

**Bedford County Board of Education**

August 18, 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 July 21, 2020 Monthly Meeting
- III. PRESENTATIONS
  - A. Virtual, Online, Remote Learning - Karen Scoggins, Barry Bennett, Ben Barrett, Tiffany Swain
  - B. COVID & Start of School Update - Daniel Kleindienst
- IV. ACTION ITEMS
  - A. Revision - Policy 6.300 - Code of Conduct
  - B. Rescind - Policy 6.301 - Rights & Responsibilities of Students
  - C. Rescind - Policy 6.313 - Discipline Procedures
  - D. Elementary and Secondary School Emergency Relief (ESSER) Grant - Amendment #1
  - E. Elementary and Secondary School Emergency Relief (ESSER) Grant - Amendment #2
  - F. IDEA Partnership for Systemic Change Implementation Grant - Revision #1
  - G. Title IX McKinney-Vento Grant Budget
  - H. June Monthly Financial Report
  - I. Quarterly Financial Report
  - J. July Monthly Financial Report
- V. REPORT ITEMS
  - A. Monthly Tax Analysis
  - B. Building Program Update
  - C. Executive Committee Report
    - 1. Board Collaborative Conferencing Team
  - D. Superintendent's Report
- VI. 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

**Minutes from July 21, 2020 Regular Monthly Meeting**

The Bedford County Board of Education met in a regular monthly session on Tuesday, July 21, 2020 at approximately 5:30 pm in the central office building board room. Board members Forsee, Neeley, Anderson, Crews, Brown, Cashion, and Reed were present at the start of the meeting. Members Boutwell and Cook arrived shortly after the start of the meeting.

Chairman Forsee called the meeting to order, followed by a moment of silence and the Pledge of Allegiance. The Chairman removed Item B from the consent agenda to action items.

**CONSENT AGENDA**

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

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

**ACTION ITEMS**

***Minutes from June 16, 2020 Regular Monthly Meeting***

This item was pulled from the consent agenda by the Chairperson. During the vote on the 2020-21 Budget held at the June meeting in the theater at SCHS, board members were not given the opportunity to read the disclosure statement, stating they are related to employees of the school system. **A motion was made by Mrs. Neeley to amend the minutes to reflect the disclosure for those who wished to make the statement. Her motion was seconded by Mr. Reed. The motion passed by a vote of 7-0.**

Dr. Anderson reminded that she was not present for the June vote. (Mr. Boutwell and then Mr. Cook arrived at this time.) Board members Brown, Crews, Neeley, Reed, Cook and Forsee then read the following statement to amend the June 16, 2020 minutes related to the 2020-21 budget: *"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."* **A motion was then made to receive the minutes, as amended, by Mr. Boutwell and seconded by Mr. Brown. This motion passed 9-0.**

### ***Official Approval of Re-opening School Plan***

The Chairman commented on the July 9, 2020 study session regarding back-to-school plans and said he felt it was a great meeting. Noting all the information provided at that meeting, he asked if there was a motion to approve the re-opening plans for the 2020-21 school year. **Mr. Boutwell moved for approval of the plan. His motion was seconded by Mr. Crews.**

Mr. Cook asked a follow-up question from the study session on if lunches would be taken in classrooms. Superintendent Embry said that after meeting with principals and planning over the last two weeks, principals will strive to use the cafeteria at 50% capacity, and then use lobbies or gyms, to avoid students going back to classroom during the teacher's duty-free lunch.

Superintendent Embry responded to another question from Mr. Cook regarding Will-Sub and substitute teachers, saying that he does anticipate having a hard time finding substitutes.

Mr. Brown noted that some constituents are concerned that the pandemic will put a strain on nurses or that office personnel would end providing nursing to students. Dee Crabtree, Coordinated School Health, reviewed the training and processes in place for the school year. Mrs. Neeley asked about new hires listed and Mrs. Crabtree confirmed they would act as sub-nurses when a nurse is out.

Assistant Superintendent Karen Scoggins reviewed some of the virtual learning information from the recent study session:

- We will have an online application (available since July 15) that is available for grades K-12, with a focus on core subject areas. It will be aligned to graduation requirements. Students must participate in a set amount of time per day to be part of the program. Kindergarten must participate 4 hours per day and grades K-12 will participate 6.5 hours per day.
- Students will sign a contract that ensures participation through the grading period.
- The program will be taught by BCS teachers.
- Devices will be provided to students who do not have one.
- There will be 2 options for virtual learning, depending on enrollment numbers.

Numbers on participation at the moment, have us between Option A and Option B with 569 that have signed up. There were 9 who signed up that did not have internet access, which is a requirement. Mrs. Scoggins then reviewed a graph (see documents in July 21, 2020 board meeting file) that showed the number of students who had signed up for virtual learning by grade and then by school. At this time, the system plans to go with Option A because not enough students have signed up to have full-time teachers dedicated to virtual. This varies by school and a few schools may have one period with virtual students and another with actual students.

Mr. Brown asked Mrs. Scoggins if she was surprised by the number of kindergarten students. She answered that she was both surprised and concerned, noting that a five-year old learning virtually will require some work and a facilitation piece to go the way it needs.

In 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 the class virtually.
3. All teachers will be trained at an in-service in July on virtual access.

The virtual learning application closes Monday, July 27 at 11:59 p.m. Dedicated instructional teams will begin Tuesday morning, July 28, to begin with principals to talk to teachers and find out who is interested and tech savvy. There may be a lot of teachers who will want to do this.

The option could change based on the number of students. The system will be flexible with students the first week and a half, who have signed up and then see that this is not the right fit for them. On the abbreviated day we will have them log-in and make sure there are no technical issues. There will be a support number and techs available. There will be a device exchange if the device needs repaired. There is a contract that students and parents are being asked to sign that outlines expectations.

The Frequently Asked Questions on virtual learning outlines activities. There have been several complaints about the 4 hours required for Kindergarten and 6.5 hours for K-12 but these are requirements of the State. Mrs. Scoggins then reviewed the FAQs and letter to parents (see documents in July 21, 2020 board meeting file).

It is important that parents and students access the portal daily. Parents will have a point of contact at the schools – a virtual learning coordinator appointed by the principal. Mrs. Swain will be the coordinator at the central office.

If they do not have a device, we will check one out from their home school.

There is an academic honor policy for the virtual learning option that parents and students will be asked to sign, since students will be taking their assessments at home.

Mrs. Scoggins then reviewed general course expectations (see documents in July 21, 2020 board meeting file). Specific times will be listed on the schedules of when students log in. Microsoft teams is how they log in. Attendance will be checked in Skyward and marked with a new code for distance learning. The system will receive credit on attendance just as if the student were in the classroom. Their camera must be active so that they can be seen and interacted with by teachers.

A blended learning plan is in place for the entire district so that on some days everyone in the classroom will have a computer.

Families in the virtual program will have a scheduled time from their school to come and pick up materials.

Forms (see documents in July 21, 2020 board meeting file) such as the resource checkout form and a list of blended learning tools were reviewed. All teachers will be receiving professional development at the CORE conference next week. Instructions have been screen shot for teacher's toolboxes. Karen Scoggins – "We want to give teachers doing virtual the opportunity to collaborate and give feedback. We will be working hand in hand, day by day, to make certain we can support our teachers and students."

Chairman Forsee commended the administration for their back-to-school plan.

A few board members asked about the elevated number of 10<sup>th</sup> graders and if any of these students are at-risk. Vulnerable populations have not been identified from these numbers yet and special education will be assessed on a case-by-case basis. Superintendent Embry added that when the numbers settle out, administrators will be working with counselors on how many are at-risk.

This option will also be available to students who have to out to be out to quarantine but are asymptomatic, so they can attend virtually and still get credit. The system rate will not go down and the student will still be learning.

**The motion to approve the back-to-school plan as presented, passed by a vote of 9-0.**

***IDEA Innovation Grant – New***

This item was stricken from the agenda because the grant was ultimately not awarded.

***IDEA Partnership Implementation Grant – Revised***

This grant was approved at the special called year-end meeting but has since been revised (see document in July 21, 2020 board meeting file). **The revised grant budget was accepted by a vote of 9-0, upon the motion and second of Cook and Cashion.**

***Title I-A FY 20 Clean-up Amendment***

This clean-up amendment to the Title I-A FY20 budget (see document in July 21, 2020 board meeting file) was **approved by a 9-0 vote, upon the motion and second of Mrs. Neeley and Mr. Crews.**

***June Monthly Financial Report***

Financials were not available as the fiscal year close-out is not complete. This item was deferred to next month's agenda.

***Quarterly Financial Report***

This item was deferred to next month's agenda.

***Revision – Policy 6.409 – Child Abuse and Neglect***

In June 2020, the General Assembly made significant changes (House Bill 2461) to several statutes that govern child abuse reporting requirements. Two of the most notable changes are:

- (1) The requirement to have one employee designated as the Child Abuse Coordinator at each school; and
- (2) The prohibition against notifying parents/guardians of suspected child abuse that occurs on school property.

This law becomes effective August 1.

A report must be filed with the Coordinator, the Department of Children's Services (DCS) and law enforcement. A teacher would go to the Coordinator/Alternate for help with the report and the Coordinator will make sure that it is filed with DCS and law enforcement.

Lawmakers may have had an unintended consequence resulting from their desire for the child to make only one report to someone and not have to tell the story over and over, and in watching debate on this, attorneys feel lawmakers will come back next session and amend the portion on not notifying parents. In the meantime, if school staff are questioned by parents about what may be going on, they should be referred to DCS, and DCS will handle communication with the parents.

These changes required a major rewrite to our policy (see revision in July 21, 2020 board meeting file) and a suggested name change as well, to Reporting Child Abuse. We needed to determine how the selection of a Coordinator and Alternate at each school would be done. Administration decided that the Assistant Principal at each school will serve as the Coordinator and the guidance counselor will serve as the Alternate. The administration will also make sure that the annual child abuse training required by the state takes place.

Administrative procedures have been updated to support the policy and specifically spell out the steps to be taken in reporting child abuse.

The Superintendent recommended approval of the proposed revision, Reporting Child Abuse 6.409. **The revision was approved by a vote of 9-0, upon the motion and second of Mr. Brown and Mr. Reed.**

#### ***New – Policy 6.3041 – Title IX & Sexual Harassment***

The US Department of Education recently released updated Title IX regulations that require the system to respond to allegations of sexual harassment in very specific ways. These regulations go into effect on August 14, 2020.

The broad categories that Title IX covers are: (1) requiring equity in athletics; (2) prohibiting discrimination in the educational program; and (3) establishing a framework for addressing grievances related to sexual harassment. In order to align with these requirements for sexual harassment, TSBA recommended a stand-alone policy for Title IX & Sexual Harassment (see policy in July 21, 2020 board meeting file).

In the model policy, we must list contact info for the Title IX Coordinator (Mr. Bennett). As far as investigations, the Coordinator may also serve as the investigator, but not the decision maker or to hear appeals. The Assistant Superintendent will be the decision maker and the Superintendent will hear any appeals.

As far as determination of responsibility in an investigation, we needed to select an evidentiary standard: either the Clear and Convincing evidence standard or the Preponderance of Evidence standard. Attorney Chuck Cagle has recommended that the Board use the Clear and Convincing evidentiary standard which has been included in this policy.

Additional highlights of the changes and a Title IX flowchart (see documents in July 21, 2020 board meeting file) were also provided.

Complying with the new regulations requires a combination of review and update to our current policies and procedures, training of staff, and ensuring that appropriate notification of these changes are publicized appropriately. Administrative procedures are in place for this new policy, if adopted.

**The Superintendent recommended approval of this new policy, which was adopted unanimously, after a motion by Mr. Cook, seconded by Mrs. Neeley.**

***Revision – Policy 6.304 Student Discrimination, Harassment, Bullying, Cyberbullying and Intimidation***

Due to the adoption of a new stand-alone Title IX Sexual Harassment policy, the Student Discrimination, Harassment, Bullying, Cyberbullying and Intimidation policy needed to be updated. The proposed revision (see document in July 21, 2020 board meeting file) is a refresh and clean-up and adds many new legal references to TCA.

The administrative procedures for this policy were done before investigative requirements were added to state law, so with passage of this revision, the corresponding administrative procedures will be updated.

Superintendent Embry recommended approval of the proposed revision. **Mrs. Neeley moved to approve the recommended revision. Mr. Boutwell seconded the motion. The revision to Policy 6.304 was approved by a vote of 9-0.**

***Revision – Policy 6.305 Student Concerns, Complaints & Grievances***

This suggested revision was found to be incomplete and therefore, was deferred to the August board meeting.

**REPORT ITEMS**

***Building Program Update***

Architect John Davis said the Learning Way addition is complete and has been turned over.

Mr. Davis was asked if he had yet received a contract on the Community wing addition. He has received a blank contract with certain modifications, using what appears to be the 2017 AIA contract. He sat down with Robert Daniel, Jeff Sweeney, and Chris White to go through the document. Some items Mr. Davis found to be unacceptable. He said good discussion was had in the meeting. Mr. Davis said because of the parts he found objectionable, the contract was still a work in progress.

Chairman Forsee said that he has a copy of the document and it lacks a clear statement of who the owner is. He asked Mr. Davis if, in the meeting, they had stated who is the owner. John Davis – “I asked and they said the owner was Bedford County Department of Finance.” Mr. Davis also said that during discussion he stated that the owner needs to be clarified in the contract.

Mr. Forsee said he has spoken with Register of Deeds, Johnny Reed, on how all properties are registered. They are either registered in the name of Bedford County Department of Education or Bedford County Board of Education.

Mr. Forsee asked from Mr. Davis’ perspective as an architect, should this question of ownership not clearly be answered in the contract. Mr. Davis said that one of the main reasons he had wanted to sit down with the county group, was to clearly define each role. John Davis – “When you bring in the county building codes person, what is their function and what do they approve?” Mr. Davis explained that even though local codes do not have review authority which is the state’s, the county wants the local codes position to be involved in filing the final CO (certificate of occupancy). They have identified

Jeff Sweeney as a construction oversight manager. John Davis – “We need to define everyone’s role. The owner is who kicks the domino as to who does what.”

Diane Neeley – “I have reviewed some of this when I was not in agreement...in TCA coming from the CTAS website...the Board has the power to purchase land and the board holds title to property...to dispose of real property...all of the properties are held by the BOE. I’m not an attorney, but to me, the board holds the deed. We have spent monies and purchased land. We make those decisions. It is ours.”

Glenn Forsee – “Responsibility and decision flows from the owner.”

Michael Cook – “What decisions are we talking about?”

Glenn Forsee – “In the contract it refers back to the owner....

Mrs. Neeley asked if all board members could have a copy of the contract. Mr. Davis said the group has agreed on the items that need to be handled and they want to meet with the architect for other projects and have not yet met.

Brian Crews – “In one of the meetings we had, I specifically asked Robert Daniel if the board selected John Davis, would he be operating under the same contract, if we were forced to work with Kline-Swinney in building an elementary school, and he said it would be.”

John Davis – “If we were looking at an elementary school with Kline-Swinney, they would be under the same terms...the building codes inspector and Jeff Sweeney as construction oversight manager. I asked if he is going to perform the task of coming to the OAC meetings, because no one has been coming to those meetings.”

Glenn Forsee said “We are the owners and we make decisions of who does what.”

Dan Reed – “If we are the owners and we pick someone other than Mr. Sweeney, that would be our project? Glenn Forsee – “Yes, I agree.”

Diane Neeley said that in the past the board had availed themselves of the services of a construction attorney, Gerald Kirksey, who helped with contracts and said “I think our board needs someone who represents us and gives us legal guidance on what we can do with all these dictates coming down.”

Glenn Forsee asked John Davis if he thought the board needed more clarity first, before approaching a third party and he said he did. John Davis – “The hard questions are, who is the owner and who has the right to dictate these individuals.”

Mr. Davis was asked by Dr. Anderson and Chairman Forsee, when was he to get back with the county group? He said that he had two individuals in his office that review contracts and one has cancer and the other is out until Monday. Mr. Davis said by the end of next week he could have changes on his contract back in the hands of the county group.

Brian Crews – “The county has an attorney, and you do, and we are sitting here with no one representing us.”

Chairman Forsee suggested the formation of a committee comprised of himself, Mr. Crews, Mr. Davis and the Superintendent to report back to the board at the next board meeting.

John Davis said the group wanted to go through a design review process for each phase and make any corrections, and he said the Board needs to be involved in that process.

Glenn Forsee – “Since this is a report item and not an action item, I would like to have the committee meet and report back to the Board at the August meeting and have our attorney clearly state that we are the owner and what are our responsibilities.”

The committee will coordinate on a meeting time, shooting for some time the end of the first week of August.

Mr. Davis said there was a meeting on the 9<sup>th</sup> or 10<sup>th</sup> of July with Bell Buckle to observe the altitude valve. The manufacturer was on the phone. A representative from North Carolina came down because the company could not send someone from New York due to COVID quarantine mandates. The valve was bleeding water when open and shouldn't have been. It was excessive. Chris Jones from North Carolina cleaned it and now it is a steady drip and not a stream. The manufacturer will replace the pilot valve if it needs replacing. The warranty is up on September 1, and everything else is good except for the valve. John Davis – “It makes sense that the warranty on the valve is extended until it can be proven it will work and they assured us in the meeting they would do that.”

Michael Cook asked if a demand letter was received from Bell Buckle. Mr. Davis said they do everything through an attorney. John Davis – “It would be nice to have an email or know about it. In talking with Chris White, Jeff Sweeney, and Robert Daniel, I told them we have to have something in writing. You can't wait until the very end and say that you weren't notified.”

### ***Monthly Tax Analysis***

There was no monthly tax analysis.

### ***Executive Committee Report***

The Chairman reported for the record having received a Declaration of Surplus Property from Community Elementary School.

The next regular monthly meeting will be held on Tuesday, August 18, 2020.

### ***Superintendent's Report***

Superintendent Embry said most of his time has been consumed with opening of school and the staff has spent a great deal of time getting prepared. A new teacher orientation is ongoing, with the next two days being conducted virtually. There have been about 60 teachers in attendance.

CORE Conference for teachers will be held next week. Teachers will be in groups at their schools and addressed by supervisors virtually.

### **OTHER BUSINESS**

Mr. Reed wished to acknowledge the recent commencements that were held, noting that many board members attended all three, and he felt the events went off well.

Chairman Forsee echoed that sentiment, adding that it was a very rewarding time for students and families.

**ADJOURNMENT**

The meeting was adjourned at approximately 6:51 p.m., upon the motion of Mr. Boutwell.

# Bedford County Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Code of Conduct</b>	Descriptor Code: <b>6.300</b>	Issued Date: <b>08/18/20</b>
		Rescinds: <b>6.300</b>	Issued: <b>08/20/98</b>

~~The Superintendent shall be responsible for the overall implementation and supervision of the Board's Code of Behavior and Discipline and shall ensure that students at all schools are subject to a uniform and fair application of the Code.~~

~~The principal of each school shall be responsible for implementation and administration in his/her school and shall apply the Code uniformly and fairly to each student at the school without partiality and discrimination.~~

~~The Board delegates to the Superintendent the responsibility of developing more specific codes of behavior and discipline which are appropriate for each level of school, namely, elementary, middle, junior high and senior high. The development of each code shall involve principals and faculty members of each level of school and shall be consistent with the content of the Board's Code.~~

~~A copy of the Code shall be posted at each school and guidance counselors shall be supplied copies for discussion with students. The code shall be referenced in all school handbooks. All teachers, administrative staff and parents shall be provided copies of the Code.<sup>1</sup>~~

The Board delegates to the Superintendent of Schools the responsibility of developing specific codes of conduct which are appropriate for each level of school. Codes of conduct for students in pre-kindergarten or kindergarten shall utilize alternative disciplinary practices such as RTI<sup>2</sup>B. Exclusionary discipline shall only be used as a measure of last resort. The development of each code shall involve principals and staff members of each level and shall be consistent with the relevant policies as adopted by the Board.<sup>1</sup>

The following levels of misbehavior and disciplinary procedures and options are standards designed to protect all members of the educational community in the exercise of their rights and duties and to maintain a safe learning environment where orderly learning is possible and encouraged.<sup>2</sup> These misbehaviors apply to student conduct on school buses, on school property, and while students are on school-sponsored outings. Staff members shall ensure that disciplinary measures are implemented in a manner that:<sup>3</sup>

1. Balances accountability with an understanding of traumatic behavior;
2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school;
3. Minimizes disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans;

1 4. Creates consistent rules and consequences; and

2  
3 5. Models respectful, non-violent relationships.

4 In order to ensure that these goals are accomplished, the school district shall utilize the following  
5 trauma-informed discipline practices: restorative practices, RTI<sup>2</sup>B, positive school climate, ACES  
6 training, and multi-tiered system of supports.

### 7 **Positive Practices to Promote Positive School Discipline**

8 Balancing appropriate school discipline with school safety, classroom effectiveness, and positive  
9 outcomes for students can be a challenge. However, the benefits of using positive school discipline are  
10 many, including: students are more engaged and on task; classrooms are managed well; parents feel  
11 welcome and are engaged; office disciplinary referrals, as well as suspensions and expulsions, reduced;  
12 academic achievement, attendance, and graduation rates improved. Positive, trauma-informed  
13 approaches to school discipline have been promoted as more effective alternatives to harsh and  
14 exclusionary discipline. Positive approaches emphasize strengthening, not lessening, the capacity of  
15 both school staff and students to establish and maintain safe, healthy, and supportive school climates to  
16 reduce and prevent inappropriate and disruptive student behavior. Our schools balance appropriate  
17 school discipline with school safety, classroom effectiveness, and positive outcomes for students  
18 affected by trauma.

### 19 **Student Rights**

20 Each student has the right to:

- 21 1. Have the opportunity for a free education in the most appropriate learning environment;
- 22 2. Be secure in his/her person, papers, and effects against unreasonable search and seizure;
- 23 3. Be educated in a safe and secure environment;
- 24 4. Have appropriate resources and opportunities for learning;
- 25 5. Not be discriminated against on the basis of sex, race, color, creed, religion, national origin, or  
26 disabilities<sup>4</sup>; and
- 27 6. Be fully informed of school rules and regulations.

### 28 **Student Responsibility**

29 Each student has the responsibility to:

- 30 1. Know and adhere to reasonable rules and regulations established by the Board and school  
31 officials;
- 32 2. Respect the human dignity and worth of every other individual;
- 33 3. Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
- 34 4. Study and maintain the best possible level of academic achievement;
- 35 5. Be punctual and present in the regular school program;
- 36 6. Dress and groom in a manner that meets reasonable standards of health, cleanliness,  
37 modesty, and safety;
- 38 7. Maintain and/or improve the school environment, preserve school and private property, and  
39 exercise care while using school facilities;

- 1 8. Refrain from behavior which would lead to physical or emotional harm or disrupts the
- 2 educational process;
- 3 9. Respect the authority of school administrators, teachers, and other authorized personnel in
- 4 maintaining discipline in the school and at school-sponsored activities;
- 5 10. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs, and
- 6 other unauthorized substances or materials; and
- 7 11. Possess on school grounds only those materials which are acceptable under the law and
- 8 accept the consequences for articles stored in one's locker.

### 9 **Staff Responsibility**

10 It is the responsibility of all staff to create an atmosphere conducive to learning. It is expected that all  
11 officials, teachers, and other employees of the school system will treat the students with fairness in  
12 applying these rules. The overall goal is to create a positive school climate and meaningful  
13 relationships between students and staff.

### 14 **LEVEL OF OFFENSES**

15 The following is a four-level analysis of consequences that can be utilized by students and staff to  
16 ensure an orderly educational environment.

### 17 **MISBEHAVIORS: LEVEL I**

18 This level includes minor misbehavior on the part of the student which impedes orderly classroom  
19 guidelines or interferes with the orderly operation of the school but which can usually be handled by an  
20 individual staff member.

21 *Examples (not an exclusive listing)*

- 22 • Classroom disturbances
- 23 • Classroom tardiness
- 24 • Cheating and lying
- 25 • Abusive language
- 26 • Failure to do assignments or carry out directions
- 27 • Wearing, while on the grounds of a public school during the regular school day,  
28 clothing that exposes underwear or body parts in an indecent manner that disrupts the  
29 learning environment<sup>5</sup>
- 30 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,  
31 cyber-bullying, and/or hazing)
- 32 • Leaving school grounds

33 *Disciplinary Procedures*

34 Due process will be afforded to all students.

1 A trauma-informed assessment will be performed on each student with a disciplinary issue that  
2 results in an office referral (required – 1x per year, you may complete more if needed). This  
3 assessment should be completed by administration or guidance personnel.

- 4 • The staff member intervenes immediately.
- 5 • The staff member determines what offense was committed and its severity.
- 6 • The staff member determines who committed the offense and if he/she understands the  
7 nature of the offense.
- 8 • The staff member employs appropriate disciplinary options.
- 9 • The parent/guardian(s) are notified when appropriate.
- 10 • The record of the offense and disciplinary action shall be maintained by the staff  
11 member.

### 12 *Disciplinary Options*

- 13 • Verbal reprimand
- 14 • Special assignment
- 15 • Restricting activities
- 16 • Counseling
- 17 • Withdrawal of privileges
- 18 • Issuance of demerits
- 19 • Strict supervised study
- 20 • Detention
- 21 • In-school suspension
- 22 • Lunch bunch
- 23 • Think time
- 24 • Behavior contract
- 25 • Social Stories
- 26 • Visual Schedules
- 27 • Check-in/Check-out
- 28 • Social Group

### 29 **MISBEHAVIORS: LEVEL II**

30 This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of  
31 the school. These misbehaviors do not represent a direct threat to the health and safety of others but  
32 have educational consequences serious enough to require corrective action on the part of  
33 administrative personnel.

#### 34 *Examples (not an exclusive listing)*

- 35 • Continuation of unmodified Level I misbehaviors
- 36 • Using forged notes or excuses
- 37 • Disruptive classroom behavior
- 38 • Possession/use of tobacco or vaping substances/vaping

### *Disciplinary Procedures*

Due process will be afforded to all students.

A trauma-informed assessment will be performed on each student with a disciplinary issue (required – 1x per year, you may complete more if needed). This assessment should be completed by administration or guidance personnel.

- Immediate intervention by a staff member.
- Determine what offense was committed and its severity.
- Determine offender and that he/she understands the nature of the offense.
- Employ appropriate discipline options.
- Referral to the principal/designee for appropriate disciplinary action.
- Principal meets/talks with student and teacher/staff member.
- Principal takes appropriate disciplinary action and notifies teacher in writing.
- The record of offense and disciplinary action shall be maintained by the principal.

### *Disciplinary Options*

- Schedule change
- Teacher/schedule change
- Peer counseling
- Referral to outside agency
- In-school suspension
- Transfer
- Detention
- Suspension from school-sponsored activities or from riding school bus
- Out-of-school suspension
- Check-in/Check-out
- Social Stories
- Withdrawal of privileges
- Counseling
- Restorative circles
- Restorative counseling
- Social group
- Behavior Intervention Plan (BIP)
- Functional Behavior Assessments (with parental permission)
- Referral to an outside agency (with parental permission)

### 1 **MISBEHAVIORS: LEVEL III**

2 This level includes acts directly against persons or property but whose consequences do not seriously  
3 endanger the health or safety of others in the school.

4 *Examples (not an exclusive listing)*

- 5 • Continuation of unmodified Level I and II misbehaviors
- 6 • Fighting
- 7 • Vandalism (minor)
- 8 • Use, possession, sale, or distribution of drug paraphernalia
- 9 • Being under the influence of drugs
- 10 • Stealing
- 11 • Threats to others
- 12 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,  
13 cyber-bullying, and/or hazing)

14 *Disciplinary Procedures*

15 Due process will be afforded to all students.

16 A trauma-informed assessment will be performed on each student with a disciplinary issue that  
17 results in an office referral (required – 1x per year, you may complete more if needed). This  
18 assessment should be completed by administration or guidance personnel.

- 19 • The staff member intervenes immediately.
- 20 • The staff member determines what offense was committed and its severity.
- 21 • The staff member determines who committed the offense and if he/she understands the  
22 nature of the offense.
- 23 • The staff member refers the student to the principal with an Office Discipline Referral  
24 for appropriate disciplinary action.
- 25 • The principal meets with staff member and student and allows the staff member and  
26 student to explain the situation and conduct.
- 27 • The principal employs appropriate disciplinary action and notifies the teacher of the  
28 action in writing.
- 29 • The principal may refer the incident to the Superintendent of Schools and make  
30 recommendations for consequences.
- 31 • The parent/guardian(s) are notified.
- 32 • The record of the offense and the disciplinary action shall be maintained by the  
33 principal.
- 34 • If a student's program is to be changed as a result of an indefinite suspension/SDHA,  
35 adequate notice shall be given to the student and his/her parents of the charges against  
36 him, his/her right to appear at a hearing and to be represented by a person of his/her  
37 choosing. Any change in school assignment is appealable to the Superintendent and  
38 then to the Board.
- 39 • The record of offense and disciplinary action shall be maintained by the principal.

### *Disciplinary Options*

- Schedule change
- In-school suspension
- Detention
- Restitution from loss, damage, or stolen property
- Out-of-school suspension
- Social adjustment classes
- Transfer
- Counseling
- Social stories
- Restorative counseling
- Restorative circles
- Check-in/check-out
- Social group
- Behavior Intervention Plan (BIP)
- Functional Behavior Assessment (FBA) (with parental permission)
- Referral to an outside agency (with parental permission)

### **MISBEHAVIORS: LEVEL IV**

This level of misbehavior includes acts which result in violence to another's person or property or which pose a threat to the safety of others in the school. These acts are so serious that they usually require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board.

If a student's action poses a threat to the safety of others in the school, a teacher, principal, school employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or death to another person.<sup>6</sup>

### *Examples (not an exclusive listing)*

- Continuation of unmodified Level I, II, and III misbehaviors
- Death threat
- Extortion
- Bomb threat
- Possession, use, and/or transfer of dangerous weapons
- Bringing to school or being in unauthorized possession of a firearm on school property\*
- Assault that results in bodily injury upon any teacher, principal, administrator, any other employee of the school, or a school resource officer\*
- Aggravated assault\*
- Vandalism
- Theft, possession, and/or sale of stolen property
- Arson

- 1 • Possession of unauthorized substances (e.g. any controlled substance, controlled
- 2 substance analogue, or legend drug)\*
- 3 • Use, transfer, sale, or distribution of unauthorized substances
- 4 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 5 cyber-bullying, and/or hazing)
- 6 • Electronic threat to cause bodily injury or death to another student or school employee

### 7 *Disciplinary Procedures*

8 Due process will be afforded to all students.

9 A trauma-informed assessment will be performed on each student with a disciplinary issue that  
10 results in an office referral (required – 1x per year, you may complete more if needed). This  
11 assessment should be completed by administration or guidance personnel.

- 12 • The staff member intervenes immediately.
- 13 • The staff member determines what offense was committed and its severity.
- 14 • The staff member refers the student to the principal with an Office Discipline Referral
- 15 for appropriate disciplinary action.
- 16 • The principal meets with the staff member and student and allows staff member and
- 17 student to explain the situation and conduct.
- 18 • The parent/guardian(s) are notified.
- 19 • Law enforcement officials are contacted when appropriate.
- 20 • The principal employs appropriate disciplinary action and notifies the teacher of the
- 21 action in writing.
- 22 • The principal may report the incident to the Superintendent of Schools and make
- 23 recommendations for consequences.
- 24 • If a student's placement is to be changed, adequate notice of the change shall be given
- 25 to the student and his/her parents/guardian(s) and his/her right to appear at a hearing.
- 26 • The record of the offense and the disciplinary action shall be maintained by the
- 27 principal.

### 28 *Disciplinary Options*

- 29 • Other hearing authority or Board action which results in appropriate placement
- 30 • Zero Tolerance offenses – per BCS Board Policy 6.309
- 31 • Suspension – per BCS Board Policy 6.316
- 32 • Student Disciplinary Hearing Authority (SDHA) – per BCS Board Policy 6.317
- 33 • Restorative Conference
- 34 • Restorative Circle
- 35 • Behavior Intervention Plan (BIP)
- 36 • Functional Behavior Assessment (with parental permission)

37 \* Designates zero tolerance offenses.

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**Legal References**

1. TCA 49-6-4005; TCA 49-6-3024
2. TCA 49-6-4002 to 4005; 20 USCA § 7114, 7118
3. TCA 49-6-4109
4. 20 USCA §1703
5. TCA 49-6-4009
6. TCA 49-6-4008

~~Student and Employee Safe Environment Act of 1996; TCA 49-6-4011, et. al~~

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**Cross References**

Traffic and Parking Controls 3.403  
Procedural Due Process 6.302  
Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304  
Bus Safety and Conduct 6.308  
Zero Tolerance Offenses 6.309  
Dress Code 6.310  
Detention 6.315  
Suspension 6.316  
Safe Relocation of Students 6.4081



# Trauma-Informed Discipline Practices

## Guidance Document

Tennessee Department of Education | August 2019

### Introduction

Chapter 421 of the Public Acts of 2019 directed the Tennessee Department of Education to develop guidance on trauma-informed discipline practices that districts must use to develop discipline policies that:

- balance accountability with an understanding of traumatic behavior;
- teach school and classroom rules while reinforcing that violent or abusive behavior is not allowed at school;
- minimize disruptions to education with an emphasis on positive behavioral supports and behavioral intervention plans;
- create consistent rules and consequences; and
- model respectful, non-violent relationships.

Balancing appropriate school discipline with school safety, classroom effectiveness, and positive outcomes for students can be a challenge. However, the benefits of using positive school discipline are many, including: students are more engaged and on task; classrooms are managed well; parents feel welcomed and are engaged; office disciplinary referrals, as well as suspensions and expulsions, reduced; academic achievement, attendance, and graduation rates improved.<sup>1</sup>

In response to this directive, the department has conducted an extensive study of current research on [adverse childhood experiences \(ACEs\)](#) and trauma, the impact of trauma on classroom behavior, guiding principles in developing positive school discipline, and best practices for implementation to promote successful school discipline. The following are the results of that research, recommended guiding principles for developing trauma sensitive discipline policies, and best practices to utilize when developing discipline policies.

## Impact of ACEs and Trauma on Behavior

Chronic childhood trauma, or what is commonly called ACEs, can disrupt a child's brain-building process. Like building a house in a storm or with below-grade materials and tools, ACEs are toxic to brain development and can compromise the brain's structural integrity. Left unaddressed, ACEs

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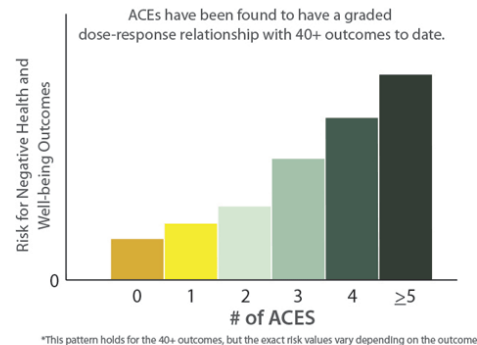
<sup>1</sup> Treatment and Services Adaptation Center, *What is a Trauma-informed School?* from <https://traumaawareschools.org/traumaInSchools>

and their effects make it more difficult for a child to succeed in school, live a healthy life, and contribute to the state's future prosperity — our communities, our workforce, and our civic life.<sup>2</sup>

**Figure 1: ACEs**

## ACES can have lasting effects on....

-  Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)
-  Behaviors (smoking, alcoholism, drug use)
-  Life Potential (graduation rates, academic achievement, lost time from work)



Source: Tennessee ACEs

Many children experience trauma through ongoing exposure to abuse, neglect, homelessness, domestic violence, or violence in their communities which can cause what's known as [toxic stress](#). This excessive activation of the stress response system can lead to long-lasting wear and tear on the body and brain. Children affected by trauma often exhibit:

- an inability to self-manage or regulate;
- have a lack of social and self-awareness;
- have poor relationship skills; and
- exhibit irresponsible or impulsive decision-making skills.

Trauma is particularly challenging for educators to address because children may mask their pain with behavior that's aggressive, defiant, confusing, or out-of-proportion to the situation. The fight-flight-freeze response by students affected by trauma can manifest itself in observable behaviors such as hyperactivity, refusal to answer, running out of the classroom, or withdrawal. Identifying the symptoms of trauma in children can help educators understand those confusing behaviors and how to appropriately respond.

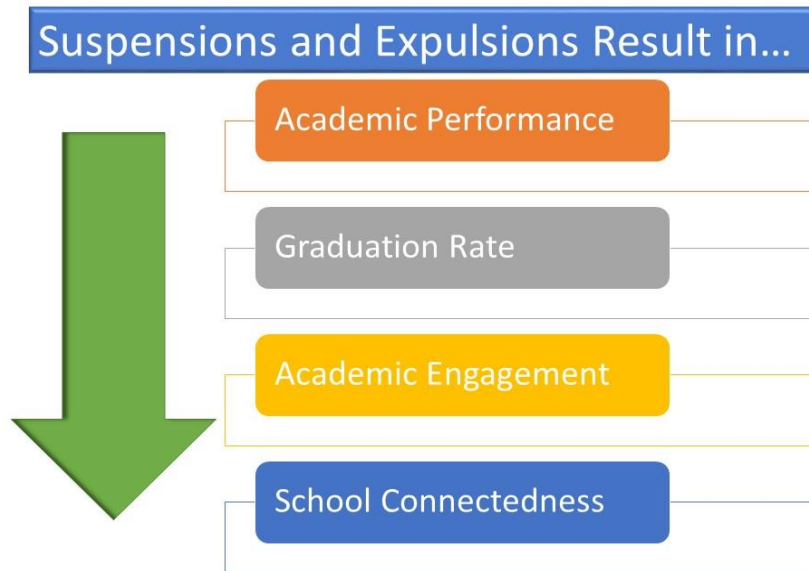
<sup>2</sup> TN Department of Children's Services, Tennessee ACEs, <https://www.tn.gov/dcs/program-areas/child-health/aces.html>

## Impact of Exclusionary Discipline

Exclusionary discipline is any type of school disciplinary action that removes or excludes a student from his or her usual educational setting. Two of the most common exclusionary discipline practices are suspension and expulsion. Evidence does not show that discipline practices that remove students from instruction—such as suspensions and expulsions—

help to improve either student behavior or school climate.<sup>3</sup> Students with disabilities and students of color are generally suspended and expelled at higher rates than their peers.<sup>4</sup>

**Figure 2: Results of Suspensions and Expulsions**



Source: Office of Civil Rights Data Collection, 2011-12

Discipline practices, such as restraint, corporal punishment, suspension, and expulsion, also have the potential to re-traumatize students. Schools participating in a trauma-informed approach in a [multi-tiered system of supports \(MTSS\)](#) should alter discipline practices for all students by decreasing the use of exclusionary discipline as a primary method of discipline. In order to help improve overall school climate and safety, schools should increase the use of positive trauma-informed strategies, such as positive behavior supports and restorative practices. School-wide and individual interventions that use proactive and preventive approaches address the underlying

<sup>3</sup> Helping Traumatized Children Learn, 2005

<sup>4</sup> Skiba, Shure, Middelberg & Baker, 2011

cause (i.e., trauma) or purpose of the behavior and reinforce positive behaviors. These strategies have been associated with increases in academic engagement, academic achievement, and reductions in school dropouts and the use of exclusionary discipline.<sup>5</sup>

## Guiding Principles

The goal of student discipline is to support students to behave in ways that contribute to academic achievement and school success and to support a school environment where students and staff feel safe physically, socially, emotionally, academically, and professionally. In all instances, school discipline should be reasonable, timely, fair, age and developmentally appropriate, logically connected to the particular behavior, relationally-based, and should match the severity of the student’s misbehavior. School discipline should be guided by the following principles: <sup>6</sup>

- Effective and **engaging instruction** and classroom management are the foundation of effective discipline.
- School discipline is best accomplished by **preventing** misbehavior before it occurs and using positive, safe, and respectful interventions after it occurs. ([Behavior Resources](#))
- Effective school discipline should hold students **accountable** without compromising school safety, respect, and dignity.
- Disciplinary actions should foster **awareness of behavioral patterns** and triggers and restore relationships with peers and adults in the school community.
- School safety is strengthened when all school staff build positive relationships with students and refer students to appropriate **mental health supports** when needed.
- Exposure to adversity and trauma may interfere with a student’s ability **to regulate** his/her emotions and behaviors, putting them at greater risk for disciplinary issues.
- School staff should understand the potential **effects of adversity and trauma** on student behavior and consider the reasons behind negative behaviors when determining disciplinary action.
- School staff should avoid **re-traumatizing** students by eliminating the use of potentially traumatic, violent, or shaming disciplinary practices.
- School discipline that offers students an opportunity **to learn** from their mistakes is more likely to result in getting the student re-engaged in learning.

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<sup>5</sup> Treatment and Services Adaptation Center, *What is a Trauma-informed School?*, from <https://traumaawareschools.org/traumaInSchools>

<sup>6</sup> Advancement Project, 2017

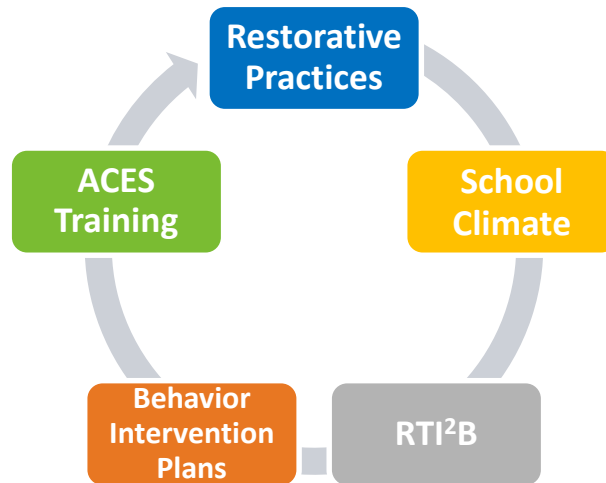
- Effective school discipline should **minimize** the amount of time students are removed from their classrooms due to misbehavior.

## Best Practices to Promote Positive School Discipline

Positive, trauma-informed approaches to school discipline have been promoted as more effective alternatives to harsh and exclusionary discipline. Positive approaches emphasize

strengthening, not lessening, the capacity of both school staff and students to establish and maintain safe, healthy, and supportive school climates to reduce and prevent inappropriate and disruptive student behavior.

**Figure 3: Discipline Best Practices**



### ***Restorative Practices***

[Restorative practices](#) have been proven effective in reducing misbehavior, bullying, violence, and crime among students while improving overall climate. Restorative practices is a framework, not a program. The framework is strengths-based, solutions focused, and all about relationship building. The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things **with** them rather than **to** them or **for** them.<sup>7</sup> This hypothesis embodies the three principles of *fair process*: engagement, explanation, and expectation clarity. Recognized as a trauma-informed practice, restorative practices develop community and manage

<sup>7</sup> International Institute for Restorative Practices, 2018

conflict and tensions by repairing harm and restoring relationships. Examples of districts implementing restorative practices as a trauma-informed discipline practice are:

- **East Tennessee:**
  - [Knox County Schools](#), [Jeffrey Wright](#), special education specialist
- **Middle Tennessee:**
  - [Metro Nashville Public Schools](#), [Kyla Kregel](#), director of social emotional learning
  - [Lawrence County Schools](#), Lawrence Public, [Pam King](#), principal

## ***Positive School Climate***

School climate refers to aspects of the school environment that make students feel academically challenged, physically and emotionally safe, valued, and connected to their school settings. Positive school climate depends on the contributions of all members of the school community. A positive school climate is related to school success, and can improve attendance, achievement, graduation rates, and decrease discipline.<sup>8</sup>

Accurately measuring school climate helps schools identify areas of improvement and choose evidence based interventions for effecting positive change. The [Tennessee School Climate Measurement System](#) offers a free resource to schools and districts for measuring student, parent, and teacher perceptions of school climate. Survey results allow schools and districts to more clearly understand the relationship between positive school climate, academic outcomes, and discipline to make decisions regarding the allocation of limited resources and the effectiveness of various policies and practices in bringing about improvements.

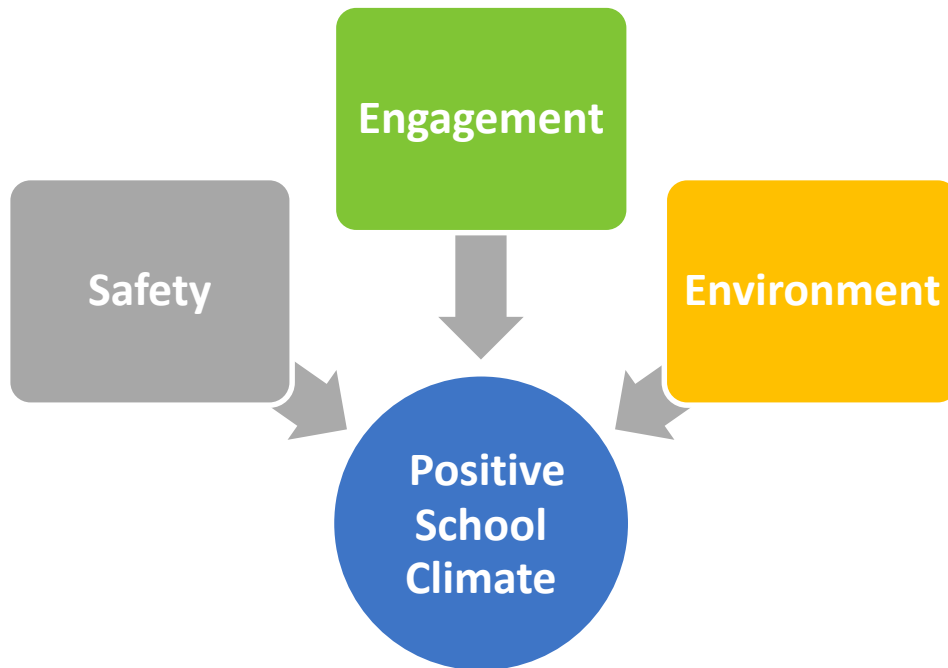
The relationships between students, adults, and peers in a school play an important role in influencing positive school climate and the establishment of a nurturing environment of trust and respect. One of the most important roles that schools can play in the lives of students affected by trauma is helping them to have positive relationships with peers and adults. A student's access to positive role models and ways of dealing with peers can play a major role in the healing process and lead to strong social, academic, and behavioral outcomes.<sup>9</sup>

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<sup>8</sup> American Institutes for Research, National Center on Safe Supportive Learning Environments, <https://www.air.org/center/national-center-safe-supportive-learning-environments-ncssle>

<sup>9</sup> American Psychological Association, 2008

### **Figure 4: Dimensions of Positive School Climate**



### ***Response to Instruction and Intervention-Behavior (RTI2B)***

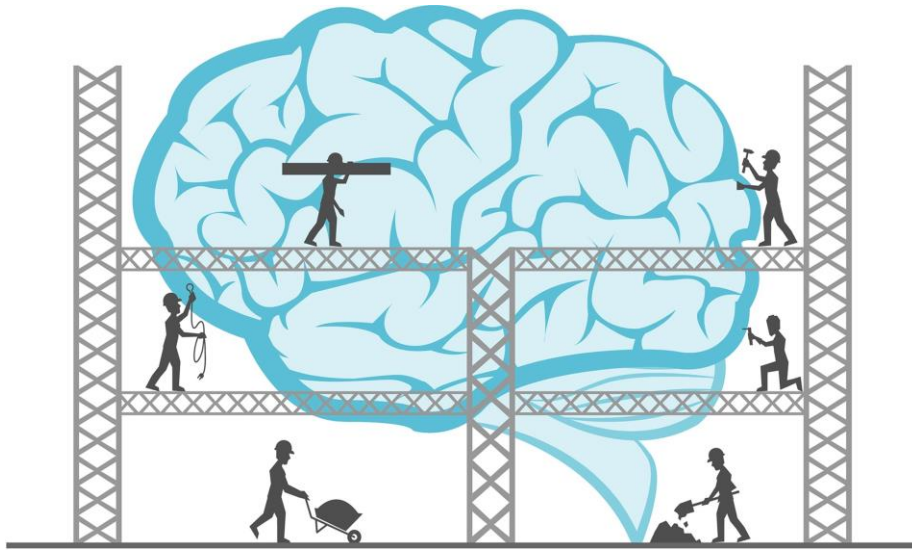
[RTI<sup>2</sup>-B](#) is an MTSS that offers a powerful, evidence-based approach for meeting the behavioral and social needs of students within an integrated, three-tiered model. Each tier of the framework involves careful reflection on the needs of students, the design of interventions matching those needs, and the collection of data to evaluate progress for individual students and for the school as a whole. When using positive behavior supports in all three tiers, schools create a culture where all students and teachers are respected. Schools selected as RTI<sup>2</sup>B model of demonstration schools through the [Tennessee Behavior Supports Project](#) can be found here:

- **East Tennessee:** <https://etbsp.utk.edu/2017-model-of-demonstration-schools/>
- **Middle Tennessee:** <https://tennesseebps.org/success-stories/school-exemplars/>
- **West Tennessee:** <http://www.tbspmephris.com/mod>

### ***Behavior Intervention Plans (BIP)***

A [BIP](#) is designed by school staff as an approach to correcting inappropriate or disruptive student behavior through positive behavioral interventions, strategies, and supports. A BIP describes the problem behavior, the reasons the behavior occurs, and the intervention strategies that will address the problem behavior. BIPs should also outline who is responsible for helping with each aspect of the plan, monitoring and making adjustments as needed. A BIP is appropriate for students with and without disabilities and can help support student's development of desired behavior and reduce behaviors that are impeding their learning and participation.

**Figure 5: Building Strong Brains**



Source: TN ACEs Initiative

### ***Building Strong Brains: Strategies for Educators Training***

In 2016, the department implemented the *Building Strong Brains: Strategies for Educators* training program to empower educators to address ACEs and trauma in the school and classroom. *Building Strong Brains* provides educators with information on ACEs and trauma, the impact of ACEs and toxic stress on healthy development, how to respond versus react to challenging behaviors in the classroom, and trauma-informed principles and practices for the classroom and schoolwide.

*Building Strong Brains* recommends the following trauma-informed practices for implementation:

- Allow flexibility within predictable structure as a comprehensive school-wide approach.
- Promote and build supportive relationships between staff, students, families, and the community.
- Develop effective, positive school discipline that does not re-traumatize students.
- Build student capacity to address trauma, support regulation, and build resilience by teaching social and personal competencies.
- Empower students by offering choices and opportunities to participate and belong.
- Create a safe and welcoming climate for all students.

Creating a trauma-informed school is one in which all school administrators, teachers, staff, students, families, and community members recognize and respond to the

behavioral, emotional, relational, and academic impact of traumatic stress on those within the school. By implementing trauma-informed practices, schools have the greatest potential to positively impact students, regardless of their trauma history. Trauma-informed practices are good for **all** students. A trauma-informed school is one where **all** students feel safe, welcomed, and supported. Examples of schools effectively implementing schoolwide trauma-informed practices are:

- **East Tennessee:**
  - Dogwood Elementary, Knox County Schools, [Lana Shelton-Lowe](#), principal
  - Bowers Elementary, Roane County Schools, [Brenda Arwood](#), principal
- **Middle Tennessee:**
  - Fall-Hamilton Elementary, Metro-Nashville Public Schools, [Matthew Portel](#), principal
  - North Coffee Elementary, Coffee County Schools, [Adam Clark](#), principal
- **West Tennessee:**
  - Tipton County Alternative Program, Tipton County Schools, [Steve Zurhellen](#), principal

## Conclusion

Though oftentimes challenging, schools must learn to balance appropriate school discipline with school safety, classroom effectiveness, and positive outcomes for students affected by trauma. Clearly defined and effectively communicated trauma-informed discipline practices are essential for a positive school climate and setting the tone for all behavior. When administrators, teachers, and staff understand and respond to those affected by trauma in positive, proactive ways, they help reduce trauma's negative impact, support critical learning, and create a more positive school climate.

# Resources

## ***Tennessee Department of Education***

The department has developed academic and non-academic supports for student to include:

- Behavior Resources: <https://admincms.tn.gov/education/article/behavior>
- Building Strong Brains: Strategies for Educators: Contact [Pat.Conner@tn.gov](mailto:Pat.Conner@tn.gov)
- Health and Safety: <https://admincms.tn.gov/education/section/health-and-safety>
- School Climate: <https://admincms.tn.gov/education/topic/school-climate>
- Social and Personal Competencies: <https://www.tn.gov/education/health-and-safety/school-climate/social-and-personal-competencies.html>
- School-based Mental Health Supports: <https://www.tn.gov/education/health-and-safety/school-based-mental-health-supports.html>
- Student Supports: <https://admincms.tn.gov/education/topic/student-supports-in-tn>

## ***Collaborative for Academic, Social, and Emotional Learning (CASEL)***

Leading organization in the U.S. advancing the development of academic, social, and emotional competence for all students.

<http://www.casel.org>

## ***Edutopia***

Provides resources for creating a healthy school culture by helping students develop skills to manage their emotions, resolve conflicts, and make responsible decisions.

<https://www.edutopia.org/>

## ***International Institute for Restorative Practices (IIRP)***

Conducts research and provides training for educators and other professionals on restorative practices.

<https://www.iirp.edu/>

## ***Kidcentral TN***

An online listing of state-operated and state-funded programs to find information and connect to thousands of programs available to Tennessee families, children, and parents.

<https://www.kidcentraltn.com/>

## ***National Center on Safe Supportive Learning Environments (NCSSLE)***

Provides resources and technical assistance to states, districts, and schools focused on improving student supports and academic achievement.

<https://safesupportivelearning.ed.gov/>

## ***National Child Traumatic Stress Network***

Raise standard of care and improve access to services for traumatized children, their families, and communities.

<https://www.nctsn.org/>

## ***National School Climate Center***

Promotes safe, supportive learning environments that nurture social and personal, civic, and academic growth for all students.

<https://www.schoolclimate.org/>

## ***Positive Behavioral Interventions & Supports (PBIS)***

Funded by the U.S. Department of Education, the technical center on PBIS supports schools and districts to build systems capacity for implementing a multi-tiered approach to social, personal, and behavior support.

<https://www.pbis.org/>

## ***The Center on the Developing Child at Harvard***

The mission of the center is to drive science-based innovation that achieves breakthrough outcomes for addressing ACEs.

<https://developingchild.harvard.edu/>

## ***Trauma Sensitive Schools***

Provides support to schools to become trauma-sensitive environments.

<https://traumasensitiveschools.org/>

# Recommendation to Rescind

## Bedford County Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>Rights and Responsibilities</b>	Descriptor Code: <b>6.301</b>	Issued Date: <b>08/20/98</b>
		Rescinds: <b>JCA</b>	Issued: <b>06/17/88</b>

1 The Board expects all school staff, students and parents to assume the responsibility for appropriate  
2 behaviors in the school.

3  
4 Each student has the right to:

- 5
- 6 1. Have the opportunity for a free education in the most appropriate learning environment;
- 7 2. Be secure in his/her person, papers and effects against unreasonable searches and seizure;
- 8 3. Expect that the school will be a safe place;
- 9 4. Have an appropriate environment conducive to learning;
- 10 5. Not be discriminated against on the basis of sex, race, color, creed, religion, national origin or  
11 disabilities<sup>1</sup>; and
- 12 6. Be fully informed of school rules and regulations.

13  
14 Each student has the responsibility to:<sup>2</sup>

- 15
- 16 1. Know and adhere to reasonable rules and regulations established by the Board;
- 17 2. Respect the human dignity and worth of every other individual;
- 18 3. Refrain from libel, slanderous remarks, and obscenity in verbal and written expression;
- 19 4. Study and maintain the best possible level of academic achievement;
- 20 5. Be punctual and present in the regular school program;
- 21 6. Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty and  
22 safety;
- 23 7. Maintain and/or improve the school environment, preserve school and private property, and  
24 exercise care while using school facilities;
- 25 8. Refrain from behavior which would lead to physical or emotional harm or disrupts the educational  
26 process;
- 27 9. Respect the authority of school administrators, teachers and other authorized personnel in  
28 maintaining discipline in the school and at school-sponsored activities;
- 29 10. Obey the law and school rules as to the possession or the use of alcohol, illegal drugs and other  
30 unauthorized substances or materials; and
- 31 11. Possess on school grounds only those materials which are acceptable under the law and accept  
32 the consequences for articles stored in one's locker.

33  
34  
35  
36  
37 

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Legal References:

- 38
- 39 1. 20 U.S.C. § 1703
- 40 2. TCA 49-6-3401
- 41

# Recommend to Rescind

## Bedford County Board of Education

Monitoring: Review: Annually, in April	Descriptor Term:  <b>Discipline Procedures</b>	Descriptor Code: <b>6.313</b>	Issued Date: <b>06/18/13</b>
		Rescinds: <b>6.313</b>	Issued: <b>11/16/00</b>

1 The following levels of misbehavior and disciplinary procedures and options are designed to protect all  
2 members of the educational community in the exercise of their rights and duties. <sup>1</sup>

### 3 **MISBEHAVIORS: Level I**

4 Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes  
5 with the orderly operation of the school, but which can usually be handled by an individual staff  
6 member.

7 *Examples* (not an exclusive listing):

8 Cheating and lying

9 Classroom disturbances

10 Classroom tardiness

11 Abusive language

12 Non defiant failure to do assignments or carry out directions

13 Harassment (Sexual, Racial, Ethnic, Religious)

14 *Disciplinary Procedures:*

15 Immediate intervention by the staff member.

16 Determine what offense was committed and its severity.

17 Determine offender and that he/she understands the nature of the offense.

18 Employ appropriate disciplinary options.

19 Record of the offense and disciplinary action maintained by staff member.

20 *Disciplinary Options:*

21 Verbal reprimand

22 Special Assignment

23 Restricting activities

- 1 Assigning work details
- 2 Counseling
- 3 Withdrawal of privileges
- 4 Issuance of demerits which might affect citizenship or deportment grades
- 5 Strict supervised study
- 6 Detention
- 7 Corporal punishment
- 8 In-school suspension

9 **MISBEHAVIORS: Level II**

10 Misbehavior whose *frequency* or *seriousness* tends to disrupt the learning climate of the school.  
11 Included in this level are misbehaviors which do not represent a direct threat to the health and safety of  
12 others but whose educational consequences are serious enough to require corrective action on the part  
13 of administrative personnel.

14 *Examples* (not an exclusive listing):

- 15 Cheating and lying
- 16 Continuation of other unmodified Level I behaviors
- 17 School or class tardiness
- 18 School or class truancy
- 19 Use of tobacco
- 20 Using forged notes or excuses
- 21 Disruptive classroom behavior
- 22 Harassment (Sexual, Racial, Ethnic, Religious)

23 *Disciplinary Procedures:*

- 24 Student is referred to principal for appropriate disciplinary action.
- 25 Principal meets with student and teacher.
- 26 Principal hears accusation made by teacher, permits student the opportunity of explaining his/  
27 her conduct, denying it or explaining any mitigating circumstances.
- 28 Principal takes appropriate disciplinary action and notifies teacher of action.
- 29 Record of offense and disciplinary action maintained by principal.

- 1            *Disciplinary Options:*
- 2            Teacher/schedule change
- 3            Modified probation
- 4            Behavior modification
- 5            Social probation
- 6            Peer counseling
- 7            Referral to outside agency
- 8            In-school suspension
- 9            Transfer
- 10           Detention
- 11           Suspension from school-sponsored activities or from riding school bus
- 12           Corporal punishment
- 13           Restricting school related honors student is otherwise due
- 14           Out-of-school suspension not to exceed ten (10) days.

15    **MISBEHAVIORS: Level III**

- 16    Acts directly against persons or property but whose consequences *do not seriously endanger* the health
- 17    or safety of others in the school.

18            *Examples (not an exclusive listing):*

- 19            Cheating and lying
- 20            Continuation of other unmodified Level I and II behaviors
- 21            Fighting (simple)
- 22            Vandalism (minor)
- 23            Stealing
- 24            Threats to others
- 25            Harassment (Sexual, Racial, Ethnic, Religious)

26            *Disciplinary Procedures:*

- 27            Student is referred to principal for appropriate disciplinary action.
- 28            Principal meets with student and teacher.
- 29            Principal hears accusation by accusing party and permits offender the opportunity of explaining
- 30            conduct.
- 31            Principal takes appropriate disciplinary action.

1 Principal may refer incident to the superintendent and make recommendations for  
2 consequences.

3 If student's program is to be changed, adequate notice shall be given to the student and his/her  
4 parents of the charges against him, his/her right to appear at a hearing and to be represented  
5 by a person of his/her choosing.

6 Any change in school assignment is appealable to the Board.

7 Record of offense and disciplinary action maintained by principal or superintendent.

8 *Disciplinary Options:*

9 In-school suspension

10 Detention

11 Corporal punishment

12 Restitution from loss, damage or stolen property

13 Out-of-school suspension not to exceed ten (10) days

14 Social adjustment classes

15 Transfer

16 Expulsion

17 **MISBEHAVIORS: Level IV**

18 Acts which result in violence to another's person or property or which *pose a threat* to the safety of  
19 others in the school. These acts are so serious that they usually require administrative actions which  
20 result in the immediate removal of the student from the school, the intervention of law enforcement  
21 authorities and action by the Board.

22 *Examples (not an exclusive listing):*

23 Unmodified Level I, II and III behaviors

24 Death threat (hit list)

25 Extortion

26 Bomb threat

27 Possession/use/transfer of dangerous weapons \*

28 Assault

29 Aggravated Assault \*

30 Vandalism

31 Theft/possession/sale of stolen property

32 Arson

33 Possession of unauthorized substances \*

1 Use/transfer of unauthorized substances  
2 Harassment (Sexual, Racial, Ethnic, Religious)  
3 Electronic Threats \*<sup>2</sup>

4 *Disciplinary Procedures:*

5 Principal confers with appropriate staff members and with the student.  
6 Principal hears accusation by accusing party and permits offender opportunity of explaining  
7 conduct.  
8 Parents are notified.  
9 Law enforcement officials are contacted.  
10 Incident is reported and recommendations made to the superintendent.  
11 Complete and accurate reports are submitted to the superintendent.  
12 Student is given hearing before disciplinary hearing authority.

13 *Disciplinary Options*

14 Expulsion  
15 Alternative schools  
16 Other hearing authority or Board action which results in appropriate placement  
17 \* Expulsion/Remand for a period of not less than one (1) calendar year subject to modification  
18 by the superintendent on a case-by-case basis.

19 **ADDITIONAL GUIDELINES:**

- 20 1. A student shall not be suspended solely because charges are pending against him/her in  
21 juvenile or other court.  
22 2. A principal shall not impose successive short term suspensions that cumulatively exceed ten  
23 (10) days for the same offense.<sup>2</sup>  
24 3. A teacher or other school official shall not reduce or authorize the reduction of a student's  
25 grade because of discipline problems except in department or citizenship.  
26 4. A student shall not be denied the passing of a course or grade promotion solely on the basis  
27 of absences except as provided by board policy.  
28 5. A student shall not be denied the passing of a course or grade promotion solely on the basis  
29 of failure to:  
30 a. pay any activity fee;  
31 b. pay a library or other school fine; or  
32 c. make restitution for lost or damaged school property.

---

Legal Reference:

1. TCA 49-6-4012 through 49-6-4105

3. TCA 49-6-3007(h)

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Cross References:

Zero Tolerance Offenses 6.309



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## Budget Overview Plus/Minus

Bedford County (020) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 1 - Elementary and Secondary School Emergency Relief (ESSER)

Go To

Indirect Cost

Total Contributing to Indirect Cost

Indirect Cost Rate

Maximum Allowed for Indirect Cost

Filter by Location:

[Show Unbudgeted Categories](#)

Account Number	71100 - Regular Instruction Program	72210 - Support Services/Regular Instruction Program	72250 - Education Technology	72710 - Transportation	Total
<div style="display: flex; justify-content: space-between;"> <span>Schuler, Lori</span> <span><b>Production</b></span> </div> <div style="display: flex; justify-content: space-between;"> <span>Session Timeout</span> <span>00:29:44</span> </div>					
Line Item Number					
146 - Bus Drivers				74,853.00	74,853.00
189 - Other Salaries & Wages	0.00	151,200.00	0.00	0.00	151,200.00
201 - Social Security	0.00	14,062.00	0.00	3,720.00	17,782.00
204 - State Retirement	0.00	22,448.00	0.00	6,378.00	28,826.00
210 - Unemployment Compensation	0.00	200.00	0.00	125.00	325.00
212 - Employer Medicare	0.00	3,290.00	0.00	970.00	4,260.00
348 - Postal Charges		3,465.05	0.00	0.00	3,465.05
350 - Internet Connectivity			59,243.85		59,243.85
399 - Other Contracted Services	92,500.00 -\$44,500.00	247,953.00 -\$23,000.00	0.00	0.00	340,453.00 -\$67,500.00
425 - Gasoline				15,067.00	15,067.00
429 - Instructional Supplies & Materials	11,500.00 +\$7,500.00				11,500.00 +\$7,500.00
499 - Other Supplies and Materials	30,000.00 +\$30,000.00	0.00	0.00	0.00	30,000.00 +\$30,000.00
524 - In-Service / Staff Development		90,000.00 +\$30,000.00	0.00	0.00	90,000.00 +\$30,000.00
722 - Regular Instruction Equipment	859,379.02				859,379.02
790 - Other Equipment		3,000.00	0.00		3,000.00
<b>Total</b>	<b>993,379.02</b> <b>-\$7,000.00</b>	<b>535,618.05</b> <b>+\$7,000.00</b>	<b>59,243.85</b>	<b>101,113.00</b>	<b>1,689,353.92</b>
				<b>Adjusted Allocation</b>	<b>1,689,353.92</b>
				<b>Remaining</b>	<b>0.00</b>

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## Budget Overview Plus/Minus

Bedford County (020) Public District - FY 2021 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 2 - Elementary and Secondary School Emergency Relief (ESSER)

Go To

### Indirect Cost

Total Contributing to Indirect Cost	<input type="text" value="\$826,974.90"/>
Indirect Cost Rate	<input type="text" value="17.36%"/>
Maximum Allowed for Indirect Cost	<input type="text" value="\$122,326.89"/>

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

Schuler, Lori

Production

Session Timeout  
**00:29:27**

Account Number	71100 - Regular Instruction Program	72210 - Support Services/Regular Instruction Program	72250 - Education Technology	72710 - Transportation	Total
<b>Line Item Number</b>					
<b>146 - Bus Drivers</b>				70,403.00	70,403.00
				<b>-\$4,450.00</b>	<b>-\$4,450.00</b>
<b>189 - Other Salaries &amp; Wages</b>	0.00	175,400.00	0.00	0.00	175,400.00
		<b>+\$24,200.00</b>			<b>+\$24,200.00</b>
<b>201 - Social Security</b>	0.00	15,572.00	0.00	3,720.00	19,292.00
		<b>+\$1,510.00</b>			<b>+\$1,510.00</b>
<b>204 - State Retirement</b>	0.00	25,028.00	0.00	6,378.00	31,406.00
		<b>+\$2,580.00</b>			<b>+\$2,580.00</b>
<b>210 - Unemployment Compensation</b>	0.00	200.00	0.00	125.00	325.00
<b>212 - Employer Medicare</b>	0.00	3,650.00	0.00	970.00	4,620.00
		<b>+\$360.00</b>			<b>+\$360.00</b>
<b>348 - Postal Charges</b>		3,465.05	0.00	0.00	3,465.05
<b>350 - Internet Connectivity</b>			59,243.85		59,243.85
<b>399 - Other Contracted Services</b>	92,500.00	223,753.00	0.00	0.00	316,253.00
		<b>-\$24,200.00</b>			<b>-\$24,200.00</b>
<b>425 - Gasoline</b>				15,067.00	15,067.00
<b>429 - Instructional Supplies &amp; Materials</b>	11,500.00				11,500.00
<b>499 - Other Supplies and Materials</b>	30,000.00	0.00	0.00	0.00	30,000.00
<b>524 - In-Service / Staff Development</b>		90,000.00	0.00	0.00	90,000.00
<b>722 - Regular Instruction Equipment</b>	859,379.02				859,379.02
<b>790 - Other Equipment</b>		3,000.00	0.00		3,000.00
<b>Total</b>	<b>993,379.02</b>	<b>540,068.05</b>	<b>59,243.85</b>	<b>96,663.00</b>	<b>1,689,353.92</b>
		<b>+\$4,450.00</b>		<b>-\$4,450.00</b>	
				<b>Adjusted Allocation</b>	<b>1,689,353.92</b>
				<b>Remaining</b>	<b>0.00</b>

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## Budget Overview Plus/Minus

Bedford County (020) Public District - FY 2021 - IDEA Partnership for Systemic Change (K-12) - Rev 1 - 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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Schuler, Lori

Account Number 71200 - Special Education Program 72220 - Support Services/Special Education Program Total

**Production**

Session Timeout  
00:29:47

Line Item Number				Total
189 - Other Salaries & Wages	25,600.00	0.00		25,600.00
201 - Social Security	1,588.00	0.00		1,588.00
	+\$1,588.00			+\$1,588.00
204 - State Retirement	2,318.00	0.00		2,318.00
	+\$2,318.00			+\$2,318.00
212 - Employer Medicare	372.00	0.00		372.00
	+\$372.00			+\$372.00
429 - Instructional Supplies & Materials	8,698.00			8,698.00
499 - Other Supplies and Materials	0.00	1,504.00		1,504.00
524 - In-Service / Staff Development		9,921.00		9,921.00
		-\$4,278.00		-\$4,278.00
<b>Total</b>	38,576.00	11,425.00		50,001.00
	+\$4,278.00	-\$4,278.00		
		<b>Adjusted Allocation</b>		50,001.00
		<b>Remaining</b>		0.00

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## Budget Overview

Bedford County (020) Public District - FY 2021 - Title IX McKinney-Vento - Rev 0 - Title IX McKinney-Vento

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### Indirect Cost

Total Contributing to Indirect Cost

Indirect Cost Rate

Maximum Allowed for Indirect Cost

Filter by Location:

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Schuler, Lori

### Production

Session Timeout  
**00:29:46**

Account Number	71100 - Regular Instruction Program	72120 - Health Services	72130 - Other Student Support	72210 - Support Services/Regular Instruction Program	72710 - Transportation	Total
<b>Line Item Number</b>						
308 - Consultants				3,000.00		3,000.00
313 - Contracts with Parents					3,000.00	3,000.00
314 - Contracts with Public Carriers					1,500.00	1,500.00
429 - Instructional Supplies & Materials	5,000.00					5,000.00
499 - Other Supplies and Materials	0.00	0.00	7,500.00	12,000.00	0.00	19,500.00
524 - In-Service / Staff Development		0.00	0.00	4,650.00	0.00	4,650.00
599 - Other Charges	2,000.00	2,500.00	2,500.00	2,500.00	0.00	9,500.00
722 - Regular Instruction Equipment	7,522.48					7,522.48
790 - Other Equipment		0.00	3,000.00	0.00		3,000.00
<b>Total</b>	14,522.48	2,500.00	13,000.00	22,150.00	4,500.00	56,672.48
					<b>Adjusted Allocation</b>	56,672.48
					<b>Remaining</b>	0.00

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# **BEDFORD COUNTY SCHOOLS**

## **MONTHLY FINANCIAL REPORT**

**Month Ending June 30, 2020**

**2019-20**

**Presented to the Bedford County Board of Education**

**Mr. Don Embry, Superintendent**

**Mr. Glenn Forsee, Chairman**

**Mr. Robert Daniel, Director of Finance**

**BEDFORD COUNTY GENERAL PURPOSE SCHOOL FUND**  
**MONTHLY FINANCIAL REPORT**  
**June 2020**

	ESTIMATED REVENUE 2019-20	YEAR TO DATE REVENUES	UNREALIZED REVENUES TO DATE	PERCENT REALIZED	CURRENT MONTH REVENUE
<b>EST. REVENUES &amp; OTHER SOURCES</b>					
40000 Local Taxes	12,576,970	12,653,336	(76,366)	100.61%	777,724
41000 Licenses & Permits	3,000	1,771	1,229	59.03%	486
43000 Chg. for Current Serv.	137,069	86,890	50,179	63.39%	6,477
44000 Other Local Revenues	265,385	157,501	107,884	59.35%	17,444
46500 State Ed. Funds	53,622,199	53,304,691	317,508	99.41%	5,358,312
46800 Other State Revenues	4,795	4,039	756	84.23%	0
47100 Fed. Funds Rec.-State	0	0	0	0.00%	0
47600 Direct Fed. Revenues	0	0	0	0.00%	0
49000 Other Sources(Non-Revenue)	22,198	24,494	(2,296)	110.34%	18,000
<b>14100 TOTAL EST. REVENUES &amp; OTHER</b>	<b>66,631,616</b>	<b>66,232,722</b>	<b>398,894</b>	<b>99.40%</b>	<b>6,178,443</b>
<b>30000 Unassigned Fund Balance</b>	<b>7,065,011</b>				
<b>Committed Fund Balance</b>	<b>8,716,293</b>				
<b>Assigned Fund Balance</b>	<b>0</b>				
<b>Restricted Fund Balance</b>	<b>146,039</b>				
<b>TOTAL AVAILABLE FUNDS</b>	<b>82,558,959</b>				

**BEDFORD COUNTY GENERAL PURPOSE SCHOOL FUND**  
**MONTHLY FINANCIAL REPORT**  
**June 2020**

	APPROPRIATIONS 2019-20	YEAR TO DATE EXPENDITURES/ ENCUMBRANCES	UNEXPENDED / UNENCUMBERED TO DATE	PERCENT USED	CURRENT MONTH EXPENDITURES/ ENCUMBRANCES
<b>EXPENDITURES (APPROPRIATIONS)</b>					
<b>Instruction</b>					
71100 Regular Inst. Prog.	37,038,757	34,499,542	2,539,215	93.14%	5,298,125
71150 Alternative Inst. Prog.	563,633	547,256	16,377	97.09%	43,179
71200 Spec. Ed. Program	3,515,964	3,379,688	136,276	96.12%	494,785
71300 Voc. Ed. Program	1,460,651	1,373,712	86,939	94.05%	193,348
71900 Other	0	0	0	0.00%	0
<b>Support Services</b>					
72110 Attendance	128,220	111,508	16,712	86.97%	8,731
72120 Health Services	623,321	590,356	32,965	94.71%	57,591
72130 Other Student Support	2,008,882	1,758,655	250,227	87.54%	238,716
72210 Regular Instruction Staff	1,741,939	1,540,505	201,434	88.44%	179,475
72215 Alternative Instructional Staff	0	0	0	0.00%	0
72220 Special Education Instructional Staff	499,618	467,999	31,619	93.67%	50,973
72230 Vocational Instructional Staff	27,888	27,378	510	98.17%	4,460
72250 Technology	1,478,884	1,455,891	22,993	98.45%	46,168
72290 Other Programs	0	0	0	0.00%	0
72310 Board of Education	946,559	903,471	43,088	95.45%	35,006
72320 Office of Superintendent	765,761	686,671	79,091	89.67%	33,072
72410 Office of Principal	4,076,162	4,042,231	33,931	99.17%	396,726
72520 Human Services	313,073	213,396	99,677	68.16%	17,546
72610 Operation of Plant	6,237,202	5,455,661	781,541	87.47%	320,002
72620 Maintenance of Plant	2,416,127	2,217,774	198,353	91.79%	39,798
72710 Student Transportation	4,101,209	3,361,620	739,589	81.97%	145,819
72810 Central and Other	0	0	0	0.00%	0
<b>Oper. of Non-Instructional Services</b>					
73100 Food Service	55,108	45,146	9,962	81.92%	7,943
73300 Community Services	226,750	126,077	100,673	55.60%	(605)
73400 Early Childhood Education	727,666	721,505	6,161	99.15%	82,220
76100 Reg.Capital Outlay	4,941,717	2,762,969	2,178,748	55.91%	110,039
81300 Education Debt Service	0	0	0	0.00%	0
91300 Education Capital Projects	0	0	0	0.00%	0
99100 Operating Transfers	0	0	0	0.00%	0
<b>TOTAL EXPENDITURES</b>	<b>73,895,090</b>	<b>66,289,007</b>	<b>7,606,083</b>	<b>89.71%</b>	<b>7,803,117</b>
<b>Less: Committed Fund Balance</b>	<b>5,612,991</b>				
<b>  Restricted Fund Balance</b>	<b>146,039</b>				
<b>  3% Fund Balance</b>	<b>2,044,404</b>				
<b>39000 Unassigned Fund Balance</b>	<b>860,435</b>				

**BEDFORD COUNTY FEDERAL PROJECTS FUND 142**  
**MONTHLY FINANCIAL REPORT**  
**June 2020**

	ESTIMATED REVENUE 2019-20	YEAR TO DATE REVENUES	UNREALIZED REVENUES TO DATE	PERCENT REALIZED	CURRENT MONTH REVENUE
<b>EST. REVENUES &amp; OTHER SOURCES</b>					
47100 Fed. Funds Rec.-State	6,280,381	4,646,302	1,634,079	73.98%	772,869
<b>14100 TOTAL EST. REVENUES &amp; OTHER</b>	<b>6,280,381</b>	<b>4,646,302</b>	<b>1,634,079</b>	<b>73.98%</b>	<b>772,869</b>
30000 Reserves and/or Fund Balances	0				
<b>TOTAL AVAILABLE FUNDS</b>	<b>6,280,381</b>				
	APPROPRIATIONS 2019-20	YEAR TO DATE EXPENDITURES/ ENCUMBRANCES	UNEXPENDED / UNENCUMBERED TO DATE	PERCENT USED	CURRENT MONTH EXPENDITURES/ ENCUMBRANCES
<b>EXPENDITURES (APPROPRIATIONS)</b>					
<b>Instruction</b>					
71100 Regular Inst. Prog.	1,954,012	1,615,049	338,963	82.65%	232,575
71200 Spec. Ed. Program	1,374,960	1,141,942	233,018	83.05%	131,641
71300 Voc. Ed. Program	135,087	124,851	10,235	92.42%	(1,222)
<b>Support Services</b>					
72120 Health Services	1,000	0	1,000	0.00%	0
72130 Other Student Support	146,009	62,020	83,990	42.48%	(490)
72210 Regular Instruction Staff	1,655,758	954,247	701,511	57.63%	95,974
72220 Special Education Staff	604,593	383,491	221,102	63.43%	50,183
72230 Vocational Education Staff	3,445	3,193	252	92.67%	(0)
72710 Student Transportation	384,517	337,953	46,564	87.89%	26,452
<b>Oper. of Non-Instructional Services</b>					
73100 Food Service	3,000	426	2,574	14.19%	(74)
99100 Operating Transfers	18,000	18,000	0	100.00%	18,000
<b>TOTAL EXPENDITURES</b>	<b>6,280,381</b>	<b>4,641,172</b>	<b>1,639,209</b>	<b>73.90%</b>	<b>553,039</b>
39000 Reserves and/or Fund Balances	0				

**BEDFORD COUNTY CHILD NUTRITION FUND 143**  
**MONTHLY FINANCIAL REPORT**  
**June 2020**

	ESTIMATED REVENUE 2019-20	YEAR TO DATE REVENUES	UNREALIZED REVENUES TO DATE	PERCENT REALIZED	CURRENT MONTH REVENUE
<b>EST. REVENUES &amp; OTHER SOURCES</b>					
43000 Chg. for Current Serv.	300,000	171,675	128,325	57.23%	90
44000 Other Local Revenues	3,000	3,380	(380)	112.68%	285
47100 Fed. Funds Rec.-State	5,269,483	5,040,876	228,607	95.66%	654,283
49000 Other Sources(Non-Revenue)	0	0	0	0.00%	0
<b>14100 TOTAL EST. REVENUES &amp; OTHER</b>	<b>5,572,483</b>	<b>5,215,931</b>	<b>356,552</b>	<b>93.60%</b>	<b>654,657</b>
30000 Reserves and/or Fund Balances	1,619,846				
<b>TOTAL AVAILABLE FUNDS</b>	<b>7,192,329</b>				

	APPROPRIATIONS 2019-20	YEAR TO DATE EXPENDITURES/ ENCUMBRANCES	UNEXPENDED / UNENCUMBERED TO DATE	PERCENT USED	CURRENT MONTH EXPENDITURES/ ENCUMBRANCES
<b>EXPENDITURES (APPROPRIATIONS)</b>					
Oper. of Non-Instructional Services					
72300 General Administration	54,000	54,000	0	100.00%	0
73100 Food Service	6,014,475	5,101,718	912,757	84.82%	1,524
99100 Transfers	0	0	0	0.00%	0
<b>TOTAL EXPENDITURES</b>	<b>6,068,475</b>	<b>5,155,718</b>	<b>912,757</b>	<b>84.96%</b>	<b>1,524</b>
39000 Reserves and/or Fund Balances	1,123,854				

**BEDFORD COUNTY SCHOOL AGE CARE PROGRAM FUND 146**  
**MONTHLY FINANCIAL REPORT**  
**June 2020**

	ESTIMATED REVENUE 2019-20	YEAR TO DATE REVENUES	UNREALIZED REVENUES TO DATE	PERCENT REALIZED	CURRENT MONTH REVENUE
<b>EST. REVENUES &amp; OTHER SOURCES</b>					
43000 Chg. for Current Serv.	503,010	365,261	137,749	72.62%	5,196
44000 Other Local Revenues	0	0	0	0.00%	0
46000 State of Tennessee	0	0	0	0.00%	0
<b>14100 TOTAL EST. REVENUES &amp; OTHER</b>	<b>503,010</b>	<b>365,261</b>	<b>137,749</b>	<b>72.62%</b>	<b>5,196</b>
30000 Reserves and/or Fund Balances	246,861				
<b>TOTAL AVAILABLE FUNDS</b>	<b>749,871</b>				

	APPROPRIATIONS 2019-20	YEAR TO DATE EXPENDITURES/ ENCUMBRANCES	UNEXPENDED / UNENCUMBERED TO DATE	PERCENT USED	CURRENT MONTH EXPENDITURES/ ENCUMBRANCES
<b>EXPENDITURES (APPROPRIATIONS)</b>					
Oper. of Non-Instructional Services					
72300 General Administration	1,800	1,800	0	100.00%	0
73300 Community Service	531,192	349,910	181,282	65.87%	1,107
79100 Operating Transfers	0	0	0	0.00%	0
79200 Residual Equity Transfers	0	0	0	0.00%	0
<b>TOTAL EXPENDITURES</b>	<b>532,992</b>	<b>351,710</b>	<b>181,282</b>	<b>65.99%</b>	<b>1,107</b>
39000 Reserves and/or Fund Balances	216,879				

# **BEDFORD COUNTY SCHOOLS**

## **QUARTERLY FINANCIAL REPORT**

**Quarter Ending June 30, 2020**

**2019-20**

**Presented to the Bedford County Board of Education**

Mr. Don Embry, Superintendent

Mr. Glenn Forsee, Chairman

Mr. Robert Daniel, Director of Finance

**BEDFORD COUNTY GENERAL PURPOSE SCHOOL FUND 141**  
**QUARTERLY FINANCIAL REPORT**  
**June 2020**

	<b>ESTIMATED REVENUE 2019-20</b>	<b>QUARTER TO DATE Revenues</b>	<b>UNREALIZED REVENUES TO DATE</b>	<b>PERCENT REALIZED</b>
<b>EST. REVENUES &amp; OTHER SOURCES</b>				
40000 Local Taxes	12,576,970	12,653,336	(76,366)	100.61%
41000 Licenses & Permits	3,000	1,771	1,229	59.03%
43000 Chg. for Current Serv.	137,069	86,890	50,179	63.39%
44000 Other Local Revenues	265,385	157,501	107,884	59.35%
46500 State Ed. Funds	53,622,199	53,304,691	317,508	99.41%
46800 Other State Revenues	4,795	4,039	756	84.23%
47100 Fed. Funds Rec.-State	0	0	0	0.00%
47600 Direct Fed. Revenues	0	0	0	0.00%
49000 Other Sources(Non-Revenue)	22,198	24,494	(2,296)	110.34%
<b>14100 TOTAL EST. REVENUES &amp; OTHER</b>	<b>66,631,616</b>	<b>66,232,722</b>	<b>398,894</b>	<b>99.40%</b>
<b>30000 Unassigned Fund Balance</b>	<b>7,065,011</b>			
<b>Committed Fund Balance</b>	<b>8,716,293</b>			
<b>Assigned Fund Balance</b>	<b>0</b>			
<b>Restricted Fund Balance</b>	<b>146,039</b>			
<b>TOTAL AVAILABLE FUNDS</b>	<b>82,558,959</b>			

**BEDFORD COUNTY GENERAL PURPOSE SCHOOL FUND**  
**QUARTERLY FINANCIAL REPORT**  
**June 2020**

	APPROPRIATIONS 2019-20	QUARTER TO DATE Expenditures	UNREALIZED EXPENDITURES TO DATE	PERCENT REALIZED
<b>EXPENDITURES (APPROPRIATIONS)</b>				
<b>Instruction</b>				
71100 Regular Inst. Prog.	37,038,757	34,499,542	2,539,215	93.14%
71150 Alternative Inst. Prog.	563,633	547,256	16,377	97.09%
71200 Spec. Ed. Program	3,515,964	3,379,688	136,276	96.12%
71300 Voc. Ed. Program	1,460,651	1,373,712	86,939	94.05%
<b>Support Services</b>				
72110 Attendance	128,220	111,508	16,712	86.97%
72120 Health Services	623,321	590,356	32,965	94.71%
72130 Other Student Support	2,008,882	1,758,655	250,227	87.54%
72210 Regular Instruction Staff	1,741,939	1,540,505	201,434	88.44%
72215 Alternative Instructional Staff	0	0	0	0.00%
72220 Special Education Instructional Staff	499,618	467,999	31,619	93.67%
72230 Vocational Instructional Staff	27,888	27,378	510	98.17%
72250 Technology	1,478,884	1,455,891	22,993	98.45%
72290 Other Programs	0	0	0	0.00%
72310 Board of Education	946,559	903,471	43,088	95.45%
72320 Office of Superintendent	765,761	686,671	79,091	89.67%
72410 Office of Principal	4,076,162	4,042,231	33,931	99.17%
72520 Human Services	313,073	213,396	99,677	68.16%
72610 Operation of Plant	6,237,202	5,455,661	781,541	87.47%
72620 Maintenance of Plant	2,416,127	2,217,774	198,353	91.79%
72710 Student Transportation	4,101,209	3,361,620	739,589	81.97%
72810 Central and Other	0	0	0	0.00%
<b>Oper. of Non-Instructional Services</b>				
73100 Food Service	55,108	45,146	9,962	81.92%
73300 Community Services	226,750	126,077	100,673	55.60%
73400 Early Childhood Education	727,666	721,505	6,161	99.15%
76100 Reg. Capital Outlay	4,941,717	2,762,969	2,178,748	55.91%
81300 Education Debt Service	0	0	0	0.00%
91300 Education Capital Projects	0	0	0	0.00%
99100 Operating Transfers	0	0	0	0.00%
<b>TOTAL EXPENDITURES</b>	<b>73,895,090</b>	<b>66,289,007</b>	<b>7,606,083</b>	<b>89.71%</b>
<b>Less: Committed Fund Balance</b>	<b>5,612,991</b>			
<b>Restricted Fund Balance</b>	<b>146,039</b>			
<b>3% Fund Balance</b>	<b>2,044,404</b>			
<b>39000 Unassigned Fund Balance</b>	<b>860,435</b>			

**BEDFORD COUNTY FEDERAL PROJECTS FUND 142**  
**QUARTERLY FINANCIAL REPORT**  
**June 2020**

	<b>ESTIMATED REVENUE 2019-20</b>	<b>QUARTER TO DATE Revenues</b>	<b>UNREALIZED REVENUES TO DATE</b>	<b>PERCENT REALIZED</b>
<b>EST. REVENUES &amp; OTHER SOURCES</b>				
47100 Fed. Funds Rec.-State	6,280,381	4,646,302	1,634,079	73.98%
<b>14100 TOTAL EST. REVENUES &amp; OTHER</b>	<b>6,280,381</b>	<b>4,646,302</b>	<b>1,634,079</b>	<b>73.98%</b>
30000 Reserves and/or Fund Balances	0			
<b>TOTAL AVAILABLE FUNDS</b>	<b>6,280,381</b>			

	<b>APPROPRIATIONS 2019-20</b>	<b>QUARTER TO DATE Expenditures</b>	<b>UNREALIZED EXPENDITURES TO DATE</b>	<b>PERCENT REALIZED</b>
<b>EXPENDITURES (APPROPRIATIONS)</b>				
<b>Instruction</b>				
71100 Regular Inst. Prog.	1,954,012	1,615,049	338,963	82.65%
71200 Spec. Ed. Program	1,374,960	1,141,942	233,018	83.05%
71300 Voc. Ed. Program	135,087	124,851	10,235	92.42%
<b>Support Services</b>				
72120 Health Services	1,000	0	1,000	0.00%
72130 Other Student Support	146,009	62,020	83,990	42.48%
72210 Regular Instruction Staff	1,655,758	954,247	701,511	57.63%
72220 Special Education Staff	604,593	383,491	221,102	63.43%
72230 Vocational Education Staff	3,445	3,193	252	92.67%
72710 Student Transportation	384,517	337,953	46,564	87.89%
<b>Oper. of Non-Instructional Services</b>				
73100 Food Service	3,000	426	2,574	14.19%
99100 Operating Transfers	18,000	18,000	0	100.00%
<b>TOTAL EXPENDITURES</b>	<b>6,280,381</b>	<b>4,641,172</b>	<b>1,639,209</b>	<b>73.90%</b>
39000 Reserves and/or Fund Balances	0			

**BEDFORD COUNTY CHILD NUTRITION FUND 143**  
**QUARTERLY FINANCIAL REPORT**  
**June 2020**

	<b>ESTIMATED REVENUE 2019-20</b>	<b>QUARTER TO DATE Revenues</b>	<b>UNREALIZED REVENUES TO DATE</b>	<b>PERCENT REALIZED</b>
<b>EST. REVENUES &amp; OTHER SOURCES</b>				
43000 Chg. for Current Serv.	300,000	171,675	128,325	57.23%
44000 Other Local Revenues	3,000	3,380	(380)	112.68%
47100 Fed. Funds Rec.-State	5,269,483	5,040,876	228,607	95.66%
49000 Other Sources(Non-Revenue)	0	0	0	0.00%
<b>14100 TOTAL EST. REVENUES &amp; OTHER</b>	<b>5,572,483</b>	<b>5,215,931</b>	<b>356,552</b>	<b>93.60%</b>
30000 Reserves and/or Fund Balances	1,619,846			
<b>TOTAL AVAILABLE FUNDS</b>	<b>7,192,329</b>			

	<b>APPROPRIATIONS 2019-20</b>	<b>QUARTER TO DATE Expenditures</b>	<b>UNREALIZED EXPENDITURES TO DATE</b>	<b>PERCENT REALIZED</b>
<b>EXPENDITURES (APPROPRIATIONS)</b>				
Oper. of Non-Instructional Services				
72300 General Administration	54,000	54,000	0	100.00%
73100 Food Service	6,014,475	5,101,718	912,757	84.82%
99100 Transfers	0	0	0	0.00%
<b>TOTAL EXPENDITURES</b>	<b>6,068,475</b>	<b>5,155,718</b>	<b>912,757</b>	<b>84.96%</b>
39000 Reserves and/or Fund Balances	1,123,854			

**BEDFORD COUNTY SCHOOL AGE CARE PROGRAM FUND 146**  
**QUARTERLY FINANCIAL REPORT**  
**June 2020**

	<b>ESTIMATED REVENUE 2019-20</b>	<b>QUARTER TO DATE Revenues</b>	<b>UNREALIZED REVENUES TO DATE</b>	<b>PERCENT REALIZED</b>
<b>EST. REVENUES &amp; OTHER SOURCES</b>				
43000 Chg. for Current Serv.	503,010	365,261	137,749	72.62%
44000 Other Local Revenues	0	0	0	0.00%
46000 State of Tennessee	0	0	0	0.00%
<b>14100 TOTAL EST. REVENUES &amp; OTHER</b>	<b>503,010</b>	<b>365,261</b>	<b>137,749</b>	<b>72.62%</b>
30000 Reserves and/or Fund Balances	246,861			
<b>TOTAL AVAILABLE FUNDS</b>	<b>749,871</b>			
	<b>APPROPRIATIONS 2019-20</b>	<b>QUARTER TO DATE Expenditures</b>	<b>UNREALIZED EXPENDITURES TO DATE</b>	<b>PERCENT REALIZED</b>
<b>EXPENDITURES (APPROPRIATIONS)</b>				
Oper. of Non-Instructional Services				
72300 General Administration	1,800	1,800	0	100.00%
73300 Community Service	531,192	349,910	181,282	65.87%
79100 Operating Transfers	0	0	0	0.00%
79200 Residual Equity Transfers	0	0	0	0.00%
<b>TOTAL EXPENDITURES</b>	<b>532,992</b>	<b>351,710</b>	<b>181,282</b>	<b>65.99%</b>
39000 Reserves and/or Fund Balances	216,878			

# **BEDFORD COUNTY SCHOOLS**

## **MONTHLY FINANCIAL REPORT**

**Month Ending July 31, 2020**

**2020-21**

**Presented to the Bedford County Board of Education**

Mr. Don Embry, Superintendent

Mr. Glenn Forsee, Chairman

Mr. Robert Daniel, Director of Finance

**MONTHLY FINANCIAL REPORT**  
**July 2020**

	<b>ESTIMATED REVENUE 2020-21</b>	<b>YEAR TO DATE REVENUES</b>	<b>UNREALIZED REVENUES TO DATE</b>	<b>PERCENT REALIZED</b>	<b>CURRENT MONTH REVENUE</b>
<b>EST. REVENUES &amp; OTHER SOURCES</b>					
40000 Local Taxes	12,576,970	14,962	12,562,008	0.12%	14,962
41000 Licenses & Permits	3,000	(66)	3,066	-2.20%	(66)
43000 Chg. for Current Serv.	123,000	0	123,000	0.00%	0
44000 Other Local Revenues	139,000	772	138,228	0.56%	772
46500 State Ed. Funds	53,560,917	0	53,560,917	0.00%	0
46800 Other State Revenues	0	0	0	0.00%	0
47100 Fed. Funds Rec.-State	0	0	0	0.00%	0
47600 Direct Fed. Revenues	0	0	0	0.00%	0
49000 Other Sources(Non-Revenue)	8,000	0	8,000	0.00%	0
<b>14100 TOTAL EST. REVENUES &amp; OTHER</b>	<b>66,410,887</b>	<b>15,668</b>	<b>66,395,219</b>	<b>0.02%</b>	<b>15,668</b>
<b>30000 Unassigned Fund Balance</b>	<b>9,217,959</b>				
<b>Committed Fund Balance</b>	<b>8,290,293</b>				
<b>Assigned Fund Balance</b>	<b>0</b>				
<b>Restricted Fund Balance</b>	<b>109,822</b>				
<b>TOTAL AVAILABLE FUNDS</b>	<b>84,028,961</b>				

**BEDFORD COUNTY GENERAL PURPOSE SCHOOL FUND**  
**MONTHLY FINANCIAL REPORT**  
**July 2020**

	APPROPRIATIONS 2020-21	YEAR TO DATE EXPENDITURES/ ENCUMBRANCES	UNEXPENDED / UNENCUMBERED TO DATE	PERCENT USED	CURRENT MONTH EXPENDITURES/ ENCUMBRANCES
<b>EXPENDITURES (APPROPRIATIONS)</b>					
<b>Instruction</b>					
71100 Regular Inst. Prog.	37,970,085	1,565,348	36,404,737	4.12%	1,565,348
71150 Alternative Inst. Prog.	701,847	392	701,455	0.06%	392
71200 Spec. Ed. Program	3,775,435	63,615	3,711,820	1.68%	63,615
71300 Voc. Ed. Program	1,551,620	19,256	1,532,364	1.24%	19,256
71900 Other	0	0	0	0.00%	0
<b>Support Services</b>					
72110 Attendance	117,415	10,066	107,349	8.57%	10,066
72120 Health Services	618,999	28,813	590,186	4.65%	28,813
72130 Other Student Support	1,812,977	68,484	1,744,493	3.78%	68,484
72210 Regular Inst. Program (Staff)	1,744,204	48,052	1,696,152	2.75%	48,052
72215 Alternative Inst. Program (Staff)	0	0	0	0.00%	0
72220 Special Education Inst. Program (Staff)	451,209	20,627	430,582	4.57%	20,627
72230 Vocational Inst. Program (Staff)	30,200	0	30,200	0.00%	0
72250 Technology	1,250,013	120,612	1,129,401	9.65%	120,612
72290 Other Programs	0	0	0	0.00%	0
72310 Board of Education	946,885	438,902	507,983	46.35%	438,902
72320 Office of Superintendent	757,943	32,469	725,474	4.28%	32,469
72410 Office of Principal	4,091,729	229,157	3,862,572	5.60%	229,157
72520 Human Services	275,934	30,810	245,124	11.17%	30,810
72610 Operation of Plant	6,540,003	666,859	5,873,144	10.20%	666,859
72620 Maintenance of Plant	2,529,911	396,033	2,133,878	15.65%	396,033
72710 Student Transportation	3,962,026	851,249	3,110,777	21.49%	851,249
72810 Central and Other	0	0	0	0.00%	0
<b>Oper. of Non-Instructional Services</b>					
73100 Food Service	54,022	9,048	44,974	16.75%	9,048
73300 Community Services	226,750	0	226,750	0.00%	0
73400 Early Childhood Education	702,356	14,216	688,140	2.02%	14,216
76100 Reg.Capital Outlay	2,708,915	11,010	2,697,905	0.41%	11,010
81300 Education Debt Service	0	0	0	0.00%	0
91300 Education Capital Projects	0	0	0	0.00%	0
99100 Operating Transfers	42,505	0	42,505	0.00%	0
<b>TOTAL EXPENDITURES</b>	<b>72,862,983</b>	<b>4,625,017</b>	<b>68,237,966</b>	<b>6.35%</b>	<b>4,625,017</b>
<b>Less: Committed Fund Balance</b>	<b>7,990,759</b>				
<b>Restricted Fund Balance</b>	<b>74,822</b>				
<b>3% Fund Balance</b>	<b>2,104,622</b>				
<b>39000 Unassigned Fund Balance</b>	<b>995,775</b>				

**BEDFORD COUNTY FEDERAL PROJECTS FUND 142**  
**MONTHLY FINANCIAL REPORT**  
**July 2020**

	<b>ESTIMATED REVENUE 2020-21</b>	<b>YEAR TO DATE REVENUES</b>	<b>UNREALIZED REVENUES TO DATE</b>	<b>PERCENT REALIZED</b>	<b>CURRENT MONTH REVENUE</b>
<b>EST. REVENUES &amp; OTHER SOURCES</b>					
47100 Fed. Funds Rec.-State	6,764,940	(319)	6,765,260	0.00%	(319)
<b>14100 TOTAL EST. REVENUES &amp; OTHER</b>	<b>6,764,940</b>	<b>(319)</b>	<b>6,765,260</b>	<b>0.00%</b>	<b>(319)</b>
30000 Reserves and/or Fund Balances	0				
<b>TOTAL AVAILABLE FUNDS</b>	<b>6,764,940</b>				
	<b>APPROPRIATIONS 2020-21</b>	<b>YEAR TO DATE EXPENDITURES/ ENCUMBRANCES</b>	<b>UNEXPENDED / UNENCUMBERED TO DATE</b>	<b>PERCENT USED</b>	<b>CURRENT MONTH EXPENDITURES/ ENCUMBRANCES</b>
<b>EXPENDITURES (APPROPRIATIONS)</b>					
<b>Instruction</b>					
71100 Regular Inst. Prog.	2,714,232	829,819	1,884,413	30.57%	829,819
71200 Spec. Ed. Program	1,294,282	16,567	1,277,715	1.28%	16,567
71300 Voc. Ed. Program	74,581	1,333	73,248	1.79%	1,333
<b>Support Services</b>					
72120 Health Services	0	0	0	0.00%	0
72130 Other Student Support	133,595	1,270	132,325	0.95%	1,270
72210 Regular Instruction Staff	1,662,584	48,472	1,614,112	2.92%	48,472
72220 Special Education Staff	395,653	11,281	384,372	2.85%	11,281
72230 Vocational Education Staff	15,707	559	15,148	3.56%	559
72250 Technology	59,244	0	59,244	0.00%	0
72710 Student Transportation	411,115	0	411,115	0.00%	0
<b>Oper. of Non-Instructional Services</b>					
73100 Food Service	3,948	0	3,948	0.00%	0
99100 Operating Transfers	0	0	0	0.00%	0
<b>TOTAL EXPENDITURES</b>	<b>6,764,940</b>	<b>909,301</b>	<b>5,855,640</b>	<b>13.44%</b>	<b>909,301</b>
39000 Reserves and/or Fund Balances	0				

**BEDFORD COUNTY CHILD NUTRITION FUND 143**  
**MONTHLY FINANCIAL REPORT**  
**July 2020**

	<b>ESTIMATED REVENUE 2020-21</b>	<b>YEAR TO DATE REVENUES</b>	<b>UNREALIZED REVENUES TO DATE</b>	<b>PERCENT REALIZED</b>	<b>CURRENT MONTH REVENUE</b>
<b>EST. REVENUES &amp; OTHER SOURCES</b>					
43000 Chg. for Current Serv.	300,000	0	300,000	0.00%	0
44000 Other Local Revenues	3,000	59	2,941	1.95%	59
47100 Fed. Funds Rec.-State	4,900,000	0	4,900,000	0.00%	0
49000 Other Sources(Non-Revenue)	0	0	0	0.00%	0
<b>14100 TOTAL EST. REVENUES &amp; OTHER</b>	<b>5,203,000</b>	<b>59</b>	<b>5,202,941</b>	<b>0.00%</b>	<b>59</b>
30000 Reserves and/or Fund Balances	1,641,091				
<b>TOTAL AVAILABLE FUNDS</b>	<b>6,844,091</b>				

	<b>APPROPRIATIONS 2020-21</b>	<b>YEAR TO DATE EXPENDITURES/ ENCUMBRANCES</b>	<b>UNEXPENDED / UNENCUMBERED TO DATE</b>	<b>PERCENT USED</b>	<b>CURRENT MONTH EXPENDITURES/ ENCUMBRANCES</b>
<b>EXPENDITURES (APPROPRIATIONS)</b>					
Oper. of Non-Instructional Services					
72300 General Administration	54,000	54,000	0	100.00%	54,000
73100 Food Service	5,650,423	1,214,708	4,435,715	21.50%	1,214,708
99100 Transfers	22,012	0	22,012	0.00%	0
<b>TOTAL EXPENDITURES</b>	<b>5,726,435</b>	<b>1,268,708</b>	<b>4,457,727</b>	<b>22.16%</b>	<b>1,268,708</b>
39000 Reserves and/or Fund Balances	1,117,656				

**BEDFORD COUNTY SCHOOL AGE CARE PROGRAM FUND 146**  
**MONTHLY FINANCIAL REPORT**  
**July 2020**

	<b>ESTIMATED REVENUE 2020-21</b>	<b>YEAR TO DATE REVENUES</b>	<b>UNREALIZED REVENUES TO DATE</b>	<b>PERCENT REALIZED</b>	<b>CURRENT MONTH REVENUE</b>
<b>EST. REVENUES &amp; OTHER SOURCES</b>					
43000 Chg. for Current Serv.	559,578	7,391	552,187	1.32%	7,391
44000 Other Local Revenues	0	0	0	0.00%	0
46000 State of Tennessee	0	0	0	0.00%	0
<b>14100 TOTAL EST. REVENUES &amp; OTHER</b>	<b>559,578</b>	<b>7,391</b>	<b>552,187</b>	<b>1.32%</b>	<b>7,391</b>
30000 Reserves and/or Fund Balances	281,373				
<b>TOTAL AVAILABLE FUNDS</b>	<b>840,951</b>				
	<b>APPROPRIATIONS 2020-21</b>	<b>YEAR TO DATE EXPENDITURES/ ENCUMBRANCES</b>	<b>UNEXPENDED / UNENCUMBERED TO DATE</b>	<b>PERCENT USED</b>	<b>CURRENT MONTH EXPENDITURES/ ENCUMBRANCES</b>
<b>EXPENDITURES (APPROPRIATIONS)</b>					
Oper. of Non-Instructional Services					
72300 General Administration	1,800	1,800	0	100.00%	1,800
73300 Community Service	567,060	35,701	531,359	6.30%	35,701
79100 Operating Transfers	0	0	0	0.00%	0
79200 Residual Equity Transfers	0	0	0	0.00%	0
<b>TOTAL EXPENDITURES</b>	<b>568,860</b>	<b>37,501</b>	<b>531,359</b>	<b>6.59%</b>	<b>37,501</b>
39000 Reserves and/or Fund Balances	272,091				

**Bedford County, Tennessee**  
**Bedford County Schools**  
**Analysis of Property Tax Collections - 40110**

	Actual Collections			Collections as a Percentage of Budget		
	2020-21	2019-20	Difference	2020-21	2019-20	Difference
July	-	-	-	-	-	-
August	-	(60.04)	(60.04)	-	-	-
September	-	391,735.77	391,735.77	-	-	-
October	-	436,039.86	436,039.86	-	-	-
November	-	403,114.20	403,114.20	-	-	-
December	-	2,855,127.82	2,855,127.82	-	-	-
January	-	614,710.81	614,710.81	-	-	-
February	-	3,665,816.74	3,665,816.74	-	-	-
March	-	312,221.36	312,221.36	-	-	-
April	-	55,810.09	55,810.09	-	-	-
May	-	121,523.92	121,523.92	-	-	-
June	-	76,118.16	76,118.16	-	-	-
<b>Total</b>	-	<b>8,932,158.69</b>	<b>8,932,158.69</b>			

**Bedford County, Tennessee**  
**Bedford County Schools**  
**Analysis of Circuit Clk/Clerk & Master Collections Prior Yr - 40130**

	Actual Collections			Collections as a Percentage of Budget		
	2020-21	2019-20	Difference	2020-21	2019-20	Difference
July	(630.20)	-	630.20	-	-	-
August	-	8,224.05	8,224.05	-	-	-
September	-	9,011.00	9,011.00	-	-	-
October	-	3,691.96	3,691.96	-	-	-
November	-	7,163.35	7,163.35	-	-	-
December	-	6,344.94	6,344.94	-	-	-
January	-	7,658.01	7,658.01	-	-	-
February	-	12,098.86	12,098.86	-	-	-
March	-	10,644.71	10,644.71	-	-	-
April	-	14,325.83	14,325.83	-	-	-
May	-	9,070.76	9,070.76	-	-	-
June	-	33,539.97	33,539.97	-	-	-
	-	-				
<b>Total</b>	<b>(630.20)</b>	<b>121,773.44</b>	<b>122,403.64</b>			

Bedford County, Tennessee  
 Bedford County Schools  
 Analysis of Prior Yr. Property Tax Collections - 40120

	Actual Collections			Collections as a Percentage of Budget		
	2020-21	2019-20	Difference	2020-21	2019-20	Difference
July	8,928.46	11,434.49	2,506.03	2.98	3.81	0.83
August	-	20,054.65	20,054.65	-	-	-
September	-	16,307.71	16,307.71	-	-	-
October	-	11,900.28	11,900.28	-	-	-
November	-	8,927.35	8,927.35	-	-	-
December	-	26,500.02	26,500.02	-	-	-
January	-	20,506.10	20,506.10	-	-	-
February	-	9,743.70	9,743.70	-	-	-
March	-	36,181.50	36,181.50	-	-	-
April	-	-	-	-	-	-
May	-	-	-	-	-	-
June	-	-	-	-	-	-
	-	-	-	-	-	-
<b>Total</b>	<b>8,928.46</b>	<b>161,555.80</b>	<b>152,627.34</b>			

Bedford County, Tennessee  
 Bedford County Schools  
 Analysis of Sales Tax Collections - 40210

	Actual Collections			Collections as a Percentage of Budget		
	2020-21	2019-20	Difference	2020-21	2019-20	Difference
July	-	-	-	-	-	-
August	-	233,574.94	233,574.94	-	-	-
September	-	222,858.77	222,858.77	-	-	-
October	-	228,764.60	228,764.60	-	-	-
November	-	232,391.43	232,391.43	-	-	-
December	-	225,154.69	225,154.69	-	-	-
January	-	218,040.96	218,040.96	-	-	-
February	-	287,888.17	287,888.17	-	-	-
March	-	204,921.74	204,921.74	-	-	-
April	-	224,218.46	224,218.46	-	-	-
May	-	256,672.83	256,672.83	-	-	-
June	-	575,261.00	575,261.00	-	-	-
	-	-	-	-	-	-
<b>Total</b>	-	<b>2,909,747.59</b>	<b>2,909,747.59</b>	-	-	-

**Bedford County, Tennessee**  
**Bedford County Schools**  
**Analysis of Property Tax Collections - 40110**

	Actual Collections			Collections as a Percentage of Budget		
	2018-19	2019-20	Difference	2018-19	2019-20	Difference
July	-	-	-	-	-	-
August	93.21	(60.04)	(153.25)	-	-	-
September	398,872.86	391,735.77	(7,137.09)	4.70	4.49	(0.21)
October	344,516.77	436,039.86	91,523.09	8.76	9.48	0.72
November	404,344.07	403,114.20	(1,229.87)	13.52	14.10	0.58
December	2,533,822.32	2,855,127.82	321,305.50	43.38	46.80	3.42
January	1,027,520.48	614,710.81	(412,809.67)	55.48	53.84	(1.64)
February	3,374,464.98	3,665,816.74	291,351.76	95.24	95.84	0.60
March	439,983.47	312,221.36	(127,762.11)	100.43	99.41	(1.02)
April	71,597.04	55,810.09	(15,786.95)	101.27	100.05	(1.22)
May	96,686.77	121,523.92	24,837.15	102.41	101.44	(0.97)
June	41,841.17	76,118.16	34,276.99	102.90	102.32	(0.58)
<b>Total</b>	<b>8,733,743.14</b>	<b>8,932,158.69</b>	<b>198,415.55</b>			

**Bedford County, Tennessee**  
**Bedford County Schools**  
**Analysis of Prior Yr. Property Tax Collections - 40120**

	Actual Collections			Collections as a Percentage of Budget		
	2018-19	2019-20	Difference	2018-19	2019-20	Difference
July	9,108.00	11,434.49	2,326.49	2.90	3.81	0.91
August	13,066.38	20,054.65	6,988.27	7.39	10.50	3.11
September	22,419.37	16,307.71	(6,111.66)	14.86	15.93	1.07
October	15,882.65	11,900.28	(3,982.37)	20.16	19.90	(0.26)
November	13,834.40	8,927.35	(4,907.05)	24.77	22.87	(1.90)
December	15,020.11	26,500.02	11,479.91	29.78	31.71	1.93
January	12,247.47	20,506.10	8,258.63	33.86	38.54	4.68
February	52,307.19	9,743.70	(42,563.49)	51.30	41.79	(9.51)
March	122,995.85	36,181.50	(86,814.35)	92.29	53.85	(38.44)
April	-	-	-	92.29	53.85	(38.44)
May	-	-	-	92.29	53.85	(38.44)
June	10,964.98	-	(10,964.98)	95.95	53.85	(42.10)
	-	-	-			
<b>Total</b>	<b>287,846.40</b>	<b>161,555.80</b>	<b>(126,290.60)</b>			

**Bedford County, Tennessee**  
**Bedford County Schools**  
**Analysis of Circuit Clk/Clerk & Master Collections Prior Yr - 40130**

	Actual Collections			Collections as a Percentage of Budget		
	2018-19	2019-20	Difference	2018-19	2019-20	Difference
July	-	-	-	-	-	-
August	8,454.56	8,224.05	(230.51)	3.76	3.66	(0.10)
September	5,022.24	9,011.00	3,988.76	5.99	7.66	1.67
October	7,788.25	3,691.96	(4,096.29)	9.45	9.30	(0.15)
November	8,193.46	7,163.35	(1,030.11)	13.09	12.48	(0.61)
December	7,911.47	6,344.94	(1,566.53)	16.61	15.30	(1.31)
January	6,738.50	7,658.01	919.51	19.60	18.71	(0.89)
February	9,279.90	12,098.86	2,818.96	23.73	24.09	0.36
March	16,581.91	10,644.71	(5,937.20)	31.10	28.82	(2.28)
April	7,255.41	14,325.83	7,070.42	34.32	35.18	0.86
May	11,850.70	9,070.76	(2,779.94)	39.59	39.21	(0.38)
June	21,228.80	33,539.97	12,311.17	49.02	54.12	5.10
<b>Total</b>	<b>110,305.20</b>	<b>121,773.44</b>	<b>11,468.24</b>			

**Bedford County, Tennessee**  
**Bedford County Schools**  
**Analysis of Sales Tax Collections - 40210**

	Actual Collections			Collections as a Percentage of Budget		
	2018-19	2019-20	Difference	2018-19	2019-20	Difference
July	7,050.96	-	(7,050.96)	0.31	-	(0.31)
August	215,648.06	233,574.94	17,926.88	9.75	8.61	(1.14)
September	219,865.51	222,858.77	2,993.26	19.37	16.82	(2.55)
October	223,411.88	228,764.60	5,352.72	29.15	25.26	(3.89)
November	224,873.26	232,391.43	7,518.17	38.99	33.82	(5.17)
December	230,358.19	225,154.69	(5,203.50)	49.07	42.12	(6.95)
January	217,571.41	218,040.96	469.55	58.59	50.16	(8.43)
February	255,154.41	287,888.17	32,733.76	69.76	60.77	(8.99)
March	195,855.21	204,921.74	9,066.53	78.33	67.00	(11.33)
April	211,159.14	224,218.46	13,059.32	87.57	75.11	(12.46)
May	243,970.17	256,672.83	12,702.66	98.25	84.39	(13.86)
June	554,329.02	575,261.00	20,931.98	122.51	105.18	(17.33)
	-	-				
<b>Total</b>	<b>2,799,247.22</b>	<b>2,909,747.59</b>	<b>110,500.37</b>			

# Bedford County Board of Education

Monitoring:  Review: Annually, in March	Descriptor Term:  <b>Board Collaborative Conferencing Team</b>	Descriptor Code: <b>5.902</b>	Issued Date: <b>08/20/13</b>
		Rescinds: <b>5.902</b>	Issued: <b>08/20/98</b>

1 During the first two (2) months of each fiscal year the Board will select and appoint specific individuals  
2 as members of the management personnel team.<sup>1</sup> The management team may include board members and  
3 employees who devote a majority of their time to the system-wide area or areas of professional person-  
4 nel management, fiscal affairs or general management and shall specifically include principals, assistant  
5 principals, supervisors and others whose principal responsibilities are administration, rather than teaching.<sup>2</sup>  
6 The management personnel team will represent the Board in all collaborative conferencing activities. Pro-  
7 fessional employees shall be entitled to the same number of representatives as the number of management  
8 personnel selected by the Board.<sup>3</sup>

9  
10 The term for members of the collaborative conferencing team shall be three (3) years. If a vacancy occurs,  
11 a replacement shall be named for the remainder of the term.<sup>4</sup>

12  
13 A training program in the principles and techniques of interest-based collaborative problem-solving for use in  
14 collaborative conferencing must be implemented prior to the Board conducting collaborative conferencing.<sup>5</sup>

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28  
29 Legal References:

- 30  
31 1. TCA 49-5-605(6)(B)(c)  
32 2. TCA 49-5-605(4)  
33 3. TCA 49-5-605(2)(B)(4)  
34 4. TCA 49-5-605(6)(A)  
35 5. TCA 49-5-601(3)(c) & (e)  
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Bedford County Board of Education

8.33%

Fund	Account Number	Description	Actual	Budget	Unencumbered	2020-21
						Percentage Used
General Purpose School	71100-355	Travel - Instruction	-	15,040	15,040	0.00%
General Purpose School	71100-524	In-Service Staff Development	-	33,000	33,000	0.00%
General Purpose School	72110-355	Travel - Attendance	-	450	450	0.00%
General Purpose School	72120-355	Travel - Health Services	72	11,300	11,228	0.64%
General Purpose School	72120-524	In-Service Staff Development	-	15,275	15,275	0.00%
Federal Projects	72130-355	Travel - Other Student Support	-	31,552	31,552	0.00%
Federal Projects	72130-524	In-Service Staff Development	-	10,001	10,001	0.00%
General Purpose School	72210-355	Travel - Instr. Supervisors	-	8,500	8,500	0.00%
Federal Projects	72210-355	Travel - Instr. Supervisors	-	4,500	4,500	0.00%
General Purpose School	72210-524	In-Service Staff Development	3,850	3,000	(850)	128.33%
Federal Projects	72210-524	In-Service Staff Development	17,069	188,458	171,389	9.06%
General Purpose School	72220-355	Travel - Sp. Ed Supervisors	-	7,000	7,000	0.00%
Federal Projects	72220-355	Travel - Sp. Ed. Supervisors	(37)	5,000	5,037	-0.74%
General Purpose School	72220-524	In-Service Staff Development	50	4,000	3,950	1.25%
Federal Projects	72220-524	In-Service Staff Development	8,499	24,399	15,900	34.83%
General Purpose School	72230-355	Travel - Voc. Ed. Supervisor	-	2,000	2,000	0.00%
Federal Projects	72230-355	Travel - Voc. Ed. Supervisors	-	-	-	0.00%
Federal Projects	72230-524	In-Service Staff Development	-	9,000	9,000	0.00%
General Purpose School	72250-355	Travel - Tech Supervisor	-	10,000	10,000	0.00%
General Purpose School	72250-524	In-Service - Tech Supervisor	-	19,000	19,000	0.00%
General Purpose School	72310-355	Travel - Bd. of Education	9,500	18,000	8,500	52.78%
General Purpose School	72310-524	In-Service Staff Development	8,775	10,060	1,285	87.23%
General Purpose School	72320-355	Travel - Superintendent	-	8,000	8,000	0.00%
General Purpose School	72410-524	In-Service Staff Development	-	-	-	0.00%
General Purpose School	72520-355	Travel - Human Services	14	2,500	2,486	0.56%
General Purpose School	72620-355	Travel - Maintenance	-	1,700	1,700	0.00%
General Purpose School	72710-355	Travel - Transportation	-	3,000	3,000	0.00%
General Purpose School	72710-412	Diesel	90,000	595,000	505,000	15.13%
Child Nutrition	73100-355	Travel	-	13,000	13,000	0.00%
Child Nutrition	73100-524	In-Service Staff Development	-	20,000	20,000	0.00%
General Purpose School	73300-355	Travel - Community Services	-	-	-	0.00%
General Purpose School	73300-524	In-Service Staff Development	-	1,000	1,000	0.00%
SACP	73300-355	Travel	-	4,410	4,410	0.00%
SACP	73300-524	In-Service Staff Development	315	3,125	2,810	10.08%
General Purpose School	73400-355	Travel - Early Childhood Educa	-	200	200	0.00%

General Purpose School 73400-524 In-Service Staff Development - 13,300 13,300 0.00%  
**Bedford County Board of Education**

**8.33%**

Fund	Account Number	Description	Actual	Budget	Unencumbered	2020-21 Percentage Used
General Purpose School	72610-415	Electricity	103,197	2,692,335	2,589,138	3.83%
General Purpose School	72610-434	Natural Gas	1,025	440,603	439,578	0.23%
General Purpose School	72620-412	Diesel	3,000	12,500	9,500	<b>24.00%</b>
General Purpose School	72710-412	Diesel	90,000	595,000	505,000	<b>15.13%</b>
General Purpose School	72620-425	Gasoline	10,000	29,600	19,600	<b>33.78%</b>
General Purpose School	72710-425	Gasoline	5,000	40,000	35,000	<b>12.50%</b>
<b>Child Nutrition</b>	73100-421	Food Preparation Supplies	183,118	350,000	166,882	<b>52.32%</b>
<b>Child Nutrition</b>	73100-422	Food Supplies	910,000	2,750,000	1,840,000	<b>33.09%</b>
SACP	73300-422	Food Supplies	6,000	29,709	23,709	<b>20.20%</b>
General Purpose School	72310-331	Legal Services	4,402	50,000	45,599	<b>8.80%</b>

*Bedford County Board of Education*  
August 2020

FOR YOUR INFORMATION

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Department of Education Personnel Matters

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Certified Staff

Resignation:

Hargrove	Maria	Harris	ESL
Mitchell	David	SCHS	Teacher
Shrum	Angela Teresa	Liberty	Teacher
Sutton	Christopher Scott	Harris Middle	Math/Algebra I
Koonce	Santha	SCHS Vocational	Art
Hobbs	Jennifer	Southside	5th Grade ELA

Termination:

Retirement:

Rose	Emma Clysta	Learning Way	Sp. Ed. Teacher
Allison	Kimberly	Southside	ESL

Leave of Absence:

Ferrell	Tracy	Cascade Middle	6th Grade Teacher
Hasty	Bethany	Eakin	Teacher
Jackson	Donna	Cascade High	Teacher
Stacey	Laura	Community Elem.	Teacher
Van Der Vliet	Amy	Eakin	Librarian
Walker	Austin	Eastside	Teacher
Zindars	Samantha	Southside	Teacher

Interim:

Cobb	Alyssa	Eakin	Interim 2nd Grade
Gunter	Frances	Harris Middle	Interim ESL
Hornaday	Angie	Eastside	Interim Teacher

In-System Transfers:

Sloan	Stefanie	Cascade Elem.	2nd Grade
Sintic	Penny Dreonn	Cascade Middle	6th Science
Jackson	Angie	SCHS	Art Teacher

*Bedford County Board of Education*  
August 2020

**FOR YOUR INFORMATION**

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**Department of Education Personnel Matters**

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**Certified Staff**

**New Employees:**

Adams	Sara	Harris Middle	6th-8th Science
Carmichael	Craig	Harris Middle	6th-8th Math
Clay	Kimberly	Liberty	Speech Language
Collins	Cherry	SCHS	Special Education
Daniel	Elissa	Harris Middle	7th Science
Dryden	John	Shelbyville Central High	P.E. Wellness
Dzubiak	Anthony	Eakin	4th Math
Floyd	Kelsey	Cascade Middle	6th-8th Math
Holly	Hannah Noel	Community Elem.	1st Grade
Honea	Lindsey	Harris Middle	6th-8th Math
Kaferle	Shawna	Harris Middle	6th-8th ELA
Key	Donna	BCLA	Science 9th-12th Grade
Loudermilk	Katie	Eastside	Speech Language
Meza	Dominic	SCHS	P.E.
Neisler	Haily	Eakin	1st Grade
Puckett	Joshua	Shelbyville Central High	Social Studies
Purkey	Linda	Cascade Elem.	Special Education
Smith	Wendall Zackary	Harris Middle	6th-8th Grade ELA - Job Embedded
Thomas	Adam	Harris Middle	6th-8th Grade ELA - Job Embedded
Tolar	Mary Alyson	Liberty	2nd Grade
Tussing	Joanna	Eastside	4th Grade
Vaughan	Holly	Harris Middle	6th-8th ELA --Job Embedded
Vaughan	Cassandra	Eakin	1st Grade

*Bedford County Board of Education*  
August 2020

FOR YOUR INFORMATION

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Department of Education Personnel Matters

---

Classified Staff

Resignation

Berens	Sara	Liberty	Child Nutrition
Burris	Benjamin	BCLA	SRO
Butts	Rebecca	Cascade Middle	Child Nutrition
Bynum	Debby	Eakin	Sp. Ed. Assistant
Del Angel Otero	Gloria	Eakin	Assistant
Fleming	Joanna	Harris Middle	Sp. Ed. Assistant
Fyffe	Sherry	SCHS	Assistant
Garrett	Karra	SACP	Program Assistant
Gowins	Brenda	Harris Middle	Custodian
Griggs	Stacey	Cascade Elem.	Sp. Ed. Assistant
Hastings	Elizabeth	SCHS	Sp. Ed. Assistant
Hinson	Kathy	SACP	Program Assistant
Holtz	Sydney	SACP	Teen Helper
Johnson	Natasha	SCHS	Child Nutrition
Key	Andrea	Eakin	Pre K Assistant
McCrary	Carol	SACP	Program Assistant
Miller	Melissa	Cascade Elem.	Assistant
Newman	Carol	Liberty	Child Nutrition
Parker	Jacey	SACP	Program Assistant
Phillips	Wanda	Harris Middle	Assistant
Raimondi	Judi	Eakin	Assistant
Schneider	Maddison	SACP	Program Assistant
Thompson	Lori	SCHS	Sp. Ed. Assistant
Wix	Norma	Cascade Elem.	Assistant
Allison	Tonesha	SCHS	Sp. Ed. Assistant
Messick	Meghan	SACP	Site Director
Williams	Clyde	Transportation	Bus Driver
Pruitt	Jimmy	Thomas Magnet	Custodian

Inactivated:

Gunn Moneymaker	Kasey	Thomas Magnet	Custodian
Bain	Candace	Southside	Custodian

**LOA:**

Albritton	Angela	Cascade High	Assistant
Ballard	Tamara	Transportation	Bus Driver
Cox	Lesa	SCHS	Child Nutrition
Smith	Hilda	Liberty	Assistant
Darden	James	Liberty	Assistant

**Rehire:**

Moore	Robin	SCHS	Assistant
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**Retirement:**

Banks	Kathy	Learning Way	Teacher Assistant
Clanton	Lillie	Transportation	Bus Driver

**In-System Transfers:**

Bauman	Michelle	SCHS Vocational	Custodian Lead
Craig	Serena	Central Office	Secretary EIS/Online
Overcast	James	SCHS	Assistant
Smith	Tiffany	Learning Way	Teacher Assistant
Phelps	Barbara	Cascade Middle	Child Nutrition
Tomerlin	Nan	Harris Middle	Sp. Ed. Assistant
Phelps	Sherrie	Harris Middle	Child Nutrition

**Changes:****New Employees:**

Arnold	Patricia	Cascade Middle	Bookkeeper
Castleman	William	BCLA	SRO
Desanto	Jennifer Rebecca	Community High	Child Nutrition
Finley	Veronica	Eakin/Eastside	Sp. Ed. Assistant
Gassaway	Amy	Liberty	Sp. Ed. Assistant
Giel	Brandi	Cascade Middle	Secretary
Grajales	Edith	Thomas/Eakin	Sp. Ed. Pre K
Hirt	Pamela	Eakin	Pre K Assistant
Keith	Kristen	Cascade Middle	Sp. Ed. Assistant
Lamb	Daniel	Community High	Custodian
Lynch	Teresa	Community High	Sp. Ed. Assistant
Moreland	Jeremy	Learning Way	Custodian
Phillips	Joseph	SCHS	Assistant
Richardson	Stephanie	Eastside	Assistant
Scott	Betty	Transportation	SUB-- Sp. Ed. Bus Assistant
Seibers	Jamie Lee	Community Middle	Sp. Ed. Assistant
Wiser	Kenneth	Transportation	Bus Driver

*Bedford County Board of Education*  
August 2020

**FOR YOUR INFORMATION**

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**Department of Education Personnel Matters**

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**Classified Staff**

Needham	Brianna	Community Elem/Middle	Child Nutrition
Massey	Katelynn	SCHS	Sp. Ed. Assistant
Williams	Cindi	System Wide	Sub Nurse
Schmidt	Erica	Cascade Elem.	Assistant
Shearon	Katherine	SACP	Site Director
Cantrell	Dorothy	Eastside	Custodian
Sutton	Tommy	Transportation	Mechanic