

Cleveland City Schools
Board of Education Regular Meeting
March 14, 2022 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
Mrs. Peggy Pesterfield: Present
Ms. Dawn Robinson: Present
Mr. Nate Tucker: Present

1. **Welcome/Moment of Silence**

Ms. Leah Hargis led us in a moment of silence.

2. **Pledge of Allegiance**

Ms. Leah Hargis led us in the Pledge of Allegiance.

3. ***Consent Agenda**

Mrs. Robinson asked that 4.B. Spotlight and 4.A. Director's Update be switched in the order of events on the agenda.

Motion to approve the consent agenda passed with a motion by Mr. Charlie Cogdill and a second by Mr. Tom Cloud.

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

Yes: 7, No: 0

3.A. ***Approval of Regular Agenda**

3.B. ***Approval of Minutes from February 7, 2022 Board Meeting**

3.C. ***Approval of Overnight Field Trips. #662, #667, #697, #764, #766, and #823.**

3.D. ***Approval of Second Reading of Policies
-Policy 4.204**

3.E. ***Approval of Blythe-Bower Playground**

3.F. ***Approval of CHS Academic Course Guide 2022-2023**

4. **Regular Agenda**

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

-Today we announced Mr. Bob Pritchard as the new CHS Principal. Dr. Dyer states we had a great selection pool to choose from. They were from Louisiana to California and Mr. Pritchard rose to the top. The Board shares their appreciation for Mr. Pritchard.

-Wednesday Dr. Dyer will be leading SCOPE students with TSBA in a student led Congress on policies in education in Nashville at Belmont.

-On Saturday, March 26, the Blue Raider Corps Military Ball will be held.

Dr. Elliott introduces Laura Enclade, NIET (National Institute for Excellence in Teaching) co-president, to present their findings over the last few years on our strategic plan virtually. She shares we began in the fall of 2020 and looked at the strategic plan and dug into the implementation project. The last year we have focused on how we create a process to create a plan of action on our strategic plan. Mrs. Enclade shares her presentation and the first thing they focused on was Goal 1: Student Success: Provide excellence and equity in instruction and programs for student success. She talks about the check in progress for each goal. They will create a progress report and then create a stocktake meeting from the report, then they share updates with stakeholders. During the progress update there are 4 color levels that are assigned to each goal. 4-(Green) Clear strong strategy, 3-(Yellow) Strategy in place, but not defined, 2-(Orange) needs additional discussion, 1-(Red) the activity is unclear or ill-defined. They also identified key progress and challenges for these goals as well. In ELA and Math Curriculum, Assessment, and Walkthroughs, we received a 4(green) in action steps #1, 11, 3, and 4. In Portrait of a Graduate and Career Exploration: Action Step #7 received a 2 (orange), Step #10 received a 4 (green), Step 13 received a 3 (yellow), Step #16 received a 1 (red). In Students with Disabilities and EL Learners: action step #9 we received a 4 (green), step #14 received a 3 (yellow), step #8 received a 3 (yellow), step #5 received a 3 (yellow), and step #6 received a 2 (orange). In STEM and STEAM: action step #15 received a 2 (orange), step #17 received a 2 (orange), step #18 received a 4 (green), step #19 received a 3 (yellow), step

#21, 22, 23, and 24 received a 4 (green). In BLADE, Virtual School, and Intervention: Action step #2 received a 3 (yellow), step #20 received a 3 (yellow), step #12 received a 1 (red), step #25 and 26 received a 4 (green).

The Board asks about the general statements in the presentation. They would like to see more specific numbers around some of these topics. Dr. Elliott states they do have those specific numbers, and they will get them to the Board members soon.

The Board asks if we will look into the Virtual School again? Dr. Elliott states we did not have enough interest as of now, but we will review this annually.

The Board asks how many schools do not have enough space for STEM or STEAM? Dr. Elliott states they do believe there is enough space and equipment for all schools to have a STEM or STEAM space. We are in the process of creating a space at every school this semester.

The Board asks if the school net testing is more testing on top of the Benchmark testing? Dr. Elliott states it's an assessment from 3rd grade through 12th grade. The test is quarterly and especially at the end of the year to check the students' progress and gives the teacher a real-time report on which standards the students have mastered or if they need to re-teach a standard. It's a sample TN Ready test, like the pre-ACT at the high school level.

The Board asks if Dr. Dyer meets with the Teacher of the Year advisory group, and they suggest we should test less, are we prepared to implement this plan? Dr. Dyer states this school year they will not make changes so late in the year, but they would look into making changes for the next school year.

The Board asks who is conducting the walk-through observations, and what do you do with the information from these walk-throughs? Dr. Elliott states the instructional facilitators and administrators. They use the data on improving the district goals.

4.B. **Spotlight**

-Boys and Girls Wrestling teams

-Supervisor, Principal, and Teachers of the Year

Mrs. Autumn O'Bryan introduced Coach Josh Bosken and Coach LeeAnne Shurette who was a new teacher for CHS and a new coach this year for the girls wrestling team. Coach Bosken introduces each member of the girls wrestling team. Coach Bosken thanks the girls for all of their hard work and congratulates them on being 3rd in the state.

Mrs. Autumn O'Bryan introduced the boys wrestling team. She notes they

represent themselves as young men as well as athletes. Coach Joey Knox, Coach Jacob Murphy, and Coach John Weiss are here as well. Coach Knox is proud of these young men being young men off the mat. Coach Knox introduces each member of the boys wrestling team.

Dr. Elliott introduces our Supervisor of the Year - Dr. Joel Barnes, Principal of the Year - Dr. Stephanie Stone, Building level Teachers of the year - Britany Strother (CCCE), Cheryl Matthews (Arnold), April Salyer (Blythe-Bower), Morgan Burke (Mayfield), Megan Yates (Ross), Rob Jenkins (Stuart) is district level teacher of the year as well, Susan Hoops-Whitlock (Yates), Rodney Broadnax (CMS), Ali Creel (CMS) is District level teacher of the year as well, Candace Parker (CMS), Susan Rodriguez (CHS) is district level teacher of the year as well, Tom Marino (CHS), and Brian DeLoach (CHS).

4.C. ***Approval of Bonus**

Dr. Dyer states as we know we were designated as a Best For All District from TDOE. We will use the Grant money, \$250,000, from this accreditation along with the general fund account to create these bonus checks for ALL employees of Cleveland City Schools. The Bonus check would be \$200.50 for each employee after taxes, retirement, etc. The Board is excited to present this to our wonderful staff!

Motion to approve the bonus for all employees 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
Mrs. Peggy Pesterfield:	Yes
Ms. Dawn Robinson:	Yes
Mr. Nate Tucker:	Yes

Yes: 7, No: 0

4.D. ***First Reading of Policies**

Policies 5.606, and 5.1141 Nate Tucker

Mr. Nate Tucker presents policy 5.606 - Political Activities and policy 5.1141 - Teacher Effect Data.

Motion to approve the first reading of Policy 5.606 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
Mrs. Peggy Pesterfield: Yes
Ms. Dawn Robinson: Yes
Mr. Nate Tucker: Yes

Yes: 7, No: 0

Motion to approve the first reading of Policy 5.1141 passed with a motion by Mr. Nate Tucker and a second by Mr. Tom Cloud.

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

Yes: 7, No: 0

4.E. **Strategic Plan Focus**

-Students Services/Safety Doug Moore and Cliff Eason

Mr. Doug Moore gives an update on strategic plan update on goal #2. The Board Goal: Provide a safe learning environment by balancing wellness, opportunity, and encouragement while supporting academic goals. Rationale: Create safe and healthy school climates and cultures by implementing the Capturing Kids Hearts model and introducing restorative discipline practices within every school building.

We have implemented Capturing Kids Hearts (CKH) in every school in the system. CCS has contracted with CKH to train all new hires as well as provide ongoing training for our faculty. RTI2-B: Response to Intervention - Behavior we have implemented: ACES (Adverse Childhood Experiences).

All school counselors have gone through ACES training and some counselors have provided additional training opportunities for staff through after-school PD sessions. System-wide restorative discipline training has been impacted by the pandemic. Our plans moving forward are the behavior summit which addresses issues that have been created by the pandemic, the addition of social workers to our school staff, and trailing in RTI2-B.

The Board states they hope all students will benefit from these resources

and not just the students that are in a crisis. Mr. Moore states that there is a plan that they are working on, and he hopes to bring more information on this to the board in the future.

Mr. Cliff Eason Shares the safe schools budget for 2021-2022. The total budget is \$118,818. Broken down as: School Intercom Upgrade \$50,000, Camera server \$28,000, SRO Staffing \$20,000, Security Cameras \$8,000, Fencing \$5,000, Apptegy Thrillshare system \$3,500, Access Control \$3,000, and Signage \$1,318. He presents some safety program updates: all the schools are doing well on their drills (tornado, fire, bus, etc.), emergency operations plans are being updated, averting school violence on training happened on the latest PD day. There are SRO's leaving the police profession, so they will be needing to move some of the SRO's around to different schools.

4.F. Student Representative's Update - Speaker: Leah Hargis

Ms. Leah Hargis gives us an update from Raider Drive.

March 22 - Seniors will participate in Raider Outreach while the Juniors will take the ACT. It will be a normal school day for the Sophomores and Freshmen. We will host a free ACT tutoring session on March 15 & 17 for English and Math from 3-5.

March 24 - HOSA is having their semi-annual blood drive. You must be 16 to donate. Students age 16-17 must have a permission slip signed by a parent or guardian and returned to Mrs. Huff before March 24. If the student is 18, they do not need a permission slip. Please see Mrs. Huff to sign up and get a time slot, or if you have any questions.

March 24 - Program showcase night

Class of 2026 will visit CHS from 5-7 for tours/program information. Athletics, fine arts, CTE, Clubs, and Academic Programs will be represented.

March 28 Graduates of Distinction Reception & Ceremony

The world language department hosted a cultural fair which was a huge success. They raised over \$700 for their department which is double the amount raised in previous years.

Sheriff Lawson came and spoke to our Criminal Justice 3 students. Mock trials are coming up. All school employees are welcome to attend.

The police department will be on campus for a safety drive-in day on March 30 & 31. This will be for our criminal justice students. They will set up a driving course in the science wing parking lot.

Automotive hosted their 8th Annual competition. This was a multi-school competition that took place before spring break. We had a strong performance. Culinary has been busy this month. They catered the Raider Scholar breakfast as well as the Automotive competition. They will be catering the Graduates of Distinction reception.

Three students: Maddox Pendergrass, Stephanie Seda Haas, and Maddie Morris will take the Culinary dual credit test through Chattanooga State and all 3 passed.

JROTC competed at Ridgeland High School in the JROTC Olympics and finished 2nd in PT. They will attend the military ball at the Cleveland County Club on March 26. This will be for the cadets and a guest.

We now have a food pantry, Creating healthy students. If you know of a student in need please contact Lisa Wiley at CHS. This is a partnership with Chattanooga Area Foodbank. We also have snack packs given out weekly to students in need. These are given out each Thursday. This is a partnership between CHS and Wesley Memorial United Methodist Church. Friday will end our 3rd quarter grading period. Winter sports have wrapped up. Boys basketball completed the season with a record of 15-17. They ended their season competing in the regional tournament. Girls basketball completed the season with a record of 24-9. They ended their season competing in the regional tournament. Senior Katie Moore will be continuing her basketball career at the University of Montevallo on a full scholarship playing basketball. Boys wrestling won the team and individual state titles again this year. It is the 5th consecutive year for the team title. Individual winners were Chase Walker, Teto Boyd, and Ashton Davis. Arlo Laxton got 2nd. Zach Bosken, Bentley Ellison, Logan Fowler, and Lucas Szymborski all got 3rd. Jax Ernest and Cy Fowler both got 5th. Girls wrestling finished their season strong winning 3rd in the state. Piper Fowler won 1st place and Diamond Young finished 2nd. It was a great 1st season! Swimming - our girls' relay team competed in the state meet.

Spring Sports kickoff. This includes baseball, softball, boys soccer, track and tennis.

Renaissance has wrapped up their season. They placed 2nd overall at their last competition winning best visual and overall effect while also winning the people's choice award. Kalani Estrada won an individual solo competition in Nashville. They placed in each of their competitions this year.

The theater department is working hard on the spring musical, Freaky Friday. The musical will take place from April 21 - 24.

Winter Guard has been promoted to Scholastic A-Class. They finished 5th out of 15 at their competition in February. Their season is still ongoing.

4.G. Announcement of intent to act on Director's contract at April Board Meeting

Mrs. Robinson states they will act on the Director's contract at the April Board Meeting.

4.H. Other

5. **"B" Agenda**

5.A. **Financial Report**

5.B. **Budget Calendar**

5.C. **Personnel Report**

5.D. **School Highlights**

5.E. **Dates to Remember**

Board of Education Regular Meeting

February 7, 2022 5:30 PM

Administrative Office Building, Board Room

Attendance Taken at 5:30 PM.

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

1. Welcome/Moment of Silence

Mrs. Dawn Robinson starts the meeting off by recognizing Troy Weathers, chairman of the Bradley County Board. He will be running for the 24th district of the House, and we are happy to have him here.

2. Pledge of Allegiance

Ms. Leah Hargis led us in a moment of silence and the Pledge of Allegiance.

3. *Consent Agenda

Motion to approve the consent agenda 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.A. *Approval of Regular Agenda

3.B. *Approval of Minutes from January 10, 2022 Board Meeting

3.C. *Approval of Overnight Field Trips. #659, #664, #665, #666, #683, #690, and #692

3.D. *Approval of Second Reading of Policies 2.601, 5.3052, 6.600, and 6.601

3.E. *Approval of Site Committee Meeting Recommendation

4. Regular Agenda

4.A. Director's Update

-Dr. Dyer states it is school counselors week this week, and thanks them for all they do.

-It is safer internet week: February 7-11, through all schools. Tuesday, February 8 is the safer internet night at CMS at 6:00 pm.

-There are a lot of General Assembly Updates that we are keeping up on. Governor Lee's State of the State regarding K-12: \$500 million for CTE, \$2.5 million for future workforce initiative, \$124.7 million for an increase into the teacher salary pool, \$25.5 million in recurring funding for summer learning camps. Thank you to TOSS/TSBA for the updates.

-CHS Principal Search Update: Dr. Dyer met with the student advisory group,

Mr. Kiser and Dr. Laing obtained feedback at the CHS Open House, feedback session with community partners is set for February 9, Feedback session with CHS faculty and staff is set for February 22. The Principal survey is ongoing on our website. February 24-28 we will conduct initial interviews with candidates, and the hope is to announce a new high school principal in March.

Dr. Dyer introduces the "Thank You" video for School Board Appreciation.

-The Board appreciates all the videos and gifts for this week.

-The Board asks if all the money that will be distributed will it go to more than just teachers. For example, assistants, cafeteria workers, etc.? Dr. Dyer states he can not answer that right now because we don't have specifics on this yet, but in our district in the past we have given a raise to all employees. We will update this as we hear more about this from the State.

4.B. Director's Evaluation

Mrs. Robinson states last month the board approved the director's evaluation form. The board filled out the form and met with Dr. Dyer individually and scored him then we turned the forms into Julie. Mrs. Robinson and Julie calculated the results. The results were: Part 1, A. Director and Board Relations: 4, B. Community Relations: 3.89, C. Staff Relations: 3.62, D. Finance and Operations: 3.79, and D. Instructional Leadership: 3.86. Part 2, Directors Goals: 3.83.

Mrs. Robinson states this is a good way to evaluate Dr. Dyer and she appreciates him providing all the information. Dr Dyer thanks them for the recommendations.

Motion to approve the Director's Evaluation Passed with a motion by Ms. Krista McKay 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	

4.C. Board Self Evaluation

The board filled out the board self evaluation in January as well. From this evaluation Krista proposes to bring back the board retreats moving forward at least once a year. Mrs. Robinson wants to discuss some dates to schedule a retreat. She would like to have a spring retreat and a fall retreat. The Board agrees on March 31, 2022, for the next retreat. We will discuss a location and discuss this with the board within the next month.

4.D. Spotlight.

ESSER Funded Staff

Mr. Kiser introduces the ESSER Funded Staff that are involved in the ESSER plans moving forward. Danielle Scarth is a behavior support specialist. Chase Bennett, Kellye Brownlow, Tekia Grayson, and Lisa Wiley are social workers.

Dr. Elliott shares the vision of this group of staff. They will focus on our student behavioral needs as a team for our students, staff, and parents. We hope to grow this team and make this a priority at CCS.

Maria Herrero is our district interpreter. She makes sure our families and employees understand what is going on within the district.

Adam Moss is the District Learning Acceleration Specialist which will help with the summer learning camp and tutoring programs.

The Board asks if the social workers will be housed in a specific school? Dr. Elliott states there will be 3 different elementary school groups, a middle school social worker, and Lisa Wiley will focus on the high school.

Ben Garcia is the Elementary Computer Technician.

Tara Watterson is the Data Operator at CMS. She does all things scheduling and data entry at CMS and works with Michael Kahrs.

Dr. Dyer wants everyone to know the ESSER funds are directly effecting our students in the buildings. He thanks them all for coming.

4.E. *First Reading of Policies.

Policy 4.204

Dr. Dyer presents Policy 4.204 Summer Instructional Planning. They took out a lot of the old language and inserted new language on what we are allowed to offer and required to offer.

The Board asks if TSBA helped us with this? Dr. Dyer states TSBA did recommend this policy.

The Board asks if there are any requirements to attend these summer camps? Dr. Dyer states there is only one Bill being discussed in Nashville regarding 3rd grade retention. REWORD: As of now, any student can participate, even though there is a priority list that will be admitted first. These classes are fun while learning, it is a camp type of experience.

The Board ask if we will have the same funding as we did last year? Dr. Dyer states we will have the same funding.

Motion to approve the first reading of Policy 4.204 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.F. Strategic Plan Focus

Communication

Julie Smith states the strategic plan for communication in Cleveland City Schools will communicate with all stakeholders and the media through multiple effective and efficient mediums. She will be presenting what has been done in the past to achieve the goals and how we will work toward this goal in the future. When Julie started in this PR position in February 2020 Facebook had 675 followers, and in December 2021 Facebook has 3,206 followers. Twitter had 2,504 followers and now has 3,122 followers. Instagram had 1,417 followers and now has 2,051 followers. This is important because some family members and community members get their information and updates about Cleveland City Schools through social media. The Cleveland City Schools app was around before Julie started but in September 2021 they revamped the app. The app had 613 downloads, and now it has 1,083 downloads on apple and android devices. We plan to run the app campaign again in August with our back to school messages in hopes of the downloads increasing. Examples of social media posts: Job posts (51% of our applicants come from clicks from Twitter, Facebook, or the website), we show our students stories, we have a post called "new teacher feature" and a post called "employee spotlight" that highlight our staff in the district. Dr. Dyer will have videos on our social media, as well as during COVID the board members read books live to students. Also, if you have not downloaded our app please do so on android or apple. Switching gears from social media Julie gives information about Thrillshare. Thrillshare is how we run our website and app. Thrillshare allows us to communicate with our families in 103 languages. Cleveland City Schools families communicates in 19 languages. Thrillshare allows us to send alerts through the app, text message, email message and website live feed alerts in a families native language. Looking forward to the future we are in the process of creating the communication playbook which will be released in July 2022. This playbook will address logos and styling, internal and external communication guidelines, social media strategy and rules of engagement, templates and stationary and media guidelines. She ended the presentation showing the board a facilities video that will be going out on social media tomorrow.

The Board thanks Julie for all she does.

4.G. Nate Tucker Presentation

Mr. Nate Tucker wants to speak today about Technology.

Strategic Focus: Mr. Tucker has been on the school board for 18 months, and he has been asking many questions. First, he wants to thank Cody Raper and Julie Smith for all of their hard work because this will affect their departments. He wants to be clear "The sky is not falling", this information is meant to make our school system better. The three categories he wants to discuss are Technology, Communication & Marketing, and Diversity. At the heart of these three things is Customer Service. We want to treat others as we

want to be treated. Some examples of Customer Service Relationships: Teacher to Student, Teacher to parent, CCS to Student/Parent/Partners/Public/CCS and others.

Technology Strategic Focus: Existing goals exist in the current CCS strategic plan that addresses technology in an action step related to the BLADE project. Approved Creation of Strategic Technology Plan in development: Chief Academic Officer, administrative staff, Teacher, parent, student, and board member. Thoughts that have come from this group: Technology is no longer a luxury. Technology should be used to solve problems. Some inefficiencies that we can improve on. The BLADE project has been very successful and all the infrastructure working behind it has worked. He states he would like for the board to consider technology pay scales to be increased.

Diversity Strategic Focus: Existing goal exists in the current CCS Strategic Plan: Provide a diverse, high quality educational staff in all of our schools. Those goals mainly focus on educators and that is a segment that is gaining ground. There is another segment that I believe should be included. Mr. Tucker shares research "Delivering through Diversity Report by McKinsey & Company, 2015". It shows companies with more ethical/cultural diverse employees are more profitable. This means you have diversity from the top all the way to the bottom, and you thrive more than others.

Communication and Marketing Strategic Focus: Existing goal in the current CCS Strategic Plan: Cleveland City Schools will communicate with all stakeholders and the media through multiple effective and efficient mediums. With education vouchers constantly being discussed, we need to proactively communicate/market our product/service. Increase the use of technology to solve communication gaps; thus, providing better customer service. He would like the marketing/communication strategy to be more specific, geared toward all levels of our schools. For example: students in elementary school should learn about CMS and CHS before they step foot into the schools.

What if we made it impossible for students to leave CCS?

Here's Mr. Tuckers ask: Let's expand the scope of goal 3, Diversity: In addition to existing educator goals, include goals specific to diversity in the top leadership team. Let's expand the scope of Goal Four: Communications: Create a formal detailed communication plan, add a marketing component, and perform an analysis. He thinks we could have value in having an outside source evaluate our system.

Mr. Cogdill states he agrees with Mr. Tucker and our students do need to hear what is available at CMS and CHS. He states Renny Whittenbarger has been bringing students to the CTE department to showcase all they do.

Nate asks if it's best to expand on these goals or create new ones? Dr. Dyer states he thinks it would be a great idea to take this to the Board Retreat to talk about this more.

Ms. McKay would like an outside group to help facilitate this discussion at the retreat.

Motion to formalize the plan of action to create these two points:
Diversity and Communication strategic plans at the Board Retreat Passed with a motion by Mr. Nate Tucker 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

4.H. BCPEF Annual Report

Mr. David Beckler is here to represent the BCPEF to bring a midterm report. They want to serve CCS as much as they can. Nancy Blank is our president and could not be here today, which is why I'm here today. The focus on educational excellence and to join forces with you both teaching and administratively, we enhance the teaching and learning together. Mr. Beckler is very pleased with the admin team at CCS and how they represent us. The foundation is focused on supporting Cleveland City Schools and Bradley County Schools. Teacher Grants: The Lily F.Fitzgerald teaching in excellence award, and the friend's innovation award continues. The Tucker Foundation has invested \$51,000. We can not do this without donors, sponsors, and grantors. We had a couple of events recently that were very successful. One event was Women United, which raised \$114,000 (62% of the donors had never contributed to BCPEF before this event). Vision 100 raised \$66,000 (on top of the \$12,000 that went to the bands). This event showcased all 3 schools in the county and the focus was on public education. We gave each band \$4,000 each, \$12,000 Total.

Mrs. Lynn Voelz wants to update us on Telemedicine. Erlanger Childrens, United Way Health endowment fund & Coordinated School Health worked together to put Telemedicine into each school in CCS and Bradley County Schools. Since 2014-2015 the United Way Health endowment fund has invested \$416,000 into this program, and Erlanger reported investing \$150,000 each year. In December 2021 Erlanger terminated this partnership. We began working together again to formulate a plan to retain this service. Ultimately, we have partnered with Ocoee Pediatrics, which is a local practice. Angela Coates is the owner, and she is a CHS graduate. She feels thankful to help underserved students in this community, and it is her passion. Lynn wants to thank the Coordinated School Staff with all districts.

Mrs. Voelz states there was a donor at the Vision 100. This donation was then assigned to a grant at CMS. These CMS teachers wrote a thank-you letter to the donors. It turns out the donor's child had these teachers at CMS, and the teachers helped their child through a tough time. They said they never felt better about a donation than they did about this one.

Mr. Beckler wants to tell Mr. Cloud that all the people that knew him thank him for his time.

4.I. Student Representative's Update

Girls Wrestling - This past weekend the team state duals were held in Franklin. The CHS girls finished 3rd in the state! This was very impressive

since this was our inaugural year. This was the 1st sanctioned high school girls wrestling match in the US.

Boys Wrestling - Our boys did it again! They are state champions for the 5th consecutive year.

The individual region tournament will be this weekend at Walker Valley. State duals are at the end of the month. We have several boys and girls that will be competing.

Boys Basketball- Record of 13-15, they have 3 games this week. Tuesday 2/8 is McMinn at home. This is senior night. Thursday 2/10 Bradley at home. This is a makeup game. We will recognize the 1997 boys state championship team. This is the 25th anniversary of them winning the state championship. We will also recognize the 2021 girls track 4x100 team. Friday 2/11 Farragut game at home.

Girls Basketball- Record of 20-5 with a district record of 9-1. Girls will play the same team as the boys. This district tournament will start next week in McMinn.

Swim - The state swim meet will be held this weekend at UTK. Sara Pirtle, Aly Hutchings, Ella Lipscomb, and Jayden Daukphinis will all be competing.

Track - competed in the indoor state meet this past weekend. The 4x100 girls team won! This was their back to back state titles for them.

Winterguard - Had a competition this past weekend at Kennesaw Mountain High school. They came in 5th in their division. Their next competition will be 2/19 in Woodstock GA.

Spring sports start at the end of the month. Soccer has a scrimmage on Feb 22.

Renaissance had a competition this past weekend and had a good performance.

Spring sports start at the end of the month. Soccer has a scrimmage on Feb 22.

Drama - will have their performance showcase this coming Saturday and Sunday at CHS.

JROTC - will compete in the Olympic drill competition on March 5 in Rossville, GA. They will compete in drill, marksmanship, fitness and academics. As of now, 18 schools will be competing.

It is cultural awareness month at CHS. Every morning during the announcements we are recognizing a different influential person regarding cultural awareness. We will have a culture celebration day on February 25.

4.J. Set Director's Goals

Mrs. McKay has enjoyed seeing these goals evolve in this process. Dr. Dyer states it helps him to look forward and stay focused on these goals.

Motion to approve the Director's Goals for next year 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

4.K. Transportation Update

Mr. Hal Taylor wants to state we have had some challenges. In the past, we did not have a roster for the school buses, we didn't know the distance between students houses, and we didn't have training for school bus drivers like we do now.

Today we have 28 bus drivers, 10 bus monitors, 3 teacher/monitors. 28 bus routes, 5 of which are special education buses. 2,948 students with transportation plans. 1,212 miles driven per day.

We now have TransAct which provides us with routing, field trip, and work order programs. This map shows all the students in the CCS System on the screen. This is also an example of a bus route sheet on the screen. The next screen is a map of GPS locations of a bus route. We are able to keep up with buses if a bus breaks down and which bus stop they are at. Last year we started the notification software. We have sent out 194,000 texts and emails to parents if a bus is running late or not running.

The basic laws we have to follow is state and federal laws require public school systems to transport special needs students to and from school. Regular transportation is not required. However, CCS has always provided this service as a courtesy to our parents and students. Current conditions created by the pandemic have made it difficult for us to take all of our bus routes every day. We have combined routes where possible. We have done everything possible, while maintaining safety in order to service our bus routes. Unfortunately, we are short drivers for school bus routes on a regular basis.

This is not just in Cleveland, TN. Schools across the U.S. are requesting National Guard Assistance to aid bus driver shortage. Systems are offering a bonus of up to \$2,500 for new bus drivers. We also have competitions and the reasons people leave are: they find better pay with an easier schedule, some need full-time work with benefits, such as health insurance, and some relocate, retire or have failing health.

What is making it hard for us to hire new bus drivers: In 2017, the State of Tennessee enacted new laws pertaining to school bus driver qualifications and training. The laws were in response to the tragic school bus accident that occurred in Hamilton County which killed 6 children and injured over a dozen more from Woodmore Elementary School in 2016. The new laws require all school bus drivers to be at least 25 years of age and complete a more extensive, supervised licensing education process. The new process also required a bus

driving trainer be used and for every school system to have a Transportation Supervisor. Both the trainer and supervisor of Transportation must now certify that the new school bus driver has been properly trained. Prior to 2018, most school bus drivers studied on their own for the written license exam and had only enough skills training to pass the driving license exam. Most of the drivers' education happened once they began driving the bus. Starting this month new federal regulations have been enacted for the training of all new CDL license holders. The Federal Motor Carrier Safety Administration (FMCSA) has implemented Entry Level Driver Training (ELDT). The new requirements are more extensive and formalized. New drivers will have to go through classroom training, driving range training, road training, required examinations and a review at the state level of the curriculum and exam scores before being able to even take the CDL exam. We expect the new requirements will take potential school bus drivers 2 to 4 months to complete.

Transportation Funding: Over the last decade, the State of Tennessee Departments of Education and Safety have implemented numerous requirements of school transportation departments without providing any additional funding. Now the Federal Government is requiring in depth driver training without any consideration of the cost they are creating for the school systems. Our staff is stretched to their limits and finding people to drive school buses is difficult. Parents all over the country are having to take their children to school and are finding out how much a big yellow school bus actually means to them and their children.

The Board thanks Hal and his team for his hard work.

4.L. *Appointed Committees

Site Committee

Policy Liaison

Mrs. Robinson appoints the Site Committee members. Charlie Cogdill - Chairman, Krista McKay, and Peggy Pesterfield. Carolyn Ingram - Alternate.

Mrs. Robinson appoints the Policy Liaison. Nate Tucker.

4.M. Other

Mrs. Ingram will be attending the state board meeting next month, and she will report next month all the good things happening with that report.

Mrs. Robinson wanted to thank the Board for re-electing her to the board chairman position at the last meeting. She does not take the position lightly, and it is her pleasure to serve with all of them.

Mrs. Pesterfield states Mrs. Katilin Gebby, with the Banner, will be moving to Ohio, and she wants her to know she will be missed.

5. "B" Agenda

5.A. Financial Report

5.B. Budget Calendar

5.C. Personnel Report

5.D. School Highlights

5.E. Dates to Remember

Mrs. Robinson adjourns by general consent.

Chairperson

Date

Superintendent

Date

Travel Request Form

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Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 7

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2. School buses used for field trips will be limited to a radius of 50 miles on a school day, 100 miles on weekends, and 150 miles for school sanctioned athletic events and competitions. Exceptions are made at the discretion of the Director of Schools.
3. The cost associated with using a school bus for a field trip is \$1.25 per mile and \$17.94 per hour for the driver. There will be an additional \$100.00 per day "On Call" fee for weekends and holidays.
4. If a field trip is cancelled once the driver has been assigned, a minimum of 2 hours pay will be billed to the school or program responsible for the field trip.
5. In addition to the driver's hourly rate, an additional \$35.00 fee will be applied to any field trip in which trash and dirt are left on the bus.
6. Buses used for field trips during school hours can be scheduled to pick up students starting at 8:40 AM and must be unloaded by 1:45 PM so the bus and driver can be back to the bus barn by 2:00 PM. Buses have to be inspected and fueled before their afternoon route.
7. In all cases of field trips occurring beyond the regular school day hours, provisions must be made for the driver to have a comfortable area to rest, access to restroom facilities and access to refreshments. Most major attractions have a driver's facility.
8. Field trips requiring a driver to be available for more than 10 hours may require that the driver be provided an approved hotel room in addition to the hourly rate. If the field trip is to an attraction like Dollywood, the driver may have their admission provided instead of a hotel room. This guideline will depend upon the situation and itinerary. The Director of Operations will implement this procedure based on the circumstances of the individual trip, to satisfy CDL laws.
9. The driver and leader of the field trip are responsible to maintain constant communications with one another through either their cell phones or radios in the event of a sudden change in plans, inclement weather, or an emergency.
10. Supervision of students while on field trips will follow a recommended ratio of no less than one chaperone per 15 students (K-8) and one chaperone per 20 students (9-12). Bus drivers are not to be considered a supervisory staff member.
11. Students and chaperones must cooperate with the driver.

Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 8

12. All other bus rules and regulations for daily transportation services apply to field trips.

13. Your bus driver is not permitted to proceed with the trip until a bus roster of students has been presented for the driver's paperwork. The roster must include the student's name, address, date of birth, and emergency contact number.

14. Any and all changes in the field trip itinerary must be approved by the Principal and the Operations Department prior to the trip as the bus driver will not be allowed to deviate from the approved itinerary.

Charter Buses

An updated list of charter buses will be kept on file at the Operations Department Office. Teachers/sponsors are responsible to verify the approved charter bus before scheduling a trip with vehicles owned by an agency other than Cleveland City Schools.

Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 9

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Valerie Mack, Assistant Manager of Transportation: (593-2867)

*After hours emergency or cancellation: (593-2867)

*After hours emergency or equipment: (716-7119) or (593-2864)

Field Trip Request Procedure

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Field Trip Hours

School Days: 8:40 a.m. to 1:45 p.m. Exceptions may apply. Weekends & Holiday: No time table. If request is on a Holiday, contact the Operations Department for possible rate increase.

Field Trip Rates

Field Trip rates are based on mileage, driver hours, and conditions of the bus when the trip is completed. Mileage is recorded from the moment the bus leaves the Transportation Facility until the bus returns to the Transportation Facility. Mileage is calculated at \$1.25 per mile and \$17.94 per hour. There will be an additional \$100 per day "On Call" fee for weekends and holidays.

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

Trip Number	697
* Category	Travel With Students
* Type of Trip	Field Trip
* Field Trip Event	

Trip Leave

* Date 6/11/22 Saturday
 * Time 9:00 AM

Trip Return

* Date 6/18/22 Saturday
 * Time 6:00 PM

Trip Year/Week 2022-24

No buses available before 8:30 AM and must return to school no later than 1:45 PM.

Note: This trip is for more than 5 days. Please make sure dates are correct.

* Is this an overnight trip? Yes

Is this an overnight trip? Additional Information

* Please list all chaperones for this overnight trip including non-staff. Saturday, 11 June will be a travel day to MCOLS. I (SMSgt Bise) will be the chaperone. Once at MCOLS, there will be approximately 40 chaperones (AFJROTC Instructors - Male & Female). I will be the only instructor attending from CHS, unless a new instructor is hired prior to this leadership school.

* Indicate cost per person and how the trip is being funded (parent or district?) Cost per cadet will be approximately \$150. AFJROTC will also fund each cadet approximately \$150 and HQs AFJROTC will reimburse our program minimum transportation costs, cost of attending MCOLS, and meals on the drive to and from Concord University.

Comments

Mountaineer Cadet Officer Leadership School (MCOLS) is a summer leadership program for AFJROTC cadets that are being groomed to be leaders in their schools JROTC program. Cadets selected to attend MCOLS have proven to be outstanding academic students with a strong dedication to physical fitness and the desire to develop their leadership skills. Cadets selected to attend MCOLS will spend six days developing a better understanding of the concepts of leadership, followership, and teamwork. They will develop increased self-confidence, self-discipline, self-esteem, and achievement; along with developing relationships with cadets from other schools through which they can improve their unit's programs. Cadets will hone leadership skills so when they return to the home schools, they can teach and lead younger cadets by example, while learning to make themselves and other cadets more productive members of their unit.

Due to COVID, our unit has been unable to attend MCOLS until this year. I am excited about how our cadets attending will grow so much and make our Cleveland HS AFJROTC an even more outstanding program elective for the CCS school population.

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

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

* Main Destination  Other (Type Below)
 Concord University, Vermillion Street, Athens, WV, USA

Destination Not Listed Concord University, Vermillion Street, Athens, WV, USA * Destination Name MCOLS, Concord University

* Approximate Nbr of Miles Round Trip

* Funding Source #1 Other Budget Code AFJROTC

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

Funding Approver

Are funds payable to a third party? Yes
 (Does venue require payment prior to trip?)

Amount of Payment Not known as of yet

Payment Option Mail Check
Purchase Order/Requisition Nbr Pending
Payment Due To 850 Raider Drive
Cleveland
Comments Concerning Payment The amount is unknown as of this field trip request. It will be paid by our CHS AFJROTC account, plus the cost required for each cadet.

* Teacher / Advisor / Staff Name Jeffrey Bise
* Teacher / Advisor / Staff Phone # 6783435704
Teacher / Advisor / Staff Email jbise@clevelandschools.org

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

Emergency Contact Info Same as Teacher / Advisor / Staff

* Emergency Contact Name Jeffrey Bise
* Emergency Contact Phone # 6783435704

9
* Grade Level(s) Making Trip 10
11
* Educational Objective for Field Trip MCOLS is a regional cadet leadership school for cadets from TN, VA, WV, PA, NC and MD. MCOLS mission is to prepare cadets to build and run programs at their home JROTC units. MCOLS prepares every cadet to function as a senior member of a team/organization. They learn to plan, organize, direct, and control activities at their home school. MCOLS is serious leadership preparation, which will test their drive and dedication. MCOLS is a "boot camp" style that takes cadets out of their comfort zones, placing them in a stressful environment, and equips them with knowledge and skills to become more self-confident.

Number of Individuals Making Trip

* Male Adult/Chaperone	1	* Female Adult/Chaperone	1	Total Adult/Chaperone	2
* Male Students	5	* Female Students	5	Total Students	10

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

Additional Information

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

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

We will be using parents to help transport cadets to MCOLS on 11 June and also on 18 June.

Vehicles Needed

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

Person Submitting Request jbise@clevelandschools.org

Date Submitted

Field Trip Acceptance of Responsibility

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

* I have read and understand the information above.

Yes

Level 01 Approval - Location Approval

Comment

Decision	Approved
Name	aobryan@clevelandschools.org
Decision Date	Feb 7, 2022, 3:26:47 PM

Level 07 Approval - Overnight Trip Approval

Comment	
Decision	Approved
Name	jelliott@clevelandschools.org
Decision Date	Feb 28, 2022, 8:10:11 AM

Level 10 Approval - School Board Approval

Comment	
Decision	
Designated Approver	jusmith@clevelandschools.org
Name	
Decision Date	

Travel Request Form

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Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 7

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11. Students and chaperones must cooperate with the driver.

Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 8

12. All other bus rules and regulations for daily transportation services apply to field trips.

13. Your bus driver is not permitted to proceed with the trip until a bus roster of students has been presented for the driver's paperwork. The roster must include the student's name, address, date of birth, and emergency contact number.

14. Any and all changes in the field trip itinerary must be approved by the Principal and the Operations Department prior to the trip as the bus driver will not be allowed to deviate from the approved itinerary.

Charter Buses

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Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 9

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Field Trip Rates

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

Trip Number	764
* Category	Travel With Students
* Type of Trip	Athletic
* Athletic Event (you may check more than one)	
Wrestling	

Trip Leave

* Date 2/18/22 Friday
 * Time 3:30 PM

Trip Return

* Date 2/19/22 Saturday
 * Time 4:00 PM

Trip Year/Week 2022-08

* Is this an overnight trip? Yes

Is this an overnight trip? Additional Information

* Please list all chaperones for this overnight trip including non-staff. John Weiss, Joey Knox, Landon Reed, Jacob Murphy, Wilson Benefield

* Indicate cost per person and how the trip is being funded (parent or district?) \$0 Wrestling will pay

Comments TSSAA Substate location has been changed

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

* Main Destination  Other (Type Below)
 Oakland High School, Patriot Drive, Murfreesboro, TN, USA
 Destination Not Listed Oakland High School, Patriot Drive, Murfreesboro, TN, USA * Destination Name Oakland High School

Stops on the way: Hotel: MainStay Suites Murfreesboro, John Rice Boulevard, Murfreesboro, TN, USA

* Approximate Nbr of Miles Round Trip

* Funding Source #1 Other Budget Code Wrestling and CHS Athletics
 Funding Source Desc Please indicate the funding information in the Budget Code Field to the right. Budget Code Desc
 Funding Approver

* Teacher / Advisor / Staff Name John Weiss
 * Teacher / Advisor / Staff Phone # 4235051814
 Teacher / Advisor / Staff Email jweiss@clevelandschools.org

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

Emergency Contact Info Same as Teacher / Advisor / Staff

* Emergency Contact Name John Weiss
 * Emergency Contact Phone # 4235051814

Number of Individuals Making Trip

* Male Adult/Chaperone	5	* Female Adult/Chaperone	0	Total Adult/Chaperone	5
* Male Students	14	* Female Students	0	Total Students	14

Additional Information

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

Yes

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

Parent carpool

Vehicles Needed

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

Person Submitting Request jweiss@clevelandschools.org

Date Submitted

Level 01 Approval - Location Approval

Comment

Decision Approved

Name aobryan@clevelandschools.org

Decision Date Feb 16, 2022, 10:03:58 AM

Level 07 Approval - Overnight Trip Approval

Comment

Decision Approved

Name jelliott@clevelandschools.org

Decision Date Feb 16, 2022, 10:19:58 AM

Level 10 Approval - School Board Approval

Comment

Decision

Designated Approver jusmith@clevelandschools.org

Name

Decision Date

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Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 7

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May 2019 8

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

Trip Number	766
* Category	Travel With Students
* Type of Trip	Athletic
* Athletic Event (you may check more than one)	
Wrestling	

Trip Leave

* Date 2/24/22 Thursday
* Time 8:00 AM

Trip Return

* Date 2/26/22 Saturday
* Time 5:00 PM

Trip Year/Week 2022-09

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

* Is this an overnight trip? Yes

Is this an overnight trip? Additional Information

* Please list all chaperones for this overnight trip including non-staff. Josh Bosken, LeeAnn Shurette, Christana Melton, MacKenzie Fowler

* Indicate cost per person and how the trip is being funded (parent or district?) \$0

Comments TSSAA Girls State Wrestling Tournament
Girls will be staying at the Hyatt Place hotel at 850 Bakers Bridge Rd

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

* Main Destination  Other (Type Below)
Williamson County AG Expo Park, Long Lane, Franklin, TN, USA
Destination Not Listed Williamson County AG Expo Park, Long Lane, Franklin, TN, USA * Destination Name AG Expo Park

Stops on the way: Hotel: Hyatt Place Nashville/Franklin/Cool Springs, Bakers Bridge Avenue, Franklin, TN, USA

* Approximate Nbr of Miles Round Trip

* Funding Source #1 Other Budget Code Wrestling and CHS Athletics

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

Funding Approver

* Teacher / Advisor / Staff Name Josh Bosken
* Teacher / Advisor / Staff Phone # 5136464435
Teacher / Advisor / Staff Email jbosken@clevelandschools.org

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

Emergency Contact Info Same as Teacher / Advisor / Staff

* Emergency Contact Name Josh Bosken
* Emergency Contact Phone # 5136464435

Number of Individuals Making Trip

* Male Adult/Chaperone	1	* Female Adult/Chaperone	3	Total Adult/Chaperone	4
* Male Students	0	* Female Students	13	Total Students	13

Additional Information

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

Yes

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

Parent carpooling

Vehicles Needed

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

Person Submitting Request jweiss@clevelandschools.org

Date Submitted

Level 01 Approval - Location Approval

Comment

Decision Approved

Name aobryan@clevelandschools.org

Decision Date Feb 16, 2022, 10:07:30 AM

Level 07 Approval - Overnight Trip Approval

Comment

Decision Approved

Name jelliott@clevelandschools.org

Decision Date Feb 16, 2022, 10:14:37 AM

Level 10 Approval - School Board Approval

Comment

Decision

Designated Approver jusmith@clevelandschools.org

Name

Decision Date

Travel Request Form

Welcome to Cleveland City Schools Travel Tracker, your one-stop travel center. Within this software, you can submit student field trip requests, reserve a school bus for a field trip or athletic event, and reserve a van for staff travel. If you have any questions or comments please email Valerie Mack at vmack@clevelandschools.org or call 472-9576.

Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 7

Transportation Guidelines for Field Trips

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1. Field trip transportation request must be made no later than two weeks before the field trip. Once a field trip has been assigned to a driver, the trip will be activated in the digital approval system and a notification will be sent to the teacher/sponsor.
2. School buses used for field trips will be limited to a radius of 50 miles on a school day, 100 miles on weekends, and 150 miles for school sanctioned athletic events and competitions. Exceptions are made at the discretion of the Director of Schools.
3. The cost associated with using a school bus for a field trip is \$1.25 per mile and \$17.94 per hour for the driver. There will be an additional \$100.00 per day "On Call" fee for weekends and holidays.
4. If a field trip is cancelled once the driver has been assigned, a minimum of 2 hours pay will be billed to the school or program responsible for the field trip.
5. In addition to the driver's hourly rate, an additional \$35.00 fee will be applied to any field trip in which trash and dirt are left on the bus.
6. Buses used for field trips during school hours can be scheduled to pick up students starting at 8:40 AM and must be unloaded by 1:45 PM so the bus and driver can be back to the bus barn by 2:00 PM. Buses have to be inspected and fueled before their afternoon route.
7. In all cases of field trips occurring beyond the regular school day hours, provisions must be made for the driver to have a comfortable area to rest, access to restroom facilities and access to refreshments. Most major attractions have a driver's facility.
8. Field trips requiring a driver to be available for more than 10 hours may require that the driver be provided an approved hotel room in addition to the hourly rate. If the field trip is to an attraction like Dollywood, the driver may have their admission provided instead of a hotel room. This guideline will depend upon the situation and itinerary. The Director of Operations will implement this procedure based on the circumstances of the individual trip, to satisfy CDL laws.
9. The driver and leader of the field trip are responsible to maintain constant communications with one another through either their cell phones or radios in the event of a sudden change in plans, inclement weather, or an emergency.
10. Supervision of students while on field trips will follow a recommended ratio of no less than one chaperone per 15 students (K-8) and one chaperone per 20 students (9-12). Bus drivers are not to be considered a supervisory staff member.
11. Students and chaperones must cooperate with the driver.

Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 8

12. All other bus rules and regulations for daily transportation services apply to field trips.

13. Your bus driver is not permitted to proceed with the trip until a bus roster of students has been presented for the driver's paperwork. The roster must include the student's name, address, date of birth, and emergency contact number.

14. Any and all changes in the field trip itinerary must be approved by the Principal and the Operations Department prior to the trip as the bus driver will not be allowed to deviate from the approved itinerary.

Charter Buses

An updated list of charter buses will be kept on file at the Operations Department Office. Teachers/sponsors are responsible to verify the approved charter bus before scheduling a trip with vehicles owned by an agency other than Cleveland City Schools.

Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 9

Field Trip Bus Transportation Procedures

The Cleveland City Schools Transportation Department's primary responsibility is the daily transportation of students to and from school. Bus schedules and routes will not be adjusted to accommodate field trips.

Transportation Department Contacts

Hal Taylor, Director of Operations: (716-7119)

Scotty Dye, Operation Supervisor: (593-2864)

Valerie Mack, Assistant Manager of Transportation: (593-2867)

*After hours emergency or cancellation: (593-2867)

*After hours emergency or equipment: (716-7119) or (593-2864)

Field Trip Request Procedure

The School Administrator (SA) receives, reviews and approves the field trip request from the teacher/coach. The SA submits the approved request to the District Designee who forwards the approved trip to the Transportation Department. Field trip transportation requests MUST be received no later than two weeks before the field trip. The Operations Department will acknowledge receipt of your request when it arrives. Once a field trip has been assigned to a driver, a confirmation will be sent back to the individual that submitted the field trip request.

School buses used for field trips will be limited to a radius of 50 miles on a school day, 100 miles on weekends, and 150 miles for school sanctioned athletic events and competitions. Exceptions are made at the discretion of the Director of Schools.

Field Trip Hours

School Days: 8:40 a.m. to 1:45 p.m. Exceptions may apply. Weekends & Holiday: No time table. If request is on a Holiday, contact the Operations Department for possible rate increase.

Field Trip Rates

Field Trip rates are based on mileage, driver hours, and conditions of the bus when the trip is completed. Mileage is recorded from the moment the bus leaves the Transportation Facility until the bus returns to the Transportation Facility. Mileage is calculated at \$1.25 per mile and \$17.94 per hour. There will be an additional \$100 per day "On Call" fee for weekends and holidays.

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

Trip Number	667
* Category	Travel With Students
* Type of Trip	Field Trip
* Field Trip Event	

Trip Leave

* Date 6/20/22 **Monday**
 * Time 7:00 AM

Trip Return

* Date 6/25/22 **Saturday**
 * Time 1:00 PM

Trip Year/Week 2022-26

No buses available before 8:30 AM and must return to school no later than 1:45 PM.

* Is this an overnight trip? Yes

Is this an overnight trip? Additional Information

* Please list all chaperones for this overnight trip including non-staff. Clyde Rush
 Patricia Kyle

* Indicate cost per person and how the trip is being funded (parent or district?) 900.00

Comments No bus needed

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

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

* Main Destination  Other (Type Below)
 Atlanta, GA, USA
 Destination Not Listed Atlanta, GA, USA * Destination Name SkillsUSA National Conference

Stops on the return: Restaurant : Atlanta, GA, USA

* Approximate Nbr of Miles Round Trip

* Funding Source #1 Other Budget Code CHS Culinary SkillsUSA account

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

Funding Approver

Are funds payable to a third party? Yes
 (Does venue require payment prior to trip?)

Amount of Payment 1200.00

Payment Option Mail Check

Purchase Order/Requisition Nbr 1234

Payment Due To National SkillsUSA
 14001 SkillsUSA Way
 Leesburg, Virginia 20176-5494

Comments Concerning Payment This is the Payment to National SkillsUSA for conference fees and Lodging for student and 2 advisors

* Teacher / Advisor / Staff Name Clyde Rush

* Teacher / Advisor / Staff Phone # Patricia Kyle

Teacher / Advisor / Staff Email

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

Emergency Contact Info

Same as Teacher / Advisor / Staff

* Emergency Contact Name

Clyde Rush

* Emergency Contact Phone #

Patricia Kyle

* Grade Level(s) Making Trip

12

* Educational Objective for Field Trip

Students will showcase the skills for scholarship opportunities as well as networking with other SkillsUSA students on a national bases.

Number of Individuals Making Trip

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

* Will the students be away from school during lunch? Yes

* If so, will these students need packed lunches? No

Nbr Students 1 Teacher Clyde Rush

Students will be away from school during the lunch period, so therefore lunches are not needed.

Additional Information

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

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

Clyde Rush Personal car TN 0W9-7M4

6/20/22. Monday

Advisors and students will leave from CHS parking lot D for trip to Atlanta

Check in at National Head Quarters. Will receive SkillsUSA itinerary at that time

Check in at Hotel (To Be Announced at a Later Date)

Meal times as allotted

Curfew 11:00 pm

6/21-24 Tuesday-Friday

Will follow SkillsUSA conference itinerary as directed for competition training and completion.

Awards Night & conclusion

Curfew 11:00 PM

6/25/22

Hotel Check out and travel back to CHS for student return

Vehicles Needed

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

Person Submitting Request

crush@clevelandschools.org

Date Submitted

Field Trip Acceptance of Responsibility

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

* I have read and understand the information above.

Yes

Level 01 Approval - Location Approval

Comment

Decision

Approved

Name

aobryan@clevelandschools.org

Decision Date

Jan 12, 2022, 4:26:34 PM

Level 07 Approval - Overnight Trip Approval

Comment

Decision

Approved

Name

jelliott@clevelandschools.org

Decision Date

Feb 28, 2022, 4:48:47 PM

Level 10 Approval - School Board Approval

Comment

Decision

Designated Approver

jusmith@clevelandschools.org

Name

Decision Date

Travel Request Form

Welcome to Cleveland City Schools Travel Tracker, your one-stop travel center. Within this software, you can submit student field trip requests, reserve a school bus for a field trip or athletic event, and reserve a van for staff travel. If you have any questions or comments please email Valerie Mack at vmack@clevelandschools.org or call 472-9576.

Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 7

Transportation Guidelines for Field Trips

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10. Supervision of students while on field trips will follow a recommended ratio of no less than one chaperone per 15 students (K-8) and one chaperone per 20 students (9-12). Bus drivers are not to be considered a supervisory staff member.
11. Students and chaperones must cooperate with the driver.

Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 8

12. All other bus rules and regulations for daily transportation services apply to field trips.
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14. Any and all changes in the field trip itinerary must be approved by the Principal and the Operations Department prior to the trip as the bus driver will not be allowed to deviate from the approved itinerary.

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Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 9

Field Trip Bus Transportation Procedures

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*After hours emergency or cancellation: (593-2867)

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Field Trip Hours

School Days: 8:40 a.m. to 1:45 p.m. Exceptions may apply. Weekends & Holiday: No time table. If request is on a Holiday, contact the Operations Department for possible rate increase.

Field Trip Rates

Field Trip rates are based on mileage, driver hours, and conditions of the bus when the trip is completed. Mileage is recorded from the moment the bus leaves the Transportation Facility until the bus returns to the Transportation Facility. Mileage is calculated at \$1.25 per mile and \$17.94 per hour. There will be an additional \$100 per day "On Call" fee for weekends and holidays. Transportation will bill the Trip Sponsor for the driver/mileage/bus/damage after the trip is completed. This will be done on a monthly basis.

Trip Number **823**

* Category Travel With Students

* Type of Trip Athletic

* Athletic Event (you may check more than one)

Band

Trip Leave

* Date 4/27/22 **Wednesday**

* Time 9:00 AM

Trip Return

* Date 4/30/22 **Saturday**

* Time 6:00 PM

Trip Year/Week 2022-18

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

* Is this an overnight trip? Yes

Is this an overnight trip? Additional Information

* Please list all chaperones for this overnight trip including non-staff. Jim Burton, Alex Denton

* Indicate cost per person and how the trip is being funded (parent or district?) \$0 We are hoping to raise enough money to fully fund our All State students' trip.

Comments

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

* Main Destination ⓘ Other (Type Below)
Gaylord Opryland Resort & Convention Center, Opryland Drive, Nashville, TN, USA

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

* Approximate Nbr of Miles Round Trip

* Funding Source #1 School Budget Code 303

Funding Source Desc Budget Code Desc

Funding Approver

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

Number of Individuals Making Trip

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

Additional Information

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

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

Personal car

Vehicles Needed

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

Person Submitting Request jburton@clevelandschools.org
 Date Submitted

Level 01 Approval - Location Approval

Comment

Decision Approved

Name aobryan@clevelandschools.org

Decision Date Mar 9, 2022, 4:20:17 PM

Level 07 Approval - Overnight Trip Approval

Comment

Decision Approved

Name jelliott@clevelandschools.org

Decision Date Mar 9, 2022, 9:35:28 PM

Level 10 Approval - School Board Approval

Comment

Decision

Designated Approver jusmith@clevelandschools.org

Name

Decision Date

Travel Request Form

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Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 7

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Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 8

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Field Trips & Off-Campus Excursions Administrative Procedure 4.302.1

May 2019 9

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Field Trip Hours

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Field Trip Rates

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

Trip Number	662
* Category	Travel With Students
* Type of Trip	Field Trip
* Field Trip Event	

Trip Leave

* Date 3/10/22 Thursday
 * Time 8:45 AM

Trip Return

* Date 3/11/22 Friday
 * Time 8:30 PM

Trip Year/Week 2022-11

No buses available before 8:30 AM and must return to school no later than 1:45 PM.

* Is this an overnight trip? Yes

Is this an overnight trip? Additional Information

* Please list all chaperones for this overnight trip including non-staff. Aileen Creel
 Jeanie Featheringill
 Matt Featheringill
 * Indicate cost per person and how the trip is being funded (parent or district?) \$100 per student for event, lodging, and food will be funded by parent

Comments CMS Beta Club will travel to Gatlinburg and participate in the Summit Leadership Conference. The event will have guest speakers, officer training, and rapid response engineering and problem solving competitions. One 7th grader has also been nominated for leadership representative for the State of TN. Eva Lipscomb will also be completing her term as elected state of TN representative at this event.

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

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

* Main Destination  Other (Type Below)
 Gatlinburgn Convention Center
 Destination Not Listed Gatlinburgn Convention Center * Destination Name My Time to Lead Conference

Stops on the way: Hotel: Courtyard by Marriott Gatlinburg Downtown, Historic Nature Trail, Gatlinburg, TN, USA

* Approximate Nbr of Miles Round Trip

* Funding Source #1 School Budget Code 801
 Funding Source Desc Budget Code Desc
 Funding Approver

Are funds payable to a third party? Yes
 (Does venue require payment prior to trip?)
 Amount of Payment \$800; \$834
 Payment Option Will Pick Up Check
 Purchase Order/Requisition Nbr
 Payment Due To National Beta and Marriott Courtyard
 315 Historic Nature Trail
 Gatlinburg, Tennessee 37738
 Comments Concerning Payment National Beta will receive \$50 payment for each student who is participating. Marriott Courtyard Hotel Rooms - 4

students per room.

* Teacher / Advisor / Staff Name Ali Creel
 * Teacher / Advisor / Staff Phone # 4237904383
 Teacher / Advisor / Staff Email acreel@clevelandschools.org

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

Emergency Contact Info Same as Teacher / Advisor / Staff

* Emergency Contact Name Ali Creel
 * Emergency Contact Phone # 4237904383

* Grade Level(s) Making Trip 6
 7
 8

* Educational Objective for Field Trip The mission of the National Beta Leadership:
 Program is to inspire tomorrow's leaders to achieve their personal best through service, character, and achievement.

Students Will:

- Identify personal behaviors and personality styles
- Commit to identifying core ethical and personal values, and commit to act on them
- Develop relationships where the dignity and contributions of all people are respected
- Develop skills to be able to successfully work in groups and teams to accomplish a collective goal
- Connect with like-minded individuals in order to promote the ideals of National Beta
- Increase their capability to achieve goals

Number of Individuals Making Trip

* Male Adult/Chaperone	1	* Female Adult/Chaperone	2	Total Adult/Chaperone	3
* Male Students	4	* Female Students	12	Total Students	16

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

Additional Information

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

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

Chaperone carpool and parent drop off

Vehicles Needed

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

Check here to indicate trip is drop-off only Location

Check here to indicate trip is pickup only Location

Vehicle Pickup

* Date 3/10/22
 * Time 8:45 AM

Arrive at Venue (Info Only)

* Date
 * Time

Depart Venue (Info Only)

* Date
 * Time

Vehicle Return

* Date 3/11/22
 * Time 8:30 PM

Total Trip Hours 35.75

* Type of vehicles needed to reserve Select 

* How many vehicles do you need? 0

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

* Do you need a wheelchair lift? No

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

Special Needs

Comments or Details Concerning Needs

General Information

Owner vmack@clevelandschools.org

Bid Id/Closing Date

Person Submitting Request acreel@clevelandschools.org

Date Submitted

Field Trip Acceptance of Responsibility

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

* I have read and understand the information above.

Yes

Level 01 Approval - Location Approval

Comment

Decision Approved

Name nakiona@clevelandschools.org

Decision Date Jan 12, 2022, 3:56:44 PM

Level 07 Approval - Overnight Trip Approval

Comment

Decision Approved

Name jelliott@clevelandschools.org

Decision Date Jan 13, 2022, 10:14:19 AM

Level 10 Approval - School Board Approval

Comment

Decision

Designated Approver jusmith@clevelandschools.org

Name

Decision Date

Cleveland City Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Summer Instructional Programs	Descriptor Code: 4.204	Issued Date:
		Rescinds:	Issued:

1 Summer schools may be offered. These schools shall be organized and operated as a part of the public
2 school program, shall be under the control and management of the Board, and shall comply with rules
3 and regulations of the State Board of Education.¹

4 *General*

5 The following programs will be made available to students:^{1,2}

- 6 1. Traditional summer school;
- 7
- 8 2. Learning loss bridge camps;
- 9
- 10 3. After-school learning mini camps (2021-2023); and
- 11
- 12 4. Summer learning camps (2021-2023).

13 These programs shall be organized and operated in accordance with state law as well as guidelines
14 provided by the Tennessee Department of Education. Funding for all programming shall be provided
15 for in the annual budget and take into account any available grants. The Board may adopt tuition rates
16 for those students attending a traditional summer school program.³

17 **SUMMER PROGRAMMING²**

18 The Director of Schools shall present a recommended summer programming plan to the Board each
19 year outlining the following:

- 20 1. Courses offered;
- 21
- 22 2. Transportation;
- 23
- 24 3. Class size ratios;
- 25
- 26 4. Budget, including staff compensation;
- 27
- 28 5. School nutrition needs;
- 29
- 30 6. Staffing;
- 31

- 1 7. Enrollment criteria; and
- 2
- 3 8. Any additional necessary information.

4 **ATTENDANCE REQUIREMENTS²**

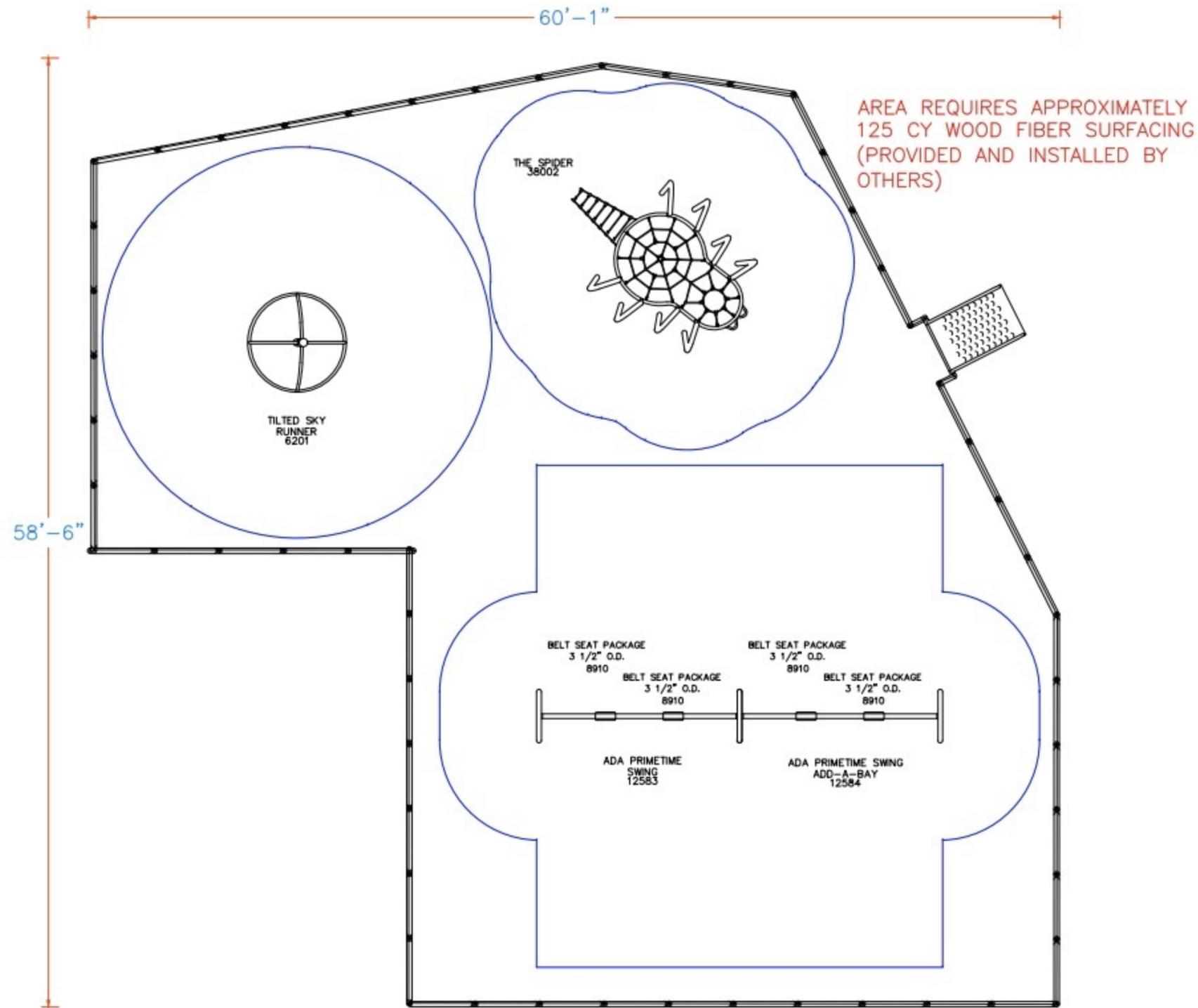
- 5 Priority students, as defined by state law, shall be encouraged but not be required to attend summer
- 6 programs.

Legal References

1. TRR/MS 0520-01-03-.03(9)
2. Public Acts of 2021, Special Legislative Session, Chapter No. 1
3. TCA 49-6-3003

Cross References

Extended Contracts 5.112



A PLAYCORE COMPANY

150 PlayCore Drive SE
Fort Payne, AL 35967
www.gametime.com



Cleveland City Schools
Blythe-Bower Elementary
Cleveland, TN

Representative
Cunningham Recreation

This play equipment is recommended for children ages

5-12

Minimum Area Required:

Scale: nts

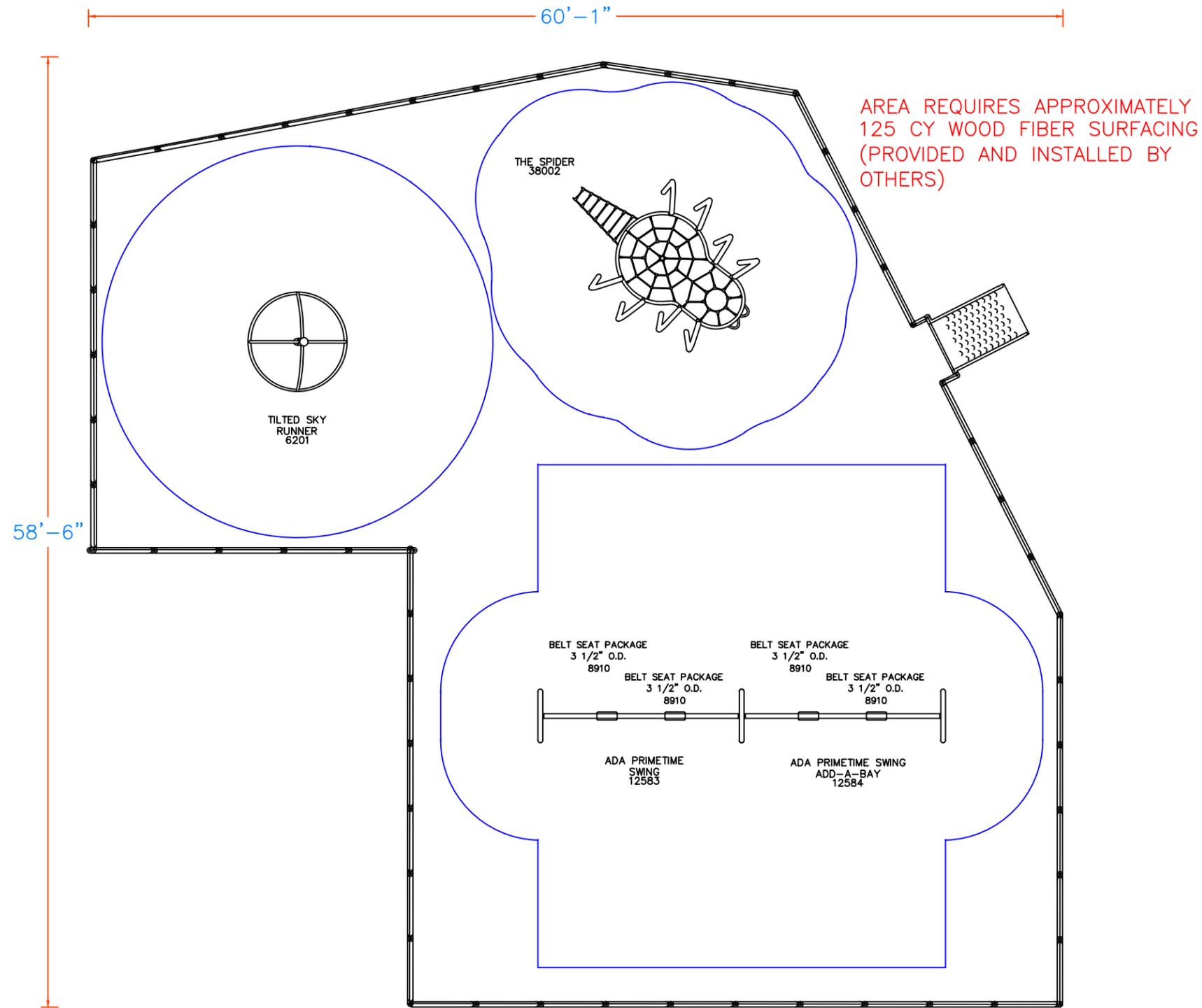
This drawing can be scaled only when in an 11" x 17" format

IMPORTANT: Soft resilient surfacing should be placed in the use zones of all equipment, as specified for each type of equipment, and at depths to meet the critical fall heights as specified by the U.S. consumer Product Safety Commission, ASTM standard F 1487 and Canadian Standard CAN/CSA-Z-614

Drawn By:
CW

Date:
2-10-22

Drawing Name:
157752-01-02 Blythe-Bower



A PLAYCORE Company

150 PlayCore Drive SE
Fort Payne, AL 35967
www.gametime.com



Cleveland City Schools
Blythe-Bower Elementary
Cleveland, TN

Representative
Cunningham Recreation

This play equipment is recommended for children ages 5-12

Minimum Area Required:

Scale: nts

This drawing can be scaled only when in an 11" x 17" format

IMPORTANT: Soft resilient surfacing should be placed in the use zones of all equipment, as specified for each type of equipment, and at depths to meet the critical fall heights as specified by the U.S. consumer Product Safety Commission, ASTM standard F 1487 and Canadian Standard CAN/CSA-Z-614

Drawn By:
CW

Date:
2-10-22

Drawing Name:
157752-01-02 Blythe-Bower

Blythe-Bower Elementary Playground





GameTime c/o Cunningham Recreation
 PO Box 240981
 Charlotte, NC 28224
 800.438.2780
 704.525.7356 FAX

02/11/2022
 Quote #
 157752-01-02

Blythe-Bower Elementary (Opt 2)

Cleveland City Schools
 Attn: Prisavia Croft
 604 20th St SE
 Cleveland, TN 37311
 Phone: 423-479-5121
 pcroft@clevelandschools.org

Ship to Zip 37311

Quantity	Part #	Description	Unit Price	Amount
1	12583	GameTime - Ada Primetime Swing Frame, 3 1/2" Od <i>Custom - [Basic: (BY) Burgundy]</i>	\$1,416.00	\$1,416.00
1	12584	GameTime - Ada Primetime Swing Aab, 3 1/2" Od <i>Custom - [Basic: (BY) Burgundy]</i>	\$876.00	\$876.00
4	8910	GameTime - Belt Seat 3 1/2"Od(8910)	\$288.00	\$1,152.00
1	6201	GameTime - Tilted Sky Runner (F/S) <i>Custom - [Accent: (EB) Beige] [Basic: (BY) Burgundy]</i>	\$3,928.00	\$3,928.00
1	38002	GameTime - The Spider <i>Custom - [Accent: (1) Black] [Basic: (BY) Burgundy]</i>	\$9,689.00	\$9,689.00
53	4862	GameTime - 12" Playground Border	\$62.00	\$3,286.00
1	4858	GameTime - Access Playcurb-W/Adap	\$615.00	\$615.00
1	INSTALL	MISC - Installation of Above Equipment & Playcurbs Only	\$8,320.00	\$8,320.00
Contract: OMNIA #2017001134			Sub Total	\$29,282.00
			Discount	(\$3,055.96)
			Material Surcharge	\$3,044.36
			Freight	\$738.03
			Total	\$30,008.43

Comments

- Site must be clear, level, free of obstructions, and accessible.
- Customer responsible for supplying and installing safety surfacing.



GameTime c/o Cunningham Recreation
PO Box 240981
Charlotte, NC 28224
800.438.2780
704.525.7356 FAX

02/11/2022
Quote #
157752-01-02

Blythe-Bower Elementary (Opt 2)

GAMETIME - TERMS & CONDITIONS:

- **PRICING:** Due to volatile economic demand, pricing is valid for 30 days. Pricing is subject to change. Request updated pricing when purchasing from quotes more than 30 days old.
- **TERMS OF SALE:** For equipment & material purchases, Net 30 days from date of invoice for governmental agencies and those with approved credit. All others, full payment for equipment, taxes and freight up front. Balance for services & materials due upon completion or as otherwise negotiated upon credit application review. Pre-payment may be required for equipment orders totaling less than \$5,000. Payment by VISA, MasterCard, or AMEX is accepted. Checks should be made payable to Playcore Wisconsin, Inc. d/b/a GameTime unless otherwise directed.
- **CREDIT APPLICATION:** Required for all non-governmental agencies and those entities who have not purchased from GameTime within the previous twelve calendar months.
- **FINANCE CHARGE:** A 1.5% monthly finance charge (or maximum permitted by law) will be added to all invoices over 30 days past due.
- **CASH WITH ORDER DISCOUNT:** Orders for GameTime equipment paid in full at time of order via check or electronic funds transfer (EFT) are eligible for a 3% cash-with-order (CWO) discount.
- **ORDERS:** All orders shall be in writing by purchase order, signed quotation or similar documentation. Purchase orders must be made out to Playcore Wisconsin, Inc. d/b/a GameTime.
- **FREIGHT CHARGES:** Shipments shall be F.O.B. destination. Freight charges prepaid and added separately.
- **SHIPMENT: Standard Lead time is 12-14 weeks** (some items may take longer) after receipt and acceptance of purchase order, credit application, color selections and approved drawings or submittals.
- **PACKAGING:** All goods shall be packaged in accordance with acceptable commercial practices and marked to preclude confusion during unloading and handling.
- **RECEIPT OF GOODS:** Customer shall coordinate, receive, unload, inspect and provide written acceptance of shipment. Any damage to packaging or equipment must be noted when signing delivery ticket. If damages are noted, receiver must submit a claim to Cunningham Recreation within 15 Days. Receiver is also responsible for taking inventory of the shipment and reporting any concealed damage or discrepancy in quantities received within 60 days of receipt.
- **RETURNS:** Returns are only available on shipments delivered within the last 60 days. A 25% (min.) restocking fee will be deducted from any credit due. Customer is responsible for all packaging & shipping charges. Credit is based on condition of items upon return. All returns must be in unused and merchantable condition. GameTime reserves the right to deduct costs associated with restoring returned goods to merchantable condition. Uprights & custom products cannot be returned.
- **TAXES:** Sales tax is shown as a separate line item when included. A copy of your tax exemption certificate must be submitted at time of order or taxes will be added to your invoice.

INSTALLATION CONDITIONS:

- **ACCESS:** Site should be clear, level and allow for unrestricted access of trucks and machinery.
- **STORAGE:** Customer is responsible for providing a secure location to off-load and store the equipment during the installation process. Once equipment has delivered to the site, the owner is responsible should theft or vandalism occur unless other arrangements are made and noted on the quotation.
- **FOOTER EXCAVATION:** Installation pricing is based on footer excavation through earth/soil only. Customer shall be responsible for unknown conditions such as buried utilities (public & private), tree stumps, rock, or any concealed materials or conditions that may result in additional labor or materials cost.
- **UTILITIES:** Installer will contact Miss Utility to locate all public utilities prior to layout and excavation of any footer holes. Owner is responsible for locating any private utilities.
- **ADDITIONAL COSTS:** Pricing is based on a single mobilization for installation unless otherwise noted. Price includes ONLY what is stated in this quotation. If additional site work or specialized equipment is required, pricing is subject to change.



GameTime c/o Cunningham Recreation
PO Box 240981
Charlotte, NC 28224
800.438.2780
704.525.7356 FAX

02/11/2022
Quote #
157752-01-02

Blythe-Bower Elementary (Opt 2)

ACCEPTANCE OF QUOTATION:

Acceptance of this proposal indicates your agreement to the terms and conditions stated herein.

Accepted By (printed): _____ Title: _____

Telephone: _____ Fax: _____

P.O. Number: _____ Date: _____

Purchase Amount: **\$30,008.43**

SALES TAX EXEMPTION CERTIFICATE #: _____

(PLEASE PROVIDE A COPY OF CERTIFICATE)

Salesperson's Signature

Customer Signature

BILLING INFORMATION:

Bill to: _____

Contact: _____

Address: _____

Address: _____

City, State: _____ Zip: _____

Tel: _____ Fax: _____

E-mail: _____

SHIPPING INFORMATION:

Ship to: _____

Contact: _____

Address: _____

Address: _____

City, State: _____ Zip: _____

Tel: _____ Fax: _____

E-mail: _____

Playground

1 message

Prisavia Croft <pcroft@clevelandschools.org>

Sun, Feb 27, 2022 at 9:14 AM

To: Russell Dyer <rdyer@clevelandschools.org>, Julie Smith <jusmith@clevelandschools.org>, Hal Taylor <htaylor@clevelandschools.org>

Cc: Kelly Kiser <kkiser@clevelandschools.org>

BLYTHE-BOWER ELEMENTARY SCHOOL

604 20th St., SE

Cleveland, TN 37311

(423) 479-5121

February 27, 2022

To: Cleveland City School Board and Dr. Russell Dyer

Blythe-Bower would like to request permission to add additional playground equipment to the space directly adjacent to the existing playground. This playground will be funded by the 2021 Cares Act and will provide students an opportunity to social distance as much as possible while playing outdoors. I have attached pictures, drawings, and quotes from GameTime Cunningham Recreation.

Sincerely,

Prisavia Croft

Prisavia Croft, Principal
Blythe-Bower Elementary School

--



Prisavia Croft, ED.S

Principal

Blythe-Bower Elementary School

Home of the Bobcats

 pcroft@clevelandschools.org

 423-479-5121

 604 20th St., SE
Cleveland, TN 37311

 clevelandschools.org



ACADEMIC COURSE GUIDE
2022-23

Introduction

The Course Catalog contains general scheduling information, a general description of courses available, graduation requirements, suggestions for course selections, and course descriptions.

Cleveland High School is mandated by the Tennessee Department of Education to promote and provide each student with a rigorous college and career preparatory program of study. Our general expectation is that every student acquires the knowledge and skills necessary for college and career readiness. As a part of achieving this goal, each department offers a wide variety of courses on many relevant topics.

Awarding of Credits

Students will receive one full credit in the course he/she receives a passing semester average. There are several classes that award .5 credit for receiving a passing average in a 9-week period.

Raider Scholar

Raider Scholar Honors Designation is determined at the end of the fall semester of the senior year. Seniors classified as a "Raider Scholar" will be ranked first before other Seniors and will walk first in the Graduation Procession. In order to fulfill the honors course requirement, students should have completed or be enrolled in 3 courses for Freshmen, 6 courses for Sophomores, 9 courses for Juniors, and 12 courses for Seniors.

Students must complete the following requirements:

- *3.5 or higher grade point average
- *Take 4 EPSO Courses (Two Must Be Advanced Placement)
- *Two of the three honors classes must be core classes each year

*Will graduate with the Latin Honors Criteria:

- Summa Cum Laude (3.91-4.0)
- Magna Cum Laude (3.76-3.9)
- Cum Laude (3.5-3.75)

Class Rank

Class rankings are first calculated at the beginning of the Senior year and revised at the end of the first semester. Seniors meeting the requirements to be a "Raider Scholar" are ranked first in order of GPA, with all other students ranked after in order of GPA.

Adding/Dropping Classes

To add/drop a class, students must request an appointment with their grade-level counselor through the online form. **Required courses cannot be dropped.** If a student is added to a class after it starts, it is his/her responsibility to make up all previous work. Once the course selection process is complete, student- and/or parent initiated requests to drop an EPSO course will only be considered if the student is found to be academically misplaced. Schedules will not be changed after the 3rd day of each semester without the approval of the Counseling Coordinator.

Grade Point Average (GPA)

A student's GPA is determined by a four-point scale: An A=4 quality points, B=3, C=2, D=1, and F=0. A GPA is calculated by dividing the student's total number of quality points earned by the number of credits attempted. Grades are weighted to allow for honors or EPSO classes. Also, if a class is repeated because of failure, two courses will show up on the transcript, but only the later/passing class will be calculated in the GPA. If a student fails a class, the student must retake the exact same course to replace it in the GPA calculation. Students may not retake courses for a higher passing grade from CHS. High School courses taken at CMS can be retaken for a higher grade one-time during the freshman year.

Grading System

See Board Policy 4.700

Grading Scale

A (93-100%), B (85-92), C (75-84), D (70-74), F (0-69)

Advanced Coursework Grading

This grading system shall be uniform throughout the school system for each grade. Advanced coursework grades will be weighted with additional percentage points to calculate the final average. Depending on the course taken, the following percentage points will be assigned:

- Honors Courses – three (3) percentage points
- Local and Statewide Dual Credit, Capstone Industry Certification Aligned, and on-campus Dual Enrollment Courses – four (4) percentage points
- Advanced Placement – five (5) percentage points

Evaluation and Assessment Website

<https://www.tn.gov/education/assessment.html>

Information can be accessed on the Tennessee Department of Education's Website. Bookmark this page and refer to it regularly since it contains links to the various state assessments, strategies, graduation requirements, testing dates, and other helpful information.

NCAA Eligibility Requirements

For prospective college student-athletes, the NCAA Eligibility Center is the part of the NCAA that will ensure you meet the minimum academic requirements and are considered an amateur athlete. It does this by reviewing your high school transcripts (official copies only), SAT/ACT test scores and reviewing the answers to your amateurism questionnaire. In rare situations, the NCAA will require additional information surrounding your high school classes or athletic competition, but most athletes pass through the NCAA Eligibility Center without incident. Visit <https://web3.ncaa.org/ecwr3/> for more information.

Graduation Requirements (single path diploma)

- ENGLISH – 4 credits
- MATHEMATICS – 4 credits
 - must include Algebra I, Geometry, Algebra II, and a 4th higher-level course
 - Algebra I taken at CMS counts as an elective credit but not toward the 4 required math credits
- SCIENCE – 4 credits
 - must include Biology, Chemistry or Physics, a Lab Science and 4th Science Course
- SOCIAL STUDIES – 3 credits
 - Must include World History and Geography or AP Human Geography or AP European History, United States History, and Economics/United States Government
- WORLD LANGUAGES – 2 credits in same language
- TECHNOLOGY – 1 credit
 - must be chosen from an introduction class in a CTE area
- FINE ARTS – 1 credit
- PHYSICAL ED/WELLNESS – 1 credit in Wellness & ½ credit in Physical Ed
 - student may receive ½ Physical Ed credit by documenting a total of at least 67.5 hours of physical activity in a school-sponsored group
- PERSONAL FINANCE – ½ credit
- ELECTIVE FOCUS – 3 credits
 - must be from the list of approved Focus Areas
- OTHER ELECTIVES – 4 credits

Students must accumulate at least 28 credits to fulfill graduation requirements

Classification of Students

Seniors must have 20 credits at the beginning of the school year.

Juniors must have 12 credits at the beginning of the school year.

Sophomores must have 6 credits at the beginning of the school year.

Focus Area Choices

Each student must select a focus area and take three classes within that focus area.

Aviation

Aviation 1, Aviation 2, Aviation 3, Tango Flight

Advanced Placement (AP)

Choose 3 AP Courses (AP tests must be taken in each)

Automotive

Automotive 1, Automotive 2, and choose one of the following: Automotive 3, Automotive 3 DE, or Automotive 4, Automotive 4 DE, (3 and 4 does not have to be taken in order), Automotive WBL, Tango Flight

Business

Introduction to Business and Marketing, Business Communication DC, Business Management DC, Business Management DE, Raider Evolve WBL, Raider Evolve WBL DE

Cosmetology

Cosmetology 3 DC, Cosmetology 3 DE, Cosmetology 4 DC, Cosmetology 4 DE, Cosmetology WBL

Criminal Justice

Criminal Justice 1, Criminal Justice 2, and Criminal Justice 3 DC

Culinary Arts

Culinary 1, Culinary 2, Culinary 3 DC, Culinary 4 DC, Culinary WBL

Digital Media Production

Digital Media Production 1, Digital Media Production 2, Digital Media Production 3 DC, Digital Media Production 4 WBL

Engineering (PLTW)

Introduction to Engineering Design DC, Principles of Engineering DE, and any one (1) of the following Civil Engineering & Architecture DC/DE, Biomedical Engineering, or Engineering Design & Development, Automation & Robotics, Engineering WBL, Tango Flight

Health Science

Health Science Education and any two of the following: Anatomy & Physiology 1 Honors, Anatomy & Physiology 2 DE, Anatomy & Physiology 2 H, Pharmacy, Biomedical Engineering H, Diagnostic Medicine, Emergency Medical Services, Emergency Medical Services DE, Medical Therapeutics, Sports Medicine, WBL Sports Medicine Care, &/or Clinical Internship, Clinical Internship WBL

Cybersecurity

Computer Science Foundations DC, Cybersecurity 1, Cybersecurity 2, Cybersecurity 2 DE, AP Computer Science

Digital Arts & Design

Digital Arts & Design 1, Digital Arts & Design 2, Digital Arts & Design 3, Raider Evolve WBL, Raider Evolve WBL DE

Humanities

Art 1, Art 2, Art 3, Art 4, Art 5, Art 6, Band, Bible as Literature, Choir, Color Guard, Comparative, Religions, Contemporary Issues, Creative Writing, Visual Literacy, Early American History, European History AP, Holocaust, Literature, Human Geography AP, Leadworthy, Music Appreciation, Psychology, Psychology AP, Psychology DC, Speech & Communication, Theater Arts 1, Theater Arts 2, Theater Arts 3, Journalism, Higher level World Language, AP Seminar, African American History, Music Appreciation, Music Appreciation DC (TVEC), Music Theory, History Of Rock, AP Seminar, AP Research, Senior Capstone: Leadership, STEM, or Communication, African-American History

Leadworthy

Leadworthy 1, Leadworthy 2, Leadworthy 3, Leadworthy 4

JROTC

JROTC 1, JROTC 2, JROTC 3, JROTC 4, JROTC 5, JROTC 6

Mathematics/Science – Biological Sciences

Anatomy & Physiology H, Anatomy & Physiology 2 DE, Aquatic Biology H (Scientific Research), Biology 2, Biology AP, Calculus AP, Chemistry AP, Environmental Science, Environmental Science AP, Pre-Calculus DC, Statistics AP, Statistics DE

Mathematics/Science – Physical Sciences

Calculus AP, Physics I AP, Pre-Calculus DC, Aquatic Biology H Scientific Research, Statistics AP, Statistics DE

Robotics

Robotics 1 (Principles of Manufacturing), Robotics 2 (Robotics & Automated Systems), Robotics 2 (Robotics & Automated Systems)DE, Robotics 3 (Mechatronics 1), Robotics 3 (Mechatronics 1) DE, Robotics 4 (Mechatronics 2), Robotics 4 (Mechatronics 2) DE, Youth Apprenticeship, Raider Evolve, Tango Flight

Teaching as a Profession

Introduction to Teaching, Teaching as a Profession 1, Teaching as a Profession 1 DC, Teaching as a Profession 2, Teaching as a Profession Capstone

Web Design

Web Design 1, Web Design 2, Web Design 3, Web Design Capstone

Welding

Welding 1, Welding 2, Raider Evolve or Youth Apprenticeship

EARLY POST-SECONDARY OPPORTUNITIES (EPSO)

Advanced Placement:

Cleveland High School offers many courses that prepare students for the College Board's Advanced Placement (AP) Exams. AP courses are introductory or second year college courses. They require much more time and work, but they offer greater opportunity to master a subject and to explore it in greater depth. Any student enrolled in an AP course is required to register for and take the corresponding AP exam (approximately \$95). Students with a 3 or higher on the AP exam will be reimbursed for the exam fee. Scores on AP exams can be honored by universities toward awarding credits. Check with the individual institution you are interested in.

Once the course selection process is complete, student- and/or parent initiated requests to drop an AP course will only be considered if the student is found to be academically misplaced.

Dual Enrollment:

Cleveland High School, in conjunction with Cleveland State, Lee University MTSU, TCAT Athens, and TCAT Chattanooga, offers both On- and Off-Campus Dual Enrollment. Dual Enrollment allows students to earn high-school and college level credits simultaneously. Grades earned through Dual Enrollment will earn 1 honors-level credit at CHS and will be calculated into the student's GPA if the course is at least three credit hours. **Students are responsible for the cost of tuition/books and are encouraged to take advantage of the state dual enrollment grant. Dual enrollment class selection and participation should be taken seriously as students are not permitted to drop an off-campus dual enrollment once enrolled. Off-Campus Dual Enrollment courses do not receive the grade-bump due to a varied grade-scale.**

The following are requirements to register for a Dual Enrollment course:

- (1) Student must be a Junior or Senior and must have a parent's permission
- (2) Cumulative GPA of 3.0 or higher
- (3) ACT scores of at least 19 composite and 19 sub-test in the subject area of the course (if applicable)

State Dual Credit:

Cleveland High School students have the opportunity to earn college credit that can be applied to any Tennessee public postsecondary institution. Dual credit allows students to earn high school and college level credits simultaneously. Grades earned through Dual Credit will earn 1 honors-level credit at CHS. All students take a standards-based challenge exam to fulfill post-secondary credit. CHS course fees vary, but there is not a class tuition fee assessed.

Local Dual Credit:

Cleveland High School students have the opportunity to earn college credit that can be applied to the local cooperating institution, currently Cleveland State Community College, Alternative Beauty Institute, Brillare Beauty Institute, MTSU, and Chattanooga State Community College. Dual Credit allows students to earn high school and college level credits simultaneously. Grades earned through Dual Credit will earn 1 honors-level credit at CHS. All students take a standards-based challenge exam to fulfill post-secondary credit. CHS course fees vary, but there is not a class tuition fee assessed.

Industry Certification:

Industry Certifications (IC) are earned through secondary and postsecondary career and technical education programs and courses. High school students are encouraged to focus their elective credits on robust, career-aligned learning pathways. Robust learning pathways culminate with the achievement of industry certifications, meaningful work-based learning experiences, and/or attainment of postsecondary credit hours through early postsecondary opportunities. As it pertains to industry certifications, all department-promoted certifications are aligned with postsecondary and employment opportunities and with the competencies and skills that students should have acquired through their chosen programs of study.

Cleveland CAPS Network

Center for Advanced Professional Studies (CAPS) programs are nationally recognized, innovative high school programs. Students fast forward into their future and are fully immersed in a professional culture, solving real world problems, using industry standard tools and are mentored by actual employers, all while receiving high school and college credit. CAPS is an example of how business, community and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow, especially in high skill, high demand jobs.

CLIMB TIME



9th graders will have an extended CLIMB for 60 minutes a day dedicated intervention and enrichment. This course will be a full credit.

Freshmen – fX (Freshmen Experience)/Leadworthy I

This course will focus on components in orientation to high school, development of a four year plan, Design-Thinking, Portraits of a Graduate, study skills, and digital literacy. Each CLIMB group will be assigned an upperclassmen mentor. Mentors will be composed of Leadworthy 3 students who will focus on characteristics including vision/values, servant leadership, teamwork, innovation, communication, impact, and next step leadership. 9th Grade Students will also take the Pre-ACT in their CLIMB class during the Fall Semester

Grades 10-12 will meet 30 minutes a day for intervention and enrichment programs. This course will be a ½ credit.

Sophomores – ACT (ELA/Reading)

Students will be placed in CLIMB groups based on 9th grade ACT practice test results and will focus on analysis of ACT practice test results narrowing in on specific skills and content knowledge of the English/Reading portion of ACT. 10th Grade Students will also re-take the official ACT practice test during the Fall Semester. This course is required for graduation.

Juniors – ACT (Math/Science Reasoning)

11th Grade Students will focus on analysis of ACT practice test results narrowing in on specific skills and content knowledge of the Math/Science Reasoning portion of ACT. They will also take the official state administered ACT test and pre-register for next year's classes during the Spring Semester. This course is required for graduation.

Seniors - Seminar

Seniors will focus on post-graduate plans (College applications, TNPromise, Financial aid, and careers) and service projects for Raider Outreach.

Recommended Course Sequence

9th Grade

- ❖ English I or English I H
- ❖ Algebra I or Geometry H
- ❖ Physical Science or Chemistry 1H
- ❖ AP Human Geography
- ❖ FX/Freshman Experience/Leadworthy I
- ❖ Fine Art Course
- ❖ Wellness
- ❖ Any CTE Intro Class

10th Grade

- ❖ English II or English II H
- ❖ Geometry or Algebra II H
- ❖ Biology I H or Chemistry
- ❖ World History, World History SDC, or AP European History
- ❖ World Language I and II
- ❖ Focus Area Course #1

11th Grade

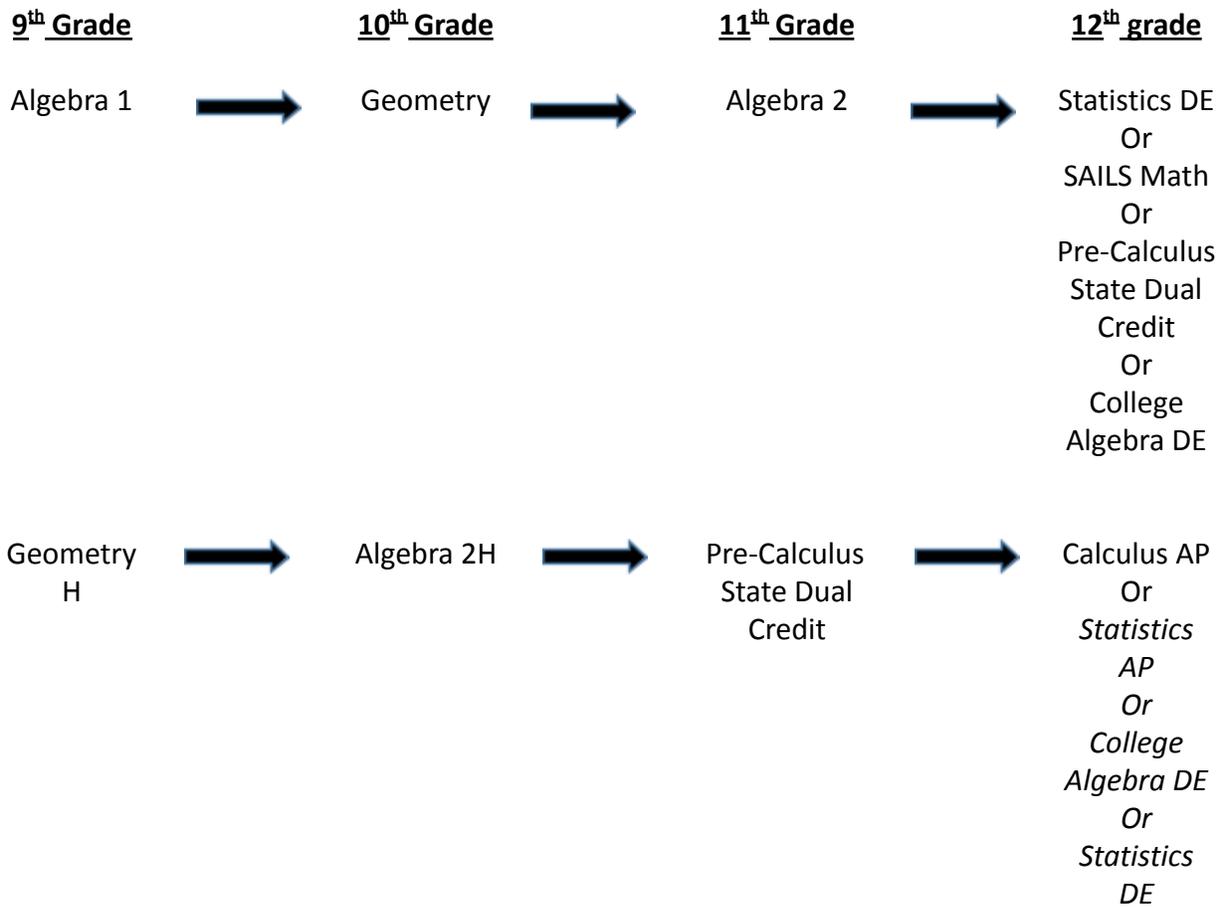
- ❖ English III or AP Language
- ❖ Algebra II or Pre-Calculus DC
- ❖ Biology I or Upper Level Science Course
- ❖ American History, American History SDC or AP US History
- ❖ Personal Finance (1/2 credit) and PE (1/2 credit)
- ❖ Focus Area Course #2

12th Grade

- ❖ English IV or AP Literature or English IV DE
- ❖ SAILS Math (ACT <19) or Upper Level Math Course (ACT ≥19)
- ❖ Upper Level Science Course
- ❖ American Government/Economics
- ❖ Focus Area Course #3

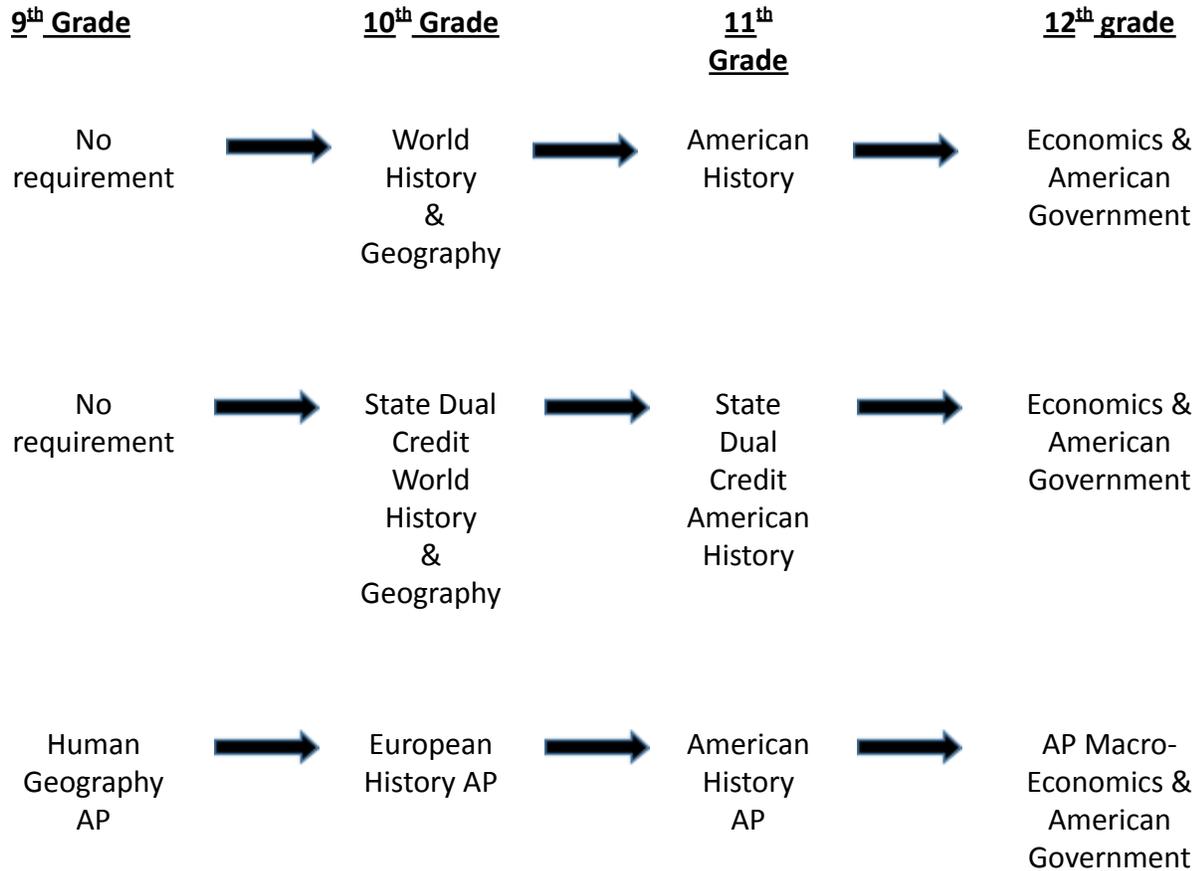
MATHEMATICS COURSE SEQUENCES

Recommended Paths



SOCIAL STUDIES COURSE SEQUENCES

Recommended Paths



ENGLISH COURSE SEQUENCES

Recommended Paths

9th Grade

10th Grade

11th Grade

12th grade

English 1



English 2



English 3



English 4

English 1 H



English 2 H



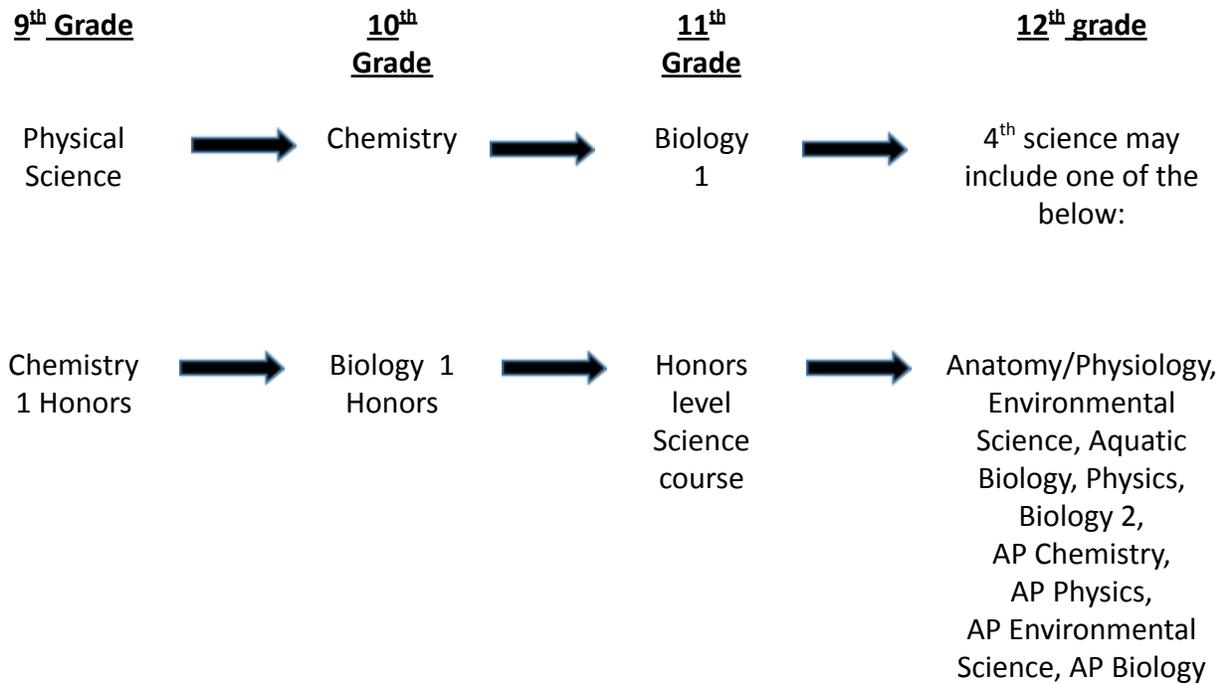
AP Language
and
Composition



AP
American
Literature
or
English 4
DE Comp 1
or
Comp 2
(AP Lang $\frac{4}{5}$
score)

SCIENCE COURSE SEQUENCES

Recommended Paths



Cleveland High School

CTE Automotive Academy

Automotive 1 [C20H09/HC001]

Credits: 1.00

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

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

Automotive 2 [C20H10/HC002]

Credits: 1.00

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

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

Automotive 4 [C20H12/HC004]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in (or requesting) Automotive 3. May be repeated for up to 2 credits.

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

Automotive 4 CAPS WBL [C25H16/HC004W]

Credits: 1.00

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

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

Automotive 4 DE [C20H22/HC006]

Credits: 1.00

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

The Maintenance and Light Repair IV (MLR IV) DE course prepares students for entry into the automotive workforce or into post-secondary training. Student's study and service automotive HVAC systems, engine performance systems, automatic and manual transmission / trans-axle systems, and practice workplace soft skills. Students may have the opportunity to take the ASE National Certification Exam. Dual Enrollment is with Tennessee College of Applied Technologies (TCAT) Athens.

CTE Aviation Academy

Aviation 1 Introduction to Aviation [C20H15/HCC01]

Credits: 1.00

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

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

Aviation 2 Principles of Flight [C20H16/HCC02G]

Credits: 1.00

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

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

Aviation 3 Advanced Flight DC [C20H18/HCC03C]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Successful completion of Aviation 2. May not be repeated for more than 1 credit.

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

Tango Flight CAPS WBL [C25H16/HCC04W]

Credits: 1.00

Grade(s) / Prerequisite(s):

You want to build an actual two-person airplane? Tango Flight (tangoflight.org) is your opportunity. Tango Flight is a STEM related course for junior and seniors who would like to experience hands-on, real-world projects where you build an actual two passenger RV-12iS airplane at Cleveland High School. Program includes fundamentals and mechanics of aircraft and avionics equipment, aviation maintenance and inspection, and aircraft structure and assembly. The course applies and concurrently develops secondary STEM knowledge, skills, and abilities in science, mathematics, and technology.

CTE Business Academy

Business Communications [C12H16/HC211]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Must have successfully completed Computer Applications at CMS or successfully completed Introduction to Business and Marketing at CHS. May not be repeated for more than 1 credit.

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

Business Management (Business) DC [C12H17/HC217C]

Credits: 1.00

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

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

Business Management (Business) DE [C12H01/HC212]

Credits: 1.00

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

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

Introduction to Business and Marketing [C12H26/HC208]

Credits: 1.00

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

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

CTE Business Academy

Raider Evolve CAPS DE [C12H52/HC219D]

Credits: 1.00

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

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

Raider Evolve CAPS WBL [C25H16/HC219]

Credits: 1.00

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

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

CTE Cosmetology Academy

Cosmetology 3 DC [C19H13/HC304]

Credits: 1.00

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

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

Cosmetology 3 DE [C19H04/HC306]

Credits: 1.00

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

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

Cosmetology 4 DC [C19H21/HC303]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in (or requesting) Cosmetology 3. Student is required to have a mannequin. May be repeated for 2 credits.

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

Cosmetology 4 DE [C19H27/HC307]

Credits: 2.00

Grade(s) / Prerequisite(s): Grades 10-12. Must have earned credit in Cosmetology 3. May be repeated after completing all Cosmetology classes. Student is required to have a mannequin.

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

CTE Cosmetology Academy

Cosmetology WBL [C25H16/HC303W]

Credits: 1.00

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

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

CTE Criminal Justice Academy

Criminal Justice 1 [C30H00/HC401]

Credits: 1.00

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

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

Criminal Justice 2 [C30H01/HC402]

Credits: 1.00

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

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

Criminal Justice 3 DC [C30H02/HC403]

Credits: 1.00

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

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

CTE Culinary Arts Academy

Culinary Arts 1 [C16H06/HC501]

Credits: 1.00

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

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

Culinary Arts 2 [C16H07/HC502]

Credits: 1.00

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

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

Culinary Arts 3 DC [C16H08/HC505]

Credits: 1.00

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

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

Culinary Arts 4 DC [C16H09/HC506]

Credits: 1.00

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

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

Culinary Arts 4 WBL [C25H16/HC504W]

Credits: 1.00

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

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

CTE Digital Media Academy

Digital Arts & Design 1 [C11H06/HC120]

Credits: 1.00

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

Digital Arts & Design I is a foundational course in the Arts, A/V Technology, & Communications cluster for students interested in art and design professions. The primary aim of this course is to build a strong understanding of the principles and elements of design and the design process. Upon completion of this course, proficient students will be able to utilize industry tools to conceptualize and create communications solutions which effectively reach targeted audiences. Students will acquire basic skills in illustration, typography, and photography. Standards in this course include career exploration, an overview of the history of design, basic business management, and legal issues. In addition, students will begin compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Course counts for CTE and Fine Arts credit.

Digital Arts & Design 2 [C11H05/HC121]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Successful completion of Digital Arts & Design 1. May not be repeated for more than 1 credit.

Digital Arts & Design II is a course that builds on the basic principles and design process learned in the introductory Digital Arts & Design I course. Upon completion of this course, proficient students will be able to perform advanced software operations to create photographs and illustrations of increasing complexity. Students will employ design principles and use industry software to create layouts for a variety of applications. Standards in this course also include an overview of art and design industries, career exploration, and business management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Course counts for CTE and Fine Arts credit.

Digital Arts & Design 3 [C11H16/HC122]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Successful completion of Digital Arts & Design 2. May not be repeated for more than 1 credit.

Digital Arts & Design III is the third course in the Digital Arts & Design program of study. Applying design skills developed in prior courses, students will expand their creative and critical thinking skills to create comprehensive multimedia projects and three-dimensional designs. Upon completion of this course, proficient students will be able to use industry-standard software to create multimedia projects, web pages, three-dimensional models, and animations. Students will utilize research techniques to plan and enhance project outcomes. Standards in this course also include professionalism and ethics, career exploration, and business and project management. In addition, students will continue compiling artifacts for inclusion in a digital portfolio, which they will carry with them throughout the full sequence of courses in this program of study. Course counts for CTE and Fine Arts credit.

Digital Media Production 1 [C11H01/HC109]

Credits: 1.00

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

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

CTE Digital Media Academy

Digital Media Production 2 [C11H02/HC110]

Credits: 1.00

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

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

Digital Media Production 3 DC [C11H03/HC108C]

Credits: 1.00

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

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

Digital Media Production 4 CAPS WBL [C25H16/HC104W]

Credits: 1.00

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

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

CTE Engineering Academy

Civil Engineering & Architecture DC [C21H22/HC631]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades 10-12 only. Must have completed IED (Same level as POE). May not be repeated for more than 1 credit.

This course introduces students to the fields of Civil Engineering & Architecture. This includes construction techniques, building and site design using 3D CAD software. Students will have opportunities to apply the content covered with and by using construction and surveying equipment in a lab environment. The Civil Engineering & Architecture program is designed to develop skills such as client relations, teamwork, floor plan design, and complex problem-solving skills. Dual Credit with Cleveland State Community College. Can get Autodesk AutoCAD User Certification and OSHA 10 Certification.

Civil Engineering & Architecture DE [C21H22/HC606]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades 10-12 only. Must have completed IED (Same level as POE). May not be repeated for more than 1 credit.

This course introduces students to the fields of Civil Engineering & Architecture. This includes construction techniques, building and site design using 3D CAD software. Students will have opportunities to apply the content covered with and by using construction and surveying equipment in a lab environment. The Civil Engineering & Architecture program is designed to develop skills such as client relations, teamwork, floor plan design, and complex problem-solving skills. Dual Enrollment is with Rochester Institute of Technology. Can get Autodesk Inventor User Certification and OSHA 10 Certification.

Engineering Design & Dev CAPS WBL [C25H16/HC613W]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades 11-12. Must have earned credits in Principles of Engineering Regular/DE PLUS earned a credit in Civil Engineering and Architecture DC/DE OR Biomedical Engineering, OR Robotics 3. May be repeated for 2 credits.

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

Engineering Design & Development H [C21H26/HC613]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades 11-12 only. Must have earned credits in Principles of Engineering Regular/DE PLUS earned a credit in Civil Engineering and Architecture DC/DE OR Biomedical Engineering, OR Robotics 3. May not be repeated for more than 1 credit.

In this course, students will work throughout the whole semester in teams of 2-4 to design and construct the solution to an engineering problem, applying the principles developed in the preceding four courses. The problem may be selected from a database of engineering problems, whether be it a recognized national challenge, or an original engineering problem identified by the team and approved by the teacher. The problem will involve a wide range of engineering applications (e.g. a school robot-mascot, automated solar water heater, remote control hovercraft). Students will maintain a journal as part of their portfolio of their work. Each team will be responsible for delivering progress reports and making final presentations to an outside review panel. This can be used as a 4th Science credit.

CTE Engineering Academy

Introduction to Engineering Design DC [C21H19/HC601]

Credits: 1.00

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

Introduction to Engineering Design introduces students to the design process, sketching technical drawings, VEX Robotics, engineering careers, and 3D computer aided design programs. Many projects will be hands-on, using calipers, VEX framework, and hand tools, giving the students experience in understanding roles they may encounter in the career field. This course will emphasize the development of product design, and how a 3D model would be used to visualize the final result, which will be evaluated and critiqued. Dual Credit with Cleveland State Community College. Dual Enrollment with Rochester Institute of Technology. Can get Autodesk Inventor User Certification and OSHA 10 Certification.

Principles of Engineering DC [C21H20/HC629C]

Credits: 1.00

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

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. The main purpose of this course is to experience, through theory and hands-on problem-solving activities, what engineering is all about and to answer the question; Is a career in engineering or engineering technology for me. May count as a 4th Science Credit. Also may earn Autodesk Inventor User Certification, OSHA 10 Certification and/or Dual Credit from Cleveland State Community College.

Principles of Engineering DE [C21H20/HC630]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credit in Intro to Engineering Design. May not be repeated for more than 1 credit.

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. The main purpose of this course is to experience through theory and hands-on problem-solving activities what engineering is all about and to answer the question; Is a career in engineering or engineering technology for me. May count as a 4th Science Credit. Dual Enrollment with Rochester Institute of Technology. Also may earn OSHA 10 Certification and Autodesk Inventor User Certification.

CTE General Courses

JROTC Fall [G08H08/HA621]

Credits: 1.00

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

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

JROTC Spring [G08H09/HA622]

Credits: 1.00

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

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

CTE Health Science Academy

Anatomy & Physiology 1 H [C14H09/HC902]

Credits: 1.00

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

The student will assess human anatomy and physiological functions and descriptive results of abnormal physiology with clinical consequences, demonstrating a workable knowledge of medical terminology. Students will participate in lab activities including several dissections. This course is highly recommended to any student who is interested in the medical field. Can count as 4th science credit or 3rd lab Science. Can be taken for up to 2 credits.

Anatomy & Physiology 2 DE [G03H43/HC914]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades 11-12. Must have earned credit in Anatomy and Physiology 1 H or Anatomy and Physiology. May not be repeated for more than 1 credit. This course requires an application process. Please see Mrs. Hattabaugh in room 924 for information. Four college credit hours.

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

Biomedical Engineering H [C21H23/HC903]

Credits: 1.00

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

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

Clinical Internship CAPS [C14H11/HC904]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Application required to get in class. Students apply for the internship class their junior year. Applications can be picked up and turned into Mrs. Huff's room 750 by January 31st. Students must have had Health Science by their junior year and have taken Medical Therapeutics or Sports Medicine by spring of senior year. May not be repeated for more than 1 credit.

The following must be met: Students will apply to the class their junior year and selection is based on work ethic, grades, and attendance, behavior and communication skills. The course is designed to be completed in a hospital, rehab center, medical office, pharmacy, veterinary office, dentist and physical therapy facilities. Students go to medical settings during the class period and intern with a medical career that they are interested in. Students that are interested in observing in a physical therapist setting must have completed the Sports Medicine class. All other clinical sites require that the student has completed the Medical Therapeutics class.

CTE Health Science Academy

Clinical Internship CAPS WBL [C25H16/HC904W]

Credits: 1.00

Grade(s) / Prerequisite(s): Students must have completed Health Science and Medical Therapeutics. May not be repeated for more than 2 credits.

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

Diagnostic Medicine [C14H12/HC920]

Credits: 1.00

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

Diagnostic Medicine is designed to prepare students to pursue careers in the fields of radiology, medicine, medical laboratory, microbiology, optometry, and other patient diagnostic procedures. The students will learn the ways diagnostic medicine creates a picture of an individual's health and diagnosis. This will include diagnostic career exploration, imaging analysis and physics, medical laboratory, cardiovascular and optic diagnosis and treatment. Students are eligible to sit for the EKG Certification exam (exam cost is \$117.00) Can count as 4th Science.

Emergency Medical Service [C14H13/HC916]

Credits: 1.00

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

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

Emergency Medical Service DE [C14H29/HC913]

Credits: 1.00

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

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

Health Science Education [C14H14/HC901]

Credits: 1.00

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

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

CTE Health Science Academy

Medical Therapeutics [C14H15/HC918]

Credits: 1.00

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

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

Pharmacy [C14H20/HC923]

Credits: 1.00

Grade(s) / Prerequisite(s): Completion of Medical Therapeutics

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

Sports Medicine [C14H08/HC917]

Credits: 1.00

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

Sports Medicine will focus on enabling the person to live to the fullest capacity possible. Units will be based on rehabilitation therapy with a sports medicine focus and will include physical, occupational, speech/language, and massage. Basic skills relating to these fields will be learned. The student will also learn to differentiate between therapeutic career options, diagram human structure, and describe human functions.

Sports Medicine CAPS WBL [C25H16/HC910]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned a credit in Health Science Education and also earned a credit in Sports Medicine. Must be 16 or older at time of class. May earn 1-2 credits per year including summer term.

Work-Based Learning: Career Practicum is a capstone course intended to provide students with opportunities to apply the skills and knowledge of sports medicine and rehab careers learned in previous CTE Health Science courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. Students must have completed Sports Medicine & Rehab and must have their Driver's license. Some work hours are assigned during after school hours during athletic practices.

CTE Information Technology

Computer Science Foundations DC [C10H11/HCE00C]

Credits: 1.00

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

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

Computer Science Principles AP [G02H44/HC803]

Credits: 1.00

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

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

Cybersecurity 1 [C10H19/HCE01]

Credits: 1.00

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

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

Cybersecurity 2 [C10H21/HCE02]

Credits: 1.00

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

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

CTE Information Technology

Cybersecurity 2 DE [C10H31/HCE02D]

Credits: 1.00

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

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

CTE Robotics Academy

Robotics 1 [C13H05/HCD01G]

Credits: 1.00

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

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

Robotics 2 [C13H15/HCD02G]

Credits: 1.00

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

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

Robotics 2 DE [C13H37/HCD02D]

Credits: 1.00

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

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

Robotics 3 [C13H16/HCD03]

Credits: 1.00

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

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

Robotics 3 DE [C13H04/HCD04]

Credits: 1.00

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

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

CTE Robotics Academy

Robotics 4 [C13H17/HCD05]

Credits: 1.00

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

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

Robotics 4 DE [C13H24/HCD06]

Credits: 1.00

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

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

Welding 1 [C13H05/HCD10]

Credits: 1.00

Grade(s) / Prerequisite(s):

Welding I is designed to provide students with hands-on welding activities and exposure to various occupations and pathways in the Advanced Manufacturing career cluster, such as Welding. Throughout the courses, course content covers Welding, basic quality principles and processes, blueprints and schematics, and systems.

Welding 2 [C13H08/HCD11]

Credits: 1.00

Grade(s) / Prerequisite(s): Completion of Welding I

Welding II is designed to provide students with the skills and knowledge to effectively perform cutting and welding applications used in the advanced manufacturing industry. Proficient students will develop proficiency in fundamental safety practices in welding, interpreting drawings, creating computer aided drawings, identifying and using joint designs, efficiently laying out parts for fabrication, basic shielded metal arc welding (SMAW), mechanical and thermal properties of metals, and quality control.

Youth Apprenticeship CAPS WBL [C25H16/HC804W]

Credits: 1.00

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

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

CTE Teaching as a Profession

Introduction to Teaching [C32H00/HCF01]

Credits: 1.00

Grade(s) / Prerequisite(s):

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

Teaching as a Profession 1 DC [C32H01/HCF02C]

Credits: 1.00

Grade(s) / Prerequisite(s): Successful Completion of Introduction to Teaching

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

Teaching as a Profession 2 [C32H02/HCF03]

Credits: 1.00

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

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

Teaching Capstone CAPS WBL [C25H16/HCF09]

Credits: 1.00

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

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

CTE Web Design

Web Design 1 [C10H11/HCB01]

Credits: 1.00

Grade(s) / Prerequisite(s):

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

Web Design 2 [C10H16/HCB02]

Credits: 1.00

Grade(s) / Prerequisite(s): Completion of Web Design I

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

Web Design 3 [C10H17/HCB03]

Credits: 1.00

Grade(s) / Prerequisite(s): Completion of Web Design II

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

Web Design Capstone CAPS WBL [C25H16/HCB04]

Credits: 1.00

Grade(s) / Prerequisite(s): Completion of Web Design III

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

Fine Arts - Performing Arts

Concert Percussion [G05X14/HA103]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Previous music instruction and/or teacher approval. May be repeated for up to 4 credits.

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

Concert Winds [G05X14/HA105]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Previous music instruction and/or teacher approval. May be repeated for up to 4 credits.

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

Marching Percussion [G05X14/HA101]

Credits: 1.00

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

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

Marching Winds [G05X14/HA102]

Credits: 1.00

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

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

Outdoor Color Guard/Dance [G05H20/HA107]

Credits: 1.00

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

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

Theatre Appreciation [G05H16/HA027]

Credits: 1.00

Grade(s) / Prerequisite(s):

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

Fine Arts - Performing Arts

Theatre Arts 1 [G05H16/HA020]

Credits: 1.00

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

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

Theatre Arts 2 [G05H17/HA021]

Credits: 1.00

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

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

Theatre Arts 3 [G05H18/HA026]

Credits: 1.00

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

Theater 3 is a continuation of concepts learned in Theater 1 and Theater 2. This class is a performance based class, providing the student more on-stage performance time through the participation of a school production. They will be exposed to more technical theatre. In this course students will have the opportunity to expand their theater experience in hands on applications.

Theatre Arts 4 [G05H19/HA028]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned a credit in (or be requesting) Theater Arts 3 or approval of theater instructor.

Theatre 4 continues studies of advanced elements of theater to prepare those interested in pursuing theater in a postsecondary or work-related setting. This course may require after-school rehearsals and performances that will be used as part of the evaluation process. This course will allow students to explore their own strengths in theater.

Fine Arts - Visual Arts

Art 1 Basic Drawing and Design [G05H08/HA202]

Credits: 1.00

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

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

Art 2 Color Theory and Design [G05H09/HA203]

Credits: 1.00

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

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

Art 3 3D Design H [G05H10/HA204]

Credits: 1.00

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

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

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

Credits: 1.00

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

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

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

Art History [G05HC8/HA207]

Credits: 1.00

Grade(s) / Prerequisite(s):

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

Fine Arts - Vocal Arts

Ebony & Ivory Choir Fall [G05HA2/HA303]

Credits: 1.00

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

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

Ebony & Ivory Choir Spring [G05HA2/HA304]

Credits: 1.00

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

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

Fundamentals of Music Theory [G05H44/HA315]

Credits: 1.00

Grade(s) / Prerequisite(s):

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

Music Appreciation [G05H11/HA302]

Credits: 1.00

Grade(s) / Prerequisite(s):

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

Music Appreciation DC [G05H11/HA312]

Credits: 1.00

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

The purpose of this class is to teach students to value music in their own lives and as an essential ingredient in the lives of all humans. The five overall objectives are: to respond emotionally and intelligently to a wide range of music representative of many styles and cultures, to understand the social uses of music, to recognize music as an important marker of its time and culture, to develop knowledge and understanding of, and respect for, human musical achievements, and to acquire an overview of musical heritage and why music is an essential ingredient of all human cultures. Students will complete a comprehensive final project to demonstrate understanding of music, which will be evaluated by CSCC faculty for local dual college credit.

Fine Arts - Vocal Arts

Renaissance Choir Fall [G05HA4/HA307]

Credits: 1.00

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

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

Renaissance Choir Spring [G05HA4/HA308]

Credits: 1.00

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

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

Rock and Roll History [G05HB3/HA314]

Credits: 1.00

Grade(s) / Prerequisite(s):

This course is an in depth look at the development and evolution of Rock and Roll. Making use of the popular Teach Rock lessons, this class will explore how historical events influenced and shaped some of the greatest hit songs of all time. Topics covered will include the birth of Rock Music and its influence on the music genres to follow, such as country, alternative rock, and hip-hop. The technical and industrial side of Rock will also be explored along with how Rock and Roll connects to pop culture and live performance.

General Courses

Capstone: AP Seminar [G01H22/HA439AS]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 11-12. Must have earned credit in any AP or Honors Course. May not be repeated for more than 1 credit.

AP Seminar provides sustained practice of investigating issues from multiple perspectives and cultivates student writing abilities so they can craft, communicate, and defend evidence-based arguments. Students are empowered to collect and analyze information with accuracy and precision and are assessed through a team project and presentation, an individual written essay and presentation, and a written exam. Students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate™. Students who also earn scores of 3 or higher on four additional AP Exams of their choice will receive the AP Capstone Diploma™.

CHS Virtual School [G25H10/HA418V]

Credits: 0.00

Grade(s) / Prerequisite(s):

CLIMB 10th Grade [G25H00/HA433]

Credits: 0.50

Grade(s) / Prerequisite(s): Grade 10 only. May not be repeated for more than 0.5 credit.

Daily ACT prep, Grade-level information shared and meetings.

CLIMB 11th Grade [G25H00/HA434]

Credits: 0.50

Grade(s) / Prerequisite(s): Grade 11 only. May not be repeated for more than 0.5 credit.

Daily ACT prep, Grade-level information shared and meetings.

CLIMB 12th Grade [G25H00/HA435]

Credits: 0.50

Grade(s) / Prerequisite(s): Grade 12 only. May not be repeated for more than 0.5 credit.

Daily ACT prep, Grade-level information shared and meetings.

Computer Lab APP [G25H10/HA438]

Credits: 0.00

Grade(s) / Prerequisite(s):

Computer Lab RBA [G25H10/HA403]

Credits: 1.00

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

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

General Courses

Computer Lab RTI (ENG) [G01H19/HA419]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 9-10 only. May be repeated for more than 1 credit. Placement by School Personnel

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

Computer Lab RTI (MATH) [G02H22/HA420]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 9-10 only. May be repeated for more than 1 credit. Placement by School Personnel

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

Computer Lab STAR [G25H10/HA402]

Credits: 0.00

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

CSCC Freshman Year Seminar DE [G25H10/HA429]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Can not be repeated for more than 1 credit.

Designed to improve academic skills, and life management skills. Topics include time management, note-taking, test taking strategies, library skills, campus resources, academic opportunities and policies, stress management, assertiveness, wellness, diversity and career exploration.

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

Credits: 1.00

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

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

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

Credits: 1.00

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

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

General Courses

Jobs for TN Graduates [G25H00/HA440]

Credits: 1.00

Grade(s) / Prerequisite(s):

Leadworthy 1 [G04H37/HA423]

Credits: 1.00

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

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

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

Leadworthy 1 - fX Freshmen Experience [G25H00/HA432]

Credits: 1.00

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

This course will focus on components in orientation to high school, development of a four year plan, study skills, and digital literacy. Each CLIMB group will be assigned an upperclassmen mentor. Mentor will be comprised of Leadworthy 3 students who will focus on characteristics including vision/values, servant leadership, teamwork, innovation, communication, impact, and next step leadership. 9th Grade Students will also take the Pre-ACT in their CBR class during the Spring Semester. Students will get a Leadworthy 1 credit for completing the course.

Leadworthy 2 [G04H37/HA424]

Credits: 1.00

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

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

Leadworthy 3 [G04H37/HA425]

Credits: 1.00

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

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

General Courses

Peer Mentor [G25H10/HA415]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 11 and 12 only. Application signed by parent; No more than 5 unexcused absences (Level 1 attendance policy); GPA of 3.0 or higher; No level 3 discipline actions; Good academic standing (juniors with minimum of 12 credits and seniors with minimum of 20 credits). May not be repeated for more than 1 credit.

Students can apply to be a Peer Mentor for a student in one of several academic areas (but not limited to): Bridge Math, Special Ed, Credit Recovery, World Languages, Algebra 1, English Language Learner Class. Students will remain on campus and must meet prerequisites to apply. This is a pass/fail course and can only be taken for 1 credit.

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

Credits: 0.50

Grade(s) / Prerequisite(s): Grade 11 only. Must be taken along with Physical Education 1 (1/2 credit). May not be repeated for more than 1/2 credit.

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

RTI ELA [G01H19/HA437]

Credits: 1.00

Grade(s) / Prerequisite(s):

RTI Math [G02H22/HA436]

Credits: 1.00

Grade(s) / Prerequisite(s):

Scheduling Issue - See Counselor [G25H10/HA497]

Credits: 1.00

Grade(s) / Prerequisite(s):

Senior Capstone: Communication [G04H37/HA439C]

Credits: 1.00

Grade(s) / Prerequisite(s): 12th grade only. Can not be repeated. Must be in good academic standing.

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

Senior Capstone: Leadership [G04H37/HA439L]

Credits: 1.00

Grade(s) / Prerequisite(s): 12th grade only. Can not be repeated. Must be in good academic standing.

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

General Courses

Senior Capstone: STEM [G04H37/HA439S]

Credits: 1.00

Grade(s) / Prerequisite(s): 12th grade only. Can not be repeated. Must be in good academic standing.

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

Student Assistant [G25H10/HA430]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Application signed by teacher and parent; No more than 5 unexcused absences (Level 1 attendance policy); GPA of 3.0 or higher; No Level 3 discipline actions; Good academic standing (seniors with minimum of 20 credits); must remain on campus. May not be repeated for more than 1 credit.

Senior students can apply to assist classroom teacher with assigned duties. Prerequisites must be met. Student must have teacher and parent approval. This is a pass/fail course and can only be taken for 1 credit.

Study Hall [G25H10/HA418]

Credits: 0.00

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

Work Based Learning (CTE) [C25H16/HA421]

Credits: 1.00

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

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

Language Arts

Bible as Literature [G01H25/HA014]

Credits: 1.00

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

This course is designed to provide academic access to the Bible as literature in itself as well as its influence over two thousand years of Western culture, art, music, literature, history, law, civil rights, and public debate. Biblical allusions and literary genres are stressed as preparation for the ACT and SAT college entrance exams. Class activities include projects, journals, research, and oral presentations.

Creative Writing [G01H16/HA015]

Credits: 1.00

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

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

English 1 [G01H09/HA001]

Credits: 1.00

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

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

English 1 H [G01H09/HA002]

Credits: 1.00

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

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

English 2 [G01H10/HA003]

Credits: 1.00

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

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

English 2 H [G01H10/HA004]

Credits: 1.00

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

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

Language Arts

English 3 [G01H11/HA005]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 11 only. Must have earned a credit in (or currently taking) English 2 (or English 2 Honors). May not be repeated for more than 1 credit.

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

English 3 AP Language & Composition [G01H17/HA006]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 11 only. Students should have earned a credit in English 2 H. Should sign up for AP American History. May not be repeated for more than 1 credit.

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

English 4 [G01H13/HA007]

Credits: 1.00

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

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

English 4 AP Literature & Composition [G01H18/HA008]

Credits: 1.00

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

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

English 4 DE Composition 1 [G01H29/HA009]

Credits: 1.00

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

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

Language Arts

English 4 DE Composition 2 [G01H31/HA007D2]

Credits: 1.00

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

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

ESL ELD 09 [G22H00/HA031]

Credits: 1.00

Grade(s) / Prerequisite(s):

ESL ELD 10 [G22H01/HA032]

Credits: 1.00

Grade(s) / Prerequisite(s):

ESL ELD 11 [G22H02/HA033]

Credits: 1.00

Grade(s) / Prerequisite(s):

ESL ELD 12 [G22H03/HA034]

Credits: 1.00

Grade(s) / Prerequisite(s):

ESL WIDA Exempt 09 10 11 12 [G22H04/HA035]

Credits: 1.00

Grade(s) / Prerequisite(s):

Holocaust Literature [G01H01/HA017]

Credits: 1.00

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

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

Language Arts

Journalism 1 [G01H15/HA022]

Credits: 1.00

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

Journalism I is a survey of the basic concepts of reporting and non-fiction writing. Students will encounter various article formats and work towards developing their voice using various writing styles. They will uncover the history of journalism and speculate on the direction that this noble profession will take in the future. They will discuss journalistic ethics and think critically about bias in reporting. Students will be grounded in the major traditions, celebrated journalists, and professional integrity of the discipline.

Journalism 2 [G01H02/HA023]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 10-12 only. Must have earned credit in (or register for) Journalism/Yearbook 1. May not be repeated for more than one credit.

Journalism is a course for the self-motivated student who wishes to take part in publishing the school yearbook and newspaper. It is open to strong writers, photographers, and designers, but also involves ALL of the skills necessary for publication of the yearbook and journalism, including ad sales and marketing, writing, revising, editing, and proofreading, layout design, and photography.

Journalism 3 [G01H03/HA024]

Credits: 1.00

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

Journalism is a course for the self-motivated student who wishes to take part in publishing the school yearbook and newspaper. It is open to strong writers, photographers, and designers, but also involves ALL of the skills necessary for publication of the yearbook and journalism, including ad sales and marketing, writing, revising, editing, and proofreading, layout design, and photography.

Journalism 4 [G01H04/HA025]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 10-12 only. Must have earned credit in (or request) Journalism/Yearbook 3. May not be repeated for more than 1 credit.

Journalism is a course for the self-motivated student who wishes to take part in publishing the school yearbook and newspaper. It is open to strong writers, photographers, and designers, but also involves ALL of the skills necessary for publication of the yearbook and journalism, including ad sales and marketing, writing, revising, editing, and proofreading, layout design, and photography.

Speech and Communications [G01H06/HA019]

Credits: 1.00

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

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

Visual Literacy [G01H05/HA029]

Credits: 1.00

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

Using various full-length films, documentaries, and plays along with shorter television episodes, speeches, and biographies, this course provides an introduction to the stylistic techniques used in the modern American script. Areas to be explored are introduction to the narrative, use of first person perspective in film, allegory through storytelling, and use of mixed media for nonfiction works.

Mathematics

Accelerated Algebra 1 [G02H00/HA503]

Credits: 1.00

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

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

Algebra 1 [G02H00/HA502]

Credits: 1.00

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

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

Algebra 2 [G02H05/HA509]

Credits: 1.00

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

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

Algebra 2 H [G02H05/HA510]

Credits: 1.00

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

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

Bridge Math [G02H41/HA519]

Credits: 1.00

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

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

Mathematics

Bridge Math (SAILS) [G02H41/HA512]

Credits: 1.00

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

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

Calculus AP [G02H24/HA522]

Credits: 1.00

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

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

College Algebra DE [G02H48/HA521]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Must have a minimum 3.0 GPA, Composite ACT Score of 21 or better, and Math Sub-score of 21 or better. May not be repeated for more than 1 credit.

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

Foundations of Algebra [G02H01/HA501]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 9 only. Must take along with Algebra 1. This is a "math elective". Placement by 3rd-8th grade projections on state math tests. May not be repeated for more than 1 credit.

This course covers algebraic expressions, real numbers, linear equations, linear inequalities, linear functions, systems of inequalities, and polynomials. It is designed to be the first part of a complete Algebra course. A graphing calculator (TI-83 or TI-84) is highly recommended.

Geometry [G02H11/HA505]

Credits: 1.00

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

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

Mathematics

Geometry H [G02H11/HA506]

Credits: 1.00

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

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

Pre-Calculus [G02H23/HA523]

Credits: 1.00

Grade(s) / Prerequisite(s):

Pre-Calculus DC [G02H74/HA520]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 11 only. Must have earned credit in (or be requesting) Algebra 2. Recommended to obtain at or above the 80th percentile on the last state Math exam. May not be repeated for more than 1 credit.

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

Statistics [G02H37/HA514]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credit in (or be requesting) Algebra 2 or Algebra 2 H and ACT score of 19 and minimum GPA of 3.0. May not be repeated for more than 1 credit.

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

Statistics AP [G02H26/HA515]

Credits: 1.00

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

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

Mathematics

Statistics DE [G02H49/HA518]

Credits: 1.00

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

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

Physical Education & Wellness

Lifetime Fitness [G08H01/HA605]

Credits: 1.00

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

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

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

Credits: 0.50

Grade(s) / Prerequisite(s): Grades 11-12. Must be taken along with Personal Finance (1/2 credit). May not be repeated for more than 1/2 credit.

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

Team Sports [G08H00/HA607]

Credits: 1.00

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

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

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

Credits: 1.00

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

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

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

Credits: 1.00

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

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

Wellness (Females) [G08H02/HA611]

Credits: 1.00

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

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

Physical Education & Wellness

Wellness (Males) [G08H02/HA613]

Credits: 1.00

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

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

Wellness Weights (Females) [G08H01/HA609]

Credits: 1.00

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

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

Wellness Weights (Males) [G08H02/HA614]

Credits: 1.00

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

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

Science

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

Credits: 1.00

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

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

Biology 1 [G03H03/HA702]

Credits: 1.00

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

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

Biology 1 H [G03H03/HA703]

Credits: 1.00

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

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

Biology 2 [G03H10/HA704]

Credits: 1.00

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

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

Biology AP [G03H10/HA705]

Credits: 1.00

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

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

Science

Chemistry 1 [G03H12/HA706]

Credits: 1.00

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

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

Chemistry 1 H [G03H12/HA707]

Credits: 1.00

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

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

Chemistry AP [G03H16/HA708]

Credits: 1.00

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

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

Earth & Space Science [G03H02/HA710]

Credits: 1.00

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

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

Environmental Science [G03H33/HA711]

Credits: 1.00

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

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

Science

Environmental Science AP [G03H25/HA712]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credit in Biology 1 and either Chemistry 1 (or Honors) or Physics or Physics 1 AP. Minimum ACT score of 18 and minimum GPA of 3.0 for those wishing to obtain Dual Enrollment credit in addition to AP. May not be repeated for more than 1 credit.

This course is designed for highly motivated students and is equivalent to two semesters of college-level environmental science. Topics include Earth systems and resources, the living world, population, land and water use, energy resources and consumptions, pollution, and global change. Thirty percent of the course is lab-oriented including traditional lab work as well as field studies. Students will engage in project-based learning.

Physical Science [G03H00/HA713]

Credits: 1.00

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

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

Physics [G03H20/HA715]

Credits: 1.00

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

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

Physics 1 AP [G03H27/HA716]

Credits: 1.00

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

Students are required to register for and take the AP exam as part of this class. AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

Social Studies

African American History [G04H23/HA832]

Credits: 1.00

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

This class would serve as a Social Studies elective and would cover a variety of specific units in genre literature. These units could include, but not be limited to, Southern Literature, Science Fiction Literature, African-American Literature, Women's Literature, Young Adult Literature, and others. Students will read a wide variety of genres and employ discussion, analysis, and written expression.

Comparative Religions [G04H17/HA824]

Credits: 1.00

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

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

Contemporary Issues [G04H17/HA823]

Credits: 1.00

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

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

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

Credits: 0.50

Grade(s) / Prerequisite(s): Grade 12 only. Must have earned a credit in (or be requesting) American History (or AP/DE/H). Must be taken along with Government (1/2 credit). May not be repeated for more than 1/2 credit.

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

European History AP [G04H22/HA830]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 10: Students who have an EOC reading projection of 80% or higher will be placed in this class. May not be repeated for more than 1 credit

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

Hollywood History [G25H10/HA822]

Credits: 1.00

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

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

Social Studies

Human Geography AP [G04H30/HA813]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 9. Students who have a TCAP reading projection of 80% or higher will be placed in this class. May not be repeated for more than 1 credit

The purpose of AP Human Geography is to introduce freshmen students to the rigors of an Advanced Placement class. The course is a systematic study of the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Topics include population and migration, culture, political geography, agriculture, urban geography, and economic development. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP exam as part of this class. This course meets the criteria set forth by the Cleveland High School for Honors designation. AP test fee of approx. \$90. Reimbursed with a score of 3 or higher.

Macroeconomics AP [G04H25/HA833]

Credits: 1.00

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

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

Psychology [G04H15/HA816]

Credits: 1.00

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

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

Psychology AP [G04H28/HA817]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 10-12. Students who have an EOC reading projection of 80% or higher will be placed in this class. May not be repeated for more than 1 credit.

Psychology AP studies topics such as the brain and brain development, personalities, dreams, hypnosis, emotions, gender differences, abnormal psychology, the history of Psychology and Modern Psychology. All topics covered in this course prepare students for the AP exam in May. Students are required to register for and take the AP test as part of this class. This course meets the criteria set forth by the Cleveland High School for Honors designation. AP test fee of approx. \$90. Reimbursed with a score of 3 or higher

Psychology DC [G04H15/HA829]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 10-12 Students who have an EOC reading projection of 60% or higher will be placed in this class. May not be repeated for more than 1 credit.

Psychology Dual Credit will cover such topics as history of the discipline and approaches, research methods, brain and brain development, sensation and perception, memory, social behavior, motivation and emotion, sexuality, consciousness, learning, personality theories, and abnormal behavior. All topics in this course will prepare students for the dual credit Exam at the end of the semester. All students enrolled in a local dual credit course take the exam, which is used to assess mastery of the postsecondary-level learning objectives. Students which meet or exceed the exam cut score (75%) receive college credit that can be applied to Cleveland State Community College. Dual credit courses may not transfer to other institutions and students may need to provide additional documentation in order to receive college credit. For students attending Cleveland State, they must complete the Dual Credit Application and will receive their credit after the census date of their first semester of enrollment. Dual credit courses will show on an official transcript as transfer work.

Social Studies

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

Credits: 0.50

Grade(s) / Prerequisite(s): Grade 12 only. Must have earned credit in (or be requesting) American History or American History AP/DE/H. Must be taken along with Economics (1/2 credit). May not be repeated for more than 1/2 credit.

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

U.S. History [G04H11/HA803]

Credits: 1.00

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

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

U.S. History AP [G04H21/HA826]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 11. Must be taken along with English 3 AP. May not be repeated for more than 1 credit.

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

U.S. History SDC [G04HB3/HA803S]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 11. Students who have an EOC reading projection of 60% or higher will be placed in this class. May not be repeated for more than 1 credit.

Statewide dual credit classes are college-level courses taught at the high-school level by trained high-school teachers. Course learning objectives are developed by Tennessee high school and college faculty in order to ensure alignment with post-secondary standards. All statewide dual credit courses are approved by the Consortium for Cooperative Innovative Education before they can be offered as a part of the state's current pilot program. All students enrolled in a statewide dual credit course take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. Students who meet or exceed the exam 'cut score' receive college credit that can be applied to any Tennessee public postsecondary institution. Exam scores are reported on the high school transcript to ensure postsecondary credit is accurately awarded but are not used in any state accountability measures.

World History and Geography [G04H10/HA814]

Credits: 1.00

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

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

Social Studies

World History and Geography SDC [G04HB4/HA814S]

Credits: 1.00

Grade(s) / Prerequisite(s): Prerequisite(s): Grade 10. Students who have an EOC reading projection of 60% or higher will be placed in this class. May not be repeated for more than 1 credit.

One unit of World History and Geography is required for graduation. Since this is a State Dual Credit (SDC) course, students will have the opportunity to earn a college credit for this class by way of a comprehensive exam. Emphasis of the course will be placed on the history of the world since the year 1500. Students will focus on cause and effect relationships to discover the origins and evolution of various modern cultures around the world.

Special Education

AAD Algebra 1 [S02H00/HA934]

Credits: 1.00

Grade(s) / Prerequisite(s):

AAD Algebra 2 [S02H01/HA936]

Credits: 1.00

Grade(s) / Prerequisite(s):

AAD Applied Mathematics [S02H03/HA937]

Credits: 1.00

Grade(s) / Prerequisite(s):

AAD Biology 1 [S03H02/HA940]

Credits: 1.00

Grade(s) / Prerequisite(s):

AAD Earth and Space Science [S03H01/HA938]

Credits: 1.00

Grade(s) / Prerequisite(s):

AAD Economics [S04H03/HA944]

Credits: 0.50

Grade(s) / Prerequisite(s):

AAD English 1 [S01H00/HA930]

Credits: 1.00

Grade(s) / Prerequisite(s):

AAD English 2 [S01H01/HA931]

Credits: 1.00

Grade(s) / Prerequisite(s):

Special Education

AAD English 3 [S01H02/HA932]

Credits: 1.00

Grade(s) / Prerequisite(s):

AAD English 4 [S01H03/HA933]

Credits: 1.00

Grade(s) / Prerequisite(s):

AAD Geometry [S02H02/HA935]

Credits: 1.00

Grade(s) / Prerequisite(s):

AAD Personal Finance [S25H02/HA945]

Credits: 1.00

Grade(s) / Prerequisite(s):

AAD Physical Science [S03H00/HA939]

Credits: 1.00

Grade(s) / Prerequisite(s):

AAD U.S. Government [S25H00/HA943]

Credits: 0.50

Grade(s) / Prerequisite(s):

AAD U.S. History [S04H01/HA942]

Credits: 1.00

Grade(s) / Prerequisite(s):

AAD World History and Geography [S04H00/HA941]

Credits: 1.00

Grade(s) / Prerequisite(s):

Special Education

Adaptive PE S [G08H00/HA901]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 9-12. Assigned by School Personnel. May be repeated for more than 1 credit.

Adapted Physical Education is physical education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability.

Algebra 1 A S [G02H03/HA902]

Credits: 1.00

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

Algebra 1 B S [G02H04/HA903]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 10 only. Assigned by School Personnel. Must have earned a credit in Algebra 1 A S. May not be repeated for more than 1 credit.

Alternate Assessment Algebra 1 [S02H00/HA990]

Credits: 0.00

Grade(s) / Prerequisite(s): Assigned by School Personnel.

Alternate Assessment Biology 1 [S03H02/HA991]

Credits: 0.00

Grade(s) / Prerequisite(s): Assigned by School Personnel.

Alternate Assessment English 2 [S01H01/HA992]

Credits: 0.00

Grade(s) / Prerequisite(s):

Biology 1 A S [G03H06/HA905]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 10 only. Must have earned a credit in (or be requesting) Physical Science. Assigned by School Personnel. May not be repeated for more than 1 credit.

Biology 1 B S [G03H07/HA906]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 11 only. Must have earned a credit in (or be requesting) Biology 1 A S. Assigned by School Personnel. May not be repeated for more than 1 credit.

Special Education

CDC Team S [S25X27/HA910]

Credits: 1.00

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

ERC [G25H10/HA926]

Credits: 0.00

Grade(s) / Prerequisite(s):

Extended Resource S [S25X27/HA915]

Credits: 1.00

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

Geometry A S [G02H14/HA916]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 11 only. Assigned by School Personnel

Geometry B S [G02H11/HA917]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 12 only. Assigned by School Personnel

Math Intervention [S25X27/HA920]

Credits: 0.50

Grade(s) / Prerequisite(s): Assigned by School Personnel.

Reading Intervention [S25X27/HA921]

Credits: 0.50

Grade(s) / Prerequisite(s): Assigned by School Personnel.

Work Based Learning (SPED) [S25H01/HA919]

Credits: 1.00

Grade(s) / Prerequisite(s): Assigned by School Personnel.

Tennessee Valley Early College (TVEC)

Spanish 1 DC [G24H04/HAT10]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 10-12 only. Must be taken in the same year with Spanish 2. Spanish 1 may not be repeated.

This course is designed to present a basic understanding of Spanish and to provide exposure to its history and culture. It focuses on developing skills for speaking and writing. Students start by reading and actively participating in written and verbal dialogues while acquiring vocabulary and learning grammar. Students will complete a comprehensive final exam to demonstrate understanding, which will be evaluated by CSCC faculty for local dual college credit.

Spanish 2 DC [G24H05/HAT11]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 10-12 only. Either earned a credit in Spanish 1 or currently requesting Spanish 1. Spanish 2 may not be repeated.

Either earned a credit in Spanish 1 or currently requesting Spanish 1. Spanish 2 may not be repeated.

This course is a continuation of the first year and presents a more complex understanding of language and culture, focusing on the development of communication skills. Students begin reading stories and poems with continued stress on proficiency and fluency. Students will complete a comprehensive final exam to demonstrate understanding, which will be evaluated by CSCC faculty for local dual college credit.

TVEC Computer Applications DC [C12X00/HAT06]

Credits: 1.00

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

Computer Applications is a foundational course intended to teach students the computing fundamentals and concepts involved in the use of common software applications. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology. This class is the foundation class for the Business focus. Students may choose to take the Microsoft Office Specialist certification

TVEC English 1 [G01H09/HAT01]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade 9 only. May not be repeated for more than 1 credit. Placement by acceptance into TVEC program.

English I emphasizes a basic review of grammar and End-of-Course Standards. Composition skills are emphasized by paragraph and essay writing. The literature study is a genre approach that includes short stories, drama, and nonfiction. Focus is on college writing.

TVEC English 1 H [G01H09/HAT02]

Credits: 1.00

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

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

Tennessee Valley Early College (TVEC)

TVEC English 2 [G01H10/HAT13]

Credits: 1.00

Grade(s) / Prerequisite(s): Placement by TVEC Teacher. Grade 10 only. Should have earned credit (or be requesting) English 1 or English 1 H. May not be repeated for more than 1 credit.

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

TVEC English 2 H [G01H10/HAT14]

Credits: 1.00

Grade(s) / Prerequisite(s): Placement by TVEC Teacher. Grade 10 only. Must have earned credit in English 1 H. Must be above the 80th percentile on the previous state English exam. May not be repeated for more than 1 credit.

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

TVEC Freshman Year Seminar DE [G25H10/HAT09]

Credits: 1.00

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

Designed to improve academic skills, and life management skills. Topics include time management, note-taking, test taking strategies, library skills, campus resources, academic opportunities and policies, stress management, assertiveness, wellness, diversity and career exploration.

World Languages

French 1 [G24H21/HAA01]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 10-12 only. Must be taken in the same year with French 2. May not be repeated for more than 1 credit.

Level 1 of World Languages introduces the students to language in the context of culture. The student will use the language in class in individual, pair, and group activities. The student will also use the internet to research assigned topics and access the online textbook for homework assignments

French 2 [G24H22/HAA02]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 10-12 only. Either earned a credit in French 1 or currently requesting French 1. May not be repeated for more than 1 credit.

Level 2 of World Languages is a continuation of Level 1 with added emphasis on vocabulary and spoken language.

French 3 H [G24H23/HAA03]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. Either earned a credit in French 2 or currently requesting French 2. May not be repeated for more than 1 credit.

Level 3 of World Languages is an honors course. The students use the written and spoken language in class. Students present a project at the end of the term using the spoken language and the integration of appropriate technology. Students will determine their own topics and manner of presentation.

French 4 AP Language & Culture [G24H25/HAA17]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. Either earned a credit in French 3 H or currently requesting French 3 H. May not be repeated for more than 1 credit.

Level 4 of World Languages is an AP course. Students have extended reading assignments in the language studied and class discussions will be conducted in the language. The students will choose an aspect of culture, history, literature, or the arts and design an end-of-term project using appropriate technology for presentation. Students will be required to take the AP exam.

Senior Capstone: Spanish [G04H37/HAA18]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credit in (or be requesting) Spanish 4 AP/H. May not be repeated for more than 1 credit.

The Spanish Capstone project will have students building off of the Spanish 5 Portfolio Class, and focused on getting out into the community to assist in each student's interested field, as well as assisting in the elementary schools to help in ESL, and with necessary translation.

Spanish 1 [G24H04/HAA09]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades 9-12 . Must be taken in the same year with Spanish 2. May not be repeated for more than 1 credit.

This course is designed to present a basic understanding of Spanish and to provide exposure to its history and culture. It focuses on developing skills for speaking and writing. Students start by reading and actively participating in written and verbal dialogues while acquiring vocabulary and learning grammar.

World Languages

Spanish 1 H [G24H04/HAA09H]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades 10 only. Must be taken in the same year with Spanish 2 H. May not be repeated for more than 1 credit.

This course is designed for students who truly want to learn Spanish, and to present an introduction to understanding Spanish and to provide exposure to its history and culture. It focuses on developing skills for speaking, reading, listening, and writing, along with a strong understanding of culture. Students will learn at an accelerated pace, compared to regular Spanish 1. Students will master extra vocabulary and advanced grammar, while receiving a high level of CI guidance.

Spanish 2 [G24H05/HAA10]

Credits: 1.00

Grade(s) / Prerequisite(s): Grade(s) / Prerequisite(s) Grades 9-12. Either earned a credit in Spanish 1 or currently requesting Spanish 1. May not be repeated for more than 1 credit.

This course is a continuation of the first year and presents a more complex understanding of language and culture, focusing on the development of communication skills. Students begin reading stories and poems with continued stress on proficiency and fluency

Spanish 2 H [G24H05/HAA10H]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 9-10 only. Must be taken in the same year with Spanish 1 H. May not be repeated for more than 1 credit.

This course is a continuation of Spanish 1 H. It focuses on developing skills for speaking, reading, listening, and writing, along with a strong understanding of culture. Students will learn at an accelerated pace, compared to regular Spanish 1. Students will master extra vocabulary and advanced grammar, while receiving a high level of CI guidance.

Spanish 3 H [G24H06/HAA11]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. Either earned a credit in Spanish 2 or currently requesting Spanish 2. May not be repeated for more than 1 credit.

The Pre-AP Spanish course uses a thematic approach to deepen the student's proficiency in interacting with other speakers of Spanish, Understanding oral and written Spanish, and providing oral and written presentations. These interactions will develop the student's accuracy and complexity in the "5C's": Communication, Cultures, Connections, Comparisons, and Communities. Grammar and Vocabulary play a large role in the Pre-AP course.

Spanish 4 AP/H Language & Culture [G24H08/HAA15]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. Either earned a credit in Spanish 3 H or currently requesting Spanish 3 H. May not be repeated for more than 1 credit.

The AP Spanish Language and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Spain, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), while honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the varying cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

World Languages

Spanish 5 Career Portfolio H [G24H50/HAA13]

Credits: 1.00

Grade(s) / Prerequisite(s): Grades 11-12 only. Must have earned credit in (or be requesting) Spanish 3 H. May not be repeated for more than 1 credit.

The fifth year Spanish course at Cleveland High School is designed for the truly superior student who wants to excel in all areas of language study. The emphasis is on refinement of grammar and vocabulary through reading classical and modern literature in Spanish. Students are helped to identify specific areas of need and to work to overcome deficiencies in language skills through extensive reading and practice in all areas. Cultural enrichment is provided through the use of literature, video, music, television programming, and personal contact in the target language.

Cleveland City Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Political Activities	Descriptor Code: 5.606	Issued Date: 04/04/22
		Rescinds:	Issued:

1 Employees have a right to express their views on any issue, but shall in each case, make clear that the
2 view expressed is not the official view of the Board or school district.

3 Employees may, on their own time, campaign for or against any candidate or referendum but are
4 prohibited from using district owned property to engage in political activity. District owned property
5 includes, but is not limited to: all buildings, signage, message boards, telephonic equipment, electronic
6 equipment, and email accounts. Employees shall not use audio or video messages to engage in any
7 political promotion or solicitation during school hours.¹

8 ~~COMMUNITY ACTIVITIES~~

9 ~~Employees have a right to express their views on any issue, but must in each case make~~
10 ~~clear that the view expressed is not the official view of the Board or school system.~~

11 ~~POLITICAL ACTIVITIES~~

12 ~~Employees may, on their own time, campaign for or against any candidate or referendum,~~
13 ~~but they shall not use system owned property to engage in any political activity, promotion,~~
14 ~~or solicitation during school hours. System owned property includes, but are not limited to:~~
15 ~~all buildings, signage, message boards, telephonic equipment, electronic equipment, and~~
16 ~~email accounts. Employees shall not use audio or video messages to engage in any political~~
17 ~~activity, promotion or solicitation during school hours.~~

18 ~~Any employee who intends to campaign for an elective public office which infringes upon~~
19 ~~a contracted agreement shall present a proposed solution to the Board for consideration.~~
20 ~~The essential element to be determined by the Board is whether the activities proposed by~~
21 ~~the employee are consistent with his services to the school system and the best interests of~~
22 ~~education.~~

23

Legal References

1. TCA 49-6-2009

Cross References

Board-Community Relations 1.500
Advertising and Distribution of Materials in Schools
1.806

Cleveland City Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Teacher Effect Data	Descriptor Code: 5.1141	Issued Date: 04/04/22
		Rescinds:	Issued:

1 The estimates of specific teacher effects on the educational progress of students shall not be a public
 2 record and shall be made available only to the specific teacher, school board members, and the teacher's
 3 appropriate administrators, as designated by the Board, for the fulfillment of lawful functions.¹

4 The guidelines for distribution and security of the teacher effect data shall be kept on file in the central
 5 office and shall be given to the teacher, the assigned administrator, and all school board members and
 6 shall become an administrative procedure to be updated as needed by the Director of Schools.

7 ~~The estimates of specific teacher effects on the educational progress of students will not be~~
 8 ~~a public record and will be made available only to the specific teacher and the teacher's~~
 9 ~~appropriate administrators as designated by the Board. Designated appropriate~~
 10 ~~administrators will be the principal of each respective school and the Director of Schools.~~

11 ~~The guidelines for distribution, security and application of the teacher effect data will kept~~
 12 ~~on file in the central office and will be given to the teacher, the assigned administrator and~~
 13 ~~all school board members and shall become an administrative procedure to be up dated as~~
 14 ~~needed by the Director of Schools~~

Legal References

1. TCA 49-1-606(b); TCA 10-7-504(a)(23)

Cross References

Personnel Records 5.114

Cleveland City Schools
Financial Report
January 2022

Balance on hand January 1, 2022 9,593,774.90

RECEIPTS

City Clerk's Monthly Report	4,231,159.53
Retiree Ins #44160	(247.52)
Misc. Refunds #44170	(1,572.32)
Contributions & Gifts #44570	2,498.51
Interest Earned	<u>1,202.22</u>
	<u>13,826,815.32</u>

DISBURSEMENTS

Instruction	2,196,101.82
Special Education	339,719.13
Vocational Education	130,247.63
Attendance	10,190.03
Health Services	43,314.89
Other Student Support	137,944.36
Regular Instruction Support	154,267.57
Special Education Support	11,449.01
Vocational Education Support	13,112.71
Technology Support	43,524.56
Board of Education	10,774.22
Office of the Superintendent	53,595.17
Office of the Principal	266,914.34
Fiscal Services	30,024.65
Operation of Plant	247,638.10
Maintenance of Plant	88,050.41
Transportation	113,714.09
Food Service	7,455.89
Community Services	0.00
Early Childhood Education	120,179.46
Regular Capital Outlay	17,588.52
Education Debt Service	<u>0.00</u>
	4,035,806.56

Retirement withheld not paid	(362,657.14)
Retirement paid	403,593.64
Insurance deducted not paid	498.16

Balance February 1, 2022 9,749,574.10

13,826,815.32

Respectfully submitted,



Russell Dyer
Director of Schools

FY2023 Budget Calendar

Date

- Feb. 3 Budget memo and allocation spreadsheets to schools
- Feb. 14 Dr. Dyer and Business Office meeting with Directors and Principals to discuss FY2023 priorities and budget preparation relating to the strategic plan
- Feb. 22 Allocations returned to AOB
- March 7-11 Spring Break*
- Mar. ? City of Cleveland sends FY2023 Budget calendar to Business Office
- Dr. Dyer and Business Office discuss timeline for board meeting to approve FY2022 Budget amendment and FY2023 Budget

(Tentative Schedule)

- Mar. 31 Budget document to Julie for distribution to School Board
- Apr. 4 Regular April Board Meeting – FY2022 Budget Amendment, FY2023 Budget
- Apr. 5 Budget document sent to City
- May ? City Council holds public hearing and 1st reading of FY2023 Budget

Personnel Items – January 2022

Assignments

Van Dyke, Sarah, CCC (PT Interventionist), Effective February 14, 2022
Marshall, Allison, BB (Teacher), Effective February 14, 2022
Horne, Anna, MA (Teacher), Effective February 22, 2022
VanNostran, Traci, CMS (Speech Language Pathologist), Effective March 14, 2022
Oliver, Courtney, BB (PT Interventionist), Effective February 28, 2022
Aquila, George, CHS (Teacher), Effective February 28, 2022

Transfers

Patterson, Wenona, RO (Teacher) to YA (Teacher), Effective May 23, 2022
Reid, Chris, ST (Teacher) to ST (Librarian), Effective May 23, 2022
Tulloch, Morgan, CMS (SpEd Assistant) to CMS (SpEd Assistant), Effective February 14, 2022

Resignations

Eledge, Bethany, ST (Pre-K SpEd Assistant), Effective February 11, 2022
Owensby, Tammie, BB (Assistant), Effective March 11, 2022
White, Debbie, YA, (Assistant), Effective May 20, 2022

Retirements

Burnette, Malinda, YA (Teacher), Effective May 23, 2022
Cooke, Nancy, ST (Teacher), Effective May 23, 2022
May, Edie, ST (Librarian), Effective May 23, 2022
Daniel, Donna, CMS (Assistant), Effective May 21, 2022
Wilson, Kathleen, AR (Counselor), Effective May 23, 2022

Leaves of Absence

Roberts, Emma, (YA), December 9, 2021 through March 15, 2022



STUART ELEMENTARY

Love • Learn • Lead

Collaboration

Our 2nd grade ESL students have been working hard on letter sounds, blends, and vocabulary this year. They have created individual vocabulary notebooks with pictures and creative spelling. The pictures show our 2nd graders collaborating with our 4th graders to share in the reading of their notebooks. The 2nd graders enjoy sharing their creations and the 4th graders love helping the younger students through listening and being supportive of all the hard work. Collaboration is always fun!





Portrait of a Graduate

COMMUNICATION

BLYTHE-BOWER ELEMENTARY SCHOOL HIGHLIGHTS

We have been privileged to start a broadcasting team at Blythe-Bower Elementary School. We have partnered with News Channel 9 and B.J. Edmonds to teach us about best practices in broadcasting. Our team produces a weekly recording of the Bobcat News. Our goal is to begin live recordings and increase those to present the morning announcements each day of the week. Our students work hard each week to communicate important campus news to all students.





CHARACTER

The ESL teachers at Arnold, Charlotte Hallman and Leslie Melton, work with over 60 English language learners daily. What a delightful group of students! The ESL teachers chose to present one student from every grade. Each student exhibits superior character – trustworthiness, respect, responsibility, fairness, caring, and citizenship.



Kindergarten - Sofia Cantarero is a hardworking student. She's cheerful and wants to learn even when it's tough. She has an incredible memory and pays attention to details. Sophia positively shows self-motivation.



1st Grade - Daniel Cuellar-Avila is an excellent student. His focus, hard work, and attentiveness to detail has shown through in the huge gain in academics these past few months. Daniel definitely demonstrates an amazing work ethic.



2nd Grade - Angel Maldonado Vazquez is a caring and kind young man. He is patient and quick to help others. He's made excellent gains in academics this school year.



3rd Grade - Sinai Cruz is a model student. She's trustworthy, respectful, responsible, fair, and caring. She has a strong work ethic, a positive attitude, and a desire to learn.



4th Grade - Dhriti Patel is always excited to engage in learning. She puts her focus and energy into everything she does, and her positive attitude influences the group atmosphere. Dhriti is clearly a model of respect and responsible behavior.



5th Grade - Dylan Miranda is a kind, gentle young man. He's trustworthy and has an excellent work ethic. He's always friendly and respectful to both students and staff, and he's always quick to help others.



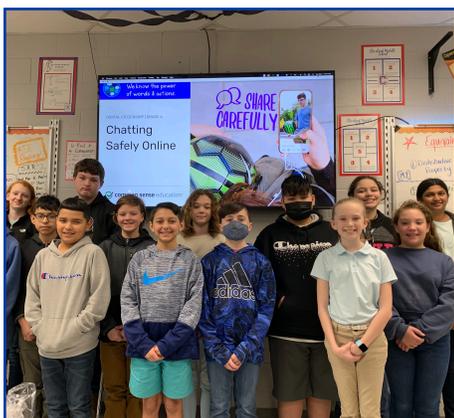
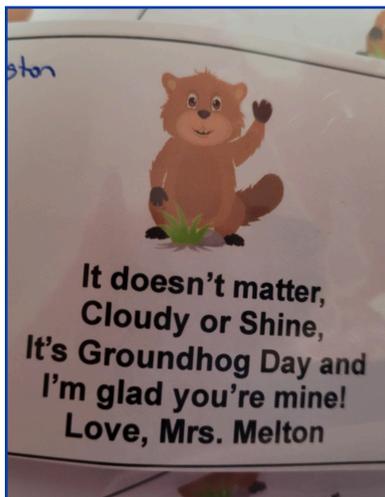
The ESL teachers chose to highlight Jennifer Miranda. Jennifer is a new addition to the Arnold family, and the school is delighted to have her. Jennifer was born and raised in Chicago, Illinois. She comes from a large Mexican family, and she's fluent in both English and Spanish. Jennifer is married and has two beautiful children. She moved to Cleveland eight years ago and studied early childhood education at Cleveland State. Jennifer is filling the important role of school interpreter and translator for our Spanish-speaking students and families as well as helping in the office and teaching RTI classes.



CLEVELAND MIDDLE SCHOOL

February
2022

Character



Teachers wrote letters to every student as part of "February Kindness Month" to show love and care

Peer mentors work with CDC and ERC classes at CMS, showing empathy & helpfulness to all students

CMS students exhibited perseverance and patience at the annual CMS chess tournament

CMS focused on digital citizenship learning how to be kind, upstanding, and safe online

CMS Raider Ambassadors provide assistance during CMS events, offering smiling faces to our visitors

Be Nice



Robert Pritchard



Brooklyn Deaver



Ronnie Kahalewai

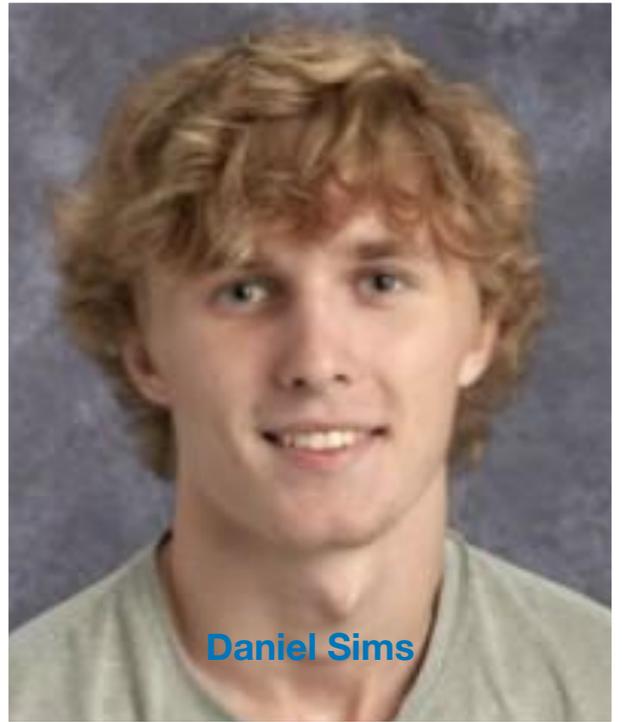


Ava Adams

Work Hard



Tate O'Bryan



Daniel Sims

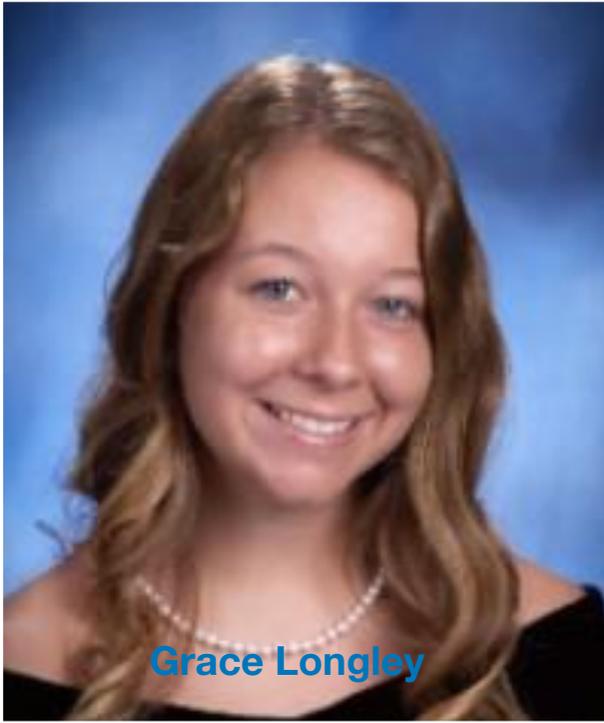


Lauren Pitts

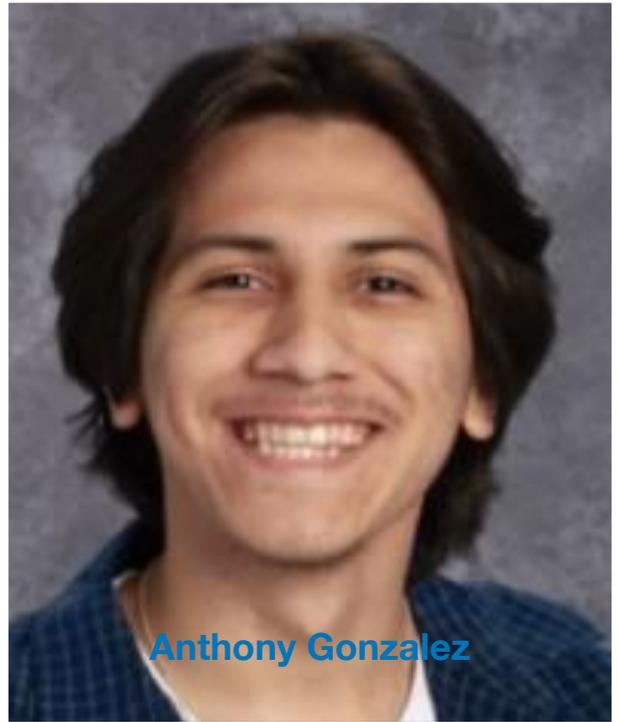


Anjani Patel

Get Smart



Grace Longley



Anthony Gonzalez



Allison Turner



Carson Baxter

CHS Teachers of the Month



LeAnne Shurette Physical Education

I love teaching at Cleveland because I have awesome students, and the coaches I teach with everyday fully support me and challenge me to do my job to the best of my ability! I feel like the administration trusts me to do my job well and appreciates what I do. I'm so very thankful to have the opportunity to teach and coach here!!



Heather Turner Math

I love teaching at Cleveland because I have awesome students, and co-workers.



Tony Williams Physical Education

The students are what matter most to me. To see them wanting more out of life and to inspire them to reach their dreams makes teaching the greatest job on earth. I wouldn't want to do anything else.



Eric Blackburn Science

I love teaching at Cleveland because I love working with the students at CHS.



Brad Benefield History

Teaching at CHS is a family affair. From administration, faculty, staff and students, we care about one another and are willing to work hard for each other.

PORTRAIT OF A GRADUATE



In art history, we are learning the great artistic masters, their works, and their techniques. We are actually attempting to replicate their techniques in the classroom. We have made relief carvings such as those found in the Roman Forum, we have designed stained glass windows, and are now completing a fresco. It is much better to practice what we are learning rather than just having an academic acquaintance with it.

THE FIVE Cs

Students in Ms. Davis' FX class used the Stem Design Thinking Map to create a game. Students used pool noodles to hit balloons across a volleyball net. Each balloon color was assigned a certain number of points, the team with the least amount of points at the end of 3 minutes, won. Students had to figure out how the weight of the balloons affected going over the net, how far the noodles would push the balloons, and how to position players. They created rules about how to play the game for potential players.



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



CHS Art students collaborated together to create an interactive art project to address student experiences regarding racial discrimination. After many different ideas, students created an interactive experience and public art piece that tried to facilitate a space to discuss very sensitive and difficult topics. From the initial discussions and the first planning sketch to the final implementation and display, students experienced the power and purpose of being creative.

School Highlights

For
Mayfield Elementary – March 2022

Collaboration



Programming with Ozobots is a great way for our students to collaborate. Using their laptops to create the step-by-step code, these fourth grade students are working together to decide the different paths that the robots will take. They will troubleshoot the challenges that arise and to work the bugs out of the system.

After successful programming, teams will often race their Ozobots.

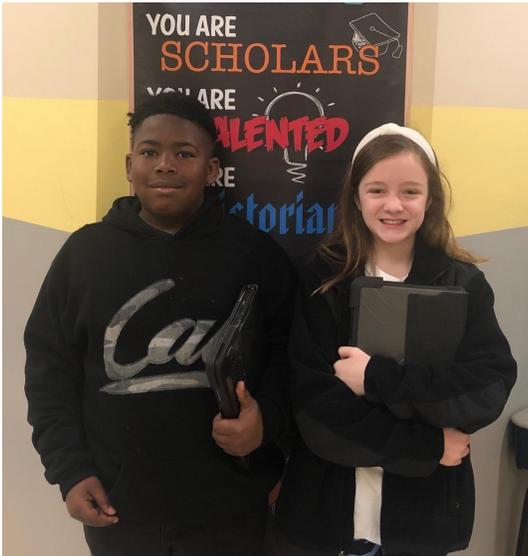


We've Been NAEP'd...

...and we survived! A BIG thank you to our 4th grade students and the 4th grade team for successful participation in the NAEP test. Our students were so cooperative and we are confident they represented us well. A lot of preparation on the front end resulted in a smooth operation on testing day.



Elementary Advisory Council Reps



Emersyn Head and Zayvian represented Mayfield Elementary well at a recent Elementary Advisory Council meeting. Emersyn and Zayvian, along with representatives from other district schools, met

with Dr. Dyer to discuss great things and challenges faced by elementary students in our district.



Basketball Rock Stars



Congratulations to this group of talented ball players who performed outstandingly in the Cleveland Youth Basketball League. This team worked together as a team and rocked the season.

Congratulations to all of our Mayfield students who participated in the CYBL program.

ATS/The Bridge



Recently our 4th and 5th grade students attended a presentation from ATS/The Bridge. "ATS" stands for Awareness, Treatment, Sustainability and this organization is committed to increasing knowledge about the dangers of substance

abuse, opioids, and behaviors. Their target population is adolescents and they work to arm them with the facts and give them the tools they need to prevent addiction. Following the visit from ATS, Dr. Bigham, Mrs. Lefoy, Officer Hartwig, and Mr. Stephens met in small groups with 4th and 5th graders to talk specifically about the dangers of vaping. Students were attentive and took home materials to further the discussion with family members.



Kings and Queens Ball

Completing their recent unit on Kings and Queens, our kindergartners enjoyed costume ball. Kings and queens filled the room and elegantly danced with one another. This particular CKLA unit provided background knowledge about the responsibilities, lifestyles, and customs associated with royalty throughout history.

April 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Board Meeting 5:30 @ AOB	5	6	7	8	9
10	11	12	13 Lunch and Learn Blythe-Bower @ 11:30	14	15 Easter Break (Schools Closed)	16
17	18 Parent Conferences (No Classes)	19	20	21	22	23
24	25	26	27	28	29	30

March 2022

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

May 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 BOE Meeting 5:30 AOB	3	4	5	6 Lunch and Learn 11:30 Yates	7
8	9	10	11	12	13	14
15	16	17	18	19	20 Abbreviated Day	21
22	23 Teacher in service (no classes)	24	25	26	27	28
29	30 Memorial Day (offices closed)	31				