

**Cleveland City Schools**  
**Board of Education Regular Meeting**  
August 15, 2022 5:30 PM  
Cleveland High School



1. **Welcome/Moment of Silence**
2. **Pledge of Allegiance**
3. **\*Consent Agenda**
  - A. **\*Approval of Regular Agenda**
  - B. **\*Approval of Minutes from June 2, 2022 Board Meeting**
  - C. **\*Approval of part-time ESL Instructional Assistant**
  - D. **\*Approval of new position Crisis Intervention Counselor**
  - E. **\* Approval of CCS SRO MOU**
  - F. **\*Approval of non faculty/volunteer coaches CMS&CHS**
4. **Regular Agenda**
  - A. **Spotlight**
    - Board Member Recognition
    - New Teachers & Retirees Presentation
  - B. **Director's Update**
    - Communication Audit Update
    - Strategic Plan for Technology Update - Speaker: Russell Dyer
  - C. **\*Board Resolution; Supporting Cleveland City Schools Educators**
  - D. **\*First and Final Reading of Policies**  
1.102, 1.104, 1.105, 2.806, 3.202, , 4.101, 4.210, 4.212, 4.402, 4.403, 4.406,  
4.600, 5.119. 5.200, 5.201, 5.701, 6.200, 6.204, 6.318, 6.409
  - E. **Strategic Plan Focus**
    - Human Resources- Kelly Kiser
  - F. **Student Representative's Update** - Speaker: Aarna Patel
  - G. **Site Committee** - Speaker: Charlie Cogdill

1. **\*Approval of Education Facilities Master Plan**
2. **\*Approval of the bid on the front entrance CHS & CTE entrance**
3. **\*Approval on the purchase or repair of boys' lockers for the wrestling building.**
4. **\*Approval for Hall of Fame Plaques from College Hill Alumni**
5. **"B" Agenda**
  - A. **Financial Report**
  - B. **Personnel Report**
  - C. **School Highlights  
-Arnold Memorial**
  - D. **Dates to Remember  
Fall District Meeting Sept 15  
TSBA Annual Conference Nov 10-12  
Lunch & Learn @ Mayfield September 8  
September 6th BOE Meeting at Arnold Elementary  
October 10th BOE Meeting Location TBD**
6. **Adjourn**



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**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](http://clevelandschools.org)

# Memo

To: Cleveland City Schools Board of Education and Dr. Dyer

From: Kelly Kiser-Director of Human Resources *KK 7/29/2022*

Date: July 29, 2022

Re: ESL Position Request for the 2022-2023 School Year

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The ESL Department would like to request adding the following position for the 2022-2023 School Year:

Part Time ESL Instructional Assistant.

The position will be funded through the Title III budget and will be utilized to provide instructional support to our newly arrived English Learners.



## Memorandum

TO: Kelly Kiser, Director of Human Resources

FROM: Christy Duncan, ESL Supervisor

DATE: May 17, 2022

SUBJECT: Part-time ESL Instructional Assistant

I would like to request to add an additional part-time ESL Instructional Assistant position to be funded from Title III for the 2022-2023 school year. This position would be used to provide instructional support to the growing number of newly arrived English Learners within Cleveland City Schools. Thank you for your consideration of this request.



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**Russell Dyer, Ed.D. • Director of Schools**

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# Memo

To: Cleveland City Schools Board of Education and Dr. Dyer

From: Kelly Kiser-Director of Human Resources *KK 7/20/2022*

Date: July 20, 2022

Re: Crisis Counselor Position Request for the 2022-2023 School Year

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The Academic and Student Services Departments would like to request adding the following position for the 2022-2023 School Year:

Crisis Intervention Counselor.

The position will be funded through the ESSR budget and will provide services to students in the Trauma and Behavior (TAB) program and both Raider Blue Academies. A job description is also included with this memorandum.

# CLEVELAND CITY SCHOOLS

## TITLE

## CRISIS INTERVENTION COUNSELOR

## QUALIFICATIONS

1. Valid Tennessee teacher's license with appropriate endorsement
2. Administrative or supervisory experience in accordance with state law and State Board Rules and Regulations, based on the minimum of a master's degree
3. Meets health and physical requirements
4. Such alternatives to the qualifications as the Director may find appropriate
5. Previous experience in mental health field preferred
6. FLSA exempt

## REPORTS TO

Supervisor of Elementary Education and Counseling

## JOB GOAL

To help students overcome problems that impede learning and to assist them in making education, occupational, and life plans.

## ESSENTIAL FUNCTIONS

1. Provides counseling to students in alternative placements that are having problems in attendance, retention, discipline, and other school related challenges
2. Assists with orienting new students to school/classroom procedures
3. Maintains student records and protects their confidentiality
4. Works to discover and develop special abilities of students
5. Guides students in their participation in school and community activities
6. Helps students evaluate interests and choices
7. Works with students on an individual basis in the solution of personal problems related to such problems as home and family relations, health, and emotional adjustment
8. Confers with parents and families whenever necessary
9. Interprets the counseling program to the community
10. Provides in-service training for teachers and staff
11. Advises administrators and faculty on the matters of student behavior and mental health
12. Assists with state testing if needed
13. Performs other duties as assigned by the Director of Schools and/or the Supervisor of Elementary Education and Counseling

## PHYSICAL DEMANDS

This job may require lifting of objects that exceed 10 lbs. Other physical demands that may be required are as follows:

1. Kneeling
2. Talking
3. Hearing

4. Seeing

#### **TEMPERAMENT (Personal Traits)**

1. Adaptability to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure
2. Adaptability to accept responsibility for the direction, control, or planning of an activity
3. Adaptability to deal with students
4. Adaptability to make generalizations, evaluations, or decision based on sensory or judgmental criteria

#### **CAPACITY AND ABILITY REQUIREMENTS**

Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.

1. Intelligence: Ability to understand instructions and underlying principles, ability to reason and make judgments
2. Verbal: Ability to understand meanings of words and the ideas associated with them
3. Numerical: Ability to perform arithmetic operations quickly and accurately
4. Data Perception: Ability to understand and interpret information which may be presented in the form of graphs, charts, or tables

#### **WORK CONDITIONS**

Normal working environment

#### **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.

6/30/2022

6/30/2022

# Memorandum of Understanding for Cleveland City Schools



& Cleveland Police Department



This Memorandum of Understanding (MOU) is being executed by the below listed entities:

Cleveland City School System (CCSS)

Cleveland Police Department (CPD)

Nothing in this MOU should be construed as limiting or impeding the basic spirit of cooperation, which exists between the participating entities, listed above.

I. Purpose

This MOU establishes and delineates the mission of the School Resource Officer Program, herein referred to as the SRO Program, as a joint cooperative effort. Additionally, the MOU formalizes the relationship between the participating entities in order to foster an efficient and cohesive program which will build a positive relationship between police officers and the youth of our community in addition to reducing crime committed by juveniles and young adults.

II. Mission

The mission of the SRO Program is the reduction and prevention of school-related violence and crimes committed by juveniles and young adults. This is accomplished by assigning police officers to school facilities on a permanent basis. The SRO Program accomplishes this mission by creating and maintaining safe, secure, and orderly learning environments for students, teachers, and staff. The SRO will establish a trusting channel of communication with students, parents, and teachers. SROs will serve as a positive role to instill in students good moral stands, good judgment, and discretion, respect for other students and a sincere concern for the school community. SROs will promote citizen awareness of the law to enable students to become better-informed and effective citizens, while empowering students with the knowledge of law enforcement efforts and obligations regarding enforcement as well as consequences for violations of the law. SROs will serve as a source of counseling for students and parents concerning problems they face as well as providing information on community resources available to them. Goals and objective are designed to develop and enhance rapport between youth, police officers, school administrators and parents.

III. Goals of the SRO Program

- A. Reduce incidents of school violence.
- B. Reduction of criminal offenses committed by juveniles and young adults.
- C. Establish rapport with the students.
- D. Establish rapport with parents, faculty, staff, administrators, and other adults.
- E. Create, start, and expand programs with vision and creativity to increase student participation which will benefit the students, the school system, the police department, and the community.
- F. Provide safety for students, faculty, staff, and all persons involved with the school system.

IV. Organizational Structure

- A. Composition – The SRO Program will consist of full-time Cleveland Police Department personnel, who are certified police officers for the State of Tennessee and meet all requirements set forth by the Cleveland Police Department’s general orders.

- B. Supervision – The day-to-day operation and administrative control of the SRO Program will be the responsibility of the Cleveland Police Department. Responsibility for the conduct of SRO personnel, both personally and professionally, shall remain with the Cleveland Police Department. The Cleveland Police Department will retain supervisory control of the SROs and he/she may be temporarily reassigned by the Chief of Police, or designee, during school holidays, vacation or during periods of police emergencies.

The SRO's will be assigned to a school on a full-time basis for eight (8) hours on those days, during those hours the school is in regular session. The Chief of Police shall assign one regularly employed officer to each of the following schools except the Cleveland High School and Cleveland Middle School which will have 2 SROs assigned.

- I. Cleveland High School (2)
- II. Cleveland Middle School (2)
- III. Candy's Creek Cherokee Elementary School
- IV. Arnold Memorial Elementary School
- V. Blythe-Bower Elementary School
- VI. Donald P. Yates Primary School
- VII. Ernest L. Ross Elementary School
- VIII. George R. Stuart Elementary School
- IX. Mayfield Elementary School

#### V. Procedures

- A. Selection – SROs will be selected following the policy set forth in the Cleveland Police Department's general orders.
- B. Duties and Responsibilities: Responsibilities of the SROs will include, but will not be limited to:
  - I. To enforce criminal law and protect the students, staff and public at large against criminal activity.
  - II. Provide information concerning questions about law enforcement topics to students and staff.
  - III. Provide classroom instruction on a variety of topics including, but limited to: narcotics, safety, public relations, occupational training, leadership, and life skills. The officer may teach a criminal justice class for credit when feasible.
  - IV. Coordinate investigative procedures between police and school administrators.
  - V. Provide counseling on a limited basis to students, staff, and faculty.
  - VI. Handle initial police reports of crimes committed on campus.
  - VII. Take enforcement action on criminal matters when appropriate.
  - VIII. Wear an approved police uniform at all times or other apparel approved by the Cleveland Police Department.
  - IX. Attend school special events as needed.
  - X. Prepare lesson plans as necessary for the instruction provided.
- C. Basic responsibilities of the SRO Sergeant will include but will not be limited to:

- I. Serve as the liaison between CCSS, Campus administrators and the Cleveland Police Department.
  - II. Coordinate work assignments of the SROs between various campuses.
  - III. Coordinate scheduling and work hours of the SROs (vacation requests, sick leave, etc.)
  - IV. Approve police reports written by the SROs for school related offenses at their campuses.
  - V. Ensure SRO compliance of the police department's general orders.
  - VI. Take enforcement action on criminal matters when appropriate.
- D. Enforcement - Although SROs have been placed in a formal educational environment, they are not relieved of their official duties as a law enforcement officer. Decisions to intervene normally will be made when it is necessary to prevent any criminal act. Citations should be issued, and arrests made when appropriate and in accordance with department policy.
- E. Additional Responsibilities
- I. The SRO will act as an instructor for specialized short-term programs when invited or requested to so by the principal or a member of the faculty.
  - II. The SRO may teach D.A.R.E. when h/she received the appropriate certification for his/her school level.
  - III. The SRO should develop a working rapport with the principal and staff members of the school to which he/she is assigned. The SRO should consult the principal for permission, advice, and guidance prior to enacting any program within the school.
  - IV. When requested by the principal, the SRO may attend parent/faculty meetings. The SRO will make themselves available for conference with students, parents, and faculty members in order to assist them with problems of a law enforcement or crime prevention nature. Overtime for those meetings and events will be handled according to the Cleveland Police Department's general orders.
  - V. The SRO shall become familiar with all community agencies which offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc. The SRO may inform the individual or family of agencies which are available to assist them.
  - VI. Should it become necessary to conduct formal police interviews with students, the SRO shall adhere to department general orders and legal requirements with regard to such interviews.
  - VII. The SRO will take law enforcement action as required. As soon as it is practicable, the SRO shall make the principal and police supervisors aware of such actions. At the principal's request the SRO may take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent the SRO may do so under the authority of law.
  - VIII. The SRO will give assistance to other police officers in matters regarding his/her school assignments, whenever necessary. The SRO will, whenever possible, participate in and/or attend school functions-including sporting events.

- IX. The SRO will only be assigned investigation which have occurred on campus; however, he/she may assist other officers' investigation students or incidents off campus.
- X. The SRO will maintain detailed and accurate records of the operations of the SRO program and shall submit other reports of an instructional nature as required by the principal or school staff.
- XI. SROs must realize they are law enforcement officers in regard to criminal matters. SROs are not school disciplinarians and should not assume this role. SROs may report violations of "school rules" they witness to the appropriate school officials. This is not meant to curtail the SROs ability to utilize school discipline in the role of teacher. When in the teaching role, the SRO will not involve themselves in administrative matters which are not criminal offenses; however, the SRO may take action in matters involving safety. If the principal believes the incident is a violation of law, the principal should contact the SRO and the SRO will determine whether law enforcement action is appropriate.
- XII. SROs are not to be used to replace teachers in regularly assigned lunchroom duties, as hall monitors or in other monitoring duties not criminal in nature. The SRO may not be assigned to take the place of a school crossing guard on a regular basis: however, the SRO may relive the crossing guard in the event of sickness. Traffic problem areas within the campus are the responsibility of the SRO but must be handled with due regard for other potential problems.

#### Vi. School District Responsibilities

- A. The CCSS will provide the SRO of each campus and the SRO Sergeant the following materials, facilities and opportunities deemed necessary to the performance of the SROs duties:
  - I. Access to an air-conditioned and properly lighted private office, which will contain a telephone, which may be used for general business purposes.
  - II. A location for files and records, which can be properly locked and secured.
  - III. A desk with drawers, three (3) chairs, worktable, filing cabinet and office supplies.
  - IV. Access to a computer and secretarial assistance.
  - V. Access to and encourage classroom participation by the SROs.
  - VI. Seek input from the SROs regarding criminal justice problems relating to students.
  - VII. Provide SROs the opportunity to address teachers and school administrators about criminal justice problems relating to students during in-service workdays and about the SRO program, goals, and objectives.
- B. Agreed to in cooperation with the CCSS and CPD, THE CCSS, CPD and the Cleveland City School Board, their agenda and employees agree to cooperate in good faith in fulfilling the terms of the agreement. Unforeseen difficulties or questions will be resolved in negotiations between the Superintendent of Schools and the Chief of Police or their designees.

VII. Cost Considerations

The Cleveland City Schools and Cleveland Police Department shall equally share all of the actual expenses, not grant related, for all of the SRO costs from August 1<sup>st</sup> to May 31<sup>st</sup>; including, but not limited to, compensation determined to be salary (regular and overtime), insurances, benefits, SRO training, educational materials, retirement, federal taxes, cell phone and cell phone service. The Police Department will pay any expenses strictly police related, to include uniforms, vehicles, equipment, etc. The CCS will pay full costs per CPD fee schedule for any expenses strictly school related, to include extra duty for sporting events, dances, SRO's for summer school, etc. From August 1<sup>st</sup> to May 31<sup>st</sup>, the city will bill CCS on a quarterly basis and payment will be made within 30 days of invoice.

VIII. Modification, Non-Assignment, Merger and Termination of Agreement

- A. This document constitutes the full understanding of the parties and no terms, conditions, understandings, or agreements purporting to modify or vary the terms of this agreement shall be binding unless hereafter made in writing and signed by the parties to be charged.
- B. This agreement and each and every covenant herein shall not be capable of assignment, unless written consent of the School Board and the City Manager is obtained.
- C. This agreement shall constitute the final written expression of all the terms of this agreement and is a complete and exclusive statement of those terms.
- D. This agreement may be terminated by either party upon ninety (90) days written notice when any other party has failed to substantially perform in accordance with the terms and conditions of this agreement. This agreement may be terminated without cause by either party upon 180 days written notice. Termination of this agreement may only be accomplished as provided herein. In the event this agreement is terminated, compensation will be made to the police department of school system for all services performed to the date of termination, in accordance with federal grant requirements.

  
\_\_\_\_\_  
Mayor  
City of Cleveland

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Schools  
Cleveland City School System

\_\_\_\_\_  
Date

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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

## MEMO

Date: August 5, 2022

To: Dr. Dyer and Cleveland City Schools Board of Education

From: Kelly Kiser-Director of Human Resources *KK 8/8/2022*

Please find below the 2022-2023 list of volunteer/non-faculty coaches provided by Cleveland Middle School for your approval.

Baseball- Eric Powers (Volunteer)  
Boys' Basketball- Jamal King (Volunteer)  
Boys' Basketball- Tyson King (Volunteer)  
Girls' Basketball- Holly Stroud (Non-Faculty)  
Football- Eric Mountain (Non-Faculty)  
Football- Codero Rowland (Non-Faculty)  
Girls' Soccer- Darien DeJesus (Volunteer)  
Softball- Stephen Rogers (Non-Faculty)  
Swimming- Jenna Liner (Non-Faculty)  
Volleyball- Jakeline Brown (Non-Faculty)

A RESOLUTION OF THE CLEVELAND CITY SCHOOLS BOARD OF EDUCATION IN  
SUPPORT THE PROFESSIONAL EDUCATORS OF CLEVELAND CITY SCHOOLS

WHEREAS, Resolution 2023-01 acknowledges the importance of an excellent public education system to both the quality of life and the economic prosperity of the City of Cleveland;

And WHEREAS, the Governor of Tennessee has failed to defend the excellent teachers across our state;

and WHEREAS, the Resolution acknowledges the outstanding level of competence and professionalism of our Cleveland City Schools professional educators and the vital role they play in nurturing and preparing students for a life of scholarship, integrity and service;

and WHEREAS, the Cleveland City Schools Board of Education hereby offer our unwavering support for Cleveland City Schools professional educators and thank them for their accomplishments and dedication to our students and families.

NOW THEREFORE, the Cleveland City Schools Board of Education, by virtue of the power and authority vested to this governing body, do hereby declare our support and appreciation for our Cleveland teachers.

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Dawn Robinson, Chair

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Nate Tucker, Vice Chair

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Tom Cloud

---

Peggy Pesterfield

---

Carolyn Ingram

---

Charlie Cogdill

---

Krista McKay

# Cleveland City Board of Education

|   |  |                                  |                                 |
|---|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in July</b> | Descriptor Term:<br><b>Board Members</b> | Descriptor Code:<br><b>1.102</b> | Issued Date:<br><b>08/15/22</b> |
|   |  | Rescinds:                        | Issued:                         |

1 The legal status of board members shall be as follows:

## 2 **NUMBER OF MEMBERS<sup>1</sup>**

3 The Board is composed of seven (7) members.

## 4 **QUALIFICATIONS**

5 **Members of the Board shall be residents of the City of Cleveland<sup>1</sup> elected from districts of**  
6 **substantially equal population and shall be citizens of recognized integrity, intelligence, and ability to**  
7 **administer the duties of the office.<sup>2,3</sup> To qualify as a candidate, an individual must show proof of**  
8 **graduation from high school or receipt of a GED or HiSET.<sup>4</sup>**

9 **Members of the local legislative body and other local governmental officials shall not be eligible for**  
10 **election as members of the Board of Education.<sup>5</sup>**

11 ~~Members of the Board shall be residents of the city of Cleveland, elected by popular vote, and shall be~~  
12 ~~citizens of recognized integrity, intelligence, and ability to administer the duties of the office.<sup>2</sup> To~~  
13 ~~qualify as a candidate, an individual must show proof of graduation from high school or receipt of a~~  
14 ~~G.E.D. No member of the local legislative body nor any other local governmental official shall be~~  
15 ~~eligible for election as a member of the Board of Education.<sup>3</sup>~~

## 16 **TERMS OF OFFICE**

17 Members of the Board shall serve four (4) year terms.<sup>1</sup>

## 18 **VACANCIES**

19 Vacancies shall be declared to exist on account of death, resignation, removal ~~from the district which~~  
20 ~~elected him, removal from the school system,<sup>5</sup>~~ or through due process proceedings.<sup>6</sup>

21 When a vacancy occurs, the unexpired term shall be filled at the next regular or special meeting of the  
22 local legislative body.<sup>7</sup> Such appointment shall continue until the next regular election.

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Legal References

1. Public Acts of 2022, Chapter No. 809
2. TCA 49-2-201(a)(1)
3. TCA 49-2-202(a)(1)
4. TCA 49-2-202(a)(4)
5. TCA 49-2-202(a)(2)
6. TCA 8-47-101; TCA 49-1-611; TCA 49-2-202(e)(2);  
Tenn. Att’y Gen. Op. No. 21-14 (September 1, 2021)
7. TCA 49-2-202(e)(1)

# Cleveland City Board of Education

|   |  |                                  |                                 |
|---|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in July</b> | Descriptor Term:<br><br><h2 style="text-align: center;">Memberships</h2> | Descriptor Code:<br><b>1.104</b> | Issued Date:<br><b>08/15/22</b> |
|   |  | Rescinds:                        | Issued:                         |

- 1 The Board shall maintain membership in the Tennessee School Boards Association (**TSBA**),<sup>1</sup> and
- 2 ~~through its membership in TSBA shall be an affiliate member of the Southern Region School Boards~~
- 3 ~~Association and the National School Boards Association.~~
  
- 4 Dues for membership in **TSBA** ~~the Tennessee School Boards Association~~ shall be included in each
- 5 annual budget in accordance with state statute.
  
- 6 The Board may also maintain institutional membership in other educational organizations which the
- 7 Board finds to be of benefit to members and school system personnel.

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Legal References

1. TCA 49-2-2001

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Cross References

Board Member Development Opportunities 1.204

# Cleveland City Board of Education

|   |   |                                  |                                 |
|---|---|----------------------------------|---------------------------------|
| Monitoring:<br><br><b>Review: Annually,<br/>in July</b> | Descriptor Term:<br><br><b>School Board Legislative<br/>Involvement</b> | Descriptor Code:<br><b>1.105</b> | Issued Date:<br><b>08/15/22</b> |
|   |   | Rescinds:                        | Issued:<br><b>07/09/01</b>      |

1 The Board ~~shall will~~ work for the passage of new laws designed to advance the cause of improving  
 2 ~~public~~ education ~~in Tennessee~~. ~~Likewise, the Board shall work~~ and for the repeal or modification of  
 3 existing laws and ~~for~~ the defeat of proposed laws that impede this cause.

4 To accomplish this:

- 5 1. The Board shall stay informed of pending legislation and actively communicate its concerns  
 6 and make its position known to their elected representatives at both the state and national level;
- 7 2. ~~The Board shall work with other school boards in the state, other local officials, and~~  
 8 ~~community groups in creating public awareness and support for legislative priorities;~~
- 9 3. ~~The Board shall annually select one (1) of its members to serve as its legislative representative;~~
- 10 4. ~~The Board shall work with its legislative representative, TSBA, and other concerned groups in~~  
 11 ~~developing an annual legislative program; and~~
- 12 5. ~~The Board shall include in its budget appropriate resources to cover costs, including travel~~  
 13 ~~expenses, necessary to ensure active participation in the legislative process.~~
- 14
- 15 2. ~~The Board shall work with other school boards in the state, local citizen groups, and other local~~  
 16 ~~officials in acquainting them with the board's legislative priorities and seek their support;~~
- 17
- 18 3. ~~The Board shall work with TSBA, NSBA, and other concerned groups in developing an annual~~  
 19 ~~legislative program; and~~
- 20
- 21 4. ~~The Board shall include in its budget appropriate resources, including travel expense, necessary~~  
 22 ~~for board members to accomplish its desired legislative goals.~~

\_\_\_\_\_  
Cross References

[Board Member Development Opportunities 1.204](#)

| <b>Cleveland City Board of Education</b>               |  |                                  |                                 |
|--|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in January</b> | Descriptor Term:<br><b>Bids and Quotations</b> | Descriptor Code:<br><b>2.806</b> | Issued Date:<br><b>08/15/22</b> |
|  |  | Rescinds:<br><b>2.806</b>        | Issued:<br><b>09/11/06</b>      |

1 **GENERAL**

2  
3 All purchases of supplies, materials, equipment, and contractual services in excess of twenty-five  
4 thousand dollars (\$25,000)<sup>1</sup>, including those of individual schools, shall be based on competitive  
5 bids<sup>1</sup>. These bids shall be solicited by advertisement in a newspaper of general circulation in the  
6 district. However, said newspaper advertisement may be waived by the purchasing agent in an  
7 emergency<sup>2</sup>. The purchasing agent shall advertise for bids and receive quotations. The principal shall  
8 serve as purchasing agent in each school.

9  
10 All purchases ~~between \$2,501 and~~ \$25,000 **or less**, including those of individual schools, may be made  
11 in the open market without newspaper notice, but shall, whenever possible, be based on at least three  
12 (3) written quotes.<sup>2</sup>

13  
14 ~~All purchases up to \$2,500 should be based on the best value for the lowest price.~~

15  
16 ~~All bids must be submitted in sealed envelopes, addressed to the Director of Schools/Board and plainly~~  
17 ~~marked with the name of the bid and the time of the bid opening. Bids shall be opened at the time~~  
18 ~~specified, and all bidders and other persons shall be invited to be present.~~

19  
20 The lowest and/or best bid shall be accepted, provided the ~~Board~~ **purchaser** reserves the right  
21 to reject any or all bids or any part of any bid and, if applicable, to accept that bid which is best as  
22 evidenced by reasons relative to the purpose of the purchase<sup>3</sup>. Any bid may be withdrawn prior to the  
23 scheduled time for the opening of bids. Any bid received after the time and date specified shall not  
24 be considered.

25  
26 The bidder to whom the award is made may be required to enter into a written contract.

27  
28 The practice of splitting an order or dividing items to be purchased in order to avoid the use of bidding  
29 or other purchasing procedures is prohibited.

30  
31 ~~Contracts for legal services, educational consultants, technical consultants, and similar services by~~  
32 ~~professional persons or groups of high ethical standards shall not be based upon competitive bids but~~  
33 ~~shall be awarded on the basis of recognized competence and integrity.<sup>3</sup>~~

34  
35 **EXEMPTIONS FROM COMPETITIVE BIDDING**

36  
37 ~~Contracts for legal services, educational consultants, technical consultants, insurance purchased through~~  
38 ~~a plan authorized and approved by any organization of governmental entities representing cities and~~

1 ~~counties<sup>4</sup> and similar services by professional persons or groups of high ethical standards shall not be~~  
2 ~~based upon competitive bids but shall be awarded on the basis of recognized competence and integrity.<sup>3</sup>~~

3 **Contracts for legal services, educational consultants, services from an insurance provider, and similar**  
4 **services by professional persons or groups of high ethical standards shall not be based upon**  
5 **competitive bids but shall be awarded on the basis of recognized competence and integrity.<sup>4</sup>**

#### Legal References

1. TCA 49-2-203(a)(3); Public Acts of 2022, Chapter No. 1016
2. TCA 49-2-203(a)(3)(A)-(B); TCA 49-2-206(b)(2); Public Acts of 2022, Chapter No. 1016
3. TCA 49-2-203(a)((D)(c)
4. TCA 12-3-1209; TCA 12-4-107; Public Acts of 2022, Chapter No. 719; TCA 29-20-407

#### Cross References

- Executive Committee 1.301
- Consultants 1.303
- Conflict of Interest 5.601

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#### Legal References

- ~~5. Public Acts 2006; Public Chapter 664~~
- ~~6. TCA 49-2-203(a)(3); TCA 49-2-203(a)(3)(A)(B); TCA 49-2-206(b)(2)~~
- ~~7. TCA 12-4-106~~
- ~~8. TCA 29-20-407~~

# Cleveland City Board of Education

|  |  |                                  |                                 |
|--|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in October</b> | Descriptor Term:<br><b>Emergency Preparedness Plan</b> | Descriptor Code:<br><b>3.202</b> | Issued Date:<br><b>08/15/22</b> |
|  |  | Rescinds:                        | Issued:                         |

## 1 *General*

2 The Director of Schools shall be responsible for developing, maintaining, and acquiring board  
3 approval of the district Emergency Preparedness Plan<sup>1</sup> which shall include procedures for bomb  
4 threats, civil disturbances, armed intruders, earthquakes, fires, tornadoes or other severe weather, and  
5 medical emergencies.

6 The principal of each school shall develop and implement emergency preparedness drills which shall  
7 be approved by the Director of Schools. When appropriate, such drills shall be held in conjunction with  
8 emergency response agencies.

## 9 **FIRE DRILLS**

10 The principal shall ensure that one (1) fire drill requiring full evacuation is given every thirty (30)  
11 school days, with two (2) fire drills occurring during the first thirty (30) full days of the school year.  
12 Additionally, he/she shall ensure that four (4) fire safety educational announcements are conducted  
13 throughout the year.<sup>2</sup>

14 The principal shall regularly check the quantity, locations, and conditions of fire extinguishers and  
15 shall give all school personnel instructions on how to properly use fire extinguishers.

## 16 **ARMED INTRUDER DRILLS**

17 The principal shall ensure that the school safety team conducts at least one (1) armed intruder drill  
18 annually in coordination with local law enforcement.<sup>3</sup>

## 19 **AED DRILLS<sup>4</sup>**

20 All schools shall conduct a CPR and AED drill to ensure awareness of the steps that shall be taken in  
21 the event of a medical emergency. The principal shall ensure that the drill occurs.

22 The Director of Schools shall develop the necessary administrative procedures on AED and CPR  
23 training, planning, notification, and maintenance to comply with state law.

## 24 **SAFETY DRILLS**

25 The principal shall ensure that three (3) additional safety drills are given during the school year.<sup>5</sup> These  
26 drills may cover inclement weather, earthquakes, armed intruders, or other emergency drills that do not  
27 require full evacuation. A record of all fire and safety drills, including the time and date, shall be kept  
28 in each school's office.<sup>5</sup>

## 1 **MEDICAL EMERGENCIES/PANDEMIC FLU<sup>6</sup>**

2 In the event of medical emergencies such as a pandemic flu outbreak, school officials shall cooperate  
3 and consult with the local and state health departments and other local emergency or healthcare  
4 providers in protecting students and the community from further infection. The Director of Schools  
5 shall develop procedures for health emergencies in accordance with state law.

## 6 **REMOTE LEARNING DRILLS<sup>7</sup>**

7 At least once each school year, a remote learning drill shall be conducted. The drill shall accurately  
8 reflect how students will transition to remote learning in the event of a disruption to school operations.  
9 Students shall not be asked or required to transition to remote learning at any time during the drill.

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### Legal References

1. TRR/MS 0520-01-02-.30(2); TCA 49-6-804; TCA 49-6-805(8)
2. TCA 68-102-137(b)
3. TCA 49-6-807
4. TCA 49-2-122; TCA 49-6-1208
5. TCA 68-102-137(f)
6. TCA 49-6-3004(a), (e); TCA 49-5-404
7. Public Acts of 2022, Chapter No. 936

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### Cross References

Emergency Closings 1.8011  
Safety 3.201  
Community Use of School Facilities 3.206

## 10 *General*

11 ~~The Director of Schools shall be responsible for developing, maintaining, and acquiring board~~  
12 ~~approval of the district Emergency Preparedness Plan,<sup>1</sup> which shall include procedures for bomb~~  
13 ~~threats, civil disturbances, armed intruders, earthquakes, fires, tornadoes or other severe weather, and~~  
14 ~~medical emergencies.~~

15 ~~The principal of each school shall develop and implement emergency preparedness drills which shall~~  
16 ~~be approved by the Director of Schools. When appropriate, such drills shall be held in conjunction with~~  
17 ~~emergency response agencies.~~

## 18 **~~FIRE AND SAFETY DRILLS~~**

19 ~~The principal shall ensure that one (1) fire drill requiring full evacuation is given every thirty (30)~~  
20 ~~school days, with two (2) fire drills occurring during the first thirty (30) full days of the school year.~~  
21 ~~Additionally, he/she shall ensure that four (4) fire safety educational announcements are conducted~~  
22 ~~throughout the year.<sup>2</sup>~~

23 ~~The principal shall ensure that three (3) additional safety drills are given during the school year.<sup>3</sup> These~~  
24 ~~drills may cover inclement weather, earthquakes, armed intruders, or other emergency drills that do not~~  
25 ~~require full evacuation. A record of all fire or safety drills, including the time and date, shall be kept in~~  
26 ~~each school's office.<sup>3</sup>~~

1 The principal shall regularly check the quantity, locations, and conditions of fire extinguishers and  
 2 shall give all school personnel instructions on how to properly use fire extinguishers.

### 3 ~~ARMED INTRUDER DRILLS~~

4 The principal shall ensure that the school safety team conducts at least one (1) armed intruder drill  
 5 annually in coordination with local law enforcement.<sup>4</sup>

### 6 ~~AED DRILLS~~

7 All schools shall conduct a CPR and AED drill to ensure awareness of the steps that must be taken in  
 8 the event of a medical emergency. The principal shall ensure that the drill occurs.<sup>5</sup>

9 The Director of Schools shall develop the necessary administrative procedures on AED and CPR  
 10 training, planning, notification, and maintenance to comply with state law.

### 11 ~~MEDICAL EMERGENCIES/PANDEMIC FLU~~

12 In the event of medical emergencies, such as a pandemic flu outbreak, school officials shall cooperate  
 13 and consult with the local and state health departments and other local emergency or healthcare  
 14 providers in protecting students and the community from further infection. The Director of Schools  
 15 shall develop procedures for health emergencies in accordance with state law and regulations.<sup>6</sup>

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#### Legal References

- 8. TRR/MS 0520 01 03 .03(15); TCA 49-6-804
- 9. TCA 68-102-137(b)
- 10. TCA 68-102-137(f)
- 11. TCA 49-6-807
- 12. TCA 49-2-122; TCA 49-6-1208; Public Acts of 2019,  
Chapter No. 394
- 13. TCA 49-6-3004(a), (e); TCA 49-5-404

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#### Cross References

- ~~Emergency Closings 1.8011~~
- ~~Safety 3.204~~
- ~~Community Use of School Facilities 3.206~~

# Cleveland City Board of Education

|   |  |                                  |                                 |
|---|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually, in December</b> | Descriptor Term:<br><b>Instructional Standards</b> | Descriptor Code:<br><b>4.101</b> | Issued Date:<br><b>08/15/22</b> |
|   |  | Rescinds:                        | Issued:                         |

## 1 *General*

2 The Board is charged with selection of the curriculum. No subjects or topics prohibited by state or  
3 federal law shall be taught.<sup>1</sup> The Director of Schools shall develop administrative procedures to  
4 implement this policy.

## 5 **STATE STANDARDS<sup>2</sup>**

6 Only Tennessee state standards shall be taught within the school district. The following are prohibited:

- 7 1. Instructional materials, textbooks, or supplemental materials created to align exclusively with  
8 Common Core; or  
9
- 10 2. Instructional materials, textbooks, or supplemental materials that are marketed or otherwise  
11 identified as Common Core textbooks or instructional materials.

12 **Any complaints regarding the above shall be submitted per board policy 4.402.**

## 13 **CURRICULUM AND INSTRUCTIONAL PROGRAMMING**

14 All curriculum and instructional programming implemented in the school district shall adhere to state  
15 and federal laws. District employees shall not include or promote any concepts that would violate state  
16 law when providing instruction, using instructional or supplemental materials, or when implementing  
17 the instructional program and curriculum.<sup>1</sup>

18 The Director shall develop procedures to ensure that the district's instructional program complies with  
19 state law.

20 **Complaints regarding teaching prohibited concepts in violation of state law shall be submitted per the**  
21 **regulation developed by the Tennessee Department of Education.<sup>3</sup>**

### Legal References

1. Public Acts of 2021, Chapter No. 205; Public Acts of 2021, Chapter No. 281; Public Acts of 2021, Chapter No. 471; Public Acts of 2021, Chapter No. 493
2. TCA 49-1-302(a)(8); TCA 49-1-314

## Legal References

3. TCA 49-6-2202; TCA 49-6-1304; TCA 49-6-2206;  
TCA 49-6-1019
4. TCA 49-1-302(a)(8); TCA 49-1-314; Public Acts of  
2022, Chapter No. 1085
5. TRR/MS 0520-12-04

## Cross References

Reconsideration of Textbooks and Instructional Materials  
4.402  
Controversial Issues 4.800  
Controversial Materials 4.801

# Cleveland City Board of Education

|   |  |                                  |                                 |
|---|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually, in November</b> | Descriptor Term:<br><br><b>Credit Recovery</b> | Descriptor Code:<br><b>4.210</b> | Issued Date:<br><b>08/15/22</b> |
|   |  | Rescinds:                        | Issued:                         |

## 1 *General*<sup>1</sup>

2 The Director of Schools shall ensure that credit recovery facilitators receive training regarding course  
3 organization, online instruction management, and related technology.

4 Credit recovery teachers shall comply with all State Board of Education certification requirements.<sup>1</sup>

## 5 **ADMISSION AND REMOVAL**<sup>2</sup>

6 No student shall be admitted to or otherwise enrolled in credit recovery courses unless:

- 7 1. The student's parent/guardian gives written consent for the student to enroll in the proposed  
8 credit recovery course. Parent(s)/guardian(s) ~~should~~ **shall** be informed that not all  
9 postsecondary institutions will accept credit recovery courses for credit and that the NCAA  
10 Clearinghouse will not accept credit recovery courses for credit; and  
11
- 12 2. The student has previously taken an initial, non-credit recovery section of the proposed course  
13 and received a grade of at least fifty percent (50%). Students who receive a grade of below fifty  
14 percent (50%) in the non-credit recovery section of the course must re-take the course.

15 If a student is seeking to recover credit for the first semester of a two-semester course, the student may  
16 not receive the full credit for the course until he/she has enrolled in and passed the second semester of  
17 the course and taken any applicable End of Course examinations.

18 The Board shall track students enrolled in credit recovery courses as directed by the Tennessee  
19 Department of Education.

## 20 **INSTRUCTION AND CONTENT**<sup>2</sup>

21 Credit recovery teachers shall work closely with credit recovery facilitators to correlate class content  
22 and instruction.

23 The Director of Schools shall ensure that all credit recovery courses:

- 24 1. Align with Tennessee's current academic standards for the relevant course content area, as  
25 approved by the State Board of Education; and  
26
- 27 2. Differentiate instruction to address individual student growth needs based on diagnostic  
28 assessment or End of Course data.

1 Students in credit recovery programs shall:

- 2 1. Complete a course skill-specific diagnostic to determine skill-specific goals;
- 3
- 4 2. Meet individual skill-specific goals in a flexible time frame as established by identified student
- 5 need; and
- 6
- 7 3. Master all individualized skill-specific goals as established by the diagnostic process in order to
- 8 earn credit.

## 9 **GRADES<sup>2</sup>**

10 ~~Students passing credit recovery shall receive a grade of seventy percent (70%).~~

11 ~~Grades awarded in credit recovery courses shall adhere to the State Board of Education's Uniform~~  
12 ~~Grading Policy.~~

13 **Students passing credit recovery shall receive a grade of seventy percent (70%) under the state uniform**  
14 **grading system. If the district utilizes a locally-adopted grading scale that differs from the uniform**  
15 **grading scale, a student passing credit recovery shall receive a D.<sup>3</sup>**

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### Legal References

1. State Board of Education Policy 2.103; TRR/MS 0520-01-03-.03(13)
2. State Board of Education Policy 2.103
3. State Board of Education Policy 3.301

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### Cross References

Virtual Education Program 4.212  
Grading System 4.600  
Promotion and Retention 4.603

# Cleveland City Board of Education

|   |  |                                  |                                 |
|---|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually, in November</b> | Descriptor Term:<br><b>Virtual Education Program</b> | Descriptor Code:<br><b>4.212</b> | Issued Date:<br><b>08/15/22</b> |
|   |  | Rescinds:                        | Issued:                         |

## 1 *General*

2 The Cleveland City Schools virtual education program is a course or series of courses offered by a  
3 school district to provide students a broader range of educational opportunities through the use of  
4 technology. Utilizing this program is temporary and shall not replace a student's regular instructional  
5 program.<sup>1</sup>

6 Class size ratios for the virtual education program shall comply with the requirements as outlined in  
7 state law.<sup>2</sup>

8 Virtual education programs<sup>3</sup> shall be made available to students for the following purposes:

- 9 1. Academic remediation, enrichment, or providing students access to a wider range of courses;
- 10
- 11 2. Continuity of educational service for students who are homebound;<sup>4</sup>
- 12
- 13 3. Continuity of educational service for students who are quarantining;<sup>5</sup> and
- 14
- 15 4. Continuity of educational service for students enrolled in an alternative school.<sup>6</sup>
- 16
- 17 5. Continuity of educational service when the district utilizes remote instruction due to dangerous  
18 or extreme weather conditions, a serious outbreak of illness affecting or endangering students  
19 or staff, or during the administration of end of course examinations or other examinations as  
20 allowed per state law.<sup>7</sup>

## 21 **ELIGIBILITY AND PARTICIPATION REQUIREMENTS**

22 Students shall be eligible to utilize a virtual education program if participating in one of the above  
23 educational opportunities. The following factors shall also be taken into consideration when  
24 determining eligibility:

- 25 1. Attendance;
- 26
- 27 2. Grades;
- 28
- 29 3. Technology survey; and
- 30
- 31 4. ~~Discipline~~ Behavior.

## 1 ATTENDANCE

2 Student attendance in the virtual education program shall adhere to the general requirements of board  
3 policy 6.200 and any relevant administrative procedures.

4 Methods of confirming student attendance shall include two or more of the following:

- 5 1. Students participating in a phone call with a teacher, with parent/guardian support as  
6 appropriate for the age of the student;
- 7
- 8 2. Students participating in synchronous virtual instruction;
- 9
- 10 3. Students completing work in a learning management system; or
- 11
- 12 4. Students submitting work via hard-copy or virtual formats.

## 13 REMOVAL FROM VIRTUAL EDUCATION PROGRAM

14 A student may be removed from the virtual education program or denied future enrollment in a virtual  
15 education program based on disciplinary issues, attendance issues, or poor academic performance.

16 Before a student is removed based on poor academic performance, the following interventions shall  
17 occur:

- 18 1. Notification of parent/guardian; and
- 19
- 20 2. One-on-one assessment conducted by the principal/designee regarding any learning needs and  
21 academic performance; and

## 22 ENROLLMENT AGREEMENT

23 When a district creates its own separate virtual school, the Director of Schools shall work with the  
24 Board's attorney to draft an enrollment agreement for students from other school districts that want  
25 access to the school's virtual education program courses.

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### Legal References

1. TRR/MS 0520-01-03-.05(2)
2. TCA 49-1-104(h); State Board of Education Policy 3.206
3. TCA 49-16-101; TRR/MS 0520-01-03-.05(2)(a)
4. TRR/MS 0520-01-02-.10; TRR/MS 0520-01-09-.07
5. TRR/MS 0520-01-13-.01(1)(d)(1)
6. TRR/MS 0520-01-02-.09
7. [Public Acts of 2022, Chapter No. 897](#)

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### Cross References

[Emergency Closings 1.8011](#)

Homebound Instruction 4.206  
Credit Recovery 4.210  
Alternative Education 6.319

# Cleveland City Board of Education

|   |   |                                  |                                 |
|---|---|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually, in November</b> | Descriptor Term:<br><b>Reconsideration of Instructional Materials and Textbooks</b> | Descriptor Code:<br><b>4.402</b> | Issued Date:<br><b>08/15/22</b> |
|   |   | Rescinds:<br><b>IFAD/KNB</b>     | Issued:<br><b>07/06/94</b>      |

1 The Board supports principles of intellectual freedom inherent in the First Amendment of the  
2 Constitution of the United States<sup>1</sup> and expressed in the *Library Bill of Rights* of the American Library  
3 Association.

4 **If a complaint is filed by a parent/guardian, employee, or student regarding textbooks or instructional**  
5 **materials, this process is to be followed:**<sup>1</sup>

6 ~~Because opinions differ, there may be questions concerning some instructional and library materials~~  
7 ~~despite the quality of the selection process. If a complaint is made, the following procedure is to be~~  
8 ~~followed:~~

- 9 1. Inform the complainant of the selection procedures and make no commitments.
- 10
- 11 2. Request the complainant to submit a formal *Request for Reconsideration of Instructional*  
12 *Materials*.
- 13
- 14 3. Inform the principal (and other appropriate personnel).
- 15
- 16 4. **Keep challenged materials available for use during the reconsideration process. The materials**  
17 **shall be removed immediately if they:**<sup>2</sup>
  - 18 a. **Were created to align exclusively with Common Core; or**
  - 19 b. **Are marketed or otherwise identified as Common Core textbooks or instructional**  
20 **materials.**
- 21 ~~Keep challenged materials available for use during the reconsideration process.~~
- 22
- 23 5. **Upon receipt of the completed form, the principal shall notify the Director of Schools.**
- 24
- 25
- 26 6. **The principal shall request review of the challenged materials by an ad hoc materials review**  
27 **committee within fifteen (15) days. The review committee is appointed by the elementary**  
28 **supervisor or the secondary supervisor and includes certified library media personnel,**  
29 **representation from classroom teachers, and a school administrator. The Director of Academics**  
30 **will inform the Director of Schools of the review committee's progress.**
- 31
- 32 7. **The review committee shall take the following steps after receiving the challenged materials:**
  - 33 a. **Read, view, or listen to the contested material in its entirety;**
  - 34 b. **Check general acceptance of the material by reading recognized and evaluative reviews;**
  - 35

- 1                   c. Determine the extent to which the material supports the curriculum;
- 2                   d. Complete the appropriate Checklist for Reconsideration of Textbooks and Instructional
- 3                   Materials, judging the material for its strength and value; and
- 4                   e. Present recommendation to principal for further action and to the Director of Schools
- 5                   for purposes of information.
- 6
- 7                   8. If the complainant desires further action after receiving the recommendation of the committee
- 8                   and the decision of the principal, an appeal may be made to the Board.
- 9                   ~~5. Upon receipt of the completed reconsideration form, the building administrator will send a~~
- 10                  ~~letter of acknowledgment to the complainant. At this point, the principal will request a review~~
- 11                  ~~of the challenged material by the appropriate system-wide materials Review Committee to be~~
- 12                  ~~completed within fifteen days. The principal will then notify the Director of Schools and/or~~
- 13                  ~~district media director that such a review is necessary. One coordinating chairperson will be~~
- 14                  ~~appointed annually by the Director of Schools to coordinate efforts when material(s) are~~
- 15                  ~~challenged, meet with the Materials Review Committee(s), be available for consultation by the~~
- 16                  ~~committee(s), and will serve as the chairperson of the active group. The Director of Schools~~
- 17                  ~~will also appoint annually two three-member elementary, kindergarten through grade six, and~~
- 18                  ~~secondary grades seven through twelve, Materials Review Committees, each of which will:~~
- 19                  ~~a. Read, view, or listen to the contested material in its entirety; \_\_\_\_\_~~
- 20                  ~~b. Check general acceptance of the material by reading recognized and evaluative reviews;~~
- 21                  ~~c. Determine the extent to which the material supports the curriculum;~~
- 22                  ~~d. Complete the appropriate *Checklist for Reconsideration of Instructional Materials*,~~
- 23                  ~~judging the material for its strength and value; and~~
- 24                  ~~e. Present recommendation to principal for further action and to the superintendent for~~
- 25                  ~~purposes of information.~~
- 26
- 27                  ~~6. If the complainant desires further action after receiving the recommendation of the committee~~
- 28                  ~~and the decision of the principal, an appeal may be made to the Board.~~

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Legal References

~~*1. Island Trees/Union Free School District v. Pico, 457 U.S. 853, 102 S. Ct. 2799 (1982)*~~

Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853, 102 S. Ct. 2799 (1982)*
2. TCA 49-1-302(a)(8); TCA 49-1-314; TCA 49-6-2206; Public Acts of 2022, Chapter No. 1085

Cross References

Instructional Standards 4.101  
Textbooks and Instructional Materials 4.400  
School and System Websites 4.407  
Controversial Materials 4.801

# Cleveland City Board of Education

|   |  |                                  |                                 |
|---|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually, in<br/>November</b> | Descriptor Term:<br><br><b>Library Materials</b> | Descriptor Code:<br><b>4.403</b> | Issued Date:<br><b>08/15/22</b> |
|   |  | Rescinds:                        | Issued:                         |

## 1 *General*

2 The Director of Academics shall be responsible for library collection development. Library materials  
3 shall be reviewed to ensure the content aligns with state law.<sup>1</sup> The library collection shall adhere to the  
4 following criteria:

- 5 1. Materials shall be suitable for and consistent with the educational mission of the school;  
6
- 7 2. Materials shall be appropriate for the age and maturity levels of the students who may access  
8 them. The determining factor will be based on an assessment of any mature themes or content  
9 (i.e., violence, sexual content, vulgar language, substance abuse);  
10
- 11 3. Materials shall contain literary, historical, and/or artistic value and merit; and  
12
- 13 4. The collection as a whole shall offer a variety of viewpoints.

14 The Director of Academics shall be responsible for periodically reviewing the district's library collection  
15 in line with these established standards.

## 16 **COMPLAINTS**

17 If a complaint is made by an employee, student, or parent/guardian, this process is to be followed:

- 18 1. Inform the complainant of the selection procedures and make no commitments.  
19
- 20 2. Request the complainant to submit a Request for Reconsideration of Library Materials form.  
21
- 22 3. Inform the principal (and other appropriate personnel).  
23
- 24 4. Keep challenged materials available for use during the reconsideration process.  
25
- 26 5. Upon receipt of the completed form, the principal shall notify the Director of Schools.  
27
- 28 6. The principal shall request review of the challenged materials by an ad hoc materials review  
29 committee within fifteen (15) days. The review committee is appointed by the elementary  
30 supervisor or the secondary supervisor and includes certified library media personnel,  
31 representation from classroom teachers, and a school administrator. The Director of Academics

1 will inform the Director of Schools of the review committee's progress.  
2

- 3 7. The review committee shall take the following steps after receiving the challenged materials:  
4
- 5 a. Read, view, or listen to the contested material in its entirety;
  - 6 b. Check general acceptance of the material by reading recognized and evaluative reviews;
  - 7 c. Determine the extent to which the material is appropriate for the age and maturity levels  
8 of the students who have access to the materials and whether the material is suitable for,  
9 and consistent with, the educational mission of the school;
  - 10 d. Complete the appropriate Checklist for Reconsideration of Library Materials, judging  
11 the material for its strength and value; and
  - 12 e. Present a recommendation to the Director of Schools and the Board.
- 13
- 14 8. The Board shall review the recommendation presented by the review committee and make the  
15 determination whether the material is appropriate for the age and maturity levels of the students  
16 who have access to the materials and whether the material is suitable for, and consistent with,  
17 the educational mission of the school.
- 18
- 19 9. If it is determined that the material is not appropriate for the age and maturity levels of the  
20 students who have access to them or is not suitable for, and consistent with, the educational  
21 mission of the school, the Board shall require the school to remove the material from the library  
22 collection.

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#### Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982); Public Acts of 2022, Chapter No. 744

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#### Cross References

Textbooks and Instructional Materials 4.400  
School and System Websites 4.407  
Controversial Materials 4.801

# Cleveland City Board of Education

|   |  |                                  |                                 |
|---|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in November</b> | Descriptor Term:<br><b>Use of the Internet</b> | Descriptor Code:<br><b>4.406</b> | Issued Date:<br><b>08/15/22</b> |
|   |  | Rescinds:                        | Issued:                         |

1 The Board supports the right of staff and students to have reasonable access to various information  
2 formats and believes that it is incumbent upon staff and students to use this privilege in an appropriate  
3 and responsible manner.

## 4 **EMPLOYEES**

5 Before any employee is allowed use of the district's internet or intranet access, the employee shall sign  
6 a written agreement, developed by the Director of Schools/designee that sets out the terms and conditions  
7 of such use. Any employee who accesses the district's computer system for any purpose agrees to be  
8 bound by the terms of that agreement, even if no signed written agreement is on file.

9 The Director of Schools shall develop and implement procedures for appropriate internet use which shall  
10 address the following:

- 11 1. Development of the Network and Internet Use Agreement;
- 12
- 13 2. General rules and ethics of internet access;
- 14
- 15 3. Guidelines regarding appropriate instruction and oversight of student internet use;
- 16
- 17 4. **A uniform signature block for use by all district employees; and**
- 18
- 19 5. Prohibited and illegal activities including, but not limited to, the following:<sup>1</sup>
  - 20 • Sending or displaying offensive messages or pictures;
  - 21 • Using obscene language;
  - 22 • Harassing, insulting, defaming, or attacking others;
  - 23 • Damaging computers, computer systems, or computer networks;
  - 24 • Hacking or attempting unauthorized access to any computer;
  - 25 • Violation of copyright laws;
  - 26 • Trespassing in another's folders, work, or files;
  - 27 • Intentional misuse of resources;
  - 28 • Using another's password or other identifier (impersonation);
  - 29 • Using the network for commercial purposes; and
  - 30 • Buying or selling on the internet.

## 31 **STUDENTS**

1 The Director of Schools shall develop and implement procedures for appropriate internet use by students.  
2 Procedures shall address the following:

- 3 1. General rules and ethics of internet use; and
- 4 2. Prohibited or illegal activities including, but not limited to:<sup>1</sup>
  - 5 • Sending or displaying offensive messages or pictures;
  - 6 • Using obscene language;
  - 7 • Harassing, insulting, defaming, or attacking others;
  - 8 • Damaging computers, computer systems, or computer networks;
  - 9 • Hacking or attempting unauthorized access;
  - 10 • Violation of copyright laws;
  - 11 • Trespassing in another's folders, work, or files;
  - 12 • Intentional misuse of resources;
  - 13 • Using another's password or other identifier (impersonation);
  - 14 • Using the network for commercial purposes; and
  - 15 • Buying or selling on the internet.

## 16 **INTERNET SAFETY MEASURES<sup>2</sup>**

17 Internet safety measures shall be implemented that effectively address the following:

- 18 1. Controlling access by students to inappropriate matter on the internet and world wide  
19 web;
- 20
- 21 2. Safety and security of students when they are using electronic mail, chat rooms, and  
22 other forms of direct electronic communications;
- 23
- 24 3. Preventing unauthorized access, including "hacking" and other unlawful activities by  
25 students online;
- 26
- 27 4. Unauthorized disclosure, use, and dissemination of personal information regarding  
28 students; and
- 29
- 30 5. Restricting students' access to materials harmful to them.

31 The Director of Schools/designee shall establish a process to ensure the district's education technology  
32 is not used for purposes prohibited by law or for accessing sexually explicit materials. The process shall  
33 include, but not be limited to:

- 34 1. Utilizing technology that filters, blocks, or otherwise prevents internet access (for both  
35 students and adults) to material that is obscene or pornographic;<sup>3</sup>
- 36
- 37 2. Prohibiting and preventing a use from sending, receiving, viewing, or downloading  
38 materials that are deemed to be harmful to minors;<sup>4</sup>
- 39
- 40 3. Maintaining and securing a usage log; and
- 41

1 4. Monitoring online activities of students.<sup>2</sup>

2  
3 ~~Utilizing technology that blocks or filters Internet access (for both students and adults) to~~  
4 ~~material that is obscene, child pornography or harmful to students~~

5 The Board shall provide reasonable public notice of and at least one (1) public hearing or meeting to  
6 address and communicate its internet safety measures.<sup>2</sup>

7 A written parental consent shall be required prior to the student being granted access to electronic media  
8 involving district technological resources. The required permission/agreement form, which shall specify  
9 acceptable uses, rules of online behavior, access privileges, and penalties for policy/procedural  
10 violations, must be signed by the parent/guardian of minor students (those under 18 years of age) and  
11 also by the student. This document shall be executed each year and shall be valid only in the school year  
12 in which it was signed unless parent(s)/guardian(s) provide written notice that consent is withdrawn. In  
13 order to rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old)  
14 must provide the Director of Schools with a written request.

15 Complaints alleging a violation of the internet safety measures shall be submitted to the Director of  
16 Innovation. All complaints shall be reviewed to determine how to appropriately respond.

17 **EMAIL**

18 **Users with network access shall not utilize district resources to establish electronic mail accounts through**  
19 **third-party providers or any other nonstandard electronic mail system. All data including email**  
20 **communications stored or transmitted on school district computers shall be monitored.**  
21 **Employees/students have no expectation of privacy with regard to such data. Email correspondence may**  
22 **be a public record under the public records law and may be subject to public inspection.<sup>5</sup>**

23 **INTERNET SAFETY INSTRUCTION<sup>6</sup>**

24 Students will be given appropriate instruction in internet safety as a part of any instruction utilizing  
25 computer resources. The Director of Schools/**designee** shall provide adequate in-service instruction on  
26 internet safety. Parent(s)/guardian(s) and students will be provided with material to raise awareness of  
27 the dangers posed by the internet and ways in which the internet may be used safely.

28 **SOCIAL NETWORKING**

- 29 1. District staff who have a presence on social networking websites are prohibited from posting  
30 data, documents, photographs, or inappropriate information that is likely to create a material and  
31 substantial disruption of classroom activity.
- 32 2. District staff are prohibited from accessing personal social networking sites on school computers  
33 or during school hours except for legitimate instructional purposes.
- 34 3. The Board discourages district staff from socializing with students on social networking  
35 websites. The same relationship, exchange, interaction, information, or behavior that would be  
36 unacceptable in a non-technological medium is unacceptable when done through the use of  
37 technology.

## 1 VIOLATIONS

2 Violations of this policy or a corresponding administrative procedure shall be handled in accordance  
3 with the existing disciplinary procedures of the district.

## 4 **VENDOR CONTRACTS<sup>3</sup>**

5 **Prior to entering into any contract for the provision of digital or online materials created or marketed**  
6 **for kindergarten through grade twelve (K-12), the district shall obtain an assurance that the vendor**  
7 **shall adhere to state law. This determination includes ensuring that the vendor filters, blocks, or**  
8 **otherwise prevents access to pornography or obscenity and verifying that the technology prevents a**  
9 **user from sending, receiving, viewing, or downloading materials that are harmful to minors.**

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### Legal References

1. TCA 39-14-602
2. 47 USCA § 254 (h)(5)(A) – (C), 254(l); 47 CFR § 54.520(c)(1)(i); 20 USCA § 7131
3. Public Acts of 2022, Chapter No. 1002
4. TCA 39-17-901; Public Acts of 2022, Chapter No. 1002
5. TCA 10-7-512
6. TCA 49-1-221

### Legal References

7. ~~TCA 39-14-602~~
8. ~~TCA 10-7-512~~
9. ~~Children's Internet Protection Act (Public Law 106-554)~~
10. ~~TCA 49-1-221~~

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### Cross References

Use of Email 1.805  
School and System Websites 4.407  
Controversial Materials 4.801  
Student Publications 6.704

### Cross References

~~Use of Electronic Mail (e-mail) 1.805~~  
~~School and System Websites 4.407~~

# Cleveland City Board of Education

|   |   |                                  |                                 |
|---|---|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in December</b> | Descriptor Term:<br><b>Grading System</b> | Descriptor Code:<br><b>4.600</b> | Issued Date:<br><b>08/15/22</b> |
|   |   | Rescinds:                        | Issued:                         |

1 The Director of Schools/~~designee~~ shall develop an administrative procedure to establish a system of  
2 grading and assessment for evaluating and recording student progress and to measure student  
3 performance in conjunction with board-adopted content standards for grades K-~~8~~<sup>5</sup>. The  
4 grading/assessment system shall follow all applicable statutes and rules and regulations of the State  
5 Board of Education. The grading/assessment system shall be uniform, district-wide, at comparable grade  
6 levels, except that the Director of Schools shall have the authority to establish and operate ungraded  
7 and/or unstructured classes in grades K-3 according to state rules and regulations.<sup>21</sup>

8 The Director of Schools shall submit a copy of the grading and assessment systems to the Board before  
9 the system is implemented.<sup>32</sup> These guidelines shall be communicated annually to students and  
10 parent(s)/guardian(s).<sup>1</sup>

11 Conduct grades are based on behavior and shall not be reflected in scholastic grades.

## 12 **GRADING SYSTEM: GRADES ~~NINE-SIX~~ - TWELVE (96-12)**<sup>1</sup>

13 Schools teaching grades ~~nine~~ (9) ~~six~~ (6) through twelve (12) shall use the uniform grading system  
14 established by the State Board of Education. Using the uniform grading system, students' grades shall  
15 be reported for the purposes of application for post-secondary financial assistance administered by the  
16 Tennessee Student Assistance Corporation.

17 Subject-area grades shall be expressed by the following letters with their corresponding percentage  
18 range:

- 19 • A (90-100)
- 20 • B (80-89)
- 21 • C (70-79)
- 22 • D (60-69)
- 23 • F (0-59)

24 This grading system shall be uniform throughout the school district for each grade.

25 Advanced coursework grades shall be weighted with additional percentage points to calculate the  
26 semester average. Depending on the course taken, the following percentage points shall be assigned:

- 27 • Honors Courses – three (3) percentage points;
- 28 • Local and Statewide Dual Credit, Capstone Industry Certification Aligned, and **Internal** Dual  
29 Enrollment Courses – four (4) percentage points; and

- 1 • Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and  
2 International Baccalaureate Courses – five (5) percentage points.

### 3 **LOTTERY SCHOLARSHIPS<sup>43</sup>**

4 Each school counselor shall provide incoming freshman with information on college core courses  
5 required for lottery scholarships as well as necessary criteria (grade point average, ACT and SAT score,  
6 etc.) that must be met in order to receive a scholarship.

7 Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal  
8 Student Aid (FAFSA). The FAFSA is available ~~at the guidance office or~~ online. Students shall be made  
9 aware of all applicable FAFSA deadlines and encouraged to submit applications in a timely manner.

10 ~~Elementary school counselors shall explain the HOPE Scholarship and its requirements to their students  
11 and impress upon them the benefits of making good grades.~~

### 12 **LOTTERY SCHOLARSHIP DAY**

13 Each school year, prior to scheduling courses for the following school year, schools teaching students in  
14 grades 8-11 shall conduct a lottery scholarship day for students and their parents.<sup>54</sup>

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#### Legal References

1. TRR/MS 0520-01-03-.02, State Board of Education Policy 3.301; Public Acts of 2022, Chapter No. 1080
2. TCA 49-2-203(b)(7); TCA 49-2-301(b)(1)(H)
3. TCA 49-4-904, 907
4. TCA 49-4-932(f)

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#### Cross References

Alternative Credit Options 4.209  
Credit Recovery 4.210  
Reporting Student Progress 4.601  
Honor Roll, Awards, & Class Ranking 4.602  
Promotion and Retention 4.603  
Transcript Alterations 4.608

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#### Legal References

5. TRR/MS 0520-01-03-.05(3), SBOE Policy 3.301
6. TCA 49-1-302(e)(2), (g)
7. TCA 49-2-203(b)(7)
8. TCA 49-4-904, 907
9. TCA 49-4-932(f)

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#### Cross References

~~Reporting Student Progress 4.601  
Class Ranking 4.602  
Promotion and Retention 4.603~~

# Cleveland City Board of Education

|  |   |                                  |                                 |
|--|---|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually, in<br/>January</b> | Descriptor Term:<br><b>Employment of Retirees</b> | Descriptor Code:<br><b>5.119</b> | Issued Date:<br><b>08/15/22</b> |
|  |   | Rescinds:                        | Issued:<br><b>08/15/22</b>      |

1 *General*

2 The Director of Schools may hire a retired individual if certain conditions are met as provided for in  
3 state law.

4 **EMPLOYMENT CONTRACTS FOR UP TO 120 DAYS**

5 Teachers who retire under the Tennessee Consolidated Retirement System (TCRS) may be employed  
6 for up to one hundred twenty (120) days per year without loss of retirement benefits. Retired teachers  
7 may substitute teach for additional days if the Director of Schools certifies in writing to the Division of  
8 Retirement that no other qualified personnel are available to substitute teach.<sup>1</sup>

9 **EMPLOYMENT CONTRACTS FOR ONE YEAR**

10 The Director of Schools may employ teachers retired for at least one (1) year for full-time employment  
11 as a kindergarten through twelfth (K-12) grade teacher on a year-to-year basis. Retirement benefits will  
12 not be lost or suspended under certain conditions which include, but are not limited to, the following:<sup>2</sup>

- 13 1. The Director of Schools of the employing district shall certify in writing that no other qualified  
14 individuals are available to fill the position;
- 15 2. The Commissioner of Education shall certify that the employing school district serves an area  
16 that lacks qualified teachers to serve in the position to be filled;
- 17 3. The retired teacher shall hold a valid license and shall not be entitled to tenure status;
- 18 4. The retired teacher shall not be eligible to accrue additional retirement benefits, accrue leave, or  
19 receive medical insurance coverage; and
- 20 5. The salary paid to the retired teacher shall not be less than the rate of compensation set by the  
21 Board for teachers with no experience filling similar positions or more than eighty-five percent  
22 (85%) of the rate of compensation set by the Board for teachers with comparable training and  
23 years of experience filling similar positions.
- 24
- 25
- 26
- 27

1 **ADDITIONAL EMPLOYMENT OPTION FOR RETIREES<sup>3</sup>**

2 Retired members of TCRS or a similar system may be offered reemployment for up to one (1) year as  
3 a kindergarten through twelfth (K-12) grade teacher, substitute teacher, or bus driver under the  
4 following conditions:

- 5 1. The retired member has been retired for at least sixty (60) calendar days;  
6  
7 2. The retirement benefit payable to the retired member is reduced to seventy percent (70%) of the  
8 retirement allowance;  
9  
10 3. The retired member's employment can't be longer than a one (1) year period; however, the  
11 retired member can be reemployed for additional one (1) year periods;  
12  
13 4. The retired member is not drawing disability retirement benefits; and  
14  
15 5. The retired member can't accrue additional retirement benefits.

16 The Director of Schools shall notify TCRS of the member's reemployment and certify in writing that  
17 the retired member has the required experience and training for the position and that no other qualified  
18 persons are available to fill the position.

19 Once the retired member is hired by the district, the district shall pay TCRS as prescribed by state law.  
20 The school district shall pay to TCRS during the period of reemployment the greater of (1) a payment  
21 equal to the amount the school district would have contributed to TCRS; or (2) an amount equal to five  
22 percent (5%) of the retired member's pay rate.  
23

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Legal References

1. TCA 8-36-805
2. TCA 8-36-821
3. Public Acts of 2022, Chapter No. 821

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Cross References

Application and Employment 5.106  
Substitute Teachers 5.701

# Cleveland City Board of Education

|  |  |                                  |                                 |
|--|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in January</b> | Descriptor Term:<br><b>Separation Practices for Tenured Teachers</b> | Descriptor Code:<br><b>5.200</b> | Issued Date:<br><b>08/15/22</b> |
|  |  | Rescinds:<br><b>5.200</b>        | Issued:<br><b>09/03/19</b>      |

## 1 **SUSPENSION PENDING AN INVESTIGATION<sup>1</sup>**

2 The Director of Schools may suspend a teacher at any time that may seem necessary, pending  
3 investigation, or final disposition of a case before the Board or an appeal. If the matter under  
4 investigation is not the subject of an ongoing criminal investigation or a department of children's services  
5 investigation, and if no charges for dismissal have been made, a suspension pending investigation shall  
6 not exceed ninety (90) days in duration. Under no circumstances shall the Director of Schools suspend  
7 a teacher with pay. If vindicated or reinstated, the teacher shall be paid full salary for the period of  
8 suspension.

## 9 **SUSPENSION OF THREE DAYS OR LESS<sup>2,3</sup>**

10 The Director of Schools or his/her designee may suspend a teacher for incompetence, inefficiency,  
11 neglect of duty, unprofessional conduct, and insubordination. Before a teacher is suspended, he/she shall  
12 be: (1) provided with written notice, including the reasons for the suspension along with an explanation  
13 of the evidence; (2) given an opportunity to respond to the Director of Schools at a conference, if  
14 requested within five (5) days; and (3) given a written decision of the suspension within ten (10) days.  
15 Both parties may be represented by counsel at the conference, which shall be recorded.

16 Under no circumstances shall a Director of Schools suspend a tenured teacher with pay. If reinstated,  
17 the tenured teacher shall be paid full salary for the period of suspension, unless suspension without pay  
18 is deemed to be an appropriate penalty.

## 19 **DISMISSAL OR SUSPENSIONS GREATER THAN THREE DAYS<sup>4</sup>**

20 When a tenured teacher is charged with offenses that may justify dismissal or a suspension greater than  
21 three (3) days, the charges shall be made in writing, specifically stating the offenses that are charged,  
22 and shall be signed by the party or parties making the charges.

23 If, in the opinion of the Board, the charges are of such nature as to warrant the dismissal or a suspension  
24 greater than three (3) days of the teacher, the Director of Schools shall give the teacher a written notice  
25 of this decision, a copy of the charges against the teacher, and a copy of a form provided by the  
26 Commissioner of Education advising the teacher of his/her legal duties, rights, and recourse.

27 A tenured teacher who has been given notice of charges against him/her may within thirty (30) days after  
28 receipt of notice give written notice to the Director of Schools of his/her request for a hearing.

29 The Director of Schools shall, within five (5) days after receipt of request, assign a hearing officer from  
30 the list maintained by the Board.

1 The Board shall maintain a list of qualified individuals who have indicated a willingness to act as  
2 impartial hearing officers as defined under Tennessee law.

3 The hearing officer shall notify the parties, or their attorney, of the officer's assignment and direct the  
4 parties or the attorneys for the parties, or both, to appear before the hearing officer for simplification of  
5 issues and the scheduling of the hearing. That hearing shall be set no later than thirty (30) days following  
6 receipt of the initial request for a hearing. In the discretion of the hearing officer, all or part of any  
7 prehearing conference may be conducted by telephone if each participant has an opportunity to  
8 participate, be heard, and to address proof and evidentiary concerns. The hearing officer is empowered  
9 to issue appropriate orders and to regulate the conduct of the proceedings.

10 Either party may appeal to the Board an adverse ruling by giving written notice of appeal within ten (10)  
11 working days of the hearing officer's delivery of the hearing officer's written findings and conclusions.  
12 The Director of Schools shall prepare a copy of the proceedings, including all transcripts and evidence,  
13 documentary or otherwise, and transmit the same to the Board within twenty (20) working days of the  
14 receipt of the notice of appeal.

15 The Board shall hear the appeal on the record, and no new evidence may be submitted by either party.  
16 The appealing party may appear before the Board to argue why the adverse ruling should be overturned.  
17 In no event should such argument last more than fifteen (15) minutes, unless the Board should vote to  
18 extend additional time. At the conclusion of the hearing, any member of the Board may vote to sustain  
19 the decision of the hearing officer, send the record back for additional evidence, revise the penalty, or  
20 reverse the decision. The Board shall render its decision within ten (10) working days after the  
21 conclusion of the hearing. In the event that the decision of the Board is appealed to the chancery court,  
22 the Board shall transmit the entire record prepared by the Director of Schools and reviewed by the Board  
23 to the chancery court for its review.

## 24 **RESIGNATION**

25 A teacher shall give the Director of Schools notice of resignation at least thirty (30) days before the  
26 effective date of the resignation. A teacher who fails to give such notice, in the absence of justifiable  
27 extenuating circumstances, shall forfeit all tenure status. The Board may waive the thirty (30) days'  
28 notice requirement and permit a teacher to resign in good standing.<sup>5</sup>

29 The conditions under which it is permissible to break a contract with the Board are as follows:

- 30 1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified  
31 statement of a physician approved by the board;
- 32 2. The drafting of the teacher in to military service by selective service board; or
- 33 3. The release by the Board of the teacher from the contract which the teacher has entered into with  
34 the Board.<sup>6</sup>

35 Any teacher on leave shall notify the Director of Schools in writing at least thirty (30) days prior to the  
36 date of return if the teacher does not intend to return to the position from which he/she has taken leave.  
37 Failure to render such notice may be considered a breach of contract.<sup>7</sup>

1 Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with  
2 the State Board of Education and request the suspension of a teacher's license. After the State Board of  
3 Education has provided the teacher an opportunity for defense during a hearing, the State Board of  
4 Education may suspend the license for no less than thirty (30) days and no more than three hundred  
5 sixty-five (365) days.<sup>8</sup>

## 6 RETIREMENT

7 Retirement shall mean a termination of services under conditions which will allow the teacher to draw  
8 benefits from retirement plans and/or Social Security benefits. Teachers eligible for retirement benefits  
9 may elect to retire at any age according to the provisions of the retirement system.

10 Central office personnel shall assist teachers in securing retirement benefits; however, it shall be the  
11 responsibility of the retiring teacher to provide verification of eligibility in writing from the Tennessee  
12 Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility of the retiring  
13 teacher to file for benefits.

14 ~~Teachers who retire under TCRS may be employed up to one hundred twenty (120) days per year without~~  
15 ~~loss of retirement benefits. Retired teachers may substitute teach for additional days if the Director of~~  
16 ~~Schools certifies in writing to the Division of Retirement that no other qualified personnel are available~~  
17 ~~to substitute teach.<sup>9</sup>~~

18 ~~The Director of Schools may employ teachers retired for at least one (1) year for full-time employment~~  
19 ~~as a Kindergarten through twelfth grade (K-12) teacher on a year-to-year basis. Retirement benefits will~~  
20 ~~not be lost or suspended under certain conditions, which include but are not limited to the following:<sup>10</sup>~~

- 21 ~~1. The Director of Schools of the employing system shall certify in writing that no other qualified~~  
22 ~~individuals are available to fill the position;~~
- 23 ~~2. The Commissioner of Education shall certify that the employing school system serves an area~~  
24 ~~that lacks qualified teachers to serve in the position to be filled;~~
- 25 ~~3. The retired teacher must hold a valid license and shall not be entitled to tenure status;~~
- 26 ~~4. The retired teacher shall not be eligible to accrue additional retirement benefits, accrue leave, or~~  
27 ~~receive medical insurance coverage; and~~
- 28 ~~5. The salary paid to the retired member shall not be less than the rate of compensation set by the~~  
29 ~~Board for teachers with no experience filling similar positions, nor more than eighty-five~~  
30 ~~percent (85%) of the rate of compensation set by Board for teachers with comparable training~~  
31 ~~and years of experience filling similar positions.~~

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**Legal References**

1. TCA 49-5-511(a)(3)
  2. TCA 49-2-301(b)(1)(EE), TCA 49-5-512(d)
  3. TCA 49-5-511(a)(2)
  4. TCA 49-5-511 – 513
  5. TCA 49-5-508(a)
  6. TCA 49-5-508(c)
  7. TCA 49-5-706
  8. TCA 49-5-411(b); Public Acts of 2021, Chapter No. 493
  9. ~~TCA 8-36-805~~
- 10.9. TCA 8-36-821

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**Cross References**

Public Hearings 1.401  
Teacher Tenure 5.117  
Recommendations and File Transfers 5.203

# Cleveland City Board of Education

|  |  |                                  |                                 |
|--|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in January</b> | Descriptor Term:<br><b>Separation Practices for Non-Tenured<br/>Teachers</b> | Descriptor Code:<br><b>5.201</b> | Issued Date:<br><b>08/15/22</b> |
|  |  | Rescinds:<br><b>5.201</b>        | Issued:<br><b>09/03/19</b>      |

## 1 **SUSPENSION PENDING AN INVESTIGATION<sup>1</sup>**

2 The Director of Schools may suspend a teacher at any time that may seem necessary, pending  
3 investigation, or final disposition of a case before the Board or an appeal. If the matter under investigation  
4 is not the subject of an ongoing criminal investigation or a Department of Children's Services  
5 investigation, and if no charges for dismissal have been made, a suspension pending investigation shall  
6 not exceed ninety (90) days in duration. Under no circumstances shall the Director of Schools suspend  
7 a non-tenured teacher with pay. If vindicated or reinstated, the non-tenured teacher shall be paid full  
8 salary for the period of suspension.

## 9 **SUSPENSION OF THREE DAYS OR LESS<sup>2</sup>**

10 A Director of Schools or his/her designee may suspend a teacher for incompetence, inefficiency, neglect  
11 of duty, unprofessional conduct, and insubordination. Before a teacher is suspended, he/she shall be: (1)  
12 provided with written notice, including the reasons for the suspension along with an explanation of the  
13 evidence; (2) given an opportunity to respond to the Director of Schools at a recorded conference, if  
14 requested within five (5) days; and (3) given a written decision of the suspension within ten (10) days.  
15 Both parties may be represented by counsel at the conference, which shall be recorded.

16 Under no circumstances shall the Director of Schools suspend a non-tenured teacher with pay. If  
17 reinstated, the non-tenured teacher shall be paid full salary for the period of suspension unless suspension  
18 without pay is deemed to be an appropriate penalty.

## 19 **DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS<sup>2</sup>**

20 The Director of Schools may dismiss or suspend for more than three days any non-tenured teacher  
21 **during the contract year** for incompetence, inefficiency, insubordination, improper conduct, or neglect  
22 of duty after giving the non-tenured teacher, in writing, due notice of the charges.

23 The Director of Schools shall give the non-tenured teacher an opportunity for a full and complete hearing  
24 before an impartial hearing officer.

25 The Board will appoint an impartial hearing officer to conduct such hearings. The hearing officer will  
26 hear the case and the teacher shall have the right to:

- 27 1. be represented by counsel;
- 28 2. call and subpoena witnesses;
- 29 3. examine all witnesses; and
- 30 4. require that all testimony be given under oath.

1 Factual findings and decisions in all dismissal cases shall be reduced to written form and delivered to the  
2 affected teacher within ten (10) working days following the close of the hearing. The teacher may appeal  
3 the decision to the Board within ten (10) working days of the hearing officer rendering the written  
4 decision to the teacher. Written notice of appeal to the Board shall be given to the Director of Schools.  
5 Within twenty (20) working days of receipt of notice, the Director of Schools shall prepare a copy of the  
6 proceedings, including all transcripts and evidence, documentary or otherwise, and other evidence  
7 presented and provide the Board a copy of the same.

8 The Director of Schools shall also have the right to appeal any adverse ruling by the hearing officer in  
9 the same manner as the non-tenured teacher.

10 The Board shall hear the appeal. No new evidence shall be introduced. The non-tenured teacher may  
11 appear in person or be represented by counsel and argue why the decision should be modified or reversed.  
12 The Board shall take one of the following actions:

- 13 1. sustain the decision;
- 14 2. send the record back if additional evidence is necessary; or
- 15 3. revise the penalty or reverse the decision.

16 Before any decision to dismiss is made, a majority of the membership of the Board shall concur in  
17 sustaining the charges. The Board shall render a decision on the appeal within ten (10) working days  
18 after the conclusion of the hearing.

19 Within twenty (20) working days after receipt of notice of the decision of the Board, either party may  
20 appeal to the chancery court in the county where the school system is located. The Board shall provide  
21 the entire record of the hearing to the court.

## 22 **NONRENEWAL**

23 Non-tenured teachers are subject to the same rules and regulations and are entitled to the privileges of  
24 employment enjoyed by tenured teachers except that they have no claim upon continuing employment  
25 or tenure protections.

26 The principal is responsible for discussing deficiencies as part of the evaluation process with the non-  
27 tenured teacher and providing assistance for overcoming these deficiencies.

28 The Director of Schools is under no obligation to re-employ non-tenured teachers at the end of their  
29 contract period. If the Director of Schools determines not to renew the contract of a non-tenured teacher,  
30 the following action shall be taken:

- 31 1. The Board shall be notified at the next regular board meeting; and
- 32 2. Written notice of non-renewal shall be sent to the teacher by certified mail or overnight carrier  
33 or by email within five (5) business days following the last instructional day for the school year.<sup>3</sup>

1 If the reason for nonrenewal is due to a loss of funding for the position, then the notice shall include a  
2 statement listing it as the cause for nonrenewal.<sup>4</sup>

### 3 RESIGNATION

4 A teacher shall give the Director of Schools notice of resignation at least thirty (30) days before the  
5 effective date of the resignation.<sup>5</sup> The Board may waive the thirty (30) days-notice requirement and  
6 permit a teacher to resign in good standing.

7 The conditions under which it is permissible to break a contract with the Board are as follows<sup>6</sup>:

- 8 1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified  
9 statement of a physician approved by the board;
- 10 2. ~~The drafting of a teacher into military service by a selective service board; and~~
- 11 3. 2. The release by the Board of the teacher from the contract which the teacher has entered into  
12 with the Board.

15 Any teacher on leave shall notify the Director of Schools in writing at least thirty (30) days prior to the  
16 date of return if the teacher does not intend to return to the position from which he/she has taken leave.  
17 Failure to render such notice may be considered a breach of contract.<sup>7</sup>

18 Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with  
19 the State Board of Education and request the suspension of a teacher's license. After the State Board of  
20 Education has provided the teacher an opportunity for defense during a hearing, the State Board of  
21 Education may suspend the certificate for no less than thirty (30) days and no more than three hundred  
22 sixty-five (365) days.<sup>8</sup>

### 23 RETIREMENT

24 Retirement shall mean a termination of services under conditions which will allow the teacher to draw  
25 benefits from retirement plans and/or social security benefits.

26 Teachers eligible for retirement benefits may elect to retire at any age according to the provisions of the  
27 retirement system. Central office personnel shall assist teachers in securing retirement benefits; however,  
28 it shall be the responsibility of the retiring teacher to provide verification of eligibility in writing from  
29 the Tennessee Consolidated Retirement System (TCRS) to the central office. It shall be the responsibility  
30 of the retiring teacher to file for benefits.

31 ~~Teachers who retire under TCRS may be employed up to one hundred twenty (120) days per year without~~  
32 ~~loss of retirement benefits. Retired teachers may substitute teach for additional days if the Director of~~  
33 ~~Schools certifies in writing to the Division of Retirement that no other qualified personnel are available~~  
34 ~~to substitute teach.~~<sup>8</sup>

35 ~~The Director of Schools may employ teachers retired for at least one (1) year for full time employment~~  
36 ~~as a Kindergarten through twelfth (K-12) grade teacher on a year to year basis. Retirement benefits will~~  
37 ~~not be lost or suspended under certain conditions, which include but are not limited to the following:~~<sup>9</sup>

- 1        1. ~~The Director of Schools of the employing system shall certify in writing that no other qualified~~
- 2        ~~individuals are available to fill the position;~~
- 3        2. ~~The Commissioner of Education shall certify that the employing school system serves an area~~
- 4        ~~that lacks qualified teachers to serve in the position to be filled;~~
- 5        3. ~~The retired teacher must hold a valid license and shall not be entitled to tenure status;~~
- 6        4. ~~The retired teacher shall not be eligible to accrue additional retirement benefits, accrue leave or~~
- 7        ~~receive medical insurance coverage; and~~
- 8        5. ~~The salary paid to the retired member shall not be less than the rate of compensation set by the~~
- 9        ~~board for teachers with no experience filling similar positions, nor more than eighty-five percent~~
- 10       ~~(85%) of the rate of compensation set by the Board for teachers with comparable training and~~
- 11       ~~years of experience filling similar positions.~~

12       *(Note: Nonrenewal of non-tenured teachers after the contract year is not suspension or dismissal and*

13       *does NOT follow the suspension/dismissal procedures outlined in this policy. Rather, nonrenewal of*

14       *non-tenured teachers after the contract year follows the nonrenewal procedures outlined in this policy.)*

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Legal References

1. TCA 49-5-511(a)(3)
2. TCA 49-2-301(b)(1)(EE); TCA 49-5-512
3. TCA 49-5-409
4. Public Acts of 2021, Chapter No. 678
5. TCA 49-5-508
6. TCA 49-5-411(a)
7. TCA 49-5-706
8. TCA 49-5-411(b)
9. ~~TCA 8-36-805~~
10. ~~TCA 8-36-821~~

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Cross References

- Public Hearings 1.401  
Teacher Tenure 5.117  
Recommendations and File Transfers 5.203

# Cleveland City Board of Education

|   |  |                                  |                                 |
|---|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in February</b> | Descriptor Term:<br><b>Substitute Teachers</b> | Descriptor Code:<br><b>5.701</b> | Issued Date:<br><b>08/15/22</b> |
|   |  | Rescinds:<br><b>5.701</b>        | Issued:<br><b>09/05/17</b>      |

1 Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies.<sup>1,2</sup>  
2 Substitute teachers may be employed and paid directly by the board of education or by a third party  
3 public or private employer through an agreement between such third party employer and the board of  
4 education.

5 Substitute teachers employed by third party entities shall be subject to the same unemployment benefit  
6 eligibility conditions as substitute teachers employed directly by the board of education.<sup>2</sup>

## 7 APPLICATION/QUALIFICATIONS

8 Criminal history record checks and fingerprinting of applicants for substitute teaching are required.<sup>3</sup>

9 Applicants with revoked licenses or certificates according to the Department of Education shall not be  
10 hired.<sup>4</sup>

11 Qualifications for substitute teachers shall be determined by the Director of Schools in compliance with  
12 state laws and regulations.

13 A list of substitute teacher(s) will be prepared by the Office of Human Resources who will maintain  
14 file(s) which may include transcripts, credentials, recommendations, and other pertinent information.

## 15 COMPENSATION

16 If employed directly by the board of education, the compensation of substitute teachers shall be  
17 determined annually by the board.

18 Retired teachers serving as substitutes who do not have an active teaching license shall be paid the same  
19 as a retired substitute teacher with an active teaching license. This only applies to teachers who retired  
20 after July 1, 2011 through July 1, 2016.<sup>5</sup>

## 21 CERTIFICATION

22 When substituting for a regular teacher who has been absent for twenty (20) consecutive days, a  
23 substitute teacher must possess a teaching certificate with endorsement in the discipline(s) to be taught.<sup>6</sup>  
24 When substituting for a teacher without sick leave, the substitute shall be certified and paid according to  
25 the state salary schedule.<sup>1</sup>

26 ~~Retired teachers may substitute one hundred twenty (120) days per year without loss of retirement ben-~~  
27 ~~efits<sup>4</sup> and may substitute for additional days if the Director of Schools certifies in writing to the Division~~  
28 ~~of Retirement that no other qualified personnel are available to substitute teach.<sup>7</sup>~~

**1 EMERGENCY NEEDS**

2 All teacher assistants, administrative assistants, and clerical personnel are approved substitute teachers  
3 for use in emergency situations. Emergency use shall be defined as less than a full day due to the regular  
4 or substitute teacher being unable to arrive on time or remain for the full day.

5 Said substitutes shall receive the proportionate equivalent salary regular substitute teachers would  
6 receive under similar circumstances or their regular salary, if higher; however, they shall not receive pay  
7 for both positions at the same time.

**8 TRAINING AND ORIENTATION**

9 The Director of Schools shall be responsible for ensuring that there are appropriate training and  
10 development programs for substitute teachers.

**11 RESPONSIBILITIES**

12 Substitute teachers shall assume the same responsibilities as the regular teacher, including, but not  
13 limited to, bus duty and playground supervision.

**14 RE-EMPLOYMENT/TERMINATION**

15 On an annual basis, the Director of Schools, with input from the principals, shall determine which  
16 substitute teachers performed at an acceptable level. Substitute teachers who performed below an  
17 acceptable level shall not be re-employed.

18 All substitutes shall be responsible for providing correct addresses and phone numbers and for notifying  
19 the principal and/or third party employer if they wish to terminate their service as substitutes.

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**Legal References**

1. TRR/MS 0520-01-02-.04(5)
2. TCA 49-5-709
3. TCA 49-5-413(a)(2)
4. TCA 49-2-203(a)(15)
5. TCA 49-3-312(b)
6. TCA 49-3-312(a); TRR/MS 0520-01-02-.04(5)(b)
7. ~~TCA 8-36-805~~

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**Cross References**

- Background Investigations 5.118  
Employment of Retirees 5.119

# Cleveland City Board of Education

|  |                                       |                                  |                                 |
|--|---------------------------------------|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually, in March</b> | Descriptor Term:<br><b>Attendance</b> | Descriptor Code:<br><b>6.200</b> | Issued Date:<br><b>08/15/22</b> |
|  |                                       | Rescinds:                        | Issued:                         |

## *General*

Attendance is a key factor in student achievement; therefore, students are expected to be present each day school is in session.

The Director of Schools/designee shall ensure that this policy is posted in each school building and disseminated to all students, parent(s)/guardian(s), teachers, and administrative staff.

The Attendance Supervisor shall oversee the entire attendance program which shall include:<sup>1</sup>

1. All accounting and reporting procedures and their dissemination;
2. Alternative program options for students who severely fail to meet minimum attendance requirements;
3. Ensuring that all school age children attend school;
4. Providing documentation of enrollment status upon request for students applying for new or reinstatement of driver's permit or license; and
5. Notifying the Department of Safety whenever a student with a driver's permit or license withdraws from school.<sup>2</sup>

Student attendance records shall be given the same level of confidentiality as other student records. Only authorized school officials with legitimate educational purposes may have access to student information without the consent of the student or parent(s)/guardian(s).<sup>3</sup>

Absences shall be classified as either excused or unexcused as determined by the principal/designee. Excused absences shall include:<sup>4</sup>

1. Personal illness/injury;
2. Illness of immediate family member;

3. Death in the family;
4. Extreme weather conditions;
5. Religious observances;<sup>5</sup>
6. Pregnancy;
7. School-endorsed activities;
8. Summons, subpoena, or court order; or
9. Circumstances which in the judgment of the principal create emergencies over which the student has no control.

The principal shall be responsible for ensuring that:<sup>6</sup>

1. Attendance is checked and reported daily for each class;
2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent for the majority of the day;
3. All student absences are verified;
4. Written excuses are submitted for absences and tardiness; and
5. System-wide procedures for accounting and reporting are followed.

## **TRUANCY**

Annually, the Director of Schools/designee will provide written notice to parent(s)/guardian(s) that attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled school day in order to be counted present. Students may attend part-time days, alternating days, or for a specific amount of time as indicated in their Individualized Education Plan or 504 Plan and shall be considered present for school attendance purposes. If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s) and the school district provides transportation, unexcused absences from these programs shall be reported in the same manner.<sup>7</sup>

A student who is absent five (5) days without adequate excuse shall be reported to the Director of Schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's absence. If a parent/guardian does not provide documentation within adequate time excusing those absences or request an attendance hearing, then the Director of Schools shall implement tier two of the progressive truancy plan described below prior to referral to juvenile court.

*Progressive Truancy Plan*<sup>8</sup>

Tier I of the progressive truancy plan shall apply to all students within the district. All families will receive written notification that students must attend school and are subject to compulsory attendance law explaining the Tiered Plan on or before the first day of school.

### **Tier II- (5 + unexcused absences)**

Tier II of the progressive truancy plan shall be implemented after the student accumulates five (5) unexcused absences, but before referral to juvenile court, and includes the following:

1. A conference with the student and the student's parent(s)/guardian(s);
2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), and the Attendance Supervisor/designee. The contract shall include:
  - a. A specific description of the school's attendance expectations for the student;
  - b. The period for which the contract is effective; and
  - c. Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court.
  - d. Regularly scheduled follow-up meetings to discuss the student's progress if needed; and
  - e. Student referral to counseling, community-based services, or other services to address the student's attendance problems if needed.

### **Tier III**

These interventions shall be determined by a team formed at each school. The interventions shall address student needs in an age-appropriate manner. Finalized plans shall be approved by the Director of Schools/designee.

### **MAKE-UP WORK**

Students will have an equal amount of time plus one day to make up work missed due to an excused absence. (i.e. student is absent Monday, make-up work must be turned in Wednesday; student misses Monday and Tuesday, make-up work must be turned in Friday). Make-up work for unexcused absences will be handled on a case by case basis. Make-up work for absences (arranged at least one week in advance) may be provided.

### **STATE-MANDATED ASSESSMENT**

Students who are absent the day of the scheduled end-of-course (EOC) exams shall present a signed doctor's excuse or shall have been given an excused release by the principal prior to testing to receive an excused absence. Students who have excused absences will be allowed to take a make-up exam. Excused students will receive an incomplete in the course until they have taken the EOC exam.

Students who have an unexcused absence shall receive a failing grade on the EOC exam which shall be averaged into their final grade.

## CREDIT/PROMOTION DENIAL

Credit/promotion denial determinations may include student attendance; however, student attendance may not be the sole criterion.<sup>9</sup> If attendance is a factor prior to credit/promotion denial, the following shall occur:

1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of credit/promotion denial due to excessive absenteeism; and
2. Procedures in due process are available to the student when credit or promotion is denied.

## DRIVER'S LICENSE REVOCATION<sup>2</sup>

A student who has more than ten (10) consecutive or fifteen (15) unexcused absences during any semester shall be ineligible to retain a driver's permit or license.

## ATTENDANCE HEARING<sup>10</sup>

Students with excessive (more than five (5)) unexcused absences or those in danger of credit/promotion denial shall have the opportunity to appeal to an attendance hearing committee appointed by the principal. If the student chooses to appeal, the student or his/her parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the committee. The committee will conduct a hearing to determine if any extenuating circumstances exist to excuse an absence(s) or to determine if the student has met attendance requirements that will allow him/her to pass the course or be promoted. Upon notification of the attendance committee decision, the principal shall send written notification to the Director of Schools/designee and the parent(s)/guardian(s) of the student of any action taken regarding the excessive unexcused absences. The notification shall advise parent(s)/guardian(s) of their right to appeal such action within two (2) school days to the Director of Schools/designee.

The appeal shall be heard no later than ten (10) school days after the request for appeal is received.

Within five (5) school days of the Director of Schools/designee rendering a decision, the student's parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record. Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee. The action of the Board shall be final.

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### Legal References

1. TCA 49-6-3006
2. TCA 49-6-3017(c); Public Acts of 2022, Chapter No. 878
3. 20 USCA § 1232g
4. TRR/MS 0520-01-02-.17(5); State Board of Education Policy 4.100
5. TCA 49-6-2904(b)(5)

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### Cross References

School Calendar 1.800  
 Extracurricular Activities 4.300  
 Interscholastic Athletics 4.301  
 Field Trips/Excursions/Competitions 4.302  
 Reporting Student Progress 4.601  
 Promotion and Retention 4.603  
 Recognition of Religious Beliefs, Customs, & Holidays 4.803  
 Voluntary Pre-K Attendance 6.2011

- |   |                                       |
|---|---------------------------------------|
| 6. TCA 49-6-3007                        | Homeless Students 6.503               |
| 7. TCA 49-6-3021                        | Students in Foster Care 6.505         |
| 8. TCA 49-6-3007; TCA 49-6-3009         | Students from Military Families 6.506 |
| 9. TCA 49-2-203(b)(7); TCA 49-6-3002(b) | Student Records 6.600                 |
| 10. TRR/MS 0520-01-02-.17(7)            |                                       |

~~Attendance is a key factor in student achievement, and therefore, students are expected to be present each day school is in session. The Director of Schools/designee shall develop appropriate administrative procedures to implement this policy.~~

~~The Attendance Supervisor shall oversee the entire attendance program which shall include:<sup>1</sup>~~

- ~~1. All accounting and reporting procedures and their dissemination;~~
- ~~2. Alternative program options for students who severely fail to meet minimum attendance requirements;~~
- ~~3. Ensuring that all school age children attend school;~~
- ~~4. Providing documentation of enrollment status upon request for students applying for new or reinstatement of driver's permit or license; and~~
- ~~5. Notifying the Department of Safety whenever a student with a driver's permit or license withdraws from school.<sup>2</sup>~~

~~Student attendance records shall be given the same level of confidentiality as other student records. Only authorized school officials with legitimate educational purposes may have access to student information without the consent of the student or parent(s)/guardian(s).<sup>3</sup>~~

~~Absences shall be classified as either excused or unexcused as determined by the principal/designee. Excused absences shall include:<sup>4</sup>~~

- ~~1. Personal illness/injury;~~
- ~~2. Illness of immediate family member;~~
- ~~3. Death in the family;~~
- ~~4. Extreme weather conditions;~~
- ~~5. Religious observances;<sup>5</sup>~~
- ~~6. Pregnancy;~~
- ~~7. School endorsed activities;~~
- ~~8. Summons, subpoena, or court order; or~~

9. ~~Circumstances which in the judgment of the principal create emergencies over which the student has no control.~~

The principal shall be responsible for ensuring that:<sup>6</sup>

1. ~~Attendance is checked and reported daily for each class;~~
2. ~~Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent for the majority of the day;~~
3. ~~All student absences are verified;~~
4. ~~Written excuses are submitted for absences and tardiness; and~~
5. ~~System-wide procedures for accounting and reporting are followed.~~

## **TRUANCY**

~~Annually, the Director of Schools/designee will provide written notice to parent(s)/guardian(s) that attendance at school is required. Students shall be present at least fifty percent (50%) of the scheduled school day in order to be counted present. Students may attend part-time days, alternating days, or for a specific amount of time as indicated in their Individualized Education Plan or 504 Plan and shall be considered present for school attendance purposes. If a student is required to participate in a remedial instruction program outside of the regular school day where there is no cost to the parent(s)/guardian(s) and the school district provides transportation, unexcused absences from these programs shall be reported in the same manner.<sup>7</sup>~~

~~A student who is absent five (5) days without adequate excuse shall be reported to the Director of Schools/designee who will, in turn, provide written notice to the parent(s)/guardian(s) of the student's absence. If a parent/guardian does not provide documentation within adequate time excusing those absences, or request an attendance hearing, then the Director of Schools shall implement the progressive truancy intervention plan described below prior to referral to juvenile court.~~

### *Progressive Truancy Intervention Plan<sup>8</sup>*

~~Prior to referral to juvenile court, the following progressive truancy intervention plan will be implemented.~~

#### **Tier I**

~~Tier I of the progressive truancy intervention plan shall include the following:~~

1. ~~A conference with the student and the student's parent(s)/guardian(s);~~
2. ~~An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), and an Attendance Supervisor/designee. The contract shall include:
 
  - a. ~~A specific description of the school's attendance expectations for the student;~~~~

- b. ~~The period for which the contract is effective; and~~
- e. ~~Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court; and~~

3. ~~Regularly scheduled follow up meetings to discuss the student's progress.~~

## **Tier II**

~~If a student accumulates additional unexcused absences in violation of the attendance contract in Tier I, the student will be subject to Tier II.~~

~~Under this tier, a school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community-based services, or other services to address the student's attendance problems.~~

## **Tier III**

~~This tier shall be implemented if the truancy interventions under Tier II are unsuccessful.~~

~~These interventions shall be determined by a team formed at each school. The interventions shall address student needs in an age appropriate manner. Finalized plans shall be approved by the Director of Schools/designee.~~

## **~~NON-SCHOOL SPONSORED EXTRACURRICULAR ACTIVITY~~<sup>9</sup>**

~~A principal/designee may excuse a student to participate in non-school sponsored extracurricular activities. The principal shall document the approval in writing and shall excuse no more than ten (10) absences each school year. No later than seven (7) business days prior to the student's absence, the student shall provide documentation to the school as proof of the student's participation along with a written request for the excused absence from the student's parent/guardian. The request shall include the following:~~

1. ~~Student's name and personal identification number;~~
2. ~~Student's grade;~~
3. ~~The dates of the student's absence;~~
4. ~~The reason for the student's absence; and~~
5. ~~The signatures of the student and parent/guardian.~~

## **~~RELEASED TIME COURSE~~<sup>10</sup>**

~~A principal/designee may excuse a student to attend a course in religious moral instruction for up to one (1) class period per school day. Students shall not be excused during any class which requires an examination for state or federal accountability purposes.~~

~~The student shall submit a written consent form signed by the student's parent/guardian prior to participation in the released time course. The principal/designee shall document the approval in writing. The student shall provide documentation to the principal/designee as proof of the student's participation in the released time course.~~

~~The district shall not be responsible for transporting students to and from the place of instruction.~~

~~Upon submission of the student's transcript from the entity that provided the released time course, the student may be awarded one half (1/2) unit of elective credit.~~

~~The Director of Schools shall develop procedures with secular criteria for determining whether credit shall be awarded.~~

### **~~MAKE-UP WORK~~**

~~Students will have an equal amount of time plus one day to make up work missed due to an excused absence. (i.e. student is absent Monday, make up work must be turned in Wednesday; student misses Monday and Tuesday, make up work must be turned in Friday). Make up work for unexcused absences will be handled on a case by case basis. Make up work for absences (arranged at least one week in advance) may be provided.~~

### **~~STATE-MANDATED ASSESSMENT~~**

~~Students who are absent the day of the scheduled EOC exams shall present a signed doctor's excuse or have been given an excused release by the principal prior to testing to receive an excused absence. Students who have excused absences will be allowed to take a make-up exam. Excused students will receive an incomplete in the course until they have taken the EOC exam.~~

~~Students who have an unexcused absence shall receive a failing grade on the EOC exam which shall be averaged into their final grade.~~

### **~~CREDIT/PROMOTION DENIAL~~**

~~Credit/promotion denial determinations may include student attendance; however, student attendance may not be the sole criterion.<sup>11</sup> If attendance is a factor prior to credit/promotion denial, the following shall occur:~~

- ~~3. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of credit/promotion denial due to excessive absenteeism; and~~
- ~~4. Procedures in due process will be made available to the student when credit or promotion is denied.~~

### **~~DRIVER'S LICENSE REVOCATION<sup>2</sup>~~**

~~More than ten (10) consecutive or fifteen (15) reported unexcused absences by a student during any semester renders a student ineligible to retain a driver's permit or license or to obtain such if of age.~~

~~In order to qualify for reclaiming a driver's permit or license, the student shall make a passing grade in at least three (3) full unit subjects or their equivalency at the conclusion of a subsequent grading period.~~

### **~~ATTENDANCE HEARING~~<sup>12</sup>**

~~Students with excessive (more than five (5)) unexcused absences or those in danger of credit/promotion denial shall have the opportunity to appeal to an attendance hearing committee appointed by the principal. If the student chooses to appeal, the student or his/her parent(s)/guardian(s) shall be provided written or actual notice of the appeal hearing and shall be given the opportunity to address the committee. The committee will conduct a hearing to determine if any extenuating circumstances exist to excuse an absence(s) or to determine if the student has met attendance requirements that will allow him/her to pass the course or be promoted. Upon notification of the attendance committee decision, the principal shall send written notification to the Director of Schools/designee and the parent(s)/guardian(s) of the student of any action taken regarding the excessive unexcused absences. The notification shall advise parent(s)/guardian(s) of their right to appeal such action within two (2) school days to the Director of Schools/designee.~~

~~The appeal shall be heard no later than ten (10) school days after the request for appeal is received.~~

~~Within five (5) school days of the Director of Schools/designee rendering a decision, the student's parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record. Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee. The action of the Board shall be final.~~

~~The Director of Schools/designee shall ensure that this policy is posted in each school building and disseminated to all students, parent(s)/guardian(s), teachers, and administrative staff.~~

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**Legal References**

11. TRR/MS 0520-01-03-.08(1)(a); TCA 49-6-3006
12. TCA 49-6-3017(e)
13. 20 USCA § 1232g
14. TRR/MS 0520-01-02-.17(1)(c)
15. TCA 49-6-2904(b)(5)
16. TCA 49-6-3007
17. TCA 49-6-3021
18. TCA 49-6-3007; TCA 49-6-3009
19. TCA 49-6-3022
20. TCA 49-2-130; Public Acts of 2019, Chapter No. 272
21. TCA 49-2-203(b)(7); TCA 49-6-3002(b)
22. TRR/MS 0520-01-02-.17

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**Cross References**

School Calendar 1.800  
Extracurricular Activities 4.300  
Interscholastic Athletics 4.301  
Field Trips/Excursions/Competitions 4.302  
Reporting Student Progress 4.601  
Promotion and Retention 4.603  
Recognition of Religious Beliefs, Customs, & Holidays 4.803  
Voluntary Pre-K Attendance 6.2011  
Students in Foster Care 6.505  
Students from Military Families 6.506  
Student Records 6.600

# Cleveland City Board of Education

|  |  |                                  |                                 |
|--|--|----------------------------------|---------------------------------|
| Monitoring:<br><br><b>Review: Annually,<br/>in March</b> | Descriptor Term:<br><b>Attendance of Non-Resident Students</b> | Descriptor Code:<br><b>6.204</b> | Issued Date:<br><b>08/15/22</b> |
|  |  | Rescinds:<br><b>6.204</b>        | Issued:<br><b>03/14/05</b>      |

1 Students residing outside the boundaries of the school district may attend schools within the school  
 2 district under the following conditions:

- 3       1. They shall be approved by the Director of Schools/designee.<sup>1</sup>
- 4       2. They shall pay a tuition fee established annually by the Board. Annual tuition may not exceed  
 5 per student, per annum, an amount equal to the amount of local funds actually used for school  
 6 purposes by the school district per student during the preceding school year minus any funds  
 7 received from the student's resident district. Tuition for out-of-state non-resident students shall  
 8 be charged at the same rate as the average cost per student (state and local funds) in the district  
 9 attended.<sup>2</sup>
- 10       3. Non-resident students shall make application at least one (1) month prior to the first day of  
 11 school.<sup>3</sup> The Director of Schools/designee shall provide non-resident students notice of  
 12 eligibility for re-enrollment by the end of the school year.
- 13       4. Requests from students from adjoining states to attend school shall be considered on a case-by-  
 14 case basis.<sup>4</sup>
- 15       5. Students who become residents of the school district shall be refunded any unused portion of the  
 16 tuition on a pro-rata basis.
- 17       6. When payment is not made on all or any part of the required tuition for a previous year, the  
 18 student(s) shall be excluded from future attendance until all prior and current tuition is paid.  
 19 Once a delinquent payment is paid, enrollment in the school may not be guaranteed.
- 20       7. If a teacher of this school district has a residence outside the school district, his/her children  
 21 may be allowed to attend if the appropriate tuition requirements are met, ~~provided that there is~~  
 22 ~~available room and teaching capacity and other determinations made by the Board according to~~  
 23 ~~state law.~~<sup>5</sup>

## 24 TUITION

25 The tuition amount (in full) shall be paid on the date of admittance to the school. Parents of non-  
 26 resident students who enroll their child in a city school may deduct from the tuition charge the amount  
 27 of school tax paid on any property owned in the city of Cleveland. A receipt of such tax payment shall  
 28 be presented to the Director of Schools' office at the time of tuition payment. Students who become  
 29 residents of the city of Cleveland or withdraw will be refunded any unused portion of the tuition on a

1 pro-rata basis.<sup>1</sup> All children of non-resident full-time employees shall be exempt from tuition  
2 payments.

3 When payment is not made on all or any part of the required tuition for a previous year, the student(s)  
4 shall be excluded from future attendance until all prior and current tuition is paid. The Board  
5 recognizes two classifications for the purpose of setting tuition rates: (1) non-residents living in  
6 Bradley County and (2) other non-residents living outside Bradley County. Children who reside within  
7 the city of Cleveland will have priority over non-resident students. Children of non-resident employees  
8 of Cleveland City Schools shall be given priority assignment over all other non-residents and priority  
9 over all cross zoning requests. These shall be admitted to the Cleveland City Schools on a space-  
10 available basis according to administrative procedures. All full-time employees shall be permitted to  
11 have their children attend the school in which they are employed. These students shall be considered  
12 "in-zone" for attendance purposes. Ross/Yates shall be considered as one campus related to this policy.

13 Children of full-time employees who do not work in an elementary school will be allowed to attend the  
14 elementary school of choice on a space available basis.

---

Legal References

1. ~~TCA 49-6-3104~~
2. ~~TCA 49-6-3003; TCA 49-6-403(f)~~
3. ~~TCA 49-6-3105~~
4. ~~TCA 49-6-3108; TCA 49-6-403(f)~~
5. ~~TCA 49-6-3113; TCA 49-6-3103~~

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Cross References

- Revenues 2.400  
Students from Military Families 6.506

1. TCA 49-6-3104
2. TCA 49-6-3003; TCA 49-6-403(f); Public Acts of 2022, Chapter No. 709
3. TCA 49-6-3105
4. TCA 49-6-3108; TCA 49-6-403(f)
5. TCA 49-6-3113; TCA 49-6-3103; Public Acts of 2022, Chapter No. 709



# Cleveland City Board of Education

|  |  |                                  |                                 |
|--|--|----------------------------------|---------------------------------|
| Monitoring:<br><b>Review: Annually,<br/>in March</b> | Descriptor Term:<br><h2 style="text-align: center;">Admission of Suspended or Expelled<br/>Students</h2> | Descriptor Code:<br><b>6.318</b> | Issued Date:<br><b>08/15/22</b> |
|  |  | Rescinds:<br><b>JCCCB</b>        | Issued:<br><b>02/12/01</b>      |

1 The Board may deny admission of any student (except those in state custody) who has been expelled  
 2 or suspended from another school ~~district system~~ in Tennessee or another state even though the student  
 3 has established residency in the ~~district system~~ in which he/she seeks enrollment.

4 After a request for enrollment is made, the Director of Schools/~~designee~~ shall investigate the facts  
 5 surrounding the suspension/expulsion from the former school ~~district system~~ and make a  
 6 recommendation to the Board to approve or deny the request.

7 The Board shall not deny enrollment beyond the length of the imposed suspension/expulsion.

8 **A student may be dismissed if it is determined subsequent to the enrollment that the student has been**  
 9 **suspended or expelled from the former school district.<sup>1</sup>**

10 ~~If the action of the Board is to deny admission, the Director of Schools shall, on behalf of the Board of~~  
 11 ~~Education, notify the Commissioner of Education of the decision.~~

12 ~~Any school system that accepts enrollment of a student from another school system may dismiss the~~  
 13 ~~student if it is determined subsequent to the enrollment that the student has been suspended or expelled~~  
 14 ~~from the former school system.<sup>1</sup>~~

---

Legal References

1. ~~TCA 49-6-3401(f); Public Acts of 2022, Chapter  
No. 868; 20 USCA § 1232g(b)(4), (h)  
TCA 49-6-3401(f); 20 U.S.C.A § 1232G(b)(4)(h)~~

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Cross References

- School Admissions 6.203  
 Student Records 6.600-604

# 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>08/15/22</b> |
|  |  | Rescinds:<br><b>6.409</b>        | Issued:<br><b>06/09/14</b>      |

## 1 *General*

2 The Director of Schools shall:<sup>1</sup>

- 3 1. Designate one employee as the Child Abuse Coordinator (the Coordinator) and an additional  
4 employee to serve as the Alternate Child Abuse Coordinator (the Alternate) for each school;  
5
- 6 2. Require that the Coordinator and the Alternate receive appropriate training;  
7
- 8 3. Supply the Coordinator with all necessary resources;  
9
- 10 4. Ensure that all **employees working directly with students** ~~school personnel~~ annually complete  
11 the child abuse training program required by state law.<sup>2</sup>

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

## 14 **REPORTING**

15 All personnel shall be alert for any evidence of child abuse, sexual abuse, or neglect.<sup>3</sup> If personnel  
16 know or have reasonable cause to suspect child abuse, sexual abuse, or neglect, a report shall be filed  
17 immediately with the Coordinator, the Department of Children's Services (DCS), and law  
18 enforcement.<sup>4</sup> **When alleged abuse involves someone employed by, previously employed by, or**  
19 **otherwise affiliated with the school, the report may be made directly to the DCS and law enforcement**  
20 **prior to notifying the Coordinator.<sup>5</sup>**

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

- 22 1. The name, address, telephone number, and age of the child;  
23
- 24 2. The name, telephone number, and address of the parents or persons having custody of the child;  
25
- 26 3. The nature and extent of the abuse or neglect; and  
27
- 28 4. Any evidence to the cause or any other information that may relate to the cause or extent of the  
29 abuse or neglect.

30 The Director of Schools/designee shall develop reporting procedures, including sample indicators of  
31 abuse and neglect, and shall disseminate the procedures to all school personnel.

## 1 CONFIDENTIALITY

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

## 4 INVESTIGATIONS

5 School administrators and employees have a duty to cooperate, provide assistance, and information in  
6 child abuse investigations<sup>76</sup> including permitting DCS teams to conduct interviews while the child is at  
7 school. The principal may control the time, place, and circumstances of the interview but may not  
8 insist that a school employee be present even if the suspected abuser is a school employee or another  
9 student. The principal is not in violation of any laws by failing to inform parent(s)/guardian(s) that the  
10 child is to be interviewed even if the suspected abuser is not a member of the child's household.<sup>87</sup>

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### Legal References

1. TCA 49-6-1601
2. TCA 37-1-408; Public Acts of 2022, Chapter No. 841
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); TCA 49-6-1601
5. Public Acts of 2022, Chapter No. 781
6. TCA 37-1-403(b)
7. TCA 37-1-611(b)
8. Tenn. Op. Atty. Gen. No. 87-101 (June 9, 1987)

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### Legal References

9. H.B. 2461, 111<sup>th</sup> Tenn. Gen. Assembly (2020)
10. TCA 37-1-408
11. TCA 37-1-403(a)(1); TCA 37-1-412; TCA 37-1-602; TCA 37-1-605(a)(4)
12. TCA 37-1-403(a)(2); H.B. 2461, 111<sup>th</sup> Tenn. Gen. Assembly (2020)
13. TCA 37-1-403(b)
14. TCA 37-1-611(b)
15. 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  
Promoting Student Welfare 6.400

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### Cross References

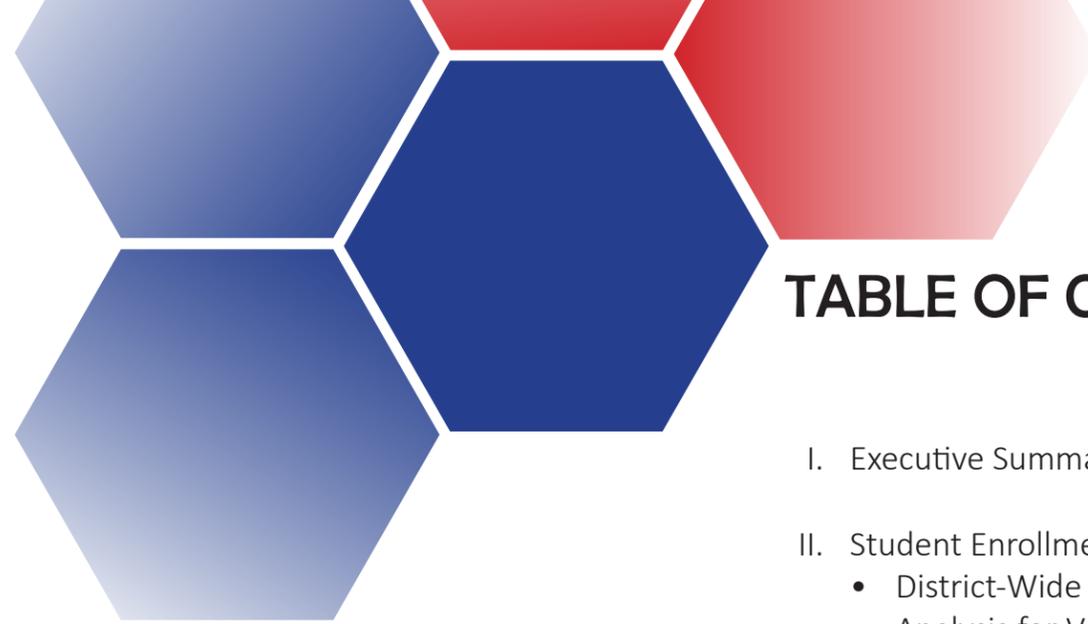
Recommendations and File Transfers 5.203  
Staff-Student Relations 5.610  
Interrogations and Searches 6.303  
Student Discrimination, Harassment, Bullying, Cyberbullying, and Intimidation 6.304  
Title IX & Sexual Harassment 6.3041  
Promoting Student Welfare 6.400



# Cleveland City Schools Educational Facilities Master Plan

August 15, 2022

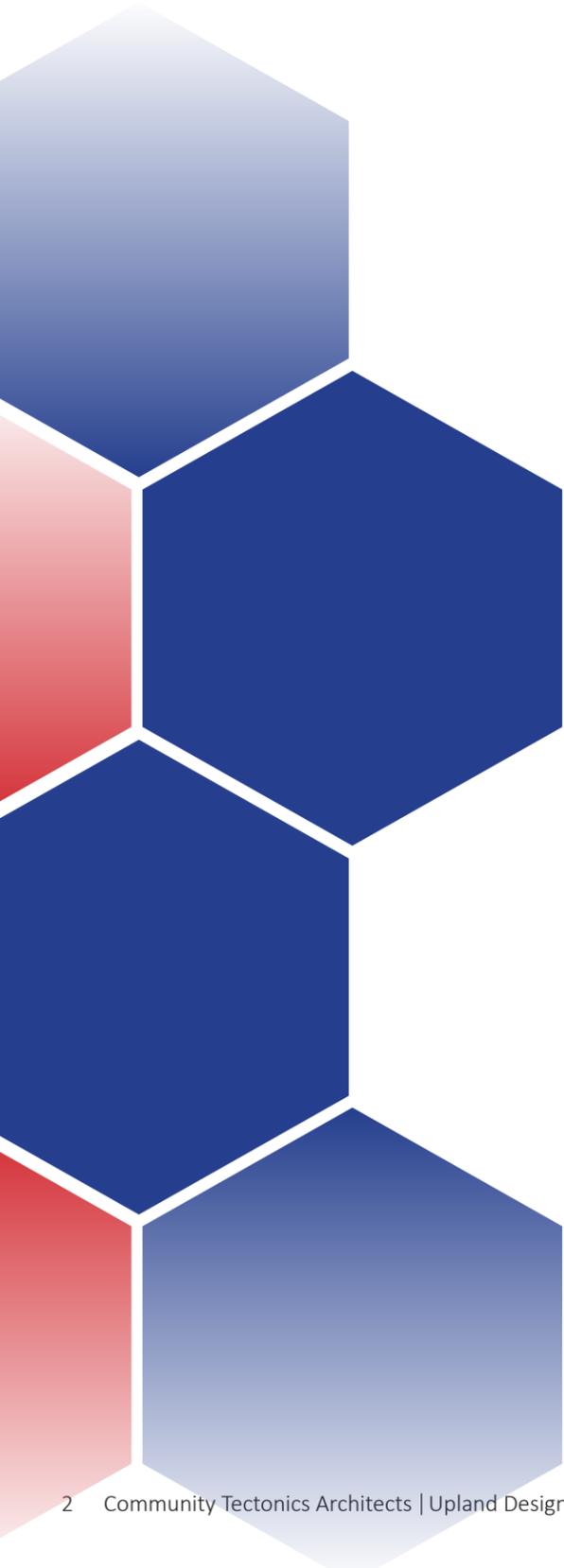
Prepared By:  
Community Tectonics Architects  
Upland Design Group



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# I. EXECUTIVE SUMMARY



# Executive Summary

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## INTRODUCTION

The purpose of the following Educational Facilities Masterplan Document is to identify and communicate the educational and physical needs of the Cleveland City School District to the community it serves.

The recommendations of the Master Plan can serve as a “guide” or “roadmap” for the incremental funding and implementation of a comprehensive Capital Improvements Plan over the next 15-20 years.

In January 2021, a planning process began to explore current and future educational program needs for each grade level and to determine the ability of each school building to accommodate program requirements. This study is intended to expand and compliment the Comprehensive 5-Year Capital Improvement Plan developed by the school district in October 2020, not to replace it.

Based on the school district’s historical data from 2009/10 until 2021/22, the student enrollment grew from 4,764 to 5,539 students. Community Tectonics’ analysis and projections indicate the total student enrollment may continue growing to 6,637 students by the school year 2035/36. This growth would be about 1.3% per year. The system-wide grade level projected student enrollment allocation by grade levels would be as follows: K-5 grades @ 2,940 students, 6th-8th grades @ 1,468 students; and 9th-12th grades @ 2,229 students. (Refer to District-wide Growth Projections, Section II.)

## PLANNING PROCESS

In the initial planning workshops with Dr. Dyer and the Administrative Staff, several options were explored to identify potential solutions that can address both current and future educational program needs. Four (4) Educational Organizational Plans were considered:

### OPTION #1: K-5th; 6th-8th; 9th-12th

This current plan would require additions and renovations at all schools; however, not all school sites have available area to build adequate additions.

### OPTION #2: K-5th ;6th; 7th-8th; 9th-12th

This plan addresses the middle school overcrowding issue but not the K-5th issue.

### OPTION #3: K-4th; 5th-6th; 7th-8th; 9th-12th

This plan appears to achieve the desired results in the most effective way. A new intermediate facility would immediately address the critical overcrowding at the middle school and all K-5 elementary schools.

### OPTION #4: 9th Grade Academy

This suggestion could be a viable part of any of the other three options. It was noted as being worthy of consideration in planning future additions and renovations at Cleveland High School.

The Administrative Group agreed Option #3 was the preferred grade-level organization plan, and that it should be further evaluated to determine: its ability to adequately respond to the impacts of student enrollment projections and classroom capacity analysis for each school, critical path scheduling for implementation, relative order of magnitude in potential construction cost, and the priorities of a capital improvements plan.

Further analysis and development of District-Wide Growth Projections along with Student Enrollment Projections for various grade levels (Section 2) encouraged the planning team to recommend a *600 Student* Grade-Level Planning Model for a total maximum capacity of 7,800 students.

- Elementary Schools (K-4 or 5 grades @ 600 Students = 3,000 Students)
- Intermediate School (2 grades @ 600 Students = 1,200 Students)
- Middle School (2 grades @ 600 Students = 1,200 Students)
- High School (4 grades @ 600 Students = 2,400 Students)

Interviews with principals were conducted to establish the current needs of each school and to determine the classroom requirements for both K-5 and K-4 facilities to determine both Classroom Capacity and Optimal Planning Capacity. This grade level organization and planning model was reviewed with school principals/staff, and school board members to gain feedback. Agreement was unanimous in all our interviews and workshops that Option #3 is the preferred organization plan for the district.

# Executive Summary

## K-5 VS. K-4 ELEMENTARY SCHOOLS

According to individual school enrollment projections (Section III), all seven of the K-5 schools may exceed optimum planned capacity by the years 2025 and 2030. District-wide student projections in the year 2025/26 indicate the total student enrollment of 2,719 will exceed the optimal planned capacity of 2,556 students.

A six-classroom expansion at Candy's Creek Cherokee Elementary is possible but it's questionable to consider expansion at any of the other schools due to limited site area.

K-4 elementary schools will gain a total of 20 classrooms once 5th grade is removed. Individual school projections indicate only one school, Yates Primary, will exceed the school's calculated classroom capacity prior to 2035. The district-wide student projections indicate total classroom capacity of the seven schools (2,489) is not expected to be exceeded prior to the year 2035.

It is important to recognize that student enrollment and projections for individual schools should be monitored on a yearly basis to determine the potential impact of many other community variables such as: annexations, migration, housing starts, birth rates etc. Recently, there has been a trend at some schools for a status quo or decline in student enrollment even though the district-wide student enrollment has shown a steady growth in the past 10 years.

Refer to Program Analysis of Individual Schools, Section III for more detail.

## EXISTING K-5 Facility and Enrollment Analysis

| ELEMENTARY SCHOOLS  | Total # of Classrooms Utilized for Support Functions | Total # of Academic Classrooms | Classroom Capacity | Optimal Planned Capacity @ 90% | 2021/2022 K-5th Student Enrollment |
|---|--|--------------------------------|--------------------|--------------------------------|------------------------------------|
| <b>K-5</b>  |  |                                |                    |                                |                                    |
| ARNOLD ELEMENTARY   | 13   | 14                             | 300                | 270                            | 248                                |
| BLYTHE-BOWER ELEMENTARY                                   | 3  | 34                             | 730                | 657                            | 623                                |
| CANDY'S CREEK CHEROKEE ELEMENTARY                         | 11   | 24                             | 520                | 468                            | 452                                |
| MAYFIELD ELEMENTARY                                       | 4  | 21                             | 450                | 405                            | 380                                |
| ROSS ELEMENTARY   | 12   | 13                             | 300                | 270                            | 244                                |
| YATES PRIMARY   | 10   | 13                             | 260                | 234                            | 254                                |
| STUART ELEMENTARY   | 12   | 13                             | 280                | 252                            | 248                                |
| <b>TOTALS (K-5)</b>                                       | <b>65</b>  | <b>132</b>                     | <b>2840</b>        | <b>2556</b>                    | <b>2449</b>                        |
| 2025 District-Wide Projections for K-5 Student Enrollment |  |                                |                    |                                | 2719                               |
| 2030 District-Wide Projections for K-5 Student Enrollment |  |                                |                    |                                | 2927                               |
| 2035 District-Wide Projections for K-5 Student Enrollment |  |                                |                    |                                | 2930                               |

### K-5 NOTES:

- █ Indicates when optimal planned capacity may be exceeded; classroom capacity may be exceeded by 2030.
- Potential expansion at Candy's Creek Cherokee Elementary (4 Classrooms @ 20 Students Each; 2 Classrooms @ 25 Students Each) increases K-5 totals by 130 students.

## OPTION #3 K-4 Facility and Enrollment Analysis

| ELEMENTARY SCHOOLS  | Total # of Classrooms Utilized for Support Functions | Total # of Academic Classrooms | Classroom Capacity | Optimal Planned Capacity @ 90% | 2021/2022 K-4 Student Enrollment |
|---|--|--------------------------------|--------------------|--------------------------------|----------------------------------|
| <b>K-4</b>  |  |                                |                    |                                |                                  |
| ARNOLD ELEMENTARY   | 13   | 14                             | 290                | 261                            | 211                              |
| BLYTHE-BOWER ELEMENTARY                                   | 3  | 34                             | 710                | 639                            | 526                              |
| CANDY'S CREEK CHEROKEE ELEMENTARY                         | 11   | 24                             | 505                | 455                            | 375                              |
| MAYFIELD ELEMENTARY                                       | 4  | 21                             | 440                | 396                            | 320                              |
| ROSS ELEMENTARY (3-4)                                     | 12   | 13                             | 290                | 261                            | 169                              |
| YATES PRIMARY (K-2)                                       | 10   | 13                             | 260                | 234                            | 254                              |
| STUART ELEMENTARY   | 12   | 13                             | 270                | 243                            | 209                              |
| <b>TOTALS (K-4)</b>                                       | <b>65</b>  | <b>132</b>                     | <b>2765</b>        | <b>2489</b>                    | <b>2064</b>                      |
| 2025 District-Wide Projections for K-4 Student Enrollment |  |                                |                    |                                | 2305                             |
| 2030 District-Wide Projections for K-4 Student Enrollment |  |                                |                    |                                | 2361                             |
| 2035 District-Wide Projections for K-4 Student Enrollment |  |                                |                    |                                | 2442                             |

### K-4 NOTES:

- K-4 gains 20 classrooms w/o 5th grade.
- Potential expansion @ Candy's Creek Cherokee (6 Classrooms @ 20 Students) increases K-4 total by 120 students.
- Not all support areas are regular size classrooms.

# Executive Summary

## CLEVELAND MIDDLE - 3 GRADES VS. 2 GRADES

The current student enrollment (1,302) at the middle school already exceeds optimal planned capacity of 1,080 students and the classroom capacity of 1,200. Even if 7th and 8th grades could increase their classroom capacity to 30 students, the optimal planned capacity of 1,224 would still be exceeded. Unfortunately, the middle school cannot easily be expanded to accommodate the planning model of 500-600 students per grade level due to limited site area. It is also questionable as to whether the size of the middle school (1,500 to 1,800 students) is educationally and socially desirable for this age group.

A middle school with two grade levels (7th & 8th) would have a classroom capacity of 1,200 to 1,440 students depending on whether it is calculated at 25 or 30 students per classroom. With a current student enrollment of 875 this facility could easily accommodate future growth based on a planning model of 500-600 students per grade level.

A new intermediate school (5th~6th) should be designed to accommodate 48 classrooms with a classroom capacity of 1200 students. Based on projected enrollment of 1058 students in 2030, the planning model of 500-600 students per grade-level will serve the community for many years to come. Refer to intermediate school space requirement analysis in Section IV.

## EXISTING Cleveland Middle School (6th~8th) Facility and Enrollment Analysis

| CLEVELAND MIDDLE SCHOOL<br>6-8 | Total # of Planned Teaching Stations | Total # of Classrooms Utilized for Support Functions | Total # of Academic Classrooms (25/Class) | Classroom Capacity | Optimal Planned Capacity @ 90% | 2021/2022 6th-8th Student Enrollment | Projections Utilizing District Growth Ratio (1.013) |      |      |
|--------------------------------|--------------------------------------|--|---|--------------------|--------------------------------|--------------------------------------|---|------|------|
|                                |                                      |  |   |                    |                                |                                      | 2025  | 2030 | 2035 |
|                                | 74                                   | 26   | 48  | 1200               | 1080                           | 1302                                 | 1337  | 1442 | 1468 |
|                                |                                      |  | 30/Class                                  | 1360               | 1224                           |                                      |   |      |      |

### 6TH~8TH NOTES:

- Existing Middle School (6th~8th) student enrollment in 2021/2022 (1302 students) currently exceeds optimal planned capacity of 1080 students and the classroom capacity of 1200 students.
- Projected student enrollment in 2030 (1442 students) may exceed both optimal planned capacity and classroom capacity, even if classroom capacity is based on 30 students/classroom.

## OPTION #3 Intermediate School (5th~6th) Facility and Enrollment Analysis

| INTERMEDIATE SCHOOL<br>5-6 | Total # of Planned Teaching Stations | Total # of Classrooms Utilized for Support Functions | Total # of Academic Classrooms (25/Class) | Classroom Capacity | Optimal Planned Capacity @ 90% | 2021/2022 5th-6th Student Enrollment | Projections Utilizing District Growth Ratio (1.013) |      |      |
|----------------------------|--------------------------------------|--|---|--------------------|--------------------------------|--------------------------------------|---|------|------|
|                            |                                      |  |   |                    |                                |                                      | 2025  | 2030 | 2035 |
|                            | 74                                   | 26   | 48  | 1200               | 1080                           | 812                                  | 866   | 1058 | 959  |
|                            |                                      |  | Future Expansion                          | 1400               | 1260                           |                                      |   |      |      |

### 5TH~6TH NOTES:

- Classroom capacity and optimal planned capacity of a new intermediate school should not be a concern anytime prior to 2035.
- Intermediate school should be designed for expansion of 2 teams with 4 classrooms each; this would increase classroom capacity to 1400 students.

## Middle School (7th~8th) Facility and Enrollment Analysis

| MIDDLE SCHOOL<br>7-8 | Total # of Planned Teaching Stations | Total # of Classrooms Utilized for Support Functions | Total # of Academic Classrooms (25/Class) | Classroom Capacity | Optimal Planned Capacity @ 90% | 2021/2022 7th-8th Student Enrollment | Projections Utilizing District Growth Ratio (1.013) |      |      |
|----------------------|--------------------------------------|--|---|--------------------|--------------------------------|--------------------------------------|---|------|------|
|                      |                                      |  |   |                    |                                |                                      | 2025  | 2030 | 2035 |
|                      | 74                                   | 26   | 48  | 1200               | 1080                           | 875                                  | 886   | 950  | 1006 |
|                      |                                      |  | (30/Class)                                | 1440               | 1296                           |                                      |   |      |      |

### 7TH~8TH NOTES:

- Existing BEP classroom capacity can be increased by 240 students if 7th & 8th grade assume 30 students per classroom.

# Executive Summary

## CLEVELAND HIGH (9TH~12TH)

Based on interviews and workshops with high school principals and teachers, it appears the existing high school can accommodate the current enrollment of 1,788 students but not without some concerns. It was noted that many of the existing “classroom” spaces are not sized adequately to accommodate the programs utilizing the spaces; the West Wing of the high school has a variety of building deficiencies that impede the desired educational program and might best be addressed by demolition and new additions. (Refer to Section VI, Block Scheduling Diagrams)

More quality spaces were suggested for expanded CTE programs, “Core” Classrooms (math, science, English, social studies, world languages), Theater, Performance, Band, Choral, Art, as well as special student services areas (Refer to Section VI, Program Analysis for Cleveland High School).

Considering the projected student growth in the school district, it may not be long before the high school enrollment exceeds the calculated classroom capacity of 1,865 students. Therefore, a classroom capacity of 2,400 students and an optimal planned capacity of 2,040 should become a priority in a Capital Improvements Plan.

EXISTING

### Cleveland High School (9th~12th) Facility and Enrollment Analysis

| CLEVELAND HIGH SCHOOL<br>9-12 | Total # of Teaching Stations | Total # of Classrooms Utilized for Support Functions | Total # of Core Academic Classrooms | Classrom Capacity | Optimal Planned Capacity @ 85% | 2021/2022 9th-12th Student Enrollment | Projections Utilizing District Growth Ratio (1.013) |      |      |
|-------------------------------|------------------------------|--|-------------------------------------|-------------------|--------------------------------|---------------------------------------|---|------|------|
|                               |                              |  |                                     |                   |                                |                                       | 2025  | 2030 | 2035 |
|                               | 104                          |  | 48                                  | 1865              | 1585                           | 1788                                  | 1776  | 1852 | 2229 |

**9TH~12TH NOTES:**

- Existing High School (9th~12th) student enrollment currently exceeds optimal planned capacity.

OPTION #3

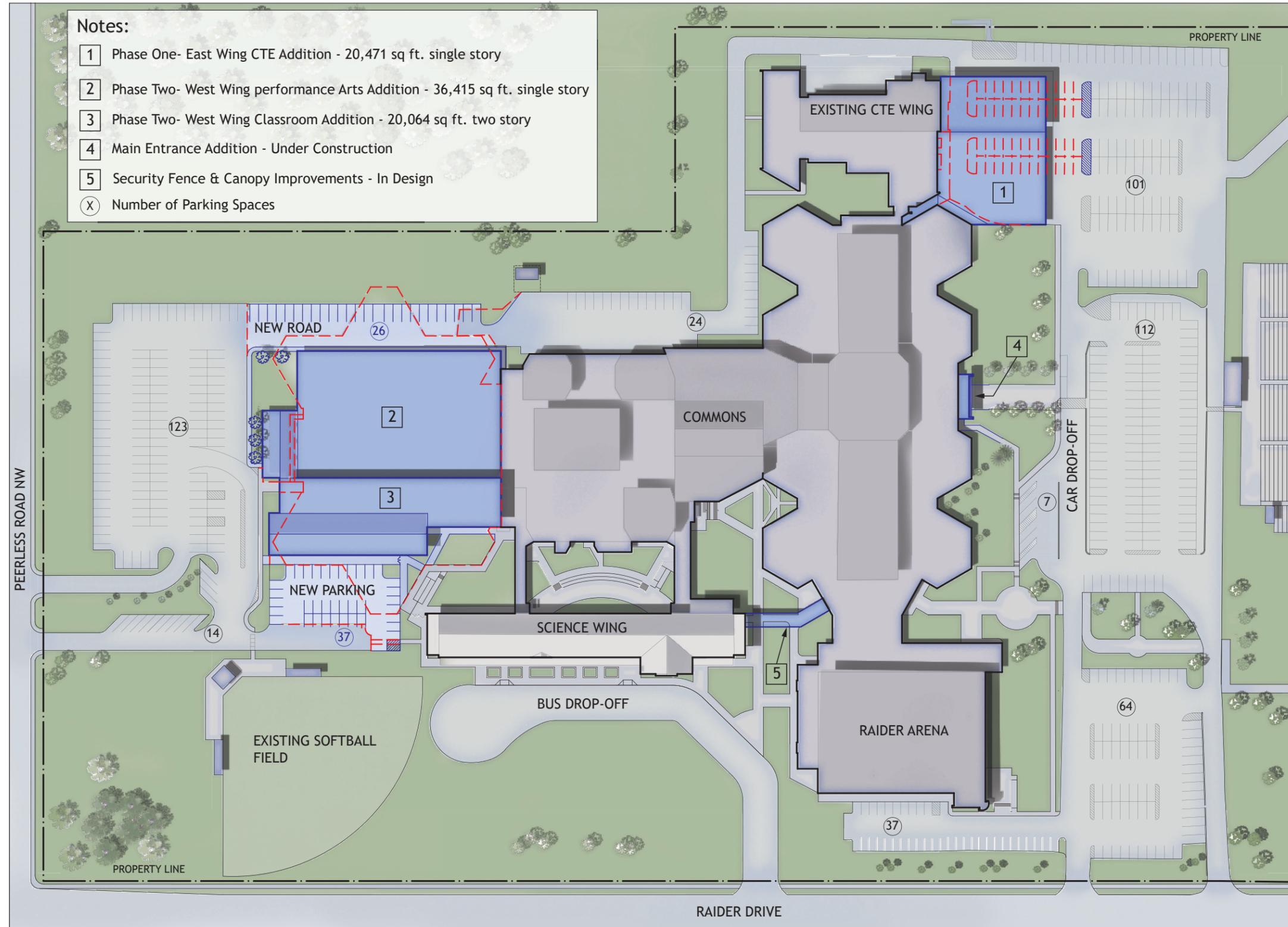
### Cleveland High School (9th~12th with New CTE Wing) Facility and Enrollment Analysis

| CLEVELAND HIGH SCHOOL<br>9-12 | Total # of Planned Teaching Stations | Total # of Classrooms Utilized for Support Functions | Total # of Core Academic Classrooms | Classrom Capacity | Optimal Planned Capacity @ 85% | 2021/2022 9th-12th Student Enrollment | Projections Utilizing District Growth Ratio (1.013) |      |      |
|-------------------------------|--------------------------------------|--|-------------------------------------|-------------------|--------------------------------|---------------------------------------|---|------|------|
|                               |                                      |  |                                     |                   |                                |                                       | 2025  | 2030 | 2035 |
|                               | 133                                  |  | 60                                  | 2400              | 2040                           | 1788                                  | 1776  | 1852 | 2229 |

**9TH~12TH NOTES:**

- Total teaching stations includes expanded CTE programmed spaces (29 @ 600 Students).

# Executive Summary



# Executive Summary Option #3 and Existing Comparison

OPTION #3

## K-4 Facility and Enrollment Analysis

| ELEMENTARY SCHOOLS                | Total # of Classrooms Utilized for Support Functions | Total # of Academic Classrooms | Classroom Capacity | Optimal Planned Capacity @ 90% | 2021/2022 K-4 Student Enrollment |
|-----------------------------------|--|--------------------------------|--------------------|--------------------------------|----------------------------------|
| <b>K-4</b>                        |  |                                |                    |                                |                                  |
| ARNOLD ELEMENTARY                 | 13   | 14                             | 290                | 261                            | 211                              |
| BLYTHE-BOWER ELEMENTARY           | 3  | 34                             | 710                | 639                            | 526                              |
| CANDY'S CREEK CHEROKEE ELEMENTARY | 11   | 24                             | 505                | 455                            | 375                              |
| MAYFIELD ELEMENTARY               | 4  | 21                             | 440                | 396                            | 320                              |
| ROSS ELEMENTARY (3-4)             | 12   | 13                             | 290                | 261                            | 169                              |
| YATES PRIMARY (K-2)               | 10   | 13                             | 260                | 234                            | 254                              |
| STUART ELEMENTARY                 | 12   | 13                             | 270                | 243                            | 209                              |
| <b>TOTALS (K-4)</b>               | <b>65</b>  | <b>132</b>                     | <b>2765</b>        | <b>2489</b>                    | <b>2064</b>                      |

|   |      |
|---|------|
| 2025 District-Wide Projections for K-4 Student Enrollment | 2305 |
| 2030 District-Wide Projections for K-4 Student Enrollment | 2361 |
| 2035 District-Wide Projections for K-4 Student Enrollment | 2442 |

### K-4 NOTES:

- K-4 gains 20 classrooms w/o 5th grade.
- Potential expansion @ Candy's Creek Cherokee (6 Classrooms @ 20 Students) increases K-4 total by 120 students.
- Not all support areas are regular size classrooms.

## Intermediate School (5th~6th) Facility and Enrollment Analysis

| INTERMEDIATE SCHOOL | Total # of Planned Teaching Stations | Total # of Classrooms Utilized for Support Functions | Total # of Academic Classrooms (25/Class) | Classroom Capacity | Optimal Planned Capacity @ 90% | 2021/2022 5th-6th Student Enrollment | Projections Utilizing District Growth Ratio (1.013) |      |      |
|---------------------|--------------------------------------|--|---|--------------------|--------------------------------|--------------------------------------|---|------|------|
|                     |                                      |  |   |                    |                                |                                      | 2025  | 2030 | 2035 |
| <b>5-6</b>          | 74                                   | 26   | 48  | 1200               | 1080                           | 812                                  | 866   | 1058 | 959  |
|                     |                                      |  | Future Expansion                          | 1400               | 1260                           |                                      |   |      |      |

### 5TH~6TH NOTES:

- Classroom capacity and optimal planned capacity of a new intermediate school should not be a concern anytime prior to 2035.
- Intermediate school should be designed for expansion of 2 teams with 4 classrooms each; this would increase classroom capacity to 1400 students.

## Middle School (7th~8th) Facility and Enrollment Analysis

| MIDDLE SCHOOL | Total # of Planned Teaching Stations | Total # of Classrooms Utilized for Support Functions | Total # of Academic Classrooms (25/Class) | Classroom Capacity | Optimal Planned Capacity @ 90% | 2021/2022 7th-8th Student Enrollment | Projections Utilizing District Growth Ratio (1.013) |      |      |
|---------------|--------------------------------------|--|---|--------------------|--------------------------------|--------------------------------------|---|------|------|
|               |                                      |  |   |                    |                                |                                      | 2025  | 2030 | 2035 |
| <b>7-8</b>    | 74                                   | 26   | 48  | 1200               | 1080                           | 875                                  | 886   | 950  | 1006 |
|               |                                      |  | (30/Class)                                | 1440               | 1296                           |                                      |   |      |      |

### 7TH~8TH NOTES:

- Existing BEP classroom capacity can be increased by 240 students if 7th & 8th grade assume 30 students per classroom.

## Cleveland High School (9th~12th with New CTE Wing) Facility and Enrollment Analysis

| CLEVELAND HIGH SCHOOL | Total # of Planned Teaching Stations | Total # of Classrooms Utilized for Support Functions | Total # of Core Academic Classrooms | Classroom Capacity | Optimal Planned Capacity @ 85% | 2021/2022 9th-12th Student Enrollment | Projections Utilizing District Growth Ratio (1.013) |      |      |
|-----------------------|--------------------------------------|--|-------------------------------------|--------------------|--------------------------------|---------------------------------------|---|------|------|
|                       |                                      |  |                                     |                    |                                |                                       | 2025  | 2030 | 2035 |
| <b>9-12</b>           | 133                                  |  | 60                                  | 2400               | 2040                           | 1788                                  | 1776  | 1852 | 2229 |

### 9TH~12TH NOTES:

- Total teaching stations includes expanded CTE programmed spaces (29 @ 600 Students).

EXISTING

## K-5 Facility and Enrollment Analysis

| ELEMENTARY SCHOOLS                | Total # of Classrooms Utilized for Support Functions | Total # of Academic Classrooms | Classroom Capacity | Optimal Planned Capacity @ 90% | 2021/2022 K-5th Student Enrollment |
|-----------------------------------|--|--------------------------------|--------------------|--------------------------------|------------------------------------|
| <b>K-5</b>                        |  |                                |                    |                                |                                    |
| ARNOLD ELEMENTARY                 | 13   | 14                             | 300                | 270                            | 248                                |
| BLYTHE-BOWER ELEMENTARY           | 3  | 34                             | 730                | 657                            | 623                                |
| CANDY'S CREEK CHEROKEE ELEMENTARY | 11   | 24                             | 520                | 468                            | 452                                |
| MAYFIELD ELEMENTARY               | 4  | 21                             | 450                | 405                            | 380                                |
| ROSS ELEMENTARY                   | 12   | 13                             | 300                | 270                            | 244                                |
| YATES PRIMARY                     | 10   | 13                             | 260                | 234                            | 254                                |
| STUART ELEMENTARY                 | 12   | 13                             | 280                | 252                            | 248                                |
| <b>TOTALS (K-5)</b>               | <b>65</b>  | <b>132</b>                     | <b>2840</b>        | <b>2556</b>                    | <b>2449</b>                        |

|   |      |
|---|------|
| 2025 District-Wide Projections for K-5 Student Enrollment | 2719 |
| 2030 District-Wide Projections for K-5 Student Enrollment | 2927 |
| 2035 District-Wide Projections for K-5 Student Enrollment | 2930 |

### K-5 NOTES:

- █ Indicates when optimal planned capacity may be exceeded; classroom capacity may be exceeded by 2030.
- Potential expansion at Candy's Creek Cherokee Elementary (4 Classrooms @ 20 Students Each; 2 Classrooms @ 25 Students Each) increases K-5 totals by 130 students.

## Cleveland Middle School (6th~8th) Facility and Enrollment Analysis

| CLEVELAND MIDDLE SCHOOL | Total # of Teaching Stations | Total # of Classrooms Utilized for Support Functions | Total # of Academic Classrooms (25/Class) | Classroom Capacity | Optimal Planned Capacity @ 90% | 2021/2022 6th-8th Student Enrollment | Projections Utilizing District Growth Ratio (1.013) |      |      |
|-------------------------|------------------------------|--|---|--------------------|--------------------------------|--------------------------------------|---|------|------|
|                         |                              |  |   |                    |                                |                                      | 2025  | 2030 | 2035 |
| <b>6-8</b>              | 74                           | 26   | 48  | 1200               | 1080                           | 1302                                 | 1337  | 1442 | 1468 |
|                         |                              |  | 30/Class                                  | 1360               | 1224                           |                                      |   |      |      |

### 6TH~8TH NOTES:

- █ Existing Middle School (6th~8th) student enrollment in 2021/2022 (1302 students) currently exceeds optimal planned capacity of 1080 students and the classroom capacity of 1200 students.
- Projected student enrollment in 2030 (1442 students) may exceed both optimal planned capacity and classroom capacity, even if classroom capacity is based on 30 students/classroom.

## Cleveland High School (9th~12th) Facility and Enrollment Analysis

| CLEVELAND HIGH SCHOOL | Total # of Teaching Stations | Total # of Classrooms Utilized for Support Functions | Total # of Core Academic Classrooms | Classroom Capacity | Optimal Planned Capacity @ 85% | 2021/2022 9th-12th Student Enrollment | Projections Utilizing District Growth Ratio (1.013) |      |      |
|-----------------------|------------------------------|--|-------------------------------------|--------------------|--------------------------------|---------------------------------------|---|------|------|
|                       |                              |  |                                     |                    |                                |                                       | 2025  | 2030 | 2035 |
| <b>9-12</b>           | 104                          |  | 48                                  | 1865               | 1585                           | 1788                                  | 1776  | 1852 | 2229 |

### 9TH~12TH NOTES:

- █ Existing High School (9th~12th) student enrollment currently exceeds optimal planned capacity.

# Executive Summary Conclusions & Recommendations

Various participants in the planning process agree that the Educational Facilities Master Plan should contain the following priority components:

## I. NEW INTERMEDIATE SCHOOL

### A. Recommended Program Space Requirements:

- Net Area: 114,820 sf.
- Gross Area: 176,646 sf.

### B. Recommended Project Budget: \$79,000,000

- Statement of Probable Construction Cost: \$61,850,000
- Contingency & "Soft Costs": \$8,150,000
- Additional Land Cost: TBD (Recommended Acres Totaling 30~35)

### C. Recommended Schedule:

- Occupy by the year 2030
- Design & Construction (3.5 years)

### D. Classroom capacity of a 7th~8th grade facility will have a classroom capacity of 1200 students @ 25 students/class or 1440 students @ 30 students/class. Student enrollment in the 7th~8th grade middle school is not expected to reach 1200 students anytime in the near future.

## II. ELEMENTARY SCHOOLS (Convert K-5 schools to K-4 schools)

### A. According to the K-5 facility and enrollment analysis (section II), all seven (7) K-5 schools may experience overcrowding between years 2025 and 2030.

### B. The district-wide K-5 student projection indicates the total classroom capacity, and the total optimal planned capacity (2840 students & 2556 students respectively) may be exceeded by the year 2025 (2719 students).

### C. Aside from Ross & Yates Elementary schools, with the K-4th grade organization plan (section 3) these schools can accommodate anticipated student growth to beyond 2035.

### D. Since many unknown variables such as: annexations, migration, housing starts, birth rates, etc. can impact student growth, a new school or redistricting may be required in the future.

### E. Candy's Creek Cherokee is the one elementary school which can easily accommodate a six (6) classroom addition, an increase of 120-130 students.

## III. CLEVELAND MIDDLE SCHOOL (Convert 6th-8th to 7th- 8th)

Current Enrollment: 1302 Students

BEP Classroom Capacity: 1360 Students

Optimal Planned Capacity: 1224 Students

### A. Current middle school student enrollment exceeds both classroom capacity and optimal planned capacity of the school.

### B. HVAC replacement, minor updates, and maintenance issues will remain a need over the next 5~10 years.

## IV. CLEVELAND HIGH PHASE ONE: New East Wing, CTE Addition - 32,300 SF

This addition would relocate the current West Wing CTE spaces and allow for space improvements to some other CTE programs. Additional property would be necessary to accommodate the full desired 57,800 sf. CTE program requirements in the East Wing.

### A. Recommended Program Space Requirements

- Net Area: 21,000 sf.
- Gross Area: 32,300 sf.

### B. Recommended Project Budget: \$12,700,000

- Statement of Probable Construction Cost: \$11,305,000
- Contingency & "Soft Costs": \$1,400,000

### C. Recommended Schedule:

- Occupy: TBD
- Design & Construction (2.5 years)

### D. Site Planning Concept

Note: Total space requirements for CTE program is 57,800 sf. (refer to Section VI). If adequate funding became available, it would be cost effective to construct the total CTE program requirements at the same time.

## V. CLEVELAND HIGH PHASE TWO: West Wing Performing Arts Addition - 36,500 SF

This addition would facilitate desired improvements to the Fine Arts and Performance Arts programs.

- Net Area: TBD sf.
- Gross Area: TBD sf.
- Statement of Probable Construction Cost: TBD
- Statement of Probable Project Cost: TBD

## VI. CLEVELAND HIGH PHASE THREE: West Wing Addition - 28,000~40,000 SF

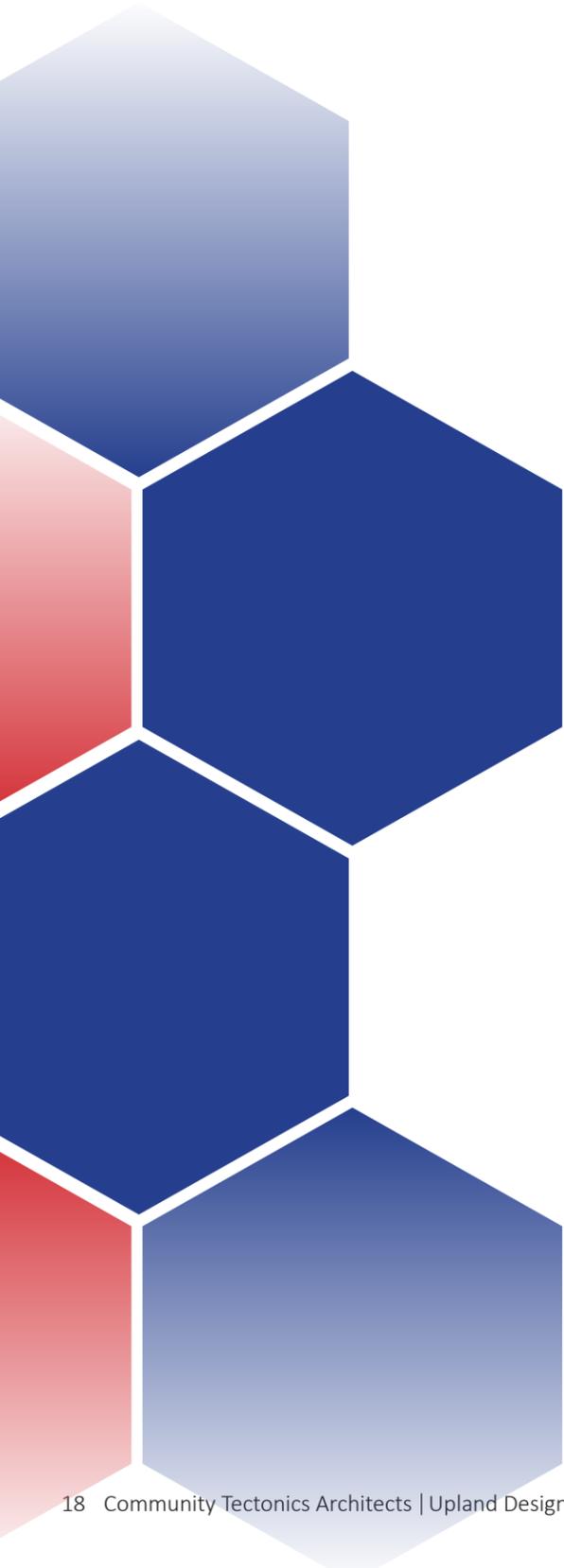
This addition would replace the existing academic spaces in the current West Wing. It would also for core classroom growth, additional CTE programs, and spaces for special student services.

- Actual size TBD based on future growth.

## VII. ALL SCHOOL DISTRICT FACILITIES:

- HVAC Updates, Repairs, and Maintenance Items as noted in the Comprehensive 5-year Capital Improvements Plan dated October 2020.

\*The probable construction costs listed above are based upon actual data obtained from new school construction projects that have bid during the 3rd quarter of 2022. The current construction market is experiencing an annual inflation of 10~15%.



## II. Student Enrollment Projections and Analysis

# DISTRICT-WIDE Growth Projections

Annual District Growth Projection 1.013%

| School Year | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | District |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------|
| 2021/2022   | 401 | 393 | 429 | 426 | 415 | 385 | 427 | 413 | 462 | 504 | 438 | 456 | 390 | 5539     |
| 2022/2023   | 395 | 406 | 398 | 435 | 432 | 420 | 390 | 433 | 418 | 468 | 511 | 444 | 462 | 5611     |
| 2023/2024   | 468 | 400 | 411 | 403 | 440 | 437 | 426 | 395 | 438 | 424 | 474 | 517 | 449 | 5684     |
| 2024/2025   | 455 | 474 | 405 | 417 | 409 | 446 | 443 | 431 | 400 | 444 | 429 | 480 | 524 | 5758     |
| 2025/2026   | 531 | 461 | 480 | 411 | 422 | 414 | 452 | 449 | 437 | 405 | 450 | 435 | 486 | 5833     |
| 2026/2027   | 493 | 538 | 467 | 486 | 416 | 428 | 419 | 458 | 454 | 443 | 411 | 455 | 441 | 5909     |
| 2027/2028   | 446 | 499 | 545 | 473 | 493 | 421 | 433 | 425 | 464 | 460 | 448 | 416 | 461 | 5985     |
| 2028/2029   | 467 | 452 | 506 | 552 | 479 | 499 | 427 | 439 | 430 | 470 | 466 | 454 | 421 | 6063     |
| 2029/2030   | 427 | 473 | 458 | 512 | 559 | 486 | 506 | 432 | 445 | 436 | 476 | 472 | 460 | 6142     |
| 2030/2031   | 466 | 432 | 480 | 464 | 519 | 566 | 492 | 512 | 438 | 450 | 441 | 482 | 479 | 6222     |
| 2031/2032   | 485 | 472 | 438 | 486 | 470 | 526 | 573 | 498 | 519 | 444 | 456 | 447 | 488 | 6303     |
| 2032/2033   | 494 | 491 | 478 | 444 | 492 | 476 | 533 | 581 | 505 | 526 | 450 | 462 | 453 | 6385     |
| 2033/2034   | 459 | 501 | 497 | 485 | 450 | 499 | 482 | 539 | 588 | 511 | 532 | 455 | 468 | 6468     |
| 2034/2035   | 474 | 465 | 507 | 504 | 491 | 455 | 505 | 489 | 546 | 596 | 518 | 539 | 461 | 6552     |
| 2035/2036   | 467 | 480 | 471 | 514 | 510 | 497 | 461 | 512 | 495 | 554 | 604 | 525 | 546 | 6637     |

# Analysis of Various Grade-Level Organizational Plans

|              | K   | 1   | 2   | 3   | 4   | 5   | Total       |
|--------------|-----|-----|-----|-----|-----|-----|-------------|
| <b>21/22</b> | 401 | 393 | 429 | 426 | 415 | 385 | <b>2449</b> |
| <b>25/26</b> | 531 | 461 | 480 | 411 | 422 | 414 | <b>2719</b> |
| <b>30/31</b> | 466 | 432 | 480 | 464 | 519 | 566 | <b>2927</b> |
| <b>35/36</b> | 467 | 480 | 471 | 514 | 510 | 497 | <b>2940</b> |

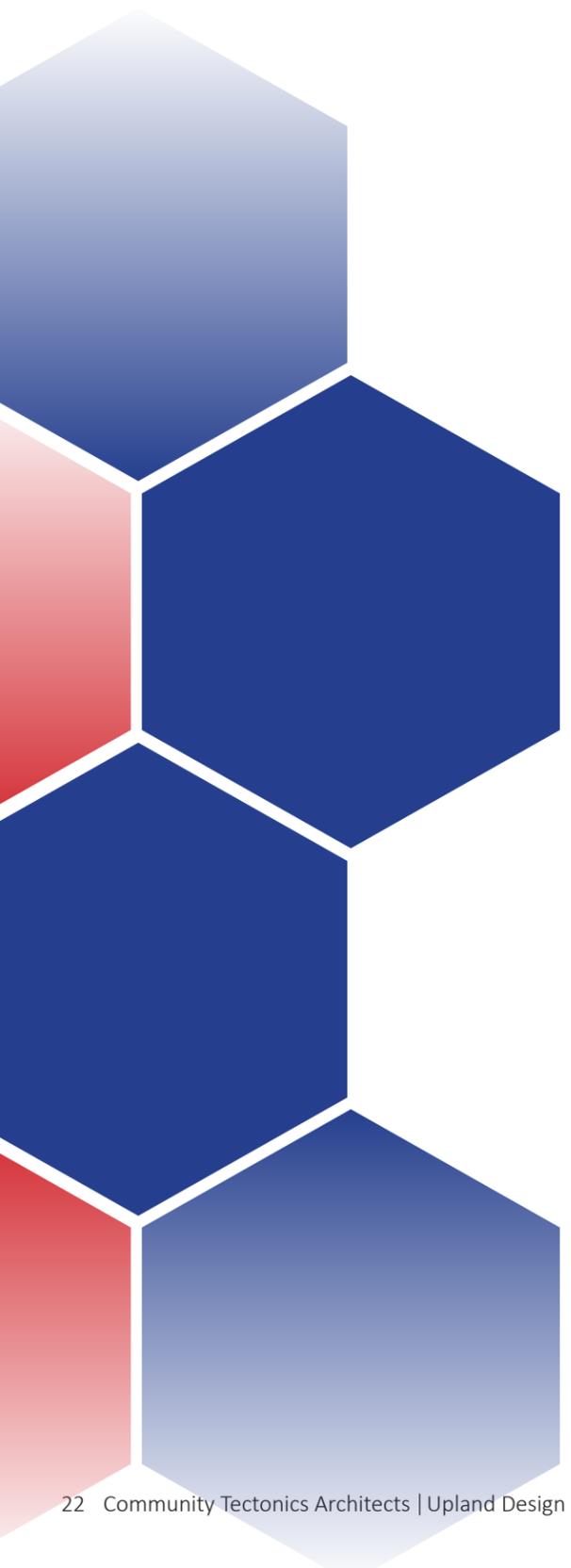
|              | K   | 1   | 2   | 3   | 4   | Total       |
|--------------|-----|-----|-----|-----|-----|-------------|
| <b>21/22</b> | 401 | 393 | 429 | 426 | 415 | <b>2064</b> |
| <b>25/26</b> | 531 | 461 | 480 | 411 | 422 | <b>2305</b> |
| <b>30/31</b> | 466 | 432 | 480 | 464 | 519 | <b>2361</b> |
| <b>35/36</b> | 467 | 480 | 471 | 514 | 510 | <b>2443</b> |

|              | 9   | 10  | 11  | 12  | Total       |
|--------------|-----|-----|-----|-----|-------------|
| <b>21/22</b> | 504 | 438 | 456 | 390 | <b>1788</b> |
| <b>25/26</b> | 405 | 450 | 435 | 486 | <b>1776</b> |
| <b>30/31</b> | 450 | 441 | 482 | 479 | <b>1852</b> |
| <b>35/36</b> | 554 | 604 | 525 | 546 | <b>2229</b> |

|              | 5   | 6   | Total       |
|--------------|-----|-----|-------------|
| <b>21/22</b> | 385 | 427 | <b>812</b>  |
| <b>25/26</b> | 414 | 452 | <b>866</b>  |
| <b>30/31</b> | 566 | 492 | <b>1058</b> |
| <b>35/36</b> | 497 | 461 | <b>959</b>  |

|              | 7   | 8   | Total       |
|--------------|-----|-----|-------------|
| <b>21/22</b> | 413 | 462 | <b>875</b>  |
| <b>25/26</b> | 449 | 437 | <b>886</b>  |
| <b>30/31</b> | 512 | 438 | <b>950</b>  |
| <b>35/36</b> | 512 | 495 | <b>1006</b> |

|              | 6   | 7   | 8   | Total       |
|--------------|-----|-----|-----|-------------|
| <b>21/22</b> | 427 | 413 | 462 | <b>1302</b> |
| <b>25/26</b> | 452 | 449 | 437 | <b>1337</b> |
| <b>30/31</b> | 492 | 512 | 438 | <b>1442</b> |
| <b>35/36</b> | 461 | 512 | 495 | <b>1468</b> |



### III. PROGRAM ANALYSIS OF INDIVIDUAL ELEMENTARY SCHOOLS

# ARNOLD ELEMENTARY SCHOOL

May 3, 2021

**PARTICIPANTS**    **MEETING NOTES**

Michael Chai  
Hal Taylor  
Don Shell  
Brian Templeton

1. Current School Population – 259 w/ 20 virtual included
2. There are 15 existing classrooms.
3. There are currently 2 classrooms per grade level (except second grade which has 3).
4. Current zoned capacity – 250
5. Pulling the 5th grade out of the school would potentially open up 2 classrooms.
6. 40% of the student population is transient.
7. The school zone is fully developed.
8. Prior to rezoning the school had ballooned to 350-380 with 3 teachers per grade.
9. Rezoning allowed space for:
  - Art
  - Counseling Classroom
  - Professional development Flex Room
  - Small instruction for RTI/ERC
  - 2 full time ELS Rooms
10. Average class size is 700 square feet.
11. The Art Teacher is not full time, so the Art room is used as a flex space.
12. There is currently 1 PK Classroom.
13. Mr. Chai was not opposed to the 5/6 grade school concept. He believes that 5/6 grades have closer similarities than 6/7.

**MAINTENANCE ITEMS**

- Heat exchangers are being changed out over the next 5 years (a spare classroom is needed to relocate students temporarily).
- Treatment of Restroom walls
- Flooring in Halls and Cafeteria



## BEP Classroom Analysis

| K-5          | 2021 Students | Type              | BEP Required Classrooms |     |            |
|--------------|---------------|-------------------|-------------------------|-----|------------|
|              |               |                   | Qty                     | BEP | Total      |
| K            | 40            | Regular           | 2                       | 20  | 40         |
| 1            | 43            | Regular           | 3                       | 20  | 60         |
| 2            | 39            | Regular           | 2                       | 20  | 40         |
| 3            | 45            | Regular           | 3                       | 20  | 60         |
| 4            | 44            | Regular           | 2                       | 25  | 50         |
| 5            | 37            | Regular           | 2                       | 25  | 50         |
| <b>Total</b> |               | <b>Classrooms</b> | <b>14</b>               |     | <b>300</b> |

| K-4          | 2021 Students | Type              | BEP Required Classrooms |     |            |
|--------------|---------------|-------------------|-------------------------|-----|------------|
|              |               |                   | Qty                     | BEP | Total      |
| K            | 40            | Regular           | 3                       | 20  | 60         |
| 1            | 43            | Regular           | 3                       | 20  | 60         |
| 2            | 39            | Regular           | 3                       | 20  | 60         |
| 3            | 45            | Regular           | 3                       | 20  | 60         |
| 4            | 44            | Regular           | 2                       | 25  | 50         |
| <b>Total</b> |               | <b>Classrooms</b> | <b>14</b>               |     | <b>290</b> |

| Support Areas                          | Qty       | Notes |
|--|-----------|-------|
| Art                                    | 1         | Flex  |
| Computer Lab                           | 1         |       |
| Assistant Principal/Level Library      | 1         |       |
| Counseling                             | 1         |       |
| ERC                                    | 1         |       |
| ESL                                    | 2         |       |
| Music                                  | 1         |       |
| Professional Services                  | 1         | Flex  |
| RTI                                    | 1         |       |
| RTI Coordinator/Instruction Supervisor | 1         |       |
| Special Services                       | 1         |       |
| Speech                                 | 1         |       |
| <b>Total Support Areas</b>             | <b>13</b> |       |

**Notes:**

1. Request for New Cafeteria

# ARNOLD ELEMENTARY Projections

## Individual Facility Growth 0.981%

| Grade Growth | K         | 1.007     | 0.939     | 0.960     | 0.991     | 1.036     | Total      | Facility Annual Growth |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------------------|
|              |           | 1         | 2         | 3         | 4         | 5         |            |                        |
| 09/10        | 65        | 67        | 53        | 52        | 48        | 43        | 328        |                        |
| 10/11        | 71        | 63        | 56        | 60        | 54        | 46        | 350        | 1.067                  |
| 11/12        | 66        | 73        | 61        | 57        | 58        | 65        | 380        | 1.086                  |
| 12/13        | 72        | 64        | 66        | 60        | 55        | 55        | 372        | 0.979                  |
| 13/14        | 71        | 64        | 66        | 59        | 58        | 56        | 374        | 1.005                  |
| 14/15        | 64        | 61        | 70        | 67        | 59        | 59        | 380        | 1.016                  |
| 15/16        | 65        | 64        | 62        | 68        | 73        | 64        | 396        | 1.042                  |
| 16/17        | 53        | 60        | 59        | 51        | 59        | 67        | 349        | 0.881                  |
| 17/18        | 62        | 59        | 57        | 60        | 58        | 69        | 365        | 1.046                  |
| 18/19        | 55        | 69        | 53        | 58        | 56        | 62        | 353        | 0.967                  |
| 19/20        | 45        | 51        | 39        | 32        | 48        | 51        | 266        | 0.754                  |
| 20/21        | 44        | 43        | 51        | 41        | 33        | 46        | 258        | 0.970                  |
| 21/22        | 40        | 43        | 39        | 45        | 44        | 37        | 248        | 0.961                  |
| 22/23        | 38        | 39        | 40        | 37        | 44        | 45        | 243        | 0.981                  |
| 23/24        | 48        | 37        | 36        | 37        | 36        | 45        | 239        | 0.981                  |
| 24/25        | 48        | 46        | 34        | 33        | 36        | 37        | 234        | 0.981                  |
| <b>25/26</b> | <b>40</b> | <b>47</b> | <b>43</b> | <b>31</b> | <b>32</b> | <b>37</b> | <b>230</b> | <b>0.981</b>           |
| 26/27        | 41        | 39        | 43        | 40        | 30        | 33        | 226        | 0.981                  |
| 27/28        | 37        | 40        | 35        | 39        | 39        | 31        | 221        | 0.981                  |
| 28/29        | 35        | 37        | 35        | 32        | 38        | 40        | 217        | 0.981                  |
| 29/30        | 43        | 35        | 33        | 32        | 31        | 39        | 213        | 0.981                  |
| <b>30/31</b> | <b>43</b> | <b>42</b> | <b>31</b> | <b>30</b> | <b>31</b> | <b>32</b> | <b>209</b> | <b>0.981</b>           |
| 31/32        | 38        | 42        | 37        | 28        | 29        | 31        | 205        | 0.981                  |
| 32/33        | 34        | 37        | 38        | 34        | 28        | 30        | 201        | 0.981                  |
| 33/34        | 33        | 33        | 34        | 35        | 33        | 29        | 197        | 0.981                  |
| 34/35        | 32        | 33        | 30        | 31        | 34        | 34        | 194        | 0.981                  |
| <b>35/36</b> | <b>37</b> | <b>31</b> | <b>30</b> | <b>27</b> | <b>30</b> | <b>35</b> | <b>190</b> | <b>0.981</b>           |

### Enrollment Summaries

|              | K-2 | 3-5 | Total |
|--------------|-----|-----|-------|
| <b>21/22</b> | 122 | 126 | 248   |
| <b>25/26</b> | 130 | 100 | 230   |
| <b>30/31</b> | 116 | 93  | 209   |
| <b>35/36</b> | 98  | 92  | 190   |

|              | K-4 |
|--------------|-----|
| <b>21/22</b> | 211 |
| <b>25/26</b> | 193 |
| <b>30/31</b> | 177 |
| <b>35/36</b> | 155 |

## District Growth 1.013%

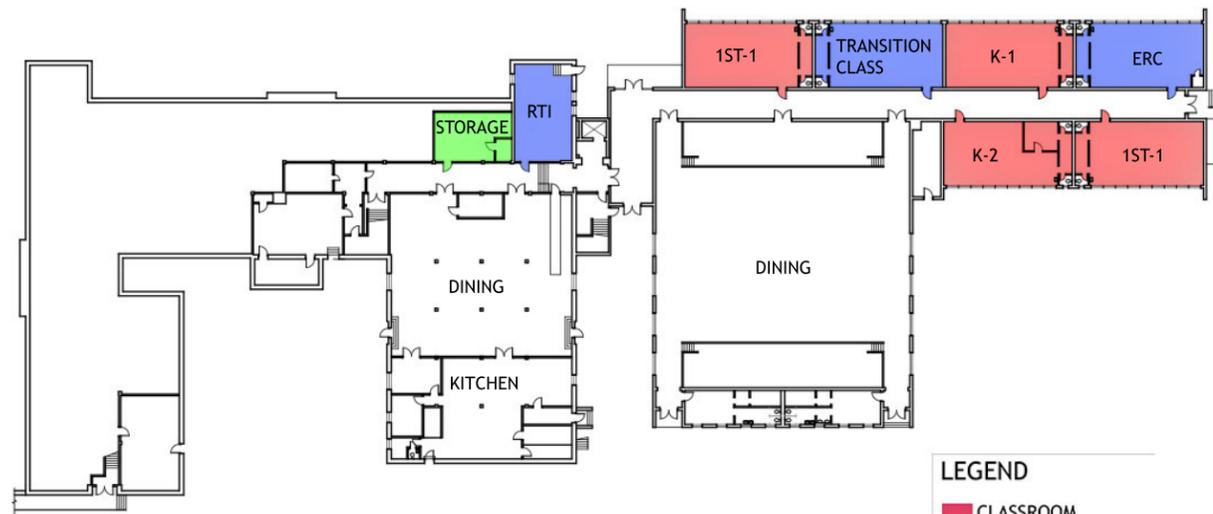
| Grade Growth | K         | 1.007     | 0.939     | 0.960     | 0.991     | 1.036     | Total      | District Annual Growth |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------------------|
|              |           | 1         | 2         | 3         | 4         | 5         |            |                        |
| 09/10        | 65        | 67        | 53        | 52        | 48        | 43        | 328        |                        |
| 10/11        | 71        | 63        | 56        | 60        | 54        | 46        | 350        | 1.067                  |
| 11/12        | 66        | 73        | 61        | 57        | 58        | 65        | 380        | 1.086                  |
| 12/13        | 72        | 64        | 66        | 60        | 55        | 55        | 372        | 0.979                  |
| 13/14        | 71        | 64        | 66        | 59        | 58        | 56        | 374        | 1.005                  |
| 14/15        | 64        | 61        | 70        | 67        | 59        | 59        | 380        | 1.016                  |
| 15/16        | 65        | 64        | 62        | 68        | 73        | 64        | 396        | 1.042                  |
| 16/17        | 53        | 60        | 59        | 51        | 59        | 67        | 349        | 0.881                  |
| 17/18        | 62        | 59        | 57        | 60        | 58        | 69        | 365        | 1.046                  |
| 18/19        | 55        | 69        | 53        | 58        | 56        | 62        | 353        | 0.967                  |
| 19/20        | 45        | 51        | 39        | 32        | 48        | 51        | 266        | 0.754                  |
| 20/21        | 44        | 43        | 51        | 41        | 33        | 46        | 258        | 0.970                  |
| 21/22        | 40        | 43        | 39        | 45        | 44        | 37        | 248        | 0.961                  |
| 22/23        | 46        | 39        | 40        | 37        | 44        | 45        | 251        | 1.013                  |
| 23/24        | 55        | 45        | 36        | 37        | 36        | 45        | 254        | 1.013                  |
| 24/25        | 56        | 54        | 42        | 33        | 36        | 37        | 258        | 1.013                  |
| <b>25/26</b> | <b>49</b> | <b>54</b> | <b>50</b> | <b>39</b> | <b>32</b> | <b>37</b> | <b>261</b> | <b>1.013</b>           |
| 26/27        | 50        | 48        | 50        | 46        | 38        | 33        | 265        | 1.013                  |
| 27/28        | 46        | 49        | 43        | 46        | 45        | 39        | 268        | 1.013                  |
| 28/29        | 52        | 46        | 44        | 39        | 44        | 46        | 271        | 1.013                  |
| 29/30        | 59        | 52        | 41        | 40        | 38        | 45        | 275        | 1.013                  |
| <b>30/31</b> | <b>60</b> | <b>58</b> | <b>46</b> | <b>37</b> | <b>39</b> | <b>39</b> | <b>279</b> | <b>1.013</b>           |
| 31/32        | 57        | 58        | 51        | 41        | 36        | 39        | 282        | 1.013                  |
| 32/33        | 53        | 56        | 53        | 47        | 40        | 37        | 286        | 1.013                  |
| 33/34        | 52        | 52        | 51        | 48        | 46        | 41        | 290        | 1.013                  |
| 34/35        | 54        | 51        | 47        | 47        | 47        | 47        | 293        | 1.013                  |
| <b>35/36</b> | <b>61</b> | <b>53</b> | <b>46</b> | <b>43</b> | <b>46</b> | <b>48</b> | <b>297</b> | <b>1.013</b>           |

### Enrollment Summaries

|              | K-2 | 3-5 | Total |
|--------------|-----|-----|-------|
| <b>21/22</b> | 122 | 126 | 248   |
| <b>25/26</b> | 153 | 108 | 261   |
| <b>30/31</b> | 164 | 115 | 279   |
| <b>35/36</b> | 160 | 137 | 297   |

|              | K-4 |
|--------------|-----|
| <b>21/22</b> | 211 |
| <b>25/26</b> | 224 |
| <b>30/31</b> | 240 |
| <b>35/36</b> | 249 |

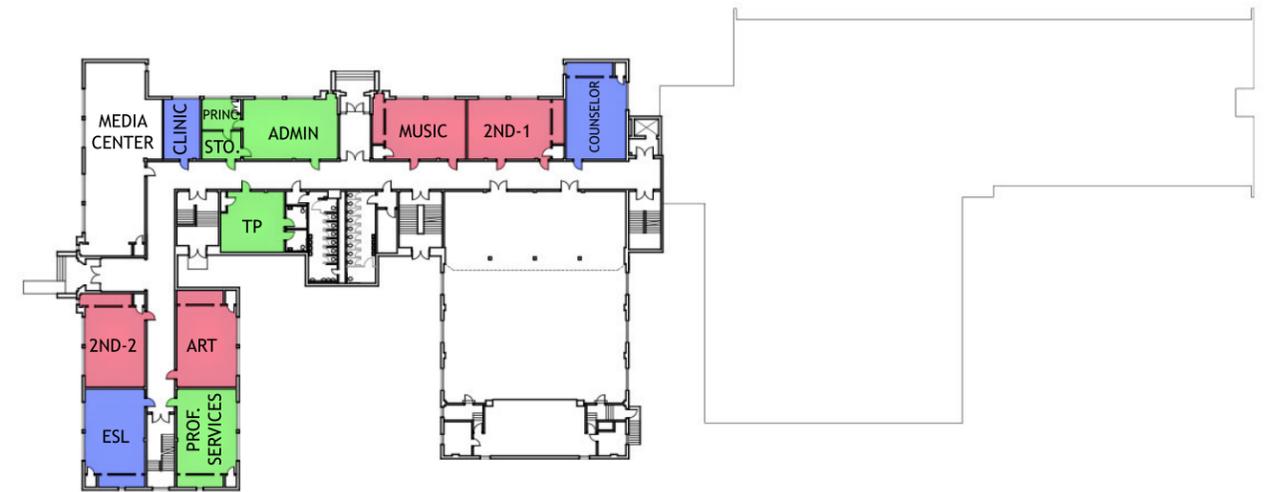
# ARNOLD ELEMENTARY Floor Plan



ARNOLD ELM. 1ST STORY  
CURRENT USE PLAN

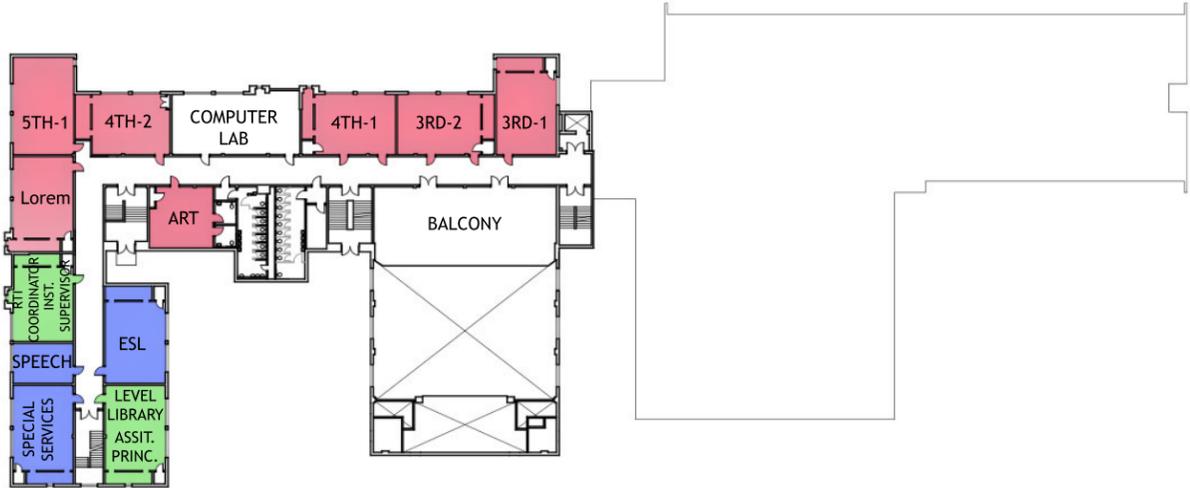
**LEGEND**

|  |                       |
|--|-----------------------|
|  | CLASSROOM             |
|  | ADMIN/TEACHER SUPPORT |
|  | STUDENT SUPPORT       |
|  | SPECIALIZED SPACE     |



ARNOLD ELM. 2ND STORY  
CURRENT USE PLAN

# ARNOLD ELEMENTARY Floor Plan



ARNOLD ELM. 3RD STORY  
CURRENT USE PLAN

# BLYTHE-BOWER ELEMENTARY SCHOOL

April 28, 2021

## PARTICIPANTS

Prisavia Croft  
Hal Taylor  
Don Shell  
Brian Templeton

## MEETING NOTES

1. Current School Population – 625 w/780 projected by 2030-2035
2. There are 34 existing classrooms. 31 general/1 village/2 PK
3. There are currently 5/6 classrooms per grade level.
4. 5 year growth forecast is 690 as a K5.
5. Pulling the 5th grade out of the school would potentially open up 4 classrooms.
6. Current space needs:
  - cafeteria seating space
    - Serving starts at 10:30 and ends at 1:30.
    - Lunch periods are staggered and last 30 minutes.
  - There are currently two ERC classrooms and one more is needed.
  - There is currently one ELS classroom and one more is needed.
  - A sensory room is desired.
  - More gym space for PE would be helpful.
7. Ms. Croft was not opposed to the 5/6 grade school concept. She has had previous experience at CMS and felt that parents would expect team sports and band to be available.
8. Ms. Croft said the exterior courtyard space was being utilized.

## MAINTENANCE ITEMS

- Flooring replacement throughout the school will take place during the Summer.
- HVAC units need to be replaced throughout



## BEP Classroom Analysis

| K-5              | 2021 Students | Type                | BEP Required Classrooms |     |            |
|------------------|---------------|---------------------|-------------------------|-----|------------|
|                  |               |                     | Qty                     | BEP | Total      |
| K                | 100           | Regular             | 5                       | 20  | 100        |
| 1                | 103           | Regular             | 5                       | 20  | 100        |
| 2                | 106           | Regular             | 5                       | 20  | 100        |
| 3                | 108           | Regular             | 5                       | 20  | 100        |
| 4                | 109           | Regular             | 5                       | 25  | 125        |
| 5                | 97            | Regular             | 5                       | 25  | 125        |
| <b>Sub-Total</b> | <b>623</b>    | <b>Regular</b>      | <b>30</b>               |     | <b>650</b> |
|                  |               | PK Classroom        | 2                       | 20  | 40         |
|                  |               | "Village" Classroom | 1                       | 20  | 20         |
|                  |               | Regular Transition  | 1                       | 20  | 20         |
| <b>Total</b>     |               | <b>Classrooms</b>   | <b>34</b>               |     | <b>730</b> |

| K-4              | 2021 Students | Type                | BEP Required Classrooms |     |            |
|------------------|---------------|---------------------|-------------------------|-----|------------|
|                  |               |                     | Qty                     | BEP | Total      |
| K                | 100           | Regular             | 6                       | 20  | 120        |
| 1                | 103           | Regular             | 6                       | 20  | 120        |
| 2                | 106           | Regular             | 6                       | 20  | 120        |
| 3                | 108           | Regular             | 6                       | 20  | 120        |
| 4                | 109           | Regular             | 6                       | 25  | 150        |
| <b>Sub-Total</b> | <b>526</b>    | <b>Regular</b>      | <b>30</b>               |     | <b>630</b> |
|                  |               | PK Classroom        | 2                       | 20  | 40         |
|                  |               | "Village" Classroom | 1                       | 20  | 20         |
|                  |               | Regular Transition  | 1                       | 20  | 20         |
| <b>Total</b>     |               | <b>Classrooms</b>   | <b>34</b>               |     | <b>710</b> |

| Support Areas              | Qty      | Notes   |
|----------------------------|----------|---------|
| Art                        | 0        |         |
| Assistant Principal        | 0        |         |
| Computer Lab               | 0        |         |
| Counselor                  | 0        |         |
| ERC                        | 2        | Need +1 |
| ESL                        | 1        | Need +1 |
| Instructional Specialist   | 0        |         |
| Music                      | 0        |         |
| Professional Services      | 0        |         |
| RTI                        | 0        |         |
| RTI Counselor              | 0        |         |
| Sensory Room               | 0        | Need 1  |
| Special Services           | 0        |         |
| STEM Lab                   | 0        | Need 1  |
| <b>Total Support Areas</b> | <b>3</b> |         |

## Notes:

1. Request for larger cafeteria and more PE Space.

# BLYTHE-BOWER ELEMENTARY Projections

## Individual Facility Growth 1.016%

| Grade Growth | K          | 0.948      | 1.024      | 0.997      | 0.927      | 0.970      | Total      | Facility Annual Growth |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------------------|
|              |            | 1          | 2          | 3          | 4          | 5          |            |                        |
| 09/10        | 101        | 79         | 109        | 90         | 73         | 72         | 524        |                        |
| 10/11        | 92         | 94         | 83         | 101        | 87         | 82         | 539        | 1.029                  |
| 11/12        | 94         | 91         | 97         | 76         | 94         | 71         | 523        | 0.970                  |
| 12/13        | 100        | 93         | 92         | 93         | 74         | 88         | 540        | 1.033                  |
| 13/14        | 89         | 102        | 89         | 92         | 86         | 82         | 540        | 1.000                  |
| 14/15        | 100        | 89         | 100        | 84         | 93         | 84         | 550        | 1.019                  |
| 15/16        | 96         | 86         | 78         | 96         | 80         | 82         | 518        | 0.942                  |
| 16/17        | 88         | 95         | 88         | 87         | 101        | 85         | 544        | 1.050                  |
| 17/18        | 93         | 80         | 100        | 90         | 79         | 101        | 543        | 0.998                  |
| 18/19        | 90         | 92         | 82         | 103        | 89         | 80         | 536        | 0.987                  |
| 19/20        | 119        | 92         | 115        | 99         | 93         | 94         | 612        | 1.142                  |
| 20/21        | 104        | 112        | 99         | 118        | 98         | 95         | 626        | 1.023                  |
| 21/22        | 100        | 103        | 106        | 108        | 109        | 97         | 623        | 0.995                  |
| 22/23        | 112        | 97         | 105        | 107        | 104        | 108        | 633        | 1.016                  |
| 23/24        | 123        | 109        | 99         | 107        | 103        | 102        | 643        | 1.016                  |
| 24/25        | 115        | 119        | 111        | 102        | 103        | 103        | 653        | 1.016                  |
| <b>25/26</b> | <b>115</b> | <b>111</b> | <b>121</b> | <b>115</b> | <b>98</b>  | <b>103</b> | <b>663</b> | <b>1.016</b>           |
| 26/27        | 113        | 111        | 114        | 126        | 111        | 98         | 673        | 1.016                  |
| 27/28        | 110        | 109        | 114        | 119        | 121        | 111        | 684        | 1.016                  |
| 28/29        | 119        | 106        | 113        | 120        | 114        | 122        | 694        | 1.016                  |
| 29/30        | 133        | 116        | 110        | 118        | 114        | 114        | 705        | 1.016                  |
| <b>30/31</b> | <b>124</b> | <b>130</b> | <b>120</b> | <b>115</b> | <b>113</b> | <b>114</b> | <b>716</b> | <b>1.016</b>           |
| 31/32        | 122        | 121        | 135        | 126        | 110        | 113        | 727        | 1.016                  |
| 32/33        | 125        | 119        | 124        | 140        | 121        | 110        | 739        | 1.016                  |
| 33/34        | 124        | 121        | 121        | 129        | 134        | 121        | 750        | 1.016                  |
| 34/35        | 133        | 121        | 124        | 126        | 124        | 134        | 762        | 1.016                  |
| <b>35/36</b> | <b>147</b> | <b>129</b> | <b>124</b> | <b>129</b> | <b>121</b> | <b>124</b> | <b>774</b> | <b>1.016</b>           |

### Enrollment Summaries

|              | K-2 | 3-5 | Total |
|--------------|-----|-----|-------|
| <b>21/22</b> | 309 | 314 | 623   |
| <b>25/26</b> | 347 | 316 | 663   |
| <b>30/31</b> | 374 | 342 | 716   |
| <b>35/36</b> | 400 | 374 | 774   |

|              | K-4 |
|--------------|-----|
| <b>21/22</b> | 526 |
| <b>25/26</b> | 560 |
| <b>30/31</b> | 602 |
| <b>35/36</b> | 650 |

## District Growth 1.013%

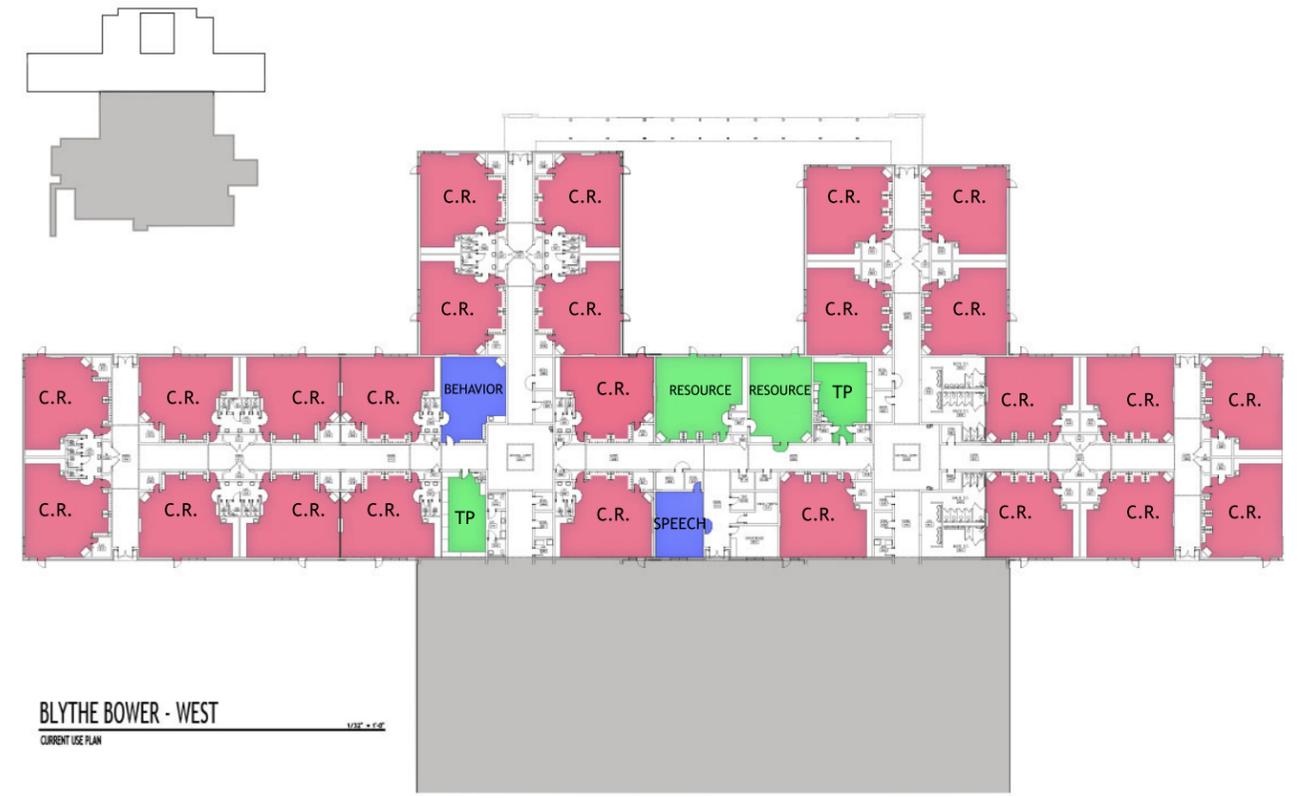
| Grade Growth | K          | 0.948      | 1.024      | 0.997      | 0.927      | 0.970      | Total      | District Annual Growth |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------------------|
|              |            | 1          | 2          | 3          | 4          | 5          |            |                        |
| 09/10        | 101        | 79         | 109        | 90         | 73         | 72         | 524        |                        |
| 10/11        | 92         | 94         | 83         | 101        | 87         | 82         | 539        | 1.029                  |
| 11/12        | 94         | 91         | 97         | 76         | 94         | 71         | 523        | 0.970                  |
| 12/13        | 100        | 93         | 92         | 93         | 74         | 88         | 540        | 1.033                  |
| 13/14        | 89         | 102        | 89         | 92         | 86         | 82         | 540        | 1.000                  |
| 14/15        | 100        | 89         | 100        | 84         | 93         | 84         | 550        | 1.019                  |
| 15/16        | 96         | 86         | 78         | 96         | 80         | 82         | 518        | 0.942                  |
| 16/17        | 88         | 95         | 88         | 87         | 101        | 85         | 544        | 1.050                  |
| 17/18        | 93         | 80         | 100        | 90         | 79         | 101        | 543        | 0.998                  |
| 18/19        | 90         | 92         | 82         | 103        | 89         | 80         | 536        | 0.987                  |
| 19/20        | 119        | 92         | 115        | 99         | 93         | 94         | 612        | 1.142                  |
| 20/21        | 104        | 112        | 99         | 118        | 98         | 95         | 626        | 1.023                  |
| 21/22        | 100        | 103        | 106        | 108        | 109        | 97         | 623        | 0.995                  |
| 22/23        | 110        | 97         | 105        | 107        | 104        | 108        | 631        | 1.013                  |
| 23/24        | 121        | 107        | 99         | 107        | 103        | 102        | 639        | 1.013                  |
| 24/25        | 113        | 118        | 109        | 102        | 103        | 103        | 648        | 1.013                  |
| <b>25/26</b> | <b>113</b> | <b>109</b> | <b>120</b> | <b>113</b> | <b>98</b>  | <b>103</b> | <b>656</b> | <b>1.013</b>           |
| 26/27        | 112        | 109        | 112        | 125        | 109        | 98         | 665        | 1.013                  |
| 27/28        | 108        | 107        | 112        | 117        | 120        | 109        | 673        | 1.013                  |
| 28/29        | 115        | 105        | 111        | 118        | 112        | 121        | 682        | 1.013                  |
| 29/30        | 130        | 111        | 109        | 116        | 113        | 112        | 691        | 1.013                  |
| <b>30/31</b> | <b>121</b> | <b>126</b> | <b>115</b> | <b>114</b> | <b>111</b> | <b>113</b> | <b>700</b> | <b>1.013</b>           |
| 31/32        | 120        | 117        | 131        | 121        | 109        | 111        | 709        | 1.013                  |
| 32/33        | 121        | 116        | 120        | 136        | 116        | 109        | 718        | 1.013                  |
| 33/34        | 121        | 117        | 118        | 125        | 130        | 116        | 727        | 1.013                  |
| 34/35        | 126        | 118        | 120        | 123        | 120        | 130        | 737        | 1.013                  |
| <b>35/36</b> | <b>140</b> | <b>122</b> | <b>121</b> | <b>125</b> | <b>118</b> | <b>120</b> | <b>746</b> | <b>1.013</b>           |

### Enrollment Summaries

|              | K-2 | 3-5 | Total |
|--------------|-----|-----|-------|
| <b>21/22</b> | 309 | 314 | 623   |
| <b>25/26</b> | 342 | 314 | 656   |
| <b>30/31</b> | 362 | 338 | 700   |
| <b>35/36</b> | 383 | 363 | 746   |

|              | K-4 |
|--------------|-----|
| <b>21/22</b> | 526 |
| <b>25/26</b> | 553 |
| <b>30/31</b> | 587 |
| <b>35/36</b> | 626 |

# BLYTHE-BOWER ELEMENTARY Floor Plan



# BLYTHE-BOWER ELEMENTARY Floor Plan



# CANDYS CREEK CHEROKEE ELEMENTARY SCHOOL

April 26, 2021

**PARTICIPANTS**

Lisa Learby  
Saray White  
Hal Taylor  
Don Shell  
Brian Templeton

## BEP Classroom Analysis

| K-5          | 2021 Students | Type              | BEP Required Classrooms |     |            |
|--------------|---------------|-------------------|-------------------------|-----|------------|
|              |               |                   | Qty                     | BEP | Total      |
| K            | 66            | Regular           | 4                       | 20  | 80         |
| 1            | 71            | Regular           | 4                       | 20  | 80         |
| 2            | 71            | Regular           | 4                       | 20  | 80         |
| 3            | 85            | Regular           | 4                       | 20  | 80         |
| 4            | 76            | Regular           | 4                       | 25  | 100        |
| 5            | 77            | Regular           | 4                       | 25  | 100        |
| <b>Total</b> | <b>446</b>    | <b>Classrooms</b> | <b>24</b>               |     | <b>520</b> |

| K-4              | 2021 Students | Type               | BEP Required Classrooms |     |            |
|------------------|---------------|--------------------|-------------------------|-----|------------|
|                  |               |                    | Qty                     | BEP | Total      |
| K                | 66            | Regular            | 4                       | 20  | 80         |
| 1                | 71            | Regular            | 4                       | 20  | 80         |
| 2                | 71            | Regular            | 4                       | 20  | 80         |
| 3                | 85            | Regular            | 4                       | 20  | 80         |
| 4                | 76            | Regular            | 4                       | 25  | 100        |
| <b>Sub-Total</b> | <b>369</b>    | <b>Regular</b>     | <b>20</b>               |     | <b>420</b> |
|                  |               | Regular Transition | 3                       | 20  | 60         |
|                  |               | Regular Transition | 1                       | 25  | 25         |
| <b>Total</b>     |               | <b>Classrooms</b>  | <b>24</b>               |     | <b>505</b> |

| Support Areas              | Qty       | Notes |
|----------------------------|-----------|-------|
| Art                        | 1         |       |
| Assistant Principal        | 0         |       |
| Computer Lab               |           |       |
| Counselor                  | 0         |       |
| ERC                        | 2         |       |
| ESL                        | 0         |       |
| Instructional Specialist   | 1         |       |
| Music                      | 1         |       |
| Professional Services      | 0         |       |
| Flexible Classrooms        | 3         |       |
| RTI                        | 1         |       |
| RTI Counselor              | 0         |       |
| Sensory Room               | 0         |       |
| Small Groups               |           |       |
| Special Services           | 0         |       |
| Speech & Hearing           | 1         |       |
| Learning Lab Lab           | 1         |       |
| <b>Total Support Areas</b> | <b>11</b> |       |

**Notes:**

1. This school could accommodate 2-6 classroom addition



# CANDYS CREEK CHEROKEE ELEMENTARY Projections

## Individual Facility Growth 0.962%

| Grade Growth | 1.000 1.041 1.072 1.006 0.933 |           |           |           |           |           | Total      | Facility Annual Growth |
|--------------|-------------------------------|-----------|-----------|-----------|-----------|-----------|------------|------------------------|
|              | K                             | 1         | 2         | 3         | 4         | 5         |            |                        |
| 09/10        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 10/11        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 11/12        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 12/13        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 13/14        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 14/15        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 15/16        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 16/17        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 17/18        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 18/19        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 19/20        | 74                            | 68        | 70        | 85        | 79        | 78        | 454        | N/A                    |
| 20/21        | 72                            | 78        | 82        | 78        | 85        | 75        | 470        | 1.035                  |
| 21/22        | 66                            | 71        | 77        | 85        | 76        | 77        | 452        | 0.962                  |
| 22/23        | 54                            | 67        | 77        | 83        | 84        | 70        | 435        | 0.962                  |
| 23/24        | 56                            | 54        | 69        | 81        | 81        | 77        | 418        | 0.962                  |
| 24/25        | 61                            | 57        | 57        | 73        | 80        | 74        | 402        | 0.962                  |
| <b>25/26</b> | <b>61</b>                     | <b>62</b> | <b>59</b> | <b>60</b> | <b>72</b> | <b>73</b> | <b>387</b> | <b>0.962</b>           |
| 26/27        | 58                            | 62        | 65        | 62        | 59        | 66        | 372        | 0.962                  |
| 27/28        | 51                            | 59        | 65        | 68        | 61        | 54        | 358        | 0.962                  |
| 28/29        | 39                            | 52        | 62        | 68        | 67        | 56        | 344        | 0.962                  |
| 29/30        | 43                            | 40        | 55        | 65        | 67        | 61        | 331        | 0.962                  |
| <b>30/31</b> | <b>49</b>                     | <b>44</b> | <b>42</b> | <b>58</b> | <b>64</b> | <b>61</b> | <b>318</b> | <b>0.962</b>           |
| 31/32        | 51                            | 50        | 46        | 44        | 57        | 58        | 306        | 0.962                  |
| 32/33        | 47                            | 52        | 52        | 48        | 43        | 52        | 294        | 0.962                  |
| 33/34        | 41                            | 48        | 54        | 54        | 47        | 39        | 283        | 0.962                  |
| 34/35        | 28                            | 42        | 50        | 56        | 53        | 43        | 272        | 0.962                  |
| <b>35/36</b> | <b>34</b>                     | <b>29</b> | <b>44</b> | <b>52</b> | <b>55</b> | <b>48</b> | <b>262</b> | <b>0.962</b>           |

### Enrollment Summaries

|              | K-2 | 3-5 | Total |
|--------------|-----|-----|-------|
| <b>21/22</b> | 214 | 238 | 452   |
| <b>25/26</b> | 182 | 205 | 387   |
| <b>30/31</b> | 135 | 183 | 318   |
| <b>35/36</b> | 107 | 155 | 262   |

|              | K-4 |
|--------------|-----|
| <b>21/22</b> | 375 |
| <b>25/26</b> | 314 |
| <b>30/31</b> | 257 |
| <b>35/36</b> | 214 |

## District Growth 1.013%

| Grade Growth | 1.000 1.041 1.072 1.006 0.933 |           |           |           |           |           | Total      | District Annual Growth |
|--------------|-------------------------------|-----------|-----------|-----------|-----------|-----------|------------|------------------------|
|              | K                             | 1         | 2         | 3         | 4         | 5         |            |                        |
| 09/10        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 10/11        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 11/12        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 12/13        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 13/14        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 14/15        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 15/16        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 16/17        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 17/18        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 18/19        | 0                             | 0         | 0         | 0         | 0         | 0         | 0          | N/A                    |
| 19/20        | 74                            | 68        | 70        | 85        | 79        | 78        | 454        | N/A                    |
| 20/21        | 72                            | 78        | 82        | 78        | 85        | 75        | 470        | 1.035                  |
| 21/22        | 66                            | 71        | 77        | 85        | 76        | 77        | 452        | 0.962                  |
| 22/23        | 77                            | 67        | 77        | 83        | 84        | 70        | 458        | 1.013                  |
| 23/24        | 79                            | 77        | 69        | 81        | 81        | 77        | 464        | 1.013                  |
| 24/25        | 83                            | 79        | 81        | 73        | 80        | 74        | 470        | 1.013                  |
| <b>25/26</b> | <b>81</b>                     | <b>83</b> | <b>82</b> | <b>85</b> | <b>72</b> | <b>73</b> | <b>476</b> | <b>1.013</b>           |
| 26/27        | 78                            | 81        | 87        | 86        | 84        | 66        | 482        | 1.013                  |
| 27/28        | 72                            | 78        | 85        | 91        | 85        | 77        | 488        | 1.013                  |
| 28/29        | 84                            | 72        | 82        | 89        | 90        | 78        | 495        | 1.013                  |
| 29/30        | 85                            | 83        | 76        | 86        | 88        | 83        | 501        | 1.013                  |
| <b>30/31</b> | <b>90</b>                     | <b>85</b> | <b>87</b> | <b>80</b> | <b>85</b> | <b>81</b> | <b>508</b> | <b>1.013</b>           |
| 31/32        | 88                            | 89        | 89        | 91        | 79        | 78        | 514        | 1.013                  |
| 32/33        | 84                            | 88        | 93        | 93        | 90        | 73        | 521        | 1.013                  |
| 33/34        | 80                            | 84        | 92        | 97        | 92        | 83        | 528        | 1.013                  |
| 34/35        | 90                            | 80        | 88        | 96        | 96        | 85        | 535        | 1.013                  |
| <b>35/36</b> | <b>92</b>                     | <b>90</b> | <b>84</b> | <b>92</b> | <b>95</b> | <b>89</b> | <b>542</b> | <b>1.013</b>           |

### Enrollment Summaries

|              | K-2 | 3-5 | Total |
|--------------|-----|-----|-------|
| <b>21/22</b> | 214 | 238 | 452   |
| <b>25/26</b> | 246 | 230 | 476   |
| <b>30/31</b> | 262 | 246 | 508   |
| <b>35/36</b> | 266 | 276 | 542   |

|              | K-4 |
|--------------|-----|
| <b>21/22</b> | 375 |
| <b>25/26</b> | 403 |
| <b>30/31</b> | 427 |
| <b>35/36</b> | 453 |

# CANDYS CREEK CHEROKEE ELEMENTARY Floor Plan



# MAYFIELD ELEMENTARY SCHOOL

May 3, 2021

## PARTICIPANTS

Randall Stephens  
Hal Taylor  
Don Shell  
Brian Templeton

## MEETING NOTES

1. Current School Population – 365
2. There are 21 existing classrooms.
3. There are currently 3 classrooms per grade level
4. Current zoned capacity – 420
5. Pulling the 5th grade out of the school would potentially open up 3 classrooms.
6. Prior to rezoning the school population had grown to 500.
7. Rezoning allowed space for:
  - Special areas such as art, music, etc.
  - One extra classroom
8. Mr. Stephens was not opposed to the 5/6 grade school concept. He mentioned that busing complexity could be challenging. He also felt that athletics would need to be a part of a 5/6 grade school.
9. A K-4 grade structure at Mayfield:
  - 4 classrooms per grade level – 80 students
  - The 3 existing 5th grade classrooms would be open on the upper level.
  - Intervention class space could move upstairs closer to students.
  - Currently there are 57 students in 5th grade

## MAINTENANCE ITEMS

- Monitoring potential geothermal loop loss. Future losses could require the addition of a boiler.



## BEP Classroom Analysis

| K-5              | 2021 Students | Type              | BEP Required Classrooms |     |            |
|------------------|---------------|-------------------|-------------------------|-----|------------|
|                  |               |                   | Qty                     | BEP | Total      |
| K                | 71            | Regular           | 4                       | 20  | 80         |
| 1                | 54            | Regular           | 3                       | 20  | 60         |
| 2                | 72            | Regular           | 4                       | 20  | 80         |
| 3                | 63            | Regular           | 4                       | 20  | 80         |
| 4                | 60            | Regular           | 3                       | 25  | 75         |
| 5                | 60            | Regular           | 3                       | 25  | 75         |
| <b>Sub-Total</b> | <b>380</b>    | <b>Regular</b>    | <b>21</b>               |     | <b>450</b> |
|                  |               | CDC               | 1                       | 10  | 10         |
| <b>Total</b>     |               | <b>Classrooms</b> | <b>22</b>               |     | <b>460</b> |

| K-4              | 2021 Students | Type              | BEP Required Classrooms |     |            |
|------------------|---------------|-------------------|-------------------------|-----|------------|
|                  |               |                   | Qty                     | BEP | Total      |
| K                | 71            | Regular           | 4                       | 20  | 80         |
| 1                | 54            | Regular           | 4                       | 20  | 80         |
| 2                | 72            | Regular           | 4                       | 20  | 80         |
| 3                | 63            | Regular           | 4                       | 20  | 80         |
| 4                | 60            | Regular           | 4                       | 25  | 100        |
|                  |               | Transition        | 1                       | 20  | 20         |
| <b>Sub-Total</b> | <b>320</b>    | <b>Regular</b>    | <b>21</b>               |     | <b>440</b> |
|                  |               | CDC               | 1                       | 10  | 10         |
| <b>Total</b>     |               | <b>Classrooms</b> | <b>22</b>               |     | <b>450</b> |

| Support Areas              | Qty      | Notes               |
|----------------------------|----------|---------------------|
| Art                        | 1        |                     |
| Assistant Principal        | 0        |                     |
| Computer Lab               | 0        | Computer Lab in K-4 |
| Counselor                  | 0        |                     |
| ERC                        | 0        |                     |
| ESL                        | 1        |                     |
| Instructional Specialist   | 0        |                     |
| Music                      | 1        |                     |
| Professional Services      | 0        |                     |
| RTI                        | 0        |                     |
| RTI Counselor              | 0        |                     |
| Sensory Room               | 0        |                     |
| Guidance                   | 1        |                     |
| Special Services           | 0        |                     |
| STEM Lab                   | 0        |                     |
| <b>Total Support Areas</b> | <b>4</b> |                     |

## **Notes:**

1. Computer lab is used as classroom in K-5 model.

# MAYFIELD ELEMENTARY Projections

## Individual Facility Growth 0.989%

| Grade Growth | K         | 1.017     | 1.000     | 0.954     | 1.017     | 1.012     | Total      | Facility Annual Growth |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------------------|
|              |           | 1         | 2         | 3         | 4         | 5         |            |                        |
| 09/10        | 79        | 78        | 92        | 58        | 76        | 68        | 451        |                        |
| 10/11        | 88        | 81        | 79        | 95        | 59        | 82        | 484        | 1.073                  |
| 11/12        | 93        | 99        | 90        | 84        | 106       | 73        | 545        | 1.126                  |
| 12/13        | 89        | 93        | 105       | 81        | 79        | 107       | 554        | 1.017                  |
| 13/14        | 76        | 101       | 88        | 96        | 76        | 84        | 521        | 0.940                  |
| 14/15        | 93        | 74        | 102       | 80        | 87        | 79        | 515        | 0.988                  |
| 15/16        | 86        | 83        | 80        | 107       | 80        | 91        | 527        | 1.023                  |
| 16/17        | 81        | 89        | 88        | 79        | 115       | 88        | 540        | 1.025                  |
| 17/18        | 93        | 75        | 85        | 91        | 80        | 103       | 527        | 0.976                  |
| 18/19        | 84        | 91        | 76        | 82        | 95        | 81        | 509        | 0.966                  |
| 19/20        | 83        | 70        | 64        | 59        | 70        | 69        | 415        | 0.815                  |
| 20/21        | 51        | 79        | 64        | 54        | 59        | 69        | 376        | 0.906                  |
| 21/22        | 71        | 54        | 72        | 63        | 60        | 60        | 380        | 1.011                  |
| 22/23        | 60        | 71        | 53        | 69        | 63        | 60        | 376        | 0.989                  |
| 23/24        | 62        | 59        | 69        | 50        | 69        | 63        | 372        | 0.989                  |
| 24/25        | 68        | 60        | 57        | 65        | 49        | 68        | 367        | 0.989                  |
| <b>25/26</b> | <b>73</b> | <b>67</b> | <b>57</b> | <b>54</b> | <b>64</b> | <b>48</b> | <b>363</b> | <b>0.989</b>           |
| 26/27        | 55        | 70        | 64        | 54        | 54        | 62        | 359        | 0.989                  |
| 27/28        | 68        | 53        | 67        | 61        | 54        | 52        | 355        | 0.989                  |
| 28/29        | 59        | 66        | 50        | 63        | 61        | 52        | 351        | 0.989                  |
| 29/30        | 61        | 57        | 61        | 47        | 63        | 58        | 347        | 0.989                  |
| <b>30/31</b> | <b>68</b> | <b>59</b> | <b>53</b> | <b>57</b> | <b>47</b> | <b>60</b> | <b>344</b> | <b>0.989</b>           |
| 31/32        | 71        | 65        | 54        | 49        | 56        | 45        | 340        | 0.989                  |
| 32/33        | 51        | 69        | 61        | 51        | 49        | 55        | 336        | 0.989                  |
| 33/34        | 60        | 50        | 65        | 58        | 51        | 48        | 332        | 0.989                  |
| 34/35        | 54        | 59        | 47        | 61        | 58        | 50        | 329        | 0.989                  |
| <b>35/36</b> | <b>56</b> | <b>52</b> | <b>56</b> | <b>44</b> | <b>61</b> | <b>56</b> | <b>325</b> | <b>0.989</b>           |

### Enrollment Summaries

|              | K-2 | 3-5 | Total |
|--------------|-----|-----|-------|
| <b>21/22</b> | 197 | 183 | 380   |
| <b>25/26</b> | 197 | 166 | 363   |
| <b>30/31</b> | 180 | 164 | 344   |
| <b>35/36</b> | 164 | 161 | 325   |

|              | K-4 |
|--------------|-----|
| <b>21/22</b> | 320 |
| <b>25/26</b> | 315 |
| <b>30/31</b> | 284 |
| <b>35/36</b> | 269 |

## District Growth 1.013%

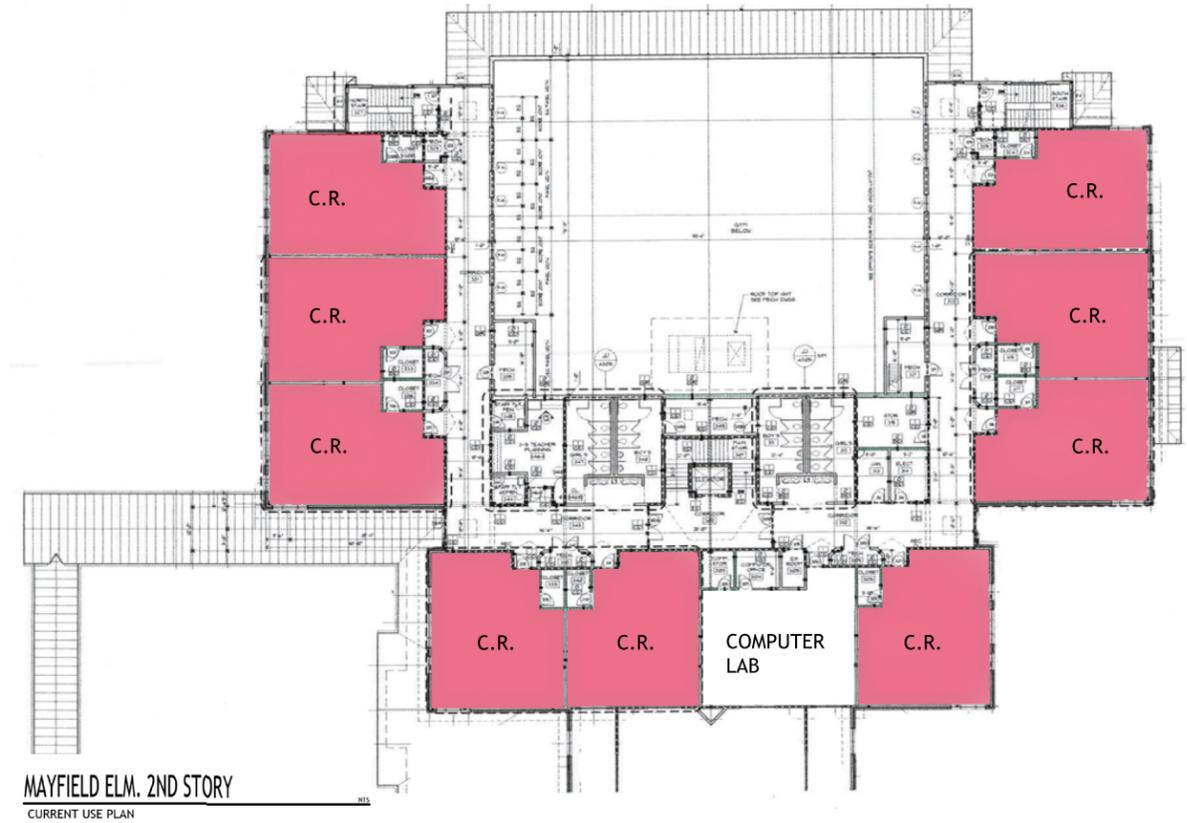
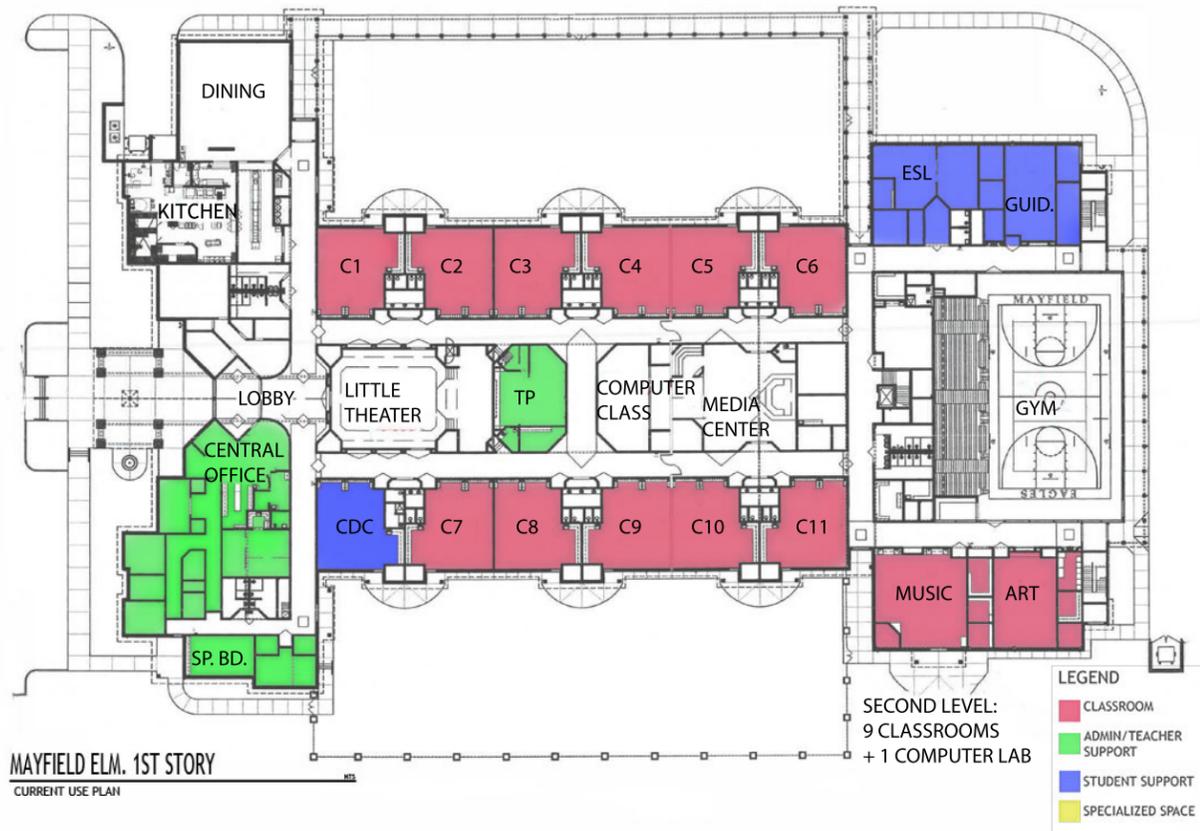
| Grade Growth | K         | 1.017     | 1.000     | 0.954     | 1.017     | 1.012     | Total      | District Annual Growth |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------------------|
|              |           | 1         | 2         | 3         | 4         | 5         |            |                        |
| 09/10        | 79        | 78        | 92        | 58        | 76        | 68        | 451        |                        |
| 10/11        | 88        | 81        | 79        | 95        | 59        | 82        | 484        | 1.073                  |
| 11/12        | 93        | 99        | 90        | 84        | 106       | 73        | 545        | 1.126                  |
| 12/13        | 89        | 93        | 105       | 81        | 79        | 107       | 554        | 1.017                  |
| 13/14        | 76        | 101       | 88        | 96        | 76        | 84        | 521        | 0.940                  |
| 14/15        | 93        | 74        | 102       | 80        | 87        | 79        | 515        | 0.988                  |
| 15/16        | 86        | 83        | 80        | 107       | 80        | 91        | 527        | 1.023                  |
| 16/17        | 81        | 89        | 88        | 79        | 115       | 88        | 540        | 1.025                  |
| 17/18        | 93        | 75        | 85        | 91        | 80        | 103       | 527        | 0.976                  |
| 18/19        | 84        | 91        | 76        | 82        | 95        | 81        | 509        | 0.966                  |
| 19/20        | 83        | 70        | 64        | 59        | 70        | 69        | 415        | 0.815                  |
| 20/21        | 51        | 79        | 64        | 54        | 59        | 69        | 376        | 0.906                  |
| 21/22        | 71        | 54        | 72        | 63        | 60        | 60        | 380        | 1.011                  |
| 22/23        | 69        | 71        | 53        | 69        | 63        | 60        | 385        | 1.013                  |
| 23/24        | 71        | 68        | 69        | 50        | 69        | 63        | 390        | 1.013                  |
| 24/25        | 78        | 69        | 66        | 65        | 49        | 68        | 395        | 1.013                  |
| <b>25/26</b> | <b>84</b> | <b>76</b> | <b>66</b> | <b>62</b> | <b>64</b> | <b>48</b> | <b>400</b> | <b>1.013</b>           |
| 26/27        | 64        | 81        | 73        | 63        | 62        | 62        | 405        | 1.013                  |
| 27/28        | 79        | 62        | 77        | 70        | 63        | 60        | 411        | 1.013                  |
| 28/29        | 79        | 76        | 58        | 73        | 70        | 60        | 416        | 1.013                  |
| 29/30        | 81        | 76        | 71        | 54        | 73        | 66        | 421        | 1.013                  |
| <b>30/31</b> | <b>88</b> | <b>78</b> | <b>71</b> | <b>66</b> | <b>54</b> | <b>70</b> | <b>427</b> | <b>1.013</b>           |
| 31/32        | 94        | 84        | 72        | 66        | 65        | 51        | 432        | 1.013                  |
| 32/33        | 70        | 92        | 79        | 68        | 66        | 63        | 438        | 1.013                  |
| 33/34        | 82        | 68        | 87        | 75        | 68        | 64        | 444        | 1.013                  |
| 34/35        | 82        | 79        | 65        | 82        | 75        | 66        | 449        | 1.013                  |
| <b>35/36</b> | <b>84</b> | <b>80</b> | <b>75</b> | <b>61</b> | <b>82</b> | <b>73</b> | <b>455</b> | <b>1.013</b>           |

### Enrollment Summaries

|              | K-2 | 3-5 | Total |
|--------------|-----|-----|-------|
| <b>21/22</b> | 197 | 183 | 380   |
| <b>25/26</b> | 226 | 174 | 400   |
| <b>30/31</b> | 237 | 190 | 427   |
| <b>35/36</b> | 239 | 216 | 455   |

|              | K-4 |
|--------------|-----|
| <b>21/22</b> | 320 |
| <b>25/26</b> | 352 |
| <b>30/31</b> | 357 |
| <b>35/36</b> | 382 |

# MAYFIELD ELEMENTARY Floor Plan



May 6, 2021

**PARTICIPANTS**

Stephanie Stone  
Zachery Riggins  
Hal Taylor  
Don Shell  
Brian Templeton

**MEETING NOTES**

1. Current School Populations – Ross 240 & Yates 240
2. Yates serves K-2 and Ross serves PK & 3-5
3. There are 13 existing classrooms at Ross and 15 existing classrooms at Yates.
4. There are currently 3 classrooms per grade level except 1st which has 4.
5. Yates is full and Ross has space. The buildings are not currently proportional.
6. There are currently 80 5th graders at Ross.
7. Ms. Stone & Mr. Riggins were not opposed to the 5/6 grade school concept but they did offer some pro's and con's.
  - The con was Ross/Yates students would have 4 school transitions (all others would have 3)
  - Pro's would be more space in all the schools and homogeneous ages at 4/5 would offer lots of educational opportunities.
8. The Ross/Yates students and faculty do not have access to an auditorium like other schools. Ms. Stone would like to have a space to gather the entire staff together (100 occupants).
9. The Yates office area lacks space. SRO doesn't have close proximity and view of the entrance.
10. Yates needs more dining space in the Cafeteria. Ms. Stone suggested opening up the current music room like what was done at Ross.

**MAINTENANCE ITEMS**



## BEP Classroom Analysis

| K-2          | 2021 Students | Type               | BEP Required Classrooms |     |            |
|--------------|---------------|--------------------|-------------------------|-----|------------|
|              |               |                    | Qty                     | BEP | Total      |
| K            | 91            | Regular            | 4                       | 20  | 80         |
| 1            | 72            | Regular            | 4                       | 20  | 80         |
| 2            | 91            | Regular            | 4                       | 20  | 80         |
| <b>Total</b> | <b>254</b>    | <b>Regular</b>     | <b>12</b>               |     | <b>240</b> |
|              |               | Regular Transition | 1                       | 20  | 20         |
| <b>Total</b> |               | <b>Classrooms</b>  | <b>13</b>               |     | <b>260</b> |

| Support Areas                    | Qty       | Notes |
|----------------------------------|-----------|-------|
| Art                              | 1         |       |
| Assistant Principal              | 0         |       |
| Resource                         | 2         |       |
| Counselor                        | 0         |       |
| ERC                              | 0         |       |
| ESL                              | 1         |       |
| Intervention                     | 3         |       |
| Music                            | 1         |       |
| Professional Services            | 0         |       |
| RTI                              | 0         |       |
| RTI Counselor                    | 0         |       |
| Sensory Room                     | 0         |       |
| Special Services                 | 2         |       |
| STEM Lab                         | 0         |       |
| Virtual Classroom                | 0         |       |
| <b>Total Support Areas (K-2)</b> | <b>10</b> |       |

**Notes:**

# YATES PRIMARY Projections

## Individual Facility Growth 0.980%

| Grade Growth | 1.047     |           | 1.033     |            | Total        | Facility Annual Growth |
|--------------|-----------|-----------|-----------|------------|--------------|------------------------|
|              | K         | 1         | 2         |            |              |                        |
| 09/10        | 98        | 118       | 130       | 346        |              |                        |
| 10/11        | 105       | 100       | 122       | 327        | 0.945        |                        |
| 11/12        | 118       | 121       | 104       | 343        | 1.049        |                        |
| 12/13        | 105       | 112       | 120       | 337        | 0.983        |                        |
| 13/14        | 101       | 113       | 105       | 319        | 0.947        |                        |
| 14/15        | 122       | 111       | 111       | 344        | 1.078        |                        |
| 15/16        | 113       | 131       | 118       | 362        | 1.052        |                        |
| 16/17        | 103       | 114       | 129       | 346        | 0.956        |                        |
| 17/18        | 108       | 105       | 111       | 324        | 0.936        |                        |
| 18/19        | 104       | 105       | 113       | 322        | 0.994        |                        |
| 19/20        | 83        | 76        | 92        | 251        | 0.780        |                        |
| 20/21        | 65        | 77        | 70        | 212        | 0.845        |                        |
| 21/22        | 91        | 72        | 91        | 254        | 1.198        |                        |
| 22/23        | 85        | 92        | 72        | 249        | 0.980        |                        |
| 23/24        | 66        | 86        | 92        | 244        | 0.980        |                        |
| 24/25        | 87        | 66        | 86        | 239        | 0.980        |                        |
| <b>25/26</b> | <b>81</b> | <b>87</b> | <b>66</b> | <b>234</b> | <b>0.980</b> |                        |
| 26/27        | 62        | 81        | 87        | 230        | 0.980        |                        |
| 27/28        | 83        | 61        | 81        | 225        | 0.980        |                        |
| 28/29        | 79        | 81        | 61        | 221        | 0.980        |                        |
| 29/30        | 59        | 76        | 81        | 216        | 0.980        |                        |
| <b>30/31</b> | <b>79</b> | <b>57</b> | <b>76</b> | <b>212</b> | <b>0.980</b> |                        |
| 31/32        | 75        | 76        | 57        | 208        | 0.980        |                        |
| 32/33        | 53        | 74        | 77        | 204        | 0.980        |                        |
| 33/34        | 72        | 53        | 75        | 200        | 0.980        |                        |
| 34/35        | 72        | 71        | 53        | 196        | 0.980        |                        |
| <b>35/36</b> | <b>50</b> | <b>71</b> | <b>71</b> | <b>192</b> | <b>0.980</b> |                        |

Enrollment Summaries

|              | K-2 |
|--------------|-----|
| <b>21/22</b> | 254 |
| <b>25/26</b> | 234 |
| <b>30/31</b> | 212 |
| <b>35/36</b> | 192 |

## District Growth 1.013%

| Grade Growth | 1.047      |            | 1.033      |            | Total        | District Annual Growth |
|--------------|------------|------------|------------|------------|--------------|------------------------|
|              | K          | 1          | 2          |            |              |                        |
| 09/10        | 98         | 118        | 130        | 346        |              |                        |
| 10/11        | 105        | 100        | 122        | 327        | 0.945        |                        |
| 11/12        | 118        | 121        | 104        | 343        | 1.049        |                        |
| 12/13        | 105        | 112        | 120        | 337        | 0.983        |                        |
| 13/14        | 101        | 113        | 105        | 319        | 0.947        |                        |
| 14/15        | 122        | 111        | 111        | 344        | 1.078        |                        |
| 15/16        | 113        | 131        | 118        | 362        | 1.052        |                        |
| 16/17        | 103        | 114        | 129        | 346        | 0.956        |                        |
| 17/18        | 108        | 105        | 111        | 324        | 0.936        |                        |
| 18/19        | 104        | 105        | 113        | 322        | 0.994        |                        |
| 19/20        | 83         | 76         | 92         | 251        | 0.780        |                        |
| 20/21        | 65         | 77         | 70         | 212        | 0.845        |                        |
| 21/22        | 91         | 72         | 91         | 254        | 1.198        |                        |
| 22/23        | 93         | 92         | 72         | 257        | 1.013        |                        |
| 23/24        | 75         | 94         | 92         | 261        | 1.013        |                        |
| 24/25        | 96         | 74         | 94         | 264        | 1.013        |                        |
| <b>25/26</b> | <b>97</b>  | <b>96</b>  | <b>74</b>  | <b>267</b> | <b>1.013</b> |                        |
| 26/27        | 78         | 97         | 96         | 271        | 1.013        |                        |
| 27/28        | 100        | 77         | 97         | 274        | 1.013        |                        |
| 28/29        | 103        | 98         | 77         | 278        | 1.013        |                        |
| 29/30        | 84         | 100        | 98         | 282        | 1.013        |                        |
| <b>30/31</b> | <b>104</b> | <b>81</b>  | <b>100</b> | <b>285</b> | <b>1.013</b> |                        |
| 31/32        | 107        | 101        | 81         | 289        | 1.013        |                        |
| 32/33        | 85         | 106        | 102        | 293        | 1.013        |                        |
| 33/34        | 105        | 84         | 108        | 297        | 1.013        |                        |
| 34/35        | 113        | 103        | 84         | 300        | 1.013        |                        |
| <b>35/36</b> | <b>89</b>  | <b>112</b> | <b>103</b> | <b>304</b> | <b>1.013</b> |                        |

Enrollment Summaries

|              | K-2 |
|--------------|-----|
| <b>21/22</b> | 254 |
| <b>25/26</b> | 267 |
| <b>30/31</b> | 285 |
| <b>35/36</b> | 304 |

# YATES PRIMARY Floor Plan



May 6, 2021

**PARTICIPANTS**

Stephanie Stone  
Zachery Riggins  
Hal Taylor  
Don Shell  
Brian Templeton

**MEETING NOTES**

1. Current School Populations – Ross 240 & Yates 240
2. Yates serves K-2 and Ross serves PK & 3-5
3. There are 13 existing classrooms at Ross and 15 existing classrooms at Yates.
4. There are currently 3 classrooms per grade level except 1st which has 4.
5. Yates is full and Ross has space. The buildings are not currently proportional.
6. There are currently 80 5th graders at Ross.
7. Ms. Stone & Mr. Riggins were not opposed to the 5/6 grade school concept but they did offer some pro's and con's.
  - The con was Ross/Yates students would have 4 school transitions (all others would have 3)
  - Pro's would be more space in all the schools and homogeneous ages at 4/5 would offer lots of educational opportunities.
8. The Ross/Yates students and faculty do not have access to an auditorium like other schools. Ms. Stone would like to have a space to gather the entire staff together (100 occupants).
9. The Yates office area lacks space. SRO doesn't have close proximity and view of the entrance.
10. Yates needs more dining space in the Cafeteria. Ms. Stone suggested opening up the current music room like what was done at Ross.

**MAINTENANCE ITEMS**



## BEP Classroom Analysis

| 3-5          | 2021 Students | Type              | BEP Required Classrooms |     |            |
|--------------|---------------|-------------------|-------------------------|-----|------------|
|              |               |                   | Qty                     | BEP | Total      |
| 3            | 82            | Regular           | 5                       | 20  | 100        |
| 4            | 87            | Regular           | 4                       | 25  | 100        |
| 5            | 75            | Regular           | 4                       | 25  | 100        |
| <b>Total</b> | <b>244</b>    | <b>Classrooms</b> | <b>13</b>               |     | <b>300</b> |

| 3-4          | 2021 Students | Type              | BEP Required Classrooms |     |            |
|--------------|---------------|-------------------|-------------------------|-----|------------|
|              |               |                   | Qty                     | BEP | Total      |
| 3            | 82            | Regular           | 7                       | 20  | 140        |
| 4            | 87            | Regular           | 6                       | 25  | 150        |
| <b>Total</b> | <b>169</b>    | <b>Classrooms</b> | <b>13</b>               |     | <b>290</b> |

| Support Areas              | Qty       | Notes |
|----------------------------|-----------|-------|
| Tec/Art                    | 1         |       |
| Assistant Principal        | 0         |       |
| Computer Lab               | 0         |       |
| Counselor                  | 1         |       |
| ERC                        | 0         |       |
| ESL                        |           |       |
| Instructional Specialist   | 0         |       |
| Music                      | 1         |       |
| Pre-K / Head-Start         | 1         |       |
| Professional Services      | 0         |       |
| RTI                        | 0         |       |
| RTI Counselor              | 0         |       |
| Sensory Room               | 1         |       |
| Small Group                | 3         |       |
| Special Services           | 2         |       |
| STEM Lab                   | 0         |       |
| Resource                   | 2         |       |
| <b>Total Support Areas</b> | <b>12</b> |       |

**Notes:**

1. Retaining 13 classrooms for 3rd-4th: increases student capacity 80-90 students.

# ROSS ELEMENTARY Projections

## Individual Facility Growth 0.981%

| Grade Growth | 1.022     |           |           | 1.007      |              | Total | Facility Annual Growth |
|--------------|-----------|-----------|-----------|------------|--------------|-------|------------------------|
|              | 3         | 4         | 5         |            |              |       |                        |
| 09/10        | 109       | 104       | 117       | 330        |              |       |                        |
| 10/11        | 135       | 113       | 112       | 360        | 1.091        |       |                        |
| 11/12        | 108       | 135       | 114       | 357        | 0.992        |       |                        |
| 12/13        | 97        | 115       | 130       | 342        | 0.958        |       |                        |
| 13/14        | 127       | 105       | 115       | 347        | 1.015        |       |                        |
| 14/15        | 107       | 133       | 107       | 347        | 1.000        |       |                        |
| 15/16        | 116       | 113       | 139       | 368        | 1.061        |       |                        |
| 16/17        | 114       | 119       | 112       | 345        | 0.938        |       |                        |
| 17/18        | 127       | 119       | 129       | 375        | 1.087        |       |                        |
| 18/19        | 114       | 127       | 122       | 363        | 0.968        |       |                        |
| 19/20        | 81        | 85        | 83        | 249        | 0.686        |       |                        |
| 20/21        | 82        | 78        | 75        | 235        | 0.944        |       |                        |
| 21/22        | 82        | 87        | 75        | 244        | 1.038        |       |                        |
| 22/23        | 71        | 83        | 85        | 239        | 0.981        |       |                        |
| 23/24        | 83        | 72        | 80        | 235        | 0.981        |       |                        |
| 24/25        | 78        | 84        | 69        | 231        | 0.981        |       |                        |
| <b>25/26</b> | <b>67</b> | <b>78</b> | <b>81</b> | <b>226</b> | <b>0.981</b> |       |                        |
| 26/27        | 80        | 67        | 75        | 222        | 0.981        |       |                        |
| 27/28        | 75        | 79        | 64        | 218        | 0.981        |       |                        |
| 28/29        | 65        | 74        | 75        | 214        | 0.981        |       |                        |
| 29/30        | 76        | 64        | 70        | 210        | 0.981        |       |                        |
| <b>30/31</b> | <b>73</b> | <b>74</b> | <b>59</b> | <b>206</b> | <b>0.981</b> |       |                        |
| 31/32        | 64        | 71        | 67        | 202        | 0.981        |       |                        |
| 32/33        | 67        | 64        | 67        | 198        | 0.981        |       |                        |
| 33/34        | 67        | 67        | 61        | 195        | 0.981        |       |                        |
| 34/35        | 61        | 66        | 64        | 191        | 0.981        |       |                        |
| <b>35/36</b> | <b>63</b> | <b>61</b> | <b>63</b> | <b>187</b> | <b>0.981</b> |       |                        |

### Enrollment Summaries

|              | 3-5 |              | 3-4 |
|--------------|-----|--------------|-----|
| <b>21/22</b> | 244 | <b>21/22</b> | 169 |
| <b>25/26</b> | 226 | <b>25/26</b> | 145 |
| <b>30/31</b> | 206 | <b>30/31</b> | 147 |
| <b>35/36</b> | 187 | <b>35/36</b> | 124 |

## District Growth 1.013%

| Grade Growth | 1.022      |           |           | 1.007      |              | Total | District Annual Growth |
|--------------|------------|-----------|-----------|------------|--------------|-------|------------------------|
|              | 3          | 4         | 5         |            |              |       |                        |
| 09/10        | 109        | 104       | 117       | 330        |              |       |                        |
| 10/11        | 135        | 113       | 112       | 360        | 1.091        |       |                        |
| 11/12        | 108        | 135       | 114       | 357        | 0.992        |       |                        |
| 12/13        | 97         | 115       | 130       | 342        | 0.958        |       |                        |
| 13/14        | 127        | 105       | 115       | 347        | 1.015        |       |                        |
| 14/15        | 107        | 133       | 107       | 347        | 1.000        |       |                        |
| 15/16        | 116        | 113       | 139       | 368        | 1.061        |       |                        |
| 16/17        | 114        | 119       | 112       | 345        | 0.938        |       |                        |
| 17/18        | 127        | 119       | 129       | 375        | 1.087        |       |                        |
| 18/19        | 114        | 127       | 122       | 363        | 0.968        |       |                        |
| 19/20        | 81         | 85        | 83        | 249        | 0.686        |       |                        |
| 20/21        | 82         | 78        | 75        | 235        | 0.944        |       |                        |
| 21/22        | 82         | 87        | 75        | 244        | 1.038        |       |                        |
| 22/23        | 79         | 83        | 85        | 247        | 1.013        |       |                        |
| 23/24        | 90         | 80        | 80        | 250        | 1.013        |       |                        |
| 24/25        | 86         | 91        | 77        | 254        | 1.013        |       |                        |
| <b>25/26</b> | <b>83</b>  | <b>86</b> | <b>88</b> | <b>257</b> | <b>1.013</b> |       |                        |
| 26/27        | 94         | 83        | 83        | 260        | 1.013        |       |                        |
| 27/28        | 92         | 93        | 79        | 264        | 1.013        |       |                        |
| 28/29        | 89         | 90        | 88        | 267        | 1.013        |       |                        |
| 29/30        | 99         | 87        | 85        | 271        | 1.013        |       |                        |
| <b>30/31</b> | <b>97</b>  | <b>96</b> | <b>81</b> | <b>274</b> | <b>1.013</b> |       |                        |
| 31/32        | 96         | 94        | 88        | 278        | 1.013        |       |                        |
| 32/33        | 97         | 95        | 89        | 281        | 1.013        |       |                        |
| 33/34        | 98         | 97        | 90        | 285        | 1.013        |       |                        |
| 34/35        | 100        | 97        | 92        | 289        | 1.013        |       |                        |
| <b>35/36</b> | <b>101</b> | <b>99</b> | <b>92</b> | <b>292</b> | <b>1.013</b> |       |                        |

### Enrollment Summaries

|              | 3-5 |              | 3-4 |
|--------------|-----|--------------|-----|
| <b>21/22</b> | 244 | <b>21/22</b> | 169 |
| <b>25/26</b> | 257 | <b>25/26</b> | 169 |
| <b>30/31</b> | 274 | <b>30/31</b> | 193 |
| <b>35/36</b> | 292 | <b>35/36</b> | 200 |

# ROSS ELEMENTARY Floor Plan



May 3, 2021

**PARTICIPANTS**

Richelle Shelton  
Hal Taylor  
Don Shell  
Brian Templeton

**MEETING NOTES**

1. Current School Population – 252
2. There are 26 existing classroom sized spaces in the building. 12 are used as general k-5 classrooms and 4 are used for special ed. There is currently one open classroom. The remaining are used for special areas.
3. There are currently 2 classrooms per grade level.
4. Stuart has 2 classrooms used for district-wide pre-k and 1 classroom used for district-wide CDC.
5. The current neighborhoods zoned for Stuart were older homes with a predominately older population. The Hispanic population within the school continues to rise. It has grown from 13% to 30% in 13 years.
6. Rezoning pulled most of the affluent families from Stuart to Candy’s Creek.
7. Pulling the 5th grade out of the school would potentially open up 2 classrooms.
8. Ms. Shelton was not opposed to the 5/6 grade school concept. She believes the 5th and 6th grades pair well academically. She suggested 5th grade CDC students stay at the K-4 level.
9. Stuart is the most central K-5 school in the district.
10. There is adjacent property to the school, but its development is restricted by the Army Corps of Engineers.

**MAINTENANCE ITEMS**

- Restroom upgrades – possible conversion to an observable group sink arrangement to deal with behavioral issues.



## BEP Classroom Analysis

| K-5              | 2021 Students | Type              | BEP Required Classrooms |     |            |
|------------------|---------------|-------------------|-------------------------|-----|------------|
|                  |               |                   | Qty                     | BEP | Total      |
| K                | 40            | Regular           | 2                       | 20  | 40         |
| 1                | 43            | Regular           | 2                       | 20  | 40         |
| 2                | 39            | Regular           | 2                       | 20  | 40         |
| 3                | 45            | Regular           | 2                       | 20  | 40         |
| 4                | 44            | Regular           | 2                       | 25  | 50         |
| 5                | 37            | Regular           | 2                       | 25  | 50         |
|                  |               | Transition        | 1                       | 20  | 20         |
| <b>Sub-Total</b> | <b>248</b>    | <b>Regular</b>    | <b>13</b>               |     | <b>280</b> |
|                  |               | CDC               | 4                       | 10  | 40         |
| <b>Total</b>     |               | <b>Classrooms</b> | <b>17</b>               |     | <b>320</b> |

| K-4              | 2021 Students | Type              | BEP Required Classrooms |     |            |
|------------------|---------------|-------------------|-------------------------|-----|------------|
|                  |               |                   | Qty                     | BEP | Total      |
| K                | 40            | Regular           | 3                       | 20  | 60         |
| 1                | 43            | Regular           | 3                       | 20  | 60         |
| 2                | 39            | Regular           | 2                       | 20  | 40         |
| 3                | 45            | Regular           | 3                       | 20  | 60         |
| 4                | 44            | Regular           | 2                       | 25  | 50         |
| <b>Sub-Total</b> | <b>211</b>    | <b>Regular</b>    | <b>13</b>               |     | <b>270</b> |
|                  |               | CDC               | 4                       | 10  | 40         |
| <b>Total</b>     |               | <b>Classrooms</b> | <b>17</b>               |     | <b>310</b> |

| Support Areas              | Qty       | Notes |
|----------------------------|-----------|-------|
| Art                        | 1         |       |
| Reading Intervention       | 3         |       |
| PK / District-Wide         | 2         |       |
| Counselor                  | 1         |       |
| ESL                        | 0         |       |
| Special Ed                 | 2         |       |
| Music                      | 0         |       |
| Professional Services      | 1         |       |
| Resource                   | 1         |       |
| Sensory Room               | 0         |       |
| Speech & Hearing           | 1         |       |
| <b>Total Support Areas</b> | <b>12</b> |       |

**Notes:**

# STUART ELEMENTARY Projections

## Individual Facility Growth 0.962%

| Grade Growth | K         | 0.993     | 0.982     | 0.942     | 1.010     | 1.019     | Total      | Facility Annual Growth |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------------------|
|              |           | 1         | 2         | 3         | 4         | 5         |            |                        |
| 09/10        | 71        | 77        | 66        | 64        | 87        | 61        | 426        |                        |
| 10/11        | 93        | 76        | 74        | 68        | 77        | 90        | 478        | 1.122                  |
| 11/12        | 71        | 92        | 74        | 79        | 68        | 78        | 462        | 0.967                  |
| 12/13        | 88        | 73        | 91        | 73        | 77        | 69        | 471        | 1.019                  |
| 13/14        | 82        | 83        | 68        | 83        | 64        | 75        | 455        | 0.966                  |
| 14/15        | 76        | 83        | 78        | 70        | 81        | 71        | 459        | 1.009                  |
| 15/16        | 78        | 78        | 82        | 79        | 69        | 77        | 463        | 1.009                  |
| 16/17        | 68        | 73        | 77        | 71        | 74        | 66        | 429        | 0.927                  |
| 17/18        | 74        | 65        | 72        | 66        | 71        | 74        | 422        | 0.984                  |
| 18/19        | 56        | 66        | 63        | 50        | 53        | 61        | 349        | 0.827                  |
| 19/20        | 44        | 40        | 46        | 34        | 38        | 46        | 248        | 0.711                  |
| 20/21        | 52        | 41        | 41        | 47        | 33        | 39        | 253        | 1.020                  |
| 21/22        | 33        | 50        | 44        | 43        | 39        | 39        | 248        | 0.980                  |
| 22/23        | 38        | 32        | 48        | 40        | 41        | 39        | 238        | 0.962                  |
| 23/24        | 40        | 37        | 31        | 44        | 37        | 40        | 229        | 0.962                  |
| 24/25        | 43        | 38        | 35        | 28        | 41        | 36        | 221        | 0.962                  |
| <b>25/26</b> | <b>39</b> | <b>40</b> | <b>36</b> | <b>31</b> | <b>26</b> | <b>40</b> | <b>212</b> | <b>0.962</b>           |
| 26/27        | 43        | 37        | 38        | 32        | 29        | 25        | 204        | 0.962                  |
| 27/28        | 31        | 40        | 35        | 33        | 29        | 28        | 196        | 0.962                  |
| 28/29        | 34        | 29        | 38        | 30        | 30        | 28        | 189        | 0.962                  |
| 29/30        | 35        | 31        | 27        | 32        | 27        | 29        | 181        | 0.962                  |
| <b>30/31</b> | <b>36</b> | <b>32</b> | <b>29</b> | <b>23</b> | <b>28</b> | <b>26</b> | <b>174</b> | <b>0.962</b>           |
| 31/32        | 32        | 33        | 30        | 25        | 21        | 27        | 168        | 0.962                  |
| 32/33        | 28        | 30        | 32        | 27        | 23        | 21        | 161        | 0.962                  |
| 33/34        | 22        | 27        | 29        | 29        | 25        | 23        | 155        | 0.962                  |
| 34/35        | 25        | 21        | 26        | 26        | 27        | 24        | 149        | 0.962                  |
| <b>35/36</b> | <b>26</b> | <b>24</b> | <b>20</b> | <b>23</b> | <b>24</b> | <b>26</b> | <b>143</b> | <b>0.962</b>           |

### Enrollment Summaries

|              | K-2 | 3-5 | Total |
|--------------|-----|-----|-------|
| <b>21/22</b> | 127 | 121 | 248   |
| <b>25/26</b> | 115 | 97  | 212   |
| <b>30/31</b> | 97  | 77  | 174   |
| <b>35/36</b> | 70  | 73  | 143   |

|              | K-4 |
|--------------|-----|
| <b>21/22</b> | 209 |
| <b>25/26</b> | 172 |
| <b>30/31</b> | 148 |
| <b>35/36</b> | 117 |

## District Growth 1.013%

| Grade Growth | K         | 0.993     | 0.982     | 0.942     | 1.010     | 1.019     | Total      | District Annual Growth |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------------------|
|              |           | 1         | 2         | 3         | 4         | 5         |            |                        |
| 09/10        | 71        | 77        | 66        | 64        | 87        | 61        | 426        |                        |
| 10/11        | 93        | 76        | 74        | 68        | 77        | 90        | 478        | 1.122                  |
| 11/12        | 71        | 92        | 74        | 79        | 68        | 78        | 462        | 0.967                  |
| 12/13        | 88        | 73        | 91        | 73        | 77        | 69        | 471        | 1.019                  |
| 13/14        | 82        | 83        | 68        | 83        | 64        | 75        | 455        | 0.966                  |
| 14/15        | 76        | 83        | 78        | 70        | 81        | 71        | 459        | 1.009                  |
| 15/16        | 78        | 78        | 82        | 79        | 69        | 77        | 463        | 1.009                  |
| 16/17        | 68        | 73        | 77        | 71        | 74        | 66        | 429        | 0.927                  |
| 17/18        | 74        | 65        | 72        | 66        | 71        | 74        | 422        | 0.984                  |
| 18/19        | 56        | 66        | 63        | 50        | 53        | 61        | 349        | 0.827                  |
| 19/20        | 44        | 40        | 46        | 34        | 38        | 46        | 248        | 0.711                  |
| 20/21        | 52        | 41        | 41        | 47        | 33        | 39        | 253        | 1.020                  |
| 21/22        | 33        | 50        | 44        | 43        | 39        | 39        | 248        | 0.980                  |
| 22/23        | 51        | 32        | 48        | 40        | 41        | 39        | 251        | 1.013                  |
| 23/24        | 53        | 49        | 31        | 44        | 37        | 40        | 254        | 1.013                  |
| 24/25        | 55        | 51        | 47        | 28        | 41        | 36        | 258        | 1.013                  |
| <b>25/26</b> | <b>53</b> | <b>52</b> | <b>48</b> | <b>42</b> | <b>26</b> | <b>40</b> | <b>261</b> | <b>1.013</b>           |
| 26/27        | 59        | 50        | 50        | 42        | 39        | 25        | 265        | 1.013                  |
| 27/28        | 46        | 55        | 48        | 43        | 38        | 38        | 268        | 1.013                  |
| 28/29        | 60        | 42        | 52        | 41        | 39        | 37        | 271        | 1.013                  |
| 29/30        | 60        | 56        | 40        | 44        | 37        | 38        | 275        | 1.013                  |
| <b>30/31</b> | <b>62</b> | <b>55</b> | <b>53</b> | <b>34</b> | <b>39</b> | <b>36</b> | <b>279</b> | <b>1.013</b>           |
| 31/32        | 58        | 57        | 52        | 46        | 31        | 38        | 282        | 1.013                  |
| 32/33        | 56        | 55        | 55        | 47        | 42        | 31        | 286        | 1.013                  |
| 33/34        | 50        | 53        | 53        | 49        | 43        | 42        | 290        | 1.013                  |
| 34/35        | 61        | 47        | 51        | 47        | 45        | 42        | 293        | 1.013                  |
| <b>35/36</b> | <b>62</b> | <b>58</b> | <b>45</b> | <b>45</b> | <b>43</b> | <b>44</b> | <b>297</b> | <b>1.013</b>           |

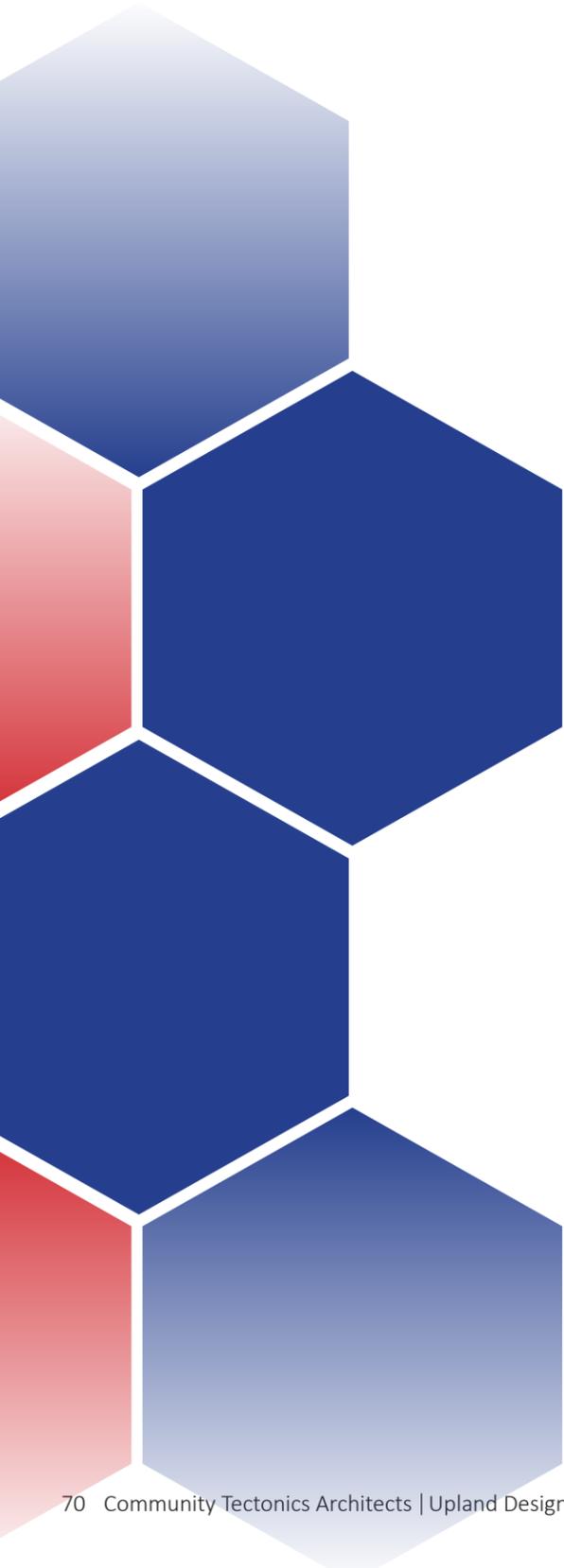
### Enrollment Summaries

|              | K-2 | 3-5 | Total |
|--------------|-----|-----|-------|
| <b>21/22</b> | 127 | 121 | 248   |
| <b>25/26</b> | 153 | 108 | 261   |
| <b>30/31</b> | 170 | 109 | 279   |
| <b>35/36</b> | 165 | 132 | 297   |

|              | K-4 |
|--------------|-----|
| <b>21/22</b> | 209 |
| <b>25/26</b> | 221 |
| <b>30/31</b> | 243 |
| <b>35/36</b> | 253 |

# STUART ELEMENTARY Floor Plan





#### IV. NEW INTERMEDIATE SCHOOL (5th~6th)

# NEW INTERMEDIATE SCHOOL (5th~6th)

# Program Space Requirement Analysis

Core Capacity: 1,200 Students

Planned Capacity: 1,000 Students

|                            | Educational Program |           |             |                 |
|----------------------------|---------------------|-----------|-------------|-----------------|
|                            | Space               | Area (sf) | Total (sf)  | Teaching Spaces |
| <b>Administration</b>      |                     |           |             |                 |
| Secured Entry Foyer /Lobby | 1                   | 600       | 600         |                 |
| Reception/Waiting          | 1                   | 150       | 150         |                 |
| Central Office             | 1                   | 500       | 500         |                 |
| Workroom/Mailroom          | 1                   | 300       | 300         |                 |
| Bookkeeper                 | 1                   | 150       | 150         |                 |
| Principal's Office         | 1                   | 300       | 300         |                 |
| Principal's Office toilet  | 1                   | 40        | 40          |                 |
| Conference Room            | 1                   | 300       | 300         |                 |
| Supply/Kitchenette         | 1                   | 250       | 250         |                 |
| Staff Toilets              | 2                   | 60        | 120         |                 |
| SRO Office                 | 1                   | 150       | 150         |                 |
| Record Storage             | 1                   | 80        | 80          |                 |
| Janitorial Storage         | 1                   | 60        | 60          |                 |
| <b>Sub-Total</b>           |                     |           | <b>3000</b> |                 |

| <b>Student Services</b>             |   |     |             |  |
|-------------------------------------|---|-----|-------------|--|
| Clinic Waiting                      | 1 | 50  | 50          |  |
| Clinic Nursing Station              | 1 | 150 | 150         |  |
| Clinic Sick Bays                    | 3 | 50  | 150         |  |
| Clinic Toilet                       | 1 | 50  | 50          |  |
| Guidance Reception/Browsing         | 1 | 150 | 150         |  |
| Guidance Office                     | 1 | 150 | 150         |  |
| Guidance Conference Room            | 1 | 300 | 300         |  |
| Testing Office/Coorinaor Curriculum | 1 | 400 | 400         |  |
| Guidance Record Storage             | 1 | 150 | 150         |  |
| <b>Sub-Total</b>                    |   |     | <b>1550</b> |  |

| <b>Special Education</b>      |   |      |             |          |
|-------------------------------|---|------|-------------|----------|
| CDC Classroom                 | 1 | 950  | 950         | 1        |
| Special Education Classroom   | 1 | 950  | 950         | 1        |
| Toilet with toilet and shower | 1 | 150  | 150         |          |
| Living Skills Classroom       | 1 | 1000 | 1000        |          |
| Speech & Hearing Room         | 1 | 200  | 200         |          |
| Behaviour Classroom/ISS       | 1 | 1000 | 1000        | 1        |
| <b>Sub-Total</b>              |   |      | <b>4250</b> | <b>2</b> |

|  | Educational Program |           |              |                 |
|--|---------------------|-----------|--------------|-----------------|
|  | Space               | Area (sf) | Total (sf)   | Teaching Spaces |
| <b>Fifth Grade Learning Areas</b>            |                     |           |              |                 |
| 5th Grade Stem Lab/Classrooms                | 6                   | 1200      | 7200         | 6               |
| 5th Grade Stem Storage Rms                   | 3                   | 100       | 300          |                 |
| 5th Grade Classrooms                         | 18                  | 900       | 16200        | 18              |
| 5th Grade Teacher Planning /Workroom/Toilets | 1                   | 1200      | 1200         |                 |
| 5th Grade Student Toilets                    | 2                   | 500       | 1000         |                 |
| Intervention/Sensory Room                    | 1                   | 400       | 400          |                 |
| Resource Room                                | 1                   | 500       | 500          |                 |
| ERC Room                                     | 1                   | 500       | 500          |                 |
| Counselor's Office                           | 1                   | 150       | 150          |                 |
| Asst. Principal Office                       | 1                   | 200       | 200          |                 |
| <b>Sub-Total</b>                             |                     |           | <b>27650</b> | <b>24</b>       |

| <b>Sixth Grade Learning Areas</b>            |    |      |              |           |
|--|----|------|--------------|-----------|
| 6th Grade Stem Lab/Classrooms                | 6  | 1200 | 7200         | 6         |
| 6th Grade Stem Storage Rms                   | 3  | 100  | 300          |           |
| 6th Grade Classrooms                         | 18 | 900  | 16200        | 18        |
| 6th Grade Teacher Planning Workroom//Toilets | 1  | 1200 | 1200         |           |
| 6th Grade Student Toilets                    | 2  | 500  | 1000         |           |
| Intervention /Sensory Room                   | 1  | 400  | 400          |           |
| ERC Room                                     | 1  | 500  | 500          |           |
| Resource Room                                | 1  | 500  | 500          |           |
| Counselor's Office                           | 1  | 150  | 150          |           |
| Asst. Principal Office                       | 1  | 200  | 200          |           |
| <b>Sub-Total</b>                             |    |      | <b>27650</b> | <b>24</b> |

| <b>Library/Media Center</b> |   |      |             |          |
|-----------------------------|---|------|-------------|----------|
| Reading/ Class              | 1 | 2000 | 2000        | 1        |
| Stacks                      | 1 | 1000 | 1000        |          |
| Teacher Resource Room       | 1 | 100  | 100         |          |
| Office                      | 1 | 120  | 120         |          |
| Study/Conference Room       | 2 | 100  | 200         |          |
| <b>Sub-Total</b>            |   |      | <b>3420</b> | <b>1</b> |

| <b>Art</b>                    |   |      |             |          |
|-------------------------------|---|------|-------------|----------|
| Digital Art Classroom         | 1 | 1000 | 1000        | 1        |
| Digital Art Classroom Storage | 1 | 100  | 100         |          |
| Art Office                    | 2 | 100  | 200         |          |
| Art Multi-Purpose             | 1 | 1000 | 1000        | 1        |
| Art Multi-Purpose Storage     | 1 | 150  | 150         |          |
| Art Studio Project Storage    | 1 | 150  | 150         |          |
| Kiln                          | 1 | 100  | 100         |          |
| <b>Sub-Total</b>              |   |      | <b>2700</b> | <b>2</b> |

|                       | Educational Program |           |             |                 |
|-----------------------|---------------------|-----------|-------------|-----------------|
|                       | Space               | Area (sf) | Total (sf)  | Teaching Spaces |
| <b>General Music</b>  |                     |           |             |                 |
| Music/Drama Classroom | 1                   | 1000      | 1000        | 1               |
| Music/Drama Storage   | 1                   | 100       | 100         |                 |
| <b>Sub-Total</b>      |                     |           | <b>1100</b> | <b>1</b>        |

| <b>Choral</b>         |       |           |             |                 |
|-----------------------|-------|-----------|-------------|-----------------|
|                       | Space | Area (sf) | Total (sf)  | Teaching Spaces |
| Choral Classroom (30) | 1     | 1200      | 1200        | 1               |
| Choral Storage        | 1     | 100       | 100         |                 |
| Choral Office         | 1     | 100       | 100         |                 |
| <b>Sub-Total</b>      |       |           | <b>1300</b> | <b>1</b>        |

| <b>Band</b>                      |       |           |             |                 |
|----------------------------------|-------|-----------|-------------|-----------------|
|                                  | Space | Area (sf) | Total (sf)  | Teaching Spaces |
| Instrumental Rehearsal Room (40) | 1     | 1500      | 1500        | 1               |
| Instrument Storage Room          | 1     | 250       | 250         |                 |
| Small Ensemble Room (25)         | 1     | 400       | 400         | 1               |
| Band Directors' Office           | 1     | 100       | 100         |                 |
| <b>Sub-Total</b>                 |       |           | <b>2150</b> | <b>1</b>        |

| <b>Little Theater/Auditorium</b>            |       |           |             |                 |
|---|-------|-----------|-------------|-----------------|
|   | Space | Area (sf) | Total (sf)  | Teaching Spaces |
| Learning Stair (Little Theater @ 300 seats) | 1     | 3000      | 3000        | 1               |
| Stage Area                                  | 1     | 1200      | 1200        |                 |
| Prop Storage                                | 1     | 200       | 200         |                 |
| <b>Sub-Total</b>                            |       |           | <b>4400</b> | <b>1</b>        |

| <b>Physical Education</b>           |       |           |              |                 |
|-------------------------------------|-------|-----------|--------------|-----------------|
|                                     | Space | Area (sf) | Total (sf)   | Teaching Spaces |
| Lobby                               | 1     | 600       | 600          |                 |
| Concessions                         | 1     | 400       | 400          |                 |
| Janitor Storage                     | 1     | 100       | 100          |                 |
| Public Toilets                      | 2     | 600       | 1200         |                 |
| Wellness Classroom                  | 1     | 850       | 850          |                 |
| Weight Room                         | 1     | 1200      | 1200         | 1               |
| Gymnasium (1200 seats)              | 1     | 12000     | 12000        | 2               |
| Sport Team Dressing/Toilets/shower  | 2     | 600       | 1200         |                 |
| Sport Team Coach's Offices /Toilets | 2     | 125       | 250          |                 |
| PE Dressing Room/Toilets/shower     | 2     | 1000      | 2000         |                 |
| PE Coach's Offices                  | 2     | 125       | 250          |                 |
| PE Coach/Stor                       | 2     | 100       | 200          |                 |
| PE Storage                          | 1     | 800       | 800          |                 |
| <b>Sub-Total</b>                    |       |           | <b>21050</b> | <b>3</b>        |

|                              | Educational Program |           |              |                 |
|------------------------------|---------------------|-----------|--------------|-----------------|
|                              | Space               | Area (sf) | Total (sf)   | Teaching Spaces |
| <b>Food Service</b>          |                     |           |              |                 |
| Cafeteria/Café/Commons (400) | 1                   | 6000      | 6000         | 2               |
| Table Storage                | 1                   | 500       | 500          |                 |
| Kitchen                      | 1                   | 3000      | 3000         |                 |
| Serving                      | 1                   | 1700      | 1700         |                 |
| <b>Sub-Total</b>             |                     |           | <b>11200</b> | <b>2</b>        |

| <b>Building Services</b>        |       |           |             |                 |
|---------------------------------|-------|-----------|-------------|-----------------|
|                                 | Space | Area (sf) | Total (sf)  | Teaching Spaces |
| Public Toilets                  | 2     | 600       | 1200        |                 |
| Intermediate Distribution Rooms | 4     | 50        | 200         |                 |
| Technology Room                 | 1     | 300       | 300         |                 |
| Janitorial Storage              | 4     | 50        | 200         |                 |
| <b>Sub-Total</b>                |       |           | <b>1900</b> |                 |

| <b>Mechanical/Electrical Services</b> |       |           |             |                 |
|---------------------------------------|-------|-----------|-------------|-----------------|
|                                       | Space | Area (sf) | Total (sf)  | Teaching Spaces |
| Mechanical Room                       | 1     | 1000      | 1000        |                 |
| Electrical Room                       | 1     | 500       | 500         |                 |
| <b>Sub-Total</b>                      |       |           | <b>1500</b> |                 |

|                               |                |
|-------------------------------|----------------|
| <b>TOTAL NET AREA</b>         | <b>114,820</b> |
| <b>EFFICIENCY RATIO (65%)</b> | <b>61,826</b>  |
| <b>GROSS AREA</b>             | <b>176,646</b> |

**NOTES**

1. Area per Student (SF) 147
2. Teaching Stations 62
3. Potential 8 classroom expansion ( two teams @ 4 Classrooms each)

## *If we want to have a successful Intermediate School, our Facility must...*

### GROUP RESPONSES

- Plan for technology
- Have flexible spaces
- Have related arts spaces
- Have spacious classrooms
- Have space for SPED & CDC
- Have cohesive flow with spatial and functional relationships
- Have collaborative workspace for Staff - Workrooms
- Be safe and secure
- Have expandability with flexibility
- Have a "central site" location to the other schools

## *How can we establish a sense of Community in this New School?*

### GROUP RESPONSES

- Name / Branding – "Intermediate"
- Include school-based student activities
- Connection to Community and other Schools

## *PROS for the 5/6 Grade School Concept*

### GROUP RESPONSES

- Instructional Alignment
- Eases the transition to Middle School
- Supports Parents
- Extra support for students, day-in to day-out
- Expand 5th Grade services and opportunities
- Extra support for both 5th and 6th Grade
- Helps with the transition to 7th-12th grades with soft skills
- Would help 5th Graders prepare for advanced academics (related arts)
- Smaller population at CMS and the Elementary Schools
- Better Traffic Flow
- Increase instructional time
- New options – expanded curriculum
- Logical way to help with overcrowding at CMS
- Master Scheduling
- Teacher Certification
- STEM School \*Language
- New Facility upgrades

## *CONS FOR THE 5<sup>TH</sup>/6<sup>TH</sup> GRADE SCHOOL CONCEPT*

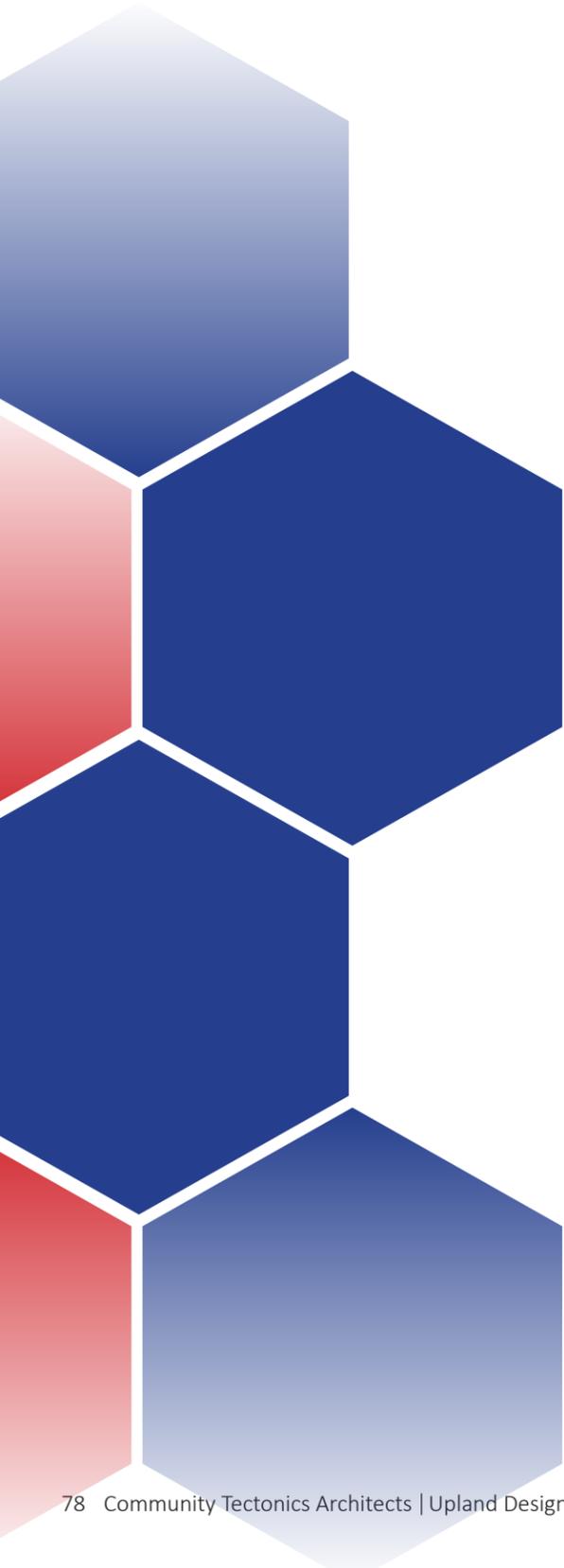
### GROUP RESPONSES

- Start/End times
- Transportation
- Personnel – How to determine? How to fund?
- Students at multiple schools – hybrid families
- Resources – New/Old "furniture"
- Zoning & Tuition – possible future growth
- Money
- Rezone – small schools
- Involvement- extracurricular activities – "If we lose what we have"
- Adaptability of building for a different grade structure
- Coordination of Services
- More school transitions
- Possibility... Location
- 6th Grade Buy-In (students)
- Traffic consideration
- Re-structuring issues @ CMS or Elementary
- Perception of inequality within system? (Teacher issues)

### GROUP COMMENTS MADE DURING DISCUSSIONS

- There are currently 6th grade basketball teams, a baseball and a boys soccer team
- 65 Students on the CMS Wrestling Team – 1/3 are 6th Graders
- 6th Graders don't play football at CMS
- 5th Grade sports are through community / recreation leagues
- The new exterior space for a practice soccer field and PE
- Stem Labs would be needed – not typical Science Labs
- The 5/6 Grade School needs Choir and Band
- Steam Labs are needed – like the Art Room at CMS
- Much debate on number of man teams – settled on 2 man teams of ELA/MATH (90 min.)
- One Steam Lab is needed for every 2 teams for project-based learning (CKLA)
- Desire improved counseling of 6th graders – currently at CMS there is not time
- 1 Sensory room in needed per Grade Level
- 1 ERC is need per Grade Level w/ changing and restrooms????

## V. CLEVELAND MIDDLE SCHOOL (7th~8th)



PARTICIPANTS

Dr. Leneda Liang  
Hal Taylor  
Don Shell  
Brian Templeton  
Aaron Grohol

MEETING NOTES

1. Current School Population – 1,370 (has fluctuated just below 1,400)
2. There are 20 classrooms in each of the 3 wings.
3. Dr. Laing was open to the 5/6 grade school concept and indicated it could work well academically. The potential hurdle would be how to handle sports and related arts.
  - The sixth grade currently participates in middle school basketball, cross country and track.
  - The sixth grade generally does not participate in middle school football.
4. Pulling the 6th grade out of CMS would allow for the projected growth of 1,200 students over the next 5/10/15 years. Ideal configuration would be 16 general academic classrooms of 25 students and 4 flex classrooms per wing.
5. Current School demographics: 25% of population is currently Hispanic and 12-15% is currently African American. Dr. Laing expects those numbers to continue to grow.
6. Currently CDC utilizes 2 classrooms. They have a larger restroom space with washer and dryer. There are 4 ERC classes of 8/10 students. The drop off for CDC could stand to be improved.
7. CMS is 1 to 1, so the computer lab is used as a classroom.
8. Currently, 3 related arts teachers do not have classrooms (nutrition, health & sports history and physical ed.)
9. Planning periods are common among grade levels.
10. Currently there is a lack of space for PE classes and team sports practices. Additional gym space is desired. CMS offers many diverse PE and extra-curricular options to students.
  - 35 students in each P.E. class
  - 4 classrooms in gym @ one time
  - Theater space used for gym on bad weather days.
  - Weight Training program needs gym space.
  - Wrestling team – Girls and Boys on same team but might change.
  - Dance uses theater space.
  - Volleyball, Basketball, Cheerleading, Dance, Soccer, Track, Cross County, Tennis, Wrestling, Band, Color Guard etc. compete for Gym space
11. There are currently 3 ESL teachers providing pull out instruction in small groups for 90 minute periods. Dividers are used to separate the groups.
12. There is currently no space for life skills instruction.
13. The cafeteria currently seats 400 students per lunch period. They need more dining space. It appears that an addition to accommodate more seating would be possible.
14. Dr. Laing mentioned that a new stem classroom is in the works to be provided through ESSER funding but there was limited space available.
15. Music Wing (2 teachers) Currently not using all rooms for music.
16. Small groups / individual groups currently meet in teacher lounge and workroom spaces.

ACADEMIC TEAMS

**6TH GRADE**

3-Man Teams (6)  
2-Man Teams (1)

**7TH GRADE**

4-Man Teams (4)

**8TH GRADE**

Language Arts (4)  
Science (4)  
Math (4)  
English (4)

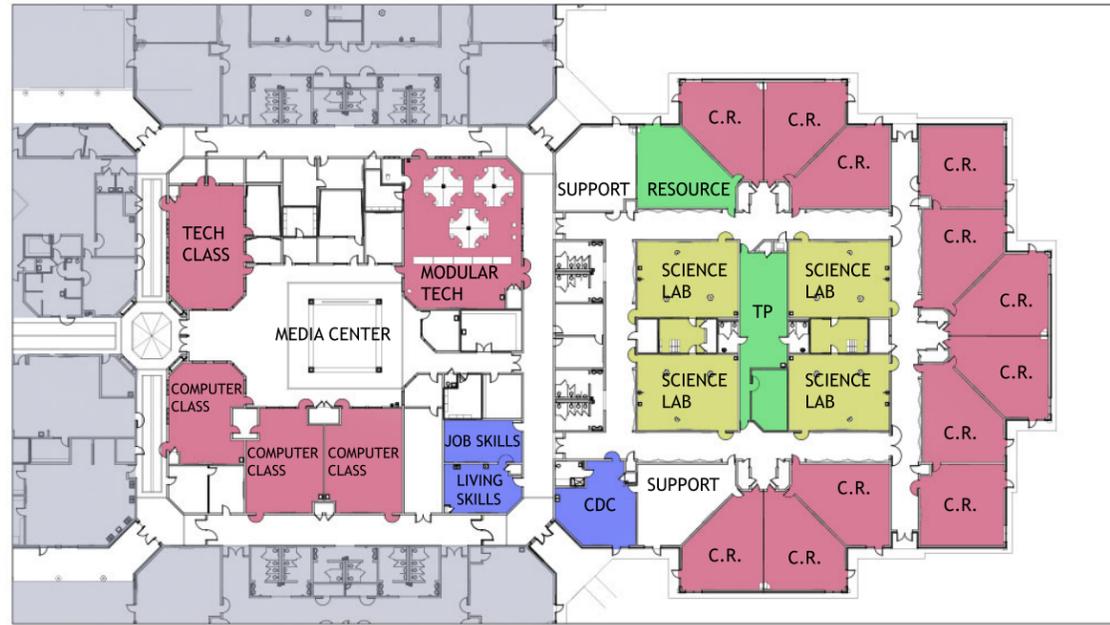
MAINTENANCE ITEMS

- 20 year-old mechanical units are scheduled to be replaced.
- Bathrooms need to be refurbished.
- Gym bleachers need to be replaced.

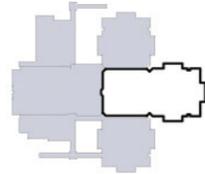




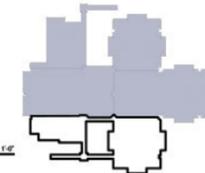
# CLEVELAND MIDDLE SCHOOL Floor Plan



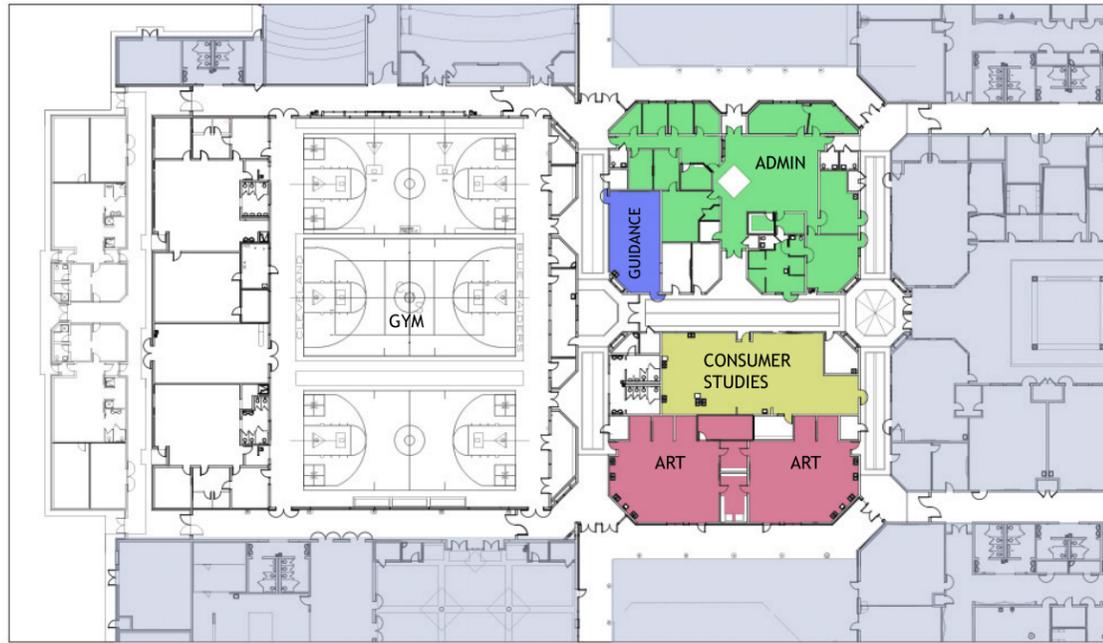
CLEVELAND MIDDLE SCHOOL - EAST  
CURRENT USE PLAN



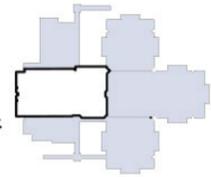
CLEVELAND MIDDLE SCHOOL - SOUTH  
CURRENT USE PLAN



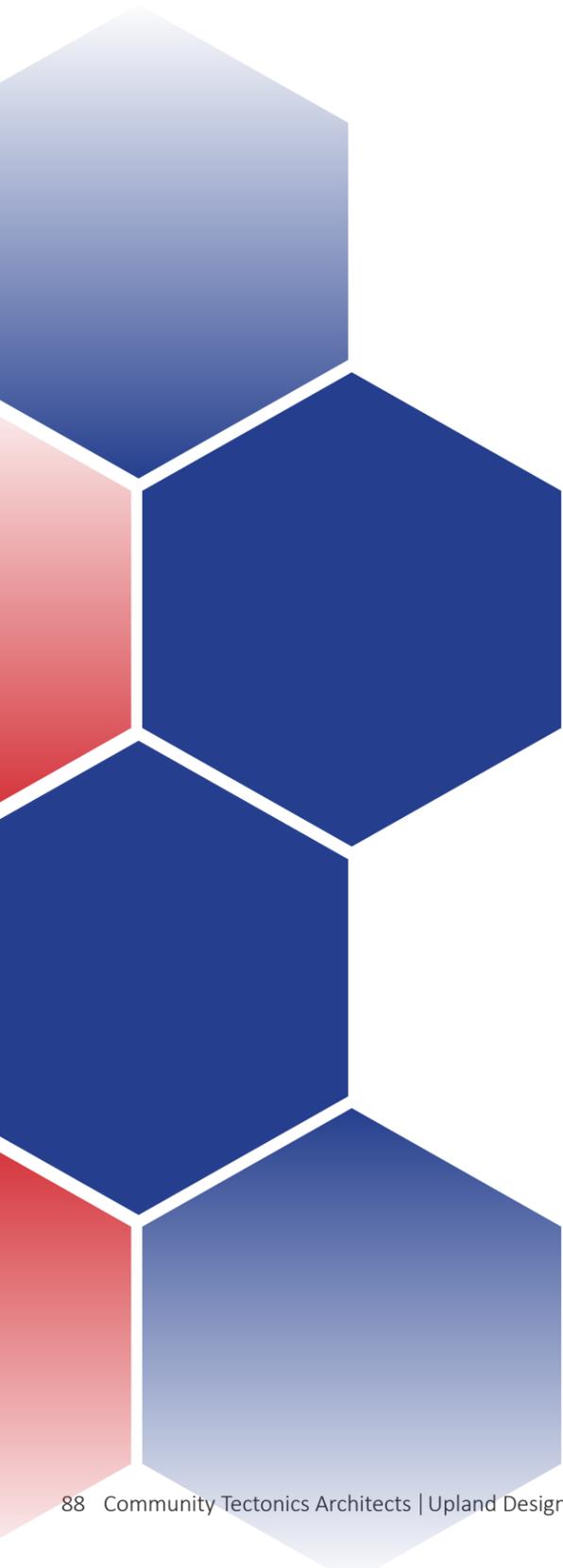
# CLEVELAND MIDDLE SCHOOL Floor Plan



CLEVELAND MIDDLE SCHOOL - WEST  
CURRENT USE PLAN



**VI. CLEVELAND HIGH SCHOOL  
(9th~12th) ADDITIONS AND RENOVATIONS**



April 28, 2021

## PARTICIPANTS

Autumn O'Bryan  
Hal Taylor  
Don Shell  
Brian Templeton  
Aaron Grohol

## MEETING NOTES

1. Current School Population – 1,700
2. Projected Student Population by 2035 – 2,323
3. The building is currently organized as the west wing serving the lower grades 9 & 10 and the east wing serving the upper grades 11 & 12.
4. The building lacks gathering space. The Commons isn't used for large group gathering during the school day due to common traffic between the East and West wings. Gathering space for groups of 600-800 is needed. A space or multiple spaces this size could also be used for testing.
5. The school has outgrown the Little Theater with what is currently being done with drama and choir productions.
6. East to West circulation through the school is challenging. A secure connector from the Science Wing to the Arena would be beneficial.
7. Lunch period is currently divided into 2 period of 2 grades each. The indoor dining capacity is 600. Outdoor dining is helps when usable. Covered areas would be even more helpful.
8. ROTC needs 2,500 square feet. The Band Room is too small for them to use. They also need access to two classrooms and a secured storage space.
9. The current Media Center is too big for how it is being used now.
10. The main entrance into the school needs improvement. Covered area would be nice.
11. Centralized space near the Commons for Counseling, Bookstore, Snack Shop and Health Clinic would improve accessibility.
12. Need more Administrative Space.
13. There are currently 4 ESL and 4 SPED Classrooms. Each has 15-20 students. Need to be separated.
14. The current marching band size is 100.
15. CTE – Health Sciences has the largest participation.
16. Culinary program would ideally be located near the Commons / Snack Shop.
17. Raider Blue Academy (RBA) is the alternative school and is located in the west wing.
18. All departments have 10 teachers.
19. CHS uses block scheduling. Teachers use their classrooms for planning. There are no designated common workrooms.

## MAINTENANCE ITEMS

- West Wing Sewer
- Geothermal field loop leaks could lead to issues with system's heating capacity
- Ongoing issues with RTU's
- No reinforcing in masonry walls in both the east and west wings
- Principal's Office carpet

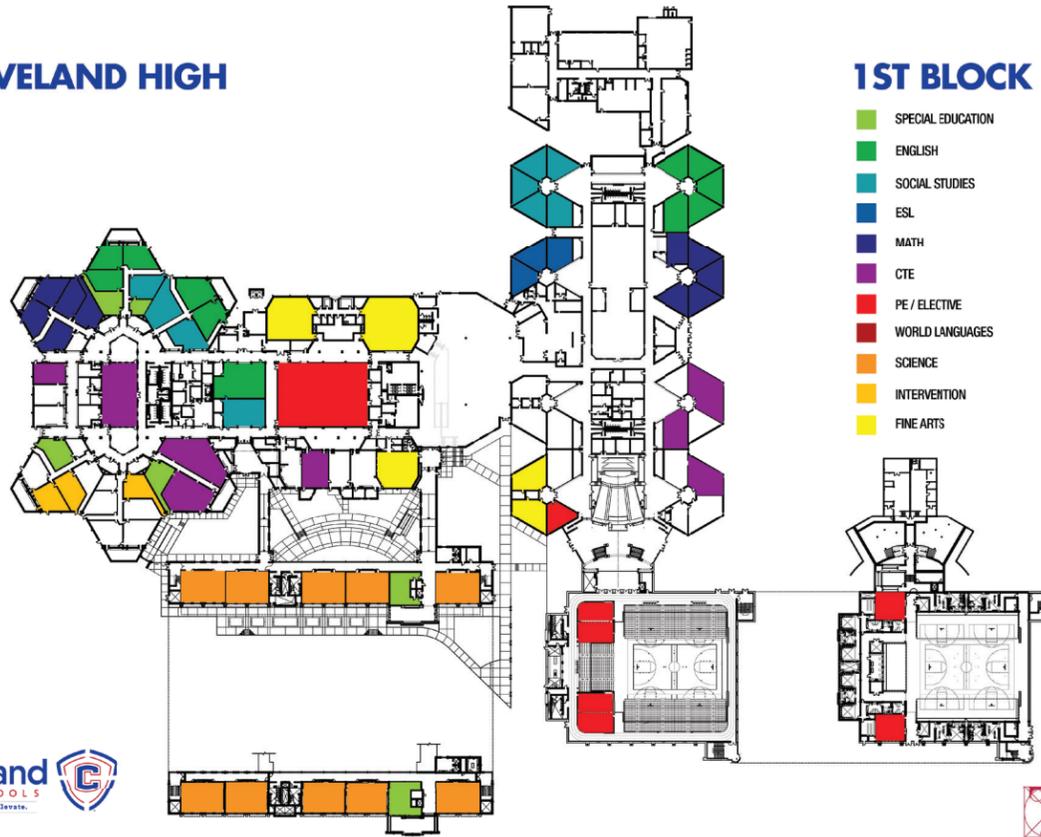


# CLEVELAND HIGH Block Scheduling Diagrams

**CLEVELAND HIGH**

## 1ST BLOCK

- SPECIAL EDUCATION
- ENGLISH
- SOCIAL STUDIES
- ESL
- MATH
- CTE
- PE / ELECTIVE
- WORLD LANGUAGES
- SCIENCE
- INTERVENTION
- FINE ARTS



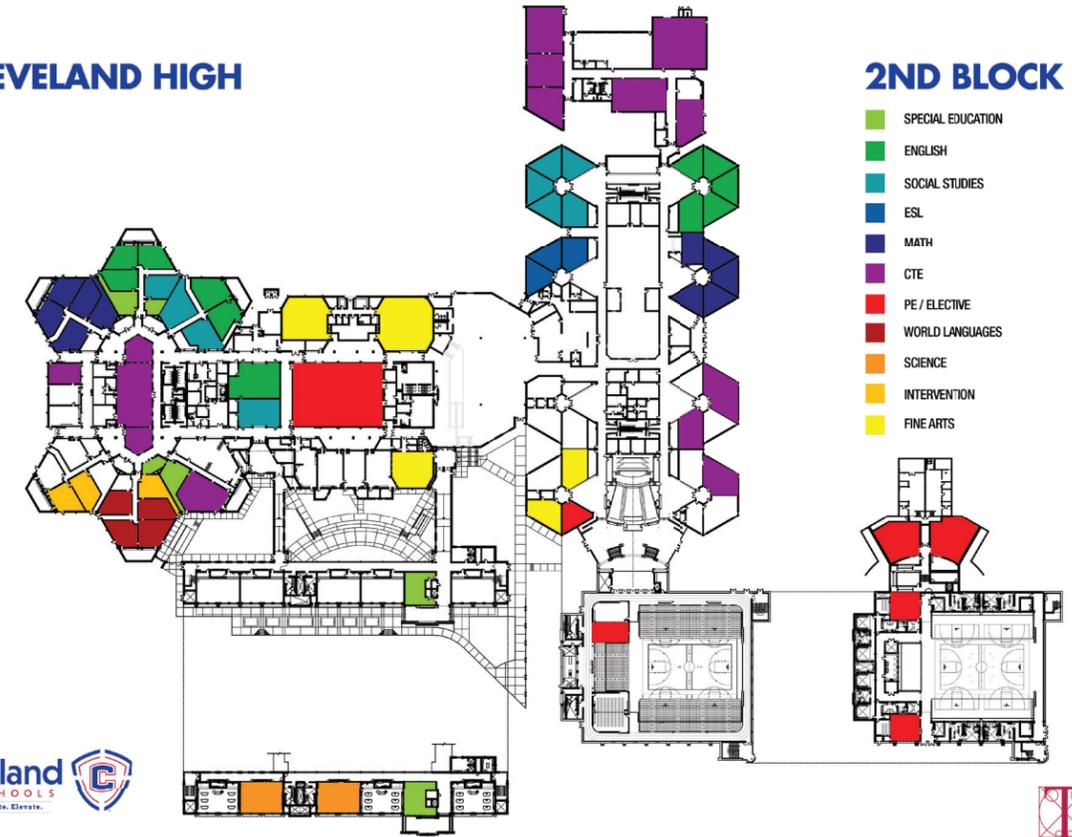
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**CLEVELAND HIGH**

## 2ND BLOCK

- SPECIAL EDUCATION
- ENGLISH
- SOCIAL STUDIES
- ESL
- MATH
- CTE
- PE / ELECTIVE
- WORLD LANGUAGES
- SCIENCE
- INTERVENTION
- FINE ARTS



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# CLEVELAND HIGH Block Scheduling Diagrams

**CLEVELAND HIGH**

## 3RD BLOCK

- SPECIAL EDUCATION
- ENGLISH
- SOCIAL STUDIES
- ESL
- MATH
- CTE
- PE / ELECTIVE
- WORLD LANGUAGES
- SCIENCE
- INTERVENTION
- FINE ARTS

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**CLEVELAND HIGH**

## 4TH BLOCK

- SPECIAL EDUCATION
- ENGLISH
- SOCIAL STUDIES
- ESL
- MATH
- CTE
- PE / ELECTIVE
- WORLD LANGUAGES
- SCIENCE
- INTERVENTION
- FINE ARTS

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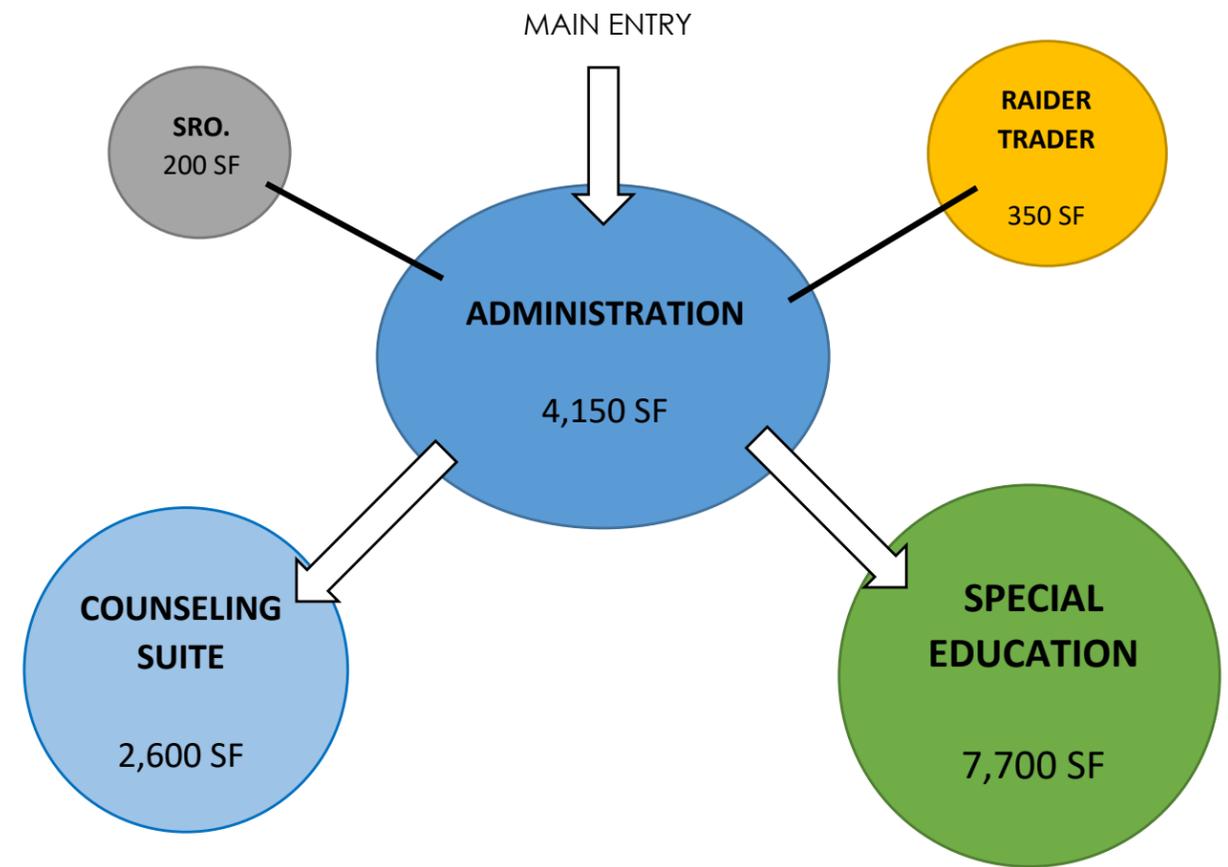
# CLEVELAND HIGH Program Analysis

| Category                 | Subject                                  | Quantity | Number of Teaching Stations | Students per Teaching Station | Building Capacity | Student Utilization @80% | Program Capacity | Room Size | Area (sf.)   | Adjacency                     |
|--------------------------|--|----------|-----------------------------|-------------------------------|-------------------|--------------------------|------------------|-----------|--------------|-------------------------------|
| Administration           | Secured Foyer                            | 1        |                             |                               |                   |                          |                  | 300       | 300          |                               |
| Administration           | Reception/Waiting                        | 1        |                             |                               |                   |                          |                  | 400       | 400          |                               |
| Administration           | Central Office                           | 1        |                             |                               |                   |                          |                  | 750       | 750          |                               |
| Administration           | Conference Room                          | 1        |                             |                               |                   |                          |                  | 500       | 500          |                               |
| Administration           | Principal's Office & Toilet              | 1        |                             |                               |                   |                          |                  | 300       | 300          |                               |
| Administration           | Assistant Principals Offices             | 5        |                             |                               |                   |                          |                  | 200       | 1000         | academic wings & P.A.E.S. Lab |
| Administration           | Bookkeeper's Office                      | 1        |                             |                               |                   |                          |                  | 150       | 150          |                               |
| Administration           | Work/Mail Room                           | 1        |                             |                               |                   |                          |                  | 450       | 450          |                               |
| Administration           | Staff Toilets                            | 2        |                             |                               |                   |                          |                  | 150       | 300          |                               |
| Administration           | SRO Office                               | 2        |                             |                               |                   |                          |                  | 200       | 400          | secured entries               |
| Administration           | Kitchennette                             | 1        |                             |                               |                   |                          |                  | 200       | 200          |                               |
| Administration           | General Storage                          | 1        |                             |                               |                   |                          |                  | 200       | 200          |                               |
| Administration           | Health Clinic with sick bays and toilets | 1        |                             |                               |                   |                          |                  | 530       | 530          |                               |
| Business Management      | Book Store (Raider Trader)               | 1        |                             |                               |                   |                          |                  | 350       | 350          | entry lobby                   |
| <b>Administration</b>    | <b>Administration Sub-Total</b>          |          |                             |                               |                   |                          |                  |           | <b>5830</b>  | Main Entry                    |
| Counseling Suite         | Waiting/Administrative Asst.             | 1        |                             |                               |                   |                          |                  | 400       | 400          |                               |
| Counseling Suite         | Social Worker's Office                   | 1        |                             |                               |                   |                          |                  | 200       | 200          |                               |
| Counseling Suite         | Food Pantry                              | 1        |                             |                               |                   |                          |                  | 300       | 300          |                               |
| Counseling Suite         | Record Storage                           | 1        |                             |                               |                   |                          |                  | 200       | 200          |                               |
| Counseling Suite         | Conference Room (8-10)                   | 1        |                             |                               |                   |                          |                  | 300       | 300          |                               |
| Counseling Suite         | Counselor's Office                       | 6        |                             |                               |                   |                          |                  | 200       | 1200         | 2 @ each academic wing        |
| <b>Counseling Suite</b>  | <b>Counseling Suite Sub-Total</b>        |          |                             |                               |                   |                          |                  |           | <b>2600</b>  | Administration                |
| ESL Suite                | ESL Welcome Center                       | 1        |                             |                               |                   |                          |                  | 850       | 850          |                               |
| ESL Suite                | Offices                                  | 3        |                             |                               |                   |                          |                  | 250       | 750          |                               |
| ESL Suite                | ESL Classrooms (2 Future CR)             | 4        | 4                           | 14                            | 56                | 80%                      | 48               | 850       | 3400         | 2 @ each academic wing        |
| ESL Suite                | Conference                               | 1        |                             |                               |                   |                          |                  | 500       | 500          |                               |
| ESL Suite                | S.I.F.E. Classroom                       | 1        | 1                           | 14                            | 14                | 80%                      | 12               | 850       | 850          |                               |
| ESL Suite                | Storage Room                             | 1        |                             |                               |                   |                          |                  | 200       | 200          |                               |
| <b>ESL Suite</b>         | <b>ESL Suite Sub-Total</b>               |          | <b>5</b>                    |                               | <b>70</b>         |                          | <b>60</b>        |           | <b>6550</b>  | Administration                |
| Special Education        | P.A.E.S. Lab                             | 1        | 1                           | 30                            | 30                | 80%                      | 26               | 1200      | 1200         |                               |
| Special Education        | Conference Room                          | 1        |                             |                               |                   |                          |                  | 500       | 500          |                               |
| Special Education        | Toilets                                  | 2        |                             |                               |                   |                          |                  | 250       | 500          |                               |
| Special Education        | ERC Rooms (2 future)                     | 4        | 4                           | 14                            | 56                | 80%                      | 48               | 800       | 3200         |                               |
| Special Education        | CDC Classroom w/Toilet                   | 1        | 1                           | 7                             | 7                 | 80%                      | 6                | 1100      | 1100         |                               |
| Special Education        | Living Skills Room                       | 1        | 1                           | 7                             | 7                 | 80%                      | 6                | 900       | 900          |                               |
| Special Education        | Sensory Rom                              | 1        |                             |                               |                   |                          |                  | 300       | 300          |                               |
| <b>Special Education</b> | <b>Special Education Sub-Total</b>       |          | <b>7</b>                    |                               | <b>100</b>        |                          | <b>85</b>        |           | <b>7700</b>  | Administration                |
| Core Academics           | Math                                     | 14       | 14                          | 30                            | 420               | 80%                      | 357              | 850       | 11900        |                               |
| Core Academics           | Science                                  | 12       | 12                          | 30                            | 360               | 80%                      | 306              | 850       | 10200        | existing to remain            |
| Core Academics           | English                                  | 14       | 14                          | 30                            | 420               | 80%                      | 357              | 850       | 11900        |                               |
| Core Academics           | Social Studies                           | 12       | 12                          | 30                            | 360               | 80%                      | 306              | 850       | 10200        |                               |
| Core Academics           | World Language Classrooms                | 6        | 6                           | 30                            | 180               | 80%                      | 153              | 850       | 5100         |                               |
| Core Academics           | World Language Labs w/Storage            | 2        | 2                           | 30                            | 60                | 80%                      | 51               | 1300      | 2600         |                               |
| Core Academics           | Teacher Planning/Work Room (60 @60sf.)   | 2        |                             |                               |                   |                          |                  | 1800      | 3600         | 1 @ each academic wing        |
| Core Academics           | Intervention Rooms in both wings (3 ea.) | 6        | 6                           | 10                            | 60                | 80%                      | 51               | 400       | 2400         | core academics                |
| <b>Core Academics</b>    | <b>Core Academics Sub-Total</b>          |          | <b>66</b>                   |                               | <b>1860</b>       |                          | <b>1581</b>      |           | <b>57900</b> |                               |
| Art                      | Art Studio                               | 3        | 3                           | 30                            | 90                | 80%                      | 77               | 900       | 2700         |                               |
| Art                      | Art Storage                              | 3        |                             |                               |                   |                          |                  | 100       | 300          |                               |
| Art                      | Art Kiln                                 | 2        |                             |                               |                   |                          |                  | 100       | 200          |                               |
| Art                      | Maker Space                              | 1        | 1                           | 35                            | 35                | 80%                      | 30               | 1700      | 1700         |                               |
| <b>Art Department</b>    | <b>Art Department Sub-Total</b>          |          | <b>4</b>                    |                               | <b>125</b>        |                          | <b>106</b>       |           | <b>4900</b>  | Outdoor Court Yard            |
| Band                     | Large Rehearsal Room (250)               | 1        | 1                           | 250                           | 250               | 80%                      | 213              | 5000      | 5000         |                               |
| Band                     | Small Reheral Room (100)                 | 1        | 1                           | 100                           | 100               | 80%                      | 85               | 2000      | 2000         |                               |
| Band                     | Uniform Storage                          | 1        |                             |                               |                   |                          |                  | 300       | 300          |                               |
| Band                     | Instrument Storage                       | 1        |                             |                               |                   |                          |                  | 700       | 700          |                               |
| Band                     | Instrument Repair                        | 1        |                             |                               |                   |                          |                  | 200       | 200          |                               |
| Band                     | Practice Rooms (6)                       | 6        |                             |                               |                   |                          |                  | 50        | 300          |                               |
| Band                     | Office                                   | 1        |                             |                               |                   |                          |                  | 120       | 120          |                               |
| Band                     | Library                                  | 1        |                             |                               |                   |                          |                  | 80        | 80           |                               |
| <b>Band</b>              | <b>Band Sub-Total</b>                    |          | <b>2</b>                    |                               | <b>350</b>        |                          | <b>298</b>       |           | <b>8700</b>  | Theater/Choral                |
| Choral                   | Performance Room                         | 1        | 1                           | 60                            | 60                | 80%                      | 51               | 1200      | 1200         |                               |
| Choral                   | Classroom                                | 1        | 1                           | 30                            | 30                | 80%                      | 26               | 850       | 850          |                               |
| Choral                   | Office                                   | 1        |                             |                               |                   |                          |                  | 120       | 120          |                               |
| Choral                   | Library                                  | 1        |                             |                               |                   |                          |                  | 80        | 80           |                               |
| Choral                   | Storage                                  | 1        |                             |                               |                   |                          |                  | 120       | 120          |                               |
| Choral                   | Dressing Rooms                           | 2        |                             |                               |                   |                          |                  | 150       | 300          |                               |
| Choral                   | Costumes                                 | 1        |                             |                               |                   |                          |                  | 250       | 250          |                               |
| <b>Choral</b>            | <b>Choral Sub-Total</b>                  |          | <b>2</b>                    |                               | <b>90</b>         |                          | <b>77</b>        |           | <b>2920</b>  | Theater/Band                  |
| Theater                  | Theater (750 seats)                      | 1        |                             |                               |                   |                          |                  | 7500      | 7500         |                               |
| Theater                  | Orchestra Pit (100 seats)                | 1        |                             |                               |                   |                          |                  | 1000      | 1000         |                               |
| Theater                  | Stage with side wings                    | 1        |                             |                               |                   |                          |                  | 3500      | 3500         |                               |
| Theater                  | Dressing Rooms/Tit.                      | 2        |                             |                               |                   |                          |                  | 250       | 500          |                               |
| Theater                  | Piano Storage                            | 1        |                             |                               |                   |                          |                  | 300       | 300          |                               |
| Theater                  | Prop Storage                             | 1        |                             |                               |                   |                          |                  | 500       | 500          |                               |
| Theater                  | Lobby                                    | 1        |                             |                               |                   |                          |                  | 1500      | 1500         |                               |
| Theater                  | Public Toilets                           | 2        |                             |                               |                   |                          |                  | 600       | 1200         |                               |
| Theater                  | Concessions/Tickets                      | 1        |                             |                               |                   |                          |                  | 300       | 300          |                               |
| Theater                  | Theater (Green) Room                     | 1        | 1                           | 30                            | 30                | 80%                      | 26               | 850       | 850          |                               |
| <b>Theater</b>           | <b>Theater Department Sub-Total</b>      |          | <b>1</b>                    |                               | <b>30</b>         |                          | <b>26</b>        |           | <b>17150</b> | Band/Choral                   |

| Category                           | Subject                                   | Quantity | Number of Teaching Stations | Students per Teaching Station | Building Capacity | Student Utilization @80% | Program Capacity | Room Size   | Area (sf.)    | Adjacency           |
|------------------------------------|---|----------|-----------------------------|-------------------------------|-------------------|--------------------------|------------------|-------------|---------------|---------------------|
| Physical Education/ Wellness       | Gymnasium                                 | 1        | 1                           | 60                            | 60                | 80%                      | 48               |             | 0             | Existing TBD        |
| Physical Education/ Wellness       | Gym Storage                               | 1        |                             |                               |                   |                          |                  |             | 0             | Existing TBD        |
| Physical Education/ Wellness       | Equipment Storage                         | 1        |                             |                               |                   |                          |                  |             | 0             | Existing TBD        |
| Physical Education/ Wellness       | Lobby                                     | 1        |                             |                               |                   |                          |                  |             | 0             | Existing TBD        |
| Physical Education/ Wellness       | Concessions                               | 1        |                             |                               |                   |                          |                  |             | 0             | Existing TBD        |
| Physical Education/ Wellness       | Boys Team Dressing & Toilets              | 1        |                             |                               |                   |                          |                  |             | 0             | Existing TBD        |
| Physical Education/ Wellness       | Boys PE Dressing & Toilets                | 1        |                             |                               |                   |                          |                  |             | 0             | Existing TBD        |
| Physical Education/ Wellness       | Girls Team Dressing & Toilets             | 1        |                             |                               |                   |                          |                  |             | 0             | Existing TBD        |
| Physical Education/ Wellness       | Girls PE Dressing & Toilets               | 1        |                             |                               |                   |                          |                  |             | 0             | Existing TBD        |
| Physical Education/ Wellness       | Volley Ball Aux. Gym                      | 1        | 1                           | 30                            | 30                | 80%                      | 24               | 6900        | 6900          | Existing TBD        |
| Physical Education/ Wellness       | Weightroom / Fitness                      | 1        | 1                           | 26                            | 26                | 80%                      | 21               |             | 0             | Existing TBD        |
| Physical Education/ Wellness       | Wellness Classroom                        | 10       | 10                          | 30                            | 300               | 80%                      | 240              | 800         | 8000          | Existing TBD        |
| Physical Education/ Wellness       | PE Office & Storage                       | 2        |                             |                               |                   |                          |                  |             | 0             | Existing TBD        |
| <b>Physical Education/Wellness</b> | <b>Wellness / PE / Elective Sub-Total</b> |          | <b>13</b>                   |                               | <b>416</b>        |                          | <b>333</b>       |             | <b>14900</b>  | Existing Gymnasium  |
| Food Service                       | Kitchen                                   | 1        |                             |                               |                   |                          |                  | 7500        | 7500          | TBD                 |
| Food Service                       | Serving                                   | 1        |                             |                               |                   |                          |                  | 3000        | 3000          | TBD                 |
| Food Service                       | Dining (1,000 @15 sf/per.)                | 1        |                             |                               |                   |                          |                  | 15000       | 15000         | TBD                 |
| <b>Food Service</b>                | <b>Food Service Sub-Total</b>             |          |                             |                               |                   |                          |                  |             | <b>25500</b>  | Service Drive       |
| RBA                                | Classrooms                                | 4        | 4                           | 10                            | 40                | 80%                      | 34               | 850         | 3400          |                     |
| RBA                                | Conference Room                           | 1        |                             |                               |                   |                          |                  | 300         | 300           |                     |
| RBA                                | Assistant Principal                       | 1        |                             |                               |                   |                          |                  | 200         | 200           |                     |
| RBA                                | Sensory Room                              | 1        |                             |                               |                   |                          |                  | 300         | 300           |                     |
| RBA                                | Toilets                                   | 2        |                             |                               |                   |                          |                  | 60          | 120           |                     |
| <b>RBA</b>                         | <b>RBA Sub-Total</b>                      |          | <b>4</b>                    |                               | <b>40</b>         |                          | <b>34</b>        |             | <b>4320</b>   | TBD                 |
| <b>CTE PROGRAMS:</b>               |   |          |                             |                               |                   |                          |                  |             |               |                     |
| Auto Shop /Class                   | Classroom                                 | 1        | 1                           | 25                            | 25                | 80%                      | 21               | 1600        | 1600          |                     |
| Auto Shop /Class                   | Shop                                      | 1        | 1                           | 25                            | 25                | 80%                      | 21               | 3200        | 3200          | Service Drive       |
| Auto Shop /Class                   | Storage                                   | 1        |                             |                               |                   |                          |                  | 600         | 600           |                     |
| <b>Auto Shop /Class</b>            | <b>Auto Shop /Class Sub-Total</b>         |          | <b>2</b>                    |                               | <b>50</b>         |                          | <b>43</b>        |             | <b>5400</b>   |                     |
| <b>Aviation</b>                    | <b>Classroom/Lab</b>                      | <b>1</b> | <b>1</b>                    | <b>25</b>                     | <b>25</b>         | <b>80%</b>               | <b>21</b>        | <b>2000</b> | <b>2000</b>   |                     |
| <b>Business Management</b>         | <b>Classroom/Lab</b>                      | <b>1</b> | <b>1</b>                    | <b>25</b>                     | <b>25</b>         | <b>80%</b>               | <b>21</b>        | <b>1300</b> | <b>1300</b>   | Raider Trader Store |
| Criminal Justice                   | Court Room/Jail                           | 1        | 1                           | 25                            | 25                | 80%                      | 21               | 1200        | 1200          |                     |
| Criminal Justice                   | Classrooms                                | 2        | 2                           | 25                            | 50                | 80%                      | 43               | 850         | 1700          |                     |
| <b>Criminal Justice</b>            | <b>Criminal Justice Sub-Total</b>         |          | <b>3</b>                    |                               | <b>75</b>         |                          | <b>64</b>        |             | <b>2900</b>   |                     |
| Culinary Arts                      | Classroom                                 | 1        | 1                           | 25                            | 25                | 85%                      | 21               | 1400        | 1400          |                     |
| Culinary Arts                      | Prep Area                                 | 1        |                             |                               |                   |                          |                  | 1400        | 1400          |                     |
| Culinary Arts                      | Kitchen                                   | 1        |                             |                               |                   |                          |                  | 1400        | 1400          | Food Service/Dining |
| <b>Culinary Arts</b>               | <b>Culinary Arts Sub-Total</b>            |          | <b>1</b>                    |                               | <b>25</b>         |                          | <b>21</b>        |             | <b>4200</b>   |                     |
| Digital Media                      | Digital Media Studio w/Secured entry      | 1        |                             |                               |                   |                          |                  | 1100        | 1100          |                     |
| Digital Media                      | Digital Media Control Room                | 1        |                             |                               |                   |                          |                  | 500         | 500           |                     |
| Digital Media                      | Digital Media Audio Room                  | 1        |                             |                               |                   |                          |                  | 150         | 150           |                     |
| Digital Media                      | Digital Media Classroom                   | 1        | 1                           | 25                            | 25                | 80%                      | 21               | 1200        | 1200          |                     |
| Digital Media                      | Digital Arts Storage                      | 1        |                             |                               |                   |                          |                  | 300         | 300           |                     |
| <b>Digital Media</b>               | <b>Digital/Media Sub-Total</b>            |          | <b>1</b>                    |                               | <b>25</b>         |                          | <b>21</b>        |             | <b>3250</b>   |                     |
| Graphic Design                     | Graphic Design Lab                        | 2        | 2                           | 25                            | 50                | 80%                      | 43               | 1275        | 2550          |                     |
| Graphic Design                     | Graphic Design Classroom                  | 1        | 1                           | 25                            | 25                | 80%                      | 21               | 850         | 850           |                     |
| <b>Graphic Design</b>              | <b>Graphic Design Sub-Total</b>           |          | <b>3</b>                    |                               | <b>75</b>         |                          | <b>64</b>        |             | <b>3400</b>   |                     |
| <b>Engineering /Architecture</b>   | <b>Classroom/Lab with Storage</b>         | <b>1</b> | <b>1</b>                    | <b>25</b>                     | <b>25</b>         | <b>80%</b>               | <b>21</b>        | <b>2200</b> | <b>2200</b>   | Robotics/Welding    |
| Health Science Classrooms /Labs    | Pharmacy                                  | 1        | 1                           | 25                            | 25                | 80%                      | 21               | 1400        | 1400          |                     |
| Health Science Classrooms /Labs    | Emergency Medical                         | 1        | 1                           | 25                            | 25                | 80%                      | 21               | 1400        | 1400          |                     |
| Health Science Classrooms /Labs    | Sport Medical                             | 1        | 1                           | 25                            | 25                | 80%                      | 21               | 1400        | 1400          |                     |
| Health Science Classrooms /Labs    | Diagnostics                               | 1        | 1                           | 25                            | 25                | 80%                      | 21               | 1400        | 1400          |                     |
| Health Science Classrooms /Labs    | Medical Therapeutics                      | 1        | 1                           | 25                            | 25                | 80%                      | 21               | 1400        | 1400          |                     |
| <b>Health Science</b>              | <b>Health Science Sub-Total</b>           |          | <b>5</b>                    |                               | <b>125</b>        |                          | <b>106</b>       |             | <b>7000</b>   |                     |
| <b>IT Shop</b>                     | <b>IT Shop</b>                            | <b>1</b> | <b>1</b>                    | <b>25</b>                     | <b>25</b>         | <b>80%</b>               | <b>21</b>        | <b>1200</b> | <b>1200</b>   |                     |
| JROTC                              | Class Drill                               | 1        | 1                           | 25                            | 25                | 80%                      | 21               | 3000        | 3000          |                     |
| JROTC                              | Uniform Storage                           | 1        |                             |                               |                   |                          |                  | 400         | 400           |                     |
| JROTC                              | Secured Rifle Storage                     | 1        |                             |                               |                   |                          |                  | 400         | 400           |                     |
| <b>JROTC</b>                       | <b>JROTC Sub-Total</b>                    |          | <b>2</b>                    |                               | <b>50</b>         |                          | <b>43</b>        | <b>3000</b> | <b>3000</b>   |                     |
| <b>Manufacturing Shop</b>          | <b>Manufacturing Shop</b>                 | <b>1</b> | <b>1</b>                    | <b>25</b>                     | <b>25</b>         | <b>80%</b>               | <b>21</b>        | <b>6000</b> | <b>6000</b>   |                     |
| <b>Welding Shop and Tank Room</b>  | <b>Welding Shop and Tank Room</b>         | <b>1</b> | <b>1</b>                    | <b>25</b>                     | <b>25</b>         | <b>80%</b>               | <b>21</b>        | <b>3200</b> | <b>3200</b>   | Robotics            |
| <b>Robotics</b>                    | <b>Robotics</b>                           | <b>1</b> | <b>1</b>                    | <b>25</b>                     | <b>25</b>         | <b>80%</b>               | <b>21</b>        | <b>2000</b> | <b>2000</b>   | Engineer'g/Arch.    |
| <b>CTE</b>                         | <b>CTE Sub-Total</b>                      |          | <b>29</b>                   |                               | <b>600</b>        | <b>80%</b>               | <b>510</b>       |             | <b>57800</b>  |                     |
| <b>Program Totals</b>              | <b>Program Totals</b>                     |          | <b>133</b>                  |                               | <b>3641</b>       |                          | <b>3108</b>      |             | <b>216770</b> | Includes RBA        |
| Future                             | Animal Sciences Classroom /Lab            | 1        | 1                           | 25                            | 25                | 85%                      | 21               | 1200        | 1200          | Health Science      |
| Future                             | Teaching as a Profession                  | 1        | 1                           | 25                            | 25                | 85%                      | 21               | 850         | 850           | TBD                 |
| Future                             | Heavy Equipment Operation                 | 1        | 1                           | 25                            | 25                | 85%                      | 21               | 3000        | 3000          | TBD                 |
| Future                             | HVAC/ Plumbing                            | 1        | 1                           | 25                            | 25                | 85%                      | 21               | 3000        | 3000          | TBD                 |
| Future                             | CAPS/ Professional Learning               | 1        | 1                           | 25                            | 25                | 85%                      | 21               | 1500        | 1500          | 40 people           |
| <b>Future</b>                      | <b>Future Sub-Total</b>                   |          | <b>5</b>                    |                               | <b>125</b>        |                          | <b>106</b>       |             | <b>9550</b>   |                     |

# CLEVELAND HIGH SPACE RELATIONSHIP DIAGRAMS

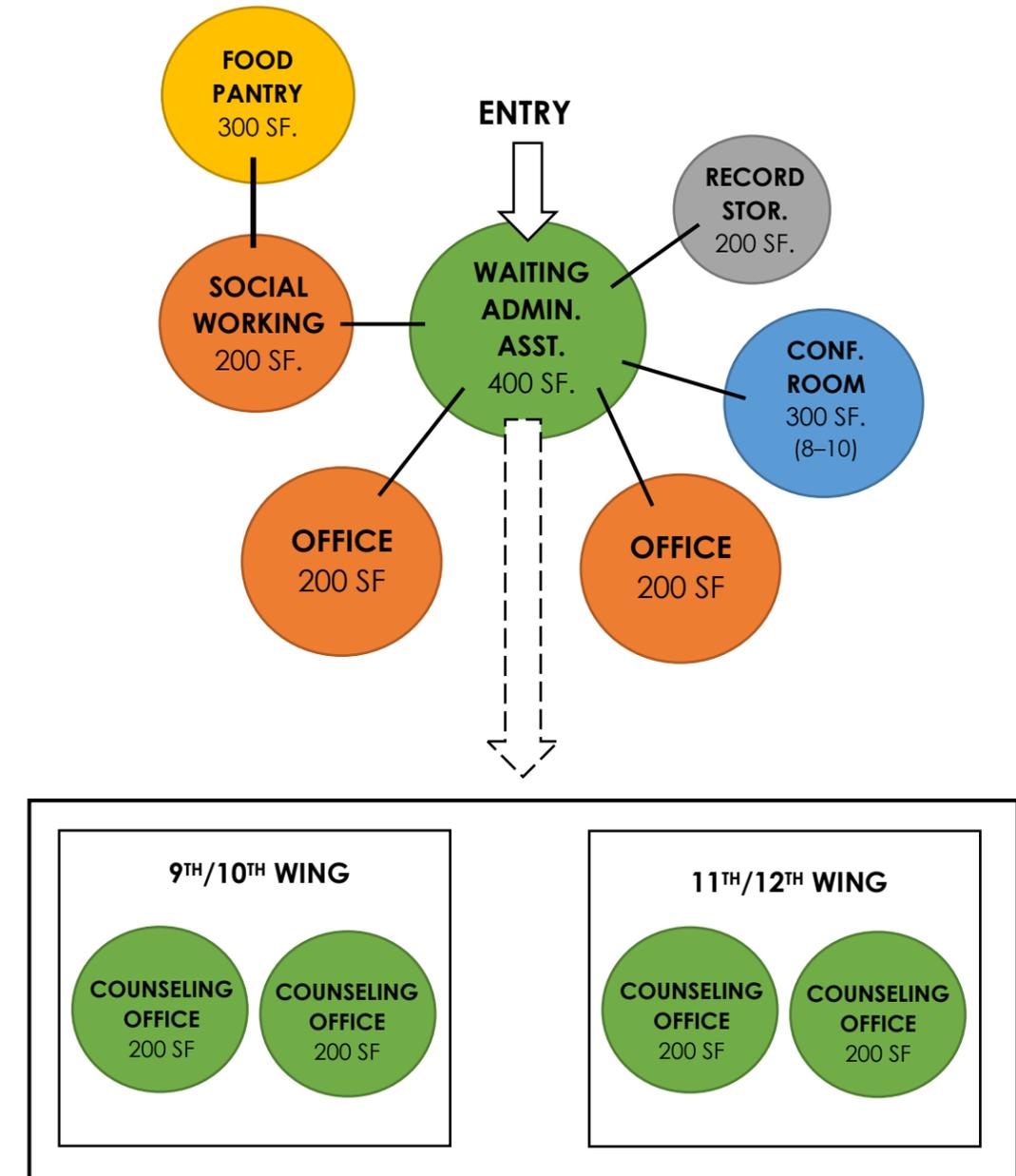
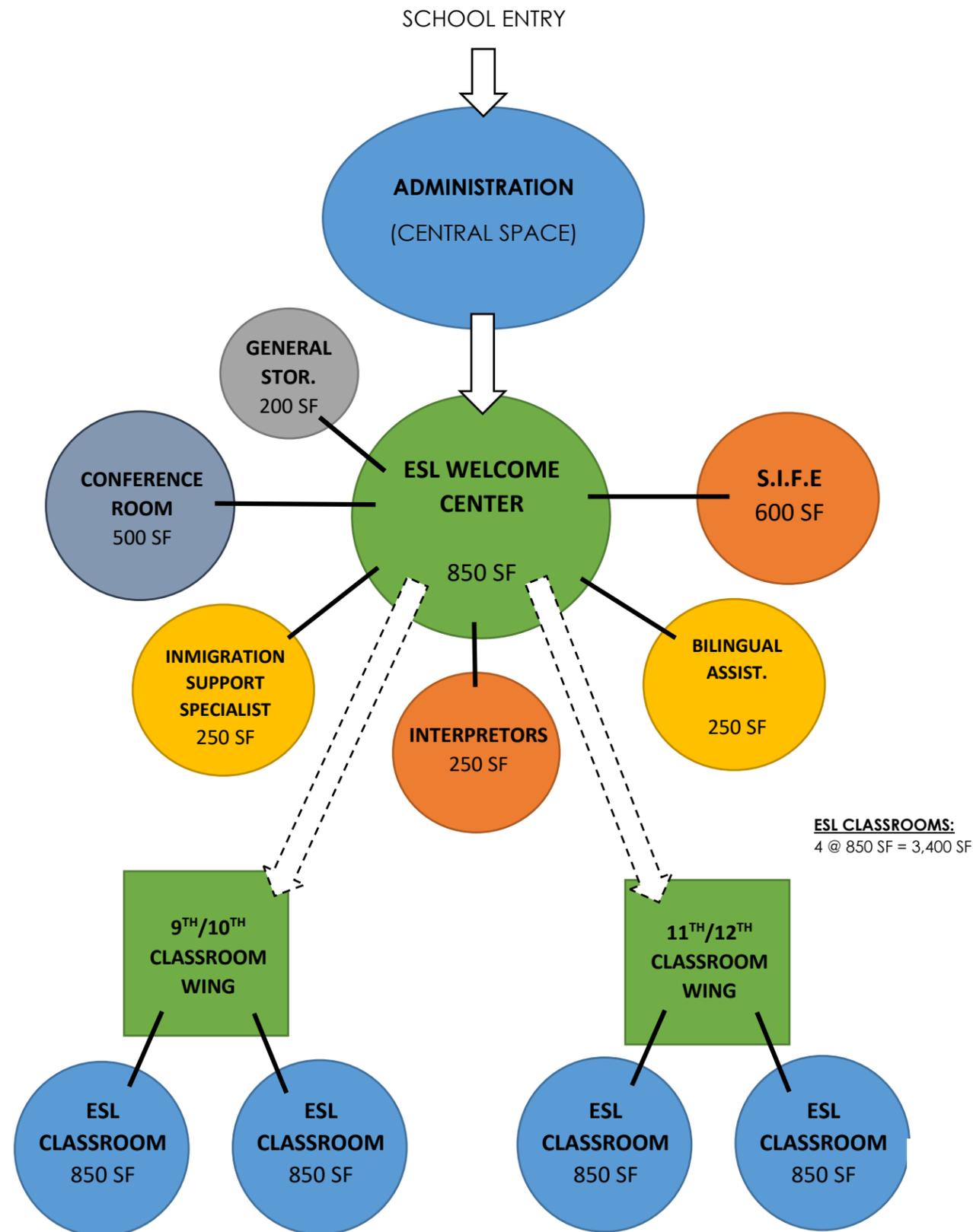
## CENTRALIZED FUNCTIONS (10,650 SF)



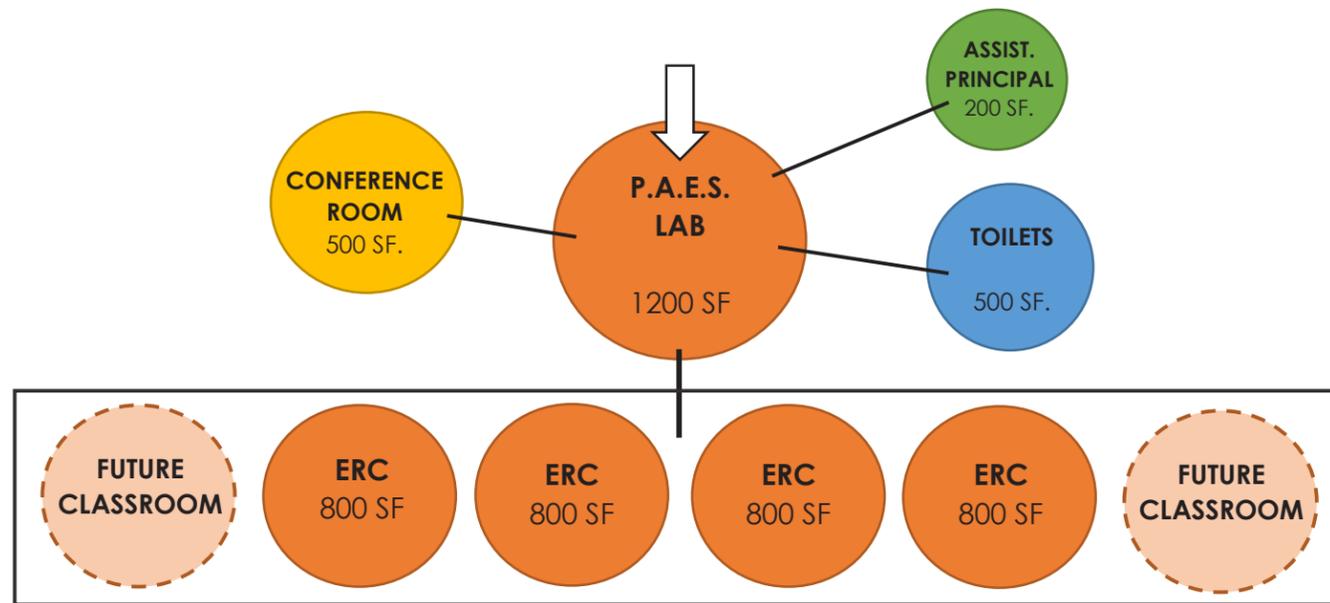
# ESL PROGRAM ANALYSIS (2,800 SF)

# COUNSELING PROGRAM ANALYSIS (2,600 SF)

\* 4 CLASSROOMS IN ACADEMIC WINGS OR

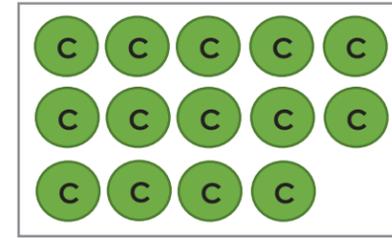


## P.A.E.S PROGRAM ANALYSIS (5,600 SF)



## ACADEMIC PROGRAM ANALYSIS (51,900 SF)

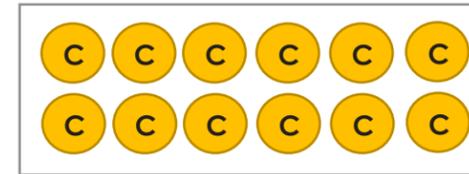
MATH:



14 @ 850 SF = 11,900 SF

BUILDING CAPACITY: 14 CLASSROOMS @ 30 STUDENTS = 420 STUDENTS  
PROGRAM CAPACITY: 14 CLASSROOMS @ 26 STUDENTS = 364 STUDENTS

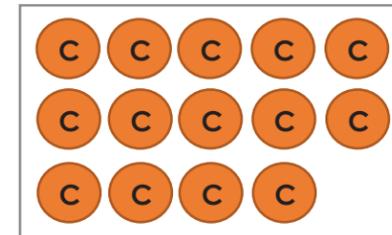
SCIENCE:



12 @ 850 SF = 10,200 SF

BUILDING CAPACITY: 12 CLASSROOMS @ 30 STUDENTS = 360 STUDENTS  
PROGRAM CAPACITY: 12 CLASSROOMS @ 26 STUDENTS = 312 STUDENTS  
"FIXED LOCATION"

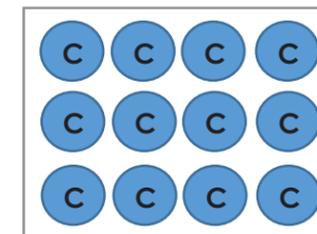
ENGLISH:



14 @ 850 SF = 11,900 SF

BUILDING CAPACITY: 14 CLASSROOMS @ 30 STUDENTS = 420 STUDENTS  
PROGRAM CAPACITY: 14 CLASSROOMS @ 26 STUDENTS = 364 STUDENTS

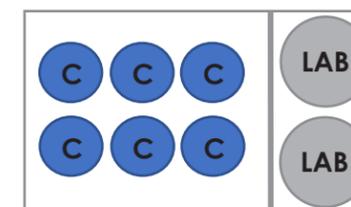
SOCIAL STUDIES:



12 @ 850 SF = 10,200 SF

BUILDING CAPACITY: 12 CLASSROOMS @ 30 STUDENTS = 360 STUDENTS  
PROGRAM CAPACITY: 12 CLASSROOMS @ 26 STUDENTS = 312 STUDENTS

WORLD LANGUAGE:

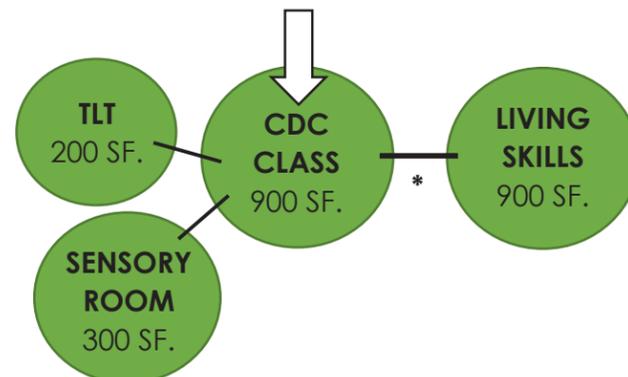


6 @ 850 SF = 5,100 SF  
2 @ 1300 SF = 2,600 SF = 7,700 SF IN TOTAL

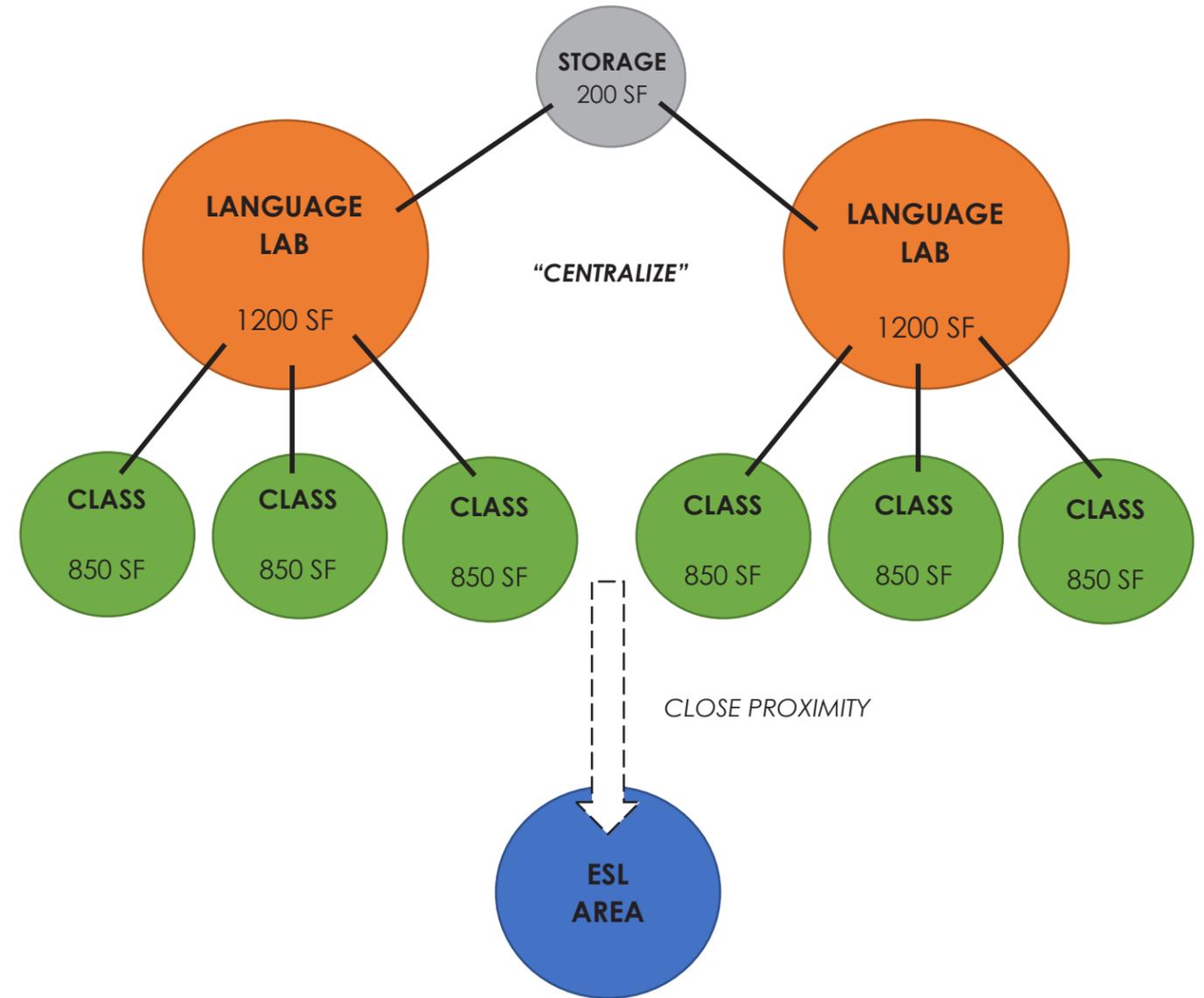
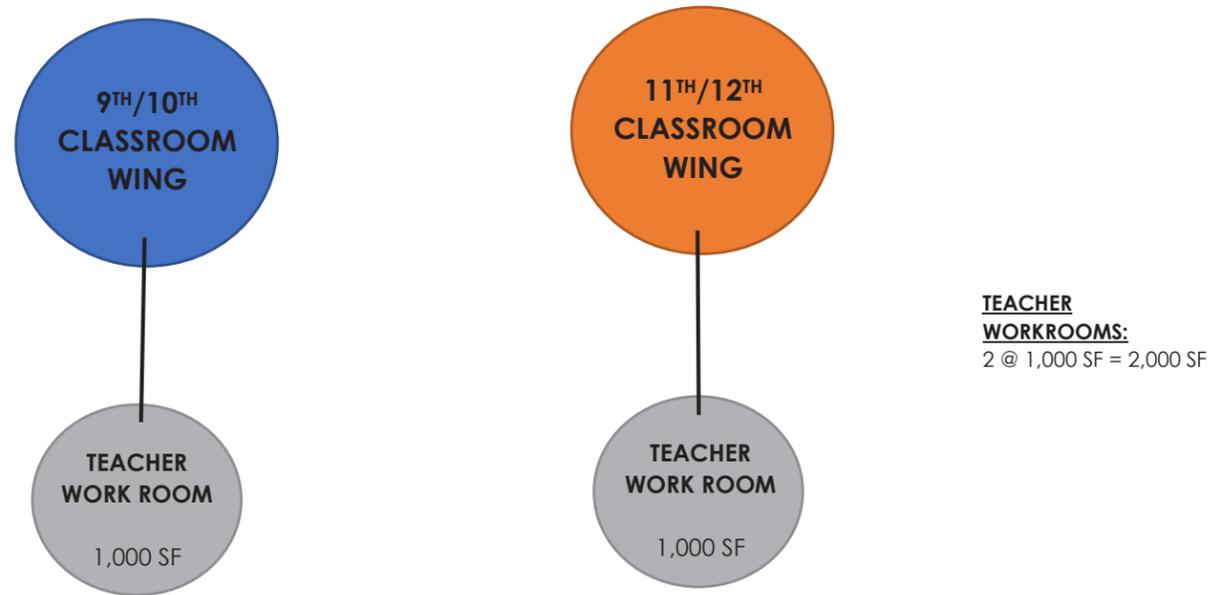
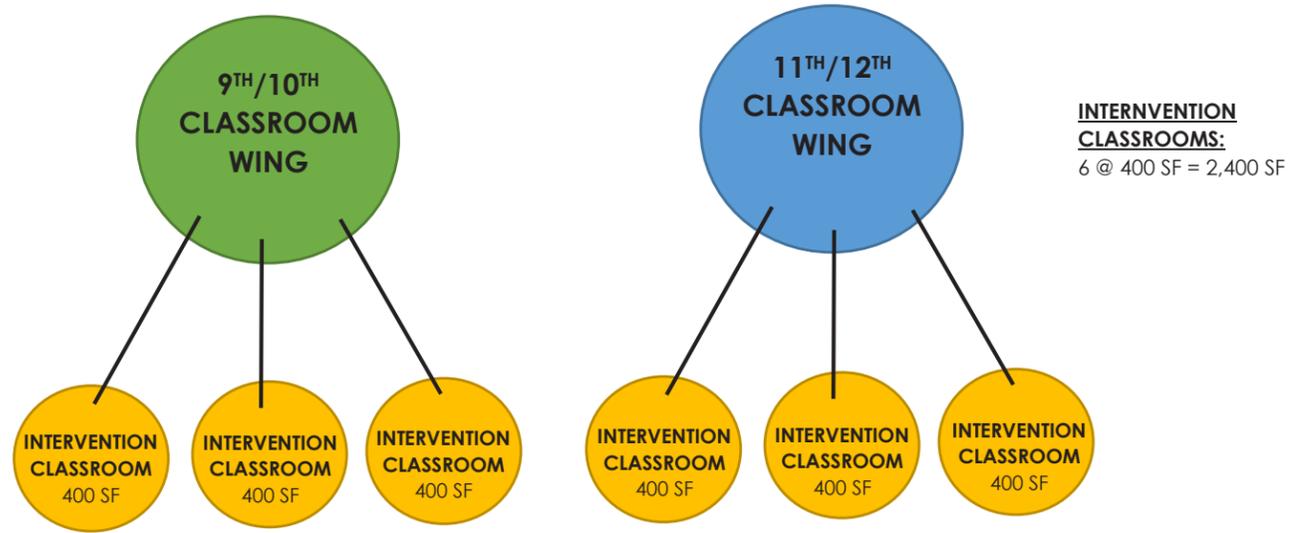
BUILDING CAPACITY: 8 CLASSROOMS/LABS @ 30 STUDENTS = 240 STUDENTS  
PROGRAM CAPACITY: 8 CLASSROOMS @ 26 STUDENTS = 208 STUDENTS

## SPECIAL ED. PROGRAM ANALYSIS (2,300 SF)

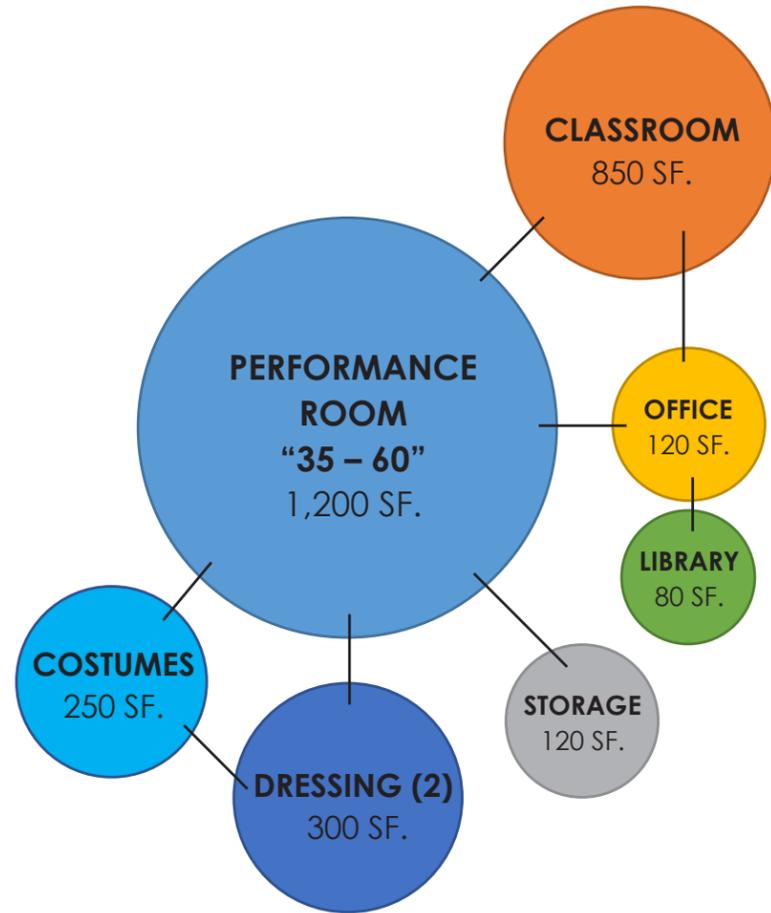
EXTERIOR ACCESS W/ BUS LOADING & LOADING DRIVE



\* CONTROLLED ACCESS



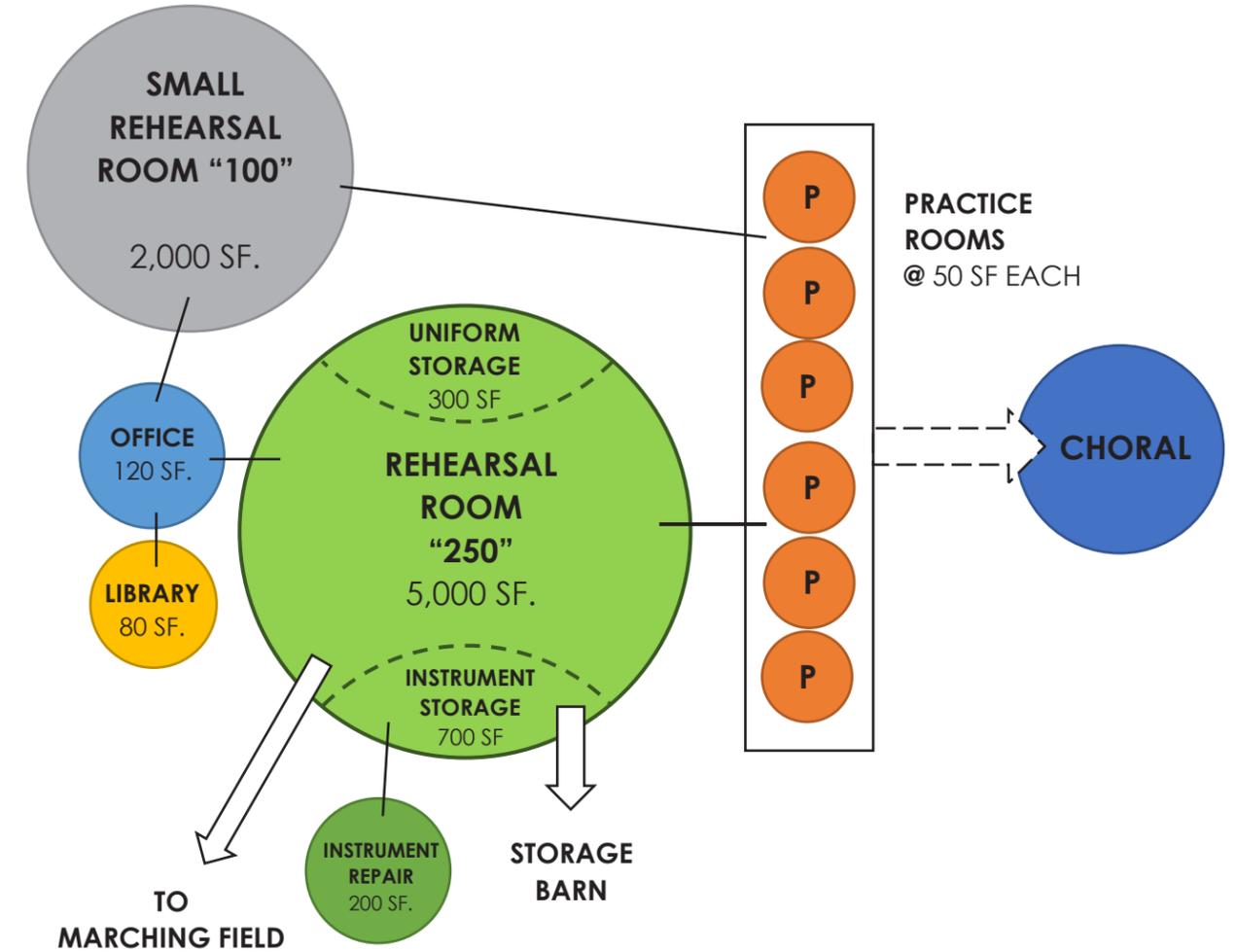
## FINE ARTS - "CHORAL" PROGRAM ANALYSIS (2,900 SF)



### FUTURE PROGRAMS:

- CHAMBER MUSIC
- MUSIC TECHNOLOGY
- MUSIC THEORY

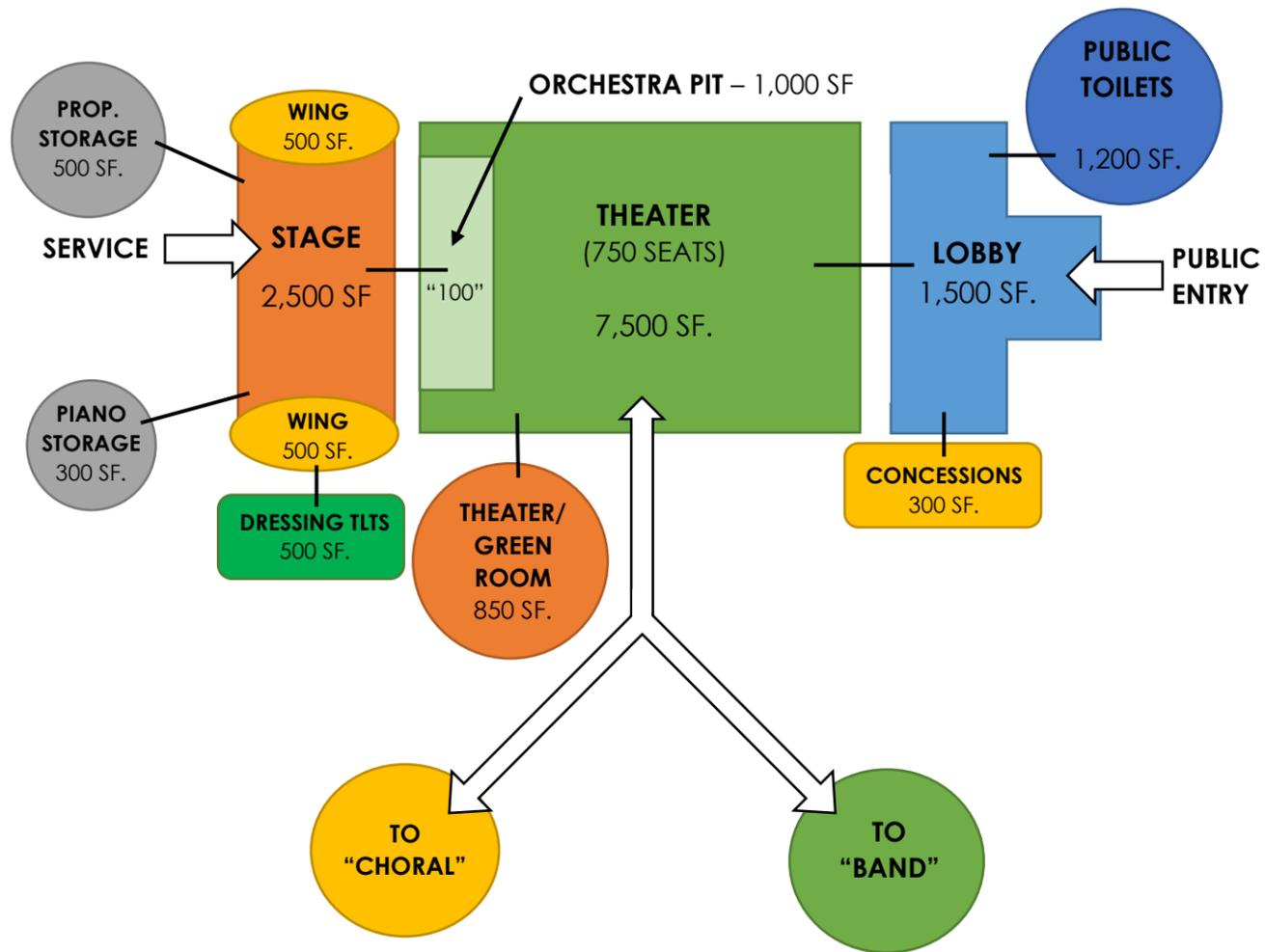
## FINE ARTS - "BAND" PROGRAM ANALYSIS (8,700 SF)



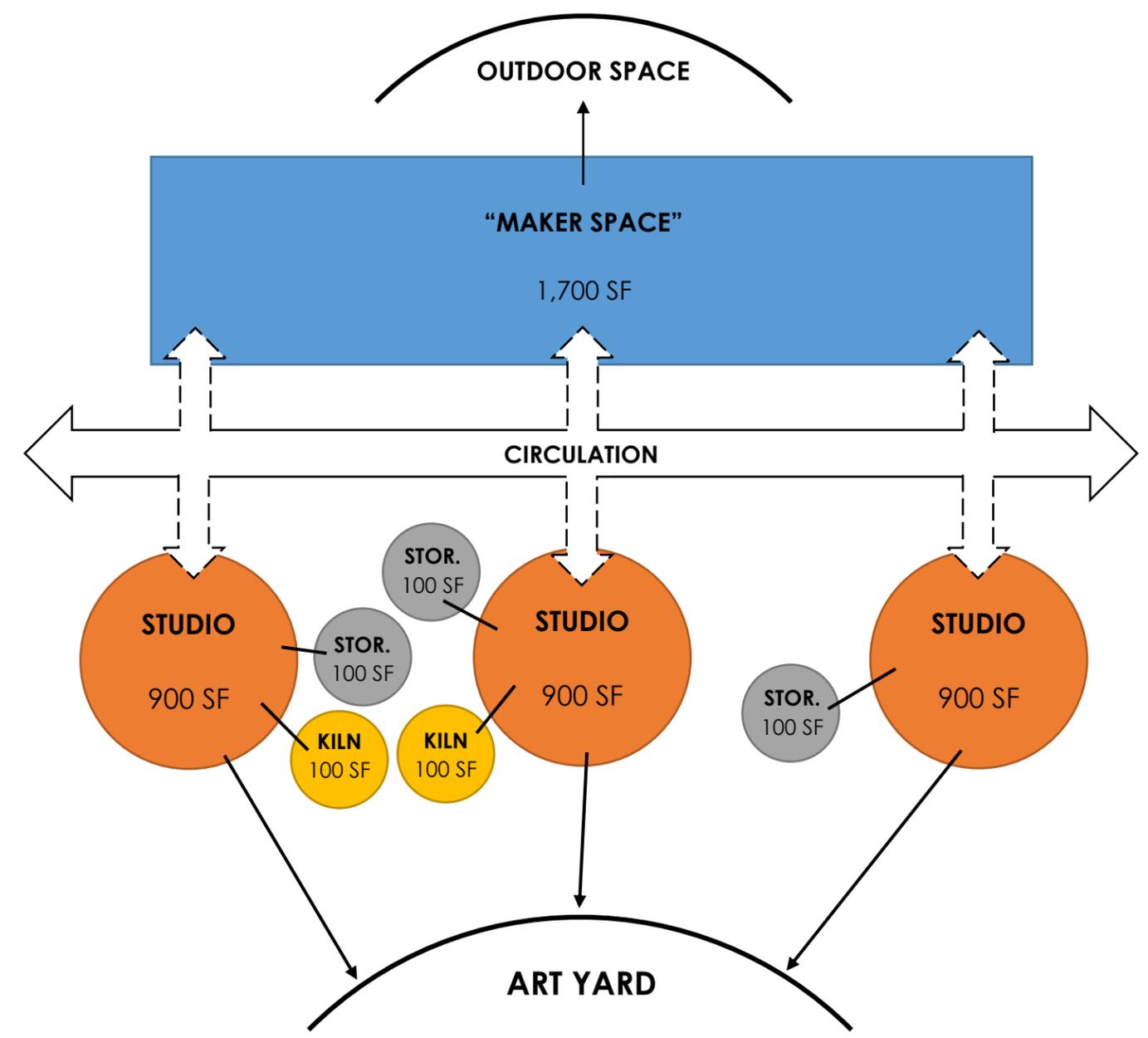
### PROGRAMS:

- MARCHING BAND
- CONCERT BAND
- COLOR GUARD
- WATER GUARD
- PERCUSSION ENSEMBLE

# FINE ARTS - "THEATER" PROGRAM ANALYSIS (17,150 SF)

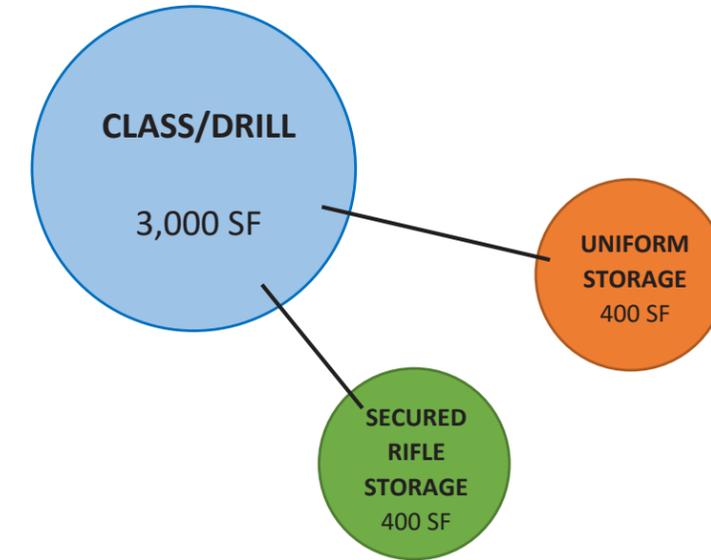
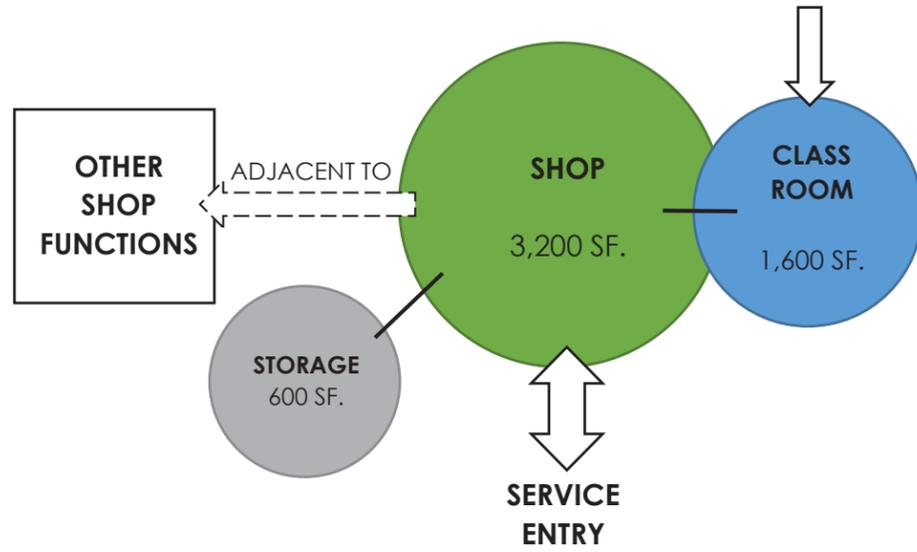


# ART PROGRAM ANALYSIS (4,900 SF)



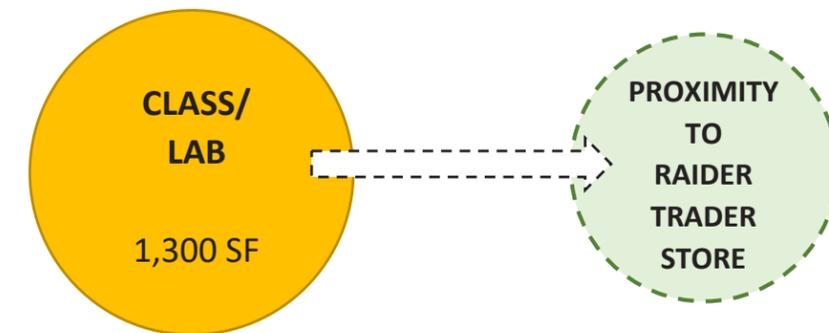
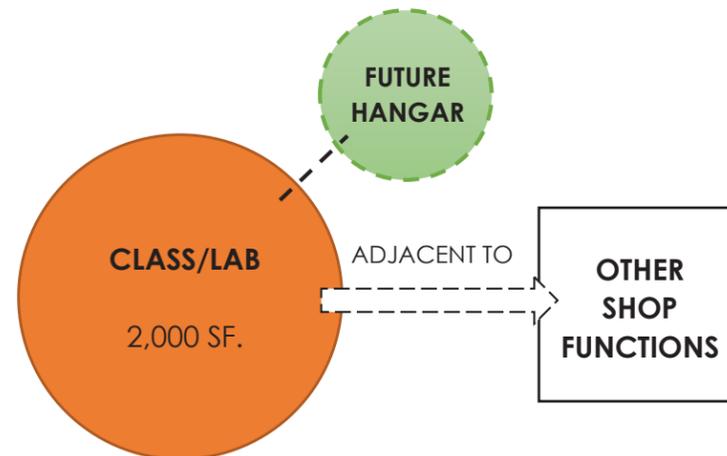
## AUTO SHOP/CLASS PROGRAM ANALYSIS (5,400 SF)

## JROTC PROGRAM ANALYSIS (3,000 SF)

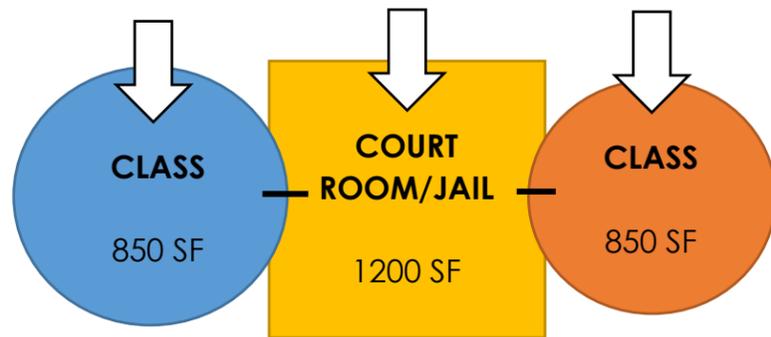


## AVIATION CLASS/LAB PROGRAM ANALYSIS (2,000 SF.)

## BUSINESS MANAGEMENT PROGRAM ANALYSIS (1,300 SF.)



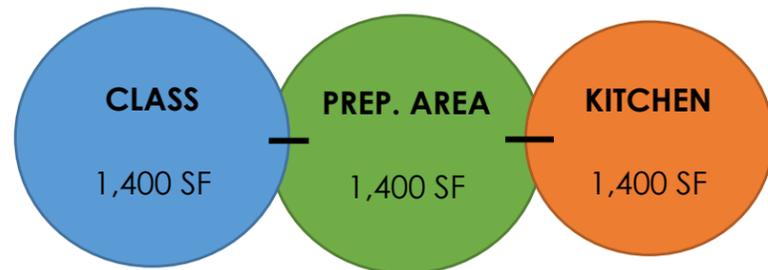
## CRIMINAL JUSTICE PROGRAM ANALYSIS (2,900 SF)



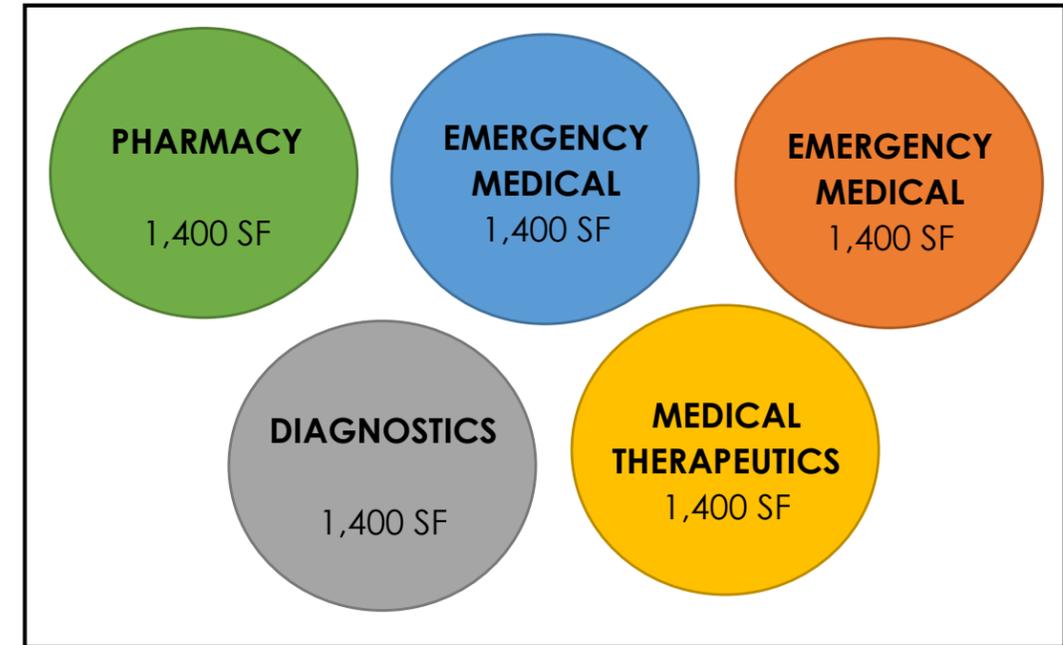
## IT PROGRAM ANALYSIS (1,200 SF)



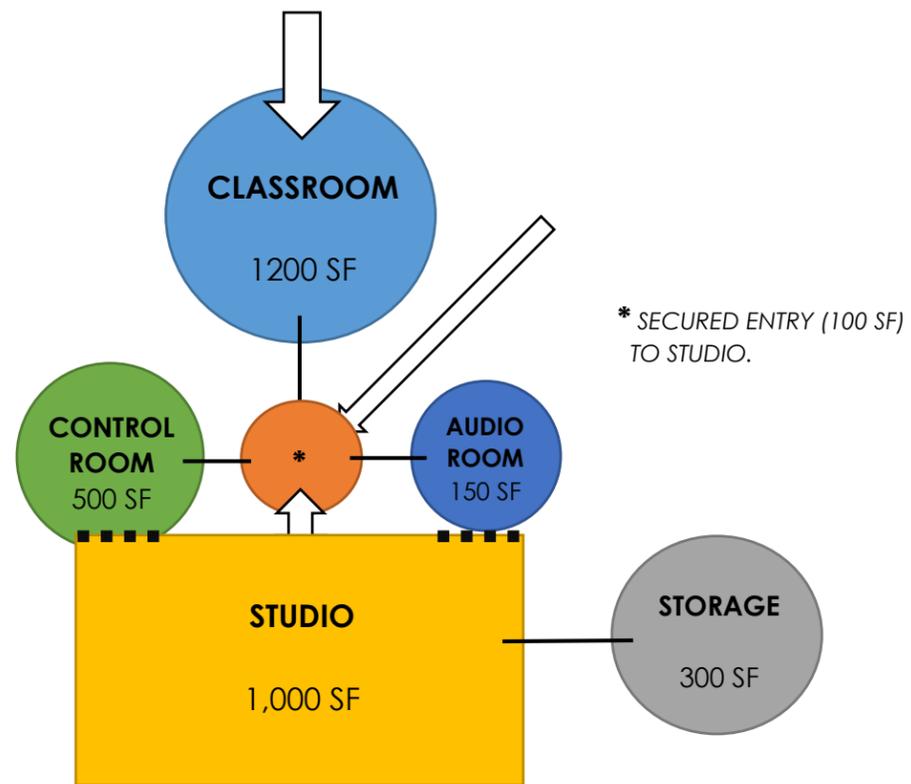
## CULINARY ARTS PROGRAM ANALYSIS (4,200 SF)



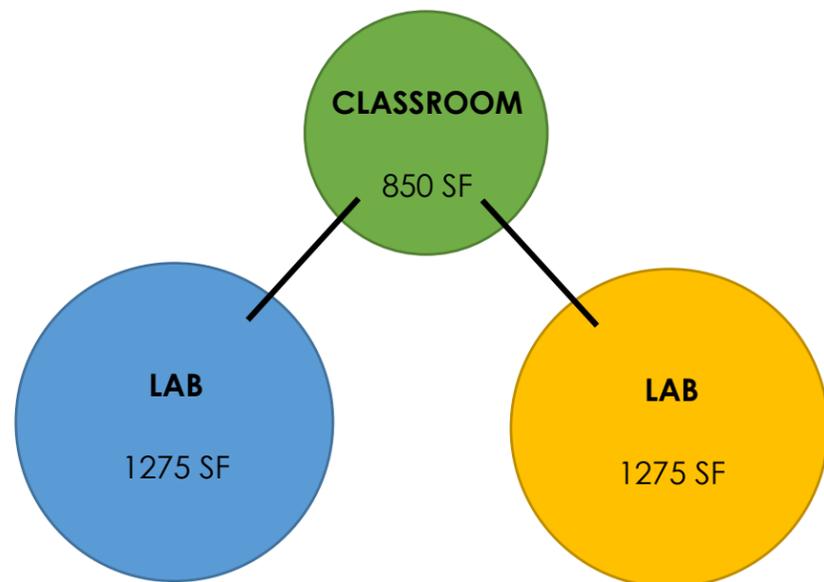
## HEALTH SCIENCE PROGRAM ANALYSIS (7,000 SF)



## DIGITAL MEDIA PROGRAM ANALYSIS (3,250 SF)

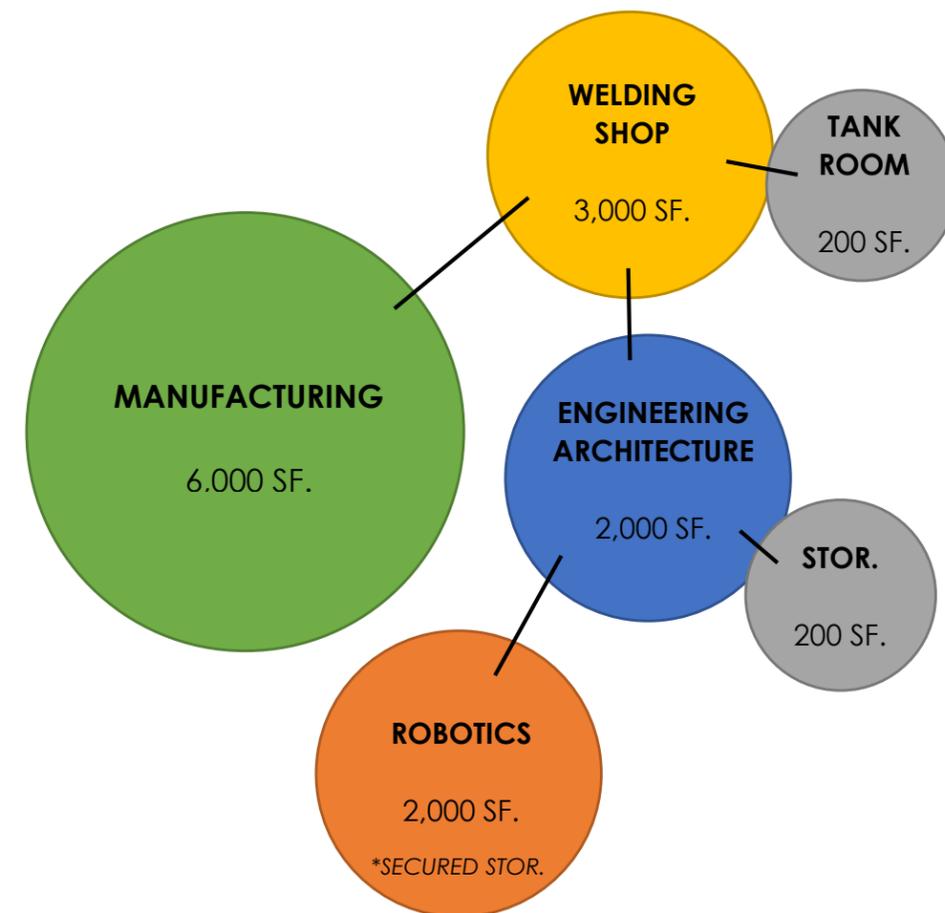


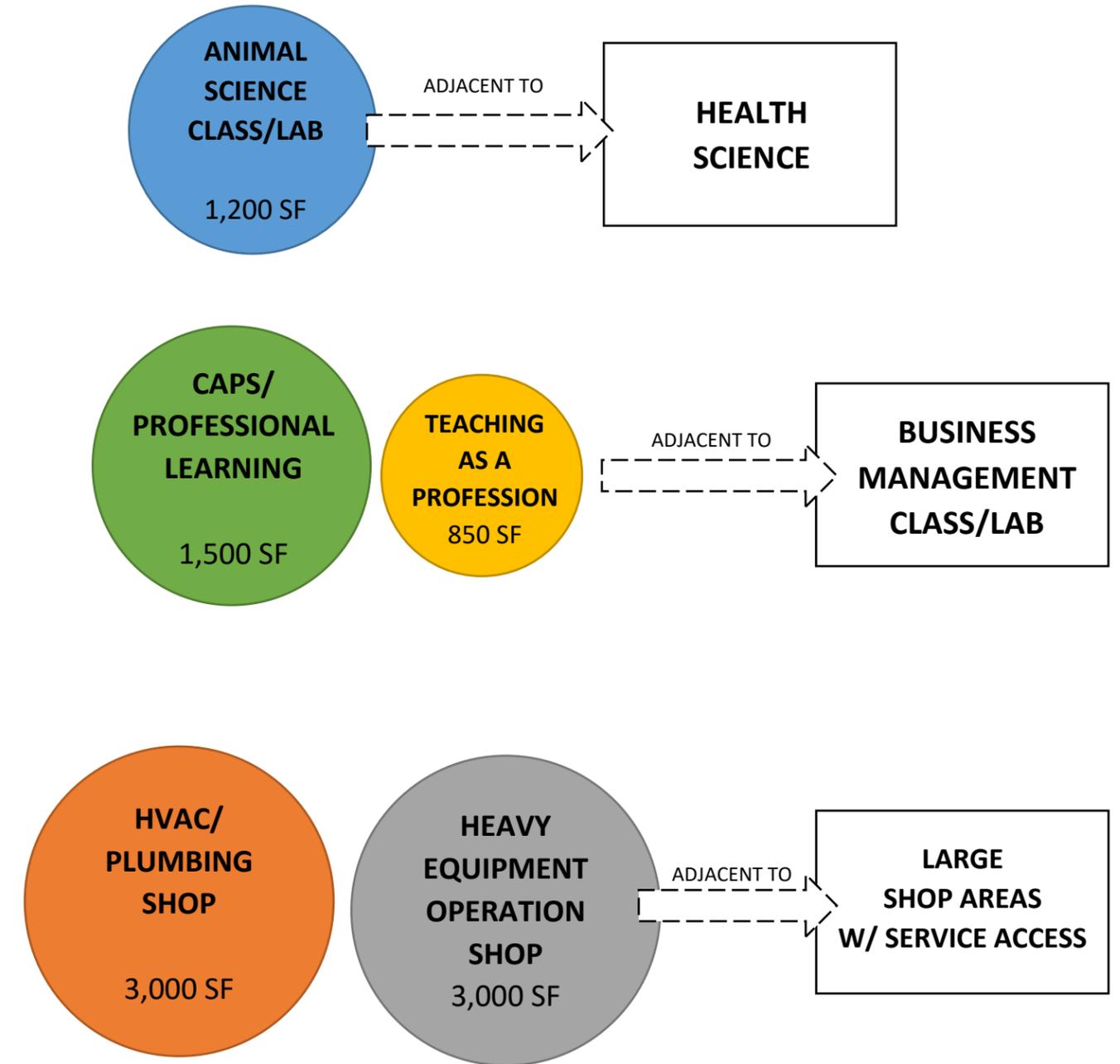
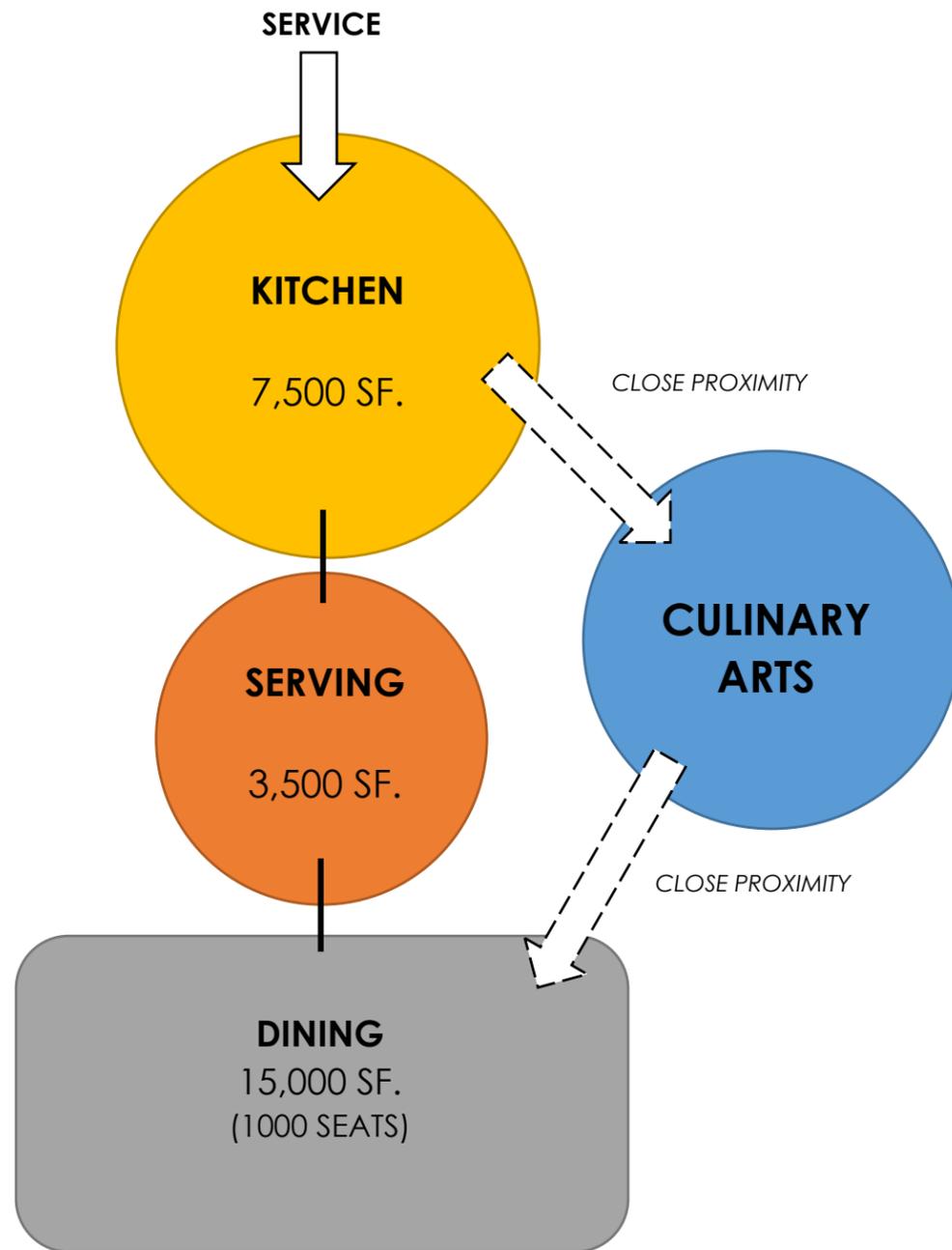
## GRAPHIC DESIGN PROGRAM ANALYSIS (3,400 SF)



## MANUFACTURING, WELDING, ROBOTICS, ENGINEERING (14,440 SF)

- MANUFACTURING SHOP/CLASSROOM (7,000 SF)
- WELDING SHOP/TANK ROOM (3,200 SF)
- ROBOTICS (2,000 SF)
- ENGINEERING/ARCHITECTURE (2,200 SF)







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Teacher Highlight:  
4th grade Dream Team



Ms. Danielle Mantooth and Mrs. Megan VanBenschoten are always ready to try new and exciting classroom ideas! This year they are trying a form of teaching called Team Teaching. All 4th graders will be in the room with both teachers for whole group instruction. This gives them great flexibility in being able to differentiate after the whole group instruction and pull small groups based on need. It also helps build an amazing classroom community! These teachers will definitely knock it out of the park!

Student group Highlight:  
Kindergarten



This month's student highlight is for our new Kindergarteners! They have done a great job in starting the year out strong and quickly learning the Arnold Way! Kindergarten can be very scary for some, but they are doing amazing at acclimating to their new environment and school. We are proud to have such a strong and excited group starting!

## New Arnold Ranches



This year Arnold has started a new PBIS system that we are very excited about! Each and every student has been sorted into one of the four different ranches: Kindness, Courage, Honor, or Friendship. The students will have countless opportunities to earn points for their ranch. They can have fun and practice the Arnold Way and help their ranch get the most points. At the end of each 9 weeks, there will be a school-wide Rodeo. During this rodeo, the students will find out which ranch obtained the most points. That ranch will get to participate in a special surprise! The students are very excited to begin this system and are already beginning to think of ways to get points for their ranch.





## Fall District Meeting Agenda

- 4:30 p.m.     **Registration**
- 5:00 p.m.     **Welcome**     TSBA District Director
- *Roll Call of Boards*
  - *100 % Boards*
  - *Introduction of Guests*
- 5:10 p.m.     **Preparing For 2023 Legislative Session**     Emily Warren, TSBA  
Director of Government Relations &  
Staff Attorney
- Ben Torres, TSBA  
Assistant Executive Director &  
General Counsel
- 6:00 p.m.     **State Happenings and Updates:**     Ben Torres and Emily Warren
- **TISA: Tennessee’s New Funding Formula**
  - **Know the Process: How do Boards Select Textbooks and Curriculum**
  - **How Districts are Addressing the Teacher Shortage**
  - **Teacher Tenure and Evaluations**
  - **Charter Schools: What Do Board Members Need to Know**
- 6:50 p.m.     **Dinner**
- *Student Recognition Award*
  - *School Volunteer Recognition Award*
  - *Levels I, II, III and IV Boardsmanship Awards*
  - *Recognition of Boards of Distinction and Master School Board Members*
  - *District Director Elections in East, South Central, and Upper Cumberland*
- 7:40 p.m.     **Wrap up and Evaluations**
- 7:45 p.m.     **Adjourn**

# BOARDSMANSHIP *Award* PROGRAM

As School Board Members, we should endorse life-long learning. What better way to lead than by example with active participation in the Tennessee School Boards Association Boardsmanship Program? This program allows you to enhance your boardsmanship skills and show your community that you take your public servant role seriously.

TSBA wants to recognize you for your commitment to training, your willingness to participate in workshops and conferences, and the volunteer spirit you bring to your association and your local board. We want to honor not only quality of participation, but quantity of participation.

All through the year, TSBA will monitor attendance from approved training/events and conventions/workshops and the attendance will build your own personal transcript. Boardsmanship transcripts are divided into three categories: Training/Events, Experiences, and Conventions/Workshops. Experiences are past activities that you have completed on your own time as a board member. You can self-report your experiences to your Board Secretary or TSBA to be added to your transcript. To view or download your transcript, log in to your TSBA board member portal.

At our annual Fall District Meetings in September, TSBA will award board members who have achieved levels I, II, III, and IV. At our convention, members achieving Level V will be honored. A Master Board Member has achieved a level of personal and professional growth that sets an example for fellow board members. To achieve Level V, board members will have to submit a portfolio for judging.

| Awards & Recognition                     |
|--|
| Level I:<br>Silver pin with green fill   |
| Level II:<br>Silver pin with white fill  |
| Level III:<br>Silver pin with red fill   |
| Level IV:<br>Silver pin with blue fill   |
| Level V Master Board Member:<br>Gold pin |

## Boardsmanship Requirements

|                             | Training/Events<br>(Credits vary) | Experiences<br>(3 credits each)                     | Conventions/Workshops<br>(Credits vary) |
|-----------------------------|-----------------------------------|---|---|
| Level I                     | 21                                | 6   | 13                                      |
| Level II                    | 35                                | 12  | 26                                      |
| Level III                   | 49                                | 18<br>Complete Self Evaluation                      | 42                                      |
| Level IV                    | 63                                | 24<br>Evaluate a meeting of<br>another school board | 58                                      |
| Level V Master Board Member | 77                                | 34  | 74<br>Submit Portfolio for judging      |

# BOARDSMANSHIP *Award* CREDITS

You can earn Boardsmanship Awards by participating in the following activities in each category:

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## Training/Events:

### 14 Credits Each

- Orientation

### 7 Credits Each

- Advocating the Board's Vision
- Board Policy and Operations
- Board/Superintendent Relations
- School Law
- The Board's Role in School Finance
- A Deep Dive into Boardsmanship
- Strategic Planning: A Joint Venture
- Teaming & the School Board
- TSBA Legislative and Legal Institute
- TSBA Summer Law Institute
- TSBA Board Chairman Seminar
- TSBA Leadership Conference
- eBoardsmanship (Online Module)
- Helping Board Members Connect to Today's Labor Market (Online Module)
- Legal Issues Impacting School Boards (Online Module)

## Experiences:

### 3 Credits Each

- Attend a county commission/city council meeting
- Attend a meeting of another school board
- Attend a State Board of Education meeting
- Complete a Self Evaluation
- Facilitate a presentation to board members
- Testify before the Legislature
- Participate in a Board Self Evaluation
- Participate in a webinar
- Present at the COSSBA Convention
- Serve as a SCOPE Group Leader
- Serve as judge for TSBA Awards
- Evaluate a meeting of another school board
- Serve as Tennessee Legislative Representative
- Serve as TSBA OPEB Trustee
- Serve on TSBA Board of Directors
- Speak on education at a PTA/civic club, etc.
- Serve as a TSBA Convention Moderator
- Serve as a TSBA Convention Presenter
- Visit a legislator or congressman in his/her office
- Write an article for a newspaper on board activities
- Write an article for an educational journal

## Conventions/Workshops:

### 10 Credits Each

- American Association of School Administrators (AASA) Conference
- COSSBA Annual Conference
- COSSBA Urban Boards Alliance Conference
- Southern Region Leadership Conference
- TSBA Annual Convention

### 7 Credits Each

- COSSBA Advocacy Institute
- COSSBA Leadership Conference
- Safety in Schools Online Series
- TSBA SCOPE Conference

### 3 Credits Each

- TSBA Fall District Meeting
- TSBA Pre-Convention Legal Workshop
- TSBA Pre-Convention Legislative Workshop

**For more information please contact Emma Carroll at [ecarroll@tsba.net](mailto:ecarroll@tsba.net) or 615-815-3910 or visit the services tab on [tsba.net](http://tsba.net)**