

GCSSD Board of Trustees Regular Meeting
January 9, 2025 6:30 PM
Kenton School Cafeteria

Mission Statement: "The Gibson County Special School District provides learning experiences through which every student will be well prepared for their life, education, and career."

1. PLEDGE OF ALLEGIANCE

2. CALL TO ORDER

3. ROLL CALL

4. CONSENT AGENDA

4.A. ALC Report

4.B. Bullying/Harassment Report

4.C. Finance Reports

4.D. Juvenile Court Referrals

4.E. Maintenance/Technology Reports

4.F. Minutes Approval

5. RECOGNITION

6. PUBLIC COMMENT

7. REGULAR AGENDA

7.A. IDEA State Special Schools Transportation Reimbursement

7.B. School Board Appreciation Week

7.C. GCSSD Triennial Assessment & Wellness Plan 2024-2025

7.D. CSH Update

7.E. Policy Revisions

8. DIRECTOR'S REPORT

8.A. Policy 1.108 Nepotism

8.B. Feasibility Discussion Schedule

8.C.
Upcoming Conferences

9. **ADJOURN**

North GC current

School	Grade	DHA Results	Reason for DHA	Date of DHA	Appeal Date	Notes	Time Complete
Dyer	7	90 Days ALC	"catfishing", showing pics to many	4/16/2024	no appeal	2nd offense this year	
Dyer	7	60 Days ALC	"catfishing", showing pics to many	4/16/2024	no appeal		
Dyer	7	60 Days ALC	multiple offenses	4/22/2024	no appeal	2nd offense this year	
Dyer	7	180 Days ALC	shoot you up threat	4/22/2024	90 days		
Yorkville	7	180 Days ALC	shoot up school threat	4/22/2024	90 days		
Dyer	7	30 Days ALC	distracted SRO/tried to grab gun	4/30/2024		jokingly/trying to be funny	
Dyer	7	180 Days ALC	zero tolerance/gun threats	8/12/2024	90 days		
GCHS	9	20 Days ALC	drops of alcohol in possession	8/15/2024			
Dyer	8	Time extended March 11	sending racial, sexual implications	9/6/2024		3rd offense/this was in the ALC	
Rutherford	7	45 Days ALC	threat to teacher, multiple infractions	9/19/2024			
GCHS	10	180 Days ALC	zero tolerance, THC	10/30/2024	90 days		
GCHS	12	180 Days ALC	zero tolerance, under influence	10/30/2024	90 days		
GCHS	10	180 Days ALC	zero tolerance, THC	11/14/2024	90 days		

South GC current

School	Grade	DHA Results	Reason for DHA	Date of DHA	Appeal Date	Notes	Time Complete
SGCMS	7	180 Days ALC	zero tolerance, under influence	11/3/2024			
SGCHS	11	180 Days ALC	zero tolerance, under influence	1/11/2024		appeal granted 8/23/2024	
SGCHS	11	180 Days ALC	zero tolerance, under influence	1/26/2024	90 days	appeal granted 8/23/2024	
SGCMS	8	90 Days ALC	gun threat to teacher, school	2/9/2024			
SGCMS	8	83 Days ALC	sucker punch on bus, assault charge3/19/2024				
SGCHS	10	60 Days ALC	under influence, not taken at school	4/11/2024			
SGCMS	6	70 Days ALC	gun threat off campus, fireworks on4/15/2024				
SGCMS	8	30 Days ALC	belt buckle/small knife showing	7/23/2024			
SGCHS	9	34 Days ALC	showing inappropriate pics	8/16/2024			
SGCHS	12	ALC until spring break	student threats and multiple violations	8/23/2024			
SGCHS	10	180 Days ALC	zero tolerance, under influence	8/29/2024	90 days		
SGCMS	7	38 Days ALC	student threat	9/23/2024			
SGCMS	5	25 Days ALC/20 Days ISS	multiple student threats	9/23/2024		appealed - 12 days ALC/33 days ISS	
SGCHS	9	34 Days ALC	multiple skipping class, out of area	10/28/2024			
SGCMS	7	34 Days ALC	student threat	10/28/2024			
SGCHS	9	34 Days ALC	multiple skipping class, out of area	10/28/2024			
SGCHS	9	remainder of school yr	under influence, not taken at school	11/18/2024		had just finished ALC a month ago	
SGCHS	9	180 Days ALC	student above, ran from campus	11/21/2024		extended time to 180 days and no appeal	
SGCHS	10	180 Days ALC	under influence, refused drug screen12/12/2024		90 days		

HARASSMENT/BULLYING REPORT

December 1, 2024 to December 20, 2024

NOTE: Totals YTD column represents the cumulative # of incidents' reported thus far.

	VERBAL INCIDENT	WRITTEN INCIDENT	TECHNOLOGY INCIDENT	PHYSICAL INCIDENT	TOTALS For Month	TOTALS YTD	Previous Year Total
DYER	0	0	0	0	0	2	21
GCHS	0	0	0	0	0	1	2
KENTON	0	0	0	0	0	0	0
SGCES	1	0	0	0	1	3	0
SGCMS	0	0	0	0	0	3	1
RUTHERFORD	0	0	0	0	0	0	0
SGCHS	0	0	0	0	0	0	1
SPRING HILL	0	0	0	0	0	0	1
YORKVILLE	0	0	0	0	0	0	0

VERBAL OR WRITTEN (classified as one of the following)

- Name calling
- Threatening
- Taunting/ridiculing
- Demeaning comments

TECHNOLOGY (classified as)

- Facebook Posting
- Instagram Pic
- Phone Texting
- Twitter Messages
- Snap Chat

PHYSICAL (classified as one of the following)

- Hitting/kicking/shoving/pushing
- Inappropriate touching
- Staring/Stalking
- Spitting

AP Division	Payment Number	Payment Date	Payment Status	Vendor	Payment Amount
Gibson County Special Schools	8495	12/11/2024	Paid	Apple, Inc	\$599.98
Gibson County Special Schools	8496	12/11/2024	Paid	Christian Ellis	\$34.17
Gibson County Special Schools	8497	12/11/2024	Paid	Christian Ellis	\$15.41
Gibson County Special Schools	8498	12/11/2024	Paid	Mikalee Jones	\$34.84
Gibson County Special Schools	8499	12/11/2024	Paid	Pearson Clinical Assessment	\$877.80
Gibson County Special Schools	8500	12/11/2024	Paid	Riverside Insights	\$720.00
Gibson County Special Schools	8501	12/11/2024	Paid	Megan Sanford	\$76.38
Gibson County Special Schools	8502	12/11/2024	Paid	Megan Sanford	\$23.45
Gibson County Special Schools	8503	12/11/2024	Paid	JADA SIMS	\$92.18
Gibson County Special Schools	8504	12/11/2024	Paid	JADA SIMS	\$62.16
Gibson County Special Schools	8505	12/11/2024	Paid	Shelby Smith	\$75.04
Gibson County Special Schools	8506	12/11/2024	Paid	Tiny Mobile Robots	\$5,370.00
Gibson County Special Schools	8507	12/11/2024	Paid	Wells Fargo Financial Leasing	\$42.50
Gibson County Special Schools	8508	12/11/2024	Paid	Wells Fargo Financial Leasing	\$42.50
Gibson County Special Schools	8509	12/11/2024	Paid	KIMBERLY WHITE	\$206.18
Gibson County Special Schools	8510	12/11/2024	Paid	Words For Life Speech & Language Center	\$2,727.00
Gibson County Special Schools	8512	12/13/2024	Paid	Kelli Elliott Barnes	\$2,450.00
Gibson County Special Schools	8513	12/13/2024	Paid	Business Card	\$1,961.90
Gibson County Special Schools	8514	12/13/2024	Paid	Cdw Government	\$375.36
Gibson County Special Schools	8515	12/13/2024	Paid	Words For Life Speech & Language Center	\$3,024.00
Gibson County Special Schools	8516	12/17/2024	Paid	Business Card	\$478.44
Gibson County Special Schools	8517	12/17/2024	Paid	Business Card	\$52.77
Gibson County Special Schools	8518	12/17/2024	Paid	Business Card	\$3.00
Gibson County Special Schools	8519	12/17/2024	Paid	Business Card	\$5.00
Gibson County Special Schools	8520	12/17/2024	Paid	Business Card	\$835.88

AP Division	Payment Number	Payment Date	Payment Status	Vendor	Payment Amount
Gibson County Special Schools	8521	12/17/2024	Paid	Business Card	\$5,011.12
Gibson County Special Schools	8522	12/17/2024	Paid	Cdw Government	\$664.27
Gibson County Special Schools	8523	12/17/2024	Paid	Lowe's Credit Services	\$911.96
Gibson County Special Schools	8524	12/17/2024	Paid	Quill	\$154.24
Gibson County Special Schools	8525	12/17/2024	Paid	Quill	\$154.24
Gibson County Special Schools	8526	12/17/2024	Paid	South Gibson County High Sch.	\$1,056.66
Gibson County Special Schools	8527	12/17/2024	Paid	VictoryXR	\$12,000.00
Gibson County Special Schools	8528	12/17/2024	Paid	Cdw Government	\$1,067.02
Gibson County Special Schools	8529	12/17/2024	Paid	Glowforge	\$7,294.00
Gibson County Special Schools	8530	12/18/2024	Paid	Business Card	\$1,996.30
Gibson County Special Schools	8531	12/18/2024	Paid	Business Card	\$91.16
Gibson County Special Schools	8532	12/18/2024	Paid	Business Card	\$2,115.28
Gibson County Special Schools	8533	12/18/2024	Paid	City Lumber Company	\$99.99
Gibson County Special Schools	8534	12/18/2024	Paid	Heartland Psychological Services	\$1,000.00
Gibson County Special Schools	8535	12/18/2024	Paid	Business Card	\$6,349.70
Gibson County Special Schools	8536	12/18/2024	Paid	Business Card	\$90.00

**Gibson County Special Schools
Bank Account Check Listing By Date**

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Run By: Amy Santaniello
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Bank Account: Security Bank Vendor (Fund 141) Account Number: 000000200379

GL Account: 141- -11130

Number	Date	Description	Check Type	Status	
63032	12/2/2024	Ace Building Center	Vendor	Outstanding	\$34.50
63033	12/2/2024	Alisha Owens	Vendor	Outstanding	\$456.12
63034	12/2/2024	Allied Service Group	Vendor	Outstanding	\$43,330.76
63035	12/2/2024	Amber Jackson	Vendor	Outstanding	\$405.00
63036	12/2/2024	Amro Music Stores	Vendor	Outstanding	\$18,246.00
63037	12/2/2024	Area Wide Communications	Vendor	Outstanding	\$965.42
63038	12/2/2024	Br Supply, Inc.	Vendor	Outstanding	\$2,724.49
63039	12/2/2024	Brad Garner	Vendor	Outstanding	\$1,125.00
63040	12/2/2024	Caymee Services	Vendor	Outstanding	\$45.00
63041	12/2/2024	Central Technologies, Inc.	Vendor	Outstanding	\$520.00
63042	12/2/2024	Allison Cooper	Vendor	Outstanding	\$80.40
63043	12/2/2024	Cristal Bell Pafford	Vendor	Outstanding	\$486.00
63044	12/2/2024	Cindy Etheridge Davis	Vendor	Void	\$239.86
63045	12/2/2024	Dena Thetford	Vendor	Outstanding	\$675.00
63046	12/2/2024	Denise Coleman	Vendor	Outstanding	\$1,242.00
63047	12/2/2024	Lucas Durall	Vendor	Outstanding	\$353.76
63048	12/2/2024	Logan Eason	Vendor	Outstanding	\$500.00
63049	12/2/2024	Rachel Eason	Vendor	Outstanding	\$1,000.00
63050	12/2/2024	Environ Pest Services	Vendor	Outstanding	\$300.00
63051	12/2/2024	Sable Estes	Vendor	Outstanding	\$65.52
63052	12/2/2024	Ferguson Enterprises	Vendor	Outstanding	\$200.31
63053	12/2/2024	Jared Gibbons	Vendor	Outstanding	\$1,000.00
63054	12/2/2024	Gibson County Federal Accounts	Vendor	Outstanding	\$12,967.08
63055	12/2/2024	Grainger	Vendor	Outstanding	\$201.13
63056	12/2/2024	Hickerson Automotive Group, Inc	Vendor	Outstanding	\$75.85
63057	12/2/2024	Jenny Yates	Vendor	Outstanding	\$648.00
63058	12/2/2024	Amy Joyner	Vendor	Outstanding	\$69.68

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Bank Account: Security Bank Vendor (Fund 141) Account Number: 000000200379
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Number	Date	Description	Check Type	Status	
63059	12/2/2024	Kevin Turner	Vendor	Outstanding	\$407.60
63060	12/2/2024	Annetta Kirk	Vendor	Outstanding	\$132.66
63061	12/2/2024	Kristin Hardin	Vendor	Outstanding	\$218.42
63062	12/2/2024	Lowe's Credit Services	Vendor	Outstanding	\$1,226.76
63063	12/2/2024	Deidre Maxwell	Vendor	Outstanding	\$93.80
63064	12/2/2024	Jeremy Mays	Vendor	Outstanding	\$875.00
63065	12/2/2024	Michelle Goad	Vendor	Outstanding	\$314.90
63066	12/2/2024	Mike Sims	Vendor	Outstanding	\$1,350.00
63067	12/2/2024	Paige Garner	Vendor	Outstanding	\$1,350.00
63068	12/2/2024	Savannah Pannell	Vendor	Outstanding	\$75.04
63069	12/2/2024	Patricia G. Pugh	Vendor	Outstanding	\$10.05
63070	12/2/2024	Emily Pitt	Vendor	Outstanding	\$12.06
63071	12/2/2024	Amy Powell	Vendor	Outstanding	\$102.18
63072	12/2/2024	Quill	Vendor	Outstanding	\$801.96
63073	12/2/2024	Rory Hinson	Vendor	Outstanding	\$435.32
63074	12/2/2024	Susan Smith	Vendor	Outstanding	\$150.08
63075	12/2/2024	Sonova, USA	Vendor	Outstanding	\$188.99
63076	12/2/2024	StaffEZ Facility Services	Vendor	Outstanding	\$121,662.20
63077	12/2/2024	Haley Stafford	Vendor	Outstanding	\$75.71
63078	12/2/2024	Tammy Zarecor	Vendor	Outstanding	\$1,350.00
63079	12/2/2024	Sandy Tharpe	Vendor	Outstanding	\$224.30
63080	12/2/2024	Andre Theus	Vendor	Void	\$625.00
63081	12/2/2024	Tom Lannom	Vendor	Outstanding	\$306.33
63082	12/2/2024	Tracy Garner	Vendor	Outstanding	\$1,350.00
63083	12/2/2024	Tracy Reed	Vendor	Outstanding	\$1,350.00
63084	12/2/2024	Verizon Wireless	Vendor	Outstanding	\$498.08
63085	12/2/2024	Victoria Leslie	Vendor	Outstanding	\$80.40
63086	12/2/2024	Volunteer Technology Systems	Vendor	Outstanding	\$1,236.00

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Number	Date	Description	Check Type	Status	
63087	12/2/2024	Clayton Westbrooks	Vendor	Outstanding	\$625.00
63088	12/2/2024	Workcare Resource Inc,	Vendor	Outstanding	\$90.00
63089	12/2/2024	Superior Vision Services, Inc	Vendor	Outstanding	\$3,621.82
63090	12/3/2024	Area Wide Communications	Vendor	Outstanding	\$927.29
63091	12/3/2024	At&t Wireless	Vendor	Outstanding	\$185.41
63092	12/3/2024	Cdw Government	Vendor	Outstanding	\$1,114.14
63093	12/3/2024	Colette Wilson	Vendor	Outstanding	\$26.80
63094	12/3/2024	Eddie Pruett	Vendor	Outstanding	\$125.00
63095	12/3/2024	ENA Services	Vendor	Outstanding	\$4,425.80
63096	12/3/2024	Erica Durall	Vendor	Outstanding	\$30.00
63097	12/3/2024	Gibson Connect, LLC	Vendor	Outstanding	\$4,212.50
63098	12/3/2024	Gibson County Federal Accounts	Vendor	Outstanding	\$23,196.29
63099	12/3/2024	Gibson County Food Service	Vendor	Outstanding	\$182,020.06
63100	12/3/2024	Gibson County High School/Foods Class	Vendor	Outstanding	\$300.00
63101	12/3/2024	Gibson Electric Membership	Vendor	Outstanding	\$111.34
63102	12/3/2024	RACHEL HICKS	Vendor	Outstanding	\$328.30
63103	12/3/2024	Carla Jackson	Vendor	Outstanding	\$79.06
63104	12/3/2024	Jayna Watkins	Vendor	Outstanding	\$80.40
63105	12/3/2024	Kelly K. Samantha	Vendor	Outstanding	\$351.75
63106	12/3/2024	Deidre Maxwell	Vendor	Outstanding	\$13.40
63107	12/3/2024	Rachel Barber	Vendor	Outstanding	\$160.80
63108	12/3/2024	Tennessee Bureau of Investigation	Vendor	Outstanding	\$150.00
63109	12/3/2024	UNITED REFRIGERATION, INC	Vendor	Outstanding	\$313.43
63110	12/5/2024	Alisha Bauman	Vendor	Outstanding	\$316.76
63111	12/5/2024	Anthony Bogue	Vendor	Outstanding	\$30.00
63112	12/5/2024	Brad Garner	Vendor	Outstanding	\$83.60
63113	12/5/2024	Amanda Callins	Vendor	Outstanding	\$13.40
63114	12/5/2024	Gibson County Federal Accounts	Vendor	Outstanding	\$13,766.38

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Number	Date	Description	Check Type	Status	
63115	12/5/2024	Gibson County High School	Vendor	Outstanding	\$1,250.00
63116	12/5/2024	J.C. Educational Supply	Vendor	Outstanding	\$551.00
63117	12/5/2024	Katrina Jetton	Vendor	Outstanding	\$40.20
63118	12/5/2024	Brittany Leitherland	Vendor	Outstanding	\$125.19
63119	12/5/2024	M&A Supply Company, Inc.	Vendor	Outstanding	\$1,006.14
63120	12/5/2024	Renee Childs	Vendor	Outstanding	\$132.66
63121	12/5/2024	Rutherford Elementary School	Vendor	Outstanding	\$650.00
63122	12/5/2024	Wells Fargo Financial Leasing	Vendor	Outstanding	\$399.00
63123	12/5/2024	Ace Building Center	Vendor	Outstanding	\$26.36
63124	12/5/2024	Amy M. Richardson	Vendor	Outstanding	\$837.00
63125	12/5/2024	Brothers Printing	Vendor	Outstanding	\$15.89
63126	12/5/2024	City Lumber Company	Vendor	Outstanding	\$36.99
63127	12/5/2024	Crawford Electric	Vendor	Outstanding	\$49.02
63128	12/5/2024	Medina Auto Farm Supply	Vendor	Outstanding	\$9.59
63129	12/5/2024	Teresa Newell	Vendor	Outstanding	\$268.00
63130	12/5/2024	Workcare Resource Inc,	Vendor	Outstanding	\$45.00
63131	12/6/2024	JOSEPH AGEE	Vendor	Outstanding	\$261.30
63132	12/6/2024	Amanda Bell	Vendor	Outstanding	\$160.80
63133	12/6/2024	Chasity Reasons	Vendor	Outstanding	\$160.00
63134	12/6/2024	Gibson County Bus Garage	Vendor	Outstanding	\$22,801.88
63135	12/6/2024	Betty Jewell	Vendor	Outstanding	\$214.40
63136	12/6/2024	Margaret Deloach	Vendor	Outstanding	\$160.00
63137	12/6/2024	Mary Gay London	Vendor	Outstanding	\$34.84
63138	12/6/2024	Mollie Peery	Vendor	Outstanding	\$345.72
63139	12/6/2024	Samantha Litton	Vendor	Outstanding	\$662.50
63140	12/6/2024	Trenton Special School District	Vendor	Outstanding	\$196.97
63141	12/9/2024	Cooperative Financial Solutions	Vendor	Outstanding	\$20,683.73
63142	12/9/2024	Derek Norman	Vendor	Outstanding	\$195.00

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Number	Date	Description	Check Type	Status	
63143	12/9/2024	Gibson Connect, LLC	Vendor	Outstanding	\$511.12
63144	12/9/2024	Greene Things Floral & Gift	Vendor	Outstanding	\$69.99
63145	12/9/2024	Debra Keeton	Vendor	Outstanding	\$75.04
63146	12/9/2024	Rabow's Septic Service (James Cooper)	Vendor	Outstanding	\$900.00
63147	12/9/2024	Steve Marsh Ford	Vendor	Outstanding	\$39.95
63148	12/9/2024	The Tri City Reporter	Vendor	Outstanding	\$120.00
63149	12/9/2024	Victory 93.7 Wtkb Fm	Vendor	Outstanding	\$200.00
63150	12/11/2024	Ace Building Center	Vendor	Outstanding	\$27.44
63151	12/11/2024	Aimee Patton	Vendor	Outstanding	\$105.00
63152	12/11/2024	Amanda Anderson	Vendor	Outstanding	\$105.00
63153	12/11/2024	American Medical Certification Assn	Vendor	Outstanding	\$1,428.00
63154	12/11/2024	Brothers Printing	Vendor	Outstanding	\$2,346.00
63155	12/11/2024	Carissa Burkett	Vendor	Outstanding	\$478.82
63156	12/11/2024	City Lumber Company	Vendor	Outstanding	\$209.69
63157	12/11/2024	Deborah Reynolds	Vendor	Outstanding	\$105.00
63158	12/11/2024	Dyer School	Vendor	Outstanding	\$463.54
63159	12/11/2024	Food Rite	Vendor	Outstanding	\$9.57
63160	12/11/2024	Gibson County Food Service	Vendor	Outstanding	\$375.20
63161	12/11/2024	Gibson County High School/Foods Class	Vendor	Outstanding	\$385.00
63162	12/11/2024	RACHEL HICKS	Vendor	Outstanding	\$87.00
63163	12/11/2024	BRANDI HINSON	Vendor	Outstanding	\$87.00
63164	12/11/2024	Ezra F Leslie	Vendor	Outstanding	\$221.10
63165	12/11/2024	Quadient Leasing USA	Vendor	Outstanding	\$600.00
63166	12/11/2024	Reed Backflows	Vendor	Outstanding	\$550.00
63167	12/11/2024	Teresa Newell	Vendor	Outstanding	\$87.00
63168	12/11/2024	Terri Mcdaniel	Vendor	Outstanding	\$718.14
63169	12/11/2024	Tn Dept Of Labor & Workforce Development	Vendor	Outstanding	\$60.00
63170	12/11/2024	Trane U.S. Inc	Vendor	Outstanding	\$185.06

Gibson County Special Schools
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Bank Account: Security Bank Vendor (Fund 141) Account Number: 000000200379
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Number	Date	Description	Check Type	Status	
63171	12/11/2024	Victoria Leslie	Vendor	Outstanding	\$113.00
63172	12/11/2024	West TN Smokers, LLC	Vendor	Outstanding	\$960.00
63173	12/11/2024	Workcare Resource Inc,	Vendor	Outstanding	\$45.00
63174	12/16/2024	Apple, Inc	Vendor	Outstanding	\$329.00
63175	12/16/2024	Cdw Government	Vendor	Outstanding	\$15,599.00
63176	12/16/2024	Shera Culp	Vendor	Outstanding	\$278.00
63177	12/16/2024	Food Rite	Vendor	Outstanding	\$942.21
63178	12/16/2024	Gibson County Food Service	Vendor	Outstanding	\$174,470.45
63179	12/16/2024	Grainger	Vendor	Outstanding	\$1,900.03
63180	12/16/2024	Hickerson Automotive Group, Inc	Vendor	Outstanding	\$57.99
63181	12/16/2024	Master Medical Equipment	Vendor	Outstanding	\$149.50
63182	12/16/2024	Medina Auto Farm Supply	Vendor	Outstanding	\$19.82
63183	12/16/2024	Nexair	Vendor	Outstanding	\$764.92
63184	12/16/2024	Denise Slater	Vendor	Outstanding	\$85.00
63185	12/16/2024	South Gibson County High Sch.	Vendor	Outstanding	\$89.98
63186	12/16/2024	TN DEPT ENV & CONSERVATION	Vendor	Outstanding	\$350.00
63187	12/16/2024	Townsend Door & Hardware	Vendor	Outstanding	\$465.00
63188	12/16/2024	Tyler's Locksmith	Vendor	Outstanding	\$61.00
63189	12/16/2024	Waste Management	Vendor	Outstanding	\$2,805.50
63190	12/17/2024	Allied 100	Vendor	Outstanding	\$969.11
63191	12/17/2024	Fortify Building Solutions	Vendor	Outstanding	\$2,000.00
63192	12/17/2024	John Hearn	Vendor	Outstanding	\$33.15
63193	12/17/2024	Heartland Psychological Services	Vendor	Outstanding	\$177.50
63194	12/17/2024	Hickerson Automotive Group, Inc	Vendor	Outstanding	\$157.99
63195	12/17/2024	Renee Childs	Vendor	Outstanding	\$160.80
63196	12/17/2024	Megan Sanford	Vendor	Outstanding	\$16.08
63197	12/17/2024	Susan Smith	Vendor	Outstanding	\$166.16
63198	12/17/2024	Stellar Therapy Services	Vendor	Outstanding	\$299.48

**Gibson County Special Schools
Bank Account Check Listing By Date**

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Bank Account: Security Bank Vendor (Fund 141) Account Number: 00000200379
GL Account: 141- -11130

Number	Date	Description	Check Type	Status	
63199	12/17/2024	Workcare Resource Inc,	Vendor	Outstanding	\$45.00
63200	12/18/2024	Ace Building Center	Vendor	Outstanding	\$21.93
63201	12/18/2024	Business Card	Vendor	Outstanding	\$3,208.59
63202	12/18/2024	Hickerson Automotive Group, Inc	Vendor	Outstanding	\$46.99
63203	12/18/2024	Andre Theus	Vendor	Outstanding	\$625.00
63204	12/18/2024	Business Card	Vendor	Void	\$792.51
63205	12/18/2024	Cindy Etheridge Davis	Vendor	Outstanding	\$239.86
63206	12/18/2024	Business Card	Vendor	Outstanding	\$777.79
63207	12/18/2024	Business Card	Vendor	Outstanding	\$281.00
63208	12/18/2024	Business Card	Vendor	Outstanding	\$458.92
63209	12/18/2024	Amy Richardson	Vendor	Outstanding	\$64.42
63210	12/18/2024	Business Card	Vendor	Outstanding	\$1,044.44
63211	12/18/2024	Capital One	Vendor	Outstanding	\$89.90
63212	12/18/2024	Jacob King	Vendor	Outstanding	\$30.00
63213	12/18/2024	Business Card	Vendor	Outstanding	\$2,189.85
63214	12/19/2024	Business Card	Vendor	Outstanding	\$540.00
63215	12/19/2024	Business Card	Vendor	Outstanding	\$151.00
63216	12/19/2024	Caymee Services	Vendor	Outstanding	\$45.00
63217	12/19/2024	Curriculum Associates, LLC	Vendor	Outstanding	\$5,581.68
63218	12/19/2024	Joe Frizzell	Vendor	Outstanding	\$620.00
63219	12/19/2024	Patricia Rickman	Vendor	Outstanding	\$843.20
63220	12/19/2024	Rory Hinson	Vendor	Outstanding	\$150.08
63221	12/19/2024	Aflac	Vendor	Outstanding	\$367.44
63222	12/19/2024	Boston Mutual Whole Life	Vendor	Outstanding	\$164.50
63223	12/19/2024	Business Card	Vendor	Outstanding	\$997.26
63224	12/19/2024	General Sessions Court	Vendor	Outstanding	\$640.52
63225	12/19/2024	General Sessions Court	Vendor	Outstanding	\$54.42
63226	12/19/2024	Gibson County Imagination Library	Vendor	Outstanding	\$128.00

**Gibson County Special Schools
Bank Account Check Listing By Date**

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Bank Account: Security Bank Vendor (Fund 141) Account Number: 00000200379
GL Account: 141- -11130

Number	Date	Description	Check Type	Status	
63227	12/19/2024	Legalshield	Vendor	Outstanding	\$141.50
63228	12/19/2024	Life Investors	Vendor	Outstanding	\$30.56
63229	12/19/2024	MANHATTANLIFE ASSURANCE COMPANY OF AMERIC	Vendor	Outstanding	\$414.36
63230	12/19/2024	Tasc Pvr	Vendor	Outstanding	\$5,546.60
63231	12/19/2024	Tenn Child Support	Vendor	Outstanding	\$1,126.00
63232	12/19/2024	TRUSTMARK VOLUNTARY BENEFIT SOLUTIONS, INC	Vendor	Outstanding	\$2,061.74
63233	12/19/2024	TSACG	Vendor	Outstanding	\$14,195.00
63234	12/19/2024	Usable Life	Vendor	Outstanding	\$1,265.29
63235	12/19/2024	Usable Life	Vendor	Outstanding	\$10,680.72
63236	12/19/2024	Matt Bean	Vendor	Outstanding	\$59.50
63237	12/20/2024	Alisha Owens	Vendor	Outstanding	\$484.93
63238	12/20/2024	Brad Garner	Vendor	Outstanding	\$146.58
63239	12/20/2024	Carissa Burkett	Vendor	Outstanding	\$98.34
63240	12/20/2024	Allison Cooper	Vendor	Outstanding	\$58.96
63241	12/20/2024	Lucas Durall	Vendor	Outstanding	\$331.65
63242	12/20/2024	Sable Estes	Vendor	Outstanding	\$51.48
63243	12/20/2024	Laura Hawks	Vendor	Outstanding	\$123.28
63244	12/20/2024	Amy Joyner	Vendor	Outstanding	\$53.60
63245	12/20/2024	Annetta Kirk	Vendor	Outstanding	\$75.04
63246	12/20/2024	Kristin Hardin	Vendor	Outstanding	\$201.00
63247	12/20/2024	Brittany Leitherland	Vendor	Outstanding	\$124.61
63248	12/20/2024	Michelle Goad	Vendor	Outstanding	\$131.99
63249	12/20/2024	Savannah Pannell	Vendor	Outstanding	\$64.32
63250	12/20/2024	Emily Pitt	Vendor	Outstanding	\$26.80
63251	12/20/2024	Amy Powell	Vendor	Outstanding	\$79.06
63252	12/20/2024	Carly Robinson	Vendor	Outstanding	\$26.80
63253	12/20/2024	Timothy Trimble	Vendor	Outstanding	\$174.20
63254	12/20/2024	Victoria Leslie	Vendor	Outstanding	\$48.24

**Gibson County Special Schools
Bank Account Check Listing By Date**

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Bank Account: Security Bank Vendor (Fund 141) Account Number: 000000200379
GL Account: 141- -11130

Number	Date	Description	Check Type	Status	
63255	12/20/2024	Erica Durall	Vendor	Outstanding	\$30.00
63256	12/20/2024	Betty Jewell	Vendor	Outstanding	\$187.60
63257	12/20/2024	Mary Gay London	Vendor	Outstanding	\$17.42
63258	12/20/2024	Quill	Vendor	Outstanding	\$61.57
63259	12/20/2024	Steve Marsh Ford	Vendor	Outstanding	\$40.10
63260	12/20/2024	Marsha Wood	Vendor	Outstanding	\$60.30
63261	12/20/2024	Simplot Grower Solutions	Vendor	Outstanding	\$440.00
63262	12/20/2024	Sandy Tharpe	Vendor	Outstanding	\$261.82
63263	12/31/2024	CHLIC	Vendor	Outstanding	\$27,848.88
63264	12/31/2024	Usable Life	Vendor	Outstanding	\$8,659.62

Totals for Vendor

Number of Checks:	233
Total Checks:	\$822,121.72
Reconciled Checks:	\$0.00
Outstanding Checks:	\$820,464.35
Void Checks:	\$1,657.37

Gibson County Special Schools
Bank Account Check Listing By Date

Run At: 1/6/2025 7:47 AM
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Bank Account: Security Bank Vendor (Fund 141)
GL Account: 141- -11130

Account Number: 000000200379

Totals for 141- -11130

Number of Checks:	233
Total Checks:	\$822,121.72
Reconciled Checks:	\$0.00
Outstanding Checks:	\$820,464.35
Void Checks:	\$1,657.37

Gibson County Special Schools
Bank Account Check Listing By Date

Run At: 1/6/2025 7:47 AM
Run By: Amy Santaniello
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Bank Account: Security Bank Vendor (Fund 141)

Account Number: 000000200379

Grand Totals

Number of Checks:	233
Total Checks:	\$822,121.72
Reconciled Checks:	\$0.00
Outstanding Checks:	\$820,464.35
Void Checks:	\$1,657.37

141 General Purpose School		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
Revenues							
40125	Trustee's Collections - Bankruptcy	0.00	(1,116.73)	0.00%	0.00	(285.16)	0.00%
40130	Cir Clk/Clk & Master Collections-Pr Yr	70,000.00	(23,309.28)	33.30%	5,833.33	(6,134.99)	105.17%
40162	Payments In Lieu Of Taxes-Local	162,500.00	(10,828.05)	6.66%	13,541.67	(8,132.85)	60.06%
40210	Local Option Sales Tax	4,578,000.00	(1,924,607.69)	42.04%	381,500.00	(370,663.35)	97.16%
40275	MIXED DRINK TAX	0.00	(59.08)	0.00%	0.00	0.00	0.00%
40350	Interstate Telecommunications Tax	20,000.00	(11,515.85)	57.58%	1,666.67	(2,292.75)	137.57%
40610	Current Property Tax	7,458,000.00	(1,235,981.20)	16.57%	621,500.00	(505,835.53)	81.39%
40620	Prior Year's Property Tax	138,000.00	(39,554.73)	28.66%	11,500.00	(7,872.33)	68.46%
40630	Interest And Penalty	20,000.00	(5,984.27)	29.92%	1,666.67	(1,242.47)	74.55%
41110	Marriage Licenses	900.00	(507.87)	56.43%	75.00	(179.25)	239.00%
42310	Fines	0.00	(4,510.00)	0.00%	0.00	(768.00)	0.00%
43570	Receipts From Individual Schools	88,500.00	(130,319.95)	147.25%	7,375.00	(25,976.38)	352.22%
43990	Other Charges For Services	25,000.00	(1,906.57)	7.63%	2,083.33	0.00	0.00%
44110	Investment Income	175,000.00	(180,728.45)	103.27%	14,583.33	(33,063.16)	226.72%
46510	Tennessee Investment in Student	30,083,164.70	(15,468,204.85)	51.42%	2,506,930.39	(3,434,938.97)	137.02%
46513	TISA - On-behalf Payments	56,093.95	0.00	0.00%	4,674.50	0.00	0.00%
46515	Early Childhood Education	499,707.30	(104,692.49)	20.95%	41,642.28	(34,552.48)	82.97%
46590	Other State Education Funds	245,535.00	(122,673.14)	49.96%	20,461.25	(24,534.63)	119.91%
46596	Paid Parental Leave	0.00	(43,509.74)	0.00%	0.00	(43,509.74)	0.00%
46610	Career Ladder Program	33,600.00	(17,287.93)	51.45%	2,800.00	0.00	0.00%
46790	Other Vocational	2,216,885.10	(456,119.86)	20.57%	184,740.43	(65,295.72)	35.34%
46800	Other State Revenues	0.00	(185.92)	0.00%	0.00	0.00	0.00%
46980	Other State Grants	53,509.68	0.00	0.00%	4,459.14	0.00	0.00%
47590	Other Federal Through State	612,592.90	(612,592.90)	100.00%	51,049.41	(33,468.85)	65.56%
	Total Revenues	46,536,988.63	(20,396,196.55)	43.83%	3,878,082.39	(4,598,746.61)	118.58%
Expenditures							
71100	Regular Instruction Program	(18,770,468.49)	6,264,880.89	33.38%	(1,564,205.71)	1,485,920.51	95.00%
71200	Special Education Program	(3,218,717.38)	1,128,145.08	35.05%	(268,226.45)	274,644.45	102.39%
71300	Career and Technical Education	(3,655,558.81)	870,718.00	23.82%	(304,629.90)	197,661.85	64.89%
72110	Attendance	(41,032.42)	17,130.60	41.75%	(3,419.37)	2,610.48	76.34%
72120	Health Services	(678,535.13)	244,827.26	36.08%	(56,544.59)	57,258.53	101.26%
72130	Other Student Support	(1,031,542.18)	354,486.02	34.36%	(85,961.85)	68,000.96	79.11%
72210	Regular Instruction Program	(1,396,315.59)	565,518.86	40.50%	(116,359.63)	110,451.52	94.92%
72220	Special Education Program	(302,558.12)	209,046.39	69.09%	(25,213.18)	17,152.27	68.03%
72230	Career and Technical Education	(153,392.64)	56,864.94	37.07%	(12,782.72)	12,043.93	94.22%
72250	EDUCATION TECHNOLOGY	(991,255.96)	597,133.42	60.24%	(82,604.66)	47,705.19	57.75%
72310	Board Of Education	(685,757.00)	301,961.76	44.03%	(57,146.42)	20,628.57	36.10%

Gibson County Special Schools
 Summary Financial Statement
 December 2024

141 General Purpose School		Year-To-Date			Month-To-Date		
Account	Description	Budget Estimate	Actual	% of Budget	Estimate Avg/Mth	Actual	% of Avg
72320	Office Of The Superintendent	(307,096.95)	145,736.27	47.46%	(25,591.41)	21,938.27	85.73%
72410	Office Of The Principal	(2,551,540.24)	1,092,500.48	42.82%	(212,628.35)	210,951.75	99.21%
72510	Fiscal Services	(282,664.32)	144,882.97	51.26%	(23,555.36)	19,538.07	82.95%
72610	Operation Of Plant	(2,940,687.00)	1,467,359.26	49.90%	(245,057.25)	121,362.20	49.52%
72620	Maintenance Of Plant	(1,035,841.62)	470,518.85	45.42%	(86,320.14)	56,523.22	65.48%
72710	Transportation	(1,698,738.17)	748,303.46	44.05%	(141,561.51)	66,901.36	47.26%
73400	Early Childhood Education	(419,217.99)	138,926.16	33.14%	(34,934.83)	34,233.67	97.99%
76100	Regular Capital Outlay	(1,035,000.00)	217,659.86	21.03%	(86,250.00)	12,147.67	14.08%
82130	Education	(6,005,000.00)	3,240,000.00	53.96%	(500,416.67)	0.00	0.00%
82230	Education	(1,106,869.00)	537,506.24	48.56%	(92,239.08)	0.00	0.00%
Total Expenditures		(48,307,789.01)	18,814,106.77	38.95%	(4,025,649.08)	2,837,674.47	70.49%
Total	141 General Purpose School	(1,770,800.38)	(1,582,089.78)	-89.34%	(147,566.70)	(1,761,072.14)	-

Juvenile Court Referrals for GCSSD

School	Grade	Date Referred to Juvenile Court	Reason for Referral	Person Requesting Referral	Persons Involved	Incident Notes	Previous Remediation	Y/N Bullying	Y/N IEP	Y/N Behavior Plan
SGCHS	12	12/4/2024	Truancy	Phil Rogers	Megan Sanford	6U 6 TU=2		N	N	N
Rutherford	3	12/13/2024	Truancy	Jody Hinson	Megan Sanford	6U		N	N	N
Rutherford	5	12/13/2024	Truancy	Jody Hinson	Megan Sanford	6U		N	N	N
Rutherford	7	12/13/2024	Truancy	Jody Hinson	Megan Sanford	6U		N	N	N
Rutherford	3	12/17/2024	Truancy	Jody Hinson	Megan Sanford	9U 4TU=1		N	N	N
Kenton	K	12/17/2024	Truancy	Samantha Litton	Megan Sanford	7U 2TU=0		N	N	N
Dyer	7	12/18//24	Truancy	Chasity Reasons	Megan Sanford	10 U	Counseling Offered but already in it	N	N	N
SGCMS	8	12/19/2024	Truancy	Lane Collins	Megan Sanford	9U 9=3TU		N	N	N

	A	B	C	D	E	F
1	Monthly Work Order Recap					
2	Period: December 1 through December 31					
3						
4			Beginning of Month	New	Closed	End of Month
5	Technology	Assigned To:	Open Work Orders	Work Orders	Work Orders	Open Work Orders
6		Jamie Barr	2	9	7	4
7		Jacob King	4	7	10	1
8		Alisha Owens	1	19	19	1
9		Anthony Bogue	4	11	11	4
10						
11	Grand Totals		11	46	47	10
12						
13						
14			Beginning of Month	New	Closed	End of Month
15	Maintenance	Assigned To:	Open Work Orders	Work Orders	Work Orders	Open Work Orders
16		Travis Hendrix	0	16	15	1
17		Mark Robinson	0	0	0	0
18		Caleb Black	3	1	4	0
19		Ted Bauman	0	28	28	0
20		Brad Reynolds	2	15	17	0
21	Grand Totals		5	60	64	1
22						
23						
24	Notes:					
25	1. Assigned To: The person who was assigned the work order.					
26	2. Beginning of the Month Work Orders: The number of work orders open for the Assigned To for time frame selected.					
27	3. New Work Orders: New work orders received by the Assigned To during the time frame selected.					
28	4. Closed Work Orders: Closed work orders closed by the Assigned To during the time frame selected.					
29	5. End of Month Open Work Orders: Work orders still open for the Assigned To for the time frame selected.					

**Gibson County Special School District
Board of Trustees**

**GCSSD Board of Trustees Regular Meeting
South Gibson County Middle School Library
December 12, 2024**

Members Present: Dr. Richard Addo, Mr. Benny Boals, Mr. Tom Lannom, Ms. Treva Maitland, and Mr. Eddie Watkins

PLEDGE OF ALLEGIANCE

Mr. Eddie Watkins led the Pledge of Allegiance.

CALL TO ORDER

Mr. Tom Lannom called the meeting to order.

ROLL CALL

CONSENT AGENDA

A motion was made by Mr. Benny Boals to approve the consent agenda, with a second by Mr. Eddie Watkins. *Motion passed.*

ALC Report

Bullying/Harassment Report

Finance Reports

Funding Applications

AALN K-8 Application

Juvenile Court Referrals

Maintenance/Technology Reports

Minutes Approval

Overnight Field Trips

RECOGNITION

PUBLIC COMMENT

No public comment

AMENDED AGENDA

Mr. Tom Lannom presented the regular agenda.

A motion was made by Mr. Eddie Watkins to approve the regular agenda, with a second by Mr. Benny Boals. *Motion passed.*

A motion was made by Mr. Benny Boals to amend the agenda to include the tabled item, with a second by Dr. Richard Addo. *Motion passed.*

A motion was made by Mr. Benny Boals to amend the regular agenda, with a second by Dr. Richard Addo. *Motion passed.*

Audit Review

Ms. Marcie Williams from Alexander Thompson Arnold, CPA, presented the 2023-2024 Internal School Funds and District Audit results. The audit identified several issues and procedural errors related to the Internal School Funds, which are currently being addressed. However, the District Audit reported no findings. The state has classified gasoline as a high-risk item, and a monitoring process will be implemented.

A motion was made by Mr. Tom Lannom to approve the annual audit, with a second by Dr. Richard Addo. *Motion passed.*

2025-2026 School Calendar

Mr. Eddie Pruett presented the survey results for the 2025-2026 school calendar.

A total of 1,980 responses were collected.

****Option 1**** received 52.9% of the votes:

- 5 days for Fall Break
- 3 days for Thanksgiving Break
- 5 days for Spring Break
- Semester One: August 4 ~ December 19
- Semester Two: January 6 ~ May 21

****Option 2**** received 24.3% of the votes:

- 5 days for Fall Break
- 5 days for Thanksgiving Break
- 5 days for Spring Break
- Semester One: July 31 ~ December 19
- Semester Two: January 6 ~ May 21

****Option 3**** received 6.6% of the votes:

- 2 days for Fall Break
- 5 Days for Thanksgiving Break
- 5 days for Spring Break
- Semester One: August 5 ~ December 19
- Semester Two: January 6 ~ May 21

****Option 4**** received 16.2% of the votes:

- 2 days for Fall Break
- 3 Days for Thanksgiving Break
- 5 days for Spring Break
- Semester One: August 7 ~ December 17
- Semester Two: January 6 ~ May 21

A motion was made by Mr. Tom Lannom to approve the Calendar Option One: 5 days for Fall Break, 3 days for Thanksgiving Break, and 5 days for Spring Break. Semester One will be from August 4 to December 19, and Semester Two will be from January 6 to May 21, with a second by Mr. Benny Boals. *Motion passed.*

Feasibility Study

Mr. Tom Lannom has requested the feasibility study be postponed until the April 2025 board meeting. By then, more information will be available to select a firm, Lewis Group Architects or TLM Associates. In the meantime, Board/Faculty, and Community Meetings have been scheduled to gather feedback from staff and community members on the elements to be included in the feasibility study.

A motion was made by Mr. Tom Lannom to postpone the talk of the feasibility study until the April 2025 board meeting, with a second by Mr. Benny Boals. *Motion passed.*

DIRECTOR'S REPORT

Feasibility Discussions

Mr. Eddie Pruett reminded the Board of the dates and locations of the Board/Faculty and Community Meetings.

Board/Faculty Meeting Schedule

1/7/25 at Dyer

1/13/25 at Yorkville

1/22/25 at Spring Hill

Community Meeting Schedule

1/26/25 at Spring Hill

2/2/25 at Rutherford

2/23/25 at Kenton

3/2/25 at Dyer

3/9/25 at Yorkville

Reward School Status

Mr. Eddie Pruett mentioned that four of our schools received Reward School Status.

GCHS

Yorkville

SGCES

SGCHS

Mr. Hughes Retirement

Ms. Treva Maitland mentioned Mr. Hughes's retirement. A reception will be held on Thursday, December 19, 2024, at 3:30 pm.

ADJOURN

A motion was made by Dr. Richard Addo to adjourn, with a second by Ms. Treva Maitland. *Motion passed.*

IDEA State Special Schools Transportation Reimbursement

IDEA State Special Schools Transportation Reimbursement funding received - \$33,468.85.

We need to amend the budget revenues and expenditures by this amount.

This will amend the Federal through State revenue line 141-47590 and various Transportation expenditure lines 141-72710.



Gibson County School District

WELLNESS PLAN

Developed by:

Amy Richardson, CSH

Tammie Floersh, RN

Erica DuRall, Food Service Supervisor

Kristin Hardin, School Health Director

Eddie Pruett, Director of Schools

_____, *Board Chair*

Chair

_____, *Director of Schools*

Director

_____, *Date of Board Approval*

Gibson County Special School District Wellness Plan

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Preamble	3
School Wellness Committee	4
Wellness Plan Implementation, Monitoring, Accountability, and Community Engagement	5
Nutrition	7
Physical Activity	12
Other Activities that Promote Student Wellness	15
Glossary	16

Gibson County Special School District Wellness Plan

Preamble

Gibson County Special School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition, and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

This plan outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity throughout the school day while minimizing commercial distractions. Specifically, this plan establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after school.
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness.
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the plan and its established goals and objectives.

This plan applies to all students, staff, and schools in the district. Specific measurable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness plan (heretofore referred as “wellness plan”).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC, facilitate the development of and updates to the wellness plan and ensure each school’s compliance with the plan.

The designated official for oversight is Amy Richardson, Coordinated School Health Director.

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is (are):

Name	Title / Relationship to the School or District	Email address	Role on Committee
Amy Richardson	Coordinated School Health Director	Richardsona1@gcssd.org	Coordinated School Health Director
Tammie Floersh, RN	District Lead Nurse	floersht@gcssd.org	Health Services
Kristin Hardin	School Health Director	hardink@gcssd.org	School Health Director
Erica DuRall	Food Services Supervisor	DuRallE@gcssd.org	Food Services Supervisor
Eddie Pruett	GCSSD Superintendent	epruett@gcssd.org	Superintendent

Each school will designate a school wellness plan coordinator, who will ensure compliance with the plan. Refer to Appendix A for a list of school-level wellness plan coordinators.

II. Wellness Plan Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The district will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness plan. The plan delineates roles, responsibilities, actions, and timelines specific to each school; and includes information about who will be responsible for making what change, by how much, where, and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

This wellness plan and the progress reports can be found at: <http://www.gcssd.org/>.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness plan at the District's Coordinated School Health Office and on <http://www.gcssd.org/>.

Documentation maintained in this location will include but will not be limited to:

- The written wellness plan;
- Documentation demonstrating that the plan has been made available to the public.
- Documentation of efforts to review and update the Local Schools Wellness Plan; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate in the DWC.
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness plan;
- Documentation demonstrating the most recent assessment of the implementation of the Local School Wellness Plan has been made available to the public.

Annual Notification of Plan

The district will actively inform families and the public each year of basic information about this plan, including its content, any updates to the plan, and implementation status. The district will make this information available via the district website and/or district-wide communications. The district will provide as much information as possible about the school nutrition environment. This will include a summary of the district's (or schools') events or activities related to wellness plan implementation. Annually, the District will also publicize the name and contact information of the district/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the wellness plan to assess the implementation of the plan and include:

- The extent to which schools under the authority of the District are following the wellness plan;
- The extent to which the district's wellness plan compares to the Alliance for a Healthier Generation's model wellness plan; and
- A description of the progress made in attaining the goals of the District's wellness plan.

The position/person responsible for managing the triennial assessment and contact information is Amy Richardson, GCSSD CSH Director.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness plan.

The district will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Plan

The DWC will update or modify the wellness plan based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerge; and new Federal or state guidance or standards are issued. **The wellness plan will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The district is committed to being responsive to community input, which begins with awareness of the wellness plan. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness plan through a variety of means appropriate for that district. The district will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness plan, as well as how to get involved and support the plan. The district will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means like other ways that the district and individual schools are communicating important school information with parents.

The district will actively notify the public about the content of or any updates to the wellness plan annually, at a minimum. The district will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the district participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and the School Breakfast Program (SBP). The district also operates additional nutrition-related programs and activities including Mobile Breakfast carts.

All schools within the district are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;

- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The district offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using most of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a place in the student's line of sight and reach.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meals.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.
- The district child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
- Students are served lunch at a reasonable and appropriate time of day.
- We will not serve items with peanuts or tree nuts due to the high incidence of nut allergies.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained regularly to ensure good hygiene and health and safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.]
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.
- Students have access to water-filling stations in all school buildings.

Competitive Foods and Beverages

The District is committed to ensuring that most foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthy foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools, are available at: [Tools for Schools: Focusing on Smart Snacks | Food and Nutrition Service](#). The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [Smart Snacks | Alliance for a Healthier Generation](#).

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* and *ideally, the extended school day* will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, and snack or food carts. Schools will be able to sell food which does not meet these criteria to students only in cases where they are following the fundraising exemptions. These fundraising exemptions are found in the Rule of the State Board of Education Chapter 0520-01-06-.04.

Celebrations and Rewards

Most foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties.
 - a. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation.
 - b. The district will ensure that celebrations do not interfere with the majority of the instructional day.
 - c. Celebrations must be held at least 30 minutes past the end of the last lunch period.
 - d. To ensure that all foods served to children are safe and sanitary, all items served at school parties must be purchased rather than homemade and individually wrapped or from a secured sealed package with a nutrition label included.
 - e. At least some healthy food and beverage choices are encouraged at celebrations.
2. Classroom snacks brought by parents.
 - a. The District will provide parents with a list of foods and nutrition standards.
3. Rewards and incentives.
 - a. The District will provide teachers and other relevant school staff with a list of alternative ways to reward children.
 - b. Schools will be encouraged to not use food and/or beverages as a reward, or withheld as punishment for any reason, such as for performance or behavior.
 - c. Teachers will be encouraged to use rewards other than food. If food is used as a reward, it must not be given until at least 30 minutes past the end of the last lunch period.
4. Edible Classroom Projects cannot be consumed at school.

Fundraising

Schools will be encouraged to have foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards that may be sold through fundraisers on the school campus* during the school day*.

Schools may sell foods which do not meet these criteria to students only in cases where they are following the fundraising exemptions. These fundraising exemptions are found in the Rule of the State Board of Education Chapter 0520-01-06-.04.

Due to the high incidence of nut allergies within the district, all foods sold at schools cannot contain nuts.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

The District will teach, model, encourage, and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that may include but is not limited to:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- It is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, fresh fruit and vegetable programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum the majority of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [My Plate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans*-fat.
- Choosing foods and beverages with little added sugar
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [Dietary Guidelines](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture.
- How to find valid information or services related to nutrition and dietary behavior.
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior.
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness plan.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students. Schools will be able to sell food which do not meet these criteria to students only in case they are following the fundraising exemptions. These fundraising exemptions are found in the Rule of the State Board of Education Chapter 0520-01-06-.04.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors

- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing plan.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness plan.

IV. Physical Activity

In accordance with S 49-6-1022, it shall be the duty of each LEA to integrate:

- (1) For elementary school students, a minimum of one hundred thirty (130) minutes of physical activity per full school week; and
- (2) For middle and high school students, a minimum of ninety (90) minutes of physical activity per full school week.

Physical activity may include walking, jumping rope, playing volleyball, or other forms of physical activity that promote fitness and well-being; however, walking to and from class should not be considered physical activity for purposes of this section. To satisfy the requirements of subdivision (a)(1), an LEA shall offer elementary students at least one fifteen-minute (15) minute period of physical activity per day.

A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all the components: quality physical education as the foundation; physical activity before, during, and after school; staff involvement and family and community engagement, and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in the "Physical Education" subsection).

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. This does not include participation on sports teams that have specific academic requirements. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

All District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments via the PACER Assessment tool and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

All grades will be exposed to essential topics in health education. High school students are required to take and pass at least one health education course. The District will include in the health education curriculum the majority of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on days when Physical Education is not offered during the school year. This plan may be waived on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when the weather is feasible for outdoor play. Students will be allowed outside for recess except when the outdoor temperature is above/below District-set temperature, inclusive of wind chill factors, during storms with lightning or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions. The Weather Channel will be used in determining whether the temperature/heat index/wind chill is too high or too low for safe outdoor recess.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Each school will maintain and enforce its own indoor recess guidelines.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, physical education class, recess, and class transition periods. Go Noodle is one of the resources we use for this program.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through Coordinated School Health office as well as the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing professional development opportunities and/or resources, including information on leading activities, and activity options, as well as making available background material on the connections between learning and movement. This information may be shared through email communications.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by physical activity in before school and/or aftercare activities.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in some of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk, and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary to the wellness plan, including but not limited to ensuring the involvement of the DWC/SWC.

Most school-sponsored events will adhere to the wellness plan guidelines. Most school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will enhance relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness plan's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness plan and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies, and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Amy Richardson, CSH Director.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and/or resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and how health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day – the time during, before, and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals, and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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Gibson County Special School District Triennial Assessment

District Assessment Results Date: December 4, 2024

District Wellness Plan Compliance

I. School Health Councils:

The Tennessee State Board of Education has determined that each Local Education Agency (LEA) may establish a School Health Advisory Council. The advisory council may consist of a group of individuals representing the school and community, including parents, students, teachers, school administrators, school board members, health professionals, schools' nutritional program representatives, and members of the public. The council serves as a resource to school sites for implementing policies. LEAs will consider the recommendations of the School Health Advisory Council in making policy changes that affect the healthy learning environment. The individual school will create, strengthen, or work within an existing framework for a school health council to serve as a resource to the school health, nutrition and wellness program. (A school health council may consist of a group of individuals representing the school, the community, parents, students, representatives of the school's nutrition program, members of the school board, school administrators, teachers, health professionals, and members of the public.)

Fully in Place	Partially in Place	Not in Place
88%	22%	

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus:

School Meals:

Meals served through the National School Lunch and Breakfast Programs will be appealing and attractive to children; be served in clean and pleasant settings; meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations; offer a variety of fruits and vegetables; offer low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA) as needed upon request and ensure that half of the offered grains are whole grain or enriched whole grain. Schools may engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools will share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

Fully in Place	Partially in Place	Not in Place
100%		

Breakfast: Schools will, to the extent possible and as warranted, operate the School Breakfast Program in an effort to meet nutritional needs and enhance the students' ability to learn. Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program and encourage participation.

Fully in Place	Partially in Place	Not in Place
100%		

Free and Reduced-priced Meals: Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, schools are currently utilizing electronic identification and payment systems.

Fully in Place	Partially in Place	Not in Place
100%		

Mealtimes and Scheduling: Schools will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch. Schools will schedule meal periods at appropriate times, based on school start time and will not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities. Schools will provide students with access to hand washing or hand sanitizing before they eat meals or snacks.

Fully in Place	Partially in Place	Not in Place
100%		

Qualifications of the Nutritional Services Staff: Nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, the district will provide continuing professional development for all nutrition professionals in schools. Staff development programs will include appropriate certification and/or training programs for child nutrition directors, school cafeteria managers, and cafeteria workers, according to their levels of responsibility.

Fully in Place	Partially in Place	Not in Place
100%		

Elementary and Middle Schools: The school food service program will approve and provide all food and beverage sales to students in Pre-K -8 schools. (Middle schools are allowed to vend items approved by state guidelines). Given young children's limited nutrition skills, food in Pre-K - 8 schools should be sold as balanced meals. If available, *foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables. All beverages, foods, & portion sizes will be offered according to state mandated guidelines. *Foods and beverages sold individually are foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, and school stores.

Fully in Place	Partially in Place	Not in Place
100%		

Sharing of Foods and Beverages: Schools will discourage students from sharing their foods or beverages from home with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Fully in Place	Partially in Place	Not in Place
100%		

School Day Fundraising Activities K-8: To support children's health and school nutrition-education efforts, it is encouraged that school fundraising activities do not involve food or will use only foods that meet the nutrition and portion size standards for foods and beverages sold individually. The school district will make available a list of ideas for acceptable fundraising activities. The exception to this will be according to the Special Exemptions for School-Sponsored Fundraisers Chapter 0520-01-06-.04 which states that schools have 20 days per semester to sell food and beverages that do not meet Smart Snack requirements.

Fully in Place	Partially in Place	Not in Place
100%		

Snacks K-8: Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. The district will disseminate a list of healthy snacks items to teachers, after school program personnel and parents. Food and beverages sold will meet Smart Snacks requirements unless it is included in the Fundraising 20-day exception.

Fully in Place	Partially in Place	Not in Place
100%		

Foods Sold at Schools: Due to the high incidence of nut allergies within the district, all foods sold at schools cannot contain nuts.

Fully in Place	Partially in Place	Not in Place
100%		

Rewards K-8: Schools will not use foods or beverages that do not meet the USDA minimal nutritional value standards as rewards for academic performance or good behavior and will not withhold food or beverages (including food served through school meals) as a punishment. The district will disseminate a list of USDA nutritional standards

Fully in Place	Partially in Place	Not in Place
78%	22%	

Celebrations K-8: Schools will limit celebrations that involve food during the school day. Each event should attempt to offer food or beverages that meet nutrition standards. The district will disseminate a list of healthy party ideas to parents and teachers.

Fully in Place	Partially in Place	Not in Place
78%	22%	

III. Nutrition and Physical Activity Promotion:

Nutrition Education and Promotion:

Gibson County Special School District will teach, encourage, and support healthy eating habits by students. Schools will provide nutrition education and engage in nutrition promotion that:

- ✓ It is part of health education. Additionally, GCSSD will continue to investigate ways to implement and integrate health and nutrition education into other content areas of the curriculum.
- ✓ Includes enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens; promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- ✓ Emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise); links with school meal programs, other school foods, and nutrition-related community services.
- ✓ Teaches media literacy with an emphasis on food marketing

Fully in Place	Partially in Place	Not in Place
44%	56%	

Integrating Physical Activity into the Classroom Setting K-8:

For students to receive the nationally recommended amount of daily physical activity (*i.e.*, at least 30 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class.

Toward that end:

- ✓ Students will be encouraged to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television, computers and video games.
- ✓ Opportunities for physical activity will be incorporated into other subject lessons; and
- ✓ Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Fully in Place	Partially in Place	Not in Place
86%	14%	

Communications with Parents K-8:

The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school may offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutritional standards for individual foods and beverages.

The district/school will make available to parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/events, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community. The district/school will work to involve their parent/teacher organizations. The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such support will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework and cable access.

Fully in Place	Partially in Place	Not in Place
86%	14%	

Staff Wellness:

Gibson County Special School District highly values the health and well-being of every staff member and supports the implementation of activities and policies that support personal efforts by staff to maintain a healthy lifestyle.

Fully in Place	Partially in Place	Not in Place
66%	34%	

IV. Physical Activity, Physical Education, and Health Education Opportunities

Elementary Daily Physical Activity K-6:

All students in grades K- 6 shall receive daily physical activity according to their grade level requirement

In accordance with S 49-6-1022, it shall be the duty of each LEA to integrate:

- For elementary school students, a minimum of one hundred thirty (130) minutes of physical activity per full school week.
- All students in grades K-6 will also receive 90 minutes of physical education per week.

Fully in Place	Partially in Place	Not in Place
100%		

Middle School Physical Activity, Physical Education and Health Education – grades 7-8:

In accordance with S 49-6-1022, it shall be the duty of each LEA to integrate:

For middle students, a minimum of ninety (90) minutes of physical activity per full school week.

All students in grades 7-8, will participate, during the school day, in physical activity for a combined total of 90 minutes of physical activity weekly. The Gibson County Special School District will investigate and seek to implement weekly physical education classes for all middle school students. All physical education classes will be taught by a certified physical education teacher. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Fully in Place	Partially in Place	Not in Place
100%		

High School Physical Activity, Physical Education and Health Education –grades 9-12:

In accordance with S 49-6-1022, it shall be the duty of each LEA to integrate:

For high school students, a minimum of ninety (90) minutes of physical activity per full school week. All students in grades 9-12 will participate, during the school day, in physical activity for a combined total of 90 minutes of physical activity weekly.

The Gibson County Special School District will investigate and seek to implement additional physical education classes for all high school students. All students are required to take one year of Lifetime Wellness for graduation credit. Student involvement in other physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the wellness graduation credit requirements. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Fully in Place	Partially in Place	Not in Place
	100%	

Daily Recess K-4:

All elementary school students shall have at least 20 minutes of supervised recess on days they do not receive Physical Education, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. Schools will discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools will give students periodic breaks during which they are encouraged to stand and be moderately active.

Fully in Place	Partially in Place	Not in Place
100%		

Physical Activity Opportunities Before and After School:

All elementary, middle, and high schools will encourage and support the offering of extracurricular physical activity programs, such as physical activity clubs or intramural programs, before and/or after school. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students. After-school childcare and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

Fully in Place	Partially in Place	Not in Place
88%	22%	

Physical Activity and Punishment:

Teachers and other school and community personnel will not use physical activity or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Fully in Place	Partially in Place	Not in Place
66%	34%	

V. Monitoring and Policy Review

Monitoring:

The superintendent or designee will ensure compliance with established district-wide nutrition, physical activity, health education and wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee. Gibson County Special Schools will use the Center for Disease Control's School Health Index Program and/or the Alliance for a Healthier Generation's Healthy Schools Program Assessment. School nutrition staff, at the school or district level, will ensure compliance with nutrition policies within the Nutritional Services program. The school district will review findings and any resulting changes on the most recent USDA School Meals Initiative.

Fully in Place	Partially in Place	Not in Place
100%		

Policy Review:

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review the nutrition, physical activity, health education and wellness policies; provision of an environment that supports healthy eating and physical activity; nutrition, physical education, health education, and program elements. The district, and individual schools within the district, will, as necessary, review the wellness policies and develop work plans to facilitate their implementation

Fully in Place	Partially in Place	Not in Place
100%		

Description of Progress

- 1) GCSSD will improve the **nutrition education and promotion** and **staff wellness** rating by utilizing the services of the UT extension agency of Family Consumer Sciences. Services will include, but will not be limited to taste testing, healthy food preparation, participatory activities, and developmentally appropriate lessons.
- 2) GCSSD will improve the **physical activity and punishment** rating by educating teachers and administrators on the importance of physical activity for children and teens. A list of alternative consequences will be provided.

Triennial Assessment Meeting

12/4/24

Kristin Hardin

Samuel Kloer

Oliver DuBois

Ang Richards

**Coordinated School Health Presentation
GCSSD Board Meeting
January 9, 2025**

1. Coordinated School Health encourages healthy lifestyles; provides needed supports to at-risk students; and helps identify health-related problems that impair academic success and work with community partners to find solutions.

Research is clear ... healthy students are better learners, better learners are more likely to graduate, and graduates are more likely to become productive citizens. The Coordinated School Health model provides an evidence-based framework to address the needs of the whole child.

Coordinated School Health consists of 8 Components which include Health Education; Health Services; Nutrition; Physical Education/Physical Activity; Healthy School Environment; School Counseling, Psychological, and Social Services; Student, Family, and Community Involvement; and School Staff Wellness. CSH Coordinators constantly work with these 8 areas to have the greatest impact.



CSH - “Where Health and Academics Merge”

2. Highlights of the GCSSD Coordinated School Health program can be found each month in the newsletter at <https://www.gcssd.org/documents/departments/coordinated-school-health/newsletters/144956>

Updates can also be found on social media sites including:

Facebook: <https://www.facebook.com/gcssdcsh/>

Twitter: <https://twitter.com/RichardsonGCSSD>

I encourage you to check these resources out as this is the best way to stay up to date with the programs, we are currently involved in.

3. Staff Wellness –

a. GCSSD CSH Encourages Staff Wellness with Water Packets and Health Information



b. GCSSD Staff were encouraged to participate in the West TN River Walk through the UT Extension office. Over 60 staff members signed up and 4 emailed me that they had continued with the program and walked an average of 100 miles during this time period.



c. Staff Wellness come and go healthy lunches are being planned for January – May due to our partnership with the Gibson County UT Extension office.

4. Immunizations have been provided to students and adults through our partnership with West Tennessee Health Care. So far this year, a total of 259 consents were received with a total of 291 immunizations given to adults and children. More will be given in the spring clinic as well.

2024-25 Immunizations	# Immunizations Given
Adults – 82 total individuals	97
Students- 206 individuals (31 more than last year)	214

5. GCSSD Youth Advisory Council Activities



Promoting Suicide Prevention at the Gibson County Fair



"Pack the Bus" - annual food drive



Trunk or Treats at GCHS & SGCHS - Gave Away Free Toothbrushes
Special thanks to the Gibson County Health Department for the 300 toothbrushes.



GCSSD YAC Students Help with Dyer Station Giving Tree

GCSSD Youth Advisory Council (YAC) students assisted in helping students have a better Christmas. This was done by taking cards with wish lists and clothing sizes but without identifying information and placing the cards on the trees at City Lumber and Food Rite so that individuals/groups in the area can purchase items for these students. Dyer Station Celebration will ensure these gifts are given to the families who need them.



GCSSD YAC Students Help Educate Yorkville Student on the Dangers of Vaping



Hidden In Plain Sight

GCSSD Youth Advisory Council (YAC) students assisted in helping students learn about the dangers of vaping utilizing the Stanford Medicine **You and Me, Together Vape-Free curriculum**, which is part of the [Stanford Tobacco Prevention Toolkit](#). This was done while parents learned about the **Hidden in Plain Sight** room that provides parents with clues from a teen’s bedroom to help them determine whether their child might be experimenting with or using drugs or alcohol. Room décor, hidden compartments and items to conceal use are located throughout the room. Information from a similar program can be found at <https://powertotheparent.org/be-aware/hidden-in-plain-sight/>

The Milan Prevention Coalition and GCSSD CSH trained all administrators utilizing the Hidden in Plan Sight program in the summer. This was also done with Teachers Assistant’s last spring during the Professional Development day. Some of the schools have also used this program to train their teachers and other school staff during their Professional Development days.

6. **Student Health Screenings were given to students in PreK, K, 2, 4, 6, and 8 who had a signed permission form. Coordinated School Health partners with the Nursing Education program at the Tennessee College of Applied Technology to facilitate this.**



7. The School Backpack Program was initiated by funds from CSH for students with low food sources to have a pack of food discretely placed in their backpacks on Fridays with enough food for that student through the weekend or over long breaks. Once the community saw the need it became involved in the programs at the local schools as businesses, churches, and individuals work together to ensure this program's success.

Currently a total of 157 students are being served compared to 120 last year. Dyer School serves 57 students, Kenton School serves 20 students, Rutherford School serves 22 students, South Gibson County Elementary serves 25 students, South Gibson County Middle serves 7 students, Spring Hill School serves 20 students, and Yorkville School serves 6 students. GCHS also has a food pantry where students can obtain food as needed and is currently serving approximately 10 students.

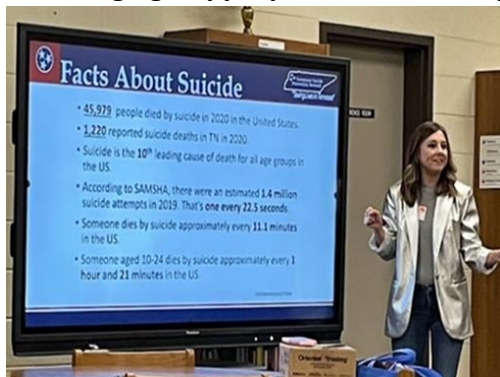
For the past several years the Trenton Foundation, which is a chapter of the West Tennessee Healthcare Foundation, has made an annual donation to help support this program. We received \$1500 from them in October for this program.

We also receive a grant from Second Harvest to support this program at Dyer, Kenton, Rutherford, South Gibson County Elementary School, South Gibson County Middle School, Spring Hill, and Yorkville Schools. This program supplies the needed food for the eligible children at these schools. This grant is worth \$21,000.



8. CSH and Lifetime Wellness class teachers at both high schools have partnered again this year to provide health related education to students. Topics such as Suicide Prevention and substance prevention were taught by TN Suicide Prevention Network (TSPN). CSH has also ensured that Hands Only CPR was taught in Wellness classes at both high schools. Topics such as Vaping and Safe Driving will be covered in the spring semester.

September was National Suicide Prevention Month and GCSSD observed this by high school students receiving age-appropriate education provided by TN Suicide Prevention Network (TSPN).



Blake McMeans Shared His Personal Message to Not Drink and Drive with Students at GCHS & SGCHS in October



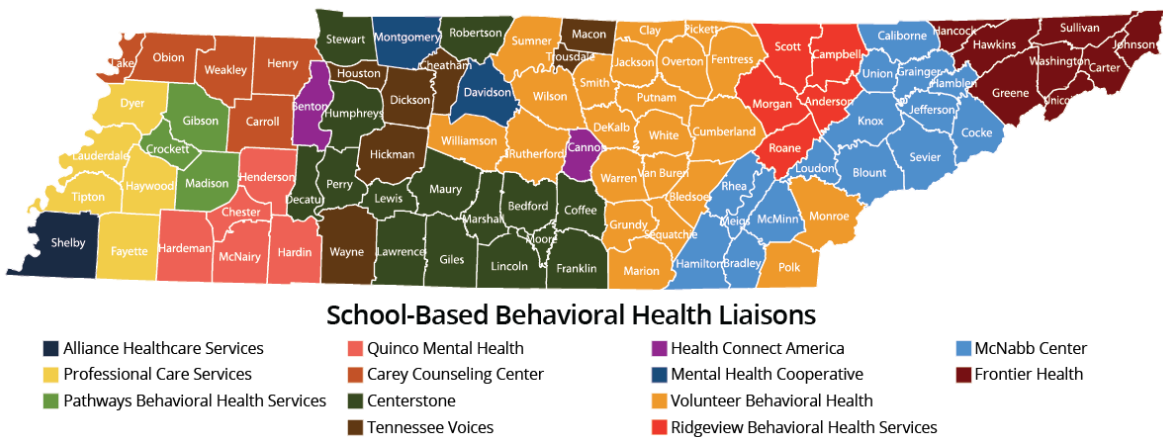
<https://blakemcmeans.com/about/meet-blake/>

GCSSD High School Students Educated on the Dangers of Drugs

Amy Parker from the Milan Prevention Coalition that serves all of Gibson County spoke to students in Wellness Classes at both GCHS and SGCHS in November on the dangers of alcohol and drugs. She explained this includes prescription drugs that are taken by someone they are not prescribed for. She further explained what Drug Take Back Day is and encouraged students to have their families be involved when we do this again in April.



9. GCSSD was awarded a grant this school year for a School Based Behavioral Health Liaison program through Pathways with a LMSW who serves Dyer School. Through grants, the Tennessee Department of Mental Health & Substance Abuse Services (TDMHSAS) funds local community mental health centers to provide the school-based behavioral health liaison program. School-based Behavioral Health Liaisons are employees of local community mental health centers and are strategically placed and co-located, in coordination with local school district leadership, in identified schools. Her current caseload is 10 students who she sees on a weekly basis for 30 minutes. There are an additional 15 students who she sees at least once a month. So far this school year she has seen a total of 68 students at least once for a total of 132 individual sessions. She has held 9 group counseling sessions with an average of 8 students in these sessions. She has presented 19 classroom lessons and helped with training of 24 teachers and support staff. She also consults with the SRO at Dyer School. All of this has totaled 270 interventions within Dyer School. At the end of the year, we will be able to analyze the data and see if this has helped with academics and attendance. We hope to add more of these throughout our district.



<https://www.tn.gov/behavioral-health/children-youth-young-adults-families/sbbhl.html>
<https://www.wth.org/services/pathways-behavioral-health-services/about-us/>

10. The School Health Services Student Update for the school year of 2023-2024 indicated that the enrollment of 3834 students in Pre-K through 12th grade made a total of 16659 visits to the school nurse with 12044 returning back to class. School nurses had to make 120 calls to EMS and were able to refer 300 students to a health care provider. The nurse to student ratio in 2023-2024 was one nurse to 383 students. It is very important to keep our students healthy and in school to receive a solid education and our School Nurses are invaluable in this goal.

11. CSH partners with LeBonheur to provide health care services to students who have not had a physical or medical treatment in the last year. Students can also be referred for acute or chronic physical or mental health problems. Students with parental permission and completed paperwork are seen on the Mobile Health Unit while at school regardless of their ability to pay for services. Last year there were 33 EPSDT screenings on students in our district. As a result of this program, there were 13 referrals made to outside resources last year. Their Health Educator saw 4 students within GCSSD last year for lessons on nutrition and physical activity. Also, one student was seen for behavioral health services last year. The In-Kind Value of these services for last school year was \$11,904.75.

As of 12/17/24 there have been 25 total students who received physicals from the Le Bonheur Mobile Health at Dyer and South Gibson Elementary School. A total of 5 children received a referral to their behavioral health department. Thirteen students have also been referred to providers outside of LeBonheur. Of these 13 students there were 9 Total Referrals to PCP, 1 Total Referral to Dentistry, 1 Total Referrals to Optometry, 1 Total Referral to Developmental Peds, and 1 Total Referrals to GI. More schools should be scheduled for this semester.

In 2024-25, we're
"On the Move"
to your school!



Contact us at 731.984.9954
or scan the QR code.



Throughout the school year, the Le Bonheur On the Move Mobile Medical unit will visit local schools to provide health services for children who are currently not under the care of a primary care provider. Referrals to specialists may also be given as needed. This important service is provided at **no cost to families**.

Don't miss your child's opportunity for a **free** evaluation by the Le Bonheur team, right at their own school!

Parental consent is **required** for every child's visit on the medical unit. Paperwork will be sent home with your child during the first few days/weeks of school.

*Services are limited to certain West TN schools. If your child does not receive a packet, please contact us, so that we can determine if your school is participating.



This program is supported in part by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$3,056,616.00 with 50% financed with non-governmental sources. The contents are those of the author(s) and do not necessarily represent the official views of nor an endorsement, by HRSA, HHS, or the U.S. Government. For more information, please visit HRSA.gov.

12. CSH partners with individuals and groups from the community to secure Grants and In-Kind funding to assist schools within the district meet the needs of students and families. As a result, barriers to learning are removed leading to improved academic learning. In the 2023-2024 school year CSH was awarded \$36,410 in Grants and \$147,569 in In-kind funding for a total of \$183,979,

The grants included the Resilient School Communities Grant which funded our continued partnership with Carey Counseling Telehealth Therapy Services as well as Backpack program supplies and funding and TN Teen Institute participant fees. The In-kind valued at \$147,569 includes services, material, equipment, or labor committed or received at a conservative value that fits within one of the eight components of Coordinated School Health. Our partnership with the Gibson County Health Department for their dental services provided at Dyer, Spring Hill, and Yorkville was valued at \$51,419.72 This also included LeBonheur, immunization clinics, health education videos and supplies from Team Mica and Kyle Kihnl Foundation for prevention of Drowsy Driving, volunteers that assist with backpack program, Mock Crash volunteers, and nursing supplies for school nurses.

13. GCSSD has a total of 21 Automated External Defibrillators (AEDs) located throughout the school district with at least 1 in each school. There are teams in each school who are trained in CPR and using the AED. These teams go through drills to identify strengths and weaknesses so that if a real situation were to arise, they will be prepared. Other school staff are trained either in person or utilizing the Five Points section of My Benefits Channel to watch a training developed by GCSSD Lead Nurse Tammie Floersh.

Gibson County High School	#1/Defibtech	South end of Main Gym. In wall cabinet. Near concessions
	#2/Defibtech	Vocational Building-in wall cabinet at south entrance front of building. Just inside double doors.
	#3/Defibtech	Field House, just inside main door. In wall cabinet. May be checked out by coach.
	#4/Defibtech	In cabinet on wall just outside main office
	#5/Defibtech	Home Baseball Dugout if weather allows or is used for travel.
Yorkville School	#1/Defibtech	In case on wall just outside gym
Spring Hill School	#1/ Defibtech	In wall cabinet. Just outside gym
Kenton School	#1/ Defibtech	In cafeteria, in wall cabinet located just inside entrance
Rutherford School	#1/ Defibtech	In wall cabinet, located in hallway between cafeteria and library.
	#2/ Defibtech	In wall cabinet, located in gym, north wall. Near entrance from band room.
Dyer School	#1 Defibtech	Located in north end of gym in wall cabinet at base of stairs, just above water fountain
	#2 Defibtech	Located in Elementary building by Nurse's office

South Gibson County High	#1 Defibtech	Located in wall cabinet in main lobby.
	#2 Defibtech	Located in wall cabinet between gyms.
	#3 Defibtech	Located in wall cabinet in football field house, just outside coach office
	#4 Defibtech	Located in travel case, stays with football
	#5 Zoll	SGC Sports Complex Concession stand
	#6 Zoll	SGC Sports Complex Multipurpose building
	#7 Cardiac Science	SGC Sports Complex by Tennis courts, in electrical/water access room
South Gibson County Middle School	#1 Defibtech	Located in wall cabinet just outside north end of gym.
	#2 Defibtech	Located in wall cabinet in Nurse's office. May be checked out to sports.
	#3 Defibtech	In travel case with football
South Gibson County Elementary School	#1 Defibtech	Located in wall cabinet, outside of gym, north east corner. On outside wall of teachers' lounge.

14. We also have the following emergency medications available at schools:

- **Narcan, a narcotic antagonist used to treat overdose with opioids is available in each school. This medication is provided free of charge from the State of Tennessee through the regional overdose prevention specialist. Medical orders for use of Narcan in the school district are provided by Dr. Jim Williams. School nurses and any volunteers are trained in signs and symptoms of narcotic overdose and in the administration of Narcan. Currently there are at least 2 doses of Narcan located in each school. One dose is in the AED case by the gym and a second dose is in the nurse's office.**

- **Epinephrine (Epi Pen), the emergency medication used to treat severe allergic reaction/anaphylaxis. Schools have 2 sets of Epi pens. Elementary and middle schools have both the Jr. (dose for those under 66 lbs.), and the standard Epi-pens on hand. Doses are kept in the AED case or cafeteria and with the nurse. The Epi-Pen 4 Schools program provides 2 double packs to each school for free. Medical direction for recognizing and responding to anaphylaxis are provided by Dr. Jim Williams. Training on recognition and response to anaphylaxis is provided by district Registered Nurses.**

CURRENT POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: 09/12/24
		Rescinds: 4.603	Issued: 01/11/24

1 *General*

2 All promotion and retention decisions shall be made on a case-by-case basis and comply with state and
3 federal law. All decisions shall be made in consultation with a student's IEP and/or 504 team, if
4 applicable.¹

5 Students who have difficulty in achieving the requirements for promotion may be considered for
6 retention. Schools shall identify these students by February 1st. Factors used to identify students for
7 retention shall include:²

- 8 1. Ability to perform at the current grade level;
- 9
- 10 2. Results of local assessments, screening, or monitoring tools;
- 11
- 12 3. State assessments, as applicable;
- 13
- 14 4. Home Literacy Reports;³
- 15
- 16 5. Overall academic achievement of the student;
- 17
- 18 6. Likelihood of success with more difficult material if promoted to the next grade;
- 19
- 20 7. Attendance record; and
- 21
- 22 8. The student's maturity.

23 Students may be identified for retention after the February 1st deadline if the delay in identifying a
24 student is due to:⁴

- 25 1. Date of enrollment;
- 26
- 27 2. Additional information acquired after results of local assessment, screening, or monitoring are
28 released; or
- 29

30 **VOLUNTARY RETENTION**

1 A parent/guardian of a student enrolled in kindergarten through second grade may choose to retain
2 his/her student in the current grade level if:

- 3 1. The student has a documented academic or behavioral delay; and
- 4
- 5 2. The parent/guardian believes that retention may benefit the student.⁵

6 **PROMOTION PLANS⁶**

7 When a student is identified for retention, the student's parent(s)/guardian(s) shall be notified within
8 fifteen (15) calendar days, and an individualized promotion plan shall be developed to help the student
9 avoid retention. The plan shall be developed in coordination with the student's teachers, IEP or 504
10 team, if applicable, and may also include input from the student's parent(s)/guardian(s), school
11 counselor, or other appropriate school personnel.

12 Promotion plans shall incorporate evidence-based strategies, including expectations and measurements
13 that will verify whether a student has made sufficient progress to be promoted to the next grade level,
14 and be tailored to the student's learning needs. Promotion plans for students in third and fourth grade
15 will include additional requirements for promoting students in these grades. A copy of the plan will be
16 provided to the student's parent(s)/guardian(s), and the school shall offer the opportunity for a parent-
17 teacher conference to discuss the plan. If a student is not making progress on the promotion plan, then
18 the strategies shall be modified. Parent(s)/guardian(s) shall be provided with any changes to the
19 promotion plan.

20 A student who demonstrates sufficient academic progress according to his/her promotion plan shall be
21 promoted to the next grade level unless retention is required per additional requirements for students in
22 third and fourth grade.⁷

23 If a student has not demonstrated sufficient academic progress according to his/her promotion plan by
24 the end of the school year, the student shall be eligible to enroll in a summer reading or learning
25 program, if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10)
26 calendar days prior to the start of the next school year if the student was enrolled in a summer program.
27 However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be
28 notified of a decision for retention at least thirty (30) calendar days prior to the start of the next school
29 year.⁸

30 **RETENTION⁷**

31 A student may be retained when such retention is in the best interests of the student or when retention
32 is required per additional requirements for students in third and fourth grade.

33 *Decision of Retention – General⁹*

34 If a student is retained, the Director of Schools/designee shall develop an individualized academic
35 remediation plan within thirty (30) calendar days after the beginning of the next school year. A copy of
36 the plan shall be provided to the student's parent(s)/guardian(s) within ten (10) calendar days of its
37 development. The plan shall include at least one of the following strategies:

- 1 1. Adjustment to the current instructional strategies or materials;
- 2
- 3 2. Additional instructional time;
- 4
- 5 3. Individual tutoring;
- 6
- 7 4. Modification to the student's classroom assignment to ensure the student receives
- 8 instruction from a teacher with a level of overall effectiveness of above expectations (level
- 9 4) or significantly above expectations (level 5); or
- 10
- 11 5. Attendance or truancy interventions.

12 A student shall not be retained more than once in any grade. The progress of students who are retained
13 shall be closely monitored and reported to parent(s)/guardian(s) at least three (3) times during the
14 school year in which the student is retained. The Director of Schools shall develop procedures to
15 ensure appropriate recordkeeping of students who are retained.

16 *Decision of Retention – Third Grade*¹⁰

17 Third grade students shall not be promoted to the next grade unless they are determined to be
18 proficient (i.e., receive a performance level rating of “on track” or “mastered”) in English language arts
19 (ELA) based on the student's most recent TCAP test.

20 Students who are not proficient in ELA may still be promoted if the following conditions are met:

- 21 1. A student in third grade receiving a performance level rating of “approaching” on the ELA
22 portion of the student's most recent TCAP test may be promoted if:
 - 23 a. The student is an English language learner and has received less than two (2) full years
24 of ELA instruction;
 - 25 b. The student was previously retained in grades K-3;
 - 26 c. The student is retested before the next school year and scores proficient in ELA;
 - 27 d. The student attends a learning loss bridge camp before the next school year, maintains a
28 ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-
29 test at the end of the camp;
 - 30 e. The student receives tutoring for the entirety of the next school year in accordance with
31 state law; or
 - 32 f. Beginning with the 2023-2024 school year, the student demonstrates proficiency in
33 ELA standards by scoring within the fiftieth percentile on the most recently
34 administered state-provided benchmark assessment and the district provides tutoring
35 services to the student during the entire fourth grade school year and notifies the
36 student's parent/guardian, in writing, of the benefits of enrolling the student in summer
37 programming.
- 38
- 39
- 40 2. A student in third grade receiving a performance level rating of “below” on the ELA portion of
41 the student's most recent TCAP test may be promoted if:
42

- 1 a. The student is an English language learner and has received less than two (2) full years
2 of ELA instruction;
- 3 b. The student was previously retained in grades K-3;
- 4 c. The student is retested before the next school year and scores proficient in ELA; or
- 5 d. The student attends a learning loss bridge camp before the next school year, maintains a
6 ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next
7 school year in accordance with state law.

8 *Decision of Retention – Fourth Grade*¹⁰

9 Students in the following categories may be promoted to fifth grade if they demonstrate adequate
10 growth on the fourth-grade ELA portion of the TCAP test:

- 11 1. A student who was promoted to fourth grade due to receiving tutoring for the entirety of the
12 fourth-grade school year; and
- 13
14 2. A student who was promoted to fourth grade due to attending a learning loss bridge camp while
15 maintaining a ninety percent (90%) attendance rate and receiving tutoring for the entirety of the
16 fourth grade school year.

17 If a student that was promoted to fourth grade under one of the provisions above does not demonstrate
18 adequate growth on the fourth-grade ELA portion of the TCAP test, then the following shall occur:

- 19 1. The student's principal shall convene a conference consisting of the following parties: the
20 student's parent(s)/legal guardian, the student's ELA teacher, and the student's principal.
- 21
22 2. The conference shall review the student's fourth grade ELA performance to determine if the
23 student should be promoted to fifth grade.
- 24
25 3. At the conclusion of the conference, a majority of the parties shall agree to one of the
26 following:
 - 27 a. The student will be promoted to fifth grade and be assigned a tutor for the entirety of
28 the student's fifth-grade year; or
 - 29 b. The student will be retained in fourth grade. A student shall not be retained more than
30 once in fourth grade.

31 *Decision of Retention – Students with Disabilities*¹¹

32 Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the
33 student's IEP and/or 504 team to determine whether the student's performance on the ELA portion of
34 TCAP was due to the student's disability. The school district shall not retain a student with a disability
35 or a suspected disability that impacts their ability to read.

36 **APPEALS**^{8,12}

37 When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision
38 to retain the student and provided with information on the right to appeal the decision. Appeals shall be
39 made to a committee appointed by the principal within five (5) days. The student and his/her

1 parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given
2 the opportunity to address the committee. The committee shall conduct a hearing within five (5) days to
3 determine if the student will be promoted and issue such decision within three (3) days. Upon notification
4 of the committee decision, the principal shall send written notification to the Director of
5 Schools/designee and the parent(s)/guardian(s). The notification shall advise parent(s)/guardian(s) of
6 their right to appeal such action within five (5) days to the Director of Schools/designee.

7 The appeal shall be heard no later than ten (10) business days after the request for appeal is received. A
8 decision shall be issued within three (3) days.

9 Within five (5) business days of the Director of Schools/designee rendering a decision, the student's
10 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.
11 Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee.
12 The action of the Board shall be final.

13 For students where retention is required per the additional requirements for students in third and fourth
14 grade, parent(s)/guardian(s) may appeal this decision in accordance with state law.¹³

15 **CARNEGIE UNIT REQUIRED FOR GRADES 9-12**

16 In order to promote to the next grade, students must complete and /or accrue the prescribed number of
17 credits (Carnegie units) per grade level designated by the Board of Education and the State of
18 Tennessee.

- 19 5 credit (Carnegie units) or more at the end of the 9th grade
- 20 11 credits (Carnegie units) or more at the end of the 10th grade
- 21 16 credits (Carnegie units) or more at the end of the 11th grade
- 22 24 credits (Carnegie units) or more at the end of the 12th grade

23
24 Credits (Carnegie units) include the passing of required courses as set forth by the Board and the State
25 of Tennessee.

26
27 Students must complete 24 credits before being eligible to graduate from Gibson County High and
28 South Gibson County High School.

Legal References

1. 20 USCA § 1400 et seq.; 29 U.S.C. § 794 (Section 504); TRR/MS 0520-01-03-.16; TCA 49-6-3115
2. TRR/MS 0520-01-03-.16(5)
3. TCA 49-1-905(e)
4. TRR/MS 0520-01-03-.16(4)
5. Public Acts of 2024, Chapter No. 829
6. TRR/MS 0520-01-03-.16(6)
7. TRR/MS 0520-01-03-.16(6)(f)
8. TRR/MS 0520-01-03-.16(6)(e)
9. TRR/MS 0520-01-03-.16(6)(g)
10. TRR/MS 0520-01-03-.16(7)
11. 29 U.S.C. § 794 (Section 504); 20 USCA § 1400 et seq.; TRR/MS 0520-01-03-.16(7)(e); Public Acts of 2024, Chapter No. 989
12. TRR/MS 0520-01-03-.16(3); TRR/MS 0520-01-02-.17(7); TCA 49-6-3102(e)(1)
13. TRR/MS 0520-01-03-.16(7)(f)

Cross References

Credit Recovery 4.210
Grading System 4.600
Reporting Student Progress 4.601
Attendance 6.200
Student Assignments 6.205
Homeless Students 6.503
Student Records 6.600

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in December	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date:
		Rescinds:	Issued:

1 *General*

2 All promotion and retention decisions shall be made on a case-by-case basis and comply with state and
3 federal law. All decisions shall be made in consultation with a student’s IEP and/or 504 team, if
4 applicable.¹

5 Students who have difficulty in achieving the requirements for promotion may be considered for
6 retention. Schools shall identify these students by February 1st. Factors used to identify students for
7 retention shall include:²

- 8 1. Ability to perform at the current grade level;
- 9
- 10 2. Results of local assessments, screening, or monitoring tools;
- 11
- 12 3. State assessments, as applicable;
- 13
- 14 4. Home Literacy Reports;³
- 15
- 16 5. Overall academic achievement of the student;
- 17
- 18 6. Likelihood of success with more difficult material if promoted to the next grade;
- 19
- 20 7. Attendance record; and
- 21
- 22 8. The student’s maturity.

23 Students may be identified for retention after the February 1st deadline if the delay in identifying a
24 student is due to.⁴

- 25 1. Date of enrollment;
- 26
- 27 2. Additional information acquired after results of local assessment, screening, or monitoring are
28 released.
- 29

30

31

1 VOLUNTARY RETENTION⁵

2 A parent/guardian of a student enrolled in kindergarten through second grade may choose to retain
3 his/her student in the current grade level if:

- 4 1. The student has a documented academic or behavioral delay; and
- 5
- 6 2. The parent/guardian believes that retention may benefit the student.

7 This information shall be submitted in writing within thirty (30) days of the end of the school year. The
8 district shall send written notice to the parent/guardian confirming whether the student is eligible for
9 retention under state law.

10 PROMOTION PLANS⁶

11 When a student is identified for retention, the student's parent(s)/guardian(s) shall be notified within
12 fifteen (15) calendar days, and an individualized promotion plan shall be developed to help the student
13 avoid retention. The plan shall be developed in coordination with the student's teachers, IEP or 504
14 team, if applicable, and may also include input from the student's parent(s)/guardian(s), school
15 counselor, or other appropriate school personnel.

16 Promotion plans shall incorporate evidence-based strategies, including expectations and measurements
17 that will verify whether a student has made sufficient progress to be promoted to the next grade level,
18 and be tailored to the student's learning needs. Promotion plans for students in third and fourth grade
19 will include additional requirements for promoting students in these grades. A copy of the plan will be
20 provided to the student's parent(s)/guardian(s), and the school shall offer the opportunity for a parent-
21 teacher conference to discuss the plan. If a student is not making progress on the promotion plan, then
22 the strategies shall be modified. Parent(s)/guardian(s) shall be provided with any changes to the
23 promotion plan.

24 A student who demonstrates sufficient academic progress according to his/her promotion plan shall be
25 promoted to the next grade level unless retention is required per additional requirements for students in
26 third and fourth grade.⁷

27 If a student has not demonstrated sufficient academic progress according to his/her promotion plan by
28 the end of the school year, the student shall be eligible to enroll in a summer reading or learning
29 program, if available. Parent(s)/guardian(s) shall be notified of a decision for retention at least ten (10)
30 calendar days prior to the start of the next school year if the student was enrolled in a summer program.
31 However, if the student wasn't enrolled in a summer program, the parent(s)/guardian(s) shall be
32 notified of a decision for retention at least thirty (30) calendar days prior to the start of the next school
33 year.⁸

34 RETENTION⁷

35 A student may be retained when such retention is in the best interests of the student or when retention
36 is required per additional requirements for students in third and fourth grade.

37

1 *Decision of Retention – General*⁹

2 If a student is retained, the Director of Schools/designee shall develop an individualized academic
3 remediation plan within thirty (30) calendar days after the beginning of the next school year. A copy of
4 the plan shall be provided to the student’s parent(s)/guardian(s) within ten (10) calendar days of its
5 development. The plan shall include at least one of the following strategies:

- 6 1. Adjustment to the current instructional strategies or materials;
- 7
- 8 2. Additional instructional time;
- 9
- 10 3. Individual tutoring;
- 11
- 12 4. Modification to the student’s classroom assignment to ensure the student receives
13 instruction from a teacher with a level of overall effectiveness of above expectations (level
14 4) or significantly above expectations (level 5); or
- 15
- 16 5. Attendance or truancy interventions.

17 A student shall not be retained more than once in any grade. The progress of students who are retained
18 shall be closely monitored and reported to parent(s)/guardian(s) at least three (3) times during the
19 school year in which the student is retained. The Director of Schools shall develop procedures to
20 ensure appropriate recordkeeping of students who are retained.

21 *Decision of Retention – Third Grade*¹⁰

22 Third grade students shall not be promoted to the next grade unless they are determined to be
23 proficient (i.e., receive a performance level rating of “on track” or “mastered”) in English language arts
24 (ELA) based on the student’s most recent TCAP test.

25 Students who are not proficient in ELA may still be promoted if the following conditions are met:

- 26 1. A student in third grade receiving a performance level rating of “approaching” on the ELA
27 portion of the student’s most recent TCAP test may be promoted if:
 - 28 a. The student is an English language learner and has received less than two (2) full years
29 of ELA instruction;
 - 30 b. The student was previously retained in grades K-3;
 - 31 c. The student is retested before the next school year and scores proficient in ELA;
 - 32 d. The student attends a learning loss bridge camp before the next school year, maintains a
33 ninety percent (90%) attendance rate, and demonstrates adequate growth on the post-
34 test at the end of the camp;
 - 35 e. The student receives tutoring for the entirety of the next school year in accordance with
36 state law; or
 - 37 f. Beginning with the 2023-2024 school year, the student demonstrates proficiency in
38 ELA standards by scoring within the fiftieth percentile on the most recently
39 administered state-provided benchmark assessment and the district provides tutoring
40

1 services to the student during the entire fourth grade school year and notifies the
2 student's parent/guardian, in writing, of the benefits of enrolling the student in summer
3 programming.
4

- 5 2. A student in third grade receiving a performance level rating of "below" on the ELA portion of
6 the student's most recent TCAP test may be promoted if:
7
- 8 a. The student is an English language learner and has received less than two (2) full years
9 of ELA instruction;
 - 10 b. The student was previously retained in grades K-3;
 - 11 c. The student is retested before the next school year and scores proficient in ELA; or
 - 12 d. The student attends a learning loss bridge camp before the next school year, maintains a
13 ninety percent (90%) attendance rate, and receives tutoring for the entirety of the next
14 school year in accordance with state law.

15 *Decision of Retention – Fourth Grade*¹⁰

16 Students in the following categories may be promoted to fifth grade if they demonstrate adequate
17 growth on the fourth-grade ELA portion of the TCAP test:

- 18 1. A student who was promoted to fourth grade due to receiving tutoring for the entirety of the
19 fourth-grade school year; and
20
- 21 2. A student who was promoted to fourth grade due to attending a learning loss bridge camp while
22 maintaining a ninety percent (90%) attendance rate and receiving tutoring for the entirety of the
23 fourth grade school year.

24 If a student that was promoted to fourth grade under one of the provisions above does not demonstrate
25 adequate growth on the fourth-grade ELA portion of the TCAP test, then the following shall occur:

- 26 1. The student's principal shall convene a conference consisting of the following parties: the
27 student's parent(s)/legal guardian, the student's ELA teacher, and the student's principal.
28
- 29 2. The conference shall review the student's fourth grade ELA performance to determine if the
30 student should be promoted to fifth grade.
31
- 32 3. At the conclusion of the conference, a majority of the parties shall agree to one of the
33 following:
 - 34 a. The student will be promoted to fifth grade and be assigned a tutor for the entirety of
35 the student's fifth-grade year; or
 - 36 b. The student will be retained in fourth grade. A student shall not be retained more than
37 once in fourth grade.

38 *Decision of Retention – Students with Disabilities*¹¹

39 Retention and promotion decisions shall be made on a case-by-case basis and in consultation with the
40 student's IEP and/or 504 team to determine whether the student's performance on the ELA portion of

1 TCAP was due to the student's disability. The school district shall not retain a student with a disability
2 or a suspected disability that impacts their ability to read.

3 **APPEALS**^{8,12}

4 When a student is identified for retention, the parent(s)/guardian(s) shall be notified about the decision
5 to retain the student and provided with information on the right to appeal the decision. Appeals shall be
6 made to a committee appointed by the principal within five (5) days. The student and his/her
7 parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given
8 the opportunity to address the committee. The committee shall conduct a hearing within five (5) days to
9 determine if the student will be promoted and issue such a decision within three (3) days. Upon
10 notification of the committee decision, the principal shall send written notification to the Director of
11 Schools/designee and the parent(s)/guardian(s). The notification shall advise parent(s)/guardian(s) of
12 their right to appeal such action within five (5) days to the Director of Schools/designee.

13 The appeal shall be heard no later than ten (10) business days after the request for appeal is received. A
14 decision shall be issued within three (3) days.

15 Within five (5) business days of the Director of Schools/designee rendering a decision, the student's
16 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.
17 Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee.
18 The action of the Board shall be final.

19 For students where retention is required per the additional requirements for students in third and fourth
20 grade, parent(s)/guardian(s) may appeal this decision in accordance with state law.¹³

22 **CARNEGIE UNIT REQUIRED FOR GRADES 9-12**

23 In order to be promoted to the next grade, students must complete and /or accrue the prescribed
24 number of credits (Carnegie units) per grade level designated by the Board of Education and the State
25 of Tennessee.

26 5 credits (Carnegie units) or more at the end of the 9th grade
27 11 credits (Carnegie units) or more at the end of the 10th grade
28 16 credits (Carnegie units) or more at the end of the 11th grade
29 24 credits (Carnegie units) or more at the end of the 12th grade

30
31 Credits (Carnegie units) include the passing of required courses as set forth by the Board and the State
32 of Tennessee.

33
34 Students must complete 24 credits before being eligible to graduate from Gibson County High and
35 South Gibson County High School.

Legal References

1. [20 USCA § 1400 et seq.](#); [29 U.S.C. § 794 \(Section 504\)](#); [TRR/MS 0520-01-03-.16](#); [TCA 49-6-3115](#)
2. [TRR/MS 0520-01-03-.16\(5\)](#)
3. [TCA 49-1-905\(e\)](#)
4. [TRR/MS 0520-01-03-.16\(4\)](#)
5. [TCA 49-6-314](#); [TRR/MS 0520-01-03-.16\(6\)](#)
6. [TRR/MS 0520-01-03-.16\(6\)](#)
7. [TRR/MS 0520-01-03-.16\(6\)\(f\)](#)
8. [TRR/MS 0520-01-03-.16\(6\)\(e\)](#)
9. [TRR/MS 0520-01-03-.16\(6\)\(g\)](#)
10. [TRR/MS 0520-01-03-.16\(7\)](#)
11. [29 U.S.C. § 794 \(Section 504\)](#); [20 USCA § 1400 et seq.](#); [TRR/MS 0520-01-03-.16\(7\)\(e\)](#); [Public Acts of 2024, Chapter No. 989](#)
12. [TRR/MS 0520-01-03-.16\(3\)](#); [TRR/MS 0520-01-02-.17\(7\)](#); [TCA 49-6-3102\(e\)\(1\)](#)
13. [TRR/MS 0520-01-03-.16\(7\)\(f\)](#)

Cross References

Credit Recovery 4.210
Grading System 4.600
Reporting Student Progress 4.601
Attendance 6.200
Student Assignments 6.205
Homeless Students 6.503
Student Records 6.600

CURRENT POLICY

Gibson County Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Background Investigations	Descriptor Code: 5.118	Issued Date: 10/11/18
		Rescinds: 5.118	Issued: 09/10/15

1 *General*

2 Background checks shall be required for applicants, employees, contract workers, and volunteers.¹

3 The Director of Schools/designee shall develop any necessary corresponding procedures.

4 **APPLICANTS AND EMPLOYEES**

5 To ensure the safety and welfare of students and staff, the district shall require criminal history
6 background checks and fingerprinting of applicants for teaching positions and any other positions that
7 require proximity to children. Further, applicants who (1) have been identified by the Department of
8 Children's Services as perpetrators of child abuse, severe child abuse, child sexual abuse, or child
9 neglect, or who pose an immediate threat to the health, safety, or welfare of children; or (2) who are
10 listed on the state's abuse of vulnerable persons registry maintained by the Department of Health shall
11 not be employed.² Any costs incurred to perform these background checks and fingerprinting shall be
12 paid by the applicant. The Board shall reimburse the applicant if the position is offered and accepted.³

13 Background checks shall be required of these employees at least once every five (5) years after the date
14 of hire.¹

15 **USE AND DISSEMINATION**

16 Fingerprints or other approved forms of positive identification shall be submitted with all requests for
17 criminal history record checks for non-criminal justice purposes.⁴ The Director of Schools shall ensure
18 the Originating Agency Identifier number is on file at all times.

19 Tennessee and FBI Criminal History Record Information ("CHRI") obtained by the district shall be
20 solely used to verify criminal violation(s) and shall not be disseminated. Results shall be considered
21 confidential and only accessible to district personnel identified by the Director of Schools. CHRI shall
22 only be accessed by authorized personnel in the performance of their duties and shall never be released
23 to the public.

24 All persons directly associated with the accessing, maintaining, processing, dissemination, or destruction
25 of CHRI shall sign an awareness statement and shall indicate that they have been specially trained on
26 the subject. The training shall provide those with access to CHRI with a working knowledge of federal

1 and state regulations and laws governing the security and processing of criminal history information.
2 The Director of Schools is responsible for ensuring that authorized personnel receive such training within
3 sixty (60) days of employment or job assignment and every three (3) years.

4 **RETENTION AND SECURITY**

5 The Director of Schools shall develop procedures to ensure CHRI is stored in a secure location. Areas
6 in which CHRI is processed and handled shall be restricted to authorized personnel identified by the
7 Director of Schools. The area shall be out of the view of the public and unauthorized personnel. The
8 Director of Schools shall maintain a list of all employees who have access to, can process, disseminate,
9 and/or destroy CHRI.

10 **DISPOSAL OF CHRI**

11 When CHRI is no longer needed, it shall be destroyed by burning, shredding, or other methods rendering
12 the information unreadable. Record destruction shall be conducted under the supervision of the Director
13 of Schools.

14 **MISUSE**

15 Employees who misuse CHRI or violate this policy shall be subject to disciplinary action up to and
16 including termination. Any employee with knowledge of misuse shall immediately report a violation to
17 the Director of Schools.

18

Legal References

1. Public Acts of 2018, Chapter No. 1006
2. TCA 49-5-406(a)(1); TCA 49-5-403;
TCA 49-5-413(a)(2), (e)
3. TCA 49-5-413(c)
4. 34 USCA § 40316

Cross References

School Volunteers 4.501
Application and Employment 5.106

PROPOSED POLICY

Gibson County Board of Education			
Monitoring: Review: Annually, in January	Descriptor Term: Background Investigations	Descriptor Code: 5.118	Issued Date:
		Rescinds:	Issued:

1 *General*

2 Background checks shall be required for applicants, employees, contract workers, and volunteers.¹
3 Individuals who (1) have been identified by the Department of Children's Services as perpetrators of
4 child abuse, severe child abuse, child sexual abuse, or child neglect or who pose an immediate threat to
5 the health, safety, or welfare of children; or (2) are listed on the state's abuse of vulnerable persons
6 registry maintained by the Department of Health shall not be employed.²

7 The Director of Schools/designee shall develop any necessary corresponding procedures.

8 Applicants and current employees shall be entered into the federal RAP back program.³ Notice of the
9 following shall be provided:

- 10 1. Possible fees charged by the Tennessee Bureau of Investigation; and
11
12 2. Fingerprints will be retained by the Tennessee Bureau of Investigation and the Federal Bureau
13 of Investigation for all purposes and uses authorized for fingerprint submission.

14 Any costs incurred to perform these background checks and fingerprinting shall be paid by applicants.
15 The Board shall reimburse applicants if the position is offered and accepted.

16 **CONTRACTORS & VOLUNTEERS**

17 To ensure the safety and welfare of students and staff, the district shall require criminal history
18 background checks and fingerprinting of contractors, and volunteers, and any other positions that
19 require proximity to children. Any costs incurred to perform these background checks and
20 fingerprinting shall be paid by the applicant. The Board shall reimburse the applicant if the position is
21 offered and accepted.⁴

22 Background checks shall be required of the individuals listed above at least once every five (5) years
23 after the initial background check.¹

24 **USE AND DISSEMINATION**

25 Fingerprints or other approved forms of positive identification shall be submitted with all requests for
26 criminal history record checks for non-criminal justice purposes.⁵ The Director of Schools shall ensure
27 the Originating Agency Identifier number is on file at all times.

28 Tennessee and FBI Criminal History Record Information (CHRI) obtained by the district shall be
29 solely used to verify criminal violations and shall not be disseminated. Results shall be considered

1 confidential and only accessible to district personnel identified by the Director of Schools. CHRI shall
2 only be accessed by authorized personnel in the performance of their duties and shall never be released
3 to the public.

4 All persons directly associated with the accessing, maintaining, processing, dissemination, or
5 destruction of CHRI shall sign an awareness statement and shall indicate that they have been specially
6 trained on the subject. The training shall provide those with access to CHRI with a working knowledge
7 of federal and state regulations and laws governing the security and processing of criminal history
8 information. The Director of Schools is responsible for ensuring that authorized personnel receive such
9 training within sixty (60) days of employment or job assignment and every three (3) years.

10 **RETENTION AND SECURITY**

11 The Director of Schools shall develop procedures to ensure CHRI is stored in a secure location. Areas
12 in which CHRI is processed and handled shall be restricted to authorized personnel identified by the
13 Director of Schools. The area shall be out of the view of the public and unauthorized personnel. The
14 Director of Schools shall maintain a list of all employees who have access to, can process, disseminate,
15 and/or destroy CHRI.

16 **DISPOSAL OF CHRI**

17 When CHRI is no longer needed, it shall be destroyed by burning, shredding, or other methods
18 rendering the information unreadable. Record destruction shall be conducted under the supervision of
19 the Director of Schools.

20 **MISUSE**

21 Employees who misuse CHRI or violate this policy shall be subject to disciplinary action up to and
22 including termination. Any employee with knowledge of misuse shall immediately report a violation to
23 the Director of Schools.

Legal References

1. [TCA 49-5-413](#)
2. [TCA 49-5-406\(a\)\(1\)](#); [TCA 49-5-403](#);
[TCA 49-5-413\(a\)\(2\)](#). (e)
3. [TCA 49-5-413\(f\)](#)
4. [TCA 49-5-413\(c\)](#)
5. [34 USCA § 40316](#)

Cross References

- School Volunteers 4.501
- Application and Employment 5.106
- Substitute Teachers 5.701