

## **Work Session**

**November 20, 2024 4:30 PM**

Central Services Board Room

1. Call to Order/Moment of Silence/Pledge of Allegiance
2. Central Office Building and Mold Assessments
3. Department Presentations
  - 3.A. Quarterly Strategic Plan Update from Staff
  - 3.B. School System Data Presentation
4. Genesis Road/David Hill Property
5. GEAR Up Grant Discussion
6. Budget Calendar
7. Retreat Dates
  - 7.A. Strategic Plan
  - 7.B. Evaluation Templates Draft
8. Roberts Rules of Order Review
9. New Member Orientation
10. Science Textbook Adoption Committee
11. Middle Schools Discussion
12. Upper Cumberland Child Advocacy Curriculum
13. Cumberland Prevention Coalition Curriculum
14. Healthy Student Questionnaire/Survey
15. TDOE School Climate Survey MOU
16. Work Session Calendar
17. TSBA Strategic Plan Sample
18. DOS and BOE Evaluation Sample
19. Athletics Strategic Plan Review
20. Current Field/Facilities Conditions and Maintenance/Repair Planning
21. Board Approved Athletics
22. Supplement Pay Review
23. Winter '24 and '25 Athletics Calendar
24. Full-Time Athletic Director Job Description
25. TSBA Contract
26. Joint Proposal of Board Chair and DOS Contract
27. Stellar Therapy Addendum
28. Financials
  - 28.A. Monthly Financial Statement/Sales Tax Report
  - 28.B. Budget Amendments
  - 28.C. Running Fund Balance
  - 28.D. Grant Requests
29. Policies to Consider
30. Monthly Agenda Items
  - 30.A. Personnel Reports
  - 30.B. Newsletter/Calendars
  - 30.C. Annual Planning Calendar
  - 30.D. Warm Body Count
  - 30.E. Field Trip Requests
  - 30.F. School-Wide Fundraisers
  - 30.G. Retired Inventory
31. Adjournment

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



# Cumberland County Schools

## Physical Facilities Survey

### Central Office

#### Information Summary

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

#### Rating Summary

		<b>Component Rating</b>
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](mailto:kchamberlin@uplanddesigngroup.com)

**Re:** Limited Mold and Wood Framing Assessment  
Cumberland County Board of Education  
368 4<sup>th</sup> 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

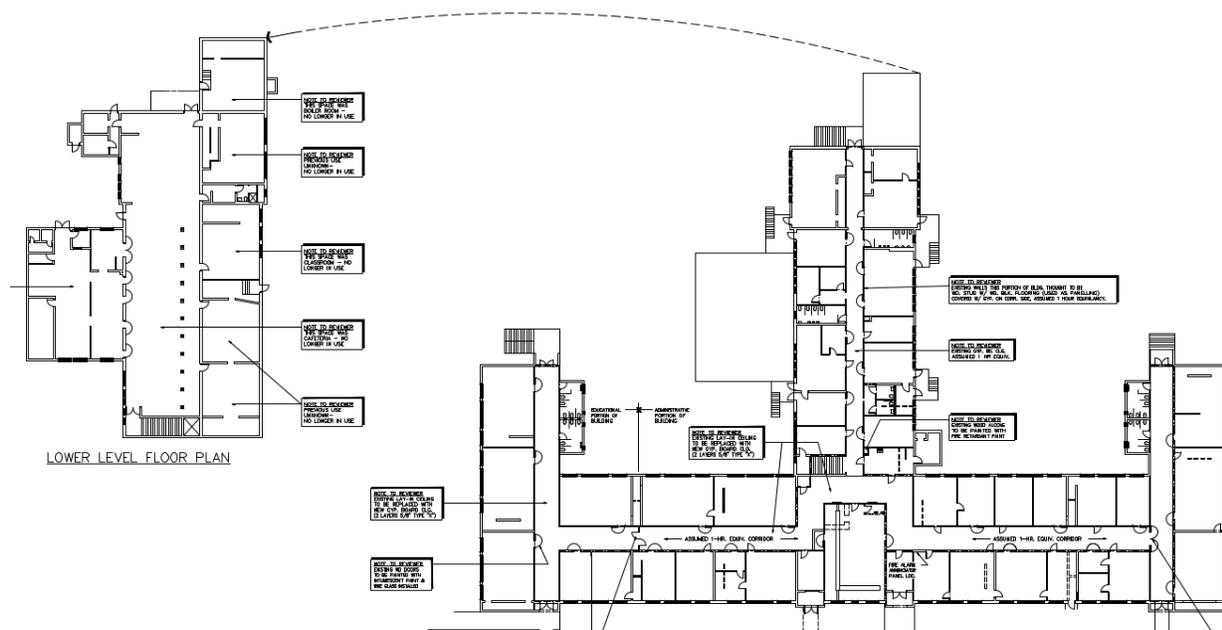
Appendix B: Mold Laboratory Analysis Report

## 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:

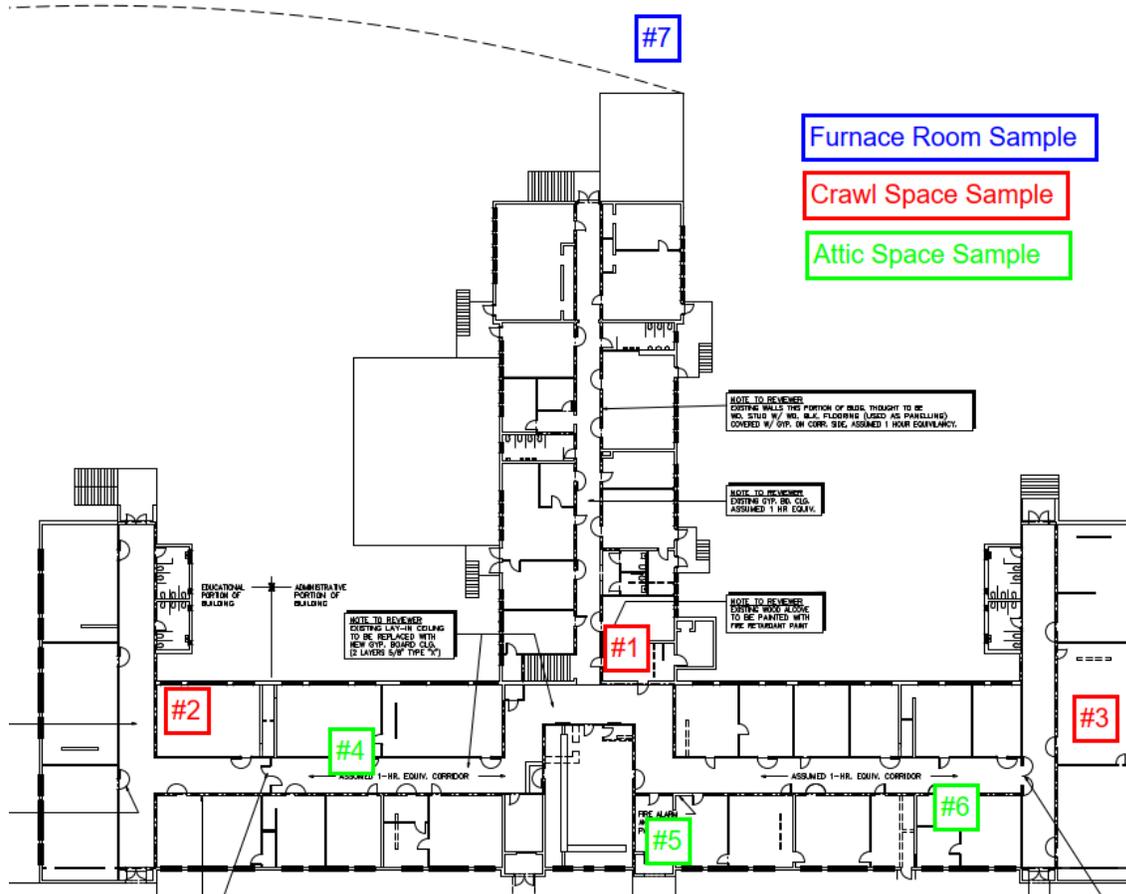
- The wood framing generally did not appear to possess any systematic wood rot or deterioration.
- At some isolated areas, holes in the roof sheathing were observed and the underside of the sloped roof system (e.g., underlayment, shingles, etc.) was observed from the interior.
- Wood bracing had fallen 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 4<sup>th</sup> Street front entrance.



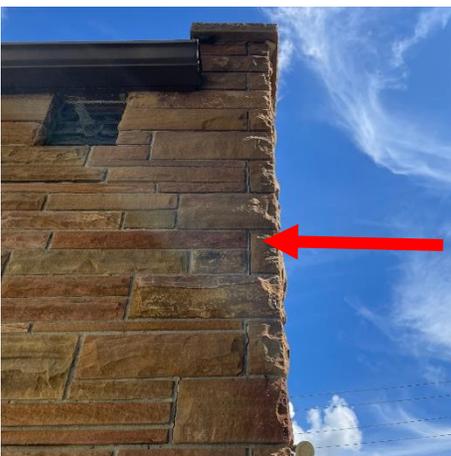
**Photo #2** Typical window condition. Sealant noted at frame.



**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.



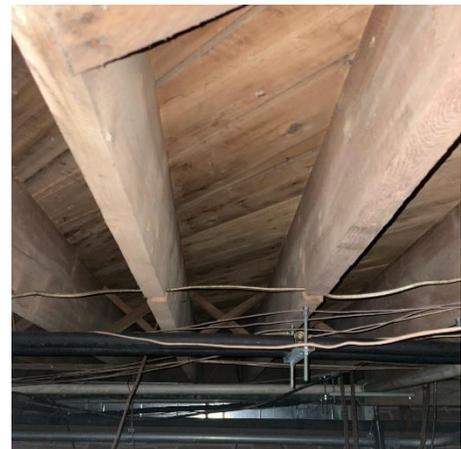
**Photo #7** HVAC units and some staining at brick at northeast elevation.



**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.



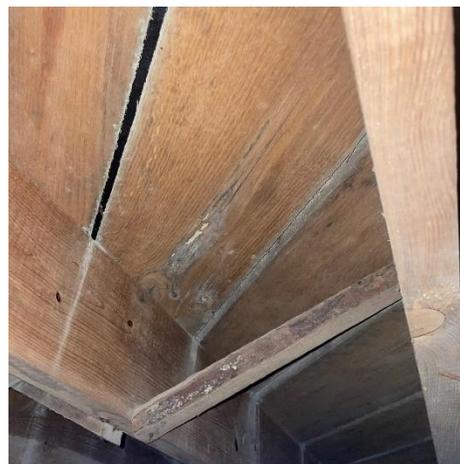
**Photo #15** Wood deterioration observed at crawlspace vertical stud framing near Sample #1.



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



**Photo #17** Typical moisture probe measurement.



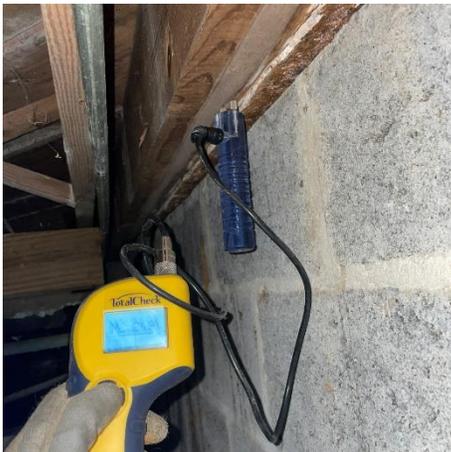
**Photo #18** Isolated floor diaphragm board staining and deterioration.



**Photo #19** Typical moisture probe of floor diaphragm boards.



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



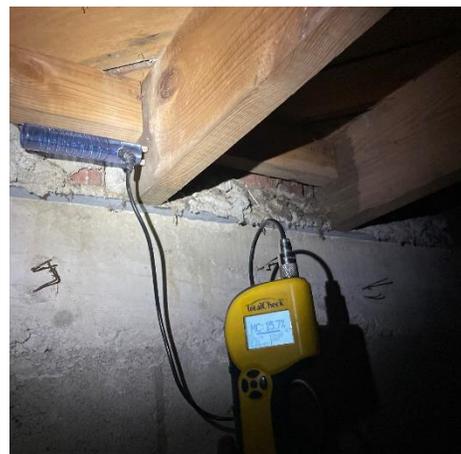
**Photo #21** Elevated moisture content measurements at rim joist near building entrance.



**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.



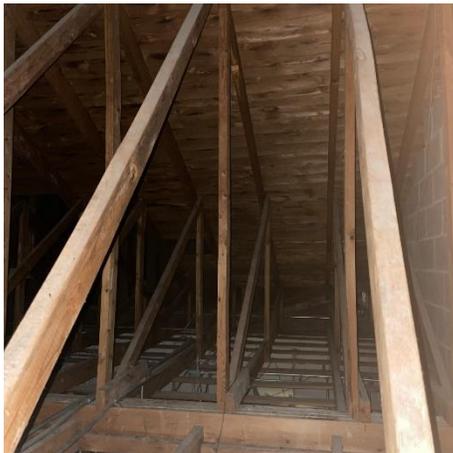
**Photo #30** Typical joist connection at foundation wall at northwest elevation.



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



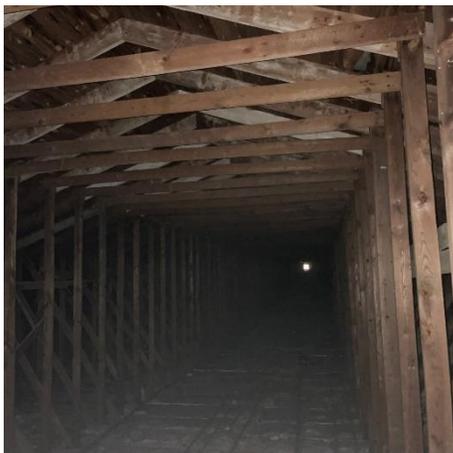
**Photo #32** Moisture probed at near mold sample 2.



**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.



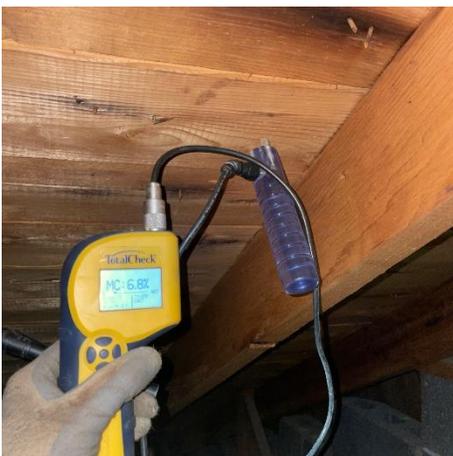
**Photo #38** Isolated area of discontinuous roof plank decking and roof system above without support.



**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.

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<b>Tc: Table of Contents</b>	<b>2</b>	
<b>Ss: Sample Summary</b>	<b>3</b>	<b><sup>2</sup>Tc</b>
<b>Cn: Case Narrative</b>	<b>4</b>	
<b>Sr: Sample Results</b>	<b>5</b>	<b><sup>3</sup>Ss</b>
01 L1779972-01	5	
02 L1779972-02	5	<b><sup>4</sup>Cn</b>
03 L1779972-03	5	<b><sup>5</sup>Sr</b>
04 L1779972-04	5	
05 L1779972-05	5	<b><sup>6</sup>Gl</b>
06 L1779972-06	6	
07 L1779972-07	6	<b><sup>7</sup>Al</b>
<b>Gl: Glossary of Terms</b>	<b>7</b>	<b><sup>8</sup>Sc</b>
<b>Al: Accreditations &amp; Locations</b>	<b>8</b>	
<b>Sc: Chain of Custody</b>	<b>9</b>	

# 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

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### 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

<sup>1</sup>Cp

<sup>2</sup>Tc

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

<sup>3</sup>Ss

<sup>4</sup>Cn

<sup>5</sup>Sr

<sup>6</sup>Gl

<sup>7</sup>Al

<sup>8</sup>Sc

# GLOSSARY OF TERMS

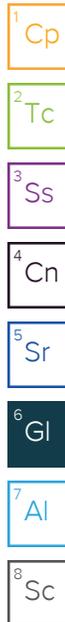
## Guide to Reading and Understanding Your Laboratory Report

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 <sup>1</sup>	TN00003
Colorado	TN00003	New York	11742
Connecticut	PH-0197	North Carolina	Env375
Florida	E87487	North Carolina <sup>1</sup>	DW21704
Georgia	NELAP	North Carolina <sup>3</sup>	41
Georgia <sup>1</sup>	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 <sup>1,6</sup>	KY90010	South Carolina	84004002
Kentucky <sup>2</sup>	16	South Dakota	n/a
Louisiana	AI30792	Tennessee <sup>1,4</sup>	2006
Louisiana	LA018	Texas	T104704245-20-18
Maine	TN00003	Texas <sup>5</sup>	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 <sup>5</sup>	1461.02	DOD	1461.01
Canada	1461.01	USDA	P330-15-00234
EPA–Crypto	TN00003		

<sup>1</sup> Drinking Water <sup>2</sup> Underground Storage Tanks <sup>3</sup> Aquatic Toxicity <sup>4</sup> Chemical/Microbiological <sup>5</sup> Mold <sup>6</sup> 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: <b>Terracon</b> 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): <b>David Joyce</b>			Date Results Needed											Acctnum:				
Collected by (signature):			Rush? (Lab MUST Be Notified) <input type="checkbox"/> Same Day .....200% <input type="checkbox"/> Next Day .....175% <input type="checkbox"/> Two Day .....150%											Template:				
			Email? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes											Prelogin:				
			FAX? <input type="checkbox"/> No <input type="checkbox"/> 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>			X										<u>01</u>	
02		Tape	NA	↓			X										<u>02</u>	
03		Tape	NA					X										<u>03</u>
04		Tape	NA					X										<u>04</u>
05		Tape	NA					X										<u>05</u>
06		Tape	NA					X										<u>06</u>
07		Tape	NA					X										<u>07</u>
* Type: <b>Tape</b> - Tapelift <b>Bulk</b> - Bulk <b>Swab</b> - Swab <b>CP</b> - Contact Plate <b>SS</b> - Soil <b>W</b> - Water <b>ST</b> - Spore Trap:Allergenco, Zefon, Air -O -Cell <b>AF</b> - Andersen Fungal <b>AB</b> - 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: <u>de</u> (lab use only)							
Relinquished by: (Signature)			Date:	Time:	Received by: (Signature) <i>L. J. ...</i>			Temp: <u>AMB</u> °C Bottles Received: <u>7</u>			COC Seal Intact: <u>Y</u> <u>N</u> <u>NA</u>							
Relinquished by: (Signature)			Date:	Time:	Received for lab by: (Signature)			Date: <u>9-20-24</u> Time: <u>1138</u>			pH Checked: NCF:							

Focus Area	Goal	Action Step	Action Step Descriptor	Start Date	End Date	Q1	Q2	Q3	Q4
K-12 Framework (Post Secondary/Career Attainment)	1	1	Implement additional CTE teachers into all elementary schools			4	N/A	4	0
K-12 Framework (Post Secondary/Career Attainment)	1	2	Implement work-based-learning and industry 4.0 coordinators at CCHS and SMHS.			4	N/A	4	
K-12 Framework (Post Secondary/Career Attainment)	1	3	Educate administrators, staff, students, and families on Ready Graduate indicators.			3	N/A	3	
K-12 Framework (Post Secondary/Career Attainment)	1	4	Recruit and retain school counselors as it pertains to graduation rate, ready graduates, and high quality advisement.			3	N/A	3	
K-12 Framework (Post Secondary/Career Attainment)	1	5	Increase partnerships with Post-Secondary and the Workforce			3	N/A	3	
K-12 Framework (Post Secondary/Career Attainment)	1	6	CTE (Farm to School/Table partnership with Coordinated School Health and School Nutrition)			4	N/A	4	
K-12 Framework (Post Secondary/Career Attainment)	1	7	Coordinated School Health (CSH) - focus on preventative measures for chronic illness/ telemed			2	N/A	3	
K-12 Framework (Post Secondary/Career Attainment)	1	8	Establish a long term community committee of stakeholders to deep dive research strategies and barriers to increasing parental involvement. (looking at others successes and what our community might be receptive to as we increase parental involvement.)			2	N/A	2	

<b>K-12 Framework (Post Secondary/Career Attainment)</b>	1	9	Facilities and Improvement Management - Work based learning site for recruitment and retention of employees for the Maintenance and Custodial Departments	2	N/A	2
<b>EM/Security/Wellness</b>	2	10	All staff trained in person on Trauma Informed Schools (BOTH certified and classified)	3	N/A	3
<b>EM/Security/Wellness</b>	2	11	Safe School Counseling-mental health etc (Psychological Needs)	4	N/A	4
<b>EM/Security/Wellness</b>	2	12	Partners with Community agencies (Standardized protocols between all agencies)	3	N/A	3
<b>EM/Security/Wellness</b>	2	13	School Personnel Structure-Having required and consistent staff at all schools	3	N/A	3
<b>EM/Security/Wellness</b>	2	14	School Counselor-academic career, social emotional each school in the district (social workers)	3	N/A	3
<b>EM/Security/Wellness</b>	2	15	Facilities and Improvement Management - increase security fencing, EM - update schematics for all schools	2	N/A	3
<b>EM/Security/Wellness</b>	2	16	Cyber security	3	N/A	3
<b>EM/Security/Wellness</b>	2	17	Provide meals free all students at all schools (A hungry child cannot learn)	4	N/A	4
<b>Talent Acquisition and Retention</b>	3	18	Retention (Addendents on all Buses)	2	N/A	2
<b>Talent Acquisition and Retention</b>	3	19	Recruitment of Employees	2	N/A	2
<b>Talent Acquisition and Retention</b>	3	20	Benefits and compensation	3	N/A	3
<b>Talent Acquisition and Retention</b>	3	21	Recruitment of Employees (Teaching as a Profession within the district)	3	N/A	3

<b>Talent Acquisition and Retention</b>	<b>3</b>	<b>22</b>	Recruitment of Employees	N/A	N/A	N/A
<b>Athletics</b>	<b>4</b>	<b>23</b>	Policies and Procedures	3	N/A	4
<b>Athletics</b>	<b>4</b>	<b>24</b>	Parent Code of Conduct	3	N/A	3
<b>Athletics</b>	<b>4</b>	<b>25</b>	Careers in Athletics	2	N/A	2
<b>Athletics</b>	<b>4</b>	<b>26</b>	School Support for Athletes	2	N/A	2
<b>Athletics</b>	<b>4</b>	<b>27</b>	Parental involvement	3	N/A	3
<b>Academics</b>	<b>5</b>	<b>28</b>	PreACT	4	N/A	4
<b>Academics</b>	<b>5</b>	<b>29</b>	Embedded Professional Development	3	N/A	4
<b>Academics</b>	<b>5</b>	<b>30</b>	Consistent Benchmarks	3	N/A	4
<b>Academics</b>	<b>5</b>	<b>31</b>	Maximize Fine Arts Opportunities	3	N/A	3
<b>Academics</b>	<b>5</b>	<b>32</b>	Joint central distribution center with a loading dock (FRC, CSH, Tech, textbooks, ect..)	2	N/A	2
<b>Academics</b>	<b>5</b>	<b>33</b>	Box truck w/ lift gate for mobile services (FRC, CSH, Tech, textbooks, surplus inventory, ect...)	2	N/A	3
<b>Academics</b>	<b>5</b>	<b>34</b>	Maintain technology infrastructure (on 5 year upgrade cycle)	4	N/A	4
<b>Academics</b>	<b>5</b>	<b>35</b>	1 to 1 Chromebooks (Purchase on 5 year cycle)	4	N/A	4

David Hill  
740 Greeley Drive  
Nashville, TN 37205



October 1, 2024

Patton & Hyder Law, PLLC  
Attn: G. Earl Patton, Esq.  
645 S. Main Street, Suite 104  
Crossville, TN 38555

Re: Genesis School

Dear Mr. Patton:

I am writing regarding the above-referenced matter. Please recall that in February of this year, I asked the Cumberland County Board of Education (the "Board") to consider transferring, by quitclaim deed, any right, title and interest, if any, of the Board, in and to certain property purportedly transferred to the Board by a Mr. Rasmus Strand, by deed dated July 15, 1926, and recorded, seven years later, on June 19, 1933, in Book 21, Page 262, Register's Office, Cumberland County, Tennessee, to the current owners of a 100-acre tract from whence this purported 2-acres came. This 1926 deed purportedly transferred 2 acres out of this 100-acre tract Mr. Strand acquired by deed on July 30, 1896. The 1896 deed transferring these 100 acres to Mr. Strand is recorded in Book Q, Page 495, Register's Office, Cumberland County, Tennessee.

My wife and I (4/5<sup>th</sup>), along with David Shaffer (1/5<sup>th</sup>), are current tenants in common owners of this 100-acre tract (and, of record, a 49.7-acre tract contiguous thereto), which, per the property descriptions in prior deeds and in our deeds, is the same 100-acre tract transferred to Mr. Strand in 1896.

In May of this year, the Board approved the transfer, via quitclaim deed, of any interest of the Board in the 2-acre tract purportedly transferred to the Board in 1926, to my wife and me, and Mr. Shaffer. However, apparently due to statutory requirements, this transfer could not be concluded in the manner approved by the Board. I am advised that this prior approval by the Board has since been rescinded.

The reason for my request last February was to clear a cloud on our title to the 100-acre tract. For the reasons stated below, I do not believe the Board has any ownership interest in the purported 2-acre tract. There may be other reasons the Board has no ownership of this 2-acre tract; I only wish to highlight at this time those which are readily apparent. Accordingly, all rights are reserved.

The 1926 deed from Mr. Strand to the Board is defective. The property description contained in the deed does not "close." This 1926 deed has been and continues to be defective for almost a century, with no apparent attempt ever made by the Board to seek an equitable remedy of reformation.

Deeds transferring the 100-acre tract originally acquired by Mr. Strand in 1896, after the 1933 recordation of the 1926 deed, do not carve out or except the 2-acre tract purportedly transferred out

of this 100-acre tract, by the 1926 deed. Otherwise, it would seem those deeds after 1933 would have been for 98 acres. Much time has passed since 1933, and all owners in the chain of title have been conveyed the 100-acre tract, as acquired by Mr. Strand in 1896.

The 1926 deed states that the purported transfer from Mr. Strand to the Board was "...intended for a location of the Genesis School...". This purported transfer was conditioned on a specific, limited use. It is my understanding (from my father, deceased in 2001) that, in fact, this property was used for the location of the Genesis School. The Board apparently took possession of this property sometime after the execution of the 1926 deed. The Board apparently received the full benefit and use of the property, consistent with the conditional use stated in the 1926 deed. At some point in time, however, the Board apparently closed this school. I found no records regarding when this school was closed.

In 1939, the heirs of Mr. (and Ms.) Strand (Mr. Strand passed in January 1928; Ms. Strand passed in April 1928) transferred the 100-acre tract, using essentially the same property description contained in Mr. Strand's 1896 deed, to a single heir who then transferred the same 100-acre tract, to a Mr. C. G. Bryce, a predecessor in the chain of title. This 1939 heirs deed is in Book 25, Page 394, Register's Office, Cumberland County, Tennessee. Mr. Bryce's deed is on the following recorded page.

As stated, the property description in these 1939 deeds is essentially the same description as is contained in the 1896 deed in which Mr. Strand originally took title to the 100-acre tract. It appears there never was any recognition/consideration of the 1926 deed in the 1939 deeds. In any event, whatever Mr. Strand purportedly transferred to the Board out of the 100-acre tract under the 1926 deed, reverted/returned to the original 100-acre tract Mr. Strand acquired in 1896, under the 1939 deeds.

Since 1939 (eighty-five years), all owners in the chain of title have acquired the 100-acre tract that was originally acquired by Mr. Strand in 1896. For at least 85 years, property taxes assessed by the County on the 100-acre tract reflected in those deeds include the purported 2-acre tract recited in the 1926 deed. For at least eighty-five years, all assessed County property taxes on the 100-acre tract reflected in those deeds, which include this purported 2-acre tract, have been paid to the County by owners in the chain of title, including (for decades) my wife and me, and Mr. Shaffer.

I could delve into the law of adverse possession, color of title, years of payments of taxes, etc., which seem, at the least, quite instructive. For now, I reserve these concepts, as well as any others that may be applicable, but not addressed herein.

For the above reasons, as well as others for which the right to make those arguments is reserved, the Board has no ownership interest in the purported 2-acre tract. I do not wish to initiate a lengthy and costly legal proceeding to quiet title. My request from the Board in this matter is unchanged. I await your timely response.

Yours truly,



David Hill

PAUL CREECH DR.  
240 CREECH DR.  
NASHVILLE, TN 37205

NASHVILLE TN 370  
3 OCT 2024 PM 2 L

PATTON & HYDEN LAW, PLLC  
645 S. MAIN STREET, SUITE 104  
CORNVILLE, TN 38555

ATTN: G. EARL PATTON, Esq.

968840426112459



Cumberland County Schools  
Budget Design Tentative Timeline  
25-26 Budget

December, 2024	Budget forms forwarded to Principals and Supervisors
January, 2025	First TISA estimate
January 31, 2025	Budget forms from Principals and Supervisors returned to COO
February 17, 2025	Meetings with Principals and Supervisors with Administration are Completed
March 17, 2025	Director of Schools and Chairman will meet to prepare and review Proposed budget
March 20, 2025	Forward proposed Budget to BOE members for the worksession
March - April 2025	Budget meetings
April 15, 2025	Worksession followed by Special Called meeting - Budget to be approved by BOE
April 15-May 1, 2025	Budget is available for public inspection at Central Services
May 1, 2025	Budget is submitted to County Commission
June, 2025	County Commission will set a date for DOS to present the District's Budget

\*TISA estimates will be received during the Budget process.



## Science Textbook Adoption Committee

School	Gradeband	Teacher Name
CCHS		
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

SENATE BILL 2421

By Overbey

AN ACT to amend Tennessee Code Annotated, Title 37, Chapter 1; Title 37, Chapter 5; Title 49, Chapter 10 and Title 49, Chapter 6, relative to the detection, intervention and prevention of child sexual abuse.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 37-1-601(a), is amended by deleting the subsection and substituting instead:

(a) The general assembly finds and declares that:

(1) The incidence of child sexual abuse has a tremendous impact on the victimized child, siblings, family structure, and inevitably on all citizens of this state;

(2) The detection, intervention, prevention and treatment of child sexual abuse, including a focus on the sexual abuse that occurs within the home, shall be a priority of this state;

(3) Sexual abuse in any form is destruction to the physical and mental health of a child;

(4) Ninety-three percent (93%) of all sexual abuse occurs in the home of a child by a family member;

(5) It is necessary that curriculum addressing sexual abuse include a focus on the in home abuse; and

(6) A comprehensive approach for the detection, intervention, prevention and treatment of child sexual abuse, including such abuse that may occur in the

home, be developed for the state and that this planned, comprehensive approach be used as a basis for funding.

SECTION 2. Tennessee Code Annotated, Section 37-1-603(b)(3), is amended by deleting the subdivision and substituting instead:

The departments of education and children's services, and the state board of education, shall work together on the enhancement or adaptation of curriculum materials to assist instructional personnel in providing instruction through a multi-disciplinary approach on the detection, intervention, prevention and treatment of child sexual abuse, including such abuse that may occur in the home. The curriculum materials shall be geared toward a sequential program of instruction at progressional levels for kindergarten (K) through grade twelve (12). Strategies for utilizing the curriculum shall be included in the comprehensive plan;

SECTION 3. This act shall take effect July 1, 2014, the public welfare requiring it.

**Upper Cumberland Child Advocacy Center  
Second Step, Child Protection Unit  
Kindergarten Lesson Plan**

**Lesson Objectives:** Following the lesson, students will be able to (1) recognize unsafe and sexually abusive situations and touch in a developmentally appropriate manner, (2) use assertive language and tone to refuse unwanted or inappropriate behavior, and (3) report to and seek help from a trusted adult involving sexually inappropriate situations.

1. The book *My Body Belongs to Me* is read aloud.
  - a. Pause the story about halfway to ask students, *"How could you use your words to let someone know that you feel uncomfortable or that you want to be left alone?"*
  - b. At the end of the story, direct students' attention to the question: *Who are some adults you could go to for help?*
2. Transition to using the Second Step Child Protection Unit, and direct students' attention to a picture of two children, a boy and a girl, playing outside in their swimsuits (4A).
  - a. Direct students to identify what they see in the picture. (e.g. sprinkler, a boy, a girl, etc.)
  - b. Discuss the reasons we wear bathing suits: for when we're playing in water and to keep our private parts private. *The private parts are the parts that are covered by swim trunks for boys and a two-piece bathing suit for girls; they are private because they are not to be seen or touched by others.*
  - c. Assess understanding by asking clarifying questions, such as, *"Is your nose a private body part? Ankle? Belly?"*
  - d. Reiterate that the private body parts are the parts covered by bathing suits.
3. Use the laminated rules and discuss:
  - a. **Touching Rule** - A person should never touch your private body parts except to keep you healthy or clean.
    - i. Discuss examples of grown-ups who keep us healthy or clean. (e.g. parents changing a baby's diaper, helping a little one with a bath, etc.) Use picture 4B as an example of a boy at a doctor's office.
  - b. **Never Keep Secrets Rule** - Never keep secrets about touching.
    - i. Elaborate: *In other words, if someone were to break the touching rule, we need to tell a grown-up.*
    - ii. Revisit theme: *Who are some grown-ups you could tell if someone broke the touching rule?*
4. Transition to picture 4C, a picture of a boy talking with his father after an adult broke the touching rule, and read the story about what to do when someone breaks the touching rule.
  - a. Ask: *Was it okay for the person to touch the boy's private body parts? & Did the adult break the touching rule?*
  - b. Emphasize the significance of the boy using assertive language to tell the adult to stop and leave him alone.
  - c. Emphasize the importance of the boy telling a grown-up, and revisit the theme: *Who could the boy tell?*
5. Conclude the story, conclude the lesson, and thank the students for their participation.

**Upper Cumberland Child Advocacy Center**  
**Second Step, Child Protection Unit**  
**First Grade Lesson Plan**

**Lesson Objectives:** Following the lesson, students will be able to (1) recognize unsafe and sexually abusive situations and touches in a developmentally appropriate manner, (2) use assertive language and tone to refuse unwanted or inappropriate behavior, and (3) report to and seek help from trusted adults about sexually inappropriate situations.

1. The book *My Body Belongs to Me* is read aloud.
  - a. Pause the story about halfway to ask students, "How could you use your words to let someone know that you feel uncomfortable or that you want to be left alone?"
  - b. At the end of the story, direct students' attention to the question: *Who are some adults you could go to for help?*
2. Transition to using the Second Step Child Protection Unit and direct students' attention to a picture of two children, a boy and a girl, playing outside in their swimsuits (4A).
  - a. Discuss and identify what is in the picture.
  - b. Discuss the reasons we wear bathing suits: for when we're playing in water and to keep our private parts private. *The private parts are the parts that are covered by swim trunks for boys and a two-piece bathing suit for girls; they are private because they are not to be seen or touched by others.*
  - c. Assess understanding by asking clarifying questions, such as, "Is your nose a private body part? Ankle? Belly?"
  - d. Reiterate that the private body parts are the parts covered by a bathing suit.
3. Use the laminated rules and discuss:
  - a. **Touching Rule** - A person should never touch your private body parts except to keep you healthy or clean.
    - i. Discuss examples of grown-ups who keep us healthy (or clean). Use picture 4B as an example of a boy, with his dad, at a doctor's office.
  - b. **Never Keep Secrets Rule** - Never keep secrets about touching.
    - i. Elaborate: *In other words, if someone were to break the touching rule, we need to tell a grown-up.*
    - ii. Address the difference between appropriate secrets, such as a surprise birthday party for a friend, and inappropriate secrets, like if someone breaks the touching rule.
    - iii. Revisit theme: *Who are some grown-ups you could tell if someone broke the touching rule?*
4. Transition to picture 4C, a picture of a boy talking with his father after an adult broke the touching rule, and read the story about what to do when someone breaks the touching rule.
  - a. Ask: *Was it okay for the person to touch the boy's private body parts? & Did the adult break the touching rule?*
  - b. Emphasize the significance of the boy using assertive language to tell the adult to stop and leave him alone.
  - c. Emphasize the importance of the boy telling a grown-up, and revisit the theme: *Who could the boy tell?*
  - d. Discuss the scenario of the adult telling the boy to keep it a secret: *What should the boy do anyway?*
5. Conclude the story, conclude the lesson, and thank the students.

**Upper Cumberland Child Advocacy Center**  
**Second Step, Child Protection Unit**  
**Third Grade Lesson Plan**

**Lesson Objectives:** Following the lesson, students will be able to (1) recognize unsafe and sexually abusive situations and touches in a developmentally appropriate manner, (2) report unsafe situations to a trusted adult and assertively refuse these situations whenever possible, and (3) discuss how kids can be safe while using the internet.

1. Video - *Safe and Unsafe Touches* (Video available on Youtube)
  - a. Before video:
    - i. Address the need for why we have fire drills, and discuss the comparable need for and importance of talking about body and internet safety
    - ii. Discuss that this topic can make individuals feel uncomfortable
    - iii. Encourage students to take the topic seriously
2. Transition to using the laminated rules and discuss:
  - a. **Touching Rule** - A person should never touch your private body parts except to keep you healthy or clean.
    - i. Discuss scenarios of keeping us healthy or clean, such as changing a baby's diaper or going to a doctor for a check-up
    - ii. Add: *No one should ask to see your private parts; no one should ever make you look at his, hers, or anyone else's private parts; and, we should never touch anyone else's private parts*
  - b. **Never Keep Secrets Rule** - Never keep secrets about touching.
    - i. Elaborate: *In other words, if someone were to break any of these touching rules, we need to tell an adult.*
    - ii. *Who are adults you could tell if someone broke the touching rule?*
3. Discuss: *Why do you think kids who experienced this wouldn't want to tell anyone? & Why do you think it's important, regardless, to tell a trusted adult about a situation like this?*
4. Transition to picture 4C, a picture of a boy talking with his father after an adult broke the touching rule, and read the story about what to do when someone breaks the touching rule.
  - a. Ask: *Was it okay for the person to touch the boy's private body parts? & Did the adult break the touching rule?*
  - b. Emphasize the significance of the boy using assertive language to tell the adult to stop and leave him alone.
  - c. Emphasize the importance of the boy telling an adult
  - d. Discuss the scenario of the adult telling the boy to keep it a secret: *What should the boy do anyway? Why might it be a problem if the boy keeps it a secret?*
5. **Internet Safety Component:** Video - *Being Safe on the Internet* (Video available on Youtube)
  - a. Before starting video
    - i. Discuss examples of how they use the internet
    - i. Ask students about different rules that they have at home regarding internet use
    - ii. Discuss the importance of following those household rules
  - b. After video
    - i. Emphasize the point - *We should not speak to people online who we do not know in person.*
    - ii. Address the overarching theme - *If ever in an unsafe or uncomfortable situation, talk to a trusted adult, such as your parents, teacher, school counselor, etc.*
6. Conclude the lesson and thank the students for their maturity and participation.

**Upper Cumberland Child Advocacy Center**  
**Second Step, Child Protection Unit**  
**Fourth Grade Lesson Plan**

**Lesson Objectives:** Following the lesson, students will be able to (1) recognize unsafe and sexually abusive situations and touches in a developmentally appropriate manner, (2) report unsafe situations to a trusted adult and assertively refuse these situations whenever possible, and (3) discuss what internet safety looks like and why it's important.

1. Video - *Safe and Unsafe Touches* (Video available on Youtube)
  - a. Before video:
    - i. Address the need for why we have fire drills, and discuss the comparable need for and importance of talking about body and internet safety
    - ii. Discuss that this topic can make individuals feel uncomfortable
    - iii. Encourage students to take the topic seriously
  2. Transition to using the laminated rules and discuss:
    - a. **Touching Rule** - A person should never touch your private body parts except to keep you healthy or clean.
      - i. Discuss scenarios of keeping us healthy or clean, such as changing a baby's diaper or going to a doctor for a check-up
      - ii. Add: *No one should ask to see your private parts; no one should ever make you look at his, hers, or anyone else's private parts; and, we should never touch anyone else's private parts*
    - b. **Never Keep Secrets Rule** - Never keep secrets about touching.
      - i. Elaborate: *In other words, if someone were to break any of these touching rules, we need to tell an adult.*
      - ii. *Who are adults you could tell if someone broke the touching rule?*
3. Discuss: *Why do you think kids who experienced this wouldn't want to tell anyone? & Why do you think it's important, regardless, to tell a trusted adult about a situation like this?*
4. Transition to picture 4C, a picture of a boy talking with his father after an adult broke the touching rule, and read the story about what to do when someone breaks the touching rule.
  - a. Ask: *Was it okay for the person to touch the boy's private body parts? & Did the adult break the touching rule?*
  - b. Emphasize the significance of the boy using assertive language to tell the adult to stop and leave him alone.
  - c. Emphasize the importance of the boy telling an adult
  - d. Discuss the scenario of the adult telling the boy to keep it a secret: *What should the boy do anyway? Why might it be a problem if the boy keeps it a secret?*
5. **Internet Safety Component:** Video - *Being Safe on the Internet* (Video available on Youtube)
  - a. Before starting video
    - i. Discuss examples of how they use the internet
    - ii. Ask students about different rules that they have at home regarding internet use
    - iii. Discuss the importance of following those household rules
  - b. After video
    - i. Emphasize the point - *We should not speak to people online who we do not know in person.*
    - ii. Address the overarching theme - *If ever in an unsafe or uncomfortable situation, talk to a trusted adult, such as your parents, teacher, school counselor, etc.*
6. Conclude the lesson and thank the students for their maturity and participation.

**Internet Safety**  
**4th & 5th Grade Lesson Plan**  
**Upper Cumberland Child Advocacy Center**

**Learning Objectives:** Following the lesson, students will be able to (1) identify and discuss the risks associated with internet use, (2) develop independent, intrinsically motivating goals to limit online activity, (3) talk to a trusted adult if ever in an unsafe situation regarding internet-use, and (4) think critically and problem-solve to promote personal safety.

1. Introduction
  - a. Briefly introduce self, the Upper Cumberland Child Advocacy Center, the topic that will be discussed for the lesson, and the “worksheet” that will be passed out
  - b. Distribute “worksheet” and set a timer for 5 minutes to allow students to write down their thoughts to the questions:
    - i. What is one rule that you have at home regarding internet (&/or device) use?
    - ii. What do you enjoy about playing games online or using apps/ social media?
    - iii. How often do you go “online”?
    - iv. What do you dislike about playing games online or using apps/ social media?
    - v. What is something else you enjoy doing for fun?
  - c. Discuss one question at a time with the whole class. Allow for volunteers to share. Validate answers and draw connections between upcoming lesson and students’ current perspectives.
2. Group Brainstorming Activity 1
  - a. Presenter & teacher/ school counselor work together to break students into small groups
  - b. Have students bring their worksheets (& pencil/ pen) with them if they need to move
  - c. Once students are in their groups, pass out one piece of construction paper to each group.
  - d. On the papers, students will be instructed to answer the following question by creating a “bubble map”: **When we talk about “internet safety” what are the things that kids need to be safe from?**
  - e. Give students a couple minutes to discuss in their groups and to come up with answers.
  - f. Discuss as a whole group. Prompt for volunteers to share. Draw a “bubble map” on white board, if possible, that includes student responses.
  - g. Redirect to worksheet from earlier and direct students to answer the 5th question if they haven’t already: “What are the dangers that kids need to be careful of when using the internet?”
3. Group Brainstorming Activity 2
  - a. Have students, within their groups, come up with and jot down three rules to protect themselves from the potential dangers of the internet.
  - b. Discuss as a whole group.
4. Youtube Video: Internet Safety by Think Ink Productions (~ 2 minutes, 30 seconds)
  - a. Discuss with class. Did anyone think of new rules to add? Any that you had already written down?
  - b. Emphasize the point that it is best to not talk to people online who we don’t know in person.
  - c. Direct groups to add to their “rules” if they gained new ideas.
5. Youtube Video: Internet Safety by RECFilms (~ 4 minutes, 45 seconds)
  - a. **Before Video:** Prime the students to the topic of the video. Address the reality of online predators (which would likely be addressed by now).
  - b. **After video:**
    - i. Discuss what the girl could have done differently.
    - ii. Ensure students understand that the girl should have checked with her parent(s)
    - iii. Discuss on what type of apps/ games these scenarios could happen
6. Finalize “Internet Safety Rules”
  - a. As a class, identify and establish 10 “Internet Safety Rules” to follow
  - b. Any remaining time, prompt students to finish their worksheets
  - c. Thank the students for their thoughtfulness and participation

**Internet Safety**  
**6th, 7th, 8th Grade Lesson Plan**  
**Upper Cumberland Child Advocacy Center**

**Learning Objectives:** Following the lesson, students will be able to (1) describe the risks associated with internet use, (2) create a personal code of conduct regarding internet use by assessing the rules of their parents/ guardians and using their own ability to problem-solve, (3) seek help from a trusted adult if ever in an unsafe situation regarding the internet, and (4) analyze and reflect on the benefits of limiting internet use.

1. Introduction
  - a. Briefly introduce self, the Upper Cumberland Child Advocacy Center, and the topic that will be discussed for the lesson.
  - b. Quick assessment of the group's internet use
    - i. How often students "go online" (ask questions and prompt "show of hands" as response)
    - ii. What do you all enjoy about the internet? (ask for volunteers to share)
    - iii. What do you all dislike about the internet? (ask for volunteers to share)
2. Group Brainstorming
  - a. What do people need to be careful of when using the internet? In other words, when we talk about "Internet Safety" what do we need to be safe from?
  - b. Create a bubble map on whiteboard or use another method to keep track of student responses
  - c. Ask students, "*What are some rules that any of you have at home regarding internet/ device use?*"
  - d. Discuss the importance of rules regarding internet/ device use, even when sometimes they feel inconvenient
3. Discussion on the reality of manipulation tactics used by online predators
  - a. True story of kid talking to stranger online (starting on Roblox, to exchanging information to talk on Snapchat, to ending up in a dangerous situation; this kid ended up talking to his/her school counselor about the situation; school counselor was able to assess situation and help)
  - b. Emphasize the significance of this student seeking help from a trusted adult
4. Cyberbullying
  - a. Examples of cyberbullying
  - b. Ask students: "What do you think are the potential consequences of cyberbullying?"
  - c. Why do kids "cyber-bully"?
  - d. How could/ would you intervene if a friend was the target of cyberbullying?
  - e. **Group Activity 1:** In small groups, have students brainstorm and talk about the issue of cyberbullying; prompt with some discussion questions; afterward, allow groups to share their thoughts with the class
5. YouTube Video: What happens when a group of teen girls goes on a 2-week social media detox
  - a. **Before video:** Prime students to the length and topic of the video
  - b. After video: Discuss and ask questions to assess student's comprehension and thoughts of the video
    - i. Is this something that anyone has tried doing before?
    - ii. Would anyone want to try doing this? What do you think would be the challenges? Benefits?
6. Group Activity 2
  - a. Students will work in their small groups from earlier
  - b. Discuss what a "code of conduct" is
  - c. Have students in their groups create a code of conduct for using the internet
  - d. Give students ~ 5 - 10 minutes to work on code of conduct
  - e. Allow groups to share with the class what they came up with
7. Conclusion
  - a. Thank the students for their participation, thoughtfulness, maturity
  - b. Address the importance of using caution and mindfulness when using the internet
  - c. Reiterate some of the benefits of limiting internet use that were discussed
  - d. Encourage students to talk to their parents/ families about what was discussed in the lesson

**Upper Cumberland Child Advocacy Center**  
**Second Step, Child Protection Unit**  
**Second Grade Lesson Plan**

**Lesson Objectives:** Following the lesson, students will be able to (1) recognize unsafe and sexually abusive situations and touch in a developmentally appropriate manner, (2) report and seek help from an adult, such as a parent or teacher, and assertively refuse these situations whenever possible, and (3) discuss what it looks like to be safe while using the internet.

1. The book *My Body Belongs to Me* is read aloud.
  - a. At the end of the story, direct students' attention to the question: *Who are some adults you could go to for help?*
2. Transition to using the Second Step Child Protection Unit and direct students' attention to a picture of two children, a boy and a girl playing outside in their swimsuits (4A).
  - a. Ask students to identify what they see in the picture.
3. Discuss the reasons we wear bathing suits: for when we're playing in water and to keep our private parts private. *The private parts are the parts that are covered by swim trunks for boys and a two-piece bathing suit for girls; they are private because they are not to be seen or touched by others.*
4. Use the laminated rules and discuss:
  - a. **Touching Rule** - A person should never touch your private body parts except to keep you healthy or clean.
    - i. Discuss examples of grown-ups who keep us healthy (or clean). Use picture 4B as an example of a boy at a doctor's office.
  - b. **Never Keep Secrets Rule** - Never keep secrets about touching.
    - i. Elaborate: *In other words, if someone were to break the touching rule, we need to tell a grown-up.*
    - ii. Address the difference between appropriate secrets, such as a surprise birthday party, and inappropriate secrets, like if someone breaks the touching rule.
    - iii. Revisit theme: *Who are some grown-ups you could tell if someone broke the touching rule?*
5. Transition to picture 4C, a picture of a boy talking with his father after an adult broke the touching rule, and read the story about what to do when someone breaks the touching rule.
  - a. Ask: *Was it okay for the person to touch the boy's private body parts? & Did the adult break the touching rule?*
  - b. Emphasize the importance of the boy telling an adult about what happened, and revisit the theme: *Who could the boy tell?*
  - c. Discuss the scenario of the adult telling the boy to keep it a secret: *What should the boy do anyway?*
6. **Internet Safety Component:** Video - *Being Safe on the Internet* (Video available on Youtube)
  - a. Before starting video
    - i. Discuss examples of how they use the internet
    - ii. Ask students about different rules that they have at home regarding internet use
    - iii. Discuss the importance of following those household rules
  - b. After video
    - i. Emphasize the point - *We should not speak to people online who we do not know "in real life" (in person)*
    - ii. Address the overarching theme - *If ever in an unsafe or uncomfortable situation, talk to a trusted adult, such as your parents, teacher, school counselor, etc.*
7. Conclude the lesson, and thank the students for their participation.

**Internet Safety**  
**2nd & 3rd Grade Lesson Plan**  
**Upper Cumberland Child Advocacy Center**

**Learning Objectives:** Following the lesson, students will be able to (1) understand the risks associated with internet use, (2) talk to a trusted adult if ever in an unsafe situation regarding internet use, and (3) think critically and problem-solve to promote personal safety.

1. Introduction
  - a. Introduce self, the Upper Cumberland Child Advocacy Center, and the topic that will be discussed for the lesson.
  - b. Ask students: Who here....
    - i. Plays Roblox? Minecraft? Uses TikTok? Etc.
    - ii. Address that this lesson is necessary for anyone who uses such apps/ plays those games
    - iii. These apps/ games allow for talking to strangers online
    - iv. Ask students: *What are some rules that you have at home for using devices/ the internet?*
    - v. Emphasize the importance of household rules and that they are ultimately for safety
    - vi. **Rule: At no point should you talk to someone online who you do not know in person** (& discuss this rule to ensure student understanding)
2. Fire drill analogy
  - a. Who here has ever been in a fire drill? Lockdown drill? & discuss why we have such drills
  - b. Importance of thinking about what we would do in dangerous situations to be prepared if such situations were to actually happen
  - c. Ask students: *What are some things that people need to be careful of when using the internet?*
    - i. Create a "bubble map" on board, if possible, to keep track of and discuss student responses
  - d. Address the reality that there are people out there who have bad intentions & discuss what that means
3. YouTube Video: Being Safe on the Internet by Amaze Org
  - a. **Before video:** Prime students to the topic and length of the video
  - b. Address: one point made in the video is advice for adults, not for children (the video makes a point that if one should meet with someone who they've met online, to do so in a public place, etc. – this is not good advice for anyone under 18)
  - c. After video: Discuss thoughts/ questions that students may have
4. Cyberbullying
  - a. Discuss the issue of cyberbullying
    - i. Flashcard examples (Is it cyberbullying or not?)
    - ii. Ask students, what could you do for a friend if they were being cyberbullied? (or even bullied in person)
5. Conclusion
  - a. Thank the students for their participation and thoughtfulness
  - b. Remind students that if ever in an unsafe situation, to seek help from a trusted adult such as a parent or teacher

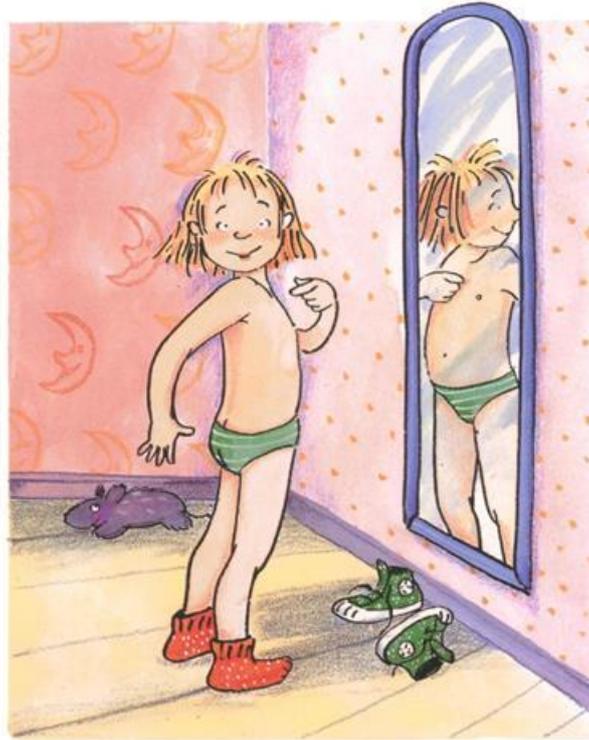


## **MY BODY BELONGS TO ME**

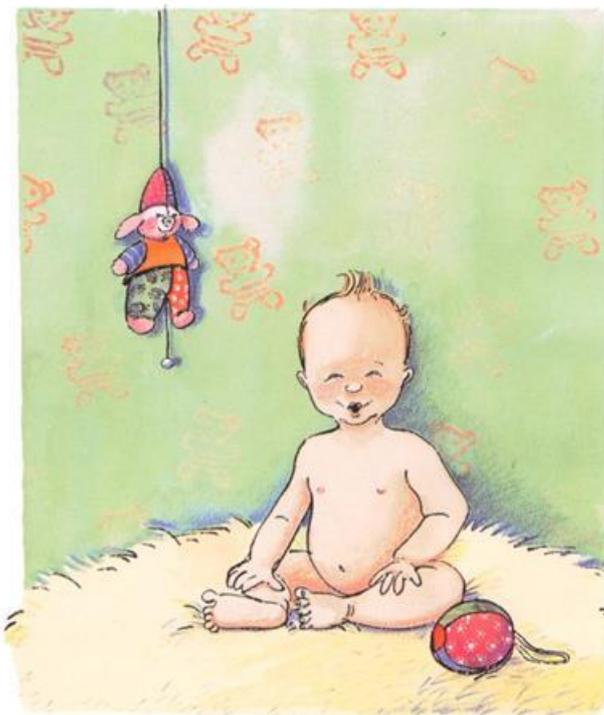
**FROM MY HEAD**

**TO MY TOES**

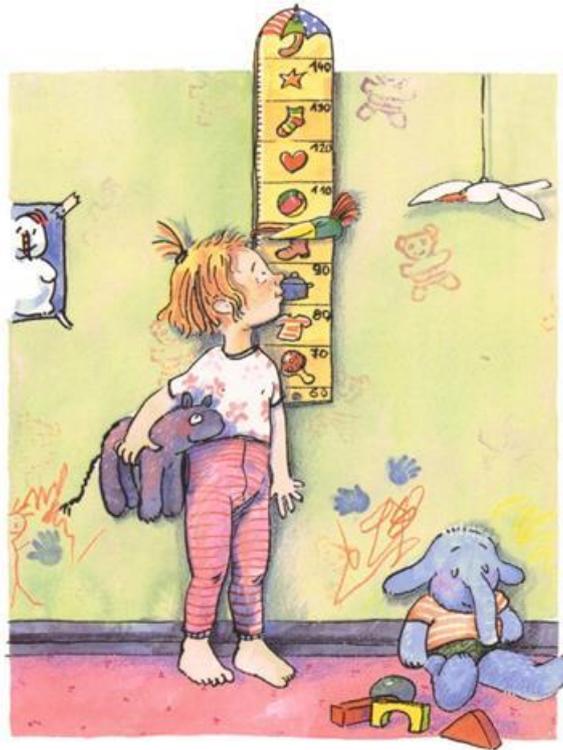
Pro Familia  
*My body belongs to me from my head to my toes*  
New York, NY, Sky Pony Press, 2014



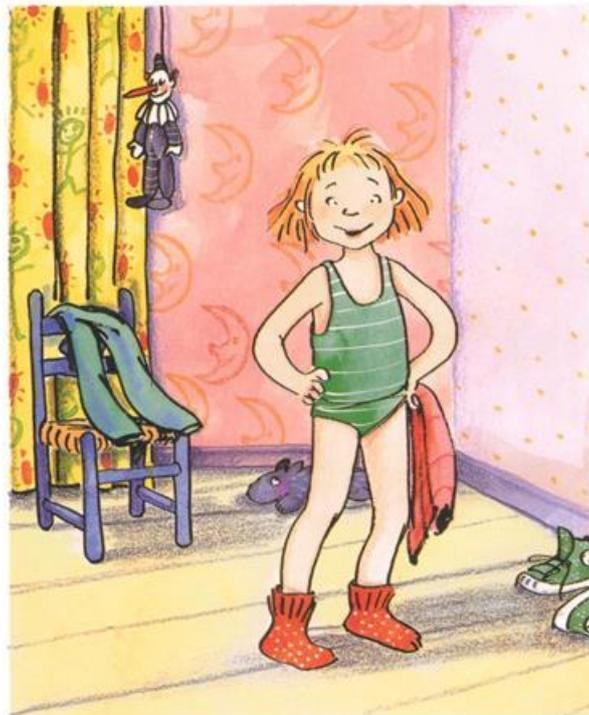
I'm Clara and I have something really special: my body!  
It belongs only to me.



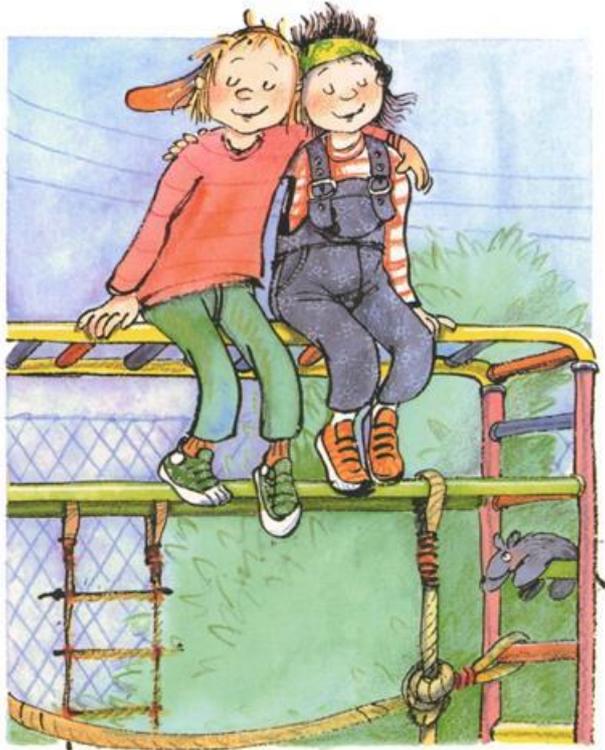
When I was still a baby, my body looked quite different.



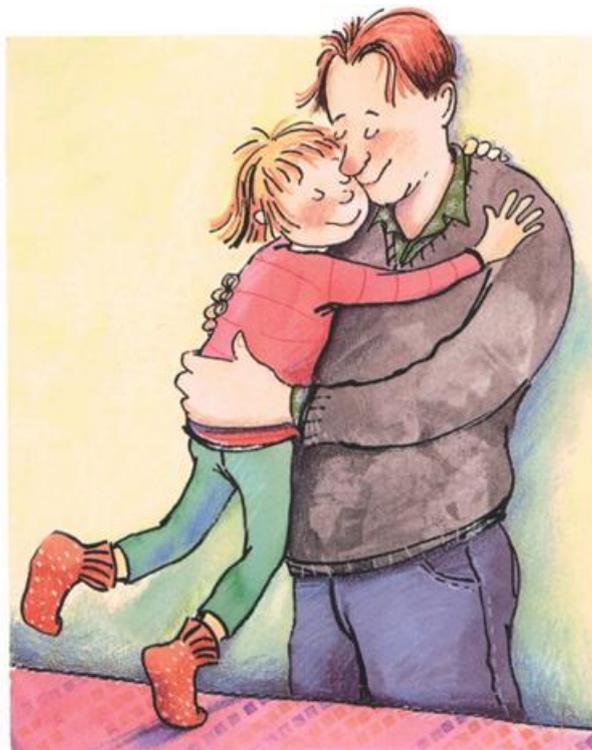
But I'm growing and growing. And my body and I are changing.



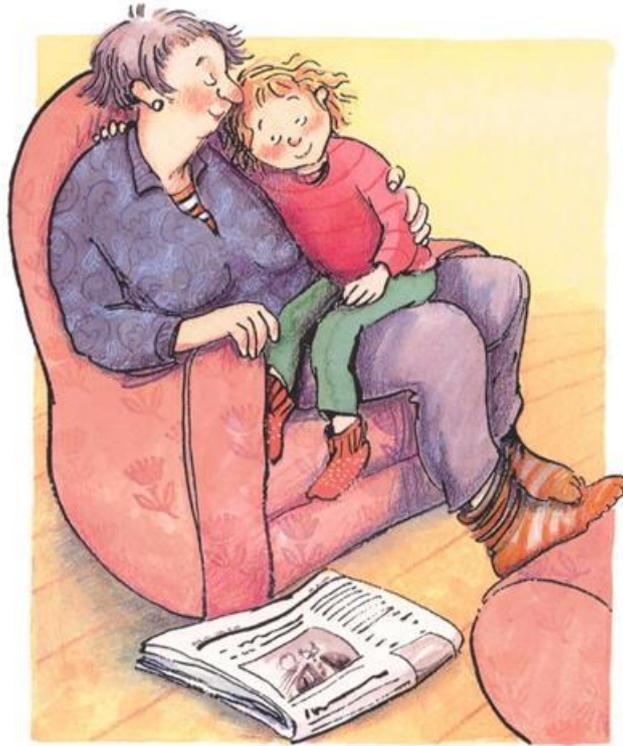
I'm proud of myself and my body.



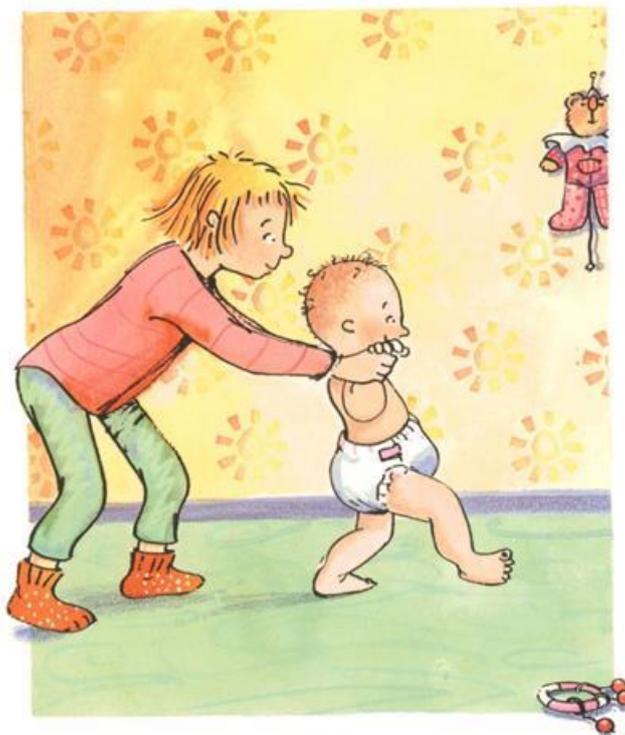
Sometimes I want to be close to somebody.  
When I do, our bodies touch.



It feels nice and cozy when Papa hugs me. I like to cuddle with him.



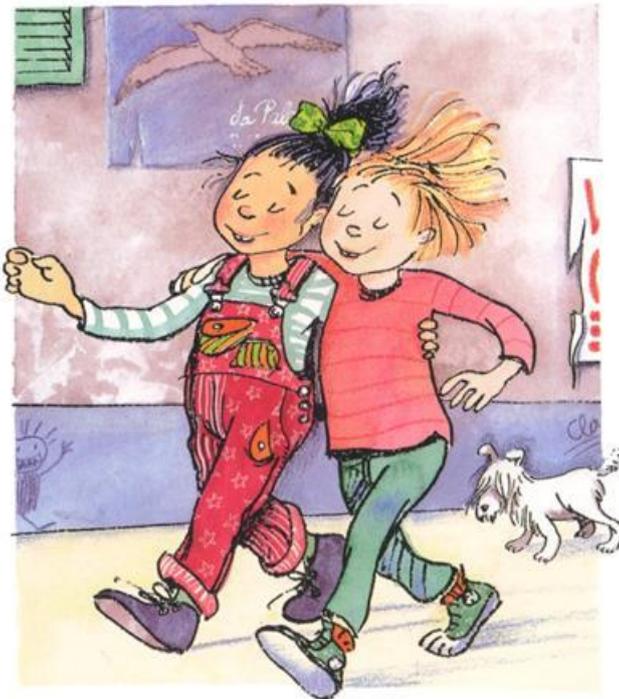
It's comfortable sitting on my granny's lap. We are very close to each other then.



Holding a little baby is not so easy.  
You have to be close when you hold a baby's hands.



When I tickle my friend, we touch each other and laugh a lot.

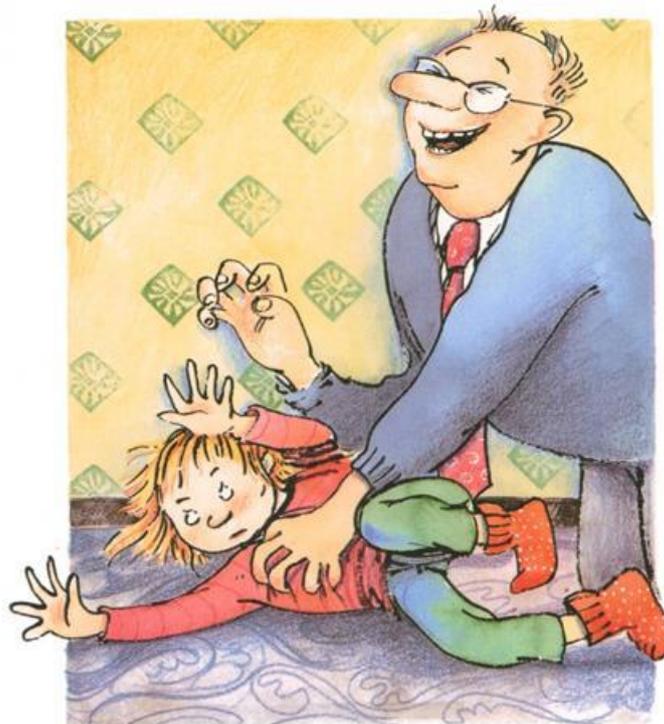


Touching each other can be something very special.

*But I alone decide if and by whom I'd like to be touched.*



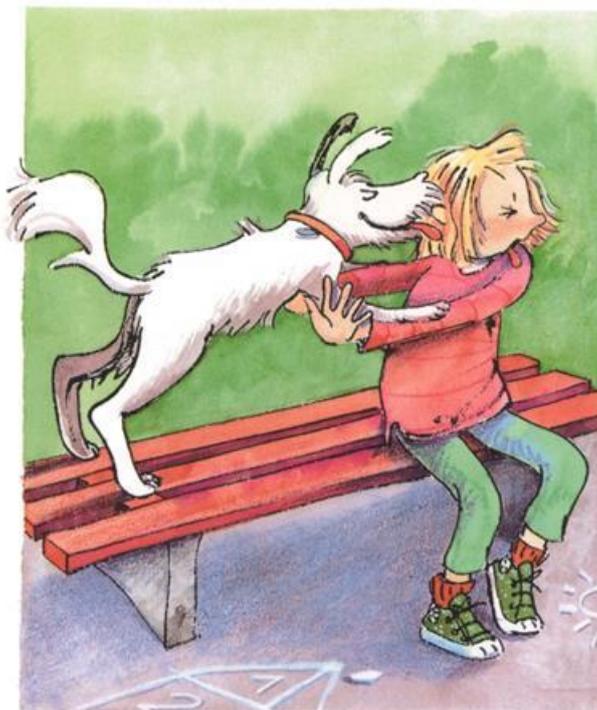
Sometimes I simply don't want to be touched.



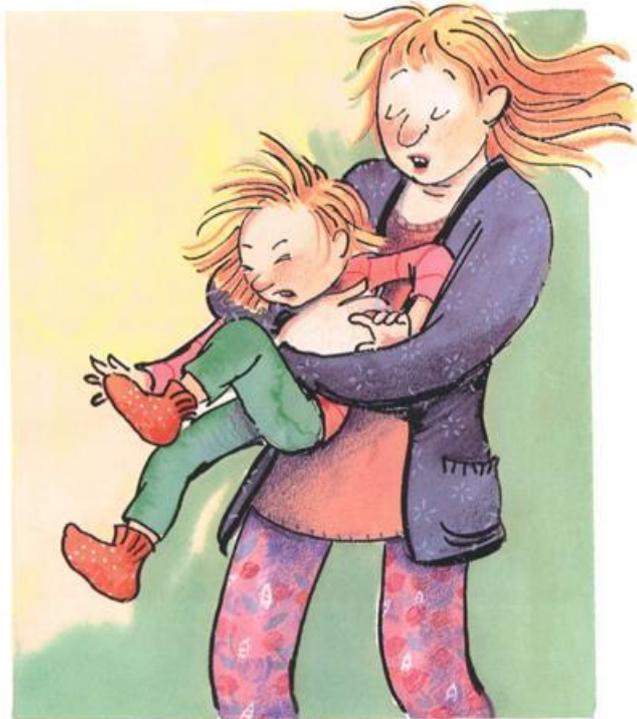
I don't think it's funny when somebody tickles me way too much.  
I don't want that to happen.



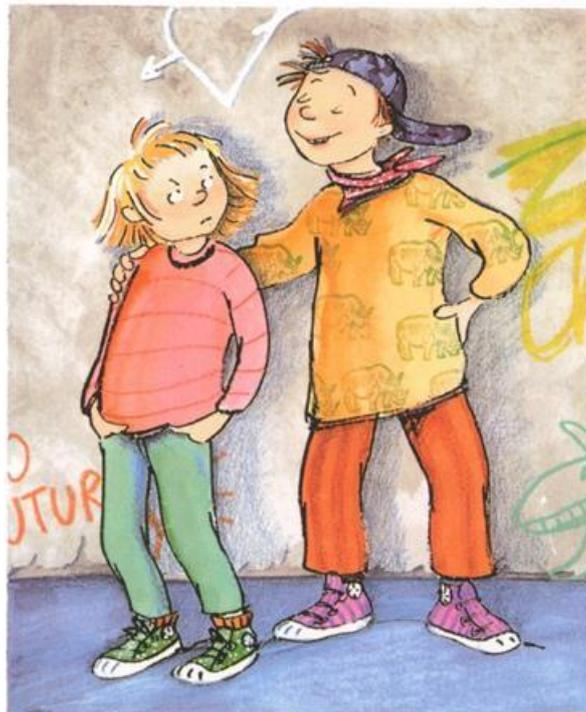
I think it's icky when somebody gives me a big, fat, sloppy kiss. I don't want that type of touch either.



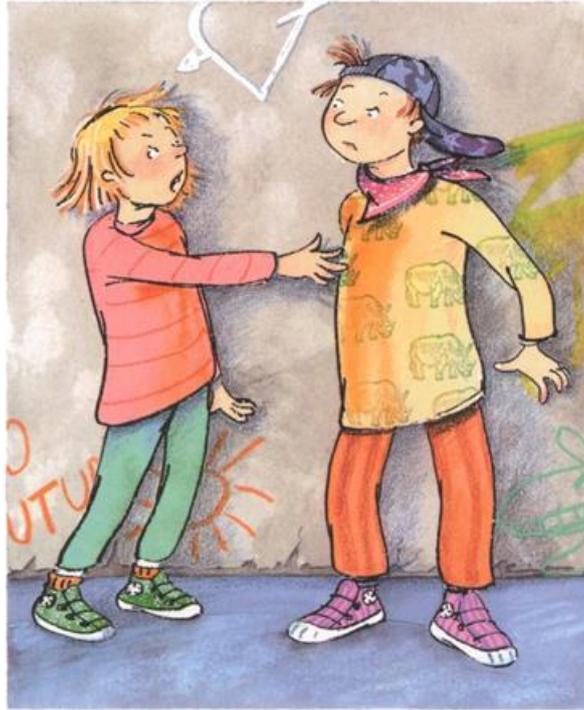
I also don't like it when a dog licks me with his wet tongue.



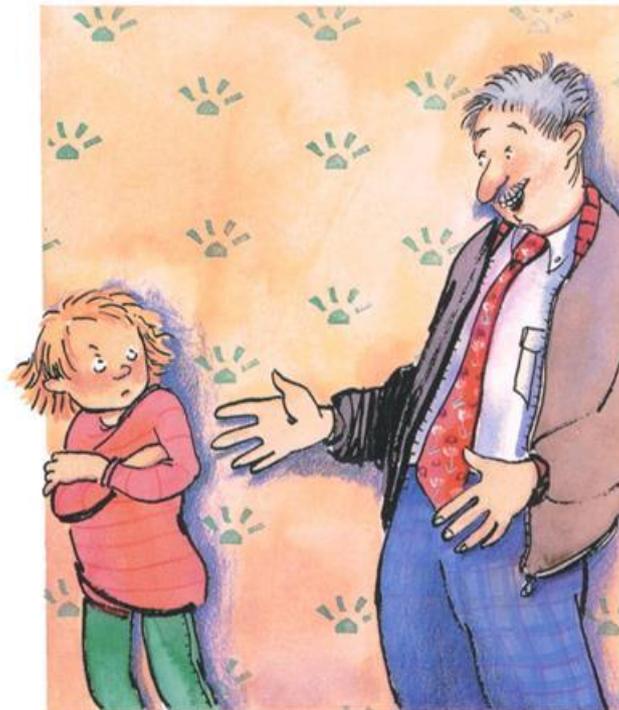
I feel trapped when somebody holds me too tight.  
I don't want to be held like that.



Whenever somebody touches me and I don't like it...



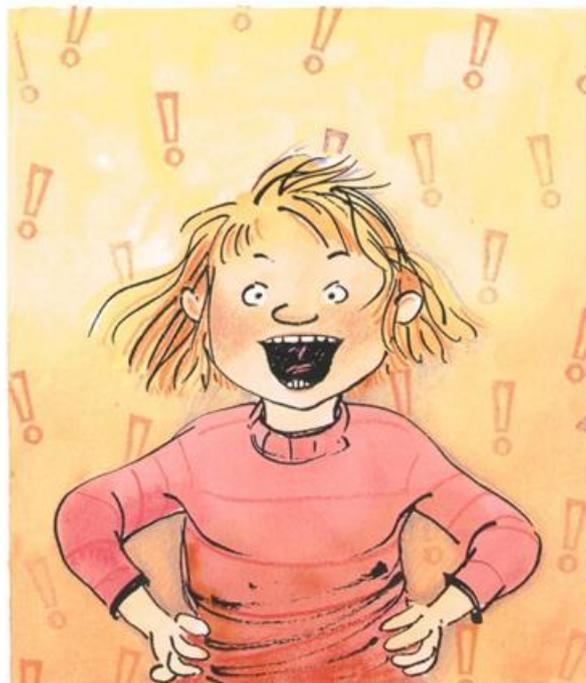
... I say, "Stop it. Don't touch me. I don't want you to."



If I'm asked to touch somebody, but I don't want to, I just don't do it.

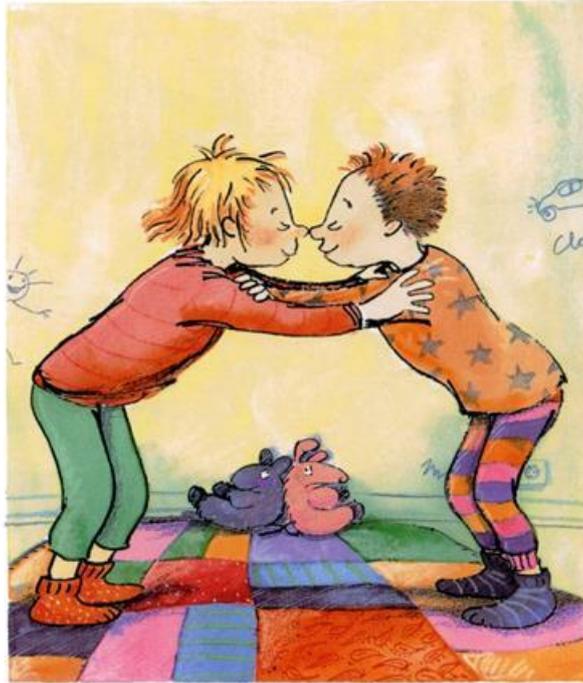


I say, "No, I don't want to touch you. I don't feel like it."



You should try saying it too, loud and clear. 'Don't touch me! I don't want you to!' you can also say:

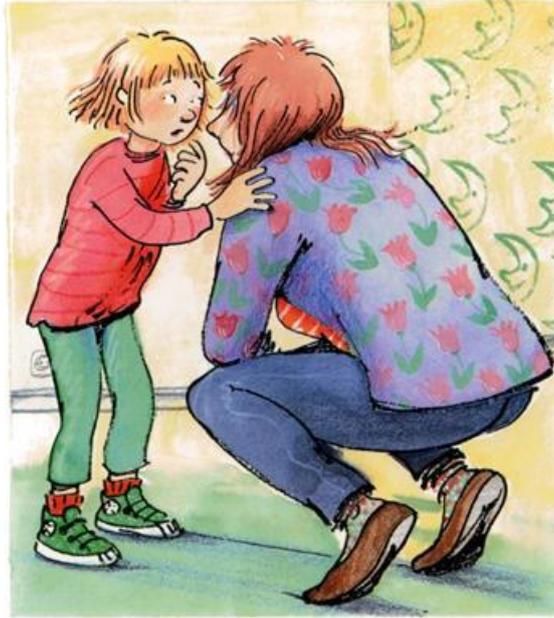
"I don't want to touch you! Don't feel like it!"



I think it's great that people touch each other when they both want to. Don't you think so too?



But when I don't feel comfortable, then I don't let anyone touch me. I say, "**No!**" That's because I decide when I would like to be touched and by whom. And you should too.



Sometimes a person doesn't stop when you say "No!" and keeps on touching in a way that doesn't feel good. You must stick up for yourself. If you can't do it by yourself, then tell somebody you trust about it, and they will help you.



Think about it. Your body belongs only to you.

It's something very special.

**Upper Cumberland Child Advocacy Center**  
**Second Step, Child Protection Unit**  
**Second Grade Lesson Plan**

**Lesson Objectives:** Following the lesson, students will be able to (1) recognize unsafe and sexually abusive situations and touch in a developmentally appropriate manner, (2) report and seek help from an adult, such as a parent or teacher, and assertively refuse these situations whenever possible, and (3) discuss what it looks like to be safe while using the internet.

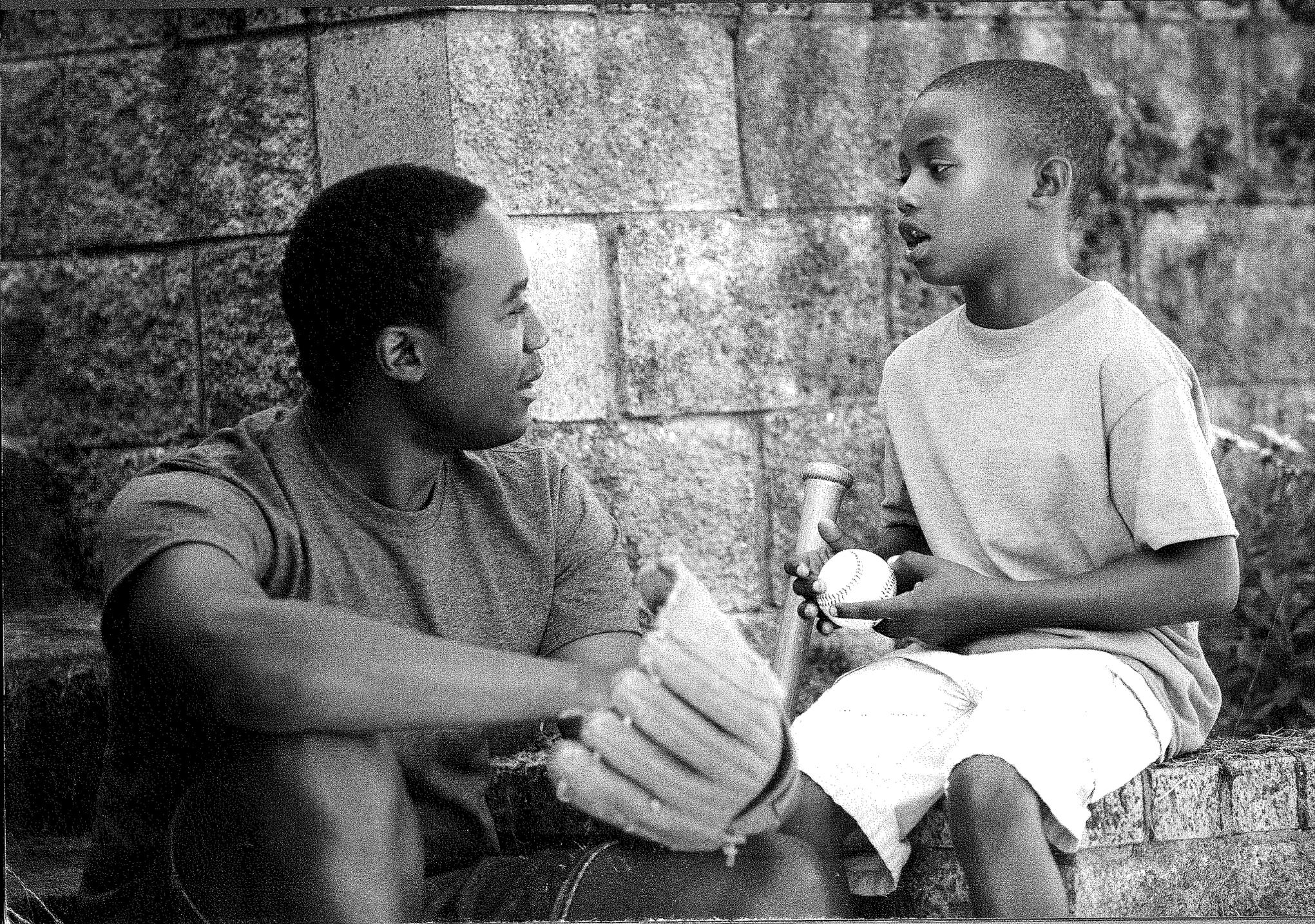
1. The book *My Body Belongs to Me* is read aloud.
  - a. At the end of the story, direct students' attention to the question: *Who are some adults you could go to for help?*
2. Transition to using the Second Step Child Protection Unit and direct students' attention to a picture of two children, a boy and a girl playing outside in their swimsuits (4A).
  - a. Ask students to identify what they see in the picture.
3. Discuss the reasons we wear bathing suits: for when we're playing in water and to keep our private parts private. *The private parts are the parts that are covered by swim trunks for boys and a two-piece bathing suit for girls; they are private because they are not to be seen or touched by others.*
4. Use the laminated rules and discuss:
  - a. **Touching Rule** - A person should never touch your private body parts except to keep you healthy or clean.
    - i. Discuss examples of grown-ups who keep us healthy (or clean). Use picture 4B as an example of a boy at a doctor's office.
  - b. **Never Keep Secrets Rule** - Never keep secrets about touching.
    - i. Elaborate: *In other words, if someone were to break the touching rule, we need to tell a grown-up.*
    - ii. Address the difference between appropriate secrets, such as a surprise birthday party, and inappropriate secrets, like if someone breaks the touching rule.
    - iii. Revisit theme: *Who are some grown-ups you could tell if someone broke the touching rule?*
5. Transition to picture 4C, a picture of a boy talking with his father after an adult broke the touching rule, and read the story about what to do when someone breaks the touching rule.
  - a. Ask: *Was it okay for the person to touch the boy's private body parts? & Did the adult break the touching rule?*
  - b. Emphasize the importance of the boy telling an adult about what happened, and revisit the theme: *Who could the boy tell?*
  - c. Discuss the scenario of the adult telling the boy to keep it a secret: *What should the boy do anyway?*
6. **Internet Safety Component:** Video - *Being Safe on the Internet* (Video available on Youtube)
  - a. Before starting video
    - i. Discuss examples of how they use the internet
    - ii. Ask students about different rules that they have at home regarding internet use
    - iii. Discuss the importance of following those household rules
  - b. After video
    - i. Emphasize the point - *We should not speak to people online who we do not know "in real life" (in person)*
    - ii. Address the overarching theme - *If ever in an unsafe or uncomfortable situation, talk to a trusted adult, such as your parents, teacher, school counselor, etc.*
7. Conclude the lesson, and thank the students for their participation.



Lesson 6

Lesson 5





## 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](mailto:2302evaluation@icf.com). For questions regarding your rights related to this questionnaire you can contact ICF Institutional Review Board (IRB) at [irb@icf.com](mailto: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!

This questionnaire/document has not been cleared for official use for the 2302 cooperative agreement evaluation and is pending federal OMB approval. You are not authorized to modify, distribute, or use this document for evaluation data collection. This document is also subject to change based on OMB review. Final, approved questionnaires will be provided once OMB approval has been received. If you share draft instruments to obtain clearance/approvals (e.g., LEA or SEA approvals) and revisions are required as a result of the federal OMB review process, you will need to submit a modification.

## 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. 4<sup>th</sup>
  - B. 5<sup>th</sup>
  
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](http://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](mailto: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](mailto: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. 6<sup>th</sup>
  - B. 7<sup>th</sup>
  - C. 8<sup>th</sup>
  - D. 9<sup>th</sup>
  - E. 10<sup>th</sup>
  - F. 11<sup>th</sup>
  - G. 12<sup>th</sup>
  
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](http://www.myplate.gov/life-stages/teens)

Teen Mental Health: MedlinePlus [www.medlineplus.gov/teenmentalhealth.html](http://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., 21<sup>st</sup> 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., 21<sup>st</sup> 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		
-------------	--	--

\*(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., 21<sup>st</sup> 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., 21<sup>st</sup> 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)		

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.**

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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**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.

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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.

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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.

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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

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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  
10<sup>th</sup> 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](mailto:Shannon.Railling@tn.gov)

Tentative Worksession Days 3:30 pm

January 16, 2025

January 18, 2025      RETREAT

February 20, 2025

March 20, 2025      First Review of the proposed Budget by Board as a team

March 20-April 15      Possible multiple Budget work sessions

April 15, 2025      Final Budget Work Session followed by Special Called Meeting

April 17, 2025

May 15, 2025

June 12, 2025

# SAMPLE Strategic Plan

*(this is an excerpt from a plan and not intended to be a complete strategic plan)*

## **Vision Statement**

Every Student Every Day

## **Mission Statement**

To inspire every student to reach their full potential.

## **Goal 1:** Focus on every student.

**Objective:** By May 15, XXXX, 100% of students will graduate with some post-secondary (college) credit and/or industry certification.

**Strategy:** Provide all students with Advanced Placement, Dual Enrollment, Local Dual Credit, College Level Examination Program courses and industry certification programs.

**Strategy:** Administer a “Career Success Skills” self-assessment to all students to determine their interests, strengths and preferred learning styles.

**Objective:** By May 15, XXXX, at least 75% of kindergarteners will be ready for first grade based on the First Grade Readiness Indicator.

**Strategy:** Ensure that each teacher provides differentiated instruction in the classroom.

## **Goal 2:** Invest in our people.

**Objective:** By June 1, XXXX, implement a professional growth and development plan for all employees.

**Strategy:** Provide professional development for counselors and school leaders in career guidance and advising.

**Strategy:** Design a plan to align employee development needs with the needs of the district.

**Strategy:** Provide every elementary teacher with training through the year-long reading course, focusing on bridging the gap between teacher preparation program training and best practices in reading instruction for the classroom.

**Strategy:** Dedicate a micro-team of content experts to each school to support efforts to achieve academic growth.

**Strategy:** Implement bi-monthly instructional content trainings of choice in Teaching and Learning Days for each school's leadership team so that schools have the autonomy to focus on their students' greatest area of need.

**Objective:** By June 1, XXXX, transform the Human Resources department into a talent management division.

**Strategy:** Redesign the strategic compensation program.

**Strategy:** Secure competitive wages for all staff.

**Strategy:** Create a staff appreciation initiative.

**Objective:** By June 1, XXXX, improve the district's technology infrastructure.

**Strategy:** Provide robust and reliable wired and wireless networks and telecommunication services and internet connectivity at all sites.

**Goal 3:** Partner with our stakeholders.

**Objective:** By June 1, XXXX, align programs and coursework to the regional economy and in-demand career opportunities.

**Strategy:** Work with business partners to develop a career success course and a local work readiness certificate based on local needs for better "soft skills".

**Strategy:** Develop an online portal that utilizes labor market data to support and align coursework and program.

**Objective:** By June 1, XXXX, engage families and community to create meaningful learning environments for all students

**Strategy:** Provide diverse opportunities for meaningful engagement with all families to support student success.

**Strategy:** Host annual community meetings to provide information and gather feedback that can be leveraged in district decision making.

**Strategy:** Create a Parent Resource Center.



**SAMPLE**

***Director of Schools  
Performance Evaluation Instrument***

# Performance Evaluation Guidelines

1. An Annual evaluation of the Director of Schools shall take place in June.
2. The evaluation shall be based on the duties and responsibilities of the Director of Schools as set forth by the laws of the State of Tennessee and his/her contract.
3. The evaluation instrument utilized in this process shall be cooperatively developed by the Board and Director of Schools.
4. The evaluation rating scale to be used is as follows:

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

5. A satisfactory score will be if the average overall score is 3.00 or above.
6. Weighted sectional averages will be:

Section I Quantitative:  
Appendix A - Achievement of Board  
Goals/Strategic Plan \_\_\_\_\_ %

Section II Qualitative:  
Appendix B - Board Observational Data \_\_\_\_\_ %  
Appendix C - Administrator Survey \_\_\_\_\_ %

7. Appendix A and B needs to be distributed to all board members in May in order to be completed and included in the written evaluation to Director of Schools in June.
8. Appendix C needs to be distributed to administrators in May in order to be completed and included in the written evaluation to Director of Schools in June.
9. The Board shall meet with the Director of Schools to discuss the evaluation results at the June board meeting. The evaluation shall include a recommendation for improvement in any areas where the Board deems the Director of School's performance to be unsatisfactory or in need of improvement.
10. The Director of Schools shall have the right to make a written or oral response to the evaluation.
11. A copy of the written evaluation shall be delivered to the Director of Schools two weeks prior to the June board meeting.

SECTION I - QUANTITATIVE

APPENDIX A - Achievement of Board Goals/Strategic Plan

Annual Objectives	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
<b>Performance Objective 1: Ensure that there is a continuous improvement plan for student achievement and growth.</b>	*Add achievement goals to #4-14				
1. Ensure the improvement plan is clear and data based.					
2. Examine data, set goals and stay the course or initiate change as necessary.					
3. Resources are clearly aligned with improvement plan.					
4. English Language Arts Grades 3-5 reached (add achievement goal)					
5. English Language Arts Grades 6-8 reached (add achievement goal)					
6. English Language Arts Grades 9-12 reached (add achievement goal)					
7. Mathematics Grades 3-5 reached (add achievement goal)					
8. Mathematics Grades 6-8 reached (add achievement goal)					
9. Mathematics Grades 9-12 reached (add achievement goal)					
10. Science Grades 3-5 reached (add achievement goal)					
11. Science Grades 6-8 reached (add achievement goal)					
12. Science Grades 9-12 reached (add achievement goal)					
13. High School ACT scores increased by (add achievement goal)					
14. Graduation Rate increased by (add achievement goal)					
15. English Language Arts Grades 3-5 scored at a level 3 or higher.					
16. English Language Arts Grades 6-8 scored at a level 3 or higher.					
17. English Language Arts Grades 9-12 scored at a level 3 or higher.					
18. Mathematics Grades 3-5 scored at a level 3 or higher.					
19. Mathematics Grades 6-8 scored at a level 3 or higher.					
20. Mathematics Grades 9-12 scored at a level 3 or higher.					
21. Science Grades 3-5 scored at a level 3 or higher.					

22. Science Grades 6-8 scored at a level 3 or higher.					
23. Science Grades 9-12 scored at a level 3 or higher.					
24. High School ACT scores scored at a level 3 or higher.					
<b>Performance Objective 2: Develop a school district strategic plan.</b>					
1. Annual and long-range goals, along with measurable objectives and strategies, have been established with input from Board, staff and community members.					
2. A district-wide vision has been created with input from Board and staff.					
<b>Performance Objective 3: Evaluate the organizational structure of the district and reorganize as necessary to achieve maximum effectiveness.</b>					
1. The reorganization of personnel and a revised organizational chart has been developed.					
2. A fiscal review with budgetary recommendations has been completed.					
<b>Performance Objective 4: Develop a comprehensive plan to promote school system and increase parent and community involvement.</b>					
1. Promotional tools for the school system have been developed such as blogs, podcasts, videos and brochures.					
<b>Performance Objective 5: Work with the school board to develop and implement an annual plan for promoting school system and increasing communication and support with the county commission/city council.</b>					
1. The board adopted an annual agenda for promotion, which includes activities which the board and/or the Director completed during the year. The plan included activities to build support from the County Commission/City Council.					
<b>Performance Objective 6: Develop a budget for the school board as outlined in school policies, activities in the school board annual agenda, and guidelines established by the State Department of Education.</b>					
1. A budget document was formulated using procedures required by school board policies, activities in the school board annual agenda, and guidelines established by the State Department of Education.					
<b>Performance Objective 7: Ensure the Board's annual agenda is developed and implemented.</b>					
1. Evidence that annual agenda items referencing the Director of Schools have been completed.					

<b>Performance Objective 8: Provide and promote activities that give the school board an opportunity to review its effectiveness and improve the relationship between individual school board members, and the school board as a whole with the Director of Schools.</b>					
1. Improvement activities such as workshops, clinics, conventions, or board retreats were scheduled.					
2. Information regarding criteria for individual school board member recognition (e.g., Boardsmanship Awards), school board recognition (e.g., Board of Distinction and School Board of the Year) and the criteria required for school board district and state recognition were developed.					
3. A board self-evaluation instrument that reviews school board effectiveness and allows for each school board member to make recommendations and suggestions for improvement was completed and reviewed by the Board.					

SECTION II - QUALITATIVE  
 APPENDIX B - Board Observational Data

Board Observational Data	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
<b>BOARD RELATIONSHIPS</b>					
1. Keeps all board members informed on issues, needs and operation of the school system, including employment, promotion and dismissal of personnel.					
2. Has a harmonious relationship with the board.					
3. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.					
4. Maintains a high degree of understanding and respect between staff and the board.					
5. Recommends policies to the board that comply with state law and State Board of Education and Tennessee Department of Education rules and regulations; that protect the security and integrity of the district infrastructure and the data it contains; and that protect the rights and confidentiality of staff and students.					
6. Interprets and executes the intent of board policy through the development of administrative procedures.					
7. Seeks and accepts constructive criticism of work from the board.					
8. Supports board policy and actions to the public and staff.					
9. Remains impartial toward the board, treating all board members alike.					
10. Maintains/improves relations with the Board by consistent and appropriate interpersonal and professional interactions including but not limited to periodic joint seminars, workshops and training sessions.					
11. Refrains from criticism of members of the board.					
12. Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.					

13. Goes immediately and directly to the board when he/she feels an honest, objective difference of opinion exists between him/her and any or all members of the board, in an earnest effort to resolve such difference immediately.					
14. Bases position with regard to matters discussed by the board upon principle, and is willing to maintain that position without regard for its popularity until an official position has been reached, after which time the superintendent supports the decision of the board, as long as he/she remains in its employ.					
<b>Total Mean Score for Board Relationships</b>					

	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
<b>COMMUNITY RELATIONSHIPS</b>					
1. Is an effective spokesperson for the school system.					
2. Models the highest professional standards to the community.					
3. Builds public support for the school district.					
4. Develops cooperative relationships with the news media.					
5. Works effectively with public and private agencies.					
6. Uses information about family and community concerns, expectations, and needs regularly.					
7. Secures available community resources to help the school district solve problems and achieve goals.					
8. Establish partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals.					
9. Treats community stakeholders equitably.					
10. Recognizes and values diversity.					
11. Uses public resources and funds appropriately and wisely.					
12. Models community collaboration for staff.					
13. Encourages parental involvement.					
<b>Total Mean Score for Community Relationships</b>					

	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
<b>STAFF AND PERSONNEL RELATIONSHIPS</b>					
1. Develops good staff morale and loyalty to the system.					
2. Treats all personnel fairly.					
3. Delegates authority to staff members appropriately.					
4. Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.					
5. Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development.					
6. Offers professional development that is focused on student learning consistent with the school districts vision and goals.					
7. Considers diversity in developing learning experiences.					
8. Uses technologies in teaching and learning.					
9. Recognizes staff for their professional achievements.					
10. Models learning for staff.					
11. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.					
<b>Total Mean Score for Staff and Personnel Relationships</b>					

	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
<b>FACILITIES, FINANCE AND HUMAN RESOURCES</b>					
1. Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues and capital improvement plans.					
2. Ensures the maintenance of school property and the safety of personnel and property.					
3. Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and the effective allocation of space and human resources.					
4. Utilizes human and material resources outside the district that may support and/or enhance the achievement of goals and objectives.					
5. Provides accurate and timely reports to the board on the financial condition of the school system.					
6. Ensures that the school plant, equipment and support systems operate safely, efficiently, and effectively.					
7. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.					
8. Acquires, allocates and manages district resources in compliance with all laws to ensure the effective and equitable support of all of the district's students, schools and programs.					
9. Creates and maintains a safe, clean, and aesthetically pleasing environment at all schools.					
10. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.					
11. Establishes and sustains partnerships with community agencies to provide additional resources to support the social and emotional growth and development of at-risk students.					
<b>Total Mean Score for Facilities, Finance and Human Resources</b>					

	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
<b>VISION</b>					
1. Works effectively with board, staff, and community to develop long-range strategic plans.					
2. Initiates communication and facilitates cooperation and collaboration among staff regarding the district's mission, curriculum and program initiatives.					
3. Keeps board and community informed of progress towards long- range goals.					
4. Clearly articulates system's vision, mission and priorities to community and media.					
5. Inspires others to achieve the vision of the school system.					
6. Recognizes and celebrates the contributions of school community members to the realization of the vision.					
7. Ensures that the vision shapes the educational programs, plans, and activities.					
8. Uses assessment data related to student learning to develop the school district vision and goals.					
9. Uses relevant demographic data pertaining to students and their families in developing the school district mission and goals.					
10. Seeks and obtains needed resources to support the implementation of the school district mission and goals.					
11. Monitors, evaluates and advises the vision, mission, and implementation plans regularly.					
<b>Total Mean Score for Vision</b>					

	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
<b>STUDENT ACHIEVEMENT</b>					
1. Develops, implements, promotes and monitors continuous improvement in student achievement by using a variety of appropriate techniques.					
2. Applies effective methods of providing, monitoring, evaluating and reporting student achievement.					
3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.					
4. Uses child development and learning theories to create developmentally appropriate curriculum and instruction.					
5. Develops the curriculum design and delivery system based on curricular and assessment standards as well as effective and innovative practices.					
6. Provides equitable access for students and staff to technologies that facilitate productivity and enhance learning.					
7. Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.					
8. Reviews analyses of student academic achievement through standardized test results and other academic sources.					
9. Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.					
10. Develops, monitors and assesses district and school improvement plans, including the regular review and analysis of district's test scores by school and sub-groups.					
11. Formulates plan to assess appropriate teaching methods and classroom management strategies for all learners.					
12. Analyzes available instructional resources including applications of technology and assign them in cost effective and equitable manner to enhance student outcomes.					
13. Works collaboratively with members of the staff in using student achievement data to determine relevant professional development opportunities.					

14. Meets with principals regularly to provide feedback on goal achievement and to assess ongoing school improvement efforts.					
15. Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes.					
16. Reviews, reports and reacts appropriately to state accountability measures.					
17. Identifies, clarifies and addresses barriers to student learning.					
18. Recognizes and celebrates student accomplishments.					
19. Models learning for students.					
<b>Total Mean Score for Student Achievement</b>					

	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
<b>MANAGEMENT AND OPERATIONS</b>					
1. Recognizes, studies and applies emerging trends as appropriate.					
2. Ensures that operational plans and procedures to achieve the vision and goals of the school district are in place.					
3. Manages time to maximize attainment of organizational goals.					
4. Identifies potential problems and opportunities.					
5. Confronts and resolves problems in a timely manner.					
6. Aligns financial, human, and material resources to the goals of school district.					
7. Identifies multiple points of view for problem solving situation and involves stakeholders in decisions affecting schools.					
8. Solicits staff input to discuss issues and to promote effective problem-framing and problem-solving skills.					
9. Demonstrates professional and effective conflict resolution skills.					
10. Uses effective group-process and consensus building skills.					
11. Uses effective communication skills.					
12. Participates in professional learning that is aligned with strategic plan and enhances leadership skills.					
13. Implements and enforces school district code of conduct and appropriate and effective disciplinary policies, procedures and programs in a timely and consistent manner.					
14. Promotes a climate of trust and teamwork within the district.					
15. Clearly communicates expectations regarding behavior and procedures for handling disciplinary problems to students, staff, parents and other members of the community.					
16. Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.					
<b>Total Mean Score for Management and Operations</b>					

	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
<b>INTEGRITY, FAIRNESS AND ETHICS</b>					
1. Examines personal and professional values to develop a personal and professional code of ethics that demonstrates personal integrity.					
2. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.					
3. Serves as a role model.					
4. Accepts responsibility for school operations.					
5. Considers the impact of one's administrative practices on others.					
6. Uses the influence of the office to enhance the educational program rather than for personal gain.					
7. Treats people fairly, equitably, and with dignity and respect.					
8. Protects the rights and confidentiality of students and staff.					
9. Demonstrates appreciation for and sensitivity to the diversity in the school community.					
10. Exhibits multicultural and ethnic understanding and sensitivity.					
11. Recognizes and respects the legitimate authority of others.					
12. Examines and considers the prevailing values of the diverse school community.					
13. Expects and promotes that others in the school community will demonstrate integrity and exercise ethical behavior throughout the district.					
14. Fulfills legal and contractual obligations.					
15. Applies laws and procedures fairly, wisely, and considerately.					
16. Maintains the physical and emotional wellness necessary to meet the responsibilities of the position.					
<b>Total Mean Score for Integrity, Fairness and Ethics</b>					

	5 - Significantly Above Expectations	4 - Above Expectations	3 - At Expectations	2 - Below Expectations	1 - Significantly Below Expectations
<b>POLITICAL/SOCIAL/CULTURAL CONTEXT</b>					
1. Ensures that the environment in which schools operate is influenced on behalf of students and their families.					
2. Ensures that communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.					
3. Ensures that there is ongoing dialogue with representatives of diverse community groups.					
4. Ensures that the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.					
5. Ensures that lines of communication are developed with decision- makers outside the school community.					
6. Promotes and expects a district-based climate of tolerance, acceptance and civility.					
7. Establishes a culture that encourages responsible risk-taking while requiring accountability for results.					
<b>Total Mean Score for Political/Social/Cultural Context</b>					

SECTION II - QUALITATIVE  
 APPENDIX C - Administrator Survey

<p style="text-align: center;"><b>Administrator's Perception of Director's Performance</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">5 - Significantly Above Expectations</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">4 - Above Expectations</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">3 - At Expectations</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2 - Below Expectations</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">1 - Significantly Below Expectations</p>
1. The director develops clear expectations.					
2. The director models good communication skills					
3. The director is knowledgeable about the curriculum.					
4. The director ensures that funds are spent wisely.					
5. The director holds me accountable for my job responsibilities.					
6. The director supports professional learning activities for teachers and administrators.					
7. The director maintains positive relationships with administrators.					
8. The director enforces board policy in a fair and consistent manner.					
9. The director ensures the safety of students and school personnel.					
10. The director administers the schools in accordance with state laws.					
11. The director has an effective plan to recruit effective employees.					
12. The director takes an active leadership role in the instructional improvement.					
13. The director evaluates my performance in a fair and consistent manner.					
14. The director interacts effectively with system employees.					
15. The director is accessible to administrators.					
16. The director develops good staff morale and loyalty to the system.					
17. The director works effectively with the school board.					
18. The director involves administrators as much as possible in decision-making.					
19. The director listens to suggestions from the administrative staff.					
20. The director demonstrates a caring attitude.					

# Director of Schools Overall Evaluation Score

## Section I Quantitative:

Appendix A - Achievement of Board Goals/Strategic Plan \_\_\_\_\_ % x \_\_\_\_\_ = \_\_\_\_\_

## Section II Qualitative:

Appendix B-Board Observational Data \_\_\_\_\_ % x \_\_\_\_\_ = \_\_\_\_\_

Appendix C - Administrator Survey \_\_\_\_\_ % x \_\_\_\_\_ = \_\_\_\_\_

**Overall Evaluation Score:** \_\_\_\_\_

# *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](mailto:Melissa@stellartherapy.com)

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

**DRAFT / PRELIMINARY**

141 General Purpose School

Account	Description	Year-To-Date					Month-To-Date				
		Budget Estimate	Total	Actual	Encumbered	% of Budget	Budget Estimate	Total	Actual	Encumbered	% of Avg
		Avg/Mth									
<b>Revenues</b>											
40110	Current Property Tax	2,022,107.00	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!
<b>Total</b>	<b>Revenues</b>	<b>\$ 70,635,587.00</b>	<b>\$ 20,592,648.00</b>	<b>\$ 20,592,648.00</b>	<b>\$ -</b>	<b>29.15%</b>	<b>\$ 5,886,298.92</b>	<b>\$ 7,165,740.29</b>	<b>\$ 7,165,740.29</b>	<b>\$ -</b>	<b>121.74%</b>

**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%
<b>Total</b>	<b>Expenditures</b>	<b>\$ (77,920,550.00)</b>	<b>\$ 20,815,913.91</b>	<b>\$ 19,853,874.25</b>	<b>\$ 962,039.66</b>	<b>26.71%</b>	<b>\$ (6,493,379.17)</b>	<b>\$ 6,093,226.21</b>	<b>\$ 5,521,980.19</b>	<b>\$ 571,246.02</b>	<b>93.84%</b>
<b>Total</b>	<b>141 General Purpose School</b>	<b>\$ (7,284,963.00)</b>	<b>\$ (223,265.91)</b>	<b>\$ 738,773.75</b>	<b>\$ (962,039.66)</b>	<b>-3.06%</b>	<b>\$ 12,379,678.08</b>	<b>\$ 1,072,514.08</b>	<b>\$ 1,643,760.10</b>	<b>\$ (571,246.02)</b>	<b>-8.66%</b>

**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	\$ -	\$ -
<b>Total</b>	<b>\$ 9,686,164</b>	<b>\$ 10,270,968</b>	<b>\$ 12,220,428</b>	<b>\$ 13,775,928</b>	<b>\$ 15,736,090</b>	<b>\$ 16,092,659</b>	<b>\$ 16,455,212</b>	<b>\$ 4,274,247</b>	<b>\$ 111,154</b>

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 21<sup>st</sup> of January 2025, that the following budget amendment be adopted:

---

General Purpose Budget Amendment

Increase Revenue:			
44170	Misc. Refunds		\$ 1,536.18
		<b>Total Increase:</b>	<b>\$ 1,536.18</b>

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

SPONSORED BY:

\_\_\_\_\_  
BOE Member

APPROVED BY:

\_\_\_\_\_  
Chairman of the Board

ATTEST:

\_\_\_\_\_  
Director of Schools

Ayes: \_\_ Nays: \_\_ Abstain: \_\_\_\_

Sponsor: \_\_\_\_\_ County

Commissioner

Approval: \_\_\_\_\_

County Mayor

Attest: \_\_\_\_\_

County Clerk

Budget Committee Vote: Ayes: \_\_\_\_ Nays: \_\_\_\_ Abstain: \_\_\_\_

---

**Resolution #**  
Cumberland County, Tennessee  
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 5<sup>th</sup> 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

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 5<sup>th</sup> day of December, and by the Cumberland County Commission meeting on this 21<sup>st</sup> day of January 2025, that the following budget amendment be adopted:

---

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

SPONSORED BY:  
\_\_\_\_\_  
BOE Member

APPROVED BY:  
\_\_\_\_\_  
Chairman of the Board

ATTEST:  
\_\_\_\_\_  
Director of Schools

Ayes: \_\_\_ Nays: \_\_\_ Abstain: \_\_\_

Sponsor: \_\_\_\_\_  
County Commissioner

Approval: \_\_\_\_\_  
County Mayor

Attest: \_\_\_\_\_  
County Clerk

Budget Committee Vote: Ayes: \_\_\_ Nays: \_\_\_ Abstain: \_\_\_

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



# 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](mailto:rcasteel1@ccschools.k12tn.net) or Bill St. Clair at [wstclair@ccschools.k12tn.net](mailto: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.

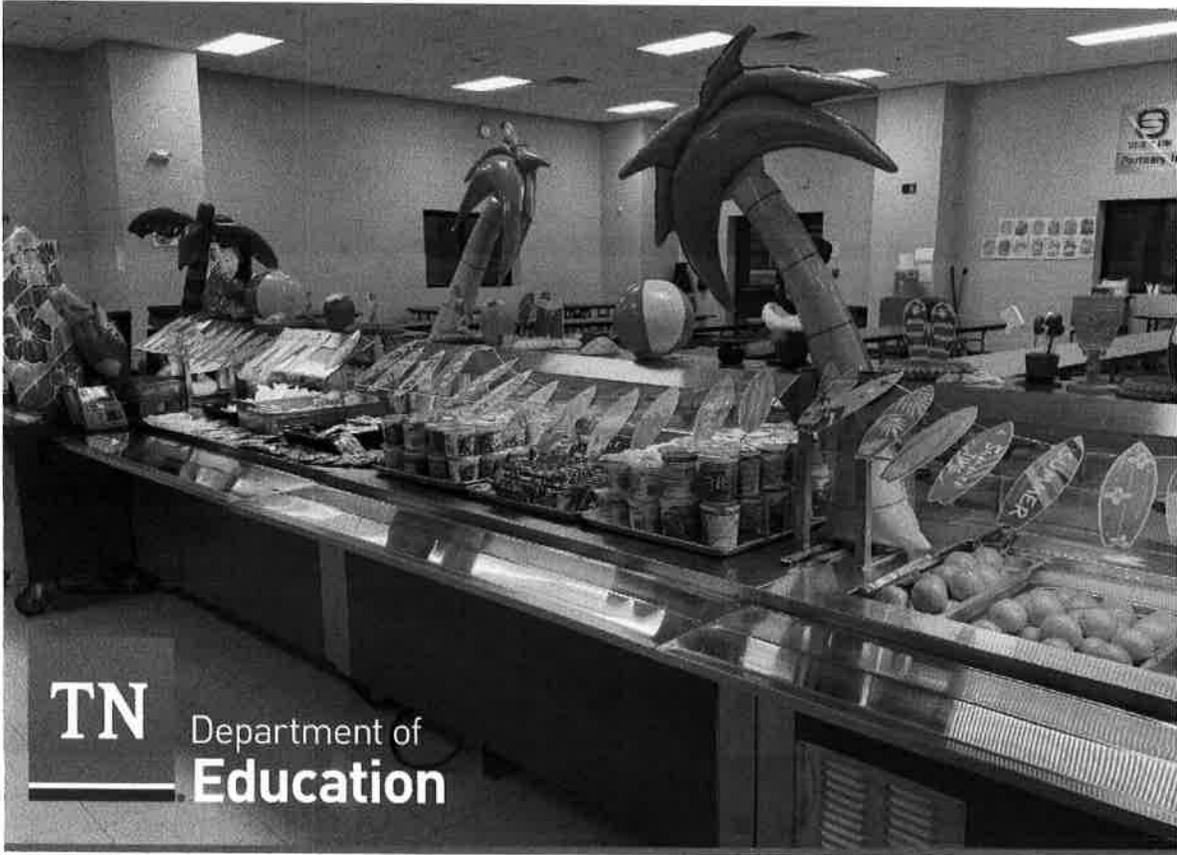
Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that 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](mailto: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](mailto: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](mailto:Lynsey.Paul@tn.gov).













# Cumberland County Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: <b>County-Wide Employee Dress Code</b>	Descriptor Code: <b>5.6001</b>	Issued Date: <b>04/27/23</b>
		Rescinds: <b>5.6001</b>	Issued: <b>04/23/15</b>

## 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





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:**

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Replacing</b>
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:**

<b>Name</b>	<b>Location</b>	<b>Date</b>	<b>Status</b>
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**

<b>Name</b>	<b>From/To</b>	<b>Date</b>

**Terminations**

<b>Name</b>	<b>From/To</b>	<b>Date</b>

# 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.

\*\*\*\*\*

## Crab Orchard Elementary

### December 2024

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

## Crab Orchard Elementary

### January 2025

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

# 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.





# 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.





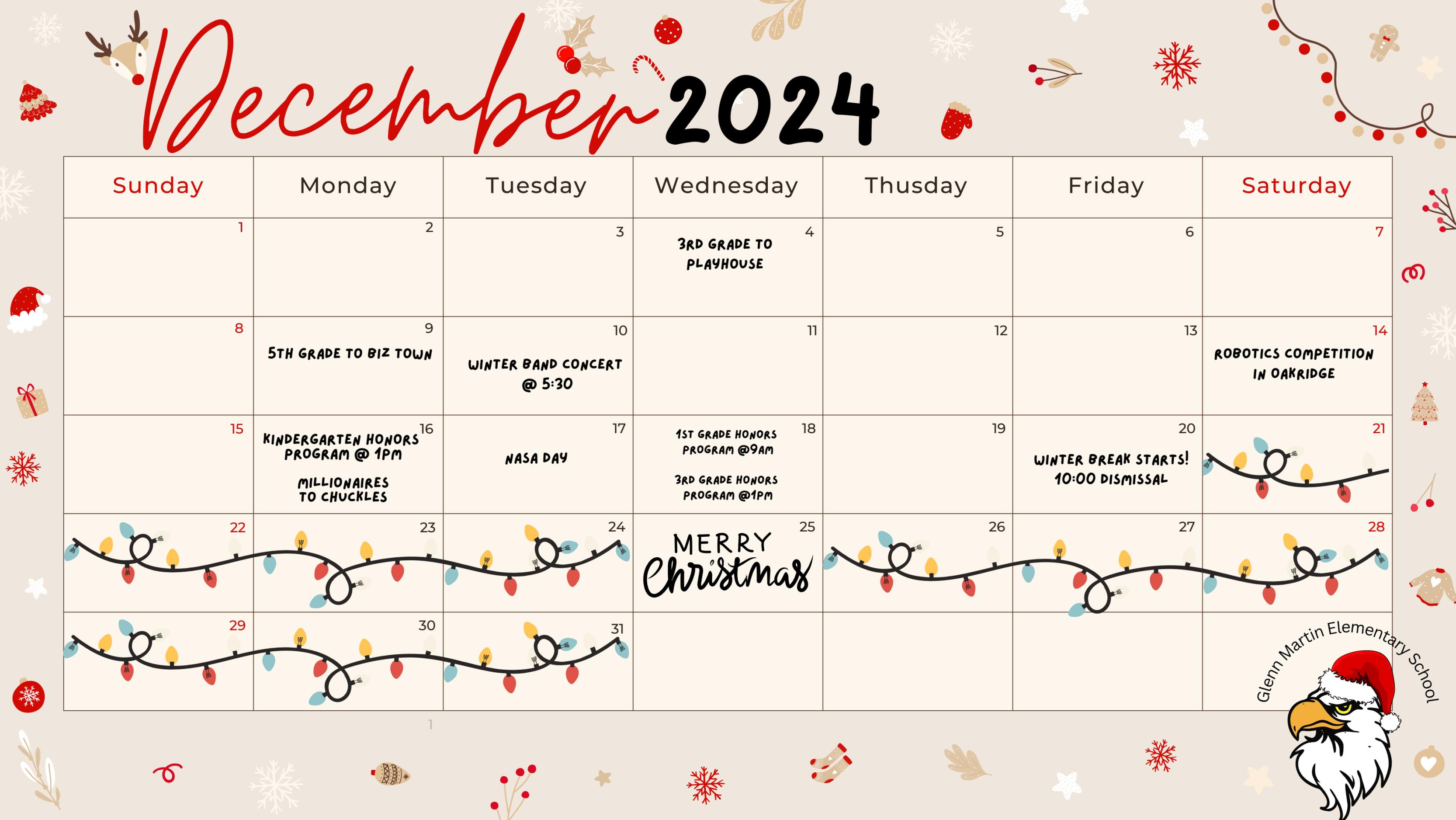
# Homestead Elementary



# 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



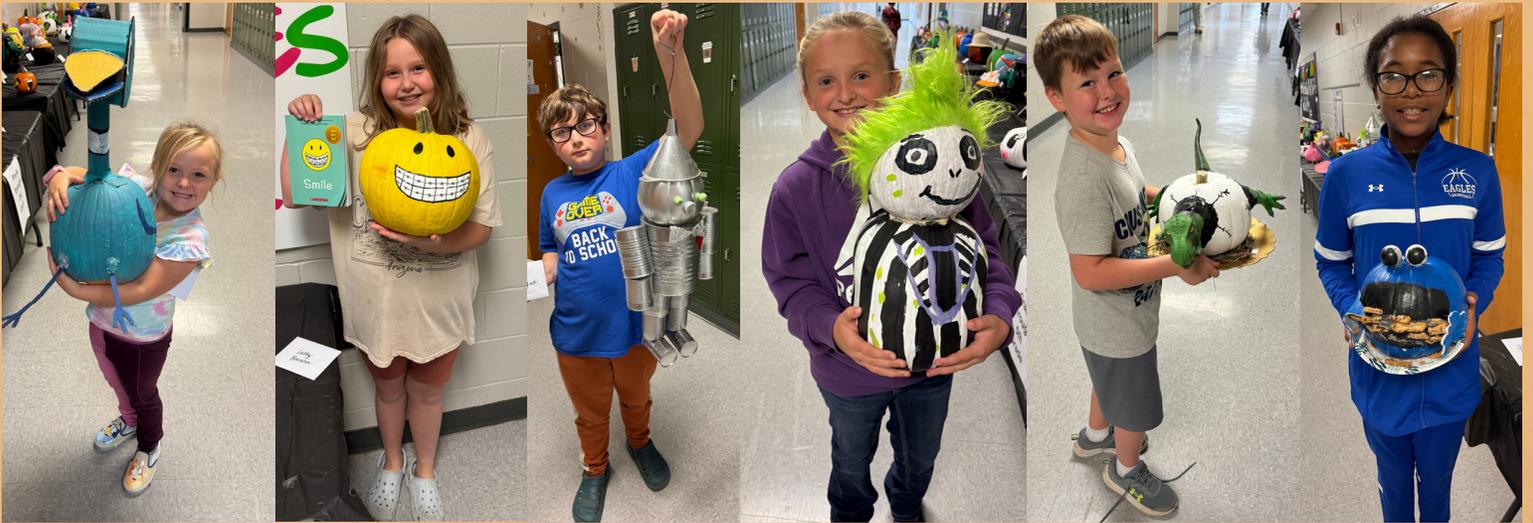


# Martin Elementary Newsletter

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!



What a gift our North family is to us!

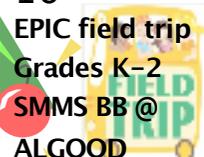


# December 2024

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! 
---	---	--	---	---	---	---

8	9 Christmas Program 6:00pm Patriot Gym	10 WATTS UP 3-4:30pm SMMS BBALL VS White Co. 6pm	11	12	13	14
---	--	---	----	----	----	----

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

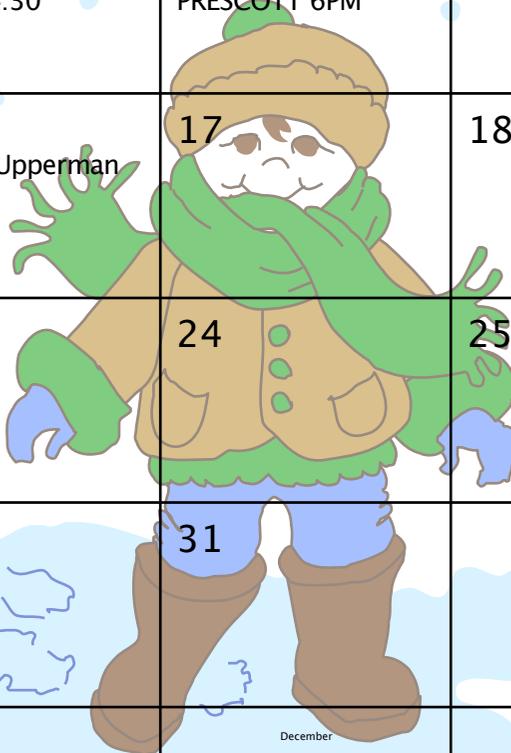
Every Child, Every Day, Excellence in Every Way  
North Cumberland Elementary

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

# NCE



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

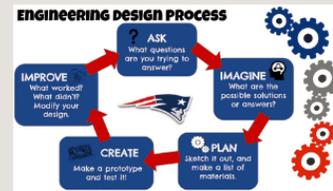
## STEAM

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.





# 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				



**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.







# 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 <b>PTO</b> <b>Breakfast</b> with <b>Santa</b> 
15	16	17	18	19 FAMILY ENGAGEMENT/ OPEN HOUSE <b>1:00 - 3:00est</b>	20 <b>10 o'clock</b> <b>Dismissal</b> 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

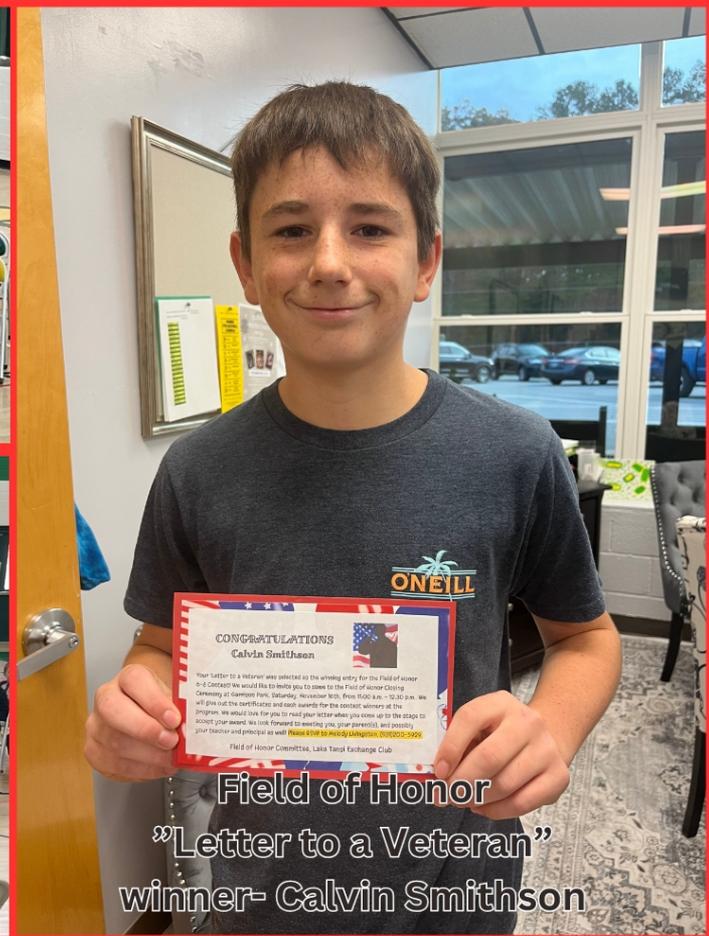
**January 20:** **MLK Day**- No School

**January 21:** Parent/Teacher Conferences  
Honor's Program

# 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

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 <sup>th</sup> 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\*\***

# 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.



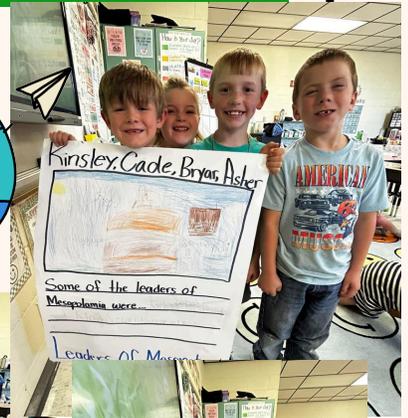
School Wide Positive Behavior continues to pay off!!  
The first 9 weeks' winners won \$25 dollar gift certificates to the book fair!!



# HANDS ON LEARNING

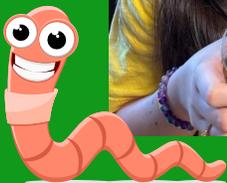
## 1st Grade Time Travelers

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.

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

# SMHS

Today
<
>
January 2025
Month
📅
🔍
⚙️
🔗


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

# 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

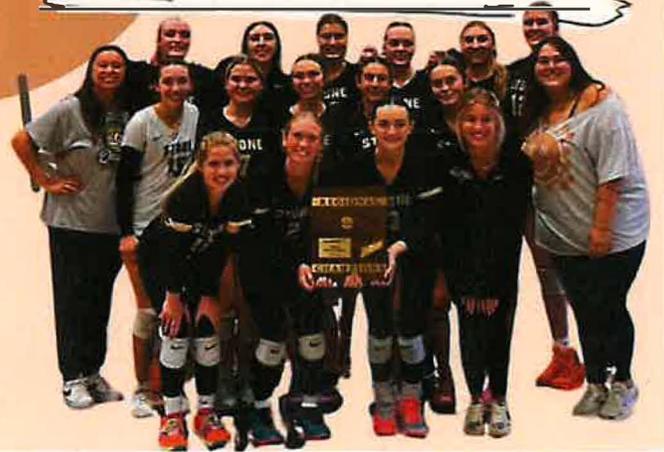


Thank you to everyone that  
shopped at the Scholastic Book Fair.  
\$2,145.00 in total merchandise was  
sold. This is \$370.00 more than sold  
last year. \$410.00 was used from  
last year's profit to reward students  
and teachers

The SMHS band : 2024  
Upper Cumberland Class A  
Champions!



Congratulations to the volleyball team  
They won the regional tournament!



**SCES**



# December



**2024**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 7am Chess Club 	3 <b>Pictures</b> All Varsity and Superlatives 	4 <b>Wellness Wednesday</b> 	5 7AM FCS 7AM KINGDOM KIDS	6  Varsity Championship @ CCHS	7  <b>Breakfast with Santa</b> 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  <b>Sam AR millionaires to CHUCKLES</b> <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
<b>Holiday Break</b>						
29	30	31		<b>Return to School January 6th, 2025</b>		

# 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

## 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 <sup>th</sup> 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				

# 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!



# Cumberland County Board of Education

## 2024-2025 Annual Planning Calendar

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### 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, 21<sup>st</sup> CCLC)
- Coordinated School Health Report

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### 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				
<b>Total</b>	202	161	474	505	484	463	526	517	539	498	532	511	511	500	416	0	6912	1926	1582	1030	
																	<b>WITH ALT</b>				<b>6967</b>

## Cumberland County Board of Education Administrative Procedures

<b>Issued:</b> July 2004	<b>Procedure:</b> <b>Field Trip and Excursions</b>	<b>Policy Reference:</b> 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	<b>Field Trip and Excursions</b>	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
<u>Dawn Hall</u>	<u>28</u>
<u>Stacy Dykes</u>	
<u>Erica Vance</u>	
<u>Krista Mooney</u>	

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

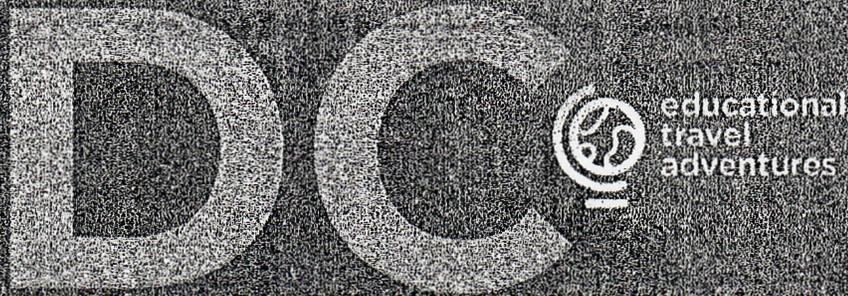
South Cumberland Elementary requests permission to attend an overnight field trip to Washington DC from May 6-10. We are using Educational Travel Adventures for our tour reservations. Eighth- grade students and parents are allowed to register and attend the trip.

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**

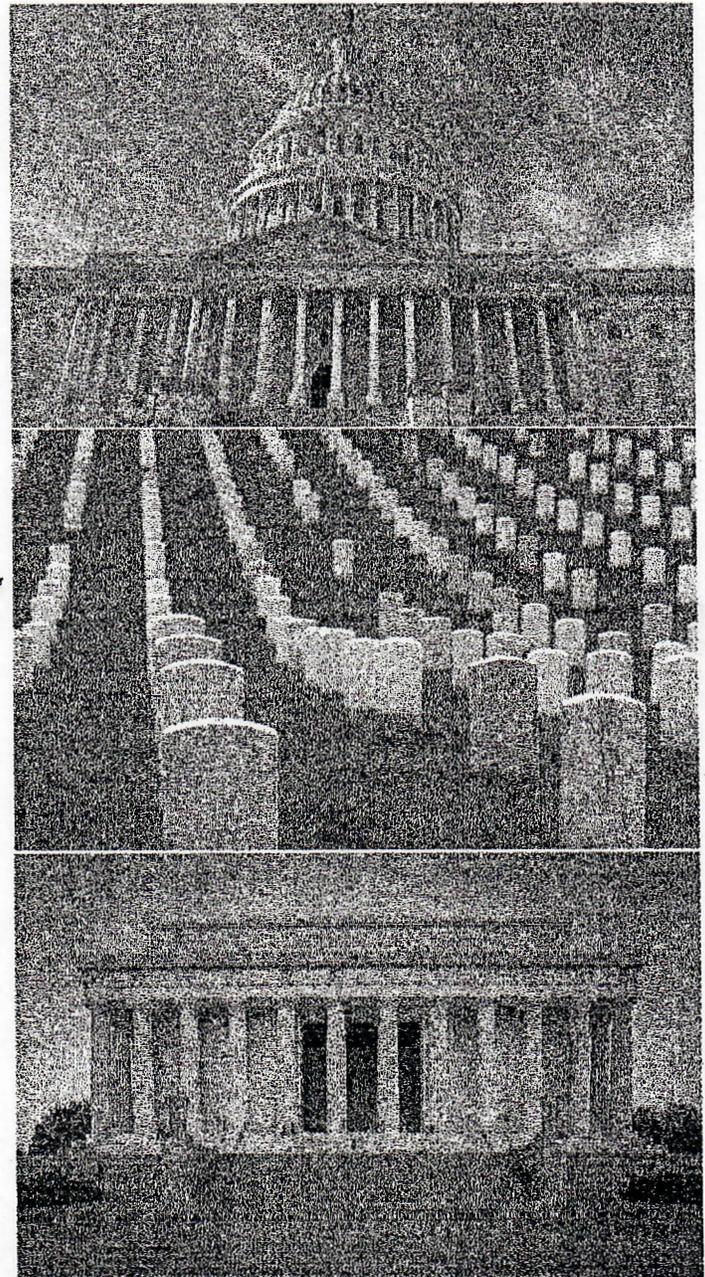
adults only

## 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](http://www.etadventures.com)

Trip Code: southcumberland25  
Password: wastrip25

**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: <b>Field Trip and Excursions</b>	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 Gaylord 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 \_\_\_\_\_



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*

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

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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	Apple iMac Computer	Outdated
45219	Apple 20 inch iMac Computer	Outdated
36827	Durabrand UC-280 2 Channel USB Computer Speaker Set	Outdated

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,

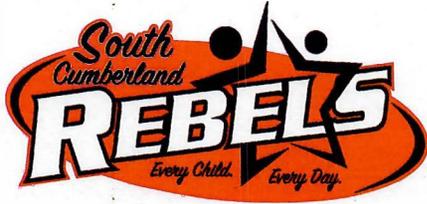
Kelly Smith  
Principal

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*

