

**Buckingham County  
Board of Supervisors  
Work Session with School Board  
April 21, 2016**

At a reconvened meeting of the Buckingham County Board of Supervisors held on Thursday, April 21, 2016 at 6:00 p.m. in the Peter Francisco Auditorium of the Buckingham County Administration Complex, the following members were present: Joe N. Chambers, Jr., Chairman; Donald E. Bryan; Don Matthews; E. Morgan Dunnivant; and Harry W. Bryant. Robert C. “Bobby” Jones and Danny R. Allen were absent. Also present were Rebecca S. Carter, County Administrator and Karl Carter, Asst. County Administrator.

The Buckingham County School Board was also present. School Board members present were, H. Ed Wise, Chairman; Sherry S. Ragland, Vice-Chairman; Theresa D. Bryant; Frank M. Knott, Jr.; Thomas W. Hutcherson, Jr.; and Kathy F. Midkiff. Jacqueline J. Newton was absent. Also present for the School Board was Dr. Cecil C. Snead, II, Superintendent and Wendy Oliver, Clerk.

**Re: Call to Order**

Chairman Chambers reconvened the meeting from the April 18, 2016 meeting.

Chairman Wise called the School Board meeting to order.

**Re: Quorum**

Chairman Chambers certified there was a quorum. 5 of 7 members present.

Chairman Wise certified there was a quorum. 6 of 7 members present.

**Re: Invocation and Pledge of Allegiance**

School Board Member Hutcherson gave the invocation and the Pledge of Allegiance was said by all who were in attendance.

**Re: Opening of the Work Session**

**Chambers:** First of all I want to thank the Chairman and member of the School Board and Superintendent for meeting tonight. I thought it was best to have a work session. Some questions need to be answered and don’t want to do that in the public meeting. We didn’t come with guns loaded or nothing and hopefully at the end of the meeting we can come to a conclusion to do the best for Buckingham. I think everybody has Buckingham in their hearts and want to

see the best solution to the problem that we can have. Thank you for coming. I open the work session.

**Matthews:** Yes, we were talking about a 2% increase for the school division this year and um, the last time I believe it was said that \$98,000 we were getting from the state that starts December 1<sup>st</sup>, am I correct on that?

**Oliver:** Yes, sir.

**Matthews:** The share for the county is \$30,000? Is that correct? Starting December 1? I added up the salaries for all the employees and I came up with something a little different then what you guys came up with. Right at 7,516,625 in salaries for the proposed school year. At 2% that's an \$181,000 or a little better than that. Where's the additional money coming from?

**Oliver:** FICA and VRS rates have to be calculated into that.

**Matthews:** Ok, so it's greater than \$181,000?

**Oliver:** No, sir. The figure that we gave you all included all of that. It included FICA, VRS changes, the 2% and a step for our employees.

**Matthews:** How much was that?

**Oliver:** The total of \$347,781.

**Snead:** If you include all that same salaries, FICA, VRS and the certain classifications that were broken out, and started December, it's \$278,399.63.

**Matthews:** Its \$278 what?

**Snead:** 399.63

**Carter:** What's that number? I'm backwards today.

**Snead:** That's ok. The \$278,399.63 for the FY17 proposed step plus 2% to begin December. Of course we have to include the VRS and FICA.

**Matthews:** And yours was July, 347?

**Oliver:** Yes, sir.

**Matthews:** How is it not bigger savings if you start December 1?

**Oliver:** Because when you do December 1, we have employees who are paid July 1, some employees that are paid in August, so we have to start back July 1 and count up 200 day contracts, 248 day contracts, 220 day contracts so we have to take the days from July 1 to December 1 for all those different employees so you can't...it doesn't just round down by half for everybody. So everybody is going to get a different amount based on how many days they work.

**Snead:** December 1 lands differently for 12 months than it lands for 10 month employee than it lands for 11 month employee and lands for 183 or 181.

**Matthews:** Ok, how many 12 month employees do you have?

**Snead:** Several. I can look it up. I can't tell you right now. We've done a lot of work.

**Matthews:** How many 11 month? How many teachers?

**Snead:** We have 160 some teachers. Out of those 160 teachers you can't classify each one at the same level because we have some teacher who are say 220 and have some teachers 200. So it's not really that simple.

**Matthews:** Ok, we can still go back to the 98,000 and the 30,000. Where's the additional money coming from for the raises?

**Snead:** This was based on the 2% Governors raise. So the compromised budget is those figures right now which is...we built this according to my Board gave me direction to go with 2% raise and at the time all we have was the Governor's budget. The Governor's budget included what's called ADM no loss. ADM no loss will give us 196,000 extra dollars. The compromised budget doesn't have that. The compromised budget has no ADM loss taken out which is 196,000 less. What they did is they went to a lottery piece which is about \$60,000 some and when you read the fine print of the \$60,000 you can't use but ½ of that for the recurring expenses and the other ½ for nonrecurring. So it's a lot to it. That's why it took so long for us to work through all that because all of our employees, not all of them but you know there's no way to say teachers do this because our teachers have day contracts. CTE teachers are you know 11 month and that goes way back in the day and my teachers like Mr. Bryan is 10 month. We had to go back and touch every one of them. It takes a lot of work. You can't broad stroke it. It's hard to do. I hope that makes sense.

**Dunnivant:** That question is more for us than the school board. The question I have for the school board, 161 teachers and a daily count of 1900 that averages 12 kids per teacher. That's a mighty light load they are carrying.

**Snead:** That's not what they are carrying.

**Bryan:** If you want to come to my classroom by all means come. I have 27 children in my class.

**Snead:** I have 24 kids in a class over here in the elementary school and the high school in a specialty class it may be 8-10. That's how it comes out. That's a good question Mr. Dunnivant.

**Dunnivant:** I think it's a legitimate question. 12 on average.

**Snead:** You can't broad stroke it because what you'll be doing is cutting out classes at the high school that we need to offer our kids. The kids have to have so many credits to graduate. So we have to run some courses that may not be jammed pack full of 24 kids or anything but we have to give the kids the opportunity...again going back to CTE, there are CTE completers in order to graduate you have to hook up two of those together so we have a lot of regulations that we have to abide by. You are exactly right...

**Bryan:** We also get a small size school grant that if you bust that you lose.

**Snead:** I've got a K-3...

**Oliver:** \$400,000

**Snead:** We have a \$400,000 K-3 class size reduction because we are a needy county in terms of our family. It's a 68-70% reduced lunch rate. Because of that the state gives us K-3 Class Size Reduction and they mandate that we keep our ratios at a certain ratio. Like they'll say you have to have a 1:18 ratio in the first grade but no class can go over 21 kids. If you don't do that, Cecil, we are going to take \$486,000.

**Dunnivant:** I understand that but it would seem that the counting that we are well within that guideline.

**Snead:** We've struggled to get there sir.

**Dunnivant:** Roughly 136 children less are anticipated enrolled next year.

**Snead:** Not by our calculations.

**Dunnivant:** The ADM...

**Snead:** They screwed that up. There's Weldon Cooper. Weldon Cooper had been doing that...I understand where you are coming from Mr. Dunnivant because Weldon Cooper has an ADM calculation that's always underscored us and now the state this yea...of course they would. It's such a convenient year for them to do this...the state went and did their own calculations over training three years based on some different formula and shot us grossly down to 1700 and maybe 1600 and that's not...we do a preregistration in preschool and a preregistration in

kindergarten to make sure our numbers are right and then we look at all the kids who are going to move up and we are looking at the same numbers next year that we have this year, around 1900 and some and so we kept our ADM there. But you know what...

**Dunnivant:** But 1900 was forecast in the brochures we had in the first meeting with yall, last year was 2053.

**Carter:** No, 1950 or something.

**Snead:** If you are saying 2,000 what you are doing is adding my preschool kids in there and the preschool kids don't get paid for.

**Dunnivant:** So they don't county. So instead of 130 some short, we are roughly 60 short. You know, when my work slows down with my employees, when my clientele diminish I reduce staff or reshuffle staff. Have you all done anything like that?

**Snead:** Can I read a statement to you?

**Dunnivant:** No, no, no. I'm asking a question. Let me finish my question.

**Snead:** When you finish I have a statement.

**Dunnivant:** Let me ask the question, finish asking the question. You have teachers that don't come back and reup next year.

**Snead:** Correct.

**Dunnivant:** Any of those positions that are vacant, have you let them lay without advertising and filling them?

**Snead:** I have 11-12 because I have no earthly clue where this is going. So I'm putting money back. So yes, to answer your question, I've got a CTE teacher. If that compromised budget is passed, I start next year \$200,000 under. Wendy and I have already gotten to work. We know where we are not going to fill positions and where we are going to cut corners. We've already don't that work. I want you to know, you are asking good questions, ain't no doubt about that. But you have lived the journey over the past four years like the other board members like Mr. Allen, Mr. Chambers and Mr. Bryan have lived. I really want to have this opportunity to let you know where we are because I think it will give you a good picture to know the thing that I inherited and move forward and I hope my Board doesn't mind if I...

**Dunnivant:** And there are also things that four new ones on this board inherited.

**Snead:** May I read my statement please?

**Dunnivant:** You go right ahead and I'll sit here and be quiet until you get done but I do have one more and I'll tell you now it's a pointy question. When you get done, I'll hit you with that one.

**Snead:** What I've created because I knew the questions that have been raised have been good questions but they are questions I think that are born out of misunderstanding. So what I did was create this thing called a snapshot of Buckingham Schools. Now with nearly \$24 million budget including operating the cafeteria, we could talk at nauseam at intricacies. For example, we just have five items of interest within a question combinatorics would tell you there is 120 scenarios and that's just talking about five things. So, I know it can be divergent. So what I'm trying to do is bring that down. What I want you to know because it seems to be the two main themes is the original major impactful events which required immediate focus in Buckingham County. One was the finances. I think we all agree with that. The other was the SOL scores decline when I arrived. I want to talk about those two things because as superintendent when I came in it was like BAM! Just like that. So, as you are quite aware Buckingham County Schools is a large portion of the budget in Buckingham just as school systems are large portions of any governmental budget. With that comes a large responsibility on the part of local school board and its superintendent to ensure that all facets of the operations of the school system are run efficiently and effectively according to the known data. In my mind a piece of the superintendent's responsibility is also to attempt to mitigate any misinformation that may damage or obstruct the vision to educate our children. In my first 3 years and 5 months of working with the Board of Supervisors we've been afforded an honest and informal dialogue that has served the County well. I still fully believe that we will continue to have that honest dialogue however giving the increased level of detailed requests from some members of the current Board of Supervisors I feel imperative to formally express a segment of a historical perspective of Buckingham County Public Schools and hope this context will aide in educating the Board of Supervisors and the public's understanding so such questions will work more toward the benefit of the children of Buckingham thus instill the confidence that school board, superintendent and staff will continue on our journey towards excellence that we've recently known. While staff has made many great strides in these accomplishments in most facets of our school system, data suggests although we are headed in a positive direction that more work needs to be done in our school system in an effort to realize excellence. I don't want the misunderstanding that we believe more money equates to accomplishing these goals. That's not why I'm speaking. I just want the opportunity for you to understand the school system's journey so there will be some sense of understanding. Now I want to thank you in advance for your indulgence and patience as I communicate a piece of our reconstruction years. It will go a little quicker than you think it will. I say restructuring because our school system formally had two assistant superintendents, five directors, one supervisor, four elementary principals, three middle school administrators, one ITRT and this was as recent as 2011. That is the year before I arrived in Buckingham. Upon my arrival to Buckingham County, my philosophy was and it still is and it remains true today, to place all the help humanly possible into the school buildings for our children and teachers as opposed to increasing our central office staff personnel. I expect to be the hardest worker in the school system and I expect to be the most upstanding, moral and ethical person in the school system as a model to my staff. I will not ask anyone to do something that I

would not. That's just a little bit of philosophy about who I am. So to this day we still have zero assistant superintendents. We now operate with less directors because I was able to save/repurpose money by changing the Director of Finance position to a Finance Manager and the Director of Instruction position to a Coordinator Instructor position. I was able to do this based upon vacancies. Later when my secretary retired, a fabulous lady I might add, I did not replace her. At the same time we have added more and more duties to all of us and fortunately I've been able to establish a spirit of comradery among all of my staff in an effort for my staff to feel valued for them to achieve. It's difficult to sustain such energy and productivity out of my staff but we do it because we've established trust and care for one another. Now what did Buckingham look like in August of 2012. If you will recall the two major things that hit me in the face was fiscal piece and instructional piece. The only reason I'm mentioning those, I could talk about a lot of things but we only have a little bit of time. So what did it look like? First of all we had SOQ compliance issues in areas. One was the comprehensive plan and last time the comprehensive plan was penned or authored was 2007. You say why in the world did he mention the comprehensive plan? What does that have to do with anything tonight? Staying focused. It has to do with fiscal responsibility. It's important because when you have a collective vision it holds the key to procedures and processes. Procedures and processes are key to fiscal responsibility and good workmanship. That's what we've done. We noticed that we didn't have a comprehensive plan when I arrived. Administrative personnel at the Carter G. Woodson Complex, we had two head principals out there for 1000 kids. No ITRT. ITRT is Itinerary Resource Teacher who works with teachers on technology resources. High quality professional development directly related to the standards of learning were nonexistent. Carter G. Woodson was opening its doors to students for the first time. Those were some of the challenges. Administration as the year moved on, we moved the high school assistant principal from the high school to the elementary. Why? Because we only had two principals out there. We did that the first year I was here. Why did I do that? I didn't want to request funds from the Board of Supervisors, heck, I didn't even know what we had. So, I said alright, we'll move her over there. She was kind enough and nice enough to do that knowing that it would hopefully be temporary. You know people say you moving me over there is temporary you probably are not going to put me back are you? But I promised and I lived up to that promise. We knew that we had to determine our true needs before asking for funds. We reinstated the secretary position at the middle school. When I got here, the middle school secretary had been knocked off. Gone. Who in the world could run a school without a secretary? That's not right. So we put her back in. We did that again without asking for funds. Finance, this is huge. For FY14, and you say well Cecil, you are in 2012/13, well I'm going to start off with FY14 because this was a journey as well. For FY14 we were in a position to hire a 3<sup>rd</sup> different person for finance position in many years. Ok, so FY12 you had a finance person, FY13 you had a different person, and of course I selected yet 3<sup>rd</sup> different finance person in FY14. After my first year was completed, I hired Wendy Oliver as Finance Manager, since we worked with three fiscal years at one time as you saw the other evening, we got our FY15 carryover funds and I thank you very much. Put in the FY16 budget adjustment so we can make it to the end of the year all while planning for FY17. They all relate. We had to understand other people's work. Ugh. Try to create our own vision while trying to remain above water. To date, Wendy, to my left, is doing a beautiful job working through the finances and budget with me and I need you to remember the FY13 budget

is the first budget that this administration got to build. So we are really pleased at how we are moving forward. It's a huge beast. We are cutting it down more and more each year while the numbers are getting smaller and smaller for how we are working with it. Now instruction, spring of 2012 before I got here, ok, in the spring, administration of the tests, the elementary math grades collectively were failing. So they went down. In spring of 2013, a year later, both elementary math and reading grades were collectively failing. Now, why? When I dug down into it, this is what I realized. You know, yall don't know this, in 2009 there were new math standards. Ok? Now, the teachers in that time before the first administration in the spring of 2012, needed to get up on these standards and these standards are harder than any standard...I mean they are full balloons, taxonomy, and higher order of thinking. My teachers, I don't know why, maybe budget cuts or whatever, but they didn't have access to professional development related to the SOL's, the kids had outdated materials, outdated textbooks, and the programs were antiquated not even in line with the standards of learning. So you are not going to be able to pass a test with that. So, that's another challenge we had to deal with. Moving on. We knew we had some capital improvements to make so what we began to realize and the people here, well, right now where we are on building budgets to see what it really takes to make Buckingham functional, we'll use year end funds as a school system until they figure it out and it was at this point that we decided we didn't like living in this manner so we created a newly established facilities committee. The facilities committee is something that has been a blessing for us and thank you very much, the Board of Supervisors that year purchased four school buses. Now the measures taken to ensure fiscal management, upon the exit of the Finance Director, the pay was downgraded. Upon the exit of the Director of Instruction, the pay was downgraded. These savings, listen closely, the savings...didn't come ask for money...these savings went into providing a much needed assistant principal position at the elementary school. We had to have somebody else there to help. Since they hadn't had pay raises in five years, the board of supervisors and the school board thought it was a good idea to try to see what we could do about a raise. I instilled, instated this thing called Administrative Retreat. It's not fun for them. We do cook out but they hate the other 8 hours. What we do is we built a vision, a mission and a motto for our school system to give us direction. We were going to rebuild Buckingham. We also got all the tenets of our comprehensive plan together and henceforth, we meet yearly at our administrative retreat. Committees were created to ensure fiscal fidelity and collaborative thought as a drastic departure from unilateral decisions. Unilateral decisions will get you killed because a man is not an island among himself. It needs to be a collaborative thought. So in all these areas, we have instruction committee, health and safety committee, facilities committee, superintendent's leadership team, professional development team, and really the list goes on and on. And, at the first of my first year I verbally and emphatically turned down the thought for the need to have an assistant superintendent. Again, I want to lead by example. 2013/14, these will go quicker, with regard to SOQ compliance, we continue our development of comprehensive plan. We got those teachers the professional development they need. Mr. Bryan, I nearly killed him since he got more professionally developed than he can stand right now. We established these people called mini ITRT's with money we already had. My secretary retired and again I told you she wasn't replaced. The lead teacher at the preschool retired. She was not replaced. We didn't replace a lead teacher either. We embraced Cambridge Education as lead turn around partner because we didn't have a lot of choice. The scores improved in 2013/14. We improved.

We went up in reading and went up in math in elementary school. At the end of 2013/14 in health insurance our initial increase of 27%. So we panicked and did a market study and changed our carrier. We changed our carrier from what was called Coventry to what is currently call Anthem with no increase to employees. The Board of Supervisors and I that year had an agreement. They said Cecil, you go two in and we'll go two in on school buses. 2014/15 the scores in reading and math improved again and our elementary school became accredited in mathematics. Now our only accreditation challenges are in the reading realm at the primary and elementary schools and I still stand here today concerned because those kids are moving up in grades. I'm almost done. The school board approved administration's request to enter into the advanced ED model continuous improvement process which is a driven process evaluated by a third party team. Again no additional money requested. This is an outside realm of school improvement grant. I thought we needed an outside look. Advanced ED uses research based practices in approximately 32,000 schools worldwide to accredit through a rigorous review. I've been a part of this process as a lead evaluator and co-lead evaluator on visiting teams such as Carol, Wise, Dickenson, and schools such as Franklin Military, Heritage High School and River Head. Lastly I led in the process in Roanoke County. I know firsthand how impactful for our students and staff is outside looked that this process can be in maintaining the schools excellence. Health Insurance last year had an initial increase of 9.3%. We negotiated and got down to 3.9% and again the school board and board of supervisors worked together on a 2-2 on school buses. 2015/16 this year we completed a cafeteria study and we are addressing as I sit here areas to improve our cafeteria revenue shortfalls and again we are doing it on our own. Health Insurance originally projected a 2.8 increase and we negotiated and met with Jane Crenshaw last week and she says 0% insurance increase. We are so pleased. While things aren't perfect, I felt like I needed to give you a little bit of our journey. I apologize for taking that time. It could have gone on much longer because Buckingham Schools are so intricate and so large but I thought I'd hit highlights on things that are of interest to you based on the questions you've asked me. I appreciate it and I thank you for indulging me.

**Dunnivant:** Thank you Dr. Snead. Sounded nice. Can I ask you my questions now?

**Snead:** Yes.

**Dunnivant:** Let me ask the whole question before you answer. I'm going to go back to where we were the 60 students that we were down. On your average of 12 kids per teacher, that's 6 to many teachers we have on the roll for teacher positions. If the teachers that left at the end of the year didn't come back. That's business practice. Less clientele.

**Wise:** Can I answer? If you are operating a business running a track hoe, bulldozer, and a backhoe. You've still got to have that personnel. Maybe you are operating 2 dozers and 2 track hoes and whatever. You can't cut subjects based on ratios.

**Dunnivant:** When he doesn't run the backhoe he runs the shovel. I don't want to argue...

**Bryan:** Let me give you a little background. Teachers are certified. Not every teacher is certified to teach every subject. I'll give you some background. I'm certified to teach pre-k through 6. So can I teach 7<sup>th</sup> grade? No. Unless I go back to school and take more courses, I can't do that. I can't go higher than 6<sup>th</sup>. Not all 5<sup>th</sup> graders are leaving. How many students did you say, 60? That could be two kindergarten students, so do the math. You may have different students along the route that leave. It's not all one grade where you can go in and mark off one grade. It doesn't work that way. You've got to remember that you've got a small school class size grant that let's say you have 76 kids in 3<sup>rd</sup> grade. You say ok, that's 19, that's 4 teachers. Ok. Let's say that you add 10 more kids, you've got to add another teacher because the state says your class size cannot exceed this so you have to add a teacher for that. It's not like you can fudge the number and say I'll just sneak it in under the state.

**Dunnivant:** I understand that you've got to have the qualified personnel in different positions. But has that ratio been looked at to see if there are any surplus positions or any positions greater than what we are required to have?

**Snead:** Yes, sir. We look at that constantly. When we budget on the 1963.88, we issue contracts out to people. So we can't restructure in the middle of the year and break those contracts. So that brings us to this year. Well, again, we look at all the ratios. We know potentially all the class sizes for next year now. Mrs. Allen has submitted her number. Mrs. O'Brien and the middle school. We have ideas of things we may do if we don't have the money. We can't...in our world, it looks like we are arbitrarily cutting opportunities out for them if we take away options for them. For example. They have to graduate high school with so many credits in so many areas. Some of the credits have to be verified and some do not have to be verified. They have to have those courses. I can't get rid of them. You have to graduate with a foreign language if you want advanced studies diploma. You can have two years of two different languages but guess what? Buckingham doesn't teach two different languages. So in order to get the advanced diploma they have to get three years of the foreign language that we offer. We should be able to offer more than one language but we don't. That's just where we are. Currently we are looking for that Spanish teacher because we have to get there. Some of the electives that...you know...they are the ones that pull the ratio down. We have to offer these electives because we would have kids that wouldn't have anywhere to go. Talking about the high school because you have to have so many credits, the middle school, I go visit classes all the time. I observe. I know exactly what is going on in the school's first hand. I don't rely on somebody else to know what's going on. I go in there myself. I see the classrooms. Teachers are in there with their kids and they split off into groups and utilize all the personnel. At the elementary school and primary school. That's where we are really heavy sir. It seems to me that all our numbers are really heavy there. As we move up a little bit, the numbers get a little bit lighter. What gets you there is you have to offer courses to the kids or they won't have anywhere to go. So that's where we are. Now we do, I've got some things I'm thinking about next year. I don't know what the Governor's going to do. Have yall heard anything about the budget yet? I haven't...

**Carter:** I've heard that there is not much change but I haven't seen it.

**Snead:** I haven't seen it either so we could end the year next year going \$200,000 down. Wendy and I have talked about this a lot and so we think we have a path. But it's like a bowl of Jell-O. You poke your finger in this end and it's going to come out over there. You've got to keep moving. Everything effects everything. So, all I can say is we continue to move.

**Dunnivant:** I'm just addressing the concerns that I have from my perspective. It's the only place I can see it from. Now, finishing what I was saying, the 5 overload teachers, but if the average teacher salary is \$45,000, then that's \$225,000 in the budget there. If that was the way it is which yall are telling me it's not. So I'm done beating on that horse. The other question I have, I added your comment that you put out in your presentation to it, to rebuild Buckingham County Schools with the failing teacher grant money increased by 60%. The one I questioned you the other night about on.

**Snead:** It's the Title I School Improvement, it's not a failing teacher grant.

**Dunnivant:** Well, that's the way I understood it.

**Snead:** Do you want to know why they fail? If you want to put that way.

**Dunnivant:** It's a deficiency.

**Snead:** They didn't have professional development provided by central office personnel. Period, dot, dot. Not my teachers fault. I've got the best teachers and I'll stack them up in any school system in this state or this country. Don't call them failing teachers. Alright. No, let's call it for what it is.

**Dunnivant:** What does this money do?

**Snead:** Ok. That's a good question. What this money does, it comes in like I answered the other night, it's a school improvement grant and it pays for what is called a lead turnaround partner. A lead turnaround partner that we chose was Cambridge Education. What they do is they come in and offer that professional development for the teachers and offer techniques for our teachers. That is primarily what that money goes for. You can't use that money for anything else. You can't use it for anything you already have there because that's call supplanting and you do that you go straight off to jail.

**Dunnivant:** I understand that but what's the criteria for getting it? It increased 60%. It went from a million to...

**Snead:** It is a series of grants and what happens is we have carryover from the federal carryover from one year to the next. It's the same every year. It's improving.

**Oliver:** The federal grants don't run like others. They run 18 months. They roll over. We can't put it back in our budget until the state does.

**Snead:** It's us keeping our books clean and understanding that we use that money for certain years and so it rolls over like say 18 months. That's how a lot of the grants do.

**Matthews:** You say you added an assistant principal at the school.

**Snead:** At the complex.

**Matthews:** I thought that until you have 600 students, you are not required to have an assistant principal.

**Snead:** That's SOQ minimum and anybody that runs a school system on SOQ minimum is set up for failure. But you are correct.

**Matthews:** Why is that?

**Snead:** Why is that?

**Matthews:** If they have these standards...

**Snead:** It's a well-known fact and JLARC has proven it, you know JLARC right?

**Matthews:** Yes.

**Snead:** You do? Alright what JLARC says is SOQ funding, pardon me, what JLARC says is that SOQ funding in Virginia is woefully inadequate. Woefully inadequate. So you think that you would put a principal in one building and another principal in another building and just have two principals with 1000 elementary kids?

**Matthews:** You added a secretary too.

**Snead:** Pardon. At the middle school because they didn't have one.

**Matthews:** Well add a secretary at the elementary and primary.

**Snead:** What's a secretary going to do?

**Matthews:** You tell me.

**Snead:** No, you...

**Wise:** You realize that now a secretary can't leave her desk because she has to buzz every time somebody comes to the door. It's not like she can run around being an assistant principal.

**Matthews:** Nobody's asking her to be an assistant principal. You still have met the quality or the quantity as far as the number of students in either one of those schools. That's what we are going on. But what are yall going on? Just fly by night and do what we want to do? Is that what you want to do?

**Wise:** I think we are going on operation. I'd like to lower the level of animosity here.

**Matthews:** Well exactly. It started with Mr. Snead talking to Mr. Dunnavant. It didn't start with me. We can stop that. Let's be realistic about the whole scenario.

**Chambers:** Let's be peaceful. We are trying to have a peaceful meeting. Solving the problems of the county. We can't do it if we can't respect one another when we are talking.

**Bryant:** Amen.

**Chambers:** I asked a question the other month, I went to a meeting in an adjacent county and a lady was asked me how many black teachers we had in Buckingham. I didn't know. I felt real bad about it so I asked the school board in March and yall couldn't tell me. I felt pretty good about it. Then they said 8 teachers. Out of 161 teacher, we have 8 black teachers in the county. Is that true or false?

**Snead:** That's false.

**Chambers:** How many do we have?

**Snead:** We have, hold on let me get my...it's 11% of our teachers are African American and nearly 20% of our employee base.

**Chambers:** I asked about teachers. How many black teachers? That's what I'm asking.

**Wise:** It's about 32.

**Snead:** 17-18.

**Chambers:** So we have 17 or 18 black teachers out of 161.

**Snead:** Yes.

**Chambers:** What are your goals in the future to try to correct that?

**Snead:** What we do sir is we have Mr. Green that goes to job fairs. That's something we've started. What he does is talks to the people...for example we have a need for a Spanish teacher, he's talking to people with Spanish and so we fill based on need. That has him going to different places and different universities. I had a talk with him actually.

**Wise:** I sincerely believe that when we provide a better education to our citizens they are more apt to become more educated and are more apt to return here. If you look at your African American teachers, a lot of them are local. They were born and raised here and were fortunate enough to receive the education and a better basic education we give them here, the more they will go to college and return here to teach.

**Chambers:** I understand that but you've got a lot in other counties that will relocate here too. Next time I'm going to invite you to hear some of the things I have to hear in other counties about Buckingham. They hit us pretty hard. We run the county the best we know how and they look at our budget and they also look at our tax rate and things and I think Sister Carter, I think I'm in church, Mrs. Carter said we had one of the lowest tax rates around. Now you said the teachers hadn't had a raise in 5 years.

**Snead:** At that time. I was going a sequential process sir.

**Chambers:** From 2011 to as we speak, some employees have gotten a \$10,000 raise while teachers go absolutely nothing. I can't understand that. Some are making 90,000 are going to get a 2% increase. Are you planning on putting a cap on some of these salaries? It can't keep how it's going.

**Snead:** We haven't had those discussion, no sir.

**Chambers:** Do you agree, some need a cap on them? A person that makes \$100,000 a year in a school system, not the superintendent now, but in a county like Buckingham, we need to look at that. We've got to raise taxes 5¢. I hope to the Lord that they do it because I don't want to see them do it at election year. Another problem I got is carryover. You tell us you need this and at the end of the year you've got carryovers. That should stop. You should fix your budget right and have your budget down to the penny. We've got to answer to these people about that. I think we need to tighten the belt up. I've been a strong supporter of education for 25 years. As I speak a red flag is going up because we've got to answer to the people that live off of \$700-800 a month and we've got to raise their taxes 5¢. See what we are faced with. That's why we are having this meeting so we can iron out our differences out because I feel we have a problem. I'm not here to scold nobody. I think the school board needs to tighten up doing a better job then you been doing. Dr. Snead, he inherited a lot of stuff but yall were here. You should have stayed on top of things. I'm not throwing off at you but the handwriting is on the wall.

**Ragland:** I don't agree Mr. Chambers. I really don't. I've been on the Board now this is my third term. I've seen us, I've said it before here, when times were good and money was rolling and we cut a lot of things and I feel like we have been good stewards of our funds. Dr. Snead

and Wendy have been really good at keeping us informed. I probably know more about our budget than I have in years.

**Chambers:** I'm not saying that.

**Ragland:** Some of this is not in our control. Some of it comes from grants...

**Wise:** The carryover is indicative of saving money. If you save money at the end of the year and not spend it. It's real easy to roll out at the end of the year and spend every last penny in a hurry but we try to avoid that. As a Board we hate that last minute spending rush. It's wasteful.

**Chambers:** I agree with that 100%. Back to square one. We shouldn't have carryovers if we do our budget correctly.

**Ragland:** We also get grants that we don't even know we can apply for them until the end of the school year and when we get a grant, that's a carryover.

**Chambers:** I've been around a long time. I understand that. But I'm saying I don't like carryovers at the end of the year.

**Wise:** If you don't want carryovers, we can blow that in a hurry man.

**Chambers:** I don't mean blow it, I mean you should have your budget accurately.

**Wise:** When you have people watching every penny that's what generates the carryover.

**Chambers:** Final question. Have yall purchased the land that we agreed to buy for additional parking lot on 20?

**Wise:** It's my understanding that it's in the hands right now of the Commonwealth Attorney.

**Snead:** The option was signed to move forward and I think we are waiting on another party to sign it and once it's signed we can go with the clearing of the title and the purchase.

**Chambers:** The purchase price is \$40,000?

**Snead:** Yes, to my understanding it is.

**Chambers:** Thank you. What else you got?

**Dunnivant:** Other than the schools, I have the election board increase and exactly what are we getting out of the Virginia Growth Alliance?

**Bryan:** That's not school board. We can't do that tonight. If you want to schedule a work session we can do that.

**Chambers:** That's not school related.

**Dunnivant:** All my questions with the schools have been answered and talked about.

**Chambers:** We certainly thank yall for coming and hope everybody leaves here with the attitude that we are doing the best we can with what we can.

**Wise:** We do appreciate everything you do for us.

**Bryant:** Thank you for all you do.

**Wise:** We get to concentrate on school all the time. You've got a lot of stuff and we understand that.

**Matthews:** What I'd like to say is show a little bit of discretion. If your student count starts dropping like it has already, and its projected next year, and if next year it drops again, we'd just like to see a little conservative situation from the school division as far as conserving some money.

**Ragland:** But we do. We really do.

**Matthews:** You do?

**Ragland:** We all look at that. When he brings that information to us and tells us if he needs a position, we talk about it. We are not sending here not asking questions.

**Matthews:** In this year alone, you've got \$1.7 million additional money of what the county does not have to provide. Do you understand that?

**Ragland:** Yes, sir.

**Matthews:** What I'm saying is if you are getting that much money additionally and you are declining in student population, show some movement in the other direction and not increasing what we are giving you.

**Ragland:** What do we do then on the first day of school and there are some students who do not enroll for several days in, and then there are people are coming in and registering. People are coming and going. Not like it was when we were in school. People are pneumatic. They are moving constantly.

**Matthews:** They are moving out of the county.

**Bryan:** No they are not. They are moving in the county. We just got a second grade enrollee yesterday. If that tells you anything. A month left in school and we just got a new student yesterday. The teacher and I were talking about it.

**Ragland:** Go back and look at the ADM's we give and it's on the website. It goes up and it goes down. Some months it fluctuates higher and there are people that have to come out of the system for other reasons. My no means, I will tell you when I go out in the communities, people are asking us what we are doing. They want what we have and they want to know what we are doing that is so impressive with our teachers. You are always going to have teachers that are happy and some that are not. In general everybody is very content and happy with where they are at. The momentum and energy level of the kids, the progress they are making with these children. But when you see these kids doing well, my child is doing well, you are seeing something changing. There is a good feeling in the system and it's got to come from administration, the teachers and us supporting them.

**Chambers:** That's why I ask about the teacher ratio. I'd like to see that change too.

**Ragland:** We sit here every month...

**Bryan:** I'd like to see more male teachers too, Joe. But if they don't apply...they just don't apply. You can't go beg them to apply. The advertisement is out there. If somebody doesn't want to apply, they are not going to apply.

**Chambers:** Maybe you need to put another scout out. Instead of sending Mr. Green out...

**Ragland:** We never used to do that before. We just started.

**Dunnivant:** I'd like to make one little comment, just for the sake of comment. I don't want to be seen as negative on the schools or teachers. You know. These two boards have the toughest combined job in the county. Even if it's a part time job. The schools...yall do a wonderful job. I'm a product of our public school system. I'm pretty successful. I went to school with both of yall. The thing is we need to strike a balance between the product we are getting and what we are taking from the taxpayers in the county. They've got to feel that they are getting a value for the money we confiscate from them. And, you know, you know aside from the library issue and other few little hornet's nests floating around the county, whenever anybody sees me they ask me about the astronomical amount of money we spend on the school and are we getting our money's worth. My answer to them, I really don't know. You know. It isn't about the education, its value for the dollar. And I don't know.

**Ragland:** I feel like you are getting your value for the dollar. To me, this board, all these people bring in different ideas and intellect. That's what I was elected to do too.

**Bryan:** That's one of the things I get calls all the time about, issues in the school and I point it right there. She's elected.

**Ragland:** I'd like to say, and I'm sorry, I have a tendency to rattle sometimes, it's funny how we don't want to put money into education, yet if we don't put it there we are going to put it into the prison. You know what I'm saying.

**Dunnivant:** That is where we put most of our money. It is.

**Wise:** I'd like to point out, you brought up when we were in school, the things we don't offer now that we had then. We had Latin, French, mechanics, auto trades.

**Bryan:** You attend the graduation this year, Morgan, and you see the amount of people that graduate with an Associate's degree, think about that. Back when we graduated, 100 years ago...

**Dunnivant:** It wasn't that long ago.

**Bryan:** We didn't graduate with an Associate's degree. It wasn't offered. Now we are having children walk out of high school and they are already have their Associates degree, and it's like thank you, I'm already two years up on everyone else.

**Dunnivant:** We had some that graduated early that were considerably younger than we were.

**Bryan:** No, these have college degrees graduating from high school.

**Dunnivant:** I realize that but you know, people are the same back then as they are now. You've got over achievers, mediums and you've got slackers. Anyways, I'm not against the schools. I'm for value.

**Wise:** Unfortunately, we do not have today the subjects we offered then.

**Bryan:** We need life skills and we can't offer life skills. I saw a funny thing on Facebook the other day. Something dealing with their taxes. We don't teach kids how to do their taxes but we teach them a parallelogram. Case in point, I'll teach them a parallelogram but I can't teach them to balance a checkbook.

**Ragland:** I know. Economics is a required course to graduate.

**Chambers:** Remember now, we had to raise taxes 5¢ so when you do the budget next year we can't do that. We've got to tighten...

**Ragland:** Mr. Chambers...

**Chambers:** I've got the floor now, give me the same chance I gave you. We can't keep raising taxes every year. We've got to tighten our belt. That's what I'm saying. We get the slack for having to do it. I've got to answer why we raised the taxes 5¢ and 2¢ a couple years ago. We've already got two on here saying they are not going to vote for it. You know what I'm saying.

**Bryan:** It was recommended higher then and we weren't stewards.

**Knott:** Mr. Chairman, if you are interested in what's going on at the school go to the school. Go to the classrooms. See how many students are in each classroom. If you see one that is low, find out why. If you want to find out what's going on come to the school board meeting and here the students come in and praise their activities and what they are doing in the classroom. You can't sit up here and criticize us until you go find out what's going on.

**Chambers:** Well, I wish they would have kept some of the trades in the school. I know a guy that's at the catholic school laying brick that was taught brick laying in Buckingham County. Your records speak for you. I have supported education probably more than any supervisor on the board that I've served with. Go back and check the records. The school renovations, I pushed are for them. New schools, I made the motion to build the school on 20 down there. I'm not against education but it's gotten to the point now, we've got to tighten up. That's all the bottom line is. These guys telling me that their constituents are telling them that they don't want to raise taxes. That's what they are telling me. I told Mr. Bradshaw tonight, we don't have a choice. We've got to raise it to balance the budget to keep operating. Ain't that what I told you Mr. Bradshaw? We've got to be conservative and I'm still worried about the carryovers. Honestly, that's how I feel about it.

Thank you for coming and we will recess to reconvene on Monday, April 25<sup>th</sup>.

**Wise:** The school board stands adjourned.

ATTEST:

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Rebecca S. Carter  
County Administrator

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Joe N. Chambers, Jr.  
Chairman