

Putnam County Board Meeting
January 2, 2025 5:00 PM
1400 E Spring St.
Cookeville, TN 38506

- I. Meeting Called to Order
- II. Approval of Agenda
- III. Announcements
 - A. Six students at Cookeville High School scored a perfect 36 on the ACT. Their names are as follows:
 - Trace Anderson
 - Jonathan Hill
 - Peter Goodman
 - Brayden Gallagher
 - Samuel Canfield
 - Katherine Smith
 - B. Director's Personnel Report
- IV. Approval of Minutes
 - A. Minutes of the Regular December Board Meeting - December 5, 2024, @ 5:00 PM
- V. Public Comment
- VI. Approval of Consent Agenda
 - A. Payments/Purchases
 1. Approval of the purchase of one College and Career Ready Lab for Algood Middle School from vendor Paxton/Patterson LLC, Alsip, IL, in the amount of \$131,995.66 to be paid by Innovative School Models grant funds. Paxton/Patterson is a Buy Board vendor #849, contract #653-21.
 2. Approval to pay the \$5,000.00 option to the City of Cookeville for the 92.54 acres of land off of Highway 111 known as the Trinity Property. Note: the option is \$5,000.00 per year for 6 years; this payment is year 3 of 6. The purchase price of the property for Putnam County, if executed, would be \$2,783,418.00 plus accrued interest.
 - B. Bids/Quotes/Sealed Bids/RFPs
 1. Permission to bid with the Upper Cumberland USDA Foods Processing Group for SY2025-2026 with the ability to request renewal for four additional years.
 - C. Budget Amendments/Line Item Transfers
 1. General Purpose School Budget Amendments - Fund 141
 - a. Special Education - To adjust budget to allocation awarded to PCS for highcost SWD's
 - b. Future Ready - Amend budget to better align with expenditures
 - c. Human Resources - To budget for Employee Picnic Grant received from UTrust
 - D. Approval of Out-of-County and Overnight Trip Reports

E. Approval of Grant Report

F. Other

1. Permission to begin the naming process of the Pre-K center in the old Park View School in accordance with Board Policy 3.210, and to name Allison Painter as Committee Chair.
2. Approval of the contract submitted by Richard C Rinks and Associates for the design of bid documents to replace the roof at the former Frontier building in the amount of \$10,000.00 to be paid for from 141-72620-599.
3. Acceptance of a 2007 Ford box truck (VIN number 1FDXE45S17DB24083) as a donation of the Putnam County School System for the use of the PEP Foundation.
4. Approval of the surety bond for Corby King in the amount of \$100,000.00 for the term beginning January 22, 2025 and ending on January 22, 2026.
5. Approval of the yearly MOU for the TDOE School Climate Survey with the attached survey. The survey will be delivered both in person and via ParentSquare.
6. Approval to renew GetHelp/IT asset management bundled package subscription from Frontline Education, per attached Quote# Q-196313 based on the OMNIA (NCPA) - Contract #01-102, in the amount of \$15,000.00 to be paid from: 141-71100-722-01607.
7. Approval to enter into a contract with Lauren Metts for architectural services for the CHS Softball Hitting Facility.
8. Approval of the renewal of the Services Agreement between the Putnam County Board of Education and the Tennessee School Boards Association (TSBA).

VII. Policy

VIII. Discussion/Presentation

A. Building Projects

1. Park View School Update
 - a. Park View School Action Items
2. Avery Trace Middle School Softball Field Project
 - a. Avery Trace Middle School Softball Field Action Items
 1. Consider approval of Change Order #2 to the ATMS Athletic Fields contract with King Construction Group, Inc. to decrease the contract in the amount of \$3,500.00.
3. Existing Park View Elementary School Update
 - a. Existing Park View Elementary School Project Action Items
4. Update from Energy Systems Group regarding the existing Park View School renovation

Speaker(s): Bobby Cox

- a. Energy Systems Group - Existing Park View School Renovation Project Action Items
 1. Approval to enter into a Retainage Agreement with First National Bank of Tennessee and Energy Systems Group to establish an interest-bearing account at a financial institution to house the

retainage funds related to the Parkview Elementary School renovation project per State of Tennessee requirements.

2. Approval to pay Energy Systems Group in the amount of \$2,006,370.15 and First National Bank of Tennessee (retainage) in the amount of \$105,598.43 for pay application #1 related to the Parkview Elementary School renovation project to be paid from the Putnam County Bond Issue.

IX. Adjournment

EXHIBIT
111B
01-02-25

Personnel Report For December 2024

NEW HIRES							
LAST NAME	FIRST NAME	LOCATION	ASSIGNMENT	EFFECTIVE DATE	FUNDED	HOURS	REPLACING
Leonard	Katherine	BPS	SAC Activity Instructor	11/19/24	146-E-73300-189-000-01900-000	5.8	n/a
Mitchell	Wyatt	Food Services	ON CALL Food Nutrition Sub	10/24/24	143-E-73100-165-000-00037	4	n/a
Starnes	Kayyn	CCES	School Secretary	12/16/24	141-E-72410-161-000-00000-030	8	Teresa Richardson
Loving	McCall	SES	Teacher Assistant	12/4/24	141-E-71100-163-000-00000-070	7	Andrea Burris
Breeding	Emily	PvES	Grade 1 Teacher LOA	12/10/24	141-E-71100-116-000-00000-060 THEN SUB PAY	7.5	Courtney Thornton LOA
Benjamin	Allison	CCES	SAC Activity Instructor	12/6/24	146-E-73300-189-000-01800-000	5.8	Paige Dix
Gilstrap	Nanci	PvES	School Nutrition Employee	12/16/24	143-E-73100-165-000-00060-000	5.7	n/a
Gamble	Julie	CHS	Health Science Teacher	1/6/25	141-E-71300-116-000-00000-037	7.5	Cerina Craig
Coffman	Kanyon	CCES	SAC Activity Instructor	11/20/24	146-E-73300-189-000-01800-000	5.8	n/a
Beasley	Shelby	PSES	Kindergarten Teacher	1/6/25	141-E-71100-116-000-00000-095	7.5	Lexie Savage
Woodham	Anchita	CHS	School Nutrition Employee	1/6/25	143-E-73100-165-000-00037	5.7	Amber Richards
Fields	Daniel	Transportation	Bus Montor	12/17/24	141-E-72710-189-000-00000-000	5	n/a
Elf	Kristina	Transportation	Bus Montor	12/17/24	141-E-72710-189-000-00000-000	5	n/a
REHIRES							
LAST NAME	FIRST NAME	LOCATION	ASSIGNMENT	EFFECTIVE DATE	FUNDED	HOURS	REPLACING
Yackel	Patricia	CCES	temporary School Secretary	11/4/24	141-E-72410-161-000-00000-030	8	Teresa Richardson
Woodlee	Shani	CsES	Grade 4 Teacher	1/6/25	141-E-71100-116-000-00000-015	7.5	Mary Alice Shavers/Kate Mitchell
Bell	Misty	AMS	School Bookkeeper	1/6/25	141-E-72410-119-000-00000-008	8	Tonya Johnson
TRANSFERS							
LAST NAME	FIRST NAME	FROM POSITION	TO POSITION	HOURS	EFFECTIVE DATE	FUNDING CODE	REPLACING
White	Kelsey	SPED Resource Teacher @ CES	SPED CDC Teacher @ CCES	7.5	12/16/24	141-E-71200-116-000-00000-030	Jennifer Allen
Ballard	Ashley	Field Manager for School Nutrition	Inventory Clerk	8	12/2/24	141-E-72510-189-000-00000-000	Pam Newberry
Albear	Gustavo	Sub	Foreign Language Teacher @ UMS	7.5	1/6/25	141-E-71100-116-000-00000-110	Adriana Salinas
Conner	Charlotte	School Nutrition Employee @ NES	Manager in Training @ CHS	7.5	12/9/24	143-E-73100-165-000-00037	n/a
Loggins	Lacy	BPS AP	UMS AP	7.5	1/3/25	141-E-72410-139-000-00000-110	Larissa Rector
Rector	Larissa	UMS AP	BPS AP	7.5	1/3/25	141-E-72410-139-000-00000-017	Lacy Loggins
Savage	Alexandria	Kindergarten Teacher @ PSES	SPED Resource Teacher @ CES	7.5	1/6/25	141-E-71200-116-000-00000-035	Kelsey White
Groce	Jarret	Sub	Bus Attendant	5	1/6/25	141-E-72710-189-000-00000-000	n/a
Lane	Cassandra	SPED Resource Teacher @ CsES	SPED Resource Teacher @ SES	7.5	1/13/25	141-E-71200-116-000-00000-070	new position due to student need
Murphy	Samantha	Grade 1 LOA	Grade 2 LOA	7.5	1/6/25	141-E-71100-116-000-00000-005	Kelsey Snider's Maternity
RESIGNATION							
LAST NAME	FIRST NAME	LOCATION	ASSIGNMENT	EFFECTIVE DATE			

received
12-19-24 MT

Shavers	Mary-Alice	CsES	Grade 4 Teacher	12/20/24
Salinas	Adriana	UMS	Foreign Language Teacher	12/20/24
Pastorial	Whitney	Adult Ed ONLY	resigned from teaching evening ESL classes	11/26/24
Johnson	Tonya	AMS	School Bookkeeper	1/3/25
Espinoza	Victoria	AMS	SPED CDC Teacher	12/20/24
Stafford	Annalee	SES	Teacher Assistant	12/23/24
Smith	Elizabeth	BPS	ECC	12/20/24
Owen	Aubree	PvES	SAC Activity Instructor	9/26/24
Richards	Amber	CHS	School Nutrition Employee	12/20/24
Mofield	Brittany	UMS	School Nutrition Employee	12/13/24
Clark	Samantha	PSES	Grade 3 Teacher	12/20/24

RETIREMENT

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE DATE</u>
Webb	Doris	PSMS	SPED 1x1 Assistant	1/6/25

TERMINATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>HOURS</u>	<u>EFFECTIVE DATE</u>
------------------	-------------------	-----------------	-------------------	--------------	-----------------------

ADDITIONAL HOURS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>LOCATION</u>	<u>ASSIGNMENT</u>	<u>HOURS</u>	<u>EFFECTIVE DATE</u>	<u>FUNDED</u>	<u>Rate of Pay</u>
Enix	Jonathan	PvES	PT TN All Corp Elem. Tutor in addition to subbing	2	12/9/24	141-E-71100-116-000-00000-000	\$40.00
Wright	Gregory	21st CCLC	will be working for 21st CCLC effective 11/01/24 through 6/30/25, NTE 2hrs per day or 6hrs per week @ \$30/hr	2	11/1/24	142-E-73300-116-431-00000-000	\$30.00
Ruffalo	Lacy	Leaps	will be working for Leaps effective 11/01/24 through 6/30/25, NTE 2hrs per day or 5hrs per week @ \$17.21/hr	2	11/1/24	141-E-73300-163-000-02003-000	\$17.21
Wosham	Lesley	Leaps	will be working for Leaps effective 11/01/24 through 6/30/25, NTE 2hrs per day or 6hr per week @ \$30/hr	2	11/1/24	141-E-73300-163-000-02003-000	\$30.00
Starkey	Lori	Central Office	NON-CERTIFIED Migratory Tutoring, \$30/hr, up to 20 hrs per month	7.5	12/9/24	142-E-71100-189-131-00000-000	\$30.00

INCREASE IN HOURS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>FROM POSITION</u>	<u>TO POSITION</u>	<u>HOURS</u>	<u>EFFECTIVE DATE</u>	<u>FUNDING CODE</u>	<u>REPLACING</u>
Laquerre	Eric	PT Bus Attendant	FT Bus Driver	6	11/21/24	141-E-72710-189-000-00000-000	n/a
Harris	Melissa	6hrs per day School Nutrition @ PvES	6.5hrs per day School Nutrition @ PvES	6.5	11/14/24	143-E-73100-165-000-00060	Catherine Springston
Mclane-Cantrell	Reghan	4hrs per day School Nutrition @ CCES	5.25hrs per day School Nutrition @ CCES	5.25	1/6/25	143-E-73100-165-000-00030	n/a
Cantrell	Sarah	5.75hrs per day School Nutrition @ CCES	6.5hrs per day School Nutrition @ CCES	6.5	1/6/25	143-E-73100-165-000-00030	Catherine Springston
Marin	Paul	4hrs per day School Nutrition @ CCES	4.5hrs per day School Nutrition @ CCES	4.5	1/6/25	143-E-73100-165-000-00030	n/a

DECREASE IN HOURS							
LAST NAME	FIRST NAME	FROM POSITION	TO POSITION	HOURS	EFFECTIVE DATE	FUNDING CODE	REPLACING
NON-RENEWALS							
LAST NAME	FIRST NAME	LOCATION	POSITION	HOURS	EFFECTIVE DATE		
OTHER							
LAST NAME	FIRST NAME	LOCATION	POSITION	HOURS	EFFECTIVE DATE		
Thomsen	Farrah	CHS	Wrestling Fundraiser Wages \$168.74	7	11/21/24		
Brock	Seawilloe	CES	120 Day Contractor to cover SPEU Resource Teacher vacancy at CES	7.5	12/16/24		
Hoffmeyer	Kelly	CHS	PSAT Testing Prctor and Admin Wages \$806.45	7	11/26/24		
Morgan	Rebecca	BPS	going from Grade 8 (\$27.53/hr) to Grade 10 (\$28.27/hr) for the month of December for helping interim café manager @ CsES	8	12/2/24		
Stewart	Jonathan	CHS	announcing at volleyball game wages \$457.32	7	11/26/24		
Wolf	Carolyn	JWES	additional work experience added raising her to step 10	7.00	10/21/24		
Marek	Susan	CsES	will be interim School Café Manager until they hire someone	8	1/6/25		
King	Corby	Central Office	New Base Salary \$150,000	8	12/5/24		
Hennigan	Taylor	CHS	SSO Booster Wages \$1710.38	7.5	12/2/24		
League	Tammy	Transportation	Sick Bank Trustees have awarded 20 sick days	7	12/6/24		
Haney	Terri	UMS	Sick Bank Trustees have awarded 20 sick days	7.5	1/6/25		
Walls	Marcus	CHS	SSO Booster Wages \$2631.35	7.5	12/9/24		
Harding	William	CHS	SSO Booster Wages \$1857.87	7	12/9/24		
Hennigan	Zachary	CHS	SSO Booster Wages \$2631.35	7.5	12/9/24		
French	Vincent	CHS	SSO Booster Wages \$877.12	7.5	12/9/24		
Chambers	Brian	CHS	SSO Booster Wages \$1754.23	7.5	12/9/24		
Hendrixson	Joyce	UMS	LOA Assignment ended	7.5	12/18/24		

SPREADSHEETS:

GYO Mentor Payment	Spreadsheet & PCF #1
2024 FR VITAL Fall Online Teacher Pay	Spreadsheet & PCF #2

PUTNAM COUNTY BOARD OF EDUCATION
APPROVAL FORM

#1

NEW HIRE NAME: GYO Mentor Stipend - Partial Payment

STREET ADDRESS:

CITY, STATE ZIP:

CONTACT NUMBER:

* LOCATION: CENTRAL OFFICE

Employee Type Code: 12SPT

OR Employee's Name: ANGELA M KNIGHT

* REASON FOR ACTION: OTHER

* EFFECTIVE DATE: 11/12/2024

* TEACHER ASSISTANT - N/C: N/A
ANSWER - YES NO OR N/A

HIGHLY QUALIFIED MET -

CERTIFICATION/ENDORSEMENT:

* REPLACING: N/A

* MONTHS WORKED PER YEAR: 10

* HOURS WORKED PER DAY: 7.5

POSITION FUNDED: 141 E 72210 189 000 01522 000

Type of Funding:

* NOTES: Please see attached spreadsheet for GYO
Mentor Payment of \$500 on December 20, 2024
check.
The remaining \$500 will be paid in May 2025.

DIRECTOR OF SCHOOLS - CORBY KING

DEPUTY DIRECTOR OF SCHOOLS - TIM MARTIN

DIRECTOR, HUMAN RESOURCES - ANGIE KNIGHT

DIR OF SCHOOLS SIGNATURE

DEPUTY DIR SIGNATURE

DIRECTOR HR SIGNATURE

2024-2025 PCSS GYO Apprentice Participants



GYO Apprentice	Email	School	Position	School Principal	Principal Email	Mentor	Mentor Email
Chastity Burgess	chastity.burgess@pcssn.com	AMS	SPED	Ruey Darley	russell.darley@pcssn.com	Kim Morgan	kmorgan2@pcssn.com
Tiffany Burroughs	Tiffany.Burroughs@pcssn.com	UMS	RTI	Jessica Etheredg	jessica.etheredg@pcssn.com	Julie King	kingj15@pcssn.com
Megan Carr	megan.carr@pcssn.com	NE	TA	Melissa Paik	mpaik@pcssn.com	Jori Nash Reynolds	jori.nash@pcssn.com
Angelia Hart	angelia.hart@pcssn.com	PSMS	SPED	Catherine Jones	brockst3s@pcssn.com	Mindy Dunham	malinda.dunham@pcssn.com
Haley Hickey	haley.hickey@pcssn.com	CHS	SPED	Karen Trenham	ktrenham@pcssn.com	Demetra Pae	demetra.pae@pcssn.com
Sara Macke	sara.macke@pcssn.com	PV	SPED	Mel Presley	mpresley@pcssn.com	Ashley Clemens	ashley.clemens@pcssn.com
Emily Shipley	emilys.shipley@pcssn.com	PV	SPED	Mel Presley	mpresley@pcssn.com	Brandi Billingsley	brandi.billingsley@pcssn.com
Bethany Vought	bethany.vought@pcssn.com	CHS	SPED	Karen Trenham	ktrenham@pcssn.com	Sarah Czabowski	sarah.morvell@pcssn.com

Please pay all mentor's \$500 on
12.20.24 payroll check.

Total \$4,000
paid

Angie Knight
11-12-2024

**PUTNAM COUNTY BOARD OF EDUCATION
APPROVAL FORM**

NEW HIRE NAME: **2024 FR VITAL Fall Online Teacher Pay list**

STREET ADDRESS:

CITY, STATE ZIP:

CONTACT NUMBER:

* LOCATION: **VITAL**

Employee Type Code: **12CER**

OR Employee's Name: **SAM J BROOKS**

#2

* REASON FOR ACTION: **ADDITIONAL HOURS**

* EFFECTIVE DATE: **11/25/2024**

* TEACHER ASSISTANT - N/C: **n/c**
ANSWER - YES NO OR N/A

HIGHLY QUALIFIED MET -

CERTIFICATION/ENDORSEMENT:

* REPLACING: **n/a**

* MONTHS WORKED PER YEAR: **10**

* HOURS WORKED PER DAY: **7.5**

POSITION FUNDED: **141 E 71100 116 000 00000 000**

Type of Funding:

* NOTES: **2024 FR VITAL Fall Online Teacher Pay.
Document List and explanation attached.**

DIRECTOR OF SCHOOLS - CORBY KING

DEPUTY DIRECTOR OF SCHOOLS - TIM MARTIN

DIRECTOR, HUMAN RESOURCES - ANGIE KNIGHT

DIR OF SCHOOLS SIGNATURE

DEPUTY DIR SIGNATURE

DIRECTOR HR SIGNATURE

Teacher	Enrollments	Total	Notes	OPTION 3
Total classes	1562	\$104,325.00	\$66.79 per student	



MINUTES

Putnam County Board of Education
Cookeville, Tennessee
December 5, 2024

The Putnam County Board of Education met in the office of the Putnam County Education Building - Cookeville, Tennessee on Thursday, December 5, 2024. Mr. **McHENRY** convened the meeting at 5:00 PM.

PRESENT.....	6	ABSENT.....	0
Lynn McHenry, Chair			
Dr. Dawn Fry, Vice-Chair			
Kim Cravens			
David McCormick			
Jill Ramsey			
Kerry Ledbetter			

Mr. **McHENRY** stated the Board would address Agenda Item III., Approval of the Agenda.

ACTION: (II.) Mr. **LEDBETTER** made a motion to approve the agenda, as recommended by Director Corby R. King, Director of Schools, and as submitted. Mr. **McCORMICK** seconded the motion. Motion carried.

Mr. **McHENRY** stated the Board would address Agenda Item III., Announcements, and recognized Corby King, Director of Schools.

Mr. **King** made the following announcements:

- Upperman High School's Landon Earnest was nominated and elected as Tennessee State's High School Beta Club President
- Noted the Director's Personnel Report

Mr. **McHENRY** stated the Board would address approval of the Minutes.

ACTION: (VI.A.) Mr. **McCORMICK** made a motion to approve the Minutes of the Regular November Board Meeting – Thursday, November 14, 2024, @ 5:00 PM, as submitted. Mrs. **Cravens** seconded the motion. Motion carried.

Mr. **McHENRY** stated the Board would address approval of the Consent Agenda, and asked if anyone had an item they would like removed for discussion.

Mrs. **Cravens** stated that she would like to pull VIF4 for discussion.

ACTION: (VI.A.1. – VI.F.4.) Dr. **Fry** made a motion to approve the following Consent Agenda, as recommended and submitted by Corby R. King, Director of Schools:

VI. Approval of Consent Agenda

A. Payments/Purchases

1. Approval of the purchase of one Career Discovery Lab for Algood Middle School from vendor Paxton/Patterson LLC - Alsip, IL, in the amount of \$34,711.45 respectively to be paid by Innovative School Models grant funds. Paxton/Patterson is a Buy Board vendor #849, contract #653-21.
2. Approval of the purchase of one Chevrolet Silverado Work Truck for CHS, MHS and UHS to use when towing CTE box trailer to/from CTE student organization competitions, activities and events from state bid vendor Wilson County Motors - Lebanon, TN, in the amount of \$60,250.20 to be paid by ISM (Innovative School Models) funds.
3. Permission to pay Roger's Group \$20,782.00 for grinding old pavement and applying new pavement under the Avery Trace canopy across from the YMCA.
4. Approval of payment to Moore, Rader & York - Cookeville, Tennessee for legal services through December 3, 2024, in the amount of \$23,201.20 to be paid from 141-72310-331, Legal Services. (General Purpose Schools)

B. Bids/Quotes/Sealed Bids/RFPs

C. Budget Amendments/Line Item Transfers

1. General Purpose School Budget Amendments - Fund 141
 - a. Special Education - To reallocate funds to better align expenditures of the Special Education Department to meet the needs of students on an IEP
 - b. Special Education - To reallocate funds to follow actual expenditures for the 2024- 2025 school years
 - c. Finance - To budget for additional Grow Your Own grant expenses
2. Extended School Program Budget Amendment
 - a. Extended School Program - For the purchase of security cameras for the Employee Child Care Centers at Baxter Primary and Prescott South Elementary

D. Approval of Out-of-County and Overnight Trip Reports (None Submitted)

E. Approval of Grant Report

F. Other

1. Permission to bid for replacement kitchen equipment, which includes double-stack ovens, pass-through coolers and warmers, milk coolers, and flyers to be paid from fund 143, School Nutrition.
2. Approval to renew license subscription for Alertus notification service from Alertus Technologies, Inc., per sole source documentation and attached quote, in the amount of \$11,070.00, to be paid from: 141-72310-599.
3. Approval of the proposal with Cookeville Heating and Cooling Services, LLC to replace the loop pump at Baxter Primary School to repair the heating system according to quote number 3188, in the amount of \$17,490.00.
4. Approval to enter into an agreement with Energy Systems Group (ESG) in the amount of \$8,773,495.00.

Mrs. **CRAVENS** seconded the motion. Motion carried.

Dry. **FRY** made a motion to approve VIF4 with the substantial completion date of December 31, 2025 with the addition of \$1,000.00 per each business day of liquidated damages past said completion date. Mrs. **CRAVENS** seconded the motion. Motion carried.

Mr. **McHENRY** stated the Board would address Agenda Item VIII.A., Building Projects; and recognized Kim Chamberlin, Upland Design Group – Crossville, Tennessee.

Mr. **Chamberlin** stated the following regarding the Park View School Project Update:

Ms. **McHENRY** stated the Board would address Agenda Item VIII.A.1.a.(1.) - VIII.A.1.(2.), Park View School Action Items.

ACTION: [VIII.A.1.a.(1.) - VIII.A.1.a.(2.)] Mrs. **CRAVENS** made a motion to approve the following Park View Action Items, as submitted and recommended by Kim Chamberlin:

- Approval to pay American Constructors, Inc. in the amount of \$69,270.70 and Pinnacle Bank (retainage) in the amount of \$3,490.56 for pay application #25 related to the Park View School project to be paid from 141-76100-706-02504.
- Approval of pay application #26 to release a portion of American Constructors, Inc. retainage in the amount of \$1,953,990.54 related to the Park View school project.

Mr. **McCORMICK** seconded the motion. Motion carried.

Mr. **McHENRY** stated the Board would address Agenda item VIII.B.2.a.(1.), Avery Trace Middle School Softball Field Action Items.

ACTION: [VIII.A.2.a.(1.)] Ms. **RAMSEY** made a motion to approve the following Avery Trace Middle School Softball Field Project Action Items, as recommended and as submitted by Kim Chamberlin, Upland Design Group – Crossville, Tennessee, and John Magura, as submitted:

- Approval to pay King Construction Group, Inc. in the amount of \$485,439.55 and First Horizon Bank (retainage) in the amount of \$25,549.45 for pay application #3 related to the Avery Trace Middle School Softball Field project to be paid from the Putnam County Bond Issue.

Dr. **FRY** seconded the motion. Motion carried.

Mr. **McHENRY** stated the Board would address Agenda item VIII.A.3.a.(1.), Current Park View Elementary School Action Item.

ACTION: [VIII.A.3.a.(1.) - VIII.A.3.a.(3.)] Dr. **FRY** made a motion to approve the following current Park View Elementary School Actions Item, as submitted:

- Approval to pay Southern Roofing of TN in the amount of \$24,054.00 and First National Bank (retainage) in the amount of \$1,266.00 for pay application #13 related to the existing Park View Elementary School Roof Replacement project to be paid from 142-76100-707-933 (ESSER 3.0).
- Approval of pay application #14 to release Southern Roofing Company's retainage in the amount of \$80,976.35 related to the Parkview Elementary School roof project.
- Approval of a payment to Richard C. Rinks and Associates - Cookeville, Tennessee in the amount of \$6,518.31 to be paid from 142-76100-707-933 for design services for the Parkview Elementary School roof project (School Federal Program Fund ESSER (3.0)).

Mr. **McCORMICK** seconded the motion. Motion carried.

Mr. Bobby **Cox** from ESG provided an update on the old Parkview School building stating:

- Working on the final details of the contract, but ready to start on the project
- Units to be delivered at the beginning of the week

Mr. **McHENRY** stated the Board would address Agenda Item VIII.B., Director of Schools' Performance Evaluation, and recognized Daniel Rader, Board Attorney.

Mr. **Rader** stated the following regarding Corby R. King, Director of Schools' Performance Evaluation:

- Every year according to Board Policy, the Board individually evaluates the Director of Schools.
- This year Mr. King was evaluated in 117 different categories.
- Thirty-one supervisors and administrators that Mr. King oversees evaluated him and turned in an evaluation of Mr. King's performance in 20 different categories.
- Highest score from the board was integrity, fairness and ethics.
- This year, Mr. King received an excellent performance evaluation of 4.26 out of 5 with a score higher than last year.
- Mr. King received a score of 4.61 out of 5 from his supervisors and administrators.

Mr. **Rader** stated the following regarding the Director of Schools' Contract Consideration:

ACTION: (VIII.C.) Mrs. **RAMSEY** made a motion to approve extending Mr. King's contract for one year and increasing his compensation to \$150,000.00 per year. Dr. **FRY** seconded the motion. Motion carried.

Mr. **McHENRY** stated the Board would address Agenda Item IX., Adjournment.

ACTION: (IX.) Mrs. **CRAVENS** made a motion to adjourn. Mr. **LEDBETTER** seconded the motion. Motion carried.

The Board adjourned at 5:18 PM.

Date

Lynn McHenry
Chair

Corby King
Director of Schools



**Board Agenda Request
For January 2, 2025 Meeting**

Date 12/19/2024

Department CTE

Person Submitting Jackie Vester 

Account Number (if appropriate) 141 E 71300 429C 000 02518 008
141 E 71300 471 000 02518 008
141 E 72130 524 000 02518 008
141 E 71300 730 000 02518 008
141 E 76100 399 000 02518 008

Check one:

Backup included

Backup to follow

Statement to be included in Board Agenda Packet:

Approval of the purchase of one College and Career Ready Lab for Algood Middle School from vendor Paxton/Patterson LLC - Alsip, IL, in the amount of \$131,995.66 to be paid by Innovative School Models grant funds. Paxton/Patterson is a Buy Board vendor #849, contract #653-21.

received
12-13-24 MT 

Quote Date: 11/12/2024

Dear Algood Middle School,

This letter states for the record, that **we are the sole providers** of all Paxton/Patterson Learning Systems, including College & Career Ready Labs, Career Discovery Labs, Health Science Careers, and Construction Career Labs.

Paxton/Patterson developed these learning systems with the written curriculum, interactive multimedia, and proprietary Learning Management System, along with the necessary components to bring to your school a complete program for College & Career Readiness. Our programs are fully and exclusively supported by our educational consultants, professional development team, implementation specialists, and customer service teams. All curriculum is copyrighted and the exclusive properties of Paxton/Patterson LLC.

Best Regards,

Christy Rogers

708-325-7125

christy@paxpat.com

PAXTON / PATTERSON

4141 W. 126th Street | Alsip, IL 60803 | 877-243-8763

Algood Middle School
540 Dry Valley Rd
Cookeville TN 38506-4935

Quote ID: QUO-03192-L5H6M3

Quote Date: 11/12/2024 -3% Discount \$,4082.34

Total: \$136,078.00

Tax: \$0.00

Total Amount: \$131,995.66

Quote Valid for 90 Days

Buy Board Vendor No#849 / Contract #653-21

Product	Stock Number	Price Per Unit	Quantity	Total
Alternative Energy, CCR	725070	\$4,295.00	1	\$4,295.00
Cosmetology & Barbering	725551	\$3,495.00	1	\$3,495.00
Criminalistics	725548	\$4,295.00	1	\$4,295.00
Digital Audio Production (iPad Required)	725538	\$2,595.00	1	\$2,595.00
Digital Manufacturing (PC Required)	723595	\$5,595.00	1	\$5,595.00
Electricity & Electronics	723552	\$6,295.00	1	\$6,295.00
Energy & Power	723554	\$4,495.00	1	\$4,495.00
Engine/Stand/Mat Combination	720052	\$710.00	1	\$710.00
Environment & Ecology, CCR	723556	\$2,895.00	1	\$2,895.00
Flight & Drone Technology	723558	\$4,595.00	1	\$4,595.00
Home Maintenance Fundamentals	725504	\$3,495.00	1	\$3,495.00
Home Maintenance Systems	725524	\$4,295.00	1	\$4,295.00
Introduction to Child Development	725506	\$2,795.00	1	\$2,795.00
Introduction to Culinary Arts	725500	\$4,495.00	1	\$4,495.00
Materials Processing &	723564	\$7,295.00	1	\$7,295.00

Design				
Robotics, CCR (iPad Required)	723572	\$4,095.00	1	\$4,095.00
Robotics, VEX Go Education Kit w/Storage	721172	\$330.00	3	\$990.00
Structural Engineering (PC Required)	723574	\$7,695.00	1	\$7,695.00
Welding Basics	725552	\$6,795.00	1	\$6,795.00
Nursing	860020	\$4,495.00	1	\$4,495.00
Veterinary Medicine	860032	\$4,495.00	1	\$4,495.00
Video Production (iPad Required)	723576	\$4,495.00	1	\$4,495.00
Setup & Assembly Furniture/Lab (20 or more)	643431	\$6,000.00	1	\$6,000.00
Professional Development, Hands-On / Minds-On	643449	\$3,000.00	1	\$3,000.00
Level Up Package, 5-Year Subscription - TE	720610TE	\$3,800.00	1	\$3,800.00
College and Career Ready Expendables Certificate	XXXX	\$2,000.00	1	\$2,000.00
Furniture Package	TECD-F	\$26,578.00	1	\$26,578.00

Created On: 11/12/2024 2:48 PM

WARRANTY

Thank you for purchasing a Paxton/Patterson learning system. Your purchase includes warranty protection from defects in materials and workmanship when the learning system is used under appropriate educational conditions.

Key aspects of the warranty are:

- Your warranty period starts when your lab is installed and ends one year later.
- Equipment which does not perform properly will be repaired or replaced with a new or remanufactured product. The replacement or repaired equipment remains under warranty for the balance of the original warranty period.
- If there are any integrated instructional unit guidebook pages which we modify due to an inaccuracy preventing student learning, those pages will immediately be reprinted and mailed to you.
- Please contact our learning systems technical support staff at 800.631.0158 for equipment matters.

Technical Support:

- Your lab instructor will participate in our four step professional development program, Register, Complete Online Lessons, 4 hour On-Site Support Session and Attend Regional Workshop(optional).
- Should your instructor have questions about the learning system after completing professional development, our technical support staff is available Monday – Friday 7:00am to 5:00pm central time. If needed our staff can also be available by appointment at other times to provide technical support to your instructor. Except in unusual situations, technical support can be quickly and conveniently accessed via telephone, email and use of our “desktop streaming” support technology.
- We have consistently found that when an additional instructor is assigned to a lab or a new instructor is hired to replace the instructor who had completed professional development, the new instructor definitely needs to complete professional development just as your first instructor did. New instructors need considerably more formal training to effectively use the learning system lab than our tech support staff can provide via telephone.

**Exclusions to this warranty include: (a) consumable materials like paints and finishes, batteries, sanding materials and worksheets, (b) failure caused by misuse or accidents, (c) theft or “mysterious” disappearance, (d) normal wear and tear on guidebooks, textbooks, videos and other printed materials, and (e) damaged or lost computer software – CDs and diskettes. In conformity with your district’s copyright law compliance policy we recommend that back-up copies be made of all computer software (CDs) exclusively for use in the learning system covered by this warranty.*

PAXTON/PATTERSON (PP) LEARNING SYSTEMS CONTENT DELIVERY

PP will provide the Paxton Content Learning Management System for 60 months with a service start date to be set after installation by PP.

During the 60 months PP will:

- Provide access to Learning System content from modern browsers.
- Provide updates to Learning System content and to the Paxton Content Learning Management System.

During the 60 months it is likely that some 3rd party providers of equipment, software, and licensed assets included in your original purchase will upgrade their products. It is impossible to predict the scope of these potential future upgrades by 3rd party sources, therefore PP has not “built in” any costs for those items in the original purchase prices.

PP will advise you well in advance of the upgrade potentials being available, advising you of how the upgrade will enhance student learning and the costs of the upgraded equipment, software and/or licensed assets.

Most importantly, no purchase of upgraded equipment, software or licensed assets will be required at any time during the 60 months – because the PP learning system originally purchased will be supported during the entire 60 months.

The only time that it may be necessary to upgrade equipment, software or licensed assets is if your school chooses to upgrade to a newer operating system that is not compatible with the originally purchased 3rd party equipment, software, or licensed assets.



**Putnam County Board of Education Agenda Requests
(See attached calendar for deadlines)**

Date _____ 1/2/25
Department Finance
Person Submitting Mark McReynolds

Account Number (if appropriate)

Check one:

_____ Backup included

_____ Backup to follow

Statement to be included in Board Agenda Packet:

Consider approval to pay the \$5,000 option to the City of Cookeville for the 92.54 acres of land off of Highway 111 know as the Trinity Property. Note: the option is \$5,000 per year for 6 years; this payment is year 3 of 6. The purchase price of the property for Putnam County, if executed, would be \$2,783,418 plus accrued interest.

received
12-18-24 MT *CM*



**DEPARTMENT OF EDUCATION
PUTNAM COUNTY
SCHOOL NUTRITION PROGRAM**

3860 Phifer Mountain Road
COOKEVILLE, TN 38506
PHONE: (931) 528-1847
FAX: (931) 520-2022

**Putnam County Board of Education
Agenda Request**

Name of Person Making Request: Jennifer Mitchell

Department: School Nutrition

Phone Number of Person Making Request: 931-528-1847 x 1214

Account Funding Code (if appropriate): N/A

_____ Backup included

___x___ Backup to follow

Request permission to bid with the Upper Cumberland USDA Foods Processing Group for SY2025-2026 with the ability to request renewal for four additional years.

Jennifer Mitchell, SNP Supervisor 12.20.24

Signature of Person Making Request

Date

A handwritten signature in black ink, appearing to be "J. Mitchell".

Signature of Director of Schools

12/30/24
Date





Putnam County Budget Amendment / Line Item Transfer Authorization Form
 Department: Special Education

DATE: Jan

Item #	Account #	Account #	Account Description	Current		Requested	
				Approved Amount	Change	Approved Amount	Change
1	141	47143	Revenue	95,862.13	103,556.14	199,418.27	0.00
2	141	71200-163-02110	Ed. Assistants	55,336.56	Increase	55,336.56	
3	141	71200-201-02110	Social Security	3,430.87	Decrease	3,430.87	
4	141	71200-204-02110	State Retirement	3,956.56	Increase	3,956.56	
5	141	71200-206-02110	Life Insurance	67.20	Decrease	67.20	
6	141	71200-207-02110	Medical Insurance	31,728.00	Increase	31,728.00	
7	141	71200-208-02110	Dental Insurance	340.56	Decrease	340.56	
8	141	71200-210-02110	Unemployment	200.00	Increase	200.00	
9	141	71200-212-02110	Employer Medicare	802.38	Decrease	802.38	
10	141	71200-429-02110	Supplies & Materials	0.00	Increase	20,000.00	20,000.00
11	141	71200-725-02110	Equipment	0.00	Decrease	43,556.14	43,556.14
12	141	72220-399-02110	Contracts	0.00	Increase	40,000.00	40,000.00
				95,862.13	0.00	199,418.27	103,556.14

Explanation: To adjust budget to allocation awarded to PCS for highcost SWD's.

Sheri Robertson
 Requested by: Supervisor Sheri Robertson

Reviewed by: *Maria M. [Signature]*
 Chief Financial Officer

Recommended for Approval:

[Signature]
 Assistant Director
 Official / Department Head

Action by Fiscal Review Committee: _____ Date: _____
 Action by County Commission: _____ Date: _____
 Recommended for Approval: _____ Date: _____
 Approval: _____ Non-Approval: _____





Putnam County Budget Amendment / Line Item Transfer Authorization Form

Department: Human Resources DATE: 2-Jan-25

Item #	Account #	Account Description	Current Approved Amount		Requested Approval Amount	
			Increase	Decrease	Increase	Decrease
Revenue						
1	141 R 48610 000 000 02137 000	DONATIONS	43,600.00			
		Total Revenue	43,600.00			
Expenditures						
2	141 E 72210 599 000 02137 000	OTHER CHARGES		43,600.00		43,600.00
		Total Expenditures			43,600.00	43,600.00
		Total Revenue less Total Expenditures				

Explanation: To budget for Employee Picnic grant received from Ultrust

Requested by: _____ Recommended for Approval: _____
 Supervisor: Marc McLaughlin Officer / Department Head: _____
 Reviewed by: _____ Date: _____
 Chief Financial Officer: _____
 Action by Fiscal Review Committee: Recommended for Approval No Recommendation Date: _____
 Action by County Commission: Approval Non-Approval Date: _____



Out of State/ Overnight Field Trips BOARD APPROVAL Month: January 2025

Date Submitted	Destination/City	School	Sponsors/ Chaperones	Subject/ Grade/ Group	Date(s) of Event	No. of Students	Event Name
12/19/24	4655 Humboldt Street Denver, CO 80216	UHS	Whitney Slatten 9316071763 Wes Shanks 9312607574	CTE / 9th-12th / FFA	January 20-27, 2025	1	National Western Stock Show (National Western Complex) - Denver, CO
12/19/24	SHCA Spring Show- Clemson, SC / 1101 W Queen St, Pendleton, SC 29670	UHS	Whitney Slatten 9316071763 Wes Shanks 9312607574	CTE / 9th-12th / FFA	March 6-8, 2025	1	SAE-Livestock Show
12/19/24	Atlanta Marriott Northeast/Emory Area 2000 Century Blvd NE, Atlanta, GA 30345	CHS	Holly Wilmoth / Shane Cunningham 931-529-1243	Fine Arts / 9th-12th / Speech Team	January 23-26, 2025	11	Speech Tournament
12/19/24	Freeport Hotel by Hilton 220 Alewife Brook Pkwy, Cambridge, MA 02138 / Harvard University, Boston Massachusetts	CHS	Holly Wilmoth / Lori White / Shane Cunningham 931-529-1243	Fine Arts / 9th-12th / Speech Team	February 14-18, 2025	9	Speech Tournament
12/19/24	Freeport Hotel by Hilton 220 Alewife Brook Pkwy, Cambridge, MA 02138 / Harvard University, Boston Massachusetts	CHS	931-261-2229 Michael Choate, Kaitlyn & Jeremy Craig, Stayce Choate, Karen Trentham, Patience Cannon, Britiany Birdwell, Joey Cannon, Amy Harms, Deedee Manier, Kim & Matthew Pugh Bonnie & Joel Randolph, Patrick Trentham	Fine Arts / 9th-12th / Chorus	March 11-16, 2025	56	Broadway workshop, cultural exploration, tourism, Broadway musical experiences

Corby King, Director of Schools

Date

12/20/24

Received
12-20-24
MNF

EXHIBIT
VTID
01-02-25
tabbles

UHS

Field Trips

Baxter FFA - January 20-27, 2025 & March 6-8,2025 Trips Rooming List
Upperman High School

Livestock Rooming List

Parent/Guardian Chaperone is responsible for booking all housing for overnight Livestock Events.

<u>Student</u>	<u>Chaperone</u>
Madison Minnear	Veronica Minnear/Woody Minnear

CHS

Field Trips

CHS Speech Team Trip January 23-26, 2025

Room #1

Kallie Harville
Lily Madewell
Maggie Smith
Alexandra White

Room #2

Willow Cornwell
Brayden Spears
Gabe McMasters

Room #3

Ciara Oldham
Kaylee Wilmoth
Carlybeth Butler
Daisy Stockwell

Room #4

Shane Cunningham

CHS Speech Team Trip February 14-18, 2025

Harvard Rooms 2025

Room #1

Jacob Cookson
Willow Cornwell

Room #2

Kallie Harville

Room #3

Ciara Oldham
Shelia Oldham (mother)

Room #4

Holly Wilmoth (mother)
Kaylee Wilmoth

Room #5

Sherry Elias (mother)
Matthew Elias

Room #6

Michael Spears (father)
Brayden Spears

Room #7

Amy McBroom (mother)
Daisy McBroom

Room #7

Alex White
Lori White (mother)

New York Trip 2025 Roster

Andrew Allen
Logan Bass
Brittany Birdwell
Cameron Birdwell
Connor Birdwell
Max Brooks
Ansley Cannon
Joey Cannon
Patience Cannon
Parker Chaffin
Ella Choate
Michael Choate
Stayce Choate
Azura Collins
Jeremy Craig
Kaitlyn Craig
Jonathan Cremeans
Opal Dyer
Linda Ford
Rilee Haney
Amy Harms
Kallie Hoffert
Vivian Hutson
Evann Knotts
Jackson Lepley
Mia Lugar
DeeDee Manier
Rebekah Manier
Meredith Mannle
Lucia Morrison
Clare Moyer
Riley Panzer
Lisa Patel
Kimberly Pugh
Matthew Pugh

Amanda Randolph
Bonnie Randolph
Joel Randolph
Sarah Randolph
Eden Roberson
Nathalie Ruiz
Anderson Sheets
Judah Silvey
Aaleia Simmons
Tucker Smith
Isaiah Snyder
Katie Speck
Anthony Spike
Elias Thomen
Sarah Tinsley
Julia Trentham
Karen Trentham
Patrick Trentham
Ransom Wiggins
Andrew Zamer

Karen Trentham Patrick Trentham Julia Trentham	Ansley Cannon Patience Cannon Joey Cannon	Amanda Randolph Bonnie Randolph Joel Randolph Sarah Randolph	Max Brooks Dusti Brooks
Kaitlyn Craig Jeremy Craig	Amy Harms Elias Thomen	Andrew Allen Logan Bass Parker Chaffin Jonathan Cremeans	Azura Collins Opal Dyer Linda Ford Rilee Haney
Michael Choate Stayce Choate Ella Choate	Kim Pugh Matthew Pugh Evann Knotts	Judah Silvey Tucker Smith Isaiah Snyder Anthony Spike	Kallie Hoffert Vivian Hutson Mia Lugar Meredith Mannle
Brittany Birdwell Cameron Birdwell Connor Birdwell	Rebekah Manier DeeDee Manier	Ransom Wiggins Andrew Zamer Jack Lepley	Lucia Morrison Clare Moyer Riley Panzer Lisa Patel
Eden Roberson Nathalie Ruiz Anderson Sheets Aaleia Simmons	Katie Speck Sarah Tinsley		

EXHIBIT
VLE
 01-02-25

PUTNAM COUNTY BOARD OF EDUCATION
 DISCRETIONARY GRANT REPORT
 JANUARY 2025

Board Action	Grant Title	GRANT AMOUNT REQUESTING	LEA Match	Total Grant Amount	New, Ongoing, Renewal	Location	Approval to Apply	Approval to Accept	Comments
PERMISSION TO APPLY	KIDSGARDENING.ORG GRANT	\$ 500.00			NEW	UMS	01.02.2025		AMANDA STACEY APPLYING
PERMISSION TO APPLY	VECustomers SHARE GRANT	\$ 950.00			NEW	MHS	01.02.2025		AMY FORREST APPLYING
PERMISSION TO APPLY	TVA STEM GRANT	\$ 5,000.00			NEW	JWES	01.02.2025		JWES APPLYING
PERMISSION TO ACCEPT	TVA STEM GRANT			\$ 5,000.00	NEW	JWES		01.02.2025	JWES ACCEPTING
PERMISSION TO ACCEPT	MID TENN. PROJECT HOMETOWN GRANT			\$ 500.00	NEW	MHS		01.02.2025	MHS ACCEPTING
PERMISSION TO ACCEPT	TVA STEM GRANT			\$ 5,000.00	NEW	VITAL		01.02.2025	VITAL ACCEPTING
PERMISSION TO ACCEPT	TVA STEM GRANT			\$ 5,000.00	NEW	WPA		01.02.2025	WPA ACCEPTING
PERMISSION TO ACCEPT	VECustomers SHARE GRANT			\$ 600.00	NEW	BURKS		01.02.2025	BURKS ACCEPTING
PERMISSION TO ACCEPT	TWIN LAKES GRANT			\$ 4,900.00	NEW	PVES		01.02.2025	PARK VIEW ELEM. ACCEPTING
TOTALS	JULY	\$ 25,400.00							
	AUGUST	\$ 5,000.00							
	SEPTEMBER	\$ 6,237,231.15							
	OCTOBER	\$ 545,350.00		\$ 513,500.00					
	NOVEMBER	\$ 66,200.00		\$ 1,100.00					
	DECEMBER	\$ 54,100.00		\$ 29,200.00					
	JANUARY	\$ 6,450.00		\$ 21,000.00					
	FEBRUARY								
	MARCH								
	APRIL								
	MAY								
	JUNE								
	TOTAL	\$ 6,939,731.15		\$ 564,800.00					

GRANT REPORT PREPARED BY SHARON BYERS

received
 12-19-24
 MT



Putnam County School System

1400 E. Spring Street
Cookeville, TN 38506-4313
Ph: (931) 526-9777 | Fax: (931) 528-6942
www.pcsstn.com



Corby King
Director of Schools

ENGAGE INSPIRE ACHIEVE

Putnam County Board of Education Agenda Request

Name of Person Making Request: Tim Martin

Date: December 6, 2024

RE: Naming Pre-K Center at old Park View location

Account Funding Code (if appropriate)

_____ Backup included

_____ Backup to follow

Agenda Item for January 2, 2025, Board meeting.

Request permission to begin the naming process of the Pre-K center in the old Park View School in accordance with Board Policy 3.210, and to name Allison Painter as Committee Chair.



Supervisor 12/6/24
Date



Director of Schools 12/6/24
Date

received
12-06-24 MAT



PCSS Board Agenda Request

Date: December 18, 2024

Department: Maintenance

Person Submitting: John Magura

Account Number (If appropriate)

Check one:

Backup include

Backup to follow

Statement to be included in the Board Agenda Packet:

Consider the approval of the contract submitted by Richard C Rinks and Associates for the design of bid documents to replace the roof at the former Frontier building in the amount of \$10,000.00 to be paid for from 141-72620-599

received
12-18-24 mt

10/10/2020

THE AMERICAN INSTITUTE OF ARCHITECTS



AIA Document B131

**Standard Form of Agreement Between
Owner and Architect**

*THIS DOCUMENT HAS IMPORTANT LEGAL CONSEQUENCES; CONSULTATION WITH
AN ATTORNEY IS ENCOURAGED WITH RESPECT TO ITS COMPLETION OR MODIFICATION*

AGREEMENT

made this 2ND day of December in the year of 2024

BETWEEN

PUTNAM COUNTY BOARD OF EDUCATION
1400 East Spring Street
Cookeville, Tennessee 38506

the Owner, and

RICHARD C. RINKS AND ASSOCIATES, INC.
30 North Jefferson Avenue
Cookeville, Tennessee 38501

the Architect.

It is the intention of the Owner to replace the roof at the former Frontier office building located at 250 South Franklin Avenue in Cookeville, Tennessee

hereinafter referred to as the Project.

The Owner and the Architect agree as set forth below:

I. THE ARCHITECT shall provide professional services for the Project in accordance with the Terms and Conditions of this Agreement.

II. THE OWNER shall compensate the Architect, in accordance with the Terms and Conditions of this Agreement, as follows:

a. FOR THE ARCHITECT'S BASIC SERVICES, as described in Paragraph 1.1, Basic Compensation

A Single Stipulated Sum Contract of

Ten thousand dollars (\$10,000.00)

AN INITIAL PAYMENT of zero dollars (\$ 0.00) shall be made upon the execution of this Agreement and credited to the Owner's account.

b. FOR THE ARCHITECT'S ADDITIONAL SERVICES, as described in Paragraph 1.3, compensation computed as follows:

Principals' time at the fixed rate of one hundred fifty dollars (\$150.00) per hour. For the purposes of this Agreement, the Principals are:

Richard C. Rinks
Patrick Rinks
Jason Rinks

Employees' time computed at a multiple of two and one half (2.5) times the employees' Direct Personnel Expense as defined in Article 4.

Additional services of professional consultants engaged for the normal structural, mechanical and electrical engineering services at a multiple of one (1) times the amount billed to the Architect for such additional services.

Services of other professional consultants at a multiple of one (1) times the amount billed to the Architect for such services.

The rates and multiples set forth in this Paragraph Iib will be subject to renegotiation if the services covered by this Agreement have not been completed within twelve (12) months of the date hereof.

c. FOR THE ARCHITECT'S REIMBURSABLE EXPENSES, amounts expended as defined in Article 5.

d. THE TIMES AND FURTHER CONDITIONS OF PAYMENT shall be as described in Article 6.

TERMS AND CONDITIONS OF AGREEMENT BETWEEN OWNER AND ARCHITECT

ARTICLE 1

ARCHITECT'S SERVICES

1.1 BASIC SERVICES

The Architect's Basic Services consist of the five phases described below and include normal structural, mechanical and electrical engineering services.

SCHEMATIC DESIGN PHASE

1.1.1 The Architect shall consult with the Owner to ascertain the requirements of the Project and shall confirm such requirements to the Owner.

1.1.2 The Architect shall prepare Schematic Design Studies consisting of drawings and other documents illustrating the scale and relationship of Project components for approval by the Owner.

1.1.3 The Architect shall submit to the Owner a Statement of Probable Construction Cost based on current area, volume or other unit costs.

DESIGN DEVELOPMENT PHASE

1.1.4 The Architect shall prepare from the approved Schematic Design Studies, for approval by the Owner, the Design Development Documents consisting of drawings and other documents to fix and describe the size and character of the entire Project as to structural, mechanical and electrical systems, materials and such other essentials as may be appropriate.

1.1.5 The Architect shall submit to the Owner a further Statement of Probable Construction Cost.

CONSTRUCTION DOCUMENTS PHASE

1.1.6 The Architect shall prepare from the approved Design Development Documents, for approval by the Owner, Working Drawings and Specifications setting forth in detail the requirements for the construction of the entire Project including the necessary bidding information, and shall assist in the preparation of bidding forms, the Conditions of the Contract, and the form of Agreement between the Owner and the Contractor.

1.1.7 The Architect shall advise the Owner of any adjustments to previous Statements of Probable Construction Cost indicated by changes in requirements or general market conditions.

1.1.8 The Architect shall assist the Owner in filing the required documents for the approval of governmental authorities having jurisdiction over the Project.

BIDDING OR NEGOTIATION PHASE

1.1.9 The Architect, following the Owner's approval of the Construction Documents and of the latest Statement of Probable Construction Cost, shall assist the Owner in

obtaining bids or negotiated proposals, and in awarding and preparing construction contracts.

CONSTRUCTION PHASE—ADMINISTRATION OF THE CONSTRUCTION CONTRACT

1.1.10 The Construction Phase will commence with the award of the Construction Contract and will terminate when the final Certificate for Payment is issued to the Owner.

1.1.11 The Architect shall provide Administration of the Construction Contract as set forth in Articles 1 through 14 inclusive of the latest edition of AIA Document A201, General Conditions of the Contract for Construction, and the extent of his duties and responsibilities and the limitations of his authority as assigned thereunder shall not be modified without his written consent.

1.1.12 The Architect, as the representative of the Owner during the Construction Phase, shall advise and consult with the Owner and all of the Owner's instructions to the Contractor shall be issued through the Architect. The Architect shall have authority to act on behalf of the Owner to the extent provided in the General Conditions unless otherwise modified in writing.

1.1.13 The Architect shall at all times have access to the Work wherever it is in preparation or progress.

1.1.14 The Architect shall make periodic visits to the site to familiarize himself generally with the progress and quality of the Work and to determine in general if the Work is proceeding in accordance with the Contract Documents. On the basis of his on-site observations as an architect, he shall endeavor to guard the Owner against defects and deficiencies in the Work of the Contractor. The Architect shall not be required to make exhaustive or continuous on-site inspections to check the quality or quantity of the Work. The Architect shall not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Work, and he shall not be responsible for the Contractor's failure to carry out the Work in accordance with the Contract Documents.

1.1.15 Based on such observations at the site and on the Contractor's Applications for Payment, the Architect shall determine the amount owing to the Contractor and shall issue Certificates for Payment in such amounts. The issuance of a Certificate for Payment shall constitute a representation by the Architect to the Owner, based on the Architect's observations at the site as provided in Subparagraph 1.1.14 and on the data comprising the Application for Payment, that the Work has progressed to the point indicated; that to the best of the Architect's knowledge, information and belief, the quality of the Work is in accordance with the Contract Documents (subject to an evaluation of the Work for conformance with the Contract Documents upon Substantial Completion, to the results of any subsequent tests required by the Contract Doc-

uments, to minor deviations from the Contract Documents correctable prior to completion, and to any specific qualifications stated in the Certificate for Payment); and that the Contractor is entitled to payment in the amount certified. By issuing a Certificate for Payment, the Architect shall not be deemed to represent that he has made any examination to ascertain how and for what purpose the Contractor has used the moneys paid on account of the Contract Sum.

1.1.16 The Architect shall be, in the first instance, the Interpreter of the requirements of the Contract Documents and the impartial judge of the performance thereunder by both the Owner and Contractor. The Architect shall make decisions on all claims of the Owner or Contractor relating to the execution and progress of the Work and on all other matters or questions related thereto. The Architect's decisions in matters relating to artistic effect shall be final if consistent with the intent of the Contract Documents.

1.1.17 The Architect shall have authority to reject Work which does not conform to the Contract Documents. Whenever, in his reasonable opinion, he considers it necessary or advisable to insure the proper implementation of the intent of the Contract Documents, he will have authority to require special inspection or testing of any Work in accordance with the provisions of the Contract Documents whether or not such Work be then fabricated, installed or completed.

1.1.18 The Architect shall review and approve shop drawings, samples, and other submissions of the Contractor only for conformance with the design concept of the Project and for compliance with the information given in the Contract Documents.

1.1.19 The Architect shall prepare Change Orders.

1.1.20 The Architect shall conduct inspections to determine the Dates of Substantial Completion and final completion, shall receive and review written guarantees and related documents assembled by the Contractor, and shall issue a final Certificate for Payment.

1.1.21 The Architect shall not be responsible for the acts or omissions of the Contractor, or any Subcontractors, or any of the Contractor's or Subcontractors' agents or employees, or any other persons performing any of the Work.

1.2 PROJECT REPRESENTATION BEYOND BASIC SERVICES

1.2.1 If more extensive representation at the site than is described under Subparagraphs 1.1.10 through 1.1.21 inclusive is required, and if the Owner and Architect agree, the Architect shall provide one or more Full-Time Project Representatives to assist the Architect.

1.2.2 Such Full-Time Project Representatives shall be selected, employed and directed by the Architect, and the Architect shall be compensated therefor as mutually agreed between the Owner and the Architect as set forth in an exhibit appended to this Agreement.

1.2.3 The duties, responsibilities and limitations of authority of such Full-Time Project Representatives shall be set forth in an exhibit appended to this Agreement.

1.2.4 Through the on-site observations by Full-Time Project Representatives of the Work in progress, the Architect

shall endeavor to provide further protection for the Owner against defects in the Work, but the furnishing of such project representation shall not make the Architect responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs, or for the Contractor's failure to perform the Work in accordance with the Contract Documents.

1.3 ADDITIONAL SERVICES

If any of the following Additional Services are authorized by the Owner, they shall be paid for by the Owner as hereinbefore provided.

1.3.1 Providing special analyses of the Owner's needs, and programming the requirements of the Project.

1.3.2 Providing financial feasibility or other special studies.

1.3.3 Providing planning surveys, site evaluations, or comparative studies of prospective sites.

1.3.4 Providing design services relative to future facilities, systems and equipment which are not intended to be constructed as part of the Project.

1.3.5 Providing services to investigate existing conditions or facilities or to make measured drawings thereof, or to verify the accuracy of drawings or other information furnished by the Owner.

1.3.6 Preparing documents for alternate bids or out-of-sequence services requested by the Owner.

1.3.7 Providing Detailed Estimates of Construction Cost or detailed quantity surveys or inventories of material, equipment and labor.

1.3.8 Providing interior design and other services required for or in connection with the selection of furniture and furnishings.

1.3.9 Providing services for planning tenant or rental spaces.

1.3.10 Making major revisions in Drawings, Specifications or other documents when such revisions are inconsistent with written approvals or instructions previously given and are due to causes beyond the control of the Architect.

1.3.11 Preparing supporting data and other services in connection with Change Orders if the change in the Basic Compensation resulting from the adjusted Contract Sum is not commensurate with the services required of the Architect.

1.3.12 Making investigations involving detailed appraisals and valuations of existing facilities, and surveys or inventories required in connection with construction performed by the Owner.

1.3.13 Providing consultation concerning replacement of any Work damaged by fire or other cause during construction, and furnishing professional services of the type set forth in Paragraph 1.1 as may be required in connection with the replacement of such Work.

1.3.14 Providing professional services made necessary by the default of the Contractor or by major defects in the Work of the Contractor in the performance of the Construction Contract.

1.3.15 Preparing a set of reproducible record prints of drawings showing significant changes in the Work made

during the construction process, based on marked-up prints, drawings and other data furnished by the Contractor to the Architect.

1.3.16 Providing extensive assistance in the utilization of any equipment or system such as initial start-up or testing, adjusting and balancing, preparation of operating and maintenance manuals, training personnel for operation and maintenance, and consultation during operation.

1.3.17 Providing Contract Administration and observation of construction after the Construction Contract Time has been exceeded or extended by more than 30 days through no fault of the Architect.

1.3.18 Providing services after issuance to the Owner of the final Certificate for Payment.

1.3.19 Preparing to serve or serving as an expert witness in connection with any public hearing, arbitration proceeding or legal proceeding.

1.3.20 Providing services of professional consultants for other than the normal structural, mechanical and electrical engineering services for the Project.

1.3.21 Providing any other services not otherwise included in this Agreement or not customarily furnished in accordance with generally accepted architectural practice.

ARTICLE 2

THE OWNER'S RESPONSIBILITIES

2.1 The Owner shall provide full information regarding his requirements for the Project.

2.2 The Owner shall designate, when necessary, a representative authorized to act in his behalf with respect to the Project. The Owner or his representative shall examine documents submitted by the Architect and shall render decisions pertaining thereto promptly, to avoid unreasonable delay in the progress of the Architect's work.

2.3 The Owner shall furnish a certified land survey of the site giving, as applicable, grades and lines of streets, alleys, pavements and adjoining property; rights-of-way; restrictions, easements, encroachments, zoning, deed restrictions; boundaries and contours of the site; locations, dimensions and complete data pertaining to existing buildings, other improvements and trees; and full information concerning available service and utility lines both public and private, above and below grade, including inverts and depths.

2.4 The Owner shall furnish the services of a soils engineer or other consultant when such services are deemed necessary by the Architect, including reports, test borings, test pits, soil bearing values, percolation tests, air and water pollution tests, ground corrosion and resistivity tests and other necessary operations for determining subsoil, air and water conditions, with appropriate professional interpretations thereof.

2.5 The Owner shall furnish structural, mechanical, chemical and other laboratory tests, inspections and reports as required by law or the Contract Documents.

2.6 The Owner shall furnish such legal, accounting, and insurance counselling services as may be necessary for the Project, and such auditing services as he may require to

ascertain how or for what purposes the Contractor has used the moneys paid to him under the Construction Contract.

2.7 The services, information, surveys and reports required by Paragraphs 2.3 through 2.6 inclusive shall be furnished at the Owner's expense, and the Architect shall be entitled to rely upon the accuracy and completeness thereof.

2.8 If the Owner observes or otherwise becomes aware of any fault or defect in the Project or non-conformance with the Contract Documents, he shall give prompt written notice thereof to the Architect.

2.9 The Owner shall furnish information required of him as expeditiously as necessary for the orderly progress of the Work.

ARTICLE 3

CONSTRUCTION COST

3.1 The Construction Cost to be used as the basis for determining the Architect's Basic Compensation shall be the total cost or estimated cost to the Owner of all Work designed or specified by the Architect; which shall be determined as follows, with precedence in the order listed:

3.1.1 For completed construction, the total cost of all such Work;

3.1.2 For Work not constructed, (1) the lowest bona fide bid received from a qualified bidder for any or all of such Work, or (2) if the Work is not bid, the bona fide negotiated proposal submitted for any or all of such Work; or

3.1.3 For Work for which no such bid or proposal is received; (1) the latest Detailed Estimate of Construction Cost if one is available, or (2) the latest Statement of Probable Construction Cost.

3.2 Construction Cost does not include the compensation of the Architect and consultants, the cost of the land, rights-of-way, or other costs which are the responsibility of the Owner as provided in Paragraphs 2.3 through 2.6 inclusive.

3.3 Labor furnished by the Owner for the Project shall be included in the Construction Cost at current market rates including a reasonable allowance for overhead and profit. Materials and equipment furnished by the Owner shall be included at current market prices, except that used materials and equipment shall be included as if purchased new for the Project.

3.4 Statements of Probable Construction Cost and Detailed Cost Estimates prepared by the Architect represent his best judgment as a design professional familiar with the construction industry. It is recognized, however, that neither the Architect nor the Owner has any control over the cost of labor, materials or equipment, over the contractors' methods of determining bid prices, or over competitive bidding or market conditions. Accordingly, the Architect cannot and does not guarantee that bids will not vary from any Statement of Probable Construction Cost or other cost estimate prepared by him.

3.5 When a fixed limit of Construction Cost is established as a condition of this Agreement, it shall include a bidding contingency of ten percent unless another amount is agreed upon in writing. When such a fixed limit is established, the Architect shall be permitted to determine what materials, equipment, component systems and types of construction are to be included in the Contract Documents, and to make reasonable adjustments in the scope of the Project to bring it within the fixed limit. The Architect may also include in the Contract Documents alternate bids to adjust the Construction Cost to the fixed limit.

3.5.1 If the lowest bona fide bid or negotiated proposal, the Detailed Cost Estimate or the Statement of Probable Construction Cost exceeds such fixed limit of Construction Cost (including the bidding contingency) established as a condition of this Agreement, the Owner shall (1) give written approval of an increase in such fixed limit, (2) authorize rebidding the Project within a reasonable time, or (3) cooperate in revising the Project scope and quality as required to reduce the Probable Construction Cost. In the case of (3) the Architect, without additional charge, shall modify the Drawings and Specifications as necessary to bring the Construction Cost within the fixed limit. The providing of such service shall be the limit of the Architect's responsibility in this regard, and having done so, the Architect shall be entitled to compensation in accordance with this Agreement.

ARTICLE 4

DIRECT PERSONNEL EXPENSE

4.1 Direct Personnel Expense of employees engaged on the Project by the Architect includes architects, engineers, designers, job captains, draftsmen, specification writers and typists, in consultation, research and design, in producing Drawings, Specifications and other documents pertaining to the Project, and in services during construction at the site.

4.2 Direct Personnel Expense includes cost of salaries and of mandatory and customary benefits such as statutory employee benefits, insurance, sick leave, holidays and vacations, pensions and similar benefits.

ARTICLE 5

REIMBURSABLE EXPENSES

5.1 Reimbursable Expenses are in addition to the Compensation for Basic and Additional Services and include actual expenditures made by the Architect, his employees, or his professional consultants in the interest of the Project for the expenses listed in the following Subparagraphs:

5.1.1 Expense of transportation and living when traveling in connection with the Project; long distance calls and telegrams; and fees paid for securing approval of authorities having jurisdiction over the Project.

5.1.2 Expense of reproductions, postage and handling of Drawings and Specifications excluding duplicate sets at the completion of each Phase for the Owner's review and approval.

5.1.3 If authorized in advance by the Owner, expense of overtime work requiring higher than regular rates and expense of renderings or models for the Owner's use.

5.1.4 Expense of computer time when used in connection with Additional Services.

ARTICLE 6

PAYMENTS TO THE ARCHITECT

6.1 Payments on account of the Architect's Basic Services shall be made as follows:

6.1.1 An initial payment as set forth in Paragraph IIa (Page 2) is the minimum payment under this Agreement.

6.1.2 Subsequent payments for Basic Services shall be made monthly in proportion to services performed so that the compensation at the completion of each Phase shall equal the following percentages of the total Basic Compensation:

Schematic Design Phase	15%
Design Development Phase	35%
Construction Documents Phase	75%
Bidding or Negotiation Phase	80%
Construction Phase	100%

6.2. Payments for Additional Services of the Architect as defined in Paragraph 1.3, and for Reimbursable Expenses as defined in Article 5, shall be made monthly upon presentation of the Architect's statement of services rendered.

6.3 No deductions shall be made from the Architect's compensation on account of penalty, liquidated damages, or other sums withheld from payments to contractors.

6.4 If the Project is suspended for more than three months or abandoned in whole or in part, the Architect shall be paid his compensation for services performed prior to receipt of written notice from the Owner of such suspension or abandonment, together with Reimbursable Expenses then due and all terminal expenses resulting from such suspension or abandonment. If the Project is resumed after being suspended for more than three months, the Architect's compensation shall be subject to renegotiation.

6.5 Payments due the Architect under this Agreement shall bear interest at the legal rate commencing sixty days after the date of billing.

ARTICLE 7

ARCHITECT'S ACCOUNTING RECORDS

Records of the Architect's Direct Personnel, Consultant and Reimbursable Expenses pertaining to the Project, and records of accounts between the Owner and the Con-

tractor, shall be kept on a generally recognized accounting basis and shall be available to the Owner or his authorized representative at mutually convenient times.

ARTICLE 8

TERMINATION OF AGREEMENT

This Agreement may be terminated by either party upon seven days' written notice should the other party fail substantially to perform in accordance with its terms through no fault of the other. In the event of termination due to the fault of others than the Architect, the Architect shall be paid his compensation for services performed to termination date, including Reimbursable Expenses then due and all terminal expenses.

ARTICLE 9

OWNERSHIP OF DOCUMENTS

Drawings and Specifications as instruments of service are and shall remain the property of the Architect whether the Project for which they are made is executed or not. They are not to be used by the Owner on other projects or extensions to this Project except by agreement in writing and with appropriate compensation to the Architect.

ARTICLE 10

SUCCESSORS AND ASSIGNS

The Owner and the Architect each binds himself, his partners, successors, assigns and legal representatives to the other party to this Agreement and to the partners, successors, assigns and legal representatives of such other party with respect to all covenants of this Agreement. Neither the Owner nor the Architect shall assign, sublet or transfer his interest in this Agreement without the written consent of the other.

ARTICLE 11

DISPUTE RESOLUTION:

Any dispute arising out of this contract shall be decided in the Chancery Court of Putnam County, Tennessee, as the sole and exclusive venue and jurisdiction for the resolution of any said claims. The parties may voluntarily agree to a non-binding mediation in Cookeville, Putnam County, Tennessee to resolve dispute prior to litigation, but are not obligated to do so. Each party shall be responsible for its own fees and costs.

ARTICLE 12

EXTENT OF AGREEMENT

This Agreement represents the entire and integrated agreement between the Owner and the Architect and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Owner and Architect.

ARTICLE 13

GOVERNING LAW

Unless otherwise specified, this Agreement shall be governed by the law of the principal place of business of the Architect.

This Agreement executed the day and year first written above.

OWNER:

ARCHITECT

RICHARD C. RINKS AND ASSOCIATES, INC.
ARCHITECTS - ENGINEERS

BY: _____

BY: Jason Rinks

TITLE

VICE PRESIDENT

TITLE

ATTEST: _____

ATTEST: Pat



Putnam County School System

1400 E. Spring Street
Cookeville, TN 38506-4313
Ph: (931) 526-9777 | Fax: (931) 528-6942
www.pcsstn.com



Corby King
Director of Schools

ENGAGE INSPIRE ACHIEVE

Putnam County Board of Education Agenda Request

Name of Person Making Request: Ron Chaffin

Date: December 17, 2024

RE: Box Truck Donation

Account Funding Code (if appropriate)

Backup included

Backup to follow

Agenda Item for January 2, 2025 Board meeting.

Please Consider the acceptance of a 2007 Ford Box Truck (VIN Number 1FDXE45S17DB24083) as a Donation to the Putnam County School System for the use of the PEP Foundation.

Ron Chaffin

December 17, 2024

Supervisor

Date

12/18/24

Director of Schools

Date

received
12-18-24 MT



PUTNAM COUNTY
School System

ENGAGE INSPIRE ACHIEVE

Shannon Maynard, with Cookeville Converter Company LLC, 1420 Grundy Quarles Hwy, Gainesboro, Tennessee has graciously donated a 2007 Ford Box Truck to be used by The PEP Foundation with the Putnam County School System. Mr. Maynard is not expecting any public recognition. The vehicle registration is attached.

Tennessee Department
of Revenue

CERTIFICATE OF VEHICLE REGISTRATION

RENEW ONLINE AT
www.tncountyclerk.com

License No 7622H11	Class 4201	Expiry Yr 2000	Plate Code O25	Date of Issue 06/27/2024	Expiration Date 07/31/2025
Title No 14400004846	Make FORD	Model E-45	Year 2007	Body VN	Color U
VIN 1FDXE45S17DB24083	Country USA		Zone E-45	Mum Code VN	Lien U
County Jackson	Vehicle No 1FDXE45S17DB24083	Country Code USA	County State P	Country State E-45	Lien U
County Jackson	County Clerk Brandon Stafford	County Code E-45	Vehicle Use B	Reg Weight 9000	

Registration Fee	72.75
Elec. Volec	.00
Credit	.00
License	.00
Taxes	.00
Clerk	.00
Insurance	2.50
TRC	.00
LRD	.00
Salles Tax	.00
SA Tax	.00
Local Tax	.00
AV/Other Tax	.00
City/Wh Tax	40.50
City Wh Tax	.00
Organ Don	.00
License Fee	.00
INS Fee	.00
Total Tax	115.75
Total Fees	264.649

BEND AT DOTTED LINE. CAREFULLY PEEL
UNTIL SILVER DECAL IS REMOVED

IMPORTANT

COOKEVILLE CONVERTER COMPANY LLC
1420 N GRUNDY QUARLES HWY
GAINESBORO TN 38562-6002

Owner's Phone

T.C.A. 55-4-108 Every Certificate of Registration shall at all times be carried in the vehicle to which it refers or shall be carried by the person driving or in control of such vehicle. Renewals of registration for all vehicles (except permanent registrations) are for twelve (12) months from the current expiration date. If the current expiration date falls on Saturday, Sunday, or a holiday, the current registration remains valid until the next business day.
Application Instructions
1. Clean debossed area in the upper right corner of plate. 2. Remove decal by folding at edge of decal and separate from registration.
3. Rub firmly to apply decal to upper right corner of plate. 4. Keep registration with vehicle.



**Putnam County Board of Education Agenda Requests
(See attached calendar for deadlines)**

Date _____ 1/2/2025

Department _____ Finance

Person Submitting _____ Mark McReynolds

Account Number (if appropriate) _____

Check one:

Backup included

Backup to follow

Statement to be included in Board Agenda Packet:

Consider approval of the surety bond for Corby King in the amount of \$100,000 for the term beginning January 22, 2025 and ending January 22, 2026.

received
12-9-25 MT *CM*

EXHIBIT
VLF 5
01-02-24
tabbles



PCSS Board Agenda Request

Date 12/11/24

Department Student Services

Person Submitting Dr. Trey Upchurch

Account Number (if appropriate)

Check one:

Backup included

Backup to follow

Statement to be included in Board Agenda Packet:

Yearly MOU for the TDOE School Climate Survey. The survey is attached. Delivery will be both in person and via Parentsquare.

School climate improvement efforts involve comprehensive change in community norms, personal interactions, and institutional procedures, rather than reliance on any single intervention or dimension of behavior or performance. Research and practice have consistently demonstrated an association between positive school climate and improved student learning, teacher retention and school performance.

received
12-11-24 MT
CK



Tennessee School Climate Measurement Package *2024-25*

Contents

Special Notice.....	2
Sample Active Consent Forms and Guidance	3
Sample Active Consent Checklist.....	5
Elementary School Student Survey.....	7
Middle School Student Survey.....	12
High School Student Survey.....	20
Parent Survey.....	29
Teacher Survey.....	35

Special Notice

Local education agencies (LEAs) who volunteer to utilize the Tennessee School Climate Measurement System at no cost must agree to administer an online version of school climate surveys as instructed by the Tennessee Department of Education (TDOE). The survey administration window is January 20, 2025- February 28, 2025, for students, parents, and school staff.

The LEA shall inform parents of the school climate survey administration at least two weeks before the survey administration window opens. LEAs must obtain written, informed consent from all parents of students in accordance with local school board policy.

Survey Types:

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

To set up online Tennessee School Climate Surveys for your school or district, please contact Shannon.Railling@tn.gov. ***A Memorandum of Understanding signed by the Directors of Schools or Designees/Authorized Signatory of the LEAs is required.*** The template Memorandum of Understanding is included in this package.

Sample Active Consent Forms and Guidance

TENNESSEE SCHOOL CLIMATE SURVEY TEACHER GUIDELINES FOR OBTAINING ACTIVE PARENT CONSENT

Dear Teacher/Survey Administrator:

(Insert LEA's name here) is participating in the Tennessee School Climate Survey. The survey is sponsored by the Tennessee Department of Education (TDOE) as part of a larger initiative to enhance school support for students, increase school safety, and provide a positive learning environment. Thank you for your assistance in administering the survey. Monitoring student perceptions of their school environment and documenting needs and improvements in that environment are an important part of ensuring that school climate is improving. The hope is that this survey will become a valuable tool for improving the climate in Tennessee schools.

Obtaining Parent Permission

You play a very important role in the survey. Your support and encouragement are necessary to ensure a high rate of participation among your students. Please follow the instructions below to help us prepare for survey administration in your class.

1. Distribute the parental permission forms to students in your class as soon as possible, preferably two weeks prior to the survey date. Read to the class "Instructions to Be Read in Distributing Permission Forms." Please feel free to add your own words of encouragement and support for the survey. Encourage students to return the forms in the next class period.
2. Give a verbal reminder and/or another parental permission form to students who have not returned the signed form within three days.
3. Track, record, and retain returned signed permission forms. Parent permission forms should remain with the school and be kept on file until the school year ends.
4. On the day of the survey, please plan an alternate activity for those students who do not have parental permission to take the survey.

Instructions to be Read in Distributing Permission Forms

"Our school is taking part in the Tennessee School Climate Survey. This survey is sponsored by the Tennessee Department of Education. This survey will tell us how you feel about your school. Taking part in the survey is very important because your answers will help us learn what makes school a good place to be, and how we can make it better. Each of you will receive a permission form to take home for a parent or guardian to sign. Please give the form to them when you go home. Please bring this form back within three days.

IF YOU DO NOT HAVE A SIGNED PERMISSION FORM, YOU MAY NOT TAKE THE SURVEY."

TENNESSEE SCHOOL CLIMATE SURVEY

PARENT CONSENT FORM (Active)

Dear Parent/Guardian,

(Insert School Name Here) is conducting a survey about school climate and learning in school. The survey will help us create safe and supportive school environments that promote academic success. In prior years, schools have used this information to drive positive changes for student and staff culture. **We are asking permission for your child to complete the survey.** The survey includes questions about student relationships with teachers, school principals, and other students; school safety, bullying, and substance use; and school rules and the school environment. However, note that there is a delay between the administration of the survey and the analysis of data, so the TN School Climate Survey should not be viewed as a means of communicating health or safety risks.

The survey is voluntary. Students who take the survey may skip any question they do not want to answer or may stop taking the survey at any time. Your child's teacher will be there to help answer questions. This survey is designed to be anonymous, and your child will be asked **not** to provide their name or any identifying information. Any personnel who have access to the TN School Climate Survey data are required to maintain the confidentiality of these data.

This survey is sponsored by the Tennessee Department of Education (TDOE). Around the time of the survey window (and afterwards), you will be able to view all surveys on TDOE's [School Climate webpage](#).

The survey will be administered to students online between January 20, 2025– February 28, 2025. The survey will take about 15-20 minutes to complete.

Please mark below whether you would like your child to participate in the survey, sign the form and return it to the school within three days. You may contact your child's teacher or principal with any questions about the survey. You may also contact Shannon Railling with TDOE at Shannon.Railling@tn.gov. Thank you.

Child's Name: _____ Grade: _____

I have read this form and understand what the survey covers.

PLEASE CHECK ONE OF THE BOXES BELOW AND SIGN

- YES**, my child **may** take part in this survey.
- NO**, my child **may not** take part in this survey.

Parent/Guardian Signature

Date

Sample Active Consent Checklist

TENNESSEE SCHOOL CLIMATE SURVEY ACTIVE PARENT CONSENT CHECKLIST

School Name:

Date of Survey Administration:

Teacher:

Grade(s):

Class: Period:

	Total Number of Students Enrolled in Class Minus Ineligible* Students	Number of Non Participating Eligible Students (Code as A – Absent; ISS - In School Suspension; SR – Student Refusal; or NFR – No Form Returned)				Number of Parent Refusals (PR)	Number of Completed Surveys
		A	ISS	SR	NFR		
Total							

*Students who are not currently enrolled in school due to transfers, out-of-school suspensions, or expulsions, and students who have already taken the survey in another class period are not eligible to participate.

Please Print Student Name or Identifier	Gender (M/F)	Grade	Date Reminder Sent	Check if Permission Form was Returned "No"	Check if Permission Form was Returned "Yes"	If Student Did NOT Participate Record Eligibility Code	If Eligibility Code is: A, ISS, SR or NFR Student <u>IS</u> Eligible for Make-Up
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

(OVER →)

Please Print Student Name or Identifier	Gender (M/F)	Grade	Date Reminder Sent	Check if Permission Form was Returned "No"	Check if Permission Form was Returned "Yes"	If Student Did NOT Participate Record Eligibility Code	If Eligibility Code is: A, ISS, SR or NFR Student <u>IS</u> Eligible for Make-Up
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							
31.							
32.							
33.							
34.							
35.							
36.							
37.							
38.							
39.							
40.							
41.							
42.							
43.							
44.							
45.							
46.							
47.							
48.							
49.							
50.							

Elementary School Student Survey

This survey will tell us how you feel about your school. Your answers will help us learn what makes school a good place to be, and how we can make it better. No one will be able to see how you answered. In your answers, please do NOT include your name or any other information that identifies you or anyone else. Please be honest and tell us what you really think. This survey is VOLUNTARY. This means that you do not have to take this survey, you do not have to answer any question that makes you feel uncomfortable. You may stop taking the survey at any time. Thank you for your help. If you have any questions or need anything during the survey, you may ask your teacher for help. Please start with the survey now by clicking on the Continue button below.

Please tell us what grade you are in.

1. 3rd grade
2. 4th grade
3. 5th grade
4. 6th grade
5. 7th grade
6. 8th grade

Please tell us your race. You may choose a minimum of one or as many as apply.

1. African American
2. Asian/Pacific Islander
3. Hispanic
4. Native American/Alaska Native
5. White
6. Other
7. Prefer not to answer.

Please indicate your gender.

1. Female
2. Male
3. Prefer not to answer.

These questions ask about your school and the things that you like about it, and the things you don't like. There are no right or wrong answers. Please read each statement below and tell us how true each statement is for you. Your answers are very important. Thank you for your help.

Please mark how true these statements are about STUDENTS at your school.

Most students at my school...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
1...care about each other.	<input type="checkbox"/>				
2...get along with students who are different from them.	<input type="checkbox"/>				
3...try to help each other.	<input type="checkbox"/>				
4...are nice to each other.	<input type="checkbox"/>				

Please mark how true these statements are about TEACHERS at your school.

I have at least one teacher at my school who...

	Yes, very true	Yes, sort of true	I'm not sure	No, not really true	No, not at all true
5...cares about me.	<input type="checkbox"/>				
6...thinks I can do well in school.	<input type="checkbox"/>				
7...would help me if I was feeling sad or angry.	<input type="checkbox"/>				
8...I can go to if I feel unsafe.	<input type="checkbox"/>				

Please mark how true these statements are about the PRINCIPAL or ASSISTANT PRINCIPAL at your school.

There is a Principal or Assistant Principal at my school who...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
9...students will go to if they have a problem.	<input type="checkbox"/>				
10...cares about students.	<input type="checkbox"/>				
11...gets to know the students at my school well.	<input type="checkbox"/>				
12...listens to students.	<input type="checkbox"/>				

Please mark how true these statements are about your PARENT(s) or GUARDIAN(s).

My parents or the adults who I live with at home...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
13...talk to me about my school day.	<input type="checkbox"/>				
14...help me with my schoolwork.	<input type="checkbox"/>				
15...spend time at my school or in my classroom.	<input type="checkbox"/>				
16...talk with my teachers often.	<input type="checkbox"/>				

Please mark how true these statements are for YOU.

I feel like...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
17...I am safe at my school.	<input type="checkbox"/>				
18...this is a good school for me.	<input type="checkbox"/>				
19...I like to go to school most days.	<input type="checkbox"/>				
20...this school is a good place to learn.	<input type="checkbox"/>				

We would like to know about bullying at your school. Bullying is when someone does something mean to you on purpose more than once to hurt you or to hurt your feelings. These questions below are examples of bullying. We would like to know how many times these things happened to you this school year.

This school year, how many times has someone from your school...

	Almost Everyday	Once or Twice a Week	Once or Twice a Month	Once or Twice this School Year	Never
21...made fun of you or called you names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22...said mean things about you to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23...said they wanted to hurt you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24...pushed you, shoved you, tripped you, or spit on you on purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25...tried to make you do things you didn't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26...told you that you couldn't play with them or be part of a group.	<input type="checkbox"/>				
27...damaged something that belongs to you on purpose.	<input type="checkbox"/>				
28...bullied you in any way.	<input type="checkbox"/>				

Please mark how true these statements are for YOU.

I think that...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really	No, Not at all True
29...I would tell a teacher or other adult if another student was bullying me.	<input type="checkbox"/>				
30...my teachers would do something to help if I told them I was being bullied.	<input type="checkbox"/>				

Please mark how true these statements are about STUDENTS at your school.

Students at my school...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
31...fight a lot.	<input type="checkbox"/>				
32...take things that don't belong to them.	<input type="checkbox"/>				
33...damage things that don't belong to them.	<input type="checkbox"/>				
34...say they are going to hurt other students.	<input type="checkbox"/>				
35...do things that hurt other students.	<input type="checkbox"/>				

Please mark how true these statements are about ADULTS at your school.

I think that the adults at this school...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
36...let everyone know what the rules are ahead of time.	<input type="checkbox"/>				
37...let students help make the rules.	<input type="checkbox"/>				
38...make rules that are fair.	<input type="checkbox"/>				
39...treat everybody fairly if they break a rule.	<input type="checkbox"/>				
40...tell you why you are in trouble.	<input type="checkbox"/>				

41...give you a chance to explain your side of the story.	<input type="checkbox"/>				
42...help you learn from your mistakes.	<input type="checkbox"/>				

Please mark how true these statements are about TEACHERS at your school.

I think that the teachers at this school...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
43...know when I have trouble learning something.	<input type="checkbox"/>				
44...try to help everyone do their best.	<input type="checkbox"/>				
45...tell me when I do a good job.	<input type="checkbox"/>				
46...give me a chance to fix mistakes on my school work.	<input type="checkbox"/>				
47...make learning fun.	<input type="checkbox"/>				

Please mark how true these statements are about your SCHOOL.

I think that the place where I go to school...

	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True
48...is clean.	<input type="checkbox"/>				
49...is comfortable.	<input type="checkbox"/>				
50...looks nice on the outside.	<input type="checkbox"/>				

51. Please tell us if there is anything else about your school that you would like to share with us.

Middle School Student Survey

This survey will help us to know how you feel about your school. Your responses will help us understand more about what makes school a good place to be, and how changes could possibly improve it. No one will be able to see how you answered. In your answers, please do NOT include your name or any other information that identifies you or anyone else. Please be honest in your answers and tell us what you really think. This survey is VOLUNTARY. You do not have to take this survey, although we hope that you will choose to do so. If you choose to voluntarily take this survey, you do not have to answer any question that makes you feel uncomfortable, and you may stop taking the survey at any time. Thank you for your help. If you have any questions during this survey, please feel free to ask the survey administrator who will explain the purposes of the survey, provide instructions for completing the survey, and be in the room to assist you if needed. Please start with the survey now by clicking on the Continue button below.

Please tell us what grade you are in.

1. 5th grade
2. 6th grade
3. 7th grade
4. 8th grade

Please indicate your race. You may choose a minimum of one or as many as apply.

1. African American
2. Asian/Pacific Islander
3. Hispanic
4. Native American/Alaska Native
5. White
6. Other
7. Prefer not to answer.

Please indicate your gender.

1. Female
2. Male
3. Prefer not to answer.

The first set of questions ask about your experiences at school, how you are treated, what you like and what you don't like. There are no right or wrong answers. Give us your first impression concerning how much you agree or disagree that these statements describe your school this year. Your opinions are important and will be used to help design programs and services for your school. We need your ideas and experience to do this. Thank you for your help!

Please mark how much you AGREE or DISAGREE with these statements about your TEACHERS at school.

Most of my teachers...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1...notice if I have trouble learning something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2...often connect what I am learning to life outside the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3...challenge all students to do their personal best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4...praise me when I work hard in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5...allow me to revise my work to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6...assign creative work that allows me to think for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7...help me get excited about what I am learning in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8...give me individual attention when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have AT LEAST ONE teacher who...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
9...takes the time to listen to what I have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10...cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11...knows me well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12...has confidence in me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13...is available to me when I need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14...will try to help me when I am feeling sad, angry, or depressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15...I can go to if I feel unsafe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about your SCHOOL.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
16...this school is a place where I can learn and do well in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17...what I'm learning in my classes will be important for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18...my teachers have helped me improve my study skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19...I can understand difficult concepts with the help of my teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20...my teachers will help me succeed in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about HOW YOU FEEL ABOUT YOUR SCHOOL.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
21...this school is a good match for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22...I am safe at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23...I look forward to going to school most days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24...I am a part of this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about STUDENTS at your school.

Students at my school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
25...care about each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26...respect each other's differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27...try to protect each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28...trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29...cooperate with one another when working on schoolwork together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30...are often friends with students from different races, religions, and cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31...are easy to get to know.	<input type="checkbox"/>				
-------------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Please mark how much you AGREE or DISAGREE with these statements about the PRINCIPAL or ASSISTANT PRINCIPAL at your school.

At my school, there is a principal or assistant principal who...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
32...is easy to approach if I have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33...treats students with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34...listens to student ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about your PARENT(s) or GUARDIAN(s).

My parent(s) or guardian(s)...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
35...are involved in my school life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36...know what my grades are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37...regularly attend school events, such as sporting events (e.g., football games, soccer games) or student performances (e.g., plays, musical performances).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38...talk to my teachers (e.g., in person, over the phone, by email).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next two questions ask about SCHOOL EVENTS and EXTRA CURRICULAR TEAMS, CLUBS, or ACTIVITIES that you attend or participate in at school. Please mark how much you AGREE or DISAGREE with the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
39. I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. I regularly participate in extra-curricular activities offered through my school, such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about STUDENTS at your school.

Students at my school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
41...carry guns or knives to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42...are in gangs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43...threaten to hurt other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44...steal money, electronics, or other valuable things while at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45...damage or destroy other student's property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46...damage or destroy school property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47...fight a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48...are sometimes physically hurt by their boyfriends or girlfriends while at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I think that...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
49...Students know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50...If students hear about a threat to school or student safety, they would report it to someone in authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next set of questions asks about things that students do at school that make you feel bad or are hurtful to you. Please mark HOW FREQUENTLY these things have happened to you. During this school year, how often has anyone called you an insulting or bad name at school having to do with...

	Almost Everyday	Once or Twice a week	Once or Twice a Month	Once or twice this school year.	Never
51...your race or ethnic background?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52...your religion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53...any disability you may have?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

54...your relationship with your boyfriend or girlfriend while at school?	<input type="checkbox"/>				
55...how much money your family makes?	<input type="checkbox"/>				
56...your weight or physical appearance?	<input type="checkbox"/>				

We would like to know about any bullying that happens at your school. Bullying can be defined as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally and excluding someone from a group on purpose. Cyberbullying is bullying that takes place using devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. During this school year, how many times has someone from your school...

	Almost Everyday	Once or Twice a week	Once or Twice a month	Once or Twice this school year	Never
57...made fun of you, called you names, or insulted you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58...spread rumors about you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59...threatened you with harm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60...pushed you, shoved you, tripped you or spit on you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61...tried to make you do things you did not want to do, for example, give them money or other things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62...excluded you from activities on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63...destroyed your property on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64...posted hurtful information about you on the Internet, threatened or insulted you online (e.g., using email, instant messaging, text messaging, or online gaming), or purposefully excluded you from an online community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65...bullied you in any way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with the following statements.

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
66...if another student was bullying me, I would report it to a teacher or other adult at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67...if I told a teacher or other adult at this school that I was being bullied, the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

would do something to help.					
-----------------------------	--	--	--	--	--

Next, please mark how much you AGREE or DISAGREE with these statements about your SCHOOL.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
68...adults at this school follow the rules and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69...the school rules have been communicated to me clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70...adults in this school apply the same rules to all students equally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71...the students and teachers here try to decide together what the class rules will be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72...if you get in trouble in this school, you have a chance to tell your side of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73...if you break the rules, adults in this school will help you learn from your mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74...when a student gets in trouble at this school, an adult explains to them why they are getting punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75...students at this school get punished equally when they break the same school rule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
76...the noise level at this school makes it hard for me to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77...I get distracted from my work by other students acting out in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
78...students are proud of how the school looks on the outside.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79...there is a place on the school campus where students can display trophies and awards, or post projects that they have worked on, such as poster presentations,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

paintings, or drawings.					
80...my school provides opportunities for me to express myself.	<input type="checkbox"/>				
81...the school grounds look like they are well-maintained.	<input type="checkbox"/>				

Please mark how much you AGREE or DISAGREE with these statements about YOUR PLANS FOR THE FUTURE.

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
82...I will definitely graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83...I will continue my education after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This past school year...

	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's
84...I would describe my grades as:	<input type="checkbox"/>				

85. Please tell us if there is anything else about your school experience that you would like to share with us. Please enter your response in the space below.

High School Student Survey

This survey will help us to know how you feel about your school. Your responses will help us understand more about what makes school a good place to be, and how changes may be made to improve it. No one will be able to see how you answered. In your answers, please do NOT include your name or any other information that identifies you or anyone else. Please be honest in your answers and tell us what you really think. This survey is VOLUNTARY. You do not have to take this survey, although we hope that you will choose to do so. If you chose to voluntarily take this survey, you do not have the answer any question that makes you feel uncomfortable, and you may stop taking the survey at any time. Thank you for your help. If you have any questions during the survey, please feel free to ask the survey administrator who will explain the purposes of the survey, provide instructions for completing the survey, and be in the room to assist you if needed. Please start with the survey now by clicking on the Continue button below.

Please indicate your grade.

1. 9th Grade
2. 10th Grade
3. 11th Grade
4. 12th Grade

Please indicate your race (choose a minimum of one, or as many as apply).

1. African American
2. Asian/Pacific Islander
3. Hispanic
4. Native American/Alaskan Native
5. White
6. Other
7. Prefer not to answer.

Please indicate your gender.

1. Female
2. Male
3. Prefer not to answer.

The first set of questions ask about your experiences at school, how you are treated, what you like and what you don't like. There are no right or wrong answers. Give us your impression concerning how much you agree or disagree that these statements describe your school this year. Your opinions are important and will be used to help design programs and services for your school. We need your ideas and experience to do this. Thank you for your help.

Please mark how much you AGREE or DISAGREE with these statements about your TEACHERS at school.

Most of my teachers...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1...notice if I have trouble learning something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2...often connect what I am learning to life outside the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3...challenge all students to do their personal best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4...praise me when I work hard in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5...allow me to revise my work to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6...assign creative work that allows me to think for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7...help me get excited about what I am learning in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8...give me individual attention when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have AT LEAST one teacher who...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
9...takes time to listen to what I have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10...cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11...knows me well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12...has confidence in me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13...is available to me when I need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14...will try to help me when I am feeling sad, angry, or depressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15...I can go to if I feel unsafe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements at your SCHOOL.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
16...this school is a place where I can learn and do well in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17...what I'm learning in my classes will be important for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18...my teachers have helped me improve my study skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19...I can understand difficult concepts with the help of my teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20...my teachers will help me graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about HOW YOU FEEL ABOUT YOUR SCHOOL.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
21...this school is a good match for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22...I am safe at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23...I look forward to going to school most days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24...I am a part of this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about STUDENTS at your school.

Students at my school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
25...care about each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26...respect each other's differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27...try to protect each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28...trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29...cooperate with one another when working on schoolwork together.	<input type="checkbox"/>				
30...are often friends with students from different races, religions and cultures.	<input type="checkbox"/>				
31...are easy to get to know.	<input type="checkbox"/>				

Please mark how much you AGREE or DISAGREE with these statements about the PRINCIPAL or ASSISTANT PRINCIPAL at your school.

At my school, there is a principal or assistant principal who...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
32...is easy to approach if I have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33...treats students with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34...listens to student ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about your PARENT(s) or GUARDIAN(s).

My parent(s) or guardian(s)...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
35...are involved in my school life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36...know what my grades are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37...regularly attend school events, such as sporting events (e.g., football games, soccer games) or student performances (e.g., plays, musical performances).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38...talk to my teachers (e.g., in person, over the phone, by email).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next two questions ask SCHOOL EVENTS and EXTRA-CURRICULAR TEAMS, CLUBS, or ACTIVITIES that you attend or participate in at school. Please mark how much you AGREE or DISAGREE with the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
39. I regularly attend school-sponsored events such as school dances, sporting events,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

student performances, or other school activities.					
40. I regularly participate in extra-curricular activities offered through my school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	<input type="checkbox"/>				

Please mark how much you AGREE or DISAGREE with these statements about STUDENTS at your school.

Students at my school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
41...carry guns or knives to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42...are in gangs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43...threaten to hurt other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44...steal money, electronics, or other valuable things while at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45...damage or destroy other student's property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46...damage or destroy school property.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47...fight a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48...are sometimes physically hurt by their boyfriends or girlfriends while at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How strongly do you agree or disagree with the following statements about your school?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
49...Students know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50...If students hear about a threat to school or student safety, they would report it to someone in authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next set of questions asks about things that students do at school that make you feel bad or are hurtful to you. Please mark HOW FREQUENTLY these things have happened to you.

During this school year, how often has anyone called you an insulting or bad name at school having to do with...

	Almost everyday	Once or twice a week	Once or twice a month	Once or twice this school year	Never
51...your race or ethnic background?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52...your religion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53...any disability you may have?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54...your relationship with boyfriend or girlfriend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55...how much money your family makes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56...your weight or physical appearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We would also like to know about any bullying that happens at your school. Bullying can be defined as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Cyberbullying is bullying that takes place using devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat and websites. During this school year, how many times has someone from your school...

	Almost everyday	Once or twice a week	Once or twice a month	Once or twice this school year	Never
57...made fun of you, call you names or insulted you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58...spread rumors about you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59...threatened you with harm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60...pushed you, shoved you, tripped you, or spit on you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61...tried to make you do things you did not want to do, for example, give them money or other things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62...excluded you from activities on purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

63...destroyed your property on purpose?	<input type="checkbox"/>				
64...posted hurtful information about you on the internet, threatened or insulted you online (e.g., using email, instant messaging, text messaging, or online gaming) or purposefully excluded you from an online community?	<input type="checkbox"/>				
65...bullied you in any way?	<input type="checkbox"/>				

Please mark how much you AGREE or DISAGREE with the following statements.

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
66...if another student was bullying me, I would report it to a teacher or other adult at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67...if I told a teacher or other adult at this school that I was being bullied, the teacher would do something to help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Next, please mark how much you AGREE or DISAGREE with these statements about your SCHOOL.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
68...adults at this school follow the rules and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69...the school rules have been communicated to me clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70...adults in this school apply the same rules to all students equally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71...the students and teachers here try to decide together what the class rules will be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72...if you get in trouble in this school, you have a chance to tell your side of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73...if you break the rules, adults in this school will help you learn from your mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74...when a student gets in trouble at school, an adult explains to them why they are getting punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75...students at this school get punished equally when they break the same school rule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
76...the noise level at this school makes it hard for me to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77...I get distracted from my work by other student's acting out in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
78...students are proud of how the school looks on the outside.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79...there is a place on the school campus where students can display trophies and awards, or post projects that they have worked on, such as poster presentations, paintings, or drawings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80...my school provides opportunities for me to express myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81...the school grounds look like they are well-maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about YOUR PLANS FOR THE FUTURE.

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
82...I will definitely graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83...I will continue my education after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This past school year...

	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's
84...I would describe my grades as:	<input type="checkbox"/>				

Please mark how much you AGREE or DISAGREE with these statements about your SCHOOL.

I think that...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
85...students use/try tobacco products while at school or school sponsored events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86...students use/try alcohol or drugs while at school or school sponsored events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87...students buy or sell drugs, alcohol, or tobacco products while at school or school sponsored events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88...students are sometimes distracted in class because they are drunk or high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89...it is easy for students to use/try alcohol or drugs at school or school sponsored events without getting caught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90...it makes me uncomfortable when other students bring drugs or alcohol to school or school-sponsored events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

91. Please tell us if there is anything else about your school experience that you would like to share with us. Please enter your response in the space provided.

Parent Survey

Dear Parents and Guardians, we want our school to be the best it can be. Please fill out this survey and tell us what you think about what we are doing well and what you think we could do better. If you have more than one child in this school, you may pick which one you want to think about when answering the questions. This survey is anonymous. No one will know which answers came from you, and it will not be possible to connect your answers to your child in any way. In your answers, please do NOT include your name or any other information that identifies you or anyone else. Thank you very much for your participation. Please start with the survey now by clicking on the Continue button below.

Please mark how much you AGREE with the following statements about your child's school.

School Environment

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I feel welcome at my child's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school provides a safe place for my child to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The school encourages parents/guardians to be involved in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The principal and other office staff show respect toward parents/guardians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My child's teachers listen to my concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The school gives me useful information about how to help my child do well at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I trust the principal at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I trust the teacher(s) at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I trust the office staff at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The school provides my child with a good education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The school has adequate resources (books, computers, etc.) for my child to learn to the best of his or her abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The school informs parents/guardians about their child's progress and successes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The school promotes respect for students of different races, ethnicities, religions, disabilities, and other differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My child is treated with respect by other students at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My child feels like he or she is a part of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The school's buildings and grounds are clean and well-kept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I would recommend this school to family and friends with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE with these statements about your child's school.

Teachers at this school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
18...assign the right amount of schoolwork to my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19...encourage my child to do his or her best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20...give my child positive attention when he or she does something well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21...show respect towards parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE with these statements about your child's school.

School Communication

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
22. I would feel comfortable contacting my child's principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I would feel comfortable contacting my child's teacher(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I would feel comfortable contacting other school staff members regarding my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. My child's teachers are available when I need to talk to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. The school principal is available when I need to talk to him or her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The school would let me know right away if there was some kind of problem with my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The school would let me know if my child was getting low grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The school would let me know if my child had a discipline/behavior problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The school would let me know if my child was absent from school or skipping classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE with these statements about your child's school.

School Rules and Safety

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
31. The school has communicated to me clearly what the school rules are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The rules at this school are fair to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The principal, teachers, and other school staff apply the rules equally to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The punishments for student misbehavior are fair and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. When students get in trouble, teachers give them a chance to explain their side of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE with these statements about your child's school.

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
36. I worry about my child's safety when he or she is at school or school sponsored events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Drugs and/or alcohol are a problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Student violence and/or weapons are a problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Student bullying and/or harassment is a problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I think that...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
40. ...this school has made it clear to my child what he/she should do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I think that...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
41...attending school every day is important for my child to do well in his/her classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. Current Parent Activities- Mark the activities that you are involved in during this school year. (Mark all that apply)

1. Helping my child with his or her homework.
2. Checking my child's homework to make sure that he or she has completed all assignments.
3. Meeting with the school principal or other office staff to talk about my child.
4. Meeting with teachers to talk about my child's progress.
5. Attending PTA meetings and events.
6. Volunteering in school classrooms.
7. Planning or assisting in extracurricular activities (e.g., after school programs).
8. Volunteering at the school, not in class (e.g., school library, lunchroom, tutoring).
9. Attending school activities (e.g., sports events, plays).
10. Being a chaperone for field trips or other school events.

Background Information

43. What is your relationship to this student? (Mark one.)

1. Parent (biological or adoptive)
2. Stepparent
3. Grandparent
4. Other adult relative
5. Other guardian

44. What is your child's gender?

1. Male
2. Female
3. Prefer not to answer.

45. What is your child's grade level (If you have more than one child in this school, select the grade level of the child you were thinking about when you completed the survey.)

1. Kindergarten
2. 1st
3. 2nd
4. 3rd
5. 4th
6. 5th
7. 6th
8. 7th
9. 8th
10. 9th
11. 10th

12. 11th

13. 12th

46. Which of these best describes your ethnic/racial identity? (Mark all that apply.)

1. American Indian or Alaska Native
2. Black or African American
3. East or Southeast Asian
4. Hispanic or Latino
5. Native Hawaiian or Pacific Islander
6. Middle Eastern
7. White- Not Hispanic
8. Two or More Ethnicities/Races
9. Other _____
10. Prefer not to answer.

47. Comments (any other information you would like to share regarding your child's school experience.)

Teacher Survey

We are interested in learning more about how teachers and other school staff feel about their schools. Please be honest in your answers and tell us what you really think. The purpose of the survey is to measure the climate in schools to provide data that will promote effective and efficient allocation of resources and identify relationships between conditions for learning and academic outcomes. Your responses will help us understand more about what makes school a good place to be and how changes may be made to improve it. Please note that this survey will not be used for individual evaluation purposes. This survey is confidential, and no one will be able to know how you answered. In your answers, please do NOT include your name or any other information that identifies you or anyone else. If you have questions at any time about the survey or the procedures, you may contact Josh Carson with the Tennessee Department of Education at josh.carson@tn.gov. Thank you very much for your time and support. Please start with the survey now by clicking on the Continue button below.

This survey provides an opportunity for you to share your observations about your school environment and your perceptions about conditions for learning in your school. Please give us your first impression concerning how much you AGREE or DISAGREE with each of the statements describing your school this year. Your opinions are important to us and will be used to inform school planning and improvement.

Please mark how much you AGREE or DISAGREE with these statements about STUDENTS at your school.

Students at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
1...care about each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2...help each other solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3...are often friends with students of different races, religions, cultures, or social groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4...respect each other's differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5...work well together on school projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6...would feel comfortable reporting a bullying incident to a teacher or other adult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about TEACHERS or OTHER ADULTS at your school.

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Disagree or Agree	Disagree	Strongly Disagree
7...get along well with their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8...care about their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9...take time to listen to what students have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10...treat all students with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11...are available to help when students need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12...know their students well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about TEACHERS OR OTHER ADULTS at your school.

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
13...work together to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14...try to learn from each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15...treat each other with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16...take time to help each other when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17...trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18...get to know each other well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19...feel comfortable asking for help from school administrators.	<input type="checkbox"/>				
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Next please mark how much you AGREE OR DISAGREE with these statements about SCHOOL ADMINISTRATORS at your school.

School administrators at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
20...convey clear expectations to teachers and other school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21...engage teachers and other school staff in school planning and decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22...encourage regular communication between school staff and the administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23...try to help teachers and other school staff to resolve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24...show recognition for teachers and staff accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25...provide meaningful feedback to teachers and other staff to improve instruction and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Next please mark how much you AGREE or DISAGREE with these statements about TEACHERS AND OTHER ADULTS at your school.

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
26...keep parents and other caregivers informed about their children's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27...take time to listen to parent and caregiver concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28...encourage all parents and caregivers to become involved in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29...try to make parents feel welcome in the school environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30...treat parents with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31...communicate to parents how they can support their children's learning and school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32...regularly attend school sponsored events, such as school dances, sporting events, student performances, or other school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

activities.					
-------------	--	--	--	--	--

Please mark how much you AGREE or DISAGREE with the following statements about YOUR PERCEPTIONS of your school.

I feel like...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
33...this school is a good place to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34...I am committed to making this school a positive place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35...I am a valued part of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36...I look forward to going to school on most days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37...I make an important contribution to this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38...I am safe at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements about PARENTS AND CAREGIVERS of students at your school.

Parents and caregivers of students at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
39...regularly attend school-sponsored activities and events, such as sporting events and student performances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40...are aware of their children's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41...are involved in their children's school life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42...understand school rules and policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark how much you AGREE or DISAGREE with these statements concerning how you feel about your school.

I think that...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
43...students at this school often act out in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44...the noise in the classroom or hallways often disrupts student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45...teachers at this school have trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

controlling behavior in their classrooms.					
46...students at this school are disrespectful to teachers and other adults.	<input type="checkbox"/>				

Please mark how much you AGREE or DISAGREE with these statements about TEACHERS and OTHER ADULTS at your school.

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
47...are clearly informed about school policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48...consistently enforce rules of conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49...apply the same rules to all students equally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50...give students the opportunity to explain their side of the story when they get in trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51...explain to students why they are being punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
52...regularly communicate expectations for student conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53...reward students for positive behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54...encourage students to think about how their actions affect others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55...assign consequences that help students learn from their behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56...help students develop strategies to understand and control their feelings and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
57...communicate to students that bullying is unacceptable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58...always stop bullying when they see it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59...know what to say or do to intervene in a bullying situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
60...notice when students have trouble learning something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61...will try new strategies to strengthen teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62...connect what students are learning to life outside the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63....allow students to revise their work so they can learn from their mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64...assign work that encourages student creativities and critical thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65...adjust instruction to different needs and abilities of their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66...challenge all students to do their personal best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67...praise students for their accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers and other adults at this school...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
68...believe that all students can be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69...are committed to helping students achieve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70...set high expectations for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71...encourage all students to work hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72...are concerned with preparing students for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We would also like to know how much you AGREE or DISAGREE with these statements about the PHYSICAL ENVIRONMENT of your school campus.

This school campus...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
73...is clean and well maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74...has adequate facilities and classroom space to facilitate teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

75...provides teachers with adequate supplies and materials to support instruction.	<input type="checkbox"/>				
76...provides a welcoming place for visitors.	<input type="checkbox"/>				
77...has a location where students can display trophies and awards to celebrate their accomplishments.	<input type="checkbox"/>				
78...provides a safe place for students to learn.	<input type="checkbox"/>				

For the final set of questions, we would like you to share your perceptions about some of the problems facing students in your school setting and the adequacy of resources available to provide students with support. For each of the following questions, please mark how much you AGREE or DISAGREE with each statement.

I think that...

	Strongly Agree	Agree	Neither Disagree nor Agree	Disagree	Strongly Disagree
79...alcohol or drug use while at school or school sponsored events is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80...physical fighting among students is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81...gangs or gang-related activity is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82...bullying (e.g., physical, verbal, and/or social bullying) is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83...cyberbullying is a frequent problem among students at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I think that...

	Strongly Agree	Agree	Neither Disagree Nor Agree	Disagree	Strongly Disagree
84...racial/ethnic tension or discrimination among students is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85...truancy is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86...theft, vandalism, or other property damage is a frequent problem at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The programs and resources at this school are adequate to...

	Strongly Agree	Agree	Neither Disagree or	Disagree	Strongly Disagree
	<input type="checkbox"/>				

			Agree		
87...provide all students with high-quality instruction.	<input type="checkbox"/>				
88...provide instructional supports to students who are struggling academically.	<input type="checkbox"/>				
89...provide interventions and supports to students with behavioral challenges.	<input type="checkbox"/>				
90...address student mental health needs.	<input type="checkbox"/>				
91...address students' substance use prevention and intervention needs.	<input type="checkbox"/>				
92...promote students' physical health and nutrition.	<input type="checkbox"/>				
93...maintain campus safety and security.	<input type="checkbox"/>				
94...support students with special needs or disabilities.	<input type="checkbox"/>				
95...address the professional development needs of school staff.	<input type="checkbox"/>				

Please mark how much you AGREE or DISAGREE with these statements about Emergency Readiness/Management at your school.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
96...I know what to do if there is an emergency, natural disaster (tornado or flood) or a dangerous situation (e.g., violent person on campus) during the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97...This school has a written plan that clearly describes procedures to be performed in shootings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98...This school has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes, tornadoes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
99...This school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

100. Students are considered chronically absent if they miss 10 percent or more of school for any reason (including both excused and unexcused absences). Please indicate how much you agree or disagree with the following statement. Chronic Absenteeism is a problem at my school.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

What is your position at this school?

1. Teacher
2. Paraprofessional, teacher assistant, instructional aide
3. Student support staff
4. Other _____

How many years have you worked in this position at any place of employment?

1. 1 year or less
2. 2-3 years
3. 4-6 years
4. 7-10 years
5. 11-19 years
6. 20 years or more

How many years have you been employed at this school?

1. 1 year or less
2. 2-3 years
3. 4-6 years
4. 7-10 years
5. 11-19 years
6. 20 years or more

What is your gender?

1. Male
2. Female
3. Prefer not to answer.

What is your race or ethnic origin (Please check all that apply)?

1. African American
2. Native American
3. Asian or Pacific Islander
4. White
5. Hispanic
6. Other _____
7. Prefer not to answer.

What grade level do you teach (if applicable, please check all that apply)?

1. Kindergarten
2. 1st grade
3. 2nd grade
4. 3rd grade
5. 4th grade
6. 5th grade
7. 6th grade

8. 7th grade
9. 8th grade
10. 9th grade
11. 10th grade
12. 11th grade
13. 12th grade
14. Not applicable

Do you provide instruction or other support services to any of the following types of students (Check all that apply)?

1. Special education
2. Gifted or talented education
3. English language learners
4. Migrant education

101. Please tell us if there is anything else about your school experience that you would like to share with us. Please enter your response in the space provided.

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

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

A. School Climate Survey Administration:

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

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

A.2. Definitions:

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

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

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

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

d. Survey Types:

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

A.3. The LEA has volunteered to utilize the Tennessee School Climate Survey at no cost to the LEA and agrees to the following in order to support consistency and validity in administration of the survey:

- a. The LEA shall use the survey instrument provided by the TDOE to the LEA contact and follow any instructions or guidance provided by the TDOE.
- b. The LEA shall administer an online version of school climate surveys as instructed by the TDOE within the survey administration window of January 20, 2025 through February 28, 2025, to high school and/or middle school and/or elementary school students, parents/guardians, and teachers.
- c. The LEA shall provide the TDOE with a list of schools that will administer the survey.

A.4. The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires LEAs to notify parents/guardians and obtain consent or allow them to opt their child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or the student’s parent; or
8. Income, other than as required by law to determine program eligibility.

In accordance with the PPRA, the LEA shall inform parents and guardians of the school climate survey administration at least two weeks before the survey administration window opens. LEAs must obtain written, informed consent from all parents of students in accordance with local school board policy.

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

The TDOE will provide LEAs with a sample active consent form.

The LEAs shall comply with all applicable state laws including T.C.A § 49-2-211, and the district's own policies regarding the administration of surveys, analyses, or evaluations of students. Specifically, all LEAs obtain the written, informed, and voluntarily signed consent of a student's parent or legal guardian, or the student if the student is eighteen (18) years of age or older, prior to the student's participation in the school climate survey. Additionally, parents or legal guardians shall be provided the opportunity to review the survey in its entirety and disclosing the purpose of the survey and who will have access to the results prior to administering the survey. The LEA shall also ensure that parents or legal guardians, or the student if eighteen (18) years of age or older, may withdraw consent at any time prior to the administration of the survey.

A.5. Open-ended comments

- a. The TDOE shall provide LEAs with open-ended comment data from the parent, teacher and student surveys.
- b. The survey is designed to be anonymous and respondents will not be asked to provide their names or any identifying information about themselves or anyone else. Directions provided within the survey requests that respondents NOT include any names or identifying information. However, open-ended comments place no restrictions on the information that respondents may choose to include. As such, within these open-ended comments, there is a chance that respondents may include reference to names of individuals or other personally identifiable information. LEAs are responsible for maintaining the confidentiality of any personally identifiable information. LEAs are also responsible for ensuring that any individual who is provided access to Tennessee School Climate Survey data is responsible for maintaining the confidentiality of personally identifiable student information.
- c. Further, these open-ended comments may include information that LEAs may wish to investigate further in relation to potential health and safety issues (i.e., threats of harm). The TDOE does not investigate these comments and does not draw any conclusions regarding these matters. Additionally, there is a delay between the administration of the survey and the State's analysis of data, so the TN School Climate Survey should not be viewed as a means of communicating health or safety risks. Thus, it is the sole responsibility of LEAs to determine any actions to take in response to the information in these comments and to comply with mandatory reporting requirements relating to abuse and neglect.

A.6. The LEA and the TDOE shall comply with all applicable federal, state, and local confidentiality laws and policies. This includes the Family Educational Rights and Privacy Act (FERPA), which requires protection of personally identifiable student

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

information (information regarding FERPA can be found here:
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

- a. The TDOE will not report data for LEAs and schools with fewer than 15 responses.
 - b. The TDOE will not share any data from the survey in any form with the LEA, school, or the public except to comply with legislative or statutory requirements
 - o The PPRA requires the LEA to make survey materials, including survey questions, available for inspection by parents/guardians. However, the LEA shall not share or otherwise further disclose survey data or responses with any party, including parents and guardians, unless a legal exception applies, such as the health or safety emergency exception under FERPA.
 - c. The Parties shall comply with open records laws and applicable local policies when responding to requests from parties who are not parents or guardians to view survey materials.
 - d. The Parties should consult with their legal counsel regarding compliance with this MOU, including adherence to confidentiality laws and policies and open records requests.
- A.7. The TDOE will provide feedback to LEA and school designated contacts regarding the data submitted.
- A.8. The TDOE shall ensure that all survey instruments are valid, reliable, and provide an accurate reflection of school climate in Tennessee's schools.

B. COMMUNICATIONS AND CONTACTS:

- B.1. Communications and Contacts. All instructions, notices, consents, demands, or other communications required or contemplated by this MOU shall be in writing and shall be made by certified, first-class mail, return receipt requested and postage prepaid, by overnight courier service with an asset tracking system, or by EMAIL or facsimile transmission with recipient confirmation. Any such communications, regardless of method of transmission, shall be addressed to the respective party at the appropriate mailing address, facsimile number, or EMAIL address as set forth below or to that of such other party or address, as may be hereafter specified by written notice.

TDOE:

Shannon Railling, PhD
Senior Data Manager
Division of Coordinated School Health
Tennessee Department of Education
10th Floor Andrew Johnson Tower
710 James Robertson Pkwy
Nashville, TN 37243

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

629-292-4596

Shannon.Railling@tn.gov

LEA:

Name, Title:

LEA:

Address:

Email:

Phone number:

All instructions, notices, consents, demands, or other communications shall be considered effectively given upon receipt or recipient confirmation as may be required.

IN WITNESS WHEREOF,	
LEA:	

LEA SIGNATURE

DATE

PRINTED NAME AND TITLE OF LEA SIGNATORY (above)

TENNESSEE DEPARTMENT OF EDUCATION:

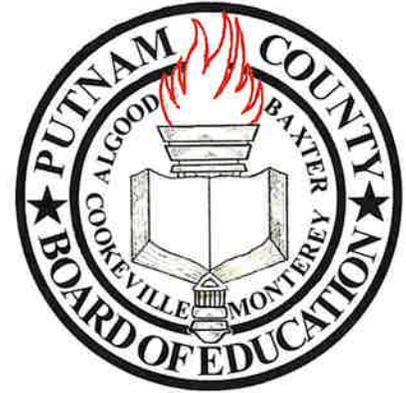
LIZZETTE REYNOLDS, COMMISSIONER

DATE

PUTNAM COUNTY SCHOOL SYSTEM
BOARD AGENDA REQUEST

EXHIBIT
tabbles
VIF6
01-02-25

Date: December 26, 2024
Department: Technology
Person Submitting: Johnny Sloan
Account Number (if appropriate) note below
141-71100-722-01607



Check one:

- Backup included
 Backup to follow

Statement to be included in Board Agenda Packet:

Request approval to renew GetHelp/IT asset management bundled package subscription from Frontline Education, per attached Quote# Q-196313 based on the OMNIA (NCPA) - Contract #01-102, in the amount of \$15,000.00 to be paid from: 141-71100-722-01607.

NOTES:

Empty box for notes.

received
12-26-24 m7 VK

Frontline Education Renewal Notice

Attn: Putnam County School District

Thank you for your continued partnership with Frontline Education. We remain focused on providing you with industry-leading solutions and technology for K-12. As part of the ongoing investment in your solutions, our Learning Center continues to be enhanced to provide access to articles with answers to routine questions 24/7. This includes the ability to create a support request directly from the Learning Center. Additionally, we have enhanced our Learning Center with Frontline Support Communities for many of our solutions, empowering you to collaborate with your peers, our experts and to share best practices with K-12 partners across your region and the country.

Below you will find information about the renewal of your subscription(s) that renew on 2/01/2025. Once you have reviewed the pricing for your upcoming subscription you can either:

- Use this [link](#) to confirm the renewal of your subscriptions, or
- If you have questions please reach out to your Client Success Manager

Description	Start Date	End Date	Qty	Rate	Amount
IHDM Solution, including Asset Management and Help Desk Management	2/01/2025	1/31/2026	1	\$15,000.00	\$15,000.00
Total					\$15,000.00

This pricing is subject to OMNIA (NCPA) - Contract #01-102.

Please use this [link](#) to indicate that you intend to renew your subscriptions and request your invoice if needed.

Need assistance? You can reach us by calling Paul Davidson at (630) 955-7574 or by emailing us at renewals@frontlineed.com.

A handwritten signature in cursive script that reads 'Robert Hawkins'.

Robert Hawkins
Vice President, Client Success



Putnam County School System

1400 E. Spring Street
Cookeville, TN 38506-4313
Ph: (931) 526-9777 | Fax: (931) 528-6942
www.pcsstn.com



Corby King
Director of Schools

ENGAGE INSPIRE ACHIEVE

Putnam County Board of Education Agenda Request

Name of Person Making Request: Tim Martin

Date: December 23, 2024

RE: CHS Softball Hitting Facility

Account Funding Code (if appropriate)

Backup included

Backup to follow

Agenda Item for January 2, 2025, Board meeting.

Request approval to enter into a contract with Lauren Metts for architectural services for the CHS Softball Hitting Facility.



Supervisor

12/23/24

Date



Director of Schools

12/30/24

Date

received
12-23-24 MT

AN AGREEMENT FOR PROFESSIONAL SERVICES

Client's Name: Putnam County Schools
Date: September 11, 2024
Address: 1400 East Spring Street
Cookeville, TN 38506

Project Description and Services Provided

AEI will provide architectural and engineering services for a new hitting facility for the Cookeville High School softball team.

Services

- The project will involve the development of a set of contract documents, which clearly define all aspects of the proposed building, for bidding to multiple general contractors.
- The drawings that should be expected are as follows.
 - Architectural Site Plan
 - Floor Plan with Notations and Dimensions
 - Reflected Ceiling Plan
 - Roof Plan
 - Exterior Building Elevations
 - Building and Wall Sections
 - Finish & Door Schedules, Door elevations
 - Life Safety
 - Structural Drawings
 - Mechanical Drawings
 - Plumbing Drawings
 - Electrical Drawings

Compensation for Services

AEI will provide engineering services that includes:

- Architectural Design includes the building plan design, exterior building appearance designed, and the technical building construction. The building floor plan provides the common footprint that all disciplines base their design. It's the foundation for all engineering solutions.
- Structural Engineering Design includes all footings, foundation walls, structural columns and beams. Seismic design loads are included as well as detailed connections of structural components.
- Mechanical Engineering Design includes all of the heating and cooling systems, air distribution, temperature zoning, and specialty cooling requirements for equipment demands.
- Electrical Engineering Design includes all of the power requirements for the typical outlet, light and switch design and specialty equipment and communication needs.

The services described will be provided for a total Sum Fee of Eleven thousand, nine hundred sixty dollars (\$11,960.00), broken down as follows.

Architectural	\$ 4,560.00
MPE Engineering:	\$ 2,400.00
Structural Engineering:	<u>\$ 5,000.00</u>
	\$11,960.00

Work Specifically Included and Excluded

Items included in our fee:

- Postage
- Phone
- Miscellaneous copies
- Architectural, engineering design
- PDF electronic files of the project documents provided for your use

Items excluded and requested as reimbursable if needed:

- Printing associated with multiple sets of blue prints and specifications required for bidding
- Printing and fees associated with authority approvals
- Property survey (if required)
- Geotechnical reports (if required)
- Hazardous material reports and removal(if required)
- Changes in the documents or scope of work beyond approvals based on an hourly rate

Hourly rates:

- Principal \$ 165.00
- Project Architect \$ 140.00
- Project Engineer \$ 140.00
- Production & Drafting \$ 65.00
- Clerical \$ 45.00

THE TERMS AND CONDITIONS ON PAGES 3 & 4 ARE AN INTEGRAL PART OF THIS AGREEMENT.

Offered By:



(signature)

September 11, 2024

(date)

Accepted By:

(signature)

(date)

President

(title)

(title)

TERMS AND CONDITIONS

CONSULTANT'S SERVICES:

AEI intends to render services under the terms of this Agreement in accordance with generally accepted professional practices consistent with the intended use of the Project and makes no warranty either expressed or implied. Architect agrees to employ their best efforts to achieve the Owner's project objectives, and Architect shall endeavor to provide all of its professional services in accord with that level of skill and care employed by similarly situated design professionals in the middle Tennessee community. However, Architect cannot and does not warrant perfection in its instruments of service or other professional services, unknown and/or differing physical constraints on design, inexactitudes of the design process, and differences of professional opinion being inherent in the design professional's provision of professional services.

APPLICABLE LAW:

Unless otherwise provided, the law of the principal place of business of AEI shall govern this agreement.

DISPUTE RESOLUTION:

All claims, counterclaims, disputes and other matters in question between the parties hereto arising out of or relating to this Agreement or breach thereof shall be presented to non-binding mediation, subject to the parties agreeing to a mediator. If mediation is unsuccessful, all disputes will be resolved in the Chancery Court of Putnam County, TN.

RISK ALLOCATION:

In recognition of the relative risks, rewards and benefits of the project to both the Client and AEI, the risk have been allocated such that the Client agrees that, to the fullest extent permitted by law, AEI's total liability to the Client for any and all injuries, claims, losses, expenses, damages, or claim expenses arising out of this agreement from cause or causes, shall not exceed \$200,000.00 for any claim arising out of negligence. A certificate can be provided if required.

INSURANCE:

AEI shall secure and endeavor to maintain such insurance as will protect the client from claims of negligence, bodily injury, death, or property damage which may arise out of the performance of AEI's services under this agreement. A certificate can be provided if required.

TERMINATION OF SERVICES:

This agreement may be terminated for cause by the Client or AEI upon not less than seven days' written notice should the other party fail substantially to perform in accordance with the terms of this agreement through no fault of the party initiating the termination. In the event of termination the Client shall compensate AEI for services performed prior to termination, together with Reimbursable Expenses.

OWNERSHIP OF DOCUMENTS:

All documents produced by AEI under this agreement shall remain the property of AEI and may not be used by the Client or any person or endeavor without written consent of AEI.

BILLINGS AND PAYMENTS:

Invoices for services shall be submitted, at AEI's option, either upon completion of such services or on a monthly basis, unless otherwise stated on page one. Invoices are due when rendered and shall be considered past due if not paid within Thirty (30) days after issue date. If the invoice is not paid within thirty (30) days, AEI may, without waiving claim or right against Client, and without liability whatsoever to the Client, terminate the performance of services. Unpaid accounts may be subject to a monthly service charge of 1.5% of the then unpaid balance (18.0% true annual rate), at the sole discretion of AEI.

REIMBURSABLE EXPENSES:

Reimbursable Expenses are in addition to compensation for Basic Services, and include, but not limited to, expense of transportation in connection with the project and fees paid for securing approval of authorities having jurisdiction over the project; expenses of reproduction of drawings, specifications, and other documents; expenses for postage, and handling. These reimbursable expenses shall be billed as a multiple of 1.1 times the cost incurred by AEI. Reimbursable expenses above an accrued total of Two thousand, five hundred dollars (\$2,500.00) will require pre-approval by the Deputy Director of Schools.

ACCESS TO THE SITE/JOBSITE SAFETY:

Unless otherwise stated, AEI will have access to the site for activities necessary for the performance of the services. The Client understands that AEI is not responsible, in any way, for the means, methods, sequence, procedures, techniques, scheduling of construction, or jobsite safety, and will not be responsible for any losses or injuries that occur at the Project site.

MISCELLANEOUS PROVISIONS:

The Owner and Consultant agree, to the fullest extent permitted by law, to indemnify and hold the other harmless from any damage, liability or cost (including reasonable attorney's fees and costs of defense) to the extent caused by their own negligent acts, errors, or omissions in the performance of professional services under this Agreement and those of his or her subconsultants (or anyone for whom they are legally liable).

AEI and Owner expressly waive any and all claims for consequential damages that may arise out of or relate to Consultant's provision of professional services, including any and all damages for delay arising out of or relating to the Agreement and/or Consultant's performance there under.

If, due to any act or omission of the Consultant, any required item or component of the project is omitted from the Consultant's construction documents or other instruments of service, AEI shall not be responsible for paying the cost to construct such item or component to the extent that such item or component would have been otherwise necessary to the project or otherwise adds value or betterment to the project. In no event shall AEI be responsible for any cost or expense that provides betterment, upgrade or enhancement of the project other than premium costs incurred beyond the typical expense.

The Architect shall visit the site at intervals appropriate to the stage of construction, or as otherwise agreed to in writing by the Owner and the Architect, in order to observe the *general* progress and quality of the Work completed by the Contractor. Such visits and observation are not intended to be, nor shall they impose upon Architect any duty to perform, an exhaustive check or a detailed inspection of the Contractor's work but rather are to allow Architect, as an experienced professional, to become *generally* familiar with the Work in progress and to determine, *in general*, if the Work is proceeding in accordance with the design intent of the Contract Documents. Based on this *general* observation, the Architect shall keep the Owner informed about the progress of the Work and shall endeavor to guard the Owner against open and obvious deficiencies in the Work. Owner acknowledges and agrees that the Architect's construction observation does not render Architect an insurer of the contractor's proper and workmanlike conduct of the Project work. If the Owner desires more extensive project observation or a full time project representative, the Owner shall request that such services be provided by the Architect as Additional Services in accordance with the terms of this Agreement. The Owner understands that the Architect is not responsible, in any way, for the means, methods, techniques, sequences, procedures, or scheduling of construction, or for jobsite safety nor for the Contractor's safety precautions or programs and schedules in connection with the Work. These rights and responsibilities are solely those of the Contractor in accordance with the Contract Documents. The Architect shall not be responsible for any acts or omissions of the Contractor, subcontractor, any entity performing any portions of the Work, or any agents or employees of any of them. The Architect will not be responsible for any losses or injuries that occur at the Project Site arising out of or related to job-site safety methods of the Owner and his subcontractors. The Architect does not guarantee the performance of the Contractor and shall not be responsible for the Contractor's failure to perform its Work in accordance with the Contract Documents or any applicable laws, codes, rules or regulations.

If requested to be included, include observations and evaluations of the Contractor's Applications for Payment, the Architect shall review and certify the amounts due the Contractor. Such certifications shall not constitute any warranty or guarantee by Architect regarding the Contractor's workmanship.

The Owner shall furnish all testing services required to determine soils and groundwater conditions on the site. The information shall be provided to the Architect in a report that provides recommendations from a geotechnical engineer for foundation, floor slab, seismic, groundwater and pavement design.

Evaluations of the Owner's Project budget, preliminary estimates of Construction Cost, and detailed estimates of Construction Cost prepared by the Contractor, represent the Architect's best judgment as a design professional familiar with the construction industry. It is recognized, that neither the Architect nor the Owner has control over the actual cost of labor, materials or equipment, over the Contractor's methods of determining bid prices, or over competitive bidding, market or negotiating conditions.

Terms in this Agreement shall have the same meaning as those in AIA Document A201, General Conditions of the Contract for Construction, current as of the date of this Agreement.

TSBA District Policy Manual Maintenance and Online Service Agreement



This Services Agreement("Agreement") is made and entered into by and between **Putnam County Board of Education**, hereinafter called "School District," and the **Tennessee School Boards Association**, hereinafter called "TSBA," provides as follows:

I. PURPOSE

TSBA agrees to perform the services enumerated in Article III-B of this Agreement for the purpose of assisting School District to maintain its District Policy manual in current condition and to provide the District Policy Manual on TSBA's web site.

In consideration for TSBA's services, School District agrees to perform the duties enumerated in Article III-A and make payment according to Article IV.

The electronic formatting of policies is the intellectual property of TSBA.

II. TERM

The term of this Agreement shall be for one (1) year from effective date – 02/01/25.

III. SERVICES

A. School District shall:

1. Designate a member of the administrative staff to serve as liaison with TSBA for the duration of this Agreement, and so advise TSBA.
2. Provide TSBA with any desired revisions or additions to policy manual in a timely manner.

B. TSBA shall:

1. Monitor changes in state and federal law and customize applicable district policies to incorporate changes.
2. Review and edit district-originated policy revisions and additions, and provide legal review when needed.
3. Provide School District with sample policies upon request.
4. Advise School District on policy manual topics and organization.

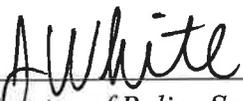
5. Conduct periodic policy manual audits to ensure that all policies are in compliance with current laws.
6. Maintain an up-to-date copy of the School District's policy manual.

IV. Fees/Fee Payment Schedule

In consideration of the services set forth in Section III-B of this agreement, School District shall pay to TSBA the fee of \$5,500 for a one-year subscription to the Policy Maintenance/On-line Service.

Thirty days before the expiration date (02/01/26), TSBA will send a notice of renewal to the district including any price increase or other changes in such service.

For the
Tennessee School Boards Association

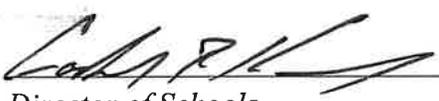


Director of Policy Services

12/20/24

Date

For the
School District



Director of Schools

Board Chairman

Date

Please sign both copies of this Agreement. One copy is to be retained by the district and one copy is to be returned to TSBA Policy Services.

TSBA District Policy Manual Maintenance and Online Service Agreement

This Services Agreement ("Agreement") is made and entered into by and between **Putnam County Board of Education**, hereinafter called "School District," and the **Tennessee School Boards Association**, hereinafter called "TSBA," provides as follows:

I. PURPOSE

TSBA agrees to perform the services enumerated in Article III-B of this Agreement for the purpose of assisting School District to maintain its District Policy manual in current condition and to provide the District Policy Manual on TSBA's web site.

In consideration for TSBA's services, School District agrees to perform the duties enumerated in Article III-A and make payment according to Article IV.

The electronic formatting of policies is the intellectual property of TSBA.

II. TERM

The term of this Agreement shall be for one (1) year from effective date – 02/01/25.

III. SERVICES

A. School District shall:

1. Designate a member of the administrative staff to serve as liaison with TSBA for the duration of this Agreement, and so advise TSBA.
2. Provide TSBA with any desired revisions or additions to policy manual in a timely manner.

B. TSBA shall:

1. Monitor changes in state and federal law and customize applicable district policies to incorporate changes.
2. Review and edit district-originated policy revisions and additions, and provide legal review when needed.
3. Provide School District with sample policies upon request.
4. Advise School District on policy manual topics and organization.

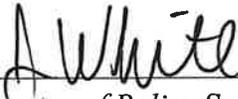
5. Conduct periodic policy manual audits to ensure that all policies are in compliance with current laws.
6. Maintain an up-to-date copy of the School District's policy manual.

IV. Fees/Fee Payment Schedule

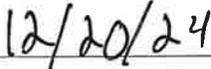
In consideration of the services set forth in Section III-B of this agreement, School District shall pay to TSBA the fee of \$5,500 for a one-year subscription to the Policy Maintenance/On-line Service.

Thirty days before the expiration date (02/01/26), TSBA will send a notice of renewal to the district including any price increase or other changes in such service.

For the
Tennessee School Boards Association



Director of Policy Services



Date

For the
School District

Director of Schools

Board Chairman

Date

Please sign both copies of this Agreement. One copy is to be retained by the district and one copy is to be returned to TSBA Policy Services.



**Putnam County Board of Education Agenda Requests
(See attached calendar for deadlines)**

Date _____ 1/2/2025

Department Finance

Person Submitting Mark McReynolds

Account Number (if appropriate)

Check one:

Backup included

Backup to follow

Statement to be included in Board Agenda Packet:

Consider approval of Change Order #2 to the ATMS Athletic Fields contract with King Construction Group, Inc. to decrease the contract in the amount of \$3,500.

received
12-30-24 MT *CM*

Change Order

PROJECT: *(Name and address)*
 Avery Trace Middle School Athletic Fields
 Cookeville, TN

CONTRACT INFORMATION:
 Contract For:
 Date: 12-18-2024

CHANGE ORDER INFORMATION:
 Change Order Number: 002
 Date: 12-18-2024

OWNER: *(Name and address)*
 Putnam County Board of Education
 1400 East Spring Street
 Cookeville, TN 38506

ARCHITECT: *(Name and address)*
 Upland Design Group, Inc.
 P. O. Box 1026
 Crossville, TN 38557

CONTRACTOR: *(Name and address)*
 King Construction Group, Inc.
 3307 Burgess Falls Road
 Cookeville, TN 38506

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

Deduct \$3,500 from the contact amount for the unused testing allowance balance.

The original Contract Sum was	\$ 1,333,800.00
The net change by previously authorized Change Orders	\$ 50,405.00
The Contract Sum prior to this Change Order was	\$ 1,384,205.00
The Contract Sum will be decreased by this Change Order in the amount of	\$ (3,500.00)
The new Contract Sum including this Change Order will be	\$ 1,380,705.00

The Contract Time will be unchanged by Zero (0) days.
 The new date of Substantial Completion will be

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.



ARCHITECT *(Signature)*

BY: Kim Allen Chamberlin, President
(Printed name, title, and license number if required)

12/18/24

Date



CONTRACTOR *(Signature)*

BY: Brian King, President
(Printed name and title)

12/20/24

Date

OWNER *(Signature)*

BY: Lynn McHenry, Chairman
(Printed name and title)

Date



**Putnam County Board of Education Agenda Requests
(See attached calendar for deadlines)**

Date _____ 1/2/25
Department Finance
Person Submitting Mark McReynolds

Account Number (if appropriate)

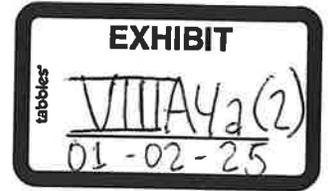
Check one:

_____ Backup included

X Backup to follow

Statement to be included in Board Agenda Packet:

Consider approval to enter into a Retainage Agreement with First National Bank of Tennessee and Energy Systems Group to establish an interest-bearing account at a financial institution to house the retainage funds related to the Parkview Elementary School Renovation project per State of Tennessee requirements.



**Putnam County Board of Education Agenda Requests
(See attached calendar for deadlines)**

Date _____ 1/2/2025

Department Finance

Person Submitting Mark McReynolds

Account Number (if appropriate)

Check one:

Backup included

Backup to follow

Statement to be included in Board Agenda Packet:

Consider approval to pay Energy Systems Group in the amount of \$2,006,370.15 and First National Bank of Tennessee (retainage) in the amount of \$105,598.43 for pay application #1 related to the Parkview Elementary School renovation project to be paid from the Putnam County Bond Issue.



VALUATION NUMBER: 1
 APPLICATION DATE: 12/26/2024
 PERIOD TO: 12/31/2024
 ESG JOB NUMBER: CPBNA00578

PROJECT: CPBNA00578
 CONTRACT DATE: 10/02/2024

TO OWNER:
 Putnam County School System TN
 1400 East Spring Street
 Cookeville, TN 38506

Please Remit To

Wire Transfers (inbound & outbound):
 ABA: 071006486
 CIBC (Corp office in Chicago)
 For the Benefit of Energy Systems Group, LLC
 Account 1070134

ACH & EFT information (inbound & outbound):
 ABA: 071006486
 CIBC (Chicago, IL)
 For the Benefit of Energy Systems Group, LLC
 Account 1070134

FROM CONTRACTOR: Payment by Mail
 Energy Systems Group
 9877 Eastgate Court
 Newburgh, IN 47630

CONTRACT FOR:

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief, the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract. Continuation Sheet, AIA Document G703, is attached.

CONTRACTOR:

8,773,494.77

Date: 12/26/2024



State of: INDIANA

County of: WARRICK

Subscribed and sworn to before me this 26 day of Dec 20 2024

Notary Public: *Holly Gardner*

My Commission expires: 8-23-27

0.00

8,773,494.77

2,111,968.58

105,598.43

2,006,370.15

0.00

2,006,370.15

6,767,124.62

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

0.00

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTIONS
Total changes approved in previous months by Owner		
Total approved this Month	0.00	
TOTALS	0.00	0.00
NET CHANGES by Change Order	0.00	0.00

AIA DOCUMENT G702 - APPLICATION AND CERTIFICATE FOR PAYMENT-1992 EDITION AIA

Based on AIA DOCUMENT G703

CONTINUATION SHEET

VALUATION NUMBER: 1
 APPLICATION DATE: 12/26/2024
 PERIOD TO: 12/31/2024
 ESG JOB NUMBER: CPBNA00578

Based on AIA Document G702, APPLICATION AND CERTIFICATE FOR PAYMENT, containing Contractor's signed Certification is attached.
 In tabulations below, amounts are stated to the nearest dollar.
 Use Column I on Contracts where variable retainage for line items may apply.

A ITEM NO.	B DESCRIPTION OF WORK	C SCHEDULED VALUE	D WORK COMPLETED		E THIS PERIOD	F MATERIALS PRESENTLY STORED (NOT IN D OR E)	G TOTAL COMPLETED AND STORED TO DATE (D+E+F)	H BALANCE TO RETAINAGE FINISH (C - G)	I RETAINAGE 5%
			FROM PREVIOUS APPLICATION	THIS PERIOD					
1-1	Putnam	450,000.00	0.00	450,000.00	0.00	450,000.00	100.00	0.00	22,500.00
1-2	Putnam	401,554.00	0.00	401,554.00	0.00	401,554.00	100.00	0.00	20,077.70
1-3	Putnam	920,000.00	0.00	46,000.00	0.00	46,000.00	5.00	874,000.00	2,300.00
1-4	Putnam	1,273,683.00	0.00	63,684.15	0.00	63,684.15	5.00	1,209,998.85	3,184.21
1-5	Putnam	1,000,000.00	0.00	50,000.00	0.00	50,000.00	5.00	950,000.00	2,500.00
1-6	Putnam	141,000.00	0.00	0.00	0.00	0.00	0.00	141,000.00	0.00
1-7	Putnam	252,600.00	0.00	252,600.00	0.00	252,600.00	100.00	0.00	12,630.00
1-8	Putnam	256,900.00	0.00	64,225.00	0.00	64,225.00	25.00	192,675.00	3,211.25
1-9	Putnam	394,000.00	0.00	19,700.00	0.00	19,700.00	5.00	374,300.00	985.00
1-10	Putnam	1,359,393.00	0.00	67,969.65	0.00	67,969.65	5.00	1,291,423.35	3,398.48
1-11	Putnam	470,700.00	0.00	23,535.00	0.00	23,535.00	5.00	447,165.00	1,176.75
1-12	Putnam	319,400.00	0.00	15,970.00	0.00	15,970.00	5.00	303,430.00	798.50
1-13	Putnam	274,652.00	0.00	274,652.00	0.00	274,652.00	100.00	0.00	13,732.60

CONTINUATION SHEET

Based on AIA DOCUMENT G703

A	B	C	D	E	F	G	H	I
ITEM NO.	DESCRIPTION OF WORK	SCHEDULED VALUE	WORK COMPLETED	THIS PERIOD	MATERIALS PRESENTLY STORED (NOT IN D OR E)	TOTAL COMPLETED AND STORED TO DATE (D+E+F)	% (G / C)	BALANCE TO RETAINAGE FINISH (C - G)
1-14	Putnam	284,575.00	0.00	284,575.00	0.00	284,575.00	100.00	0.00
1-15	Putnam	975,037.77	0.00	97,503.78	0.00	97,503.78	10.00	877,533.99
	TOTALS	8,773,494.77	0.00	2,111,968.58	0.00	2,111,968.58	24.07	6,661,526.19
								14,228.75
								4,875.19
								105,598.43

**EXHIBIT B-1
LIEN RELEASE AND WAIVER FOR PROGRESS PAYMENT**

Project Description: Putnam County School System - Energy Savings Performance Contract

Contract or Purchase Order Number: CPBNA00578

Energy Systems Group, LLC, the undersigned, for and in consideration of the payments made to it by Owner, Agent and/or Contractor, for labor employed in and/or materials furnished for the above-referenced project, hereby certifies as follows:

1. The undersigned hereby affirms that there are no outstanding claims against the Owner, Contractor, or their agents, employees and/or its sureties in connection with this project.
2. In consideration of this progress payment to its complete satisfaction, the undersigned does hereby waive, release and quit claim in favor of the Owner, all rights that presently exist to the undersigned to assert a lien upon the land and improvements comprising the project by virtue of any law in the jurisdiction in which the land and improvements are located or an amendment of said law regarding the rights of a contractor, subcontractor, laborer, supplier, or materialman to assert a lien or claim against the project.
3. The undersigned does hereby release, waive and discharge the project, the Owner of the project, the Contractor, and their agents, employees, and sureties, and other guarantors or obligors on the Bond or other undertaking, from any and all causes of action, suits, debts, accounts, damages, encumbrances, judgments, claims, and demands whatsoever, in law or equity which the undersigned and/or its successors and/or assignees ever had, now have, or ever will have against the said Owner, Contractor, and their agents or employees, sureties and other guarantors or obligors on the Bond or other undertaking, by reason of delivery of material and/or the performance of work relating to the construction of the project; and the undersigned hereby agrees to indemnify, defend and hold the above parties harmless from any and all damages, costs, expenses, demands, suits, and legal fees, directly or indirectly relating to any claim or lien by any party which relates to that which was performed or should have been performed by or for the undersigned.
4. The undersigned has not and will not assign any claim against the Owner, Contractor, and their agents or employees, sureties, and other guarantors or obligors on the Bond or other undertaking, nor any lien or right to perfect a lien against the project, and the undersigned has the right, power, and authority to execute this Lien Release and Waiver for Progressive Payment.
5. The undersigned warrants that upon receipt of \$2,006,370.15, the underlying payments will be made with (7) seven days to all laborers and subcontractors employed by it, and all suppliers or materialmen from which it has acquired materials incorporated into the project and any lien or bond claimant relating to the undersigned's work and that none of such laborers, subcontractors, suppliers, or materialmen, or claimants has any claim, demand, or lien against the project. The undersigned further warrants that all applicable taxes, fees and benefits relating directly or indirectly to the undersigned's work have been paid in full.
6. No security interest has been given or executed by the undersigned for or in connection with any materials, appliances, machinery, fixtures or furnishings placed upon or installed in the project.

This Lien Release and Waiver for Progress Payment shall be an independent covenant and shall operate and be effective with respect to work and labor done and materials furnished and under any supplemental contract or contracts, whether oral or written, for extra or additional work on the project.

IN WITNESS WHEREOF, this Lien Release and Waiver for Progress Payment has been executed on this 26 day of Dec., 2024

[Signature]
(Signature)
Energy Systems Group, LLC
(Company Name)

STATE OF Indiana)_ SS:
COUNTY OF Warrick)

SUBSCRIBED and sworn to before me, a Notary Public, in and for this County and State, this ____ day of _____, 20__.

[Signature] County of Residence: Vanderburgh
(Notary Public)
Holly Gardner My Commission Expires: 8/23/27
(Printed Name)

