

Regular Meeting of the Trousdale County Board of Education

Wednesday, March 15, 2023

Trousdale County Board of Education

103 Lock Six Road

Hartsville, TN 37074

Attendance Taken at 5:55 PM.

Robert Atwood: Present

Deanna Bode: Present

John Kerr: Present

Racheal Petty: Present

Barbara Towns: Present

1. AGENDA:

1.A. Call to Order – Mr. John Kerr, Chairman

1.B. Invocation – Mr. John Kerr, Chairman

1.C. Pledge of Allegiance – Ms. Barbara Towns, Board Member

1.D. Invitation to audience to address items on the Agenda

1.E. Approval of the Agenda for March 15, 2023

Approval of the March 15, 2023, Agenda passed with a motion by Racheal Petty and a second by Barbara Towns.

Barbara Towns: Yea

Deanna Bode: Yea

John Kerr: Yea

Racheal Petty: Yea

Robert Atwood: Yea

2. CONSENT AGENDA:

2.A. Approval of Consent Agenda for March 15, 2023

Approval of the March 15, 2023, Consent Agenda passed with a motion by Robert Atwood and a second by Deanna Bode.

Barbara Towns: Yea

Deanna Bode: Yea

John Kerr: Yea

Racheal Petty: Yea

Robert Atwood: Yea

2.B. Approval of Minutes from February 16, 2023

2.C. Approve Executive Decision - Coordinated School Health Ice Machine Purchase – Attachment A

Approve executive decision (2/24/23) to purchase ice and water dispensers to be used in school nursing stations with ELC grant funds to the lowest quote, Amazon in the amount of \$15,303.

2.D. Approve Executive Decision - Coordinated School Health AED Purchase – Attachment B

Approve executive decision (2/24/23) to purchase AED units with ELC grant funds to the lowest quote, American AED in the amount of \$12,200.

2.E. Approve High School Cheerleader Fundraiser (1) – Attachment C

2.F. Approve High School Cheerleader Fundraiser (2) – Attachment D

2.G. Approve Middle School Cheerleader Fundraiser – Attachment E

2.H. Approve Overnight FBLA State Convention Field Trip – Attachment F

2.I. Declare Surplus Property – Attachment G

2.J. Approve Budget Amendment 141-7100 Regular Instruction Program

Amend the 2022-23 141 General Purpose School Budget by debiting line item expenditures. Amendments are to include:

DEBIT EXPENDITURES	71100	Regular Instruction Program		
	722	Regular Instruction Equipment		5,000.00
GRAND TOTALS				\$5,000.00

Amend the 2022-23 141 General Purpose School Budget by crediting line item Expenditures. Amendments are to include:

CREDIT EXPENDITURES	72110	Attendance Program		
	399	Other Contracted Services		5,000.00
GRAND TOTALS				\$5,000.00

2.K. Approve Budget Amendment 141-71100 Regular Instruction Program

Amend the 2022-23 141 General Purpose School Budget by debiting line item expenditures. Amendments are to include:

DEBIT EXPENDITURES	71100	Regular Instruction Program		
	201	Social Security		415.00

GRAND TOTALS				\$415.00
Amend the 2022-23 141 General Purpose School Budget by crediting line item Expenditures. Amendments are to include:				
CREDIT EXPENDITURES	71100	Regular Instruction Program		
	189	Other Salaries & Wages		415.00
GRAND TOTALS				\$415.00

2.L. Approve Budget Amendment 141-71200 Special Education Program

Amend the 2022-23 141 General Purpose School Budget by debiting line item expenditures. Amendments are to include:				
DEBIT EXPENDITURES	71200	Special Education Program		
	207	Medical Insurance		4,200.00
GRAND TOTALS				\$4,200.00
Amend the 2022-23 141 General Purpose School Budget by crediting line item Expenditures. Amendments are to include:				
CREDIT EXPENDITURES	72220	Special Education Support Services		
	207	Medical Insurance		4,200.00
GRAND TOTALS				\$4,200.00

2.M. Approve Budget Amendment 141-72210 Regular Instruction Support Services

Amend the 2022-23 141 General Purpose School Budget by debiting line item expenditures. Amendments are to include:				
DEBIT EXPENDITURES	72210	Regular Instruction Support Services		
	524	In-service / Staff Development		2,400.00
GRAND TOTALS				\$2,400.00
Amend the 2022-23 141 General Purpose School Budget by crediting line item Expenditures. Amendments are to include:				
CREDIT EXPENDITURES	72210	Regular Instruction Support Services		

	212	Employer Medicare		2,400.00
GRAND TOTALS				\$2,400.00

2.N. Approve Budget Amendment 141-72250 Technology

Amend the 2022-23 141 General Purpose School Budget by debiting line item expenditures. Amendments are to include:

DEBIT EXPENDITURES	72250	Technology		
	722	Regular Instruction Equipment		12,000.00
GRAND TOTALS				\$12,000.00

Amend the 2022-23 141 General Purpose School Budget by crediting line item Expenditures. Amendments are to include:

CREDIT EXPENDITURES	72250	Technology		
	471	Software		12,000.00
GRAND TOTALS				\$12,000.00

2.O. Approve Budget Amendment 141-72310 Board of Education

Amend the 2022-23 141 General Purpose School Budget by debiting line item expenditures. Amendments are to include:

DEBIT EXPENDITURES	72310	Board of Education		
	513	Worker's Compensation Insurance		8,500.00
	534	Refund to Applicant for Criminal Investigation		1,000.00
	599	Other Charges		2,100.00
GRAND TOTALS				\$11,600.00

Amend the 2022-23 141 General Purpose School Budget by crediting line item Expenditures. Amendments are to include:

CREDIT EXPENDITURES	72310	Board of Education		
	207	Medical Insurance		11,600.00
GRAND TOTALS				\$11,600.00

2.P. Approve Budget Amendment 141-72710 Transportation

Amend the 2022-23 141 General Purpose School Budget by debiting line item expenditures.
Amendments are to include:

DEBIT EXPENDITURES	72710	Transportation		
	453	Vehicle Parts		2,500.00
GRAND TOTALS				\$2,500.00

Amend the 2022-23 141 General Purpose School Budget by crediting line item Expenditures.
Amendments are to include:

CREDIT EXPENDITURES	72710	Transportation		
	729	Transportation Equipment		2,500.00
GRAND TOTALS				\$2,500.00

2.Q. Approve Budget Amendment 141-72610 Operation of Plant

Amend the 2022-23 141 General Purpose School Budget by debiting line item expenditures.
Amendments are to include:

DEBIT EXPENDITURES	72610	Operation of Plant		
	410	Custodial Supplies		1,991.00
GRAND TOTALS				\$1,991.00

Amend the 2022-23 141 General Purpose School Budget by crediting line item Expenditures.
Amendments are to include:

CREDIT EXPENDITURES	72610	Operation of Plant		
	502	Building & Contents Insurance		1,991.00
GRAND TOTALS				\$1,991.00

2.R. Approve Budget Amendment 142-71300 Vocational Education Program

Amend the 2022-23 142 Federal Projects School Budget by debiting line item expenditures.
Amendments are to include:

		Subfund 802: Perkins Basic		
DEBIT EXPENDITURES	71300	Vocational Education Program		

	730	Vocational Instructional Equipment	3,774.00
GRAND TOTALS			\$3,774.00
Amend the 2022-23 142 Federal Projects School Budget by crediting line item Expenditures. Amendments are to include:			
CREDIT EXPENDITURES	72130	Other Student Support	
	524 PD	In-service / Staff Development	3,774.00
GRAND TOTALS			\$3,774.00

2.S. Approve Innovative School Model Grant Application - Attachment H

2.T. Approve 2023 Summer Learning Camp Salary Schedule

After School Supervisor	\$35.00 per hour
Bus Driver	\$104 per day
Cook	\$13.00 per hour
Educational Assistant	\$25.00 per hour
Janitor	\$13.00 per hour
Nurse	\$32.00 per hour
Office Worker	\$25.00 per hour
Student Apprentice	\$9.00 per hour
Teacher/Principal	\$42.03 per hour
Teacher/Principal Attendance Bonus	
Days Absent	Bonus
0 days	\$860
1 day	\$645
2 days	\$430
3 days	\$215

2.U. Approve 2023-24 Non-certified Employee Salary Schedule – Attachment I

2.V. Approve 4th & 5th grade Classroom Door Lock Bid - Attachment J

Install (19) push button classroom door locks for the bid price of \$11,060.92 to McCarthy, Jones & Woodard

2.W. Approve High School Band Room Carpet Replacement Bid – Attachment K

Replace high school band room carpet for the bid price of \$12,732.53 to Absolute Flooring

2.X. Approve High School Art Room Relocation Bid - Attachment L

Relocate high school art room to business education room for the bid price of \$20,600 to Beasley Construction.

2.Y. Approve Raney House Demolition Bid - Attachment M

Demolition of the Raney house property to the lowest bidder, Curtis Valentine for the bid price of \$10,000

2.Z. Consolidation of Policies 6.3071 & 6.3072 Student Alcohol and Drug Testing – Attachment N

2.AA. Annual Review of School Board Policies: Personnel 5.310 - 5.904

3. SCHOOL DISTRICT HIGHLIGHTS:

4. PRINCIPALS' REPORT:

4.A. Trousdale County Elementary School – Ms. Badru stated that the school's primary focus has been preparing for the final parent-teacher conference tomorrow. She stated that the school has moved to the practice of scheduling appointments, which is much more effective. She stated that the school will hold its final 3rd grade parent's meeting at 5:00 P.M. which is intended to inform parents about the options and implications of the new 3rd grade retention law. Ms. Badru discussed chronic absenteeism at her school stating that presently approximately (38) students are listed to take final examinations. Ms. Badru emphasized that the school is working hard to communicate with parents about the 3rd grade retention law, benchmarks, TCAP assessments, and the spring universal reading screener. She concluded by highlighting the positive impact that 4-H has upon our 4th and 5th grade students.

4.B. Jim Satterfield Middle School - Mr. McCall reported on the school's plan for disseminating student grades, particularly the most recent Q3 Benchmark reports to parents tomorrow for Parent-Teacher Conference. He stated that the school has sent letters home to parents emphasizing the importance of daily attendance including information about final examinations. Mr. McCall stated that the school's percentage of chronically absent students is greater than it has been in previous years. Mr. McCall highlighted the district's plan for orientating 8th graders for postsecondary success which includes college field trips to Volunteer State, Tennessee Tech, Cumberland University, and TCAT, the Career Exploration Fair and rising Freshman Orientation. Mr. McCall concluded by informing the Board about school activities that include the middle school beauty pageant and spring sports noting that the new baseball/softball facilities are well appreciated.

Mr. Atwood asked Mr. McCall about his perspective of how students that have been remanded to the alternative school may be limiting principal's disciplinary options due to the high volume of THC vaping offenses. Mr. McCall stated that he had approximately (8) students that had been remanded for zero tolerance THC vaping offenses. Mr. Kerr asked that Principals continue to work with Dr. Satterfield to address possible options to prevent overcrowding in alternative school for next year.

4.C. Trousdale County High School – Dr. Kuhn stated that the school has been busy with postsecondary success planning that includes a freshman visit to Cumberland University in addition to the activities Mr. McCall outlined. Dr. Kuhn announced that the school met its 90% FAFSA completion rate for 2023 and the college-going and ACT boards have been recently updated. He noted that the school will be holding its rising 9th grade parent meeting tomorrow where he will review graduation requirements and pathway options to parents. He discussed the upcoming Career Exploration Fair that will be held at the high school for rising

9th and 10th graders in addition to dual enrollment opportunities that will be offered by Cumberland University beginning in the fall of 2023. Dr. Kuhn concluded by recognizing Miriam Zarichansky for winning the Miss Trousdale Beauty Pageant, the girls' basketball team for winning the regular season district championship, and Rob Atwood for winning his second State Wrestling Championship.

4.D. Student School Board Representative - absent

5. DIRECTORS' REPORT:

5.A. Employment Notifications

Boykin, Alivia	High School Softball, Volunteer Assistant Coach
Stafford, Houston	Middle School Baseball, Volunteer Assistant Coach
Farrell, Nicole	High School Cook, resignation

5.B. Academic and Goal Updates – Dr. Satterfield provided a student enrollment count reporting that the district is (9) less students than the same time in 2022 noting that our student growth has leveled off since last year. He emphasized the time and effort of schools that go into the planning of parent-teacher conference and the need for all parents to attend these meetings that are essential to their child's education. Dr. Satterfield stressed the importance of parents to attend the 3rd grade parent's meeting and the rising 9th grade meeting both to be held tomorrow during parent-teacher conferences. He provided key dates and timelines for 3rd grade parents in navigating the 3rd grade retention law that includes the TCAP Retake on June 5, TCAP Appeals on June 7, and the ELA Post-test for students attending summer learning camp on June 29. Dr. Satterfield stated that the new TN ALL Corps tutoring for 4th graders will be held as part of the after school program where identified students must attend ELA tutoring for a minimum of 30 minutes, two times per week. Dr. Satterfield stated that he anticipates the legislature to reinstate rising 1st and 2nd grade summer camps in addition to rising kindergarten for the upcoming 2023 summer camp. He recommended that rising 1st and 2nd grade parents go ahead and complete registration. Dr. Satterfield updated the Board about the school district's new partnership with Cumberland University that will be providing dual enrollment opportunities as well as early college (to begin with the class of 2027) and a Grow Your Own Teacher Apprentice program in conjunction with Tennessee Workforce Development. He concluded by highlighting the high school as being a "FAFSA Champion" and the upcoming banner that goes along with the designation.

5.C. Project Updates – Dr. Satterfield stated that the baseball/softball restroom project is nearing completion with just a few items to address. He stated the new fencing had been ordered but that he did not have an installation timeline at this time. He highlighted the Board's work in replacing the carpet in the band room, the demolition of the Raney house, replacement of the 4th and 5th grade door locks, and the relocation of the art room at the high school.

6. NEW BUSINESS:

6.A. Policy Review - 6.200 Attendance - Attachment O

Provision to add five (5) non-school sponsored extracurricular activities per school year (as inserted on page. 4, lines 9-23) passed with a motion by Robert Atwood and a second by Racheal Petty.

Barbara Towns: Yea
Deanna Bode: Nay
John Kerr: Nay
Racheal Petty: Yea
Robert Atwood: Yea

6.B. Policy Review - 6.310 Dress Code - #2 Sleeves

No action taken due to no motion.

6.C. Policy Review - 6.310 Dress Code - # 3 Length of Shorts – Attachment P

Provision to allow shorts, dresses, and culottes to be worn 2” inches above the knee or longer (as stated on page 1, lines 14-15) passed with a motion by Racheal Petty and a second by Barbara Towns.

Barbara Towns: Yea
Deanna Bode: Yea
John Kerr: Nay
Racheal Petty: Yea
Robert Atwood: Yea

6.D. Policy Review - 6.310 Dress Code - #4 Holes in Clothing

Motion by Ms. Racheal Petty “to allow holes from the knee down or patches under the ripped jeans so that no skin shows” failed due to the lack of a second.

6.E. Policy Review - 6.310 Dress Code - #8 - Head Coverings (Caps)

Motion by Ms. Racheal Petty to allow students to wear hats in school failed due to the lack of a second.

6.F. Policy Review - 6.405 Medicines – After lengthy discussion, the Board appointed Ms. Petty, Ms. Towns, and Ms. Kathy Atwood, Health Coordinator, to a committee to review the policy and report back to the Board in April.

6.G. Policy Review - 6.411 Wellness – Attachment Q

Motion to accept the triennial assessment of Student Wellness policy 6.411 passed with a motion by Racheal Petty and a second by Barbara Towns.

Barbara Towns: Yea
Deanna Bode: Yea
John Kerr: Yea
Racheal Petty: Yea
Robert Atwood: Yea

7. ACCOUNT ANALYSIS:

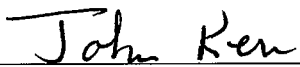
8. VENDOR CHECKS:

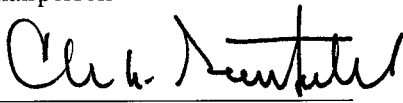
9. EXPENDITURES & ENCUMBRANCES:

10. ADJOURN:

Motion to Adjourn, passed with a motion by Racheal Petty.

Barbara Towns: Yea
Deanna Bode: Yea
John Kerr: Yea
Racheal Petty: Yea
Robert Atwood: Yea


Chairperson


Director of Schools

Trousdale County Board of Education

Bid Opening Sign-In Sheet

Location: Trousdale Co Board of Education

Project: Ice/Water Dispensers

Date: Friday, February 17, 2023

Time: 10:00 A.M.

Company	Representative in Attendance	Signature	Results
No bidders present			
TCBOE Representative	Angie Williams	Angie Williams	
TCBOE Representative	Kathy Atwood	Kathy Atwood	
TCBOE Representative			

Trousdale County Board of Education

Bid Opening Tabulation Summary

Location: Trousdale Co Board of Education

Project: Ice/Water Dispensers

Date: 02/17/23 @ 10:00 AM.

Company/Individual	Project/Asset	Bid Amount
No bidders present.		
Therefore, Kathy Atwood		
requested bids from:		
Amazon		\$15,303
Global Industrial		\$18,738
Webstaurent		\$15,663

*

Executive Decision made on 02/24/23 to purchase from Amazon

Trousdale County Board of Education

Bid Opening Sign-In Sheet

Location: Trousdale Co Board of Education

Project: AED Units

Date: Friday, February 17, 2023

Time: 10:00 A.M.

Company	Representative in Attendance	Signature	Results
No bidders present			
TCBOE Representative	Angie Williams	Angie Williams	
TCBOE Representative	Kathy Atwood	Kathy Atwood	
TCBOE Representative			

Trousdale County Board of Education

Bid Opening Tabulation Summary

Location: Trousdale Co Board of Education

Project: AED Units

Date: Friday, Feb. 17, 2023, 10:00 A.M.

Company/Individual	Project/Asset	Bid Amount
No bidders present	—	
Therefore Kathy Atwood requested		
quotes from:		
American AED		\$12,200 ⁰⁰
AED Superstore		\$15,552 ⁰⁰
AED Market		\$15,568 ⁰⁰

Executive Decision Made to Purchase AEDs
from American AED on 02/24/23.



Trousedale County Schools Request for Fundraising Activity

Attachment C

School: ☐ TCES ☐ JSMS ☐ TCHS

Student Group/Activity:

TCHS Cheer

Net Amount Expected/Goal:

4,650

Specific Purpose of the Fundraiser:

The specific purpose of this fundraiser is to have the students sell "days" in a month. This is a way of receiving donations in smaller amounts that add up to one larger amount. Each month will collect \$465 and multiplying that by 10 girls is \$4,650. It is more of a sponsorship than "buying" a product.

Specific Use of the Funds Acquired:

The fund will be used to pay for the students' camp clothing, shoes, and backpacks. Each student will have to purchase their camp attire and backpack, so by selling their calendars they are able to cut money from the overall total.

Describe how students will be involved in the fundraising activity:

The students will have a calendar month to sell. Each day will be up for purchasing, and they will ask teachers, family, and community members to buy/"sponsor".

Sponsor's Signature

3/8/23

Date

Principal's Signature

3/8/23

Date

Director's Signature

3/16/23

Date

Board Approved: _____

3/15/23



Trousedale County Schools Request for Fundraising Activity

Attachment D

School: ☐ TCES ☐ JSMS ☐ TCHS

Student Group/Activity:

TCHS Cheer

Net Amount Expected/Goal:

5,000

Specific Purpose of the Fundraiser:

The specific purpose of this fundraiser is to reach out to local businesses to see if they are interested in sponsoring the cheer program. Those who sponsor will be listed on the rosters sold at home football games under the header "TCHS Cheer is Proudly Sponsored by".

Specific Use of the Funds Acquired:

The funds will be used for items needed throughout the year such as extra bows, socks, poms, and uniform upkeep. My hope is that if this goes well we will be able to afford a new uniform this year, but that would only be possible if we exceed the amount listed.

Describe how students will be involved in the fundraising activity:

The upcoming team captains will meet me at local locations such as the banks, pharmacies, and grocery stores to ask for sponsors. These students will receive written permission from their parents to go to these locations. Any business that would need to be contacted over the phone or by email will be contacted by me.

Sponsor's Signature

3/8/23

Date

Principal's Signature

3/8/23

Date

Director's Signature

3/16/23

Date

Board Approved:

3/15/23



Trousedale County Schools
Request for Fundraising Activity

Attachment B

School: ☐ TCES ☒ JSMS ☐ TCHS

Student Group/Activity: JSMS Cheerleading

Net Amount Expected/Goal: \$720 / \$72 per girl

Specific Purpose of the Fundraiser:

The purpose of this fundraiser, is to help offset the individual cost of camp and practice attire for the 2023-2024 team. Practice attire includes 3 camp outfits, 5 additional shirts, and a bow. Total cost is about \$150 per girl.

Specific Use of the Funds Acquired:


Cheerleaders will receive a \$36 credit for each box sold (or \$0.45 per sucker). The money raised will be applied to each cheerleaders' individual account.

Describe how students will be involved in the fundraising activity:

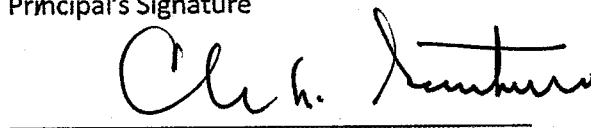
Middle school cheerleaders will sell lollipops, from old fashion candy company, outside of school. No candy will be sold on school grounds, during school hours.


Sponsor's Signature

3/8/23
Date

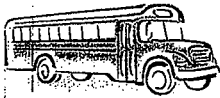

Principal's Signature

3-8-23
Date


Director's Signature

3/16/23
Date

Board Approved: 3/15/23



Trousdale County Schools Request for School Trip

Attachment F

(To be submitted to principal at least ten (10) days prior to the occurrence of trip)

School: ☐ TCES ☐ JSMS ☒ TCHS ☐ Other: _____
(Please specify)

Transportation Requested: ☐ Bus ☒ Van ☐ Car ☐ None
(Please indicate # of vehicles needed in boxes provided)

Destination: FBLA State Contest Marriot Convention Center

Address: 1 Carter Place, Chattanooga, TN

Date(s) of Event: April 2-5, 2023

Approximate Mileage: 302 (round trip) Student Fee: \$ 0

Group Attending: Future Business Leaders of America Approximate #: 7

Teacher(s) in Charge: Christie Sprinkles

Departure Time: 3:30 pm Return Time: 2:00 pm

How will students benefit from this trip? _____

Students will compete against other winners in business categories across the state of
tennessee in hopes of winning a chance to attend National Convention.

Lunch details: On our own

Parents or Chaperones: Rob Joines

Non-participating students or classes will _____

Have a substitute paid for by FBLA funds for Mr. Joines and Ms. Sprinkles

- Board Approved 3/15/23

For Central Office Use Only

[Signature]

Principal's Signature

[Signature]

Director's Signature

2/17/23

Date

3/16/23

Date

Transportation Director's Signature

Date

Assigned Bus Driver(s): _____

Surplus Stuff

1. 6' round tables once used in the HS cafeteria (8).
2. 10 sheets of 5V metal roofing approx. 12' long
3. 4 custom wheels and tires that came on the 2011 chevy truck that we just purchased.
4. Approximately 50 used bus tires.
5. 2004 Bobcat zero turn mower (has not been used in more than 5 years).
6. 1992 utility short bus (transmission is shot).
7. 2006 Thomas Safety Liner School Bus 78 pass.

History Log

Trousdale County (850) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/5/2022 8:37:06 AM	Jennifer Cothron	Status changed to 'Draft Started'.	S
	8/4/2022 5:23:39 PM	Spencer Yonce	Status changed to 'Not Started'.	S

Attachment H

Allocations			
Trousdale County (850) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Allocations			
	(1)	Innovative School Models (2)	Charter ISM
			Total
Original		\$1,500,000.00	\$0.00
Incoming Carryover		\$0.00	\$0.00
Outgoing Carryover		\$0.00	\$0.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Consortium		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
FER Released		\$0.00	\$0.00
Total		\$1,500,000.00	\$1,500,000.00

Cover Page

Trousdale County (850) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

* LEA ID#

850

* LEA Name

Trousdale County

Innovative School Model Point of Contact

* Name

Jennifer Cothron

* Email

jennifercothron@tcschools.org

* Phone

615-374-2193

Director of Schools

* Name

Clint Satterfield

* Email

clintsatterfield@tcschools.org

Phone Number

615-374-2193

* DUNS Number

100073451

* Unique Entity Identifier (UEI)

PFPHYBNYT6F9

ISM Overview

Trousdale County (850) Public District - FY 2023 - Innovative School Models (ISM) - Rev 0 - Innovative School Models

* Is this application a multi-district application?

☒ Yes

List all the school districts that will be collaborating.

☒ No

Instructions

Provide the enrollment for each school within the district. Please complete the appropriate column/s based on the grades at each school.

Important: If all schools within a district or multiple districts will be collaborating to develop a districtwide or multi-district Innovative School Model, the district or district serving as fiscal lead, will list one Project Name that will be used throughout the application. If individual high schools and middle schools, or groups of high schools and/or middle schools, will be developing their own Innovative School Model, the district will need to determine a name for each project and list the appropriate project name in the column beside each participating school. Please note that a Theory of Action and aligning Action Steps, Outcomes, and Evaluation and Sustainability Strategies are required for each project.

School Name and Grade Span	Grades 6-8 Enrollment	Grades 9-12 Enrollment	Project Name	School Allocation
Jim Satterfield Middle School 6, 7, 8	348		JSMS Career Exploration Expansion	\$500,000.00
Trousdale Co High School 9, 10, 11, 12		393	Strengthening TCHS Programs	\$1,000,000.00

Innovative School Model Components

Instructions Check all the components that will be implemented as part of the Innovative School Model/s. Elaborate on how the checked components will be implemented.

Grade Span 9-12

☒ Skill gaps between regional industry needs and the skill level of the students will be addressed.

Explain how.

Trousdale County High School provides several different pathways which progress through secondary and postsecondary and transition into aligned occupations. To support pathway progression, technical content and employability skills are provided through rigorous, high quality content and experiences necessary for success in high-skill, high-wage and/or in-demand occupations. Feedback from our advisory council and industry partners show a need for students to have employability skills such as communication, dependability and leadership. We strive to close these gaps when it comes to the needs of our industry partners by teaching soft skills in the classroom. When students participate in CTSO's they are also learning how to communicate with others, be a leader in their club and with their peers. They also are taught dependability as they work with partners in skills activities. Results of the Trousdale County School System's CLNA revealed both areas of strength and growth. Trousdale County Schools exceeded the state's performance level on Core Indicators 1S1, 2S1, 2S2, 2S3, 3S1 and 5S4. We are below state performance levels on Core Indicators 4S1 and 5S3. Students with disabilities performed lower in

each Core Indicator than all students. To address this gap, special education teachers will meet with CTE and general education teachers at the beginning of each year. Teachers will be informed of students that will be in their classes that have a disability, what that disability is and what accommodations need to be made in the classroom for that student to be successful. Throughout the year, special education teachers will follow up to make sure accommodations are working and brainstorm other things that might help the student be successful. This will occur during PD days and Power Fridays when students are released early. Trousdale County Schools will be innovative in closing gaps with industry needs through ISM funds. This will involve strong collaboration with partnerships including students, parents, teachers, and community leaders to align programming to specific needs through early post-secondary options including industry credentials. CTE educators will embed academic, technical and employability skills in their daily instruction. All students, including special populations, will be assessed with industry credentials aligned with the course they are enrolled in to determine proficiency in technical skills that are needed to demonstrate readiness for high skill, high wage, and/or in-demand employment opportunities.

- ✓ Early postsecondary opportunities will be expanded for students.

Explain how.

According to the National Student Clearinghouse data, 49% of graduating seniors in the class of 2020 attended post-secondary. The majority of students are enrolling in TCAT-Hartsville or a 2 year college. By offering additional early post-secondary opportunities through the expansion of programs with ISM funding, our students will be better prepared for post-secondary after graduation. Trousdale County has a strong partnership with TCAT-Hartsville. Students will have opportunities to take programs of study not offered by Trousdale County High School, including: welding, automotive, machine tool technology, computer information technology. TCAT-Hartsville will continue to provide instructors for Nursing and Mechatronics. Juniors and Seniors will have the opportunity to take courses during the summer which will expedite their TCAT experience and allow them the opportunity to graduate with a certificate/diploma sooner. Using ISM funds, Trousdale County Schools will expand the nursing classes by providing a larger classroom with equipment needed for hands on experience in preparation for the CNA exam. Upon successful completion of the CNA exam, students will have the skills needed to find employment in local health facilities or continue their nursing degree at TCAT-Hartsville or another post-secondary college/university. Mechatronics equipment will also be purchased with ISM funds. By purchasing this equipment, students will have more opportunities for hands on instruction with real world equipment that will allow for more competency and more students receiving their Siemens Level 1 industry certification. Trousdale County will start a Teaching as a Profession (TAPs) program. This will allow students the opportunity for two more dual enrollment courses. Trousdale County will partner with Cumberland University for dual enrollment opportunities. Students will take dual enrollment courses during their junior year. Courses will include: ED 201 Education as a Profession (1st semester) and ED 230 Exceptional and Culturally Diverse Students (2nd semester). During senior year, students will take Teaching as a Profession Practicum where they will have work based learning opportunities at local schools. This program will align to the "grow your own" initiative the district began during the 2021-22 school year. With ISM funds, the classroom will be outfitted with equipment needed to teach future teachers the skills needed for the youth of tomorrow.

- ✓ Students will have increased access to earn a postsecondary credential while in high school.

Explain how.

The majority of our students attend TCAT-Hartsville or a 2 year college after graduation. By offering early post-secondary opportunities through the expansion of programs with ISM funding, our students will be better prepared for post-secondary options after graduation. Students will receive an industry credential aligned to their program of study which will give them employability right after graduation. TCAT students will earn their certificate/diploma sooner by attending summer classes, therefore entering the work force earlier.

- ✓ Students will have increased access to earn an industry credential while in high school.

Explain how.

Trousdale County Schools will use local workforce data to strengthen and align CTE offerings to local and regional workforce demands. Equipment needed in each identified high skill, high wage, and/or in-demand career path will be purchased for the successful attainment of industry credentials. The district will partner with area industries for advisement on what equipment is necessary for successful attainment. Industries may include, but is not limited to, TCAT-Hartsville, Muheller Brass, are nursing homes, local agricultural farmers, local 4-H agent. Students will receive an industry credential aligned to their program of study which will give them employability right after graduation. Trousdale County Schools have reduced barriers by paying for industry credentials, which can be a financial concern for families. Trousdale County High School has become a tested center for CNA exams so students don't have to travel out of town. If needed, accommodations will be provided on all industry credentials so all students, including special populations, have equal opportunities.

- ✓ Work-based learning opportunities will be expanded for students.

Explain how.

Trousdale County will build a new greenhouse to replace the outdated one on the high school campus. This will provide students an up-to-date facility with state of the art technology. Students will grow and market plants to the community. Funds will go into the Ag account making this a self sustainable program. Trousdale County Schools will partner with local industry to expand job shadowing and work based learning opportunities. Trousdale County Schools will provide transportation during school hours to help eliminate barriers for all students, including special populations. Work based learning opportunities may include, but is not limited to: Business classes will work on the high school yearbook. Mechatronics students will job shadow at Muheller Brass during their junior and senior years. TAPs students will go to local schools/classrooms. Health Science students will participate in clinicals at area health facilities.

- ✓ Advisement and mentorship opportunities will be expanded and improved for students.

Explain how.

During advisory time at Trousdale County High School, CTE classrooms will expand the use of iCEV, a career exploration platform. The middle school will use eDynamic Learning in their career exploration courses: Career Awareness, Career Exploration and Career Advising & Planning. The guidance counselors at both the middle school and high school will receive training to become certified career advisors and a new guidance counselor will be hired to devote their time to advising incoming and current high school students as to the appropriate program of study for them and ensure their 6-year plan is followed and updated as needed. This will allow for more intentional career planning with students based on interest inventories that align with their selected program of study. By providing career exploration during the middle school years, students will become familiar with the programs of study offered through Trousdale County High School. Prior to their 9th grade year, students will hear teachers and students speak about their program of study, CTSO's associated with it and information about each program. High quality advisement and alignment between middle school and high schools students, families, faculty members and community members will be prioritized and utilized through ISM funding.

- ✓ Career awareness and exploration activities will be expanded and improved for students.

Explain how.

CTE teachers will continue to implement and develop iCEV in grades 9-12. Professional development will be provided to ensure fidelity with access to the platform. Post secondary and industry field trips will be scheduled throughout the school year as well as guest speaker invitations to CTE classrooms. Middle School students will have access to edynamics, a career exploration platform, as well as career exploration courses Career Awareness, Career Exploration and Career Advising & Planning. This will provide a seamless entry into high school and more students will be exposed to careers beginning in middle school.

Grade Span 6-8

- ✓ There will be activities implemented to increase awareness among rising 8th and 9th graders of ISM opportunities.

Explain how.

Trousdale County will implement the new Career Exploration courses using ISM funds, Career Awareness, Career Exploration, and Career Advisement. eDynamic Learning will be purchased and used as the platform for career exploration. Students in grades 6-8 will be assessed with a career interest inventory and aptitude assessment through YouScience and PreACT 8/9. Students will attend field trips to post secondary institutions, Vol State and TCAT-Hartsville and career fairs at Vol State and Trousdale County High School during their middle school years for exposure to programs taught at the high school level. During the summer, 7th and/or 8th graders will have the opportunity to participate in a TCAT summer enrichment program. Students will go to TCAT and spend time in each program of study offered. While there, they will get hands on experience in each program and hear from the instructor about their program and the opportunities they will have after completing that course. All of this will increase awareness for 8th graders as they prepare for their high school pathway and CTE programs.

- ✓ Students will have increased access to career assessments and advising.

Explain how.

eDynamic Learning will be implemented in grades 6-8 using ISM funds. This is a career exploration platform where students will have the ability to explore various careers before deciding on a high school pathway. Standards for the new courses, career awareness, career exploration and career advisement, will be taught by the middle school counselor. Students will be assessed with a career interest inventory and aptitude assessment through YouScience and PreACT 8/9. The middle school will host an 8th grade parent night each spring prior to high school to discuss assessment results. During this meeting, parents will be informed of the pathways available at the high school and, based on results, which pathway students are best fitted for. CTE teachers will travel to the middle school to promote career and CTE program awareness which will allow for better alignment and a seamless transition from middles school to high school pathways and CTE programs. The guidance counselors at both the middle school and high school will receive training to become certified career advisors. This will allow for more intentional career planning with students based on interest inventories that align with their selected program of study. The high school counselor, with information provided by the middle school counselor, will sit with each incoming freshman and create a 6-year plan based on assessment/inventory results. Both parents and students will sign off on this and each year the plan will be revisited and updated as needed. As students enter their senior year, the guidance department will focus on their postsecondary goals and begin making preparations to help students attain their goals. This will come in the form of FASFA completion, college application and scholarship completion and anything else deemed necessary for a successful entry to postsecondary.

- ☒ Middle school students will develop targeted plans for high school EPSO participation.

Explain how.

Field trips and career fairs for middle school students to post secondary institutions will provide exposure to programs that are available to them at the secondary level. By having access to a Certified Career Advisor during their middle school years, students will be better equipped with information to develop a well thought out plan for EPSO participation in high school. The middle school will hold an informational meeting for parents during the spring of student's 8th grade year to publicize dual enrollment opportunities as well as familiarize them with CTE offerings through Trousdale County High School and TCAT-Hartsville. The 6-year plan for each student will be revisited each year and updated as needed. Student level data will also be utilized to identify students with the potential to succeed in dual enrollment opportunities.

- ☒ Middle school students will have increased access to academic advising for high school course selection.

Explain how.

Middle school students will attend career fairs at Trousdale County High School to tour CTE programs before they register for high school courses. This will be a priority for 8th graders each year. The career advisement course will focus on personal and academic strengths as they apply to specific career and technical pathways. This course will focus on the financial obligations and options as it pertains to post secondary. Alignment and advisement will take place through advising activities with the career exploration teacher, middle school counselor and high school counselor to make sure all students are exposed to high school CTE programs and offerings beyond secondary as students move into post secondary and/or the workforce.

- ☒ Early CTE courses will be offered to middle school students that result a seamless pathway in secondary.

Explain how.

Career Exploration courses, as well as eDynamic Learning, will be implemented in grades 6-8 with ISM funding. Both will be directly aligned to career clusters offered through Trousdale County High School. Through interest inventories and aptitude tests given on the YouScience platform and PreACT 8/9, students will be matched to a career and will begin exploring pathways and careers-related to their interests/aptitudes. Exploration will take place as these young students are constantly changing and growing in their interest and aptitude. CTE teachers and CTSO officers will speak to 8th graders about programs of study and CTSO's offered at the high school and the number of guest speakers asked to visit will be expanded for exposure to careers through collaboration with career exploration teacher and area industries.

- ☒ Advanced courses will be offered to middle school students to enhance their innovative school model experience.

Explain how.

Innovative School Model Description

Instructions: Answer the following ensuring that appropriate information is provided for all Innovative School Model projects to be implemented.

* How have student, school, and/or partner needs informed your district's Innovative School Model/s (e.g., labor market needs, student performance data, postsecondary enrollment trends, etc.)?

Many data points have informed Troupdale County Schools Innovative School Model. According to the National Student Clearinghouse data, 49% of graduating seniors in the class of 2020 attended post-secondary. The majority of students are enrolling in TCAT-Hartsville or a 2 year college. According to the TSBA dashboard, Troupdale County has a total population of 10,231 and is a rural county. Troupdale County's poverty rate falls in the bottom half of the Upper Cumberland area with 4 counties falling below us. Students with disabilities and economically disadvantaged students continue to fall below all students in being identified as on-track and mastered on state assessments. These numbers will continue to drive Troupdale County School's ISM when it comes to eliminating barriers, closing gaps and allowing access and participation for all students. Regional market needs have been analyzed to address annual openings, median wages and projected job growth in the workforce region. We continue to strive in closing gaps when it comes to the needs of our industry partners. According to TSBA dashboard, there is growth within different occupations and pathways through agriculture. There is a 13% growth rate for Plant Systems with a projected growth of 166 new jobs. There are many agriculture occupations in the Upper Cumberland Region that continue to grow. Troupdale County High School will implement more opportunities in agriculture for students by constructing a new greenhouse using ISM funds. This will not only increase employability skills in agriculture, but will also give more students an opportunity to become a part of FFA which promotes leadership. Students will have the opportunity to earn post secondary credit through UT Martin. The expansion of CTE pathways to offer students what aligns with their interest and aptitude assessments will be a priority for Troupdale County Schools. With ISM funds, Troupdale County intends to implement a TAP's program (Teaching as a Profession). With a national teacher shortage and annual openings at the Elementary School level of 2,292, Middle School level of 946 and High School level of 1,502, there is a need for teachers. Our goal is to recruit high school students interested in education and train them so they will return back to their hometown to teach. Students will have early post secondary opportunities through Cumberland University as well as partnerships through WBL. As the health field continues to grow, there is a greater need for CNA students. For the 2023-24 school year, Troupdale County will need 2 nursing service classes due to the state requirement of no more than 15 per class. With ISM funds, Troupdale County will update a larger classroom to move the health science classes into. Up to date equipment will be purchased to align with the CNA exam. By purchasing this equipment, students will have more access to hands on skills training which will allow for more competency and more students receiving their CNA industry certification. Healthcare occupations are projected to grow 16% from 2022-2030. Wage and employment in health services is also projected to increase more than 14% adding 1.9 million new jobs. Mechatronics is an area of growth for our region. According to the TSBA dashboard and O*NET, projected growth for mechatronics is 8% with a projected employment of 924 new jobs and an annual opening of 1,336 jobs. Purchasing equipment used in industries that align with the Siemens Level 1 exam will provide more students with hands on skills training that will allow for more competency to pass the industry certification. Student outcomes in all areas lead to early post-secondary opportunities through various partnerships with business, industry and post secondary.

* Describe the project-based learning (PBL) experience/s that will be developed in conjunction with community partners at the middle school level. Specify the real-world and problem-solving opportunities that will be embedded.

Through ISM funding, students will have access to more project based learning opportunities beginning in middle school and continuing on through high school. eDynamics Learning will be purchased for middle school students. This program incorporates inquiry based learning to promote real world learning experiences. The resources provide a student centered approach that presents learners with real world scenarios, problems and challenges. The courses engage students to apply higher order thinking, content knowledge and technology skills to develop informed solutions. An example of a project in middle school: How do you improve the health of the community. Students would come up with as many questions related to the problem as possible and then determine how their questions should be answered and what resources to use, such as websites, interviews with community leaders, and other reputable sources. Then they engage in research to come up with their own solution. Health field professionals from area hospitals, doctor offices, or health care facilities would come and speak to the class concerning this project and bring in models for students to have hands on experiences to enrich their knowledge on exactly what health care is about. Students would the seamlessly enroll into the health science program of study.

* Explain how seamless alignment will be promoted in middle school to high school CTE programs of study.

Troupdale County will implement Career Exploration classes through ISM funding at the middle school. eDynamics Learning will be purchased using ISM funds. Engaging students is key. By offering a variety of CTE programs of study, students can try careers on -for-size and select what interests them most. Additionally, simulations-experiential learning opportunities-engages students on a whole new level. Learners immerse themselves in real world simulated scenarios where they make decisions for a business. Simulations can be done independently or collaboratively, both help learners develop interpersonal skill and their confidence. All students in grades 6-8 will be assessed with a career interest inventory and aptitude assessment through YouScience and PreACT 8/9.

Results will be shared with parents during 8th grade parent night in the spring before registration for high school. The high school and middle school counselors will take these results and work together to ensure each student signs up for the pathway best suited to their interests and aptitudes. This 6-year plan will be updated as needed throughout the students high school career. Field trips will be provided to postsecondary partners as well as to Trousdale County High School to tour CTE programs before they register for high school courses. Students will have the opportunity to hear from CTE teachers and CTSO officers during this time. They will learn about the program, what courses they will be taking, what kinds of classroom activities are involved and, should they choose to participate in a CTSO (which is highly recommended), what contests they will participate in and how this can further their learning of dependability, communication and leadership. During "transition day", when students visit the high school for a day, students will have the opportunity to explore a program of study they are interested in. This will be a priority for 8th graders each year.

*** How will the ISM Grant impact and change students' school experiences?**

The ISM grant will impact and change students' school experiences by giving them more options and opportunities when it comes to CTE programs and pathways. Trousdale County will implement Teaching as a Profession with ISM funds. Students with aspirations of becoming teachers will be able to have real world experiences with students in local classrooms before they graduate. They will also take 2 dual enrollment courses with Cumberland University. Once students leave high school, the district will employ these students as educational assistants and pay their college fees with the understanding that, upon graduation from postsecondary, they return to the district to teach for us. Each program of study will receive new equipment, based on industry partner recommendation, to teach the skills needed to pass industry certifications and become competent in their field of study and successful in postsecondary or the workforce. Students will have increased access to pathways through innovation regarding time, space and modes of learning. There will be numerous opportunities for students to gain post secondary credit while still in high school. This will be accomplished through dual enrollment, industry credentials and AP. Each program of study will have at least 2 dual enrollment and industry certification opportunities. Students attending TCAT-Hartsville will have the opportunity to attend summer classes between their junior and senior years and after graduation thus earning a certificate/diploma sooner. Students will also have more opportunities to enroll and engage in WBL opportunities throughout middle school and high school whether this be different modes of learning as it relates to in-person, hybrid or virtual. WBL will be expanded to include opportunities in each program of study through different local and area industries. Careers will be a priority for Trousdale County Schools, changing school experiences to be career driven will be transformational when it comes to impacting students and their family's future. Students will have more clarity when transitioning from middle to high school in CTE programs, pathways and careers in general.

Partnerships

Instructions: Provide information on each partnering organization. **Letters of support and/or Memorandums of Understanding (MOU) outlining how the partner will support the Innovative School Models are strongly encouraged.** These supporting documents may be uploaded to the Related Documents page of the application.

Project Partners - MOUs and/or Letters of Support from partners are strongly encouraged to be uploaded to the 'Related Documents' page.

Partner Name	Partner Type	Provide a brief description of how this partnership will be reimaged to support the ISM project.
Trousdale County Workforce Development	Community ▼	The Trousdale County Workforce Development will partner with Trousdale County Schools to assist in connecting businesses with the school system for work based learning opportunities. They will also help organize industry tours, guest speakers and participation in local career fairs.
Chamber of Commerce	Community ▼	The Chamber of Commerce will continue to support Trousdale County Schools with career exploration through the middle school career fair. We will utilize the Chamber when it comes to collaboration with work based learning opportunities.
TCAT-Hartsville	Educational ▼	Trousdale County Schools has a strong partnership with TCAT-Hartsville. TCAT-Hartsville will continue to allow Trousdale County High School students to attend their campus as juniors and seniors to take pathways not offered at the high school level: welding, automotive, machine tool technology, administrative office technology, computer information technology. They will also continue to provide instructors for mechatronics and health science while Trousdale County Schools will provide space and equipment. Beginning in the summer of 2023, TCAT-Hartsville will offer a bridge program for students to continue their course work during summer break.

JOB DESCRIPTION	FY23 Salaries	Days Budgeted	FY24 Proposed Salaries *includes 5% raise
Finance Supervisor - Central Office	58,242.69	261	61,154.82
Food Service Finance	4,655.44		4,888.21
Finance Assistant- Central Office	38,730.89	261	40,667.43
Attendance Supervisor	6,983.15		7,332.31
Food Service Assistant	2,327.72		2,444.11
Administrative Assistant - Central Office	28,624.56	261	30,055.79
Attendance Assistant	4,655.44		4,888.21
Elementary Instructional Coach	16,000.00	90	no change
Board Member - Work Session	86.00 per meeting		90.30
Board Member - Board Meeting	113.00 per meeting		118.65
Technology Coordinator	64,236.23	261	67,448.04
Technology Assistant	40,259.98	261	42,272.98
Coordinated School Health Supervisor	57,470.95	261	60,344.50
Food Service Supervisor	17,963.14	200	18,861.30
Coordinated School Health Secretary	19,077.14	200	20,031.00
Food Service Procurement	16,162.52	200	16,970.65
School Nurse LPN	33,572.82	200	35,251.46
School Nurse RN	40,873.99	200	42,917.69
School Nurse Assistant	21,644.48	192	22,726.70
Athletic Trainer	54,000.00	261	56,700.00
Afterschool / Detention Teacher	23,140.13	180	24,297.14
Attendance Clerk - ES	19,077.44	200	20,031.31
Attendance Clerk - MS	19,077.44	200	20,031.31
Attendance Clerk - HS	19,611.22	200	20,591.78
Bookkeeper - ES	19,077.44	200	20,031.31
Bookkeeper - MS	19,077.44	200	20,031.31
Bookkeeper - HS	24,652.52	220	25,885.15
Secretary - ES	24,064.75	220	25,267.99
Educational Assistant	15,892.08	192	16,686.68
Guidance Assistant - HS	19,076.13	190	20,029.94
Substitute Teachers (certified)	85.00 per day		No change
Substitute Teachers (non-certified)	75.00 per day		No change
Homebound Teacher	25.00 per hr		No change
Maintenance Supervisor (School)	34,256.44	261	35,969.26
Janitor (School)	13.00 per hr	261	13.65
Janitor (part-time)	13.00 per hr	180	13.65
Summer Maintenance	10.00 per hr		10.50
Field Maintenance \$8.64 per hour			*9.00
Football	3,000.00		
Softball	1,000.00		
Baseball	2,000.00		
Bus Drivers	104.00 per day	180	109.20
Full-time Sub Bus Driver	104.00 per day	180	109.20
Bus Mechanic	39,932.54	261	41,929.17
Bus Monitor	40.00 per day	180	42.00
Bus Monitor - Patty Scruggs	52.00 per day		54.60
Traffic Monitor - ES	15.76/15.76		No change
Sp.Ed. Van driver - part-time	60.00 per trip		63.00
Substitute Bus Driver	52.00/52.00		54.60/54.60
Cook	13.00/hr	180	13.65
Cook (part-time)	13.00/hr	180	13.65
Cafeteria Manager (HS,MS)	129.69 per day	190	136.17
Cafeteria Manager (ES)	145.72 per day	190	153.01
Substitute Cook	10.00 per hr		10.50

Afterschool Project Coordinator	12,025.00		
Afterschool Desk Clerk/Nurse	25.00 per hr		
Afterschool Tutor	25.00 per hr		
Afterschool Enrichment Teacher	25.00 per hr		
Afterschool Bus Driver	30.00 per day		
	22.41 per hr or applicable		
Afterschool Team Leader	overtime rate		
Afterschool Student Apprentice	10.00 per hr		
	10.00 per hour (or normal hourly wage + applicable		
Afterschool Data Assistant	overtime wage		
*Flat Rate Increase			

Bid Opening Sign-In Sheet

Project: TCES Door Locks

Date: March 7
Tuesday, February 28, 2023

Time: 11:00 A.M.

Company	Representative in Attendance	Signature	Results
MJW (McCarthy Jones and Woodard)	N/A - Hand delivered 8:00 AM.	03/02/23 @	\$11,060.92
TCBOE Representative	David Cothron	Dail Cothron	
TCBOE Representative	Ange Williams	Ange Williams	
TCBOE Representative			

Trousdale County Board of Education

Bid Opening Tabulation Summary

Location: Trousdale Co Board of Education

Project: TCES Door Locks

Date: March 7, 2023, 11:00 A.M.

Company/Individual	Project/Asset	Bid Amount
MJW	See Above	\$11,060.92

* Recommended



McCarthy, Jones & Woodard
P.O. Box 40445
Nashville, TN 37204-0445
Tel: 615-244-3208

Quote

Quote # : 436331
Quote Date : Mar 2, 2023
Expiration Date : Apr 1, 2023

Customer:
Customer Pickup
650 Southgate Ave.
Nashville, TN 37203

Ship To:
Customer Pickup - Tax Exempt
650 Southgate Ave.
Nashville, TN 37203

Account Code : COD
Terms : COD
Customer Job # :
Salesperson : Josh Sing
Order Name : David / Trousdale ES / Locksets

Purchase Order # :
Shipped Via : Customer Pickup

19 ea. Entry/Office Locksets

Qty Product Description

19 Lockset LC 10G24 LL 26D

Description

Remove 19 locksets. Install new locksets reuse existing cores.

Price

1,320.00

Pre-Tax Total : 11,060.92

TN - Tennessee Exempt : 0.00

Quote Total : 11,060.92

Prices are F.O.B. _____ no state or local sales tax included in this quote.

Terms: Net Cash 30 days from date of each invoice, payable in the office of the Company.

A service Charge at legal rate may be charged after maturity of invoice. Acceptance of this quotation by you shall constitute a contract.

ACCEPTED:

Purchaser

Printed Mar 2, 2023 7:28 AM

Page 1 of 1

Trousdale County Board of Education

Bid Opening Sign-In Sheet

Location: Trousdale Co Board of Education

Project: TCHS Band Room Flooring Replacement

March 7

Date: Tuesday, February 28, 2023

Time: 11:00 A.M.

Company	Representative in Attendance	Signature	Results
Absolute Flooring	N/A - Bid emailed to Cinti Satterfield 02/24/23	Cinti Satterfield	\$12,732.53
TCBOE Representative	David Cothron	David Cothron	
TCBOE Representative	Angie Williams	Angie Williams	
TCBOE Representative			

Trousdale County Board of Education

Bid Opening Tabulation Summary

Location: Trousdale Co Board of Education

Project: TCHS Band Room Flooring Replacement

March 7

Date: Tuesday, February 28, 2023, 11:00 A.M.

Company/Individual	Project/Asset	Bid Amount
Absolute Flooring	See Above	\$12732.53

* Recommended

Proposal

Page 1

Absolute Flooring Inc.
473 Hope Court
Gallatin TN 37066
615-206-1087
615-206-1089



www.absoluteflooringinc.com

Proposal #: 23152
Sale Date: 2/24/2023
Next Install:
Sales Rep: Kevin Slayton
Cust. PO:

SOLD TO:

Trousdale County Schools

Hartsville, TN 37074

SHIPPED TO

NCPA Contract TC High School (Band Room)

MATERIALS	COMMENTS	QUANTITY	PRICE	TOTAL
1 Network 24x24	Index	1728 SqFt	\$3.15	\$5,443.20
2 Network 12x48	Crisscross	144 SqFt	\$3.15	\$453.60
3 Kinetex Adhesive	4 Gallon	2 Each	\$128.87	\$257.74
5 Flexco Base-2000 (4" x 4' x 1/8") (in stock)	TBD	240 LnFt	\$1.70	\$408.00
6 Mapei 575 Cove Base Adhesive 29oz Cartridge (in stock)	50 LFT Per Cartridge	7 Each	\$11.37	\$79.59
9 Freight	Freight	1728 Each	\$0.15	\$259.20

LABOR	COMMENTS	QUANTITY	PRICE	TOTAL
1 NCPA Carpet Tile Install		192 SqYrd	\$8.75	\$1,680.00
2 NCPA Demo Carpet		192 SqYrd	\$3.40	\$652.80
4 NCPA Minor Prep		1728 SqFt	\$1.05	\$1,814.40
5 NCPA Cove Base Install		240 LnFt	\$1.10	\$264.00
7 NCPA Additional for complex installation		4 Each	\$45.00	\$180.00
8 NCPA Recycle and disposal		2 Each	\$100.00	\$200.00
10 NCPA Other Services (Project Management Fee)		5200 Each	\$0.20	\$1,040.00

Comments: Net Due: 30 Due to rapidly rising cost of goods and raw material, this proposal is good for 15 days from the "Sale Date".

SubTotal: \$12,732.53
Exempt: \$0.00
Total: \$12,732.53
Payments: \$0.00
Balance: \$12,732.53

* The company agrees to sell, deliver and, if specified, arrange for the installation of the materials listed above. On the reverse side and/or on attached sketches and specification sheets.

* Unforeseen needed sub floor repairs are not included in proposal and may require additional cost.

* Installation: If installation is specified, it is understood that the company may authorize a contractor, licensed where required, to make installation of the materials and the customer authorizes the company:

(1) To issue to said contractor an installation work order with the specifications set forth herein; (2) to inspect installation upon completion thereof; (3) to pay the contractor his charges for such inspection.

* Any changes made by the customer in the above specifications necessitating additional materials or labor shall not be included or covered by this contract, but shall be provided for under separate and additional orders from the customer.

* Customer agrees that the Company shall be entitled to recover all costs incurred, including reasonable attorney's fees, in the event the Company must file legal action or otherwise retain legal counsel for purposes of attempting to collect amounts owed by Customer under this contract.

* The contract shall constitute the entire agreement between the parties. Verbal understandings and agreements shall not be binding unless set forth herein, and this contract may not be cancelled or modified without the express written consent of the company.

Payment: Customer Agrees to pay the company the total balance as follows:

____ Credit or Debit Card

____ Cash on Completion - Payment of full balance is due upon delivery and/or installation of the specified materials at the installation address.

Customer Signature

Date

Trousdale County Board of Education

Bid Opening Sign-In Sheet

Location: Trousdale Co Board of Education

Project: Move TCHS Art Room to Business Ed Classroom

Date: March 7
Tuesday, February 28, 2023

Time: 11:00 A.M.

Company	Representative in Attendance	Signature	Results
Beasley Construction Co.	N/A - Hand delivered on 03/07/23 @ 8:00 AM. to David Cothron		\$20,600.00
TCBOE Representative	David Cothron	David Cothron	
TCBOE Representative	Angie Williams	Angie Williams	
TCBOE Representative			

Trousdale County Board of Education

Bid Opening Tabulation Summary

Location: Trousdale Co Board of Education

Project: Move TCHS Art Room to Business Ed Classroom

March 7

Date: Tuesday, February 28, 2023, 11:00 A.M.

Company/Individual	Project/Asset	Bid Amount
Beasley Construction Co	See Above	\$ 20,600 ⁰⁰

* Recommended

BEASLEY
CONSTRUCTION COMPANY, LLC

240 Harris Branch Road
Hartsville, TN 37074
Office: 615-374-2219
Fax: 615-374-2957

March 6, 2023

Troudale County Board of Education
Attn: Clint Satterfield
Lock Six Road
Hartsville, TN 37074

BID PROPOSAL

Remodel existing classroom to Art Room with countertops and sinks at the High School location

Total Bid \$ 20,600.00

Trousdale County Board of Education

Bid Opening Sign-In Sheet

Location: Trousdale Co Board of Education

Project: Demo of Raney House

Date: March 7
Tuesday, February 28, 2023

Time: 11:00 A.M.

Company	Representative in Attendance	Signature	Results
Beasley Const. Co	N/A - Hand delivered	by Lewis Beasley 03/07/23 - 8:00 AM	\$29,500 ⁰⁰
Curtis Valentine Trucking	N/A - Hand delivered	by Curtis Valentine 3/7/23 - 10:00 AM	10,000 ⁰⁰
TCBOE Representative	David Cothron	David Cothron	
TCBOE Representative	Angie Williams	Angie Williams	
TCBOE Representative			

Trousdale County Board of Education

Bid Opening Tabulation Summary

Location: Trousdale Co Board of Education

Project: Demolition of Raney House @ 200 Damascus Ave

Date: March 7, Tuesday, February 28, 2023, 11:00 A.M.

Company/Individual	Project/Asset	Bid Amount
Beasley Construction	See above	\$ 29,500 ⁰⁰
Curtis Valentine Trucking	"	\$ 10,000

* Recommended

BEASLEY
CONSTRUCTION COMPANY, LLC

240 Harris Branch Road
Hartsville, TN 37074
Office: 615-374-2219
Fax: 615-374-2957

March 6, 2023

Troudale County Board of Education
Attn: Clint Satterfield
Lock Six Road
Hartsville, TN 37074

BID PROPOSAL

Demolition and removal of old house – 200 Damascus Street
(with utilities marked through correct authorities)

Total Bid \$ 29,500.00

Curtis Valentine Trucking
2190 Oldham Rd.
Hartsville, TN
(615) 293-3577

779127

Invoice

SOLD TO		SHIPPED TO		VIA	
ADDRESS		ADDRESS			
CITY, STATE, ZIP		CITY, STATE, ZIP			
CUSTOMER ORDER NO.	SOLD BY	TERMS	F.O.B.	DATE	

Bid for the demolition of
a house and the removal
of the footers in Hartsville, TN

Jobs to be Completed:

1. House Demolition
2. Removal of Footers

Total Job Estimate: \$ 10,000.⁰⁰

Curtis Valentine
(615) 293-3577

- Please call or text with
any questions.

Thank you!

Trousdale County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Student Alcohol and Drug Testing	Descriptor Code: 6.3072	Issued Date: 03/15/23
		Rescinds: 6.3072	Issued: 04/24/19

The possession and/or use of illegal drugs, and the misuse of prescription drugs is prohibited. The distribution, abuse, or misuse of over the counter medications or other chemicals or substances is likewise prohibited. Students will be notified in writing at the beginning of each school year or at the time of enrollment that they shall be subject to testing for drugs and alcohol during the school year.¹ The board will pay costs of any testing required pursuant to this policy.²

Reasonable Suspicion Drug Testing

Principals are authorized to order drug tests for individual students when there is a reasonable cause to believe that:³

1. A school board policy on alcohol and drug use has been violated;
2. A search of lockers has produced evidence of the presence of drugs and/or alcohol;
3. A search of persons and containers has produced evidence of a presence of drug and/or alcohol;
4. A search of vehicles has produced evidence of the presence of drugs and/or alcohol; or
5. Through observation or other reasonable information reported by a teacher, staff member or other student that a student is using and/or under the influence of drugs and/or alcohol on school property.

Prior to performing a drug test on a student based on reasonable suspicion, the following conditions must be met:

1. A particular student has violated school policy;
2. The test will yield evidence of the violation of school policy or will establish that a student either was impaired due to drug use or did not use drugs;
3. The test is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision and education of students;
4. The test is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and
5. Tests shall be conducted in the presence the Principal/designee.

1 Upon receiving reasonable information, the principal shall take the following steps:

- 2 1. Call the student into the principal's office or another private place;
- 3
- 4 2. Summon an appropriate qualified witness;
- 5
- 6 3. Discuss with the student the basis for the determination that a test is necessary;
- 7
- 8 4. Inform the student of the procedures which shall be followed in administering the test;
- 9
- 10 5. Notify the parent or guardian of the student of the impending test; and
- 11
- 12 6. Give the student an opportunity to decline the test and inform the student that if the test is not
- 13 taken the penalty shall be suspension from school and a hearing before the disciplinary hearing
- 14 authority.

15 No student who tests positive under a random drug testing program shall be suspended or expelled
16 from school solely as the result of the positive test.⁵

17 **Random Drug Testing of Students Participating in Extracurricular Activities⁴**

18 Extracurricular activity is defined as voluntary participation in activities not falling within the scope of
19 regular curriculum and carrying no academic credit. Extracurricular participation in high school
20 athletics, cheerleading, and band is a privilege and not a right. Students taking part in these activities
21 will be tested prior to the beginning of the first game of the season each school year and shall be
22 subject to random drug tests throughout the school year, as long as they participate that year.

23 Testing procedures will be developed by the Director of Schools and approved by the Board of
24 Education. It is the intent of the Board that the procedures are carried out uniformly, fairly, and
25 confidentially to ensure the reliability and validity of the program.

26 Parents and students shall be informed of this policy prior to participation and shall sign a consent to
27 the drug testing and a release of information as a condition of participation.

28 **Drug Testing Process**

29 The appropriately qualified and trained witness shall take the student to a designated place in the
30 school and collect a specimen from the student. The specimen shall be taken in a manner which will
31 ensure the integrity, validity, and accuracy of the test results but are minimally intrusive and provide
32 maximum privacy to the tested student.

33 The type of specimen taken shall depend on the substance in question and the test performed on the
34 specimen shall be appropriate for accurate detection of the substance in question. Once taken, the
35 principal shall give the specimen an identifying number which in no way will reveal the identity of the
36 student.

37 The principal will forward the specimen for analysis to a laboratory accredited by the Tennessee
38 Department of Health and Environment and designated by the Board. Specimens shall be retained for
39 ten (10) days.⁶

1 Upon receiving a written, certified copy of the analysis from the laboratory, the principal shall do one
2 of the following:⁷

- 3 1. If the results of the analysis are negative, they shall be reported as negative and all evidence of
4 the individual test, including all records in the school that the test was ordered and the reasons
5 therefore, shall be destroyed and expunged.
6
- 7 2. If the results of the analysis are positive, the student and parents or guardian shall be given
8 notice of the result. All records of the test, request for a test or indication a student has been
9 tested shall be confidential student records in accordance with state law.⁸

10 The board will provide students testing positive an assessment to determine the severity of the
11 student's alcohol and drug problem and a recommendation for referral to intervention or treatment
12 resources as appropriate.⁹

13 Penalties

14 First violation will result in suspension from all sports, cheerleading, and band for a period of 365
15 calendar days from the date of the positive test analysis. First offense students will be counseled along
16 with the parents by a health care professional. The counseling will be documented by a health care
17 professional and a copy of the documentation shall be provided to the principal before returning to
18 participation.

19 Second violation will end all participation throughout the student's high school career.

20 Nursing education students shall not be disciplined other than prohibited from clinical participation for
21 positive test analysis conducted within the scope of the nursing education program.

22 Malicious use of authority granted by this policy by any school personnel may be grounds for
23 dismissal.¹⁰

Legal References

1. TCA 49-6-4213
2. TCA 49-6-4213(g)
3. TCA 49-6-4213(a)(1)
4. TCA 49-6-4213(a)(2)
5. TCA 49-6-4213(k)(2)
6. TCA 49-6-4213(d)
7. TCA 49-6-4213(j)-(k)
8. TCA 10-7-504
9. TCA 49-6-4213(l)
10. TCA 49-6-4213(m)

Trousdale County Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Attendance	Descriptor Code: 6.200	Issued Date: 03/15/23
		Rescinds: 6.200	Issued: 07/21/22

1 *General*

2 Attendance is a key factor in student achievement; therefore, students are expected to be present each
3 day school is in session.

4 The Director of Schools/designee shall ensure that this policy is posted in each school building and
5 disseminated to all students, parent(s)/guardian(s), teachers, and administrative staff.

6 The Attendance Supervisor shall oversee the entire attendance program which shall include:¹

- 7 1. All accounting and reporting procedures and their dissemination;
- 8
- 9 2. Alternative program options for students who severely fail to meet minimum attendance
- 10 requirements;
- 11
- 12 3. Ensuring that all school age children attend school;
- 13
- 14 4. Providing documentation of enrollment status upon request for students applying for new or
- 15 reinstatement of driver's permit or license; and
- 16
- 17 5. Notifying the Department of Safety whenever a student with a driver's permit or license
- 18 withdraws from school.²

19 Student attendance records shall be given the same level of confidentiality as other student records.
20 Only authorized school officials with legitimate educational purposes may have access to student
21 information without the consent of the student or parent(s)/guardian(s).³

22 Absences shall be classified as either excused or unexcused as determined by the Principal. Students are
23 allowed five (5) parental verifications per school year that may serve as excused absences. Excused
24 absences shall include:⁴

- 25 1. Personal illness/injury;
- 26
- 27 2. Illness of immediate family member;
- 28
- 29 3. Death in the family;
- 30

4. Extreme weather conditions;
5. Religious observances;⁵
6. Pregnancy;
7. Summons, subpoena, or court order; or
8. Circumstances which in the judgment of the principal create emergencies over which the student has no control.

The principal shall be responsible for ensuring that:⁶

1. Attendance is checked and reported daily for each class;
2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent for the majority of the day;
3. All student absences are verified;
4. Written excuses are submitted for absences and tardiness; and
5. System-wide procedures for accounting and reporting are followed.

TRUANCY

Annually, the Director of Schools/designee will provide written notice to parent(s)/guardian(s) that attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled school day in order to be counted present. Students may attend part-time days, alternating days, or for a specific amount of time as indicated in their Individualized Education Plan or 504 Plan and shall be considered present for school attendance purposes. If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s) and the school district provides transportation, unexcused absences from these programs shall be reported in the same manner.⁷

Three (3) unexcused tardies and/or early dismissals shall equal one (1) day unexcused absence for student exemptions and extracurricular participation.

A student who is absent three (3) days without adequate excuse shall be reported to the Director of Schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's absence. If a parent/guardian does not provide documentation within adequate time excusing those absences or request an attendance hearing, then the Director of Schools/designee shall implement the progressive truancy intervention plan described below prior to referral to juvenile court.

1 *Progressive Truancy Plan*⁸

2 Prior to referral to juvenile court, the following progressive truancy plan will be implemented. The
3 Director of Schools/designee shall report student's absences to the appropriate judge when the
4 parent/guardian is unwilling to cooperate in the progressive truancy plan.

5 **Tier I**

6 Tier I of the progressive truancy plan shall apply to all students within the district that have accumulated
7 three (3) days absence without adequate excuse and shall include school wide prevention-oriented
8 supports to assist with satisfactory attendance. These supports shall include, but are not limited to;

- 9 1. School attendance clerk notifies parent/guardian of absences and inquires of student's absences.
10 2. An individual assessment by the school guidance counselor, school nurse, or principal of the
11 school into the reasons the student continues to be absent from school.
12 3. The student maybe referred to counseling, school-based services, or other in-school or out of
13 school services aimed at addressing the student's attendance problems.

14 **Tier II**

15 Tier II of the progressive truancy plan shall be implemented after the student accumulates five (5) days
16 absence without adequate excuse, but before referral to juvenile court, and includes the following:

- 17 1. An attendance conference shall be held with the student and the student's parent/guardian.
18 2. An attendance contract shall be developed and signed by the student, the student's
19 parent/guardian, school principal, and the attendance supervisor. The contract shall include all of
20 the following:
21 a. Specific description of the school's attendance expectations for the student;
22 b. The period for which the contract is effective.
23 c. Penalties for additional absences and alleged school offences, including additional
24 disciplinary action and potential referral to juvenile court, and
25 d. Regularly scheduled follow-up meetings to discuss the student's progress.
26
27 3. A school employee shall conduct an individualized assessment detailing the reasons a student
28 has been absent from school. The employee may refer the student to counseling, community-
29 based services, or other services to address the student's attendance problems.

30 **Tier III**

31 Tier III interventions shall be implemented when Tier II truancy interventions are unsuccessful and
32 before referral to juvenile court, and includes the following:

- 33 1. The intervention shall include a reconvening of the student's attendance hearing.
34 2. Tier III interventions shall consist of one (1) or more of the following to improve attendance
35 and behavior:
36 a. School-based community service;
37 b. After school course work including Saturday School to make-up assignments in order to
38 improve grades;

- c. After school work on Power Fridays to make-up assignments in order to improve grades;
- d. Course work on designated professional development days to make-up assignments in order to improve grades.
- e. Suspension from extracurricular activities until the principal determines that attendance becomes satisfactory.

The interventions shall address students' needs in an age-appropriate manner. Finalized plans shall be approved by the Director of Schools/designee.

NON-SCHOOL SPONSORED EXTRACURRICULAR ACTIVITY⁹

A principal may excuse a student to participate in non-school sponsored extracurricular activities. The principal shall document the approval in writing and shall excuse no more than five (5) absences each school year. No later than seven (7) business days prior to the student's absence, the student shall provide documentation to the school as proof of the student's participation along with a written request for the excused absence from the student's parent/guardian. The request shall include the following:

1. Student's name and personal identification number;
2. Student's grade;
3. The dates of the student's absence;
4. The reason for the student's absence; and
5. The signatures of the student and parent/guardian.

MAKE-UP WORK

Students shall be allowed to make-up all tests, coursework and assignments for days which students submit an excused absence to the teacher. The make-up work must be completed within a reasonable time period as determined by the principal.

STATE-MANDATED ASSESSMENT

Students who are absent the day of the scheduled State TCAP assessments shall present a signed doctor's excuse or have been given an excused release by the principal prior to testing to receive an excused absence. Students who have excused absences will be allowed to take a make-up exam. Excused students will receive an incomplete in the course until they have taken the EOC exam.

Students who have an unexcused absence shall receive a failing grade on the TCAP assessment which shall be averaged into their final grade.

CREDIT/PROMOTION DENIAL

1 Credit/promotion denial determinations may include student attendance; however, student attendance
2 may not be the sole criterion.¹¹ If attendance is a factor prior to credit/promotion denial, the following
3 shall occur:

- 4 1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of
5 credit/promotion denial due to excessive absenteeism; and
6
- 7 2. Procedures in due process are available to the student when credit or promotion is denied.

8 DRIVER'S LICENSE REVOCATION²

9 A student who has more than ten (10) consecutive or fifteen (15) unexcused absences during any
10 semester shall be ineligible to retain a driver's permit or license.

11 ATTENDANCE HEARING¹²

12 Students with excessive (more than five (5)) unexcused absences or those in danger of credit/promotion
13 denial shall have the opportunity to appeal to an attendance hearing committee appointed by the
14 principal. If the student chooses to appeal, the student or his/her parent(s)/guardian(s) shall be provided
15 written or actual notice of the appeal hearing and shall be given the opportunity to address the committee.
16 The committee will conduct a hearing to determine if any extenuating circumstances exist to excuse an
17 absence(s) or to determine if the student has met attendance requirements that will allow him/her to pass
18 the course or be promoted. Upon notification of the attendance committee decision, the principal shall
19 send written notification to the Director of Schools/designee and the parent(s)/guardian(s) of the student
20 of any action taken regarding the excessive unexcused absences. The notification shall advise
21 parent(s)/guardian(s) of their right to appeal such action within two (2) school days to the Director of
22 Schools/designee.

23 The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

24 Within five (5) school days of the Director of Schools/designee rendering a decision, the student's
25 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.
26 Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee.
27 The action of the Board shall be final.

Legal References

1. TCA 49-6-3006
2. TCA 49-6-3017(c); Public Acts of 2022, Chapter No. 878
3. 20 USCA § 1232g
4. TRR/MS 0520-01-02-.17(5); State Board of Education Policy 4.100
5. TCA 49-6-2904(b)(5)
6. TCA 49-6-3007
7. TCA 49-6-3021
8. TCA 49-6-3007; TCA 49-6-3009
9. TCA 49-2-203(b)(7); TCA 49-6-3002(b)
10. TRR/MS 0520-01-02-.17(7)

Cross References

School Calendar 1.800
Extracurricular Activities 4.300
Interscholastic Athletics 4.301
Field Trips/Excursions/Competitions 4.302
Reporting Student Progress 4.601
Promotion and Retention 4.603
Recognition of Religious Beliefs, Customs, & Holidays 4.803
Voluntary Pre-K Attendance 6.2011
Homeless Students 6.503
Students in Foster Care 6.505
Students from Military Families 6.506
Student Records 6.600

Trowsdale County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Dress Code	Descriptor Code: 6.310 Rescinds: 6.310	Issued Date: 03/15/23 Issued: 07/21/22
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1 The dress and grooming of students shall be neat and clean as to, promote a positive educational learning
2 environment.

3 The principal shall take appropriate action when a student's apparel disrupts educational activities and
4 processes of the school, which may include suspension.

5 Principals, faculty and staff members will enforce the student dress code. The principal will be the final
6 judge about whether a student's clothing is appropriate for school or is a distraction to the learning
7 environment.

8 Requirements for student dress in all schools:

- 9 1. Students may wear cloth or disposable protective face covering indoors and on school buses.
- 10
- 11 2. All shirts and blouses must cover midriff, back, sides and all undergarments including bra
- 12 straps at all times. All shirts, tops, and dresses shall have sleeves and cover the shoulders.
- 13
- 14 3. Shorts, skirts, divided skirts, dresses and culottes are allowed. Each must be hemmed and be 2
- 15 inches at the top of the knee or longer.
- 16
- 17 4. All trousers, pants or shorts must be worn at the waist totally covering undergarments at all
- 18 times, including boxer shorts. Pants and trousers must be worn with both legs down (not one leg
- 19 rolled up), and may not extend past the sole of the shoe. No holes, rips or tears shall exist on
- 20 any garment.
- 21
- 22 5. All coats (outerwear) shall not be worn inside the building during the school day.
- 23
- 24 6. All clothing and accessories shall be free of the following: profanity; weapons; sexually
- 25 suggestive phrases or images; racial or ethnical slurs / slogans; gang symbols or disruptive
- 26 groups; alcohol, tobacco, drugs or advertisements for such products.
- 27
- 28 7. Safe and appropriate footwear must be worn at all times, shoe laces must be tied or tucked in
- 29 shoes. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, cleated
- 30 shoes and bedroom slippers.
- 31
- 32 8. No head coverings exceeding 2 ½ inches in width shall be worn inside the building (except for
- 33 religious or medical reason). Bandanas may not be worn anywhere on one's person.
- 34
- 35 9. No curlers, picks, combs, or hair rakes in the hair.

10. No sunglasses or permanently tinted glasses (without prescription).

11. No dog collars, chains, wallet chains, safety pins, spike jewelry or fishhooks worn as jewelry, accessories or ornamentation.

12. No gloves in the building.

13. No pajamas, loungewear, dorm pants.

14. No fringed garments worn in shop areas which contain machinery.

15. No clothing that would impair the health and safety of the student during the normal school day.

16. Athletes, band members, cheerleaders may wear team issued apparel on game days.

17. Principals may alter the dress code not to exceed eight (8) days during a school year.

Further clarification / other requirements:

a. Form fitting leotard/spandex type clothing (including sports bras, camisoles, tank tops) is not allowed unless proper outer garments cover it. (Leggings, tights, skinny jeans, and jeggings) are not allowed unless the hips are covered by proper garments.

b. See through or mesh fabric clothing may only be worn over clothing meeting requirements.

c. Clothing not properly buttoned, zipped, fastened, or with inappropriate holes or tears shall not be worn.

d. Clothing and footwear traditionally designed as undergarments or sleepwear shall not be worn as outer garments.

Cross References

Discipline Procedures 6.313
Suspension/Expulsion/Remand 6.316

Trousdale County Schools Wellness Policy Assessment March 2023

Trousdale County School Wellness Plan states the board recognizes the value of proper nutrition, physical activity, and other health conscious practices and the impact that such practices have on student academic achievement, health and wellbeing. In order to provide an environment conducive to overall student wellness, this policy shall be used as a guideline by schools in the district.

The purpose of this assessment is to determine how well the policy and related guidelines conform to the state mandated objectives related to school health.

Commitment to Coordinated School Health

1. Objective:

All schools shall implement the CDC's Coordinated School Health approach to managing new and existing wellness related programs and services in schools and the surrounding community based on State law and State Board of Education CSH standards and guidelines. The district's CSH Coordinator shall be responsible for overseeing compliance with State Board of Education CSH standards and guidelines in the school district.

☒ In compliance ☐ In the process of becoming compliant ☐ Not compliant

School Health Advisory Council

1. Objective:

A district school health advisory council shall be established to serve as a resource to school sites for implementing policies and programs and develop an active working relationship with the county health council. The council consist of individuals representing the school and community, including parents, students, teachers, school administrators, health professionals, school food service representatives, and members of the public.

☒ In compliance ☐ In the process of becoming compliant ☐ Not compliant

2. Objective:

The Health Advisory Council can assist in developing, implementing, monitoring, reviewing and as necessary, making recommendations as to physical activity and nutrition policies.

☒ In compliance ☐ In the process of becoming compliant ☐ Not compliant

3. Objective:

Ensure all schools within the district create and implement an action plan related to all School Health Index modules. The results of the action plans will be reported to the council annually. Each school will have a Healthy School Team that consist of teachers, students, parents and administrators. The team will hold meetings during the school year to assess needs and oversee planning and implementation of school health efforts.

☒ In compliance ☒ In the process of becoming compliant ☐ Not compliant

Commitment to Nutrition:

1. Objective:

All schools within the District shall participate in the USDA child nutrition programs, which may include but not be limited to, the National School Lunch Program, the School Breakfast Program, the Summer Food Service Program, and the After School Snack Program.

☒ In compliance ☐ In the process of becoming compliant ☐ Not compliant

2. Objective:

Meals shall be accessible to all students in a non-stigmatizing manner. Students will be given adequate time to enjoy healthy meals and relax in a pleasant environment.

☒ In compliance ☐ In the process of becoming compliant ☐ Not compliant

3. Objective:

Good nutritional habits shall be encouraged. All food including vending machines, fundraising items, and concessions must meet guidelines set forth by the Healthy, Hunger-free Kids Act, 2010, Smart Snacks in Schools. The principal /designee shall be responsible for overseeing the school district's compliance with the State Board of Education Rules and Regulations for sale of food items in the school district.

☒ In compliance ☐ In the process of becoming compliant ☐ Not compliant

District Goals:

1. Objective:

The district will promote healthy nutrition through various activities, including nutrition related newsletters, informational links on the district website, healthy eating posters and bulletin boards in dining areas, and informational booths at various community functions.

☒ In compliance ☐ In the process of becoming compliant ☐ Not compliant

2. Objective:

Nutrition Education will be offered as part of a standards based program designed to provide students with the knowledge and skills needed to promote and protect their health as outlined in the State Board of Education Health Education and Lifetime Wellness Standards.

☒ In compliance ☐ In the process of becoming compliant ☐ Not compliant

3. Objective:

Nutrition Education will discourage teachers from using high fat, sugar and sodium foods as rewards and encourage students to start each day with a healthy breakfast.

☒ In compliance ☐ In the process of becoming compliant ☐ Not compliant

Commitment to Physical Activity and Physical Education:

1. Objective:

The board recognizes that physical activity is extremely important to the overall health of a child. Schools shall support and promote physical activity. Physical Activity may be integrated into any areas of the school program.

☒ In compliance ☐ In the process of becoming compliant ☐ Not compliant

2. Objective:

Physical Education classes shall be offered as part of a standards based program designed to provide developmentally appropriate moderate to vigorous physical activity as an integral part of the class. All PE classes shall comply with the State Board of Education's Physical Education Standards.

☒ In compliance ☒ In the process of becoming compliant ☐ Not compliant

3. Objective:

In addition to the district's physical education program, non-structured physical activity periods shall be offered as required by law.

☒ In compliance ☐ In the process of becoming compliant ☐ Not compliant

4. Objective:

Schools shall continue to offer after school sports and activities.

☒ In compliance ☐ In the process of becoming compliant ☐ Not compliant

5. Objective:

Physical activity shall not be employed as a form of discipline or punishment. ☒

☐ In compliance ☐ In the process of becoming compliant ☐ Not compliant

Commitment to Curriculum:

1. Objective:

All applicable courses of study should be based on State-approved curriculum

standards.

☒ In compliance In the process of becoming compliant Not compliant ☐

Trousdale County Schools' Wellness Policy Guidelines

Preamble

Trousdale County Schools 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}

These guidelines reflect the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy 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 policy and its established goals and objectives.
- The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.

I. School Wellness Committee

Committee Role and Membership

The District will maintain a School Health Advisory Council (SHAC) that meets a minimum of three 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 policy.

The SHAC membership will represent all school levels (elementary and secondary schools) and include 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. To the extent possible, the SHAC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Supervisor of Coordinated School Health is designated by the Trousdale County Director of Schools to convene the SHAC and facilitate development of and updates to the wellness policy.

Each school will designate members of the SHAC who will work to maintain, update, and improve the Wellness Policy as a part of their role as a member of the SHAC.

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

Implementation Plan

The District will develop and maintain the School Wellness Policy, including conducting an update every three years and a annual review. The SHAC will use the **Healthy Schools Program online tools** or other suggested format as available to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index.

This wellness policy and various progress reports will be available at: www.tcschools.org.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the School Nutrition Supervisor's Office, 103 Lock Six Road, Hartsville, TN 37074 and at the Office of Coordinated School Health, 210 Sam Beasley Road, Hartsville, TN 37074. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;

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

Annual Notification of Policy

The Supervisor of Coordinated School Health will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. This information will be 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 events or activities related to wellness policy 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 SHAC, led by Supervisor of Coordinated School Health, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools are in compliance with the wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Supervisor of Coordinated School Health. The SHAC in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The Supervisor of Coordinated School Health will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SHAC will update or modify the wellness policy 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 emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, as part of 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 policy. The District will actively communicate ways in which representatives of SHAC and others can participate in the development, implementation and periodic review and update of the wellness policy 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 policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to 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 policy 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), the School Breakfast Program (SBP), and *Summer Food Service Program (SFSP)*, and the *Afterschool Snack Program*. The District also operates additional nutrition-related programs and activities including the *Farm to School program* and *Breakfast in the Classroom*. 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 at least ten 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 location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - 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.

- 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.

Other important actions taken by the Nutrition staff to promote the food service program include:

- *Menus will be posted on the District website and will include nutrient content and ingredients.*
- *Menus will be created / reviewed by a Registered Dietitian or other certified nutrition professional.*
- *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.*
- *Lunch will follow the recess period whenever possible to better support learning and healthy eating.*
- *Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.*
- *The District will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria; mark/circle the four activities the District plans to do):*
 - *Local and/or regional products are incorporated into the school meal program;*
 - *Messages about agriculture and nutrition are reinforced throughout the learning environment;*
 - *and*
 - *School utilizes promotions or special events, such as tastings, that highlight the local/regional products.]*

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*. 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 on a regular basis to ensure good hygiene and health 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.*

Competitive Foods and Beverages

The District is committed to ensuring that all 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 healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. To help school administrators with the Smart Snacks Program requirements, a summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

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 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, snack or food carts.

Celebrations and Rewards

School administrators will encourage that All foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards through:

1. Celebrations and parties. The CSH Supervisor will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are also available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The CSH Supervisor will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The CSH Supervisor will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages should not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards will be encouraged as items to be sold through fundraisers on the school campus during the school day. The CSH Supervisor will make available to parents and teachers a list of healthy fundraising ideas [examples are also available from the Alliance for a Healthier Generation and the USDA].

Given the pervasiveness of food fundraisers in many schools and the wide availability of profitable, healthy fundraising options, schools and school organizations are encouraged to do the following;

- *Use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).*

- ***Sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards for fundraising during the school day. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)]***

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 at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

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:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- 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;
- Promotes 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, 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.
- All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets Healthy Schools Program Silver/Gold-level criteria).

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 behaviors 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 student's 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 policy.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an 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.¹⁵ 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 in financially possible over time so that items are in compliance with the marketing policy.)
- 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 policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every 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 of 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 "Physical Education" subsection). All schools in the district will be encouraged to participate in Alliance for a Healthier Generation's Healthy Schools Program (https://schools.healthiergeneration.org/continuing_support_for_lets_move_active_schools/) in order to successfully address all CSPAP areas.

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.

In addition:

- Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours when possible.
- The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.

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 will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes within their school/grade level scheduling. 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 meet the state mandate of 90 minutes of physical activity per week.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student available to all physical education teachers through the Fitnessgram Project grant.

- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).*
- *All physical education teachers in [District] will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).*
- *All physical education classes in the school system are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).*
- *Waivers, exemptions, or substitutions for physical education classes are not granted.*

Essential Physical Activity Topics in Health Education

Health education will be conducted in all elementary and middle school grades and high school students must take and pass at least Lifetime Wellness course. The District will include in the health education curriculum a minimum of 12 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 provide periods of recess as required by the State Board of Education. when weather is feasible for outdoor play. Teachers are encouraged to provide access to classroom physical activities such as Take 10! Or Go Noodle on days when outside play is not feasible.

If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria 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.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

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, for physical education class, recess, and class transition periods.

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 the Supervisor of Coordinated School Health, along with the [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into subject instruction when possible and do their part to limit sedentary behavior during the school day.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

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 encouraging various physical activity and fitness projects as may be developed through grants and donations.

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.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

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 of the wellness policy, including but not limited to ensuring the involvement of the SHAC and the Health School Teams.

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

Community Partnerships

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

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The SHAC 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 Supervisor of Coordinated School Health will assure this designation is made and the person is trained in duties and requirements of the role.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and

school. Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary of Terms:

Extended School Day – the time during, before and afterschool 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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