

Bedford County Board of Education  
September 21, 2021 5:30 PM  
Shelbyville Central High School Theatre/Auditorium

**I. PROCEDURAL ITEMS**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance by  
Jamyson Singleton, Jamiaha Baskette and Daniel Hipolito-Cruces from East Side  
Ashley Rodriguez Lopez from BCVS.
- D. Opening Remarks

**II. CONSENT AGENDA**

- A. Approval of Agenda
- B. Minutes from August Monthly Meeting
- C. Minutes from August 26th, 2021 Special Called Meeting
- D. SCHS Field Trip - Rescheduled
- E. SCHS FFA Field Trip
- F. Cascade Middle Fundraiser
- G. Supplement Request
- H. Policies for Review
  - 1. Policy 1.100 School District-School Board Legal Status and Authority
  - 2. Policy 1.101 Role of the Board of Education
  - 3. Policy 1.104 Memberships
  - 4. Policy 1.105 School Board Legislative Involvement
  - 5. Policy 1.106 Ethics

6. Policy 1.107 Board Member Conflict of Interest
7. Policy 1.108 Nepotism
8. Policy 1.201 Duties of Officers
9. Policy 1.202 Duties of Board Members
10. Policy 1.205 Board-Superintendent Relations
11. Policy 1.301 Executive Committee
12. Policy 1.400 School Board Meetings
13. Policy 1.403 Agendas
14. Policy 1.503 News Releases, News Conferences and Interviews
15. Policy 1.700 School District Goals
16. Policy 5.118 Background Investigations

**III. COMMUNICATIONS**

**IV. PRESENTATIONS**

- A. Construction for Community Wing
- B. Family Life Curriculum
- C. Bedford County Census Results

**V. ACTION ITEMS**

- A. Elementary School Site Study
- B. Bus Transportation - Driver/Mechanic Pay for Field Trips
- C. Recommendation for Tenure
- D. Policy 1.200 Method of Election of Officers
- E. Bid No. 22-12 ESSER 3.0 Planning
- F. Bid No. 22-20 Custodial and Paper Products

- G. Bid No. 22-21 Propane
- H. FY 2022 ESSER 2.0
- I. FY 2022 ARP IDEA Part B Funds
- J. FY 2022 ARP IDEA Preschool Funds
- K. FY 2022 LEAPS
- L. FY 2022 Rev 1 - MV
- M. FY 2022 Safe Schools
- N. FY 2022 ELC Rev 1
- O. \$25,000 Amendment for Athletics - High Schools and Liberty
- P. August Monthly Financial Report

**VI. REPORT ITEMS**

- A. Monthly Tax Analysis
- B. Attendance Report
- C. Executive Committee Report
  - 1. Southside Surplus
  - 2. Transportation Surplus
- D. Superintendent's Report

**VII. OTHER BUSINESS**

- A. Additional Acknowledgements
- B. FYI - Expenditures
- C. FYI - Personnel

**VIII. ADJOURNMENT**

**DRAFT**

**Bedford County Board of Education**

August 17, 2021 5:30 PM

Central Office Board Room

In Attendance: John Boutwell, Brian Crews, David Brown, Michael Cook, Dan Reed, Diane Neeley, Dr. Andrea Anderson, Nicole Cashion, Glenn Forsee, Dr. Tammy Garrett

Secretary: Aisha Weatherford

<b>I. PROCEDURAL ITEMS</b>	
Procedural Item	
A. Call to Order Action Item	
B. Moment of Silence Procedural Item	
C. Pledge of Allegiance Procedural Item	
D. Opening Remarks Procedural Item	
<b>II. CONSENT AGENDA</b>	
Action Item	
A. Approval of Agenda Action Item Motion to approve agenda. This motion made by Mr. Glenn Forsee and seconded by John Boutwell. Passed. Yea: 9, Nay: 0	
B. Minutes from July Monthly Meeting Action Item Motion to approve with the change of Boutwell to Present on page one.. This motion made by Mr. Glenn Forsee and seconded by John Boutwell. Passed. Yea: 9, Nay: 0	
C. Cascade High School Trip Request (2) Action Item Motion to approve. This motion made by Mr. Glenn Forsee and seconded by John Boutwell. Passed. Yea: 9, Nay: 0	
D. SCHS Trip Request Action Item Motion to approve. This motion made by Mr. Glenn Forsee and seconded by John Boutwell. Passed. Yea: 9, Nay: 0	
<b>III. COMMUNICATIONS</b>	Carol Garrette
Information Item See attachment	
<b>IV. PRESENTATIONS</b>	Tim Harwell
Information Item Powerpoint presentation by Asst. Superintendent Tim Harwell. Presentation attached	
Discussion: Harwell - Some of the things we are doing as a district: Our instruction team has met and discussed this data and we are setting goals for every school. Dr. Garrett has set the tone and we are all working hard with the schools and principals. We want to score at the state level or above the state level. That is our goal.	
Questions:	

<p>Glenn Forsee: Is 100% the goal? Harwell: That is always the goal.</p> <p>Brown: How do we compare to the other counties around us? Harwell: You will see in the packet the comparisons to surrounding counties. Those scores are only compared to the other south central regions, you are only going to see 3rd grade ELA and 7th grade math. That is what the state focused on. We are always looking to see what others are doing around us. If they are meeting those expectations of the state, we ask what they are doing.</p>	
<p>A. TNReady and EOC Data from Spring 2021 assesment Information Item See attachment</p>	<p>Tim Harwell</p>
<p>V. ACTION ITEMS Action Item Dr. Garrett: I just want to say, I know this meeting can be a difficult meeting for all involved, and as you can see this year has been a hard year. I dont want teachers to get down or faculty and staff. How we respond to this election says a lot about us. I read research that says effective boards have an empact on high acheiving districts. I want you to keep that in mind and whatever the results we are role models into what this county needs and to what our students need and us as human beings, I know its difficult and there are many emotions involved. I ask that you take this seriously and keep our students in mind. And we respond in coming together and collaborating. At this time the floor is open for nominations.</p>	
<p>A. Elect Chair and Vice-Chair Action Item Crews: I would like to nominate Michael Cook Dr. Anderson: I would like to nominate Diane Neeley. Dr. Garrett: Any other nominations? Hearing none, we will do a roll call vote for the nominations of Michael Cook and Diane Neeley.</p> <p>Aisha: David Brown? Brown: Diane Aisha: Brian Crews? Crews: Michael Aisha: Dan Reed? Reed: Michael Cook Aisha: Diane Neeley? Neeley: Diane Aisha: Michael Cook? Cook: Michael Aisha: Andrea Anderson? Anderson: Diane Aisha: Nicole Cashion? Nicole: Michael Aisha: John Boutwell? Boutwell: Michael Aisha: Glenn Forsee? Forsee: Diane</p> <p>Aisha: We have 4 for Diane Neeley and 5 for Michael Cook.</p> <p>Diane: Give us just a moment because we will need to trade places.</p>	<p>Tammy Garrett</p>

<p>Michael: Thank you for the vote of confidence and we will move on. Next item is to vote for The vice chair. Any nominations?          John: I vote for Brian Crews          Cook: Any other nominations? OK, we will take a vote. All those in favor for Brian Crews as vice chair please say aye. Motion carried 9-0</p>	
<p>B. Elect TLN Representative          Action Item          Cook: Next is to elect the TLN representative, which is a position Diane has held for several years. That is a person that reports back to the board on the legislative items going on in Nashville.          Forsee: I make a motion that Diane Neeley is the TLN representative for the Bedford County Board of Education.          Cook: Any other nominations? All those in favor of Diane please say aye. Motion carries 9-0</p>	<p>Tammy Garrett</p>
<p>C. Policy 3.212 New Project Planning          Action Item          Motion to approve. This motion made by Mr. Glenn Forsee and seconded by Andrea Anderson. Tabled.          Yea: 9, Nay: 0          Motion to table policy for further research.. This motion made by Nicole Cashion and seconded by Brian Crews. Passed.          Yea: 9, Nay: 0          Cook: I would just like to say before we get started, that this is a done deal. I don't really understand why we are bringing this back onto the board but here we are.</p> <p>Boutwell: The policy, as it reads, violates the 81 Act and we do not have the authority to violate that act.</p> <p>Brian- when you read this policy, we met and approved an architect already. If it's in conflict with the 81 Act, we have got to move past this and do what is best for the Bedford county students.</p> <p>Diane- The reason it came before you is when TSBA gave us the legislative packet, it was in there. We pulled it last month because we knew there were issues as to the 81 Act. TSBA has said that even though we are under that act, we should have the ability to work towards selecting our architect and the planning phase to be approved by the county commission. But I did more checking today. This is not a mandatory item, they sent it because it is practice. It was not mandated in the legislature this year.</p> <p>Cook: And just to be clear, the TSBA makes recommendations to us based on TCA, but that does not mean we have to accept it the way it is presented to us.</p> <p>Boutwell: I just want to say that the school board has a representation on the financial committee through the superintendent. So we are part of the decision process providing that our superintendent is part of those meetings.</p> <p>Crews: Also we read this policy, we've already met in April and this board voted 9-0 to accept David Stokes for completion of the Community wing. And this same board, on</p>	

advice from our board attorney voted 9-0 to use Sweeney for all projects that are ongoing and the elementary school. Whether we approve this or not, we have already selected 2 architects. And if you continue reading, it says the board shall have sole discretion on approving sites and construction. I believe that if we get through this agenda, we will see that this is going to be our discretion as to what land we choose. I don't have a problem with this. I don't like the timing, but I think if you look at this, its in conflict of the 81 Act, we've beat that to death and it's time for us to act in the best interest of the students.

Cook: We've got to move past the picking of architects and the grandstanding. The only people getting hurt by this are the students, educators and the tax payers. Land and building costs are going up. We have got to move on this isnt giving up anything. We have had a lot of say to everything, we have just decided to stall it out.

Anderson: I don't see this as grandstanding, I see it as adding a policy that can be used in the future. This is what we do; we make sure that our policies are up to date and things are in writing. We can agree to disagree on the semantics of the 81 Act and how it should be interpreted.

Diane: At no point was I grandstanding about anything that I have done. Everyone in this room knows that I have been against this. There was not transparency in how this was done. I do not agree with how this was done and I stood by my principles which I am allowed to do as a board member. 5 people or more decide what happens and it wasn't about grandstanding. The position I took was about transparency for the community and to make sure this board kept their rights to oversee the projects we do. I feel as a board we should have that opportunity. We are elected to do policy, board, and be good stewards of the community. And in my opinion, that has not been done, but I am only one voice.

Forsee- I would like to speak in favor of the policy as it is. I think the policy safeguards our legal rights and authority as a board. We have very clear rights and responsibilities. We work in cooperation with the county commission. I am in favor of this policy.

Nicole- This policy was added at the last minute. I think we should table this until we can look into the legal reference at the bottom. From my research, that that legal reference deals with fire safety, so I am not sure we need to pass this at this time until we do more research into that law.

Crews- I think its interesting that if you look at what this argument is about, which is the choosing of an architect, all that refers to is the TCA 62-2-107. The legal reference basically just says that we need to approve an architect in any project. You have to have an architect approved by the board. We have already done that. We already satisfied this policy. Lets move on.

Boutwell- I just have to say whether you believe it or not. The selection of an architect is against the 81 Act.

Crews- I am not disagreeing. It just states that we can approve it, not solely choose.

Forsee- What are we voting on? Are we voting on the tabling of this policy?

Nicole- I would really like to make it a motion to table it.

D. Update on Land for New School  
Action Item

Motion that we exercise a no cost 90 day option on all 3 properties and we authorize the executive committee and county attorney to further negotiate with the property owners on our behalf. This motion made by Brian Crews and seconded by Nicole Cashion. Passed.

Yea: 9, Nay: 0

Tammy Garrett

See attachment

Discussion:

Garrett: There is a packet that Mr. Bobo put together. There were 4 sites. One was pulled off. One of the things we are recommending is to go into option for 90 days on all 3 properties and appoint a necessary committee to do a study on 1 or more of these properties to see what would be the best and meet the needs. Also, I know that we have set aside a specific amount and if we cannot get any of these for that amount, then we will come back to the board. Tonight I am asking us to go into option for 90 days, and hopefully, get one for the budget we approved.

Diane Neeley: I just want to point out doing this and moving forward we are going to have to have engineering and architectural services and that is going to come with a cost. Who is going to bare the cost of that? We could possibly be absorbing those costs. Would that come from the money we have already set aside for purchasing or will we need to get more money? Because I am thinking this is going to be costly.

Brown: Can you do it in 90 days?

Diane: I don't know if it can be done in 90 days.

Dr. Garrett: I anticipate that it can be done in 90 days. I checked with the finance director today. We don't feel like it would be a huge expense. So my hope would be that we could both get done. Get the land and the work with the architecture firm within the money we have set aside. If we could not do that, then we would come back to the board.

Crews: If we had done this 3 years ago there would have been expenses but we have had this in the budget for at least that long. So I think that this is a necessary step that we need to take to move forward.

Forsee: On these properties, some have come across our attention before, we talk about services, there are some things that we do not need an architect to get information for us. Some info we can get without their services. Such as traffic. Where these are located and we know there will have to be road infrastructure. We have our county road superintendent who earlier went on the Johnson property and came back with his observations, rather than hire a firm to do what we can do. I just want to make sure money isn't being spent unduly. Also, there are 3 properties. How many were considered?

Diane Neeley: You all asked us to take 5, 2 were eliminated immediately. There were 2 more recommended. I was immediately eliminated and the 4th one we withdrew yesterday. So that's how we got here. They were moving parts.

Forsee: Dr. Garrett, looking ahead, there are a lot of construction plans in place. How do these properties fit in the long term student growth? Are these properties where we need to be?

Dr. Garrett: Yes, if you look at the census, John, I know, has studied the growth in this city. This is going to be by the bypass from 41a to Fairfield Pike. Our largest schools are Cascade and Community. We need to pull the portables from other schools. That is what we are thinking about when rezoning. If we wait much longer, it is a fear that we would need 2 new schools back to back. So we feel that we are ready to move. You can look at the price and know how much money we have. If we cannot negotiate, we will be coming back to you guys saying we cannot afford any of them. But I think it is worth a shot.

Forsee: As a citizen who drives the roads, 2 of these are on fairfield pike we have Eakin at one end and Cascade on the other. The traffic there will need to be studied. If we put a

<p>school of 750 students and staff and buses, it is going to put a tremendous load on the roads there. What upgrades to roads would be necessary and who is going to pay for them?</p> <p>Diane: That's something we need to make clear with the architectural studies. Some are included with the package and some are not. There is no agreement with the county. They cannot sign a contract until the middle of the project.</p> <p>Cook: And we can look into that and see what we are getting from the firm and what else we need to do.</p>	
<p><b>E. Strategic Plan 2 year Revision</b> Action Item Motion to approve. This motion made by Brian Crews and seconded by John Boutwell. Passed. Yea: 9, Nay: 0 Dr. Garrett: This is the strategic plan that we presented at the board retreat. We have to revisit the plan every couple of years. As Mr. Harwell said, our goal is to meet or exceed the state. We will come back with specific goals. The state in September will probably go back to 18-19 scores, but we anticipate the state board to create specific goals.</p>	<p>Tammy Garrett</p>
<p><b>F. Policy 4.206 Homebound Instruction</b> Action Item Motion to approve the policy. This motion made by Mr. David Brown and seconded by Brian Crews. Passed. Yea: 9, Nay: 0 Dr. Garrett: The State board passed new regulations for homebound instruction in July. They also added that those who have Covid can be part of homebound. If they present a doctor's note. We have addressed that.</p>	<p>Tammy Garrett</p>
<p><b>G. Policy 4.700 Testing Programs</b> Action Item Motion to approve policy. This motion made by Mr. Glenn Forsee and seconded by John Boutwell. Passed. Yea: 9, Nay: 0 Dr. Garrett: The only change is the requirement that after the aptitude tests, we must present the opportunities to our students for things that are available to them based on their interests.</p>	<p>Tammy Garrett</p>
<p><b>H. Policy 6.506 Students from Military Families</b> Action Item Motion to approve policy. This motion made by Mr. Glenn Forsee and seconded by Dan Reed. Passed. Yea: 9, Nay: 0 Dr. Garrett: We took this portion out of the attendance policy because we knew this was coming from TSBA. It's more specific to military families.</p> <p>Brown: What did we do before this policy?</p> <p>Diane: There was a section in another policy that was taken out.</p> <p>Garrett: Yes, the attendance policy. They wanted their own individual policy.</p>	<p>Tammy Garrett</p>
<p><b>I. ESSER 1.0</b> Action Item Motion to approve. This motion made by John Boutwell and seconded by Andrea Anderson. Passed.</p>	<p>Tammy Garrett</p>

Yea: 9, Nay: 0

Dr. Garrett: This is the carry over money that we had left that we did not spend the prior year. This will be used for laptop staging.

J. ESSER 3.0

Action Item

Motion to approve ESSER 3.0 to be submitted to the state. This motion made by John Boutwell and seconded by Brian Crews. Passed.

Yea: 9, Nay: 0

See Attachment:

Chad Fletcher

Questions:

Cook: Very good report Chad, on this WiFi for the portables, how many do not have WiFi? Do we need access to every portable we have?

Fletcher: That is my understanding. That will run in the neighborhood of \$80,000.

Cook: It's sad that we are doing that. We could be opening a school but we are not. We have to spend this money on WiFi. Does anyone else have any questions?

Crews: Its hard for me to wrap my head around the fact that a tutoring plan costs almost 9 million dollars, Can you give me a break down?

Fletcher: This is a 3-year grant. We are not looking to roll through 9 million dollars in a year. We're looking at about 3.2 million dollars to be used for the all core program. That funding is used for high dose low student tutoring particularly in grades K-5, but we have a middle school option.

Crews: Who writes this program?

Fletcher: The TN department of education.

Garrett: With some of their money, they have money like the systems do. They have said over and over that high dosage, low student ratio tutoring is very effective. They mean 1:3. So if you think of a tutor for every 3 kids, its a lot of students and money.

Crews: It's definitely needed. My concern is when you have this bucket of money, making sure the money is spent wisely and making sure we see success. It just seems like a whole lot of money.

Fletcher: I agree, I have gotten really good at saying no. This money does not belong to me, its for the students of this county. We are going to be as fiscally wise and responsible as we can possibly be. The 3.1 million dollar amount did not come from us, that is what the state requires us to contribute to be a part.

Crews: And that's for the program?

Fletcher: Not the program, the people.

Crews: A program that people are going to be a part of.

Fletcher: That's correct.

Crews: So we don't have the ability to make this mandatory

Chad Fletcher

Fletcher: So the idea is that we would bring tutors into our buildings during the school day. We would have extra personnel on hand to help with the students who are in the lower percentage.

Crews: I don't want to take up too much time, but we always have a teacher shortage and I want to make sure we are able to fill the tutoring positions. Are these people out there?

Garrett: There are organizations that are going to help us. There is a huge push from the commissioner to do this. The money and how we use it will be published to the public. We have to look at research and high dosage, low ratio tutoring is what we need.

Forsee: I often see that the state tells us what to do. Are we able to customize what we need in Bedford county?

Fletcher: Yes, we had the choice to opt in to this program sooner, I chose the August 2022 option for that reason. We want to give them that year to get the program moving how it needs to be moving.

Cook: Will we see the effects in that tutoring in one year?

Fletcher: That is the hope.

Crews: Do we have a list of retired teachers who have interest?

Fletcher: We do, after speaking with the principals, we have had a number of folks who have reached out to let us know that they are interested.

Reed: You submitted this in this way. If it's approved for 5.8 million, what happens if the bid comes back for 7 million?

Cook: We need to get with Robert and make sure the money is in order.

Garrett: We ask that as soon as we get approval that the finance director signs it so we can move forward.

#### K. Bid #22-6 - Professional Development for Coaches

##### Action Item

Motion to approve bid. This motion made by Mr. David Brown and seconded by John Boutwell. Passed.

Yea: 9, Nay: 0

Chad Fletcher: We submitted a bid for PD for our instructional coaches. The low bid is from NIET and is our recommendation.

Erin Phillips: NIET is going to offer us intensive PD for instructional coaches. We have 3 district coaches and at Title 1 elementary schools. Research shows that when we invest in instructional coaches, their capacity to influence increases significantly. NIET will provide that.

Forsee: What is the dollar amount?

Fletcher: Their bid was for \$2,500 per day for a total of \$52,500. That would be the maximum amount.

#### L. Bid #22-7 - Instruction Tools

<p>Action Item  Motion to approve bid. This motion made by Mr. Glenn Forsee and seconded by Brian Crews. Passed.  Yea: 9, Nay: 0  Chad Fletcher: We've used Curriculum Associates by piggy backing from other bids. We decided to make our own bid. They had the best bid, with the amount of \$103,000. That provides the math component.</p>	
<p>M. Bid #22-8 - Vision Screener Machine  Action Item  Motion to approve bid. This motion made by John Boutwell and seconded by Mr. David Brown. Passed.  Yea: 9, Nay: 0  Dr. Garrett: This was the lowest bid at \$5,693.29, we are purchasing these because you can use them 6 ft. away.</p>	Tammy Garrett
<p>N. Grants  Action Item  Motion to vote on grants together. This motion made by Brian Crews and seconded by Mr. David Brown. Passed.  Yea: 9, Nay: 0</p>	
<p>1. FY2022 - Homeless  Action Item  Motion to approve. This motion made by John Boutwell and seconded by Mr. David Brown. Passed.  Yea: 9, Nay: 0</p>	
<p>2. FY2022 - Title IX M.V.  Action Item  Motion to approve. This motion made by John Boutwell and seconded by Mr. David Brown. Passed.  Yea: 9, Nay: 0</p>	
<p>3. FY2022 - Elem. and Sec. ESSER  Action Item  Motion to approve. This motion made by John Boutwell and seconded by Mr. David Brown. Passed.  Yea: 9, Nay: 0</p>	
<p>4. FY2022 - Coord. School Health  Action Item  Motion to approve. This motion made by John Boutwell and seconded by Mr. David Brown. Passed.  Yea: 9, Nay: 0</p>	
<p>O. July Monthly Financial Report  Action Item  Motion to approve. This motion made by Mr. Glenn Forsee and seconded by John Boutwell. Passed.  Yea: 9, Nay: 0</p>	Robert Daniel
<p><b>VI. REPORT ITEMS</b>  Report Item</p>	
<p>A. Monthly Tax Analysis  Report Item</p>	Robert Daniel
<p>B. Executive Committee Report  Report Item</p>	Michael Cook
<p>1. Surplus - Learning Way  Action Item</p>	
<p>C. Superintendent's Report  Report Item</p>	Tammy Garrett

Dr. Garrett introduced the supervisors at the board meeting since there are so many new faces in the building.	
D. Attendance Report Report Item	Terise Rhodes
<b>VII. OTHER BUSINESS</b> Action Item	
A. Additional Acknowledgements Information Item	
B. FYI - Expenditures Information Item	Robert Daniel
C. FYI - Personnel Information Item	
<b>VIII. ADJOURNMENT</b> Action Item Motion to adjourn. This motion made by Mr. Glenn Forsee and seconded by John Boutwell. Passed. Yea: 9, Nay: 0	

**Bedford County Board of Education Special Called Meeting**

August 26, 2021 5:00 PM

Central Office Board Room

In Attendance: Andrea Anderson: Absent, John Boutwell: Present, Mr. David Brown: Absent, Nicole Cashion: Absent, Michael Cook: Present, Brian Crews: Present, Mr. Glenn Forsee: Present, Diane Neeley: Present, Dan Reed: Absent.

<p><b>I. PROCEDURAL ITEMS</b> Procedural Item</p>	
<p>A. Call to Order Action Item</p>	
<p>B. Opening Remarks Procedural Item</p>	
<p><b>II. CONSENT AGENDA</b> Action Item</p>	
<p>A. Approval of Agenda Action Item Motion to Approve Previous Month Agenda. This motion made by Mr. Glenn Forsee and seconded by Brian Crews. Passed. Yea: 5, Nay: 0, Absent: 4</p>	
<p><b>III. ACTION ITEMS</b> Action Item</p>	
<p>A. Bid 22-11 Action Item Motion to recommend this bid to the finance director. This motion made by Mr. Glenn Forsee and seconded by John Boutwell. Passed. Yea: 5, Nay: 0, Absent: 4 Motion to recommend this bid to the finance director. This motion made by Mr. Glenn Forsee and seconded by John Boutwell. Passed. Yea: 5, Nay: 0, Absent: 4 Dr. Garrett - When the state came out with the universal screener, they said they were going to pay for the screener. When it was rolled out, they did not tell us that they were not going to pay for 4th grade-9th. We think it's best to go with the same company as K-3rd, teachers want to be consistent. We bid it out and it was Pearson and Renaissance. The one that Chad is requesting is the lowest bid, which is Pearson. It is the one that matches K-3rd. \$6 per student at \$27,000 and the other was \$84,000. We would like you to recommend this bid to the finance director.</p> <p>Discussion: Forsee - The learning loss we are trying to recover, is this \$27,000 for one year? Garrett- That is correct. Forsee - How many years do you think we will have the program in place? Garrett - Right now it is the law that we have to do the K-3 and upload it to the state. Previously, we did universal screening to put students in tiers and what level they need to be on. This year, the Early Literacy Act, the state is going to have access to the data. So I don't see this going anywhere. Forsee- It's an ongoing need. Fletcher - And Dr. Garrett, I would like to point out that it is also state board policy 3.302 mandates. Forsee- But this \$27,000 is for this year, is this something we have to purchase the materials year after year? Dr. Garrett - You have to purchase it every year, kids will be screened 3 times a year, they have guidance and Tammy Pirtle can speak on the guidance that the state has provided with the Early Literacy Act. It's really big with the commissioner. Pirtle - All students will be screened 3 times a year. We've been doing this. This has been</p>	<p>Chad Fletcher</p>

<p>in place for many years. Probably the last 15 years. The screener has already been in the budget for many years. It's been reduced because the state is paying for K-3.</p> <p>Crews- Is this something we can amend and take money from the ESSER budget?</p> <p>Fletcher- Sure, and we put some money in ESSER that fell in the learning loss category that this would fit under. It's not something I see the state changing.</p> <p>Garrett - Tammy, how much have we budgeted for the last contract?</p> <p>Pirtle - It was for K-3 it was \$14 or \$18 a student, so we are saving a tremendous amount of money.</p> <p>Erin Phillips - Previously, we used Dibbles in K-2nd and 3rd-8th they used the renaissance program, so we are saving a tremendous amount of money.</p> <p>Neeley - So to get us out of the other contract, we already had money budgeted for it, so we are just replacing what we are using it for.</p> <p>Garrett- We are actually saving money.</p> <p>Forsee- But the cost for the next academic year could be more?</p> <p>Pirtle - No sir, it would be the same amount because the state is going to pay for K-3 until 2024.</p>	
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<p><b>IV. ADJOURNMENT</b></p> <p>Action Item</p> <p>Motion to adjourn. This motion made by Mr. Glenn Forsee and seconded by Brian Crews.</p> <p>Passed.</p> <p>Yea: 5, Nay: 0, Absent: 4</p>	
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## Choices That Challenge Abstinence and Character Education Program

Dear Parent/Guardian,

This Letter is to inform you that your student will be participating in a program entitled: **Choices That Challenge**, through their guidance class.

For 6<sup>th</sup> graders, we will focus mainly on character issues as well as healthy bodies and relationships. The 7<sup>th</sup> and 8<sup>th</sup> grades curriculum will center on abstinence until marriage only, the consequences of not doing so, and how to set high standards and goals for themselves. Self-control, building healthy relationships, sexually transmitted diseases (STDs), peer and media pressures and other life issues will be discussed through lectures, role-playing, and technical media.

We understand that the subject matter is very sensitive and this is a critical time for our kids to learn lifelong behaviors so every effort will be put forth to present the material on a grade appropriate level.

You are invited, even encouraged, to come and observe the classes as you desire to see firsthand the life application lessons being presented.

If you should have any questions, please contact the Guidance Counselor of your student's school or the program coordinator, Selena James at (931) 680-0066 or [abstinedirector@firstchoicepcc.com](mailto:abstinedirector@firstchoicepcc.com)

If you DO NOT give permission or DO NOT want you child to participate in this class, please sign and return this letter to school.

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Child's Name

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(Sign and return ONLY if you DO NOT want you child to participate)



## **Choices That Challenge Abstinence and Character Education Program**

Dear Parent/Guardian,

This Letter is to inform you that your 9<sup>th</sup> grade student will be participating in a program entitled: **Choices That Challenge**, through their guidance class.

In this class we will be viewing 3 educational videos.

**“Straight Talk about Sexting and Messaging,”** offers cautionary tales, told with true life stories, about the dangers of sexting and anonymous messaging on cell phones and on social media.

**“Thinking about Abstinence,”** features diverse voices of real teens who proudly choose abstinence in their lives. The focus of this lesson will center on abstinence until marriage only, the consequences of not doing so, and how to set high standards and goals for themselves. Self-control, building healthy relationships, sexually transmitted diseases (STDs), peer and media pressures and other life issues will be discussed also.

**“What’s the Rush,”** shows that parenthood is a very tough, long-term commitment. The take-home message of this information-packed video and guide, as viewers follow a diverse group of young parents, and a pregnant teen, through their daily tasks. Teens will learn that being a parent is a very demanding job that needs careful consideration before it happens.

We understand that the subject matter is very sensitive and this is a critical time for our kids to learn lifelong behaviors so every effort will be put forth to present the material on a grade appropriate level.

You are invited, even encouraged, to come and observe the classes as you desire to see firsthand the life application lessons being presented. If you should have any further questions, please contact the Guidance Counselor of your student’s school or the program coordinator, Selena James at (931) 680-0066 or [abstinedirector@firstchoicepcc.com](mailto:abstinedirector@firstchoicepcc.com).

If you DO NOT give permission or DO NOT want you child to participate in this class, please sign and return this letter to school.

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Child’s Name

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(Sign and return ONLY if you DO NOT want you child to participate)



## *Choices That Challenge*

*Goals and Objectives:* The goal of *Choices That Challenge* is to teach young people the importance of making wise choices, how to stand against peer pressure, and how to learn to say “no”. Curriculum is developed from *Abstinence & Marriage Education Resources, Human Relations Media, and the State of Tennessee. The program is character based and abstinence only. We are educating our youth with the truth about STDs, unplanned pregnancy, and the difficulties that come from having sex before marriage.*

### **9<sup>th</sup> grade:**

Lesson 1: The Dangers of Media and Sexting- The students will view: Straight Talk About Sexting, which can be previewed at this link:

<https://www.hrmvideo.com/catalog/straight-talk-about-sexting-messaging>

After the video, there will be an open dialog about experiences the students have been exposed to with sexting and the video will be discussed. STDs will be discussed in this lesson. There will be a discussion about the physical, emotional, mental, and social implications of sexting and of having sex before marriage.

Lesson 2: Abstinence and Unplanned Pregnancy- The students will watch: *Thinking About Abstinence*, which can be previewed here:

<https://www.hrmvideo.com/catalog/thinking-about-abstinence#!prettyPhoto>

The students will discuss the real-life stories in the video and have a dialog regarding the issue of abstinence with an emphasis on the benefits.

The students will watch *What’s the Rush*.

*What’s the Rush* shows the students the difficulties of being a teen parent. After the students watch the video they will discuss the options they have if they find themselves pregnant or have gotten someone pregnant. The three options are: parent, adoption, or abortion. The difficulties of all three are discussed and the students are reminded that abstinence is the only 100% guarantee that they will not have an unplanned pregnancy.

Hello☺ Welcome back to another eventful school year! I want to take this opportunity to introduce myself to you. My name is Selena James and I am a 25-year educator, as well as a mother of three, and private tutor. I am excited to now be transitioning into my newest role as the Choices that Challenge director for First Choice Pregnancy Counseling Center. I will be teaching the abstinence curriculum this upcoming school year 2019-2020 and would love to get your preferred dates and times scheduled at your earliest convenience. Here are a few points to remember when scheduling:

1. Each lesson in the curriculum is designed to be grade-level specific.
2. Each lesson is approximately 45 minutes in length. (This can be modified somewhat to fit time constraints.)
3. There are 3 lessons per grade level with one lesson taught per day for a total of 3 days.
4. Smaller class size is optimal for student participation and learning.
5. I will do my best to fulfill your date and time preferences, unless there is an unexpected conflict in schedule.

Thank you abundantly for the time and effort you devote to the children of Bedford County! I look forward to corresponding with you this school year.

Selena James  
Choices that Challenge Director  
First Choice Pregnancy Counseling Center  
931-680-0066



## *Choices That Challenge*

*Goals and Objectives:* The goal of Choices That Challenge is to teach young people the importance of making wise choices, how to stand against peer pressure, and how to learn to say “no”. Curriculum is developed from Abstinence & Marriage Education Resources, Human Relations Media, and the State of Tennessee. The program is character based and abstinence only. We are educating our youth with the truth about STDs, unplanned pregnancy, and the difficulties that come from having sex before marriage.

### **Middle School Program:**

#### **6<sup>th</sup> grade**

Lesson 1: Pressures and Boundaries- The term “boundary” is defined and deemed as important in our lives. Students are given opportunities to discuss what they feel are important boundaries in their lives. Seven scenarios are read and discussed to allow the students to think about what they would do if they find themselves in a similar situation. Peer pressure is discussed with an emphasis on the difficulty of saying no. The goal of this lesson is to show the students the importance of having a predetermined plan in place when they face pressure situations.

Lesson 2: Importance of Family- This lesson focuses on the importance of family. Different types of family units are listed and discussed. A hands-on activity is used to illustrate the difficulty of a single-parent home. There is a “mom” and “dad” jar that the students place clips in to show the responsibilities of each parent. All of the clips are then dumped into one jar showing how difficult it is to have all the responsibilities fall onto one parent. The importance of the student’s role in the family is discussed. Students discuss vocabulary words such as: communication, respect, freedom, standards, and security - to further teach how people interact within the family.

Lesson 3: Preparing for Your Future- Students list their goals for the future. The importance of making good decisions now and planning for their future when they are young is discussed. “Age Cards” are used to illustrate this point. The class will

discuss what happens in each age range (up to 90 years old) and how making one bad decision can affect the outcome of their future. The discussion also includes how to plan for their future by making good grades, getting scholarships, getting a good job, being a good employee, and preparing for retirement later in life. The students will also discuss the importance of taking care of their bodies. The goal is for them to lead successful, happy, healthy lives.

## **7<sup>th</sup> grade**

Lesson 1: I've Got Game- The students will read the story of A.C. Green, a famous basketball player who played for the Lakers for 15 years. During that time, he never missed a game, but more importantly he made a commitment to remain abstinent until marriage. The students will discuss how difficult that would be in his position and how he was determined, had self-control, and self-discipline. The students will realize that having sex before marriage can deter them from meeting the goals they have set for themselves. Using a yardstick activity, the presenter will demonstrate this concept by asking the students to list their future life goal. The student will be asked to hold the yardstick and try to balance it while looking at the base, which represents their current situation. (This cannot be accomplished) The student will then be asked to look ahead to their life goal, toward the end of the yardstick and they are able to balance the yardstick. The students will be introduced to Tim, a young man, whose life was impacted in a negative way by one bad choice. Tim chose to ride in the car with his friends, who were drunk. He was permanently disabled by this one choice. The goal in this lesson is to show the negative impacts and life changing consequences that poor decisions can have on the students' futures.

Lesson 2: TV Time-Out- This lesson focuses on the power of the media and how it influences our lives. The students will discuss popular TV shows, movies, music, and social media. The students will give examples of how they see sex within marriage portrayed in the media. The students will also be asked if there are any examples of the negative impacts of sex outside of marriage. Lyrics of some popular songs will be read and the students will discuss the purpose of the song to expose the sexualized media. The discussion will include the portrayal of females in the media and the message this sends to young girls. The discussion will also include the fad of sending and receiving nude photos and the dangers this presents. This lesson presents a powerful message to the middle school student.

Lesson 3: Rules of the Game- The student will see how rules and boundaries affect our lives. The students are asked to list their favorite sports and to discuss how those sports would be different if there were no rules and boundaries. The students will talk about how important rules are in life and how they are made for our protection. The class will talk about the consequences of being sexually active before marriage and how it affects them physically, mentally, socially, and emotionally. A.C. Green's "rules for life" will be used to encourage them to make their own set of rules and to set boundaries for themselves.

### **8<sup>th</sup> grade:**

Lesson 1: Mapping Your Course- The presenter will read the real-life story of Sophia who is a young girl who went down a path of drugs, alcohol, and sex after her parents' divorce. Sophia realized how her behavior was impacting her life in a negative way and chose to change her course. The students will discuss how hard this would be and will discuss the help she would need to change her life. The discussion will include the negative outcome that may have occurred if Sophia hadn't decided to change her course. STDs will be discussed as one of those potential outcomes. The types of STDs will be introduced and how the only 100% sure way of not contracting an STD is through abstinence. Peer pressure will be discussed and the impact it can have on staying focused on your goals. The discussion will include ways to change your life if you have gotten off course due to peer pressure. An activity using ropes is used to demonstrate this pressure. Two students will hold the end of a rope, while one student holds both ropes. Two students, who represent pressure, pull on the ropes while the one student tries to stay on course. This is impossible. The activity is repeated with the single student dropping the ropes and walking away, showing how to say "no" to peer pressure.

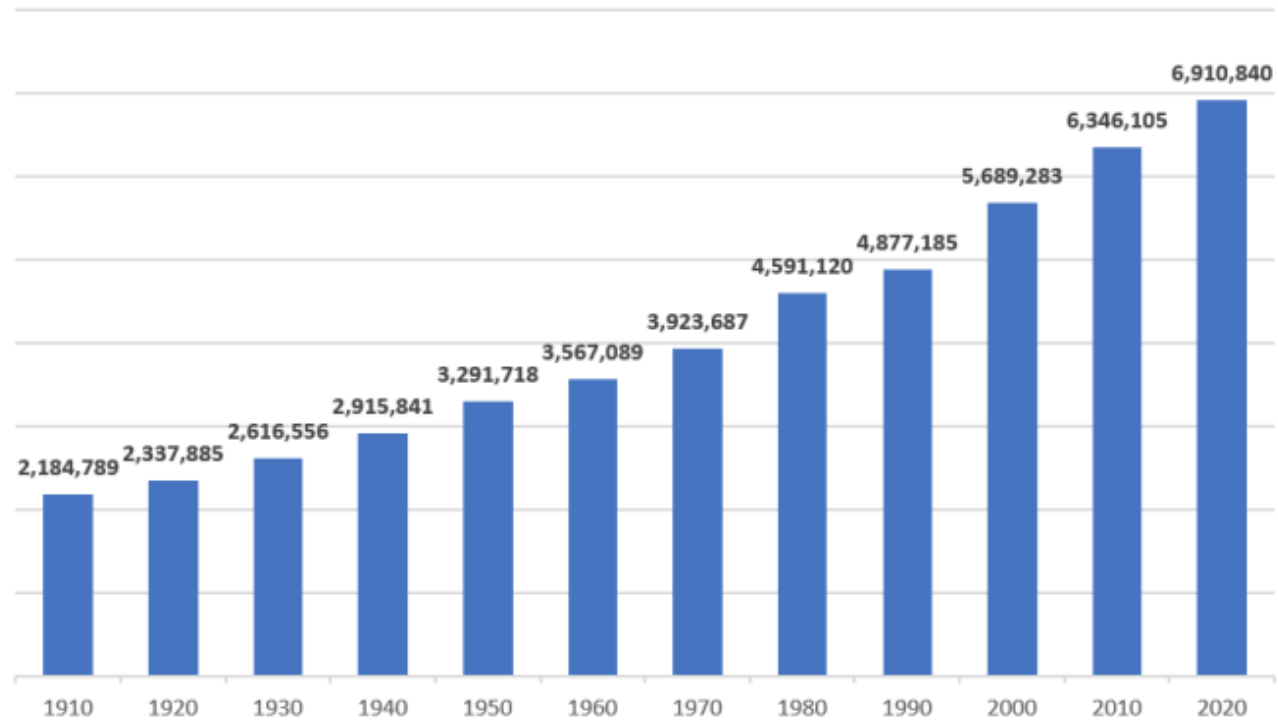
Lesson 2: Breaking Free- This lesson focuses on the media and its impact on the students' ideals, thought processes, beliefs, and behaviors. Discussion includes the dangers of sexting and how popular it has become in the students' generation. TV shows, movies, and music they listen to are discussed with a focus on the main message of each. The focus of sex in media is discussed with an emphasis on the portrayal of sex outside of marriage as a "normal" part of life. Abstinence from sex is discussed.

Lesson 3: Journey's End- Joel's story is told in this lesson. Joel is Sophia's boyfriend from lesson 1. The students will contrast and compare his response to his parents' divorce. He made a choice not to allow his parents' decision to affect his

future. He believed he could have a happy, healthy marriage. He and Sophia made a commitment to abstinence and are currently married with children. The class will talk about good and bad examples of marriage and how these examples form their views about marriage. The students will be asked if they have thoughts about their future spouse and how they would feel if their future wife/husband is having sex now as a teenager. The class will discuss how to build a healthy relationship that is based on a friendship. An activity with “building blocks” that form a house is used to illustrate the healthy relationship. The words: friendship, romance, marriage, and sex are written on the building blocks. The house is built starting with friendship and the house stands. We then try and build the house with sex (the roof) first and it collapses. The purpose of this lesson is to show the students the importance of building their relationships with a strong foundation.

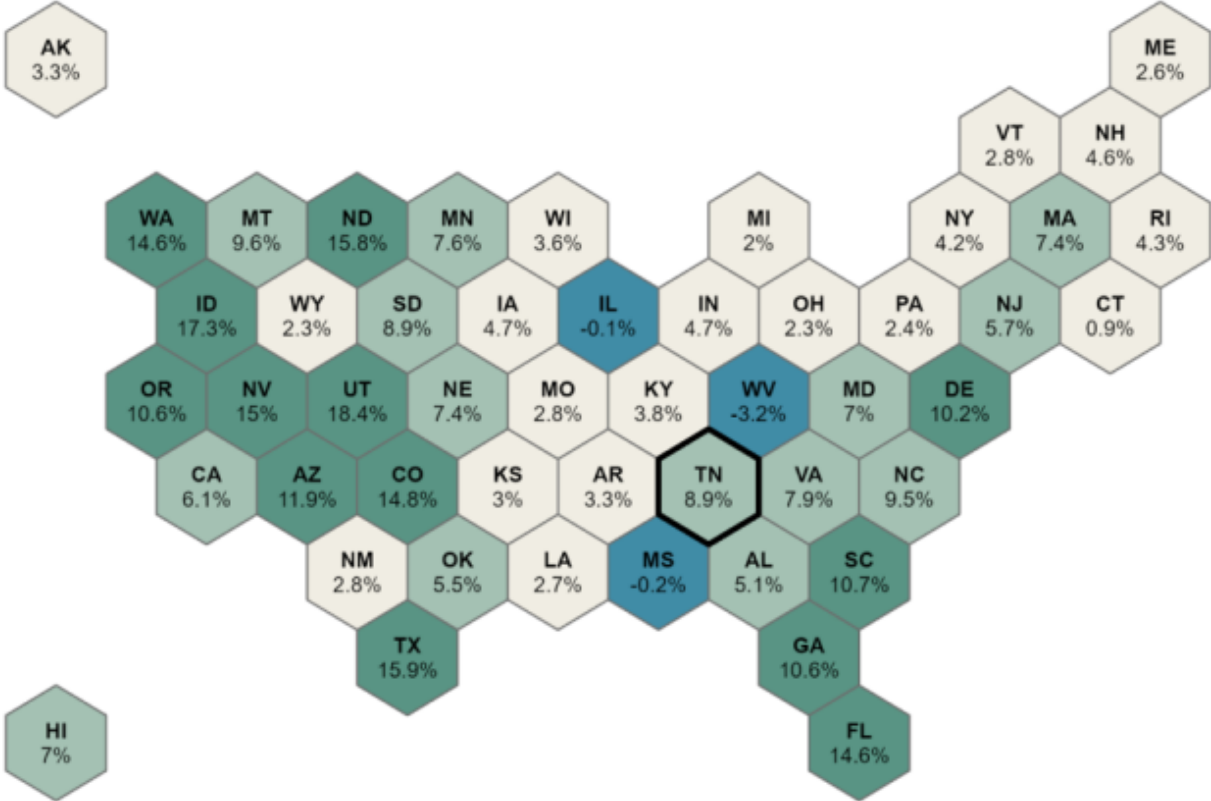
# Tennessee Census

Tennessee Resident Population, 1910-2020



Source: Appointment Counts, US Census Bureau, 2020

# Tennessee Growth (2010 -2020) Compared to Neighbors



# Bedford County Population Trends

Historical population		
Census	Pop.	%±
1810	8,242	—
1820	16,012	94.3%
1830	30,396	89.8%
1840	20,546	-32.4%
1850	21,511	4.7%
1860	21,584	0.3%
1870	24,333	12.7%
1880	26,025	7.0%
1890	24,739	-4.9%
1900	23,845	-3.6%
1910	22,667	-4.9%
1920	21,737	-4.1%
1930	21,077	-3.0%
1940	23,151	9.8%
1950	23,627	2.1%
1960	23,150	-2.0%
1970	25,039	8.2%
1980	27,916	11.5%
1990	30,411	8.9%
2000	37,586	23.6%
2010	45,058	19.9%
2020	50,237	11.5%

U.S. Decennial Census<sup>[9]</sup>  
1790-1960<sup>[10]</sup> 1900-1990<sup>[11]</sup>  
1990-2000<sup>[12]</sup> 2010-2014<sup>[3]</sup>

# Bedford and Neighbors

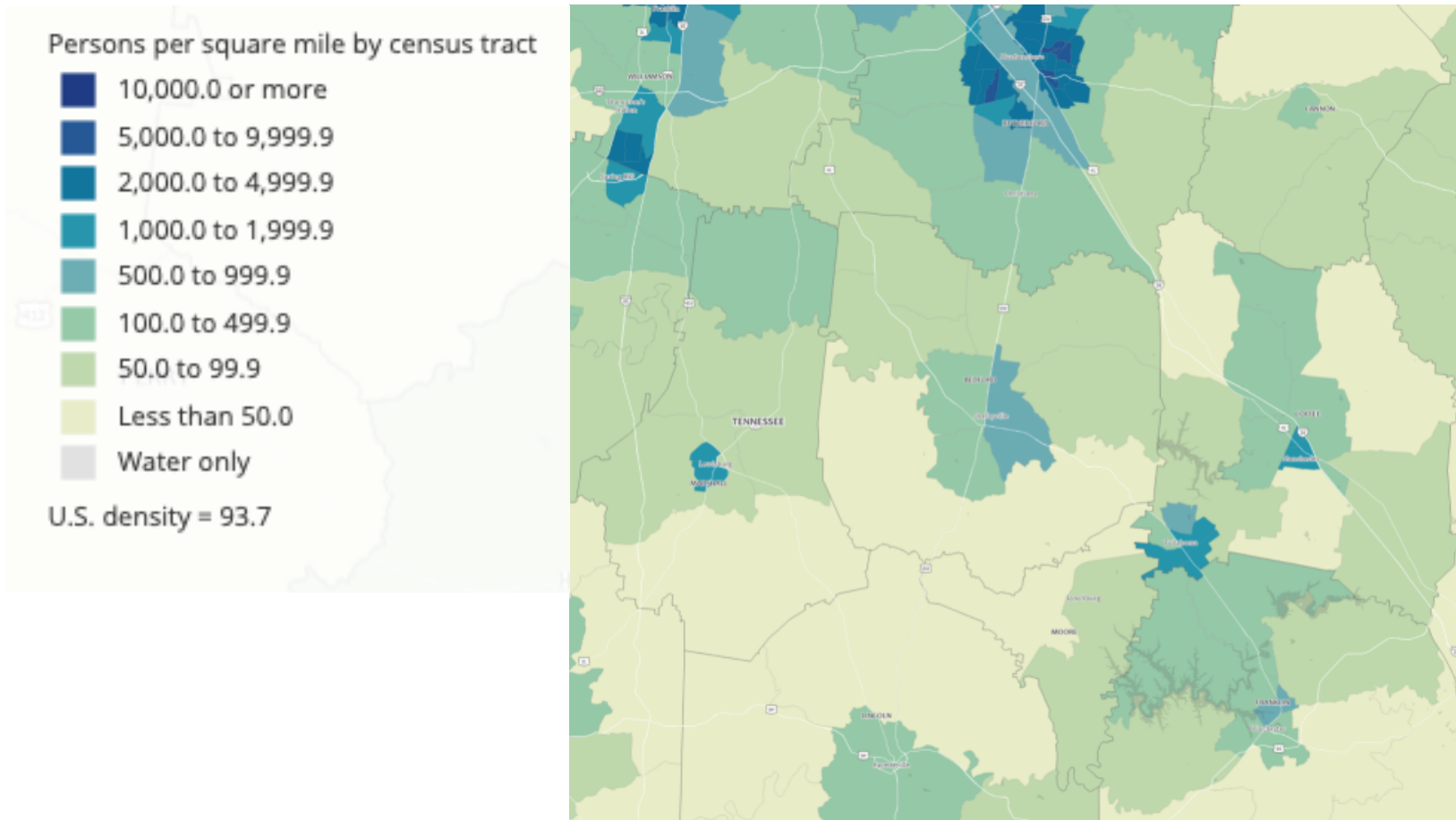
	Population 2000	Population 2010	Population 2020
<b>Bedford</b>	<b>37586</b>	<b>45058</b>	<b>50237</b>
Coffee	48014	52796	57889
Lincoln	31340	33361	35319
Marshall	26767	30617	34318
Moore	5740	6362	6461
Rutherford	182023	262604	341486
		Pop. Change '00-'10	Pop. Change '10-'20
<b>Bedford</b>		<b>7472</b>	<b>5179</b>
Coffee		4782	5093
Lincoln		2021	1958
Marshall		3850	3701
Moore		622	99
Rutherford		80581	78882
		Per. Change '00-'10	Per. Change '10-'20
<b>Bedford</b>		<b>19.88%</b>	<b>11.49%</b>
Coffee		9.96%	9.65%
Lincoln		6.45%	5.87%
Marshall		14.38%	12.09%
Moore		10.84%	1.56%
Rutherford		44.27%	30.04%

# Where Is The Growth in Bedford County?

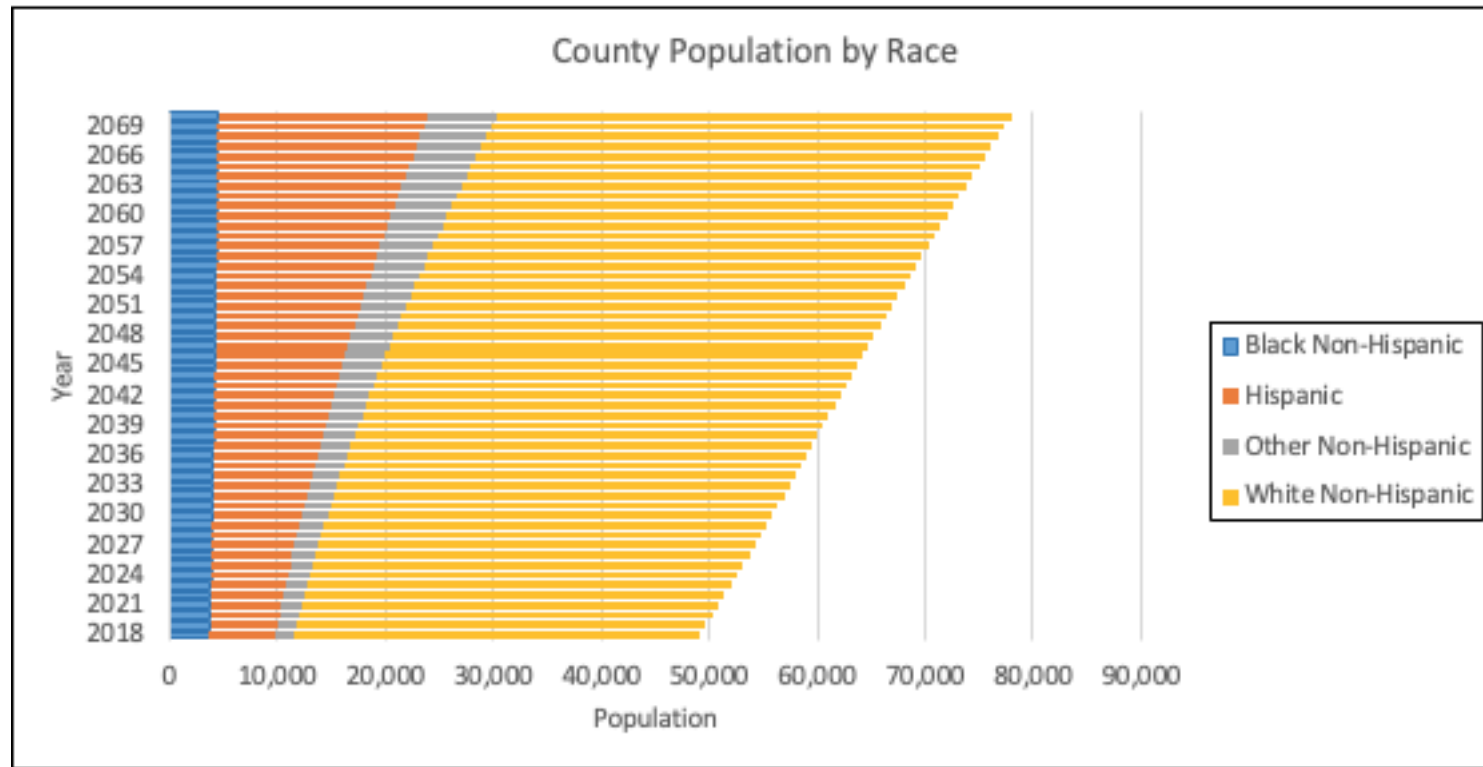
Place	Population 2000	Population 2010	Population 2020	Pop. Change '00-'10	Pop. Change '10-'20	Per. Change '00-'10	Per. Change '10-'20
Bell Buckle	391	500	410	109	-90	27.88%	-18.00%
Shelbyville	16105	20335	23557	4230	3222	26.27%	15.84%
Normandy	141	141	108	0	-33	0.00%	-23.40%
Wartrace	548	651	653	103	2	18.80%	0.31%
Incorporated Areas	17185	21627	24728	4442	3101		
<b>Bedford including Incorporated Areas</b>	<b>37586</b>	<b>45058</b>	<b>50237</b>	<b>7472</b>	<b>5179</b>	<b>19.88%</b>	<b>11.49%</b>
Unincorporated areas in Bedford County	20401	23431	25509	3030	2078	14.85%	8.15%

<https://tnsdc.utk.edu/2021/08/12/2020-population-of-tennessee-counties-and-incorporated-areas/>

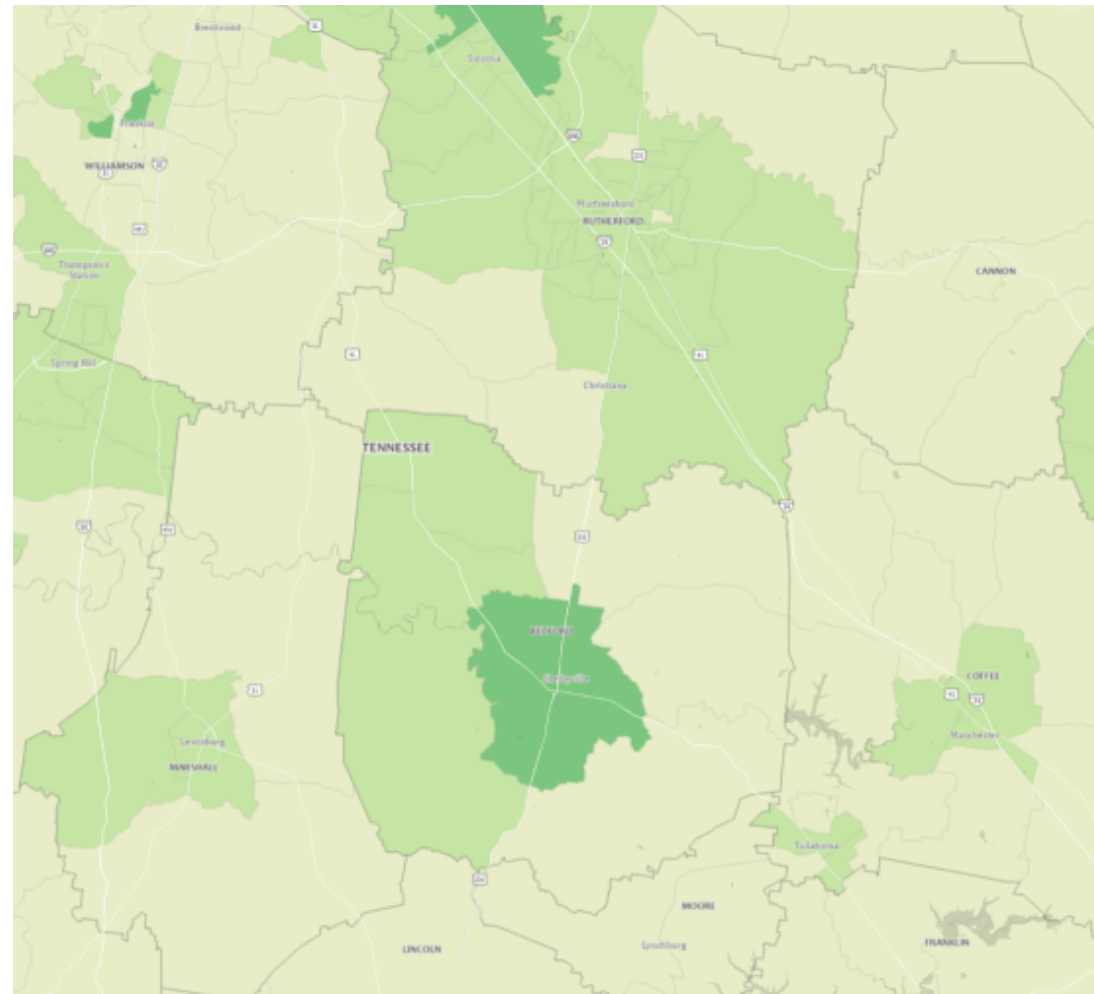
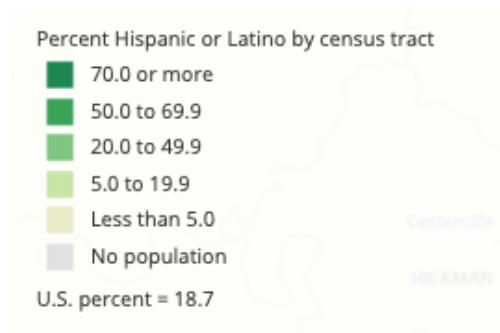
# Bedford and Area Population Density



# Bedford County Population by Race



# Bedford and Area Hispanic Population





# School Enrollment

2030 & 2040 Estimates from  
UT Boyd Center for Business  
and Economic Research

	Bedford		Census	School		Enrollment
Year	Census	Change	% Change	Enrollment	Change	% of Census
2000	37,586	-	-	5,998	-	15.96%
2010	45,058	7,472	19.88%	7,777	1,779	17.26%
2020	50,237	5,179	11.49%	8,965	1,188	17.85%
2030 (est.)	55,861	5,624	11.19%	9,776	811	17.50%
2040 (est.)	61,073	5,212	9.33%	10,688	912	17.50%