

**Cleveland City Schools**  
**Board of Education Regular Meeting**  
**August 3, 2020 5:30 PM**  
Administrative Office Building, Board Room

1. Pledge of Allegiance
2. \*Consent Agenda
  - A. \*Approval of Regular Agenda
  - B. \*Approval of Minutes from July 23 Board Meeting
3. Regular Agenda
  - A. Director's Update
  - B. Spotlight - Siema Swartzel - Professional Educators of TN State Teacher of the Year
  - C. Retiree Recognition
  - D. New Teacher Recognition
  - E. Re-Opening Task Force
  - F. \*First Reading of Policies
    1. \*Enrollment in College Level Courses, Policy 4.205 (This is replacing: Advanced College Placement, Policy 4.203)
    2. \*Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation Policy 6.304
    3. \*Title IX & Sexual Harassment Policy 6.3041
    4. \*Student Concerns, Complaints, and Grievances Policy 6.305
    5. \*Alternative Education, Policy 6.319
    6. \*Reporting Child Abuse, Policy 6.409
  - G. Strategic Plan Focus
  - H. Mr. Steve Morgan recognition

4. "B" Agenda

A. Financial Report

B. Personnel Report

C. Dates to Remember

**Board of Education Special Meeting**

July 23, 2020 11:30 AM

F. I. Denning Center of Technology and Careers

Attendance Taken at 11:30 AM.

Mr. Tom Cloud: Present  
Mr. Charlie Cogdill: Present  
Ms. Carolyn Ingram: Present  
Ms. Krista McKay: Present  
Mr. Steve Morgan: Present  
Ms. Peggy Pesterfield: Present  
Ms. Dawn Robinson: Present

Attendance Update Taken at 3:00 PM.

Mr. Steve Morgan: Absent

**1. Pledge of Allegiance**

Chairman, Dawn Robinson, opened the meeting and led us in a Pledge of Allegiance.

**2. The Cleveland City Schools Board of Education will hold a meeting electronically, pursuant to Executive Order 51 issued on Monday, June 29, 2020 by Governor Bill Lee. The electronic meeting is necessary to protect public health, safety, and welfare in light of the coronavirus. Members of the public may attend and listen to the meeting through access of the video at <https://youtu.be/s41a3CVW8HU>.**

**3. Roll Call**

Board Secretary, Julie Smith, took roll.

**4. \*Consent Agenda**

Motion to approve Consent Agenda Passed with a motion by Mr. Tom Cloud and a second by Ms. Peggy Pesterfield.

Mr. Tom Cloud: Yes  
Mr. Charlie Cogdill: Yes  
Ms. Carolyn Ingram: Yes  
Ms. Krista McKay: Yes  
Mr. Steve Morgan: Yes  
Ms. Peggy Pesterfield: Yes  
Dawn Robinson: Yes

Yes: 7, No: 0

4.A. \*Approval of Regular Agenda

4.B. \*Approval of Minutes from July 7 Board Meeting

**5. Regular Agenda**

5.A. \*COVID-19 Updates

-Dawn thanks the board for being here on short notice.

-Dr. Dyer is happy to see the board members all in one room and states we are all wearing our masks and social distancing, except for Steve Morgan who

can not be here today. We wanted to bring updates to you and the community. Dr. Dyer shared a word problem that was sent to him from his sister. It said, "There are 26 kids at the beach. Then, 37 more kids come. How many kids are at the beach now?" The student answers "Too many for Covid-19". I thought this was a good segway into our serious topic today.

-As a reminder we are ready to be back at school. This reaches farther than COVID-19. The items that need to be done: Professional Development, Strategic Planning, Social and Emotional Awareness, Equity issues-racial, socioeconomic, and much more. During Professional Development some of the items we will be discussing: Virtual Convocation, CKLA Training K-5, Capturing Kids Hearts, COVID-19 Updates and Procedures, Digital Learning Technology, Google Classroom, Equity in our schools and community, Parent Teacher individual orientation/virtual conferencing, Kindergarten Screening, Standards Review/Pacing Charts, and much more. Dr. Dyer wants to say thank you to all of our teams that are getting us ready to be back at school.

-The board members let Dr. Dyer know they have received many emails from teachers with concerns about staff development and in-service. Dr. Dyer states he knows there is some nervous energy about coming back. He has met with all the principals except 2 to see what the climate is for each school. Dr. Elliott discusses the Capturing Kids Hearts meeting. They were monitoring the CDC guidelines and CKH said you should be meeting with 50 people or less off campus. First Baptist Church has been very gracious to allow us to meet there. But, last week we reevaluated and decided to have the meetings at 4 different school locations with mitigations in place. All staff wear will wear masks, temperatures be taken, staff should sit with their staff that they will be working on a regular basis, and use social distancing.

-The board members ask what about a teacher doing the training virtually from the classroom? Dr. Dyer explains we have put in all the protocols to do this in person.

-The board members ask if a teacher is quarantined and can not attend training how will they get that training? Dr. Dyer explains you can not attend Capturing Kids Hearts virtually, but other trainings they might be able to attend virtually.

-The Board asks if there will be a makeup day for the training? Dr. Dyer states some might be able to be made up and some might not. We would have to discuss this if it happens.

-The Board asks if the CKLA Training could be done virtually? Dr. Elliott said it could be done, but there are some hurdles to get over. On Tuesday of this week, the co-facilitators were trained to explain this material with the person from CKLA in Pittsburg on the screen. The Board asks what if a group of 1st grade teachers are suppose to meet and 1 or 2 of the teachers don't feel comfortable could they participate virtually, and who can they contact to discuss this? Dr. Elliott states this could be a possibility, they can contact him, and their principal.

-Dr. Dyer wants to emphasize we are going back to school on Monday, and our students are coming back in person. He hopes today will ease the staffs concern.

-The Board asks if a teacher misses a training could they take it with another school district? Dr. Dyer states other schools probably would not want us meeting with them because of Covid.

-The Board asks what mitigating factors, if any, we were putting into place for our employees for day to day school activities and PD days. For example, asking questions about symptoms, and if they have traveled to a hot spot? Dr. Dyer and Mr. Kiser states one of the mitigating factors is to scan the QR Code with questions, then they will have their temperature taken

to make sure it is below 100.4. We have ask people to identify themselves if they have traveled to a hot spot.

-The Board asks how do you know where hot spots are? Mr. Kiser states he has an app he checks from the CDC.

-Dr. Dyer states he knows people are nervous, but he thinks we are putting in mitigations that will make them feel at ease. Dr. Dyer and Dr Elliott state they have received emails from the staff stating they are ready to come back, and some emails that state our staff are concerned.

-The Board states we should consider putting the CDC app in a letter to the families.

-Dr. Elliott shares a side-by-side explanation of the traditional/in-person: traditional/at-home:Virtual School of Cleveland. Traditional/in-person is students going to school and being in person with their teacher in a regular school setting. The traditional/at-home version is if the system as a whole or a particular school are shut down. Lets say they are in school on Monday, but then on Tuesday the school has to be shut down they would then move to the at-home virtual learning school with a set schedule while they are out of school. The Virtual School of Cleveland will be school virtually that is self paced with benchmarks monitored by teachers. There will be a section where the families and students can pose questions about their schoolwork to their teacher and possibly have one on one time with their teachers. Also, we have intervention programs available, IReady, for both traditional and virtual students.

-Dr. Dyer asks if a student is enrolled in Virtual School of Cleveland will they be sitting in front of a computer 6.5 hours in a row a day? Dr. Elliott states Florida Virtual School lets you set your own pace. As you go along on the lessons you will see a bar that shows your progress from August 10, 2020 to May 23, 2021. The family will have flexibility to finish this on their time schedule throughout the day. It would not have to be 6.5 hours in a row.

-Dr. Dyer states there is accountability with this progress and this is not the spring virtual school.

-The Board asks are we capped at 300 students for Virtual School? Dr. Elliott states when they started they originally thought it would be capped at 300 students, but as we monitor the numbers we know there is more interest than 300 students.

-The Board asks if the Virtual School of Cleveland teachers will be teaching from home or from the classroom? Dr. Elliott states they will be teaching from a classroom. If a teacher is quarantined they will be able to teach from home during this time.

-The Board asks if we have enough teachers to teach virtual school? Dr. Elliott states we are almost fully staffed at CCS and there will be some personnel decisions made in the next few weeks. Dr. Dyer states if a group of students move from the traditional classroom to a virtual classroom, then the traditional teacher would be moved to a virtual teacher. We will use our staff to fund our virtual school.

-The Board asks if a student is in an advanced class can they take that virtually? Dr. Elliott states after speaking with the high school team this first semester we will be focusing on the core classes, but we will be looking at the Florida Virtual School's advanced classes for the second semester. The dual enrollment students are still able to participate in this program.

-The Board wants to make sure they understand we are using the Florida Virtual School but our Cleveland City Schools teachers will be teaching? Dr. Dyer states that is correct and the Florida Virtual School curriculum meets the Tennessee State standards.

-Dr. Elliott states if an individual student is a traditional/in-person

student, but has to be quarantined for a long period of time the student will be able to log on and provide videos for that student so they are still being provided the same instruction.

-The Board asks what is the difference between Home Schooling and Virtual School or At-Home instruction? Dr. Elliott states if they do home schooling they would need to set up an appointment with the AOB and fill out paperwork. Home school would be handled all by the students family, our at-home learning would be taken care of by our teachers. Dr. Dyer states if a family is considering homeschooling they should consider the Virtual School of Cleveland so they have a teacher for accountability.

-Dr. Elliott states he has met with the ESL and Special Ed teams and the IEP's will still be in place. Attendance in person will be the same, at-home learning attendance will be taken by seeing their students on the Google meet or if they pick up paper packets our teachers will be in contact with them to take attendance. Virtual School attendance will be analyzed at the end of each week by completion of the work and looking at the progress bar. He wants families to understand if your student is a student at Arnold, their Virtual School of Cleveland teacher could be a teacher from Yates (or any other CCS elementary school) because of staffing issues.

-The Board asks if a student is quarantined will that effect their attendance/truancy? No, Dr. Elliott states the state has given us a code to use for distance learning for this instance.

-Dr. Elliott presents the slide shows discussing what the At-Home Elementary, Middle and High school class schedule will be if they have to be home for a closure. The students/families will get these schedules at the beginning of the school year so they will be aware of the times for the whole year if the at-home learning school needs to be used. PE will be utilized throughout the day as well as your regular instructional classes. The schedules are structured so all elementary grade levels have the same schedule across the whole district, no matter which school they attend. The middle school will follow their bell schedule. The high school will follow their block schedule. The Board suggests they could receive a link to be able to attend these classes to see what it is like. Dr. Elliott suggests they could log on and read a book to the class.

-Dr. Dyer states the Back to School options and make some recommendations: - online registration to be extended until 4:30 pm on Tuesday, July 28.-If approved, he recommends we lift the 5% capacity for Virtual School of Cleveland to unlimited. Right now 79% of new, Kindergarten, and returning students have registered online. If the board approves this we will be sending out an email to all parents, and a press release so everyone knows the changes. -If approved, families may switch from the Virtual School of Cleveland to the Traditional In-School model for the second semester and vice versa. If a registration option is not selected by July 28, they will automatically be enrolled in traditional school. We must make staffing decisions beginning on July 29. Families who have already registered but would like to change their choice before the deadline may email [uchelp@clevelandschool.org](mailto:uchelp@clevelandschool.org) to do so.

-Dr. Dyer discusses pros and cons of changing plans at semester break. Pros: family choice, COVID-19 cases could be down allowing for less mitigation factors, and we prefer students to be in a traditional in-school format. Cons: Unknown staffing issues-possibly would involve moving teachers at semester, Possible disruption to class assignments- students may need to change teachers at semester to allow for students entering or exiting their originally selected plan, and curriculum pacing change from virtual to traditional school.

-The Board wants to know if in the budget do we have access to hire additional teachers if needed? Dr. Dyer calls Kelly Kiser and Cindy Geren

into the room to discuss. Mrs. Geren states in a typical year we wait until day 10, but this year the BEP came in higher and we do have room there, but she is worried about the sales tax fund since we don't have that back yet. But, we do have more funds available because of the Cares Act Funds, and by getting a refund from the Chromebooks from the state with a technology grant. She believes working together we can shift some funds and make this work. Dr. Dyer states we will have some wiggle room in other areas, for example our travel cost should go down. Mr. Kiser says we will do everything we can to shift staff internally.

-The Board asks if you have to choose a teacher to go from a traditional teacher to a virtual teacher what does that process look like? Mr. Kiser states this will look a lot like the Candy's Creek Cherokee placement. We have ask for volunteers for virtual teachers, then we will need to assign teachers to virtual based on experience.

-The Board asks since the chromebooks won't be available to the students at the beginning of the school year can they use their phone? Dr. Elliott states that is an option.

-The Board asks how many chromebooks have not been turned in? Dr. Raper states there are between 80-90 chromebooks still out. The board asks what is the process to get these chromebooks returned? The blade facilitators are calling those families that have not returned them, and some parents have reached out stating they have not had a chance to return them. Charges have already been made to the families accounts for these laptops, and he feels confident when the students are back in the building the laptops will show up. Cody assured the board the laptops are disabled.

-Dr. Dyer states there is a back to school page on our website. There are information videos, this slide show, etc. on this page. For those who have previously selected the Virtual School of Cleveland, an informational Google Hangout is scheduled for Thursday evening. This will be recorded and available on our website for all to view by Friday afternoon. Families that need additional assistance may contact us at [cvquestions@clevelandschools.org](mailto:cvquestions@clevelandschools.org).

-The Board asks how will the parent know if their child is in the Virtual School of Cleveland? Dr. Elliott states there will be a welcome email on July 29.

-Dr. Dyer makes the recommendation to the board to make these changes to the plan.

*-Motion to approve Back to School option changes Passed with a motion by Ms. Carolyn Ingram and a second by Mr. Tom Cloud. Ms. Krista McKay- YES, Ms. Dawn Robinson-YES, Ms. Peggy Pesterfield-YES, Mr. Charlie Cogdill-YES.*

-Dr. Dyer discusses Masks/Face Coverings and demonstrates how teachers can use their masks properly. He stood at the front of the room and shows a blue circle on the floor and if he, the teacher, is behind the blue line then they do not have to wear the masks, but if they come out of the blue line section and meets with kids closely they need to put their mask back on. He discusses many links and articles discussing why Americans should be wearing masks. Dr. Dyer would like to require students in grade 3 and above to wear a mask/face covering when 6' social distancing is not possible. Students in pre-kindergarten through grade 2 are encouraged to wear a mask/face covering. Face shields may be an option for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. Adults, including visitors, educators and staff, are required to wear masks/face coverings when 6' social distancing is not possible. This must be modeled and enforced by the building administrators as well as by central office administration. Exceptions to mask/face covering requirements must be made for those for whom it is not possible due

to a documented medical condition, disability impact, or other health or safety factors. There will be masks breaks throughout the day, when students can be 6' apart and ideally outside, and while eating and drinking. Masks/Face coverings should be provided by the student/family, but extra disposable face masks will be made available by the school for students who need them, as supplies remain available. Reusable masks/face coverings provided by families should be washed by families daily. Masks/face coverings are required to be worn by everyone on the bus during school bus transportation. Masks/face coverings are considered part of the dress code policy and will be enforced as part of the dress code policy. Masks/face coverings will be required whenever the county active cases remain above .25%. When the active cases fall below this level, masks will be strongly encouraged when social distancing is not possible for employees and students. Individual teachers may require the use of a mask in their classroom if they have documented underlying health reasons.

-The Board asks if there will also be masks available on the buses? Dr. Dyer states they will have masks available on the bus as well as the school, as supplies are available.

-The Board asks if masks are required during Physical Education? Dr. Dyer states we will be relying on the teachers to use common sense and implement PE in a COVID type world. He believes we will be having a lot of classes outside so the students can social distance and take the masks off.

-The Board wants to make sure the teachers administer teaching and not focus on mandating the masks be worn.

-Dr. Dyer makes the motion to approve the change to wearing masks as laid out in this slide show. (See motion and voting below)

-Dr. Dyer states we will have plexiglass going up at the schools, and at the AOB where people will be needing to come in to speak with our employees face to face. For example at front receptionist areas, counselor offices, special education, and other spaces where there is little space for social distancing or where the public may interact with employees. There are also desk top models for the system.

-Mr. Hal Taylor states its recommended we don't run air conditioning on the buses. So, Bus windows will be down to allow circulation as much as possible. CCS utilizes high density pleated filters which catch 99% of particles in the air, including COVID-19 droplets. These have been used for years at CCS. All fresh air circulation systems were repaired or some have been added during the ESG work. Our energy management system allows us to exchange the fresh air at a higher rate this year to help remove stagnant air. We do not install any items onto our HVAC systems that are not UL listed. Good quality air filtering along with exchanging fresh air at a higher rate than normal along with disinfecting classrooms are reasonable ways we can combat COVID-19, the flu, etc. and provide a safe environment. We already exchange the air in our classrooms 4 times an hour. Mr. Taylor has been asked about installing UV lights into the schools. He states by the time we get a grant to install UV lights this situation should be over. We would have to exchange these bulbs often and the cost of the bulbs would be a huge cost to the system that might not yield a big return. The Board suggests it might be good to use these bulbs in the clinics.

Motion to approve the change to wearing masks Passed with a motion by Mr. Charlie Cogdill and a second by Mr. Tom Cloud.

Mr. Tom Cloud: Yes

Mr. Charlie Cogdill: Yes

Ms. Carolyn Ingram: Yes  
Ms. Krista McKay: Yes  
Ms. Peggy Pesterfield: Yes  
Ms. Dawn Robinson: Yes

Yes: 6, No: 0

5.B. \*Resolution/Emergency Solution of Policies

-Dr. Dyer states there is a Resolution/Emergency Solution of Policies that was attached on the Agenda.

-Ms. Robinson makes sure there are no questions, and makes the recommendation to approve this resolution.

Motion to approve the Resolution/Emergency Solution of Policies Passed with a motion by Ms. Carolyn Ingram and a second by Ms. Peggy Pesterfield.

Mr. Tom Cloud: Yes  
Mr. Charlie Cogdill: Yes  
Ms. Carolyn Ingram: Yes  
Ms. Krista McKay: Yes  
Ms. Peggy Pesterfield: Yes  
Ms. Dawn Robinson: Yes

Yes: 6, No: 0

5.C. \*Site Committee

-Ms. Robinson states our chair of our site committee, Mr. Morgan, could not be here today so she has ask Ms. McKay to speak about the site committee information.

-Ms. McKay calls Hal Taylor, Karen Hall, and KJ Harris into the room to discuss the softball teams vision to build a \$150,000 hitting facility on the corner of Peerless and Raider Drive. Karen Hall is from the high school, and KJ Harris is the softball coach. Ms. Hall states they have met with Hal Taylor, and Brian Templeton. They are coming to the board today to be approved to raise the money and move forward with this project. They have \$16,000 in the bank already. This will be broken down into 4 phases. Attached to the agenda is the breakdown of each phase and the cost. Ms. Harris states there are 4 phases, and this will be broken out by 4 years. This program is growing and we have a lot of girls who have a lot of potential not only in the classroom and on the field. We are asking for your permission to raise the funds and build this facility. Dr. Dyer recommends this facility.

-The Board asks what fundraising options do you have? They will have sign sales which can make up to \$25,000. They will be hitting the streets and asking for donations from the community.

-The Board asks that the building color matches the rest of the school buildings. Mr. Taylor states Brian Templeton will be overseeing the project to help with this.

Dawn adjourned the meeting by general consent.

Motion to approve the CHS softball hitting facility Passed with a motion by Mr. Charlie Cogdill and a second by Ms. Peggy Pesterfield.

Mr. Tom Cloud: Yes  
Mr. Charlie Cogdill: Yes

Ms. Carolyn Ingram: Yes  
Ms. Krista McKay: Yes  
Ms. Peggy Pesterfield: Yes  
Ms. Dawn Robinson: Yes  
Yes: 6, No: 0

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Chairperson

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Date

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Superintendent



# Retiring Teachers

Recognizing Excellent Service to Cleveland City Schools

# Paul Ramsey

## AOB

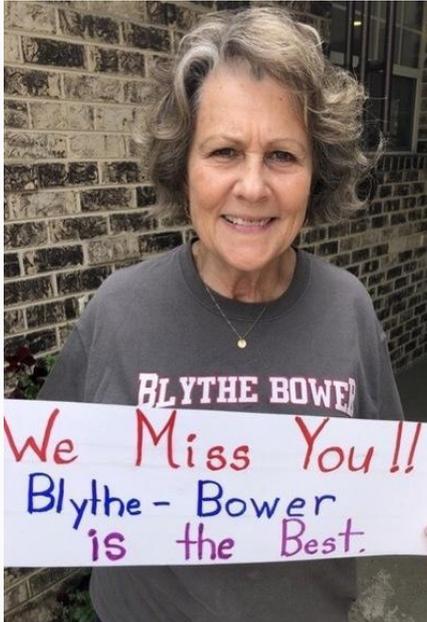


Quote from Dr. Dyer:

“Thank you, Paul, for your outstanding service to Cleveland City Schools. We'll miss calling you to turn on the A/C at all hours of the day/night! Seriously, thank you for patience and grace in performing a job that ultimately saved the district thousands of dollars in energy costs so we can better support the learning taking place in our classrooms.”

# Sonia Griffey

## Blythe Bower Elementary



Quote from Mrs. Croft:

"Mrs. Sonia Griffey has been with CCS for 24 years, teaching the Village Pre-K and Kindergarten students at Blythe-Bower. I will always remember her passion for teaching, her relationships with parents, her kindness to everyone, preparing our little ones for "big" school, and the beautiful Village graduation. We will miss her sweet smile and kind nature."

# Gloria Scott-Richmond

## Blythe Bower Elementary



Quote from Mrs. Croft:

“Gloria has been a part of CCS since 1989. She has inspired and touched so many lives at Blythe-Bower with her passion for education. Gloria's vision for starting a band and strings program has provided the opportunity for many students to continue into high school, pursue a college degree, and in some instances given hope, where hope was lost.”

# Kelley Hutchins

## Candy's Creek Cherokee Elementary



Quote from Mrs. Earby:

“Mrs. Hutchins joined Candy's Creek Cherokee Elementary School after several years teaching in Hamilton County. She helped build a culture of teamwork and student advocacy during her time with us, and we were privileged to get to know her. Mrs. Hutchins had a positive impact on her first graders and her colleagues.”

# Gayle Hiddleson

## Cleveland High School



Quote from Mrs. O'Bryan:

"There is a high turnover rate in special education. Gayle Hiddleson has been a staple in the Special Services Department at CHS for 33 years and in education for 40 years. She has a keen way of providing support for teachers while balancing the needs of the students."

# Linda Lemons

## Cleveland High School



Quote from Mrs. O'Bryan:

"Linda Lemons impacted the lives of students on Raider Drive for half a century. She may be small in stature, but her instruction in the classroom was grand. Her legacy will live on for years to come. We will miss her quick wit and her love for her students."

# Shannon Cline

## Cleveland Middle School



Quote from Dr. Laing:

“Shannon came to CMS in 2001 when the school opened, teaching ELA. She was the “innovator” of 6th grade. Shannon was always finding new ways to use technology in her teaching and finding new programs to use and share with her fellow teachers. She is planning to spend quality time with Herb and their dog, Dixie.”

# Kay Shelton

## Cleveland Middle School



Quote from Dr. Laing:

“Kay taught Science/Social Studies and was the “cheerleader” of 6th grade. She could always find a way to cheer folks up when they were having a bad day and always made folks laugh with a joke or an anecdote about herself. Kay was a tremendous team player and is planning to play as many golf games as she can now that she is retired.”

# Anne Woody

## Cleveland Middle School



Quote from Dr. Laing:

“Anne taught ELA and was the “encourager” of 6th grade. Anne always seemed to know when one of her colleagues was having a special occasion and would always give very fitting gifts. Anne always sent words of encouragement to folks who were having hard times. Anne is planning to enjoy spending time with her grandchildren during her retirement.”

# Mike Collier

## Yates Primary



Quote from Dr. Dyer:

“Mike Collier is a gifted education leader and his impression will be left at Yates Primary School, in other schools where he has served, and throughout our district for years to come. I appreciate his "get it done" attitude and willingness to go above and beyond to ensure students and teachers have what they need to do their jobs effectively.”

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# New Teachers

## 2020-2021

**Cleveland**  
CITY SCHOOLS  
Educate.Innovate.Elevate.



# Arnold Memorial Elementary

Heather  
Matthews



**Blythe-Bower  
Elementary**

**Darius  
Barber**



**Blythe-Bower  
Elementary**

**Samantha  
Coleman**



**Blythe-Bower  
Elementary**

**Abigayle  
Dickey**



**Candy's Creek  
Cherokee  
Elementary**

**Tina  
Owens**



**E.L. Ross  
Elementary**

**Jessica  
Uhles**



**George R. Stuart  
Elementary**

**Amanda  
Brewer**



**George R. Stuart  
Elementary**

**Shannon  
Hicks**



**George R. Stuart  
Elementary**

**Suzanna  
Liner**



**George R. Stuart  
Elementary**

**Amy  
Vaughn**



**Mayfield  
Elementary**

**Lacy  
Laman**



Cleveland  
High  
School

David  
Barger



**Cleveland  
High  
School**

**Maggie  
Burns**



Cleveland  
High  
School

Chase  
Fleming



Cleveland  
High  
School

Eric  
Garner



**Cleveland  
High  
School**

**Tracy  
Malone**



**Cleveland  
Middle  
School**

**Dawn  
Barger**



**Cleveland  
Middle  
School**

**Jonathan  
Bovee**



Cleveland  
Middle  
School

Matthew  
High



**Cleveland  
Middle  
School**

**Destinee  
Joiner-Hooper**



**Cleveland  
Middle  
School**

**Amanda  
Legge**



**Cleveland  
Middle  
School**

**Kaylee  
Stone**



**Cleveland  
Middle  
School**

**Cheree  
Thompson**



Cleveland  
Middle  
School

Presly  
Turner



**Cleveland  
Middle  
School**

**Hannah  
White**



# Cleveland City Board of Education

|   |   |                                  |                                 |
|---|---|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in November</b> | Descriptor Term:<br><b>Advanced College Placement</b> | Descriptor Code:<br><b>4.203</b> | Issued Date:<br><b>03/07/16</b> |
|   |   | Rescinds:<br><b>4.203</b>        | Issued:<br><b>07/09/01</b>      |

1 ~~An academically gifted high school student may complete the twelfth grade through enrollment in an institution~~  
2 ~~of higher education or the participation in the course of an institution of higher education. Upon completing~~  
3 ~~college level courses, the student shall earn credit for the corresponding courses of his/her senior year of high~~  
4 ~~school.<sup>4</sup>~~

5 ~~Dual enrollment courses must be taught by licensed teachers or bona fide college instructors approved by the~~  
6 ~~local school system and the postsecondary institution. These courses are to be considered a part of the school~~  
7 ~~program with content and instruction subject to the supervision of the principal of the school and the local board~~  
8 ~~of education.~~

9 ~~Cleveland City Schools offers both on-campus and off-campus dual enrollment. Dual enrollment allows students~~  
10 ~~to earn high school and college level credits simultaneously. Off-campus dual enrollment grades will be calculated~~  
11 ~~into the student's high school GPA. If the off-campus dual enrollment class is at least three (3) credit hours it will~~  
12 ~~also count as a high school honors credit. Off-campus dual enrollment courses cannot be used to fulfill a graduation~~  
13 ~~requirement other than an elective credit or Tennessee Valley Early College credit without the principal's~~  
14 ~~approval.~~

15 ~~The following are requirements to register for a dual enrollment course:~~

- 16 ~~1. Student must be a junior or senior~~
- 17 ~~2. Student must have parent permission.~~
- 18 ~~3. Cumulative GPA of 3.0 or higher.~~
- 19 ~~4. ACT scores of at least 19 composite and 19 sub-test in the subject area of the course (if applicable).~~

20 ~~The following are requirements to register for a dual enrollment course as part of Tennessee Valley Early~~  
21 ~~College:~~

- 22 ~~1. Student must be currently active and enrolled in the TVEC program.~~
- 23 ~~2. Student must have parent permission.~~
- 24 ~~3. Cumulative GPA of 3.0 or higher.~~
- 25 ~~4. ACT scores of at least 19 composite or 19 subtest in the subject area, if applicable to the course.~~

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## Legal References

1. ~~TRR/MS 0520-01-03-.06(4)~~

# Cleveland City Board of Education

|   |  |                                  |                                 |
|---|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually, in November</b> | Descriptor Term:<br><br><b>Enrollment in College Level Courses</b> | Descriptor Code:<br><b>4.205</b> | Issued Date:<br><b>09/08/20</b> |
|   |  | Rescinds:                        | Issued:                         |

1 *General*

2 Students who successfully complete college level courses aligned to a graduation requirement course  
3 shall receive high school credit.<sup>1</sup>

4 These courses may be offered at the high school,<sup>2</sup> postsecondary institution, or online. If not offered on  
5 the high school campus, the Board shall not be responsible for transportation. Any tuition or fees due to  
6 enrollment in college level courses are the responsibility of the parent(s)/guardian(s).

7 Grades earned in such college level courses shall be used to determine class rank, grade point average,  
8 and class valedictorian or salutatorian.

9 **DUAL ENROLLMENT**

10 Students may earn credit by enrolling in a partnering postsecondary institution and taking college level  
11 courses. Students who take and pass dual enrollment courses at a postsecondary institution shall have  
12 their postsecondary credits accepted for high school credit as a substitution for an aligned graduation  
13 requirement course.

14  
15 Such courses must be taught by a licensed high school teacher or credentialed postsecondary faculty  
16 member approved by the local school system or partnering postsecondary institution.

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Legal References

1. TRR/MS 0520-01-03-.03(8)
2. TRR/MS 0520-01-03-.03(8)(b)
3. TRR/MS 0520-01-03-.03(8)(a)

# Cleveland City Board of Education

|  |  |                                  |                                 |
|--|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually, in April</b> | Descriptor Term:<br><b>Student Discrimination, Harassment, Bullying, Cyber-bullying and Intimidation</b> | Descriptor Code:<br><b>6.304</b> | Issued Date:<br><b>08/01/16</b> |
|  |  | Rescinds:<br><b>6.304</b>        | Issued:<br><b>01/09/12</b>      |

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

5 This policy shall be disseminated annually to all school staff, students, and parent(s)/guardians.<sup>2</sup> This policy  
6 shall cover employees, employees' behaviors, students and students' behaviors while on school property, at any  
7 school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop. If  
8 the act takes place off school property or outside of a school-sponsored activity, this policy is in effect if the  
9 conduct is directed specifically at a student or students and has the effect of creating a hostile educational  
10 environment or otherwise creating a substantial disruption to the education environment or learning process.

11 **The principal/designee is responsible for educating and training respective staff and students as to the**  
12 **definition and recognition of discrimination/harassment.**<sup>3</sup>

13 ~~Building administrators are responsible for educating and training their respective staff and students as to the~~  
14 ~~definition and recognition of violations of this policy.~~

15 **The Director of Schools shall develop forms and procedures to ensure compliance with the**  
16 **requirements of this policy and state law.**

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

18 **“Bullying/Intimidation/Harassment” is an act that substantially interferes with a student’s educational**  
19 **benefits, opportunities, or performance, and the act has the effect of:**

- 20 1. **Physically harming a student or damaging a student’s property;**
- 21
- 22 2. **Knowingly placing a student in reasonable fear of physical harm to the student or damage to**  
23 **the student’s property;**
- 24
- 25 3. **Causing emotional distress to a student; or**
- 26
- 27 4. **Creating a hostile educational environment.**

28 ~~*Intimidation/Harassment*—An act that substantially interferes with a student’s educational benefits,~~  
29 ~~opportunities, or performance, and the act has the effect of:~~

- 30 ● ~~Physically harming a student or damaging a student’s property;~~

- ~~1 • Knowingly placing a student or students in reasonable fear of physical harm to the student or damage to~~
- ~~2 the student's property;~~
- ~~3 • Causing emotional distress to a student or students; or~~
- ~~4 • Creating a hostile educational environment.~~

~~5~~  
~~6 *Bullying*—Bullying can be defined as repeated and systematic harassment and attacks on others, perpetrated by~~  
~~7 individuals or groups. Bullying takes many forms and can include many different behaviors, such as but not~~  
~~8 limited to:~~

- ~~9~~
- ~~10 • Physical violence and attacks~~
- ~~11 • Verbal taunts, name calling and put downs including ethnically based verbal abuse and gender-~~
- ~~12 based put downs~~
- ~~13 • Threats and intimidation~~
- ~~14 • Extortion or stealing of money and possessions~~
- ~~15 • Exclusion from the peer group~~
- ~~16 • Cyber bullying~~

~~17 Bullying, intimidation, or harassment may also be unwelcome conduct based on a protected class (race,~~  
~~18 nationality, origin, color, gender, age, disability, religion) that is severe, pervasive, or persistent and creates a~~  
~~19 hostile environment.~~

~~20 *Cyber-bullying* - A form of bullying undertaken through the use of electronic devices. Electronic devices~~  
~~21 include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, text~~  
~~22 messaging, emails, social networking sites, instant messaging, videos, web sites or fake profiles.~~

~~23 *Hazing* - An intentional or reckless act by a student or group of students that is directed against any other~~  
~~24 student(s) that endangers the mental or physical health or safety of the student(s) or that induces or coerces a~~  
~~25 student to endanger his/her mental or physical health or safety. Coaches and other employees of the school~~  
~~26 district shall not encourage, permit, condone or tolerate hazing activities.<sup>35</sup>~~

~~27 “Hazing” does not include customary athletic events or similar contest or competitions and is limited to those~~  
~~28 actions taken and situations created in connection with initiation into or affiliation with any organization.~~

## ~~29 COMPLAINTS AND INVESTIGATIONS~~

~~30 **Any individual who has knowledge of behaviors that may constitute a violation of this policy shall**~~  
~~31 **promptly report such information to the principal/designee.<sup>6</sup>**~~

~~32 ~~Alleged victims of the above referenced offenses shall report these incidents immediately to a teacher, counselor~~~~  
~~33 ~~or building administrator.<sup>2</sup> All school employees are required to report alleged violations of this policy to the~~~~  
~~34 ~~principal/designee. All other members of the school community, including students, parents, volunteers, and~~~~  
~~35 ~~visitors, are encouraged to report any act that may be a violation of this policy.~~~~

~~36 While reports may be made anonymously, an individual's need for confidentiality must be balanced with~~  
~~37 obligations to cooperate with police investigations or legal proceedings, to provide due process to the accused,~~  
~~38 to conduct a thorough investigation or to take necessary actions to resolve a complaint, and the identity of~~  
~~39 parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know.~~

~~40 The principal/designee at each school shall be responsible for investigating and resolving complaints. Once a~~  
~~41 complaint is received, the principal/designee shall initiate an investigation within forty-eight (48) hours of~~

1 receipt of the report.<sup>4</sup> If ~~a report~~ **an investigation** is not initiated within forty-eight (48) hours, the  
2 principal/designee shall provide the Director of Schools with appropriate documentation detailing the reasons  
3 why the investigation was not initiated within the required timeframe.<sup>47</sup>

4 The principal/designee shall notify the parent/legal guardian when a student is involved in an act of  
5 discrimination, harassment, intimidation, bullying, or cyber-bullying. The principal/designee shall provide  
6 information on district counseling and support services. Students involved in an act of discrimination,  
7 harassment, intimidation, bullying, or cyber-bullying shall be referred to the appropriate school counselor by the  
8 principal/designee when deemed necessary.<sup>48</sup>

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

- 11 • It places the student in reasonable fear or harm for the student's person or property;
- 12 • It has a substantially detrimental effect on the student's physical or mental health;
- 13 • It has the effect of substantially interfering with the student's academic performance; or
- 14 • It has the effect of substantially interfering with the student's ability to participate in or benefit from the  
15 services, activities, or privileges provided by a school.

16 Upon the determination of a violation, the principal/designee shall conduct a prompt, thorough, and complete  
17 investigation of each alleged incident. All investigations shall be completed and appropriate intervention taken  
18 within twenty (20) calendar days from the receipt of the initial report.<sup>47</sup> If the investigation is not complete or  
19 intervention has not taken place within twenty (20) calendar days, the principal/designee shall provide the  
20 Director of Schools with appropriate documentation detailing the reasons why the investigation has not been  
21 completed or the appropriate intervention has not taken place.<sup>47</sup> Within the parameters of the federal Family  
22 Educational Rights and Privacy Act (FERPA)<sup>9</sup> at 20 U.S.C. § 1232g, a written report on the investigation will be  
23 delivered to ~~the parents of the complainant, parents of the accused students~~ **all parties involved** and to the  
24 Director of Schools.

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

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

29 **A substantiated charge against an employee shall result in disciplinary action up to and including**  
30 **termination. The employee may appeal this decision by contacting the Director of Schools or his**  
31 **designee.**

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

35 ~~A substantiated charge against an employee shall result in disciplinary action up to and including termination. A~~  
36 ~~substantiated charge against a student may result in corrective or disciplinary action up to and including~~  
37 ~~suspension.~~

38 ~~An employee disciplined for violation of this policy may appeal the decision by contacting the Federal Rights~~  
39 ~~Coordinator. Any student disciplined for violation of this policy may appeal the decision in accordance with~~  
40 ~~disciplinary policies and procedures.~~

## 1 **REPORTS**

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

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

11 ~~The Director of Schools shall develop forms and procedures to ensure compliance with the~~  
12 ~~requirements of this policy and TCA 49-6-4503.~~

## 13 **RETALIATION AND FALSE ACCUSATIONS**

14 Retaliation against any person who reports or assists in any investigation of an act alleged in this  
15 policy is prohibited. The consequences and appropriate remedial action for a person who engages in  
16 retaliation shall be determined by the administrator after consideration of the nature, severity, and  
17 circumstances of the act.<sup>13</sup>

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

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### Legal References

1. TCA 49-6-4503
2. 20 USCS §§ 1681 to 1686
3. TCA 49-2-120
4. TCA 49-6-4503(a), (b)(3)
5. TCA 49-6-4503(b)(11)
6. TCA 49-6-4503(b)(12)
7. TCA 49-5-503(b)(2), (13)
8. TCA 49-2-120
9. TCA 49-6-4503(b)(5)
10. TCA 49-6-4503(b)(6)
11. TCA 49-6-4503(b)(14)
12. 20 USCA § 1232g
13. TCA 49-6-4503(b)(4), (7)-(8)
14. TCA 49-6-4503(d)(3)
15. TCA 49-6-4503(c)(2)(B)
16. TCA 49-6-4503(b)(9)
17. TCA 49-6-4503(b)(10)
18. 20 USCA §§ 1681 to 1686

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### Cross References

- ~~Appeals To and Appearances Before the Board 1.608~~  
~~Staff-Student Relations 5.610~~  
~~Student Complaints and Grievances 6.305~~  
~~Discipline Procedures 6.313~~
- Appeals to and Appearances Before the Board 1.404  
 Section 504 and ADA Grievance Procedures 1.802  
 Staff-Student Relations 5.610  
 Student Goals 6.100  
 Title IX & Sexual Harassment 6.3041  
 Student Complaints and Grievances 6.305  
 Code of Conduct 6.300  
 Child Abuse and Neglect 6.409  
 Student Suicide Prevention 6.415



# Cleveland City Board of Education

|  |   |                                   |                                 |
|--|---|-----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually, in March</b> | Descriptor Term:<br><b>Title IX &amp; Sexual Harassment</b> | Descriptor Code:<br><b>6.3041</b> | Issued Date:<br><b>08/03/20</b> |
|  |   | Rescinds:                         | Issued:                         |

## 1 *General*

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

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

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

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

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

17 Title: Director of Student Services

18 Mailing address: 4300 Mouse Creek Road NW Cleveland, TN 37312

19 Phone number: (423) 472-9571

20 Email: [dmoore@clevelandschools.org](mailto:dmoore@clevelandschools.org)

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

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

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

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

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

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

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

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

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

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

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

## 38 **GRIEVANCE PROCESS**

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

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

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

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

## 21 **Complaints**

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

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

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

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

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

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

4 The Title IX Coordinator or a Director of Schools Designee shall serve as the investigator and be  
5 responsible for investigating complaints in an equitable manner that involves an objective evaluation of  
6 all relevant evidence. The burden for obtaining evidence sufficient to reach a determination regarding  
7 responsibility rests on the school district and not the complainant or respondent.

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

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

16 All investigations shall:

- 17 1. Provide an equal opportunity for the parties to present witnesses and evidence;
- 18 2. Not restrict the ability of either party to discuss the allegations under investigation or gather  
19 and present relevant evidence;
- 20 3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that  
21 seek disclosure of information protected under a legally recognized privilege unless such  
22 privilege has been waived;<sup>17</sup>
- 23 4. Provide the parties with the same opportunities to have others present during any grievance  
24 proceeding;
- 25 5. Provide to parties whose participation is requested written notice of the date, time, location,  
26 participants, and purpose of all investigative interviews, or other meetings, with sufficient time  
27 for the party to prepare to participate;
- 28 6. Provide both parties an equal opportunity to inspect and review any evidence directly related to  
29 the allegations in the formal complaint; and
- 30 7. Result in the creation of an investigative report that fairly summarizes relevant evidence.
  - 31 a. Prior to the completion of the investigative report, the investigator shall send to each  
32 party the evidence subject to inspection and review. All parties shall have at least ten  
33 (10) days to submit a written response which shall be taken into consideration in  
34 creating the final report.

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

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

7 The respondent is presumed not responsible for the alleged conduct until a determination regarding  
8 responsibility is made at the conclusion of the grievance process.<sup>20</sup> The “clear and compelling evidence  
9 standard” shall be used in making this determination.<sup>21</sup>

10 The Director of Schools shall act as the decision-maker. He/she shall receive the final report of the  
11 investigation and allow each party the opportunity to submit written questions that he/she wants asked  
12 of any party or witness prior to the determining responsibility.

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

15 A substantiated charge against a student may result in corrective or disciplinary action up to and  
16 including expulsion. A substantiated charge against an employee shall result in disciplinary action up to  
17 and including termination.

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

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

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

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

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

31 During the appeal process, the parties shall have a reasonable, equal opportunity to submit written  
32 statements. Within ten (10) calendar days, the hearing officer shall issue a written decision describing  
33 the result of the appeal and the rationale for the result. The written decision shall be provided  
34 simultaneously to both parties.

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

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

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#### Legal References

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

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#### Cross References

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

# Cleveland City Board of Education

|  |   |                                  |                                 |
|--|---|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in April</b> | Descriptor Term:<br><b>Student Concerns, Complaints, and<br/>Grievances</b> | Descriptor Code:<br><b>6.305</b> | Issued Date:<br><b>04/01/19</b> |
|  |   | Rescinds:<br><b>6.305</b>        | Issued:<br><b>12/01/08</b>      |

## 1 STUDENT CONCERNS AND COMPLAINTS

2 Decisions made by school personnel — such as instructional assistants, teachers, or assistant principals  
3 — which students believe are unfair or in violation of pertinent policies of the Board or individual  
4 school rules may be appealed to the school principal or a designated representative. To appeal, students  
5 will contact the principal's office in their school and provide their name, the issue and the reason for  
6 their appeal on a printed form available at the school office within two days. The appeal ~~will~~  
7 ~~usually~~ be decided confidentially and promptly, preferably within five (5) school days.

8 However, if the principal does not make a decision within five (5) school days following the date of  
9 complaint, students or parents may appeal at that time by contacting the Director of Schools/designee  
10 at the central office. The information provided should include the student's name, the school and a  
11 description of the problem.

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

## 15 ~~DISCRIMINATION/HARASSMENT GRIEVANCE PROCEDURES~~

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

22 ~~Identity of the alleged victim and person accused;~~  
23 ~~Location, date, time and circumstances surrounding the alleged incident;~~  
24 ~~Description of what happened;~~  
25 ~~Identity of witnesses; and~~  
26 ~~Any other evidence available.~~

27 ~~*Investigation*—Within twenty four hours of receiving the student's complaint, the complaint manager~~  
28 ~~shall notify the complaining student's parent/guardian and the principal who shall inform the Director~~  
29 ~~of Schools. The parent/guardian shall be given notice of the right to attend an interview of the student~~  
30 ~~in a non-intimidating environment in order to elicit full disclosure of the student's allegations. This~~  
31 ~~interview shall take place within five (5) days from the time the complaint was first made. If no~~  
32 ~~parent/guardian attends the interview, another adult, mutually agreed upon by the student and the~~

1 complaint manager, shall attend and may serve as the student's advocate. After a complete  
 2 investigation, if the allegations are substantiated, immediate and appropriate corrective or disciplinary  
 3 action shall be initiated. The complaint and identity of the complainant will not be disclosed except (1)  
 4 as required by law or this policy; or (2) as necessary to fully investigate the complaint; or (3) as  
 5 authorized by the complainant. A school representative will meet with and advise the complainant  
 6 regarding the findings, and whether corrective measures and/or disciplinary action were taken. The  
 7 investigation and response to the complainant will be completed within thirty (30) school days. Copies  
 8 of the report will be sent to the student, principal, Federal Rights Coordinator and the Director of  
 9 Schools. One copy shall be kept in the complaint manager's file for one (1) year beyond the student's  
 10 eighteenth (18th) birthday. The Director of Schools shall keep the Board informed of all complaints.

11 *Decision and Appeal*—If the complainant is not in agreement with the findings of fact as reported by  
 12 the complaint manager, an appeal may be made, within five (5) work days to the Director of Schools.  
 13 The Director of Schools will review the investigation, make any corrective action deemed necessary  
 14 and provide a written response to the complainant. If the complainant is not in agreement with the  
 15 Director of Schools' findings of fact, appeal may be made to the Board of Education within five (5)  
 16 work days. The Board shall, within thirty (30) days from the date the appeal was received, review the  
 17 investigation and the actions of the Director of Schools and may support, amend or overturn the  
 18 actions based upon review and report their decision in writing to the complainant.

19 **APPOINTING COMPLAINT MANAGERS**

20 The Director of Schools shall appoint at least two complaint managers, one of each gender for each  
 21 school. The Federal Rights Coordinator may serve as a complaint manager. The Director of Schools  
 22 shall insert into this policy the names, addresses and telephone numbers of current complaint  
 23 managers. (see note)

24 This policy shall be referenced in the parent/student handbook distributed annually to every student.  
 25 Building administrators are responsible for educating and training their respective staff and students as  
 26 to the definition and recognition of discrimination/harassment.

27 See policy 6.304 for the complete policy about harassment.

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

32 Complaint Managers: \_\_\_\_\_ Director of Student Services  
 33 \_\_\_\_\_ Supervisor of Elementary Education  
 34 \_\_\_\_\_ Cleveland City Schools  
 35 \_\_\_\_\_ 4300 Mouse Creek Road  
 36 \_\_\_\_\_ Cleveland, TN 37312  
 37 \_\_\_\_\_ (423) 472-9571

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Legal References

1. Title IX, Education Amendment of 1972,  
20 U.S.C. §1681,et seq.

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Cross References

Appeals To & Appearances Before the Board 1.404  
Section 504/ADA Grievance Procedures 1.802  
Discrimination/Harassment 5.500  
Discrimination/Harassment of Students 6.304

# Cleveland City Board of Education

|  |  |                                  |                                 |
|--|--|----------------------------------|---------------------------------|
| Monitoring:<br><br><b>Review: Annually,<br/>in March</b> | Descriptor Term:<br><br><b>Alternative Education</b> | Descriptor Code:<br><b>6.319</b> | Issued Date:<br><b>09/08/20</b> |
|  |  | Rescinds:                        | Issued:                         |
|  |  | Rescinds:<br><b>6.319</b>        | Issued:<br><b>06/13/05</b>      |

1 *General*

2 ~~The board shall operate an alternative school program for students in grades seven through twelve (7-~~  
3 ~~12) who have been suspended or expelled from regular school programs.<sup>1</sup> Attendance in alternative~~  
4 ~~school programs shall be mandatory. Athletic eligibility shall be suspended for those students enrolled~~  
5 ~~in an alternative school program as a result of long term suspension or expulsion.~~

6 ~~Alternative school programs shall be operated in accordance with state law and the rules of the State~~  
7 ~~Board of Education, and instruction shall proceed as nearly as practicable in accordance with the~~  
8 ~~instructional programs at the student's home school.<sup>2</sup> These educational opportunities shall utilize~~  
9 ~~Tennessee's academic standards, incorporate innovative teaching strategies, deliver research-based~~  
10 ~~instructional techniques, and provide the resources necessary to foster student learning and~~  
11 ~~achievement.<sup>3</sup>~~

12 ~~Annually, the director of schools/designee shall submit the following information to the Department of~~  
13 ~~Education:<sup>3</sup>~~

- 14 ~~1. Alternative school(s) or program(s) currently in operation in the district;~~
- 15
- 16 ~~2. Number and grade level of students served in an alternative education program;~~
- 17
- 18 ~~3. Primary reason for student assignment to an alternative education program; and~~
- 19
- 20 ~~4. Number of faculty and staff serving each alternative education program.~~

21 **ASSIGNMENT<sup>3</sup>**

22 ~~Prior to the assignment of the student to an alternative school program, the director of schools/designee~~  
23 ~~shall provide written notice to the student's parent/guardian stating the reason for the student's~~  
24 ~~placement. Placement can be made without the agreement of the parents/guardian.~~

25 ~~The student shall be subject to all rules of the school and violations of such rules may result in the~~  
26 ~~student's removal from the school for the duration of the original intended suspension or expulsion.~~  
27 ~~Violation of school rules shall not constitute grounds for extension of time spent in the alternative~~  
28 ~~school.~~

1 ~~Placement in an alternative education setting shall be reserved for students who significantly disrupt~~  
2 ~~the educational process. If a student has an active Individualized Education Plan, a 504 plan, or is~~  
3 ~~suspected of having a disability, all state and federal laws, rules, and regulations related to special~~  
4 ~~education shall be followed. The director of schools/designee shall develop procedures regarding~~  
5 ~~placement of students in the program, taking in to consideration the impact of exclusionary discipline~~  
6 ~~practices.~~

7 ~~The Director of Schools/designee shall monitor and regularly evaluate the academic progress of each~~  
8 ~~student enrolled in an alternative education program.~~

### 9 **TRANSITION PLANS<sup>3</sup>**

10 ~~The Director of Schools/designee shall develop procedures regarding the implementation of transition~~  
11 ~~plans for the integration of students entering and exiting the program.~~

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#### Legal References

1. ~~TCA 49-6-3402(a); State Board of Education Policy 2.302~~
2. ~~TCA 49-6-3402(b); TRR/MS 0520-01-02-09~~
3. ~~State Board of Education Policy 2.302~~

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#### Cross References

- ~~Special Education 4.202~~
- ~~Suspension/Expulsion/Remand 6.316~~
- ~~Disciplinary Hearing Authority 6.317~~
- ~~Special Education Students 6.500~~

1

2 *General*<sup>1</sup>

3 The Board shall operate an alternative school and/or program for students in grades seven through  
4 twelve (7-12) who have been suspended or expelled from the regular school program.

5 An alternative school is a short-term intervention program designed to provide educational services  
6 outside the regular school program for students who have been suspended or expelled. The alternative  
7 school is located in a separate facility from the regular school program.

8 An alternative program is a short-term intervention program designed to provide educational services  
9 outside the regular school program for students who have been suspended or expelled. Alternative  
10 programs may be located within the regular school or be a self-contained program within a school.  
11 Alternative programs shall include, but are not limited to, the following: a small learning community  
12 known as Raider Blue Academy, virtual school, or after-school day sessions.

13 The alternative school and/or program shall be operated in accordance with state laws and the rules of  
14 the State Board of Education, and instruction shall proceed as nearly as practicable in accordance with  
15 the instructional program at the student's regular school. The Director of Schools shall develop  
16 procedures that provide appropriate educational opportunities for all students assigned to the  
17 alternative school or program. These educational opportunities shall adhere to Tennessee's academic  
18 standards.<sup>2</sup>

19 **ASSIGNMENT**

20 Students who have been suspended for more than ten (10) days or expelled shall be assigned to the  
21 alternative school or program if there is staff and space available.<sup>3</sup> Availability of staff and space shall  
22 be determined at the time the disciplinary decision is rendered. The Director of Schools/designee shall  
23 make this determination by evaluating factors including, but not limited to, the following:

- 24 1. Level of supervision available;  
25  
26 2. Safety considerations; and  
27  
28 3. Type of infraction.

29 Students who have committed zero tolerance offenses are not required to be assigned to alternative  
30 schools or programs.<sup>4</sup>

31 Prior to the assignment of the student to the alternative school or program, the Director of  
32 Schools/designee shall provide written notice to the student's parent/guardian stating the reason for the  
33 student's placement.<sup>5</sup>

34 Placement in an alternative education setting shall be reserved for students who significantly disrupt  
35 the educational process. If a student has an active Individualized Education Plan, a 504 plan, or is  
36 suspected of having a disability, all state and federal laws and rules and regulations related to special

1 education shall be followed. The Director of Schools/designee shall develop procedures regarding  
 2 placement of students in the program, taking into consideration the impact of exclusionary discipline  
 3 practices.<sup>6</sup>

4 The Director of Schools/designee shall monitor and regularly evaluate the academic progress of each  
 5 student enrolled in the alternative school.

## 6 **REMOVAL**<sup>7</sup>

7 A student may be removed from the alternative school or program if:

- 8 1. He/she violates the rules of the alternative school or program; or
- 9
- 10 2. He/she is not benefitting from the assignment and all interventions have been exhausted
- 11 unsuccessfully.

## 12 **ADDITIONAL OFFENSES**<sup>8</sup>

13 Any new disciplinary offense committed during a student's original suspension or expulsion period  
 14 shall be treated as a new and separate offense. These offenses shall not constitute an extension of the  
 15 original suspension or expulsion.

## 16 **TRANSITION PLAN**<sup>9</sup>

17 The Director of Schools/designee shall develop procedures regarding the implementation of transition  
 18 plans for the integration of students assigned to the alternative school.

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### Legal References

4. TCA 49-6-3402(a); Public Acts of 2020, Chapter No. 603; TRR/MS 0520-01-02-.09
5. TRR/MS 0520-01-02-.09(9)(a)
6. Public Acts of 2020, Chapter No. 603
7. Public Acts of 2020, Chapter No. 603; TRR/MS 0520-01-02-.09(6)(a)
8. TRR/MS 0520-01-02-.09(9)(i)
9. TRR/MS 0520-01-02-.09(9)(h)
10. Public Acts of 2020, Chapter No. 603
11. TRR/MS 0520-01-02-.09(9)(g)(2)
12. TRR/MS 0520-01-02-.09(m)

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### Cross References

- Special Education 4.202
- Suspension 6.316
- Student Disciplinary Hearing Authority 6.317
- Special Education Students 6.500

# Cleveland City Board of Education

|  |  |                                  |                                 |
|--|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in April</b> | Descriptor Term:<br><b>Reporting Child Abuse</b> | Descriptor Code:<br><b>6.409</b> | Issued Date:<br><b>09/08/20</b> |
|  |  | Rescinds:                        | Issued:                         |

## 1 *General*

2 ~~Child abuse is defined as any wound, injury, disability, or physical or mental condition~~  
3 ~~which is of such nature as to reasonably indicate that it has been caused by brutality, abuse,~~  
4 ~~or neglect or which on the basis of available information reasonably appears to have been~~  
5 ~~caused by such. Staff members having knowledge or suspicion of any child who is~~  
6 ~~suffering from abuse or neglect shall report such harm immediately.1,2 The report shall be~~  
7 ~~made to the judge having juvenile jurisdiction, the office of the chief law enforcement~~  
8 ~~official where the child resides, or to the Department of Children's Services in a manner~~  
9 ~~specified by the department, either by contacting a local representative of the department or~~  
10 ~~by utilizing the department's centralized intake procedure where applicable.3 If the~~  
11 ~~appropriate agency has not responded within two hours after receiving a staff member's~~  
12 ~~report of possible harm to a child, the staff member shall make a report to the Bradley~~  
13 ~~County Juvenile Court Division.~~

14 ~~The report shall include:4~~

15 ~~1. The name, address and age of the child;~~

16 ~~2. The name and address of the parents or persons having custody of the child;~~

17 ~~3. The nature and extent of the abuse or neglect; and~~

18 ~~4. Any evidence to the cause or any other information that may relate to the cause or extent~~  
19 ~~of the abuse or neglect.1~~

20 ~~The identity of the person reporting shall remain confidential except when the juvenile~~  
21 ~~court determines otherwise.5~~

22 ~~The Director of Schools shall develop reporting procedures, including sample indicators of~~  
23 ~~abuse and neglect, and shall disseminate the procedures to all school personnel.6 However,~~  
24 ~~nothing in the reporting procedures shall eliminate the staff member's legal responsibility to~~  
25 ~~directly make a report to the authorities stated above.6~~

## 26 INVESTIGATIONS

~~1 School administrators and employees have a duty to cooperate, provide assistance and  
2 information in child abuse investigations<sup>7</sup> including permitting child abuse review teams to  
3 conduct interviews while the child is at school; the principal may control the time, place  
4 and circumstances of the interview, but~~

~~5 may not insist that a school employee be present even if the suspected abuser is a school  
6 employee or another student. The principal is not in violation of any laws by failing to  
7 inform parents that the child is to be interviewed even if the suspected abuser is not a  
8 member of the child's household.<sup>8</sup>~~

9

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## 10 ~~Legal References Cross References~~

11 ~~1. TCA 37-1-412~~

12 ~~2. TCA 37-1-403(a)(1)~~

13 ~~3. TCA 37-1-403(a)(2)~~

14 ~~4. TCA 37-1-403(b)~~

15 ~~5. TCA 37-1-409(a)(1)~~

16 ~~6. TRR/MS 0520-1-3-.08(2)(e)~~

17 ~~7. TCA 37-1-611(b)~~

18 ~~8. Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)~~

### 19 *General*

20 *The Director of Schools shall:<sup>1</sup>*

- 21 *1. Designate one employee as the Child Abuse Coordinator (the Coordinator) and an additional*  
22 *employee to serve as the Alternate Child Abuse Coordinator (the Alternate) for each school;*  
23
- 24 *2. Require that the Coordinator and the Alternate receive appropriate training;*  
25
- 26 *3. Supply the Coordinator with all necessary resources;*  
27
- 28 *4. Ensure that all school personnel annually complete the child abuse training program required*  
29 *by state law.<sup>2</sup>*

1 The Coordinator shall assist any employee with appropriately reporting and responding to instances of  
2 child abuse or child sexual abuse.

### 3 **REPORTING**

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

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

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

14  
15  
16  
17 The Director of Schools/designee shall develop reporting procedures, including sample indicators of  
18 abuse and neglect, and shall disseminate the procedures to all school personnel.

### 19 **CONFIDENTIALITY**

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

### 22 **INVESTIGATIONS**

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

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**Legal References**

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

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**Cross References**

Recommendations and File Transfers 5.203  
Staff-Student Relations 5.610  
Interrogations and Searches 6.303  
Student Discrimination, Harassment, Bullying, Cyberbullying, and Intimidation 6.304  
Title IX & Sexual Harassment 6.3041

Cleveland City Schools

Financial Report

June 2020

Balance on hand June 1, 2020 4,846,187.42

RECEIPTS

|                                  |                      |
|----------------------------------|----------------------|
| City Clerk's Monthly Report      | 9,083,054.60         |
| Contributions & Gifts #44570     | 3,839.49             |
| Retiree Ins #44160               | (32.14)              |
| Misc. Refund #44170              | (2,635.85)           |
| Transfers In #49800-IDEA, Part B | 1,008.20             |
| Interest Earned                  | <u>808.99</u>        |
|                                  | <u>13,932,230.71</u> |

DISBURSEMENTS

|                              |                   |
|------------------------------|-------------------|
| Instruction                  | 5,929,019.76      |
| Special Education            | 861,340.12        |
| Vocational Education         | 329,778.62        |
| Attendance                   | 8,850.25          |
| Health Services              | 113,410.74        |
| Other Student Support        | 357,550.66        |
| Regular Instruction Support  | 280,318.83        |
| Special Education Support    | 11,176.22         |
| Vocational Education Support | 15,473.56         |
| Technology Support           | 34,914.25         |
| Board of Education           | 7,968.50          |
| Office of the Superintendent | 58,295.83         |
| Office of the Principal      | 459,046.46        |
| Fiscal Services              | 28,597.25         |
| Operation of Plant           | 289,027.88        |
| Maintenance of Plant         | 96,345.47         |
| Transportation               | 117,289.63        |
| Food Service                 | 7,204.49          |
| Community Services           | 0.00              |
| Early Childhood Education    | 116,186.43        |
| Regular Capital Outlay       | 61,595.80         |
| Education Debt Service       | <u>555,719.00</u> |

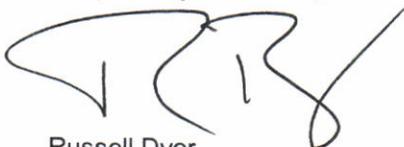
9,739,109.75

|                              |              |
|------------------------------|--------------|
| Retirement paid              | 364,690.46   |
| Retirement withheld not paid | (71,689.10)  |
| Insurance withheld not paid  | (253,977.30) |

Balance July 1, 2020 4,154,096.90

13,932,230.71

Respectfully submitted,



Russell Dyer  
Director of Schools

## Personnel Items – July 2020

### Appointments

Barber, Darius, BB (Teacher) Effective 7/24/2020  
Brewer, Amanda, ST (Teacher) Effective 7/24/2020  
Garner, Eric, CHS (Operations Coordinator) Effective 7/24/2020  
Felton, Jennifer, BB (Assistant) Effective 7/24/2020  
Weiss, Katie, CCC (Assistant) Effective 7/24/2020  
Harrington, Amelia, CCC (Assistant) Effective 7/24/2020  
Goldson, Victoria, ST (Assistant) Effective 7/24/2020  
High, Matthew, CMS (Teacher) Effective 7/24/2020 (contingent letter for CMS math)  
Henderson, Virgil, CHS (Assistant) Effective 7/24/2020  
Satterfield, Rebekah, CCC (Assistant) Effective 7/24/2020  
Anderson, Kristina, BB (Interim Teacher) Effective 7/24/2020  
White, Hannah, CMS (Teacher) Effective 7/24/2020  
Liner, Suzanna, ST (Teacher) Effective 7/24/2020  
Coleman, Samantha, BB (Teacher) Effective 7/24/2020  
Harrington, Amelia, CCC (Assistant) Effective 7/24/2020  
Matthews, Heather, AR (Teacher) Effective 7/24/2020  
Washington, Calron, CMS (Assistant) Effective 7/24/2020  
Uhles, Jessica, RO (Teacher) Effective 7/24/20 (shared w/YA & ST)  
Johnson, Jahmal, CHS (Assistant) Effective 7/24/2020  
Dodd, Elsie, CCC (Assistant) Effective 7/24/2020  
Thompson, Cheree, CMS (Teacher) Effective 7/24/2020  
Abernathy, Gretchen, CMS (Assistant) Effective 7/24/2020  
Ferrer, Yelitza, ST (Assistant) Effective 7/24/2020  
Vaughn, Amity, ST (Teacher) Effective 7/24/2020  
Dunn, Cecilia, MA (Assistant) Effective 7/29/2020

### Resignations

Simms, Jessica, RO/YA (Teacher) Effective 7/13/2020  
Markel, Ron, CMS (Teacher) Effective 7/13/2020  
Killian, Natalie, ST (Teacher) Effective 7/13/2020  
Metzger, Meg, CCC (Assistant) Effective 7/13/2020  
Whitener, Diane, CCC (Cafeteria Monitor) Effective 7/21/2020  
Overstreet, Andrew, AR (Teacher) Effective 7/16/2020  
Cole, Emily, CMS (Assistant) Effective 7/20/2020  
White, Josephine, CHS (Assistant) Effective 7/17/2020  
Gregory, Suzanne, CMS (Teacher) Effective 7/21/2020  
Marler, Liz, CMS (Assistant) Effective 7/26/2020  
Painter, Ashley, YA (Teacher) Effective 7/27/2020  
Ingram, David, DC (Network Administrator) Effective 8/7/2020

### **Retirements**

Shelton, Glinda Kay, CMS (Teacher) Effective 7/16/2020

### **Transfers**

Hicks, Shannon, CCC (Assistant) to ST (Teacher) Effective 7/24/2020

Osborne, Amanda, BB (Teacher) to RTI Coordinator, Effective 7/24/2020

Melton, Christina, ST (Teacher) to CMS (Teacher) Effective 7/24/2020

Wortman-Price, Mavette, BB (PT Interventionist) to Assistant, Effective 7/24/2020

### **Leave of Absences**

Matson, Amanda, BB (Teacher) FFCRA, Sick, Maternity/Long-Term Maternity, 2020-2021 School Year

Swartzel, Siema, AR (Teacher) Sick Leave, July 24 – September 16, 2020

VanBenschoten, Megan, AR (Teacher) Maternity Leave, October 12, 2020 – January 4, 2021

Yaychenya, Irina, YA (Teacher) Maternity Leave, September 21, 2020 – January 4, 2021

Monroe, Marisa, MA (Assistant) Maternity Leave, August 3 – November 23, 2020



# August 2020

| Sun. | Mon.                                  | Tue.                                  | Wed.                                  | Thu.                                  | Fri.  | Sat. |
|------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---|------|
|      |                                       |                                       |                                       |                                       |   | 1    |
| 2    | 3<br>5:30 – BOE Meeting @ AOB         | 4                                     | 5                                     | 6                                     | 7   | 8    |
| 9    | 10<br>Reconnection Week: Students A-D | 11<br>Reconnection Week: Students E-L | 12<br>Reconnection Week: Students M-Q | 13<br>Reconnection Week: Students R-Z | 14<br>Reconnection Week: Abbreviated Day for all students | 15   |
| 16   | 17<br>First Day of in-person classes  | 18                                    | 19                                    | 20                                    | 21  | 22   |
| 23   | 24                                    | 25                                    | 26                                    | 27                                    | 28  | 29   |
|      |                                       |                                       |                                       |                                       |   |      |



# October 2020

| Sun. | Mon.                              | Tue.                             | Wed.                             | Thu.                             | Fri.                             | Sat. |
|------|-----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|------|
|      |                                   |                                  |                                  | 1                                | 2                                | 3    |
| 4    | 5<br>School Closed<br>Fall Break  | 6<br>School Closed<br>Fall Break | 7<br>School Closed<br>Fall Break | 8<br>School Closed<br>Fall Break | 9<br>School Closed<br>Fall Break | 10   |
| 11   | 12<br>5:30 – BOE<br>Meeting @ AOB | 13                               | 14                               | 15                               | 16                               | 17   |
| 18   | 19                                | 20                               | 21                               | 22                               | 23                               | 24   |
| 25   | 26                                | 27                               | 28                               | 29                               | 30                               | 31   |
|      |                                   |                                  |                                  |                                  |                                  |      |



# September 2020

| Sun. | Mon.                            | Tue.                             | Wed. | Thu.  | Fri. | Sat. |
|------|---------------------------------|----------------------------------|------|---|------|------|
|      |                                 | 1                                | 2    | 3   | 4    | 5    |
| 6    | 7<br>School Closed<br>Labor Day | 8<br>5:30 – BOE<br>Meeting @ AOB | 9    | 10<br>TSBA Fall District<br>Meeting – 4:30-7:45<br>Richard City | 11   | 12   |
| 13   | 14                              | 15                               | 16   | 17  | 18   | 19   |
| 20   | 21                              | 22                               | 23   | 24  | 25   | 26   |
| 27   | 28                              | 29                               | 30   |   |      |      |
|      |                                 |                                  |      |   |      |      |