

Cleveland City Schools
Board of Education Regular Meeting
January 10, 2022 5:30 PM
Administrative Office Building, Board Room



1. **Welcome/Moment of Silence**
2. **Pledge of Allegiance**
3. ***Consent Agenda**
 - A. ***Approval of Regular Agenda**
 - B. ***Approval of Minutes from December 6, 2021 Board Meeting**
4. **Regular Agenda**
 - A. **Director's Update** - Speaker: Russell Dyer
 - B. **Spotlight**
SRO Appreciation
 - C. ***First Reading of Policies. Policies: 2.601, 5.3052, 6.600, and 6.601**
 - D. ***Approval of 2022 Board Annual Agenda**
 - E. ***Approval of Directors Evaluation Instrument**
 - F. ***Approval of Board Self Evaluation Instrument**
 - G. **Strategic Plan Focus**
-ESL Christy Duncan
 - H. **COVID Plan Update** Jeff Elliott and Laura Hudson
 - I. **Student Representative's Update** Leah Hargis
 - J. ***Officer Elections; Chairman, Vice-Chairman, Chairman Pro-Tem**
5. **"B" Agenda**
 - A. **Financial Report**
 - B. **Personnel Report**
 - C. **School Highlights**
 - D. **Dates to Remember**

Board of Education Regular Meeting

December 6, 2021 5:30 PM

Administrative Office Building, Board Room

Attendance Taken at 5:30 PM.

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

1. Welcome/Moment of Silence

Dawn Robinson introduces Nancy Casson from Bradley County Schools School Board and Beth Jackson is here from Athens City Schools School Board. They are here to evaluate us and tell us what we need to work on as a Board. We need this evaluation to achieve Board Of Distinction from the Tennessee School Board Association. Thank you for your time tonight.

Mrs. Robinson recognizes Nate Tucker. Mr. Tucker leads everyone in a moment of silence.

2. Pledge of Allegiance

The Cleveland High School cadets lead us in the Pledge of Allegiance.

3. *Consent Agenda

The Consent Agenda 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
Mr. Nate Tucker:	Yes

Yes: 7, No: 0

3.A. *Approval of Regular Agenda

3.B. *Approval of Minutes from October 26, 2021 Special Called Facilities Board Meeting

3.C. *Approval of Minutes from October 26, 2021 Special Called Board Meeting on Internet Safety and Technology.

3.D. *Approval of Minutes from November 1, 2021 Board Meeting.

3.E. *Approval of Overnight Field Trips #557, #580, #587, #595, #596, #597, #601, #621, #623

3.F. *Approval of Second Reading of Policies 2.702, 5.302, 5.701, and 5.801.

3.G. *Approval of Part Time Interventionists positions at Mayfield

4. Regular Agenda

4.A. Director's Update

Dr. Dyer gives congratulations to Autumn O'Bryan on being named Director of Academics starting July 1, 2022. We celebrated the TDOE Principal of the Year for 2020-2021 with Leneda Laing, and Autumn O'Bryan won the East Grand Division Principal of the Year. We also celebrated Hal Taylor for his RISE Award. He will now be in the running for the national RISE award winner. They will announce the winner in the spring. We had the most employees showcased at this ceremony, and we are proud of our system. There are a lot of Christmas and Holiday Events happening, check out school calendars for dates pertaining to choir, band concerts and other events. Tuesday, December 21 is a half day for students. Timeline for the CHS Principal Selection process: January 10-Job post will go live on our website as well as associated sites such as Indeed.com. January 10-February 18 - Community Survey will be posted and shared. January 12 - February 23 - Feedback session with students, CHS staff, CHS Families, CHS alumni, and community partners will take place. Early March - Interviews will take place.

4.B. Spotlight

4.B.1. Recognize Cleveland High School Cadets

Jeff Bise with JROTC came to speak about the cadets and headquarters inspection. The inspector spends a whole day with the cadets, principal and counselors. The students provide a mission briefing to the inspector without any instructors being in the room. They received the highest score you can receive. They have 66 cadets currently, but they need over 100 for future years. He wants to thank the Board for all of their support for this project. Jeff Bise introduces the cadets: Cadet Hunter Cahoon - Corps Commander, Cadet Knox Everhart, Cadet Layla Hammons, Cadet Ashton Landowski, and Cadet Collin Gibson.

The Board asks how the leader is picked? Jeff Bise states they look at academics, leadership potential, fitness, and if they are a leader amongst their peers.

How many females do you have? Jeff Bise said they are probably 55% females and 45% males.

4.B.2. Junior Achievement

Jennifer gives an update on Junior Achievement in Cleveland City Schools.

She handed out an impact report and a list of programs they have. They are a non-profit organization that comes into the school to teach financial literacy, workforce readiness, and entrepreneurship. In the 8th grade they present Econ for success. They teach students budgeting skills. They impact 1,500 students per year at CCS. Junior Achievement provides volunteers with all the skills they need to help us in schools. If someone is interested in volunteering please contact Junior Achievement.

4.B.3. BCPEF

Nancy Blank is the president of BCPEF, and she wants to discuss the main fundraising event: the Vision100. This fundraiser brought together all three bands from Bradley County to perform. Nancy then introduced David Beckler.

David Beckler said they are pleased to say they had the most people they ever had, and the most contributions they have ever had. Everyone had a

good time and made this event a success. All 3 bands were together on the field, and they wanted to present Jim Burton with a picture of all 3 bands together performing. Lynn Voelz presents \$4,000 to Jim Burton for new band instruments.

4.C. Site Committee

Mr. Hal Taylor gives updates on the sketches on the CHS entrance, CTE hall renovation, and the girls wrestling locker rooms that will be added to the Jones Center. There were some projects that have been completed: The wrestling center has been painted, and the water fountain is ordered. They ordered the mobile clinic that Laura Hudson received the grant for. They are in the process of working with the Alumni association to make sure we have the history of CCS for the CHS entrance remodel.

The board asks if the water fountains are working now, or if they are taped off? Mr Taylor states it depends on every building. One of the good things about Laura Hudson's grant is we will be replacing them with water bottle fillers.

The Board asks if the work being done at the road at CCCE is causing any issues? Mr. Taylor states they are in communication with Lisa Earby and TDOT and so far there are not any issues.

Mr. Cogdill states he wants to thank Mr. Taylor for all he does!

4.D. Strategic Plan Focus

Dr. Laing is here to give us a secondary update. In English Language Arts we have a new curriculum aligned to state standards and approved by the board. (Amplify - grads 6-8, Pearson grades 9-12). Teachers are receiving intensive training on the materials. We are working with Instruction partners in this transition.

In Math, we are focusing on incorporating more application-based activities in Algebra I, II and Geometry to make math relevant to students. We are increasing rigor with Illustrative math curriculum (working with instruction partners).

We are working on Intervention Programs. We had the Four C's summer camp located at Cleveland Middle School. We had a four-week program focused on reading, math and STEAM. Over 150 students in grades 5-7 participated. We had 39 staff members including nurses. Transportation and meals were provided. We have credit recovery, which is where high school staff continued to offer summer recovery programs. They recovered 214 credits. We have tutoring with ESSER Funding with 6-8 students, which started this semester.

In CTE we have new programs: Cybersecurity started in 2020, Pharmacy, Welding, and Teaching as a Profession started in 2021. Digital Arts starts in 2022. We also have the CAPS (Center for Advanced Professional Studies) programs. CAPS programs are nationally recognized, innovative high school programs. Students fast-forward into their future and are fully immersed in a professional culture, solving real world problems, using industry standard tools and are mentored by actual employers, all while receiving high school and college credit. We are working with Cleveland Utilities, Tennova Healthcare, CVS Pharmacy, and the City of Cleveland.

Raider Evolve is a program at the high school for students who want to own

their own business or looking to deepen their knowledge of how a business, manufacturer, or corporation operates. Raider Evolve is a multi-operational school corporation managed and operated by students as "hands-on" learning laboratories and career opportunities that integrate different aspects of a real-world environment.

Other news of note: CHS African American History Class has an interesting pacing guide, and she can not wait to sit in the class. At CMS, we have foreign language that will be part of the high school credits. At CHS, she visited the Health Science classroom, they were talking about college level research project.

The board members ask who the instructional partners are with Math? Dr. Laing states it is a private group founded by Emily Barton who was the Assistant Commissioner several years ago. She has employed experts who work with schools all over the country. The look and see what struggles other schools are having with curriculum and help us figure out how to fix them.

The board asks how the teaching is a profession class is going? Dr. Laing states it is going very well. There are 17 students currently enrolled in this class this semester.

The board asks if the tutoring small groups includes the ESL students? Dr. Laing states it does include ESL Students.

4.E. COVID Plan Update

Dr. Elliott said he gets excited to hear all of the things going on with Dr. Laing's update. He also wanted to introduce that Mr. Adam Moss will be moving into the new Learning Acceleration Specialist position.

Dr. Jeff Elliott gives us an update on COVID. The week before Thanksgiving the total COVID count was 4, and this past week the total COVID count was 5. Dr. Elliott wants to thank the nurses, Hal Taylor, and Laura Hudson for the booster vaccine clinic on Saturday, November 13. We had almost 200 individuals come through that clinic as we partnered with Cherokee Pharmacy.

.

4.F. *Calendar Options

Dr. Jeff Elliott presents the draft 2023-2024 school calendar. A lot of these days are set by the state. We try to work very closely with Bradley County Schools to have our breaks at the same time. We shared this calendar with our teachers and staff and over 76% were fine with this calendar and didn't have any comments. One main piece of feedback said on May 23 we were going to have a PD day to end the year and staff didn't like it being the last day. So, we decided to move it to the Friday before the last day of the school year.

The 2023-2024 Calendar 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
Ms. Peggy Pesterfield:	Yes

Ms. Dawn Robinson: Yes
Mr. Nate Tucker: Yes
Yes: 7, No: 0

4.G. Directors Evaluation Instrument/Board Self Evaluation Instrument
Dawn Robinson said they were given the instruments to evaluate a self board evaluation and the Directors Evaluations. Please send any updates to these instruments to Julie, so we can make updates before we approve the instruments in January.

Do the evaluations cover the school year or the calendar year? Dr. Dyer and Mrs. Robinson state they have not decided this, but they will discuss and bring back that decision.

The Board asks if we set goals for the next year now? Dr. Dyer states we could use the strategic plan and state standards to set those standards in January of this year, and he will bring those to the Board soon.

4.H. Report from TSBA Annual Conference

Dawn Robinson ask everyone who attended the TSBA Annual Conference to comment on what events/speakers they attended.

Krista attended the Legal Workshop, and there she learned a lot about the juvenile court system. There was a judge who was very informative and helpful.

Charlie talks about the Kentucky principal's presentation on the school shooting, and it was very touching.

Carolyn wanted to thank the CHS Renaissance team for the show. She also loved all the presenters.

Peggy loved Adolph Browns speech. She thought he was right on target with his presentation.

Dawn went to a session on CTE programs. Most of this communities students don't go to college, so they want them to be career ready. She wants to share what she heard with Renny Whittenbarger. She also liked hearing the Boston Marathon speaker.

Dr. Dyer went to a mental health session and brought back some of those ideas and how we can incorporate them into our system.

5. "B" Agenda

- 5.A. Financial Report
- 5.B. Personnel Report
- 5.C. School Highlights
- 5.D. Dates to Remember

Mrs. Robinson adjourns by general consent.

Chairperson

DATE

Superintendent

DATE

Cleveland City Board of Education			
Monitoring: Review: Annually, in September	Descriptor Term: Fundraising Activities	Descriptor Code: 2.601	Issued Date: 08/06/18
		Rescinds:	Issued:

~~The schools shall avoid exploiting students, whether by advertising or otherwise promoting products or services, soliciting funds or information, or securing participation in non-school related activities and functions. At the same time, schools shall inform and assist students in learning about programs, activities or information which may be of help or service to them.~~

General

The following general guidelines shall be followed:¹

1. Fundraising activities ~~shall be authorized by the board and~~ shall be for the purpose of supplementing funds for established school programs and not for supplementing funds which are the responsibility of the public.
2. Fundraising companies and other salespersons shall obtain permission in writing from the director of schools' office in order to visit the schools.
3. Any commission payable by companies shall be paid in the form of reduced prices to the students or paid into the activity fund of the school for use by the school. No school employee shall personally benefit from any fundraising activity.
4. The principal must obtain written approval from the Director of Schools or his/her designee for all fundraising activities, including online fundraising activities, that involve the participation of the general student population in the marketing process of the fundraising effort. All other fundraising activities, including online fundraising activities, must have written approval from the principal and comply with all administrative procedures issued by the Director of Schools. The authorization request shall contain the following information:²
 - a. A list of the proposed fundraising activities;
 - b. Purpose of the fundraising activity;
 - c. Proposed uses of funds raised;
 - d. Expected student involvement in fundraising activity (school-wide or individual class or club); and
 - e. Margin of profit and how it is to be paid to the school.

5. The Director of Schools shall determine whether or not the activity will benefit the school, contribute to the welfare of the student body, and supplement, not replace, funds necessary to fulfill the board's required contributions. No fundraising activities shall involve the sale of hazardous materials such as fireworks.
6. Students shall not be excused from a regular class to participate in a fundraising activity. No grade in a subject or course shall be affected by a student's participation in a fundraising activity.
7. No quotas shall be imposed on students involved, and their efforts shall be voluntary. Students who do not participate in fundraising activities shall not be punished or discriminated against in any way.

This policy shall not be construed as preventing a teacher from using instructional or informational materials even though the materials might include reference to a brand, a product, or a service.

LOTTERIES

No fundraising activity shall be conducted which distributes prizes or makes awards to winners from among purchasers of chances by means of tickets through a random selection process.³

ONLINE FUNDRAISING

Individual schools may establish school-wide online fundraising accounts. The accounts must meet all fundraising requirements established by the board and the *Tennessee Internal School Uniform Accounting Policy Manual*. The principal or his/her designee of each school shall have access to the established fundraising account to ensure all funds are properly accounted for, and the information is recorded in the school's accounting records by the designated personnel. Online fundraising shall not be used on behalf and for the benefit of an outside party.

Employees shall not engage in online fundraising in their official capacity as district employees nor make any reference to non-school sponsored fundraisers, online or otherwise, that would lead another to believe such activity is an approved school fundraiser.

FUNDRAISING FOR NONEDUCATIONAL PURPOSES⁴

On approval of the principal, an employee may be authorized to raise and use funds for the following noneducational purposes:

1. Bereavement support;
2. Award recognition;
3. Employee morale;

4. Banquets; or
5. Other situations at the principal's discretion.

These funds shall be derived from vending machine revenue or donations.

The Director of Schools shall develop administrative procedures regarding the receipt, disbursement, accounting, and auditing of these noneducational funds. The Director of Schools shall ensure that the procedures are consistent with board policy and state law and disseminate them to all employees.

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-30, [4-31](#)
2. *Tennessee Internal School Uniform Accounting Policy Manual*, Section 4-32
3. Tenn. Att'y Gen. Op. No. 03-049 (Apr. 22, 2003)
4. [TCA 49-2-134](#)

Cross References

[Revenues 2.400](#)
[School Support Organization 2.404](#)
[Audits 2.703](#)
[Vendor Relations 2.809](#)
[Student Activity Funds Management 2.900](#)
[Staff Gifts and Solicitations 5.605](#)
[Gifts 6.710](#)

Cleveland City Board of Education			
Monitoring: Review: Annually, in January	Descriptor Term: COVID-19 LEAVE	Descriptor Code: 5.3052	Issued Date: 09/07/21
		Rescinds:	Issued:

General

Under COVID-19 Leave, this policy will be in effect until ~~December 22, 2021~~ **June 30, 2022** unless extended by the Board of Education. This policy will be retroactive to July 1, 2021.

The Director of Schools/designee shall create any necessary administrative procedures. Employees should seek clarification from the Director of Human Resources if they have questions regarding the total amount of leave and pay available to them.

PAID SICK LEAVE

Employees are entitled to up to eight (8) days of paid sick leave during ~~the first semester of the~~ 2021-2022 school year if they are unable to work or telework because the employee:

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. has been advised by a health care provider to self-quarantine related to COVID-19;
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
4. is caring for an individual subject to or advised to quarantine or isolate due to COVID-19. The individual must be someone with a personal relationship, as defined in Sick Leave 5.302, to the employee;
5. is caring for his/her son or daughter whose school or place of care is closed, or person who regularly provides child care is unavailable, for reasons related to COVID-19 and no other suitable person is available to care for the child during the requested period of leave. Son or daughter is defined as a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing *in loco parentis*, who is under 18 years of age; or 18 years of age or older who is incapable of self-care because of a mental or physical disability.

This paid leave may be taken if there is work available for the employee to complete and the employee is unable to work or telework for one of the above reasons. Such leave is in addition to any paid leave that an employee may already be entitled to (e.g. existing sick leave). Employees are not required to exhaust any other paid leave benefit in order to utilize this new category of paid sick leave.

Cross References

Sick Leave 5.302

Family and Medical Leave 5.305

Cleveland City Board of Education			
Monitoring: Review: Annually, in May	Descriptor Term: Student Records	Descriptor Code: 6.600	Issued Date: 12/02/19
		Rescinds: 6.600	Issued: 06/15/15

A cumulative record shall be kept for each student enrolled in school. The ~~folder record~~ shall contain ~~a health record, attendance record, and scholarship record;~~ **all records required under federal and state law and policy**; shall be kept current; and shall accompany the student through his/her school career.¹

The name used on the record of the student entering the school system must be the same as that shown on the birth certificate, unless evidence is presented that such name has been legally changed. If the parent does not have, or cannot obtain a birth certificate, then the name used on the records of such student shall be as shown on documents which are acceptable as proof of date of birth.

The name used on the records of a student entering the system from another school must be the same as that shown on records from the school previously attended unless evidence is presented that such name has been legally changed as prescribed by law.

When a student transfers to another school within the system or to a school outside of the system, copies of the student's records, including the student's disciplinary records, shall be sent to the transfer school.²

All records shall be remitted in accordance with the Family Education Rights and Privacy Act (FERPA).³

~~ACCESS TO~~ CONFIDENTIALITY OF STUDENT RECORDS⁴

Except as provided in this Board Policy 6.600 or to comply with a valid court order, ~~Student~~ student records shall be confidential. Authorized school officials shall have access to and permit access to student education records **only** for legitimate educational purposes.⁴ A "legitimate educational interest" is the official's need to know information in order to:

1. Perform required administrative tasks;
2. Perform a supervisory or instructional task directly related to the student's education; and
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

DEFINITION AND USE OF DIRECTORY INFORMATION⁵

"Directory information" means information contained in or pulled from an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student's name, address, telephone number, electronic mail address, photograph, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. Directory information also includes the names, addresses, telephone numbers, and electronic mail addresses of the student's parents and/or guardians.

Pursuant to Board Policy 6.601, parents, guardians, and eligible* students have the right to exclude any or all of the above referenced items from the student's directory information. Except as provided by law, federal regulation, or the terms of this policy, this information will not be shared without consent.

Limited Use of Directory Information

Directory information is not considered public record. Even so, school officials may release directory information for the following reasons:

1. To publish student and/or alumni directories for the convenience of the school community.
2. To publish programs for student events such as graduations, award ceremonies, athletic events, plays musicals, and other programs where students are being recognized.
3. To recognize the accomplishments of one or more as part of a media release.
4. To facilitate certain limited commercial opportunities that might be interest to the school community such as the purchase of school merchandise, student pictures, class rings, yearbooks, etc.
5. To assist the flow of information pertaining to vocational, educational, and scholarship opportunities available to students.
6. To comply with a request for information from an official recruiting representative of the military forces of the State of Tennessee or the United States of America.⁶

RELEASE OF STUDENT RECORDS WITHOUT CONSENT

Authorized school officials may release information from or permit access to a student's education record without the parent(s)/guardian(s) or eligible student's* prior written consent in the following instances:

1. To comply with a judicial order or lawfully issued subpoena. The school system will make a reasonable effort to notify the student's parent(s)/guardian(s) or the eligible student before making a disclosure;
2. If the disclosure is an item of directory information; **the definition and specific uses of directory information are set forth above;**
3. To comply with the requirements of child abuse reports to the extent known by the school officials including the name, address, and age of the child; the name and address of the person responsible for the care of the child, and the facts requiring the report;⁷

4. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally-supported education programs in the school system;⁸
5. When the school system has entered into a contract or written agreement for an organization to conduct scientific research on the system's behalf to develop tests or improve instruction, provided that the studies are conducted in a manner which will not permit the personal identification of students and their parent(s)/guardian(s) by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purpose for which the study was conducted;⁹
6. To appropriate officials if the parent(s)/guardian(s) claim the student as a dependent as defined by the Internal Revenue Code;¹⁰
7. To accrediting organizations to carry out their accrediting functions;¹¹
8. When a student seeks or intends to enroll in another school district or a post-secondary school. Parent(s)/guardian(s) of students or eligible students have a right to obtain copies of records transferred under this provision;¹²
9. To financial institutions or government agencies that provide or may provide financial aid to a student in order to establish eligibility, to determine the amount of financial aid, to establish conditions for the receipt of financial aid, and to enforce financial aid agreements.¹³
10. To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limiting factor, and when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency.¹⁴
11. To the Attorney General or his designee for official purposes related to the investigation or prosecution of an act of domestic or international terrorism. An educational agency that, in good faith, produces education records in accordance with an order shall not be liable to any person for that production.¹⁵
12. To any agency caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student's educational records when such agencies or organizations are legally responsible for the care and protection of the student.¹⁶

RELEASE OF STUDENT RECORDS CONSENT

Authorized school officials may release information from a student's education record if the student's parent(s)/guardian(s) or the eligible student gives written consent for the disclosure. The written consent must include:¹⁷

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or class of persons or organizations to whom the disclosure is to be made;
4. The signature of the parent(s)/guardians(s) or eligible student; and
5. The date of the consent and, and if appropriate, a date when the consent is to be terminated.

The student's parent(s)/guardian(s) or the eligible student* may obtain a copy of any records disclosed under this provision.

RECORDKEEPING

The school system will maintain an accurate record of all requests to disclose information from or to permit access to a student's education records. The system will maintain an accurate record of information it discloses and access it permits. The system will maintain this record as long as it maintains the student's education record.¹⁸

The record will include at least:¹⁸

1. The name of the person or agency that makes the request;
2. The interest the person or agency has in the information;
3. The date the person or agency makes the request; and
4. Whether the request is granted and, if it is, the date access is permitted or the disclosure is made.

** The student becomes an "eligible student" when he/she reaches age eighteen (18) or enrolls in a post-secondary school, at which time all of the above rights become the student's right.*

Legal References

1. 20 USCA § 1232g; TRR/MS 0520-01-03-.03(11)
2. TCA 49-6-3001(c)(1)
3. TCA 49-1-701, *et seq.*
4. TCA 10-7-504(a)(4); 20 USCA § 1232g
5. **34 CFR § 99.3**

Cross References

School District Records 1.407
Promotion and Retention 4.603
Testing Programs 4.700
Attendance 6.200
Withdrawals 6.207
Child Custody/Parental Access 6.209

- | | |
|---|--|
| 6. USA Patriot Act of 2001 § 507 | Bus Safety and Conduct 6.308 |
| 7. TCA 37-1-403 | Corporal Punishment 6.314 |
| 8. 20 USCA § 1232g(b)(3) | Disciplinary Hearing Authority 6.317 |
| 9. 20 USCA § 1232g(b)(1)(F) | Admission of Suspended/Expelled Students 6.318 |
| 10. 20 USCA § 1232g(b)(1)(H) | AIDS 6.404 |
| 11. 20 USCA § 1232g(b)(1)(G) | |
| 12. TRR/MS 0520-01-03-.03(9) | |
| 13. 20 USCA § 1232g(b)(1)(D) | |
| 14. 20 USCA § 1232g(b)(1)(I) | |
| 15. 20 USCA § 1232g(j); USA Patriot Act of 2001 § 507 | |
| 16. 20 USCA § 1232g | |
| 17. 34 CFR § 99.30 | |
| 18. 34 CFR § 99.32(a) | |

Cleveland City Board of Education

Monitoring: Review: Annually, in May	Descriptor Term: Student Records Annual Notification of Rights	Descriptor Code: 6.601	Issued Date: 07/09/01
		Rescinds: JRA/JRBA	Issued: 07/06/94

Within the first three weeks of each school year, the school system will notify parent(s) of students and eligible students* of each student's privacy rights.¹ For students enrolling after the above period, this information will be given to the student's parent(s) or the eligible student at the time of enrollment.² The notice will include the right of the student's parent(s) or the eligible student to:²

1. Inspect and review the student's education records;
2. Seek correction of items in the record which are believed to be inaccurate, misleading or in violation of the student's rights, including the right to a hearing upon request;
3. File a complaint with the appropriate state or federal officials when the school system violates laws and regulations relative to student records;
4. Obtain a copy of this policy and a copy of such educational records;
5. Exercise control over other people's access to the records, except when prior written consent is given, or under circumstances as provided by law or regulations, or where the school system has designated certain information as "directory information." Parent(s) of students or eligible students have two weeks after notification to advise the school system in writing of items they designate not to be used as directory information. The records custodian will mark the appropriate student records for which directory information is to be limited, and this designation will remain in effect until it is modified by the written direction of the student's parent(s) or the eligible student.

DIRECTORY INFORMATION

~~"Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.~~³

~~Student directory information for 11th and 12th graders shall be made available upon request to persons or groups which make students aware of occupational and educational options, including official recruiting representatives of the military forces of the State and the United States.~~⁴

*The student becomes an “eligible student” when he/she reaches age 18 or enrolls in a post-secondary school, at which time all of the above rights become the student’s rights.³

Legal References

1. 34 CFR § 99.4; ~~34 CFR § 99.7~~
2. 34 CFR § 99.7; ~~TCA 10-7-504~~
3. ~~34 CFR § 99.3~~ ~~34 CFR § 99.5~~
4. ~~TCA 49-6-406; 10 U.S.C. § 503(c)~~
5. ~~34 CFR § 99.5~~

Russell Dyer, Ed.D. • Director of Schools

4300 Mouse Creek Road NW, Cleveland, TN 37312 • p: 423.472.9571 • f: 423.472.3390 • clevelandschools.org

2022 Annual Agenda

January

Elect Officers: Chairman/Vice-Chairman/Chairman Pro-Tem
Review and Approve Revised Annual Agenda
Approval of Director and Board Evaluation documents and procedures
Strategic Plan Initiatives
School Highlights
Site Committee Report

February

Appointed Committees:
 Insurance Committee – Reappoint Present Members
 Site Committee – two members and the Director
 Other Committees
National School Board Week
Director's Evaluation and Set Director's Goals
School Board Self-Evaluation
Transportation Update
Strategic Plan Initiatives
School Highlights
Site Committee Report
Appoint Review Team for Charter School Policy (if necessary)

March

Recognize Teachers-of-the-Year
Budget Meeting
Director's Contract
Strategic Plan Initiatives
School Highlights
Site Committee Report

April

Present Cleveland High Course of Study Handbook and Curriculum Changes for Following Year
Approval of School Fees-
Plan and Schedule Recognition of Teachers for National Teacher Appreciation Week
Adopt Textbooks
Announce End-of-Year Dates: Graduation, Honors Programs, Baccalaureate, etc.
Strategic Plan Initiatives

Russell Dyer, Ed.D. • Director of Schools

4300 Mouse Creek Road NW, Cleveland, TN 37312 • p: 423.472.9571 • f: 423.472.3390 • clevelandschools.org

School Highlights
Site Committee Report

May

Honor Newly Tenured Teachers
Set Tuition Rates (if changed)
Tenure Recommendations
Strategic Plan Initiatives
School Highlights
Site Committee Report

June/July

Approve Consolidated Plan
Amend Budget, if necessary
Report on Strategic Plan
Child Nutrition Program Food/Supply Bid
Approval of DHA Committee – first and second semester
Prepare School Visitation Schedule
Strategic Plan Initiatives
School Highlights
Site Committee Report
BCPEF Joint Meeting with Bradley County Board of Education

August

Honor Retirees
Recognize New Teachers
Make TSBA Fall District Meeting Plans
Strategic Plan Initiatives
School Highlights
Site Committee Report

September

Director of School's Annual Report
Report on School Attendance and Enrollment
Strategic Plan Initiatives
School Highlights
Site Committee Report

Russell Dyer, Ed.D. • Director of Schools

4300 Mouse Creek Road NW, Cleveland, TN 37312 • p: 423.472.9571 • f: 423.472.3390 • clevelandschools.org

October

Recognize National Merit Scholars
Recognize AP Scholars
Approval of Fees for Use of Facilities
Report on Facilities' Needs
Finalize Plans for TSBA Annual Conference
Appoint Delegates to TSBA Annual Conference
Report on TSBA Fall District Meeting
Strategic Plan Initiatives
School Highlights
Site Committee Report

November

Report on State LEA Compliance
Strategic Plan Initiatives
School Highlights
Site Committee Report

December

Present Proposed School Calendar
Report from TSBA Annual Conference
Strategic Plan Initiatives
School Highlights
Site Committee Report

Agenda Items to be Addressed as Needed

Accountability of Student Achievement Reports
Budget Amendments
Special Budget Requests
Policy Reviews
Overnight Field Trips
New Instructional Initiatives Report
Committee Reports
Transportation Department

Cleveland City Schools – Director of Schools Evaluation 2022

PART 1

A. Director and Board Relations

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Rating
Information	Keeps all board members informed with appropriate, regular communication so it may perform its Responsibilities. Meeting materials are provided with supporting information in a timely fashion.	Keeps the board informed with appropriate information as needed so it may perform its Responsibilities. Some supporting information is included.	Keeps only some members informed (or provides only limited information), making it difficult for the board to perform its responsibilities. Meeting materials are incomplete.	Does not provide the information the board needs to perform its Responsibilities. Meeting materials are unavailable.	
Policy involvement	Is proactive in the determination of district needs and policy priorities.	Is actively involved in the development, recommendation, and administration of district policies.	Is minimally involved in the development, recommendation, and administration of district policies.	Making decisions without regard to adopted policy.	
Goals/ Strategic Plan status updates	Provides targeted and specific updates on goals/strategic plan as part of regular board meetings, making progress and alignment of projects and initiatives clear.	Provides regular updates on goals/strategic plan.	Provides irregular updates on goals/strategic plan.	Does not provide updates on goals or strategic plan.	

B. Community Relations

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Rating
District Image	Projects and promotes a positive image of the district.	Projects a positive image of the district <i>as expected.</i>	Doesn't actively promote the district.	Is negative about the district.	
Communication with the community	Actively seeks two-way communication, as appropriate, and works to provide alternative means of contact with the community.	Actively seeks two-way communication with the community as appropriate.	Provides appropriate information only when asked.	Isn't readily available.	
Media relations	Initiates and actively engages the media.	Promotes the district in the media.	Isn't proactive, but is cooperative with the media.	Communicates with the media only when requested, or does not represent district well in the media.	
Approachability	Is visible and approachable by members of the community. Attends a variety of events.	Is visible and approachable by members of the community.	Is visible, at a distance.	Is neither visible nor approachable by members of the community.	

C. Staff Relations

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Rating
Delegation of duties	Delegates appropriate responsibility to staff that will foster professional growth, leadership, and decision-making skills.	Delegates responsibilities to staff within their abilities and then provides support to ensure their success.	Delegates duties to staff, but retains final decision-making authority.	Doesn't delegate duties (maintains personal control over all district operations), or delegates inappropriate duties, or does not provide necessary support.	
Recruitment	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff from the most diverse pool available and encourages their application to the district.	Follows a formal recruitment process for each hiring opportunity.	A formal recruitment process is in place, but is not used consistently.	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	
Visibility within schools/ among staff	Regular visits to buildings and classrooms are a priority.	Visits buildings/classrooms as time permits.	Is present at building programs and special activities.	Seldom visits buildings.	

D. Finance and Operations

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Rating
Budget development and maintenance	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Director works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Director's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	
Budget reports	Constant flow of budgetary/financial information provided to the board with discussion of the ramifications of any changes.	Regularly reports to the board concerning the budget and financial status.	Reports the status of financial accounts as requested by the board.	Doesn't report financial information to the board except with the annual audit.	
Facility management	Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	

Resource allocation	Resources are distributed based upon district goals/strategic plan and seek to meet immediate and long-range objectives.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are allocated to meet immediate needs.	Resources are allocated without consideration of district needs.	
----------------------------	--	--	--	--	--

E. Instructional Leadership

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Rating
Professional knowledge	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Is unaware of current instructional programs.	
Self-improvement	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations while maintaining an appropriate balance between these commitments and the demands of the district.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Passively participates in some professional development opportunities.	Does not participate in professional development opportunities, or devotes inappropriate amount of time to professional development to the detriment of the district.	
Focus on students	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is also reflected in the budget.	Student achievement is important and guides decisions made within the district.	Student achievement is a concern, but does not always guide decisions made within the district.	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	

Staff development	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are offered based upon available opportunities.	Staff development isn't provided. Staff members are responsible for their own improvement.	
Curriculum	There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of our students.	A curriculum is in place that seeks to meet the state standards.	Allows teachers to define their own curriculum. There is little to no coordination.	Curriculum isn't a priority in the district.	
School improvement and student achievement	Proactively assesses and addresses needs to support and encourage improvement to close achievement gaps among or between schools within the district, especially for under-performing schools.	Provides support to narrow the achievement gap and improve under-performing schools.	Attempts to address achievement gaps and/or under performing schools.	Does not address achievement gaps or under performing schools.	

PART 2

The following specific goals have been developed and agreed upon indicators of results for the 2020-2021 school year:

Goal #1: The annual report for Cleveland City Schools will be developed showcasing and highlighting district goals and objectives for the 2020-2021 school year. This report will be available online and via print for all stakeholders to review.				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Rating
Exceeds the established goal	Meets the established goal	Shows progress but did not meet the goal	Shows no progress toward meeting the goal	

Goal #2: CCS will implement, monitor, and provide professional training on the ELA curriculum utilized by faculty in our classrooms each day				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Rating
Exceeds the established goal	Meets the established goal	Shows progress but did not meet the goal	Shows no progress toward meeting the goal	

Goal #3: CCS will plan, develop and implement the BLADE Project for all K-5 grade students and include professional development for all teachers in those grade spans. This will complete the BLADE Project goal for K-12 implementation.				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Rating
Exceeds the established goal	Meets the established goal	Shows progress but did not meet the goal	Shows no progress toward meeting the goal	

Goal #4: CCS will establish a Center for Advanced Professional Studies (CAPS) program for Juniors and Seniors at Cleveland High School.				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Rating

Exceeds the established goal	Meets the established goal	Shows progress but did not meet the goal	Shows no progress toward meeting the goal	
------------------------------	----------------------------	--	---	--

Goal #5: CCS will develop and initiate programs to address student learning loss due to the COVID-19 pandemic.				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Rating
Exceeds the established goal	Meets the established goal	Shows progress but did not meet the goal	Shows no progress toward meeting the goal	

(Future specific goals that are developed and agreed upon will be indicators of results from February to February each year)

Comments by the Board of Education:

Comments by the Director of Schools:

Director of Schools Signature:

Date:

Board Member Signature:

Date:

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)



BOARD SELF-EVALUATION

CLEVELAND CITY SCHOOLS BOARD STANDARDS FOR GOVERNANCE



Educate.Innovate.Elevate.



CLEVELAND CITY SCHOOLS BOARD OF EDUCATION
4300 Mouse Creek Road NW
Cleveland, TN 37312
423-472-9571

INTRODUCTION

SCHOOL BOARD SELF-EVALUATION

WHY EVALUATE?

The culture of an organization is set at the top, and it is no different for school and educational organizations. School boards must be strong, effective leaders to meet the challenges faced by public education today. School board members direct the affairs of the district by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all students in the district. Self-assessment by the board provides valuable information, discussion and communication.

SELF-EVALUATION BY THE BOARD:

- Holds the board accountable to itself, the staff and the community.
- Allows for reflection by board members on their individual and collective behavior and performance.
- Fosters open communication.
- Improves decision-making by enhancing a common understanding of philosophies and goals.
- Resolves differences of opinion and challenges assumptions.
- Provides insight into how and why decisions are reached.
- Allows new board members an opportunity to understand board processes.
- Holds the board accountable in its role as representative of the public.
- Provides a starting point for effective goal setting and long-range planning.

Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the school system and community. Commitment to quality, excellence, continuous learning and local control of the educational system is demonstrated when boards lead by example.

BOARD SELF-EVALUATION FORMS

Instructions

1. Attached are the forms to be completed by each board member rating each of the three performance standards. A separate page is provided for each performance standard.
2. Indicators are listed below each standard. These indicators suggest objective measures to consider; do not rate each indicator separately. Only rate the overall performance standard.
3. Any comments in support of your rating will be helpful during the board discussion of the results of the evaluation.
4. Each board member's forms should be returned to the board chair or Julie Smith for compilation. Please turn completed form in with Directors Evaluation Form.
5. The board will discuss the results and future steps to improve or build upon the prior year's results.

STANDARD 1

POLICY

The board of education reviews the district's policies annually.

Indicators:

- The board has established, adopted and revised policies so that they are clear up to date and in compliance with federal laws and rules.
- The board requests superintendent's recommendations on all proposed policies.
- The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.
- The board follows its own policies regarding board operations.
- The board delegates all decisions regarding district operations, personnel management and procedures to the superintendent.

Board performance for this standard:

1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

STANDARD 2

Promotion/Advocacy

The Board projects and promotes a positive image of the district while seeking communication with local, state, and federal legislative bodies.

Indicators:

- The board models a culture of high expectations throughout the district.
- The board leads the district with clear goals, policies and expectations and does not expect others to interpret the board's intent.
- The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.
- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.
- The board communicates with the community using forums, groups, the media and/or other vehicles following agreed-upon procedures.
- The board appropriates resources based on student achievement priorities.
- The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- Each board member participates in training and professional development available through TSBA conferences, conventions, workshops or online.
- Board members do not avoid difficult decisions when requested or required to take a position.

Board performance for this standard:

1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

STANDARD 3

Planning

The Board of Education periodically reviews the districts vision and mission statement's, sets a strategic plan, and receives reports on the progress of the strategic plan at each meeting.

Indicators:

- The board and the superintendent have mutually agreed upon goals with expected performance indicators.
- The Board has delegated to the superintendent, the authority to administer and evaluate the strategic plan.
- The board's priority and focus are on curriculum, student achievement and student success.
- The board uses data to identify discrepancies between current and desired outcomes.
- The board identifies and addresses priority needs based on data analysis.
- The board annually reviews strengths in the district, and any compelling problems or emerging issues as they arise.
- The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.
- A superintendent's evaluation based on goals set by the board is mutually developed and adopted annually by the board and superintendent.

Board performance for this standard:

1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

3 EXCELLENT

All of the indicators for this standard have been completed. This is an area of model performance for the board.

Comments:

**Cleveland City Schools
Financial Report
November 2021**

Balance on hand November 1, 2021 6,702,022.72

RECEIPTS

City Clerk's Monthly Report	4,629,634.31
Retiree Ins #44160	(329.43)
Misc. Refunds #44170	(59,085.59)
Contributions & Gifts #44570	13,177.67
Interest Earned	<u>781.58</u>

11,286,201.26

DISBURSEMENTS

Instruction	2,237,940.02
Special Education	327,133.34
Vocational Education	121,220.13
Attendance	11,191.50
Health Services	43,088.66
Other Student Support	136,240.19
Regular Instruction Support	157,823.52
Special Education Support	11,426.53
Vocational Education Support	13,342.90
Technology Support	47,790.03
Board of Education	(34,869.73)
Office of the Superintendent	56,965.72
Office of the Principal	265,789.57
Fiscal Services	36,290.84
Operation of Plant	385,791.04
Maintenance of Plant	112,348.07
Transportation	108,048.29
Food Service	6,501.36
Community Services	0.00
Early Childhood Education	84,026.97
Regular Capital Outlay	82,564.53
Education Debt Service	<u>2,828.00</u>
	4,213,481.48

Retirement withheld not paid	(364,162.40)
Retirement paid	364,928.47
Payroll deduction-catch up paid	(76.50)

Balance December 1, 2021 7,072,030.21

11,286,201.26

Respectfully submitted,



Russell Dyer
Director of Schools

Personnel Items – December 2021

Assignments

Buffington, Kelly, MA (PT Interventionist), Effective December 13, 2021
Lukina, Elena, CMS (Assistant), Effective December 13, 2021
Blackwell, Emily, CCC (PT Interventionist), Effective January 5, 2022
Watterson, Tara, CMS (Data Operator), Effective January 5, 2022
Fowler, Sonya, MA (SpEd Assistant), Effective January 5, 2022
Rogers, Ashley, RO (PT Interventionist), Effective January 5, 2022
Phillee, Cassidy, BB (PT Interventionist), Effective January 5, 2022

Transfers

Gentry, Hailey, ST (SpEd Assistant) to CHS (Art Teacher) , Effective January 5, 2022
Congdon, Holly, CMS (Assistant) to CHS (Teacher), Effective January 5, 2022
Garrett, Grace, RO (PT Interventionist) to YA (Assistant), Effective January 5, 2022

Resignations

Powell, Melyssa, MA (Teacher), Effective January 14, 2022
Connolly, Mike, CMS (Head Football Coach), Effective May 23, 2022
Hull, Rachel, BB (Teacher), Effective January 10, 2022

Leaves of Absence

Morris, Michelle, YA (Teacher), Effective January 24, 2022

Retirements

Connolly, Mike, CMS (Teacher), Effective May 23, 2022

Be Nice



Miriam Eachus



Lily Blake



Montasia Dickey



Bentley Pendergrass

PORTRAIT OF A GRADUATE



Mrs. Person's Introduction to Business and Marketing class participated in mock interviews. Each student submitted a resume. The students came dressed for the interviews. They worked on active listening as well as effective interpersonal skills.

In Mrs. Davis's AP Literature class, students read Middle Eastern novels in small groups and then worked in their partner pairs to analyze and assess. This week, each partner pair presented overarching ideas from their novels and led a panel discussion with the rest of the class, guiding discussion on global and thematic ideas.

- Understand there are often multiple ways to solve a problem
- Form original ideas in response to feedback, setbacks, and failures
- Express curiosity and inquiry in pursuit of solutions



Mrs. Harden's Capstone class completed their final projects. Each student presented at least a 10 minute presentation which utilized technology in many aspects. All student were engaged in active listening. All presenters were able to make informed logical responses. The students' focus was either career, community service, research, or hobby. Some examples include grant writing, water quality research, hydroponics, Free 2 Fly, and creating Dungeons & Dragons.



Get Smart



Andrea Guzman



Bennett Smith



Emily Rocio



Bradley Bakke

Ross & Yates
Board Highlights



January 2022
“Critical Thinking”

Each week we highlight one of our very own teachers in a series called “Educational Rockstars.” We want to showcase the incredible work our teachers are doing in the classroom. For the month of December, we visited Ronda Phillips’ STEAM Classroom, Karla Aponte’s first grade math class, and Michelle Morris’ fifth grade ELA class. Watch the short videos linked below and see how our elementary students are using critical thinking across the curriculum!

The first Educational Rockstar video highlights a Technology-turned-STEAM rockstar, Ronda Phillips. Mrs. Phillips works hard to make sure each student has an opportunity to experience the lesson in a hands-on way!

<https://vimeo.com/649747023>



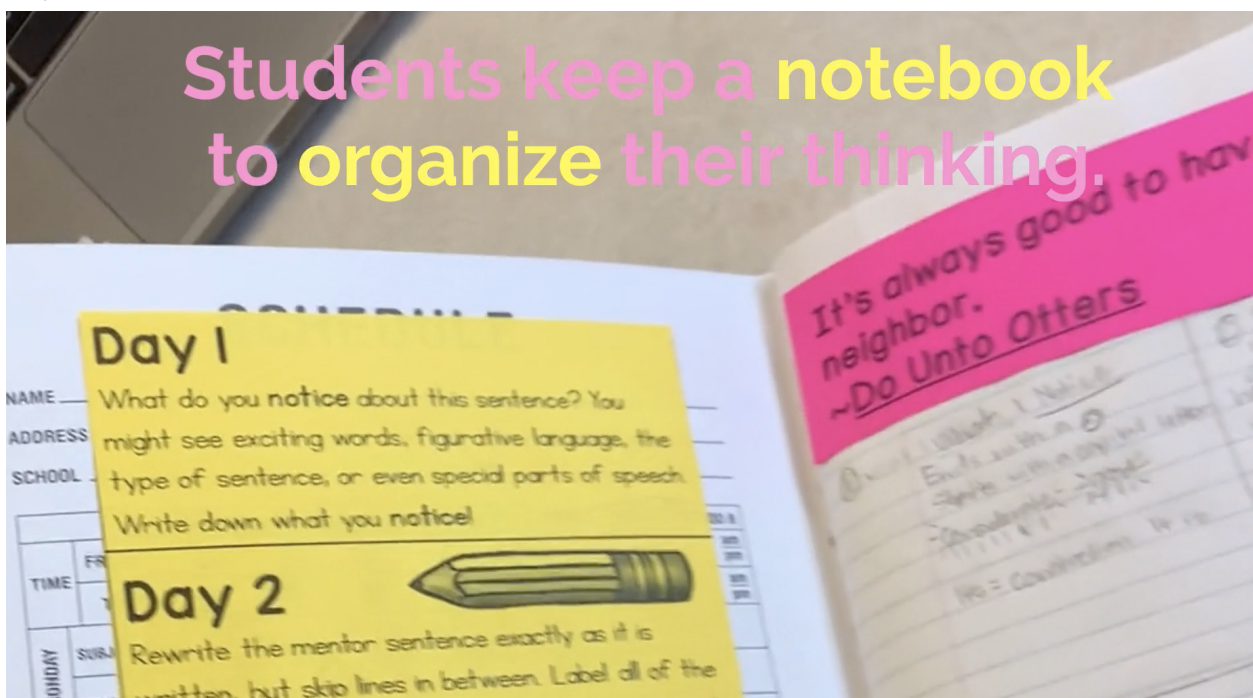
The second Educational Rockstar video highlights a first grade rockstar, Karla Aponte. Ms. Aponte incorporates movement, sign language, and lots of other student engagement strategies to gain and keep her students' attention and help them retain what they learn.

<https://vimeo.com/655892319>



The third Educational Rockstar video highlights a fifth grade ELA rockstar, Michelle Morris. Mrs. Morris' students learn metacognition strategies as she creates an environment where students are motivated to engage with their learning!

<https://vimeo.com/653471345>



Work Hard



Katie Moore



Claire Krepps



Sarah Pritchard



Nicolas Kozak

School Highlights

For

Mayfield Elementary – January 2022

Character



S'mores, hot chocolate, time with friends, and relaxing Christmas music were the key elements that made for a fun afternoon! As part of our PBIS program, students in the Blue Nest were the recipients of our quarterly nest prize.



We're extremely proud of the good character choices that our students make as they model respectful and responsible behavior. These choices lead to points - affirming that good character pays dividends!



Writing Letters to Santa

We had a fantastic turnout for our "Writing Letters to Santa" family event on Thursday, 12/16. Lots of excitement as families enjoyed cookies, a craft and visiting with ole Saint Nick himself!



PTO Meeting - In Person!



While we have continued to conduct PTO meetings virtually throughout the pandemic, it was very nice to have our parents back in the building for our first and well attended 'in-person' PTO meeting in quite some time.

Presidents Shaun and Stephanie McKinley did a great job promoting the meeting and presenting information and Ms. Marnia did a fabulous job translating the meeting for the several Spanish speaking families in attendance. Ms. Brownlow conducted a Title I session as well to keep families informed of our status and family engagement plan. Ms. Marnia also provided a school tour at the end of the meeting.



Candy's Creek Cherokee Elementary School

Board Highlights

January 2022



CCC Portrait of a Graduate 5C Spotlight: Critical Thinking



Fifth grade students participated in a Market Project recently that required them to:

- Assess and analyze relevant information to find solutions to problems.

Students were required to do research about products that they would like to market and sell for classroom money.



- Make sound judgments and wise decisions.

Students made decisions such as whether they would work alone or with a partner, what price points were reasonable, how marketable their proposed products would be, and what materials/supplies would be needed to "manufacture" their products.



- Reflect and reason.

After students made decisions about their products, they submitted proposals and created prototypes to share with their class and teachers. Students gave feedback to each other about the products.



- Understand "bigger picture" issues, then collect and connect details to reach solutions.

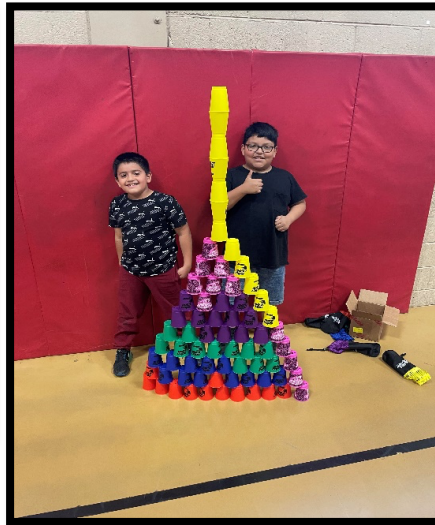
After selling their products at the 5th Grade Market, students reflected on their sales and how supply and demand and an "over-saturated" market impacted their sales. Students reflected on ways to resolve those issues and increase sales.





December Highlights: Creativity

The Related Arts program at Arnold is always working in innovative ways and keeping our students inspired to develop their creativity every day. Our students are learning project-based learning, innovative playing and singing, creating art, reading, doing projects in the media center, building their skills in computers, and developing new athletic skills to grow into healthy and productive students. Each of us is called to develop our students' large and small motor coordination to prepare them for middle and high school programs. We are excited to see our Arnold students fill the rosters of athletics, art, band, show choir and thespians as well as leadership positions in engineering, computer graphics, and other various academic achievements. We build students' confidence and problem solving in the fine arts and keep their passion for learning alive!



(Top Row from Left) Matthew Burchfield problem solving in Ms. Matthew's computer technology class. Antoni and Alex creating cup towers in Mrs. Murray's PE class. 4th grade students proudly displaying their artwork that they completed in Mr. Dockery's art class.

(Bottom Row from Left) The Arnold Trash Can Band and the Arnold Singers performing.



Arnold would like to spotlight the hard-working Related Arts team for all the work they do every day with Arnold students. Mrs. Rebecca Marino our Media Specialist, Mrs. Marissa Murray teaching Physical Education, Ms. Heather Matthew teaching Computer Technology, Mrs. Siema Swartzel teaching Music, and Mr. Jonathan Dockery teaching Art. They each find creative ways to make learning fun and interactive every day and prepare lessons for every grade level and every child in the school.





STUART ELEMENTARY

Love • Learn • Lead

CHARACTER

Whether working individually on engineering challenges or as a team, STEAM Fridays have given us many opportunities to develop in character. Students grow in responsibility, empathy, and teamwork. Working independently with puzzles and art has given students an opportunity to grow in creativity and problem solving. Stuart's STEAM Lab is focused on helping students figure out how to think like scientists and begin to solve real-world problems. To do that, students must learn to emulate certain traits and characteristics that will help them engage with their work and the world. Consequently, as students are studying the fields of science, technology, engineering, art, and math, they are also being encouraged to practice good character traits!

TEAMWORK

Students are often put into groups to complete experiments, activities, or challenges. Class discussions about teamwork happen as needed and are often centered around the idea that students should look for ways to help their group move forward and focus on what the group needs to be successful.

PERSEVERANCE

Most recently, students in kindergarten through third grade participated in the Hour of Code Week in December. Coding helps students develop critical thinking and problem-solving skills. Before starting their coding challenge, students participated in a class discussion of what it means to persevere when they get stuck or feel frustrated. As they worked, students showed perseverance by asking for help, trying a different solution, or thinking through the problem and the steps they needed to solve it.

EMBRACING FAILURE

Students need to know how to respond appropriately when they fail. Early in the year, second grade students were amazed to learn that many of the most well-known inventors had failed many, many times before they were successful. In addition, first grade students celebrated National STEM Day in November by completing a STEM Challenge in which they designed and built a boat that could hold as much weight as possible. Students went into the challenge knowing their boat would eventually fail, but excited to test and retest to improve the amount of weight their boat could hold each time!



February 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 Employee Wellness Fair @ CHS 4-6 pm	4	5
6	7 Board Meeting 5:30	8 Safer Internet Day	9	10	11 Lunch & Learn 11:30 Stuart	12
13	14	15	16	17	18	19
20	21 President's Day Schools Closed	22 Staff Develop. No Classes	23	24	25	26
27	28					

--	--	--	--

January 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Schools Closed	4 Schools Closed	5 Staff Develop. Schools Closed	6	7	8
9	10 BOE Meeting 5:30 @ AOB	11	12	13	14	15
16	17 MLK Day Schools Closed	18	19	20 Lunch & Learn 11:30 @ CCCE	21	22
23	24	25	26	27	28	29
30	31					

March 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7 Spring Break	8 Spring Break	9 Spring Break	10 Spring Break	11 Spring Break	12
13	14 Board Meeting @ 5:30 AOB	15	16 Lunch & Learn 11:30 – 1:00 @ROSS	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

