the U.S. Department of Labor. Actual hours worked are to be reported by each employee. No employee shall be at the job location unless so directed by the immediate supervisor.

WORK SCHEDULES

1
2 Supervisors shall prepare a daily work schedule for both school and non-school months. The daily
3 schedule includes the time to begin work, lunch time and ending time.

4
5 Each employee is required to work according to his/her schedule unless there is an emergency. When
6 an emergency arises, the immediate supervisor shall be notified as soon as possible.

7
8 All authorized overtime or time-on-the-job-location not within the scheduled time must be approved
9 by the immediate supervisor before the overtime occurs.

10
11 **TIME RECORDS REQUIRED**

12
13 Each employee covered by the Wage and Hour Law shall keep a time record of *actual hours worked*.

14
15 At the end of each reporting period, employees shall turn in time records to their immediate supervisor
16 for approval. All-time records will be forwarded to the payroll office for calculations.

17
18 **LUNCH PERIODS**

19
20 All employees covered by the Wage and Hour Law have at least a thirty (30) minutes lunch period.
21 During this scheduled lunch period, the employee shall be relieved of all duties of any nature.

22
23 **EMPLOYEES NOT COVERED BY WAGE AND HOUR LAW**

24
25 All employees are covered by the Wage and Hour Law except:

- 26 • Students who work an hour or less per day;
27 • Volunteer workers other than regular employees; and
28 • Those set forth in the Fair Labor Standards Act as executives, administrative employees and
29 professional (to include all certified personnel).

Legal References

1. TRR/MS 0520-1-3-.03(1)
2. TRR/MS 0520-1-3-.03(4)
3. TCA 5-23-101;104

Cross References

- School Day 1.801
- Curriculum Development 4.200
- Reporting Student Progress 4.601
- In-Service & Staff Development Activities 5.113
- Supervision of Students 6.408

Hamilton County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Student Teachers	Descriptor Code: 5.702	Issued Date: 08/15/19
		Rescinded:	Revised: 12/18/25

1 Student teachers shall be accepted or refused by the principal. Cooperating/Host teachers shall be
 2 assigned by the principal, **agree to host**, and should possess the following dispositions: have three (3)
 3 or more years of experience, effective (~~be considered effective or highly effective on the evaluation~~
 4 ~~model~~ **has received evaluations demonstrating a level of overall effectiveness (LOE) of "above**
 5 **expectations" or "significantly above expectations" as provided in the evaluation guidelines and rules**
 6 **adopted by the state board of education.**), consciously competent (ability to coach, mentor, model and
 7 reflect on best practices in education), supportive and confidential (maintains a high level of
 8 professionalism and has a desire to mentor pre-service teachers towards success and independence) or
 9 in addition shall meet the criteria set forth by the college/university making the placement request. All
 10 requests for student teacher placements must be made through the Human Resources department.
 11 Universities should refrain from contacting school administrators directly unless mutually agreed upon
 12 with Human Resources.

13
 14 Student teachers will be expected to observe all rules and regulations established by the Board.

15
 16 A student teacher shall be afforded the same protection of the laws as a certified teacher and shall
 17 comply with all rules and regulations of the Board and observe all duties of teachers as set forth in
 18 state statute.¹

19
 20 In addition, student teachers shall be required to fulfill all normal local responsibilities, both school
 21 and extracurricular, and shall familiarize themselves with the policies of the Board and the school.

22
 23 The presence of the student teacher does not relieve the regular teacher of the responsibility of
 24 instruction. The principal shall have the responsibility to regulate the absence of the regular teacher in
 25 the classroom. The student teacher should be given an opportunity to gain a sense of total classroom
 26 control with a minimum of absences of the regular teacher.

27
 28 No classroom shall have more than one (1) student teacher, intern, or practicum student per semester in
 29 a given subject or area. Any exception to this policy must have prior approval from the Director of
 30 Schools and/or designee.

31
 32 The compensation provided by the teacher training institution shall be mutually agreed to by the
 33 institution and the Board. Compensation; may be provided by the institution to the cooperating/host

1 teacher.

2

3 The evaluation of a student teacher shall be based upon a joint agreement between the cooperating/host
4 teacher and the college/university supervisor.

5

6 A student teacher, intern, or practicum student may be asked to terminate his or her service upon the
7 mutual consent of the school principal, the cooperating/host teacher, and the college/university
8 supervisor at any time during the term.

9

10 No HCDE School should accommodate more student teachers, interns, or practicum students than it
11 can provide optimal educational experiences for during any semester.

Legal References

1. TCA 49-5-403 (a); TCA 49-5-201; TRR/MS 0520-2-3-.11(3)

Cross References

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Dr. Neelie Parker, Chief of Opportunity and Access
Michelle, Eargle, Executive Director of Exceptional Education

Date: December 18, 2025

Subject: Exceptional Education – MOU with Blue Cross Blue Shield for Project SEARCH

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

The purpose of this agreement is to continue the established working procedures between Hamilton County Department of Education and Blue Cross Blue Shield to collaborate and cooperate to create a High School Project SEARCH Transition program for eligible students with disabilities. The MOU outlines the roles and responsibilities of the parties as they work in partnership to increase opportunities for students with disabilities. NO funds are needed or requested with this agreement.

Thank you for your consideration of this agreement.

Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served



**MEMORANDUM OF UNDERSTANDING BETWEEN
HAMILTON COUNTY SCHOOLS, TN SCHOOL DISTRICT
AND BLUECROSS BLUESHIELD OF TENNESSEE**

This Memorandum of Understanding, herein referred to as “MOU,” is entered into by and between Hamilton County Schools, TN School District (“HCS”) and Blue Cross BlueShield of Tennessee (“BCBST”); both of whom elect to accept its terms pursuant to all sections herein, collectively referred to herein as “the Parties”.

PREAMBLE

The Parties to this Memorandum of Understanding will collaborate and cooperate to create a transition program entitled SWITCH Academy for adult students with developmental disabilities, to foster and facilitate the acquisition of jobs by people with disabilities when possible. This Memorandum of Understanding specifies the roles and responsibilities of the Parties as they work in partnership to increase opportunities for persons with disabilities. The program, entitled “SWITCH Academy”, will occur on-site at BCBST for the fall 2025 semester, and at facilities provided by HCS for the spring 2026 semester.

This partnership supports the HCS Strategic Plan with the commitments of “Every Student Learns Belongs” and “Every Community Served”.

The purpose of this MOU is to establish the roles of the Parties in the development, implementation, and ongoing operation of SWITCH Academy including, but not limited to, the sharing of student data related to the support of the parties’ efforts relevant to student achievement and well-being. BCBST will perform institutional services or functions for which the school district would otherwise use employees. It is necessary, therefore, for the parties to collaborate and share data on a reciprocal basis for the purpose of evaluating and analyzing their respective educational programs.

THEREFORE, the Parties agree to the following terms of this MOU:

I. GENERAL PROVISIONS

- A.** This Mou shall become effective on July 1, 2025 and shall remain in effect until June 30, 2026. The Memorandum of Understanding may be renewed for subsequent years with the prior written permission of the Parties.
- B.** Either party may terminate this MOU without cause by giving ninety (90) days prior written notice to the other party of its intention to terminate.
- C.** This MOU is not intended to create any rights on interests for any person or entity other than the Parties.
- D.** Each of the persons signing this MOU on behalf of the Parties represents that they have the authority to sign on behalf and to bind such parties.

- E. Signatories of this MOU may not assign their rights, or obligations under this MOU, either in whole or in part, without the prior written consent of the other signatories to this MOU, with the understanding that such designations are designees must adhere to any and all MOU parameters.
- F. If during the term of this agreement a representative of the Parties has concern about the implementation of this MOU, or any other aspect of the relationship between the Parties is no longer fulfilling the purpose of this MOU or the share vision of the Parties, then the Parties will meet and confer in good faith to discuss how to resolve the issues.
- G. In an effort to support the objectives of this MOU, the Parties may enter into future agreements for goods or services whereby funds are exchanged for the receipt of such goods or services, including but not limited to an Independent Consultant Agreement. These future agreements shall be completed separately from this MOU, shall meet all HCS required policies and procedures, and shall support the goals, objectives, outcomes, strategic plan, and/or equivalent expressed within the MOU. No funds may be released to the Parties without issuance of a valid HCS Purchase Order.
- H. This Mou shall be governed and construed in accordance with the laws of the State of Tennessee.

II. DATA SHARING

- A. When necessary, the Parties shall provide one another with data concerning teachers, education leaders, students, and parents/guardians in addition to any other relevant and available data source. This reciprocal agreement does not include data identified in TCA 49-1-606. Available data shall be provided in the manner and form as specified by the designated representatives or designee from the educational institutions represented in this MOU. Primary data sets will be made available to the Parties through a secured data sharing platform or by an alternate, agreed upon method.
- B. The data shall be used only for conducting studies and to assist with the design, evaluation, delivery, and instruction; assisting in the services or functions for which HCS would otherwise use their employees. The Parties will share data-related work products via secure, electronic transmission or similarly fortified method. This data will include the following personally identifiable information: student names, date of birth, gender, ethnicity, parental contact information, admissions information, terms of enrollment, survey data, courses, and attendance.

Data that is publicly available will not be provided by the school district. Partners may access publicly available data at the [TN Department of Educations: Data Downloads and Requests](#) website.

Any data received pursuant to this Memorandum shall be destroyed or permanently, securely housed when it is no longer needed for the studies.

III. CONFIDENTIALITY

BCBST will ensure that all of their employees shall maintain the confidentiality of HCS student records at all times, in accordance with HCS policies and procedures, Tennessee law, and FERPA. The Parties will maintain the confidentiality of any and all data exchanged as a part of this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, the Parties shall establish a system of safeguards that will at minimum include the following:

- A.** Procedures and systems that ensure all student records are kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data under this section of the MOU.
- B.** All designated members, staff and faculty at educational institutions involved in the handling, transmittal, and/or processing of data provided under this MOU will be required to execute a confidentiality agreement requiring said personnel to maintain the confidentiality of all student related personally identifiable information.
- C.** Procedures and systems that shall require the use of secure passwords to access computer databases used to process, store, or transmit data provided under this MOU.
- D.** Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit data provided under this MOU.
- E.** Procedures and systems that ensure that all confidential student data processed, stored, and/or transmitted under the provisions of this MOU shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.
- F.** The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that any and all disclosures of confidential student data comply with all provisions of FERPA and Tennessee law relating to the privacy rights of students and educators, including but not limited to, relevant statutes listed in Title 49 – Education Insofar as such laws are applicable to the parties to this MOU.

IV. INDEMNIFICATION AND INSURANCE

- A. BCBST agrees to protect, defend, indemnify, and hold harmless HCS against any and all claims asserted by an HCS student participating in the SWITCH Academy arising out of or related to any claims, demands, or losses caused, in whole or in part, but the gross negligence of its employees working with HCS students pursuant to this MOU.
- B. BCBST further agrees to obtain insurance with limits of not less than one million dollars, naming HCS as an additional insured party, to cover any claim that may arise per Para A of this Section IV.
- C. With respect to HCDE personnel, HCDE will cover injuries to its employees by the Board's On-The-Job (OJI) policy.
- D. HCDE shall maintain General Liability Insurance with limits that are consistent with the Tennessee Tort Liability Act.
- E. With regard to any injury by an HCDE employee that is covered by the OJI policy, HCDE's board agrees not to pursue any right to subrogation against BCBST.
- F. HCDE agrees to assume responsibility for and repair at its expense any damage caused to the Property, and return the Property in the condition it existed prior to the Program.

V. JOINT OBLIGATIONS

- A. **Data Sharing:** (See Section II: Data Sharing)
- B. **Confidentiality:** (See Section III: Confidentiality)
- C. **Indemnification:** (See Section IV: Indemnification)
- D. Work with other community partners to identify additional student work sites and perform job analyses.
- E. Coordinate with local, county, and regional agencies on education and training for BCBST employees regarding employment information for individuals with disabilities.
- F. Assist with program organization, planning, internship site development, and travel training for community employment.
- G. Establish student eligibility guidelines and select students for the program as a participating partner of the Selection Committees.

- H. Provide expertise in designing individual adaptations and accommodations, and work with outside agencies to provide funding when necessary.
- I. Attend regular meetings with team members from the Parties to this Memorandum of Understanding to discuss and evaluate program progress.
- J. Assist with public relations activities to promote the SWITCH Academy programs.

VI. HCS OBLIGATIONS

- A. Provide HCS Exceptional Education Instructor (certified teacher) with transition experience to teach each of the programs (i.e., Transition2Work and SWITCH2Adulting).
- B. Provide Educational Assistants to work with students at work sites throughout BCBST.
- C. For the Spring 2026 semester, provide classrooms and technology needs for the students and teachers.
- D. Develop and provide curriculum and instructional materials that encompass self-advocacy, work readiness, independent living, technology, community-based instruction, and health and wellness.
- E. Assist the other Parties with the development of an internship or job shadowing program, and coordinate and monitor student activities.
- F. Facilitate student recruitment activities.
- G. Facilitate family involvement activities.
- H. Establish student eligibility guidelines and select students for programs as a participating partner of the Selection Committee.
- I. Provide travel training for students as necessary.
- J. Provide expertise in adaptations and accommodations and implement as necessary.
- K. Provide student liability insurance.
- L. Provide travel reimbursement to teachers for family meetings, job development, etc.

- M. Provide additional support for students, if necessary, such as interpreter service, speech or occupational therapy, transportation etc.
- N. Coordinate regular meetings to discuss and evaluate program progress.
- O. Coordinate regular meetings to discuss student progress, including inviting family and all team members.
- P. Collect data on student outcomes and report to all partners.
- Q. Assist with public relations activities to promote SWITCH Academy within HCS schools.

VII. **BCBST OBLIGATIONS**

- A. **Background Checks:** BCBST shall require all of its personnel providing services on its behalf to HCS students to undergo a comprehensive background check.
 - 1. BCBST shall further ensure that all of its personnel providing services to HCS students shall undergo all background check procedures established by the Parties. All background check procedures established by BCBST shall adhere to the provisions set forth in Tenn. Code Ann. 49-5-513. BCBST will provide the results of such background checks to HCS. BCBST shall be responsible for payment of costs associated with the BCBST's background checks.
 - 2. Alternatively, BCBST SWITCH Academy personnel will make arrangement to undergo a fingerprint-based criminal background check in accordance with the provisions set forth in Tenn. Code Ann. 49-5-413. These individuals will coordinate this fingerprint check through HCS's Human Resources Office. The individual must provide the results of the fingerprint check to HCS. The individual is responsible for payment of costs associated with each component of the background check.
- B. For the fall semester 2025, BCBST will provide flexible learning space (with movable furniture, the use of computers, and designated collaboration or quiet work areas). After the fall 2025 semester concludes, BCBST shall provide computer access and/or technology for any students for work-based learning purposes .
- C. Provide assistive technology integration by equipping classrooms and common areas with technology that supports diverse learning needs, such as text-to-speech/speech-to-text software and adaptive keyboards.
- D. Provide a Business Liaison available frequently to assist with work site and programming developments and job shadowing opportunities, introduce SWITCH Academy staff to the business staff, market the program internally,

attend periodic meetings to discuss and evaluate program progress, and work with the instructors to reinforce workplace rules.

- E. Develop in-person and virtual work sites and a point of contact at each site to teach competitive, marketable skills to the program participants. Facilitate job analysis of those sites for the SWITCH Academy staff.
- F. Provide access to hiring opportunities if a SWITCH Academy participant is appropriate for an internal job opening.
- G. Provide SWITCH Academy participants with badges and parking access through the end of the Fall 2025 semester. For the Spring 2026 semester, BCBST will maintain and coordinate students' badging, work, and access credentials, as appropriate and as needed.
- H. Provide managers of departments serving as worksites with guidance and support to give direction, feedback, and evaluation to students in the SWITCH programs.
- I. Provide an area for special events, such as graduation, when requested and as available.
- J. Provide an area for family education/training to encourage collaboration between families and community organizations to provide resources and support beyond the school setting (four to eight times per school year).
- K. Provide assistance to the SWITCH Academy staff through the marketing department, including marketing materials and public relations expertise.
- L. Establish student eligibility guidelines and select students for the program as a participating partner of the Selection Committee.
- M. Provide lunch on campus for any students who are completing work-based learning. Transportation to and from campus shall remain the responsibility of Hamilton County.

VIII. PERIOD OF AGREEMENT

The effective date of this Memorandum of Understanding will be July 1, 2025, to June 30, 2026. The Memorandum of Understanding may be renewed for subsequent years with the prior written permission of the Parties.

IX. LIMIT OF AGREEMENT

It is understood among the Parties that this Memorandum of Understanding is not a contract and is not meant to be binding.



X. RELATIONSHIP OF PARTIES

No agent or employee of one Party shall be deemed an agent or employee of any other Party. Each Party will be solely and entirely responsible for the acts of its agents, subcontractors, or employees.

This Memorandum of Understanding is executed for the benefit of the Parties and the public generally. It is not intended, nor may it be construed to create any third-party beneficiaries.

Signatures/Titles:

BlueCross BlueShield of Tennessee

Hamilton County Department of Education

By: _____ By: _____

Printed Name: Michelle Sermon-Davis Printed Name: _____

Title: Chief Learning Officer Title: _____

Date: _____ Date: _____

By: _____ By: _____

Printed Name: Roy D Vaughn Printed Name: _____

Title: SVP &CHRO Title: _____

Date: _____ Date: _____

By: _____

The Budd Group

Printed Name: _____

Title: _____

Date: _____

By: _____

Flik

Printed Name: _____

Title: _____

Date: _____

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Dr. Zac Brown, Chief Talent Officer

Date: 12/18/2025

Subject: School Psychologist and Speech-Language Pathologist Compensation Adjustments; Grant-Funded Position Approval; and Acceptance of School-Based Mental Health Grant

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

Board approval is requested for (1) adjustments to the compensation structure and calendar-day assignments for School Psychologists and Speech-Language Pathologists (SLPs), (2) acceptance of the School-Based Mental Health Grant awarded by the U.S. Department of Education, and (3) approval of a fully grant-funded position to support two federal mental health workforce grants.

1. Adjustment of School Psychologist and Speech-Language Pathologist Compensation Structure and Calendar Assignments

Background

In 2024, Hamilton County Schools completed a comprehensive compensation study to evaluate pay competitiveness, job alignment, and recruitment challenges across multiple employee groups. The study identified difficulties in recruiting and retaining School Psychologists and SLPs due in part to their placement on the certified teacher step-and-lane salary schedule, which does not reflect current market rates, work calendars, or professional demand for these specialized roles.

Both School Psychologists and SLPs are high-need, specialized positions that compete directly with healthcare systems, private practices, and neighboring districts that compensate these roles on market-based employment scales rather than teacher schedules. These challenges have led to vacancies and increased dependence on higher-cost contracted services.

In addition, operational needs, particularly at the PALS Center and within related student service programs, require wider service coverage beyond the traditional school-year calendar to appropriately serve students.

Proposed Changes

The Administration is requesting approval for the following actions:

- **Move School Psychologists and Speech-Language Pathologists off the certified teacher salary schedule**
 - Transition these positions to a general employee (non-certified) pay scale consistent with their specialized licensure, market conditions, and competitive benchmarks.
- **Adjust calendar-day assignments to better align with service needs**
 - Shift a portion of School Psychologist and SLP positions from a **201-day calendar to a 241-day calendar**, particularly for roles supporting year-round programs and the PALS Center.
- **Align staffing structures with departmental and programmatic demands**
 - Ensure coverage for extended services, evaluation timelines, compliance requirements, and specialized student needs beyond the traditional academic calendar.

Fiscal Impact

While the proposal adjusts salary structure and calendar assignments, the anticipated fiscal impact is partially offset by reduced contractor usage and vacancy-related inefficiencies. Administration will continue to monitor staffing outcomes and budget impacts and report back as appropriate.

Recommendation

Administration recommends Board approval of the proposed compensation structure and calendar assignment adjustments for School Psychologists and Speech-Language Pathologists as outlined above, effective January 1, 2026.

2. Acceptance of U.S. Department of Education School-Based Mental Health Grant

Hamilton County Schools received notification on December 11, 2025, that the district has been awarded a School-Based Mental Health Grant from the current federal administration through the U.S. Department of Education. Board approval is required to formally accept the award.

Grant Award Information

Budget Period: 01/01/2026 – 12/31/2026

Funding in Budget Period 1: \$1,725,384.00

Total Performance Period: 01/01/2026 – 12/31/2029

Future Budget Periods

Year 2 (01/01/2027 – 12/31/2027): \$1,627,995

Year 3 (01/01/2028 – 12/31/2028): \$1,627,995

Year 4 (01/01/2029 – 12/31/2029): \$1,652,342

Funds will be used to support the increase in salary costs and recruitment, and retention of school psychologists.

3. Grant-Funded Position Approval

The Administration requests approval to add up to one fully grant-funded position to support the Dream Grant and The USDOE School-Based Mental Health Grant. These grants focus on recruiting and retaining school psychologists, counselors, and social workers. The position will be funded entirely through these grants for the next four years, with 0.5 FTE allocated to each grant.

Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Dr. Zac Brown
Chief Talent Officer

Date: December 18, 2025

Subject: PECCA Vote and Committee Members

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

The Professional Educators Collaborative Conferencing Act (PECCA) permits professional employees to choose a professional organization to represent them during collaborative conferencing with the Board of Education. The purpose of collaborative conferencing is to reach agreements regarding salary, grievance procedures, insurance, fringe benefits, working conditions, and leave with resulting agreements remaining in effect for three years.

In alignment with these requirements, HCS conducted the PECCA professional employee voting process in November 2025.

- Voting opened on November 4, 2025, and continued through November 18, 2025.
- Professional employees received electronic ballot access information on November 4, 2025, enabling them to exercise their right to select a representative organization for collaborative conferencing.
- Votes were submitted and tabulated electronically.
- The election was anonymous and monitored by the Special Questions Committee approved by the Board to ensure full compliance and integrity.

Based on the votes submitted:

- A majority of participating professional employees indicated a preference to engage in collaborative conferencing.
- Of the eligible professional employee organizations, the majority selected Hamilton County Education Association (HCEA) as their representative organization.

Accordingly, HCEA has been recognized as the professional organization with standing to participate in the collaborative conferencing process with HCS.

Under PECCA requirements, the district and the designated professional employee organization must each appoint representatives to serve on the collaborative conferencing team.

The 2025 Collaborative Conferencing Team will consist of eight (8) members, equally representing HCS and HCEA as follows:

HCS Representatives

- Dr. Justin Robertson
- Dr. Zac Brown
- Mary Ellen Heuton
- Dr. Robert Sharpe
- Dr. Jennifer Whalen
- Dr. Elaine Harper
- Penny Murray
- Dr. Jamie Parris

HCEA Representatives

- Lori Cleveland
- Kayla Butler
- Michelle Gooden
- Shane McNeese
- Kimberly Elbakidze
- Jeanette Omarkhail
- Jeremy Barrett
- David Jackson

HCS and HCEA representatives will begin the collaborative conferencing process in alignment with PECCA protocols. Meeting schedules, discussion topics, and potential agreements will be developed jointly and brought to the Board, as required, for review and consideration for the next MOU.

We respectfully request your approval.

Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served

To: Hamilton County Board of Education Dr.
Justin Robertson, Superintendent

From: Dr. Sonia Stewart, Deputy Superintendent

Date: December 18, 2025

Subject: Grant Funded Position Approval

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

The Administration requests approval to add a grant-funded position to support the Dream Grant and a second pending grant focused on recruiting and retaining school psychologists, counselors, and social workers. This position will be funded fully through the grants for the next four years, with 0.5 FTE allocated to each grant.

Opportunity 2030 Commitment Connection

- Every Student Learns
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- Every Employee Valued
- Every Community Served



Job Description

Job Title:	Resource Facilitator		
Reports to:	Director/Deputy Superintendent		
Job Class:	V608	FLSA Status:	Non-Exempt
<u>Pay Grade:</u>	G (1012)	Position Certified:	No

Hamilton County Schools has the right to revise this job description at any time and it does not in any way represent a contract of employment.

Purpose of Job

The purpose of this classification is to provide support to a department or division in the management and tracking of financial resources, budgets, positions, accounting, and financial activities. The individual is responsible for performing administrative, financial, and organizational management tasks to ensure the effective and efficient operations of the department.

Primary Job Duties and Responsibilities

Since every duty associated with this position may not be described herein, employees may be required to perform duties not specifically spelled out but may be considered incidental in the performance of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the duties herein described.

- Reviews departmental expenditures to ensure compliance with purchasing guidelines and with approved budget and budget allocation; reviews invoices for accuracy and research discrepancies; ensures expenditures are charged to proper accounts; reviews departmental reports.
- Works with the Federal Programs and Grants team and Fiscal Representatives to coordinate effective utilization of funding sources to support students and programs and ensures compliance with grant requirements.
- Monitoring and posting positions for the department or division including verifying budgets, licensure and other data points as well ensuring that district systems reflect accurate information for department employees. Will include monitoring licensure and/or requirements for specialized programs.
- Assists the department or division head in developing the annual budget for the department or division.
- Prepares or completes various forms, reports, correspondence, charts, tables, graphs and other documents. Summarizes reports in an articulate manner and utilizes an appropriate visual representation for communication to various audiences.
- Processes a variety of documentation associated with department operations within designated timeframes and per established procedures.
- Performs a variety of general accounting/bookkeeping functions, such as calculating data, balancing/reconciling spreadsheets/reports, researching financial discrepancies, generating reports, or maintaining financial records.
- Serves as a liaison between departments to organize, disseminate, and upload federal and state documents in digital platforms relevant to the department or division at the direction of their supervisor.
- Maintains file system of various files/records; assists with maintenance of accounting records for grants, operating budget, and self-funded projects; prepares and sets up files; sorts/organizes documents to be filed;

files documents in designated order; retrieves/replaces files; coordinates maintenance/retention of records in accordance with guidelines governing records retention.

- Communicates with supervisor, employees, other departments, school officials, the public, state/federal agencies, outside organizations, and other individuals as needed to coordinate work activities, review status of work, exchange information, or resolve problems.
- Provides assistance to other employees or departments as needed.
- May operate a motor vehicle to conduct various work activities.
- Ensures effective resource utilization to support the vision and mission of the Executive Director of Exceptional Education and Hamilton County Schools.
- Attends meetings and training as needed.
- Travels to school locations and other locations throughout the district to perform job duties.
- Prepares or completes various documents, reports, and correspondence as required.
- Performs general/clerical tasks, which may include answering telephone calls, typing documents, making copies, sending/receiving faxes, filing documentation, processing incoming/outgoing mail, running enter, retrieve, review or modify data; performs data entry functions by keying data into computer system; verifies accuracy of entered data and makes corrections; utilizes word processing, spreadsheet, database, payroll, financial, presentation, Internet, email, or other computer programs; performs basic maintenance of office/computer equipment, such as backing up data or replacing paper, toner, or ribbons; coordinates service/repair activities as needed.
- Operates other technology devices and uses a variety of social media platforms to perform essential functions of job.
- Complies with applicable district, state, and federal codes, laws, rules, regulations, standards, policies and procedures.
- Adheres to the Teacher Code of Ethics as defined by Tennessee Law and Code of Professional Conduct as defined by Board Policy 5.6011.
- Acts in a professional, respectful, and welcoming manner at all times.
- Creates a customer-focused climate and provides quality services and support to schools, community, businesses, Superintendent of Schools, Board of Education, and other stakeholders.
- Works collaboratively with all stakeholders.
- Follows established procedures to ensure assigned areas are safe.
- Maintains confidentiality.
- Attends work and arrives to work on time.
- Performs other related duties as assigned.

Education, Experience, and Qualifications

Salary is based on a combination of relevant education and experience.

- High School diploma or equivalent;
- Eight (8) years of experience that includes office administration, project management, budget administration, bookkeeping, and/or payroll required;
- Or any equivalent combination of education, training, and experience that provides the required knowledge, skills, and abilities for this job.
- Must maintain a valid state issued driver's license.
- College-level coursework or vocational training in office administration, bookkeeping, or related areas preferred.
- Three (3) years of experience working in a K-12 setting preferred.

Knowledge, Skills, and Abilities

- Ability to perform addition, subtraction, multiplication, and division. Ability to calculate decimals and percentages.
- Demonstrate excellent verbal and written communication skills to deal effectively with students, educators, parents, and community members.
- Demonstrate excellent planning, organizational, problem-solving, decision-making, and time management skills.
- Strong analytical and problem-solving skills.
- Ability to prioritize tasks and to delegate them when appropriate.
- Ability to act with integrity, professionalism, and confidentiality.

Physical Requirements

In compliance with the Americans with Disabilities Act, the Board of Education will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

ACTIVITY	FREQUENCY				ACTIVITY	FREQUENCY			
	N	O	F	C		N	O	F	C
Lift/Carry:					Twist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10 lbs or less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Turn (pivot)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11-20 lbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Climb	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21-50 lbs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Crawl	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51-100 lbs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reach Above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
100+ lbs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reach Outward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Push/Pull:					Fine Motor Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10 lbs or less	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11-20 lbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21-50 lbs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
51-100 lbs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
100+ lbs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Squat	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
					Kneel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drive	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Automatic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Type/Keyboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key:									
N = Never (0% of time); O = Occasional (1-33% of time); F = Frequent (34-66% of time); C = Constant (67-100% of time).									

Hamilton County Schools is an Equal Opportunity employer and actively seeks to recruit and retain a diverse workforce that reflects the diversity of our student population and community. HCS does not discriminate on the basis of race, creed, color, sexual orientation, gender identity, religion, age, national origin, genetic information, individuals with disabilities, or veteran status with regard only for qualifications for the positions involved.

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Shannon Moody, Chief Strategy Officer

Date: 12/18/2025

Subject: Administrative Policy Update – Monitoring

Board Agenda Category:

- Consent Agenda
- Action Item
- Reports and Information

The administration respectfully requests permission to make an administrative adjustment to the “monitoring” section of all Hamilton County Board of Education policies. The adjustment will reflect the updated quarter in which policies will be monitored and reviewed annually. With permission, the Strategy team will adjust and repost each policy with the necessary changes in the monitoring section only.

Details of the adjustment are as follows:

Date	Items to Review	Updated Monitoring Section
Quarterly Session 1 1st Read: August 2nd Read: September	1. School Board Operations (43)	Review Annually in Quarter 1 (September)
Quarterly Session 2 1st Read: November 2nd Read: December	5. Personnel (70)	Review Annually in Quarter 2 (December)
Quarterly Session 3 1st Read: February 2nd Read: March	2. Fiscal Management (25) 4. Instructional Program (47)	Review Annually in Quarter 3 (March)
Quarterly Session 4 1st Read: May 2nd Read: June	3. Support Services (28) 6. Student (43)	Review Annually in Quarter 4 (June)

Opportunity 2030 Commitment Connection

- Every Student Learns
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- Every Employee Valued
- Every Community Served

To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Shannon Moody, Chief Strategy Officer

Date: December 18, 2025

Subject: Proposed Policy Revision, 1st Read

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

The Administration, in consultation and under the advisement of the Board's attorneys, has reviewed and recommended the following policies for a first reading.

<u>POLICY #</u>	<u>POLICY TITLE</u>
1.300	Committees of the Board
3.210	Naming New Facilities

Opportunity 2030 Commitment Connection

- Every Student Learns
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- Every Community Served

Hamilton County Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Committees of the Board	Descriptor Code: 1.300	Issued Date: 12/16/04
		Rescinded:	Revised: 04/20/06

1
2 In addition to the Executive Committee, the Board may create such Standing Committees and Special
3 Committees as may be necessary and appropriate to investigate matters and to advise the Board as a
4 whole. Before taking action on any given issue, it shall not be necessary for the Board to have first
5 referred a matter to a committee for consideration.

6
7 Each Standing or Special Committee, once created by the Board, shall be chaired by a Board member
8 appointed by the Chairman of the Board and filled with such other Board members as the Chairman
9 may choose to appoint. Upon request from the Chairman of the Board, the Director of Schools shall
10 appoint such members of the administration as may be necessary and appropriate to assist the Board
11 committee in its tasks. Both the Chairman and the Director of Schools shall be *ex officio* members of
12 any Committee of the Board. Standing Committees and Special Committees shall be subject to the
13 requirements of the Open Meetings Act.

14 15 **STANDING COMMITTEES**

16
17 Each October, the Board of Education shall create such Standing Committees as the Board deems
18 necessary and appropriate to advise the Board on matters pertaining to the regular business of the
19 Hamilton County School System including personnel, finance, curriculum, property and maintenance,
20 **athletic**, and any other matter related to the efficient operation of the Hamilton County School System.
21 Each such committee shall continue to operate until dissolved by the Board.

22
23 Each Standing Committee is authorized and encouraged to meet and discuss those matters of the
24 school system's operation that fall within its purview. In addition to any specific issues that the
25 Board as a whole might assign, each Standing Committee should work proactively to identify and
26 discuss matters that would aid in the efficient operation of the school system.

27 28 **SPECIAL COMMITTEES**

29
30 From time to time, the Board of Education may create Special Committees to investigate issues and
31 to make recommendations to the Board as a whole. Such Special Committees shall be empowered
32 only to address those matters delegated to them by the Board as a whole. Special Committees shall
33 dissolve upon rendering a final report to the Board.

34 35 **ATHLETIC COMMITTEE**

36
37 **The Board of Education has created an Athletic Committee to provide oversight to the athletic**

1 program in the Hamilton County Schools. The committee will be chaired by a Board member and
2 staffed by such members of the administration as may be necessary to communicate the vision of the
3 Board to the system and the needs of the system to the Board.

4
5 The vision of the Athletic Committee is as follows:

6
7 Every student will have the opportunity to prepare mentally and physically for any situation they may
8 face as adults, to hone self-discipline and character necessary to success in all aspects of life, and to
9 pursue excellence, integrity, and respect that comes from honest competition through athletics.

10
11 The mission of the Athletic Committee is as follows:

12
13 The Hamilton County Board of Education is committed to providing every student in Hamilton
14 County Schools with the opportunity to participate in high-quality interscholastic athletics. To that
15 end, we will prioritize investment in:

- 16 - Facilities: Every arena, stadium, gymnasium, or training room in Hamilton County should be
17 a source of pride for its student athletes, the school, and the community. We will work with
18 community leaders, alumni, and donors to establish a standard of excellence across the entire
19 county.
- 20 - Coaches: Coaches are vital to student athletes as leaders, mentors, and role models. They not
21 only train the players; they mold tomorrow's leaders. Accordingly, we believe it is vitally
22 important to recruit and retain excellent coaches and to compensate them appropriately.
- 23 - Staffing: Proper staffing is essential to ensure correct technique and safety measures in every
24 athletic contest. This is completed by proper training, experience, leadership abilities, and the
25 correct number of coaches that are needed for every sport.

Legal References

1. TCA 49-2-205(2)
2. TCA 8-44-102(b)

Cross References

- School Board Meetings 1.400
Public Hearings 1.401

Hamilton County Board of Education

Monitoring: Review: Annually, in June	Descriptor Term: Naming Permanent Facilities	Descriptor Code: 3.210	Issued Date: 02/18/16
		Rescinded:	Revised: 11/11/21

1 The permanent naming of facilities shall apply to all changes intended to be permanent in nature,
2 including but not limited to:

- 3 1. School names
- 4 2. Mascot identity or team names
- 5 3. Libraries, cafeterias, gymnasiums, or building names
- 6 4. Any other permanently named area, program, or facility affiliated with a school.

7
8 Facilities or any permanent fixture of the school system shall be named through Board action, based
9 upon the following criteria:

- 10 1. Schools, mascots or team names shall not be named for living persons, except for those who
11 have rendered exemplary service to public education as recognized and attested by a vote of the
12 Board.
- 13 2. Two schools in the system shall not be given the same name and care should be taken to avoid
14 similar names.
- 15 3. Schools shall be named for:
 - 16 a. The area or community in which the school is located, or
 - 17 b. The street on which the school is located, or a street bordering the school site, if that
18 street is well known in the community, or
 - 19 c. Presidents, governors or recognized national, state and local leaders who have made an
20 outstanding contribution to the field of education.
- 21 4. A single building on a campus with multiple buildings or a specific area on the campus may be
22 named for a living person, provided s/he has made an outstanding contribution to that school.
23 The naming of such building or specific area shall not supplant the facility's name.
- 24 5. Facilities other than school shall be given names which describe the facility or the geographic
25 location in the city.
- 26 6. Temporary or informal naming (e.g., "Blue Team Hallway" or other short-term designations
27 used for internal organization or identification is not subject to his policy unless designated as
28 permanent.

29 When a ~~new school or facility~~ facility or permanent fixture is to be named or changed, the following
30 process shall be followed:

- 31 1. Any proposed new or changed names for consideration ~~by the committee~~ may be submitted by
32 any citizen, board member or school personnel and must be accompanied by a clear statement
33 and justification of the proposed name or change and a petition that will include a minimum of
34 50 signatures from the community representing that school zone

3.210 Naming New Facilities

- 1 2. The chairperson will appoint a committee composed of the Board member in whose district the
2 facility is located, community supporters of the school, alumni, faculty members, **students**, and
3 the school principal.
- 4 3. **A public comment period or community forum shall be held to gather input before any formal**
5 **recommendation is made.**
- 6 4. The **committee** chairperson shall submit a recommendation to the Board along with supporting
7 reasons and the petition for its consideration and approval at a regular meeting. The Board will
8 vote on the new name at the next scheduled meeting.
- 9
- 10 The Board may determine that all recommendations for names be considered at a specific time
11 of the year. The final decision on all names shall rest with the Board.

Legal References

Cross References

1.



2026 HCS Legislative Priorities

The Hamilton County Board of Education urges the Tennessee General Assembly to consider legislative action aligned to the following:

TISA Funding

Support improvements to the TISA public school funding model including but not limited to: an annual inflationary adjustment, a correction to economically disadvantaged n-count determination, sustainable provisions for school infrastructure, considerations for currently underfunded mandates (such as Special Ed Pre-K, tutoring in 4th and 5th grade, summer learning programs, and CTE), and increased weighting for students with characteristics of dyslexia and ULN9 and ULN10 students.

Ensure state dollars allocated towards the Education Freedom Scholarship Program matches those allocated towards public schools. Specifically, if there is an increase in the amount allocated towards the EFS program, public schools should receive an additional investment at the same rate of increase.

Local School Financing

Improve the sustainability of public education funding through: measures that require county funding bodies to make up any gap between actual revenue and maintenance of effort and creative ways to create revenue for capital improvements such as the creation of a "capital projects trust."

School Safety Measures

Allow school districts to utilize funds for School Security Officers in addition to SROs for positions beyond what local law enforcement agency partners are able to staff to ensure all schools are able to have dedicated, full-time security personnel.

Support funding that prioritizes health and safety supports for students, such as funding for school nurses, school counselors, school social workers, school-based behavioral health professionals, and school safety systems and enhancements, such as weapons detection devices and software, transportation safety technology, and other tools.

Teacher Licensure & Educator Pipelines

Respond to the educator pipeline challenge through the following licensure process adjustment strategies: enhance reciprocity by removing the PRAXIS requirement to renew or advance practitioner licenses initially obtained out of state; review PRAXIS score thresholds in high-need content areas (i.e. Early Childhood, SPED K-12, ESL, Math 6-12, & Science); and increase licensure flexibility to reduce shortages in key endorsements bound by grade bands (i.e. Pre-K) and courses with EOC exams.

Additionally, reimburse educators seeking new licensure; fully fund add-on endorsements in high-need areas; and audit and streamline endorsement areas to match the regional talent pipelines.

State Testing

Conduct a thoughtful review of the K-12 assessment landscape across Tennessee, including testing requirements at the federal, state, and local levels with the goal of determining areas of reduction and flexibility that still allow for accountability and monitoring of student progress.

Federal Dollars

Ensure the effort to reduce federal accountability does not jeopardize the overall amount of available federal education funding. In the event federal funding levels and distribution methods shift, hold school districts harmless for FY27 through the use of one-time state funds. Require alignment of TDOE's distribution methods for federal block grants to the TISA distribution formula connected to enrollment and student need.

Strategies Proven to Impact Student Success

Support state-level funding for strategies that strengthen public education outcomes, particularly: early childhood learning, access to athletics and extracurricular activities, full service community schools, school-based nurse practitioners, expanded broadband access, and universal free school meals.

To: Hamilton County Board of Education

From: Dr. Justin Robertson, Superintendent

Date: December 18, 2025

Subject: Lobbying Contract January-June 2026

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

In lieu of participating in the Coalition of Large School Systems (CLASS), Hamilton County Schools recommends entering into an individual agreement with Gowan Public Strategy (Robert Gowan) to receive lobbying services specific to the needs of HCS for the upcoming legislative cycle.

HCS will agree to pay Gowan Public Strategy \$3,500 per month beginning January 1, 2026 and ending June 30, 2026 for a total of \$21,000.

Attached: Retainer Agreement with Gowan Public Strategy

Opportunity 2030 Commitment Connection

- Every Student Learns
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- Every Community Served

Gowan Public Strategy

414 Union Street, Suite 1900

Nashville, TN 37219

Phone: [615.418.9219](tel:615.418.9219)

November 7, 2024

Dr. Justin Robertson, Superintendent

Hamilton County Schools

3074 Hickory Valley Rd

Chattanooga TN 37421

Re: Retainer Agreement with Gowan Public Strategy

Gowan Public Strategy appreciates the opportunity to provide government relations services to Hamilton County Schools (HCS) in Tennessee. Gowan Public Strategy is dedicated to delivering the highest level of service to help you achieve your goals. This agreement outlines the terms under which that representation will take place.

You have engaged Gowan Public Strategy to deliver government relations services regarding public education issues in Tennessee. Gowan Public Strategy will provide legislative and state administrative advocacy, including, but not limited to, tracking legislation, representing HCS's interests in the legislative process, exploring legislative opportunities to promote HCS's policy goals, monitoring the actions of the state board of education, and providing timely updates to HCS.

In exchange for these services, HCS has agreed to pay Gowan Public Strategy \$3,500 per month beginning January 1, 2026, and ending June 30, 2026. Gowan Public Strategy will send an invoice on the first of each month, and payment is due by the end of each month.

The above reflects our agreement. Please sign this agreement and return a copy for our files. Gowan Public Strategy looks forward to continuing to work with you.

Please never hesitate to contact me if Gowan Public Strategy can assist Hamilton County Schools in any way.

To: Hamilton County Board of Education

From: Joe Smith, HCDE School Board Chairman

Date: December 18, 2025

Subject: Review of Director Justin Robertson's
Annual Performance Evaluation

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

The purpose is to formally review the performance of Director Justin Robertson for the 24-25 academic year, assess progress against established goals, provide constructive feedback, and set strategic objectives for the upcoming year, ensuring alignment with the district's mission and student outcomes, as set in Opportunity 2030 Strategic Plan.

The key areas of evaluation and feedback were Strategic Planning; Student Achievement/Performance; School Leadership; Community Relationships; Business and Finance; Board Relationship; Staff and Personnel Relationships; Integrity, Fairness, and Ethics; Facilities/Safety; and District Management. The strengths and areas of growth will be discussed and collaborative planning for another successful year.

Opportunity 2030 Commitment Connection

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Hamilton County School Board
 Performance Evaluation of Superintendent of Schools
 December 18, 2025

	Steve Slater District 1	Ben Daugherty District 2	Joe Smith District 3	Jackie Thomas District 4	Karitsa Jones District 5	Ben Connor District 6	Jodi Schaffer District 7	Larry Grohn District 8	Gary Kuehn District 9	Felice Hadden District 10	Jill Black District 11
Strategic Planning	3.1	3.2	4.3	4.0	4.2	4.0	3.5	4.7	3.7	3.5	4.5
Student Achievement/Performance	2.8	3.1	4.2	4.0	3.9	4.2	3.6	4.3	3.6	3.6	4.2
School Leadership	3.1	3.7	4.6	4.0	4.3	4.2	4.1	4.6	3.4	3.6	4.4
Community Relationships	2.8	3.5	4.8	4.0	5.0	3.5	4.0	4.5	4.0	4.0	4.5
Business and Finance	2.8	3.8	4.5	3.8	4.0	3.3	3.6	4.4	4.0	3.6	3.8
Board Relationship	3.2	3.4	4.0	4.0	3.6	3.0	3.2	4.0	3.6	3.8	3.8
Staff and Personnel Relationships	2.9	3.9	4.1	3.8	3.9	3.5	3.5	4.3	3.5	3.5	4.4
Integrity, Fairness, and Ethics	3.5	4.0	4.6	3.3	4.0	4.0	3.5	4.8	4.0	3.3	4.5
Facilities/Safety	3.0	4.7	4.2	4.0	3.7	3.8	3.5	5.0	3.3	3.7	4.7
District Management	3.6	3.8	4.1	3.8	4.0	3.8	3.7	5.0	3.8	3.8	4.2

Evaluation Scores	3.1	3.6	4.3	3.9	4.0	3.8	3.6	4.5	3.6	3.6	4.3
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Average Evaluation Score 3.8

Hamilton County Board of Education

Evaluation Model for the Director of Hamilton County Schools

Tennessee law requires the Hamilton County Board of Education to assign to the Director of Schools the day-to-day responsibility of operating the system within the approved budget and consistent with law and policy. Consequently, the selection and evaluation of the Director is one of the most important functions the Board of Education performs.

In order to fulfill its statutory obligations, and so the Director may have clear guidance regarding the Board's evaluation of his/her performance, the Board of Education, in consultation with the Director, has developed this Evaluation Model for the 2025-2026 school year. The foundation of this Evaluation Model is the Board's Strategic Plan, including corresponding annual goals; the laws of the State of Tennessee; and the Board's contract with the Director.

This Model will consist of three parts:

- **The Director's self-evaluation.**
 - **The Director will evaluate his/her own performance as well as the performance of the system using the criteria set forth below.**
 - **The Director will submit his/her self-evaluation to the Chair of the Board within 30 days of receipt of the State's annual assessment data of Hamilton County Schools.**
- **The Board's evaluation of the Director's performance.**
 - **The Board will evaluate the Director and the system using the criteria set forth below, the Director's self-evaluation, and the State's assessment data.**
 - **Each Board member will complete his or her evaluation within 30 days of receipt of the Director's self-evaluation and submit it to the Board secretary and the Board attorney.**
- **The Director's written response to the Board's evaluation.**

The Director and the Board will use the following Rating Scale:

- 1 = Significantly below expectations
- 2 = Below expectations
- 3 = At expectations
- 4 = Above expectations
- 5 = Significantly above expectations

Strategic Planning Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Agendas from district leadership and principal professional development. District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. District and School Improvement Plans that operationalize Opportunity 2030 	Builds limited or no capacity for: <ul style="list-style-type: none"> Developing administrators' understanding of state adopted standards and instructional practice. Demonstrating fidelity to state and district approved standards and curriculum. Studying, analyzing, and evaluating approved curriculum resources. Establishing a system for monitoring student achievement. Establishing collective accountability when making needed adjustments to build administrator capacity. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	Builds capacity among administrators for: <ul style="list-style-type: none"> Developing an accurate understanding of state adopted standards and instructional practice. Demonstrating fidelity to state and district approved standards and curriculum. Studying, analyzing, and evaluating approved curriculum resources and instructional programs. Establishing a system for monitoring student achievement. Establishing collective accountability when making needed adjustments to improve instruction. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	In addition to Level 3 descriptors: <ul style="list-style-type: none"> Communicates Opportunity 2030 to all staff. Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030

Strategic Planning	Score	Comments
Develop and implement Opportunity 2030 in collaboration with the school board to address key performance indicators <u>on a yearly basis</u> .	3	
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	4	
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	3	
Ensures the vision shapes the educational programs, plans, and activities of the district.	3	
Uses assessment data related to student learning to effectuate the Board's strategic plan.	4	
Leads the Board in recasting or reframing the vision as necessary based upon available data.	4	

TOTAL SCORE:

21

Student Assessment/Performance Rubric

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

Student Achievement/Performance	Score	Comments
District Wide Value-Added will meet or exceed the State expectations each year.	4	
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.	2	Improved, but more needed imo
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	3	
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	3	
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	2	ExEd lacks in many phases
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	3	
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	2.5	
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	3	
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	3	Goal met. But what would it be without Edgenuity?

TOTAL SCORE:

25.5

School Leadership Rubric

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

School Leadership	Score	Comments
Develop competent leadership at the district level and school level through intentional leadership pipelines.	2.5	
Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	3	
Knowledgeable about the curriculum and establishes clear expectations for administrators.	4	
Supports professional learning activities for teachers and administrators.	4	
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	3	
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	3	
Offers professional development that is focused on student learning consistent with the school district's vision, mission, and goals.	2	P.D. Days are often not used for P.D. New teachers need much more training than experienced ones

TOTAL SCORE:

21.5

Community Relationship Rubric

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

Community Relationships	Score	Comments
Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.	2.5	<i>Community + Parents POV should be listened to a little more.</i>
Strategically utilizes community resources and established partnerships to support the Board's vision, mission, and goals.	3	

TOTAL SCORE: 5.5

Business and Finance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of compliance with all financial audits including local, state, and federal. • Provide samples of both student and employee handbooks. • Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. • Provide sample administrative procedures aligned with Board policy, state law, and federal requirements. • Board work session reports and agenda documents showing budgeting aligned with priorities. 	<ul style="list-style-type: none"> • Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Performs timely, accurate, and transparent budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. • Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

Business and Finance	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	2.5	<i>We know budget is always a concern. Knowing the board is wanting a balanced Budget and some money saved.</i>
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	2	
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	2.5	<i>We were 18M short to begin with last year.</i>
Provides accurate and timely reports to the Board on the financial condition of the school system.	4	
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	3	<i>Always willing and able to discuss any Questions or problems I bring up.</i>

TOTAL SCORE:

14

Board Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Samples of administrative procedures that adhere with Board policy. 	<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board of the director's evaluation instrument. Inconsistently contributes to school district growth by failing to assist and mentor administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning. Leading data-driven professional learning opportunities. Building capacity for aspiring administrators.

Board Relationship	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	3	
Follows through on initiatives and strategies communicated to the Board of Education	2	<i>Sometimes there are differences (although slight) between discussions and final readings</i>
Seeks and accepts constructive criticism of work from the Board	3	
Interprets and executes the intent of Board policy through the development of administrative procedures	3	
Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	5	<i>always willing to discuss issues with me.</i>

TOTAL SCORE:

16

Staff and Personnel Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Samples of district level plan for recruiting both professional and noncertified staff. Samples of school level data regarding induction, support, retention, and growth of staff. Samples of school level plans to increase the rates of high-performing educators and increase retention rates. 	<ul style="list-style-type: none"> Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. Rarely or never develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators and administrators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Designs and implements an induction program for new administrators and staff. Develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of all administrators and staff. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>Engages with the district leadership team to:</p> <ul style="list-style-type: none"> Design and implement an induction program for new educators. Develop strategies for retaining high-performing educators. Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. Supports the development of all administrators utilizing a variety of methods.

Staff and Personnel Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 th day of each year.	3	
90% of new teachers will be retained each year.	3	
Employee retention rates will exceed 85% each school year.	3	
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	2.5	
Develops appropriate structures to address staff morale based on district analysis.	3	Morale at some schools is pretty low - mainly due to discipline
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	2.5	see above ↑
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	3	
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	3	

TOTAL SCORE:

23

Integrity, Fairness, and Ethics Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Provide samples of meetings and engagement with various stakeholders throughout the community. • Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. • Examples of procedures that relate to communication plan for both certified and noncertified staff. 	<ul style="list-style-type: none"> • Does not engage or limits engagement of stakeholder groups and does not seek input or feedback on district improvement. • Does not communicate expected values and beliefs to all staff. • Does not design or implement structures that increase shared ownership in district success. • Fails to establish high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. • Communicates basic values and beliefs to all staff. • Models a commitment to the possibility of success for all students. • Designs and/or implements structures to increase shared ownership in district success. • Clearly and consistently communicates high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> • Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. • Clearly communicates basic values and beliefs to all staff. • Enacts procedures that reflect a district-wide commitment to student success. • Clearly and consistently communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	3	
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	2	<i>Sometimes expectations are not communicated in direct terms</i>
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	4	
Treats people fairly, equally, and with dignity and respect.	5	

TOTAL SCORE:

14

Facilities and Safety Rubric

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

Facilities/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	2	<i>Discipline is a problem</i>
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	4	
Ensures the maintenance of school property and the safety of personnel and property.	3	

TOTAL SCORE:

9

District Management Rubric

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

District Management	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	4	
Identifies, confronts, and resolves problems in a timely manner.	4	
Recognizes, studies, and applies emerging trends as appropriate.	3	
Uses effective communication skills.	4	
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding same, and takes responsibility where appropriate.	3	

TOTAL SCORE:

18

Director of Schools Overall Evaluation Score

Total Mean Score Strategic Planning	21	3.1
Total Mean Score Student Achievement/Performance	25.5	2.8
Total Mean Score School Leadership	21.5	3.1
Total Mean Score Community Relationships	5.5	2.8
Total Mean Score Post-Secondary Opportunities		0.0
Total Mean Score Business and Finance	14	2.8
Total Mean Score Board Relationship	16	3.2
Total Mean Score Staff and Personnel Relationships	23	2.9
Total Mean Score Integrity, Fairness, and Ethics	14	3.5
Total Mean Score Facilities/Safety	9	3.0
Total Mean Score District Management	18	3.6
Overall Mean Evaluation Score	167.5	3.1

Steve Slater
 Print Name

Steve Slater
 Signature

11-12-25
 Date

Hamilton County Board of Education

Evaluation Model for the Director of Hamilton County Schools

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Strategic Planning Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Agendas from district leadership and principal professional development. • District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. • District and School Improvement Plans that operationalize Opportunity 2030 	Builds limited or no capacity for: <ul style="list-style-type: none"> • Developing administrators' understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to build administrator capacity. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	Builds capacity among administrators for: <ul style="list-style-type: none"> • Developing an accurate understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources and instructional programs. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to improve instruction. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	In addition to Level 3 descriptors: <ul style="list-style-type: none"> • Communicates Opportunity 2030 to all staff. • Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. • Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030

Strategic Planning	Score	Comments
Develop and implement Opportunity 2030 in collaboration with the school board to address key performance indicators <u>on a yearly basis</u> .	3	
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	4	
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	3	
Ensures the vision shapes the educational programs, plans, and activities of the district.	3	
Uses assessment data related to student learning to effectuate the Board's strategic plan.	3	
Leads the Board in recasting or reframing the vision as necessary based upon available data.	3	

TOTAL SCORE:

19

Student Assessment/Performance Rubric

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

Student Achievement/Performance	Score	Comments
District Wide Value-Added will meet or exceed the State expectations each year.	3	
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.		
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	4	
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	4	
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	3	
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	3	If this is happening on a regular basis, I would love to better understand how this is being communicated and at which intervals.
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	3	
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	3	
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	5	

School Leadership Rubric

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

School Leadership	Score	Comments
Develop competent leadership at the district level and school level through intentional leadership pipelines.	4	
Leverages administrators’ strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	4	
Knowledgeable about the curriculum and establishes clear expectations for administrators.	3	
Supports professional learning activities for teachers and administrators.	3	
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	4	
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	4	
Offers professional development that is focused on student learning consistent with the school district’s vision, mission, and goals.	4	

Community Relationship Rubric

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

Community Relationships	Score	Comments
Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.	3	
Strategically utilizes community resources and established partnerships to support the Board's vision, mission, and goals.	4	

TOTAL SCORE:

7

Business and Finance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of compliance with all financial audits including local, state, and federal. • Provide samples of both student and employee handbooks. • Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. • Provide sample administrative procedures aligned with Board policy, state law, and federal requirements. • Board work session reports and agenda documents showing budgeting aligned with priorities. 	<ul style="list-style-type: none"> • Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Performs timely, accurate, and transparent budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. • Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

Business and Finance	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	4	
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	3	
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	4	This is an area I feel we are improving upon, particularly within the realm of health insurance.
Provides accurate and timely reports to the Board on the financial condition of the school system.	4	
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	4	

TOTAL SCORE:

19

Board Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Samples of administrative procedures that adhere with Board policy. 	<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board of the director's evaluation instrument. Inconsistently contributes to school district growth by failing to assist and mentor administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning. Leading data-driven professional learning opportunities. Building capacity for aspiring administrators.

Board Relationship	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	3	
Follows through on initiatives and strategies communicated to the Board of Education	3	
Seeks and accepts constructive criticism of work from the Board	4	
Interprets and executes the intent of Board policy through the development of administrative procedures	3	
Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	4	

TOTAL SCORE:

17

Staff and Personnel Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Samples of district level plan for recruiting both professional and noncertified staff. Samples of school level data regarding induction, support, retention, and growth of staff. Samples of school level plans to increase the rates of high-performing educators and increase retention rates. 	<ul style="list-style-type: none"> Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. Rarely or never develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators and administrators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Designs and implements an induction program for new administrators and staff. Develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of all administrators and staff. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>Engages with the district leadership team to:</p> <ul style="list-style-type: none"> Design and implement an induction program for new educators. Develop strategies for retaining high-performing educators. Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. Supports the development of all administrators utilizing a variety of methods.

Staff and Personnel Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 th day of each year.	4	
90% of new teachers will be retained each year.	4	
Employee retention rates will exceed 85% each school year.	4	
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	4	
Develops appropriate structures to address staff morale based on district analysis.	4	
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	4	
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	4	
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	3	I'd like to see more discussion around this, particularly as we enter into budget season

TOTAL SCORE:

Integrity, Fairness, and Ethics Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provide samples of meetings and engagement with various stakeholders throughout the community. Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. Examples of procedures that relate to communication plan for both certified and noncertified staff. 	<ul style="list-style-type: none"> Does not engage or limits engagement of stakeholder groups and does not seek input or feedback on district improvement. Does not communicate expected values and beliefs to all staff. Does not design or implement structures that increase shared ownership in district success. Fails to establish high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. Communicates basic values and beliefs to all staff. Models a commitment to the possibility of success for all students. Designs and/or implements structures to increase shared ownership in district success. Clearly and consistently communicates high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. Clearly communicates basic values and beliefs to all staff. Enacts procedures that reflect a district-wide commitment to student success. Clearly and consistently communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	4	
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	4	
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	4	
Treats people fairly, equally, and with dignity and respect.	4	

TOTAL SCORE:

16

Facilities and Safety Rubric

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

Facilities/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	4	
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	5	
Ensures the maintenance of school property and the safety of personnel and property.	5	

TOTAL SCORE:

14

District Management Rubric

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

District Management	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	4	
Identifies, confronts, and resolves problems in a timely manner.	4	
Recognizes, studies, and applies emerging trends as appropriate.	4	
Uses effective communication skills.	3	
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding same, and takes responsibility where appropriate.	4	

TOTAL SCORE:

19

Director of Schools Overall Evaluation Score

Total Mean Score Strategic Planning	3.2
Total Mean Score Student Achievement/Performance	3.1
Total Mean Score School Leadership	3.7
Total Mean Score Community Relationships	3.5
Total Mean Score Post-Secondary Opportunities	0.0
Total Mean Score Business and Finance	3.8
Total Mean Score Board Relationship	3.4
Total Mean Score Staff and Personnel Relationships	3.9
Total Mean Score Integrity, Fairness, and Ethics	4.0
Total Mean Score Facilities/Safety	4.7
Total Mean Score District Management	3.8
Overall Mean Evaluation Score	3.6

Ben Daugherty

Print Name



Signature

12/01/2025

Date

Hamilton County Board of Education

Evaluation Model for the Director of Hamilton County Schools

Tennessee law requires the Hamilton County Board of Education to assign to the Director of Schools the day-to-day responsibility of operating the system within the approved budget and consistent with law and policy. Consequently, the selection and evaluation of the Director is one of the most important functions the Board of Education performs.

In order to fulfill its statutory obligations, and so the Director may have clear guidance regarding the Board's evaluation of his/her performance, the Board of Education, in consultation with the Director, has developed this Evaluation Model for the 2025-2026 school year. The foundation of this Evaluation Model is the Board's Strategic Plan, including corresponding annual goals; the laws of the State of Tennessee; and the Board's contract with the Director.

This Model will consist of three parts:

- **The Director's self-evaluation.**
 - The Director will evaluate his/her own performance as well as the performance of the system using the criteria set forth below.
 - The Director will submit his/her self-evaluation to the Chair of the Board within 30 days of receipt of the State's annual assessment data of Hamilton County Schools.
- **The Board's evaluation of the Director's performance.**
 - The Board will evaluate the Director and the system using the criteria set forth below, the Director's self-evaluation, and the State's assessment data.
 - Each Board member will complete his or her evaluation within 30 days of receipt of the Director's self-evaluation and submit it to the Board secretary and the Board attorney.
- **The Director's written response to the Board's evaluation.**

The Director and the Board will use the following Rating Scale:

- 1 = Significantly below expectations
- 2 = Below expectations
- 3 = At expectations
- 4 = Above expectations
- 5 = Significantly above expectations

JOE SMITH
DISTRICT - 3

Strategic Planning Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Agendas from district leadership and principal professional development. District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. District and School Improvement Plans that operationalize Opportunity 2030 	Builds limited or no capacity for: <ul style="list-style-type: none"> Developing administrators' understanding of state adopted standards and instructional practice. Demonstrating fidelity to state and district approved standards and curriculum. Studying, analyzing, and evaluating approved curriculum resources. Establishing a system for monitoring student achievement. Establishing collective accountability when making needed adjustments to build administrator capacity. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	Builds capacity among administrators for: <ul style="list-style-type: none"> Developing an accurate understanding of state adopted standards and instructional practice. Demonstrating fidelity to state and district approved standards and curriculum. Studying, analyzing, and evaluating approved curriculum resources and instructional programs. Establishing a system for monitoring student achievement. Establishing collective accountability when making needed adjustments to improve instruction. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	In addition to Level 3 descriptors: <ul style="list-style-type: none"> Communicates Opportunity 2030 to all staff. Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030

Strategic Planning	Score	Comments
Develop and implement Opportunity 2030 in collaboration with the school board to address key performance indicators <u>on a yearly basis</u> .	4.5	
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	4.5	
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	4.0	
Ensures the vision shapes the educational programs, plans, and activities of the district.	4.0	
Uses assessment data related to student learning to effectuate the Board's strategic plan.	4.5	
Leads the Board in recasting or reframing the vision as necessary based upon available data.	4.0	

TOTAL SCORE:

4.25

Student Assessment/Performance Rubric

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

Student Achievement/Performance	Score	Comments
District Wide Value-Added will meet or exceed the State expectations each year.	4.0	
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.	3.0	
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	4.8	
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	4.8	
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	3.5	
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	3.9	
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	4.5	
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	4.5	
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	5.0	

TOTAL SCORE:

4.20

School Leadership Rubric

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

School Leadership	Score	Comments
Develop competent leadership at the district level and school level through intentional leadership pipelines.	4.0	
Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	4.8	
Knowledgeable about the curriculum and establishes clear expectations for administrators.	4.8	
Supports professional learning activities for teachers and administrators.	5.0	
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	4.5	
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	4.5	
Offers professional development that is focused on student learning consistent with the school district's vision, mission, and goals.	4.5	

TOTAL SCORE:

4.60

Community Relationship Rubric

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

Community Relationships	Score	Comments
Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.	4.8	
Strategically utilizes community resources and established partnerships to support the Board's vision, mission, and goals.	4.8	

TOTAL SCORE: 4.80

Business and Finance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of compliance with all financial audits including local, state, and federal. • Provide samples of both student and employee handbooks. • Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. • Provide sample administrative procedures aligned with Board policy, state law, and federal requirements. • Board work session reports and agenda documents showing budgeting aligned with priorities. 	<ul style="list-style-type: none"> • Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Performs timely, accurate, and transparent budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. • Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

Business and Finance	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	4.8	
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	4.8	
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	4.0	
Provides accurate and timely reports to the Board on the financial condition of the school system.	4.5	
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	4.5	

TOTAL SCORE:

4.50

Board Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Samples of administrative procedures that adhere with Board policy. 	<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board of the director's evaluation instrument. Inconsistently contributes to school district growth by failing to assist and mentor administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning. Leading data-driven professional learning opportunities. Building capacity for aspiring administrators.

Board Relationship	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	4.5	
Follows through on initiatives and strategies communicated to the Board of Education	4.8	
Seeks and accepts constructive criticism of work from the Board	3.0	
Interprets and executes the intent of Board policy through the development of administrative procedures	3.0	
Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	4.5	

TOTAL SCORE:

39.0

Staff and Personnel Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Samples of district level plan for recruiting both professional and noncertified staff. Samples of school level data regarding induction, support, retention, and growth of staff. Samples of school level plans to increase the rates of high-performing educators and increase retention rates. 	<ul style="list-style-type: none"> Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. Rarely or never develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators and administrators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Designs and implements an induction program for new administrators and staff. Develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of all administrators and staff. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>Engages with the district leadership team to:</p> <ul style="list-style-type: none"> Design and implement an induction program for new educators. Develop strategies for retaining high-performing educators. Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. Supports the development of all administrators utilizing a variety of methods.

Staff and Personnel Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 th day of each year.	5.0	
90% of new teachers will be retained each year.	3.0	
Employee retention rates will exceed 85% each school year.	5.0	
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	4.2	
Develops appropriate structures to address staff morale based on district analysis.	4.2	
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	4.0	
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	4.0	
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	3.5	

TOTAL SCORE:

4.10

Integrity, Fairness, and Ethics Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Provide samples of meetings and engagement with various stakeholders throughout the community. • Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. • Examples of procedures that relate to communication plan for both certified and noncertified staff. 	<ul style="list-style-type: none"> • Does not engage or limits engagement of stakeholder groups and does not seek input or feedback on district improvement. • Does not communicate expected values and beliefs to all staff. • Does not design or implement structures that increase shared ownership in district success. • Fails to establish high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. • Communicates basic values and beliefs to all staff. • Models a commitment to the possibility of success for all students. • Designs and/or implements structures to increase shared ownership in district success. • Clearly and consistently communicates high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> • Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. • Clearly communicates basic values and beliefs to all staff. • Enacts procedures that reflect a district-wide commitment to student success. • Clearly and consistently communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	4.2	
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	4.5	
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	4.5	
Treats people fairly, equally, and with dignity and respect.	5.0	

TOTAL SCORE:

4.55

Facilities and Safety Rubric

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

Facilities/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	4.5	
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	4.5	
Ensures the maintenance of school property and the safety of personnel and property.	3.5	

TOTAL SCORE:

4.15

District Management Rubric

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

District Management	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	4.2	
Identifies, confronts, and resolves problems in a timely manner.	4.0	
Recognizes, studies, and applies emerging trends as appropriate.	4.0	
Uses effective communication skills.	4.5	
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding same, and takes responsibility where appropriate.	4.0	

TOTAL SCORE:

4.10

Director of Schools Overall Evaluation Score

Total Mean Score Strategic Planning	4.25
Total Mean Score Student Achievement/Performance	4.20
Total Mean Score School Leadership	4.60
Total Mean Score Community Relationships	4.80
Total Mean Score Post-Secondary Opportunities	
Total Mean Score Business and Finance	4.50
Total Mean Score Board Relationship	3.90
Total Mean Score Staff and Personnel Relationships	4.10
Total Mean Score Integrity, Fairness, and Ethics	4.55
Total Mean Score Facilities/Safety	4.15
Total Mean Score District Management	4.10
Overall Mean Evaluation Score	4.3

D. K. JOE SMITH
 Print Name

Joe Smith
 Signature

12-1-25
 Date

Hamilton County Board of Education

Evaluation Model for the Director of Hamilton County Schools

Tennessee law requires the Hamilton County Board of Education to assign to the Director of Schools the day-to-day responsibility of operating the system within the approved budget and consistent with law and policy. Consequently, the selection and evaluation of the Director is one of the most important functions the Board of Education performs.

In order to fulfill its statutory obligations, and so the Director may have clear guidance regarding the Board's evaluation of his/her performance, the Board of Education, in consultation with the Director, has developed this Evaluation Model for the 2025-2026 school year. The foundation of this Evaluation Model is the Board's Strategic Plan, including corresponding annual goals; the laws of the State of Tennessee; and the Board's contract with the Director.

This Model will consist of three parts:

- **The Director's self-evaluation.**
 - The Director will evaluate his/her own performance as well as the performance of the system using the criteria set forth below.
 - The Director will submit his/her self-evaluation to the Chair of the Board within 30 days of receipt of the State's annual assessment data of Hamilton County Schools.
- **The Board's evaluation of the Director's performance.**
 - The Board will evaluate the Director and the system using the criteria set forth below, the Director's self-evaluation, and the State's assessment data.
 - Each Board member will complete his or her evaluation within 30 days of receipt of the Director's self-evaluation and submit it to the Board secretary and the Board attorney.
- **The Director's written response to the Board's evaluation.**

The Director and the Board will use the following Rating Scale:

- 1 = Significantly below expectations
- 2 = Below expectations
- 3 = At expectations
- 4 = Above expectations
- 5 = Significantly above expectations

Strategic Planning Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Agendas from district leadership and principal professional development. • District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. • District and School Improvement Plans that operationalize Opportunity 2030 	Builds limited or no capacity for: <ul style="list-style-type: none"> • Developing administrators' understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to build administrator capacity. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	Builds capacity among administrators for: <ul style="list-style-type: none"> • Developing an accurate understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources and instructional programs. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to improve instruction. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	In addition to Level 3 descriptors: <ul style="list-style-type: none"> • Communicates Opportunity 2030 to all staff. • Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. • Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030

Strategic Planning	Score	Comments
Develop and implement Opportunity 2030 in collaboration with the school board to address key performance indicators <u>on a yearly basis</u> .	4	
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	5	
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	4	
Ensures the vision shapes the educational programs, plans, and activities of the district.	4	
Uses assessment data related to student learning to effectuate the Board's strategic plan.	4	
Leads the Board in recasting or reframing the vision as necessary based upon available data.	3	

TOTAL SCORE:

24

Student Assessment/Performance Rubric

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

Student Achievement/Performance	Score	Comments
District Wide Value-Added will meet or exceed the State expectations each year.	3	
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.	3	
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	5	
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	5	
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	4	
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	3	
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	4	
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	4	
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	5	Based on the Data achievement

TOTAL SCORE:

__36__

School Leadership Rubric

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

School Leadership	Score	Comments
Develop competent leadership at the district level and school level through intentional leadership pipelines.	3	There are development programs in place, however concerns of the selection process of the leadership pipelines.
Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	4	
Knowledgeable about the curriculum and establishes clear expectations for administrators.	4	
Supports professional learning activities for teachers and administrators.	5	
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	4	
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	4	
Offers professional development that is focused on student learning consistent with the school district's vision, mission, and goals.	4	

TOTAL SCORE:

28

Business and Finance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of compliance with all financial audits including local, state, and federal. • Provide samples of both student and employee handbooks. • Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. • Provide sample administrative procedures aligned with Board policy, state law, and federal requirements. • Board work session reports and agenda documents showing budgeting aligned with priorities. 	<ul style="list-style-type: none"> • Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Performs timely, accurate, and transparent budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. • Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

Business and Finance	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	4	
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	4	
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	4	
Provides accurate and timely reports to the Board on the financial condition of the school system.	4	
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	3	

TOTAL SCORE:

_____ **19** _____

Board Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Samples of administrative procedures that adhere with Board policy. 	<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board of the director's evaluation instrument. Inconsistently contributes to school district growth by failing to assist and mentor administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning. Leading data-driven professional learning opportunities. Building capacity for aspiring administrators.

Board Relationship	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	4	
Follows through on initiatives and strategies communicated to the Board of Education	5	
Seeks and accepts constructive criticism of work from the Board	3	
Interprets and executes the intent of Board policy through the development of administrative procedures	4	
Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	4	

TOTAL SCORE:

 20

Staff and Personnel Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of district level plan for recruiting both professional and noncertified staff. • Samples of school level data regarding induction, support, retention, and growth of staff. • Samples of school level plans to increase the rates of high-performing educators and increase retention rates. 	<ul style="list-style-type: none"> • Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. • Rarely or never develops strategies for: <ul style="list-style-type: none"> ○ Retaining high-performing educators and administrators. ○ Fostering leadership skills in the most effective educators and administrators based on student outcomes. • Utilizing a variety of methods to support the development of administrators. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Designs and implements an induction program for new administrators and staff. • Develops strategies for: <ul style="list-style-type: none"> ○ Retaining high-performing educators. ○ Fostering leadership skills in the most effective educators and administrators based on student outcomes. • Utilizing a variety of methods to support the development of all administrators and staff. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	Engages with the district leadership team to: <ul style="list-style-type: none"> • Design and implement an induction program for new educators. • Develop strategies for retaining high-performing educators. • Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. • Supports the development of all administrators utilizing a variety of methods.

Staff and Personnel Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 th day of each year.	5	Based on the data
90% of new teachers will be retained each year.	3	Based on the data
Employee retention rates will exceed 85% each school year.	5	Based on the data
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	4	This process may be taking place, however there are concerns regarding retainment of teachers in some District 4 schools, therefore unsure about the effectiveness of the support.
Develops appropriate structures to address staff morale based on district analysis.	3	This is an area of concern based on observation and conversations with staff.
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	3	Improvement is needed in this area. Based on my observation, Leadership

		tends to lead from the prospective of Power & Control, not shared decision making.
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	4	
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	3	

TOTAL SCORE: **30**

Integrity, Fairness, and Ethics Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Provide samples of meetings and engagement with various stakeholders throughout the community. • Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. • Examples of procedures that relate to communication plan for both certified and noncertified staff. 	<ul style="list-style-type: none"> • Does not engage or limits engagement of stakeholder groups and does not seek input or feedback on district improvement. • Does not communicate expected values and beliefs to all staff. • Does not design or implement structures that increase shared ownership in district success. • Fails to establish high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. • Communicates basic values and beliefs to all staff. • Models a commitment to the possibility of success for all students. • Designs and/or implements structures to increase shared ownership in district success. • Clearly and consistently communicates high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> • Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. • Clearly communicates basic values and beliefs to all staff. • Enacts procedures that reflect a district-wide commitment to student success. • Clearly and consistently communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	3	What is the effectiveness of these councils? Are they just there for name's sake? Are we duplicating boards & councils?
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	4	
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	3	
Treats people fairly, equally, and with dignity and respect.	3	This is an area of concern, based on observation and actions.

TOTAL SCORE:

13

Facilities and Safety Rubric

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

Facilities/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	4	
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	5	
Ensures the maintenance of school property and the safety of personnel and property.	3	

TOTAL SCORE:

12

District Management Rubric

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

District Management	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	4	
Identifies, confronts, and resolves problems in a timely manner.	4	
Recognizes, studies, and applies emerging trends as appropriate.	4	
Uses effective communication skills.	4	
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding same, and takes responsibility where appropriate.	3	

TOTAL SCORE:

___19___

Director of Schools Overall Evaluation Score

Total Mean Score Strategic Planning	24	4.0
Total Mean Score Student Achievement/Performance	36	4.0
Total Mean Score School Leadership	28	4.0
Total Mean Score Community Relationships	8	4.0
Total Mean Score Post-Secondary Opportunities		
Total Mean Score Business and Finance	19	3.8
Total Mean Score Board Relationship	20	4.0
Total Mean Score Staff and Personnel Relationships	30	3.8
Total Mean Score Integrity, Fairness, and Ethics	13	3.3
Total Mean Score Facilities/Safety	12	4.0
Total Mean Score District Management	19	3.8
Overall Mean Evaluation Score	209	3.9

 Jacqueline Thomas
 Print Name

 Jacqueline Thomas 12/1/2025
 Signature Date

Hamilton County Board of Education

Evaluation Model for the Director of Hamilton County Schools

Tennessee law requires the Hamilton County Board of Education to assign to the Director of Schools the day-to-day responsibility of operating the system within the approved budget and consistent with law and policy. Consequently, the selection and evaluation of the Director is one of the most important functions the Board of Education performs.

In order to fulfill its statutory obligations, and so the Director may have clear guidance regarding the Board's evaluation of his/her performance, the Board of Education, in consultation with the Director, has developed this Evaluation Model for the 2025-2026 school year. The foundation of this Evaluation Model is the Board's Strategic Plan, including corresponding annual goals; the laws of the State of Tennessee; and the Board's contract with the Director.

This Model will consist of three parts:

- **The Director's self-evaluation.**
 - The Director will evaluate his/her own performance as well as the performance of the system using the criteria set forth below.
 - The Director will submit his/her self-evaluation to the Chair of the Board within 30 days of receipt of the State's annual assessment data of Hamilton County Schools.
- **The Board's evaluation of the Director's performance.**
 - The Board will evaluate the Director and the system using the criteria set forth below, the Director's self-evaluation, and the State's assessment data.
 - Each Board member will complete his or her evaluation within 30 days of receipt of the Director's self-evaluation and submit it to the Board secretary and the Board attorney.
- **The Director's written response to the Board's evaluation.**

The Director and the Board will use the following Rating Scale:

- 1 = Significantly below expectations
- 2 = Below expectations
- 3 = At expectations
- 4 = Above expectations
- 5 = Significantly above expectations

Strategic Planning Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Agendas from district leadership and principal professional development. District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. District and School Improvement Plans that operationalize Opportunity 2030 	Builds limited or no capacity for: <ul style="list-style-type: none"> Developing administrators' understanding of state adopted standards and instructional practice. Demonstrating fidelity to state and district approved standards and curriculum. Studying, analyzing, and evaluating approved curriculum resources. Establishing a system for monitoring student achievement. Establishing collective accountability when making needed adjustments to build administrator capacity. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	Builds capacity among administrators for: <ul style="list-style-type: none"> Developing an accurate understanding of state adopted standards and instructional practice. Demonstrating fidelity to state and district approved standards and curriculum. Studying, analyzing, and evaluating approved curriculum resources and instructional programs. Establishing a system for monitoring student achievement. Establishing collective accountability when making needed adjustments to improve instruction. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	In addition to Level 3 descriptors: <ul style="list-style-type: none"> Communicates Opportunity 2030 to all staff. Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030

Strategic Planning	Score	Comments
Develop and implement Opportunity 2030 in collaboration with the school board to address key performance indicators <u>on a yearly basis</u> .	5	Dr. Robertson works hard to ensure that he communicates out to the board, staff, and community what Opportunity 2030 is and how the work that the district is doing ties to this plan. As he and his team report out to us month, as a board member I am able to see the alignment, evaluation, pivots etc, that are being made to the work to ensure alignment.
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	4	
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	4	
Ensures the vision shapes the educational programs, plans, and activities of the district.	4	
Uses assessment data related to student learning to effectuate the Board's strategic plan.	4	
Leads the Board in recasting or reframing the vision as necessary based upon available data.	4	

TOTAL SCORE:

25

Student Assessment/Performance Rubric

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

Student Achievement/Performance	Score	Comments
District Wide Value-Added will meet or exceed the State expectations each year.	3	meets state expectations, does not exceed
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.	3	
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	4	
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	4	
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	4	
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	3	
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	5	
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	4	
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	5	Grad rate was 94%

TOTAL SCORE:

_____ 35 _____

School Leadership Rubric

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

School Leadership	Score	Comments
Develop competent leadership at the district level and school level through intentional leadership pipelines.	4	
Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	4	
Knowledgeable about the curriculum and establishes clear expectations for administrators.	5	
Supports professional learning activities for teachers and administrators.	5	
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	4	
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	4	
Offers professional development that is focused on student learning consistent with the school district's vision, mission, and goals.	4	

TOTAL SCORE:

30

Community Relationship Rubric

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

Community Relationships	Score	Comments
Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.	5	
Strategically utilizes community resources and established partnerships to support the Board’s vision, mission, and goals.	5	

TOTAL SCORE: 10

Business and Finance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of compliance with all financial audits including local, state, and federal. • Provide samples of both student and employee handbooks. • Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. • Provide sample administrative procedures aligned with Board policy, state law, and federal requirements. • Board work session reports and agenda documents showing budgeting aligned with priorities. 	<ul style="list-style-type: none"> • Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Performs timely, accurate, and transparent budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. • Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

Business and Finance	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	4	Budget was presented on time initially as well as each revision thereafter.
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	4	
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	4	
Provides accurate and timely reports to the Board on the financial condition of the school system.	4	
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	4	Dr. Robertson was present at each budget committee meeting and ensured that appropriate district staff was present alongside him to answer any questions or provide supporting info. He was always willing to come back with revisions that included the edits or additions that were the pleasure of the board. He also clarified the ask of the board to be sure that he was meeting the ask.

TOTAL SCORE:

20

Board Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Samples of administrative procedures that adhere with Board policy. 	<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board of the director's evaluation instrument. Inconsistently contributes to school district growth by failing to assist and mentor administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning. Leading data-driven professional learning opportunities. Building capacity for aspiring administrators.

Board Relationship	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	4	
Follows through on initiatives and strategies communicated to the Board of Education	4	
Seeks and accepts constructive criticism of work from the Board	3	
Interprets and executes the intent of Board policy through the development of administrative procedures	3	
Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	4	

TOTAL SCORE: _____

Staff and Personnel Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Samples of district level plan for recruiting both professional and noncertified staff. Samples of school level data regarding induction, support, retention, and growth of staff. Samples of school level plans to increase the rates of high-performing educators and increase retention rates. 	<ul style="list-style-type: none"> Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. Rarely or never develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators and administrators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Designs and implements an induction program for new administrators and staff. Develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of all administrators and staff. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	Engages with the district leadership team to: <ul style="list-style-type: none"> Design and implement an induction program for new educators. Develop strategies for retaining high-performing educators. Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. Supports the development of all administrators utilizing a variety of methods.

Staff and Personnel Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 th day of each year.	5	99% staffed by 10th day
90% of new teachers will be retained each year.	3	Met expectation
Employee retention rates will exceed 85% each school year.	4	
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	4	
Develops appropriate structures to address staff morale based on district analysis.	4	
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	3	
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	4	
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	4	

TOTAL SCORE: 31

Integrity, Fairness, and Ethics Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Provide samples of meetings and engagement with various stakeholders throughout the community. • Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. • Examples of procedures that relate to communication plan for both certified and noncertified staff. 	<ul style="list-style-type: none"> • Does not engage or limits engagement of stakeholder groups and does not seek input or feedback on district improvement. • Does not communicate expected values and beliefs to all staff. • Does not design or implement structures that increase shared ownership in district success. • Fails to establish high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. • Communicates basic values and beliefs to all staff. • Models a commitment to the possibility of success for all students. • Designs and/or implements structures to increase shared ownership in district success. • Clearly and consistently communicates high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> • Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. • Clearly communicates basic values and beliefs to all staff. • Enacts procedures that reflect a district-wide commitment to student success. • Clearly and consistently communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	4	
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	4	
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	4	
Treats people fairly, equally, and with dignity and respect.	4	

TOTAL SCORE:

16

Facilities and Safety Rubric

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

Facilities/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	4	
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	4	
Ensures the maintenance of school property and the safety of personnel and property.	3	

TOTAL SCORE:

11

District Management Rubric

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

District Management	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	4	
Identifies, confronts, and resolves problems in a timely manner.	4	
Recognizes, studies, and applies emerging trends as appropriate.	4	
Uses effective communication skills.	4	
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding same, and takes responsibility where appropriate.	4	

TOTAL SCORE:

20

Director of Schools Overall Evaluation Score

Total Mean Score Strategic Planning	4.1
Total Mean Score Student Achievement/Performance	3.8
Total Mean Score School Leadership	4.2
Total Mean Score Community Relationships	5.0
Total Mean Score Post-Secondary Opportunities	
Total Mean Score Business and Finance	4.0
Total Mean Score Board Relationship	3.6
Total Mean Score Staff and Personnel Relationships	3.8
Total Mean Score Integrity, Fairness, and Ethics	4.0
Total Mean Score Facilities/Safety	3.6
Total Mean Score District Management	4.0
Overall Mean Evaluation Score	4.0

Karitsa M. Jones

Print Name

Karitsa M. Jones

Signature

November 24, 2025

Date

Superintendent Review

Composed by Ben Connor,
Hamilton County Board of Education
Representing District 6

Cover Letter

NOTE: Please include this cover letter with the official evaluation and with any subsequent release or distribution of the evaluations to HCS staff or the public.

To All Concerned Parties,

Throughout my career, I have reviewed, and been reviewed by great leaders. While the professional context has varied over the years, one thing is consistent throughout: taking the time to give feedback in-person ensures better outcomes and stronger working relationships. This simple step most often leads to better collaboration, better communication, and to future success.

With this experience in mind, I am submitting my written review of Superintendent Robertson with the stipulation that I also plan to share feedback with him face-to-face and in conversation. A written evaluation simply cannot, by its very nature, successfully deliver positive criticism, critique, and guidance toward the achievement of shared goals.

Moreover, the limitations of the written word on the page can lead to confusion, misunderstanding, or may even be intentionally taken out of context for purposes apart from those intended. Let this cover letter serve as a recognition of the limitations of the instrument itself, and also as a statement of my intention to continually give in-person constructive evaluation as a matter of best practice.

Very Sincerely,

A handwritten signature in black ink that reads "Ben Connor". The signature is written in a cursive, slightly slanted style.

Ben Conner
Hamilton County School Board District 6

Hamilton County Board of Education

Evaluation Model for the Director of Hamilton County Schools

Tennessee law requires the Hamilton County Board of Education to assign to the Director of Schools the day-to-day responsibility of operating the system within the approved budget and consistent with law and policy. Consequently, the selection and evaluation of the Director is one of the most important functions the Board of Education performs.

In order to fulfill its statutory obligations, and so the Director may have clear guidance regarding the Board's evaluation of his/her performance, the Board of Education, in consultation with the Director, has developed this Evaluation Model for the 2025-2026 school year. The foundation of this Evaluation Model is the Board's Strategic Plan, including corresponding annual goals; the laws of the State of Tennessee; and the Board's contract with the Director.

This Model will consist of three parts:

- **The Director's self-evaluation.**
 - The Director will evaluate his/her own performance as well as the performance of the system using the criteria set forth below.
 - The Director will submit his/her self-evaluation to the Chair of the Board within 30 days of receipt of the State's annual assessment data of Hamilton County Schools.
- **The Board's evaluation of the Director's performance.**
 - The Board will evaluate the Director and the system using the criteria set forth below, the Director's self-evaluation, and the State's assessment data.
 - Each Board member will complete his or her evaluation within 30 days of receipt of the Director's self-evaluation and submit it to the Board secretary and the Board attorney.
- **The Director's written response to the Board's evaluation.**

The Director and the Board will use the following Rating Scale:

- 1 = Significantly below expectations
- 2 = Below expectations
- 3 = At expectations
- 4 = Above expectations
- 5 = Significantly above expectations

Strategic Planning Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Agendas from district leadership and principal professional development. • District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. • District and School Improvement Plans that operationalize Opportunity 2030 	Builds limited or no capacity for: <ul style="list-style-type: none"> • Developing administrators' understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to build administrator capacity. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	Builds capacity among administrators for: <ul style="list-style-type: none"> • Developing an accurate understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources and instructional programs. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to improve instruction. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	In addition to Level 3 descriptors: <ul style="list-style-type: none"> • Communicates Opportunity 2030 to all staff. • Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. • Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030

Strategic Planning	Score	Comments
Develop and implement Opportunity 2030 in collaboration with the school board to address key performance indicators <u>on a yearly basis</u> .	4	
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	4	
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	4	
Ensures the vision shapes the educational programs, plans, and activities of the district.	4	
Uses assessment data related to student learning to effectuate the Board's strategic plan.	4	
Leads the Board in recasting or reframing the vision as necessary based upon available data.	4	

TOTAL SCORE:

24

Student Assessment/Performance Rubric

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

Student Achievement/Performance	Score	Comments
District Wide Value-Added will meet or exceed the State expectations each year.	3.5	
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.	4	
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	4.5	
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	4.5	
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	4.5	
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	3	
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	4	
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	5	
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	5	

TOTAL SCORE:

_____ **38** _____

School Leadership Rubric

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

School Leadership	Score	Comments
Develop competent leadership at the district level and school level through intentional leadership pipelines.	4	
Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	4.5	
Knowledgeable about the curriculum and establishes clear expectations for administrators.	4.5	
Supports professional learning activities for teachers and administrators.	4.5	
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	4	
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	4	
Offers professional development that is focused on student learning consistent with the school district's vision, mission, and goals.	4	

TOTAL SCORE:

_____29.5_____

Community Relationship Rubric

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

Community Relationships	Score	Comments
Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.	3	
Strategically utilizes community resources and established partnerships to support the Board’s vision, mission, and goals.	4	

TOTAL SCORE:

_____7_____

Business and Finance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of compliance with all financial audits including local, state, and federal. • Provide samples of both student and employee handbooks. • Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. • Provide sample administrative procedures aligned with Board policy, state law, and federal requirements. • Board work session reports and agenda documents showing budgeting aligned with priorities. 	<ul style="list-style-type: none"> • Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Performs timely, accurate, and transparent budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. • Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

Business and Finance	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	4.5	
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	3	
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	3	
Provides accurate and timely reports to the Board on the financial condition of the school system.	3	
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	3	

TOTAL SCORE:

_____ 16.5 _____

Board Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Samples of administrative procedures that adhere with Board policy. 	<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board of the director's evaluation instrument. Inconsistently contributes to school district growth by failing to assist and mentor administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning. Leading data-driven professional learning opportunities. Building capacity for aspiring administrators.

Board Relationship	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	3	
Follows through on initiatives and strategies communicated to the Board of Education	3	
Seeks and accepts constructive criticism of work from the Board	3	
Interprets and executes the intent of Board policy through the development of administrative procedures	3	
Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	3	

TOTAL SCORE:

15

Staff and Personnel Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Samples of district level plan for recruiting both professional and noncertified staff. Samples of school level data regarding induction, support, retention, and growth of staff. Samples of school level plans to increase the rates of high-performing educators and increase retention rates. 	<ul style="list-style-type: none"> Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. Rarely or never develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators and administrators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Designs and implements an induction program for new administrators and staff. Develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of all administrators and staff. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>Engages with the district leadership team to:</p> <ul style="list-style-type: none"> Design and implement an induction program for new educators. Develop strategies for retaining high-performing educators. Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. Supports the development of all administrators utilizing a variety of methods.

Staff and Personnel Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 th day of each year.	5	
90% of new teachers will be retained each year.	2	
Employee retention rates will exceed 85% each school year.	5	
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	3	
Develops appropriate structures to address staff morale based on district analysis.	3	
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	4	
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	3	
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	3	

TOTAL SCORE: _____ **28** _____

Integrity, Fairness, and Ethics Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Provide samples of meetings and engagement with various stakeholders throughout the community. • Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. • Examples of procedures that relate to communication plan for both certified and noncertified staff. 	<ul style="list-style-type: none"> • Does not engage or limits engagement of stakeholder groups and does not seek input or feedback on district improvement. • Does not communicate expected values and beliefs to all staff. • Does not design or implement structures that increase shared ownership in district success. • Fails to establish high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. • Communicates basic values and beliefs to all staff. • Models a commitment to the possibility of success for all students. • Designs and/or implements structures to increase shared ownership in district success. • Clearly and consistently communicates high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> • Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. • Clearly communicates basic values and beliefs to all staff. • Enacts procedures that reflect a district-wide commitment to student success. • Clearly and consistently communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	4	
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	3.5	
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	4	
Treats people fairly, equally, and with dignity and respect.	4.5	

TOTAL SCORE:

_____16_____

Facilities and Safety Rubric

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

Facilities/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	4.5	
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	4	
Ensures the maintenance of school property and the safety of personnel and property.	3	

TOTAL SCORE:

11.5

District Management Rubric

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

District Management	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	4	
Identifies, confronts, and resolves problems in a timely manner.	3	
Recognizes, studies, and applies emerging trends as appropriate.	4	
Uses effective communication skills.	4	
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding same, and takes responsibility where appropriate.	4	

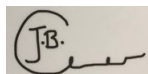
TOTAL SCORE:

_____19_____

Director of Schools Overall Evaluation Score

Total Mean Score Strategic Planning	24	4.0
Total Mean Score Student Achievement/Performance	38	4.2
Total Mean Score School Leadership	29.5	4.2
Total Mean Score Community Relationships	7	3.5
Total Mean Score Post-Secondary Opportunities	not on the review	
Total Mean Score Business and Finance	16.5	3.3
Total Mean Score Board Relationship	15	3.0
Total Mean Score Staff and Personnel Relationships	28	3.5
Total Mean Score Integrity, Fairness, and Ethics	16	4.0
Total Mean Score Facilities/Safety	11.5	3.8
Total Mean Score District Management	19	3.8
Overall Mean Evaluation Score	204.5	3.8

Ben Connor _____
 Print Name



 Signature

12.1.2025 _____
 Date

Hamilton County Board of Education

Evaluation Model for the Director of Hamilton County Schools

Tennessee law requires the Hamilton County Board of Education to assign to the Director of Schools the day-to-day responsibility of operating the system within the approved budget and consistent with law and policy. Consequently, the selection and evaluation of the Director is one of the most important functions the Board of Education performs.

In order to fulfill its statutory obligations, and so the Director may have clear guidance regarding the Board's evaluation of his/her performance, the Board of Education, in consultation with the Director, has developed this Evaluation Model for the 2025-2026 school year. The foundation of this Evaluation Model is the Board's Strategic Plan, including corresponding annual goals; the laws of the State of Tennessee; and the Board's contract with the Director.

This Model will consist of three parts:

- **The Director's self-evaluation.**
 - The Director will evaluate his/her own performance as well as the performance of the system using the criteria set forth below.
 - The Director will submit his/her self-evaluation to the Chair of the Board within 30 days of receipt of the State's annual assessment data of Hamilton County Schools.
- **The Board's evaluation of the Director's performance.**
 - The Board will evaluate the Director and the system using the criteria set forth below, the Director's self-evaluation, and the State's assessment data.
 - Each Board member will complete his or her evaluation within 30 days of receipt of the Director's self-evaluation and submit it to the Board secretary and the Board attorney.
- **The Director's written response to the Board's evaluation.**

The Director and the Board will use the following Rating Scale:

- 1 = Significantly below expectations
- 2 = Below expectations
- 3 = At expectations
- 4 = Above expectations
- 5 = Significantly above expectations

Strategic Planning Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Agendas from district leadership and principal professional development. • District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. • District and School Improvement Plans that operationalize Opportunity 2030 	Builds limited or no capacity for: <ul style="list-style-type: none"> • Developing administrators' understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to build administrator capacity. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	Builds capacity among administrators for: <ul style="list-style-type: none"> • Developing an accurate understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources and instructional programs. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to improve instruction. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	In addition to Level 3 descriptors: <ul style="list-style-type: none"> • Communicates Opportunity 2030 to all staff. • Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. • Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030

Strategic Planning	Score	Comments
Develop and implement Opportunity 2030 in collaboration with the school board to address key performance indicators <u>on a yearly basis</u> .	4	
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	4	
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	3	
Ensures the vision shapes the educational programs, plans, and activities of the district.	3	
Uses assessment data related to student learning to effectuate the Board's strategic plan.	4	
Leads the Board in recasting or reframing the vision as necessary based upon available data.	3	

TOTAL SCORE:

3.5 – 21/30

Student Assessment/Performance Rubric

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

Student Achievement/Performance	Score	Comments
District Wide Value-Added will meet or exceed the State expectations each year.	3	
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.	3	No data this year to show this metric was met.
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	5	
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	3	
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	3	
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	3	
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	4	
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	3	
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	5	

TOTAL SCORE:

3.5 – 32/45

School Leadership Rubric

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

School Leadership	Score	Comments
Develop competent leadership at the district level and school level through intentional leadership pipelines.	4	
Leverages administrators’ strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	4	
Knowledgeable about the curriculum and establishes clear expectations for administrators.	4	
Supports professional learning activities for teachers and administrators.	5	
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	4	
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	4	
Offers professional development that is focused on student learning consistent with the school district’s vision, mission, and goals.	4	

TOTAL SCORE:

4.1 – 29/35

Community Relationship Rubric

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

Community Relationships	Score	Comments
Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.	3	
Strategically utilizes community resources and established partnerships to support the Board's vision, mission, and goals.	5	

TOTAL SCORE:

4 – 8/10

Business and Finance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of compliance with all financial audits including local, state, and federal. • Provide samples of both student and employee handbooks. • Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. • Provide sample administrative procedures aligned with Board policy, state law, and federal requirements. • Board work session reports and agenda documents showing budgeting aligned with priorities. 	<ul style="list-style-type: none"> • Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Performs timely, accurate, and transparent budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. • Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

Business and Finance	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	3	
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	5	
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	3	
Provides accurate and timely reports to the Board on the financial condition of the school system.	4	
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	3	

TOTAL SCORE:

3.6 – 18/25

Board Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Samples of administrative procedures that adhere with Board policy. 	<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board of the director's evaluation instrument. Inconsistently contributes to school district growth by failing to assist and mentor administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning. Leading data-driven professional learning opportunities. Building capacity for aspiring administrators.

Board Relationship	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	4	
Follows through on initiatives and strategies communicated to the Board of Education	4	
Seeks and accepts constructive criticism of work from the Board	3	
Interprets and executes the intent of Board policy through the development of administrative procedures	2	
Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	3	

TOTAL SCORE:

3.2 – 16/25

Staff and Personnel Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Samples of district level plan for recruiting both professional and noncertified staff. Samples of school level data regarding induction, support, retention, and growth of staff. Samples of school level plans to increase the rates of high-performing educators and increase retention rates. 	<ul style="list-style-type: none"> Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. Rarely or never develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators and administrators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Designs and implements an induction program for new administrators and staff. Develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of all administrators and staff. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>Engages with the district leadership team to:</p> <ul style="list-style-type: none"> Design and implement an induction program for new educators. Develop strategies for retaining high-performing educators. Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. Supports the development of all administrators utilizing a variety of methods.

Staff and Personnel Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 th day of each year.	5	
90% of new teachers will be retained each year.	3	
Employee retention rates will exceed 85% each school year.	5	
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	3	
Develops appropriate structures to address staff morale based on district analysis.	3	
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	3	
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	4	
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	2	

TOTAL SCORE:

3.5 -28/40

Integrity, Fairness, and Ethics Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provide samples of meetings and engagement with various stakeholders throughout the community. Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. Examples of procedures that relate to communication plan for both certified and noncertified staff. 	<ul style="list-style-type: none"> Does not engage or limits engagement of stakeholder groups and does not seek input or feedback on district improvement. Does not communicate expected values and beliefs to all staff. Does not design or implement structures that increase shared ownership in district success. Fails to establish high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. Communicates basic values and beliefs to all staff. Models a commitment to the possibility of success for all students. Designs and/or implements structures to increase shared ownership in district success. Clearly and consistently communicates high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. Clearly communicates basic values and beliefs to all staff. Enacts procedures that reflect a district-wide commitment to student success. Clearly and consistently communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	3	
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	4	
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	3	
Treats people fairly, equally, and with dignity and respect.	4	

TOTAL SCORE:

3.5 – 14/20

Facilities and Safety Rubric

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

Facilities/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	4	
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	4	
Ensures the maintenance of school property and the safety of personnel and property.	3	

TOTAL SCORE:

3.6– 11/15

District Management Rubric

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

District Management	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	4	
Identifies, confronts, and resolves problems in a timely manner.	4	
Recognizes, studies, and applies emerging trends as appropriate.	4	
Uses effective communication skills.	3	
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding same, and takes responsibility where appropriate.	3	

TOTAL SCORE:

3.6 – 18/25

Director of Schools Overall Evaluation Score

Total Mean Score Strategic Planning	3.5
Total Mean Score Student Achievement/Performance	3.5
Total Mean Score School Leadership	4.1
Total Mean Score Community Relationships	4
Total Mean Score Post-Secondary Opportunities	
Total Mean Score Business and Finance	3.6
Total Mean Score Board Relationship	3.2
Total Mean Score Staff and Personnel Relationships	3.5
Total Mean Score Integrity, Fairness, and Ethics	3.5
Total Mean Score Facilities/Safety	3.6
Total Mean Score District Management	3.6
Overall Mean Evaluation Score	3.6

Jodi Schaffer
Print Name

Jodi Schaffer
Signature

12/1/2025
Date

Hamilton County Board of Education

Evaluation Model for the Director of Hamilton County Schools

Tennessee law requires the Hamilton County Board of Education to assign to the Director of Schools the day-to-day responsibility of operating the system within the approved budget and consistent with law and policy. Consequently, the selection and evaluation of the Director is one of the most important functions the Board of Education performs.

In order to fulfill its statutory obligations, and so the Director may have clear guidance regarding the Board's evaluation of his/her performance, the Board of Education, in consultation with the Director, has developed this Evaluation Model for the 2025-2026 school year. The foundation of this Evaluation Model is the Board's Strategic Plan, including corresponding annual goals; the laws of the State of Tennessee; and the Board's contract with the Director.

This Model will consist of three parts:

- **The Director's self-evaluation.**
 - **The Director will evaluate his/her own performance as well as the performance of the system using the criteria set forth below.**
 - **The Director will submit his/her self-evaluation to the Chair of the Board within 30 days of receipt of the State's annual assessment data of Hamilton County Schools.**
- **The Board's evaluation of the Director's performance.**
 - **The Board will evaluate the Director and the system using the criteria set forth below, the Director's self-evaluation, and the State's assessment data.**
 - **Each Board member will complete his or her evaluation within 30 days of receipt of the Director's self-evaluation and submit it to the Board secretary and the Board attorney.**
- **The Director's written response to the Board's evaluation.**

The Director and the Board will use the following Rating Scale:

- 1 = Significantly below expectations
- 2 = Below expectations
- 3 = At expectations
- 4 = Above expectations
- 5 = Significantly above expectations

Strategic Planning Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Agendas from district leadership and principal professional development. • District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. • District and School Improvement Plans that operationalize Opportunity 2030 	<p>Builds limited or no capacity for:</p> <ul style="list-style-type: none"> • Developing administrators' understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to build administrator capacity. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<p>Builds capacity among administrators for:</p> <ul style="list-style-type: none"> • Developing an accurate understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources and instructional programs. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to improve instruction. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Communicates Opportunity 2030 to all staff. • Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. • Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030

Strategic Planning	Score	Comments
Develop and implement Opportunity 2030 in collaboration with the school board to address key performance indicators <u>on a yearly basis</u> .	5	
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	5	
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	5	
Ensures the vision shapes the educational programs, plans, and activities of the district.	5	
Uses assessment data related to student learning to effectuate the Board's strategic plan.	4	
Leads the Board in recasting or reframing the vision as necessary based upon available data.	4	

TOTAL SCORE:

_____28_____

Student Assessment/Performance Rubric

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

Student Achievement/Performance	Score	Comments
District Wide Value-Added will meet or exceed the State expectations each year.	4	
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.	3	
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	5	
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	4	
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	5	
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	4	
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	5	
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	4	
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	5	

TOTAL SCORE:

_____ 39 _____

School Leadership Rubric

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

School Leadership	Score	Comments
Develop competent leadership at the district level and school level through intentional leadership pipelines.	5	
Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	4	
Knowledgeable about the curriculum and establishes clear expectations for administrators.	5	
Supports professional learning activities for teachers and administrators.	5	
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	4	
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	5	
Offers professional development that is focused on student learning consistent with the school district's vision, mission, and goals.	4	

TOTAL SCORE:

32

Community Relationship Rubric

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

Community Relationships	Score	Comments
Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.	4	
Strategically utilizes community resources and established partnerships to support the Board's vision, mission, and goals.	5	

TOTAL SCORE:

_____ 9 _____

Business and Finance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of compliance with all financial audits including local, state, and federal. • Provide samples of both student and employee handbooks. • Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. • Provide sample administrative procedures aligned with Board policy, state law, and federal requirements. • Board work session reports and agenda documents showing budgeting aligned with priorities. 	<ul style="list-style-type: none"> • Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Performs timely, accurate, and transparent budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. • Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

Business and Finance	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	4	
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	4	
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	5	
Provides accurate and timely reports to the Board on the financial condition of the school system.	5	
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	4	

TOTAL SCORE:

22

Board Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Samples of administrative procedures that adhere with Board policy. 	<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board of the director's evaluation instrument. Inconsistently contributes to school district growth by failing to assist and mentor administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning. Leading data-driven professional learning opportunities. Building capacity for aspiring administrators.

Board Relationship	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	4	
Follows through on initiatives and strategies communicated to the Board of Education	4	
Seeks and accepts constructive criticism of work from the Board	4	
Interprets and executes the intent of Board policy through the development of administrative procedures	4	
Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	4	

TOTAL SCORE:

20

Staff and Personnel Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of district level plan for recruiting both professional and noncertified staff. • Samples of school level data regarding induction, support, retention, and growth of staff. • Samples of school level plans to increase the rates of high-performing educators and increase retention rates. 	<ul style="list-style-type: none"> • Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. • Rarely or never develops strategies for: <ul style="list-style-type: none"> ○ Retaining high-performing educators and administrators. ○ Fostering leadership skills in the most effective educators and administrators based on student outcomes. • Utilizing a variety of methods to support the development of administrators. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Designs and implements an induction program for new administrators and staff. • Develops strategies for: <ul style="list-style-type: none"> ○ Retaining high-performing educators. ○ Fostering leadership skills in the most effective educators and administrators based on student outcomes. • Utilizing a variety of methods to support the development of all administrators and staff. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>Engages with the district leadership team to:</p> <ul style="list-style-type: none"> • Design and implement an induction program for new educators. • Develop strategies for retaining high-performing educators. • Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. • Supports the development of all administrators utilizing a variety of methods.

Staff and Personnel Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 th day of each year.	5	
90% of new teachers will be retained each year.	5	
Employee retention rates will exceed 85% each school year.	5	
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	4	
Develops appropriate structures to address staff morale based on district analysis.	4	
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	3	
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	4	
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	4	

TOTAL SCORE:

_____ 34 _____

Integrity, Fairness, and Ethics Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Provide samples of meetings and engagement with various stakeholders throughout the community. • Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. • Examples of procedures that relate to communication plan for both certified and noncertified staff. 	<ul style="list-style-type: none"> • Does not engage or limits engagement of stakeholder groups and does not seek input or feedback on district improvement. • Does not communicate expected values and beliefs to all staff. • Does not design or implement structures that increase shared ownership in district success. • Fails to establish high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. • Communicates basic values and beliefs to all staff. • Models a commitment to the possibility of success for all students. • Designs and/or implements structures to increase shared ownership in district success. • Clearly and consistently communicates high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> • Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. • Clearly communicates basic values and beliefs to all staff. • Enacts procedures that reflect a district-wide commitment to student success. • Clearly and consistently communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	4	
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	5	
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	5	
Treats people fairly, equally, and with dignity and respect.	5	

TOTAL SCORE:

_____ 19 _____

Facilities and Safety Rubric

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

Facilities/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	5	
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	5	
Ensures the maintenance of school property and the safety of personnel and property.	5	

TOTAL SCORE:

_____15_____

District Management Rubric

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

District Management	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	5	
Identifies, confronts, and resolves problems in a timely manner.	5	
Recognizes, studies, and applies emerging trends as appropriate.	5	
Uses effective communication skills.	5	
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding same, and takes responsibility where appropriate.	5	

TOTAL SCORE:

25

Director of Schools Overall Evaluation Score

Total Mean Score Strategic Planning	28
Total Mean Score Student Achievement/Performance	40
Total Mean Score School Leadership	32
Total Mean Score Community Relationships	9
Total Mean Score Post-Secondary Opportunities	?
Total Mean Score Business and Finance	22
Total Mean Score Board Relationship	20
Total Mean Score Staff and Personnel Relationships	34
Total Mean Score Integrity, Fairness, and Ethics	19
Total Mean Score Facilities/Safety	15
Total Mean Score District Management	25
Overall Mean Evaluation Score	

Lawrence O. Grohn

Print Name

12/9/2025

Signature



Date

12/1/25

Hamilton County Board of Education

Evaluation Model for the Director of Hamilton County Schools

Tennessee law requires the Hamilton County Board of Education to assign to the Director of Schools the day-to-day responsibility of operating the system within the approved budget and consistent with law and policy. Consequently, the selection and evaluation of the Director is one of the most important functions the Board of Education performs.

In order to fulfill its statutory obligations, and so the Director may have clear guidance regarding the Board's evaluation of his/her performance, the Board of Education, in consultation with the Director, has developed this Evaluation Model for the 2025-2026 school year. The foundation of this Evaluation Model is the Board's Strategic Plan, including corresponding annual goals; the laws of the State of Tennessee; and the Board's contract with the Director.

This Model will consist of three parts:

- **The Director's self-evaluation.**
 - **The Director will evaluate his/her own performance as well as the performance of the system using the criteria set forth below.**
 - **The Director will submit his/her self-evaluation to the Chair of the Board within 30 days of receipt of the State's annual assessment data of Hamilton County Schools.**
- **The Board's evaluation of the Director's performance.**
 - **The Board will evaluate the Director and the system using the criteria set forth below, the Director's self-evaluation, and the State's assessment data.**
 - **Each Board member will complete his or her evaluation within 30 days of receipt of the Director's self-evaluation and submit it to the Board secretary and the Board attorney.**
- **The Director's written response to the Board's evaluation.**

The Director and the Board will use the following Rating Scale:

- 1 = Significantly below expectations
- 2 = Below expectations
- 3 = At expectations
- 4 = Above expectations
- 5 = Significantly above expectations

Strategic Planning Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Agendas from district leadership and principal professional development. • District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. • District and School Improvement Plans that operationalize Opportunity 2030 	<p>Builds limited or no capacity for:</p> <ul style="list-style-type: none"> • Developing administrators' understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to build administrator capacity. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<p>Builds capacity among administrators for:</p> <ul style="list-style-type: none"> • Developing an accurate understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources and instructional programs. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to improve instruction. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Communicates Opportunity 2030 to all staff. • Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. • Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030

Strategic Planning	Score	Comments
Develop and implement Opportunity 2030 in collaboration with the school board to address key performance indicators <u>on a yearly basis</u> .	4	
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	4	
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	3	
Ensures the vision shapes the educational programs, plans, and activities of the district.	4	
Uses assessment data related to student learning to effectuate the Board's strategic plan.	4	
Leads the Board in recasting or reframing the vision as necessary based upon available data.	3	

TOTAL SCORE:

_____ 22 _____

Student Assessment/Performance Rubric

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

Student Achievement/Performance	Score	Comments
District Wide Value-Added will meet or exceed the State expectations each year.	3	
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.	3	
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	4	
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	4	
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	4	
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	3	
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	4	
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	3	
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	4	

TOTAL SCORE:

32

School Leadership Rubric

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

School Leadership	Score	Comments
Develop competent leadership at the district level and school level through intentional leadership pipelines.	2	
Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	4	
Knowledgeable about the curriculum and establishes clear expectations for administrators.	3	
Supports professional learning activities for teachers and administrators.	4	
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	3	
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	3	

Offers professional development that is focused on student learning consistent with the school district's vision, mission, and goals.	5	
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TOTAL SCORE: 24

Community Relationship Rubric

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

Community Relationships	Score	Comments
Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.	4	
Strategically utilizes community resources and established partnerships to support the Board's vision, mission, and goals.	4	

TOTAL SCORE: 8

Business and Finance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of compliance with all financial audits including local, state, and federal. • Provide samples of both student and employee handbooks. • Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. • Provide sample administrative procedures aligned with Board policy, state law, and federal requirements. • Board work session reports and agenda documents showing budgeting aligned with priorities. 	<ul style="list-style-type: none"> • Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Performs timely, accurate, and transparent budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. • Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

Business and Finance	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	4	
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	5	
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	3	
Provides accurate and timely reports to the Board on the financial condition of the school system.	4	
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	4	

TOTAL SCORE:

_____ **20** _____

Board Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Samples of administrative procedures that adhere with Board policy. 	<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board of the director's evaluation instrument. Inconsistently contributes to school district growth by failing to assist and mentor administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning. Leading data-driven professional learning opportunities. Building capacity for aspiring administrators.

Board Relationship	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	4	
Follows through on initiatives and strategies communicated to the Board of Education	3	
Seeks and accepts constructive criticism of work from the Board	4	
Interprets and executes the intent of Board policy through the development of administrative procedures	3	

Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	4	
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TOTAL SCORE: _____ 18 _____

Staff and Personnel Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Samples of district level plan for recruiting both professional and noncertified staff. Samples of school level data regarding induction, support, retention, and growth of staff. Samples of school level plans to increase the rates of high-performing educators and increase retention rates. 	<ul style="list-style-type: none"> Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. Rarely or never develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators and administrators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Designs and implements an induction program for new administrators and staff. Develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of all administrators and staff. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>Engages with the district leadership team to:</p> <ul style="list-style-type: none"> Design and implement an induction program for new educators. Develop strategies for retaining high-performing educators. Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. Supports the development of all administrators utilizing a variety of methods.

Staff and Personnel Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 th day of each year.	5	
90% of new teachers will be retained each year.	3	
Employee retention rates will exceed 85% each school year.	4	
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	4	
Develops appropriate structures to address staff morale based on district analysis.	2	
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	3	

Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	3	
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	4	

TOTAL SCORE:

28

Integrity, Fairness, and Ethics Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Provide samples of meetings and engagement with various stakeholders throughout the community. • Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. • Examples of procedures that relate to communication plan for both certified and noncertified staff. 	<ul style="list-style-type: none"> • Does not engage or limits engagement of stakeholder groups and does not seek input or feedback on district improvement. • Does not communicate expected values and beliefs to all staff. • Does not design or implement structures that increase shared ownership in district success. • Fails to establish high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. • Communicates basic values and beliefs to all staff. • Models a commitment to the possibility of success for all students. • Designs and/or implements structures to increase shared ownership in district success. • Clearly and consistently communicates high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> • Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. • Clearly communicates basic values and beliefs to all staff. • Enacts procedures that reflect a district-wide commitment to student success. • Clearly and consistently communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	4	
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	5	
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	3	
Treats people fairly, equally, and with dignity and respect.	4	

TOTAL SCORE:

_____16_____

Facilities and Safety Rubric

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

Facilities/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	3	
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	4	
Ensures the maintenance of school property and the safety of personnel and property.	3	

TOTAL SCORE:

_____ **10** _____

District Management Rubric

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

District Management	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	4	
Identifies, confronts, and resolves problems in a timely manner.	4	
Recognizes, studies, and applies emerging trends as appropriate.	3	
Uses effective communication skills.	5	
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding same, and takes responsibility where appropriate.	3	

TOTAL SCORE:

_____ **19** _____

Director of Schools Overall Evaluation Score

Total Mean Score Strategic Planning	22/30 3.66
Total Mean Score Student Achievement/Performance	32/45 3.55
Total Mean Score School Leadership	24/35 3.42
Total Mean Score Community Relationships	8/10 4.0
Total Mean Score Post-Secondary Opportunities	?????
Total Mean Score Business and Finance	20/25 4.0
Total Mean Score Board Relationship	18/25 3.60
Total Mean Score Staff and Personnel Relationships	28/40 3.50
Total Mean Score Integrity, Fairness, and Ethics	16/20 4.0
Total Mean Score Facilities/Safety	10/15 3.33
Total Mean Score District Management	19/25 3.80
Overall Mean Evaluation Score	3.7

 Gary Kuehn
 Print Name


 Signature

 11/6/2025
 Date

Hamilton County Board of Education

Evaluation Model for the Director of Hamilton County Schools

Tennessee law requires the Hamilton County Board of Education to assign to the Director of Schools the day-to-day responsibility of operating the system within the approved budget and consistent with law and policy. Consequently, the selection and evaluation of the Director is one of the most important functions the Board of Education performs.

In order to fulfill its statutory obligations, and so the Director may have clear guidance regarding the Board's evaluation of his/her performance, the Board of Education, in consultation with the Director, has developed this Evaluation Model for the 2025-2026 school year. The foundation of this Evaluation Model is the Board's Strategic Plan, including corresponding annual goals; the laws of the State of Tennessee; and the Board's contract with the Director.

This Model will consist of three parts:

- **The Director's self-evaluation.**
 - The Director will evaluate his/her own performance as well as the performance of the system using the criteria set forth below.
 - The Director will submit his/her self-evaluation to the Chair of the Board within 30 days of receipt of the State's annual assessment data of Hamilton County Schools.
- **The Board's evaluation of the Director's performance.**
 - The Board will evaluate the Director and the system using the criteria set forth below, the Director's self-evaluation, and the State's assessment data.
 - Each Board member will complete his or her evaluation within 30 days of receipt of the Director's self-evaluation and submit it to the Board secretary and the Board attorney.
- **The Director's written response to the Board's evaluation.**

The Director and the Board will use the following Rating Scale:

- 1 = Significantly below expectations
- 2 = Below expectations
- 3 = At expectations
- 4 = Above expectations
- 5 = Significantly above expectations

Strategic Planning Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Agendas from district leadership and principal professional development. • District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. • District and School Improvement Plans that operationalize Opportunity 2030 	Builds limited or no capacity for: <ul style="list-style-type: none"> • Developing administrators' understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to build administrator capacity. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	Builds capacity among administrators for: <ul style="list-style-type: none"> • Developing an accurate understanding of state adopted standards and instructional practice. • Demonstrating fidelity to state and district approved standards and curriculum. • Studying, analyzing, and evaluating approved curriculum resources and instructional programs. • Establishing a system for monitoring student achievement. • Establishing collective accountability when making needed adjustments to improve instruction. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	In addition to Level 3 descriptors: <ul style="list-style-type: none"> • Communicates Opportunity 2030 to all staff. • Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. • Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030

Strategic Planning	Score	Comments
Develop and implement Opportunity 2030 in collaboration with the school board to address key performance indicators <u>on a yearly basis</u> .	3	The current board had no say in developing Opportunity 2030. I do not see this as a collaboration but as the board is being informed.
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	4	There seems to be a lack of cooperation at times among senior staff.
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	4	The board receives regular reports at the board meeting on the progress towards goals.
Ensures the vision shapes the educational programs, plans, and activities of the district.	4	Sometimes the administration seems to get off track by ventures outside of the scope of the vision. One example is the potential to house teachers.
Uses assessment data related to student learning to effectuate the Board's strategic plan.	3	Many teachers complained about excessive testing and other personnel complained about the collection of data for SSP.
Leads the Board in recasting or reframing the vision as necessary based upon available data.	3	The superintendent has been resistant at times to changes recommended by the board.

TOTAL SCORE:

3.5

Student Assessment/Performance Rubric

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

Student Achievement/Performance	Score	Comments
District Wide Value-Added will meet or exceed the State expectations each year.	3	The district achieved a TVAAS score of 3 district-wide.
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.	2	The percentage of students scoring below the 25 th percentile increased.
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	4	Administrators use data to target needed. Areas.
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	5	I would like to receive more information on this in the future.
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	3	We should encourage principals to use strategic funds for RTI or move to the base model in place of other positions.
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	2	I am concerned about some of the middle school math scores.
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	5	I would like more information on the community superintendent's role in assessing achievement and school improvement.
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	4	I would like to have more information on how this is done in the future.
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	4	The 94% graduation rate, but I am concerned about the pressure placed on principals and teachers to achieve this based on experience.

TOTAL SCORE: _____ 3.55 _____

School Leadership Rubric

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

School Leadership	Score	Comments
Develop competent leadership at the district level and school level through intentional leadership pipelines.	3	HCS has been hiring top level positions and principals from outside the district.
Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	4	I would like more information on this in the future.
Knowledgeable about the curriculum and establishes clear expectations for administrators.	4	Dr. Robertson seems to have a good relationship with most of our principals.
Supports professional learning activities for teachers and administrators.	4	The district-wide PD received a lot of negative feedback, but the one this year was organized more efficiently. I do not think this should be a yearly event, but maybe every few years.
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	4	I would like to see the results from Feedback Surveys on a monthly basis from HCS Pulse checks.
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	3	I think there has been a lack of staff evaluation data in some instances. It seems that if some employees are inefficient in a leadership or administrative role, then they are moved to a lateral position which is sometimes newly created for that employee. If employees are inefficient, it should be reflected in their evaluation.
Offers professional development that is focused on student learning consistent with the school district's vision, mission, and goals.	3	Professional development by content can be best administered in different locations where they can focus on their subject area and be led by leaders in that content.

TOTAL SCORE:

3.57

Community Relationship Rubric

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

Community Relationships	Score	Comments
Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.	4	I would like to know how we use the results from the Pulse checks? Do we receive feedback from the community newsletters?
Strategically utilizes community resources and established partnerships to support the Board’s vision, mission, and goals.	4	The superintendent has done a great job in establishing many partnerships. But I would appreciate the board being better informed about the collaborations. For example, the board was not consulted about the YMCA partnership or the Future Fund. And what is the Children’s Cabinet?

TOTAL SCORE: 4

Business and Finance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of compliance with all financial audits including local, state, and federal. • Provide samples of both student and employee handbooks. • Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. • Provide sample administrative procedures aligned with Board policy, state law, and federal requirements. • Board work session reports and agenda documents showing budgeting aligned with priorities. 	<ul style="list-style-type: none"> • Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Performs timely, accurate, and transparent budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. • Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

Business and Finance	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	3	The budget season was a little extended in part because the administration seemed reluctant to make some of the changes the board along with the community wanted.
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	4	Some staffing in the staffing model should have been in the strategic plan instead of the base model.
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	4	The finance staff does an excellent job in managing a very complex budget.
Provides accurate and timely reports to the Board on the financial condition of the school system.	4	The administration provides regular financial reports for the board.
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	3	I do not feel like the board was heard on some of our budget priorities. The special education department reorganization was a big disappointment and teachers were not given a step raise.

TOTAL SCORE:

_____ **3.6** _____

Board Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Samples of administrative procedures that adhere with Board policy. 	<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board of the director's evaluation instrument. Inconsistently contributes to school district growth by failing to assist and mentor administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning. Leading data-driven professional learning opportunities. Building capacity for aspiring administrators.

Board Relationship	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	4	The superintendent frequently notifies the board of serious events. He reaches out to the board individually as well. I would like to be informed of other activities as well as they occur like the YMCA partnership and Chiefs for Change affiliation.
Follows through on initiatives and strategies communicated to the Board of Education	5	The superintendent promptly carries out initiatives such as implementing the new cell phone policy.
Seeks and accepts constructive criticism of work from the Board	3	The superintendent is often receptive to criticism, but sometimes reacts defensively.
Interprets and executes the intent of Board policy through the development of administrative procedures	3	The superintendent often implements board policy, but it has been an adjustment as far as getting staffing approvals from the board.
Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	4	The superintendent has always maintained an open-door policy with me and communicates individually in a very respectful manner. He is usually very attentive to providing information when requested.

Staff and Personnel Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of district level plan for recruiting both professional and noncertified staff. • Samples of school level data regarding induction, support, retention, and growth of staff. • Samples of school level plans to increase the rates of high-performing educators and increase retention rates. 	<ul style="list-style-type: none"> • Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. • Rarely or never develops strategies for: <ul style="list-style-type: none"> ○ Retaining high-performing educators and administrators. ○ Fostering leadership skills in the most effective educators and administrators based on student outcomes. • Utilizing a variety of methods to support the development of administrators. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Designs and implements an induction program for new administrators and staff. • Develops strategies for: <ul style="list-style-type: none"> ○ Retaining high-performing educators. ○ Fostering leadership skills in the most effective educators and administrators based on student outcomes. • Utilizing a variety of methods to support the development of all administrators and staff. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>Engages with the district leadership team to:</p> <ul style="list-style-type: none"> • Design and implement an induction program for new educators. • Develop strategies for retaining high-performing educators. • Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. • Supports the development of all administrators utilizing a variety of methods.

Staff and Personnel Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 th day of each year.	5	HCS exceeded the goal with 98.89% staffing by the 10 th day.
90% of new teachers will be retained each year.	3	The New Teacher Academy helps with teacher retention.
Employee retention rates will exceed 85% each school year.	5	89% of employees were retained.
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	4	The LEAD program and other trainings support educators.
Develops appropriate structures to address staff morale based on district analysis.	3	Morale has been low in some circumstances. There was a lot of backlash when ex ed assistants and teachers were notified that they would not have a position at their school the following year. Other employees were suspended at times for over three months without pay or given a temporary placement.
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	2	It seems like a select few are the ones who are making the decisions within central office and across the district.
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	3	The district works hard to recruit new employees, but we have not paid our current employees enough or

		supported them well at times. I am pleased with the increase in differentiated pay.
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	3	There are too many high-level positions in the central office staff. Each year the number of central office staff increases and employees promoted to new positions. Others are moved to new positions and replaced which increases the staff size even more.

TOTAL SCORE:

3.5

Integrity, Fairness, and Ethics Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Provide samples of meetings and engagement with various stakeholders throughout the community. • Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. • Examples of procedures that relate to communication plan for both certified and noncertified staff. 	<ul style="list-style-type: none"> • Does not engage or limits engagement of stakeholder groups and does not seek input or feedback on district improvement. • Does not communicate expected values and beliefs to all staff. • Does not design or implement structures that increase shared ownership in district success. • Fails to establish high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. • Communicates basic values and beliefs to all staff. • Models a commitment to the possibility of success for all students. • Designs and/or implements structures to increase shared ownership in district success. • Clearly and consistently communicates high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> • Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. • Clearly communicates basic values and beliefs to all staff. • Enacts procedures that reflect a district-wide commitment to student success. • Clearly and consistently communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	4	I am pleased with the involvement of the Student Leadership Council involvement. The Coffee Chats are a good idea, but would be better if moved to a time during school hours for better participation. At the central office level I will again point out that a select few make most of the decisions.
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	3	In the October 2024 HCS Pulse Check Survey, only 45% of staff said they are contributing to setting their goals. Only 42% responded that they were recognized and celebrated.
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	3	Some of the decision making at the central office level does not seem fair. The new organization chart clearly showed sign of favoritism among senior leadership.
Treats people fairly, equally, and with dignity and respect.	3	Same as above. I will add that in the October 2024 Pulse Check that the top priorities for staff were compensation and benefits and employee satisfaction.

TOTAL SCORE: 3.25

Facilities and Safety Rubric

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

Facilities/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	3	There were issues with dangerous students in schools, but there was a reduction in repeat discipline infractions overall.
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	4	The superintendent advocates for more funds for facilities. He obtained funds from the county in the form of bonds, and he oversaw the construction of Tyner Academy.
Ensures the maintenance of school property and the safety of personnel and property.	4	HCS received an 89.57 Summer Cleaning report card. The board receives regular updates on current building projects.

TOTAL SCORE:

_____ 3.67 _____

District Management Rubric

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

District Management	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	4	Exceeds Expectations
Identifies, confronts, and resolves problems in a timely manner.	4	Exceeds Expectations
Recognizes, studies, and applies emerging trends as appropriate.	4	Exceeds Expectations
Uses effective communication skills.	5	The superintendent is very professional and uses superb communication skills.
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding same, and takes responsibility where appropriate.	2	The upper-level leadership seems very unbalanced. It is noticeable throughout the district.

TOTAL SCORE:

_____ **3.8** _____

Director of Schools Overall Evaluation Score

Total Mean Score Strategic Planning	3.5
Total Mean Score Student Achievement/Performance	3.55
Total Mean Score School Leadership	3.57
Total Mean Score Community Relationships	4
Total Mean Score Post-Secondary Opportunities	
Total Mean Score Business and Finance	3.6
Total Mean Score Board Relationship	3.8
Total Mean Score Staff and Personnel Relationships	3.5
Total Mean Score Integrity, Fairness, and Ethics	3.25
Total Mean Score Facilities/Safety	3.67
Total Mean Score District Management	3.8
Overall Mean Evaluation Score	3.62

Print Name

Felice Hadden

Felice Hadden

Signature

11/30/25

Date

Hamilton County Board of Education

Evaluation Model for the Director of Hamilton County Schools

Tennessee law requires the Hamilton County Board of Education to assign to the Director of Schools the day-to-day responsibility of operating the system within the approved budget and consistent with law and policy. Consequently, the selection and evaluation of the Director is one of the most important functions the Board of Education performs.

In order to fulfill its statutory obligations, and so the Director may have clear guidance regarding the Board's evaluation of his/her performance, the Board of Education, in consultation with the Director, has developed this Evaluation Model for the 2025-2026 school year. The foundation of this Evaluation Model is the Board's Strategic Plan, including corresponding annual goals; the laws of the State of Tennessee; and the Board's contract with the Director.

This Model will consist of three parts:

- **The Director's self-evaluation.**
 - The Director will evaluate his/her own performance as well as the performance of the system using the criteria set forth below.
 - The Director will submit his/her self-evaluation to the Chair of the Board within 30 days of receipt of the State's annual assessment data of Hamilton County Schools.
- **The Board's evaluation of the Director's performance.**
 - The Board will evaluate the Director and the system using the criteria set forth below, the Director's self-evaluation, and the State's assessment data.
 - Each Board member will complete his or her evaluation within 30 days of receipt of the Director's self-evaluation and submit it to the Board secretary and the Board attorney.
- **The Director's written response to the Board's evaluation.**

The Director and the Board will use the following Rating Scale:

- 1 = Significantly below expectations
- 2 = Below expectations
- 3 = At expectations
- 4 = Above expectations
- 5 = Significantly above expectations

Strategic Planning Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Agendas from district leadership and principal professional development. District and school level goals for professional development related to student achievement, gap closure, college-career readiness, and growth. District and School Improvement Plans that operationalize Opportunity 2030 	Builds limited or no capacity for: <ul style="list-style-type: none"> Developing administrators' understanding of state adopted standards and instructional practice. Demonstrating fidelity to state and district approved standards and curriculum. Studying, analyzing, and evaluating approved curriculum resources. Establishing a system for monitoring student achievement. Establishing collective accountability when making needed adjustments to build administrator capacity. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	Builds capacity among administrators for: <ul style="list-style-type: none"> Developing an accurate understanding of state adopted standards and instructional practice. Demonstrating fidelity to state and district approved standards and curriculum. Studying, analyzing, and evaluating approved curriculum resources and instructional programs. Establishing a system for monitoring student achievement. Establishing collective accountability when making needed adjustments to improve instruction. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	In addition to Level 3 descriptors: <ul style="list-style-type: none"> Communicates Opportunity 2030 to all staff. Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. Actively monitors, evaluates, advises, and regularly updates the Board on Opportunity 2030

Strategic Planning	Score	Comments
Develop and implement Opportunity 2030 in collaboration with the school board to address key performance indicators <u>on a yearly basis</u> .	5	Each budget item and proposal has a connection to the priorities set forth by Opportunity 2030 which are clearly presented to the board.
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030.	4	Training programs for principals, assistant principals, and team leads ensures consistent, effective leadership in schools across the district.
Keeps the Board and community informed of progress towards goals set in Opportunity 2030.	5	Regular email updates to the community highlight accomplishments of schools around the district.
Ensures the vision shapes the educational programs, plans, and activities of the district.	3	School kickoff professional development is generally well-received.
Uses assessment data related to student learning to effectuate the Board's strategic plan.	5	This administration prioritizes data driven best practices to achieve positive outcomes and growth for students.
Leads the Board in recasting or reframing the vision as necessary based upon available data.	5	This board and this administration are careful to review and consider data and effectiveness of interventions and programs when evaluating the validity of programs during budget and operational discussions.

TOTAL SCORE:

27

Student Assessment/Performance Rubric

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

Student Achievement/Performance	Score	Comments
District Wide Value-Added will meet or exceed the State expectations each year.	3	Our district score of 3 meets expectations set by the state.
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.	3	We set this new goal this year, however districtwide literacy scores were lower than we hoped at a 2.
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	5	Investment in student support planning to support the whole child and attain highest student achievement possible.
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis of district test scores by school and sub-groups.	5	At every turn, this administration lets data lead decisions and analysis.
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	5	Superintendent and leadership staff encourage administrators and teachers to adjust techniques and strategies based on academic press and personalization.
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	4	Recommendations and presentations clearly connected to Opportunity 2030 priorities. Email blasts highlight stories to support programs.
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	3	Supervision and consultation with community superintendents who directly supervise school administrators.
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	5	Current budgeting practices support a base staffing model that offers all students across HCS equitable access to services and resources, but also gives administrators autonomy to respond to the needs of their school
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	5	Graduation rate among HCS students is the highest in history.

School Leadership Rubric

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

School Leadership	Score	Comments
Develop competent leadership at the district level and school level through intentional leadership pipelines.	5	Invests in and supports leadership training of principals, assistant principals, and team leads.
Leverages administrators’ strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	4	Regular district-wide principal meetings and mentor programs support the strength and growth of new and seasoned administrators.
Knowledgeable about the curriculum and establishes clear expectations for administrators.	4	Curriculum guides and focus on meaningful tasks to keep students engaged with learning and regular support at all levels from superintendent and staff
Supports professional learning activities for teachers and administrators.	4	Recent complaints from teachers around support on PD days and planning addressed and calendar adjusted.
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	5	Academic press and personalization focus brings principal and teacher focus back to student learning in a concrete way with tangible strategies.
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	5	Uses pulse checks to garner data and be responsive to staff needs.
Offers professional development that is focused on student learning consistent with the school district’s vision, mission, and goals.	4	Listens to teacher and staff feedback in regards to professional development and adjusts calendar and strategies to respond to and support educators.

Community Relationship Rubric

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

Community Relationships	Score	Comments
Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.	4	Involvement of stakeholders like students and parents through advisory councils has improved over previous years. Student Board Members are more engaged than previous years as well.
Strategically utilizes community resources and established partnerships to support the Board’s vision, mission, and goals.	5	HCS partnership with private business through our Future Ready Institutes and other municipal governments (City of Chattanooga) through Community Forward are just two of many examples of HCS engagement with stakeholders.

Business and Finance Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> • Samples of compliance with all financial audits including local, state, and federal. • Provide samples of both student and employee handbooks. • Provide samples of meeting with certified and noncertified staff on compliance with all Board policies and operating procedures. • Provide sample administrative procedures aligned with Board policy, state law, and federal requirements. • Board work session reports and agenda documents showing budgeting aligned with priorities. 	<ul style="list-style-type: none"> • Rarely or never establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Rarely or never performs all budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> • Establishes, communicates, and enforces administrative procedures by: <ul style="list-style-type: none"> ○ Aligning them with Board policy, state law, and federal requirements. ○ Communicating established administrative procedures. ○ Ensuring administrators are accountable to the administrative procedures. • Performs timely, accurate, and transparent budgetary responsibilities by: <ul style="list-style-type: none"> ○ Allocating resources in alignment with district priorities to increase student achievement. • Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<ul style="list-style-type: none"> • Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> • Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. • Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.

Business and Finance	Score	Comments
Budget will be presented on time and in a transparent manner to both the board and community	4	Budget meetings in Spring 2025 had a clear timeline and included 1:1 discussions with board members. Listening events hosted to address community concerns and give Board Members the opportunity to hear from parents, teachers and other stakeholders directly.
Steps will be articulated and implemented to ensure school leaders are resourced to address unique needs of every school.	5	The consistent use of staffing model to equitably resource schools PLUS strategic staffing dollars allows principals to respond to the specific needs of their school community appropriately.
Demonstrates budget management including financial forecasting, planning, cashflow management, account auditing, and monitoring and oversees the district's fiduciary responsibilities.	4	District uses conservative projections of revenue from local government to guide budget and staffing decisions. The numbers given do not always materialize.
Provides accurate and timely reports to the Board on the financial condition of the school system.	2	We should get more frequent snapshots of budget throughout the year.
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	4	This administration showed responsiveness to board and community concerns during previous budget cycle and cuts discussions.

TOTAL SCORE:

_____ **19** _____

Board Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provides supporting documentation for each section of the director's evaluation instrument. Samples of administrative procedures that adhere with Board policy. 	<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board of the director's evaluation instrument. Inconsistently contributes to school district growth by failing to assist and mentor administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning. Leading data-driven professional learning opportunities. Building capacity for aspiring administrators.

Board Relationship	Score	Comments
Keeps board members informed on issues, needs, and operation of the school system.	4	Presentations at monthly meetings and individual check-ins keep this board member informed of needs of the whole system and those in their district.
Follows through on initiatives and strategies communicated to the Board of Education	5	Superintendent demonstrates focus on student success, staff support, and long-term vision guided by priorities of strategic plan and willingness to address ongoing needs such as facilities maintenance.
Seeks and accepts constructive criticism of work from the Board	3	Demonstrates willingness to listen and respond to concerns of board and community.
Interprets and executes the intent of Board policy through the development of administrative procedures	3	Effectively implements board policy changes with reasonable roll-out (cell phone policy).

Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	4	Frequent 1:1 check-ins, and phone calls keep board apprised of relevant developments within system. Initiates discussion in response to community concerns and press to keep board informed.
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TOTAL SCORE: _____ 19 _____

Staff and Personnel Relationship Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Samples of district level plan for recruiting both professional and noncertified staff. Samples of school level data regarding induction, support, retention, and growth of staff. Samples of school level plans to increase the rates of high-performing educators and increase retention rates. 	<ul style="list-style-type: none"> Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. Rarely or never develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators and administrators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of administrators. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Designs and implements an induction program for new administrators and staff. Develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of all administrators and staff. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	Engages with the district leadership team to: <ul style="list-style-type: none"> Design and implement an induction program for new educators. Develop strategies for retaining high-performing educators. Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. Supports the development of all administrators utilizing a variety of methods.

Staff and Personnel Relationships	Score	Comments
95% of Certified Positions will be staffed by the 10 th day of each year.	5	Goal exceeded with 98.8% positions staffed by 10 th day.
90% of new teachers will be retained each year.	3	Goal just met with 89.7% of 1 st -3 rd year teachers retained
Employee retention rates will exceed 85% each school year.	5	Goal exceeded with 89% staff retention.
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	4	Mentor programs and consistent annual employee evaluations support effective staff retention.
Develops appropriate structures to address staff morale based on district analysis.	4	Administration uses frequent staff surveys through Gallup to respond to staff concerns

Integrity, Fairness, and Ethics Rubric

Sources of Evidence	Level 1: Significantly Below Expectations	Level 2: Below Expectations	Level 3: At Expectations	Level 4: Above Expectations	Level 5: Significantly Above Expectations
<ul style="list-style-type: none"> Provide samples of meetings and engagement with various stakeholders throughout the community. Examples of meeting with teachers, staff, student groups, etc. outside of formal observations or staff meetings. Examples of procedures that relate to communication plan for both certified and noncertified staff. 	<ul style="list-style-type: none"> Does not engage or limits engagement of stakeholder groups and does not seek input or feedback on district improvement. Does not communicate expected values and beliefs to all staff. Does not design or implement structures that increase shared ownership in district success. Fails to establish high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> Exceeds Level 1 rubric but does not meet Level 3 rubric. 	<ul style="list-style-type: none"> Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. Communicates basic values and beliefs to all staff. Models a commitment to the possibility of success for all students. Designs and/or implements structures to increase shared ownership in district success. Clearly and consistently communicates high expectations for administrators' individual responsibility for district success. 	<ul style="list-style-type: none"> Exceeds Level 3 rubric but does not meet Level 5 rubric. 	<ul style="list-style-type: none"> Develops capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. Clearly communicates basic values and beliefs to all staff. Enacts procedures that reflect a district-wide commitment to student success. Clearly and consistently communicates administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.

Integrity, Fairness, and Ethics	Score	Comments
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	5	Assembled different advisory groups and working groups of community stakeholders board members, teachers, parents, and students to make decisions on curriculum (classroom teachers), strategic planning, facilities improvement planning, and policy.
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	4	Constant flow of communication and feedback between parent surveys, staff surveys, student data, board presentations, board decisions, administrative decisions and back again help foster culture of buy-in.
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	4	Quick response to difficult issues at school level in addition to regular evaluations and accountability through HR process sets high standards district-wide.
Treats people fairly, equally, and with dignity and respect.	5	Demonstrates strict and consistent adherence to personnel policy

TOTAL SCORE:

_____18_____

Facilities and Safety Rubric

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

Facilities/Safety	Score	Comments
Fosters a safe, respectful, and orderly learning environment for all.	5	Demonstrates commitment to safety as highest priority and pushing to address inequity in facilities through regular maintenance as well as capital projects.
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	5	Most recent facilities plan developed with input from county government, community stakeholders, board, administration, and community at large through a transparent feedback and decision-making process (once the board took recommendations from the working group).
Ensures the maintenance of school property and the safety of personnel and property.	4	Addressing long-standing facilities needs has been a priority for this administration.

District Management Rubric

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

District Management	Score	Comments
Ensures operational plans and procedures to achieve the vision, mission, and goals are in place.	4	Learning communities provides structural framework for operational support of schools through community superintendents.
Identifies, confronts, and resolves problems in a timely manner.	4	Administration is responsive to issues at the school level and communicates quickly with the board on
Recognizes, studies, and applies emerging trends as appropriate.	5	Superintendent is active in state and nationwide professional organizations for school superintendents to share ideas, best practices, trends, and concerns.
Uses effective communication skills.	4	Superintendent is always professional in communication. This is an area that always has room for growth and improvement.

Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding same, and takes responsibility where appropriate.	4	This administration has built a structure of feedback and support to optimize student achievement and staff satisfaction. They have prioritized leadership development and support through training and mentor programs.
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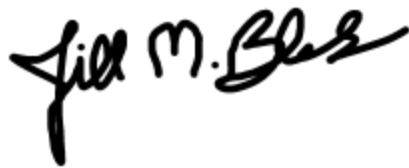
TOTAL SCORE:

_____ 21 _____

Director of Schools Overall Evaluation Score

Total Mean Score Strategic Planning	4.5
Total Mean Score Student Achievement/Performance	4.2
Total Mean Score School Leadership	4.4
Total Mean Score Community Relationships	4.5
Total Mean Score Post-Secondary Opportunities	Missing section
Total Mean Score Business and Finance	3.8
Total Mean Score Board Relationship	3.8
Total Mean Score Staff and Personnel Relationships	4.4
Total Mean Score Integrity, Fairness, and Ethics	4.5
Total Mean Score Facilities/Safety	4.7
Total Mean Score District Management	4.2
Overall Mean Evaluation Score	4.3

Jill M. Black
Print Name



Signature

12/1/2025
Date



HAMILTON
COUNTY
SCHOOLS

SUPERINTENDENT'S 24-25 SELF EVALUATION

*Prepared for the
Hamilton County Board of Education
by Dr. Justin Robertson*



FROM THE SUPERINTENDENT



The 2024-2025 school year marked real progress for Hamilton County Schools as we continue moving forward on the priorities outlined in *Opportunity 2030*. What inspires me most isn't a single initiative or milestone, but the people. Every day, I see educators, leaders, and staff keeping students at the center of their work. Their commitment, grounded in excellence, integrity, and care, is transforming what opportunity looks like for children across our community.

This year reminded me what's possible when we work together with focus and consistency. We've strengthened early literacy and math instruction, expanded access to CTE pathways through our Future Ready Centers, and improved supports during key transition years. We've also prioritized student connections, understanding that success in the classroom is built on strong relationships and supportive

school environments. Throughout the last school year, I saw countless examples of teachers and staff creating intentional opportunities for students to get to know their peers and the adults in their schools as individuals. My favorite school year memories are always tied to my interactions with our students, and I've seen firsthand how they light up when they find a class, an extracurricular activity, or a teacher that truly connects with them.

Overall, we've made meaningful progress in aligning resources, addressing long-standing deferred maintenance needs, and improving working conditions for staff, and we continue to see improvements in student growth and achievement. Our teachers, school leaders, and centralized support staff remain the driving force behind everything we've achieved. Their professionalism and passion continue to build confidence in the future of this district.

As we look ahead, we must maintain a focus on continuous improvement by building on this momentum and doubling down on what we can see is working – not by introducing something new or different. At the same time, the need to advocate for sustainable funding remains urgent, especially if we want to stay competitive on wages and continue making smart, long-term investments in our schools to provide the best facilities and resources to our students as possible.

I'm thankful for this Board's leadership and partnership. While we may approach challenges from different perspectives, our shared purpose remains clear: ensuring that every student in Hamilton County Schools graduates prepared for success in college, career, and life. The progress we're seeing reflects that shared commitment, and a belief that public education can – and must – be a place where every child's future is without limits.

Thank you for your continued dedication to this work,

Handwritten signature of Justin Nelson.



SCORECARD - AT A GLANCE

DOMAIN	SELF SCORE	SOURCES OF EVIDENCE
Strategic Planning	4.2	<ul style="list-style-type: none"> • Opportunity 2030 Board Updates • School & Department Action Plan Template • Strategic Project Oversight one-pagers
Student Achievement	4.1	<ul style="list-style-type: none"> • School and Classroom Level Dashboards • Quarterly Data Meetings • Academic Press & Personalization Dashboard
School Leadership	4.3	<ul style="list-style-type: none"> • Professional Development Calendars • Professional Learning Conference • Instructional Framework Documents
Community Relationships	4.5	<ul style="list-style-type: none"> • Community budget planning feedback • Better Together partnership opportunities • Updated school websites showcasing individual community pride
Business & Finance	4.2	<ul style="list-style-type: none"> • Public HCS Budget Records • Internal School Funds Financial Statements and Audit Reports • Comprehensive Staff Communication regarding Budgeting
Board Relationship	3.8	<ul style="list-style-type: none"> • Weekly Board Update • Board Retreat Agenda • TSBA convenings
Staff & Personnel Relationship	4.1	<ul style="list-style-type: none"> • Induction & New Teacher Coach Resources • Gallup Survey Results - Engagement score increase • Staff Communication - The Pulse
Integrity, Fairness, & Ethics	4.3	<ul style="list-style-type: none"> • Pulse Check Surveys • Student Leadership Council • HCS Slide Deck Template
Facilities & Safety	4.0	<ul style="list-style-type: none"> • Progression on Facilities Bond priorities • Deferred Maintenance Bond Update • Decreased repeat discipline infraction data
District Management	4.0	<ul style="list-style-type: none"> • TDOE and TOSS professional learning • Talent Toolkit for Administrators • Connecting personal leadership through State of the System



STRATEGIC PLANNING

OVERVIEW OF SELF SCORE

What does the evidence say?

I have consistently kept the Board, staff, and community informed on progress toward Opportunity 2030. Through regular Board updates, I have shared key metrics and milestones. School and Department Action Plan Templates show how leaders are aligning instructional work to district goals. I've also used Strategic Project Oversight one-pagers to highlight how I have managed top initiatives using business principles to drive progress and ensure shared accountability across departments. Opportunity is created by design through intentional, coherent work throughout the district. Opportunity 2030 grounds our work.

Opportunities and Next Steps

As we move into our second year together, I'm focused on partnering with the Board to define clear goals, actions, and metrics connected to governance. These steps will strengthen alignment with the Board's vision and ensure Opportunity 2030 continues to shape planning and decision-making. I believe creating a more defined structure will also enhance communication with the community and support timely, data-informed adjustments. Utilizing Opportunity 2030 as a through line to the Board's goals will create more clarity for the board and administration.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
Builds limited or no capacity for: <ul style="list-style-type: none"> Developing administrator's understanding of state adopted standards and instructional practice. Demonstrating fidelity to state and district approved standards and curriculum. Studying, analyzing, and evaluating approved curriculum resources. Establishing a system for monitoring student achievement. Establishing collective accountability when making needed adjustments to build administrator capacity. 	Exceeds Level 1 rubric but does not meet Level 3 rubric.	Builds capacity among administrators for: <ul style="list-style-type: none"> Developing an accurate understanding of state adopted standards and instructional practice. Demonstrating fidelity to state and district-approved standards and curriculum. Studying, analyzing, and evaluating approved curriculum resources and instructional programs. Establishing a system for monitoring student achievement. Establishing collective accountability when making needed adjustments to improve instruction. 	Exceeds Level 3 rubric but does not meet Level 5 rubric.	In addition to Level 3 descriptors: <ul style="list-style-type: none"> Communicates Opportunity 2030 to all staff. Ensures the Board's vision, mission, and goals shape the educational programs, plans, and activities. Actively monitors and evaluates, advises, and regularly updates the Board on Opportunity 2030.



STRATEGIC PLANNING

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Develop and implement Opportunity 2030 with the school board to address key performance indicators on a yearly basis	4	<ul style="list-style-type: none"> • <u>Opportunity 2030</u> - objectives, strategies, and metrics • Public tracking of Opportunity 2030 progress to yearly metrics through <u>Opportunity 2030 Board Updates</u> • Development of a new performance document, aligned to the board-specified Opportunity 2030 metrics for more intensive tracking each year.
Initiates communication and facilitates cooperation and collaboration among staff regarding Opportunity 2030	5	<ul style="list-style-type: none"> • Alignment at Principal's Leadership Institute, Principal Launch, and all Principal's Meetings; All Hands Quarterly Staff Meetings; Senior Leadership & Extended Senior Leadership Retreats • Departmental Action plans are shared across Extended SLT in July and January
Keeps the Board and community informed of progress towards goals set in Opportunity 2030	4	<ul style="list-style-type: none"> • Presentations to the School Board (Opportunity 2030 Overview in October; Commitment-focused presentations throughout the year) • Strategic Project one-pagers provided throughout the year • State of the System
Ensures the vision shapes the educational programs, plans, and activities of the district.	5	<ul style="list-style-type: none"> • Continued implementation of the Strategic Project Oversight process • School Action Plans & Department Action Plans aligned to Opportunity 2030 • Priority-based budgeting aligned to Opportunity 2030
Uses assessment data related to student learning to effectuate the Board's strategic plan.	4	<ul style="list-style-type: none"> • Data & Accountability team leads review process with district leadership and school leadership • Data & Accountability team maintains Cognos Dashboards for school & district leaders, teachers, and the Board
Leads the Board in recasting or reframing the vision as necessary based upon available data.	3	<ul style="list-style-type: none"> • School Board Retreat • Revisiting School Board Goals policy

Total Score: 25/30 – Overall Rating: 4.2



STUDENT ACHIEVEMENT / PERFORMANCE

OVERVIEW OF SELF SCORE

What does the evidence say?

A healthy school system is one that is consistently meeting growth expectations while making improvements in achievement. Achievement scores in 24-25 improved in every subject area, with a four-year improvement in Math of 7.6% and 8% in ELA. The district met or exceeded expectations in growth for a third consecutive year. The implementation of Literacy First in K-2 to ensure strong foundations for literacy are established for our early learners. Continued focus on Academic Press and Personalization provides a consistent framework across the district while allowing flexibility through specific areas of focus for each school.

Opportunities and Next Steps

Improving outcomes for our Middle School students is a priority, as we have seen less progress overall in the middle grades. Our system has seen success through our 9th-grade transition work, and I plan to adapt those lessons to better support the middle school transitions. Additionally, I recognize that our highest-achieving students are not growing at the same rate as their peers statewide, and I will continue working with teams to address this gap.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
<p>Shows limited or no use of:</p> <ul style="list-style-type: none"> Multiple student, educator, school-wide, and district-wide data. Specific data when analyzing and tracking student progress. Academic and behavioral growth goals. Expectations for adjusting instructional programs based on data. Shared accountability for decisions targeting student achievement and growth goals. No observable alignment between interventions and student achievement. Planning that addresses academic growth goals. 	<p>Exceeds Level 1 rubric but does not meet Level 3 rubric.</p>	<p>Collaborates with administrators to:</p> <ul style="list-style-type: none"> Use multiple sources of student, educator, school and district-wide data Determine specific data to analyze when tracking student progress. Establish specific strategies to meet or exceed academic and behavioral growth goals. Communicate expectations for adjusting instruction programs in response to assessment data. Establish shared accountability for instructional decisions targeting student achievement and growth goals 	<p>Exceeds Level 3 rubric but does not meet Level 5 rubric.</p>	<ul style="list-style-type: none"> Ensures administrators analyze and use multiple sources of student, educator, school and district-wide data Develops and monitors a district-wide data plan that includes: student progress tracking; strategies to meet or exceed growth and achievement goals; benchmark data; and data based changes to the instructional program. Shared accountability for instructional decisions targeting achievement and growth goals. Establishes data-specific growth and achievement targets that result in gains



STUDENT ACHIEVEMENT/PERFORMANCE

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
District Wide Value-Added will meet or exceed the State expectations each year.	3	<ul style="list-style-type: none"> District-wide TVAAS score of 3, meeting state expectations
The percentage of students scoring below the 25 th percentile will decrease by 2% each year.	3	<ul style="list-style-type: none"> Aims Web and MAP Screener data Resetting baseline in 25-26 school year
Collaborates with administrators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.	5	<ul style="list-style-type: none"> School dashboards in Cognos Academic Touchpoint Quarterly Data Review meetings <ul style="list-style-type: none"> TCAP/TVAAS data, Universal Screener data, Attendance, Discipline, Graduation Cohort, K-2 curriculum data Review of APP Dashboard
Develops, monitors, and assesses district and school improvement plans, including the regular review and analysis for district test scores by school and sub-groups.	5	<ul style="list-style-type: none"> District Data Reviews Learning Community Data Reviews School Data Reviews Continuous Improvement Cycles based on learning walk recommendations
Leads administrators to develop and execute interventions that address all student learning needs based on multiple sources of data.	4	<ul style="list-style-type: none"> RTI Implementation Literacy First Literacy Now Freshman Success Academy Tier 1 First Sustain & Extend Plans
Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.	3	<ul style="list-style-type: none"> Strategic Project Oversight evaluations Opportunity 2030 board updates Weekly board updates
Establishes systems for principals to regularly receive feedback on goal achievement and to assess ongoing school improvement efforts.	5	<ul style="list-style-type: none"> Quarterly Academic Touchpoints Academic Press and Personalization (APP) Framework & walkthrough protocol Monthly 1-1's between principal and community superintendent Mid-year conferences Summative evaluation
Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.	4	<ul style="list-style-type: none"> School staffing model Master scheduling guardrails RTI2A and B (academic and behavior) grouping intervention plans
Increase Graduation Rate with a goal of reaching 90% within the next 4 years.	5	<ul style="list-style-type: none"> 94% graduation rate - 2025 graduates

Total Score: 37/45 – Overall Rating: 4.1



SCHOOL LEADERSHIP

OVERVIEW OF SELF SCORE

What does the evidence say?

I have led strong planning and execution of professional learning across the district. Our Professional Development Calendars and Learning Conference reflect high-quality, well-organized opportunities for leaders at all levels. Instructional Framework documents demonstrate our alignment between professional learning and instructional expectations. These resources show my focus on building a coherent, districtwide system for continuous improvement aligned to the Board’s vision while also creating opportunity for autonomy based on the needs of each school.

Opportunities and Next Steps

As I reflect on this area, I see an opportunity to more strategically use evaluation data to shape targeted professional learning for school leaders. I plan to increase engagement with administrators in data review cycles to better identify learning trends and adjust supports. Additionally, I will strengthen coordination with the Hamilton County Principals Association to ensure ongoing alignment, collaboration, and shared ownership in supporting principal growth. This work will ensure that our leadership development efforts remain personalized and aligned to each school’s specific needs.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
<ul style="list-style-type: none"> Limited or no assignment of administrators based on student learning needs, demonstrated effectiveness, and Board and district goals. Limited or no opportunities to extend impact of high-performing teachers. Clear criteria for recognition and celebration of schools and student performance and growth. Shows limited or no use of the evaluation process and does not meet with administrators. Repeated complaints or concerns being raised within chain of command, to include the Board 	Exceeds Level 1 rubric but does not meet Level 3 rubric.	<ul style="list-style-type: none"> Assigns administrators based on student learning needs, demonstrated effectiveness, and Board and district goals. Provides opportunities to extend impact of high performing teachers and administrators. Creates and implements clear criteria for recognition of schools and students. Ensures administrators provide structured feedback and use the evaluation process for professional learning and growth. Uses evaluation data to determine trends. 	Exceeds Level 3 rubric but does not meet Level 5 rubric.	<ul style="list-style-type: none"> Engages with administrators to review multiple data sources. Creates a coherent system to extend the impact of administrators. Supports school rituals, traditions, and initiatives. Builds and sustains a focus on continuous improvement. Creates a district-wide plan for professional learning aligned to the Board's vision for professional learning and growth.



SCHOOL LEADERSHIP

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Develop competent leadership at the district level and school level through intentional leadership pipelines.	4	<ul style="list-style-type: none"> • LEAD programs <ul style="list-style-type: none"> ◦ Aspiring Principal, Assistant Principal, Instructional Coach, Teacher Leader, Aspiring Manager • Professional Development Calendars (School Leadership, Student Support, Instructional)
Leverages administrators' strengths to engage all students in meaningful, relevant learning opportunities while ensuring employees are accountable for job responsibilities.	5	<ul style="list-style-type: none"> • Excellence Exposed section of Principal Meetings • Principal Consultancies • Leaders on Tour • Principal Mentors
Knowledgeable about the curriculum and establishes clear expectations for administrators.	4	<ul style="list-style-type: none"> • Curriculum Guides • Instructional Framework Documents • Deep Dive Instructional Focused Principal Learning Day (Ex. Science Curriculum adoption and use) • School Leadership Framework
Supports professional learning activities for teachers and administrators.	5	<ul style="list-style-type: none"> • Professional Learning Conference • District-wide PD days • Principal meetings • Principal Professional Learning Calendar • District Calendar w district and school-based PD opportunities • Summer Learning Calendar
Uses administrator evaluation data to inform, assess, and adjust professional learning, goals, and plans.	4	<ul style="list-style-type: none"> • Academic Press & Personalization walkthrough data reviews. • Summer Learning <ul style="list-style-type: none"> ◦ Principal Leadership Institute ◦ Principal Launch • Summative Evaluations • 360 Feedback Survey's
Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth, and professional development.	4	<ul style="list-style-type: none"> • Staff evaluation rubrics • Leader evaluation rubric • School Leadership Framework • Gallup Engagement Survey Results
Offers professional development that is focused on student learning, consistent with the school district's vision, mission, and goals.	4	<ul style="list-style-type: none"> • Professional Learning calendars for multiple stakeholder groups • Professional Development Days

Total Score: 30/35 – Overall Rating: 4.3



COMMUNITY RELATIONSHIPS

OVERVIEW OF SELF SCORE

What does the evidence say?

I've prioritized transparent communication and meaningful partnerships with our community. Through community budget planning sessions, I've offered stakeholders real opportunities to influence key governance decisions. Updated school websites now highlight the identity and pride of individual school communities. Through the Better Together initiative, I've supported strengthened sustainable partnerships that bring new resources into our schools and align directly with our strategic goals.

Opportunities and Next Steps

Looking ahead, I plan to deepen two-way communication with families and partners by creating more structured, ongoing feedback opportunities. By building in regular space for listening and collaboration, I aim to stay closely aligned with community needs and values while strengthening trust and responsiveness.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
<p>Shows limited or no evidence of:</p> <ul style="list-style-type: none"> • Welcoming and engaging families. • Offering timely, relevant, and accessible communication. • Providing district staff with sufficient resources needed to communicate regularly with families. • Creating flexible scheduling for meetings, gatherings, and celebrations in response to parent needs. • Assessing community partners and resources. • Allocating fiscal, human, technological, and physical resources or allocates these with misalignment to the Board's vision, mission, and goals. 	<p>Exceeds Level 1 rubric but does not meet Level 3 rubric.</p>	<ul style="list-style-type: none"> • Welcomes and engages all families. • Offers opportunities for families to participate in school initiatives with applicable. • Provides district staff with sufficient resources needed to communicate regularly with families. • Creates flexible scheduling for meetings, gatherings, and celebrations in response to parent needs. • Conducts an accurate assessment of community partners and resources. • Ensures accepted resources support the Board's vision, mission, and goals. • Allocates fiscal, human, technological, and physical resources to align with the Board's vision, mission, and goals. 	<p>Exceeds Level 3 rubric but does not meet Level 5 rubric.</p>	<p>In addition to Level 3 requirements:</p> <ul style="list-style-type: none"> • Establishes a two-way communication process for families that provides information about student progress and learning. • Supports family and community partnerships that are visible and sustainable. • Assesses potential community partners and secures additional resources that support the district. • Highlights the usage of resources and shares district accomplishments by regularly communicating with community partners.



COMMUNITY RELATIONSHIPS

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
<p>Identifies multiple points of view for problem solving situations and involves stakeholders in decisions affecting the district.</p>	<p>4</p>	<ul style="list-style-type: none"> • Coffee Chats • Advisories <ul style="list-style-type: none"> ◦ Student Leadership Council ◦ Principal Advisory Council ◦ Teacher Cabinet • Community Engagement <ul style="list-style-type: none"> ◦ Community Newsletters ◦ Monthly Family Pulse Checks ◦ School Newsletters ◦ Community Budget Meetings ◦ Back to School Bash ◦ Better Together Volunteer Events • Family Connection Center • Let's Talk, HCS! Podcast • Bi-monthly meetings with key community partners • Hamilton County-Chattanooga Children's Cabinet
<p>Strategically utilizes community resources and established partnerships to support the Board's vision, mission, and goals.</p>	<p>5</p>	<ul style="list-style-type: none"> • Future Ready partnerships • Tutoring Partners <ul style="list-style-type: none"> ◦ Americorp ◦ Literacy First ◦ Ignite Tutors • Out of School Time Alliance • Early Learning Alliance • Future Fund • Homeless Pilot • Community Forward Partners • Children's Cabinet • Leadership Hamilton County Schools • \$60 million in deferred maintenance bond • \$260 million capital improvement bond • YMCA school partnership

Total Score: 9/10– **Overall Rating: 4.5**



BUSINESS AND FINANCE

OVERVIEW OF SELF SCORE

What does the evidence say?

I've led with strong financial practices that reflect transparency, alignment, and accountability. Our annual audit reports and internal statements confirm compliance with Board policy, state, and federal guidelines. I've ensured staff receive timely, clear communication about budgeting, and have provided tools to support consistent financial practices at the school level. The continued use of priority based budgeting ensures that resources are used strategically to support student success and stay aligned to our strategic plan. The FY26 budget process, while difficult, was led with transparency for the community with multiple opportunities for feedback and input.

Opportunities and Next Steps

My next step is to continue simplifying how we present the district's complex budget to the broader community. With multiple revenue streams and spending categories, I want to make financial information easier to understand. Clearer communication will increase community trust and ensure all stakeholders can see how we are aligning our resources to our priorities.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
<p>Rarely or never establishes, communicates, and enforces administrative procedures by:</p> <ul style="list-style-type: none"> Aligning them with Board policy, state law, and federal requirements. Communicating established administrative procedures. Ensuring administrators are accountable to the administrative procedures. <p>Rarely or never performs all budgetary responsibilities by:</p> <ul style="list-style-type: none"> Allocating resources in alignment with district priorities to increase student achievement. Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<p>Exceeds Level 1 rubric but does not meet Level 3 rubric.</p>	<p>Establishes, communicates, and enforces administrative procedures by:</p> <ul style="list-style-type: none"> Aligning them with Board policy, state law, and federal requirements. Communicating established administrative procedures. Ensuring administrators are accountable to the administrative procedures. <p>Performs timely, accurate, and transparent budgetary responsibilities by:</p> <ul style="list-style-type: none"> Allocating resources in alignment with district priorities to increase student achievement. Ensuring that delegated budgetary responsibilities are performed within all appropriate district, state, and federal guidelines. 	<p>Exceeds Level 3 rubric but does not meet Level 5 rubric.</p>	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none"> Leads administrators and staff in frequent reviews of administrative procedures to vet effectiveness and ensure the effective and efficient operation of the school district. Leads administrators in frequent reviews of fiscal resource allocation to support the effective and efficient operation of the district.



BUSINESS AND FINANCE

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Budget will be presented on time and in a transparent manner to both the board and community.	4	<ul style="list-style-type: none"> • Budget Draft Submissions <ul style="list-style-type: none"> ◦ V1 - 4-10-2025 ◦ V2 - 4-30-2025 ◦ V3 - 5-8-2025 • Budget Narrative • Budget Memos • Comprehensive Staff Communication
Steps will be articulated and implemented to ensure school leaders are resourced to address the unique needs of every school.	5	<ul style="list-style-type: none"> • Staffing model worksheets • Staffing model business rules <ul style="list-style-type: none"> ◦ Strategic staffing dollars • Title 1 funding spiral • Federal Programs budgeting • School Funds
Demonstrates budget management, including financial forecasting, planning, cash flow management, account auditing, and monitoring, and oversees the district's fiduciary responsibilities.	4	<ul style="list-style-type: none"> • Annual Comprehensive Financial Reports • Grants Management and Monitoring • School Accounting Handbook • Fixed Asset Inventory Management • Annual Procurement Rules Handbook • Risk Management Procedures
Provides accurate and timely reports to the Board on the financial condition of the school system.	4	<ul style="list-style-type: none"> • Monthly Board financial updates <ul style="list-style-type: none"> ◦ Bids and Contracts ◦ Financial Reports ◦ Budget Amendments
Meets and works collaboratively with the Board and appropriate staff to determine budget priorities, including alignment with strategy and the effective allocation of resources.	4	<ul style="list-style-type: none"> • Board Finance Committee meetings • Individual meetings with Board Chair, Vice Chair, and Finance

Total Score: 21/25 – Overall Rating: 4.2



BOARD RELATIONSHIP

OVERVIEW OF SELF SCORE

What does the evidence say?

I've worked to maintain a consistent, transparent, and engaged relationship with the Board. Weekly Board memos keep members informed of key operational updates aligned to Opportunity 2030. I also make time to directly inform each Board member of events in their respective districts. I actively support and participate in Board retreats and TSBA convenings to promote shared professional learning and strong governance alignment. These practices show high engagement and alignment with the Board's vision and expectations.

Opportunities and Next Steps

Moving forward, I plan to create more structured ways to seek and apply Board feedback in decision-making. In addition to regular updates and professional collaboration, finding additional entry points for feedback will help strengthen trust, reinforce growth, and support the Board's role in shaping district direction.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
<ul style="list-style-type: none"> Inconsistently uses feedback from the Board to improve and demonstrates little evidence of growth. Unprepared or disengaged with the Board and professional learning opportunities. Engages in the evaluation process without evidence of focus on continuous improvement. Self-reflections do not match the expectations of the Board of the director's evaluation instrument. Inconsistently contributes to school district growth by failing to assist and mentor administrators. 	Exceeds Level 1 rubric but does not meet Level 3 rubric.	<ul style="list-style-type: none"> Uses feedback from the Board to implement personal and professional improvement strategies. Prepared and engaged with the Board and professional learning opportunities. Engages in the evaluation process with evidence of focus on improvement. Contributes to the school district by assisting others, including at least two of the following. <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively participating in professional learning. Building capacity for aspiring administrators. 	Exceeds Level 3 rubric but does not meet Level 5 rubric.	<ul style="list-style-type: none"> Uses feedback from the Board to significantly improve performance. Consistently prepared and highly engaged with the Board and in professional learning opportunities. Engages in the evaluation process and seeks out feedback, matching the expectations of the Board and the director's evaluation instrument. Actively and consistently contributes to the school district by assisting and/or mentoring others, including: <ul style="list-style-type: none"> Collaborative planning with administrators and staff to execute Board policies and decisions. Actively leading professional learning. Leading data-driven professional learning opportunities. Building capacity for aspiring administrators.



BOARD RELATIONSHIP

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Keeps board members informed on issues, needs, and operation of the school system.	4	<ul style="list-style-type: none"> • Weekly Board Updates newsletter • Topic specific memos • Calls and meets with individual board members
Follows through on initiatives and strategies communicated to the Board of Education.	5	<ul style="list-style-type: none"> • Strategic Project Oversight updates • Board memos • Opportunity 2030 Board Updates • Board requests
Seeks and accepts constructive criticism of work from the Board.	3	<ul style="list-style-type: none"> • Individual Board member meetings • Tailored communication practices for each Board member
Interprets and executes the intent of Board policy through the development of administrative procedures.	3	<ul style="list-style-type: none"> • Cell phone policy implementation procedures • School Procedures Handbook • Mental Health RFP
Maintains/improves relations with the Board by consistent and appropriate interpersonal/professional interactions while making appropriate recommendations based on thorough analysis and study.	4	<ul style="list-style-type: none"> • Availability for calls, and meetings as needed for each Board member. • Offers advice and expert recommendations when requested at Board meetings and in individual conversations. • Defers to expertise in the field and in the community and connects Board members to external expertise as requested. • Participates in multiple professional learning opportunities with Board members <ul style="list-style-type: none"> ◦ Tennessee School Board Association (TSBA) meetings, Board retreats, and support of national training opportunities.

Total Score: 19/25– Overall Rating: 3.8



STAFF AND PERSONNEL RELATIONSHIP

OVERVIEW OF SELF SCORE

What does the evidence say?

I have built strong systems for supporting and engaging staff across the district. Our induction program and New Teacher Coach resources provide consistent, embedded support for new educators. Results from the second year of our Gallup engagement survey show an increase in employee engagement. Through The Pulse newsletter and pulse check feedback, I've shared timely updates and responded to staff needs to strengthen transparency and trust across the organization. Coffee Chats started last year as an opportunity to gain more informal input/feedback from staff, and this year I held two Ask Me Anything sessions at the PLC.

Opportunities and Next Steps

Going forward, I plan to focus more deeply on the areas identified in the engagement survey—particularly where staff need more support or clearer alignment to the mission. By refining our approach, I hope to continue building a culture that retains high-performing educators and fosters leadership development at every level.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
<ul style="list-style-type: none"> Rarely or never inducts, supports, retains, and grows administrators by designing and implementing an induction program for new administrators and staff. Rarely or never develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators and administrators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of administrators. 	Exceeds Level 1 rubric but does not meet Level 3 rubric.	<ul style="list-style-type: none"> Designs and implements an induction program for new administrators and staff. Develops strategies for: <ul style="list-style-type: none"> Retaining high-performing educators. Fostering leadership skills in the most effective educators and administrators based on student outcomes. Utilizing a variety of methods to support the development of all administrators and staff. 	Exceeds Level 3 rubric but does not meet Level 5 rubric.	Engages with the district leadership team to: <ul style="list-style-type: none"> Design and implement an induction program for new educators. Develop strategies for retaining high-performing educators. Develop strategies for fostering leadership skills in the most effective educators and administrators based on student outcomes. Supports the development of all administrators utilizing a variety of methods.



STAFF AND PERSONNEL RELATIONSHIP

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
95% of certified positions will be staffed by the 10 th day of each year.	5	<ul style="list-style-type: none"> 98.8% of certified positions
90% of new teachers will be retained each year.	3	<ul style="list-style-type: none"> 1st-3rd Year Teachers - 89.7% retained <ul style="list-style-type: none"> 1st year - 91.2% 2nd year - 93.9% 3rd year - 81.4%
Employee retention rates will exceed 85% each school year.	5	<ul style="list-style-type: none"> 89% of all employees retained
Collaborates with administrators to induct, support, retain, and grow effective educators based on evidence of student outcomes.	4	<ul style="list-style-type: none"> LEAD Programs Talent Development Trainings T-Eval for performance management of all employees
Develops appropriate structures to address staff morale based on district analysis.	4	<ul style="list-style-type: none"> Gallup survey School plans based on survey results Just Cause Awards Annual Chili Cook-Off
Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.	4	<ul style="list-style-type: none"> Principal Advisory Committee HCEA Collaboration Principal Association Collaboration All Hands Meetings
Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation, and separation of personnel.	4	<ul style="list-style-type: none"> Differentiated Compensation Talent Toolkit for Administrators (recruitment and selection)
Evaluates the organizational structure of the district and reorganizes as necessary to achieve maximum effectiveness.	4	<ul style="list-style-type: none"> Updated 2025 Organizational Structure Evaluate each vacant central office position for effectiveness and need before posting

Total Score: 32/40 – Overall Rating: 4.1



INTEGRITY, FAIRNESS, AND ETHICS

OVERVIEW OF SELF SCORE



What does the evidence say?

I've established systems that embed our district's values while creating space for shared decision-making. Pulse check surveys provide timely insights that inform operational and strategic decisions. I use advisory councils and stakeholder cabinets to ensure community voices shape our direction. I also reinforce our shared beliefs and commitments through a common slide deck template used across all district events, supporting consistent messaging and expectations.

Opportunities and Next Steps

I plan to continue building the capacity of leaders to engage their own school communities in shared decision-making and reflection. Strengthening feedback structures at all levels and modeling high expectations for outcomes and engagement will reinforce a districtwide culture of trust, clarity, and commitment to student success.

RUBRIC



LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
<ul style="list-style-type: none"> Does not engage or limit engagement of stakeholder groups and does not seek input or feedback on district improvement. Does not communicate expected values and beliefs to all staff. Does not design or implement structures that increase shared ownership in district success. Fails to establish high expectations for administrators' individual responsibility for district success. 	Exceeds Level 1 rubric but does not meet Level 3 rubric.	<ul style="list-style-type: none"> Develops structures to encourage all stakeholders to provide input and feedback in district improvement decisions. Communicates basic values and beliefs to all staff. Models a commitment to the possibility of success for all students. Designs and/or implements structures to increase shared ownership in district success. Clearly and consistently communicates high expectations for administrators' individual responsibility for district success. 	Exceeds Level 3 rubric but does not meet Level 5 rubric.	<ul style="list-style-type: none"> Develops the capacity of administrators to implement structures for engaging all stakeholders to provide input and feedback in district improvement decisions. Clearly communicates basic values and beliefs to all staff. Enacts procedures that reflect a district-wide commitment to student success. Clearly and consistently communicate administrators' individual responsibility for district success. Establishes a culture where all administrators address low expectations about student potential.



INTEGRITY, FAIRNESS, AND ETHICS

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Includes a varied set of administrators, educators, and stakeholders in district and school improvement decisions.	4	<ul style="list-style-type: none"> • District and Learning Community Advisory Councils • Principal Advisory Council • Teacher's Cabinet • Student Leadership Council • Coffee Chats
Models and communicates expectations for individual and shared ownership of student, educator, school, and district success.	4	<ul style="list-style-type: none"> • Strategic Project Oversight - accountability management • Meeting agendas and Clear Next Steps • Shared values of excellence and accountability
Expects and emphasizes that all staff demonstrate integrity and exercise ethical behavior throughout the district.	4	<ul style="list-style-type: none"> • Lead with organizational values • Hold high expectations through HR processes
Treats people fairly, equally, and with dignity and respect.	5	<ul style="list-style-type: none"> • HR procedures and guidelines • Appropriate documentation • Professional communication practices

Total Score: 17/20 – Overall Rating: 4.3



FACILITIES AND SAFETY

OVERVIEW OF SELF SCORE

What does the evidence say?

I've worked closely with the community to listen, gather input, and create a Board-approved priority list for facilities improvements. This list now drives operational decisions and the strategic use of bond funds. I've aggressively utilized the deferred maintenance bond to make critical upgrades that improve learning environments across schools. I've also worked to define safety as more than building security, emphasizing school culture as a key component of a safe learning environment. A decrease in repeat discipline infractions shows that our work is making a meaningful impact on both physical safety and school climate.

Opportunities and Next Steps

My next step is to continue supporting school leaders in setting expectations for safe, supportive learning environments aligned with the district's vision. This includes regular review of behavioral and facilities data to assess progress and guide adjustments. Sustaining this focus will ensure that improvements in both infrastructure and school culture continue to support strong outcomes for students. We will continue to refine our safety protocols at public events and differentiate our approach as needed.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
<ul style="list-style-type: none"> Expectations for resource allocation are not clearly aligned with the school district vision, mission, and goals. District policies are not: <ul style="list-style-type: none"> Clearly communicated. Implemented consistently and fairly. Related to students' safety. Inadequate support for administrators to: <ul style="list-style-type: none"> Analyze behavioral data to assess intervention and discipline effectiveness. Use of data to adjust routines to maximize learning and decrease distractions. 	Exceeds Level 1 rubric but does not meet Level 3 rubric.	<ul style="list-style-type: none"> Expectations for resource allocation are aligned with the school district's vision, mission, and goals. District policies are: <ul style="list-style-type: none"> Clearly communicated Implemented consistently and fairly Related to students' safety Establishes practices that support: <ul style="list-style-type: none"> Analyzing behavioral data to assess interventions and discipline. Use of data to adjust routines to maximize learning and decrease distractions. Sufficient evidence that ensures administrators are adhering to expectations established in Board policy. 	Exceeds Level 3 rubric but does not meet Level 5 rubric.	In addition to Level 3 requirements, ensure administrators: <ul style="list-style-type: none"> Help set expectations for the learning environment and facilities that aligned with the school district's vision, mission, and goals. Review behavioral and discipline data to assess the effectiveness of interventions, adjusting when needed to ensure a safe learning environment.



FACILITIES AND SAFETY

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Fosters a safe, respectful, and orderly learning environment for all.	4	<ul style="list-style-type: none"> • Repeat discipline infraction data decreases • RTI2B recognized schools • Code of Acceptable Behavior
Demonstrates knowledge of school facilities and develops a process that builds public support for facility needs, including capital improvements.	5	<ul style="list-style-type: none"> • School Facilities podcast episode • Submission of all applicable board documents and approvals • Initiate CMAR process for more efficient building processes • Board approval of community facilities bond list
Ensures the maintenance of school property and the safety of personnel and property.	3	<ul style="list-style-type: none"> • Approved spending from \$60MM deferred maintenance bond • Summer maintenance schedule • Partnership with local law enforcement agencies • School emergency response plans

Total Score: 12/15 – Overall Rating: 4.0



DISTRICT MANAGEMENT

OVERVIEW OF SELF SCORE

What does the evidence say?

I have taken a reflective and transparent approach to leadership, aligning my work with the Board's vision and mission. I've created structured feedback loops with key stakeholders that inform decisions at the highest level. Each year, I engage in professional learning through TDOE and TOSS designed specifically for Tennessee superintendents, helping me stay aligned with statewide expectations and best practices. Through the State of the System address, I publicly connect my leadership to district outcomes, helping our community see how our values and direction are producing results.

Opportunities and Next Steps

This year, I plan to expand the reach of our existing feedback structures by forming additional advisory councils. Expanding stakeholder voice will strengthen my reflection, improve alignment, and ensure that my leadership remains grounded in the lived experiences of our stakeholders to further strengthen our alignment with districtwide goals.

RUBRIC

LEVEL 1 - SIGNIFICANTLY BELOW EXPECTATIONS	LEVEL 2 - BELOW EXPECTATIONS	LEVEL 3 - AT EXPECTATIONS	LEVEL 4 - ABOVE EXPECTATIONS	LEVEL 5 - SIGNIFICANTLY ABOVE EXPECTATIONS
<p>Rarely or never improves self-practice by:</p> <ul style="list-style-type: none">Using feedback from sources to reflect on personal leadership practices, and does not make any necessary changes for improvement.Engaging in professional learning:<ul style="list-style-type: none">Aligned to student, educator, and self-need.Focused on developing an understanding of performance expectations associated with state standards.Implementing new, relevant learning from feedback and professional learning opportunities.	<p>Exceeds Level 1 rubric but does not meet Level 3 rubric.</p>	<ul style="list-style-type: none">Uses feedback from a variety of sources to reflect on personal leadership practices and make any necessary changes for improvement.Engages in professional learning aligned to student, educator, and self-need.Develops an understanding of performance expectations associated with Tennessee Instructional Leader Standards.Implements new, relevant learning from feedback and professional learning opportunities with evidence of improvement.	<p>Exceeds Level 3 rubric but does not meet Level 5 rubric.</p>	<p>In addition to Level 3 descriptors:</p> <ul style="list-style-type: none">Actively seeks feedback from a variety of sources to reflect on personal leadership practices and make any necessary changes for improvement.Connects personal leadership practices to student achievement and administrator and educator performance by sharing his/her performance evaluation results with district staff.Reflects on leadership alignment with core value and the Board's vision, mission, and goals.



DISTRICT MANAGEMENT

CATEGORIES	SELF SCORE	SUPPORTING ACTIVITIES
Ensures operational plans and procedures to achieve the vision, mission, and goals that are in place.	4	<ul style="list-style-type: none"> • Emergency Operations Plan updated annually, clear process in place for emergency response (such as severe weather, fire, intruders, and weapons) in partnership with local law enforcement, first responders, and the Office of Emergency Management • Employee Hub provides staff with information on finance and procurement rules, IT systems, and HR practices • Implemented Learning & Leading and Business, Operations, & Talent Cabinets to encourage the development of cross-district standard operating procedures
Identifies, confronts, and resolves problems in a timely manner.	4	<ul style="list-style-type: none"> • Immediately responds to Board Member text updates if a problem is identified • Reviews QuickTip Alerts • Mental Health RFP
Recognizes, studies, and applies emerging trends as appropriate.	4	<ul style="list-style-type: none"> • Active in Professional Learning through Tennessee Organization of School Superintendents (TOSS) • Consistently connects with regional superintendents and like-district superintendents across the state • Stays informed via newsletters from TDOE and SCORE • Managed district-led efforts related to cybersecurity, benefits management, curriculum adoption, and student safety
Use effective communication skills.	4	<ul style="list-style-type: none"> • Utilizes multiple forms of communication for all staff types, including office and cell phone calls, emails, and text messages • Responds to emails clearly and concisely in a timely fashion • Annual State of the System to clearly communicate direction of the district for the upcoming year
Guides and directs upper-level district management in the performance of their job duties, accepts constructive criticism from the Board regarding the same, and takes responsibility where appropriate.	4	<ul style="list-style-type: none"> • Senior Leadership Team meetings and All Hands Management meetings on a consistent cadence • 1-on-1 meetings with upper-level district leaders and provides direct reports with annual evaluations • Annually incorporates Board evaluation feedback

Total Score: 21/25 – Overall Rating: 4.0



To: Hamilton County Board of Education
Dr. Justin Robertson, Superintendent

From: Mary Ellen Heuton, Chief Financial Officer
Lindsay Cepero, Director of Procurement

Date: December 18, 2025

Subject: October 2025 Legal Services Summary

Board Agenda Category:

- Consent Agenda
 - Action Item
 - Reports and Information
-

The following reflects the legal fees paid for services received during the month of October 2025:

Bennett & DeCamp, PLLC (Retainer)	\$20,000.00	TOTAL	\$20,000.00
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Opportunity 2030 Commitment Connection

- Every Student Learns
- Every Student Belongs
- Every School Equipped
- Every Employee Valued
- Every Community Served