

Board of Education Meeting
December 5, 2024 6:00 PM
Central Services Board Room

1. Call to Order
2. Moment of Silence/Pledge of Allegiance
Pierce of Asberry-Martin Elementary
Kate Ironside-Henline-Martin Elementary
3. Welcome to Visitors/Acknowledgement of Elected Officials
4. Special Student Recognition Representatives
-CCHS Marleigh Gargac
-Phoenix Logan Weir
-SMHS Hayden Houston
- 4.A. Kids First Award
-Judy Phillips
5. Roll Call/Declaration of Conflict
6. *Approval of 10-24-24 Minutes
7. *Approval of Agenda
8. Community Comments
9. Board Member(s) Report from Training(s)
10. Director's Report
- 10.A. *Joint Proposal of Board Chair and DOS Contract
- 10.B. *Central Office Building & Mold Phase 1
- 10.C. *GEAR Up Grant Salaries
- 10.D. *Science Textbook Adoption Committee
- 10.E. Middle Schools
- 10.E.1. Task Force
- 10.E.2. CCS Community Stakeholders Committee
- 10.F. Annual Planning Calendar
- 10.G. FYI
- 10.G.1. Attendance Report
- 10.G.2. School Nutrition Annual Report
- 10.G.3. Personnel Report
- 10.G.4. Substitute List
- 10.G.5. School News Articles
- 10.G.6. School Calendar of Events
11. *Genesis Road Property
12. Chief Financial Officer's Report
- 12.A. Monthly Financial Report
- 12.B. Monthly Sales Tax Report
- 12.C. *141 Budget Amendments
- 12.D. *142 Budget Amendments
- 12.E. Fund Balance
13. *Consent Agenda
- 13.A. School Board Reports
- 13.A.1. TLN Report
- 13.B. *TDOE School Climate Survey/MOU
- 13.C. *Healthy Students Questionnaire
- 13.D. Stellar Therapy Addendum
- 13.E. *First and Second Reading of Policies
- 13.F. *Approval of Overnight and Out of State Field Trips

- 13.G. *Approval to Apply/Accept Grants
- 13.H. *School Wide Fundraisers
- 13.I. *Approval of Contracts/Agreements
- 13.J. *Approval of Disposal of Surplus Property
- 13.K. *Executive Approval
- 14. Questions from Media
- 15. Adjournment

(*) Indicates Board Approval Required

Ms. Judy Phillips has dedicated fifty-one years of her career to the Special Education Program of Cumberland County Schools. Throughout her tenure, she has served at various institutions, including Homestead Elementary, Glenn Martin Elementary, Cumberland County High School, and Stone Memorial High School, with the last eight years spent in the Transportation Department. Her unwavering commitment to our school system is truly commendable.

Her devotion to the children of Cumberland County is highly admirable and represents just one of her many outstanding attributes. Ms. Judy is not only an exemplary employee but also a compassionate colleague and a wonderful friend. Her readiness to assist others and her optimistic demeanor are invaluable assets. She consistently exceeds expectations to achieve remarkable outcomes.

Fifty-one years of service transcends mere duration; it embodies a lifetime of commitment, diligence, and enduring influence. It represents not just a figure, but also an accumulation of countless days marked by perseverance and devotion. Over the span of half a century, her unwavering dedication has been evident, and her contributions are beyond measure. She has not only realized her own aspirations but has also played a pivotal role in the success of numerous others.

The length of service can be measured in years; however, the legacy she has created is timeless. We are recognizing not only the years that Ms. Judy has committed to her position but also the profound impact she has had during this period, as well as the many individuals whose lives she has touched and inspired positively.



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STABILTRAK
4500

Board of Education
October 24, 2024 6:00 PM
CCHS Library

The Cumberland County Board of Education met on Thursday, October 24th 2024, in the CCHS library, where the meeting was called to order by Chairman King at the approximate hour of 6:00 pm. King welcomed everyone to the meeting and appreciated everyone for attending.

BOARD MEMBERS:

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

1. Call to Order-Chairman

Chris King: This meeting is called to order.

2. Moment of Silence/Pledge of Allegiance
Pine View Elementary BETA Club

Chris King: Before we stand for a moment of silence and the pledge. Miss Mary Smith was on the board here for many years, has passed away recently, try to keep your thoughts with that family. If you would, join me standing for a moment of silence and the pledge.

William Stepp: Right after the moment of silence our Pineview Beta Club is going to help us with the pledge. So, moment of silence.

(Everyone stands for the moment of silence)

Chris King: Thank you. Now to the pledge.

(All recite the pledge of allegiance lead by the Beta Club)

Chris King: Thank you very much.

3. Welcome to Visitors/Acknowledgement of Elected Officials
Chris King: We want to welcome all the visitors here tonight. Glad to see you here.
4. Special Recognition
Student Representatives
CCHS-Marleigh Gargac
Phoenix-Isaac Cross
SMHS-Hayden Houston

Chris King: Mr. Stepp?

William Stepp: If we want to recognize our student representatives for the school board tonight, we have Hayden Houston from Stone Memorial High School and Isaac Cross Phoenix. Logan Cross.

Diane McCartney: No.

William Stepp: Logan Weird.

Diane McCartney: He's a fill in tonight Mr. Stepp. Isaac couldn't make it at the last minute.

William Stepp: Oh OK I got you. Let's update my agenda. Thank you Logan for coming. Thank you Hayden, we appreciate you all.

4.A. Kids First Award-Christopher Howard
(See Exhibit #1)

William Stepp: Next is our kids first award. Miss Kathleen? Mr. Howard come on up.

(Kathleen Martin reads off the kids first award, exhibit #1)

Kathleen Martin: And I truly believe every word of this. I actually entered this into transportation magazine. And he was a bus garage star chosen out of thousands of entries.

(Applause)

(Christopher Howard is presented with the award.)

William Stepp: For exceptional selfless service to the kids of Cumberland County Schools. Thank you for your continued support and love of our kiddos.

(Applause)

William Stepp: Chris and Kathleen are only two of all of this awesome transportation department. They do amazing work and I ride on buses and I know he's doing an awesome job because no of them have broken down on me.

4.B. CCHS Suicide Prevention Recognition

(See Exhibit #2)

William Stepp: Next Miss Polson with the CCHS suicide prevention recognition.

(Marsha Polson reads off the suicide prevention recognition, exhibit #2)

(Audio)

(Applause)

5. Roll Call

Chris King: Madam Secretary? Roll call please.

Diane McCartney: Mr. Cole?

Travis Cole: Here.

Diane McCartney: Mr. Davis?

(Silence)

Diane McCartney: Miss Hale?

Anita Hale: Here.

Diane McCartney: Miss Nichols?

Sheri Nichols: Here.

Diane McCartney: Miss Stout?

Shannon Stout: Here.

Diane McCartney: Miss Stull?

Elizabeth Stull: Here.

Diane McCartney: Mr. VanWinkle?

Scott VanWinkle: Here.

Diane McCartney: Mr. King?

Chris King: Here.

6. *Approval of September 26, 2024 Minutes
(See Exhibit #3)

Chris King: We need to approve the board minutes from last meeting, do I have a motion?

Shannon Stout: Move to approve September board meeting minutes.

Travis Cole: I'll second.

Chris King: Motion and second.

Anita Hale: Mr. Chair, I have a question on the Minutes. I asked last time about the conflict of interest on page 27. You said it was done before and there was something that we signed. I never saw that. And I was wondering how will the public know? Who has raised their hand for that conflict of interest, and how will we know who is on that list? Maybe this isn't the place to ask this question?

Chris King: You could have asked it sooner yes.

Anita Hale: Say again?

Chris King: You could ask it at another time, but since you didn't. We sign our names if we have a conflict that is in person in our family that works in the school system. For the record every meeting, Before the meeting. So.

Anita Hale: But how will the people in the audience or the public know who has signed that? If we're not asked to raise our hand and say that we have a con, you know that we we're not going to let it deter us on our road or conflict with our vote? But.

Chris King: Are you through?

Anita Hale: Yes, sorry.

Chris King: Anybody that has a conflict, raise your hand. Let the record show me, Mr. King. Mr. Cole. Mr. VanWinkle. Are there any others?

(Silence)

Chris King: That answer your question?

Anita Hale: Thank you.

Chris King: OK, we've got a motion and a second for the Minutes to be approved. Is there any other comments? All those in favor say aye.

All board members: Aye.

Chris King: Those opposed say nay.

(Silence)

Chris King: The ayes have it, minutes are approved.

Motion to approve of September 26, 2024 Minutes

VOICE VOTE: (mover-yes) Stout

(seconder-yes) Cole

Yes: 7, No: 0

MOTION: Motion Carried

7. *Approval of Agenda
(See Exhibit #4)

Chris King: Now we need an approval of the agenda. Any motions?

Anita Hale: Move to approve.

Travis Cole: I'll second.

Chris King: Motion and second to approve the agenda for tonight. All those in favor?

All board members: Aye.

Chris King: Those opposed?

(Silence)

Chris King: The agenda is adopted.

Motion to approve the agenda.

VOICE VOTE: (mover-yes) Cole

(seconder-yes) Hale

Yes: 7, No: 0

MOTION: Motion Carried

8. Community Comments

Chris King: The community comments no one signed up.

Diane McCartney: Correct.

Chris King: OK.

9. School Board Reports

Chris King: So on the school board reports.

9.A. Legislative Liaison Report
(See Exhibit #5)

Chris King: Which, first one is TLN report which I think is now a legislative liaison report.

Anita Hale: Thank you. I'm starting my report tonight by reviewing and sharing the chart I received at our Fall district meeting and from an e-mail I received from TSBA legislative notes. These are some items that are trending and you can see topics right now. This chart seeks to inform the public of some misconceptions concerning some of the invaluable services offered by Tennessee public schools. While all of the items on the chart are associated with public education. Only two are required by law. The rest are offered to enhance the students well-being, interest and overall

success. Item number one, education. The Tennessee State Constitution states that a system of free public schools shall be provided and maintained, making public schools required by law. Item number two, meals. Public schools are required by law to provide a school lunch program. Federal funds help to provide free lunch and reduce meals, so these are required by law. Miss Hamby and her team have made it possible for all our children who attend public schools in Cumberland County to receive a free lunch. Thank you, Miss Hamby and your team for taking care of our children, in this regard, we appreciate that. Item number three on this list. Buses and transportation. Although many believe that, districts offer busing due to a legal mandate, busing is a choice and service school systems have to provide safe and reliable transportation for students to and from school. Having buses as a form of transportation help school systems with attendance. Now there is a note in here that if it's Special Ed student needs a school bus, then the federal law says that we have to provide that child with the bus. But that is federal law. It's different from the state. But we are not, by law, mandated to have to worry about buses, except that's something that we provide for the students. Hats off to our bus garage. Our bus drivers for all they do for our Cumberland County children, getting them to and from school safely every single day. Thank you guys. And I'm glad that one of you got noticed tonight. Item number four, school nurses. Our school nurses play an important role for student health and well-being. Their presence in our schools is a great benefit and another adult resource for our children. But the decision to hire school nurses is a district decision. It is not law, except for that Special Ed student that might need a nurse that comes under the federal law. That's a different law. So they have to provide nurses for that student only. Thank you, nurse Polson for seeing that we have a nurse in every school and I'm told by Miss Polson because we have nurses for all of our schools. We have a 90% return to class rate kudos to your team. Item number five, SRO's. This is school resource officers. These are not required by law, yet. These are the officers that are placed in our schools to help keep everyone safe in these trying times. Not only do they keep our children and staff safe, but they are building positive relationships between students and law enforcement. We are fortunate to have an officer in every school, including our three high schools. Special thanks to our officers and to Mr. Magnusson, who helps oversee this valuable program, I had a tour that I did with the Sheriff's Department yesterday and they were mentioning their SRO's and all of the schools and how they're, you know, working on providing us with two per high school. It was very. Interesting. I learned a lot from the officers there. And last six, number six, athletics. Sports and athletics are a valid experiences for students, parents and the community. They are fun, everybody enjoys them. We root for our favorite teams, but they are not required by law. Schools recognize the importance of this kind of participation and invest time and resources for these programs. Thank you, Dr. Maddox, coaches and teachers and, Dr. Maddox, your team for all you do to make athletics a positive and fun experience for our students. Item number 7, extracurricular clubs. School clubs like glee clubs, chess clubs, theater clubs, meeting clubs, guitar clubs, any kind of club you want to help start, I'm sure would be appreciated. These clubs are offered to enhance and enrich a students education and experiences, but they are not required by law. These clubs are all supported by resources, staff and parents who volunteer their time to do this for our students. Thank you to all the teachers and volunteers who make these extra activities available for our students. In conclusion of this chart, public schools are more than just education for our children. Our children's school go over and above and beyond to provide for the needs of the students and community. You've heard the old saying. It takes a village to raise a child. That is what our Cumberland County schools do. We all chip in together and to raise our children. So I thought this was something that needed to be pointed out to the public. It is trending in, in our legislation now just for a little touch on what's going on in the federal topics. The committee, the House Education and Workforce Committee and recently approved several bills on hazing on college campuses, gender identity and sexual abuse awareness in schools. The Protect Kids Act, this is HR 736. Requires parental consent for gender identity changes and sex based accommodations in schools receiving federal funding. The Stop Campus Hazing Act, HR 5646,

strengthens hazing reporting requirements and then they and mandates preventative programs at colleges, the Jenna Quinn Law of 2024, HR 7233 authorizes federal grants for child sexual abuse awareness and prevention training for school staff. So there's a lot going on in our country, though. Protection for kids, and that's all the report I have tonight. I'll have some more for you next time.

Chris King: Thank you, Miss Hale.

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

Chris King: Board members report from training. Does anyone have a report?

Shannon Stout: I was able to attend the, webinar on meeting the academic needs of your homeless students. Very informative.

Chris King: OK, any others?

(Silence)

11. Legal Report

Chris King: OK. Mr. Patton.

Earl Patton: Yes, Sir. I don't have a formal legal report. I know that the letter from Mr. Hill is that specifically on the agenda tonight Mr. King? Or, did you anticipate that we would have any?

Chris King: It's not on the agenda, but it's under your report.

Earl Patton: OK, well, I will be happy to meet with them more privately about that matter pending controversy.

Chris King: OK.

Earl Patton: Concerning some land from, that we received letter about from David Hill.

Chris King: OK, I think we can recess to meet across the hall somewhere. Y'all standby and will be back.

(Board recessed to meet privately, recess began 6:21 pm and lasted 30 minutes)

Chris King: OK, we are back from recess. The thing the kids don't want to hear.

(Laughter)

12. Director's Report

Chris King: On to the directors report.

12.A. *Lighting Proposals

(See Exhibit #6)

William Stepp: So our first item is the two lighting proposals for y'all to consider.

Shannon Stout: Mr. Chairman, I make a motion to approve the Excel Energy Group lighting proposal at a 9 1/2 year term with an ESSI loan at the 1.5%.

Chris King: Is there a second?

Scott VanWinkle: Second.

Chris King: Motion and second to accept the Excel proposal.

Shannon Stout: Yes.

Chris King: Discussion? Miss Stout?

Shannon Stout: And looking at the different proposals between the SG and Excel Energy. Excel Energy stood out to me for a few reasons. They have been in business for 30 years, so they've upgraded almost 50% of the Tennessee districts, school districts. Mr. Stepp has had personal experience working in Putnam County schools when they came through and did the upgrades there. As on the material that they guarantee the savings that they laid out for us or they reduced purchase price by the shortfall. So I thought that was a great

(Audio)

Shannon Stout: with them and per our discussions that we had regarding the term. The length of the term, the 9 1/2 year gives us the opportunity to pay that loan off with our savings without having to come out of budget with extra funds for it and would give us the opportunity to put the savings towards principal should we choose to do so to pay it off earlier when the money have here.

Chris King: Mr. VanWinkle?

Scott VanWinkle: So I agree with everything Miss Stout said also like the fact that they're all internal. There's no subcontracting. And then I like the fact that they're local as well.

Chris King: Can everyone hear? Any other comments, questions?

Anita Hale: I'm still at a quandary about spending this money. At this particular moment in time. I feel like maybe our maintenance personnel could take care of some of the lighting. And maybe we should put our money somewhere else. Now I understand about the lighting for the, but we've not entertained that the sports lighting, our maintenance people could not do that. But I'm just wondering if we're not spending money unnecessarily at this time.

Chris King: Any other comments, questions?

(Silence)

Chris King: Director, have any comments?

(Silence)

Chris King: I guess we are ready to vote then. We're voting on a proposal to, from Excel, to accept it. Any question on what we are voting on?

(Silence)

Chris King: Madam secretary, would you call the roll please?

Diane McCartney: Yes Sir. Mr. Cole?

Travis Cole: Yes.

Diane McCartney: Miss Hale?

Anita Hale: No.

Diane McCartney: Miss Nichols?

Sheri Nichols: Yes.

Diane McCartney: Miss Stout?

Shannon Stout: Yes

Diane McCartney: Miss Stull?

Elizabeth Stull: No.

Diane McCartney: Mr. VanWinkle?

Scott VanWinkle: Yes.

Diane McCartney: Mr. King?

Chris King: Yes. Motion passes.

Motion to approve Excel lighting proposal.

VOICE VOTE: (mover-yes) Stout

(seconder-yes) VanWinkle

Yes: 5, No: 2 Hale: No,
Stull: No

MOTION: Motion Carried

12.B. *Board Attorney

(See Exhibit #7)

Chris King: Next item, board attorney. We've got several, that have sent us interest. Is there a motion?

Shannon Stout: Mr. Chairman, I move to hire Chris McCarty of the Lewis and Thompson firm as the Cumberland County School Board attorney at the hourly RFP rate.

Sheri Nichols: I second that.

Chris King: Motion and second on Chris McCarty. Other comments or questions on this?

Scott VanWinkle: Yeah, I noticed that the attorney Cagle and attorney McCarty both from the same firm with different prices is there because they may know the reason for that?

Chris King: I think they're the same major firm but two different parts of the state.

Shannon Stout: I think there's a different number of years that they practiced too, that there's a difference in what's charged. But from what Chris said in his write up. Is that we do have access to anybody at that firm.

Scott VanWinkle: That's why I was wondering why prices were different. Thank you.

Chris King: Any other comments or questions?

Sheri Nichols: I like Chris McCarty seeing, watching him at TSBA. I like his experience, I like the number of boards that he represents and I like that he's in Knoxville.

Chris King: OK.

Shannon Stout: The fact that he's got experience in the school system and he's represents more than 25 school boards around the state and he was less expensive than some of the others as well. So there's some cost savings with that.

Chris King: Before we vote anything else on McCarty?

(Silence)

Chris King: So we're voting on a board attorney. The motion and second and discussions been on Chris McCarty, you know what you're voting on.

Anita Hale: I have one question. Will he come and sit at that board or only.

Chris King: When we invite him.

Anita Hale: So he will not be a regular unless we think that we need him to sit here?

Chris King: Right. Or if there's some pending litigation we have to talk about.

Anita Hale: OK.

Chris King: But he'll be available anytime we need him. Or any of them will according to their resumes. Madam Secretary?

Diane McCartney: Miss Hale?

Anita Hale: Yes.

Diane McCartney: Miss Nichols?

Sheri Nichols: Yes.

Diane McCartney: Miss Stout?

Shannon Stout: Yes.

Diane McCartney: Miss Stull?

Elizabeth Stull: Yes.

Diane McCartney: Mr. VanWinkle?

Scott VanWinkle: Yes.

Diane McCartney: Mr. Cole?

Travis Cole: Yes.

Diane McCartney: Mr. King?

Chris King: Yes.

Diane McCartney: Yeses have it.

Chris King: Unanimous on Chris McCarty.

Motion to approve Chris McCarty as board attorney.

VOICE VOTE: (mover-yes) Stout

(seconder-yes) Nichols

Yes: 7, No: 0

MOTION: Motion Carried

12.C. *Gear Up Grant Approval
(See Exhibit #8)

Chris King: Now the gear up grant approval, we'll let Mr. Stepp talk about that.

William Stepp: OK. The gear up grant, as we discussed earlier, we're one of six counties in the state of Tennessee that has been offered this grant money. It is a 7 year project that works primarily 7th through 12th and doing anything and everything listed you saw in the job description, all the stuff that they have to do. To increase our college readiness and career readiness, and this grant fits right into our career framework that, K12 Career Framework we have. So it is funding the first year would be \$135,000 second year\$ 271,000 each year after that and it would start in January if we accept this grant money and the money primarily. Funds site coordinator positions.

Anita Hale: Question, so will we?

Chris King: Is there a motion to accept?

Travis Cole: Motion to accept it.

Chris King: Is there a second?

Sheri Nichols: I'll second it.

Chris King: Mr. Cole?

Travis Cole: I think it's a great opportunity to be one of six schools to be able to get this grant. I would like to see data, trackable data. So we can see going forward if it's something that is beneficial that we need to continue. I think it's a great opportunity for our kids.

Chris King: Miss Nichols?

Sheri Nichols: I agree. I think anything that we can get them to be college ready and the younger the better.

Chris King: Miss Hale?

Anita Hale: Will we be hiring teachers, another teacher, or where we hire somebody from our staff already?

William Stepp: So once you approve this, I put on the next item on the agenda is two site coordinator positions. They can be certified or non-certified, so if you're see in the job description so it. Could be a teacher or a teacher assistant or somebody that that's super organized and knows high school systems really well. And the money comes completely out of the grant.

Anita Hale: OK, so it's coming out of the grant and for the seven years?

William Stepp: So for the first three years, the grant pays 100% and then what they encourage you to do is not require that. They encourage to keep one of those positions. It's just like the ISM Grant paid 25% the 4th year, 50% the 5th year, you know 75% and 100% when the grant is over. So you continue the program. So they're what they're wanting to do is create a continued program of support for students. Not one, that's the one hit and then we're gone.

Anita Hale: Thank you.

Chris King: Other questions or comments?

Scott VanWinkle: What would be the accountability metrics for those two roles?

William Stepp: So as you saw in the job description, there's a whole list of things that they have to keep up with in Doctor Elbridge will be the district coordinator overseeing the accountability of this. We already track almost all of this stuff. So this gives us another person to do it for the high schools. But this also includes 7th and 8th grade, so this is more prep for high school and college starting back in 7th grade. But we have all kinds of spreadsheets. Where we're tracking every child and we have to do that for the TISA accountability. Because you only get paid for certain things you do in certain orders and that's that sort of thing.

Shannon Stout: So a lot of the tracking is already built and you're saying maybe you have mentioned in the work session that you were going to? Keep us abreast so you know as we get up to that 3 year mark through the seven-year where we are as far as 2 Coordinators, 1 coordinator and what we need to be funding is recurring results.

William Stepp: Absolutely.

Shannon Stout: Kudos to our CTE folks for getting opportunity to take this grant.

Chris King: So the motion is to accept what you have printed. Do we have any questions or comments?

(Silence)

Chris King: Madam secretary?

Diane McCartney: Miss Nichols?

Sheri Nichols: Yes.

Diane McCartney: Miss Stout?

Shannon Stout: Yes.

Diane McCartney: Miss Stull?

Elizabeth Stull: Yes.

Diane McCartney: Mr. VanWinkle?

Scott VanWinkle: Yes.

Diane McCartney: Mr. Cole?

Travis Cole: Yes.

Diane McCartney: Miss Hale?

Anita Hale: Yes.

Diane McCartney: Mr. King?

Chris King: Yes.

Diane McCartney: Yeses Have it.

Chris King: So that motion passes.

Motion to approve gear up grant.

VOICE VOTE: (mover-yes) Cole

(seconder-yes) Nichols

Yes: 7, No: 0

MOTION: Motion Carried

12.C.1. *Gear Up Grant 2 Site Coordinator Positions
(See Exhibit #9)

Chris King: The next item is the gear of grant, two site coordinator position.

Travis Cole: Mr. Chairman, I'll move to approve.

Shannon Stout: Second.

Chris King: Motion and second to approve. The gear up grant two site coordinator positions.

Travis Cole: So, I reviewed the job description and it appears to be in the correct purview for the grant. So, you have the people to make your grant work.

Chris King: Any other questions, comments?

Sheri Nichols: Do you have anybody in mind? Local.

William Stepp: So, Dr. Callahan's been working with Dr. Eldridge and seeing what's available. The big thing they're waiting for is approval of these positions, and they want to post their jobs tomorrow. Starts January 1, but they've been working diligently, trying to find the right people that would be the right fit to do a great job.

Sheri Nichols: Great, awesome, thank you.

Chris King: So the motion is to approve the gear up grant two site coordinator positions. Any questions?

Scott VanWinkle: I have here one question where all these two positions, I guess report, will they be at Central office? At the high school? Well, they'll report directly to Dr. Eldridge. She's the district, but they'll be in the schools all the time. They got 4 feeder schools and CCHS that they spend their whole time in.

Scott VanWinkle: OK. Thank you.

Chris King: Any others? Madam Secretary, call the roll, please.

Diane McCartney: Miss Stout?

Shannon Stout: Yes.

Diane McCartney: Miss Stull.

Elizabeth Stull: Yes.

Diane McCartney: Mr. VanWinkle?

Scott VanWinkle: Yes.

Diane McCartney: Mr. Cole?

Travis Cole: Yes.

Diane McCartney: Mr. Nope. Miss Hale?

Anita Hale: I'm confused. I didn't understand what we're voting on?

Chris King: 12.C.1. Gear up grant two site coordinator positions.

Anita Hale: Oh, Yes.

Diane McCartney: Miss Nichols?

Sheri Nichols: Yes.

Diane McCartney: Mr. King?

Chris King: Yes.

Diane McCartney: Yeses have it.

Motion to approve gear up grant site coordinator positions.

VOICE VOTE: (mover-yes) Stout

(seconder-yes) Cole

Yes: 7, No: 0

MOTION: Motion Carried

12.D. *Upper Cumberland Child Advocacy Curriculum
(See Exhibit #10)

Chris King: The next thing is the upper Cumberland child advocacy curriculum. Mr. Stepp?

William Stepp: So I was working with Miss Polson on this. These need the mandates by two different laws. There's Tennessee code annotated the family life curriculum law and this is. And then also the Aaron's law, which is a federal law. So the curriculum in, this Upper Cumberland child advocacy curriculum is based on almost completely on the law, so we match curriculum to law, so we already, through our counselors, provide some of these services, but this would be a great supplement and there's no cost. And this is a person that would be teaching this. Is very experienced. Been around doing this for a long time, so Miss Polson and I both feel this would be, a great resource for the school for second grade.

Chris King: Is there a motion?

Sheri Nichols: I'll move to approve.

Chris King: Motion to approve is there a second?

Shannon Stout: I'll second that.

Chris King: Second, Miss Nichols?

Sheri Nichols: Well, I'm, in a ministry outside of this that I'm a firm believer that the younger that we can talk to them about safety, bathing suits, I know that we're going to write our own curriculum and make sure that we're watching over that. But the gentleman that teaches this, I know the organization that he works through. They're amazing. What they do for youth and children is bar none.

Chris King: Miss Stout?

Shannon Stout: I would like us to see the book. That they referred to. I tried to find information on that but to see the entire book, you have to get the book. So I would like for the board to. Be able to. See it.

William Stepp: Review It.

Shannon Stout: Or you and your administration and nurses and counselors. And then, of course, anything that you feel for our school or community culture and that you and your staff feel might need to be tweaked a little bit. But I'm I echo Sheri on that. I think there's a lot of good information and this and the fact that the parents have to opt the children in.

Sheri Nichols: Yes.

Shannon Stout: That does give them the choice. That attending and being involved in it.

Chris King: So, Mr. Director, you oversee that curriculum?

William Stepp: Absolutely, and I'll have the book ready to.

Sheri Nichols: Thank you.

Chris King: Any other questions or comments?

Scott VanWinkle: Mr. Chair?

Chris King: Yes?

Scott VanWinkle: So is it my understanding that the curriculum will change from what's in the agenda?

William Stepp: The what's in there now, currently talking with Miss Polson, matches what is required by law, but if there's a for our community, if there's certain things we have to tweak so that it fits, you know, for our parents and to allow the kids to participate, we will do that.

Scott VanWinkle: So we're voting to approve this curriculum or the program, I don't understand.

Chris King: Subject to your review?

William Stepp: Yeah, the curriculum subject to my review and also the programming in that second grade.

Scott VanWinkle: So wouldn't make more sense for us to see the curriculum before we actually.

William Stepp: The current curriculum that you do see that is. Right out of the law. Correct me if I'm wrong, Miss Polson.

Shannon Stout: So there's certain things that can't change apparently, right?

William Stepp: Well, the law, if you look at it, the family life curriculum law. It goes through what you can and what you can't do. So it says. Specifically, you talk about safety. You can't talk about acts, you know, indecent acts and stuff like that.

Sheri Nichols: Right.

William Stepp: And I can send that law to you guys.

Elizabeth Stull: So the law is tell us what we can and cannot do?

William Stepp: As far as the curriculum.

Elizabeth Stull: But is it saying that we have to have this kind of curriculum?

William Stepp: We currently do this type of training with children. It's just we have one counselor for nine grades in elementary, so they get what's required by law done. It's if you use an outside resource, you have to get it approved and then if the board approves that, then we have to have public review of that curriculum. So we give a 30 day notice and parents come in and look at that curriculum and give their feedback. That's what's required by law.

Anita Hale: So you are saying that the parents would get to look at the curriculum and?

William Stepp: It's required by law.

Anita Hale: And they would decide whether or not they wanted their child in this program.

William Stepp: Correct, yeah or they can opt out. They have to opt in and opt out.

Elizabeth Sull: I guess I also am in agreement with the fact that. I guess I would like to see the actual.

William Stepp: OK.

~~Elizabeth Stull: book and curriculum before.~~

William Stepp: Yep, I can get all that to you. We can, table if you like and we can get all that in your hands, for the, before the next work session.

Shannon Stout: And Mr. Stepp you advised when we talked about this earlier. That would still be enough time to roll this out in the spring semester, which is what the.

William Stepp: Sometime in spring I got to give that 30 day notice, that's required by law and we have it open for public review.

Sheri Nichols: So do we revise the motion?

Chris King: You can withdraw the motion.

Sheri Nichols: Withdraw the motion?

Chris King: Or we can table the motion.

Anita Hale: I suggest we table it.

Sheri Nichols: Table it, until we get the book? Yes?

Chris King: And the curriculum.

Sheri Nichols: And the curriculum.

Chris King: So the motion has been. Moved to be tabled until we get the curriculum and get a chance to review it.

Sheri Nichols: Yes.

Shannon Stout: Next work session, right?

Chris King: All those in favor say aye.

All board members: Aye.

Chris King: Any opposed?

(Silence)

Chris King: The ayes have it.

Motion to table until they can review the book and curriculum of the program.

VOICE VOTE: (mover-yes) Nichols

(seconder-yes) Stout

Yes: 7, No: 0

MOTION: Motion Tabled

12.E. *TISA Accountability Report
(See Exhibit #11)

Chris King: So next to the TISA accountability report, if you would.

William Stepp: This report is required by State Tennessee. It's currently now in public review on our website. You're not voting to, not to approve it. Just saying that you saw it and you know that we did what we're supposed to do. I will say we've had some feedback and we we're already updating it. The format you're looking at right now is what was accepted last year by the state of Tennessee so. We kind of mirrored it. Several counties do it in that format. But it was also asked to have more details. In there, as far as cost number so we're updating it. So this will be, what you're looking at is, is going to be updated with more information from public comment and from any comments that I get from you guys. So this is this is the report, it's just the one you're looking at was approved last year and we're just going to add more detail to it and you will. Definitely see it. Before it's time to. Turn in. It'll be in your hands.

(Audio)

William Stepp: That's something to vote on.

Chris King: It doesn't have an asterisk?

William Stepp: 12.E.

Chris King: 12.E. does have a star. So is there a motion on the TIA Accountability report?

Sheri Nichols: A motion to accept?

William Stepp: Yeah, just a motion to accept it.

Sheri Nichols: I'll move to accept.

Shannon Stout: Second.

Chris King: Motion and second to accept. Miss Nichols?

Sheri Nichols: I'm not really sure.

(Laughter)

Sheri Nichols: Just to be honest I am moving to accept. I mean, we can't do anything. To say we're not going to accept this, right? Because this is what you have to do by law.

William Stepp: Yeah, we have to turn it in by November 1. So.

Sheri Nichols: This is what was. The one we weren't in compliance with?

William Stepp: No, this is this is what we use TISA money and other money that was graded together. So they want us to report our accountability of how we used TISA. So that's what this report is.

Sheri Nichols: And then this document, OK.

William Stepp: 3rd grade and then. College career rating is information CCR data. Ready graduate data.

Chris King: Miss Stout?

Shannon Stout: So we're accepting it in this format knowing that it's going to be built upon and, we'll see it again before.

William Stepp: You definitely will see it again.

Shannon Stout: OK.

Chris King: Other questions? Mr. VanWinkle?

Scott VanWinkle: Mr. Stepp, I know you already addressed some of my questions about this via the e-mail. One of the other questions I had is the. I guess the materials that we're using currently in our action plan, how long have we been using those materials?

William Stepp: And I'm sorry. I wasn't here when they started it so Dr. Farley will have to answer.

Becky Farley: So the CKLA, the ELA high quality instructional materials we've been using those since the 2020-2021 school year. Mastery Connect, we started using that this week. We started last year, but fully this year. The ACT prep stuff that started this year and then interventionist you all voted or the board previously voted to put an intervention in every school. Last year we had them there, but they had a different name. And then RTI has been around since probably 2010, that's in the plan as well. And I can't think of anything else that's in the plan specifically. We've been a part of the Literacy implementation grant. I know that's in there for the last four years. This is our last year of that. That's mentioned in there. We've worked with TNTP probably for eight years now. And they're mentioned throughout the grant as well.

Scott VanWinkle: Can I ask another question?

Becky Farley: Absolutely.

Scott VanWinkle: So is there any way to determine the effectiveness of those individual materials that we're using and how that's helping to know that we're well below what the state is expecting on, especially 3rd grade ELA.

Becky Farley: Correct.

Scott VanWinkle: Is there any way to determine the effectiveness of those?

Becky Farley: I'm not sure how we could do that each one individually. You know, we've been hearing and hoping that each year we would see the growth with ELA and with this new curriculum, because now five years old and we are still waiting for that to happen and see that Big Bang. So I don't know how you would assess each one. You know, this year with Mastery Connect we've added that and we've made some changes in the classroom. So maybe if we see a big jump, we could say that that could be contributed some to master connect. But individually I just don't know how you could do that to assess the effectiveness individually.

Scott VanWinkle: OK. Thank you.

Chris King: Other questions?

Anita Hale: So are we voting on trying to keep this program?

William Stepp: We're just voting to accept the TISA accountability report that I'm going to be turning into the state of Tennessee.

Chris King: Other questions?

(Silence)

Chris King: So the motion is to accept the TISA accountability report format, how it's done. As presented. Anybody have any questions?

(Silence)

Chris King: Madam secretary, call the roll please.

Diane McCartney: Miss Stull?

Elizabeth Stull: Yes.

Diane McCartney: Mr. VanWinkle?

Scott VanWinkle: Yes.

Diane McCartney: Mr. Cole.

Travis Cole: Yes.

Diane McCartney: Miss Hale.

Anita Hale: Yes.

Diane McCartney: Miss Nichols?

Sheri Nichols: Yes.

Diane McCartney: Miss Stout?

Shannon Stout: Yes.

Diane McCartney: Mr. King?

Chris King: Yes.

Diane McCartney: Yeses Have it.

Motion to approve TISA accountability report.

VOICE VOTE: (mover-yes) Nichols

(seconder-yes) Stout

Yes: 7, No: 0

MOTION: Motion Carried

12.F. FYI

Chris King: Mr. Stepp?

William Stepp: So 12.F. is all the monthly reports that I provide to you, are there any questions?

Elizabeth Stull: Yes, the compliance report. Are we? Is this the one that you were talking about in the work session?

William Stepp: I think so. OK, so that's the one where we're out of compliance right now. The first one, we're working on hiring people. So we are in compliance. The goal is to be in compliance by November 29th. So we're working on hiring that teacher. They'll put us back in compliance in that grade band.

Elizabeth Stull: OK.

William Stepp: But if we don't hire a teacher. Then I'll have to turn this in. Mr. King's signature also that we are not compliance and what our corrective action plan is for that.

Scott VanWinkle: I still I have a question on the reports. On the personnel report I see we're adding a teacher at Crab Orchard?

William Stepp: Yes.

Scott VanWinkle: What was the reason for adding the teacher and what grade is the teacher?

William Stepp: Doctor Farley?

Becky Farley: We're adding in second grade and the reason we're adding is because that cluster was over and we had to have that. We've been trying to get this person since September. We finally found someone. They were a teacher in another system that system held them for 30 days.

Scott VanWinkle: So it's second grade, the warm body count says there's 46 students in second grade at Crab Orchard, so that the student teacher ratio would be 1 to 15 now?

Becky Farley: Yes, because if you do the cluster average for all of them, it's over the 20.49 I think. It actually comes out to 21.5 if you do it with the eight teachers that they have. So that's why we're needing to add that and she chose to put that. There in second grade.

Scott VanWinkle: OK. That's the highest number of students in that cluster?

Becky Farley: Yes.

Scott VanWinkle: Gotcha. Do you think that would have any help, any effect on the? On the 3rd grade, ELA, having that lower teacher to student ratio. And would it help in other schools?

Becky Farley: I don't know the dynamics of that individual second grade group or that third grade group. I know this was the first year that her third grade went from three teachers to two based on numbers. And how many she earned. And yeah, you know when you can have lower ratios, that always helps. But there's the money side of that too, that comes in.

Scott VanWinkle: So the funding. I guess. Law, on that is that's the maximum that we can have is that number in that cluster, but we can have.

Becky Farley: So you.

Scott VanWinkle: More teachers than that?

Becky Farley: Yes, you can have 25 kids in that K-3 cluster in each individual class, but when you divide out the cluster for K-3, the average cannot be more than 20.49.

Scott VanWinkle: OK. So is that something that we could track going forward in that grade to see if it helps our ELA in the future at Crab Orchard?

Becky Farley: Sure, you know, I mean. There's lots of different variables when you track because you know you got to deal with the kids and their individual differences, and then the teachers and

the strengths and weaknesses that they bring. So sometimes that's hard to isolate. But yes, we can definitely track that group of students you know.

Scott VanWinkle: So you know that group of students. You know what they scored in first grade.

Becky Farley: What we would use there would be their universal screener score, aimsweb score. We could definitely look at that.

Scott VanWinkle: OK, and just see if that student teacher ratio actually helps that ELA on it, because that might be an action that we could add later and that TISA accountability. To reduce that student to teacher ratio in the K3 cluster, they have the third grade ELA.

Becky Farley: Yes.

Scott Van Winkle: Thank you.

William Stepp: And currently what the formulas we use are the state minimum requirements just to be good stewards of the taxpayers money. But anytime the board wants to move on an initiative like that.

Scott VanWinkle: I mean, if you have the data in the back it.

Williams Stepp: Oh yeah. Yeah, absolutely. Thank you, Sir.

12.F.1. Compliance Report
(See Exhibit #12)

12.F.2. Textbook Adoption Members
(See Exhibit #13)

12.F.3. Fund Balance
(See Exhibit #14)

12.F.4. Annual Planning Calendar
(See Exhibit #15)

12.F.5. Attendance Report
(See Exhibit #16)

12.F.6. Personnel Report
(See Exhibit #17)

12.F.7. Substitute List
(See Exhibit #18)

12.F.8. School News Articles
(See Exhibit #19)

12.F.9. School Calendar of Events
(See Exhibit #20)

13. Chief Financial Officer's Report

Chris King: OK, Chief Financial Officer report.

13.A. Monthly Financial Report
(See Exhibit #21)

Kim Bray: OK. We'll start with financial statements. Through the end of September, we've had revenues of \$13,426,907.00. Need to keep in mind that this is only two months of TISA because we do not get a piece of payment in July. So this is just two months. As far as our expenditures, they came in at \$14,722,687.00, which has a deficit of \$1,295,000.00. It's really not too bad at this point in time. Because when our TISA catches up and our property tax payments start flowing in, it should be much more close to even. Anybody has any questions about any of the detail on this account? I'll be happy answer.

13.B. Monthly Sales Tax Report
(See Exhibit #22)

Kim Bray: If not, we'll move on to sales tax. I'd just like to remind everybody that sales tax is two months behind. So what you see in the month of September are going to be cash register sales from July because there is that lag time. We are currently \$11,426.00 ahead of what was budgeted. And we are ahead of where we were last year. If you remember, we did come in below this with budgeting, but we did come in last year ahead of the previous year. Is there any questions on this?

13.C. *141 Budget Amendments
(See Exhibit #23)

Kim Bray: And then we have one budget amendment from CTE and I spoke with Doctor Eldridge regarding this as this is simply she had budgeted to build greenhouses. The cost of these greenhouses has now been bid out. We have the actual cost has come in less than what she had projected originally. So she's moving some of those leftover funds from construction. Down to her equipment accounts, materials accounts. And this will require an action by the board.

Shannon Stout: Move to approve the 141 budget amendment.

Overlapping audio: Second

Chris King: Motion and second, I'm not sure there's like 3.

(Laughter)

Chris King: We're good. So the motion and second. Miss Stout?

Shannon Stout: Just reallocating the funds based on the description that Dr. Farley gave us in the work session, Miss Bray just did now. So, it looks like it's ready to be moved over.

Chris King: Who wants to claim second?

Anita Hale: Second

Chris King: Comments? Any other questions or comments?

(Silence)

Chris King: The motion is to accept the 141 ISM Grant. Madam secretary.

Diane McCartney: Mr. VanWinkle?

Scott VanWinkle: Yes.

Diane McCartney: Mr. Cole?

Travis Cole: Yes.

Diane McCartney: Miss Hale?

Anita Hale: Yes.

Diane McCartney: Miss Nichols?

Sheri Nichols: Yes.

Diane McCartney: Miss Stout?

Shannon Stout: Yes.

Diane McCartney: Miss Stull?

Elizabeth Stull: Yes.

Diane McCartney: Mr. King?

Chris King: Yes. Motion passes.

Motion to approve 141 budget amendments.

VOICE VOTE: (mover-yes) Stout

(seconder-yes) Hale

Yes: 7, No: 0

MOTION: Motion Carried

14. *Consent Agenda

Chris King: On to the consent agenda. Motion to approve?

Shannon Stout: Move to approve consent agenda items 14.A through 14.D.

Travis Cole: Second.

Chris King: Motion to approve 14.A through 14.D. Miss Stout?

Shannon Stout: Everything was in line regarding the fundraiser request, overnight requests, the inventory pieces. We discussed the policies that needed the new policy, that needed to be put in place per state law and then also the change that was required per state law that TSBA recommended.

Chris King: Mr. Cole?

Travis Cole: Nothing to add, I agree.

Chris King: All right. So we're moving approve. The consent agenda. Those in favor say aye.

All board members: Aye.

Chris King: Those opposed?

(Silence)

Chris King: The ayes, have it.

Motion to approve the Consent Agenda.

VOICE VOTE: (mover-yes) Stout

(seconder-yes) Cole

Yes: 7, No: 0

MOTION: Motion Carried

14.A. First and Final Reading of Policies
(See Exhibit #24)

14.B. *Approval of Overnight and Out of State Field Trips
(See Exhibit #25)

14.C. *School Wide Fundraisers
(See Exhibit #26)

14.D. *Approval of Disposal of Surplus Property
(See Exhibit #27)

15. Questions from Media

Chris King: Any questions from the media?

Media: I'll have one later, but. After the after the meetings adjourned.

Chris King: Alright, no questions from the media.

16. Adjournment

Chris King: Any other comments or additions?

(Silence)

Chris King: If not this meeting is adjourned.

(Mr. King adjourned the meeting at 7:29 pm.)

William Stepp
Director of Schools

Chris King
Chairperson of the Board

Comment I, Jason McGhee hereby certify that I reported the foregoing minutes and that I delivered said minutes to the office of the Director of Schools on October 28th, 2024.



Jason McGhee
Board of Education Recorder

10-28-24

(*) Indicates Board Approval Required

(*) Indicates Board Approval Required
December 5, 2024 at 6:00 PM - Board of Education Meeting

1. Call to Order

Agenda Item Type: Procedural Item

2. Moment of Silence/Pledge of Allegiance

[Pierce Asberry-Martin Elementary](#)

[Kate Ironside-Henline-Martin Elementary](#)

Agenda Item Type: Procedural Item

3. Welcome to Visitors/Acknowledgement of Elected Officials

Agenda Item Type: Procedural Item

4. Special Recognition

Student Representatives

-[CCHS Marleigh Gargac](#)

-[Phoenix Logan Weir](#)

-[SMHS Hayden Houston](#)

Agenda Item Type: Information Item

4.A. Kids First Award

-[Judy Phillips](#)

Agenda Item Type: Action Item

Attachments: (2)

- [Kids First Nomination](#)
- [Judy Phillips](#)

5. Roll Call/Declaration of Conflict

Agenda Item Type: Procedural Item

6. *Approval of 10-24-24 Minutes

Agenda Item Type: Action Item

Attachments: (1)

- [10-24-24 Minutes](#)

7. *Approval of Agenda

Agenda Item Type: Action Item

Attachments: (1)

- [Agenda](#)

8. Community Comments

Agenda Item Type: Information Item

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

Agenda Item Type: Information Item

10. Director's Report

Agenda Item Type: Information Item

10.A. *Joint Proposal of Board Chair and DOS Contract

Agenda Item Type: Action Item

Attachments: (2)

- [Joint Proposal of BOE Chair and DOS Contract](#)
- [1.1 Superintendent of Schools Leadership and Achievements](#)

10.B. *Central Office Building & Mold Phase 1

Agenda Item Type: Action Item

Attachments: (2)

- [Central Office Building Assessment](#)
- [368 4th Street Crossville Wood Framing and Mold Assessment](#)

10.C. *GEAR Up Grant Salaries

Agenda Item Type: Action Item

Attachments: (1)

- [Gear Up Grant Salary Supplement 1st two years](#)

10.D. *Science Textbook Adoption Committee

Agenda Item Type: Action Item

Attachments: (1)

- [Science Textbook Adoption Committee](#)

10.E. Middle Schools

Agenda Item Type: Action Item

10.E.1. Task Force

Agenda Item Type: Action Item

10.E.2. CCS Community Stakeholders Committee

Agenda Item Type: Action Item

10.F. Annual Planning Calendar

Agenda Item Type: Information Item

Attachments: (1)

- [Annual Planning Calendar](#)

10.G. FYI

Agenda Item Type: Information Item

10.G.1. Attendance Report

Agenda Item Type: Information Item

Attachments: (1)

- [Warm Body Count](#)

10.G.2. School Nutrition Annual Report

Agenda Item Type: Action Item

Attachments: (1)

- [School Nutrition Annual Report](#)

10.G.3. Personnel Report

Agenda Item Type: Information Item

Attachments: (2)

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

10.G.4. Substitute List

Agenda Item Type: Information Item

Attachments: (1)

- [Substitute Board List](#)

10.G.5. School News Articles

Agenda Item Type: Information Item

Attachments: (13)

- [Brown Newsletter](#)
- [CCHS Newsletter](#)
- [Crab Orchard Newsletter](#)
- [Homestead Newsletter](#)
- [Martin Newsletter](#)
- [North Nov Newsletter](#)
- [North Dec Newsletter](#)
- [Phoenix Newsletter](#)
- [Pine View Newsletter](#)
- [Pleasant Hill Newsletter](#)
- [SMHS Newsletter](#)
- [South Newsletter](#)
- [Stone Elem Newsletter](#)

10.G.6. School Calendar of Events

Agenda Item Type: Information Item

Attachments: (14)

- [CCHS Calendar](#)

- [Crab Orchard Dec Calendar](#)
- [Crab Orchard Jan Calendar](#)
- [Homestead Calendar](#)
- [Martin Calendar](#)
- [North Calendar](#)
- [North Jan Calendar](#)
- [Phoenix Calendar](#)
- [Pine View Calendar](#)
- [Pleasant Hill Calendar](#)
- [SMHS Dec Calendar](#)
- [SMHS Jan Calendar](#)
- [South Calendar](#)
- [Stone Elem Calendar](#)

11. *Genesis Road Property

Agenda Item Type: Action Item

12. Chief Financial Officer's Report

Agenda Item Type: Information Item

12.A. Monthly Financial Report

Agenda Item Type: Information Item

Attachments: (1)

- [Financial Statement](#)

12.B. Monthly Sales Tax Report

Agenda Item Type: Information Item

Attachments: (1)

- [Sales Tax](#)

12.C. *141 Budget Amendments

Agenda Item Type: Action Item

Attachments: (8)

- [141 BA CTE General Funds](#)
- [141 BA Early Literacy Foundation Grant](#)
- [141 BA ISM Grant](#)
- [141 BA Kids Club North](#)
- [141 BA Public School Security Grant](#)
- [141 BA SPED Preschool Budget](#)
- [141 BA SSIG](#)
- [141 BA SSIG Reversal](#)

12.D. *142 Budget Amendments

Agenda Item Type: Action Item

Attachments: (2)

- [142 BA HQIM Literacy Implementation Grant](#)
- [142 BA Perkins Basic](#)

12.E. Fund Balance

Agenda Item Type: Action Item

Attachments: (1)

- [Running Fund Balance](#)

13. *Consent Agenda

Agenda Item Type: Consent Agenda

13.A. School Board Reports

Agenda Item Type: Consent Item

13.A.1. TLN Report

Agenda Item Type: Action Item

13.B. *TDOE School Climate Survey/MOU

Agenda Item Type: Consent Item

Attachments: (1)

- [TDOE Climate Survey MOU](#)

13.C. *Healthy Students Questionnaire

Agenda Item Type: Consent Item

Attachments: (1)

- [Healthy Schools Questionnaire & Survey](#)

13.D. Stellar Therapy Addendum

Agenda Item Type: Consent Item

Attachments: (1)

- [Stellar Therapy Addendum](#)

13.E. *First and Second Reading of Policies

Agenda Item Type: Consent Item

Attachments: (1)

- [5.6001 County-Wide Employee Dress Code](#)

13.F. *Approval of Overnight and Out of State Field Trips

Agenda Item Type: Consent Item

Attachments: (4)

- [CCHS Overnight Request-Band](#)
- [SMHS Overnight Request-FFA](#)
- [SMHS Overnight Request-FFA Convention](#)
- [South Overnight Request-8th Gr](#)

13.G. *Approval to Apply/Accept Grants

Agenda Item Type: Consent Item

Attachments: (2)

- [Request to Apply for Grant CTE HVAC](#)
- [Approval to Apply for the National School Lunch Program Equipment Assistance Grant](#)

13.H. *School Wide Fundraisers

Agenda Item Type: Consent Item

Attachments: (1)

- [Homestead School-Wide Fundraiser](#)

13.I. *Approval of Contracts/Agreements

Agenda Item Type: Consent Item

Attachments: (2)

- [Homestead & Simple Pix Agreement](#)
- [SMHS Lifetouch Agreement](#)

13.J. *Approval of Disposal of Surplus Property

Agenda Item Type: Consent Item

Attachments: (6)

- [CTE, General, Food Service, SPED Retired Inventory](#)
- [Homestead Retired Inventory](#)
- [Pine View Retired Inventory](#)
- [SMHS Retired Inventory](#)
- [South Retired Inventory](#)
- [Stone Elem Retired Inventory](#)

13.K. *Executive Approval

Agenda Item Type: Consent Item

Attachments: (1)

- [Stone Elem EA BETA Field Trip](#)

14. Questions from Media

Agenda Item Type: Information Item

15. Adjournment

Agenda Item Type: Action Item

Comments:

CONTRACT OF EMPLOYMENT

between the

Cumberland County Schools Board of Education and

William G. Stepp

This Contract of Employment (hereinafter "Contract") is entered into this 5th day of December, 2024 by and between the Cumberland County Schools Board of Education (hereinafter, "Board" or "the Board") and William G. Stepp (hereinafter, "Director" or "the Director"). Upon its effective date, this Contract shall supersede all other contracts previously entered into between the Parties hereto. The Board and the Director, for the consideration herein specified, agree as follows:

I. Term of Contract. The Board, in accordance with its action as documented and confirmed within the minutes of its public meeting held on the 5th day of December, hereby continues to employ the Director, and the Director hereby accepts the terms and conditions of this Contract. This Contract is for a period of four (4) years commencing on the 5th day of December, 2024 and ending on the 30th day of November, 2028.

II. Duties. The Director shall devote such time and energies as are necessary to perform the duties specified in the law and the job description, including, but not limited to, those duties outlined within Tenn. Code Ann. 49-2-301. These duties will generally be performed during normal business hours; however, it is expressly agreed that the duties of this position will require the Director to be on duty during times other than normal business hours.

III. Governance. To the full extent permitted by Tennessee law, pursuant to Tenn. Code Ann. 49-2-203, the Board shall delegate to the Director full administrative responsibility and authority for the operations of the school district and the schools thereof. Pursuant to applicable Board Policy, Board members shall address their concerns regarding operations, personnel matters, financial conditions, stakeholder concerns, and other matters under the control of the Director, directly to the Director, and shall not interfere with the Director's supervision, direction and administration of the district. The Director shall then address those matters as he deems appropriate. Individual members of the Board shall not, acting alone without authorization of the Board, take or refrain from taking action under the control of the Director's authority, powers, and duties. The Board and the Director agree to work together to fulfill the objectives of providing outstanding educational services and opportunities for all students.

IV. Compensation. The Board shall pay the Director an annual salary of One Hundred , Forty One Thousand (\$141,000) Dollars in twenty-four (24) equal semi-monthly installments in accordance with Board Policy. If an adjustment in salary is made by Agreement of the Parties during the term of this Contract, all of the other provisions of this Contract, including, but not limited to, its termination date as outlined within Section No. I, shall remain intact as stated herein. It is expressly understood by the Parties to this Contract that, in the event Director's employment

is terminated for cause pursuant to Section No. XXI, Director will be paid under this Contract only for the months in which he was employed and performed duties as Director. During the term of this Contract, the Director shall receive the same percentage of increase(s) in salary as do all licensed personnel when approved by the Board.

V. Military Leave. The Director shall be entitled to a leave of absence from his duties for all periods of military service during which he is engaged in the performance of duty or training in the service of this State, or of the United States, under competent orders as stipulated in U.S.C. Title 38, § 4311-4318, Tenn. Code Ann. § 8-33-101 through 8-33-110, and Tenn. Code Ann. § 58-1-106.

VI. Professional Licensure/Certification. During the term of this Contract, the Director shall maintain and shall, upon request, furnish to the Board evidence of maintaining a valid and appropriate license to serve as a Director of Schools, including any other certification that may be required by law or by the rules of the State Board of Education or Board Policy.

VII. Automobile Allowance: The Board will pay the Director an automobile allowance in the amount of \$600.00 per month in equal monthly installments to account for travel within the county. Subject to the terms of Board Policy, the Board will reimburse the Director for those actual expenses necessitated by travel outside of the school system for the performance of official duties.

VIII. Insurance Benefits. The Board shall provide, during the term of this Contract and at Board expense, medical, dental and vision insurance for the Director and spouse/dependents as long as the Director maintains enrollment in the insurance program. Should the Director elect no coverage under the school system insurance plan, no other benefit or salary shall be paid in lieu thereof.

IX. Technology. The Board shall supply to the Director, at Board expense, all technology and equipment necessary to perform the duties of the office wherever and whenever necessary including, but not limited to, a cellular telephone, computer hardware and software, printers, internet access, portable devices, and remote connection capabilities.

X. Memberships. The Board shall include in its annual budget and appropriation to pay membership dues to the Tennessee Organization of School Superintendents (TOSS), the American Association of School Administrators (AASA), and for two local (2) civic organizations chosen by the Director. Upon presentation of documentation, the Board shall reimburse the Director for expenses in attending functions related to these memberships.

XI. Professional Liability. The Board shall maintain liability insurance covering alleged wrongful acts and omissions of the Board and of the Director in the scope of his employment with the Board. The Board shall also, to the extent permitted by law, directly or through insurance, defend the Director, bear defense costs, and indemnify and hold the Director harmless on demands, claims, suits, and legal proceedings brought by a third party(ies) against the Director in his individual and/or official capacity as agent and employee of the Board; provided, however,

that the duty to indemnify shall not apply in the event that a court of competent jurisdiction determines that the Director acted criminally, maliciously, fraudulently, for improper personal gain or willful misconduct. In no event will Board members be individually liable or responsible for indemnifying the Director or holding him harmless against any demand, claim, suit, or legal proceeding.

XII. Professional Growth. In the interest of continuing professional growth, promotion, development, and advancement of the school system, the Board encourages the continuing professional growth of the Director through participation in: (1) the operations, programs, and other activities conducted or sponsored by local, state, and national school administrator and school board associations; (2) seminars and courses offered by public and private educational institutions; (3) informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of the Director to perform professional responsibilities for the Board; and (4) visits to other institutions or school systems. The actual and necessary expenses of said attendance and/or participation shall be paid by the school system in accordance with Board Policy.

XIII. Sick Leave. The Director shall be granted one (1) day of sick leave for each month of contractual employment. Sick leave days shall be cumulative, and unused sick leave days accrued and remaining at the termination of this Contract for any reason shall be transferred to the Tennessee Consolidated Retirement System for retirement credit in accordance with law and the policies of the Tennessee Consolidated Retirement System.

XIV. Work Year and Vacation (Paid Time Off). The position of Director is a full-time, FLSA exempt, twelve (12) month position within the school district. Non-duty days shall include the ten (12) holidays and two (2) personal leave days provided in the law, and any day upon which the school system central office is closed. In addition thereto, the Director shall be entitled to twenty (20) vacation/annual leave days per year. Unused vacation/annual leave days shall not accumulate and, on or before June 30 of each fiscal year covered by this Contract, the Board shall reimburse the Director for unused days at the per diem rate of pay for the Director. The Director shall be authorized to all other leave pertaining to all other 240 days contract certified employees.

XV. Expenses. The Board shall reimburse the Director for all actual and necessary travel and other related expenses required in the performance of official duties under this contract subject to such limitations as provided by law and by Board Policy.

XVI. Medical Examination. The Board may require the Director to submit to an annual comprehensive medical examination. The cost of the examination, if required, shall be the responsibility of the Board. All information derived from said medical examination shall be considered the personal property of the Director and shall be treated as protected health information pursuant to applicable federal law. Both the Director and the Board agree, however, that nothing within this Section or within this Contract shall be read to violate the Americans with Disabilities Act, the Tennessee Handicap Act, or the Tennessee Human Rights Act.

XVII. Performance Evaluation.

(A) Annually, pursuant to Board Policy and Tenn. Code Ann. 49-2-203, and no later than the June Board meeting beginning in June, 2024, and each calendar year thereafter during the term of this Contract, the Board shall evaluate the Director's performance.

i. In conducting this evaluation, the Board must, in compliance with Tenn. Code Ann. 49-2-203, evaluate the Director regarding overall job performance, student achievement, relationships with staff and personnel, relationships with board members, and relationships with the community, as well as Director's performance of all duties as outlined within Tenn. Code Ann. 49-2-301.

ii. Prior to an annual evaluation, the Director shall provide the Board with a written self-appraisal using the same evaluation format adopted by the Board, and board members shall consider the Director's self-appraisal in conducting their own reviews of the Director.

iii. The Board shall provide the Director with a written copy of its evaluation. The Director shall have the right to make a written response to the evaluation, which shall be attached to the Board's written evaluation. Under the Tennessee Public Records Act, board member evaluations of the Director, and the Director's self-appraisals, remain subject to request and disclosure.

iv. All board members shall provide written explanations for ratings below satisfactory when marked on their individual performance tools/evaluation documents.

(B) The Board and the Director will endeavor to agree upon an evaluation format no later than the September Board meeting of the current evaluation year. In the event that the Board and the Director cannot agree, the Board shall develop the format and shall forward the evaluation documents to the Director in compliance with this Contract and Tenn. Code Ann. 49-2-203.

XVIII. Loyalty. The Director shall devote full time, attention, knowledge, and skills solely and exclusively to the business and interests of the school system as referenced in Section No. II.

XIX. Consultation Services and Other Professional Activities. The Director may undertake consulting work, speaking engagements, writing, lecturing, or other activities, including any remuneration associated therewith, that do not interfere with the discharge of official duties and responsibilities. The Director shall give a report to the Board of all such activities as part of the annual evaluation provided for herein.

XX. Tenure and Transfer. The Director shall not be eligible to receive tenure as a teacher or as a certified employee with the Board. As consideration for the waiver of tenure rights, the Board expressly waives any right it otherwise has under Tennessee law to transfer or reassign the Director to any other position with any other duties during the term of this Contract, as well as during any authorized extensions or renewals of the same.

XXI. Contract Termination

Mutual Agreement. This Contract may be terminated at any point by mutual agreement of the Parties.

Death or Disability. This Contract will automatically terminate upon Director's death or disability. As used within this Section, "disability" will be determined if – after the Director has been unable to perform a majority of his duties over three (3) consecutive months or a has been unable to perform a majority of his duties over any five (5) months during a twelve (12) month period – a properly qualified and licensed physician mutually agreed upon by the Director and the Board Chair determines that the Director is disabled and unable to perform the essential duties of his position on a full-time basis. If the Director and the Board Chair are unable to mutually agree upon such a physician within thirty (30) days, then the Board itself may meet to unilaterally choose a qualified and licensed physician.

For Cause. This Contract may be terminated by the Board for cause upon sufficient proof of unprofessional conduct, inefficiency, insubordination, incompetence, or neglect of duty, including failure to follow the policies of the Board. If the Board terminates this Contract for cause, the Director would be entitled to no further benefits or compensation. As used herein, though the Director does not possess tenure with this Board, the terms unprofessional conduct, inefficiency, insubordination, incompetence, and neglect of duty by Tenn. Code Ann. 49-5-501 (and related case law).

For No Cause. This Contract may be terminated by the Board for cause. Should that occur, however, the Board will owe the Director severance equal to any salary remaining due to him over the term of this Contract pursuant to Section No. IV. The Board may choose to pay said severance amount via either: one (1) lump sum payment due to the Director within ninety (90) days of his termination; or twenty-four (24) equal installments paid monthly until the Director stands as paid in full.

Transfer. The Board shall not have the option to transfer the Director to any other position within the school system during the term of this Contract.

Unilateral Termination by the Director. The Director may, at any time, terminate his contract. The Director shall provide 30 days notification to the Board.

XXII. Criminal Background Check. In accordance with the requirements of Tenn. Code Ann. 49-5-413, the Director agrees to the release of all investigative records to the Board for examination for the purpose of verifying the accuracy of criminal violation information as required by law. The Director agrees to supply a fingerprint sample and submit to a criminal history record check to be conducted by the Tennessee Bureau of Investigation. The costs incurred for this investigation shall be the responsibility of the Board.

XXIII. Renewal of Employment Contract. The Board, with concurrence of the Director, may extend the term of this Contract concurrent with the Director's evaluation or at any other time. Any extension of this Contract shall comport with the provisions of Section No. I. However, unless the Board acts on or before the 1st day of March of the last effective year of this Contract, such failure to act shall serve as notice to the Director that the Board does not intend to renew his Contract and/or employment.

XXIV. Amendments. Any modification or amendment to this Contract shall be made only by mutual agreement of the Parties hereto, and shall be memorialized in a written document and executed by the Parties or by an authorized representative of a party. Neither party shall be bound by any oral representation(s) concerning the modification or amendment of this Contract.

XXV. Governing Law. This Contract shall be construed and controlled by the laws of the State of Tennessee. The venue for any cause of action arising under this agreement shall be in Chancery Court for Cumberland County, Tennessee.

XXVI. Severability. The Parties acknowledge that this Contract is reasonable, valid and enforceable. However, if any term, covenant, condition or provision of this Contract is held by a court of competent jurisdiction to be invalid, void or unenforceable, it is the intent of the Parties that such provision shall be changed in scope by the court only to the extent deemed necessary by that court to render the provision reasonable and enforceable and the remainder of the provisions of this Contract shall in no way be affected, impaired or invalidated as a result thereof.

XXVII. Entire Agreement. This Contract constitutes the entire agreement between the Parties and the Parties hereto acknowledge that neither has relied upon any oral representation, inducement or agreement other than those specifically stated herein.

XXVIII. Headings. The headings contained at the beginning of each Section are for the purpose of reference only and shall not be afforded any legal status or meaning.

XXVIII.

Made and executed this the _____ day of _____, _____.

_____ Chairman, Board of Education

Made and executed this the _____ day of _____, _____.

_____ Director of Schools

Superintendent of Schools: Leadership and Achievements

Academic Leadership and Instructional Improvement

As Superintendent, I have led Cumberland County Schools to achieve significant advancements in academic performance, particularly in the K-8 English Language Arts (ELA) program. Under my leadership:

- The district progressed from a "Satisfactory" designation to "Advancing," with clear strategies in place to reach "Exemplar" status—a distinction held by only 12 districts in the state.
- 3rd Grade ELA Scores have increased 6% since I was hired, and 4% in the last year alone.
- 3rd Grade ELA Benchmark has improved 4% from last year.
- Districtwide Math 3-8 has improved 7% from last year, and notably 7th grade has increased 12%, 5th 9%, 6th 8%, 8th, 9% and 4th 4%.
- Implemented initiatives to improve instructional planning and develop high-quality curricula. This included regular professional development for school leaders and comprehensive implementation plans for each school and department, ensuring alignment with district goals and state standards.
- The district has an increase in College, Career and Readiness participation which improves TISA funding:

Work Based Learning

WBL 22-23= 313

WBL 23-24= 715

WBL **Fall only 24-25**= 375 (projected over 750 for the school year)

Dual Enrollment 22-23= 218

Dual Enrollment 23-24= 577

Dual Enrollment **Fall only 24-25**= 442 (projected over 650 for the school year)

Industry Credentials 22-23= 771

Industry Credentials 23-24= 1005

Industry Credentials 24-25= Projected over 1100 for the school year

- Added JROTC to both High Schools. CCS now supports all 16 TDOE Career Pathways.
- Implemented the The K-12 Career Connections Framework into Cumberland County Schools. This framework provides a structure for school leaders to develop school level plans to support the career development process in grades K-12. Cumberland County Schools is committed to helping students develop a **vision** and **realistic plan** for their **future** during K-12 and beyond.
- Career Coaches at all nine elementary schools are focusing on career awareness in grades K-5, career exploration in grades 6-8, and High School WBL Coordinators are

focusing on grades 9-12. Students in grades 6-8 participate in an interest inventory each year to learn more about themselves and their skill sets when it comes to exploring careers. There has been an increase in Cumberland County's work-based learning programs at the high school level. Those numbers have increased from **313 credits in 22-23 to 715 in 23-24, to an estimated 750 in 24-25!**

- Two Schools are working towards STEAM designations.

Community and Workforce Engagement

- **Building and Retaining Talent:** Successfully recruited Cumberland County residents working outside the district to return, fostering a sense of local ownership and commitment to the district's mission. This has led to an award winning CTE program and school leadership for school improvement
- Created the "**Kids First Award**" so the BOE can recognize each month at the regular BOE meeting an exceptional stakeholder that provides exceptional
- **Community Relations:** Actively promoted the school system and Board of Education through 20+ speaking engagements and service on multiple local association boards, strengthening partnerships and community support for schools.
- Recognized as a trusted community leader, I have prioritized open communication and collaboration with stakeholders to build strong, enduring relationships.
- Board member on the Joint Economic Community Development Board
- Set up tours of all the schools for the Board and County Commissioners to promote CCS and build strong relationships between the BOE and County Commission.

Strategic Vision and Safety Preparedness

- **Strategic Planning:** We developed a comprehensive, stakeholder-driven 5-year Strategic Plan, ensuring all voices—parents, educators, community leaders, and students—were represented in shaping the district's future.
- **Safety and Emergency Management:** Partner with a task force including representatives from Emergency Management, the Sheriff's Department, Homeland Security and local law enforcement. This collaboration ensures proactive responses to incidents and a safe learning environment for all students. I maintain strong relationships with School Resource Officers (SROs) and prioritize school safety as a critical function of district leadership.
- Serve on the Trauma Informed Community Task Force - Brought in school Consultant, established stakeholder committee and rolled out Trauma informed school community practices.

Operational Excellence and Fiscal Responsibility

- Balanced the district's budget for two consecutive years, demonstrating a strong commitment to fiscal responsibility and compliance with local and state regulations.

- Ensured efficient use of taxpayer dollars with maximum transparency, earning community trust in financial stewardship.
- Multiple Grants for additional funding of specific programming
- Multiple tracking of all coding with TISA to maximize funding.

Transparent and Inclusive Leadership

- **Policy Development and Oversight:** My team regularly reviews district policies and provides expert recommendations to the Board of Education. These updates ensure the district operates efficiently, legally, and in alignment with its strategic goals.
- **Communication:** Established consistent channels of communication with employees, including newsletters and direct engagement, to maintain transparency and trust.
- **Visibility and Support:** Frequently visit schools, interact with employees, and observe classroom practices to ensure accountability and foster a culture of empowerment and innovation. Visit with all employees including riding school buses and visiting cafeterias.

Student-Centered Decision-Making

- Every decision I make is guided by what is best for students, ensuring alignment with evidence-based practices that promote academic success and well-being.
- Actively seek constructive feedback from Board members and other stakeholders to refine my leadership and better serve the district's mission of providing an excellent education for all students.
- Creating a behavior modification program where students can earn their way back to their home school sooner from Alt School.
- Improved mental health services through additional social workers and safe school counselors.

Proven Track Record of Success

Throughout my career, I have exceeded expectations in leadership roles in both education and the military. Evaluations (22-23 = 4.19 out of 5; 23-24 = 3.69 out of 5; survey agree/strongly agree = 77.70%) consistently reflect my professionalism, integrity, and ability to lead with a strong value system. As Superintendent, I am committed to maintaining this standard of excellence while driving the district toward continued growth and success.

Cumberland County Schools

Physical Facilities Survey

Central Office

Information Summary

Institution	Cumberland County Dept of Education	Inspection Date	8/29/2024
Building Name	Central Office	Local Team	Cumberland County Schools
Building ID		Local Guide Name	Mary Kington
Primary Use	business	Architectural	Upland Design Group
Sprinklered	no	Structural	NA
Gross Sq Ft.		Mechanical Engr.	Maffett Loftis
Number of Floors	2	Electrical Engr.	Maffett Loftis
Const Year			
IBC Code Type			

Rating Summary

		Component Rating
Substructure	Foundation	NA
	Basement Construction	3
Shell 1	Superstructure	3
	Exterior Enclosure	3
Shell 2	Roofing	3
	Interior Construction	2
Interiors	Stairs	3
	Interior Finishes	2
	Conveying	3
Systems 1	Plumbing	3
	HVAC	2
Systems 2	Fire Protection	2
	Electrical	2
Systems 3	Data & Communications'	2
	Equipment & Furnishings	NA
General 1	Special Construction	NA
	Site Conditions	2
General 2	Safety Standards	NA
	Building Suitability	NA
	Building Adaptability	NA

Building Summary

The overall condition of the building is fair. Windows are outdated and replacement with new more energy efficient windows should be considered. Tuck pointing should be done on the exterior masonry walls. Fascia boards, gutters, downspouts and soffits should also be replaced to provide an adequate building enclosure. Exterior drainage needs to be addressed to keep water from penetrating into the basement and crawl space. Crawl space needs additional ventilation and encapsulation with dehumidification. Replacement of deteriorated concrete landing and steps on the rear of the building. Provide additional attic ventilation. Terracon Consultants was employed by UDG to perform a Limited Mold and Wood Framing Assessment for the building. Their findings indicate signs of some minor deteriorated floor framing, moisture intrusion in the basement & crawl space and presence of mold in three out of the seven samples that were taken. The mold samples ranged from light to heavy. Terracon's Report is attached. Also note that there is no interior ADA access from the main floor to the basement, where several files are kept. The building users have indicated that the building currently has a flea infestation problem in portions of the building. A professional exterminator should be contacted to treat the infested areas followed by an active maintenance program to prohibit further issues.

Rating System

The Items are system specific components and may be rated from Satisfactory to

- 1 New Condition** - Space code compliant and in good condition
- 2 Good Condition** - Space reusable for current use. Minor finish upgrades, window and door modifications required
- 3 Fair Condition** - Major renovation required, including new ceilings, finishes, lighting, electrical system, & hvac system.
- 4 Poor Condition** - Major reconstruction required for adaptive reuse including replacement of all fixtures and mechanical systems.
- 5 Dangerous Condition** - Structurally and / or practically unusable. Replacement required. Conditions dictate renovation to exceed the cost of replacement. Replace or use as is (not recommended).

October 3, 2024

Upland Design Group
362 Industrial Blvd
PO Box 1026
Crossville, TN 38557

Attn: Mr. Kim Chamberlin, Principal
Phone: 931-484-7541
E-mail: kchamberlin@uplanddesigngroup.com

Re: Limited Mold and Wood Framing Assessment
Cumberland County Board of Education
368 4th Street, Crossville, Tennessee
Terracon Project No. KP246048

Dear Mr. Chamberlin:

Terracon Consultants, Inc. (Terracon) has completed a Limited Mold and Wood Framing Assessment at the subject property in Crossville, Tennessee (Site) for Upland Design Group (Client).

This report provides a narrative discussion of the project and a summary of our evaluation procedure and findings.

We appreciate the opportunity to provide consulting services for this project. If you have any questions or comments concerning this report, please contact us.

Sincerely,

Terracon Consultants, Inc.

A handwritten signature in black ink that reads "David m Joyce".

David Joyce, EI, BECxP
Group Manager

A handwritten signature in black ink that reads "Brian DuChene".

Brian DuChene, PE (FL), BECxP
Senior Consultant

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Attachments:

Appendix A: Photo Log

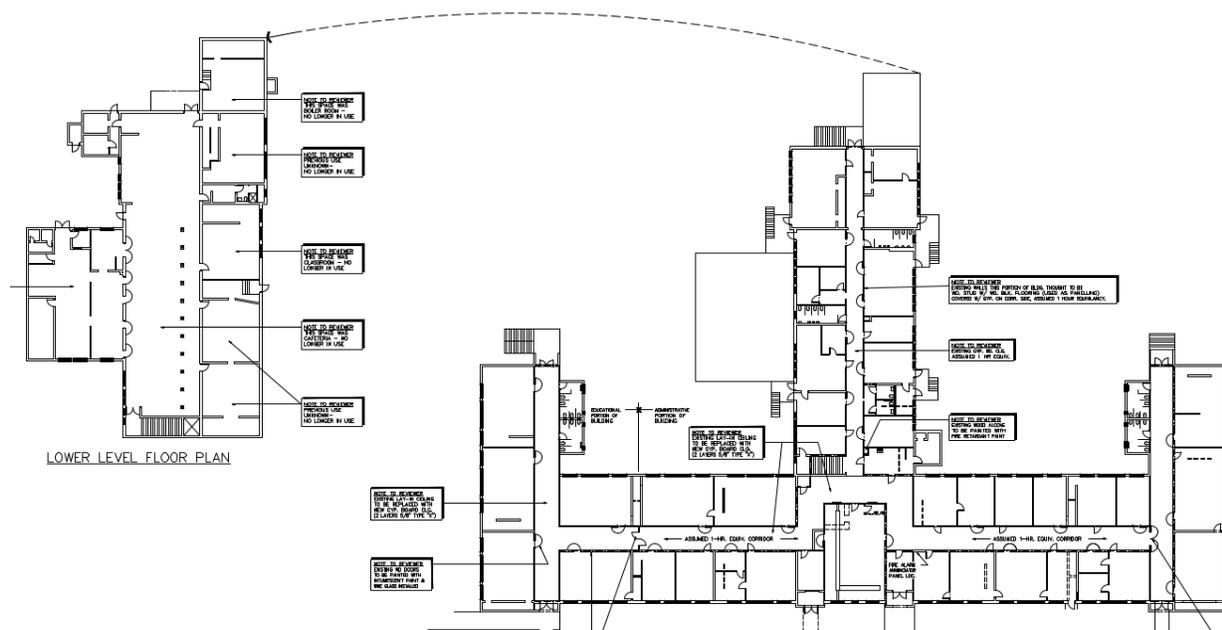
Appendix B: Mold Laboratory Analysis Report

1.0 PROJECT INFORMATION

Terracon was engaged by Upland Design Group to provide a limited mold and wood framing assessment at 368 4th Street, Crossville, Tennessee. The building is separated into 3 wings and consisted of a steep sloped shingle roof with masonry bearing wall assemblies of stone and brick masonry as well as some areas with corrugated metal and punched window openings. The wood floor of the building was set over a crawlspace, except for the back center wing of the building that included a basement.

2.0 PROJECT HISTORY AND PERSONNEL INTERVIEWS

On September 19, 2024, Terracon arrived onsite and met with Kim Bray, a representative with the Cumberland Board of Education. Terracon was provided access to the facility, including the crawlspace, attic, and furnace room.



Terracon was provided with architectural drawing sheets related to the facility. The drawings are generally dated 09/03/2004.

3.0 LIMITED MOLD AND WOOD FRAMING ASSESSMENT

Upon arrival to the jobsite, Terracon performed a visual review of the exterior, crawlspace, and attic. Moisture probes were taken of the wood framing to evaluate the moisture content and mold samples were taken at random locations in the crawlspace, attic, and an additional mold sample was taken in the furnace room.

Building Exterior:

- Windows were observed with some sealant at window frame components that is aged and deteriorated.

- Moisture staining was noted at the exterior brick masonry wall assembly at the northeast elevation.
- At the front elevation (southeast), near the east side of the building, step cracking of the mortar and masonry assembly was observed.
- Cracks were present at the concrete sidewalk to masonry veneer transition at the front entrance area.
- Efflorescence at northeast elevation
- Base of wall condition at front – seal.

Basement:

- Within the basement at the northeast elevation, signs of water intrusion were noted including moisture staining and generally damp areas.

Crawlspace:

The following was noted at the crawlspace:

- The wood framing generally did not appear to possess any systematic wood rot or deterioration at the building interior (e.g., not at the perimeter).
- Within the center wing of the crawlspace near the basement entrance, vertical wood framing studs sit on top of a concrete foundation and the framing in this location was observed to be deteriorated and showed signs of moisture damage and wood rot.
- Isolated location of floorboard damage was noted beneath the entrance vestibule; however, moisture staining, and elevated levels of moisture content were not observed at this location.
- The crawlspace joists at the connection to the foundation at the building perimeter generally possessed higher levels of moisture content when compared to the wood framing within the building interior.
- Moisture probe measurements of the wood framing were taken at various random locations throughout the crawlspace. The moisture probes indicated that the framing at the building interior (e.g., not near building perimeter) was generally between 14-14.5% moisture content. Moisture probe measurements at framing membrane at the building perimeter varied from 13-17% moisture content. Wood with a moisture content of 19% or greater is considered high and promotes mold growth and rot.
- At some locations the wood framing at the perimeter did show moisture staining and some signs of deterioration. A beige coating was generally observed at the ends of the floor joists where they were in contact with the foundation.
- The moisture content of the wood framing at the rim joists at the building perimeter near the front entrance were elevated. Additionally, some deterioration of the wood the framing appeared to be present. After the condition was observed, the building representative indicated that during heavy rain, water accumulates at the front building entrance area that may be allowing moisture to contact the framing at this location.

- Isolated areas of what appeared to be mold growth were noted on the wood framing within the crawlspace. Mold samples were taken of these areas and results are included in the appendices. Some areas that were suspected to be mold (e.g., Sample #1) were not, while other samples did result in some mold being detected.
- At some locations, a hole was observed in the floorboards and a notch was cut into the floor joist directly beneath the hole and it is suspected that plumbing was previously installed at these locations. At some of these locations, the joist framing showed signs of moisture staining. At one location near mold sample #2, the moisture content of this location was observed to be 17%.
- Some water was noted within the crawlspace; however, the water source appeared to be from interior plumbing (e.g., water vapor condensation) and not necessarily from water intrusion from the exterior of the building's crawlspace.
- At the middle wing basement crawlspace entrance, a musty smell was noted at the crawlspace entrance where interior finishes were present. The concentration of smell reduced away from this crawlspace entrance.

Attic:

The following was noted at the attic:

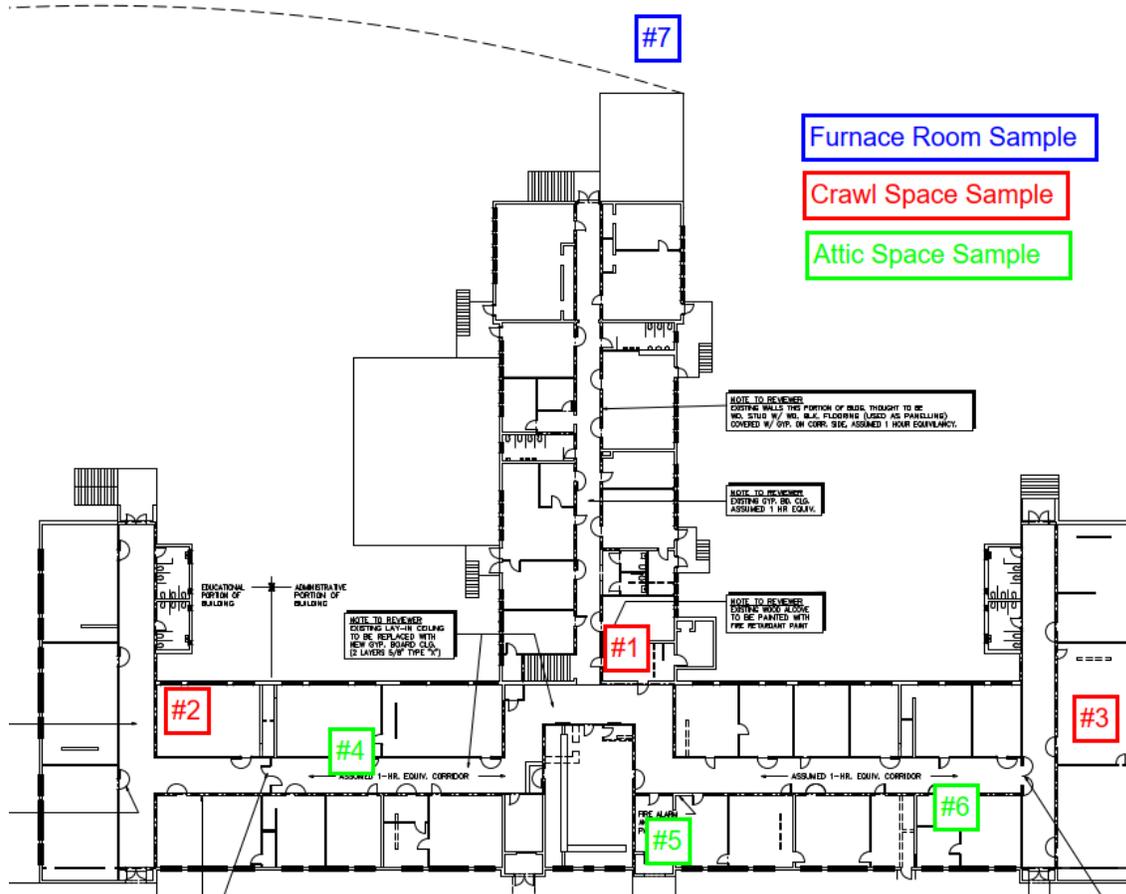
- The wood framing generally did not appear to possess any systematic wood rot or deterioration.
- At some isolated areas, holes in the roof sheathing were observed and the underside of the sloped roof system (e.g., underlayment, shingles, etc.) was observed from the interior.
- Wood bracing had fallen down in a few locations within the south wing of the building.
- Moisture probes were taken at various random locations throughout the attic and the moisture content observed was generally less than the wood framing within the crawlspace. The highest moisture content measurement obtained in the attic was 8%.

Furnace Room:

- The back furnace room area was damp and possessed a musty smell. Dark areas were noted on the interior face of the CMU wall.

Limited Mold Surface Sampling

Surface tape lift were obtained from wood framing surfaces with suspect visible mold staining to confirm the presence or absence of mold at representative locations throughout the facility as follows:



Samples were collected using Zefon BioTape slides. The samples were transmitted using chain of custody procedures to Pace Analytical in Nashville, TN. Pace is an AIHA Environmental Microbiology Laboratory Accreditation Program accredited laboratory (EMLAP# 100789) for analysis using direct visual examination using optical microscopy.

The results for each sample were classified as follows:

- **Very light < 5%:** Very few spores and some hyphae/mycelium indicating minimal mold growth
- **Light 5 – 10%:** Few spores and other mold parts indicating mold growth
- **Moderate 10 – 25%:** Moderate number of spores and other mold parts indicating mold growth
- **Heavy 25 – 75%:** Many spores and other mold parts indicating heavy growth
- **Very heavy 75%+:** Very many spores and other mold parts indicating very heavy mold growth

The follow table summarizes the laboratory analysis results:

Sample #	Mold Detected (yes/no)	Mold Level	Comment
1	No	n/a	Normal particulates
2	Yes	Light	Mold growth observed
3	No	n/a	Normal particulates
4	Yes	Heavy/Light	Mold growth observed
5	Yes	Light	Mold growth observed
6	No	n/a	Normal particulates
7	No	n/a	Normal particulates

Refer the appendices for the laboratory analysis report.

4.0 CONCLUSIONS AND RECOMMENDATIONS

Based on our discussions, observations during the initial site visit, and review of the provided design documents, we offer the following conclusions:

- The condition of the wood framing within the crawlspace and attic was generally observed to be consistent with the age and type of construction, with localized areas of moisture staining, suspect visible mold, and in some cases resulting minor structural damage to the wood framing members.
- The majority of the wood moisture measurements were below the 19% limit established in the International Building Code and wood industry guidance documents. The moisture content of the wood framing increased near the exterior walls. Elevated moisture content was noted at several locations (see Photo 21 and 22) which indicates active leaks impacting the wood framing.
- In general, the moisture staining was limited, however several localized areas of structural deterioration of the wood were noted (e.g., see Photo 14, 15, 25, 27, 30, 31, and 43). Each location should be properly repaired to restore the original load capacity by removing the deteriorated wood and sistering with additional similarly sized lumber or using structural reinforcement plates.
- Elevated mold levels were only detected at one location. At each location where mold was detected the stained area should be cleaned, sanitized, and dried to below the equilibrium moisture content (typically 8 – 15%) detected in the other non-moisture impacted wood structural members in the building.
- Elevated moisture content levels and deterioration of wood framing was observed at the building perimeter, near the front entrance. This area is suspected to be vulnerable to moisture intrusion due to reported accumulation of water at the base of the wall during rain events. Terracon recommends directing water runoff away from the building with sloping, drains, or other methods feasible for the property. Additionally, a sealant joint at the base of the wall at the sidewalk areas (e.g., Photo 4) should be utilized to deflect moisture away from entering cracks and migrating to the wood framing.

- Areas where potential moisture intrusion may occur should be monitored and remediated as necessary to prevent water from entering into the building and building assemblies that will promote deterioration of the materials and biological growth. The building enclosure components (e.g., roof sheathing, masonry cracking, deteriorated joint sealants) should be remediated to ensure a functioning building enclosure to resist water intrusion.
- In addition to the above, two conditions were noted where structural framing had been improperly notched: at the building perimeter at some crawlspace vents (e.g., Photo 25) and at joists near the exterior walls that were notched with a hole in the floorboards (e.g., Photo 31). All locations with this condition should be properly reinforced to restore the original load capacity by sistering with additional similarly sized lumber or using structural reinforcement plates.
- At some locations (see Photo 38 and 39) in the attic, the roof planks were found to have a piece missing at a knot or split, and the underside of the roof underlayment is visible. Each location should be properly repaired to restore the original load capacity by sistering with additional similarly sized lumber or using structural reinforcement plates.

5.0 LIMITATIONS

Terracon's services were performed using that degree of skill and care normally exercised by reputable consultants performing similar work. The findings, and conclusions within this Report are based on our professional judgment and information obtained during the course of this assessment based on the scope of work authorized. No calculations have been performed to determine the adequacy of the facility's original design. It is possible that defects and /or deficiencies exist that were not readily accessible or visible. Problems may develop with time, which were not evident at the time of this assessment. The opinions and recommendations in this Report should not be construed in any way to constitute a warranty or guarantee regarding the current or future performance of any system identified.

APPENDIX A
PHOTO LOG



Photo #1 368 4th Street front entrance.



Photo #2 Typical window condition. Sealant noted at frame.



Photo #3 Typical window condition, sealant noted at frame.



Photo #4 Typical base of wall condition at front of building.

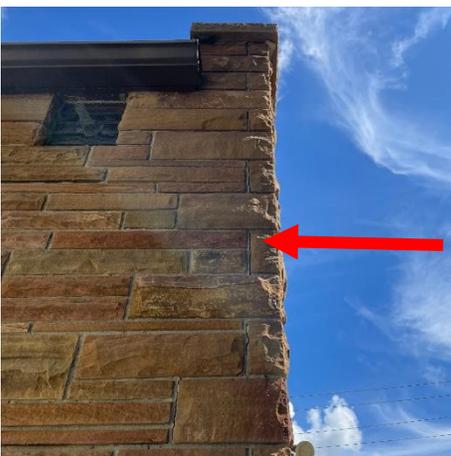


Photo #5 Cracked stone mortar joint observed at front of building, near the northeast corner.



Photo #6 Northeast elevation.



Photo #7 HVAC units and some staining at brick at northeast elevation.



Photo #8 Basement exterior wall, northeast elevation.



Photo #9 Typical crawlspace condition.

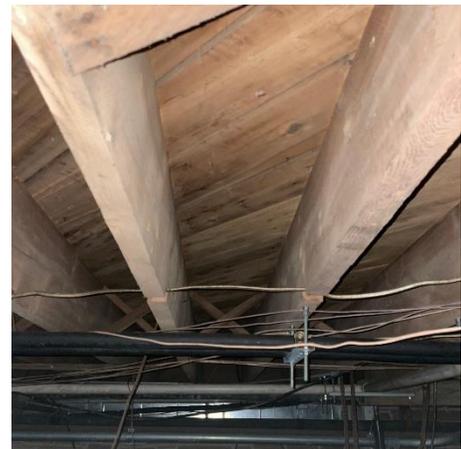


Photo #10 Typical floor diaphragm boards and joist framing in crawlspace.



Photo #11 Moisture drops from plumbing in crawlspace.



Photo #12 Typical standing water in crawlspace.



Photo #13 Wood framed wall in crawlspace near basement entrance.



Photo #14 Wood deterioration observed at crawlspace vertical stud framing near Sample #1.



Photo #15 Wood deterioration observed at crawlspace vertical stud framing near Sample #1.



Photo #16 Typical moisture probe measure probe of crawlspace floor joists.



Photo #17 Typical moisture probe measurement.

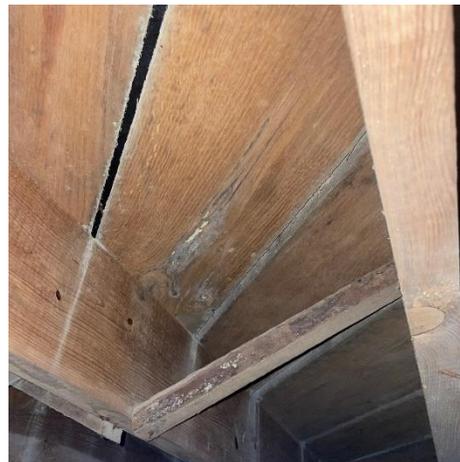


Photo #18 Isolated floor diaphragm board staining and deterioration.



Photo #19 Typical moisture probe of floor diaphragm boards.



Photo #20 Rim joist condition near front building entrance. Moisture staining and deterioration noted.

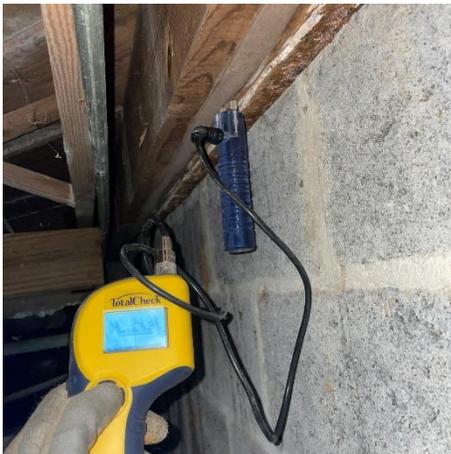


Photo #21 Elevated moisture content measurements at rim joist near building entrance.

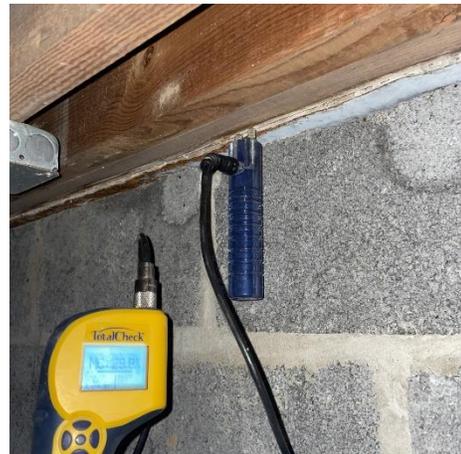


Photo #22 Elevated moisture content measurements at rim joist near building entrance.



Photo #23 Typical joist connection at perimeter foundation.

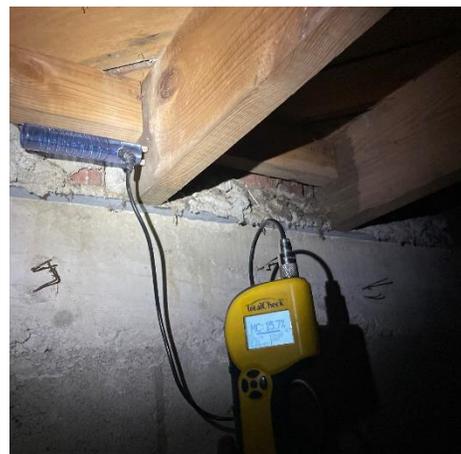


Photo #24 Typical moisture probe at joist framing at perimeter foundation.



Photo #25 Rim joist cut at vent. Some wood deterioration observed in exterior moist joist at southeast elevation.



Photo #26 Joist connection at perimeter foundation at northwest elevation, near sample #2.



Photo #27 Close-up of joist connection at perimeter foundation at northwest elevation, near sample #2.



Photo #28 Moisture probe of joist at perimeter foundation connection.



Photo #29 Moisture probing of possible moisture staining at joists at northwest elevation.



Photo #30 Typical joist connection at foundation wall at northwest elevation.



Photo #31 Joist framing at previous vertical plumbing line. Joist has been notched.



Photo #32 Moisture probed at near mold sample 2.



Photo #33 Typical wood framing in attic.



Photo #34 Typical wood rafter framing in attic.



Photo #35 Typical wing of building in attic.



Photo #36 Typical wood framing connection in attic.



Photo #37 Fallen piece of bracing in attic.



Photo #38 Isolated area of discontinuous roof plank decking and roof system above without support.



Photo #39 Isolated area of missing planking and roof system above without support.



Photo #40 Typical moisture probe of wood framing in attic.

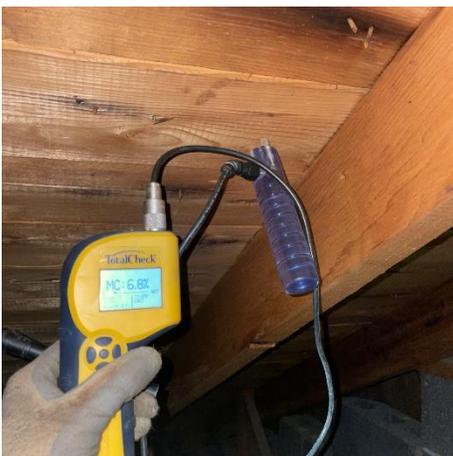


Photo #41 Typical moisture probe of roof sheathing in attic.



Photo #42 Chimney penetration in back middle wing of attic space.



Photo #43 Location of deteriorated roof sheathing adjacent to the chimney.



Photo #44 Sloped roof sheathing at chimney appeared to be deteriorated.



Photo #45 Mold Sample #1 location.



Photo #46 Mold Sample #2 location.



Photo #47 Mold sample #3 location. Typical tape lift sample in progress.



Photo #48 Mold Sample #4 location.



Photo #49 Mold Sample #5 location.



Photo #50 Mold sample #6 location.



Photo #51 Back furnace room.



Photo #52 Typical furnace room condition and mold sample #7 location.

APPENDIX B
MOLD LABORATORY ANALYSIS REPORT

Terracon - Nashville, TN - Mold

Sample Delivery Group: L1779972
Samples Received: 09/20/2024
Project Number: KP246048
Site: KP246048

Report To: Mr. David Joyce
5217 Lindbar Drive Ste 309
Suite 309
Nashville, TN 37211

AIHA-LAP, LLC Cert.#: 100789

Entire Report Reviewed By:



Darren Reeder
Project Manager

Results relate only to the items tested or calibrated and are reported as rounded values. This test report shall not be reproduced, except in full, without written approval of the laboratory. Where applicable, sampling conducted by Pace Analytical National is performed per guidance provided in laboratory standard operating procedures ENV-SOP-MTJL-0067 and ENV-SOP-MTJL-0068. Where sampling conducted by the customer, results relate to the accuracy of the information provided, and as the samples are received.

Pace Analytical National

12065 Lebanon Rd Mount Juliet, TN 37122 615-758-5858 800-767-5859 mydata.pacelabs.com

TABLE OF CONTENTS

Cp: Cover Page	1	¹Cp
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Cn: Case Narrative	4	
Sr: Sample Results	5	³Ss
01 L1779972-01	5	
02 L1779972-02	5	⁴Cn
03 L1779972-03	5	⁵Sr
04 L1779972-04	5	
05 L1779972-05	5	⁶Gl
06 L1779972-06	6	
07 L1779972-07	6	⁷Al
Gl: Glossary of Terms	7	⁸Sc
Al: Accreditations & Locations	8	
Sc: Chain of Custody	9	

SAMPLE SUMMARY

01 L1779972-01 Mold

Collected by: David Joyce
 Collected date/time: 09/19/24 00:00
 Received date/time: 09/20/24 11:38

Method	Batch	Preparation date/time	Analysis date/time	Analyst	Location
Method ENV-SOP-MTJL-0239	WG2371035	09/27/24 08:51	09/27/24 08:51	CAY	Mt. Juliet, TN

02 L1779972-02 Mold

Collected by: David Joyce
 Collected date/time: 09/19/24 00:00
 Received date/time: 09/20/24 11:38

Method	Batch	Preparation date/time	Analysis date/time	Analyst	Location
Method ENV-SOP-MTJL-0239	WG2371035	09/27/24 08:51	09/27/24 08:51	CAY	Mt. Juliet, TN

03 L1779972-03 Mold

Collected by: David Joyce
 Collected date/time: 09/19/24 00:00
 Received date/time: 09/20/24 11:38

Method	Batch	Preparation date/time	Analysis date/time	Analyst	Location
Method ENV-SOP-MTJL-0239	WG2371035	09/27/24 08:51	09/27/24 08:51	CAY	Mt. Juliet, TN

04 L1779972-04 Mold

Collected by: David Joyce
 Collected date/time: 09/19/24 00:00
 Received date/time: 09/20/24 11:38

Method	Batch	Preparation date/time	Analysis date/time	Analyst	Location
Method ENV-SOP-MTJL-0239	WG2371035	09/27/24 08:51	09/27/24 08:51	CAY	Mt. Juliet, TN

05 L1779972-05 Mold

Collected by: David Joyce
 Collected date/time: 09/19/24 00:00
 Received date/time: 09/20/24 11:38

Method	Batch	Preparation date/time	Analysis date/time	Analyst	Location
Method ENV-SOP-MTJL-0239	WG2371035	09/27/24 08:51	09/27/24 08:51	CAY	Mt. Juliet, TN

06 L1779972-06 Mold

Collected by: David Joyce
 Collected date/time: 09/19/24 00:00
 Received date/time: 09/20/24 11:38

Method	Batch	Preparation date/time	Analysis date/time	Analyst	Location
Method ENV-SOP-MTJL-0239	WG2371035	09/27/24 08:51	09/27/24 08:51	CAY	Mt. Juliet, TN

07 L1779972-07 Mold

Collected by: David Joyce
 Collected date/time: 09/19/24 00:00
 Received date/time: 09/20/24 11:38

Method	Batch	Preparation date/time	Analysis date/time	Analyst	Location
Method ENV-SOP-MTJL-0239	WG2371035	09/27/24 08:51	09/27/24 08:51	CAY	Mt. Juliet, TN

1 Cp

2 Tc

3 Ss

4 Cn

5 Sr

6 Gl

7 Al

8 Sc

CASE NARRATIVE

All sample aliquots were received at the correct temperature, in the proper containers, with the appropriate preservatives, and within method specified holding times, unless qualified or notated within the report. Where applicable, all MDL (LOD) and RDL (LOQ) values reported for environmental samples have been corrected for the dilution factor used in the analysis. All Method and Batch Quality Control are within established criteria except where addressed in this case narrative, a non-conformance form or properly qualified within the sample results. By my digital signature below, I affirm to the best of my knowledge, all problems/anomalies observed by the laboratory as having the potential to affect the quality of the data have been identified by the laboratory, and no information or data have been knowingly withheld that would affect the quality of the data.



Darren Reeder
Project Manager



Project Narrative

Direct Microscopic Examination

Blank corrections have not been applied.

Normal trapping reflects an accumulation of spores as normal fallout from air that collects on surfaces. Either no fungal spores are found or when fungal spores are found, there is no evidence of mold growth.

Occasionally, spore types may accumulate in numbers higher than expected for normal trapping. Such cases may be denoted as "minimal mold growth" or "growth nearby" to reflect this. Categories greater than this or presence of fungal vegetative and/or reproductive fragments (eg. hyphae and conidiophores) suggest fungal colonization and growth, denoted as "Mold Growth".

Mold levels are indicated as very light, light, moderate, heavy or very heavy. This is an estimate of density and / or spread.

The density and spread of mold growth for each fungal genus is assessed and assigned to one of the following five categories:

Very light	< 5%	Very few spores and some hyphae/mycelium indicating minimal mold growth
Light	5 – 10%	Few spores and other mold parts indicating mold growth
Moderate	10 – 25%	Moderate number of spores and other mold parts indicating mold growth
Heavy	25 – 75%	Many spores and other mold parts indicating heavy growth
Very heavy	75%+	Very many spores and other mold parts indicating very heavy mold growth

01

Collected date/time: 09/19/24 00:00

SAMPLE RESULTS - 01

L1779972

Method ENV-SOP-MTJL-0239

Client ID	Lab Sample ID	Location	Analyzed date/time	Description	Mold / Bacteria / Particulates Analyte	Level	Comments
01	L1779972-01		09/27/2024 08:51	Tapelift	None		Normal Trapping

1 Cp

2 Tc

3 Ss

4 Cn

5 Sr

6 Gl

7 Al

8 Sc

02

Collected date/time: 09/19/24 00:00

SAMPLE RESULTS - 02

L1779972

Method ENV-SOP-MTJL-0239

Client ID	Lab Sample ID	Location	Analyzed date/time	Description	Mold / Bacteria / Particulates Analyte	Level	Comments
02	L1779972-02		09/27/2024 08:51	Tapelift	Penicillium/Aspergillus	Light	Mold growth

03

Collected date/time: 09/19/24 00:00

SAMPLE RESULTS - 03

L1779972

Method ENV-SOP-MTJL-0239

Client ID	Lab Sample ID	Location	Analyzed date/time	Description	Mold / Bacteria / Particulates Analyte	Level	Comments
03	L1779972-03		09/27/2024 08:51	Tapelift	None		Normal Trapping

04

Collected date/time: 09/19/24 00:00

SAMPLE RESULTS - 04

L1779972

Method ENV-SOP-MTJL-0239

Client ID	Lab Sample ID	Location	Analyzed date/time	Description	Mold / Bacteria / Particulates Analyte	Level	Comments
04	L1779972-04		09/27/2024 08:51	Tapelift	Coelomycetes Cladosporium	Heavy Light	Mold growth

05

Collected date/time: 09/19/24 00:00

SAMPLE RESULTS - 05

L1779972

Method ENV-SOP-MTJL-0239

Client ID	Lab Sample ID	Location	Analyzed date/time	Description	Mold / Bacteria / Particulates Analyte	Level	Comments
05	L1779972-05		09/27/2024 08:51	Tapelift	Cladosporium Penicillium/Aspergillus	Moderate Light	Mold growth

ACCOUNT:

Terracon - Nashville, TN - Mold

PROJECT:

KP246048

SDG:

L1779972

DATE/TIME:

09/27/24 14:01

PAGE:

5 of 9

06

Collected date/time: 09/19/24 00:00

SAMPLE RESULTS - 06

L1779972

Method ENV-SOP-MTJL-0239

Client ID	Lab Sample ID	Location	Analyzed date/time	Description	Mold / Bacteria / Particulates Analyte	Level	Comments
06	L1779972-06		09/27/2024 08:51	Tapelift	None		Normal Trapping

¹Cp

²Tc

07

Collected date/time: 09/19/24 00:00

SAMPLE RESULTS - 07

L1779972

Method ENV-SOP-MTJL-0239

Client ID	Lab Sample ID	Location	Analyzed date/time	Description	Mold / Bacteria / Particulates Analyte	Level	Comments
07	L1779972-07		09/27/2024 08:51	Tapelift	None		Normal Trapping

³Ss

⁴Cn

⁵Sr

⁶Gl

⁷Al

⁸Sc

GLOSSARY OF TERMS

Guide to Reading and Understanding Your Laboratory Report

The information below is designed to better explain the various terms used in your report of analytical results from the Laboratory. This is not intended as a comprehensive explanation, and if you have additional questions please contact your project representative.

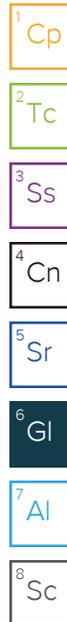
Results Disclaimer - Information that may be provided by the customer, and contained within this report, include Permit Limits, Project Name, Sample ID, Sample Matrix, Sample Preservation, Field Blanks, Field Spikes, Field Duplicates, On-Site Data, Sampling Collection Dates/Times, and Sampling Location. Results relate to the accuracy of this information provided, and as the samples are received.

Abbreviations and Definitions

CFU	Colony Forming Units.
SDG	Sample Delivery Group.
Analyte	The name of the particular compound or analysis performed. Some Analyses and Methods will have multiple analytes reported.
Uncertainty (Radiochemistry)	Confidence level of 2 sigma.
Case Narrative (Cn)	A brief discussion about the included sample results, including a discussion of any non-conformances to protocol observed either at sample receipt by the laboratory from the field or during the analytical process. If present, there will be a section in the Case Narrative to discuss the meaning of any data qualifiers used in the report.
Sample Results (Sr)	This section of your report will provide the results of all testing performed on your samples. These results are provided by sample ID and are separated by the analyses performed on each sample. The header line of each analysis section for each sample will provide the name and method number for the analysis reported.
Sample Summary (Ss)	This section of the Analytical Report defines the specific analyses performed for each sample ID, including the dates and times of preparation and/or analysis.

Qualifier Description

The remainder of this page intentionally left blank, there are no qualifiers applied to this SDG.



ACCREDITATIONS & LOCATIONS

Pace Analytical National 12065 Lebanon Rd Mount Juliet, TN 37122

Alabama	40660	Nebraska	NE-OS-15-05
Alaska	17-026	Nevada	TN000032021-1
Arizona	AZ0612	New Hampshire	2975
Arkansas	88-0469	New Jersey–NELAP	TN002
California	2932	New Mexico ¹	TN00003
Colorado	TN00003	New York	11742
Connecticut	PH-0197	North Carolina	Env375
Florida	E87487	North Carolina ¹	DW21704
Georgia	NELAP	North Carolina ³	41
Georgia ¹	923	North Dakota	R-140
Idaho	TN00003	Ohio–VAP	CL0069
Illinois	200008	Oklahoma	9915
Indiana	C-TN-01	Oregon	TN200002
Iowa	364	Pennsylvania	68-02979
Kansas	E-10277	Rhode Island	LA000356
Kentucky ^{1,6}	KY90010	South Carolina	84004002
Kentucky ²	16	South Dakota	n/a
Louisiana	AI30792	Tennessee ^{1,4}	2006
Louisiana	LA018	Texas	T104704245-20-18
Maine	TN00003	Texas ⁵	LAB0152
Maryland	324	Utah	TN000032021-11
Massachusetts	M-TN003	Vermont	VT2006
Michigan	9958	Virginia	110033
Minnesota	047-999-395	Washington	C847
Mississippi	TN00003	West Virginia	233
Missouri	340	Wisconsin	998093910
Montana	CERT0086	Wyoming	A2LA
A2LA – ISO 17025	1461.01	AIHA-LAP,LLC EMLAP	100789
A2LA – ISO 17025 ⁵	1461.02	DOD	1461.01
Canada	1461.01	USDA	P330-15-00234
EPA–Crypto	TN00003		

¹ Drinking Water ² Underground Storage Tanks ³ Aquatic Toxicity ⁴ Chemical/Microbiological ⁵ Mold ⁶ Wastewater n/a Accreditation not applicable

* Not all certifications held by the laboratory are applicable to the results reported in the attached report.

* Accreditation is only applicable to the test methods specified on each scope of accreditation held by Pace Analytical.



Company Name/Address: Terracon 1922 Old Murfreesboro Pike, Suite 905 Nashville, TN 37217			Billing Information:			Analysis							Chain of Custody Page <u>1</u> of <u>4</u>					
Report to: David Joyce & Aljus Alcineus			Email To: david.joyce@terracon.com			SPORE TRAP	DIRECT EXAM	QUANTITATIVE FUNGAL	CULTURABLE AIR FUNGI (ANDERSEN)	QUANTITATIVE BACTERIA	CULTURABLE AIR BACTERIA (ANDERSEN)	E. COLI / COLIFORM (presence/absence)	ENTEROCOCCUS (presence/absence)	 12065 Lebanon Rd Mount Juliet, TN 37122 Phone: 615-758-5858 Phone: 800-767-5859 Fax: 615-758-5859				
Project Description:			P.O. #											L # <u>1779972</u>				
Phone: (615) 333-6444		Client Project # <u>KP246048</u>			Table #													
Collected by (print): David Joyce			Date Results Needed											Acctnum:				
Collected by (signature):			Rush? (Lab MUST Be Notified) ___ Same Day200% ___ Next Day175% ___ Two Day150%											Template:				
			Email? ___ No <input checked="" type="checkbox"/> Yes											Prelogin:				
			FAX? ___ No ___ Yes											TSR:				
						PB:												
						Shipped Via:												
						Rem./Contaminant												
						Sample # (lab only)												
Sample ID	Sample Description	Type *	Volume or Area	Date	Time													
01		Tape	NA	<u>09/19/24</u>													<u>01</u>	
02		Tape	NA	↓													<u>02</u>	
03		Tape	NA															<u>03</u>
04		Tape	NA															<u>04</u>
05		Tape	NA															<u>05</u>
06		Tape	NA															<u>06</u>
07		Tape	NA															<u>07</u>
* Type: Tape - Tapelift Bulk - Bulk Swab - Swab CP - Contact Plate SS - Soil W - Water ST - Spore Trap:Allergenco, Zefon, Air -O -Cell AF - Andersen Fungal AB - Andersen Bacterial																		
Remarks:													Hold #					
Relinquished by: (Signature) <i>David Joyce</i>			Date: <u>09/19/24</u>		Time: <u>6:00pm</u>		Received by: (Signature) <i>S. Paulk</i>			Samples returned via: <input type="checkbox"/> UPS <input type="checkbox"/> FedEx <input type="checkbox"/> Courier <input checked="" type="checkbox"/> <u>CLT</u>			Condition: <i>de</i> (lab use only)					
Relinquished by: (Signature)			Date:		Time:		Received by: (Signature) <i>S. Paulk</i>			Temp: <u>AMB</u> °C Bottles Received: <u>7</u>			COC Seal Intact: ___ Y ___ N ___ NA					
Relinquished by: (Signature)			Date:		Time:		Received for lab by: (Signature)			Date: <u>9-20-24</u> Time: <u>1138</u>			pH Checked: NCF:					

Year of GEAR UP Grant	Total Amount of Funding from GEAR UP Grant	Amount Allocated to Two Salaries from GEAR UP Grant (this includes medical insurance, dental insurance, taxes, and TCRS).	Amount Allocated to Opportunities for Students, and Training for Site Coordinators from GEAR UP Grant	Estimate of the excess of two salaries to be covered by the district with consideration of raises and insurance increases (this includes medical insurance, dental insurance, taxes, and TCRS).
1- 2024-2025	\$135,500.00	\$90,000.00	45,500.00	\$10,750.00
2- 2025-2026	\$271,000.00	\$180,000.00	\$91,000.00	\$24,000.00- \$26,000.00



William G. Stepp • Director of Schools

Teresa Boston • Board Chair

To: Mr. William Stepp, Director of Schools and
Cumberland County Board of Education

From: Karri Hobby, Supervisor of Instruction PreK-8
William Maddox, Supervisor of Instruction 9-12

Dear Mr. Stepp and Board Members,
Please approve the following list of educators that were chosen by building level principals to
serve on our Science Textbook Adoption committee. Please feel free to reach out to us with any
questions.

Respectfully,

Karri Hobby

William Maddox

Karri Hobby *W.S. Maddox*



Science Textbook Adoption Committee

School	Gradeband	Teacher Name
CCHS	9-12	Sistina Martin
PHS	9-12	Casey Robinson
SMHS	9-12	Alyxandra Johnson
BES	K-5	Miranda Sims
BES	6-8	Brianna Maynard
COES	K-5	Michelle Pettus
COES	6-8	Erin Jackson
HES	K-5	Jessica Rollins
HES	6-8	John Sweeten
MES	K-5	Bryan Simmons
MES	6-8	Lisa Morrow
NCES	K-5	Tasha Draper
NCES	6-8	Ariel Reno-Demick
PHES	K-5	Krystal Collins
PHES	6-8	Jennifer Barnwell
PVES	K-5	Stacy Moody
PVES	6-8	Justin Gibson
SES	K-5	Beth Troyer
SES	6-8	Caitlin Berta
SCES	K-5	Margaret Potter
SCES	6-8	Alli Mitchell

Cumberland County Board of Education

2024-2025 Annual Planning Calendar

JULY

- Summer Law Institute
- Approval of DHA Board Members 6.317
- Appoint System Testing Coordinator
- Annual Utilization Report SRO's
- Celebration and Orientation for New Teachers
- Vendor Contracts – School

AUGUST

- Service Celebration (Convocation)
- Professional Achievement Celebration (Convocation)
- Annual Notification of Student Rights 6.601
- Retirement Celebration

SEPTEMBER

- Election of Officers
- Appointment of TLN Representative 1.105
- Fall District Meeting
- TSBA Boardmanship Code of Ethics & New Board Member In-service

OCTOBER

- School Compliance Document
- Approval of Compliance Report

NOVEMBER

- Food Service Annual Report
- TSBA Leadership Conference/Annual Conference
- TASBO

DECEMBER

- Budget Preparation Calendar 2.200
- Student Activity Funds Audit Report 2.900
- Distribute Budget Requests to Staff
- School/System Report Card
- DEC 1 Report-HR
- Accountability Presentation

WORK SESSIONS OR RETREAT TOPICS

- School System Report Card
- Coordinated School Health
- Facility Planning
- 5-year Capital Improvement Plan
- Salary and Benefits Review

- Pending Task
- Initiated Task/Ongoing
- Completed Task
- Disregard Task
- Non-Applicable This Year

- Prioritize Budget Request
- Insurance Benefits Review
- BOE Retreat – Annual Review of Strategic Plan
- Strategic Plan Update

FEBRUARY

- Legislative and Legal Institute
- Safety committee 3.201
- Budget Preparation
- Tenure Teacher Election and Celebration

MARCH

- Certification of Textbook Adoptions 4.401
- Budget Preparation

APRIL

- Budget Preparation
- Present Preliminary Budget

MAY

- Employee Non-Rehire Notification
- Submit Budget and Salary Scales for Approval
- Director of Schools Evaluation
- Board Self Evaluation
- Approve Tuition Fees 6.204
- Approval of Travel Compensation Rates 2.804
- Review Attorney Contract (bi-annually)
- Review SRO Contracts
- Strategic Compensation Plan Approval
- Non-Rehire/Non-Tenure Notifications 5.201

JUNE

- Approve Annual Budget 2.200
- Submit Budget to County Government
- Federal Consolidated Plans (ESSA, IDEA, CTE, VPK, Homeless, 21st CCLC)
- Coordinated School Health Report

ON GOING

- Attendance Monthly Report
- Financial Monthly Report
- Maintain Board of Distinction
- Policy Review and Update
- School Visits
- Administrative Evaluations
- Monthly Administrative Meetings
- Personnel Report
- Work Sessions
- TSBA Training

JANUARY

- State Financial Audit Review

11/6/24		Cumberland County Schools Enrollment																		
	Pre-K	SE	K	1	2	3	4	5	6	7	8	9	10	11	12		Total	K-3	4-6	7-8
Brown	20		65	53	51	76	44	60	63	67	55						554	245	167	122
Crab Orchard	17	21	39	39	46	40	65	44	51	38	52						452	164	160	90
Homestead	40	59	70	73	76	56	67	65	78	77	75						736	275	210	152
Martin	28	31	77	81	74	73	75	85	76	66	64						730	305	236	130
North	20		40	50	50	40	58	50	55	60	64						487	180	163	124
Pine View	17		16	21	17	12	25	23	12	21	14						178	66	60	35
Pleasant Hill	20		57	64	50	61	59	61	60	55	74						561	232	180	129
South	20	12	53	63	60	55	58	63	73	56	66						579	231	194	122
Stone	20	38	57	61	60	50	75	66	71	58	68						624	228	212	126
CCHS												254	255	235	210		954			
SMHS												257	256	265	206		984			
Phoenix																	73			
Alt. School																	55			
Total	202	161	474	505	484	463	526	517	539	498	532	511	511	500	416	0	6912	1926	1582	1030
																WITH ALT	6967			



William G. Stepp • Director of Schools

Chris King • Board Chairman

CUMBERLAND COUNTY SCHOOL NUTRITION PROGRAM

2024-2025 Annual Report/Program Overview

Kathy Hamby

School Nutrition District Supervisor

The Cumberland County School Nutrition Program (CCSNP) is an ever-changing and growing program whose main goal is to provide services to meet the needs of as many students as possible while providing nutritious, well-balanced meals to the students of Cumberland County Schools. All meals meet the standards set forth by USDA which are based on the Dietary Guidelines for Americans (DGAs) and the recommendations of the nutrition experts at the Institute of Medicine (IOM). The following report summarizes the major areas of the program's operation.



USDA Announcement for the upcoming school year 2025-2026:

Research shows that school meals are the most nutritious food source for American schoolchildren—thanks in large part to the work of school nutrition professionals, parents, school meal partners, the food industry, and U.S. Department of Agriculture (USDA) to make school meals healthier over the past decade. On April 25, 2024, USDA's Food and Nutrition Service (FNS) published the final rule titled, Child Nutrition Programs: Meal Patterns Consistent With the 2020-2025 Dietary Guidelines for

Americans, which is the next step in continuing the science-based improvement of school meals and other USDA Child Nutrition Programs (CNP), as well as advancing USDA's commitment to nutrition security. The changes are based on a comprehensive review of the Dietary Guidelines for Americans, 2020-2025, robust stakeholder input on the CNP meal patterns, and lessons learned from prior rulemakings. **While this rulemaking is effective July 1, 2024, USDA is gradually phasing in required changes over time**

See the attached 20 page summary from USDA for additional information.

School Breakfast Program:

The Community Eligibility Provision (CEP) is a key provision of the Healthy, Hunger-Free Kids Act (HHFKA) of 2010 and is a meal service option for schools in low-income areas that allow the nation's highest poverty schools to serve one breakfast and one lunch at no cost to all enrolled students. This program is a meal service option for schools in low-income areas which increases students' access to nutritious meals. Qualification and funding are based on the number of directly certified students. Once qualified, the qualifying year's information is used for a 4-year period. See the additional attached 2 pages for more information.

The CCSNP offers the Community Eligibility Provision (CEP) at all schools. At all 12 schools, all enrolled students may receive 1 breakfast meal at no charge.

Breakfast options include:

- Traditional breakfast in the cafeteria
- Breakfast in the classroom
- Grab n' go breakfast kiosks at different locations throughout the school
- 2nd chance breakfast programs offered after 1st block.

National School Lunch Program:

The CCSNP offers the Community Eligibility Provision (CEP) at all schools. At all 12 schools, all enrolled students may receive 1 lunch meal at no charge.

Afterschool Snack Program:

The afterschool snack program provides healthy snacks at no charge to all students who participate in afterschool programs such as afterschool care, tutoring, clubs, and athletics. The afterschool snack component of the National School Lunch Program is a federally assisted snack service that fills the afternoon hunger gap for school children. For the afterschool program to be eligible, it must provide organized, regularly scheduled activities in a structured and supervised environment, including an educational or enrichment activity. Examples of eligible activities include homework assistance, tutoring, supervised "drop-in" athletic programs, extended day programs, club activities, and arts and crafts programs. If the above programs are available, the program also allows for all students to pick up a snack before leaving campus. All 12 schools qualify for and participate in the no-charge afterschool snack program. *Participation in the program has increased from 45% to 57%*

Seamless Summer Option/Summer Meals Program in Cumberland County TN:

The Seamless Summer Option (SSO) is a summer meal program that provides summer meals at no cost to all children 18 and under in low-income areas. All 12 schools are qualified to participate. The Cumberland County School Nutrition Program (CCSNP) sponsored a meal delivery program at CCHS, the Phoenix School, and SMHS. Due to being a rural community, Cumberland County was also able to offer multiple meal pick up sites throughout the county. The length of the programs and the amount of community outreach varied at each site from a few days to all summer. The duration of the program at each site is based on the number of students expected to participate. To participate in the program, districts must average high enough student participation so that federal reimbursement covers all food, supplies, and labor costs.

Total meals served since the summer of 2015:

- Summer 2015 > 53,782 meals
 - Summer 2016 > 65,032 meals
 - Summer 2017 > 66,360 meals
 - Summer 2018 > 81,132 meals
 - Summer 2019 > 79,899 meals
(The total number of meals decreased, but there were also fewer serving days)
 - Summer 2020 > 680,407 meals
(March 17 – July 31 due to the COVID global pandemic)
 - Summer 2021 > 210,937 (June & July)
 - Summer 2022 > 59,390 meals
 - Summer 2023 > 262,951 meals
(Increase due to new USDA rules that allowed multiple day meal pick up in rural counties)
- ***Summer 2024 > 304,383 meals served (with 62 meals sites scattered throughout our rural county.**

During the summer of 2022, COVID Waivers expired on June 30. Then in July, the program closed for a week to give all staff a week off during July 4. Then 2 weeks were used for some much needed in person staff training.

Fresh Fruit and Vegetable Program:

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to children at eligible elementary schools during the school day. The goal of the FFVP is to introduce children to fresh fruits and vegetables, to include new and different varieties, and to increase overall acceptance and consumption of fresh, unprocessed produce among children. The FFVP also encourages healthier school environments by promoting nutritional education.

All 9 elementary schools have been awarded grant funds for this program, and 7 of the 9 schools are fully implementing the program.

For additional information please see the 2 page Fresh Fruit and Vegetable Program factsheet from USDA.

Health Inspection Scores:

Fall health inspections are complete. All scores are 94 and above, with four schools receiving a perfect health inspection score. Here are the latest scores at all schools:

- ✓ Brown Elementary **95 with a follow up score of 100**
- ✓ Crab Orchard Elementary **100**
- ✓ Cumberland County High School **99**
- ✓ Martin Elementary **96**
- ✓ Homestead Elementary **97**
- ✓ North Cumberland Elementary **96**
- ✓ The Phoenix School **98**
- ✓ Pine View Elementary **100**
- ✓ Pleasant Hill Elementary **94 with a follow up score of 99**
- ✓ South Cumberland Elementary **100**
- ✓ Stone Elementary **99**
- ✓ Stone Memorial High School **100**

USDA requires at least two health inspections per school year, and the second inspection is conducted sometime in the spring.

Cumberland County School Nutrition Website:

The CCSNP hosts a website of our very own. You can visit the website by clicking on the Breakfast and Lunch Menu link on the Cumberland County Schools website which is available at <http://www.ccschools.k12tn.net/> or by going directly to <https://ccboefoodservice.weebly.com/>. The site currently features menus, nutrition education, and program information.

Online Meal Payment and Online Free/Reduced Meal Application Program:

Parents have the option to sign up for LINQ (Formally Titan) Parent Portal at <https://lingconnect.com/> which gives them the ability to view their child(ren)'s meal account. Once signed up, parents can view their child(ren)'s account balance, view meal purchases, make online payments, and fill out free/reduced applications.

Meal Participation:

Meal Participation Comparison between October 2023 and October 2024:

Lunch Participation				Breakfast Participation			
	2023		% Change		2023		% Change
Brown	89	89	0	Brown	70	66	(4)
Crab Orchard	91	91	0	Crab Orchard	89	78	(11)
CCHS	68	72	4	CCHS	55	60	5
Martin	96	89	(7)	Martin	67	62	(5)
Homestead	81	72	(9)	Homestead	66	59	(7)
North	87	85	(2)	North	50	50	0
*Phoenix	100+	100+	0	*Phoenix	100+	100+	0
Pine View	86	78	(8)	Pine View	75	67	(8)
Pleasant Hill	84	86	2	Pleasant Hill	70	66	(4)
South	79	82	3	South	47	48	1
Stone	87	86	(1)	Stone	78	71	(7)
SMHS	72	87	15	SMHS	48	54	6
System-Wide	88	90	2	System-Wide	68	66	(2)

Participation percentages are based on enrolled students Average Daily Attendance (ADA). The Phoenix School numbers also include providing meals to alternative school kids, but the attendance is counted at another school therefore based on student ADA appears they are feeding more than 100% of their students.

Percentage of Economically Disadvantaged Students (Free/Reduced Percentages):

Since free/reduced applications are not collected at Community Eligibility Provision (CEP) schools an alternate measure must be used to develop the percentage of economically disadvantaged students (free/reduced percentages). A simplified income survey to collect information for socioeconomic measures had been used to collect data, but the surveys are no longer allowed within the school nutrition program. With the transition away from household surveys, an alternate socioeconomic measure had to be developed for fund allocations. Alternate measures that may be used include census data, direct certification data, identified student percentage (ISP), or the identified student percentage (ISP) times a 1.6 multiplier. The ISP times a 1.6 multiplier most closely matched the percentage collected previously from free/reduced applications and the household income surveys. It is a bit higher this year with the inclusion of Medicaid free in the calculation.

Our county decided to use the identified student percentage times the 1.6 multiplier to calculate the number of economically disadvantaged students for our school system for fund allocations. Therefore, schools will divide the number of identified students (those directly certified for free benefits from lists received from the Department of Human Services, Department of Children Services, the local Homeless Liaison, and the local Migrant Coordinator) by the number of enrolled students and then multiplied by 100. This calculation provides the Identified Student Percentage (ISP). The ISP is then multiplied by 1.6 to determine the free claiming percentage and the percentage of economically disadvantaged students. This percentage remains valid for a 4-year cycle for School Nutrition Programs unless it is determined to be more beneficial to recalculate.

Calculating the economically disadvantaged rate is different throughout programs. For Example, TISA, Title I and E-Rate funding are all dependent on socioeconomic measures. Federal Programs percentages for fund allocations are determined by the ISP, and it excludes all PreK students. E-Rate funding is determined by a different formula and also excludes PK. Also, under the new TISA rules that were released in November, the TISA “J Code” students will only include the SNAP and TANF students not all directly certified students as conveyed by the TDOE early on. TISA is still every changing on how which economically disadvantaged students they are recognizing and how they are calculating the economically disadvantaged rate. Therefore, depending on the program the percentages may differ a bit. Due to a new direct certification matching program being implemented by the TDOE which now allows School Nutrition, Federal Programs and E-Rate to use Medicaid Free students, there has been a substantial increase in the number of economically disadvantaged students within these programs.

Current Percentage of Economically Disadvantaged: (Based on the ISP times the 1.6 Multiplier)

- Brown Elementary 93.47%
- Crab Orchard Elementary 96.6%
- Cumberland County High 86%
- Homestead Elementary 70.81%
- Martin Elementary 93.47%
- North Cumberland Elementary 84.42%
- Phoenix School 100%
- Pine View Elementary 85.88%
- Pleasant Hill Elementary 100%
- South Cumberland Elementary 83.01%
- Stone Elementary 92.8%
- Stone Memorial High 71.98%
- District 86.47%

The above eligibility percentages include PreK students.

Recycling, Energy Consumption, and Reducing Food Waste

In all kitchens, the staff is recycling all cardboard, plastic, glass, steel, and aluminum. All 12 schools have joined the USDA U.S. Food Waste Challenge to Reduce, Recover, and Recycle Program. We are committed to:

- Reduce energy consumption whenever possible
- Reduce the amount of excess food generated in the school
- Recover wholesome prepackaged food from breakfast and lunches to be placed on student community carts to be shared with other children within the school since our area is a highly economically disadvantaged area. Share any unused food with classroom teachers and nurses for afternoon snacks. Additionally, any food that may expire over long breaks are put into the Second Harvest backpacks or provided to families in need so that food is not thrown away either before breaks or upon returning from breaks.
- Allow students to keep whole fruit and other prepackaged nonperishable items from breakfast and lunch for consumption later
- Use the Smarter Lunchrooms Self-Assessment Score Card to help reduce food waste

Unfortunately, due to COVID safety precautions, we were forced to use a lot of disposable containers and silverware. We have resumed using real dishes; but due with staff shortages and supply chain issues, we do still use more paper/disposable products than we should.

Sickness Precautions and Limiting Exposure:

We are working hard to limit exposure to germs to keep students and staff healthy during these unprecedented times. Extra and more frequent cleaning is a top priority in kitchens and cafeterias focusing on high touch areas with special attention to wipe down between classes when possible.

Special Projects and Promotions:

- Each cafeteria joins in with many different events at the school level, but the CCSNP also sponsors several school and system-wide events. Some of the special projects and promotions include:
 - More home-cooked from-scratch meals.
 - Mini food shows for the students to sample new food items and student surveys to figure out what most students like and do not like on the menu.
 - Special days such as Halloween, Valentine's, and Dr. Seuss Day
 - Traditional Thanksgiving and Winter Holiday Dinner
 - Participating in School Health Week by offering free healthy snacks and water to all students.
 - Free water (both plain and infused) is made available daily in the cafeteria for both students and staff. Approximately, 46 - 53 gallons of free water are served daily.
 - Working with parents, nurses, and the Special Ed Dept to meet special meal needs/modifications for students.
 - Joint projects with Coordinated School Health to include FUTP60 grants, Teal Pumpkin Allergy Awareness, Suicide Prevention Poster Contest, Jr Life Maze, Harvest of the Month, Health Fairs and other projects.
 - Purchasing student grown lettuce and greens from the high school Farm to Table program. Last SY we purchased almost 300 pounds of student grown lettuce and then served it as part of the meals.
 - Partnering with Second Harvest to get additional food to families. See the attached 2 pages for more information.

- Representing the Cumberland County School Nutrition Program and the school system by participating in community events and committees including:
 - Cumberland County Health Council/TN Department of Health
 - UT Extension Office
 - Healthier Tennessee Community Committee
 - State Advisory Council Board Member for the Governors Foundation for Wellness
 - Serving on the State School Health Advisory Council (SHAC) to represent the entire Upper Cumberland area

This is just a quick overview of the CCSNP; we do lots more. If you ever have a question, please don't hesitate to contact me.

USDA NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

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To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: USDA Program Discrimination Complaint Form from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue
SW Washington, D.C. 20250-9410; or
2. Fax: (202) 690-7442; or
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Revised 09/26/2023

Summary of Provisions in the *Child Nutrition Programs: Meal Patterns Consistent With the 2020-2025 Dietary Guidelines for Americans* Final Rule

[Research shows](#) that school meals are *the* most nutritious food source for American schoolchildren—thanks in large part to the work of school nutrition professionals, parents, school meal partners, the food industry, and U.S. Department of Agriculture (USDA) to make school meals healthier over the past decade.

On April 25, 2024, USDA’s Food and Nutrition Service (FNS) published the final rule titled, *Child Nutrition Programs: Meal Patterns Consistent With the 2020-2025 Dietary Guidelines for Americans*, which is the next step in continuing the science-based improvement of school meals and other USDA Child Nutrition Programs (CNP), as well as advancing USDA’s commitment to nutrition security. The changes are based on a comprehensive review of the *Dietary Guidelines for Americans, 2020-2025*, robust stakeholder input on the CNP meal patterns, and lessons learned from prior rulemakings. While this rulemaking is effective July 1, 2024, USDA is gradually phasing in required changes over time.

** Note: The effective date of the final rule is July 1, 2024. The “current requirement” statements made in this summary refer to standards under which schools and institutions are operating through school year 2023-2024. Program operators are not required to make any changes to their menus as a result of this rulemaking until school year 2025-2026 at the earliest. All provisions of the final rule are summarized below. For additional information regarding proposed provisions that were not finalized in this rule review the [comparison chart](#).*

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NUTRITION REQUIREMENTS

ADDED SUGARS

What are the current requirements for added sugars in school meals and the Child and Adult Care Food Program (CACFP)?

Currently, there are no added sugars limits in the school meal programs, and schools may choose to serve some menu items and meals that are high in added sugars, provided they meet weekly calorie limits.

The CACFP currently has requirements for *total* sugars, rather than *added* sugars. In CACFP, breakfast cereals must contain no more than 6 grams of total sugars per dry ounce and yogurt must contain no more than 23 grams of total sugars per 6 ounces.

What are the changes in the final rule for added sugars in school meals and CACFP?

The final rule establishes the following added sugars limits in the school lunch and breakfast programs.

- *Product-based limits to be implemented by school year 2025-2026 (beginning July 1, 2025):*
 - **Breakfast cereals** may have no more than 6 grams of added sugars per dry ounce.
 - **Yogurt** may have no more than 12 grams of added sugars per 6 ounces (2 grams of added sugars per ounce).

- **Flavored milk** may have no more than 10 grams of added sugars per 8 fluid ounces or, for flavored milk sold as a competitive food for middle and high schools, 15 grams of added sugars per 12 fluid ounces.
- *Weekly dietary limits to be implemented by school year 2027-2028 (beginning July 1, 2027):*
 - In addition to product-based limits described above, the final rule also establishes a dietary specification limiting added sugars to less than 10 percent of calories across the week in the school lunch and breakfast programs.

For consistency across Child Nutrition Programs, the final rule also replaces *total* sugars limits for breakfast cereals and yogurts in CACFP with *added* sugars limits.

- *Added sugars limits to be implemented by October 1, 2025, in CACFP:*
 - **Breakfast cereals** may have no more than 6 grams of added sugars per dry ounce.
 - **Yogurt** may have no more than 12 grams of added sugars per 6 ounces (2 grams of added sugars per ounce).

**Note: With State agency approval, CACFP operators may choose to implement the added sugars limits for breakfast cereals and yogurt prior to October 1, 2025.*

The [Dietary Guidelines for Americans](#) (*Dietary Guidelines*) recommend limiting added sugars to less than 10 percent of calories daily, yet school breakfasts currently provide about 17 percent of calories from added sugars and school lunches currently provide 11 percent ([Added Sugars in School Meals and Competitive Foods Report to Congress](#)). Further, the *Dietary Guidelines* indicate that about 70 to 80 percent of school-aged children currently exceed the recommended limit for added sugars. USDA determined that specific added sugars limits were needed to reduce added sugars in school meals, consistent with the goals of the *Dietary Guidelines*.

The product-based limits apply to the leading contributors to added sugars in school meals, items that are popular with children, and foods for which added sugars can be reduced while maintaining palatability. Paired with the weekly dietary limit, which will be implemented two school years later, the limits on added sugars finalized in this rulemaking will align school meals more closely with the *Dietary Guidelines*. USDA considered product availability when developing this rule, as well as the implementation timeframes. For example, before proposing the added sugars limits, USDA collected data for breakfast cereals and yogurts to ensure adequate products would be available for schools.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received tens of thousands of comments on added sugars, with most in support of reducing added sugars in school meals, primarily to promote child health and academic performance.

Some respondents cited challenges with the proposed limit on grain-based desserts at school breakfast. For example, school nutrition professionals raised concerns about the impact on grab-and-go breakfasts, which often include grain-based desserts, such as breakfast bars and toaster pastries. Therefore, in response to stakeholder input, USDA did not finalize the proposed limit for grain-based desserts at this time. USDA is committed to supporting alternative breakfast models, which encourage student participation by making school breakfast more accessible.

USDA will also provide resources and technical assistance that schools may use to reduce added sugars in school meals, identify grain items that are lower in added sugars, and explore methods for improving and simplifying grain-based dessert requirements by soliciting further stakeholder input.

MILK

What are the current requirements for milk in school meals?

Schools may currently offer fat-free and low-fat (1 percent fat) milk, flavored and unflavored, in reimbursable school lunches and breakfasts and for sale as a competitive beverage. Unflavored milk must be offered at each school meal service.

Fat-free and low-fat milk, flavored and unflavored, may also be offered to participants ages 6 and older in the Special Milk Program (SMP) and the Child and Adult Care Food Program (CACFP).

What are the changes in the final rule for milk in school meals?

USDA decided to maintain the current requirement for milk in school meals. All schools continue to have the option to offer fat-free and low-fat milk, flavored and unflavored, to K-12 students, and to sell fat-free and low-fat milk, flavored and unflavored, à la carte. Consistent with current requirements, unflavored milk must be offered at each school lunch and breakfast meal service. SMP and CACFP operators may continue to offer fat-free and low-fat milk, flavored and unflavored, to participants ages 6 and older.

Flavored milk offered to K-12 students in school lunch and breakfast and sold to students à la carte during the school day must comply with the product-based added sugars limit in this rule, to be implemented by school year 2025-2026 (beginning July 1, 2025). Flavored milk must contain no more than 10 grams of added sugars per 8 fluid ounces, or for flavored milk sold à la carte in middle and high schools, 15 grams of added sugars per 12 fluid ounces.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received thousands of comments regarding the proposed milk provisions. The decision to continue to allow flavored, fat-free and low-fat milk acknowledges concerns expressed in public comments about declining milk consumption among school-aged children and that school meals can play an important role in supporting milk consumption among children. Comments also noted that offering flavored milk, which is a more palatable option for some children, improves children's milk consumption and reduces milk waste. USDA recognizes that dairy products, including fluid milk, provide a variety of essential nutrients – some of which (e.g., calcium, vitamin D, and potassium) are under-consumed among school-aged children.

At the same time, a [recent analysis](#) of USDA's School Nutrition and Meal Cost Study data found that flavored milk is the leading source of added sugars in both the school lunch and breakfast programs, contributing almost half of the added sugars in lunches and about 30 percent of the added sugars in breakfasts. The limit on added sugars in flavored milk that must be implemented by school year 2025-2026 is intended to reduce schoolchildren's exposure to added sugars. USDA considered product availability when developing this rule, as well as the implementation timeframes. For example, companies representing more than 90 percent of the school milk market in the U.S. have committed through the [Healthy School Milk Commitment](#) to provide school milk options with no more than 10 grams of added sugars per 8 ounces by school year 2025-2026. This commitment aligns with USDA's required limits on added sugars for flavored milk.

WHOLE GRAINS

What are the current requirements for whole grains in school meals?

At least 80 percent of the weekly grains offered in the school lunch and breakfast programs must be whole grain-rich, meaning that a product must contain at least 50 percent whole grains; any grain ingredients that are not whole grain must be enriched, bran, or germ. The remaining grain items offered must be enriched.

What are the changes in the final rule for whole grains in school meals?

The final rule maintains the current whole grains requirement that at least 80 percent of the weekly grains offered in the school lunch and breakfast programs are whole grain-rich.

USDA also added a definition of "whole grain-rich" in Federal regulations to clarify that: *Whole grain-rich is the term designated by FNS to indicate that the grain content of a product is between 50 and 100 percent whole grain with any remaining grains being enriched.* This definition aligns with the current definition and meaning of whole grain-rich in school meals, which was previously included only in USDA policy guidance.

The whole grain requirement will help meet local and cultural preferences and allow schools to offer enriched grains, such as white rice or non-whole grain-rich tortillas, while still promoting whole grain-rich foods throughout the school week. This requirement is a minimum standard, not a maximum, and schools may choose to increase whole grain-rich offerings beyond 80 percent. These changes reflect a practical and feasible way to work toward the *Dietary Guidelines for Americans*' recommendation to increase whole grain consumption.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received thousands of comments on the whole grains provision, including feedback that whole grains are an important source of fiber and other nutrients. At the same time, some whole grain-rich products are not as widely available or accepted by students as enriched products. USDA recognizes the importance of encouraging increased consumption of whole grain-rich foods while allowing menu planners some flexibility to provide regional and cultural favorites that are not whole grain-rich. Maintaining the whole grain requirement will help meet these preferences and occasionally allow schools to offer enriched grains, such as white rice or non-whole grain-rich tortillas, while still promoting whole grain-rich foods throughout the school week. USDA encourages schools to incorporate whole grains in their menus as often as possible to support children’s health and offers a variety of technical assistance resources to support efforts to offer whole grain-rich foods in the Child Nutrition Programs.

SODIUM

What are the current requirements for sodium in school meals?

Current regulations require schools to meet Sodium Target 1A for school lunch and Sodium Target 1 for school breakfast. These limits, which apply to meals on average over the school week, are shown in the tables below:

Current National School Lunch Program Sodium Limits:

Age/Grade Group	Target 1A: Effective July 1, 2023
Grades K-5	≤ 1,110 mg
Grades 6-8	≤ 1,225 mg
Grades 9-12	≤ 1,280 mg

Current School Breakfast Program Sodium Limits:

Age/Grade Group	Target 1: Effective July 1, 2022
Grades K-5	≤ 540 mg
Grades 6-8	≤ 600 mg
Grades 9-12	≤ 640 mg

What are the changes in the final rule for sodium in school meals?

In response to feedback from stakeholders, this final rule provides schools with plenty of time to gradually reduce sodium in school meals by instituting one achievable sodium reduction. The rule also includes a commitment to conduct a study on potential associations between sodium reduction and student participation.

- For the next three school years, through school year 2026-2027 (until June 30, 2027), schools will maintain current sodium limits (Sodium Target 1A for lunch and Sodium Target 1 for breakfast).
- By school year 2027-2028 (beginning July 1, 2027), schools will implement an approximate 15 percent reduction for lunch and an approximate 10 percent reduction for breakfast from current sodium limits.

National School Lunch Program Sodium Limits

Age/Grade Group	Current Sodium Limit: In place through June 30, 2027	Sodium Limit: Must be implemented by July 1, 2027
Grades K-5	≤ 1,110 mg	≤ 935 mg
Grades 6-8	≤ 1,225 mg	≤ 1,035 mg
Grades 9-12	≤ 1,280 mg	≤ 1,080 mg

School Breakfast Program Sodium Limits

Age/Grade Group	Current Sodium Limit: In place through June 30, 2027	Sodium Limit: Must be implemented by July 1, 2027
Grades K-5	≤ 540 mg	≤ 485 mg
Grades 6-8	≤ 600 mg	≤ 535 mg
Grades 9-12	≤ 640 mg	≤ 570 mg

These limits apply to the average amount of sodium in lunch and breakfast menus offered during a school week. Sodium limits do not apply per day, per meal, or per menu item. USDA

encourages schools to gradually reduce sodium at lunch and breakfast prior to the implementation deadline by adjusting food preparation methods and purchasing lower sodium foods. USDA is also committed to providing technical assistance and support to schools working to implement the sodium reductions finalized in this rule.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received tens of thousands of comments on the proposed sodium limits, a majority of which supported sodium reductions, as consuming too much sodium can have significant negative health impacts. Food and taste preferences develop at an early age, so limiting sodium in childhood – including in school meals – is important for life-long health.

USDA also listened to comments that noted sodium reduction in school meals is dependent on food product availability, and food product reformulation takes time and resources. Additionally, commenters raised concerns that students’ consumption of higher sodium foods outside of school can impact their acceptance of lower-sodium school meals.

USDA’s approach reflects an understanding that changes in school meals, including sodium reductions, must occur in the context of broader efforts to achieve improvements in diet quality for children and adults alike. That is why USDA took into account the [U.S. Food and Drug Administration’s \(FDA\) voluntary sodium reduction goals](#) for industry when developing this rule. Taken together, USDA and FDA actions are part of a government-wide effort to help reduce sodium in the food supply and promote public health. USDA expects sodium reduction in school meals to be achievable as more food manufacturers develop tasty products with less sodium for schools and the broader marketplace.

USDA also heard from stakeholders about the need for technical assistance and support to schools working to implement the sodium reductions finalized in this rule. While providing schools the assistance that they requested, USDA will also be responsive to the many research requests received during the comment period. USDA has committed to conducting a study on potential associations between sodium reduction and student participation.

MENU PLANNING FLEXIBILITIES

MEATS/MEAT ALTERNATES AT BREAKFAST

What are the current requirements for meats/meat alternates at school breakfast?

The three required meal components for the School Breakfast Program (SBP) are fruits, grains, and fluid milk. Meats/meat alternates are not a required meal component at breakfast. Schools may substitute a 1.0 ounce equivalent of meats/meat alternates for the same quantity of grains, after meeting the daily minimum grains requirement.

What are the changes in the final rule for meats/meat alternates at school breakfast?

The final rule establishes a combined grains and meats/meat alternates meal component in the SBP and removes the requirement for schools to offer 1.0 ounce equivalent of grains each day at breakfast. Schools may offer grains, meats/meat alternates, or a combination of both to meet the minimum ounce equivalent in this combined meal component requirement.

How was USDA responsive to stakeholder feedback when making these changes?

USDA proposed this change to provide school nutrition professionals with greater flexibility to provide students with breakfasts that they enjoy. State agencies and schools provided input that this change would simplify program requirements. USDA also expects that allowing schools more flexibility to offer meats/meat alternates at breakfast will support implementation of the new added sugars limits by providing schools more menu planning options.

USDA received over 500 comments on the combined meats/meat alternates and grains component at breakfast provision. Many respondents noted that such a component could increase the variety of appealing breakfast options available to students; decrease the added sugars in school breakfasts; simplify menu planning; deliver filling, protein-rich breakfasts that students enjoy; encourage student participation; and reduce food waste.

SUBSTITUTING VEGETABLES FOR FRUITS AT BREAKFAST

What are the current requirements for substituting vegetables for fruits in school breakfasts?

Current regulations allow schools to substitute vegetables for fruits at breakfast, provided that the first two cups per week are from the dark green, red/orange, beans and peas (legumes), or other vegetable subgroups. However, in recent years, through Federal appropriations, Congress has provided schools the option to substitute any vegetable for fruits at breakfast, with no vegetable subgroup requirements.

What are the changes in the final rule for substituting vegetables for fruits in school breakfasts?

The final rule continues to allow schools to substitute vegetables for fruits in the School Breakfast Program and simplifies the vegetable variety requirement:

- Schools choosing to offer vegetables at breakfast one day per school week have the option to offer a vegetable from any of the vegetable subgroups.
- Schools choosing to substitute vegetables for fruits at breakfast on two or more days per school week are required to offer vegetables from at least two different subgroups.*

**Note: For school year 2024-2025, Congress has provided schools the option to offer any vegetables in place of fruits at breakfast (no subgroup requirements).*

How was USDA responsive to stakeholder feedback when making these changes?

USDA received hundreds of comments on the proposal, and many commenters noted that the change would allow greater menu flexibility at breakfast in a way that is less restrictive compared to the current standard, achievable for program operators, and durable for the long term.

The *Dietary Guidelines for Americans (Dietary Guidelines)* note that for most individuals, following a healthy eating pattern will require an increase in total vegetable intake and an increase from all vegetable subgroups. The *Dietary Guidelines* note that starchy vegetables are more frequently consumed by children and adolescents than the red and orange; dark green; or beans, peas, and lentils vegetable subgroups, underscoring the importance of encouraging variety.

TRADITIONAL INDIGENOUS FOODS

What are the current requirements for traditional Indigenous foods in school meals?

Traditional Indigenous foods may be served in reimbursable school meals in accordance with USDA food crediting guidance and [policy guidance issued in 2023](#), although this is not explicitly included in Program regulations.

What are changes in the final rule for traditional Indigenous foods in school meals?

The final rule specifically states in regulation that traditional Indigenous foods may be served in reimbursable school meals. The regulations include the definition of traditional foods from the Agricultural Improvement Act of 2014, which defines traditional food as “food that has traditionally been prepared and consumed by an [American] Indian tribe.” This existing definition includes wild game meat, fish, seafood, marine animals, plants, and berries. USDA expected for this term to be used broadly, to cover the diversity of food traditions among American Indian and Alaska Native communities.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received over 200 comments on this provision, with the majority in favor of the proposed changes. Many respondents stated that including traditional foods in school meals allows Indigenous children to meet their nutritional needs in a way that connects them with their culture. This change communicates USDA’s support for local efforts to incorporate traditional Indigenous foods in school meals.

SUBSTITUTING VEGETABLES FOR GRAINS IN TRIBAL COMMUNITIES

Where can schools, sponsors, institutions, and facilities currently substitute vegetables for grains?

USDA currently allows schools in American Samoa, Puerto Rico, and the U.S. Virgin Islands to serve vegetables to meet the grains component in school meals. Summer Food Service Program (SFSP) and Child and Adult Care Food Program (CACFP) operators in American Samoa, Guam, Puerto Rico, and the U.S. Virgin Islands may also use this option. For schools and institutions, this option is intended to accommodate cultural food preferences and to address product availability and cost concerns in these areas.

What are changes in the final rule for substituting vegetables for grains?

The final rule clarifies that any creditable vegetable can be substituted for grains or breads and expands the vegetables-for-grains substitution to:

- School food authorities and schools that are Tribally operated, operated by the Bureau of Indian Education, and that serve primarily American Indian or Alaska Native children;
- SFSP and CACFP sponsors, sites, institutions, and facilities that serve primarily American Indian or Alaska Native participants; and
- All schools, sponsors, sites, institutions, and facilities in Guam and Hawaii.

How was USDA responsive to stakeholder feedback when making these changes?

This action was built on the commitment USDA made in its [Equity Action Plan](#) to adapt its programs to include Tribal values and Indigenous perspectives, including supporting traditional foodways. USDA made this change based on the over 200 comments received on this proposal as well as feedback gathered during listening sessions with Tribal communities.

AFTERSCHOOL SNACKS

What are the current requirements for afterschool snacks served under the National School Lunch Program (NSLP)?

NSLP afterschool snacks for children in grades Kindergarten through 12 must contain two of the following four components: fluid milk, meats or meat alternates, vegetables or fruits, or whole-grains or enriched breads (or equivalent products).

Afterschool snacks for preschoolers ages 1 through 4 must include the food components and quantities required in the snack meal pattern established for the Child and Adult Care Food Program (CACFP), which require snacks to include two of the following five components: fluid milk, vegetables, fruits, grains, or meats/meat alternates.

What are the changes in the final rule for afterschool snacks in school meals?

To be implemented by July 1, 2025, the final rule updates NSLP afterschool snacks meal pattern requirements for K-12 children to align with CACFP snack requirements. Additionally, the rule revises the definition of *child* to clarify that children who are age 18 and under at the start of the school year may receive reimbursable NSLP afterschool snacks throughout that school year. This final rule also changes all regulatory references from “meal supplements” to “afterschool snacks.” This rule does not change requirements for afterschool snacks served to preschoolers; existing requirements for afterschool snacks served to preschoolers remain in effect.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received over 100 comments on the NSLP afterschool snacks proposal. Stakeholders pointed out that implementing a per day juice limitation and whole grain-rich requirement for NSLP afterschool snacks would be confusing for schools, given that NSLP and SBP apply these requirements per week. In response to stakeholder input, USDA instead adopted a weekly juice limitation and whole grain-rich requirement for NSLP afterschool snacks in the final rule.

BEANS, PEAS, AND LENTILS AT LUNCH

What are the current requirements for beans, peas, and lentils in school lunches?

Current Federal regulations require schools to offer vegetables from all five vegetable subgroups at lunch each school week, consistent with the *Dietary Guidelines for Americans, 2020-2025*. For the beans, peas, and lentils vegetable subgroup, schools must offer ½ cup at lunch over the course of the week to meet the vegetable subgroup requirement. Schools may credit foods in this subgroup toward the meats/meat alternates component or the vegetable component, but not both components in the same meal.

What are the changes in the final rule for counting beans, peas, and lentils in school lunches?

Under the rule, schools may count beans, peas, and lentils offered as meats/meat alternates at lunch toward the weekly beans, peas, and lentils vegetable subgroup requirement. When offering beans, peas, and lentils as meats/meat alternates, schools may only count those items toward one meal component daily: either the meats/meats alternates component or the vegetables component. When schools offer beans, peas, and lentils as meat alternates, they are still required to offer additional vegetables to meet the daily and weekly vegetable meal component requirements.

The final rule also changes the name of the “legumes (beans and peas)” vegetable subgroup

and references to “beans and peas (legumes)” to “beans, peas, and lentils” in Federal regulations for the National School Lunch Program, School Breakfast Program, and Child and Adult Care Food Program. Additionally, USDA extended this change to the Summer Food Service Program Federal regulations based on public input that encouraged consistent terminology across Child Nutrition Programs.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received over 100 comments on this provision, and many supported the flexibilities offered to menu planners for school lunch. Commenters noted that the proposal would not reduce the total amount of vegetables at lunch but would instead help schools offer legumes and allow for more menu planning flexibility. For example, offering legumes as part of an entrée such as a bean and cheese burrito, as opposed to a side dish, may be more appealing to children and help reduce food waste. Other respondents expressed support for increasing consumption of beans, peas, and lentils, which they described as versatile, inexpensive, sustainable, nutritious, and under-consumed by children and adolescents (and all other age groups).

NUTS AND SEEDS

What are the current requirements for nuts and seeds in the Child Nutrition Programs?

Nuts and seeds may be served as meats/meat alternates in the Child Nutrition Programs (CNP). In some cases, the regulations limit nut and seed crediting to 50 percent of the meats/meat alternates component. When nut and seed crediting is limited to 50 percent of the meats/meat alternates component, Program operators choosing to serve whole nuts and seeds must serve them alongside other meats/meat alternates to meet the component requirement.

What are the changes in the final rule for nuts and seeds?

This final rule allows nuts and seeds to credit for the full meats/meat alternates component in all meals (breakfast, lunch, and supper) offered through the CNP. Also, nuts and seeds can continue to meet the entire meats/meat alternates requirement at snack. Serving nuts and seeds is an option, not a requirement; Program operators are not required to make any changes to their menus to comply with this provision. When offering nuts and seeds, operators may choose to offer them to meet the full component or a portion of it, alongside other meats/meat alternates.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received hundreds of comments supporting the proposed change to allow nuts and seeds to credit for the full meats/meat alternates component, many of which noted that nuts and seeds are good sources of protein, vitamin E, fiber, and many minerals as well as a good

source of healthy fats. The change aligns regulations for all CNPs for consistency and expands options for Program operators interested in serving more nuts and seeds in meals, including in plant-based meals. USDA expects this change to reduce complexity by making the requirements consistent across programs and to provide more menu planning options, including vegan and vegetarian meals.

COMPETITIVE FOODS: BEAN DIP EXEMPTION

What are the current requirements for competitive foods in schools?

Competitive foods, also known as “Smart Snacks,” are foods sold outside of school meals on the school campus during the school day. To qualify as a Smart Snack, foods must meet nutrient standards for calories, sodium, fats, and total sugars. Total fat content must not exceed 35 percent of total calories and saturated fat must be less than 10 percent of total calories per item as packaged or served. The regulations also include a list of foods that are exempt from the total fat and saturated fat standards such as reduced-fat cheese, whole eggs, and celery and peanut butter (see more examples on page 10, [A Guide to Smart Snacks in Schools](#)).

What are the changes in the final rule for competitive foods in schools?

The final rule adds bean dip to the list of foods exempt from the total fat standard in the Smart Snacks regulations. This exemption applies to products marketed as hummus as well as bean dips made from any variety of beans, peas, or lentils. Bean dip will continue to be subject to the saturated fat standard for Smart Snacks, as well as all other Smart Snacks requirements.

This change provides schools the option to sell bean dip, including hummus, as a Smart Snack. Schools are not required to change operations as result of this provision.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received hundreds of comments on the proposal to exempt hummus from the Smart Snacks total fat standard, a majority of which supported the proposal. Supporters stated that hummus is filling; provides many nutrients, including fiber, protein, iron, magnesium, and healthy fats; and is often served alongside other nutrient-dense foods, such as vegetables or whole grains. Others noted that this would allow schools to add a healthy à la carte option to their cafeterias for all students, including those who follow vegan and vegetarian diets.

Instead of referring to “hummus” as proposed, this final rule uses the term “bean dip” to reflect input received from public comments and to clarify that this exemption will apply to hummus as well as other dips made with beans.

PROGRAM OPERATIONS

PROFESSIONAL STANDARDS: HIRING EXCEPTION FOR MEDIUM AND LARGE LOCAL EDUCATIONAL AGENCIES

What are the current hiring requirements for professional standards in school meals?

Professional standards hiring requirements are intended to ensure that school nutrition professionals who manage and operate the school meal programs have adequate knowledge and experience to meet program requirements. Current education requirements vary based on the size of the local educational agency (LEA) and are one important way of ensuring school nutrition program directors are prepared to manage the programs. Specifically, school nutrition directors in medium LEAs are currently required to have a bachelor's or associate's degree, and directors in large LEAs are required to have a bachelor's degree.

What are changes in the final rule for professional standards in school meals?

This final rule allows State agencies the discretion to approve the hiring of a professional with 10 or more years of school nutrition program experience but who does not hold a bachelor's or an associate's degree to serve as a school nutrition program director in a medium or large LEA. Directors hired under this exception must have a high school diploma or GED.

How was USDA responsive to stakeholder feedback when making these changes?

USDA is aware of the hiring challenges facing certain LEAs, specifically related to the education requirement for school nutrition program directors. Many individuals have devoted their careers to child nutrition but do not hold a college degree. USDA recognizes that the current education standards may limit certain professionals' ability to advance their careers, despite their years of valuable program experience. USDA appreciates the public comments and determined that hands-on-experience in the school nutrition programs is an effective way for candidates to demonstrate they have the knowledge and skills needed to succeed as a director in a medium-sized or large school district. The final rule takes an equitable step forward by allowing State agencies to support qualified professionals as they advance their careers in school nutrition and allow knowledgeable professionals to use their experience to benefit schools and students. This is particularly relevant in rural communities with small applicant pools and limited ability to hire directors who meet more stringent education requirements.

MEAL MODIFICATIONS

What are the current requirements for meal modifications?

Schools, institutions, and facilities operating the National School Lunch Program (NSLP), School Breakfast Program (SBP), and Child and Adult Care Food Program (CACFP) are required to make meal modifications to ensure participants with disabilities have an equal opportunity to participate in and benefit from the programs. Summer Food Service Program (SFSP) regulations also encourage sponsors to make meal modifications to accommodate participants with medical or other special dietary needs.

Under current NSLP and SBP regulations, meal substitutions for disability reasons must be supported by a written statement signed by a licensed physician. Under current CACFP regulations, substitutions for disability reasons must be supported by a written statement signed by a licensed physician or licensed healthcare professional who is authorized by State law to write medical prescriptions. Under SFSP regulations, substitutions must be supported by a written statement from a recognized medical authority.

In 2016 and 2017, USDA updated its meal modification policy guidance to reflect the passage of The Americans with Disabilities Act Amendments Act of 2008. This update included permitting State licensed healthcare professionals to submit a medical statement on behalf of a participant with a disability in the NSLP, SBP, CACFP, and SFSP.

What are the changes in the final rule for meal modifications?

The final rule makes clear in regulations the existing policy guidance that State licensed healthcare professionals may write medical statements to request meal modifications on behalf of child or adult participants with disabilities in the NSLP, SBP, and CACFP. The final rule defines a State licensed healthcare professional as an individual authorized to write medical prescriptions under State law and expands the authority to write medical statements to registered dietitians.

The rule also updates and reorganizes the regulatory text to distinguish between disability and non-disability requests more clearly, and encourages schools, institutions, and facilities offering meals through NSLP, SBP, and CACFP to meet participants' non-disability (e.g., cultural, ethical, Tribal, and religious) dietary preferences. The rule does not cover SFSP, which will be addressed in a later rulemaking.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received over 100 comments on the meal modifications provision, many of which noted that the documentation is helpful for program operators and appreciated clarification on the

definition of a State licensed healthcare professional. Many commenters noted that the regulatory change would facilitate meal modifications for participants who need them. Additionally, based on public input, the final rule also permits registered dietitians to request meal modifications for program participants. These changes reflect the updated policy guidance and aim to improve access to modified meals for participants who need them.

GEOGRAPHIC PREFERENCE

What are the current requirements for geographic preference in Child Nutrition Programs (CNP)?

Since 2011, child nutrition regulations have allowed geographic preference but do not allow the preference for local to be used as a bid specification (e.g., a written description of the product or service that the vendor must meet to be considered responsive and responsible). Currently, bidders located in a specified geographic area can be provided additional points or credit calculated during the evaluation of the proposals or bids received in response to a solicitation.

What are the changes in the final rule for geographic preference in CNP?

The final rule allows “locally grown,” “locally raised,” or “locally caught” as procurement specifications for unprocessed or minimally processed food items in the CNP. The final rule continues to allow State agencies and program operators to adopt their own definition of “local” and does not prescribe a Federal definition of “local” for the purpose of procuring local foods for CNP.

The definition of unprocessed and the minimal food handling and processing techniques allowed within that definition remain unchanged in this final rule.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received nearly 400 comments referencing this proposal, and commenters noted that expanding the geographic preference option to allow local as a specification will broaden opportunities for CNP operators to purchase directly from local farmers, reinforce local food systems, and ease procurement challenges for operators interested in sourcing food from local producers.

CLARIFICATION ON POTABLE WATER REQUIREMENTS

What are the current requirements for potable (drinkable) water in schools?

In the National School Lunch Program (NSLP) and School Breakfast Program (SBP), schools must make potable (drinkable) water available and accessible to children at no charge during meal service.

What are the changes in the final rule for potable water in schools?

The final rule adds the word “plain” to the regulation and does not require schools to change menus or operations as a result. Schools may offer potable water with added fruits, vegetables, and herbs in addition to – but not instead of – plain water during meal service.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received many comments in support of the provision, noting that infused water would increase consumption and emphasizing the importance of ensuring that children have access to plain water at meal service even if other options are also available.

ARTIFICIAL TRANS FATS

What are the current requirements for artificial *trans* fats in schools?

Artificial *trans* fats are prohibited in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and in foods sold to children on campus outside of school meals on the school campus during the school day (Smart Snacks in School).

What are the changes in the final rule for artificial *trans* fats in schools?

The [U.S. Food and Drug Administration \(FDA\)’s actions to eliminate artificial *trans* fat](#) from the U.S. food supply have effectively eliminated artificial *trans* fats from foods made or sold in the U.S. This rule removes the dietary specification prohibiting artificial *trans* fats in NSLP, SBP, and Smart Snacks in School. Under this change, schools would not have to comply with, and State agencies would not have to monitor, artificial *trans* fats requirements.

How was USDA responsive to stakeholder feedback when making these changes?

USDA received many comments in support of removing the artificial *trans* fats prohibition and used this opportunity to reduce burden on program operators by eliminating a requirement that USDA determined is no longer necessary.

BUY AMERICAN

What are the current requirements for Buy American in school meals?

School food authorities are currently required to purchase domestic commodities or products to the maximum extent practicable. School food authorities can use limited exceptions to this provision due to challenges with product availability and/or cost. These two exceptions are provided in USDA guidance.

What are the changes in the final rule for Buy American in school meals?

The final rule adds the limited exceptions to the Buy American requirements related to product availability and/or cost to the regulations.

The final rule requires schools to maintain documentation to demonstrate the use of exceptions and allows schools to utilize an exceptions list when products are not available in sufficient and reasonably available quantities in the U.S. Schools must also include the Buy American requirements when making purchases and entering into contracts for food used in the school lunch and breakfast programs, beginning July 1, 2024.

The rule also implements a cap on the amount of non-domestic food purchases a school may make when utilizing the exceptions, beginning in school year 2025-2026 (July 1, 2025). USDA will use a phased-in approach to gradually reach the 5 percent cap on non-domestic food purchases. The approach includes a 10 percent cap on non-domestic food purchases beginning in school year 2025-2026 (July 1, 2025), an 8 percent cap beginning in school year 2028-2029 (July 1, 2028), and a 5 percent cap beginning in school year 2031-2032 (July 1, 2031). For schools that cannot meet the cap, States may provide an accommodation for temporary relief from the requirement. Items that appear on the exceptions list still count toward the cap.

The final rule also provides a definition of “substantially” using agriculture commodities that are produced in the United States to mean that over 51 percent of a food product must consist of agricultural commodities that were grown domestically. This definition was previously only provided for in USDA guidance.

Lastly, the final rule outlines in regulations the statutory requirements for fish and fish products to be compliant with Buy American requirements, requiring that farmed fish must be harvested within the United States or any territory of possession of the United States. Wild caught fish must be harvested within the Exclusive Economic Zone of the United States or by a United States flagged vessel.

How was USDA responsive to stakeholder feedback when making these changes?

The phased-in 5 percent cap balances the intent of the Buy American provision – to support American farmers, ranchers, and fishers – while also recognizing that there are times when purchasing domestic foods is not practical for schools. The changes aim to strengthen and clarify aspects of Buy American policy that were previously provided for only in guidance. Based on stakeholder feedback, USDA’s phased-in approach to the 5 percent cap will allow schools time to implement these changes, while maintaining the importance of purchasing domestic foods for school meal programs. USDA also listened to stakeholder requests and included the use of an exemptions list when products are not available in sufficient and reasonably available quantities in the U.S.

The Community Eligibility Provision (CEP)

What Does It Mean For Your School or Local Educational Agency?

What does it do?

- Allows schools and local educational agencies (LEAs) located in low-income areas to provide free breakfast and lunch to all students
- Eliminates the burden of collecting household applications to determine eligibility for school meal programs

Who benefits? Everyone!

- **Students**
Access to free nutritious meals for all students, no stigma, and less time spent in cashier lines and more time to eat nutritious meals
- **Parents**
No household application means less paperwork and no worries about lunch accounts
- **School staff**
Streamlined meal service operation and more time for students to consume their food
- **Administrators**
Reduced paperwork and administrative costs, no need to track unpaid meal charges, improved program integrity, and more nourished students ready to learn and grow



Who can participate?

- Schools and LEAs with a minimum Identified Student Percentage (≥ 40 percent) in the prior school year

Identified students = those certified for free meals without the use of household applications (for example those directly certified through SNAP).

- Available to:
 - All schools in an LEA
 - A group of schools in an LEA
 - An individual school in an LEA

Background

- Authorized by Congress as a part of the Healthy, Hunger-Free Kids Act of 2010.
- Phased in over a period of 3 years, starting with D.C., Illinois, Kentucky, Michigan, New York, Ohio, West Virginia, Florida, Georgia, Maryland, and Massachusetts.
- Available nationwide beginning July 1, 2014 (School Year 2014-15).

What must interested schools and LEAs do?

- Meet eligibility requirements.
- Serve free breakfasts and lunches to all students during the 4-year cycle.
- Count total breakfasts and total lunches served to students daily.
- Agree not to collect household applications for school meal programs.
- Determine if non-Federal funds are needed to cover costs above USDA reimbursement.

What do interested schools and LEAs do next?

- Determine if CEP is right for you.
- Contact your State for more information: <http://www.fns.usda.gov/cnd/contacts/StateDirectory.htm>.
- If eligible, submit required documentation to your State Agency.

Community Eligibility Provision (CEP) Quick Fact Sheet

Community Eligibility Provision (CEP) is a universal meal plan under the National School Lunch Program (NSLP) permitting eligible districts and schools to provide meal service to all students at no charge regardless of economic status (*Section 104a of the Healthy, Hunger-Free Kids Act*).

To be eligible to participate, a district, a school, or a group of schools from the same district must have a **directly certified** identified student percentage of at least 25% as of April 1, prior to the first year of implementation. Each school does not have to meet the 25% threshold individually if the entire district or a group of schools within a district participates and meets the 25% requirement; in this case, the average of directly certified identified student percentage must be at least 25%.

$$\text{Identified Student Percentage} = \frac{\text{Number of Identified Students}}{\text{Number of Enrolled Students}} \times 100$$

The requirements of CEP for participating districts/schools are: 1) serve free meals (breakfast and lunch) to all students in participating schools; 2) maintain a count of reimbursable meals served to students daily; 3) cover the costs of providing free meals to all students that exceed the Federal reimbursement locally (with non-Federal funds); and 4) comply with all program requirements.

The program cycle is four years. Once enrolled, there is no need to recalculate eligibility during the four-year cycle; however, participating districts/schools may establish a most current identified student percentage by April 1 of the prior school year.

Tennessee Process for Enrolling and Implementing CEP

The list of **eligible and nearly eligible schools** is posted on the department website annually. Districts/schools wanting to enroll in CEP must do so by the annual school nutrition deadline and through the regular annual NSLP application via the Tennessee Meals, Accounting and Claiming (TMAC) website. <https://tmac.cnpus.com/tmac/Splash.aspx>

Schools enrolled in the CEP program are required to use the State Household Information Survey to collect the socioeconomic data that was previously collected through the free and reduced lunch program application. The form and a sample letter for parents are available on the department website. Schools are encouraged to use school letterhead and to customize the sample letter in a manner that will resonate with the parents/guardians of its students.

Additional information on community eligibility provision CEP is available on the department website. [Community Eligibility Provision \(CEP\) \(tn.gov\)](#)

THE FRESH FRUIT AND VEGETABLE PROGRAM

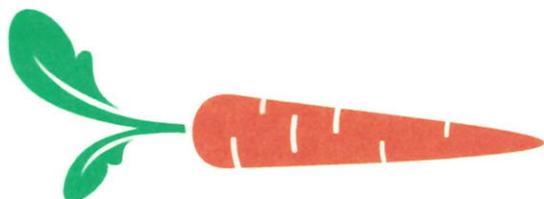


1. What is the Fresh Fruit and Vegetable Program?

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to children at eligible elementary schools during the school day. The goal of the FFVP is to introduce children to fresh fruits and vegetables, to include new and different varieties, and to increase overall acceptance and consumption of fresh, unprocessed produce among children. The FFVP also encourages healthier school environments by promoting nutrition education. To learn more, visit the FFVP webpage: <https://www.fns.usda.gov/ffvp/fresh-fruit-and-vegetable-program>.

2. Who administers the FFVP?

The Food and Nutrition Service of the United States Department of Agriculture administers the FFVP at the Federal level. At the State level, the FFVP is administered by State agencies, which operate the Program through agreements with local school food authorities. State agency contact information is available at: <https://www.fns.usda.gov/school-meals/school-meals-contacts>.



3. Which schools are eligible to participate in the FFVP?

Elementary schools in all 50 States, the District of Columbia, and the territories of Guam, Puerto Rico, and the Virgin Islands are eligible to participate. Schools must operate the National School Lunch Program in order to operate the FFVP. Importantly, the FFVP prioritizes schools with the highest percentage of children certified as eligible for free and reduced price meals. This is because children from low-income families generally have fewer opportunities to consume fresh produce on a regular basis.

4. What are the application requirements for the FFVP?

Eligible elementary schools must submit an FFVP application that includes:

- The total number of enrolled children;
- The percentage of children certified as eligible for free and reduced price meals;
- A certification of support for participation of the FFVP signed by the school food service manager, school principal, and the district superintendent (or equivalent positions, as determined by the school); and
- A Program implementation plan, including efforts to integrate the FFVP with other efforts to promote childhood health and nutrition.

5. What are the requirements for FFVP implementation?

Participating elementary schools are required to publicize the availability of the FFVP, and must serve the fresh fruits and vegetables outside the National School Lunch Program and School Breakfast Program meal service times. Beyond these requirements, schools have flexibility in determining their implementation plan. Schools may select the type of produce served, decide the number of days per week to serve the produce (though schools are strongly encouraged to serve a minimum of two days per week), and choose the time outside the breakfast and lunch meal service to provide fresh fruits and vegetables to children.

6. What types of fruits and vegetables must be served under the FFVP?

The Food and Nutrition Service encourages schools to serve a variety of fresh fruits and vegetables. Because the intent of the FFVP is to introduce children to new and different fresh fruits and vegetables, the produce must be served in a way that it is easily identifiable. This encourages children to enjoy fruits and vegetables “as they are.”

Schools may purchase produce through wholesalers, brokers, local grocery stores, or other retailers. Schools can also support local agricultural producers by buying fresh produce at farmers’ markets and orchards, or by purchasing directly from growers in their community. In all cases, schools must follow proper procurement procedures. Purchases must be made according to existing local, State, and Federal guidelines, including the Buy American provision.

7. How do FFVP reimbursements work?

Selected elementary schools receive \$50 to \$75 per student for each school year. The exact amount of per student funding is determined by the State agency, and is based on the total funds allocated to the State and the student enrollment at participating schools. With these funds, schools purchase fresh fruits and vegetables to serve free of charge to children during the school day. Participating schools submit monthly claims for reimbursement, which are reviewed by the school food authority before payment is processed by the State agency. Schools are then reimbursed for the cost of fresh fruits and vegetables, as well as limited non-food costs.

8. Where can I go to learn more about the FFVP?

For more information about the FFVP, please contact the State agency responsible for the administration of the Program in your State: <https://www.fns.usda.gov/school-meals/school-meals-contacts>.



CUMBERLAND COUNTY COVERAGE & IMPACT

July 1st, 2023—June 30th, 2024

1,025,867 POUNDS OF FOOD DISTRIBUTED

- **894 kids** participating in Food for Kids
 - **13 schools** — see list
- **10 Partner Agencies** — see list
- **1 Mobile Pantry** site
 - Reoccurs the second Friday of each month at The Church of God
- **0 seniors** participating in **Senior Outreach**
 - See the Senior Outreach program page to learn more about how we can help provide food to more homebound seniors with funding
- **0 neighbors** utilizing **Empowerment Services**
 - See the Empowerment Services program page to learn about multiple forms of services stretching beyond food access available with funding
- **0 Nutrition Access classes**
 - See the Nutrition Access program page for cooking class opportunities serving a wide range of populations available with funding



CUMBERLAND COUNTY FFK SCHOOLS A-Z

- Brown Elementary School
- Crab Orchard Elementary School
- Crossville Head Start
- Glenn Martin Elementary School
- Home Away From Home Head Start
- Homestead Elementary School
- North Cumberland Elementary School
- Phoenix School
- Pine View Elementary School
- Pinewood Head Start
- Pleasant Hill Elementary School
- South Cumberland Elementary School
- Stone Elementary School



CUMBERLAND CO. PARTNER AGENCIES A-Z

- Bible Baptist Church
- Bread of Life Rescue Mission
- Crab Orchard Care Center
- Cumberland Good Samaritans
- Fair Park Senior Center
- Homestead Community Food Pantry
- Peavine Care Center
- St. Alphonsus Community Services
- Trinity Tabernacle Blessing Food Ministry
- Roane State Community College



Mr. William G. Stepp ● Director of Schools

Mr. Chris King ● Board Chair

November 19, 2024

Mr. Stepp and Cumberland County Board of Education,

I am submitting to you the Cumberland County School Nutrition Program's staff changes:

New Hires:

Name	Location	Date	Replacing
Carla Dyer	Café Sub	11/04/2024	N/A
Emily Rodenbough	Café Sub	11/05/2024	N/A

Resignations/Retirements:

Name	Location	Date	Status
Ashlynn Parke	Homestead Café	11/15/2024	Accept Resignation
Destiny Lenarz	Martin Café	11/14/2024	Accept Resignation

Transfers:

Name	Location (From/To)	Date	Replacing
Dalton Corson	CCHS Café/Homestead Cafe	11/07/2024	Ashlynn Parke
Tabitha Derrick	Brown Café/Café Sub	12/02/2024	N/A

Terminations:

Name	Location	Date	

All background check requirements have been completed.

Respectfully,
Kathy Hamby

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

NON-CERTIFIED

New Hires:

Name	Location	Date	Replacing
Ariel Davis	CCHS	11/4/24	Dave Stewart
Larry Kerley	CCHS	11/4/24	Josh Wyatt
Kelli Monday	MES	11/4/24	New Position
Monica Graham	NCE	11/4/24	Bethany Roysdon
Jonathan Walker	SCE	10/28/24	Teresa Wilson

Resignations/Retirements:

Name	Location	Date	Status
Jerry Cooper	MES	12/31/24	Retire
Kelli Monday	MES	11/4/24	Resign
Tiffany Dixon	NCE	10/11/24	Resign
Jannell Coggins	NCE	10/31/24	Resign
James Hawkins	SES	1/1/24	Retire
Darla Frazier	SCE	1/6/25	Retire
Fannie Burgess	SCE	1/6/25	Retire

Transfers

Name	From/To	Date

Terminations

Name	From/To	Date

SUBSTITUTES

<u>NAME</u>
Coyle, Richard
Deibler, Marie
Fuller, Sandra
Guzman, Seth
Herren, Kylie
Hughes, Andrew
Piper-Elrod, Callie
Zeno, Rebecca

BES November 2024 Newsletter



FRANK P. BROWN ELEMENTARY SCHOOL



Students received recognition for their accomplishments during the first grading period of the school year.



Kasi Lewis' and Tammy Dixon's seventh and eighth graders held a career fair and created advertising campaigns with presentations.



BES seventh and eighth grade classes took an educational field trip to Historic Brushy Mountain.



Brown Elementary held its annual Veterans Day program, honoring and remembering those who served in the Armed Forces of the United States. A reception followed for veterans and their families.



PreK, Kindergarten, and first grade classes enjoyed Kimbro Farms Autumn Daze corn maze and pumpkin patch.



Cumberland County Fire Department partnered with Brown Elementary for Fire Safety Day to educate students about fire prevention and what to do in the case of a fire. Officer Avery Aytes and Eddie Eagle have also been instructing students this fall using the Eddie Eagle GunSafe program.

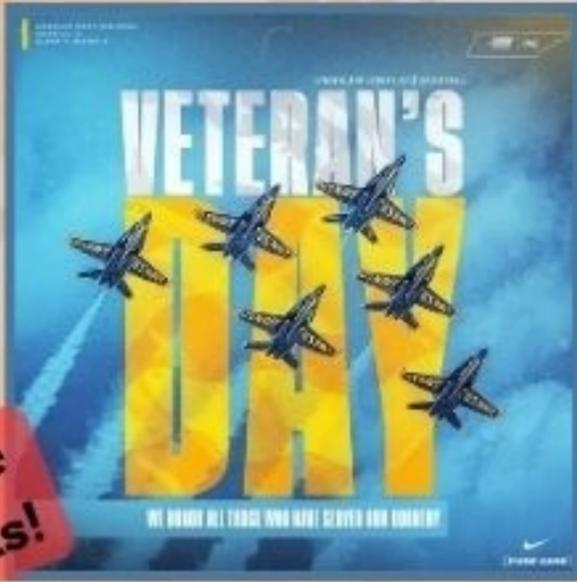


Third grade students mapped continents with Cindy Kemmer.

CCHS newsletter

November

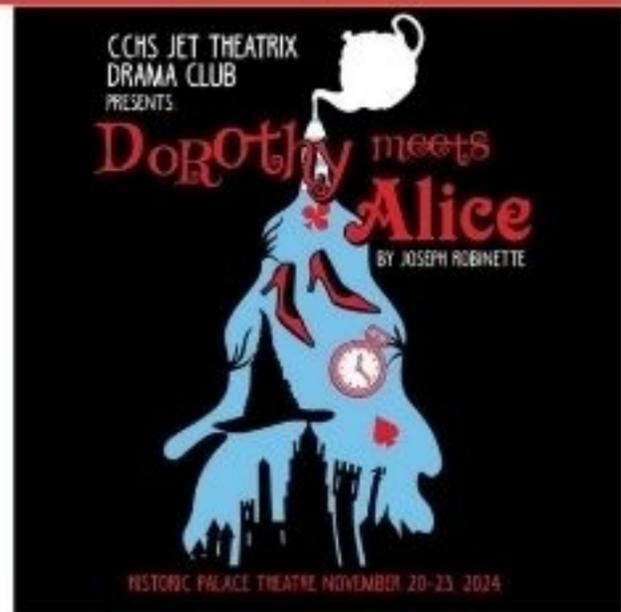
SPORTS



It was an honor to celebrate our veterans!



Jet Theatix Presents:



FBLA



Palace Theatre on Main Street in Crossville, TN
ALL TIMES CENTRAL
Friends & Family Preview:
Wednesday, November 20 5:30PM
Thursday, November 21 7PM
Friday, November 22 7PM
Saturday, November 23 2PM
General Admission: \$5

CRAB ORCHARD NEWS



November 2024



CJ Searfoss is the countywide K-2 Field of Honor Coloring Contest.

WINNERS ALL AROUND

Sonya Lord and Marley Brannon both win 1st place in the countywide Soil Conservation Poster Contest



COE COMES OUT ON TOP



Crab Orchard JV Lady Tigers take the win in the finals to become county champions!

Riley Radcliffe is the overall winner of the Lions Club Peace Poster Contest.



CRAB ORCHARD NEWS



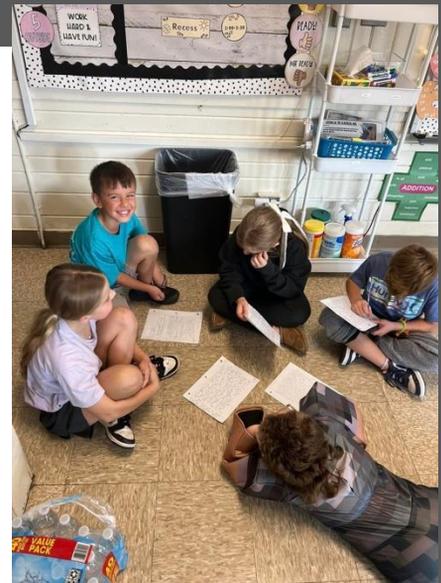
November 2024

VETERANS DAY 2024



Our Veterans Day program was a heartfelt tribute to honor the brave men and women who have served in all branches of the military. Veterans from each branch attended, showing their support and sharing stories with students. Elementary school children and the middle school choir performed patriotic songs, adding a touch of inspiration to the event. The program concluded with our much-anticipated annual parachute performance, a symbol of unity and respect for our veterans. It was a memorable celebration, and we are grateful to all who participated and attended.





Homestead Elementary





Martin Elementary Newsletter

November 2024

ANNUAL PUMPKIN DECORATING CONTEST

Every year, MES students enjoy painting pumpkins inspired by their favorite book characters. Here are a few of this year's favorites:



FIRST-GRADE DIGS INTO PUMPKINS!

First-grade students had a blast dissecting and roasting pumpkins to create delicious pancakes! After enjoying the pancakes together in class, they dove into some creative writing about the experience. What a scrumptious fall learning activity!



NCE



"Every Child, Every Day, Excellence in Every Way"

STEAM

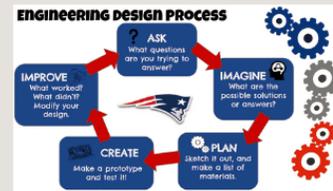
NCE eighth-grade students took a trip to attend the career fair, an event designed to introduce young learners to a variety of career options and provide insight into the professional world. The fair, held at Hyder-Burks Pavillion, included booths from a wide range of industries, from healthcare and engineering to the arts and environmental sciences. Students had a chance to meet with the professionals and try a hands on activity in that particular career field.



Upcoming Events

- 11/11 Veteran's Day Program
- 11/13 8th Grade Field Trip
- 11/18 8th TCAT / SMHS Visit
4th Field Trip
- 11/19 Thanksgiving Meal with Families
Progress Reports
- 11/20 3rd grade Field Trip
- 11/21 Turkey Bowl
On My Way to K.
- 11/22 7th & 8th Clyde M. York PBL trip
- 11/24-26 JR.BETA Convention
- 11/27-29 Thanksgiving Break

- 12/ 9 Holiday Music Program
- 12/16 EPIC Trip K, 2nd
- 12/18 EPIC Trip 4th
- 12/20 10:00am Early Dismissal



Go Patriots!

North Cumberland Patriots' Promise

- Personal Best** - I will give it my all.
- Attitude** - I will have a positive outlook.
- Tenacity** - I will never give up.
- Respect** - I will respect myself, classmates, teachers, community, and country.
- Integrity** - I will do what is right.
- Organization** - I will be ready to work and learn.
- Trustworthy** - I will be trustworthy and honest.
- Service** - I will do for others.

NCE is Engineering Excellence

Technology & Math

Mrs. Emma's Class has been studying China. Students used their Math skills to build a replica of the Great Wall of China.



Patriot Pulse

Students in Mrs. Sexton's class has discovered Magic "E". Students participated in a full day of events with magic "E" activities.



Parent & Family Involvement

Parents and families joined us on Halloween for a BOOtiful Day at NCE. P-K-8th grade dressed up for Halloween. Then students and teachers from PK- 2nd grade proudly marched through the hallways showing off their costume. Grades 3rd - 8th lined hallway to watch and cheer them on, as they marched by. After the parade, older students visited the younger grades to provide them with a pumpkin candy basket treat.



NCE



"Every Child, Every Day, Excellence in Every Way"

STEAM

This 9 weeks, 7th and 8th grade students embarked on a unique learning adventure through a Survivor PBL Challenge. Designed to spark creativity and critical thinking, the activity immersed students in a hypothetical scenario: surviving a catastrophic weather event in their neighborhood. The grade levels met with 4-H extension agents from Clyde M. York to discuss the topic, then students worked in groups to create a survival guide, they though would be suitable for the event they were assigned. They developed innovative solutions, and presented their ideas to the class. Students then took a field trip to the Clyde M. York 4-H center to practice "hands on" scenarios. Students practiced fire starting, first-aid, shelter building, water filtration, and hypothermia techniques.



Upcoming Events

- 12/4 Flex Day
- 12/9 Christmas Program PK-2 & 5/6 Band
- 12/10 Watts Up Patriots
- 12/ 16 EPIC Field Trip K-2
- 12/17 Career Day PK-4
- 12/20 Early Dismissal
- 12/23 -1/1 Winter Break
- 1/2 Teacher Inservice
- 1/3 Administrative Day 3
- 1/6 Students Return & 3rd 9-Weeks Begins



Parent & Family Involvement

North Cumberland was excited to host a Thanksgiving dinner for our students and their families! This special event provided a time for students, teachers and families to gather, share a delicious meal, and celebrate the season of gratitude. Parents and students can enjoyed traditional Thanksgiving dishes prepared with care, from NCE's awesome cafeteria staff, and then served by teachers and administration. We give thanks for the wonderful support and partnership that makes our school such a special place!



Go Patriots!

North Cumberland Patriots' Promise

- Personal Best - I will give it my all.
- Attitude - I will have a positive outlook.
- Tenacity - I will never give up.
- Respect - I will respect myself, classmates, teachers, community, and country.
- Integrity - I will do what is right.
- Organization - I will be ready to work and learn.
- Trustworthy - I will be trustworthy and honest.
- Service - I will do for others.



The Arts

Elementary band and music classes provide students with foundational music education. Recently, NCE music classes and band has been busy. They just completed the veterans day program, and are preparing for the winter program on December 9th. Preparing for a concert allows students to apply basic music skills to real music pieces, often themed for the season, such as festive holiday songs or winter classics. Seasonal concerts are a highlight for elementary band and music classes, offering young musicians a chance to shine and share their progress. These performances are much more than a showcase of talent; they represent weeks of dedication, collaboration, and creativity.

Teacher Feature



I am Heather Phillips, and I am originally from Chattanooga. I lived in Tifton, GA for 14 years, where I got my teaching degree. I have lived in Crossville since 2023 with my husband and children. I have exotic shorthair and longhair cats. This is my second year teaching, and first year teaching 2nd grade. I love interacting with the students, and connecting lessons to our everyday lives. I enjoy building relationships with each student, complimenting their strengths, while helping them learn in areas they are not confident in.

Patriot Pulse



Last month, we celebrated the incredible career of Mrs. Jan Strickland, whose dedication, passion, and unwavering commitment to education made a lasting impact on countless lives. For years, Mrs. Strickland inspired students, mentored colleagues, and brought learning to life with creativity and care. As she steps into this well-earned retirement, we hope it is filled with joy, relaxation, and the pursuits she has always dreamed of. Thank you for your extraordinary service, and congratulations on this next chapter!

Paraprofessional Spotlight



My name is Monica Graham Patton. I am from Crossville and have lived here most of my life. I earned my Bachelor's Degree in Business Administration from Tennessee Technological University and my Masters Degree in Business from University of Phoenix On-line. I also have a few Associate Degrees and certifications in other things like Phlebotomy, because I just couldn't make up my mind on what I wanted to do when I grew up.

I have had a variety of jobs, including teaching Math grades 6-12 in Campo, Colorado. While in Campo, my late husband Joe Patton was the Principal. Joe actually used to teach here at North Cumberland and was the Assistant Principal before we moved out west. Together, we visited almost all 48 contiguous states and several different countries.

After returning to Crossville, I taught Algebra and Bridge Math at Stone Memorial High School. Last year, I was a SPED Teaching Assistant at Pleasant Hill Elementary, the elementary school I attended a long time ago.

I am excited to be at North Cumberland this year and look forward to getting to know the students and staff.

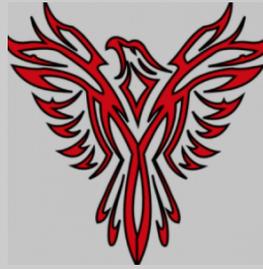




Honor Roll Students

Congratulations to the Phoenix Students

who made the Honor Roll for Term 1. Listed in no particular order: Owen Looney, Daniel Martin, Heaven-Le O'Connor, Gracie Wilson, Isaac Dorsey, Hannah Kirby, Skylar Preuett, Fallon Lambert, Anna Dandy, and Luke Brace.



Phoenix Happenings



Shaun Hinds won the 2024 Chili Cookoff



Celebrating National Pickle Day is the Big Dill himself, Principal Mitch Lowe. Staff enjoyed an assortment of pickle food items and a fresh fried bologna sandwich.



Happy Birthday to Mr. Essential, Johnny Bass! Thank you for all you do everyday.

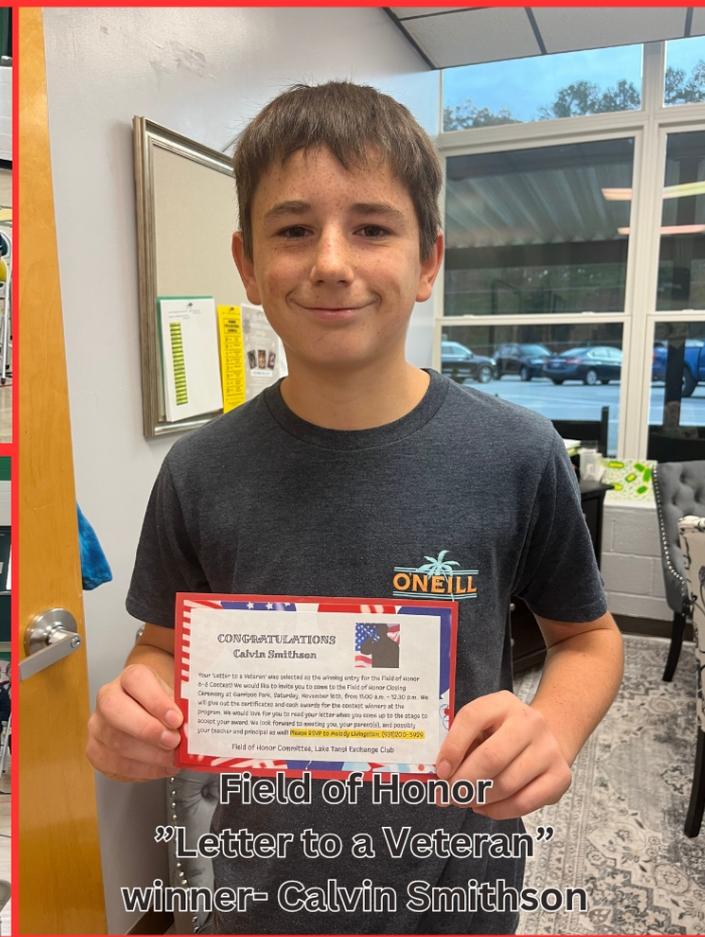




Character counts winners



Veterans Program



Field of Honor "Letter to a Veteran" winner- Calvin Smithson



Patriots Pen Finalists



Pine View 2024



1st Grade
Visiting the Westel Greenhouse



Pumpkin Patch



1st grade
Pine View 2024



1st day of school



Making Jitter Juice

Pleasant Hill Elementary

NOVEMBER NEWS



Pleasant Hill's Annual Costume Parade was enjoyed by the parents and members of the community.

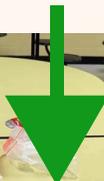
THE COSTUME PARADE



Chess Club meets once a week to learn the game. We appreciate the volunteers from the Chess Federation that spend their time teaching our students the fundamentals.



November
2024



NEWS

PLEASANT HILL BAND DIRECTOR, DEREK HANEY, HOSTED THE 2024 SPOOKTACULAR HALLOWEEN CONCERT.



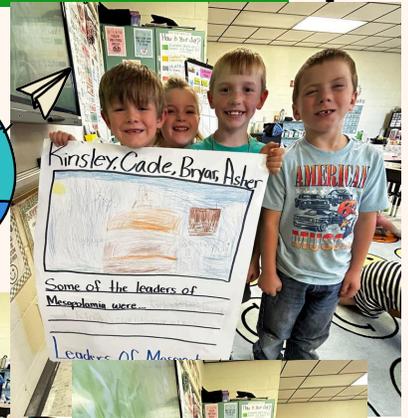
School Wide Positive Behavior continues to pay off!!
The first 9 weeks' winners won \$25 dollar gift certificates to the book fair!!



HANDS ON LEARNING

1st Grade Time Travelers

First grade students traveled back in time to learn about Mesopotamia. Groups worked to describe components of the civilization.

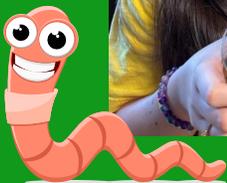


8th Grade students traveled to TTU to learn about future career paths.

6th graders learned about the different layers of soil as they made edible soil.



Students took a spooky virtual tour in Mrs. Barnwell's class with the VR headsets.



November 2024

Panther Tales Players Presents

12 ANGRY JURORS



Fall Production 2024 SMHS AUDITORIUM

By Reginald Rose Adapted by Sherman L. Sergel
Directed by Eleni Fragopoulos

ONE PRICE
ADMISSIONS
\$5 for Students
\$8 for Adults
RESERVED

SHOW TIMES

Tuesday, Nov. 5th 7:00
Thursday, Nov. 7th 7:00
Friday, Nov. 8th 7:00
Saturday, Nov. 9th 1:00 & 7:00

Performed with special permission by Dramatic Publishing



Thanksgiving break
Nov. 27th - 29th

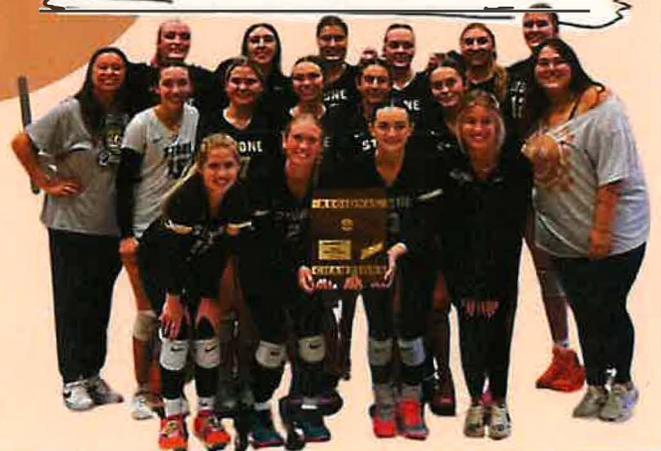


Thank you to everyone that shopped at the Scholastic Book Fair. \$2,145.00 in total merchandise was sold. This is \$370.00 more than sold last year. \$410.00 was used from last year's profit to reward students and teachers

The SMHS band : 2024
Upper Cumberland Class A
Champions!



Congratulations to the volleyball team
They won the regional tournament!



MONTHLY NEWSLETTER NOVEMBER '24

[HTTPS://SCES.CCSCHOOLS.K12TN.NET/](https://sces.ccschools.k12tn.net/)

THANK YOU, VETERANS

ON MONDAY, NOVEMBER 11, SOUTH CUMBERLAND WELCOMED OVER 50 VETERANS TO COME AND EAT BREAKFAST WITH THEIR LOVED ONES. THE VETERANS DAY BREAKFAST IS ONE OF OUR FAVORITE EVENTS OF THE SCHOOL YEAR! THANK YOU, VETERANS, FOR YOUR SERVICE!

South
Cumberland
REBELS
Every Child. Every Day.



X

ONE WITH NATURE

MRS. HUNTER TOOK HER AG SCIENCE CLASS ON THE SCES NATURE TRAIL TO LOOK FOR VARIOUS LEAVES THAT BELONG TO DIFFERENT TREES. THE STUDENTS WILL MAKE DISPLAYS WITH THE LEAVES THAT WERE FOUND. THE LESSON WOULDN'T BE COMPLETE WITHOUT SOME LEAF THROWING!



X

NEW ADVENTURES

THE SOUTH CUMBERLAND JV CHEER TEAM DECIDED TO DO SOMETHING COMPLETELY NEW TO THEM AND COMPETE IN A CHEER COMPETITION. THE YOUNG GROUP ALONG WITH THEIR COACHES TRAINED, CHEERED, AND STUNTED THEIR WAY INTO A 2ND PLACE FINISH!!! GREAT JOB, GIRLS!



X

COLOR RUN SUCCESS

THE STUDENTS AT SOUTH CUMBERLAND ELEMENTARY SCHOOL HAD THEIR VERY OWN COLOR RUN! LOTS OF COLORED POWDER WAS DISPENSED ON THE 4-8TH GRADERS. THE STUDENTS RECEIVED AN ADDED BONUS OF REACHING THEIR GOAL WHEN MR. ALLEN HAD TO SHAVE HIS HEAD!



FOLLOW US ON



@SOUTHCUMBERLANDELEMENTARY

Stone Elementary

Home of the Coyotes

Welcome to another exciting episode of Coyote News! In our Pre-K wonderland, Mrs. McDonald has been bustling around with special guests! Ms. Brett from Cavity Commandos swung by to dish out the scoop on dental hygiene and the magic of brushing twice a day. We had a blast brushing the teeth of her adorable puppet pals! But wait, there's more! Pre-K also got green with envy when Mr. Jamie from Selk Sanitation taught us all about recycling. And as if that weren't enough, our tiny eco-warriors rolled up their sleeves to spruce up the playground!

In a whimsical twist, the Pre-K through 2nd graders paraded as their favorite book characters, strutting their stuff for all to see. This month we even spotted a Bigfoot buddy from Mrs. Laurie Marlowe's room. Big shoutout to Jeffery Cumby!

Now let's shimmy on over to the middle school hallway where the magic continues! In Mrs. Wilson's Human Services/Career class, students had an adventure at a career fair in Cookeville, visited the Millard Oakley STEM Center at TTU, met the TBI and their fabulous arson dog, Faith, and wrapped it all up with some spooky Halloween cookie decorating! Meanwhile, in Ms. Beaty's Ag class, our 5th graders got hands-on with sheep and crafted 3D models of everyday items like makeup and corn products. The 8th graders got in on the action too, tagging and banding lamb tails like pros while learning to use a drencher. And in PE, Coach Dishman is busy teaching our kiddos the art of disc golf.

Let's not forget the school-wide shenanigans! We hosted our very first Honors Luncheon, where our honor roll rockstars celebrated with a pizza feast. Mrs. Barnes and Mrs. Cox spread joy through classrooms, awarding perfect attendance, honor roll, math/reading superstars, and character awards for the first nine weeks! We also crowned our Student of the Month for October—these champs were caught being amazing!

To rally support for our JV basketball teams during their tournament, the whole school dove into spirit week! We couldn't be prouder of how our girls and boys played! To cap off the month, we enjoyed some fabulous events, like the Plateau Women's Chorus serenading us, a Chick-Fil-A spirit night, and our annual Veterans Day program featuring special guest speaker Sheriff Casey Cox. What a whirlwind of fun and learning!



CCHS

December



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 BSKTBALL VS BLEDSOE	4 Gold Clubs Faculty meeting	5	6 BSKTBALL [A7] CLARKRANGE	7
8	9	10	11	12	13 Bsktball @ Pickett	14
15	16 BSKTBALL VS CLARKRANGE	17	18 Blue Clubs FINALS 2ND & 5TH	19 BSKTBALL [A7] WALKER VALLEY FINALS 1ST & 4TH	20 10:00 DISMISSAL BBALL GORDONSVILLE TOURN. END OF 1ST SEMESTER	21 BBALL WARREN CTY TOURN.
22 <i>Winter Break Starts</i>	23	24 <i>Christmas Eve</i>	25 <i>Merry Christmas</i>	26	27 BSKTBALL SMOKY MOUNTAIN CLASSIC	28
29	30	31 <i>New Year's Eve</i>	HAPPY NEW YEAR			

Crab Orchard Elementary

December 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 5th-8th grades field trip to TTU Basketball game	7 Breakfast with Santa @ Brady Mountain Archery - Sparta
8	9	10	11	12 5th grade Biztown Band only Concert 6pm	13 Winter Pageant 6pm	14 Archery-Cookeville
15	16	17 Holiday Program 6pm	18	19 Polar Express Day	20 10:00AM Dismissal	21
22	23	24	25	26	27	28
29	30	31				

Crab Orchard Elementary

January 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 Inservice-No Students	3 Admin Day-No Students	4
5	6 Students Return	7	8 Group/Sports Pictures	9	10	11 Archery-Cookeville
12	13 Grade Cards	14	15	16	17	18 3D Archery-VanBuren
19	20 No School	21	22	23	24	25
26	27	28	29	30	31 Archery Tournament @ COE (tentative date)	



December 2024



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

1

2  **Archery Practice**
3:00p.m.

3  **Kindergarten**
Museum Knoxville

4

5

6 7th & 8th grade TTU
Education Day

7

8

9

10

11  **2nd Grade**
Playhouse
5th Grade Biz Town

12

13  **Concessions**
PAJAMA DAY
SWPB CDC K-2nd Bounce
Party Fun Zone
PreK-Kindergarten Bowling
1st & 2nd Bowling

14

15

16  **Millionaire Trip**
Chuckles

17  9:00a.m. Christmas
Program (4th grade)
1:15p.m. Christmas
Program 4th grade)

18

19  SWPB 3rd-8th Trip
Bowling Alley

20 **10:00a.m. Dismissal**

21

22

23 WINTER BREAK

24 WINTER BREAK

25  **MERRY**
CHRISTMAS

26 WINTER BREAK

27 WINTER BREAK

28

29

30 WINTER BREAK

31 WINTER BREAK

Reminder

January 1-3
January 6
January 13

Winter Break
Back to School
Report Cards



The beautiful thing about learning is that no one can take it away from you.



December 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 3RD GRADE TO PLAYHOUSE	5	6	7
8	9 5TH GRADE TO BIZ TOWN	10 WINTER BAND CONCERT @ 5:30	11	12	13	14 ROBOTICS COMPETITION IN OAKRIDGE
15	16 KINDERGARTEN HONORS PROGRAM @ 1PM MILLIONAIRES TO CHUCKLES	17 NASA DAY	18 1ST GRADE HONORS PROGRAM @ 9AM 3RD GRADE HONORS PROGRAM @ 1PM	19	20 WINTER BREAK STARTS! 10:00 DISMISSAL	21
22	23	24	25 MERRY Christmas	26	27	28
29	30	31				

Glenn Martin Elementary School



What a gift our North family is to us!



December 2024

Sun Mon Tue Wed Thu Fri Sat

1	2	3 Varsity Basketball Finals 4:30 pm 	4	5	6	7 only 18 shopping days left! 
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8	9 Christmas Program 6:00pm Patriot Gym	10 WATTS UP 3-4:30pm SMMS BBALL VS White Co. 6pm	11	12	13	14
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15	16 EPIC field trip Grades K-2 SMMS BB @ ALGOOD 	17	18 EPIC Field Trip 4th Grade 	19	20 Dismiss @ 10:00am	21 only 4 shopping days left! 
----	---	----	--	----	-------------------------	---

22	23	24	25	26	27	28
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Merry Christmas!
Happy New Year!

Social Media:
facebook: North Cumberland Elementary
X: @PatriotsNCE

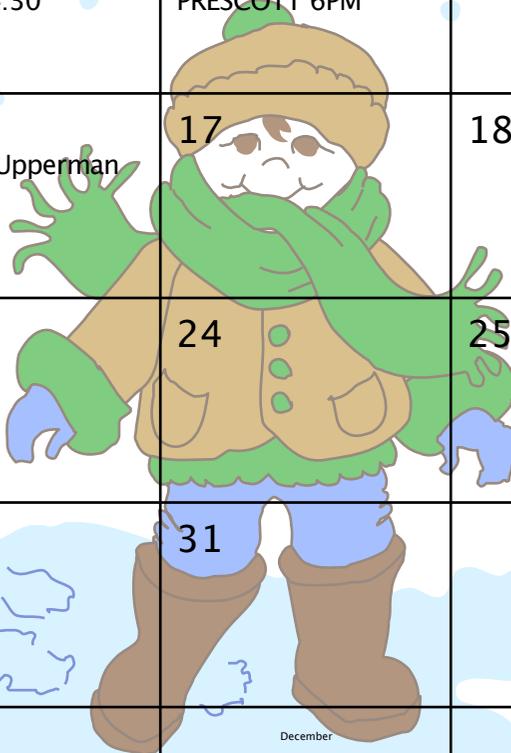
Every Child, Every Day, Excellence in Every Way
North Cumberland Elementary

November							January						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2							
4	5	6	7	8	9		1	2	3	4	5	6	7
10	11	12	13	14	15	16	8	9	10	11	12	13	14
17	18	19	20	21	22	23	15	16	17	18	19	20	21
24	25	26	27	28	29	30	22	23	24	25	26	27	28
							29	30	31				

It may be cold outside, but our North family warms our hearts!

JANUARY 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Social Media: facebook: North Cumberland Elementary X: @PatriotsNCE			1  Happy New Year!	2 Teacher inservice	3 Teacher Admin Day	4
5	6 WELCOME BACK STUDENTS!	7	8	9 SMMS BBALL VS CCMS @4:30	10 SMMS BBALL @ PRESCOTT 6PM	11
12	13 REPORT CARDS GO HOME 	14	15	16 SMMS @ Upperman	17	18
19	20 No School Martin Luther King Jr.	21 Chick-Fil-A Spirit Night	22	23	24	25
26	27	28	29	30	31	
<i>Every Child, Every Day, Excellence in Every Way</i> <i>North Cumberland Elementary</i>						



December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	



December 2024



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 EOC Testing Window Opens Progress Monitoring	3 Phoenix Starts Eng EOC Testing Progress Monitoring	4 Faculty Meeting Eng EOC Testing	5 Data Team Meeting Eng EOC Testing	6 November Attendance Reward US His EOC Test	7
8	9 Biology EOC Test	10 Alg 1, Alg 2, Geo EOC Tests	11 Alg 1, Alg 2, Geo EOC Tests	12 Last Day for Scheduled EOC Testing	13 EOC Makeups Pay Day	14
15 Full Moon	16	17 Meet the Principal Luncheon	18 Finals	19 Finals	20 Last Day Term 2 Dismiss 10 am	21
22	23	24 Christmas Eve	25 Christmas Day	26	27	28
29	30	31 Pay Day New Years Eve				



DECEMBER 2024

SUN	MON	TUE	WED	THU	FRI	SAT	
1	2	3	4	5	6	7	
8	3rd - 8th Benchmarks - Mastery Connect					13 PreK-3rd Oak Ridge Theater	14 PTO Breakfast with Santa 
15	16	17	18	19 FAMILY ENGAGEMENT/ OPEN HOUSE 1:00 - 3:00est	20 10 o'clock Dismissal End of Nine Weeks	21	
22	23	24 	25 	26	27	28	
29	30	31	<i>Happy New Year</i>				

IMPORTANT EVENTS

January 6: Students back to school

January 6 - 17: Testing Window for K - 3rd- Winter Universal Screener AimsWeb

January 13: Report Cards go home

January 17: PTO Winter Dance

January 20: **MLK Day**- No School

January 21: Parent/Teacher Conferences
Honor's Program

Pleasant Hill Elementary

December 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Chess Club Meets 3-4:30 Varsity Basketball Championship @ CCHS	4	5	6 Concessions will be sold today	7
8	9 5 th grade to Biztown	10 Chess Club Meets 3-4:30	11	12	13	14
15	16	17	18 Christmas parade 1:00 Cookies & Cocoa with Santa	19	20 Abbreviated Day Dismiss @ 10:00	21
22	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28
29	30 Winter Break	31 Winter Break		Students Return to School Monday January 6, 2025		

****STUDENTS CAN NOT BE PICKED UP FROM THE FRONT OFFICE AFTER 2:15****

SMHS

Today < > December 2024

Month

SUN Dec 1	MON 2	TUE 3	WED 4	THU 5	FRI 6	SAT 7
<ul style="list-style-type: none"> 2:30pm MS Girls Basketball 	EOC Window Mastery Connect YL - Benchmark #2 Math CNA Certification SDC Psychology English 9 & 10 Part 1 SDC American History Biology EOC					SAT JV Basketball Play Day @ White Coun 6pm MS Basketball @ Prescott Sout
8	9	10	11	12	13	14
EOC Window <ul style="list-style-type: none"> 2:30pm MS Girls Basketball 6pm Football Banquet 	Alg 1, Alg 2 & Geometry Part 1 & 2 1:30pm Boys Varsity Basketball 3pm Wrestling Practice (Aux Gym)	English 9 & 10 part 2 1:30pm Boys Varsity Basketball 3:30pm Wrestling v Cookeville & Will	Alg 1, Alg 2 & Geometry Part 3 1:30pm Boys Varsity Basketball 3pm Wrestling Practice (Aux Gym)	English 9 & 10 Part 3 1:30pm Boys Varsity Basketball 3pm Wrestling Practice (Aux Gym)	EOC Make ups No TCAT 1:30pm Boys Varsity Basketball	ACT Boys Basketball @ UC Hoopsfest (Knc 8am I40 Class Wrestling Event (Main
15	16	17	18	19	20	21
	EOC Make ups 1:30pm Boys Varsity Basketball 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice	3rd Block Midterm RTI Benchmarks 9am Big Sisters group w/Ms.Latoya F 1:30pm Boys Varsity Basketball	Final Exams 1st & 5th RTI Data Team Meeting 1:30pm Boys Varsity Basketball 3pm Wrestling Practice (Aux Gym)	Boys Basketball @ 5 Star Prep Shootout Tournament Final Exams 2nd & 4th 1:30pm Boys Varsity Basketball 3pm Wrestling @ McMinn w/ Walker		Dismiss @10 for Winter Break PLC meetings Term 2 & 1st Semester Ends
22	23	24	25	26	27	28
	Winter Break No Students 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice					Basketball @ The Marlin Classic (Panama City Beach) 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice
29	30	31	Jan 1	2	3	4
Winter Break No Students Basketball @ The Marlin Classic (Panama City Beach) 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice					In-Service Day No Students 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice	Admin Day No Students 2:45pm Wrestling @ Maryville Tourn 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice

SMHS

Today
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January 2025
Month
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SUN 29	MON 30	TUE 31	WED Jan 1	THU 2	FRI 3	SAT 4
Winter Break No Students						Wrestling @ Hardin Valley Duals
Basketball @ The Marlin Classic (Panama City Beach)	<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 	<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 	<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 	In-Service Day No Students	Admin Day No Students	
	<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 			<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 	<ul style="list-style-type: none"> 2:45pm Wrestling @ Maryville Tourn 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 	
5	6	7	8	9	10	11
	<ul style="list-style-type: none"> Grades due in Skyward by 3 PM Students Return Term 3 & 2nd Semest 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 	<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 6pm Basketball v York Institute (Soc 	<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 	<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 3pm Faculty Meeting 4pm Wrestling v Cumberland County 4pm Boys JV Basketball Practice 6pm MS Basketball v CCHS (Stone E 	<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 4:30pm MS Basketball v Prescott So 6pm Basketball @ Upperman HS 	<ul style="list-style-type: none"> JV Basketball Play Date @ Upperman 4:30pm MS Basketball @ Dekalb Co
12	13	14	15	16	17	18
	<ul style="list-style-type: none"> Grade Cards go home PLC Counselors 3pm Wrestling Practice (Aux Gym) 6pm Boys JV Basketball v CAC 	<ul style="list-style-type: none"> PLC F. Lang, PE & SPED 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 5pm Wrestling v White & Upperman 6pm Basketball v White County HS 	<ul style="list-style-type: none"> PLC ELA & Soc. St. 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 	<ul style="list-style-type: none"> PLC CTE & Science 3pm Wrestling Practice (Aux Gym) 4pm Wrestling @ York w/ Livingston 4pm Boys JV Basketball Practice 6pm MS Basketball @ Upperman 	<ul style="list-style-type: none"> PLC Fine Arts & Math 3pm Wrestling Practice (Aux Gym) 4pm Boys JV Basketball Practice 6pm Basketball @ Livingston Acader 	<ul style="list-style-type: none"> Wrestling @ Karna Dugger Duals 3pm Deer Creek HOA Meeting
19	20	21	22	23	24	25
	<ul style="list-style-type: none"> MLK Day No School 3pm Wrestling Practice (Aux Gym) 	<ul style="list-style-type: none"> 2pm Wrestling Region Duals @ Alcoa 3pm Wrestling Practice (Aux Gym) 6pm Basketball v Cumberland Count 	<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 	<ul style="list-style-type: none"> Wrestling Seasonal Duals 3pm Wrestling Practice (Aux Gym) 6pm JV Basketball v Cookeville HS 6pm BOE Meeting 	<ul style="list-style-type: none"> 11am Clubs meet (midday act. sched 3pm Wrestling Practice (Aux Gym) 6pm Basketball v Dekalb County HS 	<ul style="list-style-type: none"> Wrestling @ Alcoa (Girls / JV) 6pm Basketball @ Pickett County H
26	27	28	29	30	31	Feb 1
	<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 	<ul style="list-style-type: none"> RTI Data Team Meeting 3pm Wrestling Practice (Aux Gym) 	<ul style="list-style-type: none"> 1:30pm CRT Refresher @ Central Off 3pm Wrestling Practice (Aux Gym) 	<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 6pm Boys JV Basketball v Warren Co 	<ul style="list-style-type: none"> 3pm Wrestling Practice (Aux Gym) 6pm Basketball v Upperman HS 	<ul style="list-style-type: none"> Stevie Elites Cheer Competition (Aux Wrestling State Duals

SCES



December



2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 7am Chess Club 	3 Pictures All Varsity and Superlatives 	4 Wellness Wednesday 	5 7AM FCS 7AM KINGDOM KIDS	6  Varsity Championship @ CCHS	7  Breakfast with Santa PrePay only 6:00 per person 8am-9:30am
8	9 7am Chess Club 	10 7:10 AM Kindness Club	11	12 7AM FCS 7AM KINGDOM KIDS  5th grade going to BizTown	13	14
15	16 7am Chess Club  8am AR millionaires to CHUCKLES <i>A JOURNALS OF FAMILY FUN!</i>  Band Concert 5:30 pm	17	18	19 7AM FCS 7AM KINGDOM KIDS	20  Christmas Break Dismiss at 10:00 am	21
22	23	24	25 	26	27	28
Holiday Break						
29	30	31 	Return to School January 6th, 2025			

Stone Elementary

December 2024

Mission:

Empowering each student with the skills to be a productive citizen by fostering a culture of excellence through high expectations for all.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 VBB Championship Games @ CCHS	4	5	6	7
8	9 Traditions Around the World 5-6:30pm Benchmarks	10 Benchmarks 5 th to Biztown	11 Benchmarks	12 Benchmarks	13 Benchmarks Winter Band Concert 6-7pm	14
15	16 PBS Trip: Main Event grades 3-5	17 Winter Program 5:30-6:30pm	18	19 PBS Trip: K-2	20 10 am Dismissal	21
22	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28
29	30 Winter Break	31 Winter Break				

**Cumberland County Finance
Summary Financial Statement
October 2024**

DRAFT / PRELIMINARY

141 General Purpose School		Year-To-Date					Month-To-Date				
Account	Description	Budget Estimate	Total	Actual	Encumbered	% of Budget	Budget Estimate	Total	Actual	Encumbered	% of Avg
							Avg/Mth				
Revenues											
40110	Current Property Tax	2,022,107.00	446,484.16	446,484.16	0.00	22.08%	168,508.92	291,792.33	291,792.33	0.00	173.16%
40120	Trustee's Collections - Prior Year	225,911.00	37,552.13	37,552.13	0.00	16.62%	18,825.92	3,029.26	3,029.26	0.00	16.09%
40130	Cir Clk/Clk & Master Collections-Pr Yr	108,155.00	4,814.94	4,814.94	0.00	4.45%	9,012.92	1,850.03	1,850.03	0.00	20.53%
40140	Interest And Penalty	91,724.00	6,702.28	6,702.28	0.00	7.31%	7,643.67	2,159.34	2,159.34	0.00	28.25%
40210	Local Option Sales Tax	16,455,212.00	4,274,247.11	4,274,247.11	0.00	25.98%	1,371,267.67	1,421,924.31	1,421,924.31	0.00	103.69%
40270	Business Tax	5,871.00	1,155.39	1,155.39	0.00	19.68%	489.25	479.75	479.75	0.00	98.06%
40275	Mixed Drink Sales	84,663.00	18,347.41	18,347.41	0.00	21.67%	7,055.25	5,894.10	5,894.10	0.00	83.54%
43517	Tuition - Other	110,000.00	64,802.85	64,802.85	0.00	58.91%	9,166.67	16,839.50	16,839.50	0.00	183.70%
43570	Receipts From Individual Schools	65,000.00	18,546.50	18,546.50	0.00	28.53%	5,416.67	12,231.25	12,231.25	0.00	225.81%
43990	Other Charges For Services	15,000.00	0.00	0.00	0.00	0.00%	1,250.00	0.00	0.00	0.00	0.00%
44120	Lease/Rentals	7,719.00	0.00	0.00	0.00	0.00%	643.25	0.00	0.00	0.00	0.00%
44145	Sale Of Recycled Materials	4,000.00	1,158.60	1,158.60	0.00	28.97%	333.33	372.50	372.50	0.00	111.75%
44170	Miscellaneous Refunds	106,000.00	47,440.36	47,440.36	0.00	44.76%	8,833.33	9,758.93	9,758.93	0.00	110.48%
44530	Sale of Equipment	0.00	497.00	497.00	0.00	0.00%	0.00	497.00	497.00	0.00	#DIV/0!
44540	Sale of Property	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
44560	Damages Recovered From Individuals	500.00	350.00	350.00	0.00	70.00%	41.67	285.00	285.00	0.00	684.00%
44570	Contributions & Gifts	15,000.00	14,669.00	14,669.00	0.00	97.79%	1,250.00	1,680.00	1,680.00	0.00	134.40%
44990	Other Local Revenues	14,000.00	2,442.00	2,442.00	0.00	17.44%	1,166.67	1,111.00	1,111.00	0.00	95.23%
46511	TISA	49,395,116.00	14,849,672.21	14,849,672.21	0.00	30.06%	4,116,259.67	4,949,890.73	4,949,890.73	0.00	120.25%
46515	Early Childhood Education	1,104,583.00	231,928.32	231,928.32	0.00	21.00%	92,048.58	216,090.23	216,090.23	0.00	234.76%
46590	Other State Education Funds	597,026.00	179,107.70	179,107.70	0.00	30.00%	49,752.17	59,702.57	59,702.57	0.00	120.00%
46591	Coordinated School Health - ARRA	113,000.00	0.00	0.00	0.00	0.00%	9,416.67	0.00	0.00	0.00	0.00%
46594	Family Resource Centers - ARRA	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
46610	Career Ladder Program	95,000.00	0.00	0.00	0.00	0.00%	7,916.67	0.00	0.00	0.00	0.00%
46640	Vocational Equipment	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
46790	Other Vocational	0.00	275,641.60	275,641.60	0.00	0.00%	0.00	156,423.60	156,423.60	0.00	#DIV/0!
46980	Other State Grants	0.00	22,263.68	22,263.68	0.00	0.00%	0.00	13,728.86	13,728.86	0.00	#DIV/0!
46981	Safe SchoolsARRA	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
46990	Other State Revenues	0.00	84,326.76	84,326.76	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
46790	Other Vocational	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	
47141	ESEA Title 1	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	
47401	American Rescue Plan Grant #1	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
47590	Other Federal Through State	0.00	9,998.00	9,998.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
47990	Other Federal Direct Revenue	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
48610	Donations	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
48990	Other Revenue	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
49600	Proceeds from Sale of Capital Assets	0.00	0.00	0.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
49700	Insurance Recovery	0.00	500.00	500.00	0.00	0.00%	0.00	0.00	0.00	0.00	#DIV/0!
Total	Revenues	\$ 70,635,587.00	\$ 20,592,648.00	\$ 20,592,648.00	\$ -	29.15%	\$ 5,886,298.92	\$ 7,165,740.29	\$ 7,165,740.29	\$ -	121.74%

Expenditures

71100	Regular Instruction Program	(33,012,912.00)	8,011,338.19	8,011,081.14	257.05	-24.27%	(2,751,076.00)	2,461,567.42	2,462,652.37	(1,084.95)	89.48%
71150	Alternative Instruction Program	(378,664.00)	96,965.01	96,965.01	0.00	-25.61%	(31,555.33)	29,018.69	29,018.69	0.00	91.96%
71200	Special Education Program	(5,887,909.00)	1,529,341.77	1,524,802.40	4,539.37	-25.97%	(490,659.08)	479,490.71	482,354.21	(2,863.50)	97.72%
71300	Career And Technical Education	(5,191,292.00)	1,634,794.05	1,472,420.08	162,373.97	-31.49%	(432,607.67)	542,911.91	470,675.90	72,236.01	125.50%
71400	Student Body Education Program	(724,688.00)	62,428.66	62,428.66	0.00	-8.61%	(60,390.67)	18,113.56	18,113.56	0.00	29.99%
72110	Attendance	(243,264.00)	75,422.89	75,247.89	175.00	-31.00%	(20,272.00)	39,548.67	39,373.67	175.00	195.09%
72120	Health Services	(914,970.00)	234,951.40	219,471.41	15,479.99	-25.68%	(76,247.50)	68,201.54	71,719.35	(3,517.81)	89.45%
72130	Other Student Support	(2,229,397.00)	480,283.21	480,283.21	0.00	-21.54%	(185,783.08)	155,108.93	155,108.93	0.00	83.49%
72210	Regular Instruction Program	(1,448,505.00)	539,871.68	539,871.68	0.00	-37.27%	(120,708.75)	89,282.81	89,282.81	0.00	73.97%
72220	Special Education Program	(1,131,230.00)	335,507.01	334,307.01	1,200.00	-29.66%	(94,269.17)	142,312.90	141,612.90	700.00	150.96%
72230	Career And Technical Education	(587,537.00)	151,274.41	151,274.41	0.00	-25.75%	(48,961.42)	42,344.01	42,544.01	(200.00)	86.48%
72250	Technology	(1,542,204.00)	816,091.61	791,957.64	24,133.97	-52.92%	(128,517.00)	(3,579.55)	(20,412.48)	16,832.93	-2.79%
72310	Board Of Education	(1,236,147.00)	552,475.92	545,675.92	6,800.00	-44.69%	(103,012.25)	56,131.00	49,631.00	6,500.00	54.49%
72320	Office Of The Superintendent	(344,256.00)	105,786.69	105,061.69	725.00	-30.73%	(28,688.00)	24,799.31	24,074.31	725.00	86.44%
72410	Office Of The Principal	(4,634,063.00)	1,289,312.22	1,289,312.22	0.00	-27.82%	(386,171.92)	398,118.85	398,118.85	0.00	103.09%
72510	Fiscal Services	(382,766.00)	85,115.64	85,115.64	0.00	-22.24%	(31,897.17)	20,724.59	20,724.59	0.00	64.97%
72520	Human Services/Personnel	(226,957.00)	89,843.19	89,843.19	0.00	-39.59%	(18,913.08)	13,341.23	13,341.23	0.00	70.54%
72610	Operation Of Plant	(6,152,310.00)	2,201,878.50	2,177,943.57	23,934.93	-35.79%	(512,692.50)	500,021.42	492,511.72	7,509.70	97.53%
72620	Maintenance Of Plant	(5,061,290.00)	709,311.47	509,007.63	200,303.84	-14.01%	(421,774.17)	183,268.46	109,317.19	73,951.27	43.45%
72710	Transportation	(4,391,170.00)	915,600.44	807,175.01	108,425.43	-20.85%	(365,930.83)	282,101.71	276,532.34	5,569.37	77.09%
72905	American Rescue Plan Act Expenditure	0.00	0.00	0.00	0.00	0.00%	-	0.00	0.00	0.00	0.00%
73300	Community Services	(173,061.00)	45,553.69	45,553.69	0.00	-26.32%	(14,421.75)	7,708.51	7,708.51	0.00	53.45%
73400	Early Childhood Education	(1,368,458.00)	368,967.33	367,575.83	1,391.50	-26.96%	(114,038.17)	115,135.73	115,135.73	0.00	100.96%
76100	Regular Capital Outlay	(657,500.00)	483,798.93	71,499.32	412,299.61	-73.58%	(54,791.67)	427,553.80	32,840.80	394,713.00	780.33%
82130	Education Debt Service	0.00	0.00	0.00	0.00	0.00%	-	0.00	0.00	0.00	0.00%
82230	Education Debt Service	0.00	0.00	0.00	0.00	0.00%	-	0.00	0.00	0.00	0.00%
99100	Transfers Out	0.00	0.00	0.00	0.00	0.00%	-	0.00	0.00	0.00	0.00%
Total	Expenditures	\$ (77,920,550.00)	\$ 20,815,913.91	\$ 19,853,874.25	\$ 962,039.66	26.71%	\$ (6,493,379.17)	\$ 6,093,226.21	\$ 5,521,980.19	\$ 571,246.02	93.84%
Total	141 General Purpose School	\$ (7,284,963.00)	\$ (223,265.91)	\$ 738,773.75	\$ (962,039.66)	-3.06%	\$ 12,379,678.08	\$ 1,072,514.08	\$ 1,643,760.10	\$ (571,246.02)	-8.66%

**Cumberland County, Tennessee
Local Option Sales Tax Collections
General Purpose School Fund
FY 2024-2025**

Month	FY 18-19 Actual	FY 19-20 Actual	FY 20-21 Actual	FY 21-22 Actual	FY 22-23 Actual	<u>FY 23-24 Actual</u>	<u>FY 24-25 Budget</u>	<u>FY 24-25 Actual</u>	<u>Difference</u>
August	\$ 838,289	\$ 870,571	\$ 1,020,777	\$ 1,166,927	\$ 1,351,767	\$ 1,434,099	\$ 1,413,673	\$ 1,459,059	\$ 45,387
September	\$ 819,089	\$ 865,871	\$ 952,467	\$ 1,107,995	\$ 1,364,864	\$ 1,362,368	\$ 1,427,225	\$ 1,393,264	\$ (33,961)
October	\$ 825,937	\$ 846,819	\$ 919,285	\$ 1,083,881	\$ 1,264,424	\$ 1,298,385	\$ 1,322,196	\$ 1,421,924	\$ 99,729
November	\$ 787,757	\$ 859,937	\$ 973,849	\$ 1,106,688	\$ 1,299,471	\$ 1,294,789	\$ 1,358,844	\$ -	\$ -
December	\$ 806,666	\$ 871,317	\$ 983,974	\$ 1,132,259	\$ 1,289,256	\$ 1,366,010	\$ 1,348,162	\$ -	\$ -
January	\$ 779,663	\$ 827,204	\$ 977,133	\$ 1,159,721	\$ 1,298,903	\$ 1,314,873	\$ 1,358,250	\$ -	\$ -
February	\$ 942,493	\$ 1,057,209	\$ 1,278,153	\$ 1,304,344	\$ 1,471,897	\$ 1,630,073	\$ 1,539,148	\$ -	\$ -
March	\$ 676,708	\$ 731,082	\$ 897,298	\$ 965,550	\$ 1,156,878	\$ 1,130,567	\$ 1,209,736	\$ -	\$ -
April	\$ 690,817	\$ 710,630	\$ 828,199	\$ 999,451	\$ 1,131,461	\$ 1,187,369	\$ 1,183,157	\$ -	\$ -
May	\$ 815,144	\$ 854,049	\$ 1,178,207	\$ 1,264,205	\$ 1,398,362	\$ 1,342,565	\$ 1,462,253	\$ -	\$ -
June	\$ 825,043	\$ 828,973	\$ 1,096,183	\$ 1,185,985	\$ 1,309,063	\$ 1,336,725	\$ 1,368,874	\$ -	\$ -
July Accrual	\$ 878,558	\$ 947,306	\$ 1,114,903	\$ 1,298,919	\$ 1,399,744	\$ 1,394,836	\$ 1,463,698	\$ -	\$ -
Total	\$ 9,686,164	\$ 10,270,968	\$ 12,220,428	\$ 13,775,928	\$ 15,736,090	\$ 16,092,659	\$ 16,455,212	\$ 4,274,247	\$ 111,154

Amendment # _____
Cumberland County, Tennessee
General Purpose School Fund

WHEREAS, the CTE General Funds required a revision to account for a CTSO refund check.

WHEREAS, the Contracted Services line will increase.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 5th day of December 2024, and by the Cumberland County Commission meeting on 21st of January 2025, that the following budget amendment be adopted:

General Purpose Budget Amendment

Increase Revenue:			
44170	Misc. Refunds		\$ 1,536.18
		Total Increase:	\$ 1,536.18

Increase Expenditures:			
141-71300-399	Other Contracted Services		\$ 1,536.18
		Total Increase:	\$ 1,536.18

SPONSORED BY:

APPROVED BY:

BOE Member

Chairman of the Board

ATTEST:

Director of Schools

Ayes: __ Nays: __ Abstain: ____

Sponsor: _____ County

Commissioner

Approval: _____

County Mayor

Attest: _____

County Clerk

Budget Committee Vote: Ayes: ____ Nays: ____ Abstain: ____

Resolution #
Cumberland County, Tennessee
General Program School Fund

WHEREAS the General budget requires revision to record rollover funding from the Governor's Early Literacy Foundation Grant in the amount of \$16,500.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 5th day of December 2024, that the following budget amendment be adopted.

General Budget Amendment

Increase Revenues:

<u>141-46590</u>	Other State Education Funds	<u>\$16,500.00</u>
Total Increase in Revenue		\$16,500.00

Increase Expenditures:

<u>141-71100-790</u>	Administrative Equipment	<u>\$16,500.00</u>
Total Increase in Expenditures		\$16,500.00

SPONSORED BY: _____

APPROVED BY: _____

BOE Member

Chairman of the Board

ATTEST:

Ayes: ____ Nays: ____ Abstain: ____

Director of School

Sponsor: _____
County Commissioner

Approval: _____
County Commissioner

Attest: _____
County Clerk

Budget Committee Vote

Ayes: ____ Nays: ____ Abstain: ____

Amendment # _____

Cumberland County, Tennessee

General Purpose School Fund

WHEREAS the ISM State Grant for 2024-2025 required a revision to account for a change in needs and clean up.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 5th day of December 2024, and by the Cumberland County Commission meeting on this 21st day of January 2025, that the following budget amendment be adopted:

Decrease expenditures:

141-71300-730-CCHS	Vocational Instruction Equipment	\$ 8,000.00
141-76100-706-SMHS	Building Construction	\$ 20,000.00
Total Decrease:		\$ 28,000.00

Increase Expenditures:

141.72710-729-CCHS	Transportation	\$ 8,000.00
141.72710-729.SMHS	Transportation	\$ 20,000.00
Total Increase:		\$ 28,000.00

SPONSORED BY:

BOE Member

APPROVED BY:

Chairman of the Board

ATTEST:

Director of Schools

Ayes: Nays: Abstain:

Sponsor: _____ County

Commissioner

Approval: _____

County Mayor

Attest: _____

County Clerk

Budget Committee Vote: Ayes ____ Nays ____ Abstain ____

Resolution #
Cumberland County, Tennessee
General Program School Fund

WHEREAS the General budget requires revision to record rollover funding from the American Resue Plan Child Care grant for North Kid's Club in the amount of \$3,101.40.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 5th day of December 2024, that the following budget amendment be adopted.

General Budget Amendment

Increase Revenues:

141-47590	Other Fed thru State	\$3,101.40
Total Increase in Revenue		\$3,101.40

Increase Expenditures:

141-73300-599	Community Service-Other charges	\$3,101.40
Total Increase in Expenditures		\$3,101.40

SPONSORED BY:

APPROVED BY:

BOE Member

Chairman of the Board

ATTEST:

Ayes: ____ Nays: ____ Abstain: ____

Director of School

Sponsor: _____
County Commissioner

Approval: _____
County Commissioner

Attest: _____
County Clerk

Budget Committee Vote

Ayes: ____ Nays: ____ Abstain: ____

Resolution #
Cumberland County, Tennessee
General Program School Fund

WHEREAS the General budget requires revision to record rollover funding from the Public School Security Grant in the amount of \$274,658.89.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 5th day of December 2024, that the following budget amendment be adopted.

General Budget Amendment

Increase Revenues:

141-46981	Safe Schools	\$274,658.89
Total Increase in Revenue		\$274,658.89

Increase Expenditures:

141-72620-701	Administrative Equipment	\$274,658.89
Total Increase in Expenditures		\$274,658.89

SPONSORED BY:

APPROVED BY:

BOE Member

Chairman of the Board

ATTEST:

Ayes: ____ Nays: ____ Abstain: ____

Director of School

Sponsor: _____
County Commissioner

Approval: _____
County Commissioner

Attest: _____
County Clerk

Budget Committee Vote

Ayes: ____ Nays: ____ Abstain: ____

RESOLUTION # _____ -

Cumberland County, Tennessee

State SPED Preschool Fund

WHEREAS, the State Special Education Preschool Grant requires reallocation of funds.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 5th day of December 2024, that the following budget amendment be adopted:

State SPED Preschool Budget

Increase Expenditures

141-71200-499-PRSCH	Other Supplies & Materials	\$	13,408.25
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Decrease Expenditures

141-71200-429-PRSCH	Instructional Supplies & Materials	\$	3,000.00
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141-71200-725-PRSCH	Special Education Equipment	\$	10,408.25
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Total Decrease Expenditures		\$	13,408.25
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SPONSORED BY:

APPROVED BY:

BOE Member

Chairman of the Board

ATTEST:

Ayes: _____ Nays: _____ Abstain: _____

Director of Schools

Sponsor: _____

County Commissioner

Approval: _____

County Mayor

Attest: _____

County Clerk

Budget Committee Vote:

Ayes: _____ Nays: _____ Abstain: _____

Budget Amendment # _____
Cumberland County, Tennessee
General Programs School Fund

WHEREAS, the State School Improvement Grant (SSIG-141) requires a budget amendment to match ePlan approved line items for FY24 Carryover

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 5th day of December 2024, that the following budget amendment be adopted:

State School Improvement Grant (SSIG) Budget Amendment

Increase Revenue: 141-46980-SSIG **\$162,793.70**

Increase Expenditures:

141-71100-189-SSIG	Other Salaries & Wages	\$70,000.00
141-71100-195-SSIG	Certified Substitute Teachers	\$700.00
141-71100-198-SSIG	Non-Certified Substitute Teachers	\$1,175.00
141-71100-201-SSIG	Social Security	\$5,508.70
141-71100-429-SSIG	Instructional Supplies & Materials	\$4,500.00
141-72130-189-SSIG	Other Salaries & Wages	\$38,000.00
141-72130-201-SSIG	Social Security	\$2,910.00
141-72210-399-SSIG	Other Contracted Services	\$40,000.00
		<hr/> \$162,793.70

SPONSORED BY:

APPROVED BY:

BOE Member

Chairman of the Board

ATTEST:

Ayes: _____ Nays: _____ Abstain: _____

Director of Schools

Sponsor: _____

County Commissioner

Approval: _____

County Mayor

Attest: _____

County Clerk

Budget Committee Vote:

Ayes: _____ Nays: _____ Abstain: _____



Budget Amendment # _____

Cumberland County, Tennessee

General Programs School Fund

WHEREAS, the State School Improvement Grant (SSIG-141) requires a budget amendment to reverse Budget Amendment # 34

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 5th day of December 2024, that the following budget amendment be adopted:

State School Improvement Grant (SSIG) Budget Amendment

Increase Expenditures:

141-71100-599-SSIG	Other Charges	\$81,883.70
141-72130-599-SSIG	Other Charges	\$40,910.00
141-72210-599-SSIG	Other Charges	\$40,000.00
Total increase in Expenditures		\$162,793.70

Decrease Expenditures:

141-71100-189-SSIG	Other Salaries & Wages	\$70,000.00
141-71100-195-SSIG	Certified Substitute Teachers	\$700.00
141-71100-198-SSIG	Non-Certified Substitute Teachers	\$1,175.00
141-71100-201-SSIG	Social Security	\$5,508.70
141-71100-429-SSIG	Instructional Supplies & Materials	\$4,500.00
141-72130-189-SSIG	Other Salaries & Wages	\$38,000.00
141-72130-201-SSIG	Social Security	\$2,910.00
141-72210-399-SSIG	Other Contracted Services	\$40,000.00
Total Decrease in Expenditures		\$162,793.70

SPONSORED BY:

APPROVED BY:

BOE Member

Chairman of the Board

ATTEST:

Ayes: _____ Nays: _____ Abstain: _____

Director of Schools

Sponsor: _____

County Commissioner

Approval: _____

County Mayor

Attest: _____

County Clerk



Budget Committee Vote:

Ayes: _____ Nays: _____ Abstain: _____

Budget Amendment # _____

Cumberland County, Tennessee

Federal Program School Fund

WHEREAS, the Federal HQIM Literacy Implementation Network Budget required a revision to match ePlan approved line items.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 5th day of December 2024, that the following budget amendment be adopted:

Federal HQIM Literacy Implementation Network Budget Amendment

Increase Revenues: \$4,400.00
142-952-47309

Decrease Expenditures:
142-952-71100-429 Instructional Supplies & Materials \$2,000.00

Total Decrease in Expenditures \$2,000.00

Increase Expenditures:
142-952-71100-195 Certified Substitute Teachers \$3,000.00
142-952-71100-198 Non-Certified Substitute Teachers \$2,800.00
142-952-72210-524 In-Service / Staff Development \$600.00

Total Increase in Expenditures \$6,400.00
Minus Increase in Revenues \$4,400.00
\$2,000.00

SPONSORED BY: _____
BOE Member

APPROVED BY: _____
Chairman of the Board

ATTEST: _____
Director of Schools

Ayes: _____ Nays: _____ Abstain: _____

Sponsor: _____
County Commissioner

Approval: _____
County Mayor

Attest: _____
County Clerk

Budget Committee Vote:
Ayes: _____ Nays: _____ Abstain: _____



Amendment # _____
Cumberland County, Tennessee
Perkins Federal Fund

WHEREAS, the Perkins Basic Grant was awarded additional funds and requires a revision to increase Vocational Instruction Equipment funding.

THEREFORE, be it resolved, by the Cumberland County Board of Education meeting on this 5th day of December, and by the Cumberland County Commission meeting on this 21st day of January 2025, that the following budget amendment be adopted:

FEDERAL GRANT: Perkins Basic			
Increase Revenue			
47131		\$	4,436.27
		Total Increase	\$ 4,436.27
Increase Expenditures			
142-801-71300-730	Vocational Instruction Equipment	\$	4,436.27
		Total Increase	\$ 4,436.27

SPONSORED BY:

BOE Member

APPROVED BY:

Chairman of the Board

ATTEST:

Director of Schools

Ayes: ___ Nays: ___ Abstain: ___

Sponsor: _____
County Commissioner

Approval: _____
County Mayor

Attest: _____
County Clerk

Budget Committee Vote: Ayes: ___ Nays: ___ Abstain: ___

Running Fund Balance 2024-2025

Unrestricted Fund Balance as of July 1, 2024 (unaudited)	\$ 13,925,987.51
YTD Revenues	\$ 20,592,648.00
YTD Expenditures	<u>\$ 20,815,913.91</u>
Running Fund Balance	\$ 13,702,721.60

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

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

A. School Climate Survey Administration:

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

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

A.2. Definitions:

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

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
MEMORANDUM OF UNDERSTANDING

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

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

d. Survey Types:

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

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

- a. The LEA shall use the survey instrument provided by the TDOE to the LEA contact and follow any instructions or guidance provided by the TDOE.
- b. The LEA shall administer an online version of school climate surveys as instructed by the TDOE within the survey administration window of January 20, 2025 through February 28, 2025, to high school and/or middle school and/or elementary school students, parents/guardians, and teachers.
- c. The LEA shall provide the TDOE with a list of schools that will administer the survey.

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

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

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

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

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

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

A.5. Open-ended comments

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

A.6. The LEA and the TDOE shall comply with all applicable federal, state, and local confidentiality laws and policies. This includes the Family Educational Rights and Privacy Act (FERPA), which requires protection of personally identifiable student

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

information (information regarding FERPA can be found here:
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

- a. The TDOE will not report data for LEAs and schools with fewer than 15 responses.
 - b. The TDOE will not share any data from the survey in any form with the LEA, school, or the public except to comply with legislative or statutory requirements
 - o The PPRA requires the LEA to make survey materials, including survey questions, available for inspection by parents/guardians. However, the LEA shall not share or otherwise further disclose survey data or responses with any party, including parents and guardians, unless a legal exception applies, such as the health or safety emergency exception under FERPA.
 - c. The Parties shall comply with open records laws and applicable local policies when responding to requests from parties who are not parents or guardians to view survey materials.
 - d. The Parties should consult with their legal counsel regarding compliance with this MOU, including adherence to confidentiality laws and policies and open records requests.
- A.7. The TDOE will provide feedback to LEA and school designated contacts regarding the data submitted.
- A.8. The TDOE shall ensure that all survey instruments are valid, reliable, and provide an accurate reflection of school climate in Tennessee's schools.

B. COMMUNICATIONS AND CONTACTS:

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

TDOE:

Shannon Railling, PhD
Senior Data Manager
Division of Coordinated School Health
Tennessee Department of Education
10th Floor Andrew Johnson Tower
710 James Robertson Pkwy
Nashville, TN 37243

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

629-292-4596

Shannon.Railling@tn.gov

Introduction and Purpose

The Centers for Disease Control and Prevention (CDC) is working with ICF to evaluate student and school outcomes related to the School-Based Interventions to Promote Equity and Improve Health, Academic Achievement, and Well-Being of Students cooperative agreement (CDC-RFA-DP-23-0002), also known as the 2302 program. This evaluation is a required part of the federal funding received by state education agencies (SEAs), universities, and a tribal nation to implement the school health strategies laid out in the cooperative agreement. To evaluate program outcomes, priority local education agencies (LEAs) will administer two Healthy Schools Questionnaires (HSQs): (1) a student questionnaire (Attachment A: Elementary Questionnaire and Attachment B: Middle/High Questionnaire) and (2) a school questionnaire (Attachment C: Elementary Questionnaire and Attachment D: Middle/High Questionnaire). Both questionnaires will be administered annually to students and schools (administrators) in each priority LEA (Cumberland County Schools) starting in Spring 2025.

*In accordance with Tenn. Code Ann. § 49-2-211, all LEAs should ensure that they comply with their local district's active consent policies prior to the administration of any survey.

Healthy Students Questionnaire Overview and Guidance

What: The Healthy Students Questionnaire will collect information on student behaviors including physical activity, nutrition behaviors, management of chronic health conditions, school connectedness, mental health, and academic achievement.

Sample: A representative sample of students in grades 4–12 from all corresponding schools in your LEA (Cumberland County Schools) will be selected to participate. Each priority LEA (Cumberland County Schools) will receive a customized sampling approach based on the size of the school district.

When: Your priority LEA (Cumberland County Schools) will select a two-week window between February 15-April 30 to administer the student questionnaire each year in 2025, 2026, 2027, 2028. It is important to select a window that you can use all four years. Specific administration date(s) within your two-week window should be determined with each corresponding school. The student questionnaire should not be administered on a Monday or immediately following a school break because some questions ask about behaviors “yesterday” or “during the last week”. *Feb 17-28*

Communication and Approvals: Priority LEAs (Cumberland County Schools) should notify corresponding schools of the upcoming questionnaires as soon as possible or in

accordance with your district's policies and procedures. Additionally, your priority LEA (Cumberland County Schools) should identify any state or local approvals that may be required for student data collection. If needed.

Administration: ICF will provide the recipient and priority LEA (Cumberland County Schools) school specific Qualtrics links in December. The school will use the same password protected link with all students in the same school. Teachers will receive a script to administer the questionnaire during one class period. All administration materials (i.e., administration script, instructions for day-of administration) will be provided in the HSQ Administration Package.

Healthy Schools Questionnaire Overview and Guidance

What: The Healthy Schools Questionnaire will collect information on school health infrastructure, school physical education and physical activity opportunities and environment, school nutrition environment and services, and support for students with chronic health conditions.

Sample: The school principal or designee from each corresponding school in the priority LEA will be invited to participate in the questionnaire. Principals will be encouraged to consult with school health councils or teams, and other school health staff (e.g., PE teachers, school food service staff, etc.) as needed to complete the questionnaire.

When: The school questionnaire will be administered annually between April 1-30 in 2025, 2026, 2027, and 2028.

Feb 17-28

Communications and approvals. Priority LEAs (Cumberland County Schools) should notify corresponding schools of the upcoming questionnaires as soon as possible or in accordance with their district policies and procedures. Additionally, your LEA (Cumberland County Schools) should identify any state or local approvals that may be required for staff data collection.

Consent: The school principal or designated school staff will provide consent on the first page of the questionnaire before accessing the questions.

Administration: ICF will provide the LEA with password protected Qualtrics links to be distributed to school principals or designees in all corresponding schools. The links and additional information will be available in the HSQ administration package.

Attachment A. Healthy Students Questionnaire - Elementary School

Form Approved
OMB No. 0920-xxxx Expiration
Date: XX/XX/XXXX

Public reporting burden of this collection of information is **estimated to average 30 minutes per response**, including the time needed for reviewing instructions. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information, unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; ATTN: PRA (0920-XXXX).

Healthy Students Questionnaire Elementary School

Your school is part of a program to support student health during, before, and after the school day. This questionnaire will help us assess how well the program is working. These questions ask about health behaviors—like what you eat and drink and how active you are.

Before you start, here are some important things we want you to know:

- This questionnaire should take about 20 minutes.
- You do not have to do the questionnaire if you do not want to.
- You do not have to answer any question you do not want to.
- You will not provide your name so no one will know your answers to the questions.
- The questions are not graded. Your grade in class will not change after you answer the questions.

If you have questions about this questionnaire, please contact the evaluation team at 2302evaluation@icf.com. For questions regarding your rights related to this questionnaire you can contact ICF Institutional Review Board (IRB) at irb@icf.com.

After reading the above information, if you agree to participate in the questionnaire click the arrow below.

Thank you very much for your help!

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Section 1: General Information

Before you start, we need some basic information about you.

1. What is your sex?
 - A. Male
 - B. Female
 - C. Prefer not to answer

2. What grade are you in?
 - A. 4th
 - B. 5th

3. What is your race and/or ethnicity? Select all that apply.
 - A. American Indian or Alaska Native
 - B. Asian
 - C. Black or African American
 - D. Hispanic or Latino
 - E. Middle Eastern or North African
 - F. Native Hawaiian or Other Pacific Islander
 - G. White

4. During the [insert year range, e.g., 2024-2025] school year, did you participate in a before- or after-school program?
 - A. Yes
 - B. No

5. During the [insert year range, e.g., 2024-2025] school year, did you participate in a sports team or take sports lessons after school or on weekends?
 - A. Yes
 - B. No

Section 2: Physical Activity Behaviors

The next 11 questions are about physical activity behaviors.

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Physical activity behaviors are activities that involve walking, running, rolling (in a wheelchair or on a scooter or skateboard), or moving around. They include biking, dancing, sports, or outdoor play that involves a lot of moving around.

SCHOOL: Activity Levels at School

Tell us about the activity you do at school. Answer the questions based on the last 7 days.

6. Activity to school: How many days did you walk, bike, or roll (in a wheelchair or on a scooter or skateboard) to school? If you can't remember, try to estimate.
 - A. 0 days (never)
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4-5 days (almost every day)

7. Activity during physical education class: During physical education, how often were you running, rolling (in a wheelchair or on a scooter or skateboard), and moving as part of the planned games or activities? If you didn't have physical education, choose "I didn't have physical education."
 - A. I didn't have physical education
 - B. Almost none of the time
 - C. A little bit of the time
 - D. A moderate amount of the time
 - E. A lot of the time
 - F. Almost all of the time

8. Activity during recess: During recess, how often were you playing sports, walking, running, rolling (in a wheelchair or on a scooter or skateboard), or playing active games? *If you didn't have a break at school, choose "I didn't have recess."*
 - A. I didn't have recess
 - B. Almost none of the time
 - C. A little bit of the time
 - D. A moderate amount of the time
 - E. A lot of the time
 - F. Almost all of the time

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9. Activity during class: During school, how often did you engage in classroom “activity breaks” that involve standing or moving around for 5 minutes or more as part of normal class activities (other than physical education and recess)?
- A. Less than once per week
 - B. 1-2 times per week
 - C. 3-4 times per week
 - D. 5 times per week (every day)
 - E. More than once per day
10. Activity from school: How many days did you walk, bike, or roll (in a wheelchair or on a scooter or skateboard) home from school? *If you can't remember, try to estimate.*
- A. 0 days (never)
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4-5 days (almost every day)

OUTSIDE OF SCHOOL: Activity Levels Outside of School

Tell us about your activity when you are not at school. Answer the questions based on the last 7 days.

11. Activity before school: How many days before school (6:00 – 8:00 am) did you do some form of physical activity for at least 10 minutes? *This includes activity at home, NOT walking, biking, or rolling (in a wheelchair or on a scooter or skateboard) to school.*
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4-5 days
12. Activity after school: How many days after school (between 3:00 – 6:00 pm) did you do some form of physical activity for at least 10 minutes? *This can include playing with your friends/family, team practices or classes involving physical activity, but NOT walking, biking, or rolling (in a wheelchair or on a scooter or skateboard) home from school.*

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- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4-5 days

13. Activity on weeknights: How many school evenings (6:00 – 10:00 pm) did you do some form of physical activity for at least 10 minutes? *This can include playing with your friends/family, team practices or classes involving physical activity, but NOT walking, biking, or rolling (in a wheelchair or on a scooter or skateboard) home from school.*

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4-5 days

14. Activity on Saturday: How much physical activity did you do last Saturday? This could be for exercise, work/chores, family outings, sports, dance, or play. If you don't remember, try to estimate.

- A. No activity (0 minutes)
- B. Small amount of activity (1 to 30 minutes)
- C. Small to moderate amount of activity (31 to 60 minutes)
- D. Moderate to large amount of activity (1 to 2 hours)
- E. Large amount of activity (more than 2 hours)

15. Activity on Sunday: How much physical activity did you do last Sunday? This could be for exercise, work/chores, family outings, sports, dance, or play. If you don't remember, try to estimate.

- A. No activity (0 minutes)
- B. Small amount of activity (1 to 30 minutes)
- C. Small to moderate amount of activity (31 to 60 minutes)
- D. Moderate to large amount of activity (1 to 2 hours)
- E. Large amount of activity (more than 2 hours)

Now please tell us about your overall physical activity.

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16. Last week, on which days were you physically active for a total of at least 60 minutes per day? Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time. Examples include: Basketball, soccer, running or jogging, fast dancing, swimming laps, tennis, fast bicycling, fast rolling (wheelchair, scooter, skateboard), or similar aerobic activities.

Check yes or no for each day

Monday	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Tuesday	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Wednesday	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Thursday	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Friday	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Saturday	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Sunday	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Section 3: Dietary Behaviors

The next 13 questions are about dietary behaviors.

Tell us about the foods and beverages you consume. Answer the questions based on what you did yesterday.

17. Yesterday, did you eat breakfast?

- A. Yes
- B. No

18. [If yes to 17] Yesterday, did you eat breakfast at school?

- A. Yes
- B. No

19. Yesterday, did you buy your lunch at school? (Choose no if you brought your lunch from home).

- A. Yes
- B. No

The next questions are about what you ate and drank yesterday at school. Think about foods you got in the school cafeteria or classroom, bought from a vending machine or

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school store, or were given to you as a treat or reward. Focus on foods you ate and beverages you drank during the school day up until the last bell. *Do not include* foods or drinks you brought from home for your lunch or for snacks. Do count foods and drinks you had as part of classroom or school events, like birthdays.

20. Yesterday at school, did you eat any vegetables? Vegetables are all cooked and uncooked vegetables; salads; and boiled, baked, and mashed potatoes.

Do not count French fries, tater tots, or chips.

- A. No, I didn't eat any vegetables yesterday at school.
- B. Yes, I ate vegetables 1 time yesterday at school.
- C. Yes, I ate vegetables 2 times yesterday at school.
- D. Yes, I ate vegetables 3 times yesterday at school.
- E. Yes, I ate vegetables 4 times yesterday at school.
- F. Yes, I ate vegetables 5 or more times yesterday at school.

21. Yesterday at school, did you eat fruit or berries? Include fresh or frozen fruit or berries, and dried or canned fruit or berries, such as fruit cups and raisins.

Do not count fruit juice.

- A. No, I didn't eat any fruit or berries yesterday at school.
- B. Yes, I ate fruit or berries 1 time yesterday at school.
- C. Yes, I ate fruit or berries 2 times yesterday at school.
- D. Yes, I ate fruit or berries 3 times yesterday at school.
- E. Yes, I ate fruit or berries 4 times yesterday at school.
- F. Yes, I ate fruit or berries 5 or more times yesterday at school.

22. Yesterday at school, did you drink any water, such as from a glass, a bottle, or a water fountain?

- A. No, I didn't drink any water yesterday at school.
- B. Yes, I drank water 1 time yesterday at school.
- C. Yes, I drank water 2 times yesterday at school.
- D. Yes, I drank water 3 times yesterday at school.
- E. Yes, I drank water 4 times yesterday at school.
- F. Yes, I drank water 5 or more times yesterday at school.

23. Yesterday at school, did you drink any sports drinks?

- A. No, I didn't drink any of these drinks yesterday at school.

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- B. Yes, I drank one of these drinks 1 time yesterday at school.
- C. Yes, I drank one of these drinks 2 times yesterday at school.
- D. Yes, I drank one of these drinks 3 or more times yesterday at school.

24. Yesterday at school, did you drink any punch or other fruit-flavored drinks?

Do not count 100% fruit juice or diet drinks.

- A. No, I didn't drink any of these drinks yesterday at school.
- B. Yes, I drank one of these drinks 1 time yesterday at school.
- C. Yes, I drank one of these drinks 2 times yesterday at school.
- D. Yes, I drank one of these drinks 3 or more times yesterday at school.

25. Yesterday at school, did you drink any regular (not diet) sodas or soft drinks?

- A. No, I didn't drink any regular (not diet) sodas or soft drinks yesterday at school.
- B. Yes, I drank regular (not diet) sodas or soft drinks 1 time yesterday at school.
- C. Yes, I drank regular (not diet) sodas or soft drinks 2 times yesterday at school.
- D. Yes, I drank regular (not diet) sodas or soft drinks 3 or more times yesterday at school.

26. Yesterday at school, did you eat French fries, tater tots, or chips? Chips are potato chips, tortilla chips, corn chips, taro chips, or other snack chips.

- A. No, I didn't eat any French fries, tater tots, or chips yesterday at school.
- B. Yes, I ate French fries, tater tots, or chips 1 time yesterday at school.
- C. Yes, I ate French fries, tater tots, or chips 2 times yesterday at school.
- D. Yes, I ate French fries, tater tots, or chips 3 or more times yesterday at school.

27. Yesterday at school, did you eat, donuts, malasadas/andagi, cinnamon rolls, cookies, brownies, pies, or cake?

- A. No, I didn't eat any of these foods yesterday at school.
- B. Yes, I ate one of these foods 1 time yesterday at school.
- C. Yes, I ate one of these foods 2 times yesterday at school.
- D. Yes, I ate one of these foods 3 or more times yesterday at school.

28. Yesterday at school, did you eat a frozen treat? A frozen treat is a cold, sweet food like ice cream or an ice cream bar, frozen yogurt, a Popsicle, or shaved ice.

- A. No, I didn't eat any frozen treats yesterday at school.
- B. Yes, I ate a frozen treat 1 time yesterday at school.
- C. Yes, I ate a frozen treat 2 times yesterday at school.

D. Yes, I ate a frozen treat 3 or more times yesterday at school.

29. Yesterday at school, did you eat any candy? Do not count brownies, cookies, or gum.

A. No, I didn't eat any candy yesterday at school.

B. Yes, I ate candy 1 time yesterday at school.

C. Yes, I ate candy 2 times yesterday at school.

D. Yes, I ate candy 3 or more times yesterday at school.

Section 4: Chronic Health Conditions (and Other Conditions)

The next 2 questions are about chronic health conditions and other conditions.

30. Has a doctor or nurse ever said you have a chronic health condition? A *chronic health condition* is a condition that lasts a long time or goes away but keeps coming back. Diabetes, allergies, and asthma are examples of chronic health conditions.

A. Yes

B. No

C. Not sure

31. [If yes to 30] Do you feel people at your school help you take care of your chronic health condition?

A. Yes

B. No

C. Not sure

Section 6: School Connectedness, Emotions, and Grades

The next 7 questions are about school connectedness.

School connectedness is the belief that your friends, teachers, and other adults in your school support, value, and care about your health and how you are doing in school.

How much do you agree or disagree with the following statements?

32. I feel close to people at school.

A. Strongly disagree

B. Disagree

C. Neither agree nor disagree

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- D. Agree
- E. Strongly agree

33. Teachers care about me.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

34. I feel happy at school.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

35. I feel like I am part of my school.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

36. I feel teachers treat students fairly.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

37. I feel safe in my school.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

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38. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school? *If you can't remember, try to estimate.*

- A. 0 days
- B. 1 day
- C. 2 or 3 days
- D. 4 or 5 days
- E. 6 or more days

The next 2 questions are about your emotions.

How much do you agree or disagree with the following statements?

39. When I set my mind to something, I can take steps to make it happen.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

40. When something upsetting happens to me, I deal with my emotions well.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

The next question is about your grades.

41. During the past 12 months, how would you describe your grades in school?

- A. Mostly A's
- B. Mostly B's
- C. Mostly C's
- D. Mostly D's
- E. Mostly F's
- F. None of these grades
- G. Not sure

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Thank you for responding to this survey!

You can find health information for kids at the following website:

USDA MyPlate Nutrition Information for Kids

www.myplate.gov/life-stages/kids

DRAFT

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Attachment B. Healthy Students Questionnaire – Middle/High School

Form Approved
OMB No. 0920-xxxx Expiration
Date: XX/XX/XXXX

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Healthy Students Questionnaire Middle and High School

Your school is part of a program to support student health during, before, and after the school day. This questionnaire will help us assess how well the program is working. These questions ask about health behaviors—like what you eat and drink and how active you are.

Before you start, here are some important things we want you to know:

- The questionnaire should take about 15-20 minutes to complete.
- This questionnaire is voluntary. That means you don't have to do it if you don't want to.
- If you are not comfortable answering a question, just leave it blank.
- You will not provide your name so no one will know your answers to the questions.
- This questionnaire will not be graded and will not affect your grade in this class.
- Questions about your background will only be used to describe the backgrounds of students completing this questionnaire, not to identify you.

Take your time and read every question. Answer the questions as best as you can and report on what you really do rather than what you think you should do, or others say you should do. When you are finished, follow the instructions of the person giving you the questionnaire.

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If you have questions about this questionnaire, please contact the evaluation team at 2302evaluation@icf.com. For questions regarding your rights related to this questionnaire you can contact ICF Institutional Review Board (IRB) chair at irb@icf.com

After reading the above information, if you agree to participate in the questionnaire click the arrow below.

Thank you very much for your help!

Section 1: General Information

Before you start, we need some basic information about you.

1. What is your sex?
 - A. Male
 - B. Female
 - C. Prefer not to answer

2. What grade are you in?
 - A. 6th
 - B. 7th
 - C. 8th
 - D. 9th
 - E. 10th
 - F. 11th
 - G. 12th

3. What is your race and/or ethnicity? (Select all that apply)
 - A. American Indian or Alaska Native
 - B. Asian
 - C. Black or African American
 - D. Hispanic or Latino
 - E. Middle Eastern or North African
 - F. Native Hawaiian or Other Pacific Islander
 - G. White

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4. During the [insert year range, e.g., 2024-2025] school year, did you participate in a before- or after-school program?
- A. Yes
 - B. No
5. During the [insert year range, e.g., 2024-2025] school year, did you participate in a sports team or take sports lessons before or after school or on weekends?
- A. Yes
 - B. No

Section 2: Physical Activity Behaviors

The next 12 questions are about physical activity behaviors.

Physical activity behaviors are activities that involve walking, running, rolling (in a wheelchair or on a scooter or skateboard), or moving around. They include biking, dancing, sports, or outdoor play that involves a lot of moving around.

SCHOOL: Activity Levels at School

Tell us about the activity you do at school. Answer the questions based on the last 7 days.

6. Activity to school: How many days did you walk, bike, or roll (in a wheelchair or on a scooter or skateboard) to school? If you can't remember, try to estimate.
- A. 0 days (never)
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4-5 days (almost every day)
7. Activity during physical education class: During physical education, how often were you running, rolling (in a wheelchair or on a scooter or skateboard), and moving as part of the planned games or activities? If you didn't have physical education, choose "I didn't have physical education."
- A. I didn't have physical education
 - B. Almost none of the time
 - C. A little bit of the time
 - D. A moderate amount of the time
 - E. A lot of the time

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- F. Almost all of the time
8. Activity during recess: During recess, how often were you playing sports, walking, running, rolling (in a wheelchair or on a scooter or skateboard), or playing active games? *If you didn't have a break at school, choose "I didn't have recess."*
- A. I didn't have recess
 - B. Almost none of the time
 - C. A little bit of the time
 - D. A moderate amount of the time
 - E. A lot of the time
 - F. Almost all of the time
9. Activity during class: During school, how often did you engage in classroom "activity breaks" that involve standing or moving around for 5 minutes or more as part of normal class activities (other than physical education and recess)?
- A. Less than once per week
 - B. 1-2 times per week
 - C. 3-4 times per week
 - D. 5 times per week (every day)
 - E. More than once per day
10. Activity from school: How many days did you walk, bike, or roll (in a wheelchair or on a scooter or skateboard) home from school? *If you can't remember, try to estimate.*
- A. 0 days (never)
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4-5 days (almost every day)

OUTSIDE OF SCHOOL: Activity Levels Outside of School

Tell us about your activity when you are not at school. Answer the questions based on the last 7 days.

11. Activity before school: How many days before school (6:00 – 8:00 am) did you do some form of physical activity for at least 10 minutes? *This includes activity at home, NOT walking, biking, or rolling (in a wheelchair or on a scooter or skateboard) to school.*

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- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4-5 days

12. Activity after school: How many days after school (between 3:00 – 6:00 pm) did you do some form of physical activity for at least 10 minutes? *This can include playing with your friends/family, team practices or classes involving physical activity, but NOT walking, biking, or rolling (in a wheelchair or on a scooter or skateboard) home from school.*

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4-5 days

13. Activity on weeknights: How many school evenings (6:00 – 10:00 pm) did you do some form of physical activity for at least 10 minutes? *This can include playing with your friends/family, team practices or classes involving physical activity, but NOT walking, biking, or rolling (in a wheelchair or on a scooter or skateboard) home from school.*

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4-5 days

14. Activity on Saturday: How much physical activity did you do last Saturday? This could be for exercise, work/chores, family outings, sports, dance, or play. If you don't remember, try to estimate.

- A. No activity (0 minutes)
- B. Small amount of activity (1 to 30 minutes)
- C. Small to moderate amount of activity (31 to 60 minutes)
- D. Moderate to large amount of activity (1 to 2 hours)
- E. Large amount of activity (more than 2 hours)

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15. Activity on Sunday: How much physical activity did you do last Sunday? This could be for exercise, work/chores, family outings, sports, dance, or play. If you don't remember, try to estimate.

- A. No activity (0 minutes)
- B. Small amount of activity (1 to 30 minutes)
- C. Small to moderate amount of activity (31 to 60 minutes)
- D. Moderate to large amount of activity (1 to 2 hours)
- E. Large amount of activity (more than 2 hours)

Now please tell us about your overall physical activity. Answer the question based on the last 7 days.

16. Last week, on which days were you physically active for a total of at least 60 minutes per day? Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time. Examples include: Basketball, soccer, running or jogging, fast dancing, swimming laps, tennis, fast bicycling, fast rolling (wheelchair, scooter, skateboard), or similar aerobic activities.

Check yes or no for each day

Monday	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Tuesday	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Wednesday	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Thursday	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Friday	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Saturday	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Sunday	<input type="checkbox"/> Yes	<input type="checkbox"/> No

17. During the past 7 days, on how many days did you do exercises to strengthen or tone your muscles, such as push-ups, sit-ups, or weightlifting?"

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

Section 3: Dietary Behaviors

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The next 13 questions are about dietary behaviors.

Tell us about the foods and beverages you consume. Answer the questions based on what you did yesterday.

18. Yesterday, did you eat breakfast?

- A. Yes
- B. No

19. [If yes to 18] Yesterday, did you eat breakfast at school?

- A. Yes
- B. No

20. Yesterday, did you buy your lunch at school? (Choose no if you brought your lunch from home)

- A. Yes
- B. No

The next questions are about what you ate and drank yesterday at school. Think about foods you got in the school cafeteria or classroom, bought from a vending machine or school store, or were given to you as a treat or reward. Focus on foods you ate and beverages you drank during the school day up until the last bell. *Do not include* foods or drinks you brought from home for your lunch or for snacks. Do count foods and drinks you had as part of classroom or school events, like birthdays.

21. Yesterday at school, did you eat any vegetables? Vegetables are all cooked and uncooked vegetables; salads; and boiled, baked, and mashed potatoes.

Do not count French fries, tater tots, or chips.

- A. No, I didn't eat any vegetables yesterday at school.
- B. Yes, I ate vegetables 1 time yesterday at school.
- C. Yes, I ate vegetables 2 times yesterday at school.
- D. Yes, I ate vegetables 3 times yesterday at school.
- E. Yes, I ate vegetables 4 times yesterday at school.
- F. Yes, I ate vegetables 5 or more times yesterday at school.

22. Yesterday at school, did you eat fruit or berries? Include fresh or frozen fruit or berries, and dried or canned fruit or berries, such as fruit cups and raisins.

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Do not count fruit juice.

- A. No, I didn't eat any fruit or berries yesterday at school.
- B. Yes, I ate fruit or berries 1 time yesterday at school.
- C. Yes, I ate fruit or berries 2 times yesterday at school.
- D. Yes, I ate fruit or berries 3 times yesterday at school.
- E. Yes, I ate fruit or berries 4 times yesterday at school.
- F. Yes, I ate fruit or berries 5 or more times yesterday at school.

23. Yesterday at school, did you drink any water, such as from a glass, a bottle, or a water fountain?

- A. No, I didn't drink any water yesterday at school.
- B. Yes, I drank water 1 time yesterday at school.
- C. Yes, I drank water 2 times yesterday at school.
- D. Yes, I drank water 3 times yesterday at school.
- E. Yes, I drank water 4 times yesterday at school.
- F. Yes, I drank water 5 or more times yesterday at school.

24. Yesterday at school, did you drink any sports drinks?

- A. No, I didn't drink any of these drinks yesterday at school.
- B. Yes, I drank one of these drinks 1 time yesterday at school.
- C. Yes, I drank one of these drinks 2 times yesterday at school.
- D. Yes, I drank one of these drinks 3 or more times yesterday at school.

25. Yesterday at school, did you drink any punch or other fruit-flavored drinks?

Do not count 100% fruit juice or diet drinks.

- A. No, I didn't drink any of these drinks yesterday at school.
- B. Yes, I drank one of these drinks 1 time yesterday at school.
- C. Yes, I drank one of these drinks 2 times yesterday at school.
- D. Yes, I drank one of these drinks 3 or more times yesterday at school.

26. Yesterday at school, did you drink any regular (not diet) sodas or soft drinks?

- A. No, I didn't drink any regular (not diet) sodas or soft drinks yesterday at school.
- B. Yes, I drank regular (not diet) sodas or soft drinks 1 time yesterday at school.
- C. Yes, I drank regular (not diet) sodas or soft drinks 2 times yesterday at school.

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D. Yes, I drank regular (not diet) sodas or soft drinks 3 or more times yesterday at school.

27. Yesterday at school, did you eat French fries, tater tots, or chips? Chips are potato chips, tortilla chips, corn chips, taro chips, or other snack chips.

A. No, I didn't eat any French fries, tater tots, or chips yesterday at school.

B. Yes, I ate French fries, tater tots, or chips 1 time yesterday at school.

C. Yes, I ate French fries, tater tots, or chips 2 times yesterday at school.

D. Yes, I ate French fries, tater tots, or chips 3 or more times yesterday at school.

28. Yesterday at school, did you eat donuts, malasadas/andagi, cinnamon rolls, cookies, brownies, pies, or cake?

A. No, I didn't eat any of these foods yesterday at school.

B. Yes, I ate one of these foods 1 time yesterday at school.

C. Yes, I ate one of these foods 2 times yesterday at school.

D. Yes, I ate one of these foods 3 or more times yesterday at school.

29. Yesterday at school, did you eat a frozen treat? A frozen treat is a cold, sweet food like ice cream or an ice cream bar, frozen yogurt, a Popsicle, or shaved ice.

A. No, I didn't eat any frozen treats yesterday at school.

B. Yes, I ate a frozen treat 1 time yesterday at school.

C. Yes, I ate a frozen treat 2 times yesterday at school.

D. Yes, I ate a frozen treat 3 or more times yesterday at school.

30. Yesterday at school, did you eat any candy? Do not count brownies, cookies, or gum.

A. No, I didn't eat any candy yesterday at school.

B. Yes, I ate candy 1 time yesterday at school.

C. Yes, I ate candy 2 times yesterday at school.

D. Yes, I ate candy 3 or more times yesterday at school.

The next 2 questions are about food insecurity.

31. During the past 12 months, how often was your family worried that your food would run out before you got money to buy more?

A. Never

B. Sometimes

C. Often

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32. During the past 12 months, how often did the food your family bought not last and they did not have money to get more?
- A. Never
 - B. Sometimes
 - C. Often

Section 4: Chronic Health Conditions (and Other Conditions)

The next 2 questions are about chronic health conditions and other conditions.

33. Has a doctor or nurse ever said you have a chronic health condition? A chronic health condition is a condition that lasts a long time or goes away but keeps coming back. Chronic health conditions may include asthma, diabetes, food allergies, epilepsy, and other physical conditions, such as teeth or gum problems.
- A. No, I have never been told I have a chronic health condition.
 - B. Yes, but I do not currently have a chronic health condition.
 - C. Yes, I currently have a chronic health condition.
 - D. Not sure
34. [If yes to 33] Do you feel like you get the support you need at school to manage your chronic health condition? This support can be providing necessary daily medications, having a school nurse on staff to answer questions, and offering education about your health condition(s).
- A. Yes
 - B. No
 - C. Not sure

Section 5: School Connectedness, Emotions, and Grades

The next 7 questions are about school connectedness.

School connectedness is the belief that your friends, teachers, and other adults in your school support, value, and care about your health and how you are doing in school.

How much do you agree or disagree with the following statements?

35. I feel close to people at school.
- A. Strongly disagree

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- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

36. Teachers care about me.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

37. I feel happy at school.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

38. I feel like I am part of my school.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

39. I feel teachers treat students fairly.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

40. I feel safe in my school.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree

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E. Strongly agree

41. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school? *If you can't remember, try to estimate.*

- A. 0 days
- B. 1 day
- C. 2 or 3 days
- D. 4 or 5 days
- E. 6 or more days

The next 3 questions are about your emotions.

How much do you agree or disagree with the following statements?

42. When I set my mind to something, I can take steps to make it happen.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

43. When something upsetting happens to me, I deal with my emotions well.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

44. I feel positive about my future.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

The next question is about your mental health.

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45. During the past 30 days, how often was your mental health not good? (Poor mental health includes stress, anxiety, and depression.)

- A. Never
- B. Rarely
- C. Sometimes
- D. Most of the time
- E. Always

The next question is about your grades.

46. During the past 12 months, how would you describe your grades in school?

- A. Mostly A's
- B. Mostly B's
- C. Mostly C's
- D. Mostly D's
- E. Mostly F's
- F. None of these grades
- G. Not sure

Thank you for responding to this survey!

You can find health information for teens at the following websites: USDA MyPlate Nutrition Information for Teens www.myplate.gov/life-stages/teens

Teen Mental Health: MedlinePlus www.medlineplus.gov/teenmentalhealth.html

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Attachment C. Healthy Schools Questionnaire – Elementary School

Form Approved
OMB No. 0920-xxxx Expiration
Date: XX/XX/XXXX

Public reporting burden of this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; ATTN: PRA (0920-XXXX).

Healthy Schools Questionnaire Elementary School

Introduction

Schools and after-school programs can help students eat healthy, be physically active, and manage chronic health conditions like asthma, diabetes, and food allergies. Adopting these healthy behaviors can help students be successful and make good grades. Schools can also create a healthy environment for staff, teachers, and the surrounding community. As a school principal, you can support efforts to adopt effective health policies, practices, and programs designed to meet these goals.

This questionnaire will help you assess what your school is doing. It has four sections:

- Section 1: School Health Infrastructure
- Section 2: School Physical Education and Physical Activity
- Section 3: School Nutrition Environment and Services
- Section 4: Support for Students with Chronic Health Conditions

Instructions

You (or someone you designate) should complete this questionnaire with input from your school health council, committee, or team. If needed, you (or your designee) can seek input from other school staff—including other administrators, physical education teachers, health education teachers, classroom teachers, after-school program staff, school food service staff, and school nurses. You can also seek input from parents, community partners, and students.

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Your responses should reflect the specific practices and activities in your school during the [insert year range, e.g., 2024-2025] school year including the summer months prior to the first day of school. All responses will be kept confidential. Your school name will be kept private and will not be associated with your responses in any reports or publications.

Thank you for helping to make the results of this survey comprehensive, accurate, and timely!

Questionnaire

Please start by providing the following information:

Grade Span

Fall Enrollment (number of students enrolled at the beginning of the school year) Website

Date of First Day of School Date of

Last Day of School School Start

Time Each Day School End Time

Each Day

1. What is your role? Mark one response.
 - a. Principal
 - b. Assistant Principal
 - c. School nurse
 - d. School health coordinator
 - e. School physical activity or health education teacher
 - f. Other

1a. [If 'Other'] Please specify your role.

Section 1: School Health Infrastructure

This section focuses on school health infrastructure practices. The questions address issues related to school health councils, school health policies and practices, local wellness policies, employee health and wellness, comprehensive health education, and family and community engagement.

The next 4 questions are about having a school health council, committee, or team.

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School health refers to the comprehensive efforts to develop, implement, and evaluate services, both within the school and the community, that provide each and every student with the resources needed to thrive within a healthful environment.

2. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school have a group or groups—for example, a school health council, committee, or team—to guide the development of health-related policies or coordinate activities?
 - a. Yes
 - b. No [Skip to Q6]

3. [Skip if No to Q2] During the [insert year range, e.g., 2024-~~2025~~] school year, how many times did your school health council, committee, or team meet?
 - a. 0 times
 - b. 1 time
 - c. 2 times
 - d. 3 times
 - e. 4 or more times

4. [Skip if No to Q2] During the [insert year range, e.g., 2024-~~2025~~25] school year, were the following representatives on your school health council, committee, or team? (Mark Yes or No for each group.)

Group	Yes	No
a. School administrator		
b. Physical education teacher		
c. Health education teacher		
d. School nutrition staff		
e. School nurse		
f. Other teachers and school staff		
g. Before- or after-school program staff.*		
h. Parents or primary caregivers		
i. Community partners or community members		
j. Students		

*(Before- or after-school program staff are those employed at supervised programs, such as academic programs, specialty programs, and multipurpose programs, that provide an array of

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activities. Such programs may be offered by the school, district, or an external organization [e.g., 21st Century Community Learning Centers, Boys & Girls Clubs, YMCAs] and can take place on school grounds or in the community.)

5. [Skip if No to Q2] During the [insert year range, e.g., 2024-2025] school year, has any school health council, committee, or team at your school done any of the following activities? (Mark Yes or No for each activity.)

Activities	Yes	No
a. Identified student health needs based on a review of relevant data		
b. Completed a school health assessment to understand and prioritize the school’s health and wellness related needs		
c. Used the Whole School, Whole Community, Whole Child (WSCC) framework to guide school health related and wellness activities		
d. Recommended new or revised school health policies and activities to school administrators or the school improvement team		
e. Sought funding or leveraged resources to support school health priorities for students and staff		
f. Communicated the importance of school health policies and activities to district administrators, school administrators, parent-teacher groups, or community members		
g. Reviewed health-related curricula or instructional materials		

The next 3 questions are about assessing school health policies and practices.

6. During the [insert year range, e.g., 2024-2025] school year, did your school complete the following school health assessment tools to identify school health and wellness-related needs? (Mark Yes or No for each assessment tool.)

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Assessment tool	Yes	No
a. CDC's School Health Index (SHI)		
b. CDC's Wellness Policy in Action Tool (WPAT)		
c. CDC's Health Education Curriculum Analysis Tool (HECAT)		
d. CDC's Physical Education Curriculum Analysis Tool (PECAT)		
e. Alliance for a Healthier Generation's Thriving Schools Integrated Assessment		
f. The National Afterschool Association's (NAA) Healthy Eating and Physical Activity (HEPA) Standards 2.0 Self-Assessment tool		
g. American Academy of Pediatrics' (AAP) Health services Assessment Tool for Schools (HATS)		
h. Other (please specify): [Add space to write in what is being used]		

7. During the [insert year range, e.g., 2024-2025] school year, did your school develop or update a school health action plan that describes steps to meet the school health and wellness-related needs of all students?

- a. Yes, based on the results of a school health assessment (e.g., CDC assessment tools like the SHI, WPAT, PECAT, and HECAT, or non-CDC assessment tools like Thriving Schools Integrated Assessment, HEPA Standards, or HATS)
- b. Yes, but not based on the results of a school health assessment
- c. No [Skip to Q9]

8. [Skip if No to Q7] During the [insert year range, e.g., 2024-2025] school year, did your school's school health action plan include an activity focused on the following topics? (Mark Yes or No for each topic.)

Topic	Yes	No
a. Physical education		
b. Physical activity (i.e., active learning in the classroom, recess, walking clubs, etc.)		
c. School meal programs		
d. Foods and beverages available at school outside the		

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school meal programs		
e. Food and beverage marketing		
f. School health services		
g. Services and supports for students with chronic health conditions (e.g., asthma, diabetes, and food allergies)		
h. Before-school programs		
i. After-school programs		
j. Summer learning programs		
k. Social and emotional climate		
l. Family engagement		
m. Community involvement		
n. Employee wellness		

The next 3 questions are about providing professional development to school staff.

9. During the [insert year range, e.g., 2024-2025] school year (including the summer months prior to the first day of school), did school staff receive trainings or professional development opportunities (e.g., in-service trainings, workshops, conferences, and continuing education) on the following topics? (Mark Yes or No for each topic.)

Topic	Yes	No
a. Physical education		
b. Physical activity (i.e., active learning in the classroom, recess, walking clubs, etc.)		
c. School meal programs		
d. Foods and beverages available at school outside the school meal programs		
e. Foods and beverage marketing		
f. School health services		
g. Services and supports for students with chronic health conditions (e.g., asthma, diabetes, and food allergies)		
h. Social and emotional climate		
i. Family engagement		
j. Community involvement		
k. Employee wellness		

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l. Other school health topics (please specify) [include space to write in other topics]		
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10. <<If “Yes” to 9a or 9b>> During the [insert year range, e.g., 2024-2025] school year (including the summer months prior to the first day of school), did the following types of staff attend trainings or professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) related to physical education or other strategies for integrating more physical activity opportunities before, during, and after the school day (e.g., recess, classroom physical activity)? (Mark Yes or No for each type of staff.)

Type of staff	Yes	No
a. Physical education teachers or specialists		
b. Classroom teachers		
c. Before- or after-school program staff		
d. Other school staff		

11. <<If “Yes” to 9c, 9d, or 9e >> During the [insert year range, e.g., 2024-2025] school year (including the summer months prior to the first day of school), did the following types of staff attend trainings or professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) related to school nutrition environment and services? (Mark Yes or No for each type of staff.)

School nutrition environment includes the foods and beverages that are available to students throughout the school day, and information and messages about food, beverages, and nutrition that students encounter on school grounds.

School nutrition services provide meals that meet federal nutrition standards for the National School Lunch and Breakfast Programs, accommodate the health and nutrition needs of all students, and help ensure that foods and beverages sold outside of the school meal programs meet Smart Snacks in School nutrition standards.

Type of staff	Yes	No
a. School nutrition program managers		
b. Other school nutrition staff (e.g., cooks, lunch line servers)		
c. After-school program staff		
d. Other school staff		

The next 3 questions are about implementing local wellness policy.

12. Are staff at your school aware of the requirements of your district’s local wellness policy?
- a. Yes
 - b. No
 - c. Not sure

13. Did anyone at your school assess how your school is meeting the district’s local wellness policy requirements during the current and previous years? (Mark Yes or No for each school year.)

School Year	Yes	No
a. [insert year range, e.g., 2024-2025] school year		
b. 2023-2024 school year		
c. 2022-2023 school year		

14. During the [insert year range, e.g., 2024-2025] school year, did someone at your school communicate about the district’s local wellness policy to school staff, after- school program staff, families, and students? Examples of communication methods include school websites, Parent-Teacher Association meetings, and school newsletter.

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- a. Yes
- b. No

The next question is about offering employee health and wellness.

15. During the [insert year range, e.g., 2024-2025] school year, did your school offer employee health and wellness programming to promote the following areas for teachers and school staff?

Topic	Yes	No
Physical activity		
Healthy Eating		
Mental Health		

The next question is about providing health education.

16. During the [insert year range, e.g., 2024-2025] school year, did your school provide formal, structured health education for students? Formal, structured health education consists of any combination of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions.

- a. Yes
- b. No

The next question is about health needs and interests of students.

17. During the [insert year range, e.g., 2024-2025] school year, did your school assess the needs and interests of students related to healthy eating, physical activity, or health services?

- a. Yes
- b. No

The next 4 questions are about family engagement.

18. During the [insert year range, e.g., 2024-2025] school year, did your school assess the needs and interests of parents or primary caregivers related to healthy eating, physical activity, or health services?

- a. Yes
- b. No

19. During the [insert year range, e.g., 2024-2025] school year, did your school send out a newsletter for parents or primary caregivers that includes information about healthy eating, physical activity, or health services?
- a. Yes
 - b. No
20. During the [insert year range, e.g., 2024-2025] school year, did your school host periodic health and wellness events that educate and inform parents or primary caregivers about healthy eating, physical activity, or management of chronic health conditions such as asthma, diabetes, and food allergies?
- a. Yes
 - b. No
21. During the [insert year range, e.g., 2024-2025] school year, did your school promote volunteer opportunities for parents or primary caregivers to help with programs and events related to healthy eating, physical activity, or health services?
- a. Yes
 - b. No

The next 3 questions are about community engagement.

22. During the [insert year range, e.g., 2024-2025] school year, did any community partners contribute resources or expertise to school health activities?
- a. Yes
 - b. No
23. During the [insert year range, e.g., 2024-2025] school year, did your school partner with community organizations to provide students with formal before- or after- school programs? Examples include school-age childcare programs, academic instruction and tutoring programs (e.g., 21st Century Community Learning Centers), and multipurpose programs offered by youth-serving organizations such as the YMCA or the Boys & Girls Clubs of America.
- a. Yes
 - b. No

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24. During the [insert year range, e.g., 2024-2025] school year, did your school partner with community organizations to help students and families access food when school is not in session? Examples include helping families enroll in programs for which they are eligible, like SNAP and/or Summer EBT, or partnering with food banks to organize backpack programs during weekends and school breaks.
- Yes
 - No

Section 2: School Physical Education and Physical Activity

This section focuses on school physical education and physical activity practices that help schools implement a Comprehensive School Physical Activity Program (CSPAP), which is a framework for planning and organizing activities for school physical education and physical activity. The questions address physical education, physical activity during the school day and before and after school, family and community engagement in physical activity, and having a written plan for physical education and physical activity.

The next 3 questions are about physical education.

25. During the [insert year range, e.g., 2024-2025] school year, how many weeks were students required to attend physical education? If requirements varied by grade level, select the answer that best represents most students at your school.
- Physical education is not required
 - One quarter of the year (or ~9 weeks)
 - Two quarters of the year (or ~18 weeks)
 - Three quarters of the year (or ~27 weeks)
 - All year (or ~36 weeks)
26. During the [insert year range, e.g., 2024-2025] school year, how many days per week were students scheduled to take physical education during a typical school week? Select the number of days of scheduled physical education per week when it is offered. If this differed by grade level, select the answer that represents most students at your school.

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- a. 0 days
- b. 1 day
- c. 2 days
- d. 3 days
- e. 4 days
- f. 5 days
- g. Varied each week (e.g., 2 days one week, 3 the next week; 0 days one week, 2 the next week)

27. During the [insert year range, e.g., 2024-2025] school year, did your physical education program use a curriculum that aligns with state or national standards for physical education?

- a. Yes
- b. No

28. During the [insert year range, e.g., 2024-2025] school year, did students complete fitness or physical activity assessments at least once?

- a. Yes
- b. No

The next 3 questions are about physical activity during school.

29. During the [insert year range, e.g., 2024-2025] school year, did your school offer 20 minutes or more of daily recess for all students to be physically active during the school day?

- a. Yes
- b. No

30. During the [insert year range, e.g., 2024-2025] school year, did students participate in daily physical activity breaks or active lessons in classrooms during the school day outside of physical education and recess?

- a. Yes
- b. No

31. During the [insert year range, e.g., 2024-2025] school year, did your school regularly promote or provide school-wide physical activity opportunities outside of

physical education classes, recess, and classroom physical activity—for example, during morning announcements, school-wide fitness challenges, school-wide structured walking programs?

- a. Yes
- b. No

The next 2 questions are about physical activity before and after school.

32. During the [insert year range, e.g., 2024-2025] school year, did your school offer before-school physical activity programs to students? Examples include walking clubs, early access to gyms or other school grounds and facilities, and initiatives that promote walking, biking, or rolling (in a wheelchair or on a scooter or skateboard) to school.

- a. Yes
- b. No

33. During the [insert year range, e.g., 2024-2025] school year, did your school offer after-school physical activity programs to students? Examples include walking clubs, early access to gyms or other school grounds and facilities, and initiatives that promote walking, biking, or rolling (in a wheelchair or on a scooter or skateboard) from school.

- a. Yes
- b. No

The next 3 questions are about family and community engagement.

34. During the [insert year range, e.g., 2024-2025] school year, did your school ask parents or primary caregivers to help with any activity, event, or program related to physical activity? Examples include volunteering during physical education, serving on planning committees, donating equipment and supplies, and attending school physical activity events.

- a. Yes
- b. No

35. During the [insert year range, e.g., 2024-2025] school year, did your school ask community partners or community members to help with any activity, event, or program related to physical activity? Examples include providing grant funding for

physical activity programming, volunteering to lead physical activity programs, and providing equipment or supplies for physical activity programs.

- a. Yes
- b. No

36. During the [insert year range, e.g., 2024-2025] school year, did your school, either directly or through the school district, have a joint use agreement for shared use of physical activity or sports facilities? A joint use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.

- a. Yes
- b. No

The next question is about having a plan for physical education and physical activity.

37. During the [insert year range, e.g., 2024-2025] school year, did your school have a written plan for providing opportunities for students to be physically active before, during, and after school? This might be called a Comprehensive School Physical Activity Program (CSPAP) plan.

- a. Yes
- b. No

Section 3: School Nutrition Environment and Services

This section focuses on the school nutrition environment and services. The questions address school meal programs, Smart Snacks in School nutrition standards, clean and safe drinking water, food and drink marketing, nutrition education opportunities, and the use of foods and drinks for celebrations and rewards. They also address access to nutritious foods in Out of School Time (OST) programs.

School nutrition environment includes the foods and beverages that are available to students throughout the school day, and information and messages about food, beverages, and nutrition that students encounter on school grounds.

School nutrition services provide meals that meet federal nutrition standards for the National School Lunch and Breakfast Programs, accommodate the health and nutrition needs of all students, and help ensure that foods and beverages sold

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outside of the school meal programs meet Smart Snacks in School nutrition standards.

The next 6 questions are about school meal programs.

38. During the [insert year range, e.g., 2024-2025] school year, did your school coordinate class schedules with bus transportation schedules to allow all students the opportunity to obtain breakfast at school?
- a. Yes
 - b. No
 - c. Not applicable: Our school offers breakfast in the classroom or during morning break
39. During the [insert year range, e.g., 2024-2025] school year, did your school offer breakfast meals during morning breaks or in the classroom?
- a. Yes
 - b. No
40. During the [insert year range, e.g., 2024-2025] school year, did your school offer free and reduced-price meals for students who meet income requirements?
- a. Yes
 - b. No
41. During the [insert year range, e.g., 2024-2025] school year, did your school use the following practices to increase consumption of school meals? (Mark yes or no for each practice.)

Practice	Yes	No
a. Offered taste tests of menu items		
b. Pre-sliced fruit		
c. Provided recess before lunch		
d. Added new menu items		
e. Revised recipes to improve taste		
f. Other practices used [Add space to write in practices]		

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42. During the [insert year range, e.g., 2024-2025] school year, how many minutes did students have to eat breakfast, counting from the time they are seated?
_____.

43. During the [insert year range, e.g., 2024-2025] school year, how many minutes did students have to eat lunch, counting from the time they are seated? _____.

The next question is about foods sold in addition to school meal programs.

44. During the [insert year range, e.g., 2024-2025] school year, could students at your school buy the following items from vending machines or at a school store, canteen, or snack bar? (Mark Yes or No for each item.)

Item	Yes	No
a. Chocolate candy or other kinds of candy		
b. Salty snacks that are not low in fat (e.g., regular potato chips)		
c. Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat		
d. Ice cream or frozen yogurt that is not low in fat		
e. Soda pop or fruit drinks that are not 100% juice		
f. Sports drinks (e.g., Gatorade)		

The next 2 questions are about clean and safe drinking water.

45. During the [insert year range, e.g., 2024-2025] school year, did your school make safe, unflavored, drinking water available throughout the school day at no cost to students?
a. Yes
b. No

46. During the [insert year range, e.g., 2024-2025] school year, did your school conduct periodic testing of drinking water sources for lead and other contaminants?
a. Yes
b. No

The next question is about food and beverage marketing.

47. During the [insert year range, e.g., 2024-2025] school year, did your school allow food and beverage marketing (such as contests, coupons, signage) on school campus for foods and beverages that do not meet the USDA's Smart Snacks in School nutrition standards (such as soda, candy)?
- a. Yes
 - b. No

The next 2 questions are about nutrition education opportunities.

48. During the [insert year range, e.g., 2024-2025] school year, did your school provide nutrition education to students?
- a. Yes
 - b. No
49. During the [insert year range, e.g., 2024-2025] school year, did your school use the following strategies to expose students to different fruits and vegetables? (Mark Yes or No for each strategy.)

Strategy	Yes	No
a. Fruit and vegetable tastings		
b. Hosted a local farmer at the school for students to learn about farming		
c. Planted or used a school garden		
d. Took students on a field trip to a farm		
e. Other [Write in strategy]		

The next 2 questions are about foods and beverages for celebrations and rewards.

50. During the [insert year range, e.g., 2024-2025] school year, did your school have nutrition standards in place for foods and beverages given for celebrations?
- a. Yes
 - b. No

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51. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school have nutrition standards in place for foods and beverages given as rewards?
- a. Yes
 - b. No

The next 3 questions are about Out of School Time (OST) nutrition and food security policies and practices.

52. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school offer snacks or meals to students in after-school programs through USDA's Child and Adult Care Food Program (CACFP)?
- a. Yes
 - b. No
53. During the [insert year range, e.g., 2024-~~2025~~] school year, did all foods and beverages served in after-school programs meet or exceed the USDA Smart Snacks in School nutrition standards or Child and Adult Care Food Program standards?
- a. Yes
 - b. No
54. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school offer meals or snacks to children, either as part of a summer school program or as a site for the USDA Summer Food Service Program?
- a. Yes
 - b. No

Section 4: Support for Students with Chronic Health Conditions

This section focuses on the delivery of school health services and supports for students with chronic health conditions. The questions address school nurses, medication, and efforts to help students and their families manage chronic health conditions.

55. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school have a full-time registered nurse who provides health services to students? A full-time nurse means that a nurse is at the school during all school hours, 5 days a week.
- a. Yes, the school had a full-time nurse
 - b. No, but the school had a part-time nurse

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c. No, the school did not have a nurse

56. During the [insert year range, e.g., 2024-2025] school year, did your school have a school-based health center that offers health services to students? *School-based health centers* are places on school campuses where enrolled students can receive primary care, including diagnostic and treatment services. These services are usually provided by a nurse practitioner or a physician's assistant.

- a. Yes
- b. No

57. Approximately what percentage of your student body receives direct care from school nurses or other qualified school health services staff?

- a. 0-24%
- b. 25%-50%
- c. 51%-74%
- d. 75%-100%

58. Approximately what percentage of your student body receives care from school nurses or other qualified school health services staff that is reimbursable under Medicaid expansion?

- a. 0-24%
- b. 25%-50%
- c. 51%-74%
- d. 75%-100%

59. During the [insert year range, e.g., 2024-2025] school year, did your school provide daily medication administration for students with chronic health conditions such as asthma, diabetes, or food allergies?

- a. Yes
- b. No

60. During the [insert year range, e.g., 2024-2025] school year, did your school provide stock rescue or "as needed" medication for any student experiencing a health emergency (such as an asthma episode or severe allergic reaction)?

- a. Yes
- b. No

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61. During the [insert year range, e.g., 2024-2025] school year, did your school provide case management for students with chronic health conditions (such as asthma, diabetes, or food allergies)?
- Yes
 - No
62. During the [insert year range, e.g., 2024-2025] school year, did your school offer disease-specific education to students with chronic health conditions and their families to support self-management?
- Yes
 - No
63. During the [insert year range, e.g., 2024-2025] school year, did your school help students with chronic health conditions develop disease-specific management or action plans?
- Yes
 - No
64. During the [insert year range, e.g., 2024-2025] school year, did your school help students with chronic health conditions to be physically active at school?
Examples include collaborating with students' families and health-care providers to maximize student participation in structured and unstructured physical activity, modifying intensity and duration of physical activity as needed, including relevant physical activity information in students' Individualized Health Care Plan, 504 Plan, and Individualized Education Plan (IEP), and ensuring access to preventive and quick-relief medications.
- Yes
 - No
65. During the [insert year range, e.g., 2024-2025] school year, did your school help students with chronic health conditions to make healthy food choices at school? Examples include knowing students' dietary restrictions or modifications, asking parents or caregivers to provide schedules for meals and snacks, collaborating with students' primary health-care providers to ensure monitoring of vital signs and compliance with treatment program, including relevant nutrition information in students' Individualized Health Care Plan, 504 Plan, and Individualized Education Plan (IEP), and ensuring access to preventive and quick-relief medications.
- Yes

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b. No

66. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school refer students with chronic health conditions, as needed, to school- or community- based health services that can help with their chronic health condition?

a. Yes

b. No

67. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school communicate with parents or primary caregivers about after-school protocols and practices for students with chronic health conditions (e.g., asthma, diabetes, food allergies), including if they differ from those used during school hours?

a. Yes

b. No

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Principal

Attachment D. Healthy Schools Questionnaire – Middle/High School

Form Approved
OMB No. 0920-xxxx
Expiration Date: XX/XX/XXXX

Public reporting burden of this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; ATTN: PRA (0920-XXXX).

Healthy Schools Questionnaire Middle and High School

Introduction

Schools and after-school programs can help students eat healthy, be physically active, and manage chronic health conditions like asthma, diabetes, and food allergies. Adopting these healthy behaviors can help students be successful and make good grades. Schools can also create a healthy environment for staff, teachers, and the surrounding community. As a school principal, you can support efforts to adopt effective health policies, practices, and programs designed to meet these goals. This questionnaire will help you assess what your school is doing. It has four sections:

- Section 1: School Health Infrastructure
- Section 2: School Physical Education and Physical Activity
- Section 3: School Nutrition Environment and Services
- Section 4: Support for Students with Chronic Health Conditions

You (or someone you designate) should complete this questionnaire with input from your school health council, committee, or team. If needed, you (or your designee) can seek input from other school staff—including other administrators, physical education teachers, health education teachers, classroom teachers, after-school program staff, school food service staff, and school nurses. You can also seek input from parents, community partners, and students.

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Your responses should reflect the specific practices and activities in your school during the [insert year range, e.g., 2024-2025] school year including the summer months prior to the first day of school. All responses will be kept confidential. Your school name will be kept private and will not be associated with your responses in any reports or publications.

Thank you for helping to make the results of this survey comprehensive, accurate, and timely!

Questionnaire

Please start by providing the following school information:

Grade Span

Fall Enrollment (number of students enrolled at the beginning of the school year) Website

Date of First Day of School Date of

Last Day of School School Start

Time Each Day School End Time

Each Day

1. What is your role? Mark one response.
 - a. Principal
 - b. Assistant Principal
 - c. School nurse
 - d. School health coordinator
 - e. School physical activity or health education teacher
 - f. Other

1a. [If 'Other'] Please specify your role.

Section 1: School Health Infrastructure

This section focuses on school health infrastructure practices. The questions address issues related to school health councils, school health policies and practices, local wellness policies, employee health and wellness, comprehensive health education, and family and community engagement.

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The next 4 questions are about having a school health council, committee, or team.

School health refers to the comprehensive efforts to develop, implement, and evaluate services, both within the school and the community, that provide each and every student with the resources needed to thrive within a healthful environment.

2. During the [insert year range, e.g., 2024-2025] school year, did your school have a group or groups—for example, a school health council, committee, or team—to guide the development of health-related policies or coordinate activities?
 - a. Yes
 - b. No [Skip to Q6]

3. [Skip if No to Q2] During the [insert year range, e.g., 2024-2025] school year, how many times did your school health council, committee, or team meet?
 - a. 0 times
 - b. 1 time
 - c. 2 times
 - d. 3 times
 - e. 4 or more times

4. [Skip if No to Q2] During the [insert year range, e.g., 2024-2025] school year, were the following representatives on your school health council, committee, or team? (Mark Yes or No for each group.)

Group	Yes	No
a. School administrator		
b. Physical education teacher		
c. Health education teacher		
d. School nutrition staff		
e. School nurse		
f. Other teachers and school staff		
g. Before- or after-school program staff.*		
h. Parents or primary caregivers		
i. Community partners or community members		

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j. Students		
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*(Before- or after-school program staff are those employed at supervised programs, such as academic programs [e.g., reading or math focused programs], specialty programs [e.g., sports teams, arts enrichment], and multipurpose programs that provide an array of activities. Such programs may be offered by the school, district, or an external organization [e.g., 21st Century Community Learning Centers, Boys & Girls Clubs, YMCAs] and can take place on school grounds or in the community.)

5. [Skip if No to Q2] During the [insert year range, e.g., 2024-2025] school year, has any school health council, committee, or team at your school done any of the following activities? (Mark Yes or No for each activity.)

Activities	Yes	No
a. Identified student health needs based on a review of relevant data		
b. Completed a school health assessment to understand and prioritize the school's health and wellness related needs		
c. Used the Whole School, Whole Community, Whole Child (WSCC) framework to guide school health related and wellness activities		
d. Recommended new or revised school health policies and activities to school administrators or the school improvement team		
e. Sought funding or leveraged resources to support school health priorities for students and staff		
f. Communicated the importance of school health policies and activities to district administrators, school administrators, parent-teacher groups, or community members		
g. Reviewed health-related curricula or instructional materials		

The next 3 questions are about assessing school health policies and practices.

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6. During the [insert year range, e.g., 2024-2025] school year, did your school complete the following school health assessment tools to identify school health and wellness-related needs? (Mark Yes or No for each assessment tool.)

Assessment tool	Yes	No
a. CDC's School Health Index (SHI)		
b. CDC's Wellness Policy in Action Tool (WPAT)		
c. CDC's Health Education Curriculum Analysis Tool (HECAT)		
d. CDC's Physical Education Curriculum Analysis Tool (PECAT)		
e. Alliance for a Healthier Generation's Thriving Schools Integrated Assessment		
f. The National Afterschool Association's (NAA) Healthy Eating and Physical Activity (HEPA) Standards 2.0 Self-Assessment tool		
g. American Academy of Pediatrics' (AAP) Health services Assessment Tool for Schools (HATS)		
h. Other (please specify): [Add space to write in what is being used]		

7. During the [insert year range, e.g., 2024-2025] school year, did your school develop or update a school health action plan that describes steps to meet the school health and wellness-related needs of all students?

- a. Yes, based on the results of a school health assessment (e.g., CDC assessment tools like the SHI, WPAT, PECAT, and HECAT, or non-CDC assessment tools like Thriving Schools Integrated Assessment, HEPA Standards, or HATS)
- b. Yes, but not based on the results of a school health assessment
- c. No [Skip to Q9]

8. [Skip if No to Q7] During the [insert year range, e.g., 2024-2025] school year, did your school's school health action plan include an activity focused on the following topics? (Mark Yes or No for each topic.)

Topic	Yes	No
a. Physical education		
b. Physical activity (i.e., active learning in the classroom, recess, walking clubs, etc.)		

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c. School meal programs		
d. Foods and beverages available at school outside the school meal programs		
e. Food and beverage marketing		
f. School health services		
g. Services and supports for students with chronic health conditions (e.g., asthma, diabetes, and food allergies)		
h. Social and emotional climate		
i. Family engagement		
j. Community involvement		
k. Employee wellness		

The next 3 questions are about providing professional development to school staff.

9. During the [insert year range, e.g., 2024-2025] school year (including the summer months prior to the first day of school), did school staff receive trainings or professional development opportunities (e.g., in-service trainings, workshops, conferences, and continuing education) on the following topics? (Mark Yes or No for each topic.)

Topic	Yes	No
a. Physical education		
b. Physical activity (i.e., active learning in the classroom, recess, walking clubs, etc.)		
c. School meal programs		
d. Foods and beverages available at school outside the school meal programs		
e. Food and beverage marketing		
f. School health services		
g. Services and supports for students with chronic health conditions (e.g., asthma, diabetes, and food allergies)		
h. Social and emotional climate		
i. Family engagement		

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j. Community involvement		
k. Employee wellness		
l. Other school health topics (please specify) [include space to write in other topics]		

10. <<If “Yes” to 9a or 9b>> During the [insert year range, e.g., 2024-2025] school year (including the summer months prior to the first day of school), did the following types of staff attend trainings or professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) related to physical education or other strategies for integrating more physical activity opportunities before, during, and after the school day (e.g., recess, classroom physical activity)? (Mark Yes or No for each type of staff.)

Type of staff	Yes	No
a. Physical education teachers or specialists		
b. Classroom teachers		
c. Before- or after-school program staff		
d. Other school staff		

11. <<If “Yes” to 9c, 9d, or 9e >> During the [insert year range, e.g., 2024-2025] school year (including the summer months prior to the first day of school), did the following types of staff attend trainings or professional development (e.g., workshops, conferences, continuing education, any other kind of in-service) related to school nutrition environment and services? (Mark Yes or No for each type of staff.)

School nutrition environment includes the foods and beverages that are available to students throughout the school day, and information and messages about food, beverages, and nutrition that students encounter on school grounds.

School nutrition services provide meals that meet federal nutrition standards for the National School Lunch and Breakfast Programs, accommodate the health and nutrition needs of all students, and help ensure that foods and beverages sold outside of the school meal programs meet Smart Snacks in School nutrition standards.

Type of staff	Yes	No
a. School nutrition program managers		
b. Other school nutrition staff (e.g., cooks, lunch line servers)		
c. After-school program staff		
d. Other school staff		

The next 3 questions are about implementing local wellness policy.

12. Are staff at your school aware of the requirements of your district’s local wellness policy?
- a. Yes
 - b.No
 - c. Not sure

13. Did anyone at your school assess how your school is meeting the district’s local wellness policy requirements during the current and previous years? (Mark Yes or No for each school year.)

School Year	Yes	No
a. [insert year range, e.g., 2024-2025] school year		
b. 2023-2024 school year		
c. 2022-2023 school year		

14. During the [insert year range, e.g., 2024-2025] school year, did someone at your school communicate about the district’s local wellness policy to school staff, after- school program staff, families, and students? Examples of communication methods include school websites, Parent-Teacher Association meetings, and school newsletter.
- a. Yes

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b. No

The next question is about offering employee health and wellness.

15. During the [insert year range, e.g., 2024-2025] school year, did your school offer employee health and wellness programming to promote the following areas for teachers and school staff?

Topic	Yes	No
a. Physical activity		
b. Healthy Eating		
c. Mental Health		

The next question is about providing health education.

16. During the [insert year range, e.g., 2024-2025] school year, did your school provide formal, structured health education for students? Formal, structured health education consists of any combination of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions.

- a. Yes
- b.No

The next question is about health needs and interests of students.

17. During the [insert year range, e.g., 2024-2025] school year, did your school assess the needs and interests of students related to healthy eating, physical activity, or health services?

- a. Yes
- b.No

The next 4 questions are about family engagement.

18. During the [insert year range, e.g., 2024-2025] school year, did your school assess the needs and interests of parents or primary caregivers related to healthy eating, physical activity, or health services?

- a. Yes
- b.No

19. During the [insert year range, e.g., 2024-2025] school year, did your school send out a newsletter for parents or primary caregivers that includes information about healthy eating, physical activity, or health services?

- a. Yes
- b.No

20. During the [insert year range, e.g., 2024-2025] school year, did your school host periodic health and wellness events that educate and inform parents or primary caregivers about healthy eating, physical activity, or management of chronic health conditions (such as asthma, diabetes, and food allergies)?

- a. Yes
- b.No

21. During the [insert year range, e.g., 2024-2025] school year, did your school promote volunteer opportunities for parents or primary caregivers to help with programs and events related to healthy eating, physical activity, or health services?

- a. Yes
- b.No

The next 3 questions are about community engagement.

22. During the [insert year range, e.g., 2024-2025] school year, did any community partners contribute resources or expertise to school health activities?

- a. Yes
- b.No

23. During the [insert year range, e.g., 2024-2025] school year, did your school partner with community organizations to provide students with formal before- or after- school programs? Examples include school-age childcare programs, academic instruction and tutoring programs (e.g., 21st Century Community Learning Centers), and multipurpose programs offered by youth-serving organizations such as the YMCA or the Boys & Girls Clubs of America.

- a. Yes
- b.No

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24. During the [insert year range, e.g., 2024-2025] school year, did your school partner with community organizations to help students and families access food when school is not in session? Examples include helping families enroll in programs for which they are eligible, like SNAP and/or Summer EBT, or partnering with food banks to organize backpack programs during weekends and school breaks.
- a. Yes
 - b.No

Section 2: School Physical Education and Physical Activity

This section focuses on school physical education and physical activity practices that help schools implement a Comprehensive School Physical Activity Program (CSPAP), which is a framework for planning and organizing activities for school physical education and physical activity. The questions address physical education, physical activity during the school day and before and after school, family and community engagement in physical activity, and having a written plan for physical education and physical activity.

The next 4 questions are about physical education.

25. During the [insert year range, e.g., 2024-2025] school year, how many weeks were students required to attend physical education? (For each grade, select the option that best represents the number of weeks required to attend physical education, or if your school does not have that grade, mark “grade not taught in your school.”)

Grade	Physical education is not required	One quarter of the year (or ~9 weeks)	Two quarters of the year (or ~18 weeks)	Three quarters of the year (or ~27 weeks)	All School Year (36 weeks)	Grade not taught in your school
6						
7						
8						
9						
10						

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11							
12							

26. During the [insert year range, e.g., 2024-2025] school year, how many days per week were students scheduled to take physical education during a typical school week? (For each grade, select the number of days of scheduled physical education per week when it is offered, or if your school does not have that grade, mark “grade not taught in your school.”)

Grade	0 days	1 day	2 days	3 days	4 days	5 days	Varied (e.g., 2 days one week, 3 the other)	Grade not taught in your school
6								
7								
8								
9								
10								
11								
12								

27. During the [insert year range, e.g., 2024-2025] school year, did your physical education program use a curriculum that aligns with state or national standards for physical education?
 a. Yes
 b.No

28. During the [insert year range, e.g., 2024-2025] school year, did students complete fitness or physical activity assessments at least once?
 a. Yes
 b.No

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The next 3 questions are about physical activity during school.

29. During the [insert year range, e.g., 2024-2025] school year, not including physical education and classroom physical activity, did your school offer opportunities for all students to be physically active for at least 20 minutes each school day? Examples include lunchtime intramural activities, physical activity clubs, or recess.
- a. Yes
 - b.No
30. During the [insert year range, e.g., 2024-2025] school year, did students participate in daily physical activity breaks or active lessons in classrooms during the school day outside of physical education and other physical activity opportunities, including lunchtime intramural activities, physical activity clubs, or recess?
- a. Yes
 - b.No
31. During the [insert year range, e.g., 2024-2025] school year, did your school regularly promote or provide school-wide physical activity opportunities outside of physical education classes, recess, and classroom physical activity—for example, during morning announcements, school-wide fitness challenges, school-wide structured walking programs?
- a. Yes
 - b.No

The next 2 questions are about physical activity before and after school.

32. During the [insert year range, e.g., 2024-2025] school year, did your school offer before-school physical activity programs to students? Examples include walking clubs, early access to gyms or other school grounds and facilities, and initiatives that promote walking, biking, or rolling (in a wheelchair or on a scooter or skateboard) to school.
- a. Yes
 - b.No
33. During the [insert year range, e.g., 2024-2025] school year, did your school offer after-school physical activity programs to students? Examples include walking clubs, early access to gyms or other school grounds and facilities, and initiatives

that promote walking, biking, or rolling (in a wheelchair or on a scooter or skateboard) from school.

- a. Yes
- b.No

The next 3 questions are about family and community engagement.

34. During the [insert year range, e.g., 2024-2025] school year, did your school ask parents or primary caregivers to help with any activity, event, or program related to physical activity? Examples include volunteering during physical education, serve on planning committees, donating equipment and supplies, and attending school physical activity events.

- a. Yes
- b.No

35. During the [insert year range, e.g., 2024-2025] school year, did your school ask community partners or community members to help with any activity, event, or program related to physical activity? Examples include providing grant funding for physical activity programming, volunteering to lead physical activity programs, and providing equipment or supplies for physical activity programs.

- a. Yes
- b. No

36. During the [insert year range, e.g., 2024-2025] school year, did your school, either directly or through the school district, have a joint use agreement for shared use of physical activity or sports facilities? A joint use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.

- a. Yes
- b. No

The next question is about having a plan for physical education and physical activity.

37. During the [insert year range, e.g., 2024-2025] school year, did your school have a written plan for providing opportunities for students to be physically active before,

during, and after school? This might be called a Comprehensive School Physical Activity Program (CSPAP) plan.

- a. Yes
- b. No

Section 3: School Nutrition Environment and Services

This section focuses on the school nutrition environment and services. The questions address school meal programs, Smart Snacks in School nutrition standards, clean and safe drinking water, food and drink marketing, nutrition education opportunities, and the use of foods and drinks for celebrations and rewards. They also address access to nutritious foods in Out of School Time (OST) programs.

School nutrition environment includes the foods and beverages that are available to students throughout the school day, and information and messages about food, beverages, and nutrition that students encounter on school grounds.

School nutrition services provide meals that meet federal nutrition standards for the National School Lunch and Breakfast Programs, accommodate the health and nutrition needs of all students, and help ensure that foods and beverages sold outside of the school meal programs meet Smart Snacks in School nutrition standards.

The next 6 questions are about school meal programs.

38. During the [insert year range, e.g., 2024-2025] school year, did your school coordinate class schedules with bus transportation schedules to allow all students the opportunity to obtain breakfast at school?
- a. Yes
 - b. No
 - c. Not applicable: Our school offers breakfast in the classroom or during morning break

39. During the [insert year range, e.g., 2024-2025] school year, did your school offer breakfast meals during morning breaks or in the classroom?
- a. Yes
 - b. No

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40. During the [insert year range, e.g., 2024-2025] school year, did your school offer free and reduced-price meals for students who meet income requirements?

- a. Yes
- b. No

41. During the [insert year range, e.g., 2024-2025] school year, did your school use the following practices to increase consumption of school meals? (Mark Yes or No for each practice.)

Practice	Yes	No
a. Offered taste tests of menu items		
b. Pre-sliced fruit		
c. Provided recess before lunch		
d. Added new menu items		
e. Revised recipes to improve taste		
f. Other practices used: [Add space to write other practiced used]		

42. During the [insert year range, e.g., 2024-2025] school year, how many minutes did students have to eat breakfast, counting from the time they are seated?
_____.

43. During the [insert year range, e.g., 2024-2025] school year, how many minutes did students have to eat lunch, counting from the time they are seated? _____.

The next question is about foods sold in addition to school meal programs.

44. During the [insert year range, e.g., 2024-2025] school year, could students at your school buy the following items from vending machines or at a school store, canteen, or snack bar? (Mark Yes or No for each item.)

Item	Yes	No
a. Chocolate candy or other kinds of candy		
b. Salty snacks that are not low in fat (e.g., regular potato chips)		

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c. Cookies, crackers, cakes, pastries, or other baked goods that are not low in fat		
d. Ice cream or frozen yogurt that is not low in fat		
e. Soda pop or fruit drinks that are not 100% juice		
f. Sports drinks (e.g., Gatorade)		
g. Energy drinks (e.g., Red Bull, Monster)		

The next 2 questions are about clean and safe drinking water.

45. During the [insert year range, e.g., 2024-2025] school year, did your school make safe, unflavored, drinking water available throughout the school day at no cost to students?

- a. Yes
- b. No

46. During the [insert year range, e.g., 2024-2025] school year, did your school conduct periodic testing of drinking water sources for lead and other contaminants?

- a. Yes
- b. No

The next question is about food and beverage marketing.

47. During the [insert year range, e.g., 2024-2025] school year, did your school allow food and beverage marketing (such as contests, coupons, signage) on school campus for foods and beverages that do not meet the USDA's Smart Snacks in School nutrition standards (such as soda, candy)?

- a. Yes
- b. No

The next 2 questions are about nutrition education opportunities.

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48. During the [insert year range, e.g., 2024-2025] school year, did your school provide nutrition education to students?

- a. Yes
- b. No

49. During the [insert year range, e.g., 2024-2025] school year, did your school use the following strategies to expose students to different fruits and vegetables? (Mark Yes or No for each strategy.)

Strategy	Yes	No
a. Fruit and vegetable tastings		
b. Hosted a local farmer at the school for students to learn about farming		
c. Planted or used a school garden		
d. Took students on a field trip to a farm		
e. Other: [Write in strategy]		

The next 2 questions are about foods and beverages for celebrations and rewards.

50. During the [insert year range, e.g., 2024-2025] school year, did your school have nutrition standards in place for foods and beverages given for celebrations?

- a. Yes
- b. No

51. During the [insert year range, e.g., 2024-2025] school year, did your school have nutrition standards in place for foods and beverages given as rewards?

- a. Yes
- b. No

The next 3 questions are about Out of School Time (OST) nutrition and food security policies and practices.

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52. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school offer snacks or meals to students in after-school programs through USDA's Child and Adult Care Food Program (CACFP)?

- a. Yes
- b. No

53. During the [insert year range, e.g., 2024-~~2025~~] school year, did all foods and beverages served in after-school programs meet or exceed the USDA Smart Snacks in School nutrition standards or Child and Adult Care Food Program standards?

- a. Yes
- b. No

54. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school offer meals or snacks to children, either as part of a summer school program or as a site for the USDA Summer Food Service Program?

- a. Yes
- b. No

Section 4: Support for Students with Chronic Health Conditions

This section focuses on the delivery of school health services and supports for students with chronic health conditions. The questions address school nurses, medication, and efforts to help students and their families manage chronic health conditions.

55. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school have a full-time registered nurse who provides health services to students? A full-time nurse means that a nurse is at the school during all school hours, 5 days a week.

- a. Yes, the school had a full-time nurse
- b. No, but the school had a part-time nurse
- c. No, the school did not have a nurse

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56. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school have a school-based health center that offers health services to students? *School-based health centers* are places on school campus where enrolled students can receive primary care, including diagnostic and treatment services. These services are usually provided by a nurse practitioner or physician's assistant.
- Yes
 - No
57. Approximately what percentage of your student body receives direct care from school nurses or other qualified school health services staff?
- 0-24%
 - 25%-50%
 - 51%-74%
 - 75%-100%
58. Approximately what percentage of your student body receives care from school nurses or other qualified school health services staff that is reimbursable under Medicaid expansion?
- 0-24%
 - 25%-50%
 - 51%-74%
 - 75%-100%
59. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school provide daily medication administration for students with chronic health conditions (such as asthma, diabetes, or food allergies)?
- Yes
 - No
60. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school provide stock rescue or "as needed" medication for any student experiencing a health emergency (such as an asthma episode or severe allergic reaction)?
- Yes
 - No

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61. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school provide case management for students with chronic health conditions (such as asthma, diabetes, or food allergies)?
- a. Yes
 - b. No
62. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school offer disease-specific education to students with chronic health conditions and their families to support self-management?
- a. Yes
 - b. No
63. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school help students with chronic health conditions develop disease-specific management or action plans?
- a. Yes
 - b. No
64. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school help students with chronic health conditions to be physically active at school?
Examples include collaborating with students' families and health-care providers to maximize student participation in structured and unstructured physical activity, modifying intensity and duration of physical activity as needed, including relevant physical activity information in students' Individualized Health Care Plan, 504 Plan, and Individualized Education Plan (IEP), and ensuring access to preventive and quick-relief medications.
- a. Yes
 - b. No
65. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school help students with chronic health conditions to make healthy food choices at school? Examples include knowing students' dietary restrictions or modifications, asking parents or caregivers to provide schedules for meals and snacks, collaborating with students' primary health-care providers to ensure monitoring of vital signs and

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compliance with treatment program, including relevant nutrition information in students' Individualized Health Care Plan, 504 Plan, and Individualized Education Plan (IEP), and ensuring access to preventive and quick-relief medications.

- a. Yes
- b. No

66. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school refer students with chronic health conditions, as needed, to school- or community- based health services that can help with their chronic health condition?

- a. Yes
- b. No

67. During the [insert year range, e.g., 2024-~~2025~~] school year, did your school communicate with parents or primary caregivers about after-school protocols and practices for students with chronic health conditions (e.g., asthma, diabetes, or food allergies), including if they differ from those used during school hours?

- a. Yes
- b. No

DRAFT

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Stellar Therapy Services, LLC

ADDENDUM TO THERAPY SERVICES AGREEMENT

The following is an addendum to the contract between Cumberland County Schools and Stellar Therapy Services, LLC made on the date March 20, 2024.

This addendum applies to Section 4. Compensation (a) with respect to Services provided to School District.

This addendum adds the below to the list of services in Compensation (b), beginning on or after October 30, 2024:

- Psychologist hourly rate \$78/hour

All provisions of the agreement remain in place with this addition.

SCHOOL: Cumberland County Schools

Stellar Therapy Services, LLC:

By: 

By: 

Title: Director of Schools

Title: Melissa Christopher, Owner

Date: Nov 12-2024

Date: 10/30/2024

Contact information for scheduling:

Phone 423-417-8189

Fax 423-622-1556

Email: Melissa@stellartherapy.com

Cumberland County Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: County-Wide Employee Dress Code	Descriptor Code: 5.6001	Issued Date: 04/27/23
		Rescinds: 5.6001	Issued: 04/23/15

1 School Level and Central Office Personnel

2 Employees (professional and paraprofessional) are expected to present a neat, clean appearance in order
3 to project a professional image to students, fellow employees and the public. [CCS employees are expected](#)
4 [to exhibit the following characteristics through dress:](#) ~~The following clothing~~
is considered acceptable in the projection of this professional image during regular school hours.

- 5 ~~a. Suits, sportcoats or blazers.~~ [Maturity](#)
6 ~~b. Dress slacks, casual slacks or pantsuits.~~ [Cleanliness](#)
7 ~~c. Dress shirts and blouses (with or without collars), collared pullover style shirts,~~
8 ~~turtlenecks, sweaters, cotton knit pullover blouses and sweater sets. Sleeve length, vests~~
9 ~~and neckties are optional.~~ [Professionalism](#)
10 ~~d. Dresses and skirts for female employees. All are to be worn no higher than three (3) inches~~
11 ~~above the middle of the knee.~~ [Competency](#)
12 ~~e. Clothing that would exhibit bare shoulders is not permitted.~~ [Pride](#)
13 ~~f. Shorts are only permitted for employees involved in athletic or physical education~~
14 ~~instruction and only in the immediate area where the instruction is conducted. The employee~~
15 ~~will be required to change into other approved apparel when departing that area.~~ [Good Judgement](#)
16 ~~g. Nylon "running style" suits are considered professional dress only for physical education~~
17 ~~and wellness teachers.~~ [Modesty](#)
18 ~~h. Denim jeans may be worn while on extracurricular duty such as ballgames.~~

19 Career and Technical Education teachers with shops or lab areas will be permitted to wear industry-
20 approved clothing that meets all necessary safety requirements to include lab coats, aprons, jeans,
21 scrubs, chef coats, gloves, and helmets along with other personal protective clothing in accordance
22 with course appropriateness.

23 ~~The following types of clothing are otherwise specifically prohibited except on casual days: All denim~~
24 ~~jeans, shorts, skorts, cotton sweat suits, tee shirts and nylon "running style" suits.~~ [code should be implemented](#)
25 [in all CCS facilities:](#)

- [Jeans may be worn every payday and every Friday as well as at principal discretion.](#)
- [All clothing should be clean, well-fitted, and free from rips or tears.](#)
- [Inappropriate tattoos should be covered \(curse words, racial topics, and sexual images\).](#)
- [Piercings are limited to earring, nose studs, and small nose rings \(no septum or other facial piercings permitted\).](#)

26 As on regular workdays, principals have the final say concerning appropriate attire on Casual Day,
27 which will be every payday.

28 Special dress days may be designated by the principal to include but not limited to the following
29 examples: Field days, picture days, school spirit days, etc. Employees are encouraged to participate

30 accordingly.
31 School administrators at the building level will be responsible for upholding/enforcing the dress code. Consideration
32 should be given to employee role/safety, medical conditions, and religious exemptions when enforcing the
33 professional dress code.

1 **Other Employees**

2 Other system employees are currently required to wear uniforms as part of their normal duties. The
3 following employees are not impacted by the clothing aspects of this dress code: custodians, maintenance
4 technicians, transportation mechanics and food service personnel. Health Services personnel will
5 continue to wear appropriate nursing attire. Bus drivers are not currently required to wear uniforms
6 and are expected to maintain a professional appearance.

7 **All Employees**

8 Failure to personally adhere to the provisions of this dress code or to enforce it when authorized, shall
9 result in the following consequences:

- 10
- 11 **a. First violation:** Written reprimand placed in personnel file. If violation is determined to be
12 flagrant, the employee will be sent home to change.
 - 13 **b. Second violation:** Three (3) day suspension without pay.
 - 14 **c. Third violation:** Will be considered an insubordinate act resulting in termination.
15

Issued:	Procedure:	
	Policy Reference:	
July 2004	Field Trip and Excursions	4.302 Exhibit B

Cumberland County Schools Field Trip Request

In State/Pre-Approved Overnight Out of State

This form is to be submitted to the principal and received in the appropriate Director's office 2 weeks prior to the date of the trip for approval. **OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.**

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then afterward filed in the principal's office.

School CCHS Subject/Grade Level 9-12 Band
 Trip Requested By Bruce Johnson Date of Trip February 16-18, 2025
 Destination Park Vista Hotel City Gatlinburg, TN State TN
 Departure Time _____ Return _____ Admission per student \$ _____
 Special Services: Check ALL that apply. Prior approval is required. School Nurse SpED Bus SpED Assistant
 Student has 504 plan Bus with Lift

Please Check Type of Activity

- Academic Field Trip
- Incentive Field Trip
- School Clubs
- Band/Chorus
- Competition
- Sports
- Special Classroom Trip (Describe) _____
- Other _____

TN All-East Honor Band Clinic

Teachers Going: Bruce Johnson # of Students TBD - based on audition results

TOTAL # of TEACHERS: _____ TOTAL # of STUDENTS _____

Additional Chaperones (If Needed) _____

Cafeteria Notified Purchase Order Requested
 Substitute Requested (If Needed) Permission Slip Obtained (Take on trip)

Sponsoring Teacher's Signature Bruce Johnson Cell Phone # 865-936-7758 Principal's Signature Genny Elrod Date 11-25-24

For Transportation Dept Only			
Drivers: 1) _____	2) _____	3) _____	4) _____
Beginning Mileage _____	Ending Mileage _____	Total Miles _____	
Amount to be paid to driver \$ _____		Amount for Fuel \$ _____	
Transportation Supervisor _____		Director of Schools _____	

<i>To be completed for out-of-state and overnight school sponsored trips only</i>	
<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
Director of Schools _____	Date of Board Approval _____

Cumberland County Board of Education Administrative Procedures

Issued: July 2004	Procedure: Field Trip and Excursions	Policy Reference: 4.302 Exhibit B
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Cumberland County Schools Field Trip Request

In State/Pre-Approved Overnight Out of State _____

This form is to be submitted to the principal and received in the appropriate Director's office 2 weeks prior to the date of the trip for approval. **OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.**

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then afterward filed in the principal's office.

School SMHS Subject/Grade Level FBA
 Trip Requested By Samantha Essex Date of Trip April 11-12
 Destination W. Martin City Martin State TN
 Departure Time 2:45 p.m. Return 7:00 p.m. Admission per student \$ 0
 Special Services: Check ALL that apply. Prior approval is required. School Nurse SpED Bus SpED Assistant
 Student has 504 plan Bus with Lift

Please Check Type of Activity

- Academic Field Trip
- Incentive Field Trip
- School Clubs
- Band/Chorus
- Competition
- Sports
- Special Classroom Trip (Describe) _____
- Other _____

Teachers Going: _____ # of Students 4

Samantha Essex _____

TOTAL # of TEACHERS: _____ TOTAL # of STUDENTS _____

- Additional Chaperones (If Needed) _____
- Cafeteria Notified Purchase Order Requested
 - Substitute Requested (If Needed) Permission Slip Obtained (Take on trip)

Sponsoring Teacher's Signature Samantha Essex Cell Phone # 931-787-6132 Principal's Signature [Signature] Date 10/31/24

For Transportation Dept Only			
Drivers: 1) _____	2) _____	3) _____	4) _____
Beginning Mileage _____	Ending Mileage _____	Total Miles _____	
Amount to be paid to driver \$ _____		Amount for Fuel \$ _____	
Transportation Supervisor _____		Director of Schools _____	

To be completed for out-of-state and overnight school sponsored trips only

Approved Denied _____ _____
 Director of Schools Date of Board Approval

Cumberland County Board of Education Administrative Procedures

Issued:	Procedure:	Policy Reference:
July 2004	Field Trip and Excursions	4.302 Exhibit B

Cumberland County Schools Field Trip Request

In State/Pre-Approved _____ Overnight _____ Out of State X

This form is to be submitted to the principal and received in the appropriate Director's office 2 weeks prior to the date of the trip for approval. **OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.**

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then afterward filed in the principal's office.

School South Cumberland Elementary Subject/Grade Level 8th Grade
 Trip Requested By Dawn Hall Date of Trip 5/16 - 5/17
 Destination Washington D.C. City Washington State D.C.
 Departure Time 1:00 pm Return approx 8:00 am Admission per student \$ see flyer attached
 Special Services: Check ALL that apply. Prior approval is required. School Nurse SpED Bus SpED Assistant
 Student has 504 plan Bus with Lift

Please Check Type of Activity

- Academic Field Trip
- Incentive Field Trip
- School Clubs
- Band/Chorus
- Competition
- Sports
- Special Classroom Trip (Describe) _____
- Other _____

Teachers Going: _____ # of Students 28
Dawn Hall
Stacy Dykes
Erica Vance
Krista Mooney

TOTAL # of TEACHERS: 4 TOTAL # of STUDENTS 28

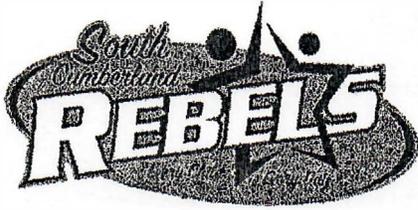
Additional Chaperones (If Needed) 15 additional parents
 Cafeteria Notified Purchase Order Requested
 Substitute Requested (If Needed) Permission Slip Obtained (Take on trip)

Sponsoring Teacher's Signature Dawn Hall Cell Phone # 931 265 4178 Principal's Signature [Signature] Date 10/29/24

For Transportation Dept Only			
Drivers: 1) _____	2) _____	3) _____	4) _____
Beginning Mileage _____	Ending Mileage _____	Total Miles _____	
Amount to be paid to driver \$ _____		Amount for Fuel \$ _____	
Transportation Supervisor _____		Director of Schools _____	

To be completed for out-of-state and overnight school sponsored trips only

Approved Denied _____
 Director of Schools _____ Date of Board Approval _____



South Cumberland Elementary School

3536 Lantana Rd.

Crossville, TN 38572

Telephone: 931-788-671 Fax: 931-788-1116

Principal: Dawn Hall

October 28, 2024

To: Cumberland County Board of Education and Mr. William Stepp

From: Dawn Hall, South Elementary Principal

Re: South Cumberland Elementary 8th Grade Washington D.C. Trip

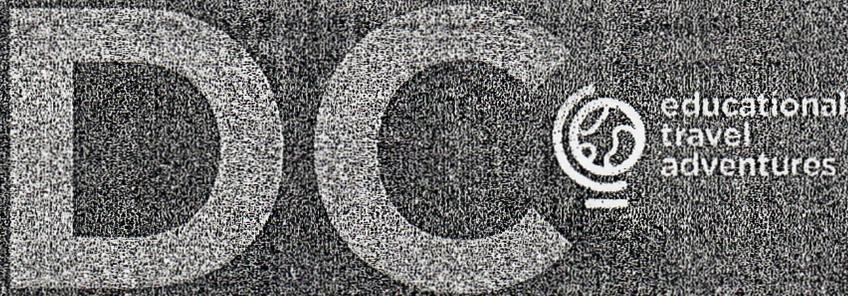
South Cumberland Elementary requests permission to attend an overnight field trip to Washington DC from May 6-10. We are using Educational Travel Adventures for our tour reservations. Eighth- grade students and parents are allowed to register and attend the trip.

This trip will be a wonderful opportunity for our students to expand their knowledge and understanding of the history of our country. We also hope the trip will encourage our students to study harder in their classes. This trip is a wonderful opportunity to have a hands-on experience with history. Thank you for your consideration in this matter.

Sincerely,

A handwritten signature in cursive script that reads "Dawn Hall".

Dawn Hall
Principal, South Cumberland Elementary



Quad Room

\$998

4 people / 2 beds
students only

Triple Room

\$1054

3 people / 2 beds

Double Room

\$1166

2 people / 2 beds

Single Room

\$1503

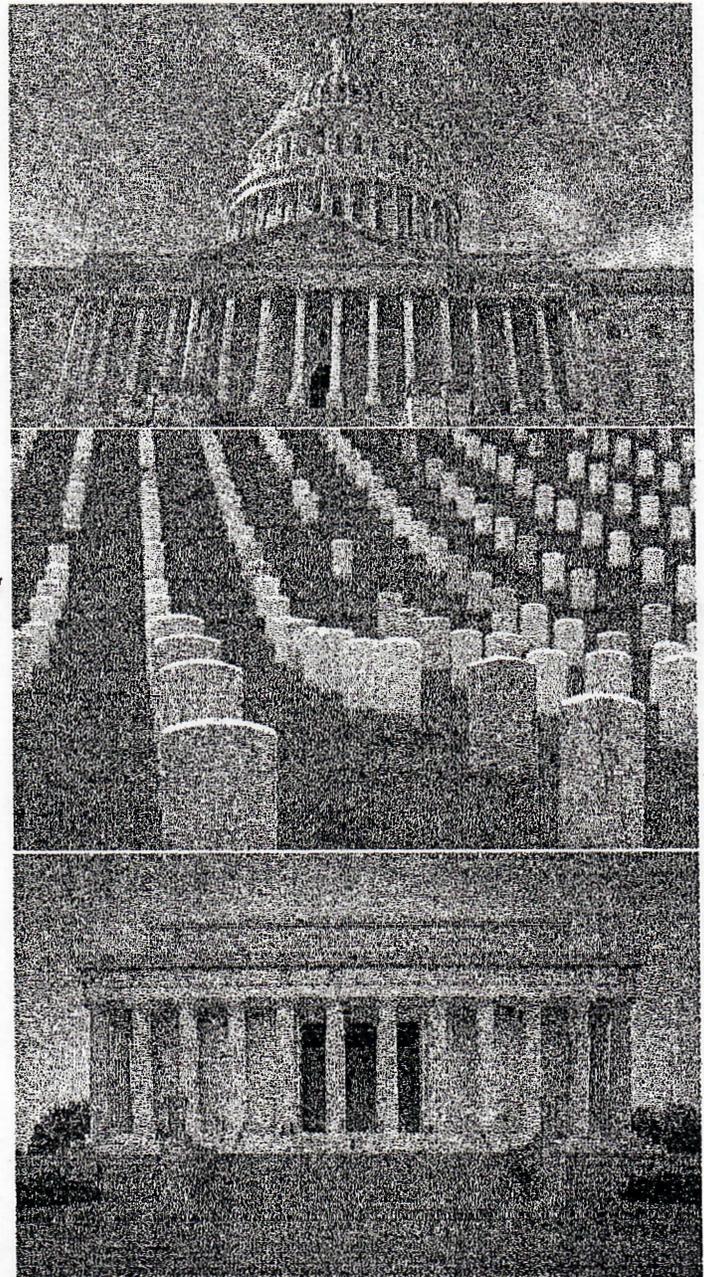
adults only

SOUTH CUMBERLAND SCHOOL

May 6 - 10, 2025

TOUR INCLUDES

- Bus transportation throughout your tour
- Professional tour manager with your group
- 4 nights accommodation in the DC area
- 4 Breakfasts, 4 Lunches, 3 Dinners
- Admission to Mt. Vernon - the home of George Washington
- Tour of the memorials including the World War II, Vietnam War Memorial, Lincoln Memorial and the Korean War Memorial
- Tour at Arlington National Cemetery
- Wreath Laying Ceremony at Arlington National Cemetery (Subject to Availability)
- Tour at the Capitol Building (if available)
- Visit to the National Archives
- Visit with your congressman (if available)
- Visit to the Holocaust Museum (subject to availability)
- Visit to the Smithsonian Museums
- Visit Smithsonian National Museum of African American History and Culture (subject to reservation confirmation)
- Visit to the Iwo Jima Memorial
- Visit to the Einstein Memorial
- Visit to the National Air & Space Museum
- Visit to the Air Force Memorial
- Visit to the 9/11 Memorial at the Pentagon
- Photo stop outside the White House
- You'll walk by the Library of Congress
- You'll walk by the Supreme Court
- Free time for shopping at the Pentagon City Mall
- Visit to the Memorials including the FDR, Jefferson and Martin Luther King Jr Memorials
- Security at the hotel for your group
- Gratuities for the tour manager & bus driver
- FREE website where travelers can register and pay online with no monthly fees



QUESTIONS?



info@etadventures.com
866-273-2500
www.etadventures.com

Trip Code: southcumberland25
Password: wastrip25



Cumberland County High School

660 Stanley Street • Crossville, TN 38555
Telephone (931) 484-6194 • Fax (931) 456-6872

November 5, 2024

Dear CCBOE,

CCHS HVAC instructor Mr. Bill St. Clair would like to apply for the PERC Technical School Program grant that will consist of a \$5,000 award used to incorporate the eight-hour *Overview of Propane Distribution Systems* curriculum and accompanying list of appliances and equipment.

This is a condensed foundational propane systems program that consists of the following:

- Three Pressure measuring devices
- Liquid leak detector solution
- Gas pipe, tubing and fittings samples
- Propane hydrometer and supply source cylinder
- Personal protective equipment
- One propane gas appliance
- A propane supply tank, regulator(s) and gas piping

These funds will be used directly in the CCHS HVAC classroom and utilized for instruction upon award of the grant and delivery of the supplies. If you have any questions, please contact Robbie Casteel, CTE Coach at rcasteel1@ccschools.k12tn.net or Bill St. Clair at wstclair@ccschools.k12tn.net. We appreciate your consideration of approving this grant inquiry.

Sincerely,

Bill St. Clair
HVAC Instructor
Cumberland County High School



William G. Stepp • Director of Schools

Chris King • Board Chairman

November 15, 2024

Mr. William Stepp
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Dear Mr. Stepp and Cumberland County Board of Education,

RE: Approval to Apply for the National School Lunch Program Equipment Assistance Grant

The Cumberland County School Nutrition Program is requesting approval to apply for the SY 2024-2025 National School Lunch Program Equipment Assistance Grant. I recommend a new kitchen exhaust hood and fire suppression system at Pine View Elementary as the piece of equipment to be applied for with this grant. The current exhaust hood is probably as old as the school kitchen. It has several problems as it is very worn, rusty and almost too small for the equipment underneath it. We want to replace it before it becomes an issue with the State Health Department and State Fire Marshall.

The grant funding amount is based on the cost of the equipment and the amount of funds the State has available to award. We are working on a budget estimate for the project but will not have that amount until we have an equipment line representative access the project. A rough guesstimate considering how costs have increased over the last year would be somewhere around \$125,000. We will have a better estimate before submitting the grant, where I will request the full amount for the cost of the equipment along with installation.

Please see attached pictures of the current hood system at Pine View Elementary. I have also attached additional information about the grant.

Respectfully,

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

USDA NONDISCRIMINATION STATEMENT:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

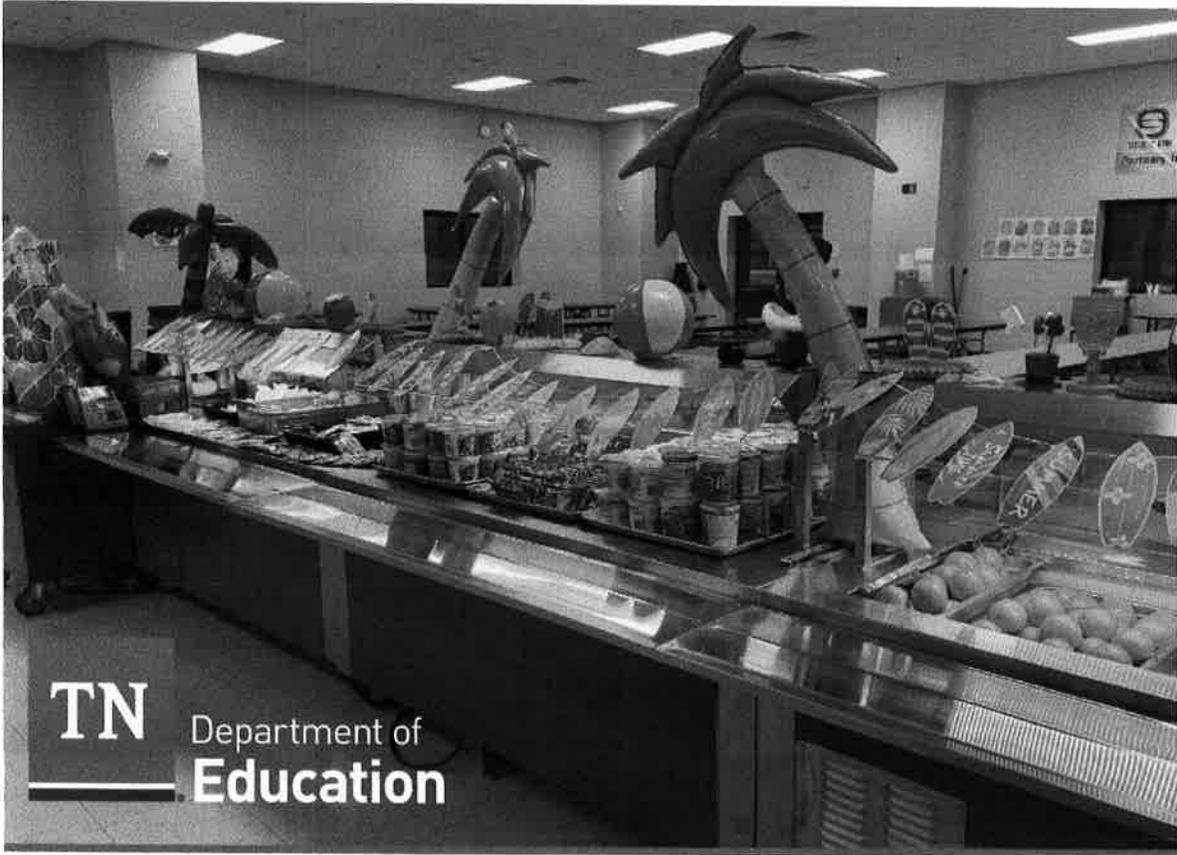
Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: [USDA Program Discrimination Complaint Form](#) from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue
SW Washington, D.C. 20250-9410; or
2. Fax: (202) 690-7442; or
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Revised 09/26/2023



TN Department of
Education

Equipment Assistance Grant

ALN 10.579

FAIN 245TN350N8103

U.S. Department of Agriculture (USDA)
National School Lunch Program (NSLP)

Tennessee Department of Education | School Nutrition Program | November 2024

Submission Process

This is the application for the Fiscal Year (FY) 2024 National School Lunch Program (NSLP) Equipment Assistance Grant. This grant is part of a \$10 million funding allocation provided by the Consolidated Appropriations Act, 2024 (Public Law 118-42). The performance period for the grant is October 1, 2024-September 30, 2026. The United States Department of Agriculture (USDA) has selected the state of Tennessee to receive **\$219,767** in federal funds for Equipment Assistance Grants (**ALN #10.579**) for FY 2024. These grant funds will allow School Food Authorities (SFAs) to purchase equipment with a value of greater than \$1,000 needed to serve healthier meals, improve food safety, and to help support the establishment, maintenance, or expansion of the School Breakfast Program. Priority will be given to schools that have not received a NSLP Equipment Grant within the last three rounds of grant opportunities, and priority will be given to schools with no or lower excess balances reported.

Please complete and submit the following documentation by close of business (4:30 p.m. CT) on February 21, 2025:

- One application per School Food Authority (SFA)

SFAs should use the following best practices to help them upgrade food service equipment to serve healthier meals. The SFA should work collaboratively with:

- Parents, teachers, students, and funders to identify and implement strategies for meeting equipment, infrastructure, and training needs; and
- Non-profit/for-profit organizations interested in improving children's health, education, school infrastructure, and community wellness to aid in acquiring the necessary equipment.

All requested documentation should be submitted electronically to School.Nutrition@tn.gov with **"2024 NSLP Equipment Grant"** in the subject line.

For more information regarding grant eligibility, procurement, and rules and regulations, please refer to USDA memo [SP 20-2024](#).

If you have any questions, please contact Lynsey Paul by phone at (615) 202-5116 or (800) 354-3663, or by email at Lynsey.Paul@tn.gov.















FUNDRAISER AUTHORIZATION FORM

School Homestead

Fund/club/class account General Fund

Expected date of fundraiser see attached schedule

Proposed fundraising activities School pictures

Method of fundraising (in-person, crowdfunding, etc.) in-person

Proposed uses of funds raised* supplies for teachers and staff, technology needs, student rewards and trips

Expected student involvement (school-wide or specific school organization)
School wide

Method by which school will receive profit see attached contract

Requested by B. Clouse Bookkeeper Date 10/28/24
Name/Title

Approved by Mary E. Edmonds Date 10/28/24
Principal

Approved by _____ Date _____
Director of Schools**

* Any change in proposed uses of funds raised must be approved by the Director of Schools

** The Director of Schools must approve all fundraising activities that involve the participation of the general student population in the marketing process of the fundraising effort.

Homestead Elementary School

3889 Hwy 127 South • Crossville, TN 38572 • 931-456-8344 • Fax: 931-456-8342

Mary Elizabeth Edmonds
Principal



Ashlee Watts
Assistant Principal

April 4, 2024

Mr. William Stepp
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Dear Mr. Stepp and Board of Education,

I am submitting Homestead Elementary's 2024-2025 picture agreement with SimplePix for your approval. We have worked with SimplePix for several years and they have provided us with excellent customer service and products. If you have questions, please let me know.

Sincerely,

A handwritten signature in blue ink that reads "Mary Elizabeth Edmonds". The signature is written in a cursive, flowing style.

Mary Elizabeth Edmonds
Principal



PORTRAIT & YEARBOOK AGREEMENT

School Year(s)
2024 - 2025

School: Homestead Elementary County: Cumberland District: Cumberland County Schools
 Address: 3889 Hwy 127 South City: Crossville State: TN Zip: 38555
 Phone: 931-456-8344 Grades (Low-High): PK - 8 Enrollment: 715
 SIS System: (Scheduling Software): Skyward Camera Card Sort: Teacher Packages Sort: Teacher

	Name	Email	Phone
Principal:	<u>Mary Edmonds</u>	<u>medmonds@ccschools.k12tn.net</u>	<u></u>
Asst. Principal:	<u>Ashlee Watts</u>	<u>awatts@ccschools.k12tn.net</u>	<u></u>
Bookkeeper:	<u>Barbi Clouse</u>	<u>bclouse@ccschools.k12tn.net</u>	<u></u>
Secretary:	<u>Hope Smith</u>	<u>hsmith@ccschools.k12tn.net</u>	<u></u>
YB Adviser:	<u>Hope Smith</u>	<u>hsmith@ccschools.k12tn.net</u>	<u></u>
PD Coordinator:	<u>Barbi Clouse</u>	<u>bclouse@ccschools.k12tn.net</u>	<u></u>
Student Data:	<u></u>	<u></u>	<u></u>

- FALL** Commission: 50%
- SPRING** Commission: 50% (Buyers Only)
- CLASS GROUPS** Commission: \$3.00
- CAP & GOWN** Notes: PK, K, & 8th - Folios
- OTHER:** Sports Notes:
- OTHER:** Holiday Notes:
- OTHER:** YB Pics Notes: YB Clubs & YB Superlatives
- YEARBOOK** Pages: 68 Copies: 300- 349 Cover Type: Hard BASE PER COPY: \$25.48
 *Arrival Date: 4/15/25 Submission Date: 4/1/25 Tax Rate: 9.25% TAX PER COPY: \$2.36
 *Yearbooks Arrive 10 Business Days After Cover & All Pages are Finalized and Submitted SHIPPING: Included
 Options: TOTAL PER COPY: \$27.84

Notes: *1 Stickers per Student from Fall Pictures @ \$0.10 per sticker deducted from Fall Commission.

Nathan Hardman 2/24/24 Nathan Hardman
 SimplePix Representative Signature Date SimplePix Representative Name
Mary Edmonds 4/4/24 Mary Elizabeth Edmonds
 School Representative Signature Date School Representative Name

2024 - 2025 PICTURE DATES

Revised: 4/23/24

Homestead School

DATE	PROGRAM
Friday, August 23, 2024	Fall Original
Tuesday, October 22, 2024	Fall Makeup
Tuesday, October 22, 2024	Sports - JV Boys Bball, JV Girls Bball, JV Cheer, & Cross Country
Thursday, November 14, 2024	Holiday
Thursday, November 14, 2024	Sports - Varsity Boys Bball, Varsity Girls Bball, & Varsity Cheer
Friday, January 10, 2025	Class Groups & 8th Grade Group
Friday, January 10, 2025	YB Clubs & YB Superlatives (After Class Groups)
Wednesday, February 19, 2025	Cap & Gown (Pre-K, Kindergarten, & 8th Grade)
Friday, April 4, 2025	Spring Individuals (Buyers Only)
Friday, April 4, 2025	Sports - Archery & Band



SimplePix School Photography & Yearbooks

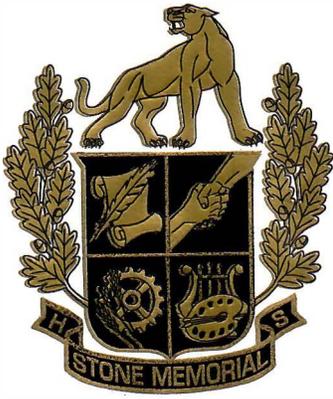
11124 Kingston Pike Suite 119-332 Knoxville, TN 37934

P: (865) 585-2949 | E: support@simplepix.com | W: simplepix.com

Stone Memorial High School

2800 Cook Road • Crossville, TN 38571

Telephone (931) 484-5767



Kelly J. Smith
Principal

November 18, 2024

Director of Schools, Mr. William Stepp and
Cumberland County Board of Education Members
368 Fourth Street
Crossville, TN 38555

Dear Mr. Stepp and Board of Education Members,
Stone Memorial High School is submitting the attached agreement for your consideration and approval. We would like to use Lifetouch again for our school pictures for the 2025-2026 school year. If you need additional information, please feel free to contact me. Thank you for your consideration of this agreement.

Sincerely,

A handwritten signature in blue ink that reads 'Kelly J. Smith'.

Kelly J. Smith
Principal



Service Agreement

Stone Memorial High School

Lifetouch ID: 357088
Account Representative Email:
lindsay.russell@lifetouch.com

School Year(s): 2025-2026

Agreement Length: 1

Account Information

Stone Memorial High School
2800 Cook Road
Crossville, TN 38571-3272

Main Phone: 931-484-5767
Enrollment: 1085
Grades: 9 - 12

Summary of Programs Provided

- Fall Individuals
- Spring Individuals
- Underclass Grads
- Yearbook
- Prestige Seniors
- Sports
- Groups
- Dance
- Special Events
- Commencements
- Other/Misc

Program Type*	Start Date	End Date	Setup Time	Start Time	End Time	Est. Photo'd	Setup Location
Fall Individuals - Original							
Sports - Original							
Prestige Senior Portraits - Original							
Commencements - Original							

*All dates are tentative and subject to change or TBD if blank.

Account Services

- Yearbook - Media CD/DMD
 - Storefront
 - Lifetouch Portal
- Storefront Contact:
Lifetouch Portal Contact: Diane Schwartzkopf

Parent Notify is a complimentary service included when parent/guardian email addresses are provided

Other Services

- Digital Media Download - Medium Res - Yearbook
- Digital Media Download - Medium Res - Yearbook
- Digital Media Download
- Wall Composite
- ID Services

Additional Details

Description	Incentive Details
Fall Individual	Eligible for up to 20% commission paid on net sales to end customers based upon % of students with purchases.
Seniors	Eligible for up to 10% commission paid on net sales to end customers based upon % of students with purchases.

Contact information

Contact Name	Title	Phone	Email
Kelly Smith	Principal	931-484-7564	ksmith3@ccschools.k12tn.net

Agreement Terms

The account noted above (referred to as "you") designates Shutterfly Lifetouch, LLC (referred to as "Lifetouch") as your exclusive professional photographer and authorizes Lifetouch to: (i) photograph all students and staff who participate in "Picture Day" or other photography events, and (ii) produce and deliver photographs and services for the programs identified above. You are solely responsible for obtaining staff and parent or guardian consent to, or opt out of: (i) participation in all events and activities, and (ii) inclusion in class photographs or yearbooks (if included in services). You will provide us with access to students and staff, and use of your facilities, property and information for the purpose of performing the services, including Picture Day or event administration, fulfillment and distribution of photographs and yearbooks to you, delivery of Picture Day or event notices, and providing parents or guardians of photographed students opportunities to purchase individual and class pictures and yearbooks (if included in services). Lifetouch may modify the terms of this agreement or terminate this agreement upon notice to you. You may terminate this agreement if Lifetouch notifies you of a material change. If you do not terminate this agreement within 30 days after you receive notice of a change to the terms, you will be deemed to have accepted the change. Lifetouch's liability for any breach is limited to the amount you paid for services. Lifetouch will not disclose confidential information provided by you or use or retain it for any purpose other than performing the services or other internal uses as allowed by law. Lifetouch agrees to comply with laws, regulations and governmental orders governing the privacy and security of personal information including, where applicable and without limitation, the Family Educational Rights in Privacy Act. Lifetouch is and remains the copyright owner of all photographic images created in connection with this agreement. If Lifetouch is obligated to provide photographic images to the you as part of the services provided under this agreement, Lifetouch hereby grants you a nonexclusive, irrevocable, royalty-free license to use such photographic images solely for your administrative and educational purposes.

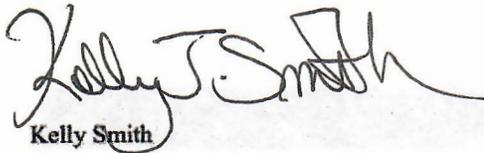
Signatures



Lindsay Russell

11/5/24

Sales Account Executive - School



Kelly Smith

11/5/24

Principal



William G. Stepp Director of Schools

Chris King Board Chair

November 19, 2024

Mr. William G. Stepp

Cumberland County Board of Education

368 Fourth Street

Crossville, TN 38555

Dear Mr. Stepp and Board of Education,

I am submitting to you the CTE, General, Food Service and SPED Department's list(s) of items to be retired by the BOE at November/December's regularly scheduled board meeting. Please include these list(s) on the consent agenda for retirement approval. If you have any further questions or concerns, please contact Marilyn Noel.

Sincerely,

Marilyn Noel *Man*

Dr. Leslie Eldridge *LE/10/24*

Kathy Hamby *KH*

Marlene Holton *MH*

- Cumberland County Board of Education 368 Fourth Street Crossville, TN.
38555
Phone: 931-484-6135 Fax: 931-484-6491

Central Services
Room Inventory Worksheet

11/18/2024

18-TO RETIRE INVENTORY~BOE- RETIRE Holding					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Assigned To	Serial	Price
CTE 1003260	Apple A2338 MacBook Pro 13 inch M2 2022 Laptop	A2338 M2 2022	LAPTOP		SMQX1FY9T K0	\$0.00
FOOD SERV 100642	Edlund 203 Two-Speed Tabletop Electric Can Opener	203	APPLIANCE		14775	\$0.00
" 100962	Edlund 203 Two-Speed Tabletop Electric Can Opener	203	APPLIANCE		30051	\$0.00
" 101964	Acer AAB70 Laptop	AAB70	LAPTOP		NXRL6AA00 121701E7E7 D7200	\$0.00

Central Services
Room Inventory Worksheet

11/18/2024

18-306ARETIRE FOOD SERV/SPED HALL - Virtual SPED Retire					Room Type: VIRTUAL	
Tag	Product	Model	Product Type	Other #1	Serial	Price
180256004	Roper TWX233RBW2 Washer	TWX233RBW2	WASHER		XC54613889	\$0.00
180256005	Frigidaire FRT18QRCWO Refrigerator	FRT18QRCWO	APPLIANCE		BA53910813	\$0.00
180256039	Tappen MEF300PBWF Stove	MEF300PBWF	APPLIANCE		DF60200709	\$0.00
180256040	Tappen MEF300PBWF Stove	MEF300PBWF	APPLIANCE		DF60200743	\$0.00
2204	RehabMart Pal Classroom Seat	PAL Classroom Seat	FURNITURE			\$1,579.90
2251	Roper RED4516FW0 Dryer	RED4516FW0	DRYER		MX3489281	\$448.00
3259S	Balt Rolling Cart	Presentation Cart	CART			\$229.00
3293S	Balt Rolling Cart	Presentation Cart	CART			\$229.00
3353S	Epson H294A PowerLite 84 LCD Projector	H294A PL84	PROJECTOR		L56F9Z1066 L	\$665.00
3354S	Elmo TT02RX Document Camera	TT02RX	CAMERAS & EQUIPMENT		459952	\$585.00
3361S	Elmo TT02RX Document Camera	TT02RX	CAMERAS & EQUIPMENT		459964	\$585.00
5117	Elmo TT02RX Document Camera	TT02RX	CAMERAS & EQUIPMENT		460044	\$585.00
5122	Epson H294A PowerLite 84 LCD Projector	H294A PL84	PROJECTOR		LS6F9Z0956 L	\$665.00
6002	Abilitations My Portabar with Mesh Bag Parallel Bars	Portable w/Mesh Bag	THERAPY EQUIPMENT			\$151.49

Homestead Elementary School

3889 Hwy 127 South • Crossville, TN 38572 • 931-456-8344 • Fax: 931-456-8342

Mary Elizabeth Edmonds
Principal



Ashlee Watts
Assistant Principal

November 12, 2024

Mr. William Stepp
Cumberland County Board of Education
368 Fourth Street
Crossville, TN 38555

Dear Mr. Stepp and Board of Education,

I am submitting Homestead Elementary's list of items to be retired by the BOE at December's regular monthly meeting. Please include these lists on the agenda. If you have questions, please let me know.

Sincerely,

Mary E Edmonds

Mary Elizabeth Edmonds
Principal

General Equipment Retirement Request

Cumberland County Schools

368 4th Street

Crossville, Tn 38555

Homestead Elementary School

November 2024

School Name

Date

Tag Number	Description	Reason Retired
1001712	Apple Ipad 3	OBSOLETE/BROKEN
S03220	Lenovo 100e Chromebook	OBSOLETE/BROKEN
46769	HP 11 G5 Chromebook	OBSOLETE/BROKEN
46795	HP 11 G5 Chromebook	OBSOLETE/BROKEN
41288	NEO Charge/Sync Cart	OBSOLETE/BROKEN
41256	NEO Charge/Sync Cart	OBSOLETE/BROKEN
52878	Apple A2338 MacBook Pro 13 inch	OBSOLETE/BROKEN
44577	Apple MacBook Pro	OBSOLETE/BROKEN
41896	Apple 21 1/2 inch iMac Computer	OBSOLETE/BROKEN

Mary E Edmonds
Principal Signature

Pine View Elementary School

349 Daysville Road

Rockwood, TN 37854

Telephone: 865-354-1986 Fax: 865-354-1922

Principal: Kara Spicer-Assistant Principal: Lynn Speich



November 8, 2024

Attention: CCBOE

Please accept the following items for general retirement:

Inventory #	Item	Condition
44096	APC SMC1500-2UC Battery Backup	Unusable
3572	Frigidaire FEX831FS1 Stackable Washer/Dryer Combo	Broken
45229 52517	Apple iMac Computers	Outdated-no longer in use
45219	Apple 20 inch iMac Computer	Outdated-no longer in use
36827	Durabrand UC-280 2 Channel USB Computer Speaker Set	Outdated-no longer in use

Sincerely,

Kara Spicer, Principal



Stone Memorial High School

2800 Cook Road · Crossville, TN 38571

Telephone (931) 484-5767

Kelly J. Smith

Principal

TO: Mr. William Stepp, Director of Schools
Cumberland County Board of Education

FROM: Kelly Smith, Principal
April Moore, Assistant Principal
Stone Memorial High School

RE: Inventory Items for Retirement

DATE: November 19, 2024

Dear Mr. Stepp and B.O.E. Members:

Attached you will find a list of inventory items that are slated for retirement. Our SMHS Technology Technician, CTE Auditor, or School Inventory Auditor inspected each item. The property no longer serves the staff or students of SMHS. Additionally, the property would not be usable to other schools' students or staff. Please accept our proposal to retire the items and know that we will follow procedures and guidelines to dispose of them once approval is granted.

If you have any questions, please feel free to contact us. To ensure that our inventory is accurate and our school materials records are kept current with fidelity, Mrs. Moore is working diligently to collaborate with others, especially technology, special education, and CTE departments to maintain accuracy through TIP-Web IT.

Respectfully submitted,

Kelly Smith
Principal

April Moore
Assistant Principal

Stone Memorial High School~SMHS
Room Inventory Worksheet

11/19/2024

79-TO RETIRE INVENTORY~BOE- RETIRE Holding				Room Type: VIRTUAL		
Tag	Product	Model	Product Type	Other #1	Serial	Price
1002235	Apple MPXT2LL/A MacBook Pro Laptop	MPXT2LL/A	LAPTOP		FVFVMOTJH V29	\$0.00
42721	Apple MacBook Pro Core i5 2.5 GHz 13Inch A1278 Laptop	A1278 EMC 2554	LAPTOP		G1ZHTGAXD TY3	\$0.00



South Cumberland Elementary School

3536 Lantana Rd.

Crossville, TN 38572

Telephone: 931-788-671 Fax: 931-788-1116

Principal: Dawn Hall * V. Principal: Blake Allen

To: Cumberland County Board of Education

Mr. William Stepp Director of Schools

From: Dawn Hall

Date: November 15, 2024

Re. Retired

Please approve the items listed below. Thank you for your consideration in this matter.

Retire list for November 2024

45635 Apple MacBook Air C02Q9ZHMG940 Doesn't work

46158 Apple iMac computer SC02KJ0B8FFYV Doesn't work

S00091 Chromebook Dell 3100 HD266Y2 Doesn't work

S00403 Chromebook Dell 3100 6Z976Y2 Doesn't work

S00582 Chromebook Dell 3100 3RZ97Y2 Doesn't work

S03348 Lenovo 100e Chromebook P202QUWV Doesn't work

Dawn Hall

A handwritten signature in black ink that reads 'Dawn Hall'.

Principal, South Cumberland Elementary



Stephanie R. Barnes, Principal

1219 Cook Road, Crossville, TN 38555

(931)456-5636

Fax (931)456-5369

stoneel.ccschools.k12tn.net

October 21 ,2024

Mr. Stepp and the Cumberland County Board of Education:

Stone Elementary respectfully requests the following generally funded and CTE funded items be retired from the school's inventory.

Refer to the attached document for a listing of the items we are requesting to BOE-RETIRE.

Sincerely,

Bridgette Cox
Assistant Principal
Stone Elementary School

Encouraging, Empowering, and Equipping Students

**Cumberland County Board of Education
Administrative Procedures**

EXECUTIVE APPROVED

Michelle Wilson
SUPERINTENDENT

30 OCT 2024
DATE

Chris H. King
BOARD CHAIRMAN

30 OCT 2024
DATE

Issued: July 2004	Procedure: Field Trip and Excursions	Policy Reference: 4.302 Exhibit B
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In State/Pre-Approved Cumberland County Schools Field Trip Request
 Overnight _____ Out of State _____

This form is to be submitted to the principal and received in the appropriate Director's office 2 weeks prior to the date of the trip for approval. **OUT OF STATE AND OVERNIGHT TRIPS MUST HAVE BOARD APPROVAL. YOU MUST SUBMIT THESE TRIPS 2 WEEKS PRIOR TO THE MONTHLY BOARD MEETING.**

Parent permission slips must be obtained for all students making the trip, taken on the trip, and then afterward filed in the principal's office.

School Stone Elementary Subject/Grade Level 7th - 8th
 Trip Requested By Michelle Wilson Date of Trip Nov. 24-26
 Destination Gaillard Convention Center City Nashville State TN
 Departure Time 2:00-2:45 Return 2:15-2:45 Admission per student \$ 200.00
 Special Services: Check ALL that apply. Prior approval is required. School Nurse SpED Bus SpED Assistant
 Student has 504 plan Bus with Lift

Please Check Type of Activity

- Academic Field Trip
- Incentive Field Trip
- School Clubs
- Band/Chorus
- Competition
- Sports
- Special Classroom Trip (Describe) _____
- Other _____

Teachers Going: _____ # of Students 35-45
Michelle Wilson
Brandi Wilson

TOTAL # of TEACHERS: 2 TOTAL # of STUDENTS 35-45

Additional Chaperones (If Needed) parent volunteers level 3
 Cafeteria Notified Purchase Order Requested
 Substitute Requested (If Needed) Permission Slip Obtained (Take on trip)

Sponsoring Teacher's Signature Michelle Wilson Cell Phone # 931-287-1611 Principal's Signature [Signature] Date 9-28-24

For Transportation Dept Only			
Drivers: 1) _____	2) _____	3) _____	4) _____
Beginning Mileage _____	Ending Mileage _____	Total Miles _____	
Amount to be paid to driver \$ _____		Amount for Fuel \$ _____	
Transportation Supervisor _____	Director of Schools _____		

Approved Denied *Michelle Wilson* 10/31/24 / 12-5-24
 Director of Schools _____ Date of Board Approval _____