

**Bedford County Board of Education**

July 21, 2020 5:30 PM

Central Office Board Room

- I. PROCEDURAL ITEMS
  - A. Call to Order
  - B. Moment of Silence
  - C. Pledge of Allegiance
  - D. Opening Remarks
- II. CONSENT AGENDA
  - A. Approval of Agenda
  - B. Minutes from June 16, 2020 Regular Monthly Meeting
  - C. Minutes from June 25, 2020 Special Called Meeting
  - D. Civil Rights & Bullying Compliance Report
  - E. Consolidated School Health (CSH) MOU
- III. ACTION ITEMS
  - A. Official Approval of Re-opening School Plan
  - B. IDEA Innovation Grant - New
  - C. IDEA Partnership Implementation Grant - Revised
  - D. Title I-A FY 20 Clean-up Amendment
  - E. June Monthly Financial Report
  - F. Quarterly Financial Report
  - G. Revision - Policy 6.409 - Child Abuse and Neglect
  - H. New - Policy 6.3041 Title IX & Sexual Harassment
  - I. Revision - Policy 6.304 Student Discrimination, Harassment, Bullying, Cyberbullying and Intimidation
  - J. Revision - Policy 6.305 Student Concerns, Complaints & Grievances
- IV. REPORT ITEMS
  - A. Building Program Update
  - B. Monthly Tax Analysis
  - C. Executive Committee Report
    - 1. Declaration of Surplus Property - Community Elementary
  - D. Superintendent's Report
- V. OTHER BUSINESS
  - A. Acknowledge Special Programs and Achievements
  - B. FYI - Expenditures
  - C. FYI - Personnel
  - D. ADJOURNMENT

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Chairperson

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Superintendent

BEDFORD COUNTY BOARD OF EDUCATION

**Amended Minutes of June 16, 2020 Regular Monthly Meeting**

Prior to the June monthly meeting, the Board of Education hosted a retirement ceremony to honor retirees representing a combined total of 350 years of service to the children of Bedford County Schools. Retirees honored were as follows:

<i>Kay Prince</i>	<i>Instructional Coach/Systemwide</i>	<i>40 years</i>
<i>Doris Wilson</i>	<i>Teacher Assistant/Community Elementary</i>	<i>39 years</i>
<i>Sonya Walls</i>	<i>8<sup>th</sup> Language/Cascade Middle</i>	<i>31 years</i>
<i>Cheryl Hatchett</i>	<i>Special Ed Teacher/Cascade Elementary</i>	<i>28 years</i>
<i>Larry Wayne Myers</i>	<i>Transportation/Bus Driver</i>	<i>27 years</i>
<i>Kimberly Willmore</i>	<i>7<sup>th</sup> Science/Harris Middle</i>	<i>27 years</i>
<i>Monica Lewis</i>	<i>6<sup>th</sup> Language/Cascade Middle</i>	<i>26 years</i>
<i>Whit Taylor</i>	<i>Assistant Principal/EastSide</i>	<i>23 years</i>
<i>Kenneth Ray Wiser</i>	<i>Mechanic/Transportation</i>	<i>23 years</i>
<i>Elizabeth Gassaway</i>	<i>Special Ed Teacher/Community High</i>	<i>20 years</i>
<i>Judy Stocstill</i>	<i>Special Ed Assistant/Community Middle</i>	<i>16 years</i>
<i>Sheri Trudrung</i>	<i>Special Ed Compliance/Central Office</i>	<i>13 years</i>
<i>Joe Singleton</i>	<i>Custodian/Harris Middle</i>	<i>13 years</i>
<i>Timothy Miller</i>	<i>2<sup>nd</sup> Grade/Cascade Elementary</i>	<i>11.5 years</i>
<i>Orvil Nichols</i>	<i>Bus Driver/Transportation</i>	<i>5 years</i>
<i>Larry Curlee</i>	<i>Social Studies/BCLA</i>	<i>4.5 years</i>
<i>Mary Jane Cantrell</i>	<i>Special Ed Assistant/Community Middle</i>	<i>3 years</i>

The Bedford County Board of Education then met in a regular monthly session at approximately 5:55 p.m. in the theater of Shelbyville Central High School located at 401 Eagle Boulevard in Shelbyville, TN.

The following board members were present: Chairman Forsee, Mrs. Neeley, Mr. Cook, Mr. Boutwell, Mr. Crews, Mr. Brown, Mrs. Cashion and Mr. Reed. Dr. Anderson was out of town and unable to attend.

Chairman Forsee called the meeting to order, followed by a moment of silence and the Pledge of Allegiance.

### **CONSENT AGENDA**

**The following consent agenda was approved by acclamation, upon the motion and second of Neeley and Brown.**

#### II. CONSENT AGENDA

- A. Approval of Agenda
- B. Minutes from May 19, 2020 Monthly Meeting
- C. Classroom Fee Rate Schedule
- D. Annual Physician's Agreements

### **PRESENTATIONS**

#### **2020 Valedictorians & Salutatorians**

The valedictorians and salutatorians from each high school were recognized as follows:

##### ***Cascade High Valedictorian – Anna Elizabeth Brown***

- *Anna is the daughter of David and Lisa Brown*
- *Numeric Average: 101.0*
- *Anna plans to attend University of North Alabama, majoring in Nursing with plans to obtain a master's degree in the field.*

##### ***Central High Valedictorian – Matthew Troy Waterson***

- *Matthew is the son of Troy and Kimberly Waterson*
- *Numeric Average: 99.733*
- *Matthew plans to attend MTSU, majoring in Organismal Biology and Ecology*

##### ***Community High Valedictorian – MacKenzie Ann-Marie Newkirk***

- *MacKenzie is the daughter of Geoffrey Thomas and Stephanie Renae Newkirk and Rhonda Janean Greer*
- *Numeric Average: 99.97*
- *MacKenzie plans to attend MTSU to obtain a bachelor's degree in Child Development and Family Studies.*

##### ***Cascade High Co-Salutatorian – Jonathan Garcia Padilla (not present)***

- *Jonathan is the son of Oscar Marquez and Monica Campos*
- *Numeric Average: 100.304*
- *Jonathan plans to attend the University of Tennessee, Knoxville to major in Physics*

**Cascade High Co-Salutatorian – Tristan Blake Bowen (not present)**

- *Tristan is the son of Bo and Denise Bowen*
- *Numeric Average: 100.3*
- *Tristan plans to attend the University of Tennessee or Louisiana State University, majoring in Computer Science with plans to obtain a bachelor's degree in the field.*

**Central High Salutatorian – Christian James Sharp**

- *Christian is the son of Robert and Terri Sharp*
- *Numeric Average: 99.417*
- *Christian plans to attend MTSU to major in Mechatronics Engineering*

**Community High Salutatorian – Skylar Rayne Cadenhead**

- *Skylar is the daughter of Megan and Caleb Cadenhead*
- *Numeric Average: 99.92*
- *Skylar plans to attend the University of Tennessee, Knoxville to pursue a degree in Biology. She then plans to become a PA, after attending an accredited institution.*

**ACTION ITEMS**

**Donation of Surplus Property to County Highway Department**

Superintendent Embry explained that the County Highway Department has requested one of the recently surplused portables in exchange for some grading, graveling and parking lot work they will be doing for the system. **Mr. Boutwell moved to approve the donation of a surplus portable to the highway department. His motion was seconded by Mr. Crews.** Mr. Brown asked about cost of moving the portable. The school system will handle moving the portable in exchange for the work being done. There is another portable located in the lot adjacent to the bus garage that the highway department may be interested in, sometime in the future. **Motion to approve the donation, passed by a vote of 8-0.**

**Annual Gifts & Bequests**

The annual lists of Gifts and Bequests (see documents in June 16, 2020 board meeting file) submitted by schools was **accepted by a vote of 8-0, upon the motion and second of Neeley and Cashion.**

**School Accounts Payable**

Reports from schools on their Accounts Payable (see documents in June 16, 2020 board meeting file) were **approved unanimously, upon the motion and second of Neeley and Reed.**

**FY-21 Federal Consolidated Application – Consolidated Admin, Title I, Title II, Title III, Title V, IDEA-B, IDEA-Preschool, CTE Perkins, Elementary and Secondary School Emergency Relief (CARES money)**

**Mr. Boutwell moved to approve** the FY21 Consolidated Application (see documents in June 16, 2020 board meeting file) for federal funds. **His motion was seconded by Mrs. Neeley and passed by a vote of 8-0.**

## **IDEA, Part B Amendment**

**Mr. Reed moved to approve the IDEA, Part B Amendment 7** (see documents in June 16, 2020 board meeting file). **The motion was seconded by Mr. Crews and passed by a vote of 8-0.**

## **May Monthly Financial Report**

County Finance Director Robert Daniel said there was nothing unusual to report in the May Monthly Financial Report (see document in June 16, 2020 board meeting file). He did note that he was surprised on sales tax still up, and it appear that it will hit close to projections for the fiscal year. **Upon the motion and second of Cook and Neeley, the May Monthly Financial Report was accepted unanimously.**

## **2020-21 BOE Budget – Version 4**

Robert Daniel had supplied the Board with updated Budget Highlights (see document in June 16, 2020 board meeting file) to indicate where he had taken out the projected state raise for certified, since he had received two different versions from the state the day prior. If the system does receive, the budget will be amended accordingly.

**Mr. Brown moved to approve the budget for recommendation to county finance. His motion was second by Mr. Reed.**

Mr. Boutwell then commented that, as he does every year, he just wanted to point out that since 2009 to 2021, the county is contributing about \$175 more per student, however factoring in for inflation they are giving less today than they were twelve years ago. John Boutwell – “I would hope at some point, our county would want to solve this. We are all voters and I would think at some point we would want to recognize the importance of education and investing in it.”

**(As amended by board action on July 21, 2020, a roll call was taken to allow for any board members to make a disclosure statement regarding their vote on the budget, the previous month. Board members David Brown, Brian Crews, Diane Neeley, Dan Reed, Michael Cook and Glenn Forsee read aloud the following statement: “Because I am related to an employee of Bedford County Schools, I have a conflict of interest in the proposal about to be voted upon. However, I declare that my argument and my vote answer only to my conscience and to my obligation to my constituents, and the citizens this body represents.”)**

**The Board voted 8-0 to approve the 2020-21 Budget, Version 4 for recommendation to county finance.**

## **Collaborative MOU**

**Mr. Brown moved to accept the Collaborative MOU between the BOE and BCEA** (see document in June 16, 2020 board meeting file). **His motion was seconded by Mrs. Cashion.**

Mrs. Neeley noted that conferencing went well. Language in the MOU was cleaned-up. Both teams sat down with Superintendent Embry and Robert Daniel and went page by page and paragraph by paragraph. Some items that are guaranteed by federal or state law were moved out of the body of the MOU, over to the FYI section that follows.

Mrs. Neeley highlighted updates to the document. On page 4, there was an increase on the longevity bonus of \$10 per year, total not to exceed \$2,000 per person.

On page 5, regarding insurance, it was spelled out that the Board contributes 100% of the limited premium for full-time employees. The chart for contributions to other plans will need to be updated as increases occur and Mrs. Neeley noted that the teams could come back in December to discuss, if deemed necessary.

A note was added just to point out the Board of Education provides \$10,000 life insurance for each employee.

Also on Page 5, there was some clean-up to language regarding working conditions that have to do with principal/teacher meetings and bus duty.

With regard to insurance, Mrs. Neeley moved back to page 4 and a related notation on pay periods. Employees had the option in the past to choose 20 or 24 pay periods. There had been some issues in the past with those on 20 pay periods related to their insurance costs because of insurance being on a calendar year and the system being on a fiscal year. Last year, insurance costs did not increase, however the employees on 20 pays still had an increase because of this difference. Mrs. Neeley spent a significant amount of time with Robert Daniel and finance employees to sort through and come up with the solution to correct. So there has been a notation that all certified employees will be paid on 24 pay periods and shall receive their last four payments on June 15.

On page 6, under bereavement the BCEA team had requested under the part on children – “including children to whom employee has guardianship”. Everyone felt this was a good update.

She concluded by saying that during the conferencing, there had been some discussion on the table with insurance, however BCEA decided to not pursue, due to COVID, and basically this MOU, if approved, is the same with these few noted updates, and has a term of three years.

Mr. Cook thanked everyone on the committees. Mrs. Neeley said that both sides had done a great job and the process went very well. She felt a better rapport was established.

On the board’s team were Mrs. Neeley, Dr. Anderson, Mr. Brown and Mrs. Cashion. Mr. Brown said it was a very uneventful process and thanked everyone involved. Mrs. Cashion thanked all for their hard work. Mr. Forsee said in looking at the document, it appeared to have been well thought-out.

**The Collaborative MOU was then approved by a vote of 8-0.**

## **REPORT ITEMS**

### **Monthly Tax Analysis**

Robert Daniel reviewed the monthly tax analysis (see document in June 16, 2020 board meeting file). Property tax collections are up \$164k, while Prior Year Property Tax collections are down \$115k. Mr. Daniel surmises this is due to a timing issue with how people are paying. Clerk and Master is down and Sales Tax is up \$89k over this same time last year, so apparently effects of COVID-19 are not reflected.

### **Update on Building Program**

Jason Spence, with Davis-Stokes Architects P.C., said an OAC meeting had been held today on Learning Way. The fire marshal will be back this Thursday and then do a final punch and release the last four

classrooms next Tuesday. Sain Construction is looking to turn over Phase 2 of the building, Friday, the 26<sup>th</sup> or right after, so the project is right on schedule or just a smidge under.

The re-roof at Southside is complete and Mr. Spence turned in the warranty to Robert Daniel's office today for sign-off.

The one-year warranty walkthrough at Cascade was held on May 29<sup>th</sup>. All items that came out of that have been identified and given to contractors to pick-up and that is in-process right now.

Mr. Forsee asked if the asphalt had been patched at Learning Way. It has been done and maintenance has agreed it is satisfactory.

John Boutwell asked about any issues with water from Bell Buckle at Cascade. Mr. Spence was not privy to any information, and John Davis was not available to speak to any issues.

Mrs. Neeley said she had a building program question, but not for Mr. Spence. Diane Neeley - "Where are we at on the contract with John Davis so we can start moving forward with the Community wing?"

Robert Daniel - "I called today to check on the status. It's not ready - they are still working on it. It is not just John Davis. It is any architectural project. I'm waiting to hear back."

Chairman Forsee asked who had the contract at this time. Robert Daniel - "John T. His office has it." Glenn Forsee - "So John T's office has had it for two months, reviewing it. Robert Daniel - "Well, I think they are changing some wording or something."

Both Chairman Forsee and Mr. Brown responded almost simultaneously - "It has been two months." Robert Daniel - "I'm sorry. I'm still waiting on them."

Brian Crews asked about the contract being used for all architects. "Are we not already under a contract with Kline Swinney?"

Robert Daniel - "We are not."

Brian Crews - "So we are looking at one contract for both Kline Swinney and John Davis."

Robert Daniel - "That is correct."

Brian Crews - "But Kline Swinney is already doing other work for the county?"

Robert Daniel - "They are doing some preliminary work. They can't start a project without a contract signed."

Brian Crews - "Outside the school system. Are they not doing other work for the county?"

Robert Daniel - "They are doing some preliminary studies."

Brian Crews - "With no contract?" Robert Daniel - "That's right."

David Brown - "Does it normally take two months for an attorney...?" Robert Daniel - "I can't answer. I'm pushing as much as I can push it. That's why I called today on it."

David Brown - "It just appears someone is delaying our project." Robert Daniel - "I don't think that's the case. Maybe they have other work to do. I don't know."

Mrs. Neeley said another huge concern of the board is that are contractors interested in the work and ready to bid on a package. Diane Neeley – “We have been through this before. The longer we wait, the more it costs and it would have been really nice if we could have gotten in this window of time where they are hungry because we usually get our best bids during that time.”

Robert Daniel – “I have actually heard from some that are interested in bidding, when it’s ready. So as soon as we get it, we’ll start.”

Mr. Crews asked again if the contract would be the same for all. Robert Daniel – “The same contract will be used for any project.” Brian Crews – “And for any architect?” Robert Daniel – “Yes.”

Mr. Cook asked Robert Daniel about the million dollars that was in the budget for land. Mr. Daniel said that since it would not be used in this budget year, he had put it in next year’s budget.

### **Legislative Report**

TLN representative Diane Neeley reported that the legislative session is coming to a close, and gave the following updates:

- Teacher raises are up in the air. The Senate has a version and the house has a version which needed to be meshed together, but not sure when that will happen.
- The state has issued a number of waivers related to COVID-19.
- TSBA noted that somewhat surprisingly, the Senate did not consider the Governor’s literacy bill, which had passed the House Education Committee last week and had been the subject of extensive debate this session.
- The voucher issue is on hold and will not come up this year.

### **Executive Committee Report**

The Chairman asked for everyone to check their calendars to work out a date and time for a special-called meeting to deal with end-of-year budget cleanups. A date of Thursday, June 25 @ 12:00 p.m. was set for this meeting, to be held in the central office board room.

Summer Law is still scheduled for July 17 & 18, 2020.

July 21 is the date of the next regular monthly board meeting.

### **Superintendent’s Report**

The Superintendent said that ways to start back school are being studied, ranging from full-blown to partial opening. Some of the questions being considered: What kind of social distancing can be done? What about those who are not comfortable to start back yet, or those who are not coming back at all?

Don Embry – “You are fully aware we sent out a survey to all parents. We have had an awful lot of response and are taking those through the end of the week. As of yesterday we had over three thousand responses. That is a very good response, obviously. It is a huge concern and topic right now. We are going to gather suggestions and information and come to you with a recommendation. When I get those results, I will send to you.”

The Superintendent asked about having a special-called meeting before the regular July board meeting to get something official decided. He would really like to have a recommendation no later than July 15<sup>th</sup>.

in order to get out to the public. Don Embry – “It is our intention to recommend to start on August 3. It depends on the orders we are under at that time. We just don’t know right now. We will have a good idea on how to do certain levels and curriculums. I want to get the survey results in and see what the community wants to do.”

Chairman Forsee – “Thinking logistically, with education our primary objective, we have a certain amount of flexibility but are also constrained by policy and law. What if a parent says they don’t feel comfortable sending child back at this time, with the idea that they can be home schooled. What is that protocol and their responsibility and not coming back to school? There are a lot of moving targets, whether it be elementary or high school. What if they then say in a couple of months they want to come back?”

The Superintendent said the administration has a lot of the same questions about logistics and how to handle various scenarios. Don Embry – “Many parents have indicated they do not intend to send kids back. They have concerns and rightfully so. How do we best meet their needs for education? We have two or three options we can do. Either parents want them in full-time or don’t feel comfortable sending them back at all. Seems to be no in-between. I think we need to give options to parents and let them choose.

A lot of parents don’t like for their kids to wear masks. We are looking at virtual options, looking into ideas such as a teacher Skyping or Zooming lessons during the day. We are just looking at options. It doesn’t mean we are going to do any of it. No recommendations have been made. We are talking to other systems on what they are doing. Everything is on the table right now of how to start back. The vast majority of parents seem to want to start back like normal. We will have to follow some kind of guidelines and it has to do with the governor’s orders. A lot can happen between now and August 3. It could loosen and be better or ramp back-up and shut back down.”

The Superintendent spoke more about looking at options and giving parents flexibility. There had been discussions around attendance and how to count county students who are learning virtually or from home.

Mr. Cook asked about buses and crowded areas for beginning of school.

Superintendent Embry – “We haven’t discussed a lot on buses. We have heard all kinds of recommendations. Some systems are looking at staggered times or more than one route. The CDC recommended a month or two ago, students one to every other seat or one to a seat. If we did that, we would have to run five or six of the same route in the morning and afternoon...not practical and cost prohibitive. We can do some things on the bus to alleviate overcrowding.”

Mr. Cook asked about lunch time.

Don Embry – “To ease everyone’s mind, we will feed. We may have to stagger lunch, go longer and in smaller groups or feed in the classroom. The idea there is to avoid large crowds in the cafeteria. High school principals are going to have to look at that – staggered times on changing classes so hallways are not so crowded...quite frankly they are not going to be able to avoid all of it. It’s not physically possible.

One thing we can do is to teach good hygiene and require teachers to have kids washing hands and have sanitizer available. We have discussed getting extra sanitization equipment and if you have a fever stay home.”

He added that he has asked Coordinated School Health’s Dee Crabtree to obtain more thermometers but wonders how can we check every student’s temperature daily and how the community will feel about that.

Michael Cook – “You are almost pushed into an all or nothing, really.”

Don Embry – “That is what we are seeing from parents – either all in, or all out.”

Mr. Cook noted that schools were not built for social distancing.

Brian Crews – “On this hybrid approach of virtual learning, what percentage of teachers and what kind of training are we getting to them? How do we see it being used and to what extent?”

Superintendent Embry said this was being discussed the day prior and it depends on how many students. If there is a large number of parents who don’t send kids back, scheduling would be looked at. He gave the example of having five 3rd grade teachers and it could be that four teachers would teach in the building with one teaching totally virtual. This could require a waiver for higher class numbers in the virtual classroom, etc.

Teachers are partnering with Trevecca, Lipscomb, the Rural Network of Tennessee and the TDOE south central CORE region on how to instruct online. Superintendent Embry said he would be on a Zoom call in the morning with the south central superintendents to share ideas.

Mr. Forsee asked about the protocol for someone who doesn’t want to send their child back right now but doesn’t want to remove them from the system. The Superintendent explained the differences between home schooling and homebound. Don Embry – “Now if we go to virtual, they would still be enrolled as a Bedford County student. We would provide resources and things necessary for them to do their work, within reason.”

Mr. Embry talked about how parents will handle all this. Some parents have to send their kids to school because they have to work and don’t have an option. Others may not have internet access, because they live in an area of the county without broadband access. Many different issues factor into these decisions.

Brian Crews – “I am concerned that without strict stipulations, we could see a significant influx of people desiring to do virtual. Are we prepared for that?” Mr. Embry answered that was being discussed.

Mrs. Neeley asked if there were teachers or other employees choosing to not return to work. The Superintendent said he thinks there are concerns, and rightfully so, as some may have compromised immune systems, etc., but at this time he is not aware of any related resignations, but thinks employees are just waiting to see what will be decided.

The Superintendent asked board members if they would like to have a study session sometime before the July board meeting so that starting school and these issues could be discussed and he can present a recommendation to them. He added after the results come in from the survey at the end of this week, he will sit down with staff to break it down and start putting together a plan and recommendations.

Mrs. Neeley said she felt it was a good idea as board members will be questioned and need to be able to answer. Don Embry – “Right now it is so hard to give an answer because it has changed so much. I saw where restaurants in Texas are closing back down. COVID cases are going back up. You don’t know what to believe right now. I take this seriously. We are getting hit with so many recommendations and push and shove, back and forth. It is really hard to pinpoint where we are.”

#### **OTHER BUSINESS**

Chairman Forsee asked if the Superintendent could give an update at next week’s special-called end of year budget clean-up on school starting back. The Superintendent said there wouldn’t be time for discussion at the noon meeting and not everyone would be able to attend. Chairman Forsee asked for a show of hands to confirm a quorum would be available for the special called session and asked if Mr. Embry could provide them a sheet summarizing any updates at that time.

#### **ADJOURNMENT**

**The meeting was adjourned at approximately 6:55 p.m., on the motion of Mr. Boutwell.**

July 21, 2020

BEDFORD COUNTY BOARD OF EDUCATION

**Minutes from June 25, 2020 Special Called Meeting**

The Bedford County Board of Education met in a special called session on Thursday, June 25, 2020 at approximately 12:00 pm in the central office building board room. The following board members were present: Glenn Forsee, Diane Neeley, Dr. Andrea Anderson, John Boutwell, Brian Crews and David Brown.

Chairman Forsee called the meeting to order.

**CONSENT AGENDA**

**The consent agenda was approved by acclamation, upon the motion and second of Mr. Boutwell and Mrs. Neeley.**

**ACTION ITEMS**

**IDEA Partnership for Systemic Change (K-12) Grant**

This new grant (see document in June 25, 2020 board meeting file) will be primarily to provide staff development for special education teachers and staff and was **approved by a vote of 6-0, upon the motion and second of Neeley and Crews.**

**IDEA Technology Partnership Amendment**

This federal amendment (see document in June 25, 2020 board meeting file) is for end-of-year cleanup and was **accepted by a vote of 6-0, upon the motion and second of Brown and Anderson.**

**Voluntary PreK Amendment**

**Mrs. Neeley moved to accept the Voluntary PreK amendment** (see document in June 25, 2020 board meeting file) **for end of year cleanup. Her motion was seconded by Mr. Boutwell and passed by a vote of 6-0.**

**Budget Amendment #4**

County Finance Director Robert Daniel reviewed Budget Amendment #4 (see document in June 25, 2020 board meeting file), noting it consisted mainly of department transfers and included refunds, reimbursements and a grant, which were detailed within the amendment. Child nutrition was mainly department transfers and refunds with the big item being U.S. commodities. The SACP portion was a department transfer and a late revision was needed because of a line running over due to payroll.

**Mr. Boutwell moved to accept Budget Amendment #4 for recommendation to county finance. His motion was seconded by Mr. Brown.**

Mrs. Neeley asked about the Legal Services line on Page 20, noting that last month only \$35k of the \$50k budgeted had been spent. Mr. Daniel explained that a bill had come in primarily consisting of mediation costs related to a special education issue this month. He added that in this final amendment, finance tries to project through the end of June for such things as utilities, to make sure that there is enough money in the lines to cover those costs.

**The motion to accept Budget Amendment #4 and recommend to county finance was then approved by a vote of 6-0.**

#### **REPORT ITEMS**

Chairman Forsee noted for the record having received a Declaration of Surplus Property from Cascade Middle (see document in June 25, 2020 board meeting file).

A study session on back-to-school plans will be held on July 9, 2020, at 5:30 p.m. in the central office building board room located at 500 Madison Street, at which time the administration will provide an update by department on plans for opening and progress with the Continuous Learning Plan that must be submitted to the state by July 24.

If an additional study session is needed, to go over more definitive plans and updates, it was discussed to hold this session on July 14. Final recommendations for the start of school and any board action that might be required will be on the July 21, 2020 regular monthly meeting agenda.

#### **ADJOURNMENT**

**Upon the motion of Mr. Boutwell, the meeting was adjourned at approximately 12:29 p.m.**



## Civil Rights and Bullying Compliance Report 2019-20 School Year

Federal law mandates that recipients of federal financial assistance—such as the Tennessee Department of Education—ensure their sub recipients' compliance with federal civil rights laws.

State law (T.C.A. § 49-6-4503) requires all local education agencies (LEAs) to implement bullying and harassment policies and report bullying statistics to the department.

The department created the annual Civil Rights and Bullying Compliance Report to collect select pieces of Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX), and bullying and harassment compliance information, in order to comply with obligations under federal and state law. (Note that this report is not an exhaustive checklist for compliance and should not be used as a substitute for careful reading of the applicable statutes or regulations.)

**Please email the completed form (and accompanying documentation) by August 3, to the department's Office for Civil Rights at [CivilRights.BullyingReport@tn.gov](mailto:CivilRights.BullyingReport@tn.gov).** Submit the information and data requested for the 2019-20 school year, unless otherwise noted.

Answers to FAQs about the Civil Rights & Bullying Report are available on the department's website ([here](#)). If you have a question or concern not clearly addressed in the FAQs, please contact Shaundraya Hersey, the department's staff attorney, at [Shaundraya.Hersey@tn.gov](mailto:Shaundraya.Hersey@tn.gov).

Local Education Agency (LEA) Information	
LEA	
Address	
Telephone	
Fax	
Website	
Director of Schools	

## Civil Rights – General Compliance

1. Please identify the employees responsible for the LEA's compliance with the indicated civil rights laws for the 2019-20 school year:

	Name	Phone Number	Email Address
<b>Title VI</b>			
<b>Title IX</b>			
<b>Section 504</b>			

2. Have all students and employees have been notified of the name(s) and contact information of the above listed coordinator(s)?  **YES**  **NO**

3. Have the above listed Title VI and Title IX coordinator reviewed the department's Title VI and Title IX training?  **YES**  **NO**

4. Has the LEA adopted non-discrimination policies?  **YES**  **NO**

5. Are all staff and students annually trained on civil rights compliance?  **YES**  **NO**

6. Whom has the LEA notified of the district's nondiscrimination policy and grievance procedures?

- Students and parents of students
- Employees
- Applicants for admission and employment
- Sources of referral of applicants
- Vendors/contractors

7. Where has the LEA placed notification of nondiscrimination policies?

- Local newspapers
- School newspapers and magazines
- Memorandums or other written communications distributed annually to students and employees
- Announcements, bulletins, catalogs, student and faculty handbooks
- Application forms
- Web site
- Other: \_\_\_\_\_

8. Are nondiscrimination policies and grievance procedures available in other languages and/or formats?

- YES**  **NO**

9. Are parents advised of school activities, policies, and requirements in other languages and/or formats?

- YES**  **NO** If so, please describe: \_\_\_\_\_

10.

Civil Rights Complaint Data (2019 - 2020 school year)	
List the total number of complaints alleging mistreatment or discrimination based on	
Race, Color, or National Origin	
Sex	
Disability	

## Title VI

### English as a Second Language and Limited English Proficiency Services

1. Did your LEA use the approved home language survey to screen all incoming students?  YES  NO
2. Did your LEA use either the Tennessee Language Placement Test (TELPA) or the WIDA-ACCESS Placement Test (W-APT) for screening?  YES  NO

If not, please describe the screening you used and provide the reason for not using the state approved screeners (i.e., TELPA or W-APT).

3. Was the Occupational Survey given to all incoming students?  YES  NO
4. Were results that could indicate possible migrant status shared with the Tennessee Department of Education (TDOE)?  YES  NO
5. How many certified and endorsed English as a second language (ESL) teachers were employed by your LEA? \_\_\_\_\_
6. How many ESL teachers were on an alternative license? \_\_\_\_\_
7. How many ESL teachers were teaching without certification? \_\_\_\_\_
8. How many ESL teachers were teaching without a certification or waiver? \_\_\_\_\_
9. If parents waived services for the English learners, were they served for ESL through regular classroom?  
 YES  NO

### Desegregation Orders

10. Is your LEA currently under a desegregation order?  YES  NO  
If so, please provide the court and case number: \_\_\_\_\_

### Discipline

11. Has the LEA adopted any initiatives or programs recommended in the [January 2014 Dear Colleague Letter](#) for the 2019-2020 school year?  YES  NO

## Title IX

### Single Sex Classes

1. Does your LEA offer single sex classes?  YES  NO

Generally, an LEA may not carry out education programs or activities separately on the basis of race. The Title IX implementing regulations contain exceptions for specific types of classes or portions of classes that may be segregated by sex. 34 CFR §106.34. Those exceptions are: (1) physical education classes during participation in sports the purpose or major activity of which involves bodily contact; (2) portions of classes in elementary and secondary schools which deal exclusively with human sexuality; (3) choruses; (4) *in limited circumstances*, classes meeting an LEA's tailored objectives; and (5) certain ability grouping in physical education classes. In addition, separation of students by sex is permitted if it constitutes remedial or affirmative action to overcome the effects of discrimination. 34 CFR §106.3.

If your LEA offers single sex classes, please complete the following:

School	Class Title	Class Description	Exception

2. For any single-sex classes, are comparable co-ed options available?  YES  NO  N/A
3. Are the single-sex classes reviewed, monitored, and evaluated at least every two years?  
 YES  NO

#### Athletic Data

4.

Total Number of students in the LEA's athletic program			
	Elementary (K-5)	Middle (6-8)	High School (9-12)
Male			
Female			

5. Does your LEA provide both male and female athletes with similar competitive opportunities?  
 YES  NO

6. Does your LEA provide equal treatment and/or benefits in the following areas?

Equipment and supplies

YES  NO

Practice and competitive facilities

YES  NO

Scheduling of games and practice

YES  NO

Travel and related expenses

YES  NO

Medical and training facilities

YES  NO

Coaches

YES  NO

Locker rooms

YES  NO

Publicity

YES  NO

Access to tutor

YES  NO

## Bullying and Harassment

1.

Individual responsible for state bullying and harassment compliance for the 2019-2020 school year			
Name	Title	Phone Number	Email Address

2. Has an LEA employee attended a policy-to-practice training provided by the department of education's office of safe and supportive schools during the 2018-19 or 2019-20 school year?  
 YES  NO

3. Does the LEA have a policy on bullying and harassment in compliance with T.C.A. § 49-6-4503?  
 YES  NO  
(If so, please submit a copy of the policy for the 2019-2020 school year with this form.)

4. Did the following receive a copy of your LEA's bullying and harassment policy and grievance procedure?  
 Students and parents/guardians  
 Teachers  
 School Counselors  
 Other school staff (including cafeteria, janitorial, and transportation staff)

5. Did teachers and school counselors receive information on bullying prevention and strategies to address bullying and harassment when it happens?  YES  NO

6. Was information relative to bullying prevention programs made available to students and parents and was discussion permitted with respect to prevention policies and strategies?  YES  NO

7.

Bullying Complaint Data	
Total number of harassment, intimidation, bullying, or cyber-bullying cases brought to the attention of school officials in the 2019-2020 school year	
Total number of harassment, intimidation, bullying, or cyber-bullying cases where investigation indicated bullying occurred	
Total number of confirmed harassment, intimidation, bullying, or cyber-bullying cases involving race, color, or national origin	
Total number of confirmed harassment, intimidation, bullying, or cyber-bullying cases involving sex or gender-based discrimination	
Total number of confirmed harassment, intimidation, bullying, or cyber-bullying cases involving disability	
Total number of confirmed harassment, intimidation, bullying, or cyber-bullying cases involving the use of electronic technology	
Total number of harassment, intimidation, bullying, or cyber-bullying cases where investigation was not initiated within forty-eight (48) hours and attach a document disclosing the reasons they were not initiated within 48 hours	
Total number of harassment, intimidation, bullying, or cyber-bullying cases where appropriate intervention was not initiated within twenty (20) calendar days and attach a document disclosing the reasons intervention took longer than 20 days	
Total number of harassment, intimidation, bullying, or cyber-bullying cases still pending	
Total number of harassment, intimidation, bullying, or cyber-bullying cases resulting in any disciplinary action other than out of school suspension, including but not limited to student/parent conference, in-school suspension, safety plans, etc.	
Total number of harassment, intimidation, bullying, or cyber-bullying cases resulting in out of school suspension less than 10 days	
Total number of harassment, intimidation, bullying, or cyber-bullying cases resulting in out of school suspension of 10 days or more	

## Guidance and Resource Documents

### Title VI

1. Has the LEA's Title VI Coordinator (identified on page 2) and ESL Coordinator read the department's English Learner "Legal Obligations and Best Practices" guidance?  YES  NO
2. Has the Title VI Coordinator (identified on page 2) read the January 2015 Dear Colleague Letter and fact sheet by the Department of Justice and Department of Education on meaningful and equal participation by English Learner students and communication with limited English proficient parents?  YES  NO
3. Has the Title VI Coordinator (identified on page 2) read the October 2014 Dear Colleague letter by the Department of Education on ensuring students have equal access to educational resources without regard to race, color, or national origin?  YES  NO
4. Has the Title VI Coordinator (identified on page 2) and ESL Coordinator read the May 2014 Dear Colleague Letter, FAQs, and fact sheet by the Department of Justice and Department of Education on enrollment practices regarding perceived or actual immigrants?  YES  NO
5. Has the Title VI Coordinator (identified on page 2) read the January 2014 Dear Colleague Letter by the Department of Justice and Department of Education on discriminatory discipline?  YES  NO

### Title IX

6. Has the LEA's Title IX Coordinator (identified on page 2) read the U.S. Department of Education Office for Civil Rights' April 2014 Dear Colleague Letter and FAQs pertaining to sexual violence?  YES  NO
7. Has the LEA's Title IX Coordinator (identified on page 2) read the U.S. Department of Education Office for Civil Rights' January 2011 Revised Sexual Harassment Guidance in the last twelve months?  YES  NO

### Bullying and Harassment

8. Has the individual responsible for bullying and harassment compliance (identified on page 5) read the October 2010 Dear Colleague Letter on the overlap of bullying and civil rights compliance in the last twelve months?  YES  NO

### Charter Schools

9. If authorized charter schools operate within the LEA, has the LEA's Title VI coordinator, Title IX coordinator, and charter school coordinator all read the U.S. Department of Education Office for Civil Rights' May 2014 Dear Colleague Letter on charter schools' responsibility to follow federal civil rights laws?  YES  NO  N/A
10. If authorized charter schools operate within the LEA, has the LEA distributed the U.S. Department of Education Office for Civil Rights' May 2014 Dear Colleague Letter on charter schools to a point-of-contact in all authorized charter schools in the LEA?  YES  NO  N/A



**Memorandum of Understanding between the  
Tennessee Department of Education  
and  
Bedford County Schools  
FY 2020- 2021**

This Memorandum of Understanding ("MOU"), by and between the Tennessee Department of Education (TDOE) and **Bedford County Schools** hereinafter referred to as the local education agency, "LEA," is to document essential assurances and related information pertaining to the Coordinated School Health initiative.

The LEA is a local education agency or school system within the State of Tennessee and has been awarded **\$82,000.00** for the purpose of developing and maintaining the Coordinated School Health initiative ([tn.gov/education/health-and-safety/coordinated-school-health](http://tn.gov/education/health-and-safety/coordinated-school-health)) in **Bedford County Schools**.

**SCOPE OF SERVICES**

The LEA agrees to administer, under the direction of the TDOE, the Coordinated School Health Initiative in accordance with guidelines set forth in the ePlan policy and procedures for requesting discretionary funds, applicable State and/or Federal laws, rules, and regulations pertaining to appropriately documenting and requesting State funds and assurances listed below:

State Board Standards and Guidelines for Coordinated School Health:

1. District CSH Application
2. Matching Funds Clarification
3. Scope of Services
4. Signature Page
5. Budget

The LEA agrees to comply with all provisions of state and federal laws or regulations, including the provisions regarding the collection or release of any student data as well as the administration of any student health screenings or student surveys, and required parental notifications and approvals for the following laws:

- Family Educational Rights and Privacy Act (FERPA),
- Protection of Pupil Rights Amendment (PPRA),
- Health Insurance Portability and Accountability Act (HIPAA),
- Tennessee Data Accessibility, Transparency and Accountability Act of 2014 (Chapter 905 of the Public Acts of 2014), and
- Chapter 1013 of the Public Acts of 2014.

**PAYMENT TERMS AND CONDITIONS**

In no event shall the maximum grant reimbursement under this MOU exceed the amount established above. This amount includes, but is not limited to, all applicable taxes, fees, overhead, profit, and all other direct and indirect costs incurred or to be incurred by the LEA.

Payment Methodology

Requests for reimbursement for the aforementioned State/Federal program will be processed through the ePlan system which is incorporated herein by reference.

## **TERMS AND CONDITIONS**

### Modification and Amendment

This program may be modified only by a written amendment executed by all parties hereto and approved by the appropriate program managers in accordance with applicable State and/or Federal laws, rules, and regulations.

### TDOE Liability

The TDOE shall have no liability except as specifically provided in this MOU.

### Completeness

This MOU is complete and contains the entire understanding between the parties relating to the subject matter contained herein, including all the terms and conditions of the parties' agreement. This MOU supersedes any and all prior understandings, representations, negotiations, and agreements between the parties relating hereto, whether written or oral.

### Subject to Funds Availability

This MOU is subject to the appropriation and availability of State funds. In the event funds are not appropriated or are otherwise unavailable, the TDOE reserves the right to terminate the MOU upon written notice to the LEA. Said termination shall not be deemed a breach of the MOU by the TDOE and the LEA shall have no right to recover from the TDOE any actual, general, special, incidental, consequential, or any other damages whatsoever of any description or amount.

### Monitoring/Audits

For purposes of monitoring or auditing under this MOU, the TDOE and LEA shall make available State and/or Federal personnel authorized by law or otherwise, all records, books, documents, and other evidence pertaining to this MOU, as well as appropriate administrative and/or management personnel who administer the program.

## **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 electronic communication through the internet addressed to the respective party at the appropriate email address as set forth below or to such other party as may be hereafter specified by written notice.

### **The State Agency**



**Jean Luna, Ed.D.** | Chief of CCTE  
Division of College, Career and Technical Education  
Andrew Johnson Tower, 11th Floor

710 James Robertson Parkway, Nashville, TN 37243  
615-878-3108  
[Jean.Luna@tn.gov](mailto:Jean.Luna@tn.gov)

**LEA Representative**

**Mr. Don Embry**  
**Director of Schools**  
**Bedford County Schools**  
**500 Madison Street**  
**Shelbyville, TN 37160**

All instructions, notices, consents, demands, or other communications shall be considered effectively given as of the day of delivery at the receiving location.

**Agreed:**

 7-8-2020

Director of Schools

Date

Chief  
Office of Whole Child Supports

Date



## Bedford County Department of Education

500 Madison Street  
Shelbyville, Tennessee 37160-3391  
Telephone: 931-684-3284 Fax: 931-684-3289

July 9, 2020

Dear Parents, Students, and Stakeholders:

Bedford County Schools will begin school as scheduled on Monday, August 3, 2020. Monday is designated as an Abbreviated Day and the first full day of school will be on Tuesday, August 4<sup>th</sup>. SACP will open at each site on Monday, August 3<sup>rd</sup>.

We will conduct classes in as normal environment as possible and take into consideration safety measures and precautions. Social distancing will be practiced when possible, in order to prevent any germs from spreading. Our facilities and buses will be cleaned throughout the day.

Students and Staff will not be required to wear a mask. The wearing of masks is optional. However, we highly encourage everyone to wear a mask when possible especially in areas where social distancing cannot be practiced. All students and staff will be provided a disposable mask to use if they do not have their own. Each faculty and staff member will stress the importance of hand washing and clean hygiene with each student. Hand sanitizing stations will be located throughout each building for use.

School supply lists will be available on each school's website. The school system website is [www.bedfordk12tn.com](http://www.bedfordk12tn.com). You can click on the link for each school to access their website. We are requesting that each student bring their supplies. We will discourage the sharing of supplies and materials between students.

New student registration will be on Tuesday, July 21<sup>st</sup> at each school. This is only for students who have not attended Bedford County schools previously.

Social distancing expectations will be shared with students by school administrators and teachers. Social distancing will be observed in as much as possible during the day.

Students and staff members are expected to stay home if they are sick. Teachers will check the temperature of every student each day. All teachers and staff will also have their temperature taken each morning. If anyone has a temperature of 100.4 or higher, they will be referred to the school nurse to be sent home.

Schools will be admitting visitors on a limited basis. Parents and or guardians will not be permitted to walk their children to the classrooms nor will they be permitted to each lunch at school with their students. If a parent needs to come to the school to meet, we request that an appointment be made 24 hours in advance. This is for the protection of staff members and also the parents / visitors. Admitted guests will be screened upon entry with masks and temperature check required. Parents who wish to leave items at school for their child may leave them at the front office.

School transportation will be provided as normal with extra precautions in place. Each driver will have masks available if a student requests one. Masks are not required but highly encouraged. Bus drivers will clean each bus daily to disinfect.

Parents who are not comfortable with their children returning to school will be able to receive additional information about remote / distance learning options. These options will be shared around July 15<sup>th</sup> on the school system website. Information will also be available through Skyward. Also, every student will be provided an email address once school starts.

Please remember that all of our plans need to be flexible and are subject to change by any governmental mandates and / changes in health and safety guidelines. All procedures are intended to mitigate, not eliminate, risks. No single action or set of actions will completely eliminate the risk of COVID-19 transmission. It is our intention to implement several coordinated interventions to greatly reduce the risk.

Sincerely,



Don Embry  
Superintendent of Schools

# INSTRUCTIONAL TEAM

## Virtual Learning Plan

# VIRTUAL LEARNING PROGRAM

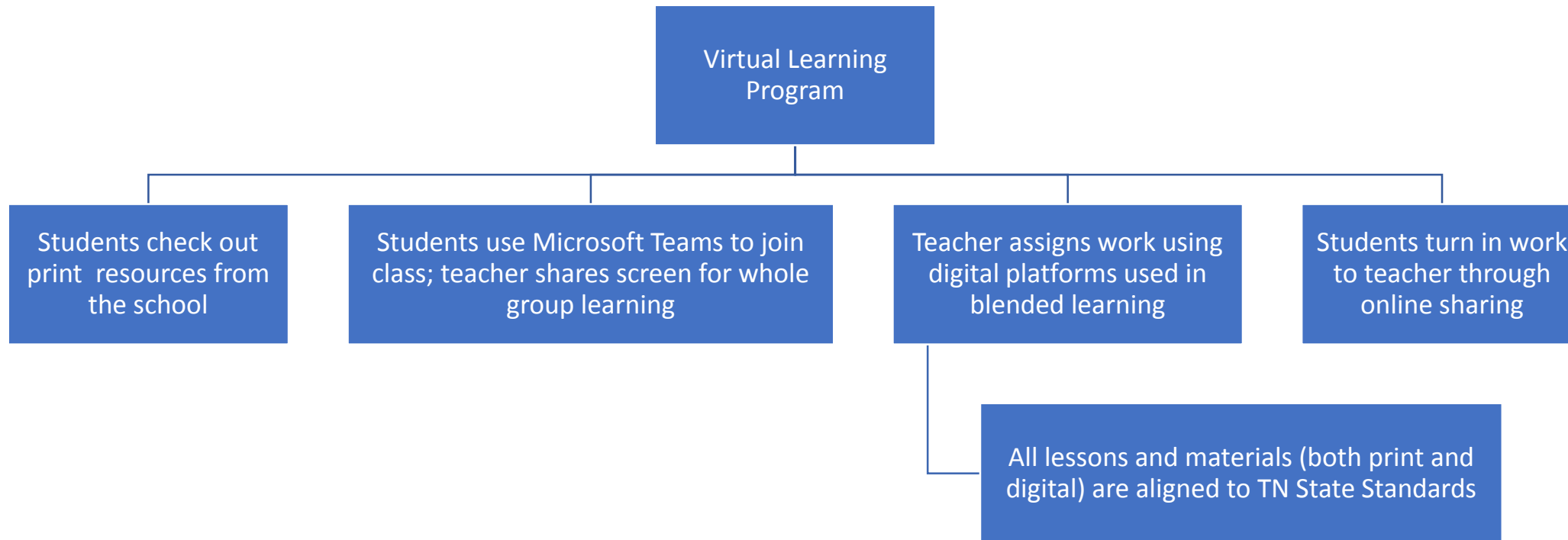
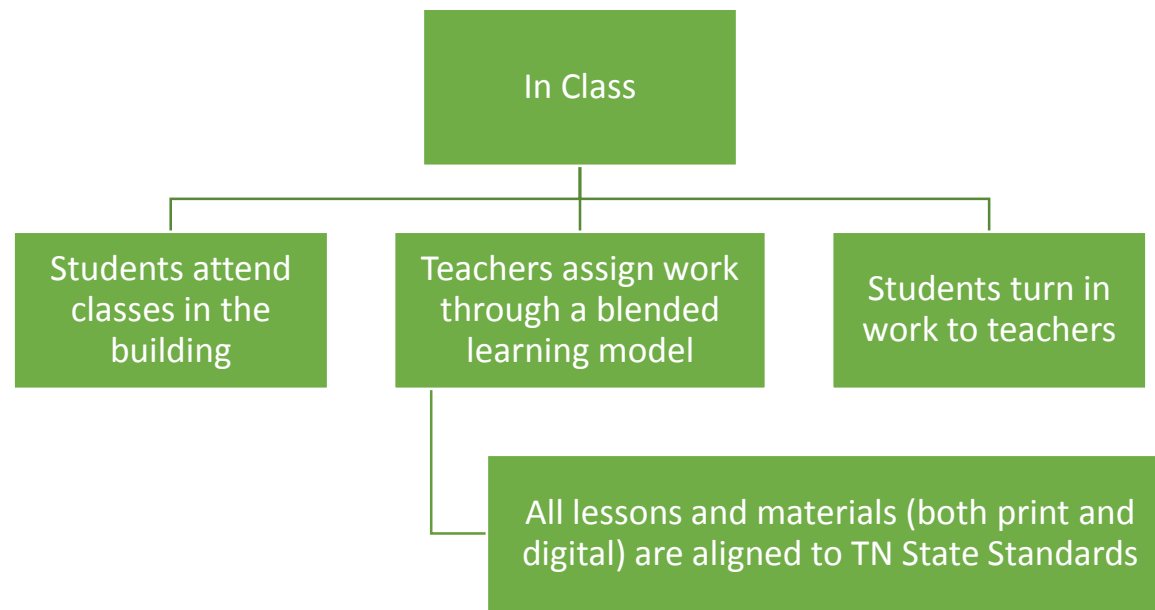
- We will have an online application
  - This has been available since July 15
- Available Kindergarten through 12<sup>th</sup> grade
- Focus on core subject areas
- Aligned to graduation requirements
- Students must participate in a set amount of time per day to be part of this program.
  - Kindergarten: 4 hours
  - 1<sup>st</sup> through 12<sup>th</sup> Grade: 6.5 hours

# VIRTUAL LEARNING PROGRAM

- Students must sign a contract that ensures participation through a complete grading period
- Taught BCS teachers
- Devices will be provided to students who do not have one
- We will have 2 options depending on enrollment numbers

# OPTION A

1. Students will receive class schedule from their school/and attend regular classes virtually.
2. Students will receive instruction on how to join their class virtually.
3. **All** teachers will be trained at in-service in July on virtual access.
  - TEAMS – so students can virtually attend
  - Thrivist – so teachers can create assignments and have a place for assignments and have a place for assignments to be submitted
  - Office 365 – communication
    - Chat (audio, audio recording, video recording)
    - Share documents



## OPTION B

1. Students will receive class schedules from the Virtual Programs Office (Tiffany Swain)
2. Specific teachers will be responsible for virtual learning.
3. Virtual learning platforms (such as the Amplify Learning, iReady Math, and Edmentum) will be utilized in online instruction.

# STUDENT PROCEDURES

- Letter to families
- Contract for Virtual Learning
- Attendance
- Technical assistance

# SCHOOL MATERIALS

- BCS Virtual Learning Procedures
- Gathering Materials Process
  - See online form for schools
- Getting Started with Blended Learning
- Digital Tools
- How to use Microsoft Teams
- Teacher Planning and Collaborating

**School  
Re-Opening  
Plans**

**BEDFORD  
COUNTY  
SCHOOLS**

# COVID-19 STATISTICS FOR BEDFORD COUNTY FOR JULY 9, 2020:

- Population: 49,713 (2019 via Census Bureau)
- Confirmed Cases: 595
- Recoveries: 434
- Active Cases: 161
- Active Case Percentage (7/9/2020): 0.32%

# HEALTH SERVICES

## School Health Plans

# HEALTH SERVICES

- Bedford County Schools Health and Safety protocols are subject to change and the district will continually update plans to reflect current guidance.
- Every teacher will have a non-contact infrared thermometer available to check daily temperatures upon arrival to class.
- Masks will be available and encouraged for students and staff daily.
- Students and Staff will be encouraged to wash /sanitize hands throughout the day.

# HEALTH SERVICES

- Every student that presents to the clinic or office with a medical complaint will be assessed.
- Students identified as having a fever and/or symptoms of any contagious illness will be given a mask to wear and placed in an isolation area 6 ft. apart.
- The parents will be called to pick up the child. They will be advised to consult a physician.

# HEALTH SERVICES

- As always, students with confirmed proof of diagnosis from their physician for illnesses such as strep throat, common cold, flu or allergies will be able to return to school when they have been fever free for 24 hours without taking medication.
- The Health Department will ask for permission to notify the school. The Health Department will not notify the school unless they have permission from the parent.
- **The Health Department** will notify all close contacts of anyone who tests positive for COVID-19 with instructions.

# HEALTH SERVICES

- The Health Department will send a letter to the person that tested positive and to the close contacts that were quarantined releasing them to return to regular activities.
- The school will need a copy of this letter for the student to re-enter school.
- Bedford County Schools will follow guidance from the TN Dept. of Health, CDC and TN Dept. of Education.

# HEALTH SERVICES

- Nurses will work with staff members to review hand washing and best practices for health with students.
- Students are encouraged to bring water bottles from home.

MAINTENANCE

Sanitization Plans

# PROJECTS, POLICIES, AND PROCEDURES

- Our employees have received ongoing training in the prevention of the spread of COVID.
- All Facilities staff have masks and hand sanitizer available and are encouraged to use often.
- All buildings have been deep-cleaned and sanitized and all filters have been changed.
- We have increased outside air where feasible.

# PROJECTS, POLICIES, AND PROCEDURES

- We are providing signage for all schools. Signage will highlight reminders to wash hands, social distance, and wear masks when in crowds or when practical.
- We are installing sneeze guards in administration areas where practical.
- We have installed hand sanitizing stations in the hallways throughout the schools.

# PROJECTS, POLICIES, AND PROCEDURES

- We are providing a bottle of hand sanitizer for each teacher desk to start school.
- We are providing extra spray bottles of disinfectant to our custodial staff to be used/loaned to teachers as needed (not to be left in the rooms for safety).
- We will be disinfecting classrooms during recess periods and planning periods. At a minimum, all classrooms will be disinfected at least once per day according to CDC guidelines.

# PROJECTS, POLICIES, AND PROCEDURES

- We will also be working with student health services to install touchless bottle fill drinking fountains.
  - Non-touchless water fountains will be closed until further notice.
- We have ordered two large area backpack ionized sanitizer sprayers. These units are made to cover large areas. If the units work out as well as we think, we will ultimately purchase one for each school.

# TRANSPORTATION

## Bus Plans

# BUS RIDE

- Siblings sit together in same seat
- If student is in a seat alone, he or she must sit beside the window
- Students may be given an assigned seat
- Social distancing strongly emphasized
  - Spacing between students will depend on the number of children on a bus
- Face masks will be highly recommended
- Windows will be open and driver fans will be running to increase air circulation

# BUS CLEANING

- We will be cleaning and disinfecting after every route
  - The bus will be empty with no students present
- Cleaning will focus on high touch areas
- All buses will undergo weekly cleaning/disinfecting

# DRIVER AND BUS AIDE SAFETY

- Drivers and aides will be provided a cloth, washable face masks and will be highly recommended to wear them
- Gloves will be provided
- Face shields, mask, and gloves will be provided to SPED buses
- Avoid touching surfaces that are touched by others

# CHILD NUTRITION

## Cafeteria Plans

# SCHOOL NUTRITION

- Follow all regulations set forth by the State of Tennessee Health Department
- Follow all regulations set forth by the USDA
- Employee temperature checks and screening questionnaire daily upon arriving to work
- Work with administration of each school to minimize large groups in school cafeterias

# SCHOOL NUTRITION

- Meals will be packaged in To-Go containers to avoid contamination
- We will use wrapped/disposable utensils
- Masks will be encouraged
- No Self Service will be allowed at this time
- Cafeterias will be cleaned and sanitized throughout the school day

# SCHOOL NUTRITION

- Each school will have an individualized plan based on the size and needs of that school building.
- Possible accommodations:
  - Extended meal periods
  - Meals eaten in classroom
  - Divide students -- some students eat in classroom and others eat in cafeteria
  - Utilize other areas of the school for dining to allow for social distancing

SACP

Before and After School Plans

## SACP WILL....

- Have smaller groups at each site
- Be cleaning toys and surfaces more often
- Enforcing more hand washing and sanitizing
- A sign in and out station will be outside of the building so that parents are not in the building.

# INSTRUCTIONAL TEAM

## Blended Learning Plan

# DISTRICT-WIDE GOALS

- Teachers and students will utilize technology during classroom activities.
  - Activities should incorporate technology...
    - into major work of the course and grade.
    - soft skills needed for college and the workplace.
    - soft skills needed in case students need to work on material at home.
- Teachers should use technology with students in class to prepare for scenarios where distance learning may be needed. Students will be exposed to the platform, curriculum, and expectations with the teachers so they will be able to continue learning at home if necessary.

# PROFESSIONAL DEVELOPMENT

- During Professional Development times, all teachers will be trained on digital tools and access.
- Focus areas:
  - Teams – Video calls and chat
  - Thrivist – Learning Management System
  - Office 365 – Creation platforms
  - System-purchased programs
    - ELA curriculum pieces
    - Edmentum (6-12)
    - BrainPop
    - Learn 360

# CLASSLINK

- Students and Teachers should utilize Classlink for online access to all programs.
- **<https://launchpad.classlink.com/bedfordk12tn>**
  - Teacher Login
    - Email address without @bedfordk12tn.net
    - Password is the same as your email password
  - Student Login
    - Student Microsoft username without the @bcsk12.net
    - Password is their Microsoft password

# K-2

- Time: 1 lesson per week
- Programs available:
  - Thrivist
  - iReady Math
  - CKLA/Amplify
  - BrainPop
  - Learn 360
  - Microsoft Office Applications

# K-2

GOAL: Incorporate digital soft skills in with work of the grade and course.

Examples:

- Use Microsoft Forms to create a sight words quiz. Put pictures in questions or answers to help scaffold activity. Teach students to use the immersive reader if they need help with words being read aloud.
- Have students watch a video from Learn 360. Then ask students to write a summary using Word online. Teach students how to share the document with you.
- Have students use TEAMS to view a PowerPoint or Flip Chart with your class.
- Have students view a Tapping Out with Tiles lesson in a station for a day.

# 3-5

- Time: 2 lessons per week
- Programs available:
  - Thrivist
  - iReady Math
  - Wit & Wisdom (ELA)
  - ThinkCentral (Science)
  - Studies Weekly (Social Studies)
  - BrainPop
  - Learn 360
  - Microsoft Office Applications

# 3-5

GOAL: Incorporate digital soft skills in with work of the grade and course.

Examples:

- Have students create a Sway presentation for a lesson. Students can build an outline, then use Sway to create the presentation for them.
- Partner with another teacher. Have students use the video chat function of Microsoft Teams to answer text dependent questions about a text read by both classes.
- Use a pre-created lesson from Brain Pop to teach a social studies or science standard. Brain Pop provides everything from the lesson plan to the assessment!

# 6-8

- Time: 3-5 lessons a week
- Programs available:
  - Thrivist
  - iReady Math
  - Wit and Wisdom (ELA)
  - McGraw Hill (Science and Social Studies)
  - BrainPop
  - Learn 360
  - Edmentum
  - Microsoft Office Applications

# 6-8

GOAL: Incorporate technology to accomplish the work of the grade and course.

Examples:

- Use Thrivist to prepare a unit. Have students access all texts, documents, activities, and assessments through this one platform. Even if you simply link to another program, the students will get used to using Thrivist.
- Have students complete a pre-built unit or lesson in Edmentum. This can be tier 1 instruction or used for remediation or enrichment.
- Have students create an infographic in PowerPoint to illustrate a complex concept such as supply and demand.

# 9-12

- Time: 3-5 lessons a week
- Programs available:
  - Thrivist
  - Springboard (ELA)
  - BrainPop
  - Learn 360
  - Edmentum
  - Microsoft Office Applications

# 9-12

GOAL: Incorporate technology to accomplish the work of the grade and course.

Examples:

- Use Thrivist to prepare a unit. Have students access all texts, documents, activities, and assessments through this one platform. Even if you simply link to another program, the students will get used to using Thrivist.
- Have students complete a pre-built unit or lesson in Edmentum. This can be tier 1 instruction or used for remediation or enrichment.
- Have students share a document with each other in Word or PowerPoint. Use this file to complete a group project together, collaborating on its creation.

# INSTRUCTIONAL TEAM

## Virtual Learning Plan

# VIRTUAL LEARNING PROGRAM

- We will have an online application
  - This will be available by July 15
  - [Click here to view the application](#)
- Available Kindergarten through 12<sup>th</sup> grade
- Focus on core subject areas
- Aligned to graduation requirements
- Students must participate in a set amount of time per day to be part of this program.
  - Kindergarten: 4 hours
  - 1<sup>st</sup> through 12<sup>th</sup> Grade: 6.5 hours

# VIRTUAL LEARNING PROGRAM

- Students must sign a contract that ensures participation through a complete grading period
- Taught BCS teachers
- Devices will be provided to students who do not have one
- We will have 2 options depending on enrollment numbers

# OPTION A

1. Students will receive class schedule from their school/and attend regular classes virtually.
2. Students will receive instruction on how to join their class virtually.
3. **All** teachers will be trained at in-service in July on virtual access.
  - TEAMS – so students can virtually attend
  - Thrivist – so teachers can create assignments and have a place for assignments and have a place for assignments to be submitted
  - Office 365 – communication
    - Chat (audio, audio recording, video recording)
    - Share documents

## OPTION B

1. Students will receive class schedules from the Virtual Programs Office (Tiffany Swain)
2. Specific teachers will be responsible for virtual learning.
3. Virtual learning platforms (such as the Amplify Learning, iReady Math, and Edmentum) will be utilized in online instruction.

Student name: \_\_\_\_\_



## Bedford County Department of Education Student Contract for Virtual Program

Access to the Bedford County Department of Education technology utilized in the virtual program imposes certain responsibilities and obligations. Appropriate use is ethical, honest, and legal.

- Online students are expected to demonstrate respect for physical and intellectual property, system security protocols, and individuals' rights to privacy as well as freedom from intimidation, harassment, and unwarranted annoyance.
- All district technology policies, which are on the Bedford County Schools website and a part of each school's handbook, apply in this learning environment.

### Requirements:

- Each student will need access to the internet, Monday through Friday.
- Each student in a household needs access to a computer or laptop every day.
- Each student **MUST** be enrolled in his or her Bedford County school.
- Students enrolled with BCS Virtual Learning must be highly motivated with good time management skills.
- Students will be assigned a teacher, but much of the learning and practice will be completed by the student at home using resources provided by BCS.
- Curriculum and resources are aligned to state standards.
- Teachers will provide feedback using BCS grading guidelines on all assignments.
- Attendance will be taken daily to fulfill local and state requirements.
- Students must remain enrolled in the program through the 9 weeks grading period before they can attend school in the building.
- Students will be expected to login to the learning platforms daily. Kindergarten students are required to work 4 hours a day. 1st through 12th grade students are expected to work 6.5 hours a day.

Will the student require a school system-issued laptop to complete work?

Yes  No

Do you have reliable Internet access for all students in your household to complete online work?

Yes  No

### Acceptable Use Policy

1. I will use resources provided for online courses for authorized purposes only.
2. I will use only legal versions of copyrighted software in compliance with licensing agreements.
3. I will use appropriate and respectful language in all communications. Inappropriate language or messages will not be tolerated. The online staff will determine whether language and/or messages are inappropriate. The following minimum disciplinary guidelines will be used when determining consequences: first offense, a warning to the student and notice to parent; second offense, a conference with the student, parent and administrator; third offense, removal from

the course with a failing grade. In the case of a grievous offense a student could be removed from the course even if it is a first offense.

4. I am liable for any improper use of the Internet and/or email. I understand that anything done on the computer can be retrieved and printed at any time. My email, chat, and discussion privileges may be restricted or removed. I am expected to protect the privacy of students and staff and not publish or distribute email addresses outside the class. Any improper use will result in loss of use of district equipment and services. I will follow rules, written and implied, pertaining to Internet etiquette (Netiquette) and communicate respectfully to everyone. I will not attempt to bypass security protocols.

### **Academic Honor Policy**

1. I understand and agree that all work submitted must represent my original ideas and/or I will appropriately cite all relevant sources if it is not completely original. Failure to do so can result in receiving a failing grade for the assignment and possibly for the course. I may be required to complete the assignment without credit in order to continue in the course.
2. I understand that no one other than myself can complete any portion of an assignment, activity or exam or make revisions to an assignment, activity or exam. Doing so may result in a failing grade and my immediate removal from the course.

### **Course Expectations**

1. I understand that all assigned work needs to be completed according to the Due Dates and teacher directives.
2. I understand that I am expected to communicate with my teacher on a regular basis and read any emails or communications the teacher sends.

***I have read and understand the online student expectations and consequences listed above and agree to abide by them. Failure to do so may upon investigation result in consequences up to and including being terminated from the virtual program.***

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Student Name

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Guardian Name

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Student Signature

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Guardian Signature

**RULES  
OF  
THE STATE BOARD OF EDUCATION**

**CHAPTER 0520-01-17  
CONTINUOUS LEARNING PLANS**

**TABLE OF CONTENTS**

0520-01-17-.01 Continuous Learning Plans for  
the 2020-21 School Year.

**0520-01-17-.01 CONTINUOUS LEARNING PLANS FOR THE 2020-21 SCHOOL YEAR**

- (1) As used in this chapter:
- (a) "Authorizer" has the same meaning given in T.C.A. § 49-13-104.
  - (b) "Charter Management Organization" or "CMO" means a non-profit entity that manages or operates two (2) or more public charter schools.
  - (c) "The Department" means the Tennessee Department of Education.
  - (d) "Instructional Time" means the amount of instruction provided through synchronous or asynchronous instruction, or a combination of the two (2), as defined in this rule. To the extent practicable instructional time must be as commensurate in quality, rigor, and effectiveness as in-person instructional time.
  - (e) "LEA" means local education agency and has the same meaning given in T.C.A. § 49-1-103 (2).
  - (f) "Remote Instruction" means instruction that takes place when teachers are not providing in-person instruction to students within the traditional school setting. Remote instruction does not include operation of a virtual school pursuant to T.C.A. Title 49, Chapter 16 and State Board rules.
  - (g) "CLP" means continuous learning plan.
  - (h) "State Board" means the Tennessee State Board of Education.
  - (i) "Synchronous Instruction" means instruction provided by a Tennessee educator to a student or students at the same time but not necessarily in the same place who engage in instruction while it occurs. This may be through in-person instruction or telephonic, Internet-based, or other appropriate methods of communication as determined by the Department and may include full-class or small-group instruction or one-on-one instruction between student and teacher.
  - (j) "Asynchronous Instruction" means instruction provided by a Tennessee educator to students who participate in instruction at a separate time from when the teacher delivered the instruction. This may be through methods such as printed work materials, teacher-assigned individual or group projects, audio- or video-

recorded lessons, or online course modules, or other appropriate methods as determined by the Department.

- (k) "Public Charter School" means a Tennessee public charter school authorized to operate under T.C.A. Title 49, Chapter 13.
- (2) Each LEA and Public Charter School shall develop a CLP for the 2020-21 school year that shall be submitted to the Department of Education for approval. A CMO may develop and submit one (1) CLP for all of the schools operated by the CMO in Tennessee. All Public Charter Schools shall provide their Authorizer a copy of the CLP submitted to the Department by the Public Charter School or the Public Charter School's CMO.
- (3) The Department shall develop and provide LEAs and Public Charter Schools with a template for CLPs. The CLP template and any rubric utilized by the Department for evaluation of CLPs shall be posted on the Department's website.
- (4) LEAs and Public Charter Schools shall submit their CLP to the Department utilizing the CLP template no later than July 24<sup>th</sup>, 2020. The Department shall be responsible for evaluation and approval of all submitted plans and shall post information regarding the evaluation and approval process on the Department's website.
- (5) The CLP shall address how the LEA or Public Charter School will continue to deliver quality instruction during the 2020-21 school year in the event of future COVID-19 related disruptions to one or more students, schools, or district-wide school operations. The CLP shall address, at minimum, the following components as defined in State Board COVID-19 Continuous Learning Plan Policy 3.210:
- (a) Communications and operations plans;
  - (b) Access to instructional materials and technology;
  - (c) Attendance procedures;
  - (d) Educator and staff training;
  - (e) Standards-based instruction;
  - (f) Support for all students, including special populations and at-risk students; and
  - (g) How the LEA or Public Charter School will meet the requirements of T.C.A. § 49-6-3004 during a COVID-19 related disruption to school operations, including:
    - 1. If one or more school buildings are closed and all instruction is being provided via Remote Instruction, provided the CLP shall include how the LEA or Public Charter School will provide students access to six and one half (6 ½) hours of Instructional Time each school day;
    - 2. If one or more school buildings are open but on a modified schedule or operating with a reduced capacity, provided the CLP shall include how the LEA or Public Charter School will provide students access to six and one half (6 ½) hours of Instructional Time each school day.

3. If one or more school buildings are open but the LEA or public charter school permits certain students to participate in Remote Instruction due to COVID-19 related reasons, provided that, with the exception of students served under the homebound program pursuant to State Board rules, the CLP shall include how the LEA or Public Charter School will provide students participating in Remote Instruction access to six and one half (6 ½) hours of Instructional Time each school day.
- (6) CLPs may address the following additional components as defined in State Board COVID-19 Continuous Learning Plan Policy 3.210:
    - (a) Stakeholder engagement; and
    - (b) Monitoring and evaluating the effectiveness of the CLP.
  - (7) CLPs shall also:
    - (a) Provide students with disabilities access to the instruction provided by their LEA or Public Charter School in a manner consistent with each student's individualized education program (IEP) or 504 plan. Remote Instruction supports shall be considered and included, as appropriate for the student, when an IEP or 504 plan is initially developed or at any subsequent review or revision of an IEP or 504 plan;
    - (b) Provide students who are English Learners access to the instruction provided by their LEA or Public Charter School in a manner consistent with each student's individualized learning plan and with State Board English as a Second Language Program Policy 3.207;
    - (c) Address the needs of other at-risk student populations
    - (d) Align student grading expectations to the State Board's Uniform Grading Policy 3.301 for students in grades 9-12 and to the LEA's or public charter school's locally adopted grading policies for students in grades K-8, and, if applicable, for students in grades 9-12; and
    - (e) Include a plan for tracking and reporting daily attendance when students are participating in Remote Instruction, including, but not limited to, protocols for determining attendance, the reporting system to be used, and how the LEA or Public Charter School will communicate attendance policies and procedures to parents. LEAs and Public Charter Schools shall address in their attendance policy how absences during Remote Instruction will be classified and potential interventions.
  - (7) Each LEA and Public Charter School shall post its approved CLP on its website. All approved CLPs shall also be posted on the Department's website.
  - (8) After an LEA's or Public Charter School's CLP receives final approval, the LEA, an individual school within the LEA, or Public Charter School shall be credited with an instructional day during the 2020-21 school year for all days in which the Public Charter School, LEA, or individual schools within the LEA, operated under the approved CLP.

This includes days during which the LEA or Public Charter School implemented the CLP prior to final approval.

- (9) An LEA or Public Charter School that continues instruction during a COVID-19 related disruption to school operations in compliance with the LEA's or Public Charter School's approved CLP shall continue to receive Basic Education Program (BEP) funding as outlined in T.C.A. §§ 49-3-301, *et. seq.*

**Authority:** Public Chapter 652 of 2020; T.C.A. §§ 49-6-3004, 49-1-302. **Administrative History:**

DRAFT

COVID-19 Planning Considerations: Guidance for School Re-entry  
From American Academy of Pediatrics

The purpose of this guidance is to support education, public health, local leadership, and pediatricians collaborating with schools in creating policies for school re-entry that foster the overall health of children, adolescents, staff, and communities and are based on available evidence. Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. Beyond supporting the educational development of children and adolescents, schools play a critical role in addressing racial and social inequity. As such, it is critical to reflect on the differential impact SARS-CoV-2 and the associated school closures have had on different races, ethnic and vulnerable populations. These recommendations are provided acknowledging that our understanding of the SARS-CoV-2 pandemic is changing rapidly.

Any school re-entry policies should consider the following key principles:

- School policies must be flexible and nimble in responding to new information, and administrators must be willing to refine approaches when specific policies are not working.
- It is critically important to develop strategies that can be revised and adapted depending on the level of viral transmission in the school and throughout the community and done with close communication with state and/or local public health authorities and recognizing the differences between school districts, including urban, suburban, and rural districts.
- Policies should be practical, feasible, and appropriate for child and adolescent's developmental stage.
- Special considerations and accommodations to account for the diversity of youth should be made, especially for our vulnerable populations, including those who are medically fragile, live in poverty, have developmental challenges, or have special health care needs or disabilities, with the goal of safe return to school.
- No child or adolescents should be excluded from school unless required in order to adhere to local public health mandates or because of unique medical needs. Pediatricians, families, and schools should partner together to collaboratively identify and develop accommodations, when needed.
- School policies should be guided by supporting the overall health and well-being of all children, adolescents, their families, and their communities. These policies should be consistently communicated in languages other than English, if needed, based on the languages spoken in the community, to avoid marginalization of parents/guardians who are of limited English proficiency or do not speak English at all.

With the above principles in mind, **the AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school.** The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020. Lengthy time away from school and associated interruption of supportive services often results in social isolation, making it difficult for schools to identify and address important learning deficits as well as child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. This, in turn, places children and adolescents at considerable risk of morbidity and, in some cases, mortality. Beyond the educational impact and social impact of school closures, there has been substantial impact on food security and physical activity for children and families.

Policy makers must also consider the mounting evidence regarding COVID-19 in children and adolescents, including the role they may play in transmission of the infection. SARS-CoV-2 appears to behave differently in children and adolescents than other common respiratory viruses, such as influenza, on which much of the current guidance regarding school closures is based. Although children and adolescents play a major role in amplifying influenza outbreaks, to date, this does not appear to be the case with SARS-CoV-2. Although many questions remain, the preponderance of evidence indicates that children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from SARS-CoV-2 infection. In addition, children may be less likely to become infected and to spread infection. Policies to mitigate the spread of COVID-19 within schools must be balanced with the known harms to children, adolescents, families, and the community by keeping children at home.

Finally, policy makers should acknowledge that COVID-19 policies are intended to mitigate, not eliminate, risk. No single action or set of actions will completely eliminate the risk of SARS-CoV-2 transmission, but implementation of several coordinated interventions can greatly reduce that risk. For example, where physical distance cannot be maintained, students (over the age of 2 years) and staff can wear face coverings (when feasible). In the following sections, we review some general principles that policy makers should consider as they plan for the coming school year. For all of these, education for the entire school community regarding these measures should begin early, ideally at least several weeks before the start of the school year.

## **Physical Distancing Measures**

Physical distancing, sometimes referred to as social distancing, is simply the act of keeping people separated with the goal of limiting spread of contagion between individuals. It is fundamental to lowering the risk of spread of SARS-CoV-2, as the primary mode of transmission is through respiratory droplets by persons in close proximity. There is a conflict between optimal academic and social/emotional learning in schools and strict adherence to current physical distancing guidelines. For example, the Centers for Disease Control and Prevention (CDC) recommends that schools "space seating/desks at least 6 feet apart when feasible." In many school settings, 6 feet between students is not feasible without limiting the number of students. Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic. Schools should weigh the benefits of strict adherence to a 6-foot spacing rule between students with the potential downside if remote learning is the only alternative. Strict adherence to a specific size of student groups (eg, 10 per classroom, 15 per classroom, etc) should be discouraged in favor of other risk mitigation strategies. Given what is known about transmission dynamics, adults and adult staff within schools should attempt to maintain a distance of 6 feet from other persons as much as possible, particularly around other adult staff. For all of the below settings, physical distancing by and among adults is strongly recommended, and meetings and curriculum planning should take place virtually if possible. In addition, other strategies to increase adult-adult physical distance in time and space should be implemented, such as staggered drop-offs and pickups, and drop-offs and pickups outside when weather allows. Parents should, in general, be discouraged from entering the school building. Physical barriers, such as plexiglass, should be considered in reception areas and employee workspaces where the environment does not accommodate physical distancing, and congregating in shared spaces, such as staff lounge areas, should be discouraged.

The recommendations in each of the age groups below are not instructional strategies but are strategies to optimize the return of students to schools in the context of physical distancing guidelines and the developmentally appropriate implementation of the strategies. Educational experts may have preference for one or another of the guidelines based on the instructional needs of the classes or schools in which they work.

### **Pre-Kindergarten (Pre-K)**

In Pre-K, the relative impact of physical distancing among children is likely small based on current evidence and certainly difficult to implement. Therefore, Pre-K should focus on more effective risk mitigation strategies for this population. These include hand hygiene, infection prevention education for staff and families, adult physical distancing from one another, adults wearing face coverings, cohorting, and spending time outdoors.

#### *Higher-priority strategies:*

- Cohort classes to minimize crossover among children and adults within the school; the exact size of the cohort may vary, often dependent on local or state health department guidance.
- Utilize outdoor spaces when possible.
- Limit unnecessary visitors into the building.

#### *Lower-priority strategies:*

- Face coverings(cloth) for children in the Pre-K setting may be difficult to implement.
- Reducing classmate interactions/play in Pre-K aged children may not provide substantial COVID-19 risk reduction.

## **Elementary Schools**

### *Higher-priority strategies:*

- Children should wear face coverings when harms (eg, increasing hand-mouth/nose contact) do not outweigh benefits (potential COVID-19 risk reduction).
- Desks should be placed 3 to 6 feet apart when feasible (if this reduces the amount of time children are present in school, harm may outweigh potential benefits).
- Cohort classes to minimize crossover among children and adults within the school.
- Utilize outdoor spaces when possible.

### *Lower-priority strategies:*

- The risk reduction of reducing class sizes in elementary school-aged children may be outweighed by the challenge of doing so.
- Similarly, reducing classmate interactions/play in elementary school-aged children may not provide enough COVID-19 risk reduction to justify potential harms.

## **Secondary Schools**

There is likely a greater impact of physical distancing on risk reduction of COVID in secondary schools than early childhood or elementary education. There are also different barriers to successful implementation of many of these measures in older age groups, as the structure of school is usually based on students changing classrooms. Suggestions for physical distancing risk mitigation strategies when feasible:

- Universal face coverings in middle and high schools when not able to maintain a 6-foot distance (students and adults).
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out.
- Desks should be placed 3 to 6 feet apart when feasible.
- Cohort classes if possible, limit cross-over of students and teachers to the extent possible.
  - Ideas that may assist with cohorting:
    - Block schedule (much like colleges, intensive 1-month blocks).
    - Eliminate use of lockers or assign them by cohort to reduce need for hallway use across multiple areas of the building. (This strategy would need to be done in conjunction with planning to ensure students are not carrying home an unreasonable number of books on a daily basis and may vary depending on other cohorting and instructional decisions schools are making.)
    - Have teachers rotate instead of students when feasible.
    - Utilize outdoor spaces when possible.
    - Teachers should maintain 6 feet from students when possible and if not disruptive to educational process.
    - Restructure elective offerings to allow small groups within one classroom. This may not be possible in a small classroom.

## **Special Education**

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

## **Physical Distancing in Specific Enclosed Spaces**

### **Bussing**

- Encourage alternative modes of transportation for students who have other options.
- Ideally, for students riding the bus, symptom screening would be performed prior to being dropped off at the bus. Having bus drivers or monitors perform these screenings is problematic, as they may face a situation in which a student screens positive yet the parent has left, and the driver would be faced with leaving the student alone or allowing the student on the bus.
- Assigned seating; if possible, assign seats by cohort (same students sit together each day).
- Tape marks showing students where to sit.
- When a 6-foot distance cannot be maintained between students, face coverings should be worn.
- Drivers should be a minimum of 6 feet from students; driver must wear face covering; consider physical barrier for driver (eg, plexiglass).
- Minimize number of people on the bus at one time within reason.
- Adults who do not need to be on the bus should not be on the bus.
- Have windows open if weather allows.

### **Hallways**

- Consider creating one-way hallways to reduce close contact.
- Place physical guides, such as tape, on floors or sidewalks to create one-way routes.
- Where feasible, keep students in the classroom and rotate teachers instead.
- Stagger class periods by cohorts for movement between classrooms if students must move between classrooms to limit the number of students in the hallway when changing classrooms.
- Assign lockers by cohort or eliminate lockers altogether.

### **Playgrounds**

Enforcing physical distancing in an outside playground is difficult and may not be the most effective method of risk mitigation. Emphasis should be placed on cohorting students and limiting the size of groups participating in playground time. Outdoor transmission of virus is known to be much lower than indoor transmission.

### **Meals/Cafeteria**

School meals play an important part in addressing food security for children and adolescents. Decisions about how to serve meals must take into account the fact that in many communities there may be more students eligible for free and reduced meals than prior to the pandemic.

- Consider having students cohorted, potentially in their classrooms, especially if students remain in their classroom throughout the day.
- Create separate lunch periods to minimize the number of students in the cafeteria at one time.
- Utilize additional spaces for lunch/break times.
- Utilize outdoor spaces when possible.
- Create an environment that is as safe as possible from exposure to food allergens.
- Wash hands or use hand sanitizer before and after eating.

### **Cleaning and Disinfection**

The main mode of COVID-19 spread is from person to person, primarily via droplet transmission. For this reason, strategies for infection prevention should center around this form of spread, including physical distancing, face coverings, and hand hygiene. Given the challenges that may exist in children and adolescents in effectively adhering to recommendations, it is critical staff are setting a good example for students by modeling behaviors around physical distancing, face coverings and hand hygiene. Infection via aerosols and fomites is less likely. However, because the virus may survive in certain surfaces for some time, it is possible to get infected after touching a virus contaminated surface and then touching the mouth, eyes, or nose. Frequent handwashing as a modality of containment is vital.

Cleaning should be performed per established protocols followed by disinfection when appropriate. Normal cleaning with soap and water decreases the viral load and optimizes the efficacy of disinfectants. When using disinfectants, the manufacturers' instructions must be followed, including duration of dwell time, use of personal protective equipment (PPE), if indicated, and proper ventilation. The use of EPA approved disinfectants against COVID-19 is recommended ([EPA List N](#)). When possible, only products labeled as [safe for humans and the environment](#) (eg, Safer or Designed for the Environment), containing active ingredients such as hydrogen peroxide, ethanol, citric acid, should be selected from this list, because they are less toxic, are not strong respiratory irritants or asthma triggers, and have no known carcinogenic, reproductive, or developmental effects.

When EPA-approved disinfectants are not available, alternative disinfectants such as diluted bleach or 70% alcohol solutions can be used. Children should not be present when disinfectants are in use and should not participate in disinfecting activities. Most of these products are not safe for use by children, whose "hand-to-mouth" behaviors and frequent touching of their face and eyes put them at higher risk for toxic exposures. If disinfection is needed while children are in the classroom, adequate ventilation should be in place and nonirritating products should be used. Disinfectants such as bleach and those containing quaternary ammonium compounds or "Quats" should not be used when children and adolescents are present, because these are known respiratory irritants.

In general, elimination of high-touch surfaces is preferable to frequent cleaning. For example, classroom doors can be left open rather than having students open the door when entering and leaving the classroom or the door can be closed once all students have entered followed by hand sanitizing. As part of increasing social distance between students and surfaces requiring regular cleaning, schools could also consider eliminating the use of lockers, particularly if they are located in shared spaces or hallways, making physical distancing more challenging. If schools decide to use this strategy, it should be done within the context of ensuring that students are not forced to transport unreasonable numbers of books back and forth from school on a regular basis.

When elimination is not possible, surfaces that are used frequently, such as drinking fountains, door handles, sinks and faucet handles, etc, should be cleaned and disinfected at least daily and as often as possible. Bathrooms, in particular, should receive frequent cleaning and disinfection. Shared equipment including computer equipment, keyboards, art supplies, and play or gym equipment should also be disinfected frequently. Hand washing should be promoted before and after touching shared equipment. Computer keyboard covers can be used to facilitate cleaning between users. [Routine cleaning practices](#) should be used for indoor areas that have not been used for 7 or more days or outdoor equipment. Surfaces that are not high touch, such as bookcases, cabinets, wall boards, or drapes should be cleaned following standard protocol. The same applies to floors or carpeted areas.

Outdoor playgrounds/natural play areas only need routine maintenance, and hand hygiene should be emphasized before and after use of these spaces. Outdoor play equipment with high-touch surfaces, such as railings, handles, etc, should be cleaned and disinfected regularly if used continuously.

UV light kills viruses and bacteria and is used in some controlled settings as a germicide. UV light-emitting devices should not be used in the school setting, because they are not safe for children and adults and can cause skin and eye damage.

### **Testing and Screening**

Virologic testing is an important part of the overall public health strategy to limit the spread of COVID-19. Virologic testing detects the viral RNA from a respiratory (usually nasal) swab specimen. Testing all students for acute SARS-CoV-2 infection prior to the start of school is not feasible in most settings at this time. Even in places where this is possible, it is not clear that such testing would reduce the likelihood of spread within schools. It is important to recognize that virologic testing only shows whether a person is infected at that specific moment in time. It is also possible that the nasal swab virologic test result can be negative during the early incubation period of the infection. So, although a negative virologic test result is reassuring, it does not mean that the student or school staff member is not going to subsequently develop COVID-19. Stated another way, a student who is negative for COVID 19 on the first day of school may not remain negative throughout the school year.

If a student or school staff member has a known exposure to COVID-19 (eg, a household member with laboratory-confirmed SARS-CoV-2 infection or illness consistent with COVID-19) or has COVID-19 symptoms, having a negative virologic test result, according to [CDC guidelines](#), may be warranted for local health authorities to make recommendations regarding contact tracing and/ or school exclusion or school closure.

The other type of testing is serologic blood testing for antibodies to SARS-CoV-2. At the current time, serologic testing should not be used for individual decision-making and has no place in considerations for entrance to or exclusion from school. [CDC guidance](#) regarding antibody testing for COVID-19 is that serologic test results should not be used to make decisions about grouping people residing in or being admitted to congregate settings, such as schools, dormitories, or correctional facilities. Additionally, serologic test results should not be used to make decisions about returning people to the workplace. The CDC states that serologic testing should not be used to determine immune status in individuals until the presence, durability, and duration of immunity is established. The AAP recommends this guidance be applied to school settings as well.

Schools should have a policy regarding symptom screening and what to do if a student or school staff member becomes sick with COVID-19 symptoms. Temperature checks and symptom screening are a frequent part of many reopening processes to identify symptomatic persons to exclude them from entering buildings and business establishments. The list of symptoms of COVID-19 infection has grown since the start of the pandemic and the manifestations of COVID-19 infection in children, although similar, is often not the same as that for adults. **School policies regarding temperature screening and temperature checks must balance the practicality of performing these screening procedures for large numbers of students and staff with the information known about how children manifest COVID-19 infection, the risk of transmission in schools, and the possible lost instructional time to conduct the screenings.** Schools should develop plans for rapid response to a student or staff member with fever who is in the school regardless of the implementation of temperature checks or symptom screening prior to entering the school building. In many cases, it will not be practical for temperature checks to be performed prior to students arriving at school. **Parents should be instructed to keep their child at home if they are ill.** Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school.

In lieu of temperature checks and symptom screening being performed after arrival to school, **methods to allow parent report of temperature checks done at home may be considered.** Resources and time may necessitate this strategy at most schools. The epidemiology of disease in children along with evidence of the utility of temperature screenings in health systems may further justify this approach. Procedures using texting apps, phone systems, or online reporting rely on parent report and may be most practical but possibly unreliable, depending on individual family's ability to use these communication processes, especially if not made available in their primary language. Although imperfect, these processes may be most practical and likely to identify the most ill children who should not be in school. School nurses or nurse aides should be equipped to measure temperatures for any student or staff member who may become ill during the school day and should have an identified area to separate or isolate students who may have COVID-19 symptoms.

COVID-19 infection manifests similarly to other respiratory illness in children. Although children manifest many of the same symptoms of COVID-19 infection as adults, some differences are noteworthy. [According to the CDC](#), children may be less likely to have fever, may be less likely to present with fever as an initial symptom, and may have only gastrointestinal tract symptoms. A student or staff member excluded because of symptoms of COVID-19 should be encouraged to contact their health care provider to discuss testing and medical care. In the absence of testing, students or staff should follow local health department guidance for exclusion.

## Face Coverings and PPE

Cloth face coverings protect others if the wearer is infected with SARS CoV-2 and is not aware. Cloth masks may offer some level of protection for the wearer. Evidence continues to mount on the importance of universal face coverings in interrupting the spread of SARS-CoV-2. Although ideal, universal face covering use is not always possible in the school setting for many reasons. Some students, or staff, may be unable to safely wear a cloth face covering because of certain medical conditions (eg, developmental, respiratory, tactile aversion, or other conditions) or may be uncomfortable, making the consistent use of cloth face coverings throughout the day challenging. For individuals who have difficulty with wearing a cloth face covering and it is not medically contraindicated to wear a face covering, behavior techniques and social skills

stories(see resource section)can be used to assist in adapting to wearing a face covering. When developing policy regarding the use of cloth face coverings by students or school staff, school districts and health advisors should consider whether the use of cloth face coverings is developmentally appropriate and feasible and whether the policy can be instituted safely. If not developmentally feasible, which may be the case for younger students, and cannot be done safely (eg, the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so. Children under 2 years and anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance should not wear cloth face coverings.

For certain populations, the use of cloth face coverings by teachers may impede the education process. These include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners. Although there are products (eg, face coverings with clear panels in the front) to facilitate their use among these populations, these may not be available in all settings.

Students and families should be taught how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene when removing for meals and physical activity, and for replacing and maintaining (washing regularly) a cloth face covering.

School health staff should be provided with appropriate medical PPE to use in health suites. This PPE should include N95 masks, surgical masks, gloves, disposable gowns, and face shields or other eye protection. School health staff should be aware of the [CDC guidance on infection control](#) measures. Asthma treatments using inhalers with spacers are preferred over nebulizer treatments whenever possible. The [CDC recommends](#) that nebulizer treatments at school should be reserved for children who cannot use or do not have access to an inhaler (with spacer or spacer with mask). Schools should work with families and health care providers to assist with obtaining an inhaler for students with limited access. In addition, schools should work to develop and implement asthma action plans, which may include directly observed controller medication administration in schools to promote optimal asthma control. If required while waiting for a student to be picked up to go home or for emergency personnel to arrive, when using nebulizer or a peak flow meter, school health staff should wear gloves, an N95 [facemask](#), and eye protection. Staff should be trained on proper donning and doffing procedures and follow the CDC guidance regarding precautions when performing [aerosol-generating procedures](#). Nebulizer treatments should be performed in a space that limits exposure to others and with minimal staff present. Rooms should be well ventilated or treatments should be performed outside. After the use of the nebulizer, the room should undergo routine [cleaning and disinfection](#).

School staff working with students who are unable to wear a cloth face covering and who must be in close proximity to them should ideally wear N95 masks. When access to N95 masks is limited, a surgical mask in combination with a face shield should be used. Face shields or other forms of eye protection should also be used when working with students unable to manage secretions.

### **On-site School Based Health Services**

On-site school health services should be supported if available, to complement the pediatric medical home and to provide pediatric acute and chronic care. Collaboration with [school nurses](#) will be essential, and school districts should involve School Health Services staff early in the planning phase for reopening and consider collaborative strategies that address and prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.

### **Education**

The impacts of lost instructional time and social emotional development on children and adolescents should be anticipated, and schools will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress because of school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools reopen. If the academic expectations are unrealistic, school will likely become a

source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

### **Students With Disabilities**

The impact of loss of instructional time and related services, including mental health services as well as occupational, physical, and speech/language therapy during the period of school closures is significant for students with disabilities. Students with disabilities may also have more difficulty with the social and emotional aspects of transitioning out of and back into the school setting. As schools prepare for reopening, school personnel should develop a plan to ensure a review of each child and adolescent with an IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services. In addition, schools can expect a backlog in evaluations; therefore, plans to prioritize those for new referrals as opposed to re-evaluations will be important. Many school districts require adequate instructional effort before determining eligibility for special education services. However, virtual instruction or lack of instruction should not be reasons to avoid starting services such as response-to-intervention (RTI) services, even if a final eligibility determination is postponed.

### **Behavioral Health/Emotional Support for Children and Adolescents**

Schools should anticipate and be prepared to address a wide range of mental health needs of children and staff when schools reopen. Preparation for [infection control](#) is vital and admittedly complex during an evolving pandemic. But the emotional impact of the pandemic, financial/employment concerns, social isolation, and growing concerns about systemic racial inequity — coupled with prolonged limited access to critical school-based mental health services and the support and assistance of school professionals — demands careful attention and planning as well. Schools should be prepared to adopt an approach for mental health support.

Schools should consider providing training to classroom teachers and other educators on how to talk to and support children during and after the COVID-19 pandemic. Students requiring mental health support should be referred to school mental health professionals.

Suicide is the second leading cause of death among adolescents or youth 10 to 24 years of age in the United States. In the event distance learning is needed, schools should develop mechanisms to evaluate youth remotely if concerns are voiced by educators or family members and should be establishing policies, including referral mechanisms for students believed to be in need of in-person evaluation, even before schools reopen.

School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.

When schools do reopen, plans should already be in place for outreach to students who do not return, given the high likelihood of separation anxiety and agoraphobia in students. Students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations are warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers. Students facing other challenges, such as poverty, food insecurity, and homelessness, and those subjected to ongoing racial inequities may benefit from additional support and assistance.

Schools need to incorporate academic accommodations and supports for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic. It is important that schools do not anticipate or attempt to catch up for lost academic time through accelerating curriculum delivery at a time when students and educators may find it difficult to even return to baseline rates. These expectations should be communicated to educators, students, and family members so that school does not become a source of further distress.

### **Mental Health of Staff**

The personal impact on educators and other school staff should be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported. The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as Employee Assistance Programs and other means to provide support and mental health services should be established prior to reopening. The individual needs and concerns of school professionals should be addressed with accommodations made as needed (eg, for a classroom educator who is pregnant, has a medical condition that confers a higher risk of serious illness with COVID-19, resides with a family member who is at higher risk, or has a mental health condition that compromises the ability to cope with the additional stress). Although schools should be prepared to be agile to meet evolving needs and respond to increasing knowledge related to the pandemic and may need to institute partial or complete closures when the public health need requires, they should recognize that staff, students, and families will benefit from sufficient time to understand and adjust to changes in routine and practices. During a crisis, people benefit from clear and regular communication from a trusted source of information and the opportunity to dialogue about concerns and needs and feel they are able to contribute in some way to the decision-making process. Change is more difficult in the context of crisis and when predictability is already severely compromised.

### **Food Insecurity**

In 2018, 11.8 million children and adolescents (1 in 7) in the United States lived in a food-insecure household. The coronavirus pandemic has led to increased unemployment and poverty for America's families, which in turn will likely increase even further the number of families who experience food insecurity. School re-entry planning must consider the many children and adolescents who experience food insecurity already (especially at-risk and low-income populations) and who will have limited access to routine meals through the school district if schools remain closed. The short- and long-term effects of food insecurity in children and adolescents are profound. **Plans should be made prior to the start of the school year for how students participating in free- and reduced- meal programs will receive food in the event of a school closure or if they are excluded from school because of illness or SARS-CoV-2 infection.**

### **Immunizations**

Existing school immunization requirements should be maintained and not deferred because of the current pandemic. In addition, although influenza vaccination is generally not required for school attendance, in the coming academic year, it should be highly encouraged for all students. School districts should consider requiring influenza vaccination for all staff members. Pediatricians should work with schools and local public health authorities to promote childhood vaccination messaging well before the start of the school year. It is vital that all children receive recommend vaccinations on time and get caught up if they are behind as a result of the pandemic. The capacity of the health care system to support increased demand for vaccinations should be addressed through a multifaceted collaborative and coordinated approach among all child-serving agencies including schools.

### **Organized Activities**

It is likely that sporting events, practices, and conditioning sessions will be limited in many locations. Preparticipation evaluations should be conducted in alignment with the [AAP Preparticipation Physical Evaluation Monograph](#), 5th ed, and state and local guidance.



**EXTRACURRICULAR ACTIVITIES WAIVER/RELEASE FOR COMMUNICABLE  
DISEASES INCLUDING COVID-19**

In these unprecedented times of a global pandemic, a student's voluntary participation in extracurricular activities will involve risks different and greater than was the case in the past. Given that, this waiver and release will now be required for each student who participates in any Bedford County Board of Education extracurricular activity and is therefore a condition of participation.

**ASSUMPTION OF RISK / WAIVER OF LIABILITY / INDEMNIFICATION AGREEMENT**

In consideration of being allowed to participate in voluntary extracurricular activities made available by Bedford County Board of Education, the undersigned acknowledges, appreciates, and agrees that:

1. Participation includes possible exposure to and illness from infectious diseases including but not limited to COVID-19. While particular rules and personal discipline may reduce this risk, the risk of serious illness and death does exist; and,
2. The undersigned KNOWINGLY AND FREELY ASSUME ALL SUCH RISKS, both known and unknown, EVEN IF ARISING FROM THE NEGLIGENCE OF Bedford County Board of Education or others, and assumes full responsibility for the health-related consequences of my participation; and,
3. I willingly agree to comply with all conditions for participation as regards protection against infectious diseases. I agree to follow all procedures and precautions relating to infectious diseases and realize that such may change during the course of my participation in an extracurricular activity. If I observe any unusual or significant hazard during my presence or participation, I will remove myself from participation and bring such to the attention of the nearest official immediately; and,
4. I understand that this extracurricular activity will be different in many respects from past years and that there may be modifications and reductions in activities related to this extracurricular activity than in past years; and,
5. I HEREBY RELEASE AND HOLD HARMLESS Bedford County Board of Education, its board members, employees, and volunteers WITH RESPECT TO ANY AND ALL ILLNESS, DISABILITY, DEATH, or loss or damage to person or property, WHETHER ARISING FROM THE NEGLIGENCE OF Bedford County Board of Education OR OTHERWISE, to the fullest extent permitted by law.

**I HAVE READ THIS RELEASE OF LIABILITY AND ASSUMPTION OF RISK AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.**

Name of parent/guardian: \_\_\_\_\_

Name of participant: \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_

Participant signature: \_\_\_\_\_

Date signed: \_\_\_\_\_

Date signed: \_\_\_\_\_



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## Budget Overview

Bedford County (020) Public District - FY 2021 - IDEA Innovation - Rev 0 - IDEA Innovation

<i>Indirect Cost</i>	
Total Contributing to Indirect Cost	\$14,240.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

Filter by Location:  ▼  
[Show Unbudgeted Categories](#)

Account Number: 7272 - Support Services/Special Education Programs Total

Schuler, Lori

### Production

Session Timeout  
00:29:51

*Line Item Number*

499 - Other Supplies and Materials	14,240.00	14,240.00
725 - Special Education Equipment	5,760.00	5,760.00
<b>Total</b>	<b>20,000.00</b>	<b>20,000.00</b>
	<b>Adjusted Allocation</b>	<b>0.00</b>
	<b>Remaining</b>	<b>-20,000.00</b>

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TN Department of Education | 
 Andrew Johnson Tower - 9th Floor | 
 710 James Robertson Parkway | 
 Nashville, TN 37243 | 
 (615) 741-2731 | 
 [Education.Comments@tn.gov](mailto:Education.Comments@tn.gov)



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## Budget Overview

Bedford County (020) Public District - FY 2021 - IDEA Partnership for Systemic Change (K-12) - Rev 0 - Implementation Grant

Go To

Indirect Cost	
Total Contributing to Indirect Cost	\$50,001.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

Filter by Location:  ▼  
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Schular, Lori      Account Number: 71200 - Special Education Program      72220 - Support Services/Special Education Program      Total

### Production

Session Timeout	Item Number			
00:28:27		Other Salaries & Wages	25,600.00	0.00
		429 - Instructional Supplies & Materials	8,698.00	8,698.00
		499 - Other Supplies and Materials	0.00	1,504.00
		624 - In-Service / Staff Development		14,199.00
		<b>Total</b>	<b>34,298.00</b>	<b>15,703.00</b>
				<b>Adjusted Allocation</b>
				<b>Remaining</b>
				<b>0.00</b>

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## Budget Overview Plus/Minus

Bedford County (020) Public District - FY 2020 - Consolidated - Rev 8 - Title I-A

Go To

Indirect Cost	
Total Contributing to Indirect Cost	\$2,315,134.88
Indirect Cost Rate	2.45%
Maximum Allowed for Indirect Cost	\$55,794.83

Filter by Location:

[Show Unbudgeted Categories](#)

Schuler, Lori

**Production**  
Session Timeout  
00:29:50

Account Number	72200 - Regular Instruction Program	22100 - Other Support Services	22200 - Support Services - Support to Instruction Program	52200 - Other Support Services	55000 - Other Support	Total
<b>Capital Budgeting</b>						
116 - Teachers	1,049,500.00					1,049,500.00
163 - Educational Assistants	120,000.00			0.00		120,000.00
189 - Other Salaries & Wages	10,000.00	0.00	280,000.00	0.00		290,000.00
201 - Social Security	70,740.00	0.00	15,500.00	0.00		86,240.00
204 - State Retirement	127,585.00	0.00	26,575.00	0.00		154,160.00
207 - Medical Insurance	170,000.00 +\$14,000.00	0.00	30,000.30	0.00		200,000.30 +\$14,000.00
210 - Unemployment Compensation	500.00	0.00	0.00	0.00		500.00
212 - Employer Medicare	18,415.00	0.00	3,625.00	0.00		22,040.00
399 - Other Contracted Services	8,600.00	0.00	0.00	0.00		8,600.00
429 - Instructional Supplies & Materials	154,152.75 -\$14,000.00					154,152.75 -\$14,000.00
499 - Other Supplies and Materials	0.00	12,500.00	88,699.17	0.00		101,199.17
504 - Indirect Cost					18,000.00	18,000.00
524 - In-Service / Staff Development		0.00	102,551.90	0.00		102,551.90
599 - Other Charges	0.00	23,190.76	0.00	3,000.00		26,190.76
722 - Regular Instruction Equipment	81,500.00					81,500.00
<b>Total</b>	<b>1,810,992.75</b>	<b>35,690.76</b>	<b>546,951.37</b>	<b>3,000.00</b>	<b>18,000.00</b>	<b>2,414,634.88</b>
					<b>Adjusted Allocation</b>	<b>2,414,634.88</b>
					<b>Remaining</b>	<b>0.00</b>

Go To

# Bedford County Board of Education

Monitoring: <b>Review: Annually, in May</b>	Descriptor Term:  <b>Reporting Child Abuse</b>	Descriptor Code: <b>6.409</b>	Issued Date: <b>07/21/20</b>
		Rescinds: <b>6.409</b>	Issued: <b>02/21/17</b>

1 ~~All personnel shall be alert for any evidence of child abuse or neglect.~~

2 ~~Child abuse is defined as any wound, injury, disability, or physical or mental condition which is of~~  
3 ~~such nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect. Staff~~  
4 ~~members having knowledge or suspicion of any child who is suffering from abuse or neglect shall~~  
5 ~~report such harm immediately.<sup>1,2</sup> The report shall be made to the judge having juvenile jurisdiction or~~  
6 ~~to the county office of the Department of Human Services or to the office of the chief law enforcement~~  
7 ~~official where the child resides.<sup>3</sup>~~

8 ~~The report shall include:<sup>4</sup>~~

- 9 ~~1. The name, address and age of the child;~~
- 10 ~~2. The name and address of the parents or persons having custody of the child;~~
- 11 ~~3. The nature and extent of the abuse or neglect; and~~
- 12 ~~4. Any evidence to the cause or any other information that may relate to the cause or extent of the~~  
13 ~~abuse or neglect.<sup>4</sup>~~

14 ~~The identity of the person reporting shall remain confidential except when the juvenile court~~  
15 ~~determines otherwise.<sup>5</sup>~~

16 ~~The superintendent shall develop reporting procedures, including sample indicators of abuse and~~  
17 ~~neglect, and shall disseminate the procedure to all school personnel.<sup>6</sup>~~

## 18 *General*

19 **The Superintendent of Schools shall:**

- 20 **1. Designate one employee as the Child Abuse Coordinator (the Coordinator) and an additional**  
21 **employee to serve as the Alternate Child Abuse Coordinator (the Alternate) for each school;**
- 22 **2. Require that the Coordinator and the Alternate receive appropriate training;**
- 23 **3. Supply the Coordinator with all necessary resources;**
- 24 **4. Ensure that all school personnel annually complete the child abuse training program required**  
25 **by state law.<sup>2</sup>**

26 **The Coordinator shall assist any employee with appropriately reporting and responding to instances**  
27 **of child abuse or child sexual abuse.**

28

## 1 **REPORTING**

2 All personnel shall be alert for any evidence of child abuse, sexual abuse, or neglect.<sup>3</sup> If personnel  
3 know or have reasonable cause to suspect child abuse, sexual abuse, or neglect, a report shall be filed  
4 immediately with the Coordinator, the Department of Children's Services (DCS), and law  
5 enforcement.<sup>4</sup>

6 The report shall include, to the extent known by the reporter:<sup>5</sup>

- 7 1. The name, address, telephone number, and age of the child;
- 8 2. The name, telephone number, and address of the parents or persons having custody of the  
9 child;
- 10 3. The nature and extent of the abuse or neglect; and
- 11 4. Any evidence to the cause or any other information that may relate to the cause or extent of  
12 the abuse or neglect.

13 The Superintendent of Schools/designee shall develop reporting procedures, including sample  
14 indicators of abuse and neglect, and shall disseminate the procedures to all school personnel.

## 15 **CONFIDENTIALITY**

16 District employees shall keep all information regarding any child abuse confidential in accordance  
17 with state law.

## 18 **INVESTIGATIONS**

19 School administrators and employees have a duty to cooperate, provide assistance and information in  
20 child abuse investigations<sup>5 6</sup> including permitting ~~child abuse review~~ DCS teams to conduct interviews  
21 while the child is at school. The principal may control the time, place and circumstances of the  
22 interview, but may not insist that a school employee be present even if the suspected abuser is a school  
23 employee or another student. The principal is not in violation of any laws by failing to inform  
24 parent(s)/guardian(s) that the child is to be interviewed even if the suspected abuser is not a member of  
25 the child's household.<sup>7</sup>

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### Legal References

1. ~~TCA 37-1-412~~ H.B. 2461, 111<sup>th</sup> Tenn. Gen. Assembly (2020)
2. ~~TCA 37-1-403(a)(1)~~ TCA 37-1-408
3. ~~TCA 37-1-403(a)(2)~~ TCA 37-1-403(a)(1); TCA 37-1-412; TCA 37-1-602; TCA 37-1-605(a)(4)
4. ~~TCA 37-1-403(b)~~ TCA 37-1-403(a)(2); H.B. 2461m 111<sup>th</sup> Tenn. Gen. Assembly (2020)
5. ~~TCA 37-1-409(a)(1)~~ TCA 37-1-403(b)
6. ~~TRR/MS 0520-1-3-08(2)(e)~~ TCA 37-1-611(b)
7. ~~TCA 37-1-611(b)~~ Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)

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### Cross References

Interrogations and Searches 6.303  
~~Child Abuse~~ Reporting of Child Abuse 6.409.1 (AP)  
~~Suspected Child Abuse or Neglect~~ Reporting of Child Abuse Form 6.409.2 (AP)  
 Recommendations and File Transfers 5.206  
 Staff-Student Relations 5.610  
 Student Discrimination, Harassment, Bullying, Cyberbullying and Intimidation 6.304  
 Title IX & Sexual Harassment 6.3041

8. ~~Tenn. Op. Atty. Gen. No. 887-101 (June 9, 1987)~~

**House Education Committee 1**

**Amendment No. 1 to HB2461**

**White  
Signature of Sponsor**

**AMEND Senate Bill No. 2088\***

**House Bill No. 2461**

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Section 49-6-1601, is amended by deleting the section and substituting instead the following:

(a) Notwithstanding § 37-5-107 or § 37-1-612, if a school teacher, school official, or other school personnel has knowledge or reasonable cause to suspect that a child who attends the school may be a victim of child abuse or child sexual abuse sufficient to require reporting pursuant to § 37-1-403 or § 37-1-605, then the school teacher, school official, or other school personnel must follow the procedures outlined in subsection (d).

(b) Each LEA and each public charter school shall ensure that all school officials and other school personnel annually complete the child abuse training program required in § 37-1-408.

(c) Each LEA and each public charter school shall designate a child abuse coordinator and an alternate child abuse coordinator for each school within the LEA or public charter school. The designation of an alternative child abuse coordinator is not required when only one (1) adult is employed by or responsible for the care of children at a school. The child abuse coordinator and the alternate child abuse coordinator must:

(1) Have access to an area providing privacy and access to a telephone for reporting suspected child abuse and child sexual abuse;

(2) Receive training in regard to:

(A) Mandatory reporting;

(B) Multidisciplinary protocols;

(C) Advocacy centers;

(A) Encourage the third party to report the suspicion to the department and law enforcement;

(B) Notify the school's child abuse coordinator; and

(C) Report all information received from the third party to the department and law enforcement.

(4) School teachers, school officials, and other school personnel must maintain confidentiality of all information regarding any child abuse or child sexual abuse report made pursuant to this section and all information regarding the suspected child abuse or child sexual abuse must be maintained by the school child abuse coordinator in a confidential file separate from the child's educational file.

(5) School child abuse coordinators, school teachers, school officials, and other school personnel shall not provide any information relevant to the suspected child abuse or child sexual abuse to the child's parent or guardian, and must refer any questions from the child's parent or guardian to the investigating law enforcement agency and the department.

(e) For purposes of this section, "school" means any public or privately operated child care agency, as defined in § 71-3-501; child care program, as defined in § 49-1-1102; preschool; nursery school; kindergarten; elementary school; or secondary school.

(f) Each LEA and public charter school shall publish the requirements of this section in the LEA's and public charter school's policies and procedures manual.

SECTION 2. Tennessee Code Annotated, Section 37-1-403, is amended by deleting subdivisions (i)(2), (i)(3), and (i)(4) and substituting instead the following:

(2) Notwithstanding § 37-5-107 or § 37-1-612, if a school teacher, school official, or other school personnel has knowledge or reasonable cause to suspect that a child who attends the school may be a victim of child abuse or child sexual abuse sufficient to

require reporting pursuant to this section, then the school teacher, school official, or other school personnel must follow the procedures outlined in § 49-6-1601.

(3) For purposes of this subsection (i), "school" means any public or privately operated child care agency, as defined in § 71-3-501; child care program, as defined in § 49-1-1102; preschool; nursery school; kindergarten; elementary school; or secondary school.

SECTION 3. Tennessee Code Annotated, Section 37-1-605, is amended by deleting subsection (d) and substituting instead the following:

(1) Notwithstanding § 37-5-107 or § 37-1-612, if a school teacher, school official, or other school personnel has knowledge or reasonable cause to suspect that a child who attends the school may be a victim of child abuse or child sexual abuse sufficient to require reporting pursuant to this section, then the school teacher, school official, or other school personnel must follow the procedures outlined in § 49-6-1601.

(2) For purposes of this subsection (d), "school" means any public or privately operated child care agency, as defined in § 71-3-501; child care program, as defined in § 49-1-1102; preschool; nursery school; kindergarten; elementary school; or secondary school.

SECTION 4. This act shall take effect August 1, 2020, the public welfare requiring it.

**Here are some more components of the new Title IX regulations we need to be aware of:**

- All K-12 employees should promptly report allegations of sexual harassment to the Title IX Coordinator. Per the U.S. Department of Education, the new regulation "arguably broadens...an elementary or secondary school's obligation to respond to Title IX sexual harassment."
- The definition of sexual harassment has been expanded to include sexual assault, dating violence, domestic violence, and stalking.
- The employee designated to oversee Title IX compliance must be specifically referred to as the Title IX Coordinator. His/her contact information must be provided on the school district's website, if any, and in employee and student handbooks.
- School districts must notify applicants for admission and employment as well as parents/legal guardians of the name or title, office address, email address, and telephone number of the Title IX Coordinator.
- Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone, or by email using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. These reports may be made at any time, including during non-business hours.
- If the school district has a website, training materials used to train Title IX personnel must be provided there for public access.
- The Board must choose whether the "clear and convincing" or the "preponderance of the evidence" standard will be used to determine responsibility in instances of alleged sexual harassment. Particularly in regard to this issue, we strongly recommend working with your board attorney.

A new recordkeeping requirement mandates that all records from sexual harassment investigations, appeals and results from appeals, and materials used to train Title IX Coordinators must be maintained for seven years.

# Bedford County Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Title IX &amp; Sexual Harassment</b>	Descriptor Code: <b>6.3041</b>	Issued Date: <b>07/21/20</b>
		Rescinds: <b>New</b>	Issued:

## 1 *General*

2 In order to maintain a safe, civil, and supportive learning environment, all forms of sexual harassment  
3 and discrimination on the basis of sex are prohibited.<sup>1</sup> This policy shall cover employees, employees'  
4 behaviors, students, and students' behaviors while on school property, at any school-sponsored activity,  
5 on school-provided equipment or transportation, or at any official school bus stop in accordance with  
6 federal law. This policy shall be disseminated annually to all school staff, students, and  
7 parent(s)/guardian(s).<sup>2</sup> The Title IX Coordinator as well as any personnel chosen to facilitate the  
8 grievance process shall not have a conflict of interest against any party of the complaint.<sup>3</sup> These  
9 individuals shall receive training as to how to promptly and equitably resolve student and employee  
10 complaints.<sup>3</sup>

11 All employees shall receive training on complying with this policy and federal law.<sup>4</sup>

## 12 **TITLE IX COORDINATOR**<sup>5</sup>

13 The Title IX Coordinator shall respond promptly to all general reports as well as formal complaints of  
14 sexual harassment. He/she shall be kept informed by school-level personnel of all investigations and  
15 shall provide input on an ongoing basis as appropriate.

16 Any individual may contact the Title IX Coordinator at any time using the information below:

17 **Barry Bennett, Supervisor of Student Services**

18 **500 Madison Street Shelbyville, TN 37160**

19 **931-684-3284**

20 **bennettb@bedfordk12tn.net**

## 21 **DEFINITIONS**<sup>4</sup>

22 “Complainant” is an individual who is alleged to be the victim of conduct that could constitute sexual  
23 harassment.

24 “Respondent” is an individual who is reported to be the perpetrator of conduct that could constitute  
25 sexual harassment.

26 “Sexual harassment” is conduct on the basis of sex that satisfies one or more of the following:<sup>3</sup>

- 1 1. A school district employee conditioning an aid, benefit, or service of an education program or  
2 activity on an individual's participation in unwelcome sexual conduct;
- 3
- 4 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and  
5 objectively offensive that it effectively denies a person equal access to the education program  
6 or activity; or
- 7 3. Sexual assault,<sup>6</sup> dating violence,<sup>7</sup> domestic violence,<sup>8</sup> or stalking<sup>9</sup> as defined in state and federal  
8 law.

9 Behaviors that constitute sexual harassment may include, but are not limited to:

- 10 1. Sexually suggestive remarks;
- 11
- 12 2. Verbal harassment or abuse;
- 13
- 14 3. Sexually suggestive pictures;
- 15
- 16 4. Sexually suggestive gesturing;
- 17
- 18 5. Harassing or sexually suggestive or offensive messages that are written or electronic;
- 19
- 20 6. Subtle or direct propositions for sexual favors; and
- 21
- 22 7. Touching of a sexual nature.

23 Sexual harassment may be directed against a particular person or persons, or a group, whether of the  
24 opposite sex or the same sex.

25 "Supportive measures" are non-disciplinary, non-punitive, individualized services and shall be offered  
26 to the complainant and the respondent, as appropriate. These measures may include, but are not limited  
27 to, the following:

- 28 1. Counseling;
- 29
- 30 2. Course modifications;
- 31
- 32 3. Schedule changes; and
- 33
- 34 4. Increased monitoring or supervision.

35 The measures offered to the complainant and the respondent shall remain confidential to the extent that  
36 maintaining such confidentiality would not impair the ability of the school district to provide the  
37 supportive measures.

## 1 **GRIEVANCE PROCESS**

2 Upon learning of an instance of alleged sexual harassment, even if no formal complaint is filed, the  
3 Title IX Coordinator shall:

- 4 1. Promptly contact the complainant to discuss the availability of supportive measures;
- 5
- 6 2. Consider the complainant's wishes with respect to supportive measures;
- 7
- 8 3. Inform the complainant of the availability of supportive measures; and
- 9
- 10 4. Explain the process for filing a formal complaint.<sup>10</sup>

11 While the school district will respect the confidentiality of the complainant and the respondent as much  
12 as possible, some information may need to be disclosed to appropriate individuals. All disclosures shall  
13 be consistent with the school district's legal obligations and the necessity to investigate allegations of  
14 harassment and take disciplinary action.

15 Disciplinary consequences or sanctions shall not be initiated against the respondent until the grievance  
16 process has been completed. Unless there is an immediate threat to the physical health or safety of any  
17 student arising from the allegation of sexual harassment that justifies removal, the respondent's  
18 placement shall not be changed.<sup>11</sup> If the respondent is an employee, he/she may be placed on  
19 administrative leave during the pendency of the grievance process.<sup>12</sup> The Title IX Coordinator shall  
20 keep the Superintendent of Schools informed of any employee respondents so that he/she can make  
21 any necessary reports to the State Board of Education in compliance with state law.<sup>13</sup>

## 22 **Complaints**

23 Any individual who has knowledge of behaviors that may constitute a violation of this policy shall  
24 immediately report such information to the Title IX Coordinator, however, nothing in this policy requires  
25 a complainant to either report or file a formal complaint within a certain timeframe. If the complaint  
26 involves the Title IX Coordinator, the complaint shall be filed with the Superintendent of Schools.

27 If a complaint involves allegations of child abuse, including child abuse on school grounds, appropriate  
28 notification shall be made per the board policy on reporting child abuse.

29 Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:<sup>14</sup>

- 30 1. Provide written notice of the allegations, and the grievance process to all known parties to give  
31 the respondent time to prepare a response before an initial interview;
- 32
- 33 2. Inform the parties of the prohibition against making false statement or knowingly submitting  
34 false information;
- 35
- 36 3. Inform the parties that they may have an advisor present during any subsequent meetings; and
- 37
- 38 4. Offer supportive measures in an equitable manner to both parties.

1 If the Title IX Coordinator dismisses a complaint, written notice, including the reasons for dismissal,  
2 shall be provided to both parties simultaneously.<sup>15</sup>

### 3 **Investigations**<sup>16</sup>

4 **NOTE: While the Title IX Coordinator may serve as the investigator, the investigator, decision-**  
5 **maker, and the entity that hears appeals must all be separate persons/entities.**

6 The **Supervisor of Student Services** shall serve as the investigator and be responsible for investigating  
7 complaints in an equitable manner that involves an objective evaluation of all relevant evidence. The  
8 burden for obtaining evidence sufficient to reach a determination regarding responsibility rests on the  
9 school district and not the complainant or respondent.

10 Once a complaint is received, the Investigator shall initiate an investigation within forty-eight (48) hours  
11 of receipt of the complaint. If an investigation is not initiated within forty-eight (48) hours, the  
12 investigator shall provide the Title IX Coordinator with appropriate documentation detailing the reasons  
13 why the investigation was not initiated within the required timeframe.

14 All investigations shall be completed within twenty (20) calendar days from the receipt of the initial  
15 complaint. If the investigation is not complete within twenty (20) calendar days, the investigator shall  
16 provide the Title IX Coordinator with appropriate documentation detailing the reasons why the  
17 investigation has not been completed.

18 All investigations shall:

- 19 1. Provide an equal opportunity for the parties to present witnesses and evidence;
- 20
- 21 2. Not restrict the ability of either party to discuss the allegations under investigation or gather  
22 and present relevant evidence;
- 23
- 24 3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that  
25 seek disclosure of information protected under a legally recognized privilege unless such  
26 privilege has been waived;<sup>17</sup>
- 27
- 28 4. Provide the parties with the same opportunities to have others present during any grievance  
29 proceeding;
- 30
- 31 5. Provide to parties whose participation is requested written notice of the date, time, location,  
32 participants, and purpose of all investigative interviews, or other meetings, with sufficient time  
33 for the party to prepare to participate;
- 34
- 35 6. Provide both parties an equal opportunity to inspect and review any evidence directly related to  
36 the allegations in the formal complaint; and
- 37
- 38 7. Result in the creation of an investigative report that fairly summarizes relevant evidence.
- 39

- 1 a. Prior to the completion of the investigative report, the investigator shall send to each  
2 party the evidence subject to inspection and review. All parties shall have at least ten  
3 (10) days to submit a written response which shall be taken into consideration in  
4 creating the final report.

5 Within the parameters of the federal Family Educational Rights and Privacy Act,<sup>18</sup> the Title IX  
6 Coordinator shall keep the complainant and the respondent informed of the status of the investigation  
7 process. At the close of the investigation, a written final report on the investigation will be delivered to  
8 the parent(s)/guardian(s) of the complainant, parent(s)/guardian(s) of the respondent, and to the  
9 Superintendent of Schools.

#### 10 **Determination of Responsibility**<sup>19</sup>

11 The respondent is presumed not responsible for the alleged conduct until a determination regarding  
12 responsibility is made at the conclusion of the grievance process.<sup>20</sup> The **clear and convincing evidence**  
13 **standard** shall be used in making this determination.<sup>21</sup>

14 **The Assistant Superintendent** shall act as the decision-maker. He/she shall receive the final report of  
15 the investigation and allow each party the opportunity to submit written questions that he/she wants  
16 asked of any party or witness prior to the determining responsibility.

17 The decision-maker shall make a determination regarding responsibility and provide the written  
18 determination to the parties simultaneously along with information about how to file an appeal.

19 A substantiated charge against a student may result in corrective or disciplinary action up to and  
20 including expulsion. A substantiated charge against an employee shall result in disciplinary action up to  
21 and including termination.

22 After a determination of responsibility is made, the Title IX Coordinator shall work with the complainant  
23 to determine if further supportive measures are necessary. The Title IX Coordinator shall also determine  
24 whether any other actions are necessary to prevent reoccurrence of the harassment.

#### 25 **APPEALS**<sup>22</sup>

26 Either party may appeal from a determination of responsibility based on a procedural irregularity that  
27 affected the outcome, new evidence that was not reasonably available at the time of the determination  
28 that could affect the outcome, or an alleged conflict of interest on the part of the Title IX Coordinator or  
29 any personnel chosen to facilitate the grievance process. Appeals shall be submitted to the Title IX  
30 Coordinator within ten (10) days of a determination of responsibility.

31 Upon receipt of an appeal, the Title IX Coordinator shall:

- 32 1. Assign an impartial hearing officer within five (5) days of receipt of the appeal; and
- 33
- 34 2. Notify the parties in writing.

35 During the appeal process, the parties shall have a reasonable, equal opportunity to submit written  
36 statements. Within ten (10) calendar days, the hearing officer shall issue a written decision describing

1 the result of the appeal and the rationale for the result. The written decision shall be provided  
 2 simultaneously to both parties.

### 3 **RETALIATION**<sup>23</sup>

4 Retaliation against any person who makes a report or complaint or assists, participates, or refuses to  
 5 participate in any investigation of an act alleged in this policy is prohibited.

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#### Legal References

1. 34 CFR § 106.1
2. 34 CFR § 106.8(b),(c)
3. 34 CFR § 106.45(b)(1)(iii); 34 CFR § 106.45(b)(10)(D)
4. 34 CFR § 106.30(a)
5. 34 CFR § 106.8(a)
6. 20 USCA 1092(f)(6)(A)(v); TCA 36-3-601(10); TCA 71-6-302
7. 34 USCA 12291(a)(10)
8. 34 USCA 12291(a)(8); TCA 40-14-109
9. 34 USCA 12291(a)(30); TCA 39-17-315; TCA 36-3-601(11)
10. 34 CFR § 106.44(a)
11. 34 CFR § 106.44(c)
12. 34 CFR § 106.44(d)
13. TRR/MS 0520-02-03-.09(2); TCA 49-5-417(c)
14. 34 CFR § 106.45(b)(2)
15. 34 CFR § 106.45(b)(3)
16. 34 CFR § 106.45(b)(5); 34 CFR § 106.45(b)(1)(v)
17. 34 CFR § 106.45(b)(1)(x)
18. 20 USCA § 1232g
19. 34 CFR § 106.45(b)(7)
20. 34 CFR § 106.45(b)(1)(iv)
21. 34 CFR § 106.45(b)(1)(vii)
22. 34 CFR § 106.45(b)(8)
23. 34 CFR § 106.71

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#### Cross References

- Section 504 and ADA Grievance Procedures 1.802
- Discrimination/Harassment of Employees (Sexual, Racial,  
Ethnic, Religious) 5.500
- Staff-Student Relations 5.610
- Code of Conduct 6.300
- Student Discrimination, Harassment, Bullying, Cyber-  
bullying, and Intimidation 6.304
- Child Abuse and Neglect 6.409

## Summary of Major Provisions of the Department of Education’s Title IX Final Rule

Issue	The Title IX Final Rule: Addressing Sexual Harassment in Schools
<p>1. Notice to the School, College, University (“Schools”): Actual Knowledge</p>	<p>The Final Rule requires a K-12 school to respond whenever <i>any</i> employee has notice of sexual harassment, including allegations of sexual harassment. Many State laws also require all K-12 employees to be mandatory reporters of child abuse. For postsecondary institutions, the Final Rule allows the institution to choose whether to have mandatory reporting for all employees, or to designate some employees to be confidential resources for college students to discuss sexual harassment without automatically triggering a report to the Title IX office.</p> <p>For all schools, notice to a Title IX Coordinator, or to an official with authority to institute corrective measures on the recipient’s behalf, charges a school with actual knowledge and triggers the school’s response obligations.</p>
<p>2. Definition of Sexual Harassment for Title IX Purposes</p>	<p>The Final Rule defines sexual harassment broadly to include any of three types of misconduct on the basis of sex, all of which jeopardize the equal access to education that Title IX is designed to protect: Any instance of <i>quid pro quo</i> harassment by a school’s employee; any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).</p> <ul style="list-style-type: none"> <li>- The Final Rule prohibits sex-based misconduct in a manner consistent with the First Amendment. <i>Quid pro quo</i> harassment and Clery Act/VAWA offenses are <u>not</u> evaluated for severity, pervasiveness, offensiveness, or denial of equal educational access, because such misconduct is sufficiently serious to deprive a person of equal access.</li> <li>- The Final Rule uses the Supreme Court’s <i>Davis</i> definition (severe <i>and</i> pervasive <i>and</i> objectively offensive conduct, effectively denying a person equal educational access) as one of the three categories of sexual harassment, so that where unwelcome sex-based conduct consists of speech or expressive conduct, schools balance Title IX enforcement with respect for free speech and academic freedom.</li> <li>- The Final Rule uses the Supreme Court’s Title IX-specific definition rather than the Supreme Court’s Title VII workplace standard (severe <i>or</i> pervasive conduct creating a hostile work environment). First Amendment concerns differ in educational environments and workplace environments, and the Title IX definition provides First Amendment protections appropriate for educational institutions where students are learning, and employees are teaching. Students, teachers, faculty, and others should enjoy free speech and academic freedom protections, even when speech or expression is offensive.</li> </ul>

## Summary of Major Provisions of the Department of Education's Title IX Final Rule

<p><i>3. Sexual Harassment Occurring in a School's "Education Program or Activity" and "in the United States"</i></p>	<p>The Title IX statute applies to persons in the United States with respect to education programs or activities that receive Federal financial assistance. Under the Final Rule, schools must respond when sexual harassment occurs in the school's education program or activity, against a person in the United States.</p> <ul style="list-style-type: none"> <li>- The Title IX statute and existing regulations contain broad definitions of a school's "program or activity" and the Department will continue to look to these definitions for the scope of a school's education program or activity. Education program or activity includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sexual harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution (such as a fraternity or sorority house).</li> <li>- Title IX applies to all of a school's education programs or activities, whether such programs or activities occur on-campus or off-campus. A school may address sexual harassment affecting its students or employees that falls outside Title IX's jurisdiction in any manner the school chooses, including providing supportive measures or pursuing discipline.</li> </ul>
<p><i>4. Accessible Reporting to Title IX Coordinator</i></p>	<p>The Final Rule expands a school's obligations to ensure its educational community knows how to report to the Title IX Coordinator.</p> <ul style="list-style-type: none"> <li>- The employee designated by a recipient to coordinate its efforts to comply with Title IX responsibilities must be referred to as the "Title IX Coordinator."</li> <li>- Instead of notifying only students and employees of the Title IX Coordinator's contact information, the school must also notify applicants for admission and employment, parents or legal guardians of elementary and secondary school students, and all unions, of the name or title, office address, e-mail address, and telephone number of the Title IX Coordinator.</li> <li>- Schools must prominently display on their websites the required contact information for the Title IX Coordinator.</li> <li>- Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.</li> <li>- Such a report may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator.</li> </ul>
<p><i>5. School's Mandatory Response Obligations: The Deliberate Indifference Standard</i></p>	<p>Schools must respond promptly to Title IX sexual harassment in a manner that is not deliberately indifferent, which means a response that is not clearly unreasonable in light of the known circumstances. Schools have the following mandatory response obligations:</p> <ul style="list-style-type: none"> <li>- Schools must offer supportive measures to the person alleged to be the victim (referred to as the "complainant").</li> </ul>

## Summary of Major Provisions of the Department of Education’s Title IX Final Rule

	<ul style="list-style-type: none"> <li>- The Title IX Coordinator must promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.</li> <li>- Schools must follow a grievance process that complies with the Final Rule before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.</li> <li>- Schools must not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.</li> <li>- The Final Rule requires a school to investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator.</li> <li>- The Final Rule affirms that a complainant’s wishes with respect to whether the school investigates should be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.</li> <li>- If the allegations in a formal complaint do not meet the definition of sexual harassment in the Final Rule, or did not occur in the school’s education program or activity against a person in the United States, the Final Rule clarifies that the school must dismiss such allegations <i>for purposes of Title IX</i> but may still address the allegations in any manner the school deems appropriate under the school’s own code of conduct.</li> </ul>
<p>6. School’s Mandatory Response Obligations:  <i>Defining</i>  <i>“Complainant,”</i>  <i>“Respondent,”</i>  <i>“Formal Complaint,”</i>  <i>“Supportive Measures”</i></p>	<p>When responding to sexual harassment (e.g., by offering supportive measures to a complainant and refraining from disciplining a respondent without following a Title IX grievance process, which includes investigating formal complaints of sexual harassment), the Final Rule provides clear definitions of complainant, respondent, formal complaint, and supportive measures so that recipients, students, and employees clearly understand how a school must respond to sexual harassment incidents in a way that supports the alleged victim and treats both parties fairly.</p> <p>The Final Rule defines “complainant” as an individual <i>who is alleged to be the victim</i> of conduct that could constitute sexual harassment.</p> <ul style="list-style-type: none"> <li>- This clarifies that any third party as well as the complainant may report sexual harassment.</li> <li>- While parents and guardians do not become complainants (or respondents), the Final Rule expressly recognizes the legal rights of parents and guardians to act on behalf of parties (including by filing formal complaints) in Title IX matters.</li> </ul> <p>The Final Rule defines “respondent” as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.</p>

## Summary of Major Provisions of the Department of Education's Title IX Final Rule

	<p>The Final Rule defines “formal complaint” as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment and states:</p> <ul style="list-style-type: none"> <li>- At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the school with which the formal complaint is filed.</li> <li>- A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under the Final Rule, and by any additional method designated by the school.</li> <li>- The phrase “document filed by a complainant” means a document or electronic submission (such as by e-mail or through an online portal provided for this purpose by the school) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.</li> <li>- Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or a party during a grievance process, and must comply with requirements for Title IX personnel to be free from conflicts and bias.</li> </ul> <p>The Final Rule defines “supportive measures” as individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment.</p> <ul style="list-style-type: none"> <li>- The Final Rule evaluates a school’s selection of supportive measures and remedies based on what is not clearly unreasonable in light of the known circumstances, and does not second guess a school’s disciplinary decisions, but requires the school to offer supportive measures, and provide remedies to a complainant whenever a respondent is found responsible.</li> </ul>
<p>7. <i>Grievance Process, General Requirements</i></p>	<p>The Final Rule prescribes a consistent, transparent grievance process for resolving formal complaints of sexual harassment. Aside from hearings (see Issue #9 below), the grievance process prescribed by the Final Rule applies to all schools equally including K-12 schools and postsecondary institutions. The Final Rule states that a school’s grievance process must:</p> <ul style="list-style-type: none"> <li>- Treat complainants equitably by providing remedies any time a respondent is found responsible, and treat respondents equitably by not imposing disciplinary sanctions without following the grievance process prescribed in the Final Rule.</li> <li>- Remedies, which are required to be provided to a complainant when a respondent is found responsible, must be designed to maintain the complainant’s equal access to education and may include the same individualized services described in the Final Rule as supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.</li> <li>- Require objective evaluation of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person’s status as a complainant, respondent, or witness.</li> </ul>

## Summary of Major Provisions of the Department of Education's Title IX Final Rule

- Require Title IX personnel (Title IX Coordinators, investigators, decision-makers, people who facilitate any informal resolution process) to be free from conflicts of interest or bias for or against complainants or respondents.
- Training of Title IX personnel must include training on the definition of sexual harassment in the Final Rule, the scope of the school's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
- A school must ensure that decision-makers receive training on any technology to be used at a live hearing.
- A school's decision-makers and investigators must receive training on issues of relevance, including how to apply the rape shield protections provided only for complainants.
- Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- Recipients must post materials used to train Title IX personnel on their websites, if any, or make materials available for members of the public to inspect.
- Include reasonably prompt time frames for conclusion of the grievance process, including appeals and informal resolutions, with allowance for short-term, good cause delays or extensions of the time frames.
- Describe the range, or list, the possible remedies a school may provide a complainant and disciplinary sanctions a school might impose on a respondent, following determinations of responsibility.
- State whether the school has chosen to use the preponderance of the evidence standard, or the clear and convincing evidence standard, for all formal complaints of sexual harassment (including where employees and faculty are respondents).
- Describe the school's appeal procedures, and the range of supportive measures available to complainants and respondents.
- A school's grievance process must not use, rely on, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- Any provisions, rules, or practices other than those required by the Final Rule that a school adopts as part of its grievance process for handling formal complaints of sexual harassment, must apply equally to both parties.

## Summary of Major Provisions of the Department of Education’s Title IX Final Rule

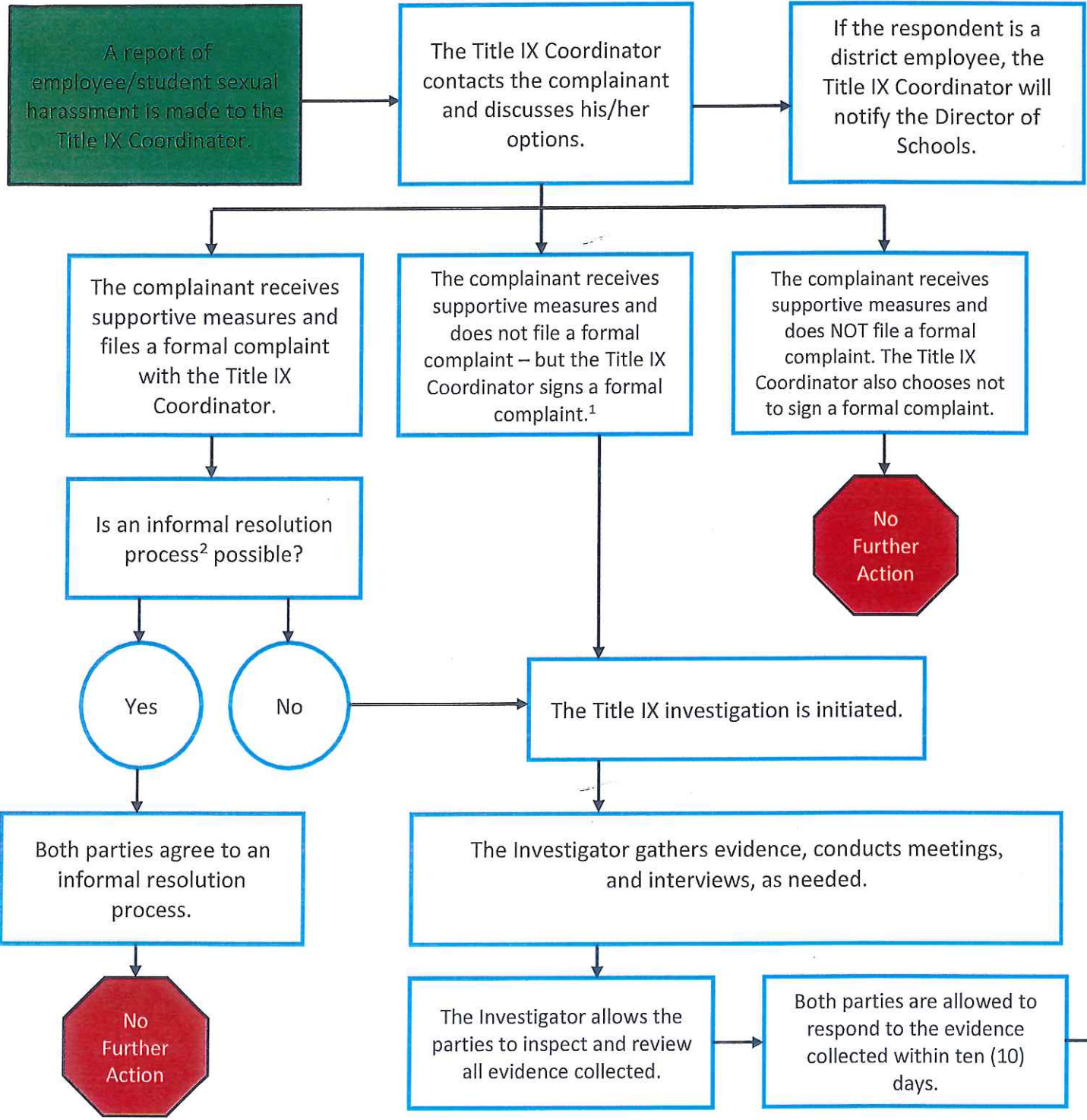
<p>8. <i>Investigations</i></p>	<p>The Final Rule states that the school must investigate the allegations in any formal complaint and send written notice to both parties (complainants and respondents) of the allegations upon receipt of a formal complaint. During the grievance process and when investigating:</p> <ul style="list-style-type: none"> <li>- The burden of gathering evidence and burden of proof must remain on schools, not on the parties.</li> <li>- Schools must provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.</li> <li>- Schools must not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no “gag orders”).</li> <li>- Parties must have the same opportunity to select an advisor of the party’s choice who may be, but need not be, an attorney.</li> <li>- Schools must send written notice of any investigative interviews, meetings, or hearings.</li> <li>- Schools must send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence.</li> <li>- Schools must send the parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 days for the parties to respond.</li> <li>- Schools must dismiss allegations of conduct that do not meet the Final Rule’s definition of sexual harassment or did not occur in a school’s education program or activity against a person in the U.S. Such dismissal is only for Title IX purposes and does not preclude the school from addressing the conduct in any manner the school deems appropriate.</li> <li>- Schools may, in their discretion, dismiss a formal complaint or allegations therein if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination.</li> <li>- Schools must give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.</li> <li>- Schools may, in their discretion, consolidate formal complaints where the allegations arise out of the same facts.</li> <li>- The Final Rule protects the privacy of a party’s medical, psychological, and similar treatment records by stating that schools cannot access or use such records unless the school obtains the party’s voluntary, written consent to do so.</li> </ul>
<p>9. <i>Hearings:</i></p>	<p>The Final Rule adds provisions to the “live hearing with cross-examination” requirement for postsecondary institutions and clarifies that hearings are optional for K-12 schools (and any other recipient that is not a postsecondary institution).</p>

## Summary of Major Provisions of the Department of Education's Title IX Final Rule

<p><i>10. Standard of Evidence &amp; Written Determination</i></p>	<p>The Final Rule requires the school's grievance process to state whether the standard of evidence to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard. The Final Rule makes each school's grievance process consistent by requiring each school to apply the same standard of evidence for all formal complaints of sexual harassment whether the respondent is a student or an employee (including faculty member).</p> <ul style="list-style-type: none"> <li>- The decision-maker (who cannot be the same person as the Title IX Coordinator or the investigator) must issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant.</li> <li>- The written determination must be sent simultaneously to the parties along with information about how to file an appeal.</li> </ul>
<p><i>11. Appeals</i></p>	<p>The Final Rule states that a school must offer both parties an appeal from a determination regarding responsibility, and from a school's dismissal of a formal complaint or any allegations therein, on the following bases: procedural irregularity that affected the outcome of the matter, newly discovered evidence that could affect the outcome of the matter, and/or Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter.</p> <ul style="list-style-type: none"> <li>- A school may offer an appeal equally to both parties on additional bases.</li> </ul>
<p><i>12. Informal Resolution</i></p>	<p>The Final Rule allows a school, in its discretion, to choose to offer and facilitate informal resolution options, such as mediation or restorative justice, so long as both parties give voluntary, informed, written consent to attempt informal resolution. Any person who facilitates an informal resolution must be well trained. The Final Rule adds:</p> <ul style="list-style-type: none"> <li>- A school may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. Similarly, a school may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.</li> <li>- At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.</li> <li>- Schools must not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.</li> </ul>

## Summary of Major Provisions of the Department of Education's Title IX Final Rule

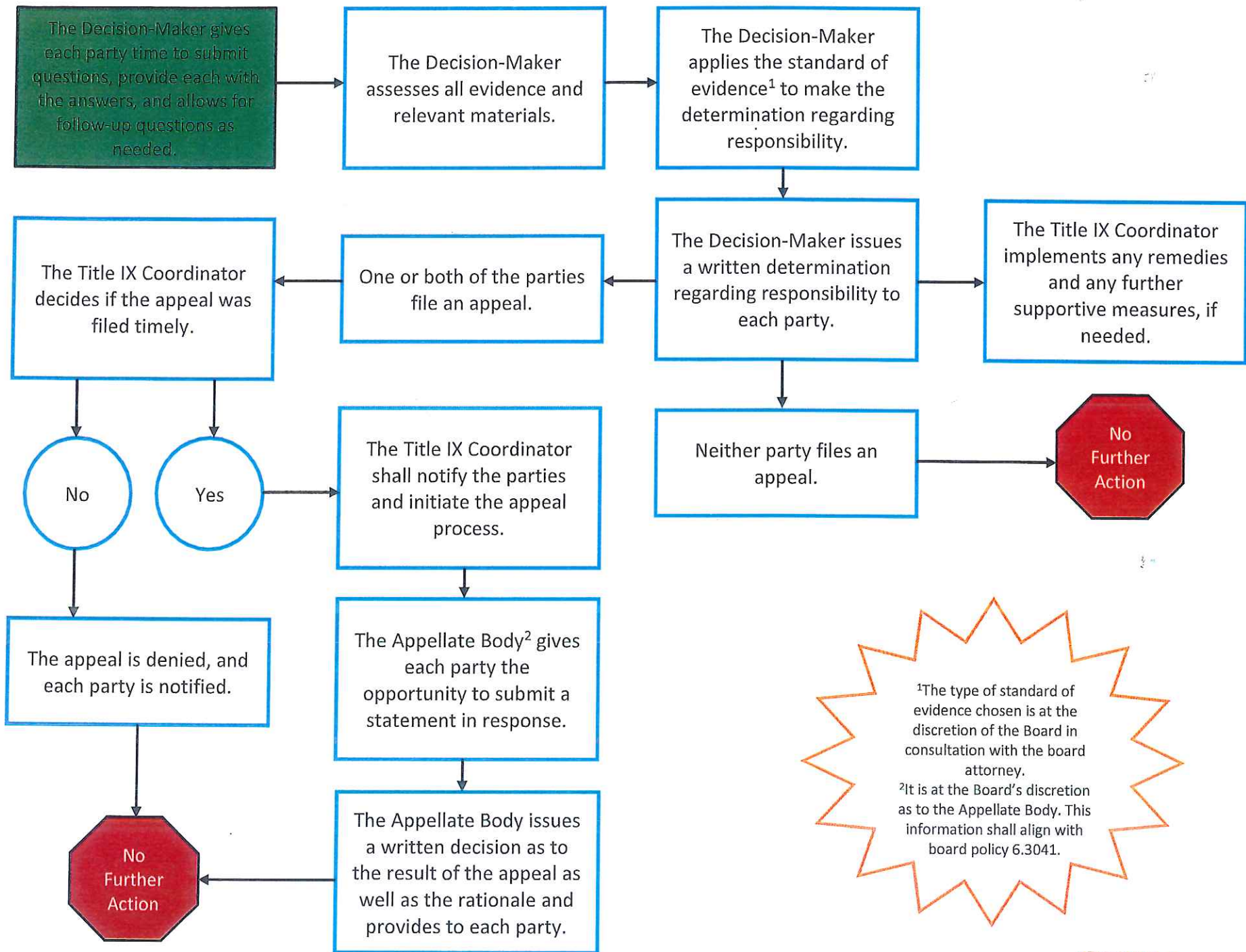
<p><i>13. Retaliation Prohibited</i></p>	<p>The Final Rule expressly prohibits retaliation.</p> <ul style="list-style-type: none"><li>- Charging an individual with code of conduct violations that do not involve sexual harassment, but arise out of the same facts or circumstances as a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX constitutes retaliation.</li><li>- The school must keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding.</li><li>- Complaints alleging retaliation may be filed according to a school's prompt and equitable grievance procedures.</li><li>- The exercise of rights protected under the First Amendment does not constitute retaliation.</li><li>- Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding does not constitute retaliation; however, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.</li></ul>
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<sup>1</sup>The Title IX Coordinator has the option of signing a formal complaint when he/she believes it is clearly unreasonable not to investigate allegations.

<sup>2</sup>Under the federal regulations, an informal resolution process is optional. If you do choose to add this as an option, modify your board policy.





<sup>1</sup>The type of standard of evidence chosen is at the discretion of the Board in consultation with the board attorney.

<sup>2</sup>It is at the Board's discretion as to the Appellate Body. This information shall align with board policy 6.3041.

# Bedford County Board of Education

Monitoring:  Review: Annually, in April	Descriptor Term:  <b>Student Discrimination, Harassment, Bullying, Cyber-bullying and Intimation</b>	Descriptor Code: <b>6.304</b>	Issued Date: <b>07/21/20</b>
		Rescinds: <b>6.304</b>	Issued: <b>06/19/18</b>

1 ~~The Bedford County School District's Board of Education has determined that a safe, civil, and~~  
2 ~~supportive environment in school is necessary for students to learn and achieve high academic~~  
3 ~~standards. In order to maintain that environment, acts of bullying, cyber-bullying, discrimination,~~  
4 ~~harassment, hazing or any other victimization of students, based on any actual or perceived traits or~~  
5 ~~characteristics are strictly prohibited.<sup>4</sup>~~

6 ~~It is the policy of the Bedford County Board of Education not to discriminate on the basis of sex, race,~~  
7 ~~national origin, creed, age, marital status or disability in its educational programs, activities or~~  
8 ~~employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972~~  
9 ~~Educational Amendments and Section 504 of the Federal Rehabilitations Act of 1973.~~

10 ~~Accordingly, students shall be provided a learning environment free from sexual, racial, ethnic,~~  
11 ~~disability and religious discrimination/harassment. It shall be a violation of this policy for any~~  
12 ~~employee or any student to discriminate against or harass a student through disparaging conduct or~~  
13 ~~communication that is sexual, racial, ethnic, disability related or religious in nature. It shall also be a~~  
14 ~~violation of this policy for any teacher, administrator, or other school personnel to tolerate~~  
15 ~~discrimination/harassment against any student.<sup>2</sup>~~

16 **In order to maintain a safe, civil, and supportive environment in school for students to learn and**  
17 **achieve high academic standards, acts of bullying, cyber-bullying, discrimination, harassment,**  
18 **intimidation, hazing, or any other victimization of students, based on any actual or perceived traits or**  
19 **characteristics, are prohibited.<sup>1</sup>**

20 This policy shall be disseminated annually to all school staff, students and **parent(s)/guardian(s)**. This  
21 policy shall cover employees, employees' behaviors, students and students' behaviors while on school  
22 property, at any school-sponsored activity, on school-provided ~~or personal equipment~~ or transportation,  
23 or at any official school bus stop ~~immediately before boarding and immediately following de-boarding,~~  
24 ~~if the act either physically harms a student or damages his/her property, or knowingly places the~~  
25 ~~student in reasonable fear of such, causes emotional distress to a student or students, or creates a~~  
26 ~~hostile educational environment. If the act takes place off school property or outside of a school-~~  
27 ~~sponsored activity, this policy is in effect if the conduct is directed specifically at a student or students~~  
28 ~~and has the effect of creating a hostile educational environment or otherwise creating a substantial~~  
29 ~~disruption to the education environment or learning process. These acts may also take place through~~  
30 ~~electronic means.<sup>3</sup>~~

31 Building administrators/**designees** are responsible for educating and training their respective staff and  
32 students as to the definition and recognition of violations of this policy **discrimination/harassment.<sup>3</sup>**

1 The Superintendent of Schools shall develop forms and procedures to ensure compliance with the  
2 requirements of this policy and state law.

### 3 **DEFINITIONS<sup>4</sup>**

4 ~~Harassing conduct may take many forms, including verbal acts and name calling; graphic and written~~  
5 ~~statements, which may include use of cellular telephones or the Internet; or other conduct that may be~~  
6 ~~physically threatening, harmful or humiliating. Harassment does not have to include intent to harm, be~~  
7 ~~directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment~~  
8 ~~when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a~~  
9 ~~student's ability to participate in or benefit from the services, activities, or opportunities offered by~~  
10 ~~Bedford County Schools.~~

11 ~~Discrimination or harassment may be conduct, advances, gestures or words, either written or spoken,~~  
12 ~~of a sexual, racial, ethnic, religious nature or disability related, which:~~

- 13 1. ~~Unreasonably interferes with the student's work or education opportunities; or~~
- 14 2. ~~Creates an intimidating, hostile or offensive learning environment; or~~
- 15 3. ~~Implies that submission to such conduct is made an explicit or implicit term of receiving grades~~  
16 ~~or credit; or~~
- 17 4. ~~Implies that submission to or rejection of such conduct will be used as a basis for determining~~  
18 ~~the student's grades and/or participation in a student activity.~~

19 ~~Bullying or intimidation may be defined as any act~~ **"Bullying/Intimidation/Harassment" is an act** that  
20 substantially interferes with a student's educational benefits, opportunities, or performance, and the act  
21 has the effect of:

- 22 1. Physically harming a student or damaging a student's property;
- 23 2. Knowingly placing a student or students in reasonable fear of physical harm to the student or  
24 damage to the student's property;
- 25 3. Causing emotional distress to a student ~~or students~~; or
- 26 4. Creating a hostile educational environment.

27 Bullying, intimidation or harassment may also be unwelcome conduct based on a protected class (race,  
28 nationality, origin, color, ~~gender~~ **sex**, age, disability, religion) that is severe, pervasive, or persistent  
29 and creates a hostile environment.

30 Cyberbullying is a form of bullying undertaken through the use of electronic devices. Electronic  
31 devices include, but are not limited to, telephones, cellular phones or other wireless telecommunication  
32 devices, text messaging, email, social networking sites, instant messaging, videos, web sites or fake  
33 profiles.

34 Hazing is an intentional or reckless act by a student or group of students that is directed against any  
35 other student(s) that endangers the mental or physical health or safety of the student(s) or that induces  
36 or coerces a student to endanger his/her mental or physical health or safety. Coaches and other  
37 employees of the school district shall not encourage, permit, condone or tolerate hazing activities.<sup>4 5</sup>

1 Hazing does not include customary athletic events or similar contests or competitions and is limited to  
2 those actions taken and situations created in connection with initiation into or affiliation with any  
3 organization.

#### 4 **COMPLAINTS AND INVESTIGATIONS**

5 ~~Alleged victims of sexual, racial, ethnic, disability and religious discrimination or harassment or~~  
6 ~~bullying or intimidation or cyberbullying shall report these incidents immediately to a teacher,~~  
7 ~~counselor, or building administrator.<sup>5</sup> Likewise, alleged victims of gender based discrimination in the~~  
8 ~~school system's athletic programs shall report such matter(s) immediately to a coach, teacher,~~  
9 ~~counselor or building administrator. All complaints related to gender based discrimination in athletic~~  
10 ~~programs will be filed and administered in accordance with this policy.~~

11 **Any individual who has knowledge of behaviors that may constitute a violation of this policy shall**  
12 **promptly report such information to the principal/designee.<sup>6</sup>**

13 ~~The privacy and anonymity of all parties and witnesses to complaints will be respected. However,~~  
14 ~~because an individual's need for confidentiality must be balanced with obligations to cooperate with~~  
15 ~~police investigations or legal proceedings, to provide due process to the accused, to conduct a thorough~~  
16 ~~investigation or to take necessary action to resolve a complaint, the identity of parties and witnesses~~  
17 ~~may be disclosed in appropriate circumstances to individuals with a need to know.~~

18 **While reports may be made anonymously, an individual's need for confidentiality shall be balanced**  
19 **with obligations to cooperate with police investigations or legal proceedings, to provide due process to**  
20 **the accused, to conduct a thorough investigation, or to take necessary actions to resolve a complaint.**  
21 **The identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with**  
22 **a need to know.**

23 The principal/designee at each school shall be responsible for investigating and resolving complaints.  
24 Once a **complaint report** is received, the principal/designee shall initiate an investigation within forty-  
25 eight (48) hours of receipt of the report.<sup>6</sup> If a report is not initiated within forty-eight (48) hours, the  
26 principal/designee shall provide the Superintendent of Schools with appropriate documentation  
27 detailing the reasons why the investigation was not initiated within the required timeframe.<sup>6,7</sup> The  
28 principal/designee shall **immediately** notify the parent/legal guardian ~~within twenty-four (24) hours~~  
29 when a student is involved in an act of discrimination, harassment, intimidation, bullying, or  
30 cyberbullying. The principal/designee shall provide information on district counseling and support  
31 services. Students involved in an act of discrimination, harassment, intimidation, bullying, or  
32 cyberbullying shall be referred to the appropriate school counselor by the principal/designee when  
33 deemed necessary.<sup>1,6,8</sup>

34 The principal/designee is responsible for determining whether an alleged act constitutes a violation of  
35 this policy, and such act shall be held to violate this policy when it meets one of the following  
36 conditions:

- 37 •It places the student in reasonable fear or harm for the student's person or property;  
38 •It has a substantially detrimental effect on the student's physical or mental health;

- 1 •It has the effect of substantially interfering with the student’s academic performance; or  
2 •It has the effect of substantially interfering with the student’s ability to participate in or benefit from  
3 the services, activities, or privileges provided by a school.

4 ~~It is the policy of the Bedford County School District to provide for adequate, reliable and impartial~~  
5 ~~investigation of written and oral complaints. Investigation of written and oral complaints includes the~~  
6 ~~opportunity for both the complainant and the alleged perpetrator to present witnesses and evidence.~~

7 Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and  
8 complete investigation of each alleged incident. All investigations shall be completed and appropriate  
9 intervention taken within twenty (20) calendar days from the receipt of the initial report.<sup>6 7</sup> If the  
10 investigation is not complete or intervention has not taken place within twenty (20) calendar days, the  
11 principal/designee shall provide the Superintendent of Schools with appropriate documentation  
12 detailing the reasons why the investigation has not been completed or the appropriate intervention has  
13 not taken place.<sup>6 7</sup> Within the parameters of the federal Family Educational Rights and Privacy Act  
14 (FERPA)<sup>9</sup> at 20 U.S.C. §1232g, a written report on the investigation will be delivered to ~~the parent of~~  
15 ~~the complainant, parents of the accused students~~ **all involved parties** and to the Superintendent of  
16 Schools.

17 ~~The principal/designee shall provide written notice of the outcome of the complaint and subsequent~~  
18 ~~investigation to the complainant and the alleged perpetrator. It is the policy of the Bedford County~~  
19 ~~Board of Education to take measured steps to prevent the recurrence of any discrimination and/or~~  
20 ~~harassment as well as to remedy discriminator effects on the complainant and others, if appropriate.~~

21 ~~Notice of the grievance procedures, including where complaints may be filed, shall be disseminated~~  
22 ~~annually to all school staff and published in the parent/student handbook distributed annually to every~~  
23 ~~student.~~

## 24 **RESPONSE AND PREVENTION<sup>10</sup>**

25 School administrators shall consider the nature and circumstances of the incident, the age of the  
26 ~~violate~~ **individual**, the degree of harm, previous incidences or patterns of behavior, or any other  
27 factors, as appropriate to properly respond to each situation.

28 A substantiated charge against an employee shall result in disciplinary action up to and including  
29 termination. **The employee may appeal his decision by contacting the Federal Rights Coordinator or**  
30 **the Supervisor of Student Services.**

31 A substantiated charge against a student may result in corrective or disciplinary action up to and  
32 including suspension. **The student may appeal this decision in accordance with disciplinary policies**  
33 **and procedures.**

34 ~~An employee disciplined for violation of this policy may appeal the decision by contacting the Federal~~  
35 ~~Rights Coordinator. Any student disciplined for violation of this policy may appeal the decision in~~  
36 ~~accordance with disciplinary policies and procedure.~~

37

## 1 **REPORTS**

2 When a complaint is filed alleging a violation of this policy where there is physical harm or the threat  
3 of physical harm to a student or a student's property, the principal/designee of each middle school,  
4 junior high school, or high school shall report the findings and any disciplinary actions taken to the  
5 Superintendent of Schools and the chair of the Board of Education.<sup>11</sup>

6 By July 1 of each year, the Superintendent of Schools/designee shall prepare a report of all of the  
7 bullying cases brought to the attention of school official during the prior academic year. The report  
8 shall also indicate how the cases were resolved and/or the reasons they are still pending. This report  
9 shall be presented to the Board of Education at its regular July meeting, and it shall be submitted to the  
10 State Department of Education by August 1st.<sup>12</sup>

11 ~~The Superintendent of Schools shall develop forms and procedures to ensure compliance with the~~  
12 ~~requirements of this policy and Tenn. Code Ann. §49-6-4503.~~

## 13 **RETALIATION AND FALSE ACCUSATIONS**

14 ~~There will be no retaliation against any person who reports or assists in any investigation of an act~~  
15 ~~alleged in this policy. The consequences and appropriate remedial action for a person who engages in~~  
16 ~~retaliation shall be determined by the administrator after consideration of the nature, severity, and~~  
17 ~~circumstances of the act.~~

18 ~~However, any employee who refuses to cooperate or gives false information during the course of any~~  
19 ~~investigation may be subject to disciplinary action. The willful filing of a false report will itself be~~  
20 ~~considered harassment and will be treated as such.~~

21 **Retaliation against any person who reports or assists in any investigation of an act alleged in this**  
22 **policy is prohibited. The consequences and appropriate remedial action for a person who engages in**  
23 **retaliation shall be determined by the principal/designee after consideration of the nature, severity, and**  
24 **circumstances of the act.**<sup>13</sup>

25 False accusations accusing another person of having committed an act prohibited under this policy are  
26 prohibited. The consequences and appropriate remedial action for a person found to have falsely  
27 accused another may range from positive behavioral interventions up to and including ~~suspension and~~  
28 ~~expulsion.~~<sup>14</sup>

29

30

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### Legal References

1. TCA ~~49-6-3109~~; 49-6-4503 (a), (b) (3)
2. TCA 49-6-4503(b) (11) ~~Title VII+~~  
~~29 CFR § 1604.11~~

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### Cross References

Appeals to and Appearances Before the Board 1.404

- |   |   |
|---|---|
| 3. <del>TCA 49-6-4503(b) (12) Title IX</del><br><del>(20 U.S.C. §§ 1681-1686)</del> | Section 504 and ADA Grievance<br>Procedures 1.802                 |
| 4. <del>TCA 49-6-4503(b) (2), (13) TCA</del><br><del>49-2-120</del>                 | Staff-Student Relations 5.610                                     |
| 5. <del>TCA 49-2-120 TCA 49-6-1014-1019</del>                                       | Student Goals 6.100   |
| 6. <del>TCA 49-6-4503(b) (5) Public Acts</del><br><del>of 2016; Chp. No. 783</del>  | Title IX & Sexual Harassment 6.3041                               |
| 7. <del>TCA 49-6-4503(b) (6)</del>  | Code of Conduct 6.300   |
| 8. <del>TCA 49-6-4503(b) (14)</del>   | Student <del>Complaints and Grievances</del><br>Concerns 6.305    |
| 9. <del>20 USCA §1232g</del>  | <del>Child Abuse and Neglect Reporting Child</del><br>Abuse 6.409 |
| 10. <del>TCA 49-6-4503(b) (4), (7)-(8)</del>  | Student Suicide Prevention 6.415                                  |
| 11. <del>TCA 49-6-4503 (d) (3)</del>  | <del>Discipline Procedures 6.313</del>                            |
| 12. <del>TCA 49-6-4503 (c) (2) (B)</del>  |   |
| 13. <del>TCA 49-6-4503 (b) (9)</del>  |   |
| 14. <del>TCA 49-6-4503 (b) (10)</del>   |   |

# Bedford County Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Student Concerns</b>	Descriptor Code: <b>6.305</b>	Issued Date: <b>07/21/20</b>
		Rescinds:	Issued: <b>06/19/18</b>

1 Decisions made by school personnel, such as aides, teachers, or assistant principals, which students  
2 believe are unfair or in violation of pertinent policies of the Board or individual school rules may be  
3 appealed to the school principal/designee. To appeal, students shall contact the principal's office in  
4 their school and provide their name, the issue, and the reason for their appeal on a printed form  
5 available at the school office, within two (2) days. The appeal shall be decided confidentially and  
6 promptly, preferably within \_\_\_ school days.

7 However, if the principal does not make a decision within \_\_\_ school days, students or  
8 parent(s)/guardian(s) may appeal at that time by contacting the Superintendent of Schools/designee at  
9 the central office. The information provided should include the student's name, the school, and a  
10 description of the problem.

11 An investigation and decision shall be made within two (2) school days and communicated to the  
12 school principal and student by telephone. A written copy of the decision also shall be sent to the  
13 student and the principal.

14 ~~Filing a Complaint - Any student of this school district who wishes~~  
15 ~~to file a discrimination and/or harassment grievance against another~~  
16 ~~student or an employee of the district may file a written or oral~~  
17 ~~(recorded, if possible) complaint with a complaint manager.<sup>†</sup> Students~~  
18 ~~may also report an allegation of discrimination and/or harassment to~~  
19 ~~any teacher or other adult employed in the school who shall inform a~~  
20 ~~complaint manager of the allegation. The complaint should include~~  
21 ~~the following information:~~

22 ~~\_\_\_\_\_ Identity of the alleged victim and person accused;~~

23 ~~\_\_\_\_\_ Location, date, time and circumstances surrounding the~~  
24 ~~alleged incident;~~

25 ~~\_\_\_\_\_ Description of what happened;~~

26 ~~\_\_\_\_\_ Identity of witnesses; and~~

27 ~~\_\_\_\_\_ Any other evidence available.~~

28 ~~Notice of the grievance procedures, including where complaints may~~  
29 ~~be filed, shall be disseminated annually to all school staff and~~

1 ~~published in the parent/student handbook distributed annually to~~  
2 ~~every student.~~

3 ~~Investigation~~

4 ~~When responding to discrimination and/or harassment, it is the~~  
5 ~~policy of the Bedford County School District to take immediate and~~  
6 ~~appropriate action to investigate or otherwise determine what~~  
7 ~~occurred. The specific steps in an investigation will vary~~  
8 ~~depending upon the nature of the allegations, the source of the~~  
9 ~~complaint, the age of the student(s) involved, the size and~~  
10 ~~administrative structure of the school, and other factors.~~

11 ~~It is the policy of Bedford County School District to provide for~~  
12 ~~adequate, reliable and impartial investigation of written and oral~~  
13 ~~complaints. Investigation of written and oral complaints includes~~  
14 ~~the opportunity for both the complainant and the alleged perpetrator~~  
15 ~~to present witnesses and evidence.~~

16 ~~Within twenty-four (24) hours of receiving the student's complaint,~~  
17 ~~the complaint manager shall notify the complaining student's~~  
18 ~~parent/guardian and the principal who shall inform the~~  
19 ~~superintendent of schools and once the complaint has been received,~~  
20 ~~the principal/designee shall initiate an investigation within forty-~~  
21 ~~eight (48) hours of receipt of the report. If a report is not~~  
22 ~~initiated within forty eight (48) hours, the principal/designee~~  
23 ~~shall provide the superintendent of schools with appropriate~~  
24 ~~documentation detailing the reasons why the investigation was not~~  
25 ~~initiated within the required timeframe.<sup>2</sup> The parent/guardian shall~~  
26 ~~be given notice of the right to attend an interview of the student~~  
27 ~~in a non-intimidating environment in order to elicit full disclosure~~  
28 ~~of the student's allegations. This interview shall take place~~  
29 ~~within five (5) days from the time the complaint was first made. If~~  
30 ~~no parent/guardian attends the interview, another adult, mutually~~  
31 ~~agreed upon by the student and the complaint manager, shall attend~~  
32 ~~and may serve as the student's advocate. After a complete~~  
33 ~~investigation, if the allegations are substantiated, immediate and~~  
34 ~~appropriate corrective or disciplinary action shall be initiated.~~

35 ~~The privacy and anonymity of all parties and witnesses to complaints~~  
36 ~~will be respected. However, because an individual's need for~~  
37 ~~confidentiality must be balanced with obligations to cooperate with~~  
38 ~~police investigations or legal proceedings, to provide due process~~  
39 ~~to the accused, to conduct a thorough investigation or to take~~  
40 ~~necessary actions to resolve a complaint, the identity of parties~~  
41 ~~and witnesses may be disclosed in appropriate circumstances to those~~  
42 ~~individuals with a need to know.~~

1 ~~The complaint and identity of the complainant will not be disclosed~~  
2 ~~except (1) as required by law or this policy; or (2) as necessary to~~  
3 ~~fully investigate the complaint; or (3) as authorized by the~~  
4 ~~complainant. A school representative will meet with and advise the~~  
5 ~~complainant regarding the findings, and whether corrective measures~~  
6 ~~and/or disciplinary action were taken. The investigation and~~  
7 ~~response to the complainant will be completed within twenty (20)~~  
8 ~~calendar days. Copies of the report will be sent to the student,~~  
9 ~~principal, Federal Rights Coordinator and the superintendent of~~  
10 ~~schools. One copy shall be kept in the complaint manager's file for~~  
11 ~~one (1) year beyond the student's eighteenth (18<sup>th</sup>) birthday. The~~  
12 ~~superintendent of schools shall keep the Board informed of all~~  
13 ~~complaints.~~

14 ~~The complaint manager shall provide written notice of the outcome of~~  
15 ~~the complaint and subsequent investigation to the complainant and~~  
16 ~~the alleged perpetrator. It is the policy of the Bedford County~~  
17 ~~Board of Education to take measured steps to prevent the recurrence~~  
18 ~~of any discrimination/harassment as well as to remedy discriminatory~~  
19 ~~effects on the complainant and others, if appropriate.~~

20 ~~*Decision and Appeal* - If the complainant is not in agreement with~~  
21 ~~the findings of fact as reported by the complaint manager, an appeal~~  
22 ~~may be made, within five (5) work days to the superintendent of~~  
23 ~~schools. The superintendent of schools will review the~~  
24 ~~investigation, make any corrective action deemed necessary and~~  
25 ~~provide a written response to the complainant. If the complainant~~  
26 ~~is not in agreement with the superintendent of schools finding of~~  
27 ~~the fact, appeal may be made to the Board of Education within five~~  
28 ~~(5) work days. The Board shall, within thirty (30) days from the~~  
29 ~~date the appeal was received, review the investigation and the~~  
30 ~~actions of the superintendent of schools and may support, amend or~~  
31 ~~overturn the actions based upon review and report their decision in~~  
32 ~~writing to the complainant.~~

33 **~~APPOINTING COMPLAINT MANAGERS~~**

34 ~~The superintendent of schools shall appoint at least two complaint~~  
35 ~~managers, one of each gender for each school. The Federal Rights~~  
36 ~~Coordinator may serve as a complaint manager. The superintendent of~~  
37 ~~schools shall insert into this policy the names, addresses and~~  
38 ~~telephone numbers of current complaint managers (see note). Contact~~  
39 ~~a complaint manager by calling 931-684-3284, Connie Boutwell or~~  
40 ~~Barry Bennett located at 500 Madison Street, Shelbyville, TN 37160.~~  
41 ~~This policy shall be published in the parent/student handbook~~  
42 ~~distributed annually to every student.~~

1 ~~Building administrators are responsible for educating and training~~  
2 ~~their staff and students as to the definition and recognition of~~  
3 ~~discrimination/harassment.~~

4 ~~(Note: Title IX regulations require districts to identify the name,~~  
5 ~~address and telephone number of the person who is responsible for~~  
6 ~~coordinating the district's compliance efforts. A policy should not~~  
7 ~~be adopted with a person's name in it: rather the identifying~~  
8 ~~information can be added and amended as necessary.)~~

9  
10  
11  
12  
13

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Legal References

1. ~~Title IX, Education Amendment of 1972, 20 U.S.C. §1681, et seq.~~
2. ~~Public Acts of 2016, Chapter No. 783~~

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Cross References

- Appeals to & Appearances Before the Board 1.404
- ~~Section 504 & ADA Grievance Procedures 1.802~~
- Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation of Students 6.304
- Title IX & Sexual Harassment 6.3041

Community Elementary					
Date: 07-14-2020					

Barcode #	*Item Description	*Quantity (# of #)	Manufacturer	Make / Model	Serial No.
59826	Laptop	1 of 2	Dell	Latitude 3150	
33618	Laptop	2 of 2			
53496	Printer	1 of 5	Brother	HL6180 DW	
53498	Printer	2 of 5	Brother	HL6180 DW	
53499	Printer	3 of 5	Brother	HL6180 DW	
53500	Printer	4 of 5	Brother	HL6180 DW	
53720	Printer	5 of 5	Brother	HL6180 DW	
38861	Desktop PC	1 of 8	Dell	Optiplex 380 CPU	
38864	Desktop PC	2 of 8	Dell	Optiplex 380 CPU	
41460	Desktop PC	3 of 8	Dell	Optiplex 380 CPU	
41505	Desktop PC	4 of 8	Dell	Optiplex 380 CPU	
30332	Desktop PC	5 of 8	Howard	G41BMKB CPU	
31323	Desktop PC	6 of 8	Howard	G41BMKB CPU	
33367	Desktop PC	7 of 8	Howard	G41BMKB CPU	
33580	Desktop PC	8 of 8	Howard	G41BMKB CPU	
30281	Document Camera	1 of 1	Epson	ELPDC10S	
41486	Laptop	1 of 2	Dell	Latitude E5520	
41490	Laptop	2 of 2	Dell	Latitude E5520	
38858	Monitor	1 of 14	Dell	P190S	
38866	Monitor	2 of 14	Dell	P190S	
41499	Monitor	3 of 14	Dell	P190S	
41503	Monitor	4 of 14	Dell	P190S	
41504	Monitor	5 of 14	Dell	P190S	
50839	Monitor	6 of 14	Dell	P1913S	
33363	Monitor	7 of 14	Viewsonic	VA1932wm	
33368	Monitor	8 of 14	Viewsonic	VA1932wm	
33562	Monitor	9 of 14	Viewsonic	VA1932wm	
33564	Monitor	10 of 14	Viewsonic	VA1932wm	
33581	Monitor	11 of 14	Viewsonic	VA1932wm	
31322	Monitor	12 of 14	CTL	196UW MONITOR	
51677	Monitor	13 of 14	Dell	P1913S	
30331	Monitor	14 of 14	Viewsonic	VA1932wm	
All of this is together as a unit:					
44800	Cisco Telepresence	1 of 1	Cisco	CISCO EX60 TelePresence System	
44799	not showing up in Destiny				
52352	Laptop		Lenovo	LENOVO THINKPAD W530 LAPTOP	

NA	Box of keyboards / mice				
NA	2 old TVs				
NA	2 old overhead projectors				


<b>Destiny Status</b>
Ready for Disposal
NOT IN DESTINY
Ready for Disposal
Ready for Disposal
Ready for Disposal
Ready for Disposal
Ready for Disposal
Ready for Disposal
Ready for Disposal
Ready for Disposal
Ready for Disposal
Ready for Disposal
Ready for Disposal
Ready for Disposal
Ready for Disposal
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Ready for Disposal

N/A
N/A
N/A

*Bedford County Board of Education*  
July 2020

FOR YOUR INFORMATION

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Department of Education Personnel Matters

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Certified Staff

**Resignation:**

Grissom Davis	Taylor	BCLA	Language Reading
Abbott	Lucie	Cascade Middle	Teacher
Davis	Elizabeth	Central Office	Instructional Supervisor
Dodson	Charles	Harris Middle	7th Science
Wroten	Haley	Harris Middle	8th Math
Davis	Eric	Liberty	6th Science
Austin	Jeremy	SCHS	First Aid and Safety
Bradley	Kasey	Southside	Guidance

**Termination:**

**Retirement:**

Bates	Corey	Southside	ESL Teacher
Gilmore	Jeffrey	Cascade/Community High	Drivers Education
Gilmore	Linda	Community Elem.	Title Interventionist

**Rehired:**

Domergue	Jean	Cascade Elem.	Kindergarten
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**In-System Transfers:**

Brown	Anna Jones	Community Elem.	4th Grade
Brymer	Lindsay	Cascade Elem.	4th Grade
Hampton	Kendall	Cascade High	RTI
Stone	Belinda Susan	Central Office	Sp.Ed. Compliance Liaison
Street	Jessica	Community Elem.	1st Grade
Dennis	Kelsey	Community Middle	Librarian
Spain	Amanda	Community Middle	6th-8th Math
Simons	Jennifer	Eastside	Assistant Principal
Napper	Carolee	Learning Way	Pre K
Phillips	Sheila	Learning Way	5th Grade
Taylor	Storm	Liberty	5th Grade

*Bedford County Board of Education*  
July 2020

**FOR YOUR INFORMATION**

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**Department of Education Personnel Matters**

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**Certified Staff**

**In-System Transfers:**

Whitworth	Casey	SCHS	Biology
Thompson	Susannah	Southside	Guidance
Butts	Lee Ann	System Wide	Instructional Coach
Smith	Riley	Thomas Magnet	2nd Grade
Ward	Logann	Thomas Magnet	Sp.Ed. Pre K

**Changes:**

Banks	Connie	Eakin	1st Grade
Gardner	Michelle	Cascade Elem.	5th Math Job Share
Casamassima	Colleen	Community Elem.	Instructional Coach
Mangrum	Teresa	Community Elem.	RTI Intervention
Redden	Susan	Community Elem.	Librarian
Byrom	Misty	Eakin	Pre K
Aymett	Regan	Eakin	Instructional Coach
Myers	Katie	Eastside	Instructional Coach
Robinson	Amanda	Eastside	Librarian
Evelt	Ashley	Harris Middle	RTI Intervention
Harmon	Sandra	Harris Middle	RTI Intervention
Show	Tracy	Harris Middle	6th-8th ELA
Magloire	Millissa	Liberty	7th ELA

**New Employees:**

Smith	Madison	SCHS Vocational	CTE Agriculture
Demonbreum	Janie	Cascade Elem.	5th Grade
Mansfield	Victoria	Cascade Elem.	5th Grade
Lawson	Renee	Cascade Elem.	Guidance
Lawson	Christopher	Cascade High	P.E. Wellness
Pace	Olga	Cascade High	Spanish
Bennett	Misty	Cascade Middle	Guidance -- Job Embedded
Nerren	Heather	Cascade Middle	8th ELA
Engle	Lanita	Cascade Middle	6th ELA
Cummings	Erica	Community Elem.	1st Grade
Martin	Kaycee	Community High	CTE Health Services
Slaughter	Christopher	Community High	Drivers Education

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**FOR YOUR INFORMATION**

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**Department of Education Personnel Matters**

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**Certified Staff**

**New Employees:**

Blackmon	Cassidy	Eakin	4th Grade Science/Social Studies
Carlton	Dallas	Eakin	3rd Grade
Gochee	Alexi	Eakin	3rd Grade
Jackson	April	Eakin	Kindergarten
Smith	Brooke	Eakin	4th Grade
Jones	Shelby	Eakin	4th Grade
Ritz	Ashley	Eakin	1st Grade
Bobo	Maria	Eastside	Guidance
Bearden	Taylor	Harris Middle	6th-8th Science
Conner	Chelsea	Harris Middle	6th-8th Math
Harvey	Thomas Allen	Harris Middle	6th-8th ELA --Job Embedded
Martin	Malcolm	Harris Middle	6th-8th Math
Ritz	Richard	Harris Middle	6th-8th Special Ed. --Job Embedded
Whitaker	Melynda	Harris Middle	Instructional Coach
Williams	Brian Colt	Harris Middle	6th-8th Math --Job Embedded
Canada	Kayla	Learning Way	Kindergarten
Hays	Jennifer Desiree	Learning Way	ESL
Hill	Kayla	Learning Way	3rd Grade
Venkatraman	Brooke	Learning Way	2nd Grade
Deal	Clarissa	Liberty	8th Math
Lynch	David	SCHS	English --Job Embedded
Tate	Cecilia	SCHS	Special Education
Merlo	Tyler	SCHS	History -- Job Embedded
Allen	Christy	Shelbyville Central High	Special Education
Canada	Jonathan	Shelbyville Central High	Math
Dowland	Adam	Shelbyville Central High	P.E. Wellness
Dryden	John	Shelbyville Central High	P.E. Wellness
Short	Daniel Hunter	Shelbyville Central High	P.E. Wellness
Hofer	Sharron	System-wide	Instructional Coach
Cook	Whitney	Thomas Magnet	Sp. Ed. Assistant

*Bedford County Board of Education*  
July 2020

**FOR YOUR INFORMATION**

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**Department of Education Personnel Matters**

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**Classified Staff**

**Resignation**

Smith	Joshua	Community High	Custodian
Reese	Justin	Cascade Middle	Sp. Ed. Assistant
Cantrell	Marjorie	Community Elem.	Child Nutrition
Dawson	Serena	Community Elem.	Child Nutrition
Cook	Cassidy	Eakin	Custodian
Murguia	Viridiana	Learning Way	Sp. Ed. Assistant
Garrett	Faith	Liberty	Child Nutrition
Reynolds	Robert	Liberty	Custodian
Thaw	Vanessa	SCHS	Child Nutrition
Harris	David	Transportation	Bus Driver
Smith	Cheree	Transportation	Bus Driver
Thrash	Gary	Transportation	Bus Driver

**LOA:**

**Termination:**

**Retirement:**

Chirigliano	Juan	System Wide	Interpreter K-12th Grade
Donegan	Delores	Cascade Elementary	Assistant
Batts	John	Community High	Sp. Ed. Assistant
Laura	Dana Lynn	Community High	Sp. Ed. Assistant
Camacho	Carolyn	Harris Middle	Custodian Lead
Warren	Sandra	SCHS	Child Nutrition
Parsons	Scott	SCHS Vocational	Custodian Lead
Tharp	Jimmy	Transportation	Bus Driver
Kennerly	Ernest	Transportation	Bus Driver

**Deceased:**

Lamb	James Kenneth	Community Elem.	Custodian
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*Bedford County Board of Education*  
July 2020

**FOR YOUR INFORMATION**

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**Department of Education Personnel Matters**

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**Classified Staff**

**In-System Transfers:**

Pyr dum	Michelle	Community High	Sp. Ed. Assistant
Norton	James	Cascade Elem.	Sp. Ed. Assistant
Francisco	Elizabeth	Learning Way	Pre K Assistant

**Changes:**

Davidson	Judy	Transportation	Bus Driver
Bilbro	Tasha	Community High	CN Manager
Waid	Amy	Liberty	Custodian Lead
Johnson	Jami	Thomas Magnet	Sp.Ed. VPK Assistant
Peoples	Dana	Transportation	Bus Driver

**New Employees:**

Smith	Charles Mark	Transportation	Bus Driver
Rainwater	Amanda	Cascade Elem.	Assistant
Feldhaus	Erin	School Nurse	SUB
Taylor	Darlene	School Nurse	SUB
Cook	Whitney	Thomas Magnet	Sp. Ed. Assistant