

**Cleveland City Schools**  
**Board of Education Regular Meeting**  
April 3, 2023 5:30 PM  
Cleveland Middle School



1. **Welcome** -Nate Tucker
2. **Moment of Silence/Pledge of Allegiance** -Aarna Patel
3. **Comments from Chairman Tucker** -Nate Tucker
4. **Public Comments**
5. **Consent Agenda** -Nate Tucker
  - A. **Approval of Regular Agenda**
  - B. **Approval of Minutes from March 13th Board Meeting**
  - C. **Approval of Overnight Field Trips**
  - D. **Approval of Second Reading of Policies**
  - E. **Reviewed and Update DATE ONLY Policies**
  - F. **CHS Course Catalog**
  - G. **CHS 2023-2024 Fee Schedule**
  - H. **2022-23 General Fund Budget Amendment No. 1**
6. **Regular Agenda**
  - A. **Director's Update** -Russell Dyer
  - B. **Spotlight** -Nat Akiona
  - C. **\*2023-2024 Cleveland City Schools Board of Education Budget** -Cindy Geren
  - D. **\*Job Descriptions for Proposed Positions**
  - E. **\*First Reading of Policies** -Jodi Riggins
  - F. **Transportation Update** -Dr. Russell Dyer

- G. **Strategic Plan Focus** -Michael Kahrs
- H. **Student Representative's Update** -Aarna Patel
- 7. **Site Committee Update** -Krista McKay
- 8. **\*Site Committee Approvals**
- 9. **Legislative Updates** -Carolyn Ingram
- 10. **"B" Agenda**
  - A. **Financial Report**
  - B. **Personnel Report**
  - C. **School Highlights**
  - D. **Dates to Remember**
- 11. **Adjourn**

**Cleveland City Schools**  
**Board of Education Regular Meeting**  
March 13, 2023 5:30 PM  
Candy's Creek Cherokee



Attendance Taken at 5:33 PM.

Mr. Matthew Coleman: Absent  
Ms. Carolyn Ingram: Present  
Mr. Andy Lay: Present  
Ms. Krista McKay: Present  
Mrs. Peggy Pesterfield: Present  
Mrs. Jodi Riggins: Present  
Mr. Nate Tucker: Present

**1. Welcome** - Speaker: Nate Tucker

Nate Tucker welcomed the board members and those in the audience. He offered his thanks to Mrs. Earby and her staff for hosting the meeting.

**2. Moment of Silence** - Speaker: Aarna Patel

Aarna Patel led us in a moment of silence.

**3. Pledge of Allegiance** - Speaker: Aarna Patel

Aarna Patel led us in the Pledge of Allegiance.

**4. Comments from Chairman Tucker**

As chairman for the Cleveland City Schools Board of Education, I'm committed to:

- Running an orderly and efficient meeting
- Treating everyone with respect

Board Members will be provided:

- Equal voice for all matters
- Should communicate through the Director of Schools for addressing his staff

Reminders For Parents and Community:

- Board of Education policies can be found on the ClevelandSchools.org website. When there, Click Menu and select Policy Manual under the Board of Education section.
- Our meetings are not public forums. However, the board has made accommodations for you to address the board via:
- School Board Policy 1.404 which includes two options along with the requirements listed. Those options being:
  - Appearing before the board via a pre-meeting request
  - Addressing the board on agenda items via same-day request

**5. Consent Agenda - Speaker: Nate Tucker**

Motion to approve consent agenda.

Passed with a motion by Mrs. Peggy Pesterfield and a second by Ms. Krista McKay.

Ms. Carolyn Ingram: Yes  
 Mr. Andy Lay: Yes  
 Ms. Krista McKay: Yes  
 Mrs. Peggy Pesterfield: Yes  
 Mrs. Jodi Riggins: Yes  
 Mr. Nate Tucker: Yes

Yes: 6, No: 0

**5.A. Approval of Regular Agenda**

**5.B. Approval of Minutes from February 6, 2023 Board Meeting**

**5.C. Approval of Overnight Field Trips**

- 1259
- 1266
- 1305

**5.D. Approval of Second Reading of Policies**

- 5.109- Evaluation
- 5.115- Assignment Transfers
- 5.116- Staff Positions
- 5.202- Separation Practices for Non-Certified Employees
- 5.302- Sick Leave
- 5.303- Personal and Professional Leave
- 5.305- Family Medical Leave

### **5.E. Reviewed and Update DATE ONLY policies**

- 5.400 Health Examinations/ Communicable Diseases
- 5.401 Acquired Immune Deficiency Syndrome
- 5.402 Hepatitis B
- 5.403 Drug and Alcohol Testing
- 5.500 Discrimination/Harassment
- 5.501 Complaints/Grievances
- 5.502 Complaints about School Personnel
- 5.600 Staff Rights and Responsibilities
- 5.6001 Notification of a Criminal Offense
- 5.602 Staff Time Schedules
- 5.603 Staff Meetings
- 5.605 Staff Gifts and Solicitations
- 5.606 Political Activities
- 5.608 Tutoring for Pay
- 5.610 Staff-Student Relations
- 5.701 Substitute Teachers
- 5.702 Student Teachers
- 5.800 Director of Schools
- 5.801 Director of Schools Recruitment and Selection
- 5.802 Qualifications and Duties of the Director of Schools
- 5.803 Evaluation of the Director of Schools

### **5.F. ESSER Planning Addendum**

- Safe Return Addendum
- Plan for Remaining Funds Addendum

## **6. Regular Agenda**

### **6.A. Director's Update - Speaker: Russell Dyer**

Dr. Russell Dyer presented his updates as follows:

-It's Tennessee Literacy Month. Riley the Reading Raccoon will visit Blythe-Bower Elementary on Tuesday March 14th.

-Kelly Kiser, Director of HR, recently presented at TASP.

-Dr. Cody Raper, Director of Innovation, and Caroline Corrigan, Communication Coordinator, presented for TOSS.

-We had a group travel to Collierville Schools and Bartlett City Schools to learn how they are using technology in classrooms.

-Dr. Dyer has started one-on-one conversations (Director of School Chats) with principals, supervisors, and directors to discuss highlights and challenges they are currently facing.

-The TOSS Legislative and Learning Conference will be held from March 27-29.

## **6.B. Spotlight**

Dr. Dyer welcomed Al Morris, Athletics Director, to announce these teams and congratulate them for winning both the duals and traditional TSSAA Class AA State Tournament. Boys Head Coach Joey Knox introduced the boys by name and grade level. Girl's Assistant Coach Jenna Morris was present to introduce the girls by name and grade level.

## **6.C. First Reading of Policies**

Jodi Riggins reviewed these policies and the changes that have been made in conjunction with TSBA and Tennessee State laws.

Motion to approve the first reading of Policies:

1.106 Code of Ethics, Policy 1.107 Board Member Conflict of Interest, Policy 5.109 Evaluation, Policy 5.601 Conflict of Interest, Policy 5.604 Overtime Pay of Support Personnel, Policy 5.607 Non-School Employment, Policy 5.700 Interim Employees, Policy 5.704 Interns policy.

Passed with a motion by Ms. Krista McKay and a second by Ms. Carolyn Ingram.

Ms. Carolyn Ingram: Yes

Mr. Andy Lay: Yes

Ms. Krista McKay: Yes

Mrs. Peggy Pesterfield: Yes

Mrs. Jodi Riggins: Yes

Mr. Nate Tucker: Yes

Yes: 6, No: 0

## **6.D. Strategic Plan Focus - Speaker: Caroline Corrigan**

Dr. Dyer welcomed Caroline Corrigan to the podium.

Caroline provided an update on the status of the Communication Strategic Plan. Caroline noted the Communication Strategic Plan should be completed by June.

## **6.E. Student Representative's Update - Speaker: Aarna Patel**

Aarna Patel updated everyone on what has been happening at CHS;

- Winter guard is going to have a competition on the 25th, a Family/Friends performance on the 31st, and championships on April 1-2
- Representatives from various sports and clubs were invited to Cleveland State to hear Tamika Catching's speak
- The boys and girls basketball teams won the first round of the region tournament.
- Boys and Girls Wrestling teams as they won the Individual State Championship this weekend.
- The following female wrestlers placed at State: Makya Parker 2nd place, Senna Grassman 3rd place, Bella Harris 4th place, Piper Fowler 1st place, Madelin Zunin 2nd place, Diamond Young 2nd place.
- The following male wrestlers placed at the State Tournament: Jose Cordero 1st place, Chase Walker 2nd place, Zac Bosken 2nd place, Bentley Ellison 2nd place, Kaden Rice 3rd place, Logan Fowler 1st place, Cy Fowler 3rd place, Lucas Szymborski 1st place, Tyson Russell 2nd place.
- Completed senior interviews
- NHS hosted the Spring teacher breakfast
- The first football camp for 2023 was held last Saturday.

## **7. \*Math Textbook Adoption- CHS & CMS Update - Speaker: Dr. Leneda Laing**

Dr. Dyer welcomed Dr. Leneda Laing to the podium.

Dr. Laing reviewed and presented information following feedback from teachers, students, and parents regarding Secondary Math Textbook Adoption.

Motion to adopt i-Ready for middle school students and SAVVAS and Open up for high school students.

Passed with a motion by Ms. Carolyn Ingram and a second by Mrs. Peggy Pesterfield.

Ms. Carolyn Ingram: Yes

Mr. Andy Lay: Yes

Ms. Krista McKay: Yes

Mrs. Peggy Pesterfield: Yes

Mrs. Jodi Riggins: Yes

Mr. Nate Tucker: Yes

Yes: 6, No: 0

## **8. For Information Only Presentations: Transportation Study - Speaker: Hal Taylor**

Dr. Dyer welcomed Hal Taylor to the podium.

Hal Taylor presented the findings from a transportation study following challenges amid a shortage of drivers. Several options were presented to board members which included changes to school times. The board members had concerns about the changing of the school start times without parent feedback. We plan to send out a survey to staff and families this week. This information will be collected over the next few weeks and presented at the April 3rd board meeting so that board can make an informed decision.

## **9. For Information Only Presentation: Future Impact Task Force - Speaker: Jeff Elliott**

Dr. Dyer welcomes Dr. Jeff Elliott to the podium.

Dr. Elliott presented the [Future Impact Report](#). There are recommendations for staffing classes in Cleveland City Schools with consideration of variables that will have an impact on educating and equipping students with the academic, social, and emotional skills necessary. While Cleveland City Schools is currently in compliance with class size requirements, three options were presented as possible options to reduce class size clusters. No vote is needed today, this was just an informational presentation so that you can think about the options and which way the board would like to go. Board members were concerned about budget constraints and space for some options presented. Dr. Dyer would recommend option 2 as the middle of the road so that the district can focus on elementary and high school. There are many ways to go about these options. However, these were just three that were presented so the board can make changes once they have their concerns met with space and budget.

## **10. For Information Only Presentation: Salary Study - Speaker: Kelly Kiser/Cindy Geren**

This was removed from agenda.

Dr. Dyer has recommended this agenda item be removed as the salary study isn't complete. We will bring it back to the April 3rd board meeting.

Passed with a motion by Ms. Krista McKay and a second by Mr. Andy Lay.

Ms. Carolyn Ingram: Yes

Mr. Andy Lay: Yes

Ms. Krista McKay: Yes

Mrs. Peggy Pesterfield: Yes

Mrs. Jodi Riggins: Yes

Mr. Nate Tucker:            Yes  
Yes: 6, No: 0

**11. For Information Only Presentation: Budget Timeline** - Speaker: Cindy Geren

Dr. Dyer welcomed Cindy Geren to the podium.

Cindy went over the budget timeline. The board will get further into the budget during the budget retreat scheduled for March 24th.

**12. Site Committee Update** - Speaker: Krista McKay

Krista McKay noted there are no site committee update. The next scheduled site committee meeting is March 30th.

**13. Legislative Updates** -Speaker: Carolyn Ingram

Carolyn Ingram presented the current legislative updates.

- 3rd grade retention law
- Board Talk Email
- Charter Schools and Boarding schools

**14. "B" Agenda**

**14.A. Financial Report**

**14.B. Personnel Report**

**14.C. School Highlights**

- Arnold Elementary

**14.D. Dates to Remember**

- March 16- Lunch & Learn @ Ross
- March 24- Board Retreat- @ The Denning Center
- March 29- Graduates of Distinction @ CHS

**15. Adjourn**

Chairman adjourned the meeting at 8:02 pm

Motion to adjourn this meeting at 8:02 PM

Passed with a motion by Ms. Krista McKay and a second by Ms. Carolyn Ingram.

Ms. Carolyn Ingram: Yes

Mr. Andy Lay: Yes

Ms. Krista McKay: Yes

Mrs. Peggy Pesterfield: Yes

Mrs. Jodi Riggins: Yes

Mr. Nate Tucker: Yes

Yes: 6, No: 0

X

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Russell Dyer  
Director of Schools

4/3/2023

X

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Nate Tucker  
Chairman of the Board of Education

4/3/2023

Operations Department for possible rate increase.

**Field Trip Rates**

Field Trip rates are based on mileage, driver hours, and conditions of the bus when the trip is completed. Mileage is recorded from the moment the bus leaves the Transportation Facility until the bus returns to the Transportation Facility. Mileage is calculated at \$1.92 per mile and \$18.57 per hour. There will be an additional \$100 per day "On Call" fee for weekends and holidays.

Transportation will bill the Trip Sponsor for the driver/mileage/bus/damage after the trip is completed. This will be done on a monthly basis.

Trip Number **1294**

\* Category Travel With Students

\* Type of Trip Athletic

\* Athletic Event (you may check more than one)

Band

**Trip Leave**

\* Date 4/19/23 Wednesday

\* Time 10:00 AM

**Trip Return**

\* Date 4/22/23 Saturday

\* Time 6:00 PM

Trip Year/Week 2023-16

Buses are not available before 4:30 PM and must be returned by 12:00 AM.

\* Is this an overnight trip? Yes

Is this an overnight trip? Additional Information

\* Please list all chaperones for this overnight trip including non-staff. Jim Burton  
Erik Simpson  
Female to be named

\* Indicate cost per person and how the trip is being funded (parent or district?) \$200 School Band account

Comments Tennessee Music Education Association State Professional Development Conference and All-State Band, Choir, and Orchestra

\* Your School/Dept ⓘ 020 Cleveland High School  
850 Raider Drive, Cleveland, TN 37312

\* Main Destination ⓘ Other (Type Below)  
2800 Opryland Dr, Nashville, TN 37214, USA

Destination Not Listed Gaylord Opryland Resort & Convention Center, Opryland Drive, Nashville, TN, USA \* Destination Name Gaylord Opryland Resort

\* Approximate Nbr of Miles Round Trip

\* Funding Source #1 School Budget Code 303

Funding Source Desc Budget Code Desc

Funding Approver

\* Teacher / Advisor / Staff Name Jim Burton  
\* Teacher / Advisor / Staff Phone # 4235035987  
Teacher / Advisor / Staff Email jburton@clevelandschools.org  
Note: This email will receive the requester emails if different from requester  
Emergency Contact Info  Same as Teacher / Advisor / Staff  
\* Emergency Contact Name Jim Burton  
\* Emergency Contact Phone # 4235035987

**Number of Individuals Making Trip**

\* Male Adult/Chaperone 2 \* Female Adult/Chaperone 1 Total Adult/Chaperone 3  
\* Male Students 1 \* Female Students 2 Total Students 3

**Additional Information**

\* Will you be using external transportation-Does NOT include charters-- (includes plane, rental van, personal vehicle or walking)? Yes  
\* Please indicate mode of travel instead of, or in addition to, the reserved vehicle(s). Please include details of trip, including itineraries. If using a Charter company please do not indicate that in this section. Use the next section to reserve the vehicle.  
Personal vehicle

**Vehicles Needed**

\* Do you need a school bus, staff van or charter bus? No

Person Submitting Request jburton@clevelandschools.org  
Date Submitted

**Level 01 Approval - Location Approval**

Comment  
Decision Approved  
Name bpritchard@clevelandschools.org  
Decision Date Mar 1, 2023, 9:20:45 AM

**Level 07 Approval - Overnight Trip Approval**

Comment  
Decision Approved  
Name jelliott@clevelandschools.org  
Decision Date Mar 15, 2023, 8:10:12 AM

**Level 10 Approval - School Board Approval**

Comment  
Decision  
Designated Approver amcmackin@clevelandschools.org

Operations Department for possible rate increase.

Field Trip Rates

Field Trip rates are based on mileage, driver hours, and conditions of the bus when the trip is completed. Mileage is recorded from the moment the bus leaves the Transportation Facility until the bus returns to the Transportation Facility. Mileage is calculated at \$1.92 per mile and \$18.57 per hour. There will be an additional \$100 per day "On Call" fee for weekends and holidays.

Transportation will bill the Trip Sponsor for the driver/mileage/bus/damage after the trip is completed. This will be done on a monthly basis.

Trip Number **1335**

\* Category Travel With Students

\* Type of Trip Athletic

\* Athletic Event (you may check more than one)

Softball Girls

Trip Leave

\* Date 3/17/23 Friday

\* Time 11:00 AM

Trip Return

\* Date 3/18/23 Saturday

\* Time 10:00 PM

Trip Year/Week 2023-11

Buses are not available before 4:30 PM and must be returned by 12:00 AM.

\* Is this an overnight trip? Yes

Is this an overnight trip? Additional Information

\* Please list all chaperones for this overnight trip including non-staff. KJ Harris, Casey Hybarger, LeeAnne Shurette-Players will travel/stay with their parents.

\* Indicate cost per person and how the trip is being funded (parent or district?) parent

Comments Drakes Creek Park, Hendersonville TN

\* Your School/Dept ⓘ 020 Cleveland High School  
850 Raider Drive, Cleveland, TN 37312

\* Main Destination ⓘ Other (Type Below)  
Drakes Creek Park, 120 E Main St, Hendersonville, TN 37075, USA

Destination Not Listed Drakes Creek Park, East Main Street, Hendersonville, TN, USA \* Destination Name Drakes Creek Park

\* Approximate Nbr of Miles Round Trip

\* Funding Source #1 Other Budget Code Softball/Parents

Funding Source Desc Please indicate the funding information in the Budget Code Field to the right. Budget Code Desc

Funding Approver

\* Teacher / Advisor / Staff Name KJ Harris  
\* Teacher / Advisor / Staff Phone # 270-339-3766  
Teacher / Advisor / Staff Email kjharris@clevelandschools.org

Note: This email will receive the requester emails if different from requester

Emergency Contact Info  Same as Teacher / Advisor / Staff

\* Emergency Contact Name KJ Harris  
\* Emergency Contact Phone # 270-339-3766

### Number of Individuals Making Trip

* Male Adult/Chaperone	1	* Female Adult/Chaperone	2	Total Adult/Chaperone	3
* Male Students	0	* Female Students	12	Total Students	12

### Additional Information

\* Will you be using external transportation-Does NOT include charters-- (includes plane, rental van, personal vehicle or walking)? Yes

\* Please indicate mode of travel instead of, or in addition to, the reserved vehicle(s). Please include details of trip, including itineraries. If using a Charter company please do not indicate that in this section. Use the next section to reserve the vehicle.

Players will ride with parents.

### Vehicles Needed

\* Do you need a school bus, staff van or charter bus? No

Person Submitting Request Ishurette@clevelandschools.org

Date Submitted

### Level 01 Approval - Location Approval

Comment

Decision Approved

Name bpritchard@clevelandschools.org

Decision Date Mar 17, 2023, 9:16:03 AM

### Level 07 Approval - Overnight Trip Approval

Comment

Decision Approved

Name jelliott@clevelandschools.org

Decision Date Mar 17, 2023, 11:07:00 AM

### Level 10 Approval - School Board Approval

Comment

Decision

Designated Approver amcmackin@clevelandschools.org

Operations Department for possible rate increase.

#### Field Trip Rates

Field Trip rates are based on mileage, driver hours, and conditions of the bus when the trip is completed. Mileage is recorded from the moment the bus leaves the Transportation Facility until the bus returns to the Transportation Facility. Mileage is calculated at \$1.92 per mile and \$18.57 per hour. There will be an additional \$100 per day "On Call" fee for weekends and holidays.

Transportation will bill the Trip Sponsor for the driver/mileage/bus/damage after the trip is completed. This will be done on a monthly basis.

Trip Number **1350**

\* Category Travel With Students

\* Type of Trip Field Trip

\* Field Trip Event  
Standard Field Trip

#### Trip Leave

\* Date 10/8/23 Sunday  
\* Time 6:00 AM

#### Trip Return

\* Date 10/12/23 Thursday  
\* Time 7:00 PM

Trip Year/Week 2023-41

\* Is this an overnight trip? Yes

#### Is this an overnight trip? Additional Information

\* Please list all chaperones for this overnight trip including non-staff. Dr. Ed Fickley  
Casey O'Connor  
Erica Rogers  
Presly Turner  
Parents to be determined upon registration

\* Indicate cost per person and how the trip is being funded (parent or district?) \$700 funded by parents

Comments NA

\* Your School/Dept ⓘ 018 Cleveland Middle School  
3635 Georgetown Rd., Cleveland, TN 37312

\* Do you have students with health concerns on this trip? Don't list student names, only the health conditions due to FERPA/HIPPA. No

\* Main Destination ⓘ Other (Type Below)  
6065 Richmond Hwy, Alexandria, VA 22303, USA

Destination Not Listed 6065 Richmond Hwy., Alexandria, VA \* Destination Name Springhill Suites

\* Approximate Nbr of Miles Round Trip

\* Funding Source #1 Other Budget Code

Funding Source  
Desc

Please indicate the funding information in the  
Budget Code Field to the right.

Budget Code  
Desc

Funding Approver

Are funds payable to a third party? Yes

(Does venue require payment prior to trip?)

Amount of Payment varies

Payment Option

Purchase Order/Requisition Nbr

Payment Due To

Comments Concerning Payment

\* Teacher / Advisor / Staff Name Ed Fickley

\* Teacher / Advisor / Staff Phone # 4232408304

Teacher / Advisor / Staff Email efickley@clevelandschools.org

Note: This email will receive the requester emails if different from requester

Emergency Contact Info  Same as Teacher / Advisor / Staff

\* Emergency Contact Name Ed Fickley

\* Emergency Contact Phone # 4232408304

\* Grade Level(s) Making Trip 8

\* Educational Objective for Field Trip To visit the seat of our nation's capital and government and the home of George Washington and other various sites and destinations.

### Number of Individuals Making Trip

\* Male Adult/Chaperone 10 \* Female Adult/Chaperone 10 Total Adult/Chaperone 20

\* Male Students 40 \* Female Students 40 Total Students 80

\* Will the students be away from school during lunch? No

### Additional Information

\* Will you be using external transportation-Does NOT include charters-- (includes plane, rental van, personal vehicle or walking)? Yes

\* Please indicate mode of travel instead of, or in addition to, the reserved vehicle(s). Please include details of trip, including itineraries. If using a Charter company please do not indicate that in this section. Use the next section to reserve the vehicle.

see sample attached

### Vehicles Needed

\* Do you need a school bus, staff van or charter bus? Yes

Check here to indicate trip is drop-off only Location

Check here to indicate trip is pickup only Location

Vehicle Pickup

\* Date 10/8/23

Arrive at Venue (Info Only)

\* Date 10/8/23

Depart Venue (Info Only)

\* Date 10/12/23

Vehicle Return

\* Date 10/12/23


\* Time 6:00 AM

\* Time 7:00 PM

\* Time 7:00 AM

\* Time 7:00 PM

Total Trip Hours 109.00

\* Type of vehicles needed to reserve Approved Charter  


\* Approved Charter Eagle Christian Tours  
Email  
Phone 706-314-8684  
Contact  
Address PO Box 512  
Rome GA

\* How many vehicles do you need? 2

Vehicle Guidelines: School Bus Capacity:  
Elementary School Students=78 max  
Middle/High School Students=52 max

\* Do you need a wheelchair lift? No

Nbr Wheelchair Slots 0 Nbr Seatbelts 0 Nbr Fold Down Seats 0

Special Needs

Comments or Details Concerning Needs

General Information

Owner vmack@clevelandschools.org

Bid Id/Closing Date

Person Submitting Request efickley@clevelandschools.org

Date Submitted

### Field Trip Acceptance of Responsibility

My signature indicates I have read and will adhere to all School Board Policies that apply to field or athletic trips.

\* I have read and understand the information above.

Yes

### Level 01 Approval - Location Approval

Comment

Decision Approved

Name nakiona@clevelandschools.org

Decision Date Mar 25, 2023, 1:31:33 PM

### Level 02 Approval - Second Level Location Approval

Comment

Decision

Approved

Name

jelliott@clevelandschools.org

Decision Date

Mar 28, 2023, 3:29:27 PM

### **Level 07 Approval - Overnight Trip Approval**

Comment

Decision

Approved

Name

jelliott@clevelandschools.org

Decision Date

Mar 28, 2023, 3:29:32 PM

### **Level 10 Approval - School Board Approval**

Comment

Decision

Designated Approver

amcmackin@clevelandschools.org

Name

Decision Date

**CONTRACT OF EMPLOYMENT**  
**between the**  
**Cleveland City Schools Board of Education**  
**and**  
**Dr. Russell Dyer**

This Employment Contract is entered into April 4, 2022, by and between the Cleveland City Schools Board of Education, hereinafter called the "BOARD" and Dr. Russell Dyer hereinafter called the "DIRECTOR." The BOARD and the DIRECTOR, for the consideration herein specified, agree as follows:

**Term of Contract.** The Board, in accordance with its action as found in the Minutes of its meeting held on the 4<sup>th</sup> day of April, 2022, hereby offers, and the DIRECTOR hereby accepts employment as DIRECTOR of the Cleveland City Schools. The period of employment shall commence on July 1, 2022, and end on the June 30, 2026. Under no circumstances shall this contract exceed a period of more than four years from the date of its execution.

**Professional Certification.** The DIRECTOR shall maintain and furnish to the BOARD evidence of his maintaining, throughout the life of this Contract, a valid and appropriate license to act as DIRECTOR of Schools of this system in accordance with the laws of the state of Tennessee.

**Residency.** The DIRECTOR shall reside within the corporate limits of the City of Cleveland throughout the term of this contract. This contract shall be considered void and of no force or effect if the DIRECTOR does not, at any time during course of the contract, meet the residency requirement.

1. **Duties.**

- A. The DIRECTOR shall perform the duties specified in Tennessee Code Annotated, as well as those listed in the job description for the DIRECTOR as adopted by the BOARD, a true and correct copy of which is attached hereto as Exhibit "A." Such job description is hereby incorporated in this Contract by reference as if fully restated herein.
- B. The DIRECTOR shall devote such time and energies as are necessary to perform the duties specified in the job description. These duties will generally be performed during normal business hours, but it is expressly agreed that the duties of this position will require the DIRECTOR to work during times other than normal business hours.

2. **Compensation.**

The BOARD shall pay the DIRECTOR an annual compensation for the first year of this agreement in the amount of \$165,996.00 in twelve (12) equal monthly installments in accordance with BOARD policy.

The DIRECTOR shall receive as a salary increase during the term of this agreement the same annual percentage increase as the licensed staff is granted pursuant to the adopted budget of the BOARD.

The DIRECTOR shall receive the annual local step increase in the amount that is commensurate with the percentage step increase based upon training and experience in accordance with the system salary schedule. For the purposes of calculating entitlement under this part, the DIRECTOR shall be credited with twenty-one (21) years' service upon his original employment date of July 1, 2022.

The DIRECTOR shall receive "longevity pay" as a bonus to the salary paid to DIRECTOR after the BOARD approved annual percentage increases as the licensed staff. The longevity bonus shown in the percentages below, multiplied by the annual compensation owed to the DIRECTOR, shall be paid in twelve (12) monthly installments, with the first such monthly installment beginning on July 1, 2023.

Year 7 (for the year ending June 30, 2023): 3%

Year 8 (for the year ending June 30, 2024): 4%

Year 9 (for the year ending June 30, 2025): 5%

Year 10 (for the year ending June 30, 2026): 6%

Years 11+ (for all years ending June 30, 2027 and thereafter): 10%

The BOARD shall evaluate the DIRECTOR annually and shall review the DIRECTOR'S salary annually.

In no event shall the DIRECTOR'S salary be reduced except as required by law.

If an adjustment in salary is made during the term of this Contract, it shall not be deemed by either party that a new contract has been formed or that the termination date for the existing contract has been extended.

Salary adjustments enacted during the term of this contract shall be subject to the requirements of Article 27 herein.

6. **Automobile.** The BOARD shall pay to the DIRECTOR the sum of eight hundred dollars (\$800.00) per month as reimbursement for use of his private vehicle within Bradley County. Any travel outside Bradley County shall be reimbursed at the system per diem rate after a claim for mileage has been submitted pursuant to the travel policy of the BOARD.
7. **Communications Devices and Computer Access.** The BOARD shall provide to the DIRECTOR a communication device, professional and personal use included, along with a data plan that includes texting, email, phone calls, and internet access. The internet use policy of Cleveland City Schools applies to use same as all employees.
8. **Insurance Benefits.** The BOARD shall provide, at BOARD expense, policies of medical, dental and vision insurance for the DIRECTOR, with the BOARD paying one

hundred percent (100%) of the premium. If such coverage amounts are in conflict with any provision of state or federal law, the BOARD shall convert the excess premium payments to salary with and adjust the salary provided for herein to cover the additional tax burden. The BOARD shall further provide coverage for the DIRECTOR in the group life insurance policy and the disability insurance policy in the same amount as is provided to employees of the Cleveland City Schools. Should the DIRECTOR elect no coverage under the school system insurance plan, no other benefit or salary shall be paid in lieu thereof. The BOARD shall further provide medical, dental and vision insurance for the DIRECTOR, in the event the DIRECTOR retires from full-time employment while serving as the DIRECTOR for Cleveland City Schools, for the annual cost of \$1 to the DIRECTOR, with the BOARD paying the remaining premium, until the DIRECTOR is eligible for Medicare. The coverage shall be at the "employee only" level, and the premium for any coverage beyond the "employee only" level of such policies shall be borne by the DIRECTOR. The BOARD shall further provide disability insurance for the DIRECTOR beginning on July 1, 2022 through the date of the termination of this Contract, with the BOARD paying one hundred percent (100%) of the premium. The BOARD shall further provide long-term care insurance for the DIRECTOR beginning on July 1, 2022 through the date of the termination of this Contract, with the BOARD paying one hundred percent (100%) of the premium.

9. **Membership Dues.** The BOARD shall pay all dues to the following professional societies, associations or civic clubs of which the DIRECTOR is an active member including, but not limited to AASA, TOSS, one civic club of the DIRECTOR's choosing and the chamber of commerce. The BOARD shall reimburse the DIRECTOR for expenses in attending functions related to the memberships.
10. **Professional Liability.** The BOARD shall maintain liability insurance covering alleged wrongful acts and omissions of the BOARD and of the DIRECTOR in the scope of his employment with the BOARD. The BOARD shall, to the extent permitted by law, directly or through insurance, defend the DIRECTOR, bear defense costs, and indemnify and hold the DIRECTOR harmless on demands, claims, suits, and legal proceedings brought by third parties against the DIRECTOR in his official capacity as agent and employee of the BOARD, except that this obligation of the BOARD shall not exist with respect to violations of criminal law, improper personal gain, or willful misconduct, and in no event will individual BOARD members be liable for indemnifying the DIRECTOR against such demands, claims, suits, and legal proceedings.
11. **Professional Growth.** The DIRECTOR shall attend the professional meetings approved by the BOARD, the actual and necessary expenses of said attendance to be paid by the School System in accordance with BOARD policy.
12. **Leave.** The DIRECTOR shall be granted one day of sick leave for each month of contractual employment. Sick leave days shall be cumulative. Unused sick leave days shall be transferred to the Tennessee Consolidated Retirement System for retirement credit in accordance with the policies of the Tennessee Consolidated Retirement

System. In addition, the DIRECTOR shall be entitled to twenty-five (25) vacation days and three (3) personal leave days per fiscal year. At the close of each fiscal year of this contract, the DIRECTOR shall be paid for all unused vacation days. No vacation days shall carry forward into a new fiscal year. In accordance with T.C.A. § 49-5-711, the Director shall be allowed to transfer unused personal leave days to accumulated sick leave at the end of a year.

13. **Work Year.** The office of the DIRECTOR is a full-time, twelve (12) month position. Days upon which the DIRECTOR shall not be required to be in attendance at work include the ten (10) school system holidays provided for in statute and any day for which the school system and the central office are closed in accordance with the school calendar and/or policies established by the BOARD (e.g., inclement weather, dangerous conditions, safety concerns, etc.).
14. **Expenses.** The BOARD shall reimburse the DIRECTOR for all actual and necessary employment-related travel and other expenses required in the performance of official duties during employment under this contract subject to such limitations as provided in law, the school system budget, or BOARD policy. These expenses shall include registration fees, the cost of lodging and meals, and any other related costs necessary to the attendance at activities which serve to continue professional education development or that which relates to the mission and work of the school system.
15. **Renewal of Employment Contract.** The BOARD may extend the term of this contract at any time with concurrence of the DIRECTOR. However, unless the BOARD acts on or before the 30<sup>th</sup> day of June, 2025, such failure to act shall serve as notice to the DIRECTOR that the BOARD does not intend to renew the contract. In the event that the BOARD fails to renew the contract, the DIRECTOR shall be paid all of his salary, benefits and other remuneration in full through June 30, 2026.
16. **Performance Evaluation.** Annually, but no later than the 1<sup>st</sup> day of February each calendar year during the term of this Contract, the BOARD shall review and evaluate the DIRECTOR'S performance, the DIRECTOR'S progress towards goals established by the BOARD in consultation with the DIRECTOR, the working relationships between the DIRECTOR and the BOARD including working relationships with the system staff, the students, and the community at large, and any other matters relative to the employment of the DIRECTOR. The BOARD shall consider input from the DIRECTOR regarding the evaluation document. The evaluation document shall be adopted by the BOARD on or before the first regular meeting of the board in November. The evaluation document may be amended from year to year during the course of this contract. The BOARD members will meet individually with the DIRECTOR and review their individual evaluations of the DIRECTOR before such evaluations are compiled into a final evaluation document.
17. **Referrals to DIRECTOR.** As a specific, contractual obligation and not merely a recital, the BOARD of Education, collectively or individually, shall promptly refer to the DIRECTOR all criticisms, complaints, and/or suggestions called to their attention,

either as a collective BOARD or an individual member of such BOARD, relative to the School District for the DIRECTOR's review, study, report and recommendation. No member of the BOARD shall have the authority to personally investigate any matter concerning the operation of the School District in violation of TCA 49-2-301(b)(1).

18. **Loyalty.** The DIRECTOR shall devote full time, attention, knowledge and skills solely and exclusively to the business and interests of the BOARD of Education and the Cleveland City Schools. The DIRECTOR may, however, with permission of the Board, undertake consulting work, speaking engagements, writing, lecturing or other activities which do not interfere with the discharge of the DIRECTOR'S duties and responsibilities.
19. **Tenure Rights.** The DIRECTOR shall not be granted tenure in any capacity in the school district.
1. **Transfer.** The BOARD waives the right to transfer the DIRECTOR to any other position within the system for the duration of this contract and any extensions hereto.
20. **Contract Superseded.** This employment Contract sets forth the terms of employment of the DIRECTOR by the BOARD during the stated term, and supersedes any other contract the BOARD may have heretofore negotiated with the DIRECTOR.
21. **Contract Termination.** This employment contract may be terminated for the following reasons:
  - A. **Mutual Agreement** — This Employment Contract may be terminated by mutual agreement of the parties; retirement, disability or death of the DIRECTOR.
  - B. **For Cause** —
    - the DIRECTOR's willful failure to perform his duties (other than any such failure resulting from incapacity due to physical or mental illness);
    - the DIRECTOR's willful failure to comply with any valid and legal directive of the BOARD;
    - the DIRECTOR 's engagement in dishonesty, illegal conduct or misconduct that adversely impacts his job performance, which is, in each case, materially injurious to the District;
    - the DIRECTOR 's embezzlement, misappropriation or fraud, whether or not related to the DIRECTOR 's employment with the School;
    - the DIRECTOR 's conviction of or plea of guilty or *nolo contendere* to a crime that constitutes a felony (or state law equivalent) or a crime that constitutes a misdemeanor involving moral turpitude;

the DIRECTOR 's violation of a policy of the DISTRICT that causes material harm to the DISTRICT; or

the DIRECTOR 's material breach of any material obligation under this Contract or any other written agreement between the DIRECTOR and the BOARD.

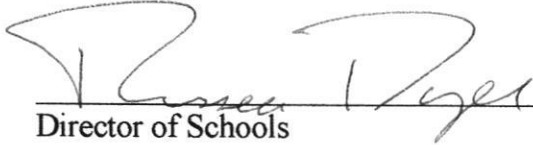
- C. **Removal from Office** — This contract shall be terminated if the State Board of Education, in accordance with the provisions of Title 49, Chapter 1 of Tennessee Code Annotated as enacted or hereafter amended, orders the removal of the DIRECTOR. If such removal is ordered, the DIRECTOR shall be entitled to no further benefits or compensation under the terms of the contract.
- D. **Without Cause** — The BOARD may terminate this contract without cause, at its option, provided that the BOARD provides the DIRECTOR sixty (60) days written notice of the effective date of termination. In the event the BOARD elects to terminate this contract without cause, the BOARD shall pay to the DIRECTOR all salary and benefits due to the DIRECTOR from the date of termination until the expiration of this contract; provided, however, that the communications device and the home computer will be returned by the DIRECTOR upon the effective date of termination. All other property of the school system shall be returned to the system central office upon the effective date of the termination. The payment provided for herein shall, at the option of the BOARD, be made in either regular monthly installments or in a lump sum payment. Upon complete payment as provided for herein, the BOARD shall have no further liability to the DIRECTOR for any payments whatsoever.
- E. **Unilateral termination by DIRECTOR** — THE DIRECTOR may terminate this contract at any time, at his sole discretion, by giving the BOARD at least sixty (60) days written notice, and up to 180 days' notice of his resignation. In the event of such termination, the DIRECTOR shall have no right or entitlement to any severance pay and shall be entitled to the salary and benefits unpaid through the effective date of resignation or retirement. The effective date of the DIRECTOR's resignation shall be deemed to be the date designated by the DIRECTOR. However, in the event that this contract is unilaterally terminated by the DIRECTOR, he shall only be paid through the effective date of his resignation or his first day of employment by another entity, whichever is sooner.
- F. **Disability of the DIRECTOR**— In the event the DIRECTOR is unable to perform his obligations and duties hereunder for a period of ninety (90) days or longer, due to mental or physical illness or incapacity, the BOARD, at its option, may terminate this agreement and, upon so doing, shall be released from all further obligations contained hereunder subject only to the provisions of the Federal Family Medical Leave Act.

22. **Criminal Background Check.** In accordance with the requirements of TCA 49-5-413, the DIRECTOR agrees to the release of all investigative records to the BOARD for examination for the purpose of verifying the accuracy of criminal violation information as required by TCA 49-5-406(a)(1)(A); and the DIRECTOR agrees to supply a fingerprint sample and submit to a criminal history record check to be conducted by the Tennessee Bureau of Investigation. The costs incurred for this investigation shall be paid by the BOARD.
23. **Amendments.** Any modification to this contract shall be made by mutual agreement of both parties having interest in this Contract. To be enforceable, such amendments shall be effective only upon the submission of a writing that memorializes the language of the amendment and upon which both parties have expressed written consent by affixing their signatures thereto. Neither party shall be bound by any oral representation concerning modification of this contract.
24. **Entire Agreement.** This contract constitutes the entire agreement among the parties and the parties hereto acknowledge that neither has relied upon any oral representation or any agreements by the other and that no such oral representations or agreements shall in any way affect the terms of this agreement and that this agreement may not be modified or changed except by written instrument executed by the parties.
25. **Controlling Law and Jurisdiction.** This contract shall be interpreted according to the laws of the State of Tennessee. In the event of litigation arising from the breach or enforcement of this agreement, the parties hereto agree that the proper jurisdiction and venue shall rest with the trial courts of Bradley County, Tennessee.
26. **Severability.** The Board and the Director agree that, in the event that any part or clause of this contract is made illegal under federal or state law, or held to be illegal by any Court having competent jurisdiction thereof, the remainder of this contract shall not be affected by such ruling, finding, enactment, or holding. The contract shall continue in full force and effect with such invalid part or clause deleted herefrom.

Made and executed by the parties hereto this the 4 day of April, 2022.



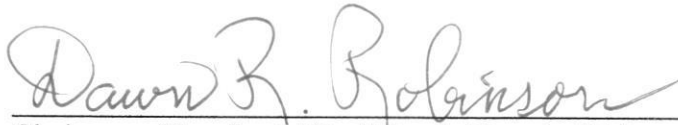
Chairman, Cleveland City Schools Board of Education



Director of Schools

**ATTEST:**

I certify that this contract was approved by the Cleveland City Schools Board of Education at its meeting occurring on April 4, 2022 and that a copy of this contract has been attached to the minutes of the Board for that meeting.



Chairman, Cleveland City Schools Board of Education

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in July</b>	Descriptor Term:  <b>Code of Ethics</b>	Descriptor Code: <b>1.106</b>	Issued Date: <b>04/03/23</b>
		Rescinds:	Issued:

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

2 Board members and school district employees may not accept, directly or indirectly, any gift, money,  
3 gratuity, consideration, or favor that a reasonable person would understand was intended to influence  
4 the vote, official action, or judgment of the board member or employee in executing decisions  
5 affecting the school district. It is also prohibited for a board member's or an employee's spouse or  
6 child living in the same household to accept such items.

7 It shall not be considered a violation of this policy for a board member or employee to receive  
8 entertainment, food, refreshments, meals, health screenings, amenities, food, or beverages that are  
9 provided in connection with a conference sponsored by an established or recognized statewide  
10 association of school board officials or by an umbrella or affiliate organization of such statewide  
11 association of school board officials.

## 12 **ETHICS COMPLAINTS**

13 The Board may create a School District Ethics Committee (Ethics Committee), consisting of three (3)  
14 members who will be appointed to one-year terms by the Board Chair with confirmation by the Board.  
15 At least two (2) members of the committee shall be members of the Board. The Ethics Committee shall  
16 convene as soon as practicable after its appointment and elect a Chair and a Secretary. The records of  
17 the Ethics Committee shall be maintained by the Secretary and shall be filed in the Director of  
18 Schools' office, where they shall be open to public inspection.

19 Questions and complaints regarding violations of this Code of Ethics shall be directed to the Chair of  
20 the Ethics Committee. Complaints shall be in writing, signed by the person making the complaint, and  
21 include details as to the facts surrounding the complaint.

22 The Ethics Committee may investigate an ethical complaint received against a board member or  
23 employee and make recommendations to cease any activity that, in the Ethics Committee's judgment,  
24 constitutes a violation of this Code of Ethics. If a member of the Ethics Committee is the subject of a  
25 complaint, the member shall recuse himself/herself from all proceedings involving the complaint.

26 The Ethics Committee may:

- 27 1. Refer the matter to the board attorney;
- 28
- 29 2. In the case of a board member, refer the matter to the Board of Education for possible public  
30 censure, if warranted;
- 31



1 It shall not be considered a violation of this policy for an official or employee to receive entertainment,  
2 food, refreshments, meals, health screenings, amenities, foodstuffs, or beverages that are provided in  
3 connection with a conference sponsored by an established or recognized statewide association of  
4 school board officials or by an umbrella or affiliate organization of such statewide association of  
5 school board officials.

6 **Section 5. Ethics Complaints.** The school district may create a School District Ethics Committee  
7 (Ethics Committee) consisting of three (3) members who will be appointed to one-year terms by the  
8 chair of the board of education with confirmation by the board of education. At least two (2) members  
9 of the committee shall be members of the board of education. The Ethics Committee shall convene as  
10 soon as practicable after its appointment and elect a chair and a secretary. The records of the Ethics  
11 Committee shall be maintained by the secretary and shall be filed in the office of the director of  
12 schools, where they shall be open to public inspection.

13 Questions and complaints regarding violations of this Code of Ethics or of any violation of state law  
14 governing ethical conduct should be directed to the chair of the Ethics Committee. Complaints shall be  
15 in writing and signed by the person making the complaint and shall set forth in reasonable detail the  
16 facts upon which the complaint is based.

17 The Ethics Committee may investigate any credible complaint against an official or employee charging  
18 any violation of this Code of Ethics, or may undertake an investigation on its own initiative when it  
19 acquires information indicating a possible violation, and make recommendations for action to end or  
20 seek retribution for any activity that, in the Ethics Committee's judgment, constitutes a violation of this  
21 Code of Ethics. If a member of the Ethics Committee is the subject of a complaint, such member shall  
22 recuse himself or herself from all proceedings involving such complaint.

23 The Ethics Committee may:

- 24 (1) Refer the matter to the board attorney for a legal opinion and/or recommendations for action;
- 25 (2) In the case of an official, refer the matter to the school board body for possible public censure if  
26 the board body finds such action warranted;
- 27 (3) In the case of an employee, refer the matter to the official responsible for supervision of the  
28 employee for possible disciplinary action if the official finds discipline warranted; or
- 29 (4) In a case involving possible violation of state statutes, refer the matter to the district attorney  
30 for possible ouster or criminal prosecution.

31 The interpretation that a reasonable person in the circumstances would apply shall be used in  
32 interpreting and enforcing this Code of Ethics. When a violation of this Code of Ethics also constitutes  
33 a violation of a personnel policy or a civil service policy, the violation shall be dealt with as a violation  
34 of the personnel or civil service provisions rather than as a violation of this Code of Ethics.

## **CLEVELAND CITY SCHOOL DISTRICT CODE OF ETHICS CONFLICT OF INTEREST DISCLOSURE STATEMENT**

**Instructions:** This form is for reporting personal interests required to be disclosed under Section 3 of the Code of Ethics of this school district. Officials and employees are required to disclose personal interests in matters that affect or would lead a reasonable person to infer that it would affect the exercise of discretion of an official or employee.

1. Date of disclosure: \_\_\_\_\_

2. Name of official or employee: \_\_\_\_\_

3. Office and position: \_\_\_\_\_

4. Description of personal interest (describe below in detail):

\_\_\_\_\_  
Signature of official or employee

\_\_\_\_\_  
Witness Signature

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Legal References

1. TCA 8-17-103

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Cross References

- Duties of Board Members 1.202

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Legal References

2. TCA 8-17-103

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Cross References

- Board Member Conflict of Interest 1.107  
Duties of Board Members 1.202

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in July</b>	Descriptor Term: <b>Board Member Conflict of Interest</b>	Descriptor Code: <b>1.107</b>	Issued Date: <b>04/03/23</b>
		Rescinds:	Issued:

1 *General*

2 State law provides specific instances when direct or indirect conflicts of interest may affect a board  
3 member's ability to vote on certain matters.

4 Direct conflicts of interest may arise if the school district contracts with a board member or with a  
5 business in which the board member is a sole proprietor, partner, or person having a controlling  
6 interest.<sup>1</sup>

7 Indirect conflicts of interest may arise if a board member votes on a matter involving a situation that a  
8 reasonable person would infer affects his/her personal finances indirectly. If a board member has a  
9 direct interest but is the sole supplier of goods or services in the city or county, he/she would be  
10 considered indirectly interested in such a matter.<sup>2</sup>

11 **DIRECT CONFLICT OF INTEREST<sup>1</sup>**

12 A board member shall not be directly interested in any contract in which the Board may be interested.

13 If there is a pre-existing contract that predates the board member's election to the Board, the board  
14 member shall refrain from voting or discussing any matter related to that contract since he/she has a  
15 direct interest. Upon expiration, the contract shall not be renewed by the Board.<sup>3</sup>

16 This shall not prohibit any board member from voting on the school budget or any budget amendments  
17 unless the vote is on a specific budget amendment in which the board member is directly interested.<sup>4</sup>

18 **INDIRECT CONFLICT OF INTEREST<sup>2</sup>**

19 A board member shall not be indirectly interested in any contract where the Board may be interested  
20 unless the board member publicly acknowledges such interest. The disclosure of this interest shall be  
21 made at the board meeting in which the Board is taking action on the contract. A board member with  
22 an indirect interest is not required to refrain from voting on the contract.

23 **PENALTY FOR UNLAWFUL INTEREST<sup>5</sup>**

24 If a board member is found to have an indirect interest and fails to disclose such interest, or becomes  
25 directly interested in any contract, he/she shall forfeit all compensation. He/she shall also be dismissed  
26 from the Board and be ineligible to serve in the same or similar position for ten (10) years.

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Legal References

1. TCA 12-4-101(a); Op. Tenn. Att’y Gen. No. 10-46
2. TCA 12-4-101(b)
3. Op. Tenn. Att’y Gen. No. 99-209
4. TCA 12-4-101(a)(1)
5. TCA 12-4-102

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Cross References

- Code of Ethics 1.106  
Duties of Board Members 1.202

## CONFLICT OF INTEREST DISCLOSURE STATEMENT

**Instructions:** Board members are required to disclose conflicts of interest in matters that affect, or would lead a reasonable person to infer that it would affect, the exercise of discretion of a board member.

1. Date of disclosure: \_\_\_\_\_

2. Name: \_\_\_\_\_

3. Description of conflict of interest (describe below in detail):

\_\_\_\_\_  
Signature of Board Member

\_\_\_\_\_  
Signature of Witness

1 A board member shall not be directly interested in any contract in which the Board may be interested.  
 2 "Directly interested" means any contract with the board member or with any business in which the  
 3 board member is sole proprietor, a partner, or the person having controlling interest. "Controlling  
 4 interest" shall include the individual with the ownership or control of the largest number of outstanding  
 5 shares owned by any single individual or corporation.

6 This policy shall not prohibit any board member from voting on the school budget or any budget  
 7 amendments, unless the vote is on a specific budget amendment in which such board member is  
 8 directly interested.

9 A board member shall not be indirectly interested in any contract in which the Board may be interested  
 10 unless the board member publicly acknowledges such interest. "Indirectly interested" means any  
 11 contract in which the board member is interested but not directly so, as defined above, including  
 12 contracts in which the board member may have a direct interest but is the sole supplier of goods or  
 13 services in the county.

14 Any board member who is an employee of the county/city and whose employment predates his/her  
 15 initial election/appointment to the Board may vote on matters in which he/she has a conflict of interest  
 16 if the member informs the Board immediately prior to the vote as follows: "Because I am an employee  
 17 of (name of governmental unit), I have a conflict of interest in the proposal about to be voted.  
 18 However, I declare that my argument and my vote answer only to my conscience and to my obligation  
 19 to my constituents and the citizens the Board represents." The vote of any board member having a  
 20 conflict of interest who does not inform the Board of such conflict shall be void if challenged during  
 21 the same board meeting at which the vote was cast and prior to the transaction of any further business  
 22 by the Board.

23 Any board member who is also an employee of the county/city and whose employment began on or  
 24 after the date on which he/she was initially elected/appointed to serve on the Board shall not vote on  
 25 matters in which he has a conflict of interest.

26 If a board member has a conflict of interest in a matter to be voted on by the Board, he/she may abstain  
 27 for cause by announcing such to the chairman. Any board member who abstains from voting for cause  
 28 on any issue coming to a vote before the Board shall not be counted for the purpose of determining a  
 29 majority vote.<sup>1</sup>

30

31

32 **PENALTY FOR UNLAWFUL INTEREST**

33 If a board member becomes directly or indirectly interested in any such contract, he/she shall forfeit all  
 34 pay and compensation and shall be dismissed from the Board and be ineligible to serve in the same or  
 35 similar position for ten (10) years.<sup>1</sup>



Legal References

Cross References

6. ~~TCA 12-4-101; TCA 12-4-102~~

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in February</b>	Descriptor Term:  <b>Evaluation</b>	Descriptor Code: <b>5.109</b>	Issued Date: <b>04/03/23</b>
		Rescinds: <b>5.109</b>	Issued: <b>04/06/09</b>

1 The evaluation of performance and its effectiveness must be a cooperative and shared endeavor on the  
2 part of the Director of Schools and of the administrative and supervisory personnel.

3 The Board shall use a performance contract model for evaluating administrative and supervisory  
4 personnel and shall approve standard forms to be used in evaluating support personnel.

5 The Director of Schools is responsible for ensuring that all administrative and supervisory personnel are  
6 evaluated annually.

## 7 **LICENSED TEACHING PERSONNEL**

8 The evaluation of performance and its effectiveness must be a cooperative and shared endeavor on the  
9 part of the Director of Schools and of the administrative and supervisory personnel. The Board shall use  
10 a performance contract model for evaluating administrative and supervisory personnel and shall approve  
11 standard forms to be used in evaluating support personnel. The Director of Schools is responsible for  
12 ensuring that all administrative and supervisory personnel are evaluated annually.<sup>1,2</sup>

13 **Cleveland City Schools will allow teachers whose individual student growth data demonstrates an**  
14 **effectiveness level of 4 or 5 to use the individual student growth score as one hundred percent (100%)**  
15 **of the teacher's final evaluation score.**

## 16 ***Local Level Grievance Procedure***

17 The Director of Schools shall develop procedures, consistent with State law, for processing evaluation  
18 grievances.<sup>3</sup>

## 19 **NON-LICENSED PERSONNEL**

20 Newly hired non-licensed administrative/support personnel shall be evaluated once during the evaluation  
21 period (up to 90 days) and at least one (1) additional time following successful completion of the  
22 evaluation period during the first year of employment. Support personnel employed for more than one  
23 (1) year shall be evaluated at least once a year.

24 Evaluations shall be used as an aid in improving an employee's performance and as a basis for  
25 continuing employment. Evaluation reports shall be discussed with the evaluated employee. Each  
26 employee shall be given a copy of the evaluation and shall sign the supervisor's copy as evidence it has  
27 been discussed.

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Legal References

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Cross References

1. TCA 49-5-5205(d)
2. TRR/MS 0520-2-1-.02
3. Tennessee State Board of Education Teacher and Principal Evaluation Policy

Job Descriptions 5.103  
Orientation and Probation 5.107

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term:  <b>Conflict of Interest</b>	Descriptor Code: <b>5.601</b>	Issued Date: <b>04/03/23</b>
		Rescinds: <b>CB/GAG/KD</b>	Issued: <b>11/03/97</b>

## 1 ADMINISTRATIVE PERSONNEL

2 Administrative and supervisory personnel shall have no financial interest, directly or indirectly, in  
3 supplying books, maps, school furniture, or apparatus for the schools or to act as agent for any author,  
4 publisher, bookseller, or dealer in school furniture or apparatus; however a spouse or family member of  
5 a principal, teacher or other school administrative employee may participate in business transactions  
6 with the school system where a sealed competitive bid system is used, provided that the employee does  
7 not have discretion in the selection of bids or specifications.<sup>1</sup>

8 It shall be a misdemeanor for the Director of Schools to take any other contract under the Board, to  
9 perform any other service for additional compensation, to act as principal or teacher in any school, or to  
10 become the owner of a school warrant other than that allowed for his/her service as Director of Schools  
11 ~~or as secretary to the Board.~~<sup>2</sup>

## 12 PROFESSIONAL AND SUPPORT PERSONNEL

13 Employees ~~of the Board~~ will not engage in, or have financial interest in, any activity that raises a  
14 reasonable question of conflict of interest with their duties and responsibilities as members of the  
15 school staff. This includes but is not limited to the following:

- 16 1. School employees may not purchase for sale to students any goods or equipment or render any  
17 service to the school system on a commission basis;<sup>1</sup>  
18
- 19 2. Employees who have patented or copyrighted any device, publication, or other item will not  
20 receive royalties for use of such item in the school system;  
21
- 22 3. Employees will not engage in any type of work where the source of information concerning a  
23 customer, client, or employer originates from information obtained through the school system;  
24
- 25 4. The Board shall make no purchase of supplies, materials, or equipment from a school system  
26 employee;  
27
- 28 5. Employees shall not solicit for the purpose of selling instructional supplies, equipment and  
29 reference books in a territory that includes the parents of the children of the school in which the  
30 employee is assigned; and  
31
- 32 6. Employees shall not be subjected to pressures to participate in solicitations contrary to their  
33 wishes. No administrator, teacher, or other employee of the Board shall furnish any list of  
34 names of pupils, teachers, or other employees to any individual, firm, or company without the

- 1 approval of the Director of Schools. Any pupil or employee may request that his/her name be
- 2 omitted from such approved list.

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Legal References

1. TCA 49-6-2003
2. TCA 49-2-301(c)

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Cross References

- Purchasing 2.805
- Bids and Quotations 2.806
- Purchase Orders and Contracts 2.808
- Employee-Developed Materials 4.405
- Staff Gifts and Solicitations 5.605

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Overtime Pay of Support Personnel</b>	Descriptor Code: <b>5.604</b>	Issued Date: <b>07/09/01</b>
		Revises: <b>GCRD</b>	Issued: <b>07/06/94</b>

1 ~~The Board expects that employees will work in excess of standard hours when requested. When work~~  
2 ~~in excess of standard hours is required, employees will be compensated for the unscheduled hours~~  
3 ~~worked.<sup>1</sup>~~

4 ~~Overtime is defined as hours physically worked in excess of forty (40) hours per week. When an~~  
5 ~~employee is requested to work over regularly scheduled hours, the following shall apply:~~

## 6 **Compensation for Unscheduled Hours**

- 7 1. ~~Hours worked over the scheduled hours must be approved by the immediate supervisor.~~  
8 2. ~~Whenever possible, compensatory time off shall be used in preference to overtime pay.~~  
9 3. ~~All payment for overtime shall be processed through the payroll office.~~

## 10 **Overtime Pay**

11 ~~If it is determined by the immediate supervisor that compensatory time cannot be granted within the~~  
12 ~~forty (40) hour pay period or without severe disruption of the operation of the facility, overtime may be~~  
13 ~~authorized.~~

## 14 **Payroll Provisions**

- 15 1. ~~Time and one-half (1 1/2) shall be paid for all hours, not compensated by time off, worked in~~  
16 ~~excess of forty (40) in a week.~~  
17 2. ~~An authorization for overtime payment must be submitted by the immediate supervisor.~~  
18 3. ~~Payment for overtime will be included in the paycheck for the period immediately following~~  
19 ~~the one in which it was earned.~~

## 20 **Discipline**

- 21 1. ~~Persons who have been assigned to work overtime, whether voluntary or mandatory, shall be~~  
22 ~~expected to report to work as scheduled.~~  
23 2. ~~Failure to report shall subject an employee to disciplinary procedures as specified for any other~~  
24 ~~non-appearance for a regularly scheduled work time.~~  
25 3. ~~Employees shall be released from mandatory overtime, without fear of discipline, when they~~  
26 ~~can provide a reasonable excuse such as the following:~~  
27 a. ~~Personal family emergency;~~  
28 b. ~~Personal or family health maintenance;~~  
29 c. ~~Important family function; weddings, etc.~~

1 ~~If there is doubt concerning the employee's sincerity in offering such an excuse, the burden of proof~~  
2 ~~will rest with the employee.~~

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Legal References

TCA 5-23-101;104; Section 7(e) 29 CFR § 553.20; 21



# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term:  <b>Non-School Employment</b>	Descriptor Code: <b>5.607</b>	Issued Date: <b>04/03/23</b>
		Rescinds: <b>GBRG/GCRF</b>	Issued: <b>07/06/94</b>

## 1 PROFESSIONAL PERSONNEL

2 A given professional position may require additional hours during evenings or other times when  
3 offices may be closed. Outside employment is regarded as employment for compensation which is not  
4 within the duties and responsibilities of the employee's regular position with the school system.

5 An employee will not perform any duties related to an outside job during his/her regular working hours  
6 or during the additional time that the responsibilities of the position require, nor will an employee use  
7 any district facilities, equipment or materials in performing outside work. This includes the Board's  
8 district's computer systems and networks and any configuration of hardware and software. The  
9 systems and networks include all of the computer hardware, operating system software, stored text and  
10 data files. This includes but is not limited to, electronic mail, local databases, externally accessed  
11 databases (such as the Internet), CDROM, optical media, clip art, digital images, digitized information,  
12 communications technologies, and new technologies as they become available. The Board reserves the  
13 right to have all technology resource activity monitored. The Board district's technology resources will  
14 be used only for learning, teaching and administrative purposes consistent with the Board's mission  
15 and its goals. Commercial use of the district's Board's system is strictly prohibited.

16 When the periods of work are such that certain evenings, days or vacation periods are duty-free, the  
17 employee may use such off-duty time for the purposes of remuneration, provided all the following  
18 conditions are met:

- 19 1. The work in no way interferes with the degree of effectiveness of his/her work in the school  
20 system;
- 21 2. The work in no way reflects detrimentally upon the school system or its prestige;
- 22 3. Such outside obligations do not prevent the individual from assuming duties required by the  
23 regular position; and
- 24 4. The individual does not receive remuneration for work which is customarily within his/her  
25 regular position.<sup>1</sup>
- 26 5. No employee will be involved in merchandising either services or products to other employees  
27 during school hours.

## 28 SUPPORT PERSONNEL

29 Support personnel shall not be prohibited from holding employment outside the school system so long  
30 as such employment does not interfere with regular and overtime scheduled duties for the school  
31 system.

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Legal References

1. TCA 49-5-410

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Cross Reference

Tutoring for Pay 5.608

# Cleveland City Board of Education

Monitoring: <b>March</b>	Descriptor Term:  <b style="text-align: center;">Interim Employees</b>	Descriptor Code: <b>5.700</b>	Issued Date: <b>04/03/23</b>
		Rescinds: <b>5.700</b>	Issued: <b>07/09/01</b>

1 ~~Employees shall be hired on an interim contract only when a vacancy is created by an employee taking~~  
 2 ~~a leave of absence as set forth in TCA 49-5-702.<sup>1</sup>~~ **Vacancies occurring after the beginning of the school**  
 3 **year for any reason will be filled** ~~Such interim employees shall be considered~~ as temporary replacements  
 4 for the remainder of the school year and the contract term will not be considered as initial employment  
 5 **unless specifically authorized by the Director of Schools.**

6 Said positions will be filled at the discretion of the Director of Schools in such a manner as to cause the  
 7 least disruption in the educational process for students and as quickly as possible to ensure a continuous  
 8 function of the position.

9 Persons filling any temporary positions shall have no expectancy of continued employment under TCA  
 10 49-5-409 or any other, but such persons shall be considered for employment in filling vacancies as  
 11 specified in the section dealing with initial employment. The contract of each temporary employee shall  
 12 contain the following statement: *I understand that in filling a temporary position I have no expectancy*  
 13 *of continued employment but shall be considered for initial employment to fill other vacancies.*

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Legal References

1. TCA 49-2-203(a)(1)(A)

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Cross References

Long-Term Leaves of Absence 5.304

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term:  <b>Interns</b>	Descriptor Code: <b>5.704</b>	Issued Date: <b>04/03/23</b>
		Rescinds: <b>5.704</b>	Issued: <b>07/09/01</b>

- 1 Interns shall be assigned by the Director of Schools/~~designee~~ and accepted by either the principal or  
2 the cooperating teacher. The principal shall supervise the internship program.
- 3 Interns will be expected to follow all guidelines of the internship program which have been established  
4 by the ~~Board~~ **school system** and the participating institution of higher education.<sup>1</sup>
- 5 An intern shall be accorded the same protection of the laws as a licensed teacher and shall comply with  
6 all rules and regulations of the Board and observe all duties of interns as set forth in the State Board  
7 Rules and Regulations.
- 8 In addition, interns shall be required to fulfill all normal local responsibilities, both school and  
9 extracurricular, and shall familiarize themselves with the policies of the Board and the school.
- 10 ~~Interns shall spend at least half of the school year (100 days) in direct teaching activities. Interns shall~~  
11 ~~be evaluated at the beginning and the end of the internship period based upon a joint agreement~~  
12 ~~between the cooperating teacher, the principal, and the student's supervising teacher. The principal~~  
13 ~~shall have final responsibility for recommending or not recommending the intern for apprentice~~  
14 ~~licensure status.~~
- 15 ~~Successful completion of the internship shall count as the probationary year of teaching and shall be~~  
16 ~~credited as one full school year of experience for salary and licensing purposes.~~
- 17 ~~An intern may be asked to terminate his or her service upon the mutual consent of the principal, the~~  
18 ~~cooperating teacher and the supervising teacher at any time during the term.~~
- 19 ~~Supervision of interns by mentor teachers shall be considered as one of the teacher's regular duties and~~  
20 ~~not as an extra duty.~~  
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Legal References

1. TRR/MS 0520-2-3-11(2)

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Cross References



Section 6.100 - 6.319 Students Policies of the Board Policy Manual were reviewed and considered for updates in accordance with the [Cleveland City Schools Board Policy Review Schedule](#). These policies may be found in the [CCS Board Policy Manual Section 6](#). After the review, the following board policies do not need to change with the exception of the annual date of review.

6.100	Student Goals
6.201	Compulsory Attendance Ages
6.2011	Voluntary Pre-K Attendance
6.204	Attendance of Non-Residents Students
6.205	Student Assignments
6.206	Transfer within the System
6.207	Withdrawals
6.209	Child Custody/ Parental Access
6.300	Code of Conduct
6.301	Rights and Responsibilities of Students
6.302	Procedural Due Process
6.304	Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation
6.3041	Title IX and Sexual Harassment
6.305	Student Concerns, Complaints, and Grievances
6.307	Drug-Free Schools
6.3071	Student Alcohol and Drug Testing



- 6.308 Bus Safety and Conduct
- 6.309 Zero Tolerance Offenses
- 6.311 Care of School Property
- 6.312 Use of Personal Electronic Devices in School
- 6.315 Detention
- 6.316 Suspension/Expulsion/Remand
- 6.317 Disciplinary Hearing Authority
- 6.318 Admission of Suspended or Expelled Students
- 6.319 Alternative Education

# Cleveland High School

## CTE Automotive Academy

### **Automotive 1 [C20H09/HC001]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 10-12. May not be repeated for more than 1 credit.

The Maintenance and Light Repair I (MLR I) course prepares students for entry into Maintenance and Light Repair II. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills.

### **Automotive 2 [C20H10/HC002]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have earned credit in Automotive 1. May not be repeated for more than 1 credit.

The Maintenance and Light Repair II (MLR II) course prepares students for entry into Maintenance and Light Repair III/IV. Students study automotive general electric systems, starting and charging systems, batteries, lighting, and electrical accessories. Students may have the opportunity to take the ASE National Certification Exam.

### **Automotive 3 [C20H11/HC003]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Automotive 2. May be repeated for up to 2 credits.

The Maintenance and Light Repair III (MLR III) course prepares students for entry into the automotive workforce or into post-secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/trans-axle systems, and practice workplace soft skills. Students may have the opportunity to take the ASE Student Certification Exam

### **Automotive 3 DE [C20H21/HC005]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 11-12 . Must have earned credit in Automotive 2. May be repeated for up to 2 credits.

The Maintenance and Light Repair III (MLR III) course prepares students for entry into the automotive workforce or into post-secondary training. Students study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/trans-axle systems, and practice workplace soft skills. Students may have the opportunity to take the ASE Student Certification Exam. This Dual Enrollment credit is through TCAT Athens.

### **Automotive 3 WBL [C25H16/HC003W]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12 . Must have earned credit in Automotive 3 or 4. May be repeated for up to 2 credits.

This course is designed for the student to gain actual experience in the automotive industry in order to equip them for the workplace. Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid or unpaid work experience, juniors and seniors (16 years or older) may earn high school credit for capstone WBL experiences. Must have personal transportation.

# CTE Aviation Academy

## **Aviation 1 Introduction to Aviation [C20H15/HCC01]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

Aviation 1 is a comprehensive foundational course for students interested in pursuing careers in aviation. You must be interested in aviation and be ready to learn detailed aspects about airplanes. This content of this course is heavy with science, technology, engineering, math and in class work. This course covers the basic principles governing flight and the regulation of flight that every aviation professional must know regardless of his or her occupation as a pilot or an engineer, a salesperson or a specialist, a mechanic or a statistician. In addition to acquiring foundational knowledge and industry regulations, students will also gain essential understanding of aircraft structures, the flight environment on simulators, and basic procedures. Upon completion of this course, proficient students will be prepared for further study in advanced Aviation Flight.

## **Aviation 2 Principles of Flight [C20H16/HCC02G]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 10-12. Successful completion of Aviation 1. May not be repeated for more than 1 credit.

Aviation 2 Principles of Flight builds on the fundamental knowledge and skills learned in Introduction to Aerospace while teaching students the essential competencies needed for flight under normal conditions in the classroom and on flight simulators. Upon completion of this course, proficient students will be able to apply knowledge, skills, and procedures in a variety of simulated flight environments. Moreover, students who complete this course will have the opportunity to move on to advanced study in Aviation 3: Advanced Flight, where they will continue to prepare for the FAA Private Pilot written exam. This is the second course in the Aviation Flight program of study. FAA Pilot Written Exam is optional (exam cost of \$150.00 to be paid by student).

## **Aviation 3 Advanced Flight DC [C20H18/HCC03C]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 10-12. Successful completion of Aviation 2. May not be repeated for more than 1 credit.

Aviation 3 DC Advanced Flight is the capstone course in Cleveland High Schools Aviation Flight program of study intended to prepare students for careers in aviation. While continuing to build upon the knowledge, skills, and competencies acquired in Aviation I (Introduction to Aerospace) and Aviation II (Principles of Flight), students in Aviation III will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) Private Pilot written exam. Continued emphasis is placed on maintaining the safety of flight and developing sound judgment (aeronautical decision making) in various conditions. In addition, students will develop a keen understanding of advanced aerodynamics and the physics of flight to aid in decision-making and technical adjustments while working under simulated abnormal procedures in our own full-motion FMX Flight Simulator. Dual Credit is available through MTSU.

## **Tango Flight CAPS WBL [C25H16/HCC04W]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12

Do you want to build an actual two-person airplane? Tango Flight ([tangoflight.org](http://tangoflight.org)) is your opportunity. Tango Flight is a STEM related course for junior and seniors who would like to experience hands-on, real-world projects where you build an actual two passenger RV-12iS airplane at Cleveland High School. Program includes fundamentals and mechanics of aircraft and avionics equipment, aviation maintenance and inspection, and aircraft structure and assembly. The course applies and concurrently develops secondary STEM knowledge, skills, and abilities in science, mathematics, and technology. Course is intended to be taken as a full year for continuity in aircraft construction. Can be taken up to 4 times or 4 credits if taken both semesters as a junior and senior.

# CTE Business Academy

## **Business Communications [C12H16/HC211]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have successfully completed Introduction to Business and Marketing at CHS. May not be repeated for more than 1 credit.

Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. Can get Microsoft Office Specialist Certification.

## **Business Communications DC [C12H16/HC211C]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 9-12. Must have earned credit in Computer Applications. May not be repeated for more than 1 credit.

Business Communications is a course designed to develop students' effective oral and electronic business communications skills. This course develops skills in multiple methods of communications, including social media, as well as electronic publishing, design, layout, composition, and video conferencing. Upon completion of this course, proficient students will be able to demonstrate successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. Can get Microsoft Office Specialist Certification. Dual credit is with Cleveland State Community College

## **Business Management (Business) [C12H17/HC217]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have earned credit in Business Communications. May not be repeated for more than 1 credit.

Business Management DC focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role, including accounting practices, of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant. Service-Learning project is a requirement, as well. Dual Credit and Dual Enrollment is with Cleveland State Community College (3 credit hours).

## **Business Management (Business) DC [C12H17/HC217C]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12. Must have earned credit in Business Communications. May not be repeated for more than 1 credit.

Business Management focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role, including accounting practices, of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for students. Upon completion of this course, proficient students will be able to complete a full review of an existing business recommendations for improvement as would a management consultant.

# CTE Business Academy

## **Business Management (Business) DE [C12H01/HC212]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12. Must have earned credit in Business Communications. May not be repeated for more than 1 credit.

Business Management DE focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role, including accounting practices, of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for students. Upon completion of this course, proficient students will be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant. Service-Learning project is a requirement, as well. Dual Credit and Dual Enrollment is with Cleveland State Community College (3 credit hours).

## **Introduction to Business and Marketing [C12H26/HC208]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

Introduction to Business and Marketing is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, Accounting Principles, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics. Upon completion of this course, proficient students will be equipped with the foundational skills to succeed in any of the Business, Marketing, or Finance programs of study and will be prepared to make an informed decision regarding which pathways they would like to pursue in high school.

## **Raider Evolve 1 CAPS DE [C12H52/HC219D]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12. No prerequisites required, but an application must be submitted. Applications can be picked up from Dr. Saez or Mrs. Person.

Raider Evolve! Are you interested in maybe owning your own business, or looking to deepen your knowledge of how a business, manufacture, or corporation operates? Raider Evolve is for Juniors and Seniors and is a multi-operational school corporation managed and operated by students as "hands-on" learning laboratories and career opportunities that integrate different aspects of a real-world environment. For many students, Raider Evolve will provide work experience by utilizing the keys of building management, communication, supervision, entrepreneurship and leadership skills. Students will learn the basics of accounting, welding, fabrication, plasma cutting, laser etching, and will sharpen their skill in creative design, business marketing and advertising and distribution of merchandise. No prerequisites required, but an application must be submitted. Applications can be picked up from Dr. Saez or Mrs. Person. This is a year-long course and will count as two credits. Optional DE available: Once you complete 2 semesters of Raider Evolve, you can receive Dual Enrollment credit with Cleveland State Community College for Business Entrepreneurship.

## **Raider Evolve 1 CAPS WBL [C25H16/HC219]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12. Application for approval to the course is required. Applications can be picked up from Dr. Saez or Mrs. Person.

Raider Evolve! Are you interested in maybe owning your own business, or looking to deepen your knowledge of how a business, manufacture, or corporation operates? Raider Evolve is for Juniors and Seniors and is a multi-operational school corporation managed and operated by students as hands-on learning laboratories and career opportunities that integrate different aspects of a real-world environment. For many students, Raider Evolve will provide work experience by utilizing the keys of building management, communication, supervision, entrepreneurship and leadership skills. Students will learn the basics of accounting, welding, fabrication, plasma cutting, laser etching, and will sharpen their skill in creative design, business marketing and advertising and distribution of merchandise. No prerequisites required, but an application must be submitted. This is a year-long course and will count as two credits.

## CTE Business Academy

### **Raider Evolve 2 CAPS WBL [C25H16/HC220W]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12. Application for approval to the course is required. Applications can be picked up from Dr. Saez or Mrs. Person.

Raider Evolve! Are you interested in maybe owning your own business, or looking to deepen your knowledge of how a business, manufacture, or corporation operates? Raider Evolve is for Juniors and Seniors and is a multi-operational school corporation managed and operated by students as "hands-on" learning laboratories and career opportunities that integrate different aspects of a real-world environment. For many students, Raider Evolve will provide work experience by utilizing the keys of building management, communication, supervision, entrepreneurship and leadership skills. Students will learn the basics of accounting, welding, fabrication, plasma cutting, laser etching, and will sharpen their skill in creative design, business marketing and advertising and distribution of merchandise. No prerequisites required, but an application must be submitted. Applications can be picked up from Dr. Saez or Mrs. Person. This is a year-long course and will count as two credits.

# CTE Cosmetology Academy

## **Cosmetology 1 DC [C19H12/HC301]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit. Student is required to have a mannequin.

Cosmetology 1 is the foundational course in the Human Services career cluster for students interested in learning more about becoming a cosmetologist. Upon completion of this course, proficient students will gain knowledge in the fundamental skills in both theory and practical applications of cosmetology practices. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to obtain a Tennessee Cosmetology License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Dual Credit is through Brillare Beauty Institute. Students are required to have a mannequin (\$45.00).

## **Cosmetology 2 DC [C19H14/HC302]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Cosmetology 1. Student is required to have a mannequin. May be repeated for 2 credits.

Cosmetology 2 is the second course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding of efficient and safe work practices, nail procedures, hair design, and chemical services. Students will gain experience in practical applications of cosmetology practices. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to obtain a Tennessee License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Dual Credit is through Brillare Beauty Institute.

## **Cosmetology 3 DC [C19H13/HC304]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12. Must have earned credit in Cosmetology 2. Student is required to have a mannequin. May be repeated for 2 credits.

Cosmetology 3 is the third course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding of efficient and safe work practices, salon business concepts and operations, advanced hair techniques and chemical services, and facial and skin care procedures. Students will gain experience in practical applications of cosmetology practices. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to obtain a Tennessee License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Dual Credit is through Brillare Beauty Institute.

## **Cosmetology 4 DC [C19H21/HC303]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 12. Must have earned credit in Cosmetology 3. Student is required to have a mannequin. May be repeated for 2 credits.

Once all classes have been completed, Cosmetology 4 can be repeated as many times as needed to accumulate hours for testing and licensure. Cosmetology IV is the capstone course in the Cosmetology program of study intended to prepare students for careers in cosmetology by developing an understanding and practical skills in efficient and safe work practices, career and business analysis, advanced hair techniques and chemical services, and state board theoretical and practical application. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to obtain a Tennessee License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Dual Credit is through Brillare Beauty Institute.

# CTE Cosmetology Academy

## **Cosmetology WBL [C25H16/HC303W]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11 and 12. Must have personal transportation. Must have completed Cosmetology 2.

This course is designed for the student to gain actual experience in the cosmetology sector in order to equip them for the workplace. Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid or unpaid work experiences students may earn high school credit for capstone WBL experiences. Students may earn high school credit for capstone WBL experiences. Must have personal transportation.

# CTE Criminal Justice Academy

## **Criminal Justice 1 [C30H00/HC401]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

This course is designed to give the student an overview of the United States Criminal Justice System through the examination of U.S. law enforcement agencies, the U.S. court systems, and U.S. correctional institutions. The course explores US Constitutional law, criminal law, and police procedures. Class discussions will cover current Criminal Justice news issues.

## **Criminal Justice 2 [C30H01/HC402]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have earned credit in Criminal Justice 1. May not be repeated for more than 1 credit.

This course provides a hands-on study of law enforcement operations including investigative procedures, crime scene searches, and forensic investigation culminating in mock court trials conducted by the students. The course also explores federal and state court procedures following the process of a criminal from arrest through the judicial system.

## **Criminal Justice 3 DC [C30H02/HC403]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 10-12. Must have earned credit in or be requesting Criminal Justice 2. May not be repeated for more than 1 credit.

This course provides an in-depth look at the United States Criminal Justice System and its history. The course also explores the various careers available within the three major components of the criminal justice system: law enforcement, the judicial system, and corrections. Dual Credit is with Cleveland State.

# CTE Culinary Arts Academy

## **Culinary Arts 1 [C16H06/HC501]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

The first level of Culinary Arts prepares students for education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by examining both the industry and its career opportunities and by developing food preparation and service and interpersonal skills. Laboratory facilities and experiences simulate commercial food production and service operations.

## **Culinary Arts 2 [C16H07/HC502]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Culinary Arts 1. May not be repeated for more than 1 credit.

The second level of Culinary Arts prepares students for education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and teamwork to manage an environment conducive to quality food production and service operations. Laboratory facilities and experiences simulate commercial food production and service operations.

## **Culinary Arts 3 DC [C16H08/HC505]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credit in Culinary Arts 2. May not be repeated for more than 1 credit.

Culinary Arts 3 prepares students for gainful employment and/or entry into postsecondary education in the food production and service industry. Content provides students the opportunity to apply the marketable culinary arts skills they have acquired by assuming increasingly responsible positions including participation in a cooperative education experience. Dual Credit with Chattanooga State Tech Community College. Can get ServSafe Food Manager Certification.

## **Culinary Arts 4 DC [C16H09/HC506]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12. Must have earned credit in Culinary Arts 3. May not be repeated for more than 1 credit

Culinary Arts 4 is the capstone course in the Culinary Arts program of study intended to prepare students for careers such as personal chef, caterer, executive chef, and food and beverage manager. Course content covers the components of commercial kitchen safety and sanitation, food presentation, bakeshop preparation skills, sustainability practices, professionalism, and business opportunities. Upon completion of this course, proficient students will have applied the full range of knowledge and skills acquired in this program of study toward the planning and catering of an event approved by the instructor. Can get ServSafe Food Manager Certification. Dual Credit with Chattanooga State Tech Community College.

## **Culinary Arts 4 WBL [C25H16/HC504W]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12 .Must have personal transportation. Must have earned credit in Culinary 3. May be repeated for 2 credits.

This course is designed for the student to gain experience in the culinary industry in order to equip them for the workplace. Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid or unpaid work experience, juniors and seniors (16 years or older) may earn high school credit for capstone WBL experiences.

# CTE Digital Media Academy

## Digital Media Production 1 [C11H01/HC109]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

This is a foundational course for students interested in digital video productions. The students will learn the elements involved in basic television production, script writing, camera operation, short film production, editing, and detailed film study. Course content provides a broad-based exposure to audio, video, journalism, and story creation within the media industry. Projects include music videos, short-films, and other projects.

## Digital Media Production 2 [C11H02/HC110]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Digital Media Production 1. May not be repeated for more than 1 credit.

This course builds on the foundational skills learned in Digital Media Productions 1 to further develop students' abilities to direct, shoot, edit, and produce digital video content. Digital Media Productions 2 prepares students by merging the artistic concepts of traditional filmmaking with the technological tools that can be utilized in everything from independent news gathering and documentary filmmaking to commercial production and web video. Students will deepen their understanding of digital video by breaking down the logistics of production, including lighting and cinematography. Students will learn the aesthetics of scene composition, color theory, creative writing, and the way these concepts are integrated into the structure of their work. Can get Adobe Certification.

## Digital Media Production 3 DC [C11H03/HC108C]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 11-12. Must have earned credit in Digital Media Production 2. May not be repeated for more than 1 credit.

Students in the Digital Media Production 3 class will produce live sports events and have opportunities to direct, work camera, and commentate a live stream. Working with advanced digital video equipment, students will learn every aspect of live television production including writing, directing, producing, editing, filming, reporting, and appearing as on-air talent. In addition to airing throughout the school, this show will be broadcast live, worldwide, on the Internet. The class is ideal for students considering careers in television. This course may be repeated up to 2 times. Can get Adobe Certification and dual credit with Chattanooga State Community College.

## Digital Media Production 4 CAPS WBL [C25H16/HC104W]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 11-12 . Must have earned credit in Digital Media 3. May be repeated for 2 credits.

This course consists of students applying their classroom knowledge and techniques to real-world situations and environments. Students will participate in leadership and various other production roles while providing video services for Cleveland High School, specifically CHS Live. Students will develop new ideas, create content, design multi-camera productions, execute live broadcasts, setup and teardown large scale events, and reflect to improve future productions. Most work will occur outside of regular school time during athletic and other events. While CHS may provide transportation to some locations, students will need personal transportation. Be aware, long hours and outside broadcasts will need students to work outside the classroom and will be in-depth, exciting productions.

## CTE General Courses

### **JROTC Fall [G08H08/HA621]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): None

The Junior Reserve Officer Training Corps (JROTC) Program is a citizenship program designed to educate and train high school students in citizenship and life skills; promote community service; instill a sense of responsibility; and develop character, leadership, and self-discipline through education. These life skills are based on the Air Force core values of "integrity first, service before self, and excellence in all we do." Cadets perform color and honor guards; participate in drill team competitions; participate in parades; and conduct other leadership laboratory activities such as marksmanship, rocketry, academic bowl, CyberPatriot, Raiders, and more. This is not a military recruiting program and students incur no military obligation.

### **JROTC Spring [G08H09/HA622]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): None

The Junior Reserve Officer Training Corps (JROTC) Program is a citizenship program designed to educate and train high school students in citizenship and life skills; promote community service; instill a sense of responsibility; and develop character, leadership, and self-discipline through education. These life skills are based on the Air Force core values of "integrity first, service before self, and excellence in all we do." Cadets perform color and honor guards; participate in drill team competitions; participate in parades; and conduct other leadership laboratory activities such as marksmanship, rocketry, academic bowl, CyberPatriot, Raiders, and more. This is not a military recruiting program and students incur no military obligation.

# CTE Health Science Academy

## **Anatomy & Physiology 1 H [C14H09/HC902]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Must have earned credit in Biology 1 or Biology 1H. May not be retaken for more than 1 credit.

The student will assess human anatomy and physiological functions and descriptive results of abnormal physiology with clinical consequences, demonstrating a workable knowledge of medical terminology. Students will participate in lab activities including several dissections. This course is highly recommended to any student who is interested in the medical field. Can count as 4th science credit or 3rd lab Science.

## **Anatomy & Physiology 2 DE [G03H43/HC914]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s) Grades 11-12. Must have earned credit in Anatomy and Physiology 1 H. May not be repeated for more than 1 credit. Four college credit hours.

Anatomy and Physiology 2 is a college level course designed to develop an understanding of the structures and functions of the human body, while relating those to knowledge and skills associated with pathophysiology. Upon completion of this course, proficient students will be able to (1) apply the gross anatomy from earlier courses to a deeper understanding of body systems, (2) identify the organs and structures of the support and movement systems, (3) relate the structure and function of the communication, control, and integration system. Tuition is to be paid by the student to Lee University. Grants available.

## **Biomedical Engineering H [C21H23/HC903]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s) Grades 10-12 only. Must have earned credit in Principles of Engineering Regular/DE and/or Health Science Education, and/or Anatomy & Physiology 1 H. Can count as 3rd or 4th science credit. May not be repeated for more than 1 credit.

Biomedical engineering applies and develops knowledge and skills in biology, physics, technology and math. It includes experiences from the diverse fields of Biotechnology, Bioengineering, and Biomedical Engineering. Design problems will be in the areas of biomechanics, cardiovascular engineering, genetic engineering, orthopedic engineering, prosthetics, robotic surgery, tissue engineering, biomedical devices and bioethics. Students will utilize a design team approach to apply biological and engineering concepts to design materials and processes that directly measure, repair, improve and extend life. Can count as 3rd or 4th Science.

## **Clinical Internship CAPS [C14H11/HC904]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grade(s) 11- 12. Must have personal transportation. Application based placement. Fees based on placement. Fees not to exceed \$ 92.00

The following must be met: Students will apply to the class their junior year and selection is based on work ethic, grades, and attendance, behavior and communication skills. The course is designed to be completed in a hospital, rehab center, medical office, pharmacy, veterinary office, dentist and physical therapy facilities. Students go to medical settings during the class period and intern with a medical career that they are interested in. Students that are interested in observing in a physical therapist setting must have completed the Sports Medicine class. All other clinical sites require that the student has completed the Medical Therapeutics class. If students do clinical at the hospitals then there is some required testing that must be done before they can complete clinical hours there. Fees based on placement. Fees not to exceed \$ 92.00

# CTE Health Science Academy

## **Clinical Internship CAPS WBL [C25H16/HC904W]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12 Students must have personal transportation. Students must have completed Health Science, Medical Therapeutics or Sports Medicine. May not be repeated for more than 2 credits. Fees based on placement. Fees not to exceed \$ 92.00

This course is designed for the student to gain actual experience in the health care sector in order to equip them for the workplace. Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid or unpaid work experience, juniors and seniors (16 years or older) may earn high school credit for capstone WBL experiences. If students complete clinical hours at the hospitals some required testing that must be done before they can complete clinical hours there. Fees based on placement. Fees not to exceed \$ 92.00

## **Diagnostic Medicine [C14H12/HC920]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 9-12. Must have earned credit in Health Science Education. Can count as 4th science credit. May not be repeated for more than 1 credit.

Diagnostic Medicine is designed to prepare students to pursue careers in the fields of radiology, medicine, medical laboratory, microbiology, optometry, and other patient diagnostic procedures. The students will learn the ways diagnostic medicine creates a picture of an individual's health and diagnosis. This will include diagnostic career exploration, imaging analysis and physics, medical laboratory, cardiovascular and optic diagnosis and treatment. Students are eligible to sit for the EKG Certification exam. The exam costs \$124. This course can count as a 4th Science.

## **Emergency Medical Service [C14H13/HC916]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 10-12 only. Must have earned a credit in Health Science Education. Can count as 4th science credit. May not be repeated for more than 1 credit.

Emergency Medical Service (EMS) is designed for students interested in a career in pre-hospital or emergency patient care. Career options may include emergency room physician, emergency medical technician, paramedic, or emergency room nurse. EMS teaches knowledge of the emergency medical field, including duties, responsibilities, and legal aspects, as well as skill development in patient assessment, communication, first aid measures and the use of emergency medical equipment.

## **Emergency Medical Service DE [C14H29/HC913]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Must have earned a credit in Health Science. Can count as 4th science credit. May not be repeated for more than 1 credit.

Emergency Medical Service (EMS) is designed for students interested in a career in pre-hospital or emergency patient care. Career options may include emergency room physician, emergency medical technician, paramedic, or emergency room nurse. EMS teaches knowledge of the emergency medical field, including duties, responsibilities, and legal aspects, as well as skill development in patient assessment, communication, first aid measures and the use of emergency medical equipment. Can get Emergency Medical Responder Certification. Can earn 3 hours Dual Enrollment credit with Cleveland State Community College.

## **Health Science Education [C14H14/HC901]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 9-12. May not be repeated for more than 1 credit.

This introductory class is required prior to taking any other Health Science classes. The course will include basic health care information on services/products related to the health of people. Subject matter will include career choices, legal responsibilities, ethics, teamwork, first aid, safety practices, and skill development relevant to becoming a healthcare professional. \$10 class fee

# CTE Health Science Academy

## Medical Therapeutics [C14H15/HC918]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 9-12 . Must have earned credit in Health Science Education. May not be repeated for more than 1 credit.

This course provides knowledge and skills to maintain or change the health status of an individual over time. The student will evaluate ways therapeutic medicine is used to focus on direct patient care including nursing, medicine, dentistry and psychotherapy. Basic medical skills will be learned. This can be used as a 4th Science credit.

## Pharmacy [C14H20/HC923]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10 -12. Completion of Medical Therapeutics

Pharmacy is a third-level applied course in the Therapeutic Services program of study intended to prepare students with an understanding of the roles and responsibilities of the healthcare worker in a pharmacy setting. This course equips students with the communication, goalsetting, and information-processing skills to be successful in the workplace, in addition to covering key topics in pharmacology, pharmacy law and regulations, sterile and non-sterile compounding, medication safety, quality assurance, and more. Class fee - \$ 45.00.

## Sports Medicine [C14H08/HC917]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Must have credit in Health Science Education. Can count as 4th science credit. May not be repeated for more than 1 credit.

Sports Med & Rehab Therapies focuses on the medical skills required to enable a person to live life to the fullest capacity in regards to their musculoskeletal health following an injury as well as maintenance and preventative care. Areas of study include, physical therapy, occupational therapy, speech/language therapy, Certified Athletic Trainer and therapeutic massage. Basic skills will be learned including but not limited to thermal therapies, mechanical modalities & electrical modalities. Students will learn and differentiate between therapeutic career opportunities, reinforce understanding of anatomy & physiology as well as practice some limited diagnostic testing to identify abnormalities & provide treatments. Students must have completed Health Science Occupations first.

## Sports Medicine CAPS WBL [C25H16/HC910]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12. Must have personal transportation. Must have earned a credit in Health Science and Sports Medicine and Rehabilitation. Must be 16 or older at the time the class begins. Attendance must be 90% for acceptance and to continue in the course. Can be repeated for total of 2 credits.

Sports Med & Rehab Therapies - Work-Based Learning is a career practicum course designed to provide students with the opportunity to apply the skills & knowledge learned in a professional work environment. This course is designed for students who have completed the Sports Medicine and Rehabilitation Course. This course allows students to earn high school credit for select models of work based learning, up to 2 credits. This course allows students to interact with industry professionals in order to deepen their understanding and support their development of post secondary & career readiness skills and knowledge. STUDENTS MUST HAVE THEIR DRIVER'S LICENSE AND CAR INSURANCE within the first week of the course to proceed. There must be attendance of 90% to be allowed in the class and 90% to pass the course. Work hours may be during the class time or in some cases they may be assigned outside of the scheduled school day so there may be times when work is assigned in the evening for a sports event or after 2:45 at a therapy visit. Certification Opportunity Students are offered an opportunity to study and sit for the PTTC-Physical Therapy Technician Certification test with AMCA exams.

# CTE Information Technology

## Computer Science Foundations [C10H11/HCE00]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12

A course intended to provide students with exposure to various Information Technology (IT) occupations and pathways such as Internet Protocol, Coding, and Cybersecurity. As a result, students will complete all core standards, as well as standards in two of four focus areas. Upon completion of this course, proficient students will be able to describe various IT occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.

## Computer Science Foundations DC [C10H11/HCE00C]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

A course intended to provide students with exposure to various Information Technology (IT) occupations and pathways such as Internet Protocol, Coding, and Cybersecurity. As a result, students will complete all core standards, as well as standards in two of four focus areas. Upon completion of this course, proficient students will be able to describe various IT occupations and professional organizations. Moreover, they will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the IT profession. Depending on the focus area, proficient students will also demonstrate an understanding of electronics and basic digital theory; project management and teamwork; client relations; causes and prevention of Internet security breaches; and writing styles appropriate for web publication. Upon completion of the CSF course, students will be prepared to make an informed decision about which Information Technology program of study to pursue.

## Computer Science Principles AP [G02H44/HC803]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades: 10-12. Successful completion of Computer Science Foundations. May not be repeated for more than 1 credit.

Interested in mobile applications (apps), coding, or game development and animation? Computer Science is a course intended to provide students with the opportunity to apply the skills and knowledge learned in previous technology courses toward the completion of an in-depth project. Upon completion of this course, proficient students will be prepared for postsecondary study and/or career opportunities in programming and software development. Students are required to take the AP Exam.

## Cybersecurity 1 [C10H19/HCE01]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades: 9-12. Successful completion of Computer Science Foundations. May not be repeated for more than 1 credit.

A course intended to teach students the basic concepts of cybersecurity. The course places an emphasis on security integration, application of cybersecurity practices and devices, ethics, and best practices management. The fundamental skills in this course cover both in house and external threats to network security and design, how to enforce network level security policies, and how to safeguard an organization's information. Upon completion of this course, proficient students will demonstrate an understanding of cybersecurity concepts, identify fundamental principles of networking systems, understand network infrastructure and network security, and be able to demonstrate how to implement various aspects of security within a networking system.

# CTE Information Technology

## **Cybersecurity 2 [C10H21/HCE02]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades: 11-12 . Successful completion of Cyber Security 1. May not be repeated for more than 1 credit.

Cybersecurity II is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Cybersecurity courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of cybersecurity applications. Upon completion of this course, proficient students will be prepared for postsecondary study and career advancement in cybersecurity and will be equipped to market their finished product should they choose.

## **Cybersecurity 2 DE [C10H31/HCE02D]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades: 11-12. Successful completion of Cybersecurity 1 and/or Computer Science AP (Principles). May not be repeated for more than 1 credit.

Cybersecurity Dual Enrollment is a capstone course intended to provide students with the opportunity to earn college credit and to apply the skills and knowledge learned in previous Cybersecurity courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and production of cybersecurity applications. Upon completion of this course, proficient students will be prepared for postsecondary study and career advancement in cybersecurity and will be equipped to market their finished product should they choose. Dual Enrollment with Cleveland State Community College.

# CTE Robotics Academy

## Robotics Engineering 1 [C13H05/HCD01G]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

Robotics 1 is a hands-on foundational course where students are able to investigate emerging robotics and engineering fields with real world projects and personalized, individual project paths. Students will gain real skills and experience in industry-certified studies in Robotics, Mechatronics and Computer Science.

## Robotics Engineering 2 [C13H15/HCD02G]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Robotics 1. May not be repeated for more than 1 credit.

This class is a project-based learning experience for students who wish to further explore the dynamic range of engineering fields. Building on the content and critical thinking frameworks of Robotics 1, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student interest and passion. Students will apply their skills in Mechatronics and Computer Science to address larger and more extensive challenges within their fields.

## Robotics Engineering 2 DE [C13H37/HCD02D]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12. Successful completion of Robotics 1. May not be repeated for more than 1 credit.

This class is a project-based learning experience for students who wish to further explore the dynamic range of engineering fields. Building on the content and critical thinking frameworks of Robotics 1, this course asks students to apply the scientific inquiry and engineering design processes to a course-long project selected by the instructor with the help of student interest and passion. Students will apply their skills in Mechatronics and Computer Science to address larger and more extensive challenges within their fields. Optional Dual Enrollment with Cleveland State Community College.

## Robotics Engineering 3 [C13H16/HCD03]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades 11-12. Must have earned credit in Robotics 2 or Robotics 2 DE. May not be repeated for more than 1 credit.

This class is a fast-paced course where students will focus on team dynamics and relevant project work habits by applying their specialized skills to a variety of real-world problems with a multi-disciplinary team of their peers who have become student experts in either Mechatronics and Computer Science. This course builds on the two previous Engineering and/or Robotics courses by applying scientific and engineering knowledge and skills to an extensive team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting.

## Robotics Engineering 3 DE [C13H36/HCD04]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades 11-12. Must have earned credit in Robotics 2 or Robotics Engineering 2 DE. May not be repeated for more than 1 credit.

This class is a fast-paced course where students will focus on team dynamics and relevant project work habits by applying their specialized skills to a variety of real-world problems with a multi-disciplinary team of their peers who have become student experts in either Mechatronics and Computer Science. This course builds on the two previous Engineering and/or Robotics courses by applying scientific and engineering knowledge and skills to an extensive team project. Upon completion of this course, proficient students will be able to effectively use skills such as project management, team communication, leadership, and decision making. They will also be able to effectively transfer the teamwork skills from the classroom to a work setting. Optional Dual Enrollment with Cleveland State Community College.

# CTE Robotics Academy

## Robotics Engineering 4 [C13H17/HCD05]

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grade 11-12 . Must have earned credit in Robotics 3. May not be repeated for more than 1 credit.

Engineering Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Robotics Application courses within a professional, working environment. While continuing to add to their technical skill sets, students in this course assume increasing responsibility for overseeing manufacturing processes and managing complex projects. Specifically, proficient students work in teams to plan the production of a sophisticated product; develop troubleshooting and problem-solving mechanisms to ensure that projects run smoothly; analyze output and compile professional reports; and connect practicum activities to career and postsecondary opportunities.

## Robotics Engineering 4 DE [C13H37/HCD06]

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12. Must have earned credit in Robotics 3 or Robotics 3 DE. May not be repeated for more than 1 credit.

Robotics Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Robotics Application courses within a professional, working environment. While continuing to add to their technical skill sets, students in this course assume increasing responsibility for overseeing manufacturing processes and managing complex projects. Specifically, proficient students work in teams to plan the production of a sophisticated product; develop troubleshooting and problem-solving mechanisms to ensure that projects run smoothly; analyze output and compile professional reports; and connect practicum activities to career and postsecondary opportunities. Dual Enrollment with Cleveland State Community College or TCAT (Athens).

## Youth Apprenticeship CAPS WBL [C25H16/HC804W]

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades: 11-12 Application must be submitted in order to be considered. Must have personal transportation. May be repeated 4 credits.

Real world, hands-on experience with Cleveland Utilities. The Youth Apprenticeship CAPS WBL course provides students with specific occupational skills related to electrical and electromechanical, as well as valuable employability skills, interpersonal skills, and a general knowledge on the actual job site with Cleveland Utilities. Youth Apprenticeship promotes the idea that not all learning happens within the walls of a classroom, but on the job site too. Experiential learning not only provides new information and experiences, but also allows students to make a connection between concepts and skills learned in school with applications to real life experiences in the workplace. Students who successfully complete the program have the option of entering the workforce directly after high school with accrued hours toward apprentice license, or enrolling in a technical college or four-year university.

# CTE Teaching as a Profession

## Introduction to Teaching [C32H33/HCF01]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) 9-12.

Fundamentals of Education is a foundational course in the Teaching as a Profession program of study for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. Upon completion of this course, proficient students will gain knowledge in careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

## Teaching as a Profession 1 DC [C32H01/HCF02C]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s): 10-12. Successful Completion of Introduction to Teaching

Teaching as a Profession I (TAP I) is an intermediate course for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. This course covers the components of instruction, teaching strategies, types of assessments, student learning, special populations, and educational technology. Students will conduct observations of educators at work and create artifacts for a course portfolio, which will continue with them throughout the program of study.

## Teaching as a Profession 2 [C32H02/HCF03]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Completion of Teaching as a Profession I

Teaching as a Profession II (TAP II) is an applied-knowledge course for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. This course covers classroom management, concepts of higher order thinking, differentiating instruction, and strategies of effective classroom planning. Students in this course will demonstrate their skills in laboratory settings while building a course portfolio of work, which will carry with them throughout the program of study.

## Teaching Capstone CAPS WBL [C25H16/HCF09]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Completion of Teaching as a Profession II. Must have personal transportation.

Teaching as a Profession (TAP) Capstone is a course in the Education and Training career cluster for students interested in applying the knowledge and skills learned in previous courses toward becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. The course covers classroom professionalism, ethics, policies, communications, and career requirements in education and training fields. In addition, students will complete an internship and continue to create artifacts for their student portfolios. Upon completion of this course, proficient students will be prepared to pursue advanced training at a postsecondary institution.

# CTE Web Design

## **Web Design 1 [C10H11/HCB01]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) 9-12.

Web I is a course intended to provide students with exposure to various information technology occupations and pathways related to Web Design. Web I allow students to understand basic concepts related to Web Design through hands-on experiences. Upon completion of this course, proficient students will be able to demonstrate logical thought processes and discuss the social, legal, and ethical issues encountered in the Web Design profession. Industry certification available: CIW Site Development Associate.

## **Web Design 2 [C10H16/HCB02]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) 10-12. Completion of Web Design I

Web Design II is a course that prepares students with work-related web design skills for advancement into postsecondary education and industry. The course is intended to develop fundamental skills in both theory and practical application of the basic web design and development process, project management and teamwork, troubleshooting and problem solving, and interpersonal skill development. Laboratory facilities and experiences simulate those found in the web design and development industry; where interaction with a "client" is indicated in the standards, it is expected that students' peers or the instructor may serve as mock clients in lieu of an actual relationship with an industry partner.

## **Web Design 3 [C10H17/HCB03]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) 11-12. Completion of Web Design II

Web Design III builds on the skills and knowledge gained in Web Design II to further prepare students for success in the web design and development fields. Emphasis is placed on applying the design process toward projects of increasing sophistication, culminating in the production of a functional, static website. As students work toward this goal, they acquire key skills in coding, project management, basic troubleshooting and validation, and content development and analysis. Artifacts of the work completed in this course will be logged in a student portfolio demonstrating mastery of skills and knowledge.

## **Web Design Capstone CAPS WBL [C25H16/HCB04]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12. Must have personal transportation. Completion of Web Design III

Web Design Capstone is a course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Web Design courses toward the completion of an in-depth project with fellow team members. Students who have progressed to this level in the Web Design program of study take on more responsibilities for producing independent work and managing processes involved in the planning, designing, refinement, and launch of a website. In addition to developing an understanding of the professional and ethical issues encountered by web design professionals in the workplace, students learn to refine their skills in problem solving, troubleshooting, teamwork, marketing and analytics, and project management.

## Fine Arts - Performing Arts

### **Concert Percussion [G05X14/HA103]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May be repeated for up to 4 credits.

The progressive study of performance on instruments in the percussion family. Members of this class will perform regularly in the school and in the community. They will also represent our school at contests, conventions, and meetings throughout the South. Evaluation will come primarily from the student's performance progress.

### **Concert Winds [G05X14/HA105]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May be repeated for up to 4 credits.

Each year the Cleveland High School Band travels to numerous contests, festivals, clinics, and athletic events. The marching and concert bands present public performances throughout the year. As members of these groups, students are expected to spend time after school in rehearsals for special events. Band students must supply their own musical instruments in most cases.

### **Marching Percussion [G05X14/HA101]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Must also register for Concert Percussion. May be repeated for up to 4 credits.

The progressive study of performance on instruments in the percussion family. Members of this class will perform regularly in the school and in the community. They will also represent our school at contests, conventions, and meetings throughout the South. Evaluation will come primarily from the student's performance progress.

### **Marching Winds [G05X14/HA102]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Must also register for Concert Winds. May be repeated for up to 4 credits.

Each year the Cleveland High School Band travels to numerous contests, festivals, clinics, and athletic events. The marching and concert bands present public performances throughout the year. As members of these groups, students are expected to spend time after school in rehearsals for special events. Band students must supply their own musical instruments in most cases.

### **Outdoor Color Guard/Dance [G05H20/HA107]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Credits: 1.00 Grade(s) / Prerequisite(s): Grades 9-12. Audition Required. May be repeated for up to 4 credits.

Students study elements of dance, equipment, and visual design. Members of this class perform with the Cleveland High School Marching Band. Each year the Cleveland High School Marching Band travels to numerous contests, festivals, clinics, and athletic events. As a members of this group, students are expected to spend time after school in rehearsals.

### **Theatre Appreciation [G05H16/HA027]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

This course provides a study of the art, craft, business, and the history of the theater. Emphasis is placed on the audience? an appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theater terms and to recognize the contributions of various theater artists. Several discussions and work are related to live and recorded stage productions.

# Fine Arts - Performing Arts

## Theatre Arts 1 [G05H16/HA020]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

The purpose of this course is to expose the student to the various aspects of theater including stage terminology, stage movement, characterization, theater history, play production, and dramatic criticism. Students are required to perform scenes and monologues.

## Theatre Arts 2 [G05H17/HA021]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 10-12 only. Must have earned a credit in Theatre Arts 1 . May not be repeated for more than 1 credit.

Theater 2 is a continuation of concepts learned in Theater 1. This course is designed to cover aspects of theater production. Students in this class will have the opportunities for practical application of knowledge in acting, writing, stage lighting, sound, make-up, play production, and set design. Students are given the opportunity for actual experience through the performance of one act plays.

## Theatre Arts 3 [G05H18/HA026]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned a credit in Theater Arts 2. May not be repeated for more than 1 credit.

Theater 3 is a continuation of concepts learned in Theater 1 and Theater 2. This class is a performance based class, providing the student more on-stage performance time through the participation of a school production. They will be expected to participate in the TTA One-Act Festival which will be an off-campus overnight trip.

## Theatre Arts 4 [G05H19/HA028]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grade 12. Must have earned a credit in (or be requesting) Theater Arts 3.

Theatre 4 continues studies of advanced elements of theater to prepare those interested in pursuing theater in a postsecondary or work-related setting. This course may require after-school rehearsals and performances that will be used as part of the evaluation process. This course will allow students to explore their own strengths in theater. Students in class will join Theater 3 for an overnight trip to TTA one-act Festival.

# Fine Arts - Visual Arts

## **Art 1 Basic Drawing and Design [G05H08/HA202]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

This course fulfills the fine arts requirement and is ideal for the student who wants an introductory course to the visual arts, with an emphasis on drawing. The course includes a study of the basic elements and principles of art and design, how to look at, talk about, and write about art. Students will create original works of art while exploring the basic design elements and principles with various media.

## **Art 2 Color Theory and Design [G05H09/HA203]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 9-12. Must have earned credit in Art 1. May not be repeated for more than 1 credit.

This course is a prerequisite for Art 3 and Art 4. This course explores the three distinct qualities of color: hue, intensity, and value. Students will study the color wheel and learn to mix colors. Color projects will use several different media including, but not limited to: tempera paint, watercolor, colored pencil, and chalk and oil pastels. Arbitrary or expressive use of color, impressionistic color, and interpretative color will be explored in various drawing and painting assignments.

## **Art 3 3D Design H [G05H10/HA204]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Art 2. May not be repeated for more than 1 credit.

This course is a prerequisite for Art 4. Students will see, conceive, manipulate materials, and produce concrete objects from their imagination as well as from direct observation. Students will be provided with the information needed to experience sculpture by first learning to see as a sculptor. The student will learn how the visual language of art applies to three-dimensional design. Various materials (such as Paper Mache, clay, plaster, and found objects) will be used to create three-dimensional art works

## **Art 4/5/6 Advanced Art H [G05H10/HA205]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 11-12. Must have earned credit in (or be requesting) Art 3. May be repeated for up to 3 credits.

Projects may include, but are not limited to: advanced painting in a variety of media, advanced drawing (including life drawing), exploring a variety of media, advanced 3-D design projects, printmaking, and other types of advanced projects.

This course may be repeated three times for three credits. Students should be highly motivated, responsible, and be working on an art portfolio that may be presented to a college for part of the admission acceptance process.

## **Art History [G05HC8/HA207]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

Students in high school art history courses will examine the principal periods of art history around the globe and the artists most closely associated with each. They will explore the styles and techniques of artists, the role of symbols in art, and the use of art elements and principles of design to develop skills for viewing and discussing works of art. Students will apply the steps of art criticism in the investigation of how artists, art historians and art critics view changes in artwork over time. Students will utilize basic art vocabulary and analytical and critical thought processes to respond to artworks and infer meanings based on the many contexts of art.

## Fine Arts - Vocal Arts

### **Ebony & Ivory Choir Fall [G05HA2/HA303]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Audition/Director Placement. Strongly encouraged to take along with Spring. May be repeated for up to 4 credits.

This is a vocal course that seeks to give students in grades 9-12 experience in the study and performance of a varied repertoire of music. This course will include instruction in proper vocal technique, musicianship, historical and cultural context of the choral literature, sight singing, and musical theory. This group performs regularly for the community and also represents our school at contests and conventions throughout the South.

### **Ebony & Ivory Choir Spring [G05HA2/HA304]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Audition/Director Placement. Strongly encouraged to take along with Fall. May be repeated for up to 4 credits.

This is a vocal course that seeks to give students in grades 9-12 experience in the study and performance of a varied repertoire of music. This course will include instruction in proper vocal technique, musicianship, historical and cultural context of the choral literature, sight singing, and musical theory. This group performs regularly for the community and also represents our school at contests and conventions throughout the South.

### **Fundamentals of Music Theory [G05H44/HA315]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

The Music Theory course is designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied along with developing aural dictation and ear training skills. This course is highly recommended for students who are interested in learning more about how to read and compose music and is beneficial to any student desiring to study music at the collegiate level.

### **General Choir [G05HA1/HA313]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

Intro to Choir is a hands-on, performance-based class designed to introduce music students to the basics of choral singing and musical literacy through the study of diverse repertoire, sight-singing, music theory, and music history. No audition or previous choral experience is required to participate.

### **Music Appreciation [G05H11/HA302]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

Music Appreciation is an introductory course to music. Students will explore music's various functionalities in order to gain a deeper understanding and appreciation for all types of music. The course begins by examining basic music literacy and core musical elements such as melody, rhythm, harmony, form, and texture. Throughout the course, students apply their understanding through music composition and focus on music's various purposes and functions, tracking these categories through historical transformations and focuses on sacred music, music for stage and screen, music for public entertainment, music as identity, and music as media.

## Fine Arts - Vocal Arts

### **Renaissance Choir Fall [G05HA4/HA307]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Vocal and Dance Audition Required. Student must register for both Fall and Spring. May be repeated for up to 4 credits.

This is a musical ensemble that brings together many disciplines of performance. Many educators refer to this art form as teaching the art of entertainment. While vocal production is the central focus of the ensemble, the performers integrate staging, choreography, costumes and props with the music. In addition, these performers perform with a live show band and with sound reinforcement. This group performs many times throughout the school year and attends four (or more) required competitions throughout the year. See one of the directors for the cost of these competitions

### **Renaissance Choir Spring [G05HA4/HA308]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Vocal and Dance Audition Required. Student must register for both Fall and Spring . May be repeated for up to 4 credits.

This is a musical ensemble that brings together many disciplines of performance. Many educators refer to this art form as teaching the art of entertainment. While vocal production is the central focus of the ensemble, the performers integrate staging, choreography, costumes and props with the music. In addition, these performers perform with a live show band and with sound reinforcement. This group performs many times throughout the school year and attends three (or more) required competitions throughout the year. See one of the directors for the cost of these competitions.

### **Rock and Roll History 1 [G05HB3/HA314]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

This course is an in-depth look at the development of Rock and Roll during the 50?s and 60?s. Starting with pioneering blues artists, such as Muddy Waters, we will explore the influences, bands, and technology that inspired a generation to plug in and turn up the electric guitar. Discussions will include Chuck Berry, Buddy Holly, Elvis Presley, the Beatles, Bob Dylan, Led Zeppelin and much more. This is a course that no music lover will want to miss!

### **Rock and Roll History 2 [G05HB3/HA316]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Rock&Roll History 1.

A continuation of History of Rock I, History of Rock II picks up in the 70?s and moves to the present day. The many subgenres of Rock will be explored, including discussions on Prog Rock, Southern Rock, Punk Rock, Heavy Metal, Glam Rock, and Grunge among other Rock and Roll trends. Bands discussed will include Queen, the Eagles, Fleetwood Mac, AC/DC, Guns N? Roses, Journey, Aerosmith, and many more.

## General Courses

### **Capstone [G04H37/HA439]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades: 12 only

This semester course is for independent study. Students are required to complete a service project through the supervision of a teacher and community member. Students will earn a numerical grade for this course.

### **Computer Lab APP [G25H10/HA438]**

**Credits:** 0.00

Grade(s) / Prerequisite(s):

### **Computer Lab RBA [G25H10/HA403]**

**Credits:** 0.00

Grade(s) / Prerequisite(s): Placement by School Personnel

Interventions are systematic and research-based curriculum that target the student's identified area of deficit (basic reading skill(s), reading fluency, reading comprehension, mathematics calculation, mathematics problem solving or written expression). Interventions will be developed based on the unique needs of students. Interventions that have been researched to have the greatest chance of addressing the area of need will be selected.

### **Credit Recovery Lab [G25H10/HA402]**

**Credits:** 0.00

Grade(s) / Prerequisite(s): Placement by School Personnel

### **Dual Enrollment Fall (Off Campus) [G25H10/HA407]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12 only. 3.0 GPA, 19 ACT or 910 SAT, and students must provide their own transportation to and from Cleveland State or Lee University. 10th graders may take if appropriate and cost is above and beyond state approved DE grant hours.

Cleveland High School offers, in conjunction with Cleveland State Community College and Lee University, the opportunity to enroll in college courses while still attending high school. Students sign up for the courses of their choice and attend the college to obtain college credit. To appear on the student's high school transcript, the college courses MUST be at least three semester hours.

### **Dual Enrollment Spring (Off-Campus) [G25H10/HA408]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. 3.0 GPA, 19 ACT or 910 SAT, and students must provide their own transportation to and from Cleveland State or Lee University.

Cleveland High School offers, in conjunction with Cleveland State Community College and Lee University, the opportunity to enroll in college courses while still attending high school. Students sign up for the courses of their choice and attend the college to obtain college credit. To appear on the student's high school transcript, the college courses MUST be at least three semester hours.

# General Courses

## **Leadworthy 1 [G04H37/HA423]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 9--12 May not be repeated for more than 1 credit.

APPLICATION REQUIRED. Student must have a leadership position within the school or community and minimum 2.75 GPA.

Leadworthy is designed for those students who wish to build and refine leadership skills by participating in a class, which generates both school and community activities for Cleveland High School. Because of the emphasis on community involvement, this class requires commitment outside the school day as well as in the classroom, 10 hours of community service will be required. Classwork includes guest speakers, oral presentations, mentor-ship, and research. .

## **Leadworthy 2 [G04H37/HA424]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 10-12 only. May not be repeated for more than 1 credit. Must have earned a credit in Leadworthy 1.

Leadworthy 2 is designed for those students who wish to build and refine leadership skills by participating in a class, which generates both school and community activities for Cleveland High School. Because of the emphasis on community involvement, this class requires commitment outside the school day as well as in the classroom, 15 hours of community service will be required. Classwork includes guest speakers, oral presentations, mentor-ship, and research. Leadership II builds on skills learned in Leadworthy I, but focuses on hands on service learning.

## **Leadworthy 3 [G04H37/HA425]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. May not be repeated for more than 1 credit. Must have earned a credit in Leadworthy 2.

Leadworthy 3 will provide students with the opportunity to participate in school based leadership activities and will serve as an integral part of the 9th grade. Students will put into practice knowledge gained in Leadworthy 1 & 2 through the mentorship program. The Leadworthy 3 class will be in charge of the New Raider Outreach Program, Little Leaders that serves all six elementary schools and CMS, the Go To Crew, 9th grade FX classes, and the annual Hall of Fame Ceremony. Students must have a driver's license and proof of insurance on file to be able to leave campus to serve the community.

## **Leadworthy 4 [G04H37/HA426]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12 only. May not be repeated for more than 1 credit. Must have earned a credit in Leadworthy 3.

The course will examine the major models for leadership and evaluate the application of these models in different situations and environments. Emphasis is given to contemporary leadership theory and application. Students are encouraged to critically analyze contemporary leadership theories and practices. The course supplements learning leadership theory and skills with practical application opportunities. The student must have a driver's license and proof of insurance on file to leave campus and meet with community mentors to complete their project.

## **Peer Mentor [G25H10/HA415]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10, 11 and 12 only. No more than 5 unexcused absences (Level 1 attendance policy); GPA of 2.5 or higher; No level 3 discipline actions; Good academic standing May be repeated for more than 1 credit.

Students can apply to be a Peer Mentor for a student in one of several academic areas (but not limited to): Special Ed or English Language Learner Class. Students will remain on campus and must meet prerequisites to apply. This is a pass/fail course and can be taken for more than 1 credit.

## General Courses

### **Personal Finance (1/2 credit) [G04H36/HA417]**

**Credits:** 0.50

Grade(s) / Prerequisite(s): Grade 10 only. Must be taken along with Physical Education 1 (1/2 credit). May not be repeated for more than 1/2 credit.

Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundation understanding for making informed personal financial decisions.

### **R.I.S.E. [G25H10/HA432A]**

**Credits:** 0.50

Grade(s) / Prerequisite(s): Grades 9-12.

R.I.S.E. will be a time for all students to gather by grade level and work on character education skills and social skills.

### **R.I.S.E. 09 [G25H10/HA43209]**

**Credits:** 0.50

Grade(s) / Prerequisite(s):

### **R.I.S.E. 10 [G25H10/HA43210]**

**Credits:** 0.50

Grade(s) / Prerequisite(s):

### **R.I.S.E. 11 [G25H10/HA43211]**

**Credits:** 0.50

Grade(s) / Prerequisite(s):

### **R.I.S.E. 12 [G25H10/HA43212]**

**Credits:** 0.50

Grade(s) / Prerequisite(s):

### **RTI ELA [G01H19/HA437]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Placed by school personnel.

### **RTI Math [G02H22/HA436]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## General Courses

### **Scheduling Exception (1 Credit) [G25H10/HA497]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

### **Study Hall [G25H10/HA418]**

**Credits:** 0.00

Grade(s) / Prerequisite(s): Grades 9-12. Placement by School Personnel.

### **Work Based Learning (CTE) [C25H16/HA421]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Assigned by School Personnel. Grades 11-12. May be repeated for up to 2 credits.

Work-based learning (WBL) is a proactive approach to bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Through experiences like internships, apprenticeships, and paid work experience, juniors and seniors (16 years or older) may earn high school credit for capstone WBL experiences. WBL CTE course opportunities; Automotive, Digital Media Productions, Robotics, Business, Health Science, Culinary Arts.

# Language Arts

## **Creative Writing [G01H16/HA015]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12 only. Student should have passed previous English course. May not be repeated for more than 1 credit.

In this course students will explore and develop techniques in creative writing. It will include the composition of poetry, one-act plays, short stories, fiction and non-fiction. Students will learn to distinguish good writing from poor writing and participate in peer sharing and evaluation. Portfolios will be developed for students as records of their progress.

## **English 1 [G01H09/HA001]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grade 9 only. May not be repeated for more than 1 credit.

This class emphasizes grammar usage through writing. Composition skills include narrative and expository essays with an introduction to persuasive writing. The literature study includes short stories, drama, poetry, and nonfiction.

## **English 1 Credit Recovery [G01H09/HA001CR]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

This class emphasizes grammar usage through writing. Composition skills include narrative and expository essays with an introduction to persuasive writing. The literature study includes short stories, drama, poetry, and nonfiction.

This course is for students who did not pass the class. The highest grade that can be earned in Credit Recovery is a 70%.

## **English 1 H [G01H09/HA002]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 9 only. Must be above the 80th percentile on the previous state English exam. May not be repeated for more than 1 credit.

This rigorous class is for students who are independently motivated and possess above-average language skills. Using AP strategies and vocabulary this course is designed to engage students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students can deepen their understanding of how writers use language. Units of study include all genres with special emphasis on nonfiction. Each literature unit requires a project consisting of a written, visual and/or oral presentation. Composition and grammar skills are emphasized through each unit.

## **English 2 [G01H10/HA003]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 10 only. Should have earned credit (or currently taking) English 1, English 1 Credit Recovery or English 1 H. May not be repeated for more than 1 credit.

This class emphasizes grammar usage through writing. Composition skills include narrative and expository essays with an introduction to persuasive writing. The literature study includes short stories, drama, poetry, and nonfiction.

## **English 2 H [G01H10/HA004]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 10 only. Must be above the 80th percentile on the previous state English exam. May not be repeated for more than 1 credit.

Students use the writing process to produce effective arguments that include primary and secondary sources. Students demonstrate complex syntax, advanced vocabulary, and increasingly accurate use of the conventions of written language. Students will read extensively in all genres from world literature. This rigorous class continues to emphasize AP strategies and vocabulary that will prepare students for the challenging reading and writing assignments in AP courses.

# Language Arts

## English 3 [G01H11/HA005]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 11 only. May not be repeated for more than 1 credit.

Students use the writing process to produce effective arguments that include primary and secondary sources. Students demonstrate complex syntax, advanced vocabulary, and increasingly accurate use of the conventions of written language. Students will read extensively in all genres from world literature.

## English 3 AP Language & Composition [G01H17/HA006]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 11 only. Required recommended by the English 2 teacher. May not be repeated for more than 1 credit.

This challenging course aligns to college-level rhetoric and writing curriculum, which requires students to develop evidence based analytical and argumentative essays and rhetorical analysis of non-fiction texts. American Literature serves as the base for reading selections. In an effort to maximize the AP English educational experience, AP Language will be partnered with AP American History to create a year-long, alternating day class schedule with the time split between AP Language and AP American History. Students who register for this course must also register for AP American History. Students are required to register for and take the AP Language and Composition test. The class prepares students for taking the AP Language Exam (administered by the College Board) which may allow students to earn three to six credits in College English. Students should possess above-average reading and language skills.

## English 4 [G01H13/HA007]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Must have earned a credit in (or be requesting) English 3 , English 3 Credit Recovery or English 3 AP. May not be repeated for more than 1 credit.

This class consists of a chronological survey of British literature and the necessary historical implications, vocabulary that is relevant to the literature, and writing skills which focus primarily on the essay and the research paper.

## English 4 AP Literature & Composition [G01H18/HA008]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Must have earned credit in English 3 AP or English 3. May not be repeated for more than 1 credit.

Students are required to register for and take the AP test as a part of this class. This is a college-preparatory class in which students will sharpen their reading, writing, listening and speaking skills. Study comprises British literature and emphasizes worthy prose and poetry from European and American authors. The entire course focuses on the close reading of literary works, such as Hamlet, Macbeth, Heart of Darkness, Frankenstein, and the Alchemist followed by discussion and composition based on analysis and evaluation of the texts. The class prepares students for taking the AP Literature Exam (administered by the College Board) which may allow students to earn three to six credits in College English.

## English 4 DE Composition 1 [G01H29/HA009]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Must have earned a credit in English 3. Must have a minimum 3.0 GPA, Composite ACT Score of 19 or better, and English Sub-score of 19 or better. May not be repeated for more than 1 credit.

Through rigorous individual study and group projects, students learn to think, write, and speak effectively about British literature and relevant real-world topics in preparation for college-level literature analysis, portfolio creation, and classroom interaction. This class offers high school honors English credit and three hours of college freshman composition credit through Lee University.

# Language Arts

## English 4 DE Composition 2 [G01H31/HA007D2]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Must have earned a credit in (or be requesting) English 3 AP. May not be repeated for more than 1 credit.

A course focusing on four major writing projects; enables students to review the creative process as it applies to composition, learn the research methodologies and procedures of their chosen discipline (including computer-generated research), internalize approaches to critical thinking, apply basic principles of public speaking, and perform literary analysis.

## ESL 1 (09) [G22H00/HA031L1]

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## ESL 1 (10) [G22H01/HA032L1]

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## ESL 1 (11) [G22H02/HA033L1]

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## ESL 1 (12) [G22H03/HA034L1]

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## ESL 2 (09) [G22H00/HA031L2]

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## ESL 2 (10) [G22H01/HA032L2]

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## ESL 2 (11) [G22H02/HA033L2]

**Credits:** 1.00

Grade(s) / Prerequisite(s):

# Language Arts

## **ESL 2 (12) [G22H03/HA034L2]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL 3 (09) [G22H00/HA031L3]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL 3 (10) [G22H01/HA032L3]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL 3 (11) [G22H02/HA033L3]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL 3 (12) [G22H03/HA034L3]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL 3 (ESL Support 9-12) [G22H04/HA035L3]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL 4 (09) [G22H00/HA031L4]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL 4 (10) [G22H01/HA032L4]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

# Language Arts

## **ESL 4 (11) [G22H02/HA033L4]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL 4 (12) [G22H03/HA034L4]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL 4 (ESL Support 9-12) [G22H04/HA035L4]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL ELD 09 [G22H00/HA031]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 9 only. Must qualify for ESL services based upon WIDA scores or equivalent.

This course will develop speaking, listening, reading and writing skills for multilingual learners. There are four sections of this course that correlate to English Language Proficiency levels 1-4.

## **ESL ELD 10 [G22H01/HA032]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 10 only. Must qualify for ESL services based upon WIDA scores or equivalent.

This course will develop speaking, listening, reading and writing skills for multilingual learners. There are four sections of this course that correlate to English Language Proficiency levels 1-4.

## **ESL ELD 11 [G22H02/HA033]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 11 only. Must qualify for ESL services based upon WIDA scores or equivalent.

This course will develop speaking, listening, reading and writing skills for multilingual learners. There are four sections of this course that correlate to English Language Proficiency levels 1-4.

## **ESL ELD 12 [G22H03/HA034]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Must qualify for ESL services based upon WIDA scores or equivalent.

This course will develop speaking, listening, reading and writing skills for multilingual learners. There are four sections of this course that correlate to English Language Proficiency levels 1-4.

## **ESL Power Up Lab (09) [G22H00/HA031LP]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

# Language Arts

## **ESL Power Up Lab (10) [G22H01/HA032LP]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL Power Up Lab (11) [G22H02/HA033LP]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL Power Up Lab (12) [G22H03/HA034LP]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL Power Up Lab (ESL Support 9-12) [G22H04/HA035LP]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **ESL Support 9-12 [G22H04/HA035]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Non-native English speaking students who qualify for services based upon WIDA scores or equivalent only. Who have completed ESL through ESL 4, but have not yet exited based upon current WIDA Access exit criteria.

This course will develop speaking, listening, reading and writing skills for multilingual learners.

## **Holocaust Literature [G01H01/HA017]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. Student should have passed previous English course. May not be repeated for more than 1 credit.

A variety of contemporary social issues will be explored through literature of the Holocaust. Students will learn about anti-Semitism, the travesties of the Holocaust, read several primary account of Holocaust literature, and apply this to present-day society. Discussion, reading, research, and writing will be employed throughout the semester.

## **Speech and Communications [G01H06/HA019]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 9-12. May not be repeated for more than 1 credit.

This course helps students gain self-confidence and poise in all situations requiring communications through creating, writing, and delivering of a variety of speeches and communication projects.

# Language Arts

## **Yearbook [G01H15/HA036]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 11, 12. Application Only.

Grades 11, 12 Application only.

# Mathematics

## **Accelerated Algebra 1 H [G02H00/HA503H]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **Algebra 1 [G02H00/HA502]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 9 only. May not be repeated for more than 1 credit.

This course covers quadratic, exponential, and other types of functions, comparing functions, factoring, sequences, basic statistics, and probability. A graphing calculator (TI-83 or TI-84) is highly recommended.

## **Algebra 1 Credit Recovery [G02H00/HA502CR]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

This course covers quadratic, exponential, and other types of functions, comparing functions, factoring, sequences, basic statistics, and probability. A graphing calculator (TI-83 or TI-84) is highly recommended.

This course is for students who did not pass Algebra 1. The highest grade that can be earned is a 70%.

## **Algebra 1 H [G02H00/HA502H]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **Algebra 2 [G02H05/HA509]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 11 only. Must have earned a credit in or be enrolled in Algebra 1. May not be repeated for more than 1 credit.

This course covers quadratic, exponential, and other types of functions, comparing functions, factoring, sequences, basic statistics, and probability. A graphing calculator (TI-84 CE) is highly recommended.

## **Algebra 2 H [G02H05/HA510]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10/11 only. Must have earned credit in (or be requesting) Geometry H. Recommended projections in the 80th Percentile. May not be repeated for more than 1 credit.

This course covers the topics in Algebra II with emphasis on more difficult problems, problem-solving activities, and verbal and written expression of mathematics. This course meets the criteria set forth by Cleveland High School for Honors designation. A graphing calculator (TI-83 or TI-84) is highly recommended.

# Mathematics

## Bridge Math [G02H41/HA519]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Must have earned a credit in (or be requesting) Algebra II and an ACT Math Subscore < 16. May not be repeated for more than 1 credit.

This course is designed for students who have scored below 16 on the ACT by the beginning of their senior year. This course includes analyzing equations and inequalities, graphing linear functions, systems of equations and inequalities, matrices, polynomials, radical operations, quadratic functions and graphs, conic sections, rational expressions, exponential and logarithmic functions, series, and sequences, geometry, including perimeter, triangle properties, and circles; basic statistics including central tendency, and spread, probability, and trigonometry, including ratios and graphs. These particular skills will be developed in an environment that promotes learning beyond skill and drill techniques. Applications of these skills should play a principal role in the learning and assessment process. Technology should be used to strategically enhance the student's understanding of core concepts via the use of multiple problem solving strategies. A graphing calculator (TI-83 or TI-84) is highly recommended.

## Bridge Math (SAILS) [G02H41/HA512]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Must have earned a credit in (or be requesting) Algebra II and an ACT Math Subscore < 19. May not be repeated for more than 1 credit.

This course is designed for students who have scored below 19 on the ACT by the beginning of their senior year. This course includes analyzing equations and inequalities, graphing linear functions, systems of equations and inequalities, matrices, polynomials, radical operations, quadratic functions and graphs, conic sections, rational expressions, exponential and logarithmic functions, series, and sequences, geometry, including perimeter, triangle properties, and circles; basic statistics including central tendency, and spread, probability, and trigonometry, including ratios and graphs. These particular skills will be developed in an environment that promotes learning beyond skill and drill techniques. Applications of these skills should play a principal role in the learning and assessment process. Technology should be used to strategically enhance the student's understanding of core concepts via the use of multiple problem solving strategies. A graphing calculator (TI-83 or TI-84) is highly recommended.

## Calculus AP [G02H24/HA522]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 11- 12 only. Must have earned credit in (or be requesting) Pre-Calculus SDC. May not be repeated for more than 1 credit.

Students are required to register for and take the AP test as a part of this class. Students will explore limits, differentiation with application, integration, and logarithmic and exponential functions. Students will learn about the Hospital Rule, volumes, surface area, and series. Students will prepare for the AP exam. A graphing calculator (TI-83 or TI-84) is highly recommended.

## College Algebra DE [G02H48/HA521]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Must have a minimum 3.0 GPA, Composite ACT Score of 20 or better, and Math Sub-score of 20 or better. May not be repeated for more than 1 credit.

The real number system; relations and functions; algebraic functions; linear, quadratic and higher degree equations; complex numbers; graphing; systems of equations; and applications through the use of word problems. Dual Enrollment with Lee University.

## Geometry [G02H11/HA505]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 10-12. Must have earned a credit in Algebra 1. May not be retaken for more than 1 credit.

This course covers parallel and perpendicular lines, reasoning and proofs, circles, transformations, congruent triangles, right triangles, and other triangle relationships. Also covered will be quadrilaterals and polygons, proportionally and similarity, area and volume, and coordinate geometry. A graphing calculator (TI-84 CE) is highly recommended.

# Mathematics

## Geometry H [G02H11/HA506]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grade 9-10. Must also have a recommendation from obtaining at or above the 80th percentile on the previous state Math exam. May not retake for more than 1 credit.

This course covers the topics in Geometry with emphasis on more difficult problems, problem-solving activities, and verbal and written expression of mathematics. This course meets the criteria set forth by Cleveland High School for Honors designation. A graphing calculator (TI-84 CE) is highly recommended.

## Pre-Calculus SDC [G02H74/HA520S]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) 10-12 only. Must have earned credit in (or be requesting) Algebra 2. Recommended to obtain at or above the 80th percentile on the last state Math exam. May not be repeated for more than 1 credit.

This course covers Advanced Algebra at a more rigorous pace. Additional topics include trigonometric formulas, conics, matrices, limits, and various writing and research assignments. There is an emphasis on a graphing approach. This course meets the criteria set forth by Cleveland High School for Honors designation. A graphing calculator (TI-83 or TI-84) is highly recommended. Students are required to take the Dual Credit exam at the end of the semester. Passing the test will give you three credit hours in Pre-Calculus at any university in the Tennessee Board of Regents system. Private and out of state universities may accept the dual credit. Students will be placed in this course based on their ACT Math Projections.

## Statistics (SAILS) [G02H75/HA524]

**Credits:** 1.00

Grade(s) / Prerequisite(s): \*Grade 12 only. Must have earned credit in Algebra 2. Students must score less than a 19 on the math component of the ACT. May not be repeated for more than 1 credit.

SAILS is a course designed to allow students whose ACT is 18 or less in the math section an opportunity to earn their college remedial math credit. SAILS is a 3-part course. The first part focuses on the remedial math credit, the second part focuses on the SDC statistics standards, while the third part provides students with the opportunity to earn an entry level college math credit while preparing them for college algebra. Students will have an opportunity to earn State Dual Credit upon successful completion of the State Statistics Challenge Exam.

## Statistics AP [G02H26/HA515]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12 only. Must have earned credit in (or be requesting) Algebra 2 H. Recommended to obtain at or above the 80th percentile on the last state Math exam. May not be repeated for more than 1 credit.

This course introduces probability and statistical concepts with applications to various disciplines using technological tools such as the TI 84 CE graphing calculator and Excel. Topics include descriptive statistics such as measures of central tendency, variation, and positions; probability includes simple probability, conditional probability and probability distributions; and inferential statistics includes estimation, confidence intervals, hypothesis testing, chi-square test and regression and correlation. Dual Enrollment is through Lee University.

## Statistics DE [G02H49/HA518]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grade 12 only. Must have a minimum 3.0 GPA, ACT Math Sub-score of 19 or better. May not be repeated for more than 1 credit.

This senior course is an introduction to techniques for collecting, analyzing, and interpreting data. The primary emphasis is on the analysis of data sets to facilitate informed decision-making processes. Topics include sampling methods, summaries of data, descriptive statistics, probability, distributions, confidence intervals, correlation, and regression. Dual Enrollment is through Lee University.

# Physical Education & Wellness

## **Lifetime Fitness [G08H01/HA605]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12 only.

This course is designed for those seeking to improve their total body fitness. Students will work to develop an individual exercise program that will improve cardiorespiratory endurance, muscular strength, flexibility and lean body composition that can be used for a lifetime. Nutrition and healthy lifestyle choices will be emphasized. Be prepared to exercise on a daily basis. EXERCISE ENTHUSIASTS ONLY.

## **Physical Education 1 (1/2 credit) [G08H01/HA606]**

**Credits:** 0.50

Grade(s) / Prerequisite(s): Grades 10-12. Must be taken along with Personal Finance (1/2 credit). May not be repeated for more than 1/2 credit.

This course is designed to meet the state requirement of 1/2 credit in physical education. This course will consist of basic motor skills in fitness activities, individual/dual sports, team sports and cooperative games and activities. If students are engaged in extra-curricular activities, which require physical activity, the state allows "exemption" of this course.

## **Team Sports [G08H00/HA607]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12 only.

This course is designed for those interested in the enhancement physical fitness and athletic skills. This course will develop student interest in sports, lifetime fitness, and the competitive spirit that is inherent in us all. Basic motor skills and knowledge of sports concepts are important tools in the development and continuation of an attitude of health and lifetime fitness. The following sports and skills may be covered during the course of the school year: badminton, volleyball, ultimate Frisbee, tennis, basketball, various other team sport games.

## **Weight Training for Athletes (Females) [G08H01/HA616]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Must be a CHS athlete and placement by a coach. May be repeated for up to 3 credits.

This course is designed for athletes that are seeking to improve their athletic performance. Emphasis will be placed on developing speed, strength, power and flexibility that is sport-specific for each individual. Nutrition and healthy body composition will be emphasized. Students are expected to exercise on a daily basis.

## **Weight Training for Athletes (Males) [G08H01/HA615]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Must be a CHS Athlete and placement by coach. May be repeated for up to 3 credits.

This course is designed for athletes that are seeking to improve their athletic performance. Emphasis will be placed on developing speed, strength, power and flexibility that is sport-specific for each individual. Nutrition and healthy body composition will be emphasized. Students are expected to exercise on a daily basis.

## **Wellness (Females) [G08H02/HA611]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 9 only. May not be repeated for more than 1 credit.

In order to graduate from high school in the state of Tennessee all students must have a credit in Wellness. This course is designed with a comprehensive approach to improve overall health and wellness. Students will explore topics such as physical fitness, nutrition, weight management, sexuality, and substance abuse. Health content will be combined with daily exercise activities that will feature extensive practice and application of skills necessary to practice healthy behaviors for a lifetime.

# Physical Education & Wellness

## **Wellness (Males) [G08H02/HA613]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 9 only. May not be repeated for more than 1 credit.

In order to graduate from high school in the state of Tennessee all students must have a credit in Wellness. This course is designed with a comprehensive approach to improve overall health and wellness. Students will explore topics such as physical fitness, nutrition, weight management, sexuality, and substance abuse. Health content will be combined with daily exercise activities that will feature extensive practice and application of skills necessary to practice healthy behaviors for a lifetime.

## **Wellness Weights (Females) [G08H02/HA609]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 9 only. Must have medical release. Placement by Coach. May not be repeated for more than 1 credit.

In order to graduate from high school in the state of Tennessee all students must have a credit in Wellness. This course is designed with a comprehensive approach to improve overall health and wellness. Students will explore topics such as physical fitness, nutrition, weight management, sexuality, and substance abuse. Health content will be combined with daily exercise activities that will feature extensive practice and application of skills necessary to practice healthy behaviors for a lifetime. This class is for athletes only.

## **Wellness Weights (Males) [G08H02/HA614]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 9 only. Must have medical release. Placement by Coach. May not be repeated for more than 1 credit.

In order to graduate from high school in the state of Tennessee all students must have a credit in Wellness. This course is designed with a comprehensive approach to improve overall health and wellness. Students will explore topics such as physical fitness, nutrition, weight management, sexuality, and substance abuse. Health content will be combined with daily exercise activities that will feature extensive practice and application of skills necessary to practice healthy behaviors for a lifetime. This class is tailored for athletes.

# Science

## **Aquatic Biology H (Scientific Research) [G03H35/HA701]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 10-12 only. Must have earned credit in Biology I (or Honors) AND either Chemistry 1 (or Honors) or Physics or AP Physics 1. May not be repeated for more than 1 credit.

This is an interdisciplinary science course involving the study of water and aquatic organisms. Primary focus is on freshwater and marine ecosystems. Students will complete extensive research, laboratory, and fieldwork. Students will collaborate with various agencies and scientists in the community to complete research as well as community service projects. They will complete a scientific research project related to aquatic biology, write a scientific paper, develop a presentation of their research, and share their findings in a variety of formats.

## **Biology 1 [G03H03/HA702]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grade 10 only. May not be repeated for more than 1 credit.

Biology I is a laboratory science course that investigates the relationships between structure and function from molecules to organisms, the interdependence and interactions of biotic and abiotic components of the environment, and the mechanisms that maintain continuity and lead to changes in populations over time. Students explore biological concepts through an inquiry approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught in context of the content standards for Cells, Interdependence, Flow of Matter and Energy, Heredity, and Biodiversity and Change. Students will take the state mandated End of Course Biology Exam.

## **Biology 1 H [G03H03/HA703]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grade (s) 9- 10. May not be repeated for more than 1 credit.

Honors Biology is offered for highly motivated science students. Independent work and critical thinking are essential in an honors class. The course includes studies in molecular and cellular biology, genetics, evolution, and ecology. Emphasis on lab processes and synthesis skills are major requirements. Students must take a standardized End of Course Biology Exam.

## **Biology 2 [G03H10/HA704]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 10-12 only. Must have earned credits in Biology 1 (or Honors) and Chemistry 1 (or Honors) or Physics or AP Physics 1. May not be repeated for more than 1 credit.

Biology II is a laboratory science course in which students engage in an in-depth study of the principles of biology. This course emphasizes internal and external anatomical structures and their functions, the environmental interactions of organisms, processes of living things, mechanisms that maintain homeostasis, biodiversity, and changes in populations over time. Students explore biological concepts through an inquiry approach.

## **Biology AP [G03H10/HA705]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 11-12 only. Earned credits in Biology 1 (or Honors) and Chemistry 1 (or Honors). May not be repeated for more than 1 credit.

This course is designed for highly motivated students who will be required to take the AP Biology test as part of the course. Major areas covered in the course are molecules and cells, heredity and evolution, and organisms and populations. Primary emphasis is on developing a conceptual understanding of science as a process. Students will experience scientific inquiry, recognize unifying themes that integrate major topics in biology, and apply knowledge and critical thinking to environmental and social concerns. Thirty percent of the course is lab-oriented.

# Science

## **Chemistry 1 [G03H12/HA706]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 11-12. May not be repeated for more than 1 credit.

Chemistry 1 is a laboratory science course in which students investigate the composition of matter and the physical and chemical changes it undergoes. Students use science process skills to study the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy. Students explore chemistry concepts through an inquiry-based approach. Embedded standards of Inquiry, Mathematics, and Technology & Engineering are taught in context of the content standards for Atomic Structure, Matter and Energy, Structure, Interactions and States of Matter and Chemical Reactions.

## **Chemistry 1 H [G03H12/HA707]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grade 10-11. May not be repeated for more than 1 credit. Must have earned a credit in Algebra 1 or Geometry.

A college preparatory course for select students who are very interested in science and/or may be required to take demanding science courses in college. Areas of study are the same for those in Chemistry I but to a greater depth. In addition, the honors course will require the student to demonstrate his/her laboratory techniques to the class, be able to research, and do additional homework and/or projects.

## **Chemistry AP [G03H16/HA708]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credits in Chemistry 1 (or Honors) and Algebra 2 (or Honors). May not be repeated for more than 1 credit.

Students are required to register for and take the AP exam as part of this class. A comprehensive study of thermochemistry, chemical equilibrium, electrochemistry, nuclear chemistry, redox reactions, and reaction rates. This course offers a more detailed study into inorganic and organic chemistry with labs in both qualitative and quantitative analysis at an advanced level. The student who successfully masters Chemistry I will be able to do well on college advanced placement tests for Chemistry. Anyone interested in going to college and getting credits during high school while pursuing a career in a science related field will find Chemistry AP to be an exceptional background experience. Students who have successfully completed Chemistry I may choose to subsequently take AP Chemistry.

## **Earth & Space Science [G03H02/HA710]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credits in Biology and Chemistry or Physics. May not be repeated for more than 1 credit.

The Earth and Space Science course examines the role of Earth's place in the universe, the interplay of Earth's systems, and the interrelationships between Earth's Systems and human activity. Inherent in this course is a look at how Earth has changed over time and the dynamics that continue to affect it. As events have impacts on the hydrosphere, biosphere, atmosphere, and geosphere, there are also sphere to sphere dynamics taking place in the short, medium, and long-term. This is a lab course that requires a minimum of 30% hands-on investigation, with an emphasis on important 21st century critical thinking skills.

## **Environmental Science [G03H33/HA711]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credits in Biology (or Honors) and Chemistry (or Honors) or Physics or Physics 1 AP. May not be repeated for more than 1 credit.

Environmental Science is a laboratory science course that enables students to develop an understanding of natural and man-made environments and environmental problems the world faces. Students explore environmental science concepts through an inquiry-based approach. Major topics include organisms and their role in ecosystem dynamics, air and water pollution, energy production, recycling, and waste management with emphasis on significant environmental issues at the local, national and global level. Laboratory activities blend biological and physical sciences.

# Science

## **Environmental Science AP [G03H25/HA712]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credit in Biology 1 (or Honors) and either Chemistry 1 (or Honors) or Physics or Physics 1 AP. May not be repeated for more than 1 credit.

This course is designed for highly motivated students that will be required to take the AP exam as part of this course. Topics include Earth systems and resources, the living world, population, land and water use, energy resources and consumptions, pollution, and global change. Thirty percent of the course is lab-oriented including traditional lab work as well as field studies. Students will engage in project-based learning.

## **Physical Science [G03H00/HA713]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grade 9 only. May not be repeated for more than 1 credit.

Physical Science is an introduction to physics and chemistry intended to prepare students for success in biology, chemistry, and physics. Mechanics of velocity, acceleration, gravity, and momentum are studied in connection with Newton's three laws of motion. Laws and principles that explain the behavior of liquids and gasses are introduced. Properties of matter, energy, the atomic theory, chemical symbols, the periodic table, and balancing chemical equations are covered. There is also an introduction to wave properties, energy transfer, and electricity. The course includes reference and research skills as well as laboratory activities which are an integral part of this course.

## **Physical Science Credit Recovery [G03H00/HA713CR]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

Physical Science is an introduction to physics and chemistry intended to prepare students for success in biology, chemistry, and physics. Mechanics of velocity, acceleration, gravity, and momentum are studied in connection with Newton's three laws of motion. Laws and principles that explain the behavior of liquids and gasses are introduced. Properties of matter, energy, the atomic theory, chemical symbols, the periodic table, and balancing chemical equations are covered. There is also an introduction to wave properties, energy transfer, and electricity. The course includes reference and research skills as well as laboratory activities which are an integral part of this course.

This course is for students who did not pass Physical Science. The highest grade that can be earned in Credit Recovery is a 70%.

## **Physics [G03H20/HA715]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Geometry and Algebra 2 or Algebra 2 H. May not be repeated for more than 1 credit.

Physics is a laboratory science course that examines the relationship between matter and energy and how they interact. This course will have a strong emphasis in the mathematics of physics and requires the use of Algebra and Trigonometric identities. Students explore physics concepts through an inquiry approach. Embedded standards for Inquiry, Technology & Engineering, and Mathematics are taught through the study of mechanics, forces, vectors, two dimensional motion, momentum, energy, work, power and machines, thermodynamics, waves, light, optics, electricity and magnetism.

# Science

## Physics 1 AP [G03H27/HA716]

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Geometry and be enrolled or have earned a credit in Algebra 2 or Algebra 2 H. May not be repeated for more than 1 credit.

This course is designed for highly motivated students that will be required to take the AP exam as part of this course. AP Physics 1 is an algebra-based, introductory college-level physics course built for students who have not taken Physics previously. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

# Social Studies

## **African American History [G04H23/HA832]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 10-12. May not be repeated for more than 1 credit.

African American History is an elective course which students can choose to take. This course will cover a large variety of information including but not limited to, African Kingdoms, The Slave Trade, Jim Crow Laws, The Harlem Renaissance, The Civil Rights Movement, African Americans in the contemporary world and the many contributions of African Americans to past and modern societies.

## **Comparative Religions [G04H17/HA824]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12 only. May not be repeated for more than 1 credit.

This course is a study of comparative religion specifically the five major religions of the world-Hindu, Buddhism, Islam, Judaism and Christianity. Students in this course learn how to approach the study of religion, a deep understanding of the intricate details of each faith and the evolution of each over the course of history.

## **Contemporary Issues [G04H17/HA823]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12 only. May not be repeated for more than 1 credit.

This course involves discussion and research on topics related to current events. Background information will be discussed concerning issues making headlines locally, nationally and around the world. Specific topics will vary each semester as they will be dependent on the daily news and major events happening at the time. Daily newspapers, video and other electronic media will be used as sources for the course.

## **Economics (1/2 credit) [G04H13/HA810]**

**Credits:** 0.50

Grade(s) / Prerequisite(s): Grade 12 only. Must be taken along with Government (1/2 credit). May not be repeated for more than 1/2 credit.

This nine-week course is broken into three sections; Economic Principles, Economic Financial Foundations, and Government Spending and Revenue. Students will be introduced to, and discuss, various topics during each section. Special focus will be given to practical understanding of economic topics needed to become a productive, informed citizen.

## **European History AP [G04H22/HA830]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 10: May not be repeated for more than 1 credit

This course is an intense study that begins with the Renaissance period (15th Century) and culminates with the end of the Cold War (20th Century). This course will stress college-level research skills, essay writing and historical analysis. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP test as part of this class. Reimbursed with a score of 3 or higher. AP test fee of approx.\$94.

## **Hollywood History [G25H10/HA822]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12 only. May not be repeated for more than 1 credit.

Hollywood History offers students a unique way to view U.S. History through the Hollywood lens. Through film analysis, students will gain a new insight into the history of topics like war, civil rights, Native Americans, the West, and Immigration. In this course, we will analyze different historical events, how films reflect society, and whether films are a valid and accurate reflection of history. Students will receive a list of movies that we plan to watch in this course. Parent/Guardian must give written permission in order for students to watch movies in this course.

# Social Studies

## **Human Geography AP [G04H30/HA813]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 9. May not be repeated for more than 1 credit

The purpose of AP Human Geography is to introduce freshmen students to the rigors of an Advanced Placement class. The course is a systematic study of the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Topics include population and migration, culture, political geography, agriculture, urban geography, and economic development. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP exam as part of this class. This course meets the criteria set forth by the Cleveland High School for Honors designation. AP test fee of approx. \$94. Reimbursed with a score of 3 or higher.

## **Macroeconomics AP [G04H25/HA833]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades/Prerequisites: Grades 11 & 12 May not be repeated for more than 1 credit.

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP exam as part of this class. This course meets the criteria set forth by the Cleveland High School for Honors designation. AP test fee of approx. \$94. Reimbursed with a score of 3 or higher.

## **Psychology [G04H15/HA816]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. May not be repeated for more than 1 credit.

The study of Psychology provides students with the abilities to explore human behavior in order to understand themselves and others. Psychology focuses on growth, development, learning behavior and the processes by which these components are evaluated.

## **Psychology AP [G04H28/HA817]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 10-12. May not be repeated for more than 1 credit.

Psychology AP studies topics such as the brain and brain development, personalities, dreams, hypnosis, emotions, gender differences, abnormal psychology, the history of Psychology and Modern Psychology. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP test as part of this class. This course meets the criteria set forth by the Cleveland High School for Honors designation. AP test fee of approx. \$94. Reimbursed with a score of 3 or higher

## **U.S. Government (1/2 credit) [G04H12/HA801]**

**Credits:** 0.50

Grade(s) / Prerequisite(s): Grade 12 only. Must be taken along with, Macro or Economics (1/2 credit). May not be repeated for more than 1/2 credit.

This semester course introduces students to the study of Constitutional government in the United States. It will provide students with an understanding of how the Constitution came into existence, why it took the form it did and how it was functioned for the past 200 years. In this class, students are encouraged and will be better prepared to be active participants as citizens in our democratic society. Students must also take the U.S. Citizenship test during this nine weeks course and pass this test with a 70% or higher.

# Social Studies

## U.S. History [G04H11/HA803]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 11. Must have earned credit in World History & Geography, AP Euro, or Human Geography AP. May not be repeated for more than 1 credit.

Emphasis of the course is placed on the history of the nation since the end of Reconstruction through the election of 2016. Students will focus on the cause and effects relationships to discover the origins and evolution of our modern American culture. This course is required for graduation. Students enrolled in U.S History are required to take a Tennessee End of Course (EOC) exam that will count as their final exam grade.

## U.S. History AP [G04H21/HA826]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 11. May not be repeated for more than 1 credit.

The objective of this course is to increase the understanding of American/United States History from the first contacts to the relatively recent past. Advanced Placement U.S. History is a college-level introductory course which examines the nations? political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college level textbook is supplemented by primary and secondary sources. Therefore, students will study course themes from a variety of perspectives in the hope of providing a balanced historical understanding of the United States. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP test as part of this class. This course meets the criteria set forth by the Cleveland High School for Honors designation. Reimbursed with a score of 3 or higher. AP test fee of approx \$94.

## U.S. History SDC [G04HB3/HA803S]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 11 only. Students must have earned an English 1 & English 2 credit before taking this course. May not be repeated for more than 1 credit.

One unit of United States history is required for graduation. Emphasis of the course will be placed on the history of the nation since the end of Reconstruction. Students will focus on cause and effect relationships to discover the origins and evolution of our modern American culture.

Statewide dual credit classes are college-level courses taught at the high-school level by trained high-school teachers. Course learning objectives are developed by Tennessee high school and college faculty in order to ensure alignment with post-secondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education before they can be offered as a part of the state?s current pilot program.

All students enrolled in a statewide dual credit course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the exam `cut score? receive college credit that can be applied to any Tennessee public postsecondary institution. Exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

## World History and Geography [G04H10/HA814]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 10. May not be repeated for more than 1 credit.

This course provides students with the opportunity to look at the events and personalities that have shaped the contemporary world. Students will focus on such skills as identifying historical turning points and recognizing cause and effect relationships as they relate to world history. This course is required for graduation.

# Special Education

## **AAD Algebra 1 [S02H00/HA934]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **AAD Algebra 2 [S02H01/HA936]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **AAD Applied Mathematics [S02H03/HA937]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **AAD Biology 1 [S03H02/HA940]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **AAD Earth and Space Science [S03H01/HA938]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **AAD Economics [S04H03/HA944]**

**Credits:** 0.50

Grade(s) / Prerequisite(s):

## **AAD English 1 [S01H00/HA930]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **AAD English 2 [S01H01/HA931]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

# Special Education

## **AAD English 3 [S01H02/HA932]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **AAD English 4 [S01H03/HA933]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **AAD Geometry [S02H02/HA935]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **AAD Personal Finance [S25H02/HA945]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **AAD Physical Science [S03H00/HA939]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **AAD U.S. Government [S25H00/HA943]**

**Credits:** 0.50

Grade(s) / Prerequisite(s):

## **AAD U.S. History [S04H01/HA942]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **AAD Work-Based Learning (SPED) [S25H05/HA919]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Assigned by School Personnel.

# Special Education

## **AAD World History and Geography [S04H00/HA941]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

## **Adaptive PE S [G08H00/HA901]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Assigned by School Personnel. May be repeated for more than 1 credit.

Adapted Physical Education is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability.

## **Algebra 1 A S [G02H03/HA902]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 9. Assigned by School Personnel. May not be repeated for more than 1 credit.

## **Algebra 1 B S [G02H04/HA903]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 10 only. Assigned by School Personnel. Must have earned a credit in Algebra 1 A S. May not be repeated for more than 1 credit.

## **Alternate Assessment Algebra 1 [S02H00/HA990]**

**Credits:** 0.00

Grade(s) / Prerequisite(s): Assigned by School Personnel.

## **Alternate Assessment Biology 1 [S03H02/HA991]**

**Credits:** 0.00

Grade(s) / Prerequisite(s): Assigned by School Personnel.

## **Alternate Assessment English 2 [S01H01/HA992]**

**Credits:** 0.00

Grade(s) / Prerequisite(s):

## **Biology 1 A S [G03H06/HA905]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 10 only. Must have earned a credit in (or be requesting) Physical Science. Assigned by School Personnel. May not be repeated for more than 1 credit.

# Special Education

## **Biology 1 B S [G03H07/HA906]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 11 only. Must have earned a credit in (or be requesting) Biology 1 A S. Assigned by School Personnel. May not be repeated for more than 1 credit.

## **Blue University [S25X27/HA929]**

**Credits:** 1.00

Grade(s) / Prerequisite(s):

This course is a Special Education course to help our students learn the soft skills needed in order to succeed at the high school level.

## **CDC Team S [S25X27/HA910]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Assigned by School Personnel.

## **ERC [G25H10/HA926]**

**Credits:** 0.00

Grade(s) / Prerequisite(s):

## **Extended Resource S [S25X27/HA915]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Assigned by School Personnel.

## **Geometry A S [G02H14/HA916]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 11 only. Assigned by School Personnel

## **Geometry B S [G02H11/HA917]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Assigned by School Personnel

## **Math Intervention [S25X27/HA920]**

**Credits:** 0.50

Grade(s) / Prerequisite(s): Assigned by School Personnel.

## Special Education

### Reading Intervention [S25X27/HA921]

**Credits:** 0.50

**Grade(s) / Prerequisite(s):** Assigned by School Personnel.

# Tennessee Valley Early College (TVEC)

## **TVEC English 1 [G01H09/HAT01]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grade 9 only. May not be repeated for more than 1 credit. Placement by acceptance into TVEC program.

English I emphasizes a basic review of grammar and End-of-Course Standards. Composition skills are emphasized by paragraph and essay writing. The literature study is a genre approach that includes short stories, drama, and nonfiction. Focus is on college writing.

## **TVEC English 1 H [G01H09/HAT02]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grade 9 only. Placement by acceptance into TVEC program. Must be above the 80th percentile on the previous state English exam. May not be repeated for more than 1 credit.

This rigorous class is for students who are independently motivated and possess above-average language skills. Using AP strategies and vocabulary this course is designed to engage students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students can deepen their understanding of how writers use language. Units of study include all genres with special emphasis on nonfiction. Each literature unit requires a project consisting of a written, visual and/or oral presentation. Composition and grammar skills are emphasized through each unit. Focus is on college writing.

## **TVEC English 2 [G01H10/HAT13]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Placement by TVEC Teacher. Grade 10 only. Should have earned credit (or be requesting) English 1 or English 1 H. May not be repeated for more than 1 credit.

This class emphasizes grammar usage through writing. Composition skills include narrative and expository essays with an introduction to persuasive writing. The literature study includes short stories, drama, poetry, and nonfiction.

## **TVEC English 2 H [G01H10/HAT14]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Placement by TVEC Teacher. Grade 10 only. Must have earned credit in English 1 H. Must be above the 80th percentile on the previous state English exam. May not be repeated for more than 1 credit.

Students use the writing process to produce effective arguments that include primary and secondary sources. Students demonstrate complex syntax, advanced vocabulary, and increasingly accurate use of the conventions of written language. Students will read extensively in all genres from world literature. This rigorous class continues to emphasize AP strategies and vocabulary that will prepare students for the challenging reading and writing assignments in AP courses.

## **TVEC Freshman Year Seminar DE [G25H10/HAT09]**

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grade 9 only. Placed by School Personnel. May not be repeated for more than 1 credit.

Designed to improve academic skills, and life management skills. Topics include time management, note-taking, test taking strategies, library skills, campus resources, academic opportunities and policies, stress management, assertiveness, wellness, diversity and career exploration.

# Welding Academy

## Welding 1 [C13H05/HCD10]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade (s) 9-12

Welding I is designed to provide students with hands-on welding activities and exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Welding. Throughout the courses, course content covers Welding, basic quality principles and processes, blueprints and schematics, and systems.

## Welding 2 [C13H08/HCD11]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) 10-12. Successful completion of Welding I.

Welding II is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Proficient students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding (SMAW), mechanical and thermal properties of metals, and quality control.

## Welding 3 [C13H10/HCD12]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) 11-12. Successful Completion of Welding 2

Welding III is designed to provide students with opportunities to effectively perform cutting and welding applications of increasingly complexity used in the advanced manufacturing industry. Proficient students will build on the knowledge and skills of the Welding I & II courses and apply them in novel environments, while learning additional welding techniques not covered in previous courses. Specifically, students will be proficient in (1) fundamental safety practices in welding, (2) gas metal arc welding (GMAW), (3) flux cored arc welding (FCAW), (4) gas tungsten arc welding (GTAW), and (5) quality control methods. Upon completion of the Welding II course, proficient students will be eligible to complete the American Welding Society (AWS) Entry Welder or the AWS SENSE Advanced Welders qualifications and certifications.

## Welding 4 [C13H08/HCD13]

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12. Successful completion of Welding 1,2 & 3.

Welding 4 is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Advanced Manufacturing courses within a professional, working environment. While continuing to add to their technical skillsets, students in this course assume increasing responsibility for overseeing manufacturing processes and managing complex projects. Specifically, proficient students will be able to work in teams to plan the production of a sophisticated product; develop troubleshooting and problem solving mechanisms to ensure that projects run smoothly; analyze output and compile professional reports; and connect practicum activities to career and postsecondary opportunities. For all projects undertaken in this course, students are expected to follow the focus area in their chosen program of study (Machining Technology, Industrial Maintenance Technology, Mechatronics, or Welding), while also refining skills previously acquired to achieve deeper levels of mastery. Upon completion of the practicum, proficient students will be prepared for postsecondary study and career advancement in their chosen focus area.

# World Languages

## French 1 [G24H21/HAA01]

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 10-12 only. Must be taken in the same year with French 2. May not be repeated for more than 1 credit.

This course is an introductory course designed for students with little or no previous study of French. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on all four language skills: reading, writing, speaking and listening, as well as the culture of the French-speaking world. At this level, an emphasis will be placed on reading and listening. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at a novice-low level progressing through to a novice-high level. This course will introduce students to high frequency words used in the French language. As students progress through each unit, they will build upon previously learned material and be given opportunities to strengthen their use of the language through all of the modalities.

## French 2 [G24H22/HAA02]

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 10-12 only. Either earned a credit in French 1 or currently requesting French 1. May not be repeated for more than 1 credit.

This course is designed for students who have successfully completed French 1 with the purpose of increasing proficiency in the French language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on all four language skills: reading, writing, speaking and listening, as well as the culture of the French-speaking world. Students will review and build on language and knowledge acquired in level 1. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at a novice-mid level progressing through to an intermediate-low level. This course will introduce students to high frequency words used in the French language. As students progress through each unit, they will build upon previously learned material and be given opportunities to strengthen their use of the language through all of the modalities.

## French 3 H [G24H23/HAA03]

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Either earned a credit in French 2 or currently requesting French 2. May not be repeated for more than 1 credit.

This Pre-AP course is designed for students who have successfully completed French 2 who have an interest in advancing their proficiency in the French language beyond a basic level. This course teaches advanced language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on further developing all four language modalities: reading, writing, speaking and listening, as well as the culture of the French-speaking world. Students will review and build on language and knowledge acquired in levels 1 and 2. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at an intermediate-low level progressing through to an intermediate-mid level. This course will utilize high frequency words in the French language as a basis to acquire more advanced and specific language and grammatical structures. AP themes will be utilized in the organization of the course. Students will read leveled novels in French both as a whole group and individually. This course will be taught as part of an AP pathway with the intention of preparing students for French AP.

## French 4 AP Language & Culture [G24H25/HAA17]

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Either earned a credit in French 3 H or currently requesting French 3 H. May not be repeated for more than 1 credit.

The AP French Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. The course is organized into thematic units that include the following six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges. Students will explore cultural topics to develop awareness and appreciation of cultural products, practices, and perspectives. Language structures will be addressed according to how they serve the communicative task and not as an end goal unto themselves. The course strives to promote both fluency and accuracy in language use and avoid overemphasis on grammatical accuracy at the expense of communication. The course is taught almost exclusively in French. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP test as part of this class.

# World Languages

## **Senior Capstone: Spanish [G04H37/HAA18]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade 12 only. May not be repeated for more than 1 credit.

The Spanish Capstone project will have students building off of the Spanish 5 Portfolio Class, and focused on getting out into the community to assist in each student's interested field, as well as assisting in the elementary schools to help in ESL, and with necessary translation.

## **Spanish 1 [G24H04/HAA09]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades 9-12 .May not be repeated for more than 1 credit.

This course is an introductory course designed for students with little or no previous study of Spanish. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on all four language skills: reading, writing, speaking and listening, as well as the culture of the Spanish-speaking world. At this level, an emphasis will be placed on reading and listening. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at a novice-low level progressing through to a novice-high level. This course will introduce students to high frequency words used in the Spanish language. As students progress through each unit, they will build upon previously learned material and be given opportunities to strengthen their use of the language through all of the modalities.

## **Spanish 2 [G24H05/HAA10]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades 9-12. Either earned a credit in Spanish 1. May not be repeated for more than 1 credit.

This course is designed for students who have successfully completed Spanish 1 with the purpose of increasing proficiency in the Spanish language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on all four language skills: reading, writing, speaking and listening, as well as the culture of the Spanish-speaking world. Students will review and build on language and knowledge acquired in level 1. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at a novice-mid level progressing through to an intermediate-low level. This course will introduce students to high frequency words used in the Spanish language. As students progress through each unit, they will build upon previously learned material and be given opportunities to strengthen their use of the language through all of the modalities.

## **Spanish 3 H [G24H06/HAA11]**

**Credits:** 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. Either earned a credit in Spanish 2. May not be repeated for more than 1 credit.

This honors course is designed for students who have successfully completed Spanish 2 who have an interest in advancing their proficiency in the Spanish language beyond a basic level. This course teaches advanced language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on further developing all four language modalities: reading, writing, speaking and listening, as well as the culture of the Spanish-speaking world. Students will review and build on language and knowledge acquired in levels 1 and 2. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at an intermediate-low level progressing through to an intermediate-mid level. This course will utilize high frequency words in the Spanish language as a basis to acquire more advanced and specific language and grammatical structures. AP themes will be utilized in the organization of the course. Students will read leveled novels in Spanish both as a whole group and individually. This course will be taught as part of an AP pathway with the intention of preparing students for Spanish 4 and Spanish AP.

# World Languages

## Spanish 4 H [G24H07/HAA12]

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Prerequisite(s) Spanish 3 H

This Pre-AP course is designed for students who have successfully completed Spanish 3 Honors who have an interest in advancing their proficiency in the Spanish language beyond an intermediate level. This course teaches advanced language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on further developing all four language modalities: reading, writing, speaking and listening, as well as the culture of the Spanish-speaking world. Students will review and build on language and knowledge acquired in levels 1 through 3. Each unit will introduce a cultural topic and the language needed to understand and discuss this topic at an intermediate-low level progressing through to an intermediate-mid level. This course will utilize high frequency words in the Spanish language as a basis to acquire more advanced and specific language and grammatical structures. AP themes will be utilized in the organization of the course. Students will read leveled novels in Spanish both as a whole group and individually. This course will be taught as part of an AP pathway with the intention of preparing students for Spanish AP.

## Spanish 5 H [G24H50/HAA13]

**Credits:** 1.00

**Grade(s) / Prerequisite(s):** Grades 11-12 only. Must have earned credit in (or be requesting) Spanish 4 H. May not be repeated for more than 1 credit.

The fifth year Spanish course at Cleveland High School is designed for the truly superior student who wants to excel in all areas of language study. The emphasis is on refinement of grammar and vocabulary through reading classical and modern literature in Spanish. Students are helped to identify specific areas of need and to work to overcome deficiencies in language skills through extensive reading and practice in all areas. Cultural enrichment is provided through the use of literature, video, music, television programming, and personal contact in the target language.

## Spanish for Heritage Speakers 1 [G24H60/HAA19]

**Credits:** 1.00

**Grade(s) / Prerequisite(s):**

This course is designed specifically for students who were immersed or exposed to the Spanish language while growing up, but who have received little or no formal instruction in Spanish. The course is designed to build on the language base students already possess. The purpose of the course is to strengthen students' competence in the oral and written standard varieties of Spanish by building on their previous knowledge to expand their vocabulary, grammar, and achieve more confidence and fluency in speaking and writing while learning about the diversity of the Hispanic cultures. The primary purpose of the course is to develop reading and writing skills, although all four language skills (listening, speaking, reading, and writing) are emphasized through the comprehensible input approach. The skills acquired in this course will help reinforce students' bilingual abilities, develop biliteracy and cultural competence.

## Spanish for Heritage Speakers 2 [G24H61/HAA20]

**Credits:** 1.00

**Grade(s) / Prerequisite(s):**

This course is designed specifically for students who have successfully completed Spanish for Heritage Speakers 1. This course is design with the purpose of increasing proficiency in the Spanish language.who were immersed or exposed to the Spanish language while growing up, but who have received little or no formal instruction in Spanish. The course is designed to build on the language base students already possess. The purpose of the course is to strengthen students' competence in the oral and written standard varieties of Spanish by building on their previous knowledge to expand their vocabulary, grammar, and achieve more confidence and fluency in speaking and writing while learning about the diversity of the Hispanic cultures. The primary purpose of the course is to develop reading and writing skills, although all four language skills (listening, speaking, reading, and writing) are emphasized through the comprehensible input approach. The skills acquired in this course will help reinforce students' bilingual abilities, develop biliteracy and cultural competence.

Course Name	Course Number	Amount	* Changed from last year
Anatomy & Physiology 1 DE	HC915	15	
Anatomy & Physiology 1 H	HC902	15	
Anatomy & Physiology 2 DE	HC914	15	
Art 1 Basic Drawing and Design	HA202	25	
Art 2 Color Theory and Design	HA203	25	
Art 3 3D Design H	HA204	25	
Art 4/5/6 Advanced Art H	HA205	25	
Automation & Robotics	HC628	15	
Automotive 1	HC001	15	
Automotive 2	HC002	15	
Automotive 3 DE	HC005	20	
Automotive 4	HC007	20	
Automotive 4 DE	HC006	20	
Aviation 1 Introduction to Aviation	HCC01	15	
Aviation 2 Principles of Flight	HCC02G	15	
Aviation 3 Advanced Flight	HCC03	25	
Aviation 3 Advanced Flight DC	HCC03C	25	
Biology AP	HA705	97	*
Biomedical Engineering H	HC903	10	
Calculus AP	HA522	97	*
Chemistry AP	HA708	97	*
Civil Engineering & Architecture DE	HC606	25	
Clinical Internship CAPS	HC904	65	
Clinical Internship CAPS WBL	HC904W	65	
Computer Science Foundations	HCE00	15	
Computer Science Foundations DC	HCE00C	15	
Computer Science Principles AP	HC803	112	*
Concert Percussion	HA103	50	
Concert Winds	HA105	50	
Criminal Justice 1	HC401	10	
Criminal Justice 2	HC402	10	
Culinary Arts 1	HC501	15	
Culinary Arts 2 DC	HC507	15	
Culinary Arts 3 DC	HC505	25	
Culinary Arts 4 DC	HC506	25	
Culinary Arts 4 WBL	HC504W	25	
Cybersecurity 1	HCE01	20	
Cybersecurity 2	HCE02	20	
Cybersecurity 2 DE	HCE02D	25	
Diagnostic Medicine	HC920	15	
Digital Media Production 1 DC	HC101	10	
Digital Media Production 2 DC	HC102	10	

Digital Media Production 3 DE	HC105	10	
Digital Media Production 4 DE	HC106	10	
Digital Media Production 4 H	HC107	10	
Ebony & Ivory Choir Fall	HA303	50	
Ebony & Ivory Choir Spring	HA304	50	
Emergency Medical Service	HC916	10	
Emergency Medical Service DE	HC913	10	
Engineering Design & Dev CAPS WBL	HC613W	25	
Engineering Design & Development	HC613G	15	
Engineering Design & Development DE	HC627	15	
Engineering Design & Development H	HC613	15	
English 3 AP Language & Composition	HA006	97	*
English 4 AP Literature & Composition	HA008	97	*
Environmental Science AP	HA712	97	*
European History AP	HA830	97	*
Exercise Science	HC921	15	
French 4 AP Language & Culture	HAA17	97	*
German 4 AP Language & Culture	HAA14	97	*
Health Science Education	HC901	10	
Human Geography AP	HA813	97	*
Introduction to Engineering Design DC	HC601	10	
JROTC 1	HA617	40	
JROTC 2	HA618	40	
JROTC 3	HA619	40	
JROTC 4	HA620	40	
JROTC Fall	HA621	40	
JROTC Spring	HA622	40	
Lifetime Fitness	HA605	15	
Macroeconomics AP	HA833	97	*
Marching Percussion	HA101	499	
Marching Winds	HA102	499	
Medical Therapeutics	HC918	10	
Physics 1 AP	HA716	97	*
Physics 2 AP	HA717	97	*
Principles of Engineering	HC629	15	
Principles of Engineering DC	HC629C	15	
Principles of Engineering DE	HC630	15	
Psychology AP	HA817	97	*
Renaissance Choir Fall	HA307	350	
Renaissance Choir Spring	HA308	350	
Silhouettes Choir Fall	HA309	50	
Silhouettes Choir Spring	HA310	50	
Spanish 4 AP/H Language & Culture	HAA15	97	*

Spanish 6 AP/H Literature & Culture	HAA16	97	*
Sports Medicine	HC917	10	
Sports Medicine CAPS WBL	HC910	25	
Statistics AP	HA515	97	*
Survey of Fine Arts	HA201	15	
Team Sports	HA607	15	
Theatre Arts 2	HA021	25	
Theatre Arts 3	HA026	25	
Theatre Arts 4	HA028	25	
U.S. History AP	HA826	97	*
Weight Training for Athletes (Females)	HA616	15	
Weight Training for Athletes (Males)	HA615	15	
Wellness (Females)	HA611	0	*
Wellness (Males)	HA613	0	*
Wellness Weights (Females)	HA609	15	
Wellness Weights (Males)	HA614	15	
Civil Engineering and Architecture DC		25	
Introduction to Business and Marketing		10	
Business Communication		10	
Business Management		10	
Colorguard		499	
Sports Med WBL		25	
*Sports Med & Rehab WBL		25	
School Fee		50	
Technology Usage Fee		40	
Parking		50	
VIP Parking		100	



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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)

April 3, 2023

TO: Board of Education Members

FROM: Russell Dyer, Director

SUBJECT: 2022-23 General Fund Budget Amendment No. 1

Attached is an amendment to the 2022-2023 General Fund Budget. This amendment is necessary to officially amend into the budget the SAFE Schools Grant, SRO Grant, Summer Learning Grants for Summer Camps, BCPEF CTE Grant, BEP final allocation and to adjust revenues and expenditures. Also, to amend into the budget approved uses of fund balance for the Teacher Literacy Grant, employee bonus, and capital projects.

Also attached is an amendment for the School Nutrition Department amending revenues and expenditures to \$3,429,529.

**Cleveland City Schools  
General Purpose Fund  
2022-2023 Amendment #1**

<u>ACCT</u>	<u>ACCOUNT DESCRIPTION</u>		
40210	Local Option Sales Tax	33,189	
43583	TBI Criminal Background	(4,800)	
44570	Contributions and Gifts	(957)	
46511	Basic Education Program	150,000	
46590	Other State Education Funds	778,758	
46610	Career Ladder	(13,481)	
46850	Mixed Drink Tax	25,000	
46980	Other State Grants	(160)	
49800	Transfers In	<u>878</u>	
	<b>Increase - Revenue</b>	<b>\$968,427</b>	
71100	Regular Instruction	\$702,375	Salaries,Bonus,benefits, textbooks
71200	Special Education	(96,240)	Salaries,Bonus,benefits
71300	Vocational Education	74,273	Salaries,Bonus,benefits
72110	Attendance	1,797	Salaries,Bonus,benefits
72120	Health Services	16,692	Salaries,Bonus,benefits
72130	Other Student Support	95,405	Salaries, benefits, SAFE/SRO Grants
72210	Regular Instruction Support	(100,501)	Salaries,Bonus,benefits
72220	Special Education Support	8,940	Salaries,Bonus,benefits
72230	Vocational Education Support	12,918	Salaries,Bonus,benefits
72250	Technology Support	11,171	Salaries,Bonus,benefits
72310	Board of Education	74,180	Legal, Liab. Ins, Workers Comp, Comm Audit
72320	Office of the Superintendent	17,598	Salaries,Bonus,benefits, Salary Study
72410	Office of the Principal	185,425	Salaries,Bonus,benefits
72510	Fiscal Services	16,947	Salaries,Bonus,benefits
72610	Operation of Plant	163,166	Salaries,Bonus,benefits, utilities, insurance
72620	Maintenance of Plant	119,118	Salaries,Bonus,benefits, SAFE Grant
72710	Transportation	(124,502)	Salaries,Bonus,benefits
73100	Food Service	62,462	Salaries,Bonus,benefits
73400	Early Childhood Education	(160)	Voluntary PreK Grant actual
76100	Regular Capital Outlay	<u>815,266</u>	Architect Fees, Building Impr, Oper Vehicle
	<b>Increase - Expenditures</b>	<b>\$2,056,330</b>	
	<b>2022-23 General Fund Revenues</b>	<b>\$54,893,073</b>	
	<b>Total Increase Amendment #1</b>	<b>968,427</b>	
	<b>Use of Fund Balance-Original Budget</b>	<b>412,582</b>	
	<b>Use of Fund Balance Amendment :</b>	<b><u>1,087,903</u></b>	
	<b>Total Amended 2022-23</b>		
	<b>General Fund Revenues</b>	<b><u>\$57,361,985</u></b>	
	<b>2022-23 General Fund Expenditures</b>	<b>\$55,305,655</b>	
	<b>Total Increase Amendment #1</b>	<b><u>2,056,330</u></b>	
	<b>Total Amended 2022-23</b>		
	<b>General Fund Expenditures</b>	<b><u>\$57,361,985</u></b>	

**CCS CHILD NUTRITION 2022-2023 BUDGET AMENDMENT**

<b>REVENUES</b>			(projected remaining of year)	
<b>OBJECT CODE</b>		<b>2022- 2023 ORIGINAL</b>	<b>2022-2023 AMENDED</b>	<b>2022-2023 Difference</b>
43521	STUDENT LUNCHES	0	0	0
43522	ADULT LUNCHES	23,000	19,269	(3,731)
43523	BREAKFAST	0	3,630	3,630
43525	ALA CARTE	60,000	51,987	(8,013)
44110	INTEREST EARNED	400	4,711	4,311
47112	USDA COMMODITIES	236,262	236,232	(30)
47113	USDA BREAKFAST	1,070,830	652,127	(418,703)
47111	USDA LUNCH	2,013,450	2,109,760	96,310
47114	USDA - OTHER (FRESH FRUIT/VEG GRANT & SUPPER PROGRAM)	160,391	116,045	(44,346)
44170	MISCELLANEOUS REFUNDS & REIMBURSEMENTS (CARES ACT FUNDS)	0	0	0
39000	FUND BALANCE	236,000	235,768	(232)
		<b>3,800,333</b>	<b>3,429,529</b>	<b>(370,804)</b>
<b>EXPENDITURES</b>				
162	CLERICAL PERSONNEL	78,000	77,035	(965)
165	CAFETERIA PERSONNEL	1,204,375	892,325	(312,050)
196	IN-SERVICE TRAINING	2,000	800	(1,200)
201	SOCIAL SECURITY	75,850	60,647	(15,203)
204	STATE RETIREMENT	169,638	116,984	(52,654)
206	LIFE INSURANCE	3,900	2,778	(1,122)
207	MEDICAL INSURANCE	272,000	173,621	(98,379)
210	UNEMPLOYMENT COMPENSATION	300	0	(300)
212	EMPLOYER MEDICARE LIABILITY	18,707	14,184	(4,523)
299	OTHER FRINGE BENEFITS	44,000	33,387	(10,613)
307	COMMUNICATION	1,300	500	(800)
320	DUES AND MEMBERSHIPS	1,200	1,216	16
336	MAINTENANCE REPAIR / SERVICE	40,000	51,025	11,025
354	TRANSPORTATION: non-student	3,000	2,316	(684)
355	TRAVEL	2,500	3,303	803
399	OTHER CONTRACTED SERVICES	1,002,175	915,661	(86,514)
422	FOOD SUPPLIES	725,900	765,483	39,583
435	OFFICE SUPPLIES	1,500	1,382	(118)
451	UNIFORMS	850	120	(730)
452	UTILITIES	0	0	0
457	IN-SERVICE / STAFF DEV.	1,200	572	(628)
469	USDA COMMODITIES	74,438	249,033	174,595
499	OTHER SUPPLIES / MATERIALS	65,000	66,866	1,866
533	CRIMINAL INVESTIGATION / APPL.	500	291	(209)
710	FOOD SERVICE EQUIPMENT	12,000	0	(12,000)
		<b>3,800,333</b>	<b>3,429,529</b>	<b>(370,804)</b>



# Director's Update

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April 3, 2023

# Updates

- Thank you to our leaders, teachers and staff from Ross and Yates as well as the AOB, bus drivers, maintenance, etc. regarding the gas leak incident last Monday
- Happy National Assistant Principals Week!
- TDOE 2023 [Teacher Educator Survey](#) - complete by April 14
- United Way - CCS was 8th in overall giving in our community!
- TOSS Legislative Learning Conference
  - BCPEF Lead Fellows dinner with Senator Lowe, Rep. Raper and Rep. Howell
  - Updates from Chairman White and State Board of Education
- AIMS Human Resources Essentials Training on April 27 hosted by CCS
- Easter Break - Friday, April 6
- May 12: No Students = Professional Development for teachers
- May 19: No Students = Professional Development on Interventions and Summer Camps



# Strategic Plan Update

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# Strategic Plan Focus

- Student Information Systems



**2023-2024**

**General Fund Budget**

**and**

**School Nutrition Budget**

*Board of Education*

*April 3, 2023*

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## **2023-2024 GENERAL FUND BUDGET OVERVIEW**

### **Revenues**

Cleveland City Schools General Fund Budget is funded from five sources. The State of Tennessee, Bradley County and the City of Cleveland are the major funding sources with smaller amounts from the Federal government and other sources such as fees and interest income.

State of Tennessee: much of this funding is through the Tennessee Investment in Student Achievement (account #46510). State funding has been increased by \$4,750,000 based on the February estimate. We will receive our final funding allocation from the State in July.

Bradley County: most of this funding is in County Property Tax (account #40110) and Sales Tax (account #40210). For FY2023, projected growth for Sales Tax is approximately 2%.

City of Cleveland: this line item (account #49810) increased by \$173,300 in 2021-22 bringing the total allocation to \$5,605,300. There is no projected increase for 2022-23.

Sales Tax Capital Projects Fund: the General Fund budget does not include sales tax revenue for this fund. The Sales Tax Capital Projects Fund was established in March 2009 when voters passed a half-cent sales tax increase. This additional revenue is in a separate fund with the City of Cleveland and is designated by resolution for capital projects expenditures for Cleveland City Schools such as buses, roofs, renovations, and other capital expenses.

### **Expenditures**

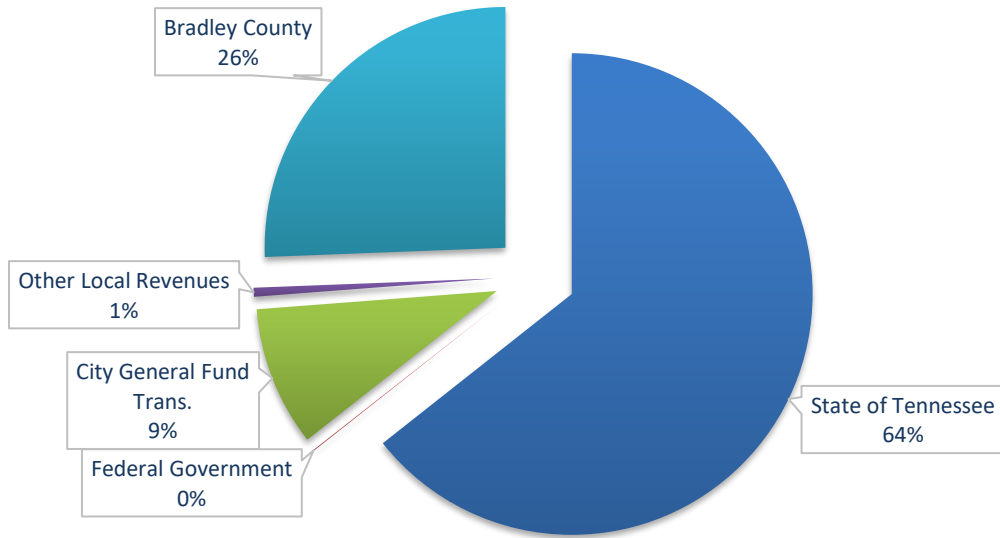
The 2023-24 budget includes a step-increase for all employees who qualify and a cost-of-living adjustment. The TCRS employer contribution rate for teachers decreased by 1.88% to 6.81% and the support staff contribution rate remains at 17.18%. Additional teaching positions were added for ESL, Pre-K, class size, and growth. School and Department allocations were also increased.

### **Summary**

We have a balanced 2023-24 budget in the amount of \$59,775,387. We are pleased that we can maintain services as we continue to serve the students at Cleveland City Schools.

<u>ACCT</u>	<u>ACCOUNT DESCRIPTION</u>	<u>PROPOSED</u>	<u>PERCENT OF TOTAL</u>
40000	Local Taxes	\$15,305,292	25.60%
41000	Licenses and permits	2,825	0.00%
43000	Charges for Services	101,935	0.17%
44000	Other Local Revenues	257,707	0.43%
46000	State of Tennessee	38,472,328	64.36%
47000	Federal Government	30,000	0.05%
49800	Operating Transfer	0	0.00%
49810	City General Fund Transfer	<u>5,605,300</u>	<u>9.38%</u>
	Undesignated Fund Balance	<u>0</u>	0.00%
	<b>TOTAL REVENUES</b>	<b><u>\$59,775,387</u></b>	100.00%
71100	Regular Instruction	\$32,581,002	54.51%
71200	Special Education	4,747,919	7.94%
71300	Vocational Education	1,877,459	3.14%
72110	Attendance	144,488	0.24%
72120	Health Services	587,398	0.98%
72130	Other Student Support	2,612,172	4.37%
72210	Regular Instruction Support	2,178,162	3.64%
72220	Special Education Support	149,330	0.25%
72230	Vocational Education Support	181,779	0.30%
72250	Technology Support	819,720	1.37%
72310	Board of Education	603,905	1.01%
72320	Office of the Superintendent	812,889	1.36%
72410	Office of the Principal	3,536,571	5.92%
72510	Fiscal Services	470,813	0.79%
72610	Operation of Plant	3,640,426	6.09%
72620	Maintenance of Plant	1,548,691	2.59%
72710	Transportation	1,342,395	2.25%
73100	Food Service	117,455	0.20%
73300	Community Service	50,000	0.08%
73400	Early Childhood Education	924,727	1.55%
76100	Regular Capital Outlay	0	0.00%
82130	Debt Service	<u>848,086</u>	<u>1.42%</u>
	<b>TOTAL EXPENDITURES</b>	<b><u>\$59,775,387</u></b>	100.00%

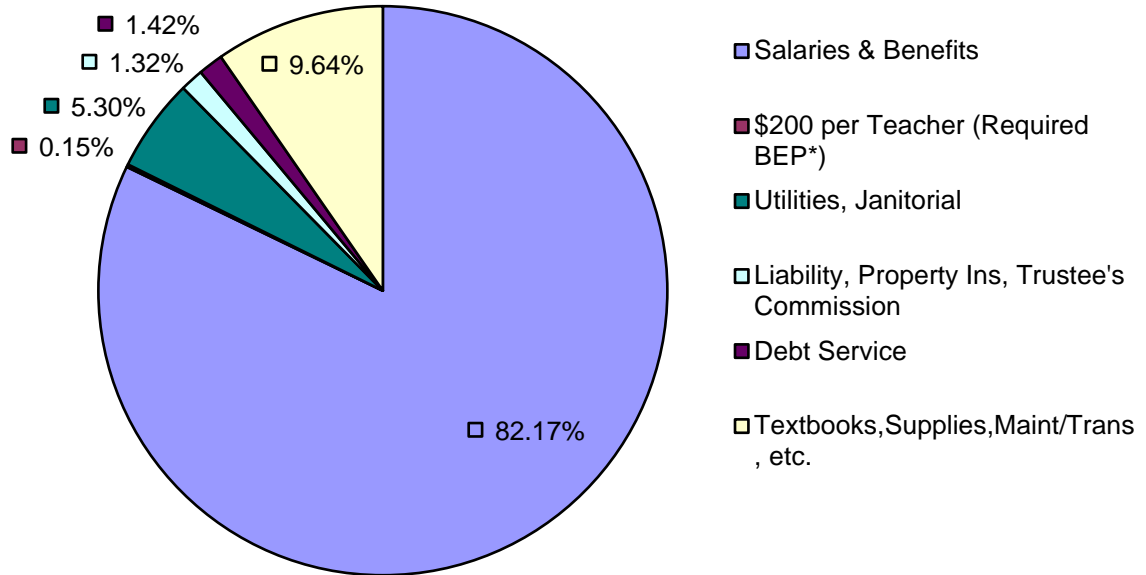
## 2023-2024 REVENUES SUMMARY



■ State of Tennessee ■ Federal Government ■ City General Fund Trans. ■ Other Local Revenues ■ Bradley County



## CLEVELAND CITY SCHOOLS GENERAL FUND BUDGET





## **General Fund Budget Detail**

**Revenues**

**2023-2024**

**Local Taxes (40110 – 41110)**

Revenue accounts are Cleveland City Schools' share of taxes collected by Bradley County for education. Collections are divided based on the percent of Weighted Full Time Equivalent Average Daily Attendance (WFTEADA). The current rate for Cleveland City Schools is 35.3269%. These include property taxes, in-lieu-of taxes, local option sales tax and marriage licenses.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
40110	CURRENT PROPERTY TAX	6,846,454	6,846,454	6,920,724
40120	TRUSTEE'S COLLECTIONS	182,061	182,061	182,061
40130	CIRCUIT CLERK/CLERK & MASTER	116,000	116,000	116,000
40140	INTEREST & PENALTY	31,369	31,369	31,369
40162	PAYMENTS IN LIEU-LOCAL	3,805	3,805	3,805
40163	PAYMENTS IN LIEU-OTHER	487,000	487,000	487,000
40210	LOCAL OPTION SALES TAX	7,379,531	7,412,720	7,535,957
40320	BANK EXCISE TAX	28,376	28,376	28,376
41110	MARRIAGE LICENSES	2,825	2,825	2,825
	<b>TOTAL LOCAL TAXES</b>	<b>15,077,421</b>	<b>15,110,610</b>	<b>15,308,117</b>

**Charges for Services (43500 – 43583)**

Revenue accounts include tuition paid for school attendance by non-residents of the City of Cleveland. Current rates are \$800.00 for county residents and \$1,675.00 for residents outside of Bradley County.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
43511	TUITION-REGULAR DAY	101,935	101,935	101,935
43583	TBI CRIMINAL BACKGROUND	4,800	0	0
	<b>TOTAL CHARGES FOR SERVICES</b>	<b>106,735</b>	<b>101,935</b>	<b>101,935</b>

**Other Local Revenues (44110 – 44990)**

Revenues in this section include interest earned on the checking account. Banking services are bid by the City of Cleveland and include CCS. Miscellaneous refunds are from school activity accounts for field trips, gatekeeper stipends, etc. Sale of Equipment is for surplus equipment, used buses, etc. and Damages Recovered from Individuals is for property damaged by individuals. Contributions and Gifts account for donations for facilities and employee salaries. Other Local Revenues is a miscellaneous account.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
44110	INTEREST EARNED	13,250	13,250	13,250
44170	MISCELLANEOUS REFUNDS	98,841	98,841	98,841
44530	SALE OF EQUIPMENT	6,900	6,900	6,900
44560	DAMAGES RECOVERED	1,800	1,800	1,800
44570	CONTRIBUTIONS & GIFTS	117,896	116,939	111,455
44990	OTHER LOCAL REVENUES	7,461	7,461	25,461
	<b>TOTAL OTHER LOCAL REVENUES</b>	<b>246,148</b>	<b>245,191</b>	<b>257,707</b>

**State of Tennessee (46511 – 46981)**

FY 2022-23 was the final year of funding for the Basic Education Program (BEP). Beginning in FY 2023-24, state funding will be based on the Tennessee Investment in Student Achievement (TISA). The amount budgeted in this line item represents information received to date from the state. Final numbers are not sent by the State until July.

Other state revenues include school food service fund, career ladder, state income tax, mixed drink tax and other state grants.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
46510	TN INVESTMENT IN STUDENT ACHIEVEMENT	0	0	37,305,000
46511	BASIC EDUCATION PROGRAM	32,555,000	32,705,000	0
46520	SCHOOL FOOD SERVICE	27,453	27,453	27,453
46590	OTHER STATE EDUCATION	125,000	903,758	0
46610	CAREER LADDER PROGRAM	50,129	36,648	36,648
46820	INCOME TAX	0	0	0
46850	MIXED DRINK TAX	145,000	170,000	178,500
46980	OTHER STATE GRANTS	924,887	924,727	924,727
	<b>TOTAL STATE OF TENNESSEE</b>	<b>33,827,469</b>	<b>34,767,586</b>	<b>38,472,328</b>

**Federal Government (47143 – 47990)**

This line item is for federal revenues included in the general fund budget. Education of the Handicapped Act – IDEA is funding for high-cost special education students.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
47143	EDUCATION OF HANDICAPPED	30,000	30,000	30,000
	<b>TOTAL FEDERAL GOVERNMENT</b>	<b>30,000</b>	<b>30,000</b>	<b>30,000</b>

**Other Sources (49100 – 49810)**

These line items show bond/note proceeds and the allocation for schools by the City of Cleveland.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
49100	BONDS ISSUED	0	0	0
49200	NOTES ISSUED	0	0	0
49800	OPERATING TRANSFERS	0	878	0
49810	CITY GENERAL FUND TRANSFER	5,605,300	5,605,300	5,605,300
	<b>TOTAL OTHER SOURCES</b>	<b>5,605,300</b>	<b>5,606,178</b>	<b>5,605,300</b>
	<b>TOTAL REVENUES</b>	<b>54,893,073</b>	<b>55,861,500</b>	<b>59,775,387</b>
39000	UNDESIGNATED FUND BALANCE	412,582	1,500,485	0
	<b>TOTAL AVAILABLE FUNDS</b>	<b>55,305,655</b>	<b>57,361,985</b>	<b>59,775,387</b>



**General Fund Budget Detail**  
**Expenditures**  
**2023-2024**

## **71100 Regular Instruction Program**

This section includes expenses to provide instructional programs for all elementary and secondary students. Most of this category is for salaries and benefits for 344 teachers, 62.5 teacher assistants, and one homebound teacher (see Appendix pg. 41-42).

Substitute teachers are paid through a contracted service and are paid daily rates of \$85 with a high school diploma, \$90 with a degree, or \$100 if certified. Also included are instructional materials and supplies, contracted services, textbooks, and equipment. These line items are allocated by school and department (see Appendix pg.49). The formula for school allocations is: (Number of teachers X \$200) + (ADM X \$100 K-8 or \$110 9-12).

This total amount is sent to the school principal who then budgets the total allocation by line item per the needs of the school.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
116	TEACHERS	19,555,685	19,465,700	22,002,989
117	CAREER LADDER PROGRAM	25,500	14,500	14,500
128	HOMEBOUND TEACHERS	74,601	77,577	79,537
163	ASSISTANTS	1,445,272	1,367,466	1,501,002
188	BONUS PAYMENTS	0	314,953	0
189	OTHER SALARIES & WAGES	162,673	132,775	162,673
201	SOCIAL SECURITY	1,304,095	1,329,304	1,473,163
204	STATE RETIREMENT	1,956,386	2,005,393	1,762,680
206	LIFE INSURANCE	26,768	31,167	31,167
207	MEDICAL INSURANCE	2,845,938	2,949,140	3,113,842
210	UNEMPLOYMENT COMPENSATION	8,000	11,500	8,000
212	EMPLOYER MEDICARE LIABILITY	304,990	310,885	344,530
217	RETIREMENT-HYBRID STABILIZATION	142,014	101,674	142,014
299	OTHER FRINGE BENEFITS	89,285	125,699	125,699
330	OPERATING LEASE PAYMENTS	448,589	450,279	448,589
336	MAINTENANCE & REPAIR	13,450	13,450	15,000
369	CONTRACTS FOR SUBSTITUTE TCHRS	0	396,725	396,725
399	OTHER CONTRACTED SVCS	482,975	244,695	248,400
429	INSTRUCTIONAL SUPPLIES	175,725	260,439	197,575
430	TEXTBOOKS-ELECTRONIC	73,964	73,964	73,964
449	TEXTBOOKS-BOUND	796,136	917,136	157,650
499	OTHER SUPPLIES & MATERIALS	17,650	17,650	130,750
599	OTHER CHARGES	4,650	44,650	72,658
722	REGULAR INSTRUCTION EQUIPMENT	48,270	48,270	77,895
	<b>TOTAL REGULAR INSTR. PROGRAM</b>	<b>30,002,616</b>	<b>30,704,991</b>	<b>32,581,002</b>

**71200 Special Education Program**

This section includes expenses to provide for students with special needs Pre-K through grade 12. Salaries and benefits for 41 teachers, 29 teacher assistants are included (see Appendix pg.41-42). Also included are contracts for substitute staffing and contracts with private agencies, instructional materials and supplies and equipment. These line items are allocated by school and department (see Appendix pg.49-50).

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
116	TEACHERS	2,270,493	2,166,731	2,511,943
117	CAREER LADDER PROGRAM	6,000	3,000	3,000
128	HOMEBOUND TEACHERS	1,000	1,000	1,000
163	ASSISTANTS	464,959	464,959	682,643
171	SPEECH PATHOLOGIST	358,608	292,692	357,033
188	BONUS PAYMENTS	0	69,364	0
189	OTHER SALARIES & WAGES	71,074	0	77,688
201	SOCIAL SECURITY	195,239	195,239	225,265
204	STATE RETIREMENT	321,168	321,168	326,275
206	LIFE INSURANCE	4,559	5,305	5,305
207	MEDICAL INSURANCE	425,287	426,232	426,232
212	EMPLOYER MEDICARE LIABILITY	45,661	45,661	52,683
312	CONTRACTS-PRIVATE AGENCY	22,102	85,359	22,102
336	MAINTENANCE & REPAIR	1,200	1,200	1,200
369	CONTRACTS FOR SUBSTITUTE TCHRS	0	30,200	17,000
429	INSTRUCTIONAL SUPPLIES	26,950	26,950	25,450
499	OTHER SUPPLIES & MATERIALS	7,450	7,450	7,650
725	SPECIAL EDUCATION EQUIPMENT	4,700	4,700	5,450
	<b>TOTAL SPECIAL EDUCATION</b>	<b>4,226,450</b>	<b>4,147,210</b>	<b>4,747,919</b>

**71300 Vocational Education Program**

Vocational funds provide career-technical training for students at Cleveland Middle School and Cleveland High School. Salaries and benefits for 20 teachers and contracted staffing for substitutes are included (see Appendix pg. 41). This section also includes instructional materials and supplies and equipment and is allocated by line item (see Appendix pg.49-50). CTE Perkins funds also support career-technical education and are not included in the general fund but are a part of the federal projects budget.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
116	TEACHERS	1,132,172	1,109,499	1,324,625
188	BONUS PAYMENTS	0	13,547	0
201	SOCIAL SECURITY	70,197	70,197	82,127
204	STATE RETIREMENT	98,386	98,386	90,207
206	LIFE INSURANCE	1,215	1,482	1,482
207	MEDICAL INSURANCE	167,511	175,936	175,936
212	EMPLOYER MEDICARE LIABILITY	16,417	16,417	19,207
336	MAINTENANCE & REPAIR	8,500	8,500	10,500
356	TUITION	375	375	375
369	CONTRACTS FOR SUBSTITUTE TCHRS	0	10,438	6,500
399	OTHER CONTRACTED SERVICES	11,000	11,000	4,500
429	INSTRUCTIONAL SUPPLIES	32,700	32,700	43,033
499	OTHER SUPPLIES & MATERIALS	2,300	2,300	2,300
730	VOCATIONAL INSTRUCTION EQUIPMENT	111,667	175,936	116,667
	<b>TOTAL VOCATIONAL EDUC. PROG.</b>	<b>1,652,440</b>	<b>1,726,713</b>	<b>1,877,459</b>

## **72110 Attendance**

This section includes salary and benefits for a half-time attendance supervisor and a secondary specialist. These positions provide accurate accounting of school attendance and are very important since funding is based on student numbers.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
105	SUPERVISOR/DIRECTOR	54,295	55,364	57,300
188	BONUS PAYMENTS	0	1,088	0
189	OTHER SALARIES AND WAGES	40,390	40,390	43,301
201	SOCIAL SECURITY	5,870	5,611	6,237
204	STATE RETIREMENT	11,657	11,905	11,341
206	LIFE INSURANCE	122	124	124
207	MEDICAL INSURANCE	15,017	14,726	14,726
212	EMPLOYER MEDICARE LIABILITY	1,373	1,313	1,459
499	OTHER SUPPLIES & MATERIALS	7,500	7,500	10,000
	<b>TOTAL ATTENDANCE</b>	<b>136,224</b>	<b>138,021</b>	<b>144,488</b>

## **72120 Health Services**

This section provides salaries and benefits for 9 fulltime nurses (see Appendix pg. 44). It also includes medical supplies for the school clinics. Coordinated School Health funds are also accounted for here.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
105	SUPERVISOR/DIRECTOR-CSH	0	75,294	0
131	MEDICAL PERSONNEL	288,919	304,445	326,013
188	BONUS PAYMENTS	0	9,450	0
189	OTHER SALARIES AND WAGES	0	1,500	0
195	CERT. SUBSTITUTE TEACHERS-CSH	0	1,120	0
201	SOCIAL SECURITY	17,913	22,384	20,213
204	STATE RETIREMENT	49,636	48,848	56,009
206	LIFE INSURANCE	797	821	741
207	MEDICAL INSURANCE	50,714	63,699	50,501
212	EMPLOYER MEDICARE LIABILITY	4,189	5,167	4,727
348	POSTAL CHARGES	0	0	0
355	TRAVEL	0	4,142	0
399	OTHER CONTRACTED SERVICES	125,000	0	125,000
413	DRUGS/MEDICAL SUPPLIES	2,000	2,000	2,000
499	OTHER SUPPLIES & MATERIALS	3,194	19,734	2,194
524	IN SERVICE/STAFF DEVELOPMENT	0	450	0
	<b>TOTAL HEALTH SERVICES</b>	<b>542,362</b>	<b>559,054</b>	<b>587,398</b>

**72130 Other Student Support**

This section includes support services for students including 16 school counselors, 3 school psychologists, 1 learning support specialist and bus attendants. All salaries and benefits for these positions are included as well as funds for evaluation and testing, online registration, the CCS app, TVEC tuition and school resource officers.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
117	CAREER LADDER PROGRAM	3,000	3,000	3,000
123	GUIDANCE PERSONNEL	1,014,626	982,270	1,101,150
124	PSYCHOLOGICAL PERSONNEL	210,573	191,717	285,628
164	ATTENDANTS	162,000	162,000	162,000
188	BONUS PAYMENTS	0	40,401	0
189	OTHER SALARIES & WAGES	68,405	69,121	73,013
201	SOCIAL SECURITY	90,136	90,136	100,737
204	STATE RETIREMENT	118,482	119,865	107,188
206	LIFE INSURANCE	1,168	1,593	1,593
207	MEDICAL INSURANCE	134,563	140,223	140,223
212	EMPLOYER MEDICARE LIABILITY	21,150	21,150	23,559
322	EVALUATION AND TESTING	90,870	90,870	90,870
336	MAINTENANCE & REPAIR	100	100	100
348	POSTAL CHARGES	1,000	1,000	0
399	OTHER CONTRACTED SVCS	428,167	525,399	511,211
499	OTHER SUPPLIES & MATERIALS	8,100	8,900	11,900
	<b>TOTAL OTHER STUDENT SUPPORT</b>	<b>2,352,340</b>	<b>2,447,745</b>	<b>2,612,172</b>

**72210 Regular Instruction Support**

Expenses are for support of instructional services. Salaries and benefits for 5 supervisors, 10 librarians, 1 student information specialist, 1 data base specialist and 3 administrative assistant positions are here. Also included are library books, supplies and materials and staff development. These are allocated line items. Travel reimbursement for supervisors and teachers to attend approved conferences or who must travel between schools is included here. The rates are the same as the approved rates for the State of Tennessee.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
105	SUPERVISOR/DIRECTOR	556,529	482,930	584,416
117	CAREER LADDER PROGRAM	6,000	5,000	5,000
129	LIBRARIANS	676,202	679,442	716,998
132	MATERIALS COORDINATOR	54,698	9,133	0
161	SECRETARIES	161,844	151,065	176,454
188	BONUS PAYMENTS	0	16,683	0
189	OTHER SALARIES & WAGES	91,058	91,058	91,058
201	SOCIAL SECURITY	95,029	95,029	97,583
204	STATE RETIREMENT	161,494	161,494	140,571
206	LIFE INSURANCE	1,476	1,476	1,476
207	MEDICAL INSURANCE	140,790	151,309	151,309
212	EMPLOYER MEDICARE LIABILITY	22,225	22,225	22,822
320	DUES AND MEMBERSHIPS	4,000	4,000	4,000
355	TRAVEL	32,000	32,000	32,000
399	CONTRACTED SERVICE	8,500	8,500	7,000
432	LIBRARY BOOKS/MEDIA	41,000	41,000	41,000
499	OTHER SUPPLIES AND MATERIALS	19,975	19,975	23,475
524	IN-SERVICE/STAFF DEVELOPMENT	75,600	75,600	79,500
790	OTHER EQUIPMENT	3,500	3,500	3,500
	<b>TOTAL REGULAR INSTR. SUPPORT</b>	<b>2,151,920</b>	<b>2,051,419</b>	<b>2,178,162</b>

## **72220 Special Education Support**

This section has the salary and benefits for the supervisor of special populations.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
105	SUPERVISOR/DIRECTOR	106,590	110,256	114,115
188	BONUS PAYMENTS	0	3,763	0
201	SOCIAL SECURITY	6,609	6,793	7,075
204	STATE RETIREMENT	9,263	9,996	7,771
206	LIFE INSURANCE	81	83	83
207	MEDICAL INSURANCE	16,104	16,642	16,642
212	EMPLOYER MEDICARE LIABILITY	1,535	1,589	1,644
308	CONSULTANTS	500	500	500
355	TRAVEL	1,500	1,500	1,500
	<b>TOTAL SPECIAL EDUC. SUPPORT</b>	<b>142,182</b>	<b>151,122</b>	<b>149,330</b>

## **72230 Vocational Education Support**

This section includes the salary and benefits for the supervisor of career and technical education and an administrative assistant.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
105	SUPERVISOR/DIRECTOR	99,180	100,120	103,624
161	SECRETARIES	26,982	31,706	33,630
188	BONUS PAYMENT	0	1,464	0
201	SOCIAL SECURITY	7,822	7,637	8,510
204	STATE RETIREMENT	13,254	14,335	12,834
206	LIFE INSURANCE	149	165	165
207	MEDICAL INSURANCE	13,606	18,526	18,526
212	EMPLOYER MEDICARE LIABILITY	1,829	1,787	1,990
355	TRAVEL	2,500	2,500	2,500
	<b>TOTAL VOCATIONAL EDUC. SUPPORT</b>	<b>165,322</b>	<b>178,240</b>	<b>181,779</b>

## **72250 Technology Support**

This section includes the salary and benefits for the director of innovation and 5 technology support positions. An additional technology support position is funded by ESSER 3.0. Other items include internet connectivity, software, and hardware.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
105	SUPERVISOR/DIRECTOR	103,170	105,780	109,480
188	BONUS PAYMENTS	0	5,018	0
189	OTHER SALARIES & WAGES	226,548	242,108	254,485
201	SOCIAL SECURITY	20,443	20,414	22,566
204	STATE RETIREMENT	47,886	45,770	51,176
206	LIFE INSURANCE	477	494	494
207	MEDICAL INSURANCE	51,160	59,080	59,080
212	EMPLOYER MEDICARE LIABILITY	4,781	4,775	5,278
350	INTERNET CONNECTIVITY	25,406	36,879	36,879
355	TRAVEL	4,000	2,500	2,500
399	CONTRACTED SERVICES	123,149	50,189	67,992
470	CABLING	3,563	20,000	20,000
471	SOFTWARE	127,282	135,000	135,000
499	OTHER SUPPLIES AND MATERIALS	2,000	6,200	21,200
599	OTHER CHARGES	5,000	6,090	6,090
790	OTHER EQUIPMENT	11,761	27,500	27,500
	<b>TOTAL TECHNOLOGY</b>	<b>756,626</b>	<b>767,797</b>	<b>819,720</b>

**72310 Board of Education**

Compensation and payroll taxes for 7 board of education members are in this section. Also included are accidental life insurance for employees on school sponsored trips, audit fees for the school activity funds, dues to organizations such as TSBA, fees for the school board attorney, liability insurance expense and workman’s compensation, surety bond coverage for administrators and accounting personnel as required by law, commission for the Bradley County trustee and board travel expenses.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
191	BOARD FEES	52,800	52,800	52,800
201	SOCIAL SECURITY	3,274	3,274	3,274
212	EMPLOYER MEDICARE	766	766	766
299	OTHER FRINGE BENEFITS	757	855	855
305	AUDIT SERVICES	14,500	15,000	15,000
320	DUES AND MEMBERSHIPS	7,158	7,158	7,158
331	LEGAL SERVICES	20,000	30,000	20,000
506	LIABILITY INSURANCE	67,647	70,486	70,486
508	PREMIUMS ON SURETY BONDS	43,231	44,917	44,917
510	TRUSTEE'S COMMISSION	152,150	152,150	152,150
513	WORKER'S COMP INSURANCE	155,502	176,409	176,409
533	CRIMINAL INVESTIGATION APPLICANT	9,590	9,590	9,590
534	REFUND APPLICANT INVESTIGATION	2,000	500	500
599	OTHER CHARGES	32,000	71,650	50,000
	<b>TOTAL BOARD OF EDUCATION</b>	<b>561,375</b>	<b>635,555</b>	<b>603,905</b>

**72320 Office of the Superintendent**

This section includes salary and benefits for the Director of Schools, Chief of Staff, Public Relations Specialist and 1.5 administrative assistants. Also included are system-wide telephone expense, dues and memberships in professional organizations for the director, postage, out of city travel, copier contracts, office supplies and other miscellaneous expenses for the Administrative Office Building.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
101	ADMINISTRATIVE OFFICER	171,811	178,686	181,547
103	ASSISTANT	119,934	119,990	127,335
117	CAREER LADDER PROGRAM	2,000	2,000	2,000
161	SECRETARIES	78,026	67,438	72,888
188	BONUS PAYMENTS	0	3,574	0
189	OTHER SALARIES & WAGES	64,600	68,600	95,046
201	SOCIAL SECURITY	26,868	23,806	29,687
204	STATE RETIREMENT	44,545	35,467	40,166
206	LIFE INSURANCE	396	371	371
207	MEDICAL INSURANCE	40,755	47,610	47,610
212	EMPLOYER MEDICARE LIABILITY	6,284	6,142	6,943
307	COMMUNICATION	115,000	105,000	105,000
320	DUES AND MEMBERSHIPS	10,705	10,705	10,705
348	POSTAL CHARGES	6,500	6,500	6,500
355	TRAVEL	13,000	13,000	13,000
399	OTHER CONTRACTED SVCS	33,191	60,381	33,191
435	OFFICE SUPPLIES	16,500	13,810	16,500
599	OTHER CHARGES	19,400	24,033	19,400
701	ADMINISTRATIVE EQUIPMENT	5,000	5,000	5,000
	<b>TOTAL OFFICE OF SUPERINTENDENT</b>	<b>774,515</b>	<b>792,113</b>	<b>812,889</b>

**72410 Office of the Principal**

This section includes salary and benefits for 9 principals, 13 assistant principals and 17 administrative assistants. Dues for professional organizations, school postage expense, travel reimbursement, copier contracts, school office supplies and equipment are also included. (See Appendix C-1)

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
104	PRINCIPALS	959,501	976,569	1,159,188
117	CAREER LADDER PROGRAM	5,000	4,000	4,000
139	ASSISTANT PRINCIPALS	1,021,657	1,122,087	975,870
161	SECRETARIES	518,941	527,847	553,315
188	BONUS PAYMENTS	0	28,641	0
201	SOCIAL SECURITY	154,075	155,501	166,927
204	STATE RETIREMENT	261,751	277,129	240,729
206	LIFE INSURANCE	2,753	3,293	3,293
207	MEDICAL INSURANCE	324,006	337,708	337,108
212	EMPLOYER MEDICARE LIABILITY	36,034	36,368	39,039
320	DUES & MEMBERSHIPS	900	900	1,000
336	MAINTENANCE & REPAIR	5,025	5,025	5,025
348	POSTAL CHARGES	5,650	5,650	4,600
355	TRAVEL	5,100	5,100	5,100
399	OTHER CONTRACTED SERVICES	5,035	5,035	6,375
435	OFFICE SUPPLIES	8,565	8,565	19,902
701	ADMINISTRATIVE EQUIPMENT	19,775	19,775	15,100
	<b>TOTAL OFFICE OF THE PRINCIPAL</b>	<b>3,333,768</b>	<b>3,519,193</b>	<b>3,536,571</b>

## **72510 Fiscal Services**

These expenses are for fiscal operations including all payroll and benefits administration, system-wide purchasing, accounts payable and budgeting. Salaries and benefits for 4 positions are included as well as contracts for Local Government Corporation software for accounting and payroll, Aesop software for substitutes, and Frontline and My Smart Hire for Human Resources.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
119	BOOKKEEPERS	266,831	283,752	306,132
188	BONUS PAYMENTS	0	2,844	0
201	SOCIAL SECURITY	14,853	16,260	18,980
204	STATE RETIREMENT	45,842	48,899	52,593
206	LIFE INSURANCE	325	337	332
207	MEDICAL INSURANCE	43,210	35,982	35,982
212	EMPLOYER MEDICARE LIABILITY	3,869	3,803	4,439
317	DATA PROCESSING SERVICES	51,355	51,355	51,355
355	TRAVEL	1,000	1,000	1,000
	<b>TOTAL FISCAL SERVICES</b>	<b>427,285</b>	<b>444,232</b>	<b>470,813</b>

## **72610 Operation of Plant**

Expenses in this section are for keeping all buildings operational daily. It includes salary and benefits for 1 energy management specialist. Also included are janitorial services for all buildings, landscaping and mowing contracts, utilities, and building and contents insurance.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
188	BONUS PAYMENTS	0	377	0
189	OTHER SALARIES & WAGES	44,103	44,103	45,647
201	SOCIAL SECURITY	2,734	2,704	2,830
204	STATE RETIREMENT	3,833	3,866	3,109
206	LIFE INSURANCE	40	42	42
207	MEDICAL INSURANCE	7,176	7,612	7,612
212	EMPLOYER MEDICARE LIABILITY	639	633	662
328	JANITORIAL SERVICES	1,571,377	1,589,508	1,571,377
399	OTHER CONTRACTED SVCS	136,547	136,547	136,547
415	ELECTRICITY	1,116,428	1,250,000	1,250,000
434	NATURAL GAS	115,395	115,395	115,395
454	WATER AND SEWER	229,785	229,785	229,785
501	BOILER INSURANCE	7,384	7,911	7,911
502	BUILDING & CONTENTS INSURANCE	259,385	269,509	269,509
	<b>TOTAL OPERATION OF PLANT</b>	<b>3,494,826</b>	<b>3,657,992</b>	<b>3,640,426</b>

**72620 Maintenance of Plant**

This section includes expenses to keep all buildings in good working order and repair. It includes salaries and benefits for the director of operations, 12 maintenance personnel, an administrative assistant (see Appendix pg. 46-47) and funds for building maintenance materials and supplies.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
105	SUPERVISOR	96,061	102,374	108,687
167	MAINTENANCE PERSONNEL	547,713	590,404	644,502
188	BONUS PAYMENTS	0	9,951	0
189	OTHER SALARIES AND WAGES	35,000	35,000	35,000
201	SOCIAL SECURITY	41,782	41,782	48,868
204	STATE RETIREMENT	110,600	121,445	129,398
206	LIFE INSURANCE	1,038	1,071	1,071
207	MEDICAL INSURANCE	109,457	120,760	120,760
212	EMPLOYER MEDICARE LIABILITY	9,842	9,688	11,429
335	MAINTENANCE/REPAIR-BUILDINGS	90,140	90,140	90,140
336	MAINTENANCE/REPAIR-EQUIPMENT	2,000	2,000	2,000
399	OTHER CONTR SVCS	101,000	101,000	116,000
418	EQUIPMENT/MACHINERY PARTS	5,200	5,200	5,200
499	OTHER SUPPLIES AND MATERIALS	190,000	190,000	190,000
599	OTHER CHARGES	5,000	5,000	5,000
701	ADMINISTRATION EQUIPMENT	0	38,136	38,136
717	MAINTENANCE EQUIPMENT	2,500	2,500	2,500
	<b>TOTAL MAINTENANCE OF PLANT</b>	<b>1,347,333</b>	<b>1,466,451</b>	<b>1,548,691</b>

**72710 Transportation**

This section includes all expenses for transporting Cleveland City Schools' students. It includes salary and benefits for 1 routing and transportation assistant, 2 mechanics and 33 part-time bus drivers. Also included are fuel expenses, vehicle parts and insurance.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
105	SUPERVISOR	0	0	0
142	MECHANICS	98,624	109,485	102,282
146	BUS DRIVERS	633,704	478,121	655,884
188	BONUS PAYMENTS	0	17,002	0
189	OTHER SALARIES AND WAGES	45,646	47,085	47,243
201	SOCIAL SECURITY	48,234	40,129	49,935
204	STATE RETIREMENT	24,786	32,525	25,688
206	LIFE INSURANCE	253	247	247
207	MEDICAL INSURANCE	26,125	28,593	28,593
212	EMPLOYER MEDICARE LIABILITY	11,281	8,927	11,678
313	CONTRACTS WITH PARENTS	1,000	1,000	1,000
340	MEDICAL/DENTAL SERVICES	3,500	3,500	3,500
355	TRAVEL	1,100	1,100	1,100
399	OTHER CONTRACTED SERVICES	22,500	22,500	22,500
412	DIESEL FUEL	189,088	189,088	189,088
425	GASOLINE	20,000	20,000	20,000
433	LUBRICANTS	2,000	2,000	2,000
450	TIRE AND TUBES	17,290	17,290	17,290
453	VEHICLE PARTS	79,440	79,440	79,440
499	OTHER SUPPLIES AND MATERIALS	2,000	2,000	2,000
511	VEHICLE/EQUIPMENT INSURANCE	65,340	67,377	67,377
599	OTHER CHARGES	15,550	15,550	15,550
	<b>TOTAL TRANSPORTATION</b>	<b>1,307,461</b>	<b>1,182,959</b>	<b>1,342,395</b>

### **73100 Food Service**

This series in the general fund budget includes the salary and benefits for the supervisor of child nutrition. All other food service expenses are in a separate fund, 143. (See pages 27-30)

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
188	BONUS PAYMENTS	0	37,671	0
189	OTHER WAGES AND SALARIES	70,337	79,287	88,644
201	SOCIAL SECURITY	4,361	7,124	5,496
204	STATE RETIREMENT	12,084	17,774	15,229
206	LIFE INSURANCE	81	83	83
207	MEDICAL INSURANCE	5,978	6,718	6,718
212	EMPLOYER MEDICARE LIABILITY	1,020	1,666	1,285
422	FOOD SUPPLIES	0	6,000	0
	<b>TOTAL FOOD SERVICE</b>	<b>93,861</b>	<b>156,323</b>	<b>117,455</b>

**73300 Community Services**

This section accounts for the annual payment to the Bradley-Cleveland Public Education Foundation per agreement.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
399	OTHER CONTRACTED SERVICES	45,000	45,000	50,000
	<b>TOTAL COMMUNITY SERVICES</b>	<b>45,000</b>	<b>45,000</b>	<b>50,000</b>

**73400 Early Childhood Education**

This expense is for the pre-K program for Cleveland City Schools that is contracted with Family Resources Agency.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
310	CONTRACTS-OTHER PUBLIC AGENCY	924,887	924,727	924,727
	<b>TOTAL EARLY CHILDHOOD EDUC.</b>	<b>924,887</b>	<b>924,727</b>	<b>924,727</b>
	<b>TOTAL EDUCATION</b>	<b>54,438,793</b>	<b>55,696,857</b>	<b>58,927,301</b>

### **76100 Regular Capital Outlay**

This section includes expenditures for major building renovations.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
304	ARCHITECTS	0	16,730	0
707	BUILDING IMPROVEMENTS	0	780,536	0
799	OTHER CAPITAL OUTLAY	0	18,000	0
	<b>TOTAL REGULAR CAPITAL OUTLAY</b>	<b>0</b>	<b>815,266</b>	<b>0</b>

### **80000 Debt Service**

These line items are principal and interest payments on bonds or notes for capital projects such as school renovations, athletic facilities and HVAC or roof replacement.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
<b>82130</b>	<b>PRINCIPAL ON BONDS</b>			
601	PRINCIPAL ON BONDS	461,408	461,408	479,340
<b>82230</b>	<b>INTEREST ON DEBT</b>			
603	INTEREST ON BONDS	193,754	193,754	174,046
<b>82330</b>	<b>OTHER DEBT SERVICE</b>			
699	DEBT SERVICE	194,700	194,700	194,700
	<b>TOTAL DEBT SERVICE</b>	<b>849,862</b>	<b>849,862</b>	<b>848,086</b>
	<b>TOTAL EXPENDITURES</b>	<b>55,288,655</b>	<b>57,361,985</b>	<b>59,775,387</b>



## **School Nutrition**

**Fund 143**

**Expenditures**

**2023-2024**

**Fund 143 – Food Service**

This section includes revenues and expenditures for the operation of the School Nutrition Program.

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
43521	STUDENT LUNCHES	0	0	0
43522	ADULT LUNCHES	23,000	19,269	28,000
43523	BREAKFAST	0	3,630	0
43525	ALA CARTE	60,000	51,987	70,000
44110	INTEREST EARNED	400	4,711	1,000
47112	USDA COMMODITIES	236,262	236,232	263,508
47113	USDA BREAKFAST	1,070,830	652,127	1,080,500
47111	USDA LUNCH	2,013,450	2,109,760	2,225,500
47114	USDA - OTHER (FRESH FRUIT/VEG GRANT & SUPPER PROGRAM)	160,391	116,045	162,350
	<b>TOTAL REVENUES</b>	<b>3,564,333</b>	<b>3,193,761</b>	<b>3,830,858</b>
39000	UNDESIGNATED FUND BALANCE	236,000	235,768	237,000
	<b>TOTAL AVAILABLE FUNDS</b>	<b>3,800,333</b>	<b>3,429,529</b>	<b>4,067,858</b>

**Fund 143 – Food Service continued**

OBJECT CODE		2022-2023 ORIGINAL	2022-2023 AMENDED	2023-2024 PROPOSED
162	CLERICAL PERSONNEL	78,000	77,035	86,500
165	CAFETERIA PERSONNEL	1,204,375	892,325	1,204,500
196	IN-SERVICE TRAINING	2,000	800	1,500
201	SOCIAL SECURITY	75,850	60,647	75,850
204	STATE RETIREMENT	169,638	116,984	169,650
206	LIFE INSURANCE	3,900	2,778	3,900
207	MEDICAL INSURANCE	272,000	173,621	272,000
210	UNEMPLOYMENT COMPENSATION	300	0	0
212	EMPLOYER MEDICARE LIABILITY	18,707	14,184	18,700
299	OTHER FRINGE BENEFITS	44,000	33,387	42,000
307	COMMUNICATION	1,300	500	1,300
320	DUES AND MEMBERSHIPS	1,200	1,216	1,800
336	MAINTENANCE & REPAIR	40,000	51,025	50,000
354	TRANSPORTATION-NON STUDENT	3,000	2,316	3,000
355	TRAVEL	2,500	3,303	2,800
399	OTHER CONTRACTED SVCS	1,002,175	915,661	1,002,175
422	FOOD SUPPLIES	725,900	765,483	785,500
435	OFFICE SUPPLIES	1,500	1,382	1,500
451	UNIFORMS	850	120	800
452	UTILITIES	0	0	0
524	STAFF DEVELOPMENT	1,200	572	1,200
469	USDA COMMODITIES	74,438	249,033	263,508
499	OTHER SUPPLIES/MATERIALS	65,000	66,866	70,000
533	CRIMINAL INVESTIGATION APPLICANT	500	291	500
710	FOOD SERVICE EQUIPMENT	12,000	0	9,175
	<b>TOTAL FOOD SERVICE</b>	<b>3,800,333</b>	<b>3,429,529</b>	<b>4,067,858</b>

## **APPENDIX**

## **BENEFITS SUMMARY**

Each section of the budget includes appropriate line items for benefit categories. A detailed explanation of each benefit category is included here rather than repeating the same information in each section.

### **Social Security (Object 201)**

These line items include all costs of **FICA** employer share for personnel. The matching cost is 6.20% of applicable wage.

### **State Retirement (Object 204)**

These line items include the employer costs for contributions to the Tennessee Consolidated Retirement System (TCRS). Employer rate for licensed employees is 6.81% of applicable wages. Effective July 1, 2014, licensed new hires are under the hybrid plan with employer cost at 9% of applicable wages. The contribution for support staff is 17.18%.

### **Life Insurance (Object 206)**

These line items include costs for a \$25,000 group term life insurance program, including accidental death and dismemberment coverage and disability for all full-time employees.

### **Medical Insurance (Object 207)**

These line items include the school system's contribution for group health insurance coverage through the State of Tennessee Insurance Administration. Employees have the option of choosing coverage between four plans: Premier PPO, Standard PPO, Limited PPO, CDHP/HAS and two carriers, either Blue Cross Blue Shield or Cigna.

### **Medicare (Object 212)**

These line items include the employer costs for the Medicare contribution. The matching costs are based upon 1.45% of applicable wages.

### **Other Fringes (Object 299)**

These line items include insurance benefits for retirees.

Two additional benefits are budgeted on a system-wide basis. These are Unemployment Compensation (see 71100-210) and Workman's Compensation (72310-513).

**CLEVELAND CITY SCHOOLS TEACHING PROFESSIONAL SALARY SCHEDULE 2023-2024**

**(200 DAYS)**

<b>Step</b>	<b>BS</b>	<b>BS+16</b>	<b>MA</b>	<b>MA+16</b>	<b>MA+30</b>	<b>ED S</b>	<b>DR</b>
<b>0</b>	\$ 50,000	\$ 50,000	\$ 55,000	\$ 55,000	\$ 59,000	\$ 61,500	\$ 64,000
<b>1</b>	\$ 51,000	\$ 51,000	\$ 56,000	\$ 56,000	\$ 60,000	\$ 62,500	\$ 65,000
<b>2</b>	\$ 51,255	\$ 51,255	\$ 56,255	\$ 56,255	\$ 60,255	\$ 62,755	\$ 65,255
<b>3</b>	\$ 51,511	\$ 51,511	\$ 56,511	\$ 56,511	\$ 60,511	\$ 63,011	\$ 65,511
<b>4</b>	\$ 52,026	\$ 52,026	\$ 57,026	\$ 57,026	\$ 61,026	\$ 63,526	\$ 66,026
<b>5</b>	\$ 52,287	\$ 52,287	\$ 57,287	\$ 57,287	\$ 61,287	\$ 63,787	\$ 66,287
<b>6</b>	\$ 52,809	\$ 52,809	\$ 57,809	\$ 57,809	\$ 61,809	\$ 64,309	\$ 66,809
<b>7</b>	\$ 53,073	\$ 53,073	\$ 58,073	\$ 58,073	\$ 62,073	\$ 64,573	\$ 67,073
<b>8</b>	\$ 53,604	\$ 53,604	\$ 58,604	\$ 58,604	\$ 62,604	\$ 65,104	\$ 67,604
<b>9</b>	\$ 54,140	\$ 54,140	\$ 59,140	\$ 59,140	\$ 63,140	\$ 65,640	\$ 68,140
<b>10</b>	\$ 55,223	\$ 55,223	\$ 60,223	\$ 60,223	\$ 64,223	\$ 66,723	\$ 69,223
<b>11</b>	\$ 55,775	\$ 55,775	\$ 60,775	\$ 60,775	\$ 64,775	\$ 67,275	\$ 69,775
<b>12</b>	\$ 56,891	\$ 56,891	\$ 61,891	\$ 61,891	\$ 65,891	\$ 68,391	\$ 70,891
<b>13</b>	\$ 58,029	\$ 58,029	\$ 63,029	\$ 63,029	\$ 67,029	\$ 69,529	\$ 72,029
<b>14</b>	\$ 58,609	\$ 58,609	\$ 63,609	\$ 63,609	\$ 67,609	\$ 70,109	\$ 72,609
<b>15</b>	\$ 59,781	\$ 59,781	\$ 64,781	\$ 64,781	\$ 68,781	\$ 71,281	\$ 73,781
<b>16</b>	\$ 60,678	\$ 60,678	\$ 65,678	\$ 65,678	\$ 69,678	\$ 72,178	\$ 74,678
<b>17</b>	\$ 61,588	\$ 61,588	\$ 66,588	\$ 66,588	\$ 70,588	\$ 73,088	\$ 75,588
<b>18</b>	\$ 62,820	\$ 62,820	\$ 67,820	\$ 67,820	\$ 71,820	\$ 74,320	\$ 76,820
<b>19</b>	\$ 64,076	\$ 64,076	\$ 69,076	\$ 69,076	\$ 73,076	\$ 75,576	\$ 78,076
<b>20</b>	\$ 65,037	\$ 65,037	\$ 70,037	\$ 70,037	\$ 74,037	\$ 76,537	\$ 79,037
<b>21</b>	\$ 66,013	\$ 66,013	\$ 71,013	\$ 71,013	\$ 75,013	\$ 77,513	\$ 80,013
<b>22</b>	\$ 67,003	\$ 67,003	\$ 72,003	\$ 72,003	\$ 76,003	\$ 78,503	\$ 81,003
<b>23</b>	\$ 67,338	\$ 67,338	\$ 72,338	\$ 72,338	\$ 76,338	\$ 78,838	\$ 81,338
<b>24</b>	\$ 67,675	\$ 67,675	\$ 72,675	\$ 72,675	\$ 76,675	\$ 79,175	\$ 81,675
<b>25</b>	\$ 68,013	\$ 68,013	\$ 73,013	\$ 73,013	\$ 77,013	\$ 79,513	\$ 82,013

**CLEVELAND CITY SCHOOLS TEACHER ASSISTANT SALARY SCHEDULE 2023-2024**

**(181 DAYS)**

<u>STEP</u>	<u>ANNUAL</u>	<u>DAILY</u>	<u>HOURLY</u>
1	20,363	112.50	15.00
2	20,872	115.31	15.38
3	21,393	118.19	15.76
4	22,035	121.74	16.23
5	22,696	125.39	16.72
6	23,377	129.15	17.22
7	23,845	131.74	17.57
8	24,322	134.38	17.92
9	24,808	137.06	18.27
10	25,304	139.80	18.64
11	26,316	145.39	19.39
12	26,316	145.39	19.39
13	26,316	145.39	19.39
14	26,316	145.39	19.39
15	27,369	151.21	20.16
16	27,369	151.21	20.16
17	27,369	151.21	20.16
18	27,369	151.21	20.16
19	27,369	151.21	20.16
20	28,464	157.26	20.97
21	28,464	157.26	20.97
22	28,464	157.26	20.97
23	28,464	157.26	20.97
24	28,464	157.26	20.97
25+	29,600	163.54	21.80

- Teacher Assistants starting after the first day of school receive a prorated amount based on the # of days worked for the school year.

**CLEVELAND CITY SCHOOLS ADMINISTRATIVE ASSISTANTS – SCHOOLS SALARY SCHEDULE  
2023-2024  
(210 DAYS)**

<u>STEP</u>	<u>ANNUAL</u>
1	24,452
2	25,433
3	26,196
4	26,982
5	27,792
6	28,348
7	28,915
8	29,492
9	30,082
10	31,586
11	32,000
12	32,407
13	32,816
14	33,630
15	33,630
16	33,630
17	33,630
18	33,630
19	34,446
20	34,446
21	34,446
22	34,446
23	34,446
24	35,863
25+	36,580

**CLEVELAND CITY SCHOLS SCHOOL NURSE SALARY SCHEDULE 2023-2024**

**(181 DAYS)**

<u>STEP</u>	<u>ANNUAL</u>
0	33,938
1	34,616
2	35,309
3	35,485
4	35,663
5	36,019
6	36,199
7	36,561
8	36,744
9	37,112
10	37,483
11	38,232
12	38,615
13	39,387
14	40,175
15	40,576
16	41,388
17	42,009
18	42,639
19	43,492
20	44,361
21	45,027
22	45,702
23	46,388
24	46,620
25	46,853

**CLEVELAND CITY SCHOOLS ADMINISTRATIVE ASSISTANTS – STUDENT INFORMATION  
COORDINATOR 2023-2024**

**(210 DAYS)**

<u>STEP</u>		<u>ANNUAL</u>
0		16,869
1		18,127
2		19,032
3		20,364
4		21,559
5		22,833
6		24,106
7		25,380
8		26,652
9		28,608
10		29,322
11		30,055
12		30,804
13		31,574
14		32,363
15		33,171
16		33,697
17		34,178
18		34,659
19		35,140
20		35,622
21		35,622
22		35,622
23		35,622
24		35,622
25		36,413

**CLEVELAND CITY SCHOOLS AOB ADMINISTRATIVE ASSISTANTS SALARY SCHEDULE 2023-2024**

**(12 MONTHS)**

<b><u>STEP</u></b>		<b><u>ANNUAL</u></b>
1		30,295
2		30,901
3		33,662
4		35,346
5		37,030
6		37,988
7		39,638
8		40,281
9		40,899
10		41,515
11		42,131
12		42,746
13		43,328
14		43,917
15		44,302
16		44,577
17		44,851
18		45,121
19		45,392
20		45,665
21		45,941
22		46,400
23		47,327
24		48,228
25		49,481

**CLEVELAND CITY SCHOOLS OPERATIONS SALARY SCHEDULE 2023-2024**

**GENERAL, SKILLED, AND LEAD COMBINED**

**(12 MONTHS)**

<b><u>STEP</u></b>		<b><u>ANNUAL</u></b>
1		30,556
2		32,798
3		35,048
4		37,300
5		39,550
6		41,804
7		43,301
8		43,683
9		43,683
10		44,368
11		46,200
12		46,200
13		46,200
14		46,200
15		46,200
16		46,564
17		46,564
18		46,564
19		46,564
20		47,243
21		47,243
22		47,243
23		47,243
24		47,243
25		47,898

**CLEVELAND CITY SCHOOLS TECHNOLOGY SUPPORT SALARY SCHEDULE 2023-2024**

**(12 MONTHS)**

<b><u>STEP</u></b>		<b><u>ANNUAL</u></b>
1		30,556
2		32,798
3		35,048
4		37,300
5		39,550
6		41,804
7		43,301
8		43,683
9		43,683
10		44,368
11		46,200
12		46,200
13		46,200
14		46,200
15		46,200
16		46,564
17		46,564
18		46,564
19		46,564
20		47,243
21		47,243
22		47,243
23		47,243
24		47,243
25		47,898

School	Arnold	Blythe/Bower	Candy's Creek	Mayfield	Ross	Stuart	Yates	CMS	CHS	Total
<b>Grades</b>	K-5	K-5	K-5	K-5	3-5	K-5	K-2	6-8	9-12	
<b>Enrollment</b>	267	591	457	401	271	238	265	1266	1814	5570
<b>Certified Teachers</b>	25	50	38	33	28	32	24	98	115	
<b>71100 Regular Instruction</b>										
336 Maint & Repair - Equip	2,000	4,000						5,000		11,000
399 Other Contracted Services		12,400	17,000	12,000	8,450	7,500	8,450	25,000	65,000	155,800
429 Instr Supplies & Materials	13,000	22,600	12,500	7,000	10,000	7,000	12,000	40,535	59,000	183,635
499 Other Supplies & Materials				6,450	3,000	3,000		2,000	1,000	15,450
599 Other Charges			1,000	1,000	3,000		2,000	21,150	44,508	72,658
722 Reg Instruction Equip	4,500	6,000		10,000		2,000	1,000	9,395	35,000	67,895
<b>71200 Special Education Prog</b>										
336 Maint & Repair - Equip								200		200
429 Instr Supplies & Materials	1,000	2,600	1,500	1,000	1,500	1,600	1,250	4,000	3,000	17,450
499 Other Supplies & Materials	500	650		500			500	1,000	1,000	4,150
725 SPED Equipment	250	650	1,500	250	250	550				3,450
<b>71300 Vocational Education</b>										
336 Maint & Repair - Equip								3,000		3,000
429 Instr Supplies & Materials								4,075		4,075
499 Other Supplies & Materials								300		300
730 Vocational Instr Equip										
<b>72120 Health Services</b>										
499 Other Supplies & Materials										
<b>72130 Other Student Support</b>										
336 Maint & Repair - Equip								100		100
348 Postal Charges										0
499 Other Supplies & Materials	600	4,000	1,000	500	500	800	1,000	1,500	2,000	11,900
<b>72210 Support-Regular Instr</b>										
399 Other Contracted Services										
432 Library Books	4,000	6,000	11,500	5,000	3,000	3,000	3,000	1,500	4,000	41,000
499 Other Supplies & Materials	425	1,500	1,000	1,000	1,300	500	750	6,000	1,000	13,475
524 In Svc/Staff Development	2,000							2,500		4,500
790 Other Equipment								1,500		1,500
<b>72410 Office of the Principal</b>										
320 Dues & Memberships				900		100				1,000
336 Maint & Repair - Equip								5,025		5,025
348 Postal Charges	500	600		500	500	500	250	1,750		4,600
399 Other Contracted Services	500	1,000			200			3,675	1,000	6,375
435 Office Supplies	1,925	2,000	3,000	100	1,000	500	500	4,845	6,032	19,902
701 Administration Equipment	500	5,100	3,300	500		3,150	400	2,150		15,100
<b>Totals</b>	<b>31,700</b>	<b>69,100</b>	<b>53,300</b>	<b>46,700</b>	<b>32,700</b>	<b>30,200</b>	<b>31,100</b>	<b>146,200</b>	<b>222,540</b>	<b>663,540</b>

## 2023-2024 SCHOOL ALLOCATIONS

	Instructional	Curriculum	Vocational	Special Ed	Staff Dev	Denning Ctr	Student Mgmt	Band	Total
<b>71100 Regular Instruction</b>									
336 Maint & Repair - Equip								4,000	4,000
399 Other Contracted Services	88,600	2,500						1,500	92,600
429 Instr Supplies & Materials	11,100							2,840	13,940
430 Textbooks-Electronic		73,964							73,964
449 Textbooks-Bound		157,650							157,650
499 Other Supplies & Materials	15,300								15,300
722 Reg Instruction Equip								10,000	10,000
<b>72110 Attendance</b>									
499 Other Supplies & Materials							10,000		10,000
<b>71200 Special Education Prog</b>									
336 Maint & Repair - Equip				1,000					1,000
429 Instr Supplies & Materials				8,000					8,000
499 Other Supplies & Materials				3,500					3,500
725 SPED Equipment				2,000					2,000
<b>71300 Vocational Education</b>									
336 Maint & Repair - Equip			7,500						7,500
356 Tuition			375						375
399 Other Contracted Services			4,500						4,500
429 Instr Supplies & Materials			38,958						38,958
499 Other Supplies & Materials			2,000						2,000
730 Vocational Instr Equip			66,667						66,667
<b>72210 Support-Regular Instr</b>									
399 Other Contracted Services						7,000			7,000
499 Other Supplies & Materials						10,000			10,000
524 In Swc/Staff Development					75,000				75,000
790 Other Equipment						2,000			2,000
<b>72230 Vocational Program</b>									
355 Travel			2,500						2,500
<b>Totals</b>	<b>115,000</b>	<b>234,114</b>	<b>122,500</b>	<b>14,500</b>	<b>75,000</b>	<b>19,000</b>	<b>10,000</b>	<b>18,340</b>	<b>608,454</b>

## 2023-2024 DEPARTMENTAL ALLOCATIONS

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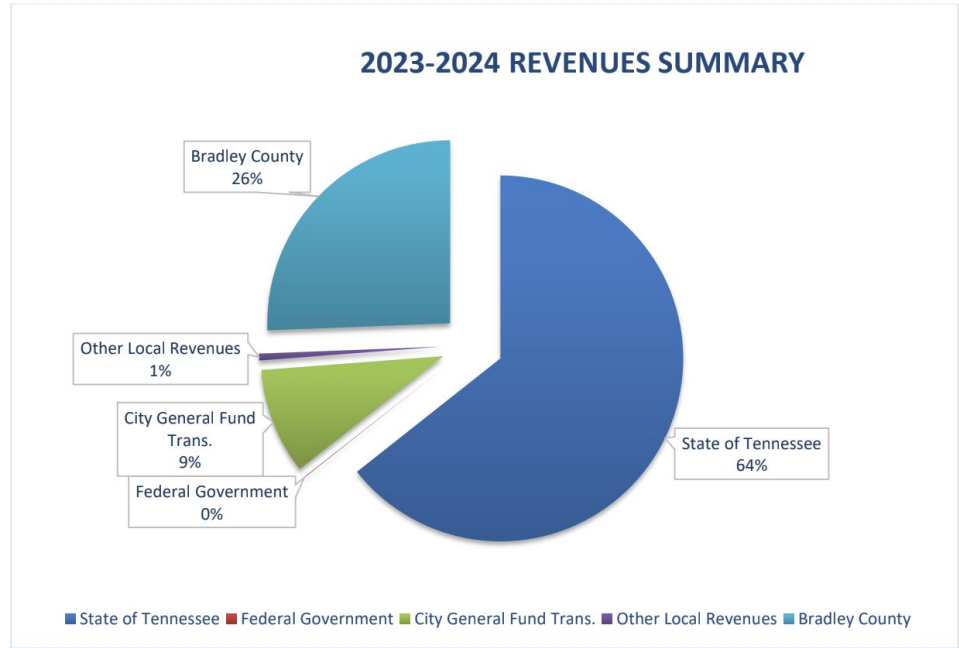
# Cleveland City Schools

2023-2024 Proposed Budget



# How is CCS Funded?

1. Local taxes
2. State Funds
3. City General Fund Transfer
4. Federal Funds



# How is the Budget Created?

1. Review of current data, our priorities and our strategic plan
2. Budget meetings are held with:
  - a. Department staff and leadership
  - b. Principals
  - c. Certified and Non-Certified Staff
  - d. Family Advisory Council
3. The proposed budget is discussed, reviewed and approved by the Board of Education
4. The City Council approves the board approved budget. The City Council has no line item veto authority.

# Fund Accounts

We operate out of four separate budgets - similar to four different bank accounts:

1. General Purpose: The primary operating fund used to account for daily operating costs (unless otherwise stated)
2. Federal Programs: Allocations for what is generally noted as Title funds or ARP and ESSER
3. Food Service: Federal and State funds that cover all food service operations including employee salaries
4. Sales Tax Capital Projects Budget: Local one half cent sales tax referendum revenues solely for capital expenditures

# Tennessee Investment in Student Achievement (TISA)

TISA updates the way Tennessee invests in public education by moving to a student-based funding formula, which includes:

- A base funding amount for every public-school student.

- Additional weighted funding to address individual student needs like those students who may be low-income, have a disability, be gifted, have characteristics of dyslexia, or live in a sparse community.

- Additional direct funding intended to support students in key priority areas like early literacy, CTE programming, and high-dosage tutoring.

- Outcome incentives based on student achievement to empower schools to help all students reach their full potential.

Comptroller's Office Report - [BEP to TISA](#)

# General Fund

**Projected Fiscal Year 2024 Increase over Fiscal Year 2023 Amended Revenues = \$3,913,887**

\$4,600,000 - estimated increase TISA State Funds

\$123,237 - Local Sales Tax increase

\$74,270 - Property Tax increase

\$8,500 - Mixed Drink Tax increase

\$18,000 - Miscellaneous Revenue

(\$4,800) - TBI Criminal Background

(\$5,484) - Contributions and Gifts

(\$878) - Operating Transfers

# Food Service Funding

Projected Revenues     \$3,830,858

Projected Expenditures \$4,067,858

Use of Fund Balance     \$237,000

Current Fund Balance   \$1,983,837

# Federal Funding

2022-2023 Allocation (Board approval typically occurs at the summer board meeting.)

Consolidated Federal Application = \$4,234,880.90 Total

Title I = \$1,783,215.74

Title I-A Neglected = \$53,755.24

Title I-D = \$30,343.53

Title II = \$501,076.10

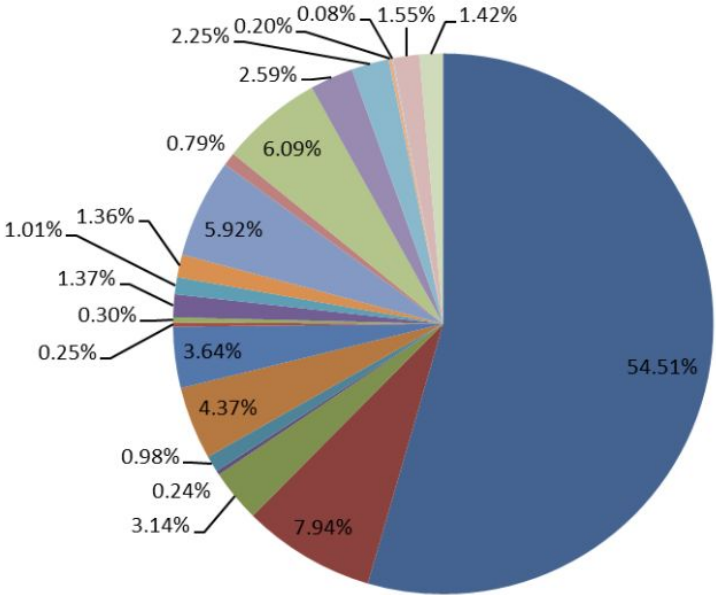
Title III = \$117,554.98

Title IV = \$158,455.11

IDEA Part B = \$1,485,077.53

IDEA Preschool = \$97,244.20

# 2023-2024 EXPENDITURES SUMMARY



- Regular Instruction
- Health Services
- Vocational Education Supp.
- Office of Principal
- Transportation
- Debt Service
- Special Education
- Other Student Support
- Technology Support
- Fiscal Services
- Food Service
- Vocational Education
- Regular Instruction Support
- Board of Education
- Operation of Plant
- Attendance
- Special Education Support
- Office of Superintendent
- Maintenance of Plant
- Early Childhood Education

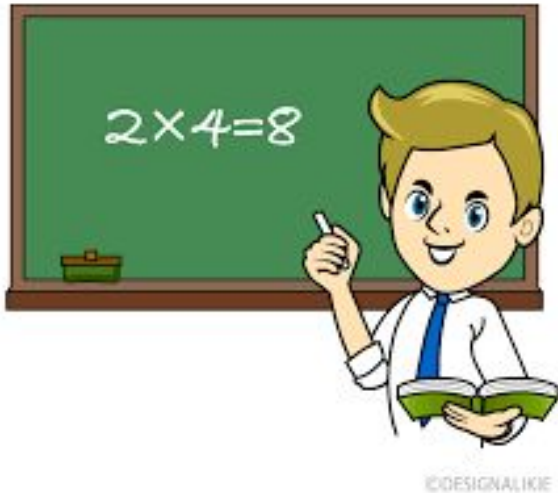
# Teacher Salary Schedule

- The highest percentage of degree level among CCS Teachers is a Master's at 43%. The next highest is Bachelor's at 36.7%.
- When compared to regional peers, CCS Teacher pay ranks 1<sup>st</sup> or 2<sup>nd</sup>.
- When compared to a broader group of state peers, CCS Teacher starting pay ranges from 2<sup>nd</sup> (BS+15) to 9<sup>th</sup> (MA).
- When compared to state peers at other steps, CCS Teacher pay ranges from 5<sup>th</sup> (MA+30) to 9<sup>th</sup> (MA).
- CCS's Teacher schedule has more degree lanes than any of their peers, except Athens City.
- Step and degree values vary within the CCS schedule.

# Teacher Salary Schedule

## Teacher Schedule:

- Eliminate the “extra” degree lanes (i.e., BS+16, MA+16 - 21 employees).
- Standardize degree values (e.g., Kingsport, Maryville).
- Standardize step values (e.g., Maryville).
- Increase rates for the Master’s degree level where rates fall lower when compared.
- Increase starting pay to compete more directly with Bradley and Athens to be the top paying in the region and more comparable to other peer districts across the state.



Projected Salary Schedule (Annual) - Teacher							
Step	BS	BS+16	MA	MA+16	MA+30	EDS	DR
0	\$50,000	\$50,000	\$55,000	\$55,000	\$59,000	\$61,500	\$64,000
1	\$51,000	\$51,000	\$56,000	\$56,000	\$60,000	\$62,500	\$65,000
2	\$51,255	\$51,255	\$56,255	\$56,255	\$60,255	\$62,755	\$65,255
3	\$51,511	\$51,511	\$56,511	\$56,511	\$60,511	\$63,011	\$65,511
4	\$52,026	\$52,026	\$57,026	\$57,026	\$61,026	\$63,526	\$66,026
5	\$52,287	\$52,287	\$57,287	\$57,287	\$61,287	\$63,787	\$66,287
6	\$52,809	\$52,809	\$57,809	\$57,809	\$61,809	\$64,309	\$66,809
7	\$53,073	\$53,073	\$58,073	\$58,073	\$62,073	\$64,573	\$67,073
8	\$53,604	\$53,604	\$58,604	\$58,604	\$62,604	\$65,104	\$67,604
9	\$54,140	\$54,140	\$59,140	\$59,140	\$63,140	\$65,640	\$68,140
10	\$55,223	\$55,223	\$60,223	\$60,223	\$64,223	\$66,723	\$69,223
11	\$55,775	\$55,775	\$60,775	\$60,775	\$64,775	\$67,275	\$69,775
12	\$56,891	\$56,891	\$61,891	\$61,891	\$65,891	\$68,391	\$70,891
13	\$58,029	\$58,029	\$63,029	\$63,029	\$67,029	\$69,529	\$72,029
14	\$58,609	\$58,609	\$63,609	\$63,609	\$67,609	\$70,109	\$72,609
15	\$59,781	\$59,781	\$64,781	\$64,781	\$68,781	\$71,281	\$73,781
16	\$60,678	\$60,678	\$65,678	\$65,678	\$69,678	\$72,178	\$74,678
17	\$61,588	\$61,588	\$66,588	\$66,588	\$70,588	\$73,088	\$75,588
18	\$62,820	\$62,820	\$67,820	\$67,820	\$71,820	\$74,320	\$76,820
19	\$64,076	\$64,076	\$69,076	\$69,076	\$73,076	\$75,576	\$78,076
20	\$65,037	\$65,037	\$70,037	\$70,037	\$74,037	\$76,537	\$79,037
21	\$66,013	\$66,013	\$71,013	\$71,013	\$75,013	\$77,513	\$80,013
22	\$67,003	\$67,003	\$72,003	\$72,003	\$76,003	\$78,503	\$81,003
23	\$67,338	\$67,338	\$72,338	\$72,338	\$76,338	\$78,838	\$81,338
24	\$67,675	\$67,675	\$72,675	\$72,675	\$76,675	\$79,175	\$81,675
25	\$68,013	\$68,013	\$73,013	\$73,013	\$77,013	\$79,513	\$82,013

Proposed New Salary Schedule for Teachers

# Nurse Salary Schedule

## Nurse Schedule:

- CCS does not have a standard salary schedule for Nurses.
- The lowest hourly pay for Nurses for most peers is higher than the lowest pay for a Nurse at CCS. Only Kingsport's starting pay is lower.
- Some peer districts utilize LPNs to fill School Nurse positions. All CCS Nurses are RNs.

# Nurse Salary Schedule

## Nurse Schedule:

- Develop a standard salary schedule for Nurses.
- Establish starting pay to match peer and market (around \$25/hour).
- Consider the use of LPNs when attrition occurs.



## Proposed New Salary Schedule for Nurses

Projected Salary Schedule (Annual) - RN		
Step	Annual	Hourly
0	\$33,937.50	\$25.00
1	\$34,616.25	\$25.50
2	\$35,308.58	\$26.01
3	\$35,485.12	\$26.14
4	\$35,662.54	\$26.27
5	\$36,019.17	\$26.53
6	\$36,199.26	\$26.67
7	\$36,561.26	\$26.93
8	\$36,744.06	\$27.07
9	\$37,111.50	\$27.34
10	\$37,482.62	\$27.61
11	\$38,232.27	\$28.16
12	\$38,614.59	\$28.45
13	\$39,386.89	\$29.01
14	\$40,174.62	\$29.59
15	\$40,576.37	\$29.89
16	\$41,387.90	\$30.49
17	\$42,008.72	\$30.95
18	\$42,638.85	\$31.41
19	\$43,491.62	\$32.04
20	\$44,361.46	\$32.68
21	\$45,026.88	\$33.17
22	\$45,702.28	\$33.67
23	\$46,387.82	\$34.17
24	\$46,619.75	\$34.34
25	\$46,852.85	\$34.51

Projected Salary Schedule (Annual) - LPN		
Step	Annual	Hourly
0	\$28,507.50	\$21.00
1	\$29,077.65	\$21.42
2	\$29,223.04	\$21.53
3	\$29,369.15	\$21.63
4	\$29,662.84	\$21.85
5	\$29,811.16	\$21.96
6	\$30,109.27	\$22.18
7	\$30,259.82	\$22.29
8	\$30,562.42	\$22.51
9	\$30,868.04	\$22.74
10	\$31,485.40	\$23.19
11	\$31,800.25	\$23.43
12	\$32,436.26	\$23.89
13	\$33,084.98	\$24.37
14	\$33,415.83	\$24.62
15	\$34,084.15	\$25.11
16	\$34,595.41	\$25.48
17	\$35,114.34	\$25.87
18	\$35,816.63	\$26.38
19	\$36,532.96	\$26.91
20	\$37,080.96	\$27.32
21	\$37,637.17	\$27.73
22	\$38,201.73	\$28.14
23	\$38,392.74	\$28.28
24	\$38,584.70	\$28.42
25	\$38,777.63	\$28.57

# Supplement Pay Schedules (Arts, Athletics, etc)

- CCS pays higher than the regional peer average in most cases.
- The following supplements paid by CCS are below regional peer averages:
  - o Bowling Head Varsity (-18%)
  - o Soccer Middle Assistant (-18%)
  - o Theatre Varsity (-2%)
  - o Yearbook High School (-37%)

Recommendation in our budget is to ensure our supplemental pay schedule meets or exceeds the regional findings as we have in other areas addressed in this proposed budget.

# Budget Implications

## Proposed Impacts

Teachers: Estimated Cost \$1,791,000 for new schedule based on \$50,000 minimum

Stipends: (Athletics, Arts, etc.) \$121,060 Estimated Cost for updated supplement plan

**Total Teacher Compensation Impact = \$1,912,060**

Nurses: Estimated Cost \$36,147 for new schedule and pay moved to market value

# Other Employee Salary Highlights

Future Impact Study Hybrid Option #2	\$574,000 (4 new K teachers (early childhood); 3 new core CHS teachers)
Paraprofessional Pay Increase; Step 1 = \$15/hour	\$142,940 (Beginning pay for ParaPros will be \$15 which bumps up all other salaries as well)
Step + COLA (3.5%) for Operations and Innovations	\$107,778 (Other non-certified employees not receiving a salary bump based on the teachers salary adjustments)
Additional Operations Department position	\$50,738 (HVAC technician)
Administrative Salary adjustments	\$222,459 (includes COLA and salary step increase for school and district administrators)
School Administrative Assistant Pay Increase	\$34,359 (Other than COLA, increases have not happened in 15+ years)
AOB Administrative Assistants Pay Increase	\$36,113 (Other than COLA, increases have not happened in 15+ years)
Innovation Department Pay Increases	\$20,685 (adjusting for market demands)
Student Management Department Pay Increases	\$10,362 (adjusting for market demands)
Additional Certified positions (13)	\$1,052,530 (In total, 20 new certified teachers are being added for the 2023-24 school year)
Additional Teacher Assistant positions (6)	\$189,000 (Adding additional support for teachers and students)

# Principal and Academic Department Requests

Student Services: School Interpreters - 2

ESL: ESL Teachers - 4

Innovation: Internal Pay Alignment

Maintenance: HVAC Technician

Special Education: PreK Teachers- 2

Arnold and Stuart: Full Time RTI Facilitator

Blythe-Bower: School Counselor

Candy's Creek Cherokee: Growth Teacher Position

CHS: Core Class Teachers- 4

CMS: Professional Learning Coordinator

Mayfield: ERC ParaPro

Ross: ERC Parapro

Yates: Growth Teacher Position

# Other Operational Highlights

Increase to school allocations      \$146,540

Additional classroom costs      \$100,000

Increase to department allocations:

    Innovation      \$15,000

    Operations      \$15,000

    CTE      \$10,333

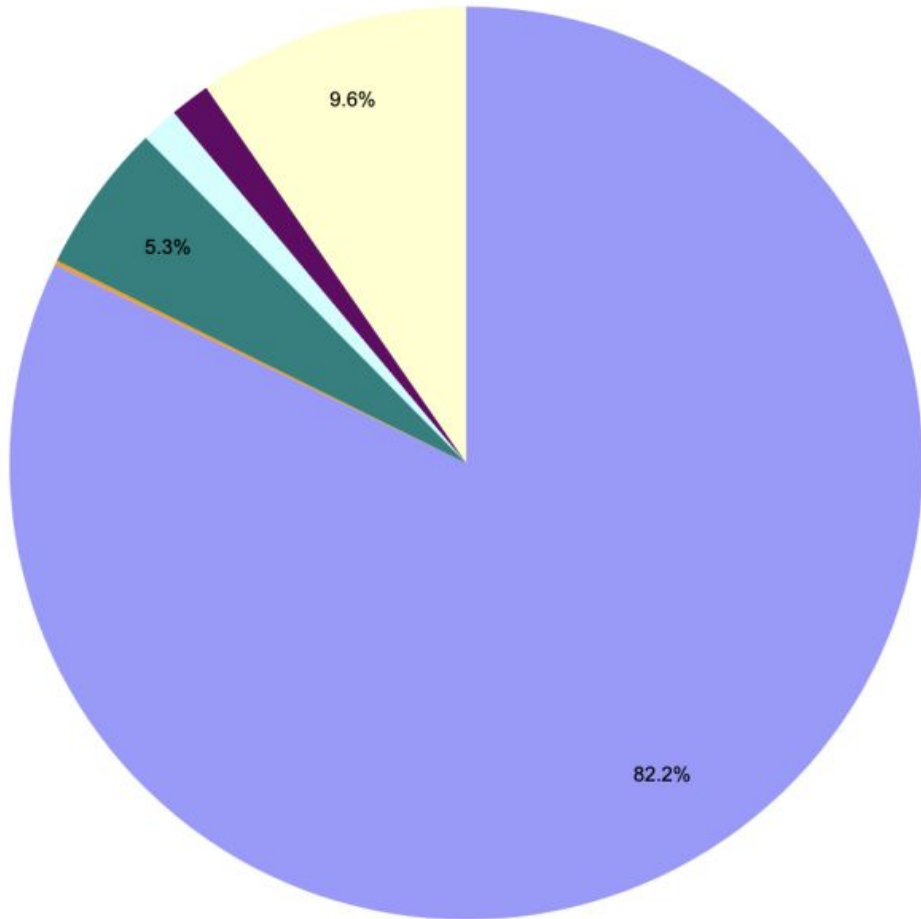
    Academics      \$7,500

    Student Management      \$2,500

SAFE Schools (funded in TISA Base)      \$121,980

Payment to City for 775 Raider Drive\*      \$18,000

Increase to BCPEF Agreement      \$5,000



- Salaries & Benefits 82.2%
- \$200 per Teacher (Required BEP\*) .2%
- Utilities, Janitorial 5.3%
- Liability, Property Ins, Trustee's Commission 1.3%
- Debt Service 1.4%
- Textbooks, Supplies, Maint/Trans, etc. 9.6%

# Budget Overview

## FY 2023-2024 General Fund Budget

Estimated Revenues        \$59,775,387

Estimated Expenditures    \$59,775,387

Use of Fund Balance        \$0

## FY 2023-2024 Child Nutrition Budget

Estimated Revenues \$3,830,858

Estimated Expenditures \$4,067,858

Use of Fund Balance \$237,000

# CLEVELAND CITY SCHOOLS

**TITLE** Professional Learning Coordinator

**QUALIFICATIONS**

1. Valid teacher's license with appropriate endorsement
2. Master's degree preferred
3. Five years of successful classroom experiences preferred
4. Strong written, verbal, presentation, and interpersonal skills
5. Meets health and physical requirements
6. Such alternatives to the qualifications as the Director may find appropriate
7. FLSA exempt

**REPORTS TO** Building Level Principal  
Director of Academics

**JOB GOAL** To provide coaching and support to classroom teachers to ensure the continuous development of instructional skills among assigned teachers

## ESSENTIAL FUNCTIONS

1. Work collaboratively with assigned classroom teachers to establish realistic and measurable objectives related to both the teacher's individual professional development and student learning.
2. Support the continuous professional growth and improvement of teacher instructional skills through coaching and collaborative problem solving.
3. Observe classroom instruction and provide feedback and coaching to classroom teachers to facilitate improvement and innovation.
4. Demonstrate teaching strategies with students in the classroom.
5. Plan and provide appropriate staff development for teachers, administrators, and staff.
6. Work with teachers to analyze and interpret student data and use findings to develop and apply instructional strategies.
7. Develop curricular or behavioral support materials as needed.
8. Disseminate information regarding current research and significant developments on the state and national levels in the area assigned.
9. Compile, maintain, and file all reports, records, and other documents required.
10. Comply with federal and state law, State Board of Education rules and regulations, and local board policy.
11. Follow district safety protocols and emergency procedures.
12. Performs other related duties assigned by the Principal

## PHYSICAL DEMANDS

This job may require lifting of objects that exceed 50 lbs., or the average weight of a child, if assigned to elementary school, with frequent lifting and/or carrying of objects weighing up to 25 lbs. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing and/or balancing
3. Stooping, kneeling, crouching, and/or crawling

4. Reaching, handling
5. Talking
6. Hearing
7. 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 decisions 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 and 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. Manual Dexterity: Ability to move hands easily and manipulate small objects with the fingers rapidly and accurately
5. Form Perception: Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures

### **WORK CONDITIONS**

Normal working conditions

### **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.

## CLEVELAND CITY SCHOOLS

**TITLE**                      **FAMILY OUTREACH TRANSLATOR (SPANISH)**

### QUALIFICATIONS

1. High school diploma or equivalent
2. Demonstrated ability to speak, understand, read and write fluently in both English and Spanish
3. Any equivalent combination of training and experience which provides the required knowledge, skills and abilities
4. Excellent communication, and interpersonal skills
5. 10 Month position on the Educational Assistant salary scale

**REPORTS TO**                      Building Principal

**JOB GOAL**                      To interpret and translate for school staff in order to ensure Spanish-speaking families effectively receive school information.

### ESSENTIAL FUNCTIONS

1. Translates written documents from English to Spanish and from Spanish to English.
2. Interprets during conferences, IEP meetings, telephone calls, testing, information gathering from other school districts, emergency situations, etc.
3. Assists multilingual students and their families with the school enrollment process.
4. Serves as liaison between the school district and multicultural groups and organizations in the community..
5. Assists the school in developing a rapport with multilingual families.
6. Performs other duties as assigned by the School Principal.

### PHYSICAL DEMANDS

The following physical demands may be required:

1. Talking
2. Hearing
3. 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 of the direction, control or planning of an activity
3. Adaptability to deal with people beyond giving and receiving instruction

4. Adaptability to make generalizations, evaluations, or decisions 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 “catch on” or understand instructions and underlying principles and 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 Perceptions: Ability to understand and interpret information which may be presented in the form of graphs, charts, or tables
5. Technology: Ability to efficiently use various forms of technology

### **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.

# Cleveland City Schools

**TITLE**                      **Communications Specialist**

**QUALIFICATIONS**            \*Bachelor's Degree with an emphasis in communications, public relations or related field, community education, or business administration  
\*Minimum of three (3) successful years' experience in public relations or communications role  
\*Extensive knowledge and ability in the areas of public relations, writing, communications, and graphic media  
\*Proficiently use of the following programs: Google Applications, MS Word, MS PowerPoint, Adobe Creative Suite, etc.  
\*FLSA Exempt

**REPORTS TO**                Chief of Staff

**JOB GOALS**                To coordinate communications for the Director of Schools, the Board of Education, and Cleveland City Schools.

## **ESSENTIAL FUNCTIONS**

- Develops, implements and evaluates comprehensive internal and external district communication plans including, but not limited to, crisis communications, publications, media relations, and electronic communications.
- Provides professional public relations counsel and assistance to the district office administration, Board and school administrators.
- Recommends innovative and promotional avenues of communication for various types of media and counsels top management on effective communication strategies.
- Serves as an information liaison between the total school system and the community at large and as an intermediary between school and district-level administrators/officials and the media.
- Maintains the district website and social media platforms (Facebook, Twitter, Instagram, etc.) while providing staff training, guidance and insight on school website/social media maintenance.
- Contacts media representatives to initiate articles and news releases about District programs; communicates with media representatives about sensitive or controversial information; creates press kits and other media information.
- Communicates and organizes phone announcements related to inclement weather, special schedules, etc.
- Ensures consistent branding and messaging.
- Establishes and maintains two-way communication systems among schools, offices, departments and the district and among the district, the media, and the public.
- Provides professional assistance in the development of various publications (brochures, newsletters, information bulletins, annual financial documents) for school and departments.
- Provides ongoing professional development on communications and communications techniques to administrators, teachers, board members, and others as needed and requested
- Establishes annual objectives for and evaluates the district's community relations program

- Ensures timely completion of assigned projects and maintains organization of multiple projects simultaneously.
- Ensure the Director of Schools and Board of Education, in that order, is informed regarding all critical communication issues.
- Adheres to the District Branding Guidelines as well as the District Communications Plan.
- Performs other duties as assigned by the Chief of Staff and/or the Director of Schools.

## **PHYSICAL DEMANDS**

The following physical demands may be required:

1. Talking
2. Hearing
3. 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 people beyond giving and receiving instruction
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.

# **CLEVELAND CITY SCHOOLS**

## **TITLE PRE-K BLENDED LEARNING TEACHER**

- QUALIFICATIONS**
1. Valid teacher's license with appropriate endorsement; Dual Certification in PreK Special Education and PreK Regular Education preferred
  2. Strong written, verbal presentation and interpersonal skills
  3. Meets health and physical qualifications
  4. FLSA exempt

**REPORTS TO** Principal  
Supervisor of Special Education

**JOB GOAL** To provide a safe learning environment where all students can develop academically, socially, emotionally, and physically

### **ESSENTIAL FUNCTIONS**

1. Instructs and leads activities designed to promote physical, mental and social development, such as games, arts and crafts, music, storytelling, and field trips
2. Observes and evaluates children's performance, behavior, social development, and physical health
3. Develops Instructionally Appropriate Individual Education Programs (IAIEPs) to address specific needs of each individual student's specific skill deficit areas in the classroom
4. Attends and participates in Instructionally Appropriate Individual Education Program (IAIEP) meetings
5. Provides a variety of materials and resources for children to explore, manipulate and use, both in learning activities and in imaginative play
6. Attends to children's basic needs by feeding them, dressing them, and changing their diapers (as needed)
7. Teaches basic skills such as color, shape, number and letter recognition, personal hygiene, and social skills
8. Establishes and enforces rules for behavior and procedures for maintaining order in the classroom
9. Reads books to the entire class of students, in small groups, or individually
10. Monitors students' progress to measure if students are achieving goals
11. Assesses students' developmental and academic skills (e.g., adaptive, social, physical/motor) for the purpose of identifying deficit in developmental areas, determining eligibility and providing recommendations for placement
12. Coordinates IAIEP meetings for eligible students with parents and other team members to present evaluation results and develop educational plans

13. Maintains all special education paperwork in a timely manner including IAIEPs, reevaluation summary, student progress reports, student census, and annual yearly progress data
14. Consults with parents, administrators, school psychologist and other professionals in order to develop Instructionally Appropriate Individual Education Programs (IAIEPs) for students with disabilities
15. Develops daily lesson plans as prescribed in the IAIEPs from goals and objectives
16. Collaborates with a variety of groups and/or individuals for the purpose of communicating information, resolving issues, and providing services in compliance with established guidelines
17. Maintains respect of privacy of students with disabilities and holds confidential all communications, observations, and information made by and/or between students, faculty, and staff
18. Performs other related duties assigned by the principal and/or Supervisor of Special Education

### **PHYSICAL DEMANDS**

This job may require lifting of objects that exceed 50 lbs., or the weight of an average child, with frequent lifting and/or carrying of objects weighing up to 25 lbs. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. 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 decisions 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 and have 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. Manual Dexterity: Ability to move the hands easily and manipulate small objects with the fingers rapidly and accurately
5. Form perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures

**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.

3/28/23

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in February</b>	Descriptor Term:  <b>Ethics</b>	Descriptor Code: <b>5.611</b>	Issued Date: <b>05/01/23</b>
		Rescinds:	Issued:

- 1 An effective educational program requires the services of men and women of integrity, high ideals, and  
2 human understanding. To maintain and promote these essentials, all employees are expected to  
3 maintain high standards in their school relationships. These standards include the following:
- 4 1. The maintenance of just and courteous professional relationships with students,  
5 parent(s)/guardian(s), staff members, and others;
  - 6 2. The maintenance of their own efficiency and knowledge of the developments in their fields of  
7 work;
  - 8 3. The transaction of all official business with the properly designated authorities of the school  
9 district;
  - 10 4. The establishment of friendly and intelligent cooperation between the community and the  
11 school district;
  - 12 5. The representation of the school district on all occasions that the contributions of the school  
13 district to the community are recognized;
  - 14 6. The welfare of children as the first concern of the school district when placing professional  
15 personnel. The use of pressure on school officials for appointments or transfers is unethical;
  - 16 7. Restraint from using school contacts and privileges to promote partisan politics, sectarian  
17 religious views, or selfish propaganda of any kind;
  - 18 8. The responsibility to make any criticism of other staff members or of the school district directly  
19 to the particular school administrator who has the administrative responsibility for improving  
20 the situation and then to the Director of Schools, if necessary; and
  - 21 9. The proper use and protection of all school properties, equipment, and materials.

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#### Cross References

Staff Rights & Responsibilities 5.600  
Staff-Student Relations 5.610

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term:  <b>Attendance</b>	Descriptor Code: <b>6.200</b>	Issued Date: <b>05/01/23</b>
		Rescinds: <b>6.200</b>	Issued: <b>09/30/19</b>

1 *General*

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

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

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

- 7 1. All accounting and reporting procedures and their dissemination;
- 8 2. Alternative program options for students who severely fail to meet minimum attendance  
9 requirements;
- 10 3. Ensuring that all school age children attend school;
- 11 4. Providing documentation of enrollment status upon request for students applying for new or  
12 reinstatement of driver's permit or license; and
- 13
- 14 5. Notifying the Department of Safety whenever a student with a driver's permit or license  
15 withdraws from school.<sup>2</sup>

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

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

- 21 1. Personal illness/injury;
- 22
- 23 2. Illness of immediate family member;
- 24
- 25 3. Death in the family;
- 26
- 27 4. Extreme weather conditions;
- 28

- 1 5. Religious observances;<sup>5</sup>
- 2
- 3 6. Pregnancy;
- 4
- 5 7. School-endorsed activities;
- 6
- 7 8. Summons, subpoena, or court order; or
- 8
- 9 9. Circumstances which in the judgment of the principal create emergencies over which the
- 10 student has no control.

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

- 12 1. Attendance is checked and reported daily for each class;
- 13
- 14 2. Daily absentee sheets contain sign in/sign out sheets and indicate students present or absent
- 15 for the majority of the day;
- 16
- 17 3. All student absences are verified;
- 18
- 19 4. Written excuses are submitted for absences and tardiness; and
- 20
- 21 5. System-wide procedures for accounting and reporting are followed.

## 22 TRUANCY

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

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

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

#### 37 **Tier 1: Prevention-Oriented Supports**

- 38 a. The progressive truancy plan will be published annually to parents and students prior to the
- 39 start of the school year.

1 b. Each school will be responsible for contacting the parent/guardian of a student who  
2 accumulates 5 days of unexcused absences. If the student accumulates another unexcused  
3 absence after contact is made with the parent/guardian, a referral to Tier 2 will be made and the  
4 Campus Court Mediation process will begin.

5 Tier 2: Campus Court Mediation

6 a. School personnel will schedule a meeting with the student, parent/guardian, relevant school  
7 personnel, and Juvenile Court Staff mediator;

8 b. During the meeting, an agreement will be drafted and signed by the student, parent/guardian,  
9 school personnel, and Juvenile Court Staff Mediator. A review date will be set for each  
10 agreement. The agreement will include, but will not be limited to:

11 i. Attendance expectations;

12 ii. Penalties for additional absences;

13 iii. Any additional expectations determined necessary by meeting members; and/or

14 iv. If necessary, referral of the child to counseling, community-based services, or other  
15 in-school or out-of-school services aimed at addressing the student's attendance  
16 problems.

17  
18 c. A report of the meeting will be drafted and maintained in the Campus Court system. The  
19 report will include the basis for the student's absences provided by the parent, as well as a  
20 report from the school concerning the student's absences.

21 d. A review date will be set for each Tier 2 case.

22 Tier 3: Campus Court Review and Services

23 a. If following the Tier 2 process, a student accumulates one or more unexcused absences, a  
24 review meeting will be scheduled with the student, parent/guardian, relevant school personnel,  
25 and the Juvenile Court Staff mediator.

26 b. The mediator may recommend any services deemed necessary by the mediator.

27 c. The student may be referred to the "Behavior Unit" for a service assessment.

28 d. Further absences or non-compliance will result in a Juvenile Court petition for truancy  
29 pursuant to T.C.A. § 49-6-3009 through Bradley County Juvenile Court.

30 If Tier 2 or Tier 3 is unsuccessful with a student and the school can document that the student's  
31 parent/guardian is unwilling to cooperate with the truancy intervention plan, then a referral may be  
32 made to Bradley County Juvenile Court without first having to implement subsequent intervention  
33 tiers, if any, pursuant to T.C.A. § 49-6- 3009(f)(1-2). Evidence that a parent/guardian is unwilling to  
34 cooperate can include, but is not limited to, a parent/guardian's failure or refusal, on multiple  
35 occasions, to attend meetings scheduled for Tier 2 or 3 interventions, return telephone calls, attend

1 follow-up meetings, enter into an attendance agreement, or actively participate in any of the tiers of the  
2 truancy intervention plan.

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

6

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

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

10 ~~1. A conference with the student and the student's parent(s)/guardian(s);~~

11

12 ~~2. An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s),~~  
13 ~~and the Attendance Supervisor/designee. The contract shall include:~~

14

15 ~~a. A specific description of the school's attendance expectations for the student;~~

16 ~~b. The period for which the contract is effective; and~~

17 ~~c. Penalties for additional absences and alleged school offenses, including additional~~  
18 ~~disciplinary action and potential referral to juvenile court.~~

19 ~~d. Regularly scheduled follow-up meetings to discuss the student's progress if needed; and~~

20 ~~e. Student referral counseling, community-based services, or other services to address the~~  
21 ~~student's attendance problems if needed.~~

### 22 **Tier III**

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

### 26 **MAKE-UP WORK**

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

### 32 **STATE-MANDATED ASSESSMENT**

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

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

### 3 **CREDIT/PROMOTION DENIAL**

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

- 7 1. The student and the parent(s)/guardian(s) shall be advised if the student is in danger of  
8 credit/promotion denial due to excessive absenteeism; and  
9
- 10 2. Procedures in due process are available to the student when credit or promotion is denied.

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

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

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

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

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

27 Within five (5) school days of the Director of Schools/designee rendering a decision, the student's  
28 parent(s)/guardian(s) may request a hearing by the Board, and the Board shall review the record.  
29 Following the review, the Board may affirm or overturn the decision of the Director of Schools/designee.  
30 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

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#### Cross References

School Calendar 1.800  
Extracurricular Activities 4.300  
Interscholastic Athletics 4.301

4. TRR/MS 0520-01-02-.17(5); State Board of Education Policy 4.100
5. TCA 49-6-2904(b)(5)
6. TCA 49-6-3007
7. TCA 49-6-3021
8. TCA 49-6-3007; TCA 49-6-3009
9. TCA 49-2-203(b)(7); TCA 49-6-3002(b)
10. TRR/MS 0520-01-02-.17(7)

- 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
- Homeless Students 6.503
- Students in Foster Care 6.505
- Students from Military Families 6.506
- Student Records 6.600

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term:  <h2 style="text-align: center;">Home Schools</h2>	Descriptor Code: <b>6.202</b>	Issued Date: <b>05/01/23</b>
		Rescinds: <b>6.202</b>	Issued: <b>09/23/99</b>

2 A "home school" is a school conducted or directed by a parent or parents or legal guardian or  
 3 guardians for their own children. Home schools which teach K-12 where the parents are associated  
 4 with an organization that conducts church-related schools (*as defined by §49-50-801*) which are  
 5 supervised by such organization and which administer standardized achievement tests at the same time  
 6 tests are given in their regular day schools are exempt from the following provisions, but must follow  
 7 procedures issued by the State Department of Education.<sup>1</sup>

8 A parent wishing to conduct a home school shall meet the following requirements:

9 *General*

10 A home school is a school conducted or directed by parent(s)/guardian(s) for their own children. Home  
 11 schools which teach grades K-12 where the parent(s)/guardian(s) are associated with an organization  
 12 that conducts church-related schools<sup>1</sup> are exempt from the following provisions but shall follow  
 13 procedures issued by the State Department of Education.

14 A parent/guardian wishing to conduct a home school shall meet the following requirements:<sup>2</sup>

- 15 1. Provide annual notice to the Director of Schools before the commencement of each school year  
 16 of the intent to conduct a home school;
- 17 ~~2. Submit to the Director of Schools the name, number, age, grade level of children involved,~~  
 18 ~~location of the school, curriculum to be offered, proposed hours of instruction, qualifications of~~  
 19 ~~the parent/teacher; whether a college preparatory or general course of education will be taught~~  
 20 ~~in grades 9-12, and a description of the courses to be taught each year;~~
- 21 3. Maintain attendance records, subject to inspection of the local Director of Schools;
- 22 4. Submit attendance records to the Director of Schools at the end of each school year;
- 23 5. Provide instruction for at least four (4) hours per day for the same number of instructional days  
 24 as are required by state law for public schools;<sup>3</sup>
- 25 ~~6. Possess a high school diploma or GED in order to conduct classes;~~
- 26 **6. Possess a high school diploma, GED, or HiSET;<sup>4</sup>**

- 1       7. Cooperate in the administration to home school students of appropriate tests by the  
2       Commissioner of Education, his/her designee or by a professional testing service **in grades five**  
3       **(5), seven (7), and nine (9);**
- 4       8. Take action according to state law if home school student falls behind appropriate grade level;
- 5       9. Submit proof to the Director of Schools that the home school student has been vaccinated as  
6       required by **state** law; <sup>5</sup>
- 7       10. Submit proof to the Director of Schools that other health services and examinations as required  
8       by law have been received by the home school student; and
- 9       11. In the event of illness or inadequacy of the home school parent-teacher to teach a specific  
10      subject, employ a tutor having the same qualifications as required of parent/teacher.

11      If one or more of these requirements are not met, the Board authorizes the Director of Schools to take  
12      formal action to bring the child into compliance with the compulsory attendance law (until the child  
13      has reached age 17), either in the home school or in a public, private or church-related school.

#### 14      **FACILITIES USE**

15      **School facilities shall be available for home school instruction only when all of the following conditions**  
16      **exist:**

17      ~~It shall be the policy of this Board that public school facilities shall be available for home school~~  
18      ~~instruction only when *all* of the following conditions exist:~~

- 19      1. Special needs courses are being taught which require services unavailable to the home school  
20      student;
- 21      2. These services cannot be provided through any means other than the public schools;
- 22      3. Requests for services are made known by the home school parent when notice is given to the  
23      Director of Schools of the intent to conduct a home school;
- 24      4. The Director of Schools investigates the request and makes recommendations to the Board;
- 25      5. No overcrowding, additional expenses, including providing transportation, or other special  
26      situations which interfere with the normal operation of the school system shall be incurred; and
- 27      6. Approval by the Board on a case-by-case basis.

28      ~~The Director of Schools, through the attendance supervisor, shall have the attendance records of the~~  
29      ~~home school inspected at least two (2) times each school year in order to provide assistance in~~  
30      ~~implementing the Compulsory Attendance Law.~~

31      ~~If a home school student falls more than one (1) year behind his appropriate grade level in his/her~~  
32      ~~comprehensive test score for two (2) consecutive tests, and if a certified teacher who would have~~  
33      ~~taught the child at his/her grade level determines through appropriate means that the student is not~~

1 ~~learning disabled, the Director of Schools shall require the parents to enroll the child in a public,~~  
2 ~~private or church-related school.~~

### 3 **RECORD ACCEESS**

4 The Director of Schools, through the Attendance Supervisor, shall have the attendance records of the  
5 home school inspected at least two (2) times each school year in order to provide assistance in  
6 implementing the compulsory attendance law.

### 7 **STUDENT PERFORMANCE<sup>6</sup>**

8 The Director of Schools shall develop administrative procedures regarding necessary consultations  
9 with home school parents in regard to student performance.

10

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#### Legal References

1. TCA 49-50-801(a)
2. TCA 49-6-3050(b)
3. TCA 49-6-3004(a); TCA 49-6-3050(b)(3)
4. TCA 49-6-3050(b)(4)
5. TCA 49-6-5001
6. TCA 49-6-3050(b)(6)

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#### Cross References

Compulsory Attendance Ages 6.201

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#### Legal References

7. ~~TCA 49-6-3050(a)(10)(2)(A)~~

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term: <b>School Admissions</b>	Descriptor Code: <b>6.203</b>	Issued Date: <b>05/01/23</b>
		Rescinds: <b>6.203</b>	Issued: <b>05/03/04</b>

1 Any student ~~enrolling in~~ **entering** Cleveland City Schools ~~must have~~ **for the first time shall present:**

- 2
- 3 1. A birth certificate or officially acceptable evidence of date of birth at the time of
- 4 registration;<sup>1</sup>
- 5 2. Evidence of a **current** medical examination;<sup>2</sup> ~~There shall be a complete medical~~
- 6 ~~examination of every student entering school for the first time (PreK or Kindergarten).~~
- 7 3. Evidence of state-required immunization;<sup>3</sup>
- 8 4. Proof of residency; **and**
- 9 5. Proof of custody, ~~if applicable.~~

10

11 ~~Homeless students shall be immediately enrolled, even if they are unable to produce these records.~~<sup>4</sup>

12

13 The name used on the records of a student entering school ~~must~~**shall** be the same as that shown on the

14 birth certificate unless evidence is presented that such name has been legally changed through a court

15 as prescribed by law. If the parent/**guardian** does not have or cannot obtain a birth certificate, then

16 the name used on the records of such student will be the same as that shown on documents which are

17 acceptable to the school principal as proof of date of birth.<sup>4</sup>

18

19 A child whose care, custody, and support ~~has~~**have** been assigned to a resident of the district by a

20 power of attorney or order of the court shall be enrolled in school provided appropriate documentation

21 has been filed with the district office.<sup>5</sup> Any adult (caregiver or legal guardian) who enrolls a student

22 in a school while fraudulently representing the child's residence or the parent's hardship is liable for

23 restitution for an amount equal to the per pupil expenditure.

24

25 A student may transfer into the school system ~~system~~**district** at any time during the year if his/her parent(s)

26 ~~or legal guardian/~~**guardian(s)** moves his/her residence into the school system ~~system~~**district**.

27

28 ~~Parents, guardians, legal custodians, or previous school administrators of students who enter school~~

29 ~~who have been judged delinquent for an offense involving murder, rape, robbery, kidnapping,~~

30 ~~aggravated assault, reckless endangerment, or sexual battery shall notify the principal/designee by~~

31 ~~providing the abstract of record required by law or other similar written information. This information~~

32 ~~shall be shared only with school employees who have responsibility for classroom instruction of the~~

33 ~~student. Such information is otherwise confidential and shall not be released to others except as~~

34 ~~required by law. The written notification shall not become a part of the student's record.~~<sup>6</sup>

35

36 **ADJUDICATED DELINQUENT STUDENT**

1 If a student has at any time been adjudicated delinquent for any offense listed in TCA 49-6-3051(b),  
2 the parent(s)/guardian(s) and a school administrator of any school having previously received similar  
3 notice from the juvenile court or another source shall provide to the principal/designee the abstract<sup>6</sup> or  
4 other similar written information when any such student:<sup>7</sup>

- 5 1. Initially enrolls in the district;
- 6
- 7 2. Resumes school attendance after suspension, expulsion, or adjudication of delinquency; or
- 8
- 9 3. Changes schools within this state.

10 This information shall be shared only with school employees who have responsibility for classroom  
11 instruction of the student, the school counselor, social worker, or psychologist who is developing a  
12 plan for the student while in the school, and the school resource officer. Such information is otherwise  
13 confidential and shall not be released to others, and the written notification shall not become a part of  
14 the student's record.<sup>7</sup>

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Legal References

1. TCA 49-6-3008(b)
2. TRR/MS 0520-01-03-.08(2)(a); 20 USCA § 1232h(c)
3. TCA 49-6-5001(c)
4. ~~McKinney-Vento Education Assistance Improvement Act of 2001~~; TCA 49-6-5106
5. TCA 49-6-3001(c)(6); TCA 37-1-131(a)(2)
6. TCA 37-1-153(e), 154
7. TCA 49-6-3051

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term:  <b>Release During School Hours</b>	Descriptor Code: <b>6.208</b>	Issued Date: <b>05/01/23</b>
		Rescinds: <b>JBF</b>	Issued: <b>07/06/94</b>

- 1 The following ~~procedure~~ **guidelines** will be observed with regard to dismissal of students:
- 2 1. No student ~~will~~ **shall** leave school prior to regular dismissal hours, except with the approval of
- 3 the principal and parent/**guardian**. Elementary students will be permitted to leave school prior
- 4 to regular dismissal time only in the company of a parent,~~legal~~ /guardian, school employee,
- 5 police officer, court officer, or a person designated in writing by the parent(s)/**guardian(s)**.
- 6
- 7 2. No student **shall** ~~will~~ be sent from the school during school hours to perform an errand or act as
- 8 a messenger.
- 9
- 10 3. When dental and medical appointments cannot be scheduled outside school hours,
- 11 parent(s)/**guardian(s)** ~~must~~ **shall** send a written request for dismissal or **personally call for**
- 12 **dismissal** ~~all for the student in person~~.
- 13
- 14 ~~4. Children will be released only upon the request of the parent whom the court holds directly~~
- 15 ~~responsible for the child, or who is the parent or guardian registered on the school record.~~
- 16
- 17 ~~5. No principal or teacher shall permit a change in the physical custody of a child at school unless:~~
- 18
- 19 ~~(a) The person seeking custody of the child presents the school official with a certified~~
- 20 ~~copy of a valid court order from a Tennessee court designating the person who has~~
- 21 ~~custody of the child; and~~
- 22 ~~(b) The person seeking custody gives the school official reasonable advance notice of~~
- 23 ~~his/her intent to take custody of the child at school.<sup>2</sup>~~
- 24
- 25 6. High school students may be released for jobs and approved training at centers **per state law**
- 26 ~~outside their home schools under regulations approved by the Board.<sup>1</sup>~~

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## Legal References

1. TRR/MS 0520-01-03-.03(10); State Board of Education Policy 2.103(V)

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## Cross References

- Work-Based Learning Program 4.211

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Legal References

2. ~~TRR/MS 0520-1-7-03~~
3. ~~TCA 36-6-105~~

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term:  <b>Interrogations and Searches</b>	Descriptor Code: <b>6.303</b>	Issued Date: <b>05/01/23</b>
		Rescinds: <b>6.303</b>	Issued: <b>03/04/02</b>

## 1 INTERROGATIONS BY SCHOOL PERSONNEL

2 Students may be questioned by teachers or principals about any matter pertaining to the operation of a  
3 school and/or the enforcement of its rules. Questioning shall be conducted discreetly and under  
4 circumstances which will avoid unnecessary embarrassment to the student. Any student answering  
5 falsely or evasively or refusing to answer a question may be subject to disciplinary action, including  
6 suspension.

7 If a student is suspected or accused of misconduct or infraction of the student code of conduct, the  
8 principal may interrogate the student without the presence of parent(s)/guardian(s).

9  
10 ~~School personnel have a duty to report any reasonable suspicion that a student is carrying, or has carried,  
11 a weapon or is violating, or has violated, a provision of the Tennessee Drug Control Act to the principal,  
12 the principal's designee or, if the principal and the principal's designee are unavailable and the offense  
13 was committed on school property, to the appropriate authorities.<sup>1</sup>~~

14 ~~Students may be questioned by teachers or principals about any matter pertaining to the operation of a  
15 school and/or the enforcement of its rules. Questioning must be conducted discreetly and under  
16 circumstances which will avoid unnecessary embarrassment to the student being questioned. Any student  
17 answering falsely, evasively or refusing to answer a proper question may be subject to disciplinary  
18 action, including suspension.~~

19 ~~If a student is suspected or accused of misconduct or infraction of the student code of conduct, the  
20 principal may interrogate the student, without the presence of parent(s)/guardian(s) or legal custodians  
21 and without giving the student constitutional warnings.~~

## 22 INTERROGATIONS BY POLICE (AT ADMINISTRATOR'S REQUEST)

23 If the principal has requested assistance by the police department to investigate a crime involving his/her  
24 school, the police ~~shall have permission to~~ **may** interrogate a student suspect in school during school  
25 hours. The principal shall first attempt to notify the parent(s)/guardian(s) or legal custodians of the  
26 student of the intended interrogation unless circumstances ~~involving the safety of the school~~ require  
27 otherwise. The interrogation may proceed without attendance of the parent(s)/guardian(s), **but the** ~~or~~  
28 ~~legal custodians.~~ The principal/ ~~or his/her~~ designee shall be present during the interrogation.<sup>1</sup>

29 ~~The use of police women or female staff members is desirable in the interrogation of female students.~~

## 30 POLICE-INITIATED INTERROGATIONS

31 If the police deem circumstances of sufficient urgency to interrogate students at school for unrelated  
32 crimes committed outside of school hours, the police department ~~shall~~ **should** first contact the principal

1 regarding the planned interrogation, **and** inform him/her of the probable cause to investigate ~~within the~~  
2 ~~school~~. The principal shall make reasonable effort to notify the parent(s)/guardian(s) ~~or legal custodians~~  
3 of the interrogation unless circumstances ~~involving the safety of the school~~ require otherwise. The  
4 interrogation may proceed without attendance of the parent(s)/guardian(s) ~~or legal custodians~~. The  
5 principal/ ~~or his/her~~ designee shall be present during the interrogation.

## 6 **SEARCHES BY SCHOOL PERSONNEL**

7 **In order to ensure a safe and secure learning environment, the Director of Schools shall develop**  
8 **procedures regarding the searching of students, lockers, vehicles, and containers which are consistent**  
9 **with state law. The Director of Schools shall develop additional procedures to ensure compliance with**  
10 **all of the provisions of the School Security Act of 1981.<sup>1,2</sup>**

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### Legal References

1. TCA 49-6-4203(b)
2. TCA 49-6-4201 *et seq.*; Tenn. Op. Att'y Gen. No. 14-21 (February 24, 2014)

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### Cross References

Traffic and Parking Controls 3.403  
Procedural Due Process 6.302  
Reporting Child Abuse 6.409

1    **SEARCHES BY SCHOOL PERSONNEL**

2    Any principal, or his/her designee, having reasonable suspicion may search any student, place or thing  
3    on school property or in the actual or constructive possession of any student during any organized school  
4    activity off campus, including buses, vehicles of students or visitors (*Notice shall be posted in the school*  
5    *parking lot that vehicles parked on school property by students or visitors are subject to search for*  
6    *drugs, drug paraphernalia or dangerous weapons*), and containers or packages if he/she receives  
7    information which would cause a reasonable belief that the search will lead to the discovery of:

- 8        1. ~~Evidence of any violation of the law;~~
- 9        2. ~~Evidence of any violation of school rules or regulations or proper standards of student or faculty~~  
10        ~~conduct;~~
- 11       3. ~~Any object or substance which, because of its presence, presents an immediate danger of harm~~  
12        ~~or illness to any person.~~

A student using a locker that is the property of the school system does not have the right of privacy in that locker or its contents. All lockers or other storage areas provided for student use on school premises remain the property of the school system and are provided for the use of students subject to inspection, access for maintenance and search. *Notice shall be posted in each school that lockers and other storage areas are school property and are subject to search.*

A student may be subject to physical search or a student’s pocket, purse or other container may be required to be emptied because of the results of a locker search, or because of information received from a teacher, staff member or other student if such action is reasonable to the principal. All of the following standards of reasonableness shall be met:

- 13       1. ~~A particular student has violated policy;~~
- 14       2. ~~The search could be expected to yield evidence of the violation of school policy or disclosure of~~  
15        ~~a dangerous weapon or drug;~~
- 16       3. ~~The search is in pursuit of legitimate interests of the school in maintaining order, discipline,~~  
17        ~~safety, supervision and education of students;~~
- 18       4. ~~The primary purpose of the search is not to collect evidence for a criminal prosecution; and~~
- 19       5. ~~The search shall be reasonably related to the objectives of the search and not excessively~~  
20        ~~intrusive in light of the age and sex of the student, as well as the nature of the infraction alleged~~  
21        ~~to have been committed.~~

22    **USE OF ANIMALS**

23    When necessary, dogs or other animals trained to detect drugs or dangerous weapons may be used in  
24    conducting searches, but the animals shall be used only to pinpoint areas which need to be searched and  
25    shall not be used to search the persons of students or visitors.

26    **USE OF METAL DETECTORS**

27    In view of the escalating presence of weapons in the schools, the Board of Education authorizes the use  
28    of hand-held or walk-through metal detectors to check a student’s person or personal effects as follows:

29 School officials or law enforcement officers may conduct metal detector checks of groups of individuals  
30 if the checks are done in a minimally intrusive, nondiscriminatory manner (e.g., on all students in a  
31 randomly selected class; or every third individual entering an athletic event). Metal detector checks of  
32 groups of individuals may not be used to single out a particular individual or category of individuals.

33  
34 If a school official or a law enforcement officer has reasonable suspicion to believe that a particular  
35 student is in possession of an illegal or unauthorized metal-containing object or weapon, s/he may  
36 conduct a metal detector check of the student's person and personal effects.

37  
38 A student's failure to permit a metal detector check as provided in this policy will be considered grounds  
39 for disciplinary action including possible suspension.

40  
41 The Director of Schools shall develop procedures for use of metal detectors.

## 42 **SEARCHES BY POLICE**

43 If public health or safety is involved, upon request of the principal who shall be present, police officers  
44 may make a general search of students' lockers and desks, or students' or nonstudents' automobiles for  
45 drugs, weapons or items of an illegal or prohibited nature.

46  
47 If the principal has received reliable information which he/she believes to be true that evidence of a  
48 crime or of stolen goods, not involving school property of members of the school staff or student body,  
49 is located on school property and that any search for such evidence or goods would be unrelated to school  
50 discipline or to the health and safety of a student or the student body, he/she shall request police  
51 assistance; and procedures to obtain and execute a search warrant shall thereafter be followed.

52  
53 Anything found in the course of the search conducted in accordance with this policy which is evidence  
54 of a violation of the law or a violation of student conduct standards may be:

- 55  
56 1. Seized and admitted as evidence in any hearing, trial, suspension or dismissal proceeding. It  
57 should be tagged for identification at the time it is seized and kept in a secure place by the  
58 principal or the principal's designee until it is presented at the hearing. At the discretion of the  
59 principal, the items seized may be returned to the parent or guardian of a student or, if it has no  
60 significant value, the item may be destroyed, but only with the express written permission of the  
61 Director of Schools.
- 62  
63 2. Any seized item may be turned over to any law enforcement officer. Any dangerous weapon or  
64 drug as defined in TCA 49-6-4202 shall be turned over to an appropriate law enforcement official  
65 after completion of an administrative proceeding at which its presence is reasonably required.

66  
67  
68 Whenever the possibility of uncovering evidence of a criminal nature exists, the principal or his/her  
69 designee may request the assistance of a law enforcement officer to:

- 70 1. Search any area of the school premises, any student or any motor vehicle on the school premises;  
71 or

- 72        2. ~~Identify or dispose of anything found in the course of a search conducted in accordance with this~~  
73            ~~policy.~~
- 74        ~~The involvement of law enforcement officials is encouraged when there is reasonable cause to suspect~~  
75            ~~that criminal evidence is about to be uncovered.~~

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Legal References

3. ~~TCA 49-6-4202 through TCA 49-6-4212~~

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Cross References

~~Procedural Due Process 6.302~~  
~~Child Abuse and Neglect 6.409~~

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Interference/Disruption of School Activities</b>	Descriptor Code: <b>6.306</b>	Issued Date: <b>05/01/23</b>
		Rescinds:	Issued:

## 1 *General*

2 A student shall not engage in conduct which causes the disruption or interference with the operation of  
3 the school while on school property, in school vehicles or buses, or at school-sponsored events,  
4 whether on or off campus. The student shall not urge other students to engage in such conduct.

5 Employees are authorized to take reasonable measures to establish appropriate school behavior and  
6 have the authority to control the conduct of any student while under the supervision of the school  
7 district.<sup>1</sup>

8 A student may receive disciplinary action ranging from verbal reprimand to suspension and/or expulsion  
9 depending on the severity of the offense and the student's prior record.<sup>2</sup>

## 10 **REMOVAL OF STUDENT<sup>1</sup>**

11 If a student repeatedly or substantially interferes with the learning environment, the teacher may  
12 submit a written request along with the required documentation to the principal/designee to remove the  
13 student from the teacher's classroom. The student will be given notice of the rationale for the request  
14 as well as the opportunity to offer an explanation.

15 The principal/designee will investigate the request and make a decision regarding the student's  
16 placement. The principal will notify the teacher as to his/her decision.

17 If a teacher abuses or overuses the student removal process, the principal/designee shall address the  
18 abuse or overuse with the teacher and may require the teacher to complete additional professional  
19 development to improve the teacher's classroom management skills.

## 20 *Appeal Process*

21 If the teacher's request for removal is denied, he/she may file an appeal with the Director of  
22 Schools/designee. He/she will review the teacher's request for removal as well as the decision of the  
23 principal/designee and make a determination as to the student's placement.

---

### Legal References

1. TCA 49-6-2804
2. TCA 49-6-3401

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### Cross References

- Code of Conduct 6.300
- Suspension 6.316
- Safe Relocation of Students 6.4081

1 ~~The staff is authorized to take reasonable measures to establish appropriate school behavior. Any~~  
2 ~~professional employee shall have the authority to control the conduct of any student while under the~~  
3 ~~supervision of the school system.<sup>1</sup> This authority shall extend to all activities of the school, including all~~  
4 ~~games and public performances of athletic teams and other school groups, trips, excursions and all other~~  
5 ~~activities under school sponsorship and direction.~~

6 ~~Such measures may include the use of reasonable force to restrain or correct students and maintain order.~~

7 ~~A student shall not use violence, force, noise, coercion, threat, intimidation, fear, passive resistance or~~  
8 ~~any other conduct which causes the disruption, interference or obstruction of any school purpose while~~  
9 ~~on school property, in school vehicles or buses, or at any school-sponsored activity, function or event,~~  
10 ~~whether on or off campus. Neither shall s/he urge other students to engage in such conduct.~~

11 ~~Harassment, intimidation and other conduct that may be considered "bullying" will not be tolerated.~~  
12 ~~Students shall not engage in conduct that has the effect of unreasonably interfering with another student's~~  
13 ~~academic development or that creates a hostile or offensive learning environment.~~

14 ~~A student found guilty of misbehavior may receive punishment ranging from verbal reprimand to~~  
15 ~~suspension and/or expulsion dependent on the severity of the offense and the offender's prior record.<sup>2</sup>~~

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Legal References

- 3. TCA 49-6-4102
- 4. TCA 49-6-3401

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Cross References

Suspension/Expulsion/Remand 6.316

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term:  <b>Dress Code</b>	Descriptor Code: <b>6.310</b>	Issued Date: <b>05/01/23</b>
		Rescinds: <b>6.310</b>	Issued: <b>06/02/03</b>

1 Students shall dress and groom in a clean, neat and modest manner so as not to distract or interfere with  
2 the smooth operation of the school.

3 At all schools, the following guidelines have been deemed appropriate:

- 4 1. The length of walking shorts, skirts or dresses is to be longer than the fingertips when standing  
5 at attention.
- 6 2. No hats, bandanas, hoods or sunglasses will be worn in the building. Hats may be worn in  
7 vocational areas if the teacher approves. **Headgear apparel may be worn upon religious**  
8 **exemption.**
- 9 3. No article of clothing may be worn which implies or otherwise promotes alcohol, sex, tobacco,  
10 drugs, violence, gangs, racial or offensive language. This includes belt buckles and jewelry.
- 11 4. Pants must be securely fastened about the waist. No clothing may be worn with holes, rips or  
12 tears above the knees.
- 13 5. Shoes must be worn at all times.
- 14 6. No spandex, bike shorts, or body suits may be worn.
- 15 7. No bare midriffs, halter tops, see-through shirts, tank tops, or muscle shirts are to be worn. Top  
16 wearing apparel must meet or overlap bottom wearing apparel.
- 17 8. No underwear (including sports bras) may show.

18 The Director of Schools shall announce and implement a standardized dress code for grades 6-12. This  
19 standardized dress code shall be developed in consultation with students, staff and parents according to  
20 Administrative Procedure. The dress code shall be announced sixty (60) days before the beginning of  
21 school. The standardized dress code may be more restrictive than the guidelines listed above.

22 When a student is attired in a manner inconsistent with this policy or in a manner likely to cause  
23 disruption or interference with the operation of the school; the first offense is a Level One Misbehavior  
24 (see ~~policy 6.313~~) and further violations will be consistently dealt with in accordance with established  
25 disciplinary procedures as set by Board policy.

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Legal References

1. TCA 49-1-302(j); TCA 49-6-4215(a)(1)

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Cross References

~~Discipline Procedures 6.313~~  
**Code of Conduct 6.300**  
Suspension/Expulsion/Remand 6.316

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in April</b>	Descriptor Term:  <b>Corporal Punishment</b>	Descriptor Code: <b>6.314</b>	Issued Date: <b>05/01/23</b>
		Rescinds: <b>6.314</b>	Issued: <b>07/09/01</b>

1 Any principal, assistant principal or teacher may use corporal punishment in a reasonable manner  
2 against any student for good cause in order to maintain discipline and order within the public schools  
3 in accordance with the following guidelines:<sup>1</sup>

4 1. Corporal punishment shall be administered only after other less stringent measures have been  
5 documented and failed, or if the conduct of a student is of such nature that corporal punishment  
6 is the only reasonable form of punishment under the circumstances.

7 2. Parents or guardians may submit a letter annually to the principal requesting that no corporal  
8 punishment be administered to their children. If such a letter is sent, this form of discipline will  
9 not be used.

10 3. The instrument to be used in administering corporal punishment shall be approved by the  
11 principal. The instrument should be the same used in all schools. At no time should the hand be  
12 used as the instrument.

13 4. Corporal punishment shall be reasonable.

14 5. Corporal punishment shall be administered in the principal's office in the presence of another  
15 professional employee.

16 6. The nature of the punishment will be such that it is in proportion to the gravity of the offense,  
17 the apparent motive and disposition of the offender, and the influence of the offender's  
18 example and conduct on others.

19 7. If a student has a disability, corporal punishment shall be administered only when the school has  
20 received written parental permission. The parental permission shall include the type of corporal  
21 punishment that is allowed and the circumstances under which it is permitted. This information  
22 will be kept on file at the school. It may be revoked at any time; and

23 8. The principal shall notify the parent(s)/guardian(s) any time corporal punishment is used.

24 A disciplinary record shall be maintained and shall contain the name of the student, the type of  
25 misconduct, the type of corporal punishment administered, the name of the person administering the  
26 punishment, the name of the witness present and the date and time of punishment.

27 Disciplinary records shall be filed in the school office and made available to parents or students,  
28 whichever is appropriate.

1 The Director of Schools shall develop administrative procedures to implement this policy, including  
2 applicable recordkeeping and reporting requirements.

3

---

Legal References

1. TCA 49-6-4103; ~~Ingraham v. Wright, 430 U.S. 651 (1977)~~
2. TCA 49-6-4104
3. TCA 10-7-504(b)

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Legal References

1. TCA 49-6-4103; TCA 49-6-4104; TCA 49-6-4402

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Cross References

~~Code of Behavior and Discipline 6.300~~  
~~Student Records 6.600~~

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Cross References

Code of Conduct 6.300  
Student Records 6.600



# TRANSPORTATION AND START TIMES

2023-2024 SCHOOL-YEAR

# OPTIONS DISCUSSED AT MARCH BOARD MEETING



## OPTION I - HIGH SCHOOL FIRST

- CHS & YATES - 7:15AM
- CMS & CCCES - 8:15AM
- ALL OTHERS - 9:15AM

## OPTION II - HIGH SCHOOL LAST

- CMS - 7:15AM
- ELEMENTARY SCHOOLS - 8:15AM
- CHS - 9:15AM

## OPTION III - EXTENDED TWO-TIER TIME

- CMS/CHS: 7:30AM - 2:30PM
- ALL ELEMENTARY SCHOOLS: 8:30AM - 3:30PM

## THOUGHT EXCHANGE RESULTS - EMPLOYEES



618

Participants



488

Thoughts



8,785


Ratings


%	Person Icon	Answer
5%	(27)	AOB
7%	(40)	Arnold Elementary
13%	(75)	Blythe-Bower Elementary
7%	(41)	Candy's Creek Cherokee Elementary
19%	(109)	Cleveland Middle
18%	(99)	Cleveland High
3%	(16)	Denning Center
8%	(45)	Mayfield Elementary
7%	(42)	Stuart Elementary

%	Person Icon	Answer
9%	(52)	<ul style="list-style-type: none"> <li>Option 1 CHS &amp; Yates: 7:15 a.m. to 2:15 p.m., CMS &amp; CCC: 8:15 a.m. to 3:15 p.m., Others: 9:15 a.m. to 4:15 p.m.</li> </ul>
19%	(105)	<ul style="list-style-type: none"> <li>Option 2 CMS: 7:15 a.m. to 2:15 p.m., Elementary: 8:15 a.m. to 3:15 p.m., CHS: 9:15 a.m. to 4:15 p.m.</li> </ul>
56%	(312)	<ul style="list-style-type: none"> <li>Option 3 CMS/CHS: 7:30 a.m. to 2:30 p.m., Elementary: 8:30 a.m. to 3:30 p.m.</li> </ul>
16%	(91)	<ul style="list-style-type: none"> <li>I don't want school start times to change.</li> </ul>

# THOUGHT EXCHANGE RESULTS - FAMILIES AND STUDENTS

	<b>2,091</b> Participants		<b>1,650</b> Thoughts		<b>27,998</b> Ratings
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%		Answer (Multi-select)
5%	(110)	Arnold Elementary
8%	(165)	Blythe-Bower Elementary
11%	(224)	Candy's Creek Cherokee Elementary
42%	(821)	Cleveland High
35%	(689)	Cleveland Middle
8%	(160)	Mayfield Elementary
8%	(167)	Ross Elementary
5%	(104)	Stuart Elementary
9%	(189)	Yates Primary

%		Answer
15%	(292)	■ Option 1: CHS and Yates Primary - 7:15 - 2:15 p.m., CMS and Candy's Creek - 8:15 to 3:15 p.m., Others - 9:15 to 4:15 p.m
15%	(292)	■ Option 2: CMS - 7:15 to 2:15 p.m., Elementary - 8:15 to 3:15 p.m., CHS - 9:15 a.m. to 4:15 p.m.
48%	(909)	■ Option 3: CMS and CHS - 7:30 to 2:30 p.m., Elementary - 8:30 a.m. to 3:30 p.m.
22%	(413)	■ I don't want any changes to school start times.

# Recommendations

## ADOPT OPTION III WITH TWO START TIMES

- ALLOWS OPPORTUNITY FOR SHORTER DOUBLE ROUTES FOR CENTRAL LOCATIONS WITHIN THE CITY LIMITS
  - THE TWO-TIER SCHEDULE MAY NOT DISRUPT FOR THE LARGER SCHOOL COMMUNITY TRANSPORTATION AND PROGRAMMING SCHEDULES AS A THREE-TIER SCHEDULE
  - TRAFFIC AT THE CMS WOULD PERHAPS SEE IMPROVEMENT WITH THE EARLIER START TIME
- 

## ADJUST BUS DRIVER PAY TO INCORPORATE THE PERFORMANCE BONUS INTO THE REGULAR SALARY

- THIS CHANGE WILL KEEP US COMPETITIVE WITH RATES PAID IN OTHER REGIONAL DISTRICTS
- LONGER WORK DAY WILL RESULT IN HIGHER TAKE HOME PAY FOR DRIVERS AND MONITORS



**Cleveland**  
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STUDENT INFORMATION

# Strategic Plan Update April 2023

**Michael Kahrs**  
Director of Student Information



# DEPARTMENT OVERVIEW

## Department Responsibilities

- Student Information & State Reporting
- Assessments
- Data, Analytics, and Accountability

## Department Team

- Savannah Shell, Secondary Data Coordinator
- Kathy Blackner, Database Coordinator
- Kim Shay, Student Information Coordinator
- Janice Blair, Administrative Assistant



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# Goal 1:

STUDENT SUCCESS



# STUDENT SUCCESS

**Provide excellence and equity in instruction and programs for student success.**

- Student Information
  - PowerSchool (2.3 billion pieces of data)
    - Funding
    - Accountability
  - Rostering and SSO
- Assessments
  - State
    - TCAP, EOC, TCAP-Alt, MSAA, WIDA, WIDA-Alt, AP, ACT, SDC, 2nd Grade, 3rd Grade Retake
  - Local
    - I-Ready, easyCBM, Schoolnet
- Data Analysis
  - Data Summits
  - Self-Service Decision-Making Tools
  - Individual Requests





# Goal 2:

SAFE AND HEALTHY  
SCHOOLS



# SAFE AND HEALTHY SCHOOLS

**Create a safe learning environment by balancing wellness, opportunity, and engagement while supporting academic goals.**

- Student Behavior
  - Incident Management System
    - New Multi-Student Entry
  - Disproportionality Monitoring
  - Capturing Kids Hearts/RTI2-B/PBS
- Student Geodata
  - Sidewalks
  - PRZs
  - Transportation



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# Goal 3:

COMMUNICATIONS



# COMMUNICATIONS

**Cleveland City Schools will communicate with all stakeholders and the media through multiple effective and efficient mediums.**

- Thrillshare/Apptegy
  - Direct Access to All Stakeholders
    - Voice, Text, and Email
  - Emergencies
    - Mobile App
  - Translation
- PowerSchool Enrollment
  - Contact Information
    - Unlimited Contacts - Connected Across Students
    - Multiple Data Points
  - New, Returning, and School Year Updates



- Mr. Markham followed his intuition and training to save a student's life by performing the Heimlich maneuver.
- Our softball girls got a new locker room.
- Our Cosmetology club placed at all three spots (1st, 2nd, and 3rd) at a recent competition.
- Congrats to our 4x8 relay team 5th place finish adding points to our team score.
- Congrats to Estella Clemons 1st place 800m, Boys 4x2 placed 2nd & a 4th place finish for the Swedish Relay Team
- Congrats to Winter guard who placed 4th in their round, and 5th overall this weekend in their competition.
- JROTC students and instructors worked hard to pull off an amazing Military Ball this past weekend.
- Juniors completed ACT testing last week
- Graduates of Distinction was held on Wednesday afternoon honoring 33 students and teachers
- Winter guard will perform their Performance Showcase on Friday in the commons at 6 p.m. for anyone who would like to watch them perform.
- April 1 & 2 - Winter guard Championships are at UTC Arena. Our time slot is Saturday April 1 at 1:30.



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**Site  
Committee  
Meeting  
3/30/2023**

# Agenda

- **Welcome**
- **775 Raider Drive projected timeline**
- **\*Architect for 775 Raider Drive project**
- **\*CCS performs as its own General Contractor**
- **\*CHS Entrance- History Mural**
- **CHS New Lobby and CTE Entrance updates**
- **\*CHS/CMS Innovation Grant Projects**
- **\*CHS New Lobby LED Logo**
- **Raider Pool**
- **\*George R. Stuart Elementary Auditorium Name**
- **Candy's Creek Cherokee Front Patio Fence**
- **Adjourn**

# Timeline

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## March 14, 2023

- Utilities and insurance secured in the name of Cleveland City Schools

## March 16, 2023

- Keys transferred from city officials to the school district's operations staff
- Gates opened to parking lot

## March 17, 2023

- Three sets of blueprints secured
- Initial ENA inspection and audit occurs.
- Initial interior cleaning.
- Domestic water turned on to the building and leaks repaired.

## March - August 2023: Infrastructure Phase (Phase I)

- Walk through the building with engineers, architect, operations personnel, technology personnel, and cleaning services
- Assess technology resources
- ENA/Cleveland Utilities Fiber Assessment Walkthrough **(Done)**
- Install Point-to-Point for Temporary Internet **(Done)**
- Install Phones **(Done)**
- Install camera systems for security during construction **(Done)**
- Inspect elevators and have them repaired to be placed back into service.
- Secure bids for a backflow installation on domestic water system

# Timeline Cont...

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## **March - August 2023: Infrastructure**

### **Phase (Phase I) CONT.**

- **Install backflow on domestic water system**
- **Have sprinklers serviced and placed back into service.**
- **Acquire quotes for sprinkler addition in former server rooms.**
- **Secure bids for new fire alarm system**
- **Install and activate fire alarm system**
- **Check out chiller system, fill with water, service and start up**
- **Conduct site committee meeting to discuss updates and timeline for occupancy**
- **Meet with architect to discuss initial vision for building**
- **Conduct focus groups with administrative staff during April 2023, facilitated by architect**
- **Install a temporary Cleveland City Schools sign in front of building by April 6, 2023**
- **Place CCS Decal on entry door by April 6, 2023**
- **Share with school board initial architect renderings in late May/ early June**
- **Bring building back up to code and have approved for occupancy by August 1, 2023**

## **August 2023 - May 2024:**

- **Design/ Implementation of Existing Space Phase (Phase 2)**

## **January 2024 - December 2024??:**

- **Design/ Implementation of New Space Phase (Phase 3)**



# Recommendations for 775 Raider Dr.

- **Architect, Upland Design Group to be hired for 775 Raider Drive Renovation**
  - **UDG did our evaluation of the Denning Center for use as a central office**
  - **UDG performed an evaluation on 775 Raider Drive last year and is already familiar with the property**
- **Cleveland City Schools is to act as its own General Contractor (TCA 49-2-203) with Hal Taylor to act as the Project Manager**

# CHS Entrance Mural

CHS Alumni would like approval to move forward with a mural on the north wall of the north main entrance documenting and celebrating the history of Cleveland High School, College Hill High School and Cleveland City Schools. They would bring the final version of the art work to be installed back to the BOE for approval



# **CHS New Lobby and CTE Entrance Updates**

**CHS New Lobby LED Logo**

# **CHS/CMS Innovation Grant Projects**

**Raider Pool**

**George R. Stuart Auditorium Name**

# Candy's Creek Front Patio Fence



**Cleveland City Schools**  
**Regular Site Committee Meeting**  
March 30, 2023 11:00 AM  
Administrative Office Building, Board Room



Attendance Taken at 11:00 AM.

Mr. Andy Lay: Present  
Ms. Krista McKay: Present  
Mrs. Peggy Pesterfield: Present

**1. Welcome**

Krista McKay welcomed everyone to the meeting.

**2. Regular Agenda**

**3. 775 Raider Drive projected timeline**

Hal Taylor reviewed the time line with the site committee members and the flow of events happening.

**4. \*Architect for 775 Raider Drive project**

Upland Design Group performed the evaluation of the Denning Center for use of a Central Office and also performed an evaluation on 775 Raider Dr. last year and is familiar with the property.

Moves to BOE Agenda for voting 4/3/2023

Motion to approve hiring Upland Design Group for the 775 Raider Drive renovations passed with a motion by Mrs. Peggy Pesterfield and a second by Mr. Andy Lay.

Mr. Andy Lay: Yes  
Ms. Krista McKay: Yes  
Mrs. Peggy Pesterfield: Yes  
Yes: 3, No: 0

**5. \*CCS performs as its own General Contractor**

Hal Taylor explained that, per policy, this is a viable option, as Chuck Cagle put this into law (TCA 49-2-203)

Moves to BOE agenda for voting 4/3/2023

Motion to approve Cleveland City Schools as its own general contractor for 775 Raider Dr. renovations with Hal Taylor is Project Manager (TCA 49-2-203) passed with a motion by Mrs. Peggy Pesterfield and a second by Mr. Andy Lay.

Mr. Andy Lay: Yes

Ms. Krista McKay: Yes

Mrs. Peggy Pesterfield: Yes

Yes: 3, No: 0

## **6. \*CHS Entrance- History Mural**

CHS Alumni would like approval to move forward with the artwork for a mural on the north wall of the north main entrance documenting and celebrating the history of Cleveland High School, College Hill High School and Cleveland City Schools. The final version of the artwork will be sent for approval by the Site Committee and Board of Education before installation. The material of the mural is unknown at this time.

Will come back before Site Committee for further approval before it goes to BOE vote.

Motion to approve CHS Alumni to move forward with artwork for mural passed with a motion by Mrs. Peggy Pesterfield and a second by Mr. Andy Lay.

Mr. Andy Lay: Yes

Ms. Krista McKay: Yes

Mrs. Peggy Pesterfield: Yes

Yes: 3, No: 0

## **7. CHS New Lobby and CTE Entrance updates**

Hal Taylor and Brian Templeton of Upland Design Group updated the Site Committee about the main entrance and CTE entrance. Phase I- The CHS main entrance is on schedule. The HVAC will be installed in June and ready for new school year. Everything is running on time and looks good.

Phase II- CTE Entrance will begin when school lets out. The contractor has ordered all the materials and they are on track to be finished before the new school year begins.

## **8. \*CHS/CMS Innovation Grant Projects**

Renny Whittenbarger provided an update for the Innovations Grant in which CCS has received 1.5 Million in grant money for manufacturing CTE equipment in CHS and CMS. He came before the site committee to ask for approval to build a wall in the current Engineering room at CMS to make 2 rooms. The wall will divide the room, which will

allow space for the equipment and sound proofing. All equipment will be delivered by the end of May and the wall buildout will not take place until students release for summer break.

Moves to BOE Agenda for voting 4/3/2023

Motion to approve building of the wall using money from the innovations grant passed with a motion by Mr. Andy Lay and a second by Mrs. Peggy Pesterfield.

Mr. Andy Lay: Yes

Ms. Krista McKay: Yes

Mrs. Peggy Pesterfield: Yes

Yes: 3, No: 0

### **9. \*CHS New Lobby LED Logo**

Hal Taylor came before the site committee to ask for permission to send to bid to purchase and affix a block C LED sign inside the new main entrance.

Moves to BOE Agenda for voting 4/3/2023

Motion to approve moving forward with bid process for block C LED logo for CHS new main entrance passed with a motion by Mrs. Peggy Pesterfield and a second by Mr. Andy Lay.

Mr. Andy Lay: Yes

Ms. Krista McKay: Yes

Mrs. Peggy Pesterfield: Yes

Yes: 3, No: 0

### **10. Raider Pool**

Hal Taylor spoke to the committee about the current condition of the pool at the Denning Center. It has all its original tiles which have begun to leak. Only half of the original mechanicals have been replaced in 20+ years. There is no immediate need to replace but it is something he would like to look at doing repairs within the Capitol Budget.

### **11. \*George R. Stuart Elementary Auditorium Name**

Dr. Elliott received an application from a board member and 2 community members to have the building named after Don Goff. The building isn't currently named.

Moves to BOE Agenda for voting 4/3/2023

Motion to approve the naming of the auditorium at George R. Stuart passed with a motion by Mrs. Peggy Pesterfield and a second by Mr. Andy Lay.

Mr. Andy Lay: Yes

Ms. Krista McKay: Yes

Mrs. Peggy Pesterfield: Yes

Yes: 3, No: 0

## **12. \*Candy's Creek Cherokee Front Patio Fence**

Hal Taylor talked to the committee about funding from a health grant we received that has specific rules and needs to be completed by this summer. Candy's Creek Cherokee has a need for a fence around a patio which also would serve as security for the rooms that are attached to that space.

Moves to BOE agenda for voting 4/3/2023

Motion to approve use of grant funds to design and install a fence around the current patio area. Also to allow final approval of design appointed to Mrs. Lisa Earby passed with a motion by Mr. Andy Lay and a second by Mrs. Peggy Pesterfield.

Mr. Andy Lay: Yes

Ms. Krista McKay: Yes

Mrs. Peggy Pesterfield: Yes

Yes: 3, No: 0

## **13. Adjourn**

Krista McKay adjourned the meeting at 11:44 am.