

**Board of Education Regular Meeting**

January 11, 2021 5:30 PM

Administrative Office Building, Board Room

Attendance Taken at 5:30 PM.

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

**1. Pledge of Allegiance**

Our student representative, Skyler Stone, led us in a moment of silence in honor of Charlie McKenzie and for the lives that were lost on Capital Hill. She also led the Pledge of Allegiance.

**2. \*Consent Agenda**

Mrs. Robinson ask if anyone would like to remove anything from the Consent Agenda. Mrs. McKay states she would like to remove 2.D. Approval of 2021 Board Annual Agenda from the Consent Agenda and move it to the Regular Agenda.

Motion to approve the Consent Agenda after removing 2.D. Approval of 2021 Board Annual Agenda from the Consent Agenda and moving it to the Regular Agenda Passed with a motion by Ms. Peggy Pesterfield and a second by Mr. Nate Tucker.

Mr. Tom Cloud: Yes  
Mr. Charlie Cogdill: Yes  
Ms. Carolyn Ingram: Yes  
Ms. Krista McKay: Yes  
Ms. Peggy Pesterfield: Yes  
Ms. Dawn Robinson: Yes  
Mr. Nate Tucker: Yes  
Yes: 7, No: 0

A. \*Approval of Regular Agenda

B. \*Approval of Minutes from December 7, 2020 Board Meeting

C. \*Approval of Second Reading of Policies 4.209, 4.400, 4.603, and 6.3041

**3. Regular Agenda**

A. Director's Update

-Laptops arrived for Cleveland Middle School. Dr. Dyer wants to thank the technology team for distribution.

-General Assembly Special Session on Education will begin January

19. Some items on the agenda will be Funding, Teacher Pay, Accountability, Learning Loss, and Literacy.  
-\$2.9 million received from the bond issues for the PIE Center. More funds are anticipated as those funds are drawn.  
-The new \$900 billion federal COVID-19 Relief Package will meet the needs of students furthest from opportunity, supporting student well-being, making up lost instructional time, and capital improvements related to COVID-19. The state of TN will receive \$1.1 billion, CCS will receive \$5.4 million. The Board asks if this could help fund a summer program? Dr. Dyer says yes it could be a part of this funding.  
-Read 360 Program. This is optional grants for access to tutoring and online supports, access to professional development and materials, and assistance with implementing strong reading instruction. TN received \$100 million, and the CCS amount is unknown.  
-Martin Luther King Jr. Day is Monday, January 18 and schools will be closed.

B. BCPEF Foundation Report

Vanessa Hammond with the Bradley Cleveland Public Education Foundation gave a year in review for the program.  
-One year ago they outlined a mission of their strategic plan and priority objectives. They are on target for both for fulfilling their mission and improving the organizations sustainability.  
-The program support for 2020 included supporting 6 Cleveland City Schools, additional support helped address the unique expenses associated with COVID: Virtual Learning, and providing a safe environment. Specifically \$352,895 supported CCS in 2020. Of that amount, \$255,016 was directed toward COVID related programs which was provided from a Tennessee Community Cares Grant.  
-She wanted to praise Lynn Voelz and Cindy Geren for working on this grant.  
-This support through BCPEF represents a 1,100% return on investment for CCS based on your \$30,000 support to the foundation for 2020.  
-There have been 5 teacher grants for 2021 that have been awarded for 5 teachers for \$17,230. At Yates Primary, CMS, and CCCE received the grants this year.  
-On our redesigned website you can see different programs that the program is funding.  
-For the CHS project there were many donors to this project from the Fitzgerald's Family Foundation in the form of the Fitzgerald's Innovation Award and the George R. Johnson Foundation.  
-The executive committee wants to thank the board members for the operational support for the foundation.  
-The Board thanks her and the organization for supporting our teachers.

C. \*First Reading of Policy 5.3051 - FFCRA Leave

-Mr. Kelly Kiser states on December 31, 2020 the Families First Acts Corona Policy expired. This policy entitled employees to 10 days of paid sick leave. This was not renewed by congress, so there is no mandatory requirements to fulfill this. Employees will just be on their own to use their own sick days to quarantine. We are proposing this Policy 5.3051 COVID-19 Leave, which will allow 10 days total for the year for our employees to use for quarantine. For example: If a staff member used 4 days in the first semester, then they would have 6 days left to use for COVID19

quarantine for the 2020-2021 school year. In the first semester we spent \$36,000 on these days. Mr. Kiser spoke with Mrs. Cindy Geren and she agrees that the budget can sustain this for the second semester.

Motion to approve the first and second reading of Policy 5.3051 COVID-19 Leave Passed with a motion by Mr. Charlie Cogdill and a second by Ms. Carolyn Ingram.

Mr. Tom Cloud:	Yes
Mr. Charlie Cogdill:	Yes
Ms. Carolyn Ingram:	Yes
Ms. Krista McKay:	Yes
Ms. Peggy Pesterfield:	Yes
Ms. Dawn Robinson:	Yes
Mr. Nate Tucker:	Yes
Yes: 7, No: 0	

D. Strategic Plan Focus

-Dr. Dyer focuses on the Student Success and Portrait of a Graduate Task Force Update. Several meetings have now been held working with our partner, NIET. Committees include elementary, secondary, and Portrait of a Graduate. On 12-9 and 12-10 numerous focus group virtual meetings took place with the following groups - central office, elementary admin, secondary admin, elementary instructors, and secondary instructors. We want as many diverse opinions on this as possible.

-Overall Takeaways from the Focus Groups. Strengths -Community: School, district, and local communities were all listed as strengths. There was a clear sense of community support and engagement. Innovation: consistent trend that the district is willing and excited to be on the forefront of new learning opportunities. Educator Support: the readiness and ease of getting support from their school and district is a strength. Opportunity for Growth - Focus: changing or adding priorities, programs, and consistency at the district/school as sources of difficulty as it relates to depth of implementation of various programs. Alignment: shifting roles, responsibilities, and shifting priorities was observed to be a challenge.

E. COVID-19 Task Force Update

-Dr. Jeff Elliott states in December our county active COVID-19 numbers was 750 and tonight our number is 1216. Some of the numbers we look at on a regular basis are the positivity rate in our community, our 7 day average with the new cases, hospitalizations, and the weekly update on our website for our CCS staff and students. Since our last update I want to thank our teachers for all of their work with virtual teaching. Also, our transportation department delivered the food prepared by the nutrition department. Dr. Elliott rode the bus and saw how

important it was to deliver that food to the families. The first week back in the 2020-2021 second semester we started with Reconnection Week. It was important to do this because CHS students had new schedules, the laptops were distributed at CMS, and we had several virtual students who returned to traditional learning. We still have around 500 students still in our Virtual School. On Tuesdays in January our Task Force will meet to determine what plans will be made for the following week so we can send out communication to our families about the following week.

-Dr. Dyer wants to second Dr. Elliott in thanking our teachers, teacher aids, transportation, nutrition, and the AOB staff.

-He states the plan the Board approved in June as our Reopening Plan has been effective and worked for this school year. But, he feels part of his job is to stay up to date on new research and bring that to the Board to see if we need to revise our plan.

-Dr. Dyer presents the Schools and the Path to Zero: Strategies for Pandemic Resilience in the Face of High Community Spread. This document is from Edmond J. Safra Center for Ethics at Howard University and Brown School of Public Health at Brown University.

-Why new guidance now? -in the survey it states "We can now recommend that schools be open even at the very high levels of spread we are now seeing, provided that they strictly implement strategies of infection control." In June and July, we were still in crisis mode, and our current plan was based on current knowledge of virus spread, etc. "This briefing focuses on measures of infection control necessary for in-building safety at high levels of community spread."

-The CCS total Fall 2020 COVID Cases were: Students 181, Staff 58 and a total of 239. Clusters associated with schools often seem to originate from outside the school rather than as a result of within-building transmission. These numbers do not reflect what were just transmitted within school transmission. This is also what happens outside the school walls.

-General Topics in Settling on a Strategy. Trust- Four Challenges:

- a. ensuring students, staff, and educator communication is clear and concise on what we know and don't know about safety related to COVID-19. A health and safety committee is recommended as a strategy.
- b. Continuing to build confidence in public health guidance and away from the politics of COVID-19.
- c. Continuing to build trust and consistency with our families.
- d. The level of acceptance of vaccination in our community.

2. Transportation: a. Continuing to promote safety of our bus transportation. Recommended 20-40 air changes per hour can be achieved by keeping windows down a few inches while the bus is in motion.

3. Infection Control: a. 3 months of research shows that schools that are in-person and using effective mitigation are unlikely to be super-spreaders events.

- b. The best infection control measures include: masking (We are already doing this), Hand and bathroom hygiene (We are already doing this) , achieving 4-6 air changes per hour of "clean" air through ventilation/filtration (We are already doing this).
- 3 ft. social distancing for young learners at all levels of community spread, 6 ft. social distancing for secondary when levels of community spread rise above 100/1000 daily new cases; 3 ft. when below that level. Robust quarantine and contact tracing practices. Where feasible, surveillance/screen testing for COVID-19 (under consideration).

-What Research is Showing about COVID Transmission in

Schools. Growing evidence that students are not at heightened risk from school re-openings. Dealing with adult risk: Schools reopening with strong controls in place have limited impact on community transmission rates. The COVID-19 School Response Dashboard shows that school staff have a cumulative infection rate (Aug-Nov) of 1.9% vs. 1.5% for the communities in which the schools are located (research states further investigation is needed on this. Also, the higher number includes suspected cases where as the lower number includes only confirmed cases). Teachers face no greater risk than other comparatively low-risk front-line workers such as grocery clerks or retail workers-and far less than meat packers and health care aides, for instance.

-Study Recommendations for Prioritizing Openings. 1st Priority - Grades preK-5 and students in particularly vulnerable groups at grade levels preK-8. 2nd Priority - Grades 6-8 and students in particularly vulnerable grade levels 9-12. 3rd Priority - Grades 9-12, capacity requirements may be met by adjusting the percentage of students in the building at one time through hybrid scheduling.

-Implications for the CCS plan: Does our current COVID plan serve the best direction for CCS to continue to follow OR Does the board believe moving to a plan with the priorities mentioned in this research make sense for our community? Are we implementing universal precautions to the degree necessary to implement this type of prioritization plan? What this revised COVID plan could look like: Green Phase: All schools are in-person preK-12 following universal precautions. Yellow Phase: Grades preK-12 are in-person, but additional mitigation strategies are implemented including elementary students having specials in their own classrooms, etc. Red Phase: Grades preK-5 are in person with our most vulnerable special population students also in person grades preK-12. Secondary students come to school on a hybrid A/B schedule Monday-Thursday and Friday would be virtual for all secondary students.

-The Board asks with the split group. How would they be split up? Dr. Elliott states the students would be split into two groups. A Group and B Group. For example the A group would be in person Monday and Wednesday, and at home learning Tuesday and Thursday. The B group would be in person Tuesday and Thursday and at home learning Monday and Wednesday. Every student would be virtual on Friday.

-Skyler Stone ask how the groups would be split up? Dr. Elliott states we will use the students last name to split them into groups.

-The Board asks with the A/B schedule would it allow for the 3-6 foot spacing? Dr. Dyer states it will still be a classroom by classroom basis but for the most part it will easier to spread out in the classroom.

-The Board asks if there are going to be any impact for the staff? Dr Elliott states they spoke with the principals and based on previous situations from this school year and they think it would help. Mr. Kiser states this would give us more flexibility to target a specific closure that might need to take place.

-The Board asks if we can break down how many staff and how many students are quarantined/isolated on our weekly report on Fridays at 3:00 pm. Dr. Dyer states we can do that.

-The Board asks if the new strand of COVID-19 hits the Chattanooga/Cleveland area would this plan be able to adapt to

it? Dr. Dyer states yes, we will have multiple phases in the red phase.

-The Board would like more clarification on the phases of the red phase. Dr. Elliott states they haven't set a number to determine the levels of red phases and what those numbers would be to close school. This will be a discussion for the Task Force.

-The Board asks if Dr. Dyer has spoken with Dr. Cash or Dr. Johnson? Dr. Dyer states he has spoke with Dr. Cash about the spread in their schools, but he has not spoken to her about this particular plan.

-Skyler wants to know if you have thought about the teachers and how this would effect them? Dr. Elliott states both CMS and CHS has technology to support this online learning, but on the in person days the teachers would only be focused on the in person students. Skyler wants to know if Dr. Elliott thinks this will delay the curriculum? Dr. Elliott states it will be a transition but our teachers have adapted well. Dr. Dyer wants everyone to remember our diversity in this system. We have high economic status and lower economic status with our students. Dr. Elliott spoke with Gena Reed and they are looking to cover the food delivery. At the end of the students in person day they would take home meals for the next day, and also there will be meals to be picked up at the schools.

-The Board asks would the community number of 1,081 trigger us to the red phase? Dr. Dyer states yes it would.

-The Board asks have we looked at different hybrid models and if we still have WiFi/connectivity issues? Dr. Elliott states they have looked at other school systems. They believe this plan is better because the students won't be away from school for such a long time. For Example: If group A went on Monday and Tuesday they would have 5 days off before they came back to the school building. This plan also helps with food distribution as well compared to trying to cover 3 days worth of food at once. Dr. Dyer states the wifi/connectivity at CMS and CHS have been successful from what he is hearing from the principals.

-The Board asks how is the substitute situation? Mr. Kiser stated it is still a struggle. We have had more substitutes apply lately.

-The Board asks if we do approve this would it begin next week? Dr. Elliott states we would start next week if it is approved, and if the Task Force feels the plan is ready to be sent out on Wednesday.

-Dr. Dyer says the snow day/inclement weather day will remain the same, it will be a day off of school. Our students will not be required to log into virtual learning.

-Mrs. Robinson recognizes the parents for how well they have handled these challenges.

-Dr. Dyer recommends moving into the new plan if the Board chooses to do so.

Motion to move into the new COVID-19 plan Passed with a motion by Ms. Carolyn Ingram and a second by Ms. Peggy Pesterfield.

Mr. Tom  
Cloud: Yes

Mr. Charlie  
Cogdill: Yes

Ms. Carolyn  
Ingram: Yes  
Ms. Krista  
McKay: Yes  
Ms. Peggy  
Pesterfield: Yes  
Ms. Dawn  
Robinson: Yes  
Mr. Nate  
Tucker: Yes  
Yes: 7, No: 0

F. Student Representative's Update

Sklyer states her report is fairly short because they have been out for 3 weeks. HOSA students qualified for state. The softball team was picked for this school year and she knows they will be dedicated players. She wants to show her appreciation to the system and board members for their COVID-19 relief efforts. COVID-19 hit home to her because her father was sent to the hospital and couldn't find a bed. So, she would like to encourage everyone in the community to your part and wear masks.

G. \*Approval of 2021 Board Annual Agenda

Mrs. Krista McKay states she would like to move the "Tennessee Legislative Network Representative to TSBA" in February to the "As Needed" section. She would also like to delete the "Report on NSBA Annual Conference" in May AND delete the "Announce dates for NSBA Annual Conference and NSBA Advocacy Institute" in October. She would like to move "Strategic Plan Initiatives" from the "as needed" section to show up every month.

Motion to approve Krista's changes as stated above to the annual agenda for 2021 Passed with a motion by Ms. Krista McKay and a second by Mr. Charlie Cogdill.

Mr. Tom  
Cloud: Yes  
Mr. Charlie  
Cogdill: Yes  
Ms. Carolyn  
Ingram: Yes  
Ms. Krista  
McKay: Yes  
Ms. Peggy  
Pesterfield: Yes  
Ms. Dawn  
Robinson: Yes  
Mr. Nate  
Tucker: Yes  
Yes: 7, No: 0

H. Site Committee

- 3.G.1. Long Term Facilities Plan - Brian Templeton
- 3.G.2 Utilities Right of Way in front of CMS and CCCE - Hal Taylor

- 3.G.3 Mayfield Elementary property requested by Lee University - Hal Taylor
- 3.G.4 Water Line situation at CHS - Hal Taylor and Brian Templeton

Mr. Cogdill ask if they could switch the order of the Site Committee items so Mr. Strong and Mr. Templeton could get back on the road home.

-3.G.3 Mr. Taylor states we need to decide if we are going to lease the property to Lee or give the property to Lee. After talking to the city attorney we would have to meet a specific criteria to give the property away to Lee, and we will not meet this criteria. Mr. Taylor recommends we lease the property to Lee. After speaking to the city attorney, and Cole Strong, Vice President of Operations for Lee University, the lease would be a 20 year renewable lease for \$1/year. We would get approval of any lighting on that property and there would be a tree buffer on the property.

-The Board asks if we would be able to build a walking bridge? Mr. Taylor states he has looked into this and with the ADA laws it would be very difficult and very expensive to make this happen. What is more feasible would be a walking path that would go around the sidewalk but further back from the road.

3.G.1 Mr. Brian Templeton states since the last meeting we have been trying to pin point down the scope of services work for the facilities plan. The scope talks about working with Hal and taking his information in his 5 Year Capital improvement plan. Mrs. Robinson says the old plan has been a great source of reference since 1996. Mr. Templeton reminds the board they pulled the Denning Center and CHS out from this plan so they can take a more in depth look at both. Mr. Templeton refers back to the attached document and the fee schedules and hourly rates. Mr. Cogdill asks if Community Techtonics gave them a start date? Mr. Templeton states they can start soon, and it could last around 6 months. The Denning Center project will start next week doing field measuring, so we can come back and report what we found.

3.G.4 Mr. Taylor states we have had some interesting things happen since the last meeting. We have a 4" water line that feeds the west wing. It has broken underground and it is a large break, but it came at a good time before Christmas break so we could dig underneath. There is an orange fencing up now to protect our students. They believe the line is broken at the stairway in the commons. This line is near the sewer line which needs to be taken care of as well. Mr. Taylor would like to get a plan together so we can get some estimates on how to fix it. Mr. Cogdill states the old walkway and asphalt were still underneath the building so they had to drill through that which made it longer than expected to temporarily fix. Mr. Cogdill states it could take 2-3 summers to fix the problem. The Board asks if this is the whole pipe or part of it? Mr. Taylor states its the whole pipe. The Board asks if the sewer line is still working? Mr. Taylor states it is still working, but it is taking a lot of repair work. Mr. Taylor states the temporary fix should keep it working until summer. Mrs. Robinson states we give the go ahead for the engineer to work on this project. Mr. Templeton will bring back findings at the

February meeting.

3.G.2 The easement you have voted on before was for TDOT. This is a right of way for Cleveland Utilities. Mr. Taylor goes over the attached paperwork for CMS and CCCE. He is asking for approval to accept the money and approve the right of way. Mr. Cogdill ask if the awnings will be done by summer? Mr. Taylor states that it will be close to summer.

Motion for 3.G.3 to move forward to pursue a lease with Lee University Passed with a motion by Mr. Charlie Cogdill and a second by Ms. Krista McKay.

Mr. Tom  
Cloud: Yes

Mr. Charlie  
Cogdill: Yes

Ms. Carolyn  
Ingram: Yes

Ms. Krista  
McKay: Yes

Ms. Peggy  
Pesterfield: Yes

Ms. Dawn  
Robinson: Yes

Mr. Nate  
Tucker: Yes

Yes: 7, No: 0

Motion for 3.G.1 to approve the long term facilities plan and work with techtonics Passed with a motion by Mr. Charlie Cogdill and a second by Ms. Peggy Pesterfield.

Mr. Tom  
Cloud: Yes

Mr. Charlie  
Cogdill: Yes

Ms. Carolyn  
Ingram: Yes

Ms. Krista  
McKay: Yes

Ms. Peggy  
Pesterfield: Yes

Ms. Dawn  
Robinson: Yes

Mr. Nate  
Tucker: Yes

Yes: 7, No: 0

Motion for 3.G.2 to accept the money and approve the right of way for CMS and CCCE Passed with a motion by Mr. Charlie Cogdill and a second by Ms. Krista McKay.

Mr. Tom  
Cloud: Yes

Mr. Charlie  
Cogdill: Yes

Ms. Carolyn  
Ingram: Yes

Ms. Krista  
McKay: Yes  
Ms. Peggy  
Pesterfield: Yes  
Ms. Dawn  
Robinson: Yes  
Mr. Nate  
Tucker: Yes  
Yes: 7, No: 0

- I. \*Officer Elections: Chairman, Vice-Chairman, Chairman Pro-Term  
-Dr. Dyer would like to take nominations on who the board want to elect as Chairman.  
-Dr. Dyer would like to take nominations on who the board would want to elect as Vice Chairman.  
-Dr. Dyer would like to take nominations on who the board would want to elect as Chairman Pro-Term.  
Motion to approve the nomination of Dawn Robinson to be the 2021 Chairman Passed with a motion by Ms. Peggy Pesterfield and a second by Mr. Charlie Cogdill.

Mr. Tom  
Cloud: Yes  
Mr. Charlie  
Cogdill: Yes  
Ms. Carolyn  
Ingram: Yes  
Ms. Krista  
McKay: Yes  
Ms. Peggy  
Pesterfield: Yes  
Ms. Dawn  
Robinson: Yes  
Mr. Nate  
Tucker: Yes  
Yes: 7, No: 0

Motion to approve the nomination of Kirsta McKay to be the 2021 Vice-Chairman Passed with a motion by Mr. Charlie Cogdill and a second by Mr. Nate Tucker.

Mr. Tom  
Cloud: Yes  
Mr. Charlie  
Cogdill: Yes  
Ms. Carolyn  
Ingram: Yes  
Ms. Krista  
McKay: Yes  
Ms. Peggy  
Pesterfield: Yes  
Ms. Dawn  
Robinson: Yes  
Mr. Nate  
Tucker: Yes  
Yes: 7, No: 0

Motion to approve the nomination of Peggy Pesterfield to be the 2021 Chairman Pro-Term Passed with a motion by Ms. Krista McKay and a second by Mr. Nate Tucker.

Mr. Tom Cloud:	Yes
Mr. Charlie Cogdill:	Yes
Ms. Carolyn Ingram:	Yes
Ms. Krista McKay:	Yes
Ms. Peggy Pesterfield:	Yes
Ms. Dawn Robinson:	Yes
Mr. Nate Tucker:	Yes
Yes: 7, No: 0	

4. **"B" Agenda**

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

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Chairperson

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Superintendent

**Board of Education Regular Meeting**

December 7, 2020 5:30 PM

Administrative Office Building, Board Room

Attendance Taken at 5:30 PM.

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

**1. Pledge of Allegiance**

Our student representative, Skyler Stone, led us in a moment of silence and the pledge of allegiance.

Mr. Cogdill stated Mr. Jerry Frazier is in the hospital with COVID and wants everyone to keep him in their thoughts and prayers.

**2. \*Consent Agenda**

Mrs. Robinson ask if anyone would like to remove anything from the Consent Agenda. Mr. Tucker states he would like to remove 2.C. Approval of Overnight Field Trips from the Consent Agenda and move it to the Regular Agenda. Mr. Cogdill would like to add to the regular agenda "Christmas Bonuses".

Motion to approve the consent agenda after removing 2.C. Approval of Overnight Field Trips and adding 3.A. Christmas Bonus to the regular Agenda Passed with a motion by Ms. Carolyn Ingram and a second by Mr. Tom Cloud.

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

Yes: 7, No: 0

2.A. \*Approval of Regular Agenda

2.B. \*Approval of Minutes from October 29 Facilities and November Regular Board Meeting

2.C. \*Approval of Second Reading of Policies 2.805 and 2.8051, and Procedure 2.8051.1.

2.D. \*Approval of 2020 Local Education Agency Compliance Report

**3. Regular Agenda**

3.A. \*Christmas Bonus

Mr. Cogdill states he would like to make a motion to allow Christmas bonuses as a budgeted expense to net all permanent certified and support employees \$100 in recognition for all of their hard work for this first semester.

-The Board agrees that our most valuable asset are our employees, and this small token of appreciation will show our gratitude. The Board wishes they could do more, but they are glad we are able to do something.

-Dr. Dyer explains the total bill is around \$150,000 adding in our child nutrition staff. Everyone has said "thank you" a lot to our staff, but this is a tangible way to show gratitude. As a reminder, taxes have to come out so the gross amount is higher than \$100, but they will net \$100.

-Mrs. Geren states when you pay a gross salary to an employee, the employee has to pay their part of their taxes. Since this is a bonus we will take 25% federal income taxes out and they will still pay Medicare and Social Security taxes. From the employer side we have to match the Medicare and Social Security taxes as well as pay the retirement amount for the employer. For certified employees the retirement amount is 10.27% and support staff the retirement amount is 17.18%. If you add these amounts on top of what the school system would pay to the employees, the total bill is \$187,025. The certified staff also pay in 5% into TCRS as a contribution.

-The Board confirms after all of the taxes and contributions are taken out each employee will take home \$100? Mrs. Geren confirms yes, they have all of the calculations figured out so they will take home \$100.

-The Board asks how this will be paid? Mrs. Geren states it will be direct deposited on December 18 as a separate deposit from their payroll.

Motion to approve a \$100 Christmas Bonus Passed with a motion by Mr. Charlie Cogdill and a second by Ms. Peggy Pesterfield.

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

Yes: 7, No: 0

### 3.B. \*Approval of Overnight Field Trips

Dr. Dyer states the overnight wrestling trip originally on the consent agenda is no longer needed. That trip has been scaled down to a one day tournament.

-Mrs. McKay asks about the structure of the new form. She would like to see some items that were missing from the new form that were on the old form. Example: Names of chaperones, cost to parents, cost to school, where they will be staying, etc. Dr. Dyer suggests that Julie email Mrs. McKay tomorrow and they can discuss more in detail about how to get this updated with the correct information showing.

### 3.C. Director's Update

Dr. Dyer wants to say thank you to our teachers, administrators, nurses, and all CCS Employees! The middle school has been getting good feedback on our At Home Learning day. Our Portrait of a Graduate and Student Success Task Force have had many meetings with NIET and now this week we are meeting with them and our staff from all levels on how to bring our strategic plan to life. Cleveland Middle School is announcing their new Assistant Principal

Kimberly Bradford. Dr. Dyer knows she is going to do a great job at CMS, even though Stephanie Pirkle will be missed in retirement. Some professional development Dr. Dyer has attended since the last meeting is transformational leadership consortium with AASA, and leading and learning at the top of the K-12 grade structure with TOSS. Tomorrow, Tuesday, December 8 will be a rotary presentation on literacy with Dr. Elliott and Mrs. Bender. As a reminder, the final day of classes and schools being open is Friday, December 18. Students return on Tuesday, January 5.

3.D. \*First Reading of Policies 4.209, 4.400, 4.603, 6.3041

\*First and Final Reading of Policy 4.700

-Dr. Dyer invites Dr. Elliott up to discuss these policies.

-Policy 4.209, Alternative Credit Options. This is a new policy. Dr. Elliott states the main reason for this policy is for our high school students to be able to do post secondary course work while they are in high school, and some 8th graders. We would bring any post secondary agreements to the board to approve before we offer them to the students. So, if a student would like to take a class that we don't offer we can come to the board and get approval for this class. Dr. Dyer states we were already doing this on a case by case basis, but this policy would allow us to have a structure to get this passed.

-Skyler Stone states this has effected her personally because she wanted to take more German classes and could not do so.

-The Board asks if a student fails a class first semester could they retake it online during the second semester? Dr. Dyer states we could speak with Mrs. O'Bryan and her team to see.

-Policy 4.400, Textbooks and Instructional Materials. The old policy is being taken out and a longer new policy will be put in. Most of this policy are things we have been doing for a long time. We have a textbook committee already, and we post which books we are considering for the curriculum so the parents can give us feedback. Something new in this policy is a parent agreement that is to be signed at the beginning of the school year when we assign textbooks. It says the parents understand the book is property of the school system and it is to be returned to the school in good condition.

-The Board asks if the laptops are considered part of this policy as instructional curriculum? Dr. Dyer and Dr. Elliott state the laptops do not fall under this policy, it is more resources that are paper driven, manipulatives for math, etc.

-The Board asks if the paper that the parents sign says they have to pay for the book if not returned? Yes, they will have to pay for any books not returned/replaced.

-Policy 4.603, Promotion and Retention. The school should identify any students that need retention by February 1 of the school year. Once again, this policy states items we are already doing. K-3 reading intervention, retention strategies, etc.

-The Board asks if we are seeing a lot of retention? Dr. Dyer states it's not often, but there are certain situations where it is needed.

-Policy 6.3041, Title IX and Sexual Harassment. We have looked at this policy already, but after speaking with Mr. Chuck Cagle and the wording needs to be updated on page 5. We added "or the Director of Schools Designee" because this is time consuming, so we need the option to bring in someone else to be on the case.

-Policy 4.700, Testing Programs. This policy deals with EOC testing, which is happening right now. Our staff went through this policy and they are recommending on line 14 "that TN Ready and EOC scores should not be counted on their final grade for the 2020-2021 school year". With isolation, quarantine, etc. it seems like the fair thing to do this term. Dr. Dyer

recommends we revisit this policy next school year.

-The Board asks what if taking the final test will improve their final grade? Mr. Kahrs states there is a problem with getting the grades back in time. Mrs. O'Bryan has been working on an alternative plan for students to do work to help their grade out and not to penalize them.

Motion to approve the first readings of Policies 4.209, 4.400, 4.603, and 6.3041 Passed with a motion by Mr. Tom Cloud and a second by Mr. Nate Tucker.

Mr. Tom Cloud: Yes

Mr. Charlie Cogdill: Yes

Ms. Carolyn Ingram: Yes

Ms. Krista McKay: Yes

Ms. Peggy Pesterfield: Yes

Ms. Dawn Robinson: Yes

Mr. Nate Tucker: Yes

Yes: 7, No: 0

Motion to approve the first and final reading of policy 4.700 Passed with a motion by Ms. Peggy Pesterfield and a second by Ms. Carolyn Ingram.

Mr. Tom Cloud: Yes

Mr. Charlie Cogdill: Yes

Ms. Carolyn Ingram: Yes

Ms. Krista McKay: Yes

Ms. Peggy Pesterfield: Yes

Ms. Dawn Robinson: Yes

Mr. Nate Tucker: Yes

Yes: 7, No: 0

### 3.E. Strategic Plan Focus

Dr. Dyer is speaking about the communication section of the Strategic Plan. A Style Guide is now used by schools and the AOB for our general communications. We have updated and changed our communication technology to Thrillshare. This allows us to text/call/email in 24 different languages for our families. Our new website through Apptegy is now viewable in 18 different languages. We have a new Cleveland City Schools App in the Apple and Android App Stores. Each school has a list of interpreters to call on for translation services and we have purchased an app called Talking Points so teachers and administrators may contact parents in any language through text.

-The Board asks how we are promoting these different communication styles? Dr. Dyer states we had a communication audit and it is helping us look at our modes of communication. We know we need to focus more on the app. Mr. Raper states Thrillshare is more of a district level of communication, and Talking Points is more of a personal teacher to student messaging system.

-The Board asks when they did the audit what did it say was the best form of communication to our families? Dr. Dyer believes social media was the main communication avenue. Also, when they did the audit we did not have a Facebook page for the district.

### 3.F. COVID-19 Task Force Update

-Dr. Elliott states the Task Force continues to meet on a regular basis. Last week CMS went to at home learning and he spoke with the CMS teachers and its encouraging to hear all the great ways our teachers are adapting and succeeding. The CDC has updated their guidelines and the amount of days you have to quarantine is now 10 days instead of 14 days. One of the aspects of the elementary team is to use the Cares Act Fund for intervention in the summer. We met with some of the summer intervention program teachers and we have begun deciding on what curriculum we would like to use and started planning this program. The high school has been using their after school program for credit recovery programs. The Middle School is also planning a summer intervention program. Virtual Choice numbers: CHS currently we have 77 who are virtual, but it could cap out at 100 students. CMS currently we have 190 returning to traditional and around 65 staying virtual. At the elementary level 184 returning to traditional, and 232 will remain in virtual.

-We had some feedback from the virtual learning day on November 2 from our staff and families. He appreciates the honesty on this survey from everyone. This will help us plan for future days.

-Dr. Elliott states the administration and reopening task force have been reviewing the COVID numbers daily. This morning we had 36 positive cases and then this afternoon we added 11 more COVID positive cases. Since these numbers are increasing we will have all of Cleveland City Schools be at home learning next week, December 14-18. This will allow all students time to get paper packets if needed this week. The high school students do have laptops already. If a student would like to pick up breakfast/lunch options we will have bus stops with meal pickup and pickup at BB, Mayfield, CCCE, CHS, and Yates on Monday and Wednesday of next week. There will not be Y care at the schools, but the parents should contact the YMCA for details on their plan to accommodate working families. Dr. Dyer states don't forget the program allows food pickup from children 0-18 years old.

-The Board asks of the feedback given on at home learning was there any information on internet access? Dr. Raper states they have sent out surveys asking if students had internet access, but those surveys are unreliable because the students we are trying to reach may not be able to answer the survey because they don't have internet. Dr. Raper states the district has purchased hot spots for students to check out and use at home. The district now has 50-60 hot spots. Dr. Dyer states many systems across the state are having the same problems with connectivity.

-The Board asks if we have parking lot Wi-Fi access at the schools? Dr. Raper states CMS and BB currently have Wi-Fi in their parking lots now. Currently they are working on getting WIFI in all of our parking lots this week.

-The Board asks if they do not have internet access do they get paper packets? Dr. Elliott states yes, the teachers have a list of which students need packets.

-The Board asks if anyone in the community wants to find out more information about parking lot Wi-Fi, etc. where can they go to get this information? Mrs. Smith and Dr. Raper state it is on the Cleveland City Schools website under Back To School. Dr. Dyer said we can create a one page flyer to send out/hand out to students with Wi-Fi information on it.

-The Board asks if the classes will be recorded? Dr. Raper states they are not recorded because of FERPA issues.

-The Board asks if we have tried to partner with other businesses in town to allow our laptops to be able to use their Wi-Fi? Dr. Dyer states at the

beginning of the Blade project they tried to go to businesses and ask them to put our BLADE sticker on their door so families knew they could connect there. We found out most businesses did not want to do that because their company policy won't allow it.

-The Board asks why we are not going to At Home Learning today instead of next week? Dr. Elliott states according to our numbers we are trending upwards and feel the trend next week will be much higher. We wanted to give our teachers, students and families enough time to be ready for At Home Learning.

-The Board asks if the vaccine comes out and the number of COVID cases goes down drastically would our virtual students have the options to come back to traditional? Dr. Elliott states our plan is to keep them virtual through the end of this semester. But, we do want to give them the option to participate in the summer intervention programs in person.

### 3.G. \*Calendar Options

-The 2021-2022 Calendar Updates- Since we had a positive feedback from our staff about the reconnection week we chose to reschedule this calendar. There will be a reconnection week with 3 days of reconnection, August 3-5, with 1/3 of the students present on these days.

-The 2022-2023 Calendar. We have sent our Draft A and Draft B calendars to get feedback from our staff, teachers, and community on which calendar they prefer. Most of our survey takers chose Draft B. He is recommending we go with the Draft B Calendar.

-The Board asks if our spring/fall break are the same as Bradley County? Dr. Elliott states he has reached out to Bradley and Polk Counties but he doesn't know where they are in their calendar options.

Motion to approve the Calendar B option Passed with a motion by Ms. Krista McKay and a second by Mr. Nate Tucker.

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

Yes: 7, No: 0

### 3.H. Student Representative's Update

-Our student representative, Skyler Stone, states she has 2 months worth of information to cover so she's sorry if its lengthy. She helped open and establish the stimulation lab at CHS. It has 3-D printers, VR headsets, etc. We introduced it to the teachers first and then the students will be using it soon hopefully.

-The art classes finished a butterfly mural, and the students find it to be an uplifting positivity mural.

-The swim team won over Boyd, and the Cross Country teams went to the state championships this year.

-Our Theater did Juliet Ghosts and 12 Angry Jurors.

-They had 2 induction ceremonies recently. National Honor Society, inducting 26 new members and Science National Honor Society, inducting 13 new members.

-She would like to recognize the people who won the winners of the Daughters of the American Revolution Youth Citizenship Award. Leah Hargis,

Angela Davis, and Noah Harrel.

-Capstones class is a new class this year. She would like to recognize our yearbook committee and Abigail Madena for working so closely with the special education department.

-She had a good fancy lunch today in the cafeteria, Lo Mein with teriyaki beef.

### 3.I. \*Site Committee

- Canopy Projects at CCCE, CHS, Stuart Elementary, and Mayfield Elementary
- Approval of an outdoor basketball court at Blythe Bower

-Mr. Charlie Cogdill opens up discussion about the site committee meeting last week. The committee recommends we approve canopies at CCCE, CHS, Stuart, and Mayfield. Does anyone have any questions about the canopies? No questions.

-The second approval was the outdoor basketball court at BB. The committee recommends we approve the outdoor Basketball court at BB.

-Mr. Taylor states the cost estimates were sent to the Board today to look at the Sewer at CHS, and TDC evaluation. Motion to move forward with the services with a total of \$35,000.

Motion to approve canopies at CCCE, CHS, Stuart, and Mayfield Passed with a motion by Ms. Krista McKay and a second by Ms. Carolyn Ingram.

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

Yes: 7, No: 0

Motion to approve the outdoor basketball court at Blythe Bower Passed with a motion by Ms. Carolyn Ingram and a second by Ms. Krista McKay.

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

Yes: 7, No: 0

Motion to move forward with the services for CHS and TDC for \$35,000 Passed with a motion by Mr. Nate Tucker and a second by Mr. Charlie Cogdill.

Mr. Tom Cloud:	Yes
Mr. Charlie Cogdill:	Yes
Ms. Carolyn Ingram:	Yes

Ms. Krista McKay: Yes  
Ms. Peggy Pesterfield: Yes  
Ms. Dawn Robinson: Yes  
Mr. Nate Tucker: Yes  
Yes: 7, No: 0

**4. "B" Agenda**

Mrs. Robinson adjourned the meeting by general consent.

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

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Alternative Credit Options</b>	Descriptor Code: <b>4.209</b>	Issued Date: <b>01/04/21</b>
		Rescinds:	Issued:

## 1 **ONLINE COURSES**

2 High school students may earn credit to be applied toward graduation requirements by completing online  
3 courses offered through agencies or institutions approved by the Board. Credit from these online courses  
4 may be earned only in the following circumstances:

- 5 1. The course is not offered at the high school, or although the course is offered at the high school,  
6 the student has an unavoidable scheduling conflict;
- 7 2. The course will serve as a supplement to homebound instruction;
- 8 3. The student has been expelled from a regular school setting, but educational services are to be  
9 continued; or
- 10 4. The principal, with agreement from the student's teachers and parent(s)/guardian(s), determines  
11 the student requires a differentiated or accelerated learning environment.

12 The express approval of the principal/designee shall be obtained before a student enrolls in an online  
13 course. The school shall receive an official record of the final grade before credit toward graduation will  
14 be recognized.

15 Through a supervision plan, the school shall be responsible for providing appropriate supervision and  
16 monitoring of students taking online courses.

## 17 **COURSE ACCESS PROGRAM**

18 Students in grades seven through twelve (7-12) may participate in the statewide course access  
19 program. To become eligible to participate, students shall:

- 20 1. Meet all prerequisite requirements for the course access course; and
- 21 2. Be unable to enroll in a comparable course at the student's school because:
  - 22 a. A comparable course is not offered; or
  - 23 b. A legitimate situation exists that prevents the student from enrolling in a comparable  
24 course.<sup>1</sup>

26 The Director of Schools shall develop administrative procedures to ensure that students and  
27 parent(s)/guardian(s) are given written notice of their right to appeal any denial of a course access  
28 course enrollment in a timely manner.<sup>2</sup> All appeals shall be submitted in writing to the Board within  
29 ten (10) days of a denial.

- 1 After a timely appeal is made, the Board will provide written notification to the student and
- 2 parent(s)/guardian(s) of the time, place, and date of the hearing. The hearing shall be held no later than
- 3 ten (10) days after the appeal is submitted. At the hearing, the Board shall determine whether there was
- 4 an error in denying the student the ability to participate in the course access program.<sup>3</sup>

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**Legal References**

1. TRR/MS 0520-01-14-.03(1)
2. TRR/M 0520-01-14-.03(7)
3. TRR/MS 0520-01-14-.03(6)

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**Cross References**

Homebound Instruction 4.206  
Grading System 4.600  
Graduation Requirements 4.605

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term: <b>Textbooks and Instructional Materials</b>	Descriptor Code: <b>4.400</b>	Issued Date: <b>01/04/21</b>
		Rescinds:	Issued:

## 1 *General*

2 All classrooms shall be equipped with the textbooks and instructional materials needed to provide quality  
3 learning experiences for students in accordance with state law.<sup>1</sup> The Board shall provide a wide range of  
4 textbooks and instructional materials that cover all levels of difficulty, generate critical thinking, and  
5 support the educational programs.

## 6 **SELECTION<sup>2</sup>**

7 The responsibility to select textbooks and instructional materials, as recommended by the State Textbook  
8 Commission, rests with the local textbook selection committees, subject to approval by the Board. Use  
9 of textbooks and instructional materials not on the list approved by the State Textbook Commission is  
10 permissible if the Board submits a waiver to the State Board of Education and such waiver is approved.

11 The Director of Schools shall establish a procedure for providing citizens of the community with an  
12 opportunity to examine proposed textbooks and instructional materials prior to their final adoption,<sup>3</sup>  
13 including public notice of the time and location at which textbooks and instructional materials may be  
14 examined. Once approved by the Board, the Director of Schools shall post the list of all approved  
15 textbooks and instructional materials on the school district's website and send a copy of the list to the  
16 Commissioner of Education.<sup>2</sup>

## 17 **DISTRIBUTION**

18 The Director of Schools shall designate an employee to be responsible for the purchase and distribution  
19 of textbooks and instructional materials in each school. Students shall receive these items at no cost.

## 20 **CARE OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS<sup>4</sup>**

21 Textbooks and instructional materials are property of the Board and shall be returned at the end of the  
22 school year, upon completion of the course, or upon withdrawal from a course or school.  
23 Parent(s)/guardian(s) are to sign an agreement stating they shall be responsible for the textbooks and  
24 instructional materials received and used by their children. The Director of Schools shall be responsible  
25 for developing an administrative procedure regarding the replacement of lost or damaged textbooks and  
26 instructional materials.

## 27 **REVIEW OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS<sup>3</sup>**

28 A list of textbooks and instructional materials shall be revised annually by principals under the direction  
29 of the Director of Schools.

- 1 Upon request, parent(s)/guardian(s) shall have the ability to inspect any textbooks and instructional
- 2 materials including, but not limited to, teaching materials, handouts, and tests that are developed by
- 3 and graded by their child's teacher.
  
- 4 The Director of Schools shall develop procedures for the inspection of materials and distribute these
- 5 procedures to each principal.

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Legal References

1. TCA 49-6-2207; TCA 49-2-203(a)(3)
2. TCA 49-6-2207(c), (e), (f); TCA 49-6-2202(d); TRR/MS 0520-01-18-.02
3. 20 USCA § 1232h(a); TCA 49-6-7003
4. TCA 49-3-310(1)(B); TRR/MS 0520-01-02-.16(2)

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Cross Reference

- Surplus Property Sales 2.403  
Reconsideration of Instructional Materials and Textbooks  
4.403  
Controversial Materials 4.801  
Student Fees and Fines 6.709

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in December</b>	Descriptor Term: <b>Promotion and Retention</b>	Descriptor Code: <b>4.603</b>	Issued Date: <b>01/04/21</b>
		Rescinds: <b>4.603</b>	Issued: <b>01/09/12</b>

## 1 **PROMOTION<sup>1</sup>**

2 The Director of Schools/designee shall promote students to the next grade level based on the  
3 successful completion of required academic work and on the satisfactory progress in each of the  
4 relevant academic areas. However, no student enrolled in the third grade shall be promoted unless the  
5 student has shown a basic understanding of curriculum and the ability to perform the skills required in  
6 the subject of reading as demonstrated by the student's grades or standardized test results. This  
7 requirement shall not apply to students who are participating in a board-approved, research-based  
8 intervention prior to the beginning of the next school year or to students who have an individualized  
9 education program (IEP).<sup>2</sup>

10 Students who have difficulty in achieving the requirements for promotion may be considered for  
11 retention. **Schools shall identify these students by February 1<sup>st</sup>.** Factors used to identify students for  
12 retention shall include:<sup>2</sup>

- 13 1. The student's ability to perform at the current grade level;
- 14 2. The results of local or state assessments, if applicable;
- 15 3. The overall academic achievement of the student;
- 16 4. The student's chance for success with more difficult material if promoted to the next grade;
- 17 5. Attendance; and
- 18 6. Social and emotional maturity.

24 ~~In order to enhance the opportunity for remediation, students with problems shall be identified as early  
25 as possible in the school year. When a student is considered for retention, the student's parent/guardian  
26 shall be notified within fifteen (15) calendar days, and an individualized promotion plan shall be  
27 developed to help the student avoid retention. This plan will be provided to the student's  
28 parent/guardian.~~

29 ~~Before a student is retained, the parents shall be informed in writing and shall be requested to  
30 participate in a conference at least nine (9) weeks before the end of the school year.~~

31  
32 **Students may be identified for retention after the February 1st deadline if the delay in identifying a  
33 student is due to:**

- 1 1. Date of enrollment; or
- 2 2. Additional information acquired after results of local assessment, screening, or monitoring are
- 3 released.

4  
5 When a student is considered for retention, the student's parent(s)/guardian(s) shall be notified within  
6 fifteen (15) calendar days, and an individualized promotion plan shall be developed to help the student  
7 avoid retention. The plan shall be developed in coordination with the student's teachers and may also  
8 include input from the student's parent(s)/guardian(s), school counselor, or other appropriate school  
9 personnel. A copy of the plan will be provided to the student's parent(s)/guardian(s).

10 The Director shall develop procedures governing how decisions on retention will be made after the  
11 student begins work on his/her individualized promotion plan.

### 12 13 *K – 3 Reading Notification*

14  
15 If it is determined through a student's overall performance or a state or local assessment that a student  
16 in grades kindergarten through three (K-3) is not meeting grade-level standards in reading, the  
17 student's parent(s)/guardian(s) shall be notified within fifteen (15) calendar days of such  
18 determination.

## 19 **RETENTION<sup>1</sup>**

20 A student may be retained when, ~~in the judgment of the student's teacher and/or the student's IEP~~  
21 ~~team,~~ such retention is in the best interest of the student. However, a student shall not be retained more  
22 than once in any grade.

23 If a student is retained, the Director of Schools/designee shall develop an individualized academic  
24 remediation plan prior to the start of the next school year. A copy of the plan shall be provided to the  
25 student's parent/guardian within ten (10) **calendar** days of its development. This plan shall include at  
26 least one of the following strategies:

- 27 1. Adjustment to the current instructional strategies or materials;
- 28
- 29 2. Additional instructional time;
- 30
- 31 3. Individual tutoring outside of school hours;
- 32
- 33 4. Modification to the student's classroom assignment to ensure the student receives  
34 instruction from **a teacher with a level of overall effectiveness of above expectations (level**  
35 **4) or significantly above expectations (level 5);** ~~a highly effective teacher;~~ or
- 36
- 37 5. Attendance or truancy interventions.

38 The Director of Schools shall develop procedures to ensure proper monitoring of students who are  
39 retained and appropriate recordkeeping.

- 1 For the purpose of determining the effectiveness of retention toward improving student achievement,  
2 the progress of retained students shall be **closely monitored and reported to parent(s)/guardian(s) at**  
3 **least three (3) times during the school year in which the student is retained.** ~~for at least three (3) years.~~

#### 4 **CLASSIFICATION OF STUDENTS GRADES 9-12**

5 In grades 9-12, students will be classified according to the number of credits they have earned. To be  
6 classified as:

7	Sophomore	6 credits
8	Junior	12 credits
9	Senior	20 credits

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##### Legal References

1. State Board of Education Policy 3.300; TRR/MS 0520-01-03-.03(6)
2. TCA 49-6-3115; 20 USCA § 1400 et seq.

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##### Cross References

Credit Recovery 4.210  
Grading System 4.600  
Reporting Student Progress 4.601  
Attendance 6.200  
Student Assignments 6.205  
**Homeless Students 6.503**  
**Student Records 6.600**

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term: <b>Title IX &amp; Sexual Harassment</b>	Descriptor Code: <b>6.3041</b>	Issued Date: <b>10/12/20</b>
		Rescinds: <b>6.3041</b>	Issued: <b>09/08/20</b>

## 1 *General*

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

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

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

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

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

17 **Title:** Director of Student Services

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

19 **Phone number:** (423) 472-9571

20 **Email:** dmoore@clevelandschools.org

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

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

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

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

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

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

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

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

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

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

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

## 38 **GRIEVANCE PROCESS**

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

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

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

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

## 21 **Complaints**

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

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

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

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

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

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

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

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

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

16 All investigations shall:

- 17 1. Provide an equal opportunity for the parties to present witnesses and evidence;
- 18 2. Not restrict the ability of either party to discuss the allegations under investigation or gather  
19 and present relevant evidence;
- 20 21 3. Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that  
22 seek disclosure of information protected under a legally recognized privilege unless such  
23 privilege has been waived;<sup>17</sup>
- 24 25 4. Provide the parties with the same opportunities to have others present during any grievance  
26 proceeding;
- 27 28 5. Provide to parties whose participation is requested written notice of the date, time, location,  
29 participants, and purpose of all investigative interviews, or other meetings, with sufficient time  
30 for the party to prepare to participate;
- 31 32 6. Provide both parties an equal opportunity to inspect and review any evidence directly related to  
33 the allegations in the formal complaint; and
- 34 35 7. Result in the creation of an investigative report that fairly summarizes relevant evidence.  
36 37 a. Prior to the completion of the investigative report, the investigator shall send to each  
38 party the evidence subject to inspection and review. All parties shall have at least ten  
39 (10) days to submit a written response which shall be taken into consideration in  
40 creating the final report.  
41

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

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

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

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

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

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

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

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

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

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

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

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

## 1 RETALIATION<sup>23</sup>

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

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### Legal References

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

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### Cross References

- Section 504 and ADA Grievance Procedures 1.802  
 Discrimination/Harassment of Employees (Sexual, Racial,  
 Ethnic, Religious) 5.500  
 Complaints and Grievances 5.501  
 Staff-Student Relations 5.610  
 Code of Conduct 6.300  
 Student Discrimination, Harassment, Bullying, Cyber-  
 bullying, and Intimidation 6.304  
 Student Concerns 6.305  
 Reporting Child Abuse 6.409

<b>Cleveland City Board of Education</b>			
Monitoring: <b>Review: Annually, in January</b>	Descriptor Term:  <b>FFCRA LEAVE</b> <b>COVID-19 LEAVE</b>	Descriptor Code: <b>5.3051</b>	Issued Date: <b>01/11/20</b>
		Rescinds:	Issued:

*General*<sup>1</sup>

Under **COVID-19 Leave** ~~the Families First Coronavirus Response Act (FFCRA)~~, this policy will be in effect from ~~April 1, 2020~~ **January 1, 2021** until ~~December 31, 2020~~ **June 30, 2021**.

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

**PAID SICK LEAVE**

Employees are entitled to up to two (2) weeks of paid sick leave **during the 2020-2021 school calendar year** if they are unable to work or telework because the employee:<sup>2</sup>

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. has been advised by a health care provider to self-quarantine related to COVID-19;
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
4. is caring for an individual subject to or advised to quarantine or isolate due to COVID-19. The individual must be someone with a personal relationship, **as defined in Sick Leave 5.302**, to the employee;
5. is caring for his/her son or daughter whose school or place of care is closed, or person who regularly provides child care is unavailable, for reasons related to COVID-19 and no other suitable person is available to care for the child during the requested period of leave. Son or daughter is defined as a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing *in loco parentis*, who is under 18 years of age; or 18 years of age or older who is incapable of self-care because of a mental or physical disability; ~~or~~
- ~~6. is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.~~

**COVID-19 Leave shall include paid leave taken under the Families First Coronavirus Response Act (FFCRA).** This paid leave may be taken if there is work available for the employee to complete and the

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

### **EXPANDED FMLA LEAVE**

~~Full-time or part-time employees who have been on the payroll for thirty (30) calendar days prior to the beginning of the leave are eligible for expanded FMLA leave (EFMLEA). This includes employees who were laid off or terminated after March 1, 2020, who had worked for the district for at least thirty (30) of the prior sixty (60) calendar days and were subsequently rehired or otherwise employed by the district.<sup>3</sup>~~

~~Under the FFCRA, an employee qualifies for EFMLEA leave if the employee is unable to work or telework due the need to care for his/her son or daughter because of a school or child care facility closure or because the person who regularly provides child care (i.e. this could include a family member or a neighbor) is unavailable for reasons related to COVID-19.<sup>4</sup> In these circumstances, a son or daughter is defined as a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing *in loco parentis*, who is under 18 years of age; or 18 years of age or older who is incapable of self-care because of a mental or physical disability.~~

~~Qualifying employees may take twelve (12) weeks of EFMLEA leave.<sup>5</sup> The amount of leave available may be impacted by any prior use of FMLA.<sup>6</sup>~~

~~The first ten (10) days of EFMLEA leave shall be unpaid, however, an employee may choose to take any existing leave benefit during this time. After ten (10) days, EFMLEA leave is paid at two-thirds (2/3) the rate of the employee's regular rate of pay, unless he/she chooses to utilize accrued sick leave or annual leave to cover those days or the amount is capped per federal law.<sup>7</sup>~~

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#### Legal References

1. Families First Coronavirus Response Act, Pub. L. No. 116-127, §§ 3102, 5101, et seq. (2020)
2. 29 CFR § 826.20(a); 29 CFR § 826.21; 29 CFR § 826.30(a)
3. 29 CFR § 826.30(b); Coronavirus Aid, Relief, and Economic Security Act (CARES Act), § 3605 (2020)
4. 29 CFR § 826.20(b)
5. 29 CFR § 826.23
6. 29 CFR § 826.23(b); 29 CFR § 826.70
7. 29 CFR § 826.24

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#### Cross References

- Sick Leave 5.302  
Family and Medical Leave 5.305



# Schools and the Path to Zero: Strategies for Pandemic Resilience in the Face of High Community Spread

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Edmond J. Safra Center for Ethics - Harvard University  
Brown School of Public Health - Brown University  
New America

<https://globalepidemics.org/wp-content/uploads/2020/12/SchoolsandthePathtoZero.pdf> (12/18/2020)



# CCS Fall 2020 COVID Cases

CASES: CCS Fall 2020*			
	STUDENTS	STAFF	TOTAL CASES
ARN	9	0	9
BLB	4	5	9
CCC	12	3	15
DPY	3	6	9
ELR	13	5	18
GRS	5	4	9
MAY	7	7	14
CMS	43	11	54
CHS	85	14	99
AOB		0	0
DENNING		2	2
OPERATIONS		1	1
TOTAL CASES	181	58	239
*Through December 14, 2020			

- Clusters associated with schools often seem to originate from **outside the school** rather than as a result of within-building transmission.



# General Topics in Settling on a Strategy

## 1. Trust - Four Challenges:

- a. Ensuring students, staff, and educator communication is clear and concise on what we know and don't know about safety related to COVID-19. A health and safety committee is recommended as a strategy.
- b. Continuing to build confidence in public health guidance and away from the politics of COVID-19.
- c. Continuing to build trust and consistency with our families.
- d. The level of acceptance of vaccination in our community.

## 2. Transportation:

- a. Continuing to promote safety of our bus transportation. Recommended 20-40 air changes per hour can be achieved by keeping windows down a few inches while the bus is in motion.

# General Topics in Settling on a Strategy

## 3. Infection Control:

- a. 3 months of research shows that schools that are in-person and using effective mitigation are unlikely to be super-spreader events.
- b. The best infection control measures include: (*italics* - currently practicing, underlined - maintaining when at all possible)
  - i. *Masking*
  - ii. *Hand and bathroom hygiene*
  - iii. *Achieving 4-6 air changes per hour of “clean” air through ventilation/filtration*
  - iv. 3 ft social distancing for young learners at all levels of community spread
  - v. 6 ft social distancing for secondary when levels of community spread rise above 100/1000 daily new cases; 3 ft when below that level
  - vi. *Robust quarantine and contact tracing practices*
  - vii. Where feasible, surveillance/screen testing for COVID-19 (under consideration)

# What Research is Showing about COVID Transmission in Schools

- Growing evidence that students are not at heightened risk from school re-openings
- Dealing with adult risk:
  - School reopenings with strong controls in place have limited impact on community-transmission rates.
  - Clusters associated with schools often seem to originate from outside the school rather than as a result of within-building transmission.
  - The COVID-19 School Response Dashboard shows that school staff have a cumulative infection rate (Aug-Nov) of 1.9% vs. 1.5% for the communities in which the schools are located. (research states further investigation is needed on this. Also, the higher number includes suspected cases whereas the lower number includes only confirmed cases)
  - Teachers face no greater risk than other comparatively low-risk front-line workers such as grocery clerks or retail workers--and far less than meatpackers and health care aides, for instance.

# Study Recommendations for Prioritizing Openings

1. **1st priority** - Grades preK-5 and students in particularly vulnerable groups at grade levels preK-8
2. **2nd priority** - Grades 6-8 and students in particularly vulnerable grade levels 9-12
3. **3rd priority** - Grades 9-12
  - *Capacity requirements may be met by adjusting the percentage of students in the building at one time through hybrid scheduling*



# Implications for the CCS Plan

- Does our current COVID plan serve the best direction for CCS to continue to follow? **OR**
- Does the board believe moving to a plan with the priorities mentioned in this research make sense for our community?
- Are we implementing universal precautions to the degree necessary to implement this type of prioritization plan?
- What this revised COVID plan could look like:
  - **Green phase:** All schools are in-person preK-12 following universal precautions.
  - **Yellow phase:** Grades preK-12 are in-person, but additional mitigation strategies are implemented including elementary students having specials in their own classrooms, etc.
  - **Red phase:** Grades preK-5 are in-person with our most vulnerable special populations students also in person grades preK-12. Secondary students come to school on a hybrid A/B schedule Monday-Thursday and Friday would be virtual for all secondary students.
- Next steps...

## **2021 Annual Agenda**

### **January**

Elect Officers: Chairman/Vice-Chairman/Chairman Pro-Tem  
Review and Approve Revised Annual Agenda  
National School Board Week  
School Highlights  
Site Committee Report

### **February**

Appointed Committees:  
    Tennessee Legislative Network Representative to TSBA - one member (sent to TSBA)  
    Insurance Committee – Reappoint Present Members  
    Site Committee – two members and the Director  
    Other Committees  
Director's Evaluation  
Transportation Update  
School Highlights  
Site Committee Report  
Appoint Review Team for Charter School Policy (if necessary)

### **March**

School Safety Resource Update  
Recognize Teachers-of-the-Year  
Budget Meeting  
School Highlights  
Site Committee Report

### **April**

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

**May**

Honor Newly Tenured Teachers  
Recognize Participants in Model United Nations  
Set Tuition Rates (if changed)  
Report on NSBA Annual Conference  
School Highlights  
Site Committee Report

**June/July**

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

**August**

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

**September**

Plan and Appoint Delegates to TSBA Annual Conference  
Director of School's Annual Report  
Report on School Attendance and Enrollment  
School Highlights  
Site Committee Report

**October**

Recognize National Merit Scholars  
Recognize AP Scholars  
Approval of Fees for Use of Facilities



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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)

Report on Facilities' Needs  
Finalize Plans for TSBA Annual Conference  
Report on TSBA Fall District Meeting  
Announce Dates for NSBA Annual Conference and NSBA Advocacy Institute  
School Highlights  
Site Committee Report

**November**

Report on State LEA Compliance  
Special Education Update  
Energy Program Update  
School Highlights  
Site Committee Report

**December**

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

**Agenda Items to be Addressed as Needed**

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



## Cleveland City Schools Educational Facilities Master Plan

Proposal of Services – 12/11/21

Upland Design Group proposes a partnership with Community Tectonics Architects to provide comprehensive Educational Facilities Master Plan Services for Cleveland City Schools as outlined in the following document.

### Scope of Services Outline

- Orientation / kickoff meeting to develop schedule, stakeholder involvement and gather background data.
- 5-year Capital Improvements Plan Review Meeting w/ Hal Taylor to coordinate implementation into current Educational Facilities Master Plan.
- Develop / update site plans and floor plans for each school facility.
- Lead workshops with stakeholders to explore education organization options and identify preferred options for planning study.
- Visit sites and interview Principals and Staff to identify building deficiencies, current space allocations, classroom utilization, any program deficiencies and/or desired educational program enhancements.
- Lead workshops for outside community involvement much like the recent re-zoning campaign.
- Develop Capital Improvements Plan for Preferred Educational Plan Options
  - Analyze Student Enrolment Projects (5, 10, 15 yrs.) by grade level for each school and apply to planning options.
  - Prepare conceptional design options for each school as it relates to capital improvements needed to implement the educational plan options
  - Provide Construction Cost Estimates (rough order of magnitude) that are applicable to each educational plan option.
  - Prepare matrix of planning options and other presentation material to visually communicate key elements of the study.
- Multiple periodic progress updates with Dr. Dyer, the Site Committee and Hal Taylor
- Development of an initial draft of the comprehensive Educational Facilities Master Plan and presentation for review and comment.
- Development of the final draft of the comprehensive Educational Facilities Master Plan and presentation for approval.

### Schedule

- We anticipate this effort to take between 6-8 months to complete. It will in large part depend upon availability of information and any meeting restrictions due to COVID-19.

## Fees

- The base fee for the services above would be \$110,000. This would include all travel and printing costs.
- The High School and Middle School have been determined to be key priorities within the study. The amount of work involved may vary so we propose an additional separate estimated fee of \$40,000 to be applied toward on an hourly basis. This would cover additional workshops with Principals and Staff as well as a much more developed and involved programming and design effort for the High School Master Plan.
- If desired, we could assist in digitizing the original drawings of the existing facilities. We would be glad to solicit that as an additional service.


## Other

- The Cleveland High School West Wing Sewer & Water Investigation and the Denning Center Evaluation and Future Use Study were included in the previous proposal issued on 12/3/20. Those services will remain separate and will be expedited so that they can be used to inform the direction of the comprehensive Educational Facilities Master Plan.

**Cleveland City Schools  
Financial Report  
November 2020**

Balance on hand November 1, 2020	4,173,616.26
<b>RECEIPTS</b>	
City Clerk's Monthly Report	3,768,396.62
Retiree Ins #44160	(655.18)
Contributions & Gifts #44570	6,674.85
Interest Earned	<u>0.00</u>
	<u>7,948,032.55</u>
<b>DISBURSEMENTS</b>	
Instruction	2,245,813.75
Special Education	308,475.10
Vocational Education	123,609.92
Attendance	9,046.55
Health Services	87,490.64
Other Student Support	129,058.13
Regular Instruction Support	143,157.54
Special Education Support	11,055.20
Vocational Education Support	12,544.09
Technology Support	62,866.65
Board of Education	5,737.56
Office of the Superintendent	48,027.02
Office of the Principal	258,848.42
Fiscal Services	28,797.51
Operation of Plant	165,586.75
Maintenance of Plant	110,056.17
Transportation	93,288.37
Food Service	7,241.07
Community Services	0.00
Early Childhood Education	78,916.23
Regular Capital Outlay	0.00
Education Debt Service	<u>0.00</u>
	3,929,616.67
Retirement withheld not paid	(350,911.46)
Balance December 1, 2020	<u>4,369,327.34</u>
	<u>7,948,032.55</u>

Respectfully submitted,



Russell Dyer  
Director of Schools

## Personnel Items – December 2020

### **Assignments**

Krepps, Ann, CHS (Teacher) Effective 1/4/2021 (Pending Obtainment TN Occupational License)

Parker, Abigail, AR (Assistant) Effective 1/5/2021

Frazier, Chanmony, ST (Teacher) Effective 1/4/2021

### **Resignations**

Yaychenya, Irina, YA (Teacher) Effective 12/28/2020

Shaw, Rebecca, ST (CDC Nurse) Effective 1/5/2021

### **Transfers**

Bradford, Kimberly, ST (IF) to AP (CMS) Effective 1/4/2021

Blackman, Meghan, AR (Teacher) to IF (ST) Effective 1/4/2021

Wickman, Taylor, AR (Assistant) to Teacher (AR) Effective 1/4/2021

### **Leave of Absence**

Foggin, Emily, YA (Maternity) January 25, 2021, through March 5, 2021

Baird, Elecia, ST (Maternity) December 17, 2020, through March 17, 2021



## Memorial Elementary School

### School Highlight



*Physical Education has been crucial for our students this year as it gives them a time to run and play outside of the classroom. Ms. Murray, our physical education teacher, enjoys setting up stations for the students to rotate through. The students thoroughly enjoy gym this year!*

### Staff Highlight

*We would like to highlight Mrs. Siema Swartzel this month. After an extended absence we are happy to have Mrs. Swartzel back at Arnold. Mrs. Swartzel is an excellent educator with a passion for teaching our Arnold students. Mrs. Swartzel also recently received the Distinguished Alumni Award from Lee University. Thank you Mrs. Swartzel for all you do for Arnold!*



### Student Highlight

*The students in Mrs. Manno's class have adjusted very well to physical education this year. They have their own PE time this year and they love being able to implement PE and STEAM time with Coach Murray and Ms. Matthews!*



# Cleveland High School School Highlights

E



Engage

## Julie Phillips

## US History

Model UN Sponsor

"As a graduate of Cleveland High School, this school is so special to me and I love working with this incredible faculty, staff, and history department. The best part of my job is sharing a subject I love with my students and watching their curiosity for their history grow every day."

X



eXplore

## Collin Campbell

## Art

Art Club

Mr. Campbell was unable to give a quote as he is on paternity leave enjoying his new addition to his family. Hartwell Washington Campbell was born 12/14/2020. He weighed 8 lbs 15 oz and measures 19.5 inches long.

C



Communicate

## Bridget Matthews

## Algebra 1/Geometry

Key Club Sponsor

"I love being a CHS teacher because the environment at this school is amazing. Teachers are so supportive of each other and so is the Administration. Students are excited and truly happy to be in my classroom. I have the best students and couldn't be more thankful!!"

E



Empower

## Jeremy Smith

## Spanish

Leadership Team, National Honors Society, Prom Committee, Homecoming Committee

"Seeing the students' eyes light up when they learn something new makes it the best job in the WORLD!"

L



Launch

## Chip Atha

## Choir

Renaissance Show Choir Director

"I am inspired and motivated by the talented and amazing students that I teach at Cleveland High School. This, along with my awesome Fine Arts teammates, makes CHS a great place to be."

# CLEVELAND MIDDLE SCHOOL

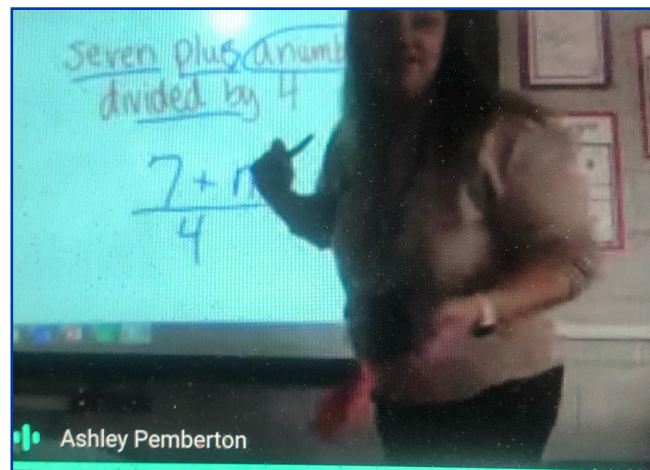
December  
2020

## CMS Goes Virtual

Cleveland City Schools has been open since August, and our mitigating strategies have done wonders to help stop the spread of COVID-19 in our schools. However, as the holidays approached, our community was hit with increasing cases of the virus. Due to staffing issues within our faculty, Cleveland Middle School was forced to move to “at-home learning” with our middle school students during

the first week of December. Our students, teachers, and administrators

adapted quickly, and our CMS students received quality education from their homes throughout the entire month of December, logging in each day for class. We saw teachers



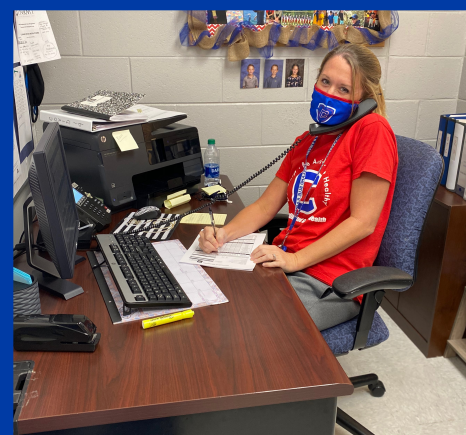
with many creative, engaging lessons delivered completely online. Teachers were assisting one another with technology, sharing great ideas, and going the extra mile to ensure the education of our students did not

suffer during this time. In addition to teachers and students, our cafeteria staff quickly adapted to at-home learning, and they were able to provide meals to students in drive-through fashion in the bus loop, in addition to individual classroom deliveries each day the students were in our building. “We want to make sure that our students are receiving healthy meals whether they are at school or not,” said Kim Indovino-Yowarsky, CMS’s cafeteria manager said. Meals were also delivered by busses during the district-wide at-home learning.

### Student Spotlight Evania Zaharias

This is Evania’s third year at CMS. While at school, she likes to read “true stories” about dogs and write about her imaginary adventures based on movies and books she has experienced. Evania hopes to be a therapy dog trainer when she grows up. Evania enjoys time with her friends at CMS. School traditions are important to Evania and she especially looks forward to helping with the food drives and preparing bags for the Salvation Army Christmas drive each year. She is looking forward to high school and reconnecting with some friends there. However, she shares that she will miss her favorite teacher, Mrs. Bunch, and the way she makes her laugh. “Mrs. Bunch, just gets me.”





## Here's What's Happening at CMS

**CCS announces Kim Bradford as the new 6th grade assistant principal at CMS replacing Mrs. Pirkle.**

**CMS welcomes Matt High as a new teacher. He teaches 8th grade math and algebra 1 and coaches wrestling.**

**School Nurse Laura Patterson has done an amazing job dealing with Covid-19 at CMS! We love her!**

**CMS teachers celebrated the 12 Days of Christmas with activities, prizes, and treats each day leading up to break.**

**CMS faculty & staff put on a virtual pep rally with caroling, dancing, and reindeer games on December 18th.**

## Meet our Teacher of the Month: Dr. David Hanley



I am honored to be selected by my peers as December's "teacher of the month." After retiring from Hamilton County Schools, I was blessed to bring my love for teaching and for students to the Cleveland community. Currently, I teach 8<sup>th</sup>-grade English-Language Arts at Cleveland Middle School. In addition to teaching ELA, I sponsor Raider Times ([raidertimes.org](http://raidertimes.org)), our school's digital newspaper, and am a mentor at Cleveland High School for TnAchieves.

After moving to Cleveland, I earned my undergraduate degree from Lee University. I continued my academic endeavor earning a Master of Arts from the Pentecostal Theological Seminary, a Master of Education from Lincoln Memorial University, and a Doctor of Education from Trevecca Nazarene University in Nashville, TN.

My career began by working with students in the psychiatric setting both in Cleveland and Chattanooga. I moved from the private teaching sector to Hamilton County Schools where I taught special education for eight years then regular education for another seventeen years. Most recently, for the past three years, I have taught at Cleveland City Schools and have grown to love Cleveland's academic community as well as its incredible students and parents.

I am happily married to my beautiful wife, Rhonda, and proudly boast of my three sons. It is a great honor to be both a resident and an educator in such a wonderful community as Cleveland. I look forward to many years of serving this great city and working alongside the best educators in Tennessee.



# STUART ELEMENTARY

*Love • Learn • Lead*

## School Highlight



The month of December was a festive time for students and staff. Teachers and students enjoyed special holiday dress up days as well as other merriment around the school. All of our students took time to create and send Christmas Cards to several nursing homes and to Hospice of Chattanooga to distribute to those in their care. We had a community member write to tell how much the card meant to her family as her mother was in hospice and it brought joy to the family.  
Way to LOVE Bulldogs!



## Teacher/Staff Member Highlight

Several teachers and staff members went above and beyond to decorate our hallways and 'keep the spirit alive' in our building. Mr. Garcia, Ms. Beard, Mr. Jenkins, and Ms. Gowin served as our head elves as they hung lights and decorations to our hallways. Mr. Jenkins took the time to put musical lights that would flash to the beat of the holiday music! Our students were able to make good memories even though our in-person December was shorter than normal. Our staff was lead in a self-care painting event by our Art teacher Ms. Uhles. Staff members painted a winter scene on canvas and enjoyed relaxing together and enjoying each other's company outside of school hours.  
Thank you for *LEADING* our school and students!



## Student Highlight



We are so proud of ALL of our students who seamlessly transitioned to At-Home Learning before Christmas. So many of our students logged in each day and gave their best effort while others were able to check in through ClassDojo and update their teachers about their progress with paper packets!  
Students were engaged and ready every day.  
Great job to our students who are always *LEARNING!*

Cleveland High School

**Work  
hard.**



**Senior: Michelle Wang**  
**Junior: Gabriel Randolph**  
**Sophomore: Jessica Pham**  
**Freshman: Jacob Show**

**Get  
smart.**



**Senior: Sophia Milen  
Junior: Rachel Turner  
Sophomore: Noah Cross  
Freshman: Eli Miles**

# Be nice.



**Senior: Abdiel Medina**  
**Junior: Aleigha Thomas**  
**Sophomore: Trey Hooper**  
**Freshman: Fiona Deliu**



# January 2021

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
					1 Christmas Break (Schools Closed)	2
3	4 Teacher In-Service (No Classes)	5	6	7	8	9
10	11 BOE Meeting 5:30 @ AOB	12	13	14	15	16
17	18 Martin Luther King Day Schools Closed	19	20	21	22	23
24	25	26	27	28	29	30



# February 2021

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
	1 BOE Meeting 5:30 @ AOB	2	3	4	5	6
7	8	9	10	11	12	13
14	15 President's Day No School	16	17	18	19	20
21	22	23	24	25	26	27
28						



# March 2021

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