

**Cleveland City Schools**  
**Board of Education Regular Meeting**  
October 2, 2023 5:30 PM  
Arnold Memorial Elementary School



1. **Welcome** - Nate Tucker
2. **Moment of Silence/Pledge of Allegiance** -Ava Davis
3. **Comments from Chairman Tucker** - Nate Tucker
4. **Public Comments**
5. **Consent Agenda** - Nate Tucker
  - A. **Approval of Regular Agenda**
  - B. **Approval of Minutes from September 5, 2023 Board Meeting**
  - C. **Approval of Overnight Field Trips**
    - 1427
    - 1532
    - 1580
  - D. **Approval of Second Reading of Policies**
    - 1.200, 1.201, 1.204, 1.205, 1.304, 1.8011
    - 1.900, 1.901, 1.902, 1.903, 1.904, 1.905, 1.906
    - 6.300
  - E. **FY 24 ESSER 2.0 and ESSER 3.0 Application**
  - F. **Safe Return to In-person Instruction and Continuity of Service Plan Addendum 2023**
  - G. **CMS Operations Coordinator Contract Request**
  - H. **Section 3 Policies- No changes made except the annual review date.**
6. **Regular Agenda**
  - A. **Director's Update** -Russell Dyer
  - B. **Spotlight**  
**Arnold Memorial Elementary- Michael Chai**

**Dr. Danielle Scarth - Cleveland Daily Banner's 20 Under 40 presented  
by Doug Moore  
AP Scholars- Bob Pritchard**

- C. **\*TSBA Annual Conference Delegates (max 4)**
- D. **First Reading of Policies** -Jodi Riggins
  - NONE
- E. **Strategic Plan Focus** Dr. Leneda Liang  
Secondary Education
- F. **Student Representative's Update** -Ava Davis
- 7. **Site Committee Update** - Krista McKay
- 8. **Legislative Updates** -Carolyn Ingram
- 9. **"B" Agenda**
  - A. **Financial Report**
  - B. **Personnel Report**
  - C. **School Highlights**
    - Mayfield
    - CMS
    - Ross
  - D. **Dates to Remember**
    - October 6th- Board Retreat @ Denning Center
    - October 26th-Lunch & Learn @ Blythe-Bower
    - November 6th- Board of Education Meeting @ AOB
    - November 14th- Lunch & Learn @ Candy's Creek
    - December 4th- Board of Education Meeting @ AOB
    - December 6th- Lunch & Learn @Mayfield
- 10. **Adjourn**

## Travel Request Form

Trip Number **1427**

\* Category Travel With Students

\* Type of Trip Field Trip

\* Field Trip Event  
Standard Field Trip

### Trip Leave

\* Date 11/17/23 Friday

\* Time 5:00 PM

### Trip Return

\* Date 11/19/23 Sunday

\* Time 9:00 PM

Trip Year/Week 2023-46

\* Is this an overnight trip? Yes

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

- \* Please list all chaperones for this overnight trip including non-staff. Dr. Barnes, Casey Price, Kim Foxworth, April Salyer, Sarah Neibert, and Paola Navas
- \* Indicate cost per person and how the trip is being funded (parent or district?) The cost per student is \$100. Additional costs will be paid out of the Blythe-Bower Beta Club account.

#### Comments

The Blythe-Bower Beta Club will be attending the Tennessee Elementary Beta Club Convention in Nashville, Tennessee from November 17-19. Chaperones will be transporting students. We will also be using the Cleveland City Schools van to transport students.

\* Your School/Dept ⓘ 012 Blythe/Bower Elementary  
604 20th Street SE, Cleveland, TN 37311

\* 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 ⓘ 012 Blythe/Bower Elementary  
604 20th Street SE, Cleveland, TN 37311

**Stops on the way:** Hotel: Gaylord Opryland Resort & Convention Center, Opryland Drive, Nashville, TN, USA

\* Approximate Nbr of Miles Round Trip

\* Funding Source #1 Other

Budget Code

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

Funding Approver

Are funds payable to a third party? No  
(Does venue require payment prior to trip?)

\* Teacher / Advisor / Staff Name Kim Foxworth  
\* Teacher / Advisor / Staff Phone # 4235840600  
Teacher / Advisor / Staff Email kfoxworth@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 Dr. Joel Barnes  
\* Emergency Contact Phone # 423-504-4952

\* Grade Level(s) Making Trip 4  
5  
\* Educational Objective for Field Trip The Blythe-Bower Beta Club will be attending the Tennessee Elementary Beta Club Convention to showcase students' visual art work and academic endeavors.

### Number of Individuals Making Trip

* Male Adult/Chaperone	2	* Female Adult/Chaperone	4	Total Adult/Chaperone	6
* Male Students	7	* Female Students	17	Total Students	24

\* 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.

Staff van and personal vehicles. Itinerary to be determined when we receive the Beta conference schedule. The majority of our time will be spent at the Gaylord Opryland Resort.

### Vehicles Needed

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

Check here to indicate trip is pickup only Location

#### Vehicle Pickup

\* Date 11/17/23  
\* Time 5:00 PM


#### Depart Venue (Info Only)

\* Date 11/17/23  
\* Time 5:00 PM

#### Vehicle Return

\* Date 11/19/23  
\* Time 9:00 PM

Total Trip Hours 52.00

\* Type of vehicles needed to reserve Staff Van 

\* How many vehicles do you need? 1

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

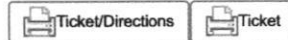
Owner vmack@clevelandschools.org

Bid Id/Closing Date

## Current Assignments for This Trip

Veh# X X Vehicle Location Driver X X Driver Email

1 000 Transportation Staff Driver



Person Submitting Request kfoxworth@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 jbarnes@clevelandschools.org

Decision Date May 9, 2023, 9:00:39 PM

## Level 02 Approval - Second Level Location Approval

Comment

Decision Approved

Name jelliott@clevelandschools.org

Decision Date May 24, 2023, 8:19:43 AM

## Level 07 Approval - Overnight Trip Approval

Comment

Decision Approved

Name jelliott@clevelandschools.org  
Decision Date May 24, 2023, 8:19:47 AM

### Level 09 Approval - Transportation Approval

Comment  
Decision Approved  
Name vmack@clevelandschools.org  
Decision Date Aug 17, 2023, 10:19:55 AM

### Level 10 Approval - School Board Approval

Comment  
Decision Approved  
Name vmack@clevelandschools.org  
Decision Date Aug 17, 2023, 10:19:59 AM

Field Trip Rates

Field Trip rates are based on mileage, driver hours, and conditions of the bus when the trip is completed. Mileage is recorded from the moment the bus leaves the Transportation Facility until the bus returns to the Transportation Facility. Mileage is calculated at \$1.92 per mile and \$22.47 per hour. There will be an additional \$112 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 **1532**

\* Category Travel With Students

\* Type of Trip Field Trip

\* Field Trip Event  
CTE/Fine Arts Trip

**Trip Leave**

\* Date 10/19/23 Thursday

\* Time 10:00 AM

**Trip Return**

\* Date 10/21/23 Saturday

\* Time 12:00 PM

Trip Year/Week 2023-42

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. Don Markham  
Mark Klepper  
Alicia Klepper

\* Indicate cost per person and how the trip is being funded (parent or district?) \$125 - theater funds and parents

Comments Don Markham will be driving

\* 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)  
1276 Gilbreath Dr, Johnson City, TN 37614, USA

Destination Not Listed East Tennessee State University, Gilbreath Drive, Johnson City, TN, USA \* Destination Name martin center

**Stops on the way:** Hotel: Hampton Inn Johnson City, North State of Franklin Road, Johnson City, TN, USA

\* Approximate Nbr of Miles Round Trip

* <b>Funding Source #1</b>	School	Budget Code	420
Funding Source Desc		Budget Code Desc	
Funding Approver			

Are funds payable to a third party? **No**  
 (Does venue require payment prior to trip?)

\* Teacher / Advisor / Staff Name Don Markham  
 \* Teacher / Advisor / Staff Phone # 14234781113  
 Teacher / Advisor / Staff Email dmarkham@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 Don Markham  
 \* Emergency Contact Phone # 4234796975

\* Grade Level(s) Making Trip 11  
 12  
 \* Educational Objective for Field Trip Participate in One-act competition and attend workshops

**Number of Individuals Making Trip**

* Male Adult/Chaperone	2	* Female Adult/Chaperone	1	Total Adult/Chaperone	3
* Male Students	5	* Female Students	11	Total Students	16

\* Will the students be away from school during lunch? **Yes**  
 \* If so, will these students need packed lunches? **No**

Nbr Students 16 Teacher Don Markham

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)? **No**

**Vehicles Needed**

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

**Check here to indicate trip is drop-off only** Location

**Check here to indicate trip is pickup only** Location

**Vehicle Pickup**

\* Date 10/19/23  
 \* Time 10:00 AM

**Arrive at Venue (Info Only)**

\* Date 10/19/23  
 \* Time 1:00 PM


**Depart Venue (Info Only)**

\* Date 10/21/23  
 \* Time 9:00 AM

**Vehicle Return**

\* Date 10/21/23  
 \* Time 12:00 PM

Total Trip Hours 50.00

\* Type of vehicles needed to reserve **School Bus**  


\* How many vehicles do you need? **1**

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 **use bus 13**

This is the information I have at this time. Depending on how many schools sign up, will make the schedule more complete. Last year, we came home a day early because only a few schools participated. Won't know until Registration closes in September.

Owner **vmack@clevelandschools.org**

Bid Id/Closing Date

Person Submitting Request **dmarkham@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 **bpritchard@clevelandschools.org**

Decision Date **Sep 4, 2023, 11:13:53 AM**

**Level 07 Approval - Overnight Trip Approval**

Comment

Decision **Approved**

Name **jelliott@clevelandschools.org**

Decision Date **Sep 5, 2023, 8:20:01 AM**

**Level 09 Approval - Transportation Approval**

Comment

Decision

Approved

Name

vmack@clevelandschools.org

Decision Date

Sep 22, 2023, 3:10:57 PM

### Level 10 Approval - School Board Approval

Comment

Decision

Designated Approver

amcmackin@clevelandschools.org

Name

Decision Date

**Field Trip Rates**

Field Trip rates are based on mileage, driver hours, and conditions of the bus when the trip is completed. Mileage is recorded from the moment the bus leaves the Transportation Facility until the bus returns to the Transportation Facility. Mileage is calculated at \$1.92 per mile and \$22.47 per hour. There will be an additional \$112 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 **1580**

\* Category **Travel With Students**

\* Type of Trip **Field Trip**

\* Field Trip Event  
Standard Field Trip

**Trip Leave**

\* Date **10/14/23** **Saturday**

\* Time **3:00 PM**

**Trip Return**

\* Date **10/15/23** **Sunday**

\* Time **11:00 AM**

Trip Year/Week 2023-41

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. **Chris Berney, Paul Conroy, Lynn Berney, Rhonda Kerr, Bert Simmons**

\* Indicate cost per person and how the trip is being funded (parent or district?) **Cost per cadet is \$5 and we will be using our fund raising funds to pay for it.**

Comments **NO driver is needed the cadets will be required to get to campground by their parents or for upperclass cadets they can drive to location.**

\* 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)**  
**Calhoun, TN 37309, USA**

Destination Not Listed **Calhoun, TN, USA** \* Destination Name **Rodgers Creek Campground**

\* Approximate Nbr of Miles Round Trip

\* Funding Source #1 **Other** Budget Code **AFJROTC 598**

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? No  
(Does venue require payment prior to trip?)

\* Teacher / Advisor / Staff Name Chris Berney  
\* Teacher / Advisor / Staff Phone # 8657714547  
Teacher / Advisor / Staff Email cberney@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 Chris Berney  
\* Emergency Contact Phone # 8657714547

\* Grade Level(s) Making Trip  
9  
10  
11  
12

\* Educational Objective for Field Trip This is an overnight weekend campout that cadets have the option to attend. This is a team bonding event that will incorporate games, camping skills, trash pick up, and flag retirement ceremony. The cadets with 5 chaperones will camp one night at Rodgers Creek Campground from Saturday to Sunday. No cadet will be allowed in the opposite gender tent, no exceptions at all this will include during the day too. Some cadets have never experienced camping, eating a hot dog that has been cooked over a fire, and eating a s'mores. Games played cornhole and disc golf maybe even ultimate frisbee.

### Number of Individuals Making Trip

\* Male Adult/Chaperone 3 \* Female Adult/Chaperone 2 Total Adult/Chaperone 5  
\* Male Students 9 \* Female Students 10 Total Students 19

\* 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.

Parents will drive cadets to campground or for upperclass cadets, they will drive to location.

### Vehicles Needed

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

Person Submitting Request cberney@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 bpritchard@clevelandschools.org

Decision Date Sep 27, 2023, 5:19:11 PM

### Level 02 Approval - Second Level Location Approval

Comment

Decision Approved

Name aobryan@clevelandschools.org

Decision Date Sep 28, 2023, 11:23:44 AM

### Level 07 Approval - Overnight Trip Approval

Comment

Decision Approved

Name jelliott@clevelandschools.org

Decision Date Sep 28, 2023, 2:42:00 PM

### Level 10 Approval - School Board Approval

Comment

Decision

Designated Approver amcmackin@clevelandschools.org

Name

Decision Date

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term:  <b>Method of Election of Officers</b>	Descriptor Code: <b>1.200</b>	Issued Date: <b>10/02/23</b>
		Rescinds: <b>BBAA</b>	Issued: <b>10/11/99</b>

1 At the first regular meeting in January each year, the Board shall organize by electing a ~~chairman~~  
2 **chair**<sup>1</sup> and a vice ~~chairman~~ to serve one-year terms or until a successor is named. In the event that an  
3 officer's seat on the board is vacated, the Board shall elect a successor to serve the remainder of the  
4 officer's term. Each board officer shall be eligible for re-election.

5 If no officer of the Board is serving at the time of the organizational meeting, any member shall call  
6 the meeting to order and preside until a ~~chairman~~ is elected as the first order of business.

7 If the office of ~~chairman~~ is vacated prior to the expiration of the annual term, the vice ~~chairman~~ shall  
8 assume all responsibilities of the ~~chairman~~ until a new ~~chairman~~ is elected.

9

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## Legal References

1. TCA 49-2-202(c)(2)

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term: <b>Duties of Officers</b>	Descriptor Code: <b>1.201</b>	Issued Date: <b>10/02/23</b>
		Rescinds: <b>1.201</b>	Issued: <b>07/09/01</b>

## 1 CHAIRMAN

2 The ~~chairman~~ **Chair** of the Board shall have the following duties:

- 3 1. To assist the Director of Schools in preparing meeting agendas;
- 4 2. To preside at all meetings of the Board;<sup>1</sup>
- 5 3. To appoint committees authorized by the Board;<sup>1</sup>
- 6 4. To function as ~~chairman~~ **Chair** of the ~~executive committee~~ **Executive Committee**;<sup>1</sup>
- 7 5. To countersign all warrants authorized by the Board and issued by the Director of Schools for
- 8 all expenditures of the school system;<sup>1,2</sup>
- 9 6. To conduct Board hearings;<sup>2,3</sup>
- 10 7. To prepare the school budget with the Director of Schools;<sup>3,4</sup>
- 11 8. ~~To authorize the use of mechanical checkwriting equipment;~~<sup>4</sup>
- 12 9. **8. To certify the value of surplus property valued less than \$250;**<sup>5</sup> **and**
- 13 ~~10. 9. To carry out other such duties as may be assigned by the Board.;~~ **and**
- 14 ~~11. To call special meetings as needed.~~

## 15 VICE CHAIRMAN

16 ~~The vice chairman shall assume the duties of the chairman in his/her absence or function as the chairman~~  
17 ~~until a new chairman can be elected in the event the chairman is incapacitated or the office becomes~~  
18 ~~vacant.~~

19 **The Vice Chair shall assume the duties of the Chair in his/her temporary absence. In the event the**  
20 **position of Chair becomes vacant, the Vice Chair shall fill this role until a new Chair can be elected.**

## 21 SECRETARY

22 ~~The Director of Schools, as the executive officer of the Board,~~ shall serve as secretary to the Board.  
23 He/she shall conduct all correspondence of the Board, keep and preserve all of its records, receive all  
24 reports acquired by the Board, and see that such reports are in proper form.<sup>6</sup> He/she has the right to  
25 advise on any question under consideration but has no vote.

1 ~~The Board may assign the keeping of the minutes to a clerk; however, the responsibility resides with the~~  
 2 ~~Director of Schools.~~

3 **CHAIRMAN PRO TEM**

4 A ~~chairman pro tem~~ **Chair Pro Tem** shall be elected to preside during a meeting when ~~neither the~~  
 5 ~~chairman nor the vice chairman is present~~ **both the Chair and the Vice Chair are absent.**

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Legal References:

1. TCA 49-2-205
2. TCA 49-5-512(5)(6)
3. TCA 49-2-203(10)(A)(i)
4. TCA 49-2-113
5. TCA 49-6-2007

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Cross References:

- Role of the Board of Education 1.101
- Duties of Board Members 1.202
- School Board Meetings 1.400

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Legal References

1. TCA 49-2-205
2. TCA 49-2-113
3. TCA 49-5-512(c)
4. TCA 49-2-203(a)(9)(A)(i)
5. TCA 49-6-2007(d)(2)
6. TCA 49-2-301(b)(1)(C)

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Cross References

- Role of the Board of Education 1.101
- Duties of Board Members 1.202
- Board Committees 1.300
- Executive Committee 1.301
- Agendas 1.403
- Minutes 1.406
- Annual Operating Budget 2.200
- Surplus Property Sales 2.403
- Separation Practices for Tenured Teachers 5.200

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term: <b>Board Member Development Opportunities</b>	Descriptor Code: <b>1.204</b>	Issued Date: <b>10/02/23</b>
		Rescinds: <b>BBBC</b>	Issued: <b>07/06/94</b>

1 The Board shall participate in activities designed to assist board members in improving their skills as  
2 members of a policy-making body.

3 In order to control both the investment of time and funds necessary to implement this policy, the Board  
4 establishes these principles and procedures for its guidance:

- 5 1. A calendar of school board conferences, conventions and workshops shall be maintained by the  
6 board secretary and provided to each board member. At least annually the Board will identify  
7 which meetings should be attended and the benefits which would be derived from participation  
8 in such meetings;  
9
- 10 2. Funds for participation at such meetings shall be budgeted on an annual basis. The Board as a  
11 whole shall retain the authority to approve or disapprove the participation of members in  
12 planned activities;  
13
- 14 3. Reimbursement to board members for their travel expenses shall be in accord with the travel  
15 expense policy for staff members;<sup>1</sup>  
16
- 17 4. When a conference, convention or workshop is not attended by the full Board, those  
18 participating will be requested to share information, recommendations and materials acquired at  
19 the meeting; and  
20
- 21 5. The public shall be kept informed through the news media about the Board's continuing in-  
22 service education and about the programs anticipated for short- and long-range benefits to the  
23 schools.

24 The Board regards the following as activities and services appropriate for implementing this policy:

- 25 1. Participation in school board conferences, workshops, and conventions held by the State and  
26 ~~National School Boards Associations~~;<sup>1</sup>
- 27 2. Local and district-sponsored training sessions for board members; and
3. Subscriptions to publications addressing the concerns of board members.

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Legal References

- ~~1. TCA 49-2-2001(e)~~
- 1. TCA 49-2-202(a)(6)

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Cross References

- Board Evaluation 1.103
- Memberships 1.104
- School Board Legislative Involvement 1.105
- School District Goals 1.700
- School Calendar 1.800
- Expenses and Reimbursements 2.804

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term: <b>Board-Director Relations</b>	Descriptor Code: <b>1.205</b>	Issued Date: <b>10/02/23</b>
		Rescinds: <b>CF</b>	Issued: <b>07/06/94</b>

1 The Board shall be responsible for specifying its requirements and expectations of the Director of  
2 Schools and then holding the Director accountable by evaluating how well those requirements and  
3 expectations have been met. In turn, the Director **of Schools** shall be responsible for specifying  
4 requirements and expectations for all administrators who report to him/her and then holding each  
5 accountable by evaluating how well requirements and expectations have been met.

6 ~~The Board will authorize all expenditures, employ and dismiss all tenured teachers,<sup>1</sup> approve the~~  
7 ~~annual budget,<sup>2</sup> and determine policy.<sup>3</sup> The decisions of the Board concerning these matters will guide~~  
8 ~~the actions of the Director of Schools and his/her staff.~~

9 **The Board shall approve an annual budget with major categories and line items as well as develop a**  
10 **policy manual for the operations of schools. The Director of Schools shall develop forms and**  
11 **procedures to comply with the approved budget and implement board policies.**

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#### Legal References

1. ~~TCA 49-2-203(a)(1)(3)(6)~~
2. ~~TCA 49-2-203(11)(A)(i)~~
3. ~~TCA 49-2-207~~

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#### Cross References

~~Role of the Board of Education 1.101~~  
~~Evaluation of the Director of Schools 5.803~~

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#### Cross References

**Role of the Board of Education 1.101**  
**Administrative Procedures 1.601**  
**Evaluation of the Director of Schools 5.803**



# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term:  <b>Advisory Committees</b>	Descriptor Code: <b>1.304</b>	Issued Date: <b>10/02/23</b>
		Rescinds: <b>BBF</b>	Issued:

1 In order to ensure maximum benefits from advisory committees, the purpose, composition,  
2 responsibilities, and operation procedures shall be clearly defined for each committee.

3 *Citizens Advisory Committees* - Members shall be broadly representative of the community at  
4 large and shall be chosen from persons who have shown an interest in the advancement of  
5 public education.

6 *Staff Advisory Committees* - The committees appointed shall be broadly representative of the  
7 entire staff or selected from particular areas of competence, as in the case of textbook  
8 committees. ~~Student~~

9 *Student Advisory Committees* - Student concerns in policy areas may be conveyed to the Board  
10 through a Student Advisory Committee authorized by the Board.

11 In creating advisory committees, the Board shall:

- 12 1. Appoint an administrator to serve as liaison between committee and Board;
- 13
- 14 2. Define the committee assignments in writing in terms of topics for study or well-defined areas  
15 of activity; and
- 16
- 17 3. Set a date for a preliminary and/or final report.

18 Recommendations of advisory committees shall not reduce the responsibility of the Board to accept or  
19 reject the recommendations as it deems best for the system as a whole.

20 The Director of Schools shall draft procedures for instructing committees as to the length of time each  
21 member is being asked to serve, the service the Board wishes it to render, the resources the Board  
22 intends to provide and the approximate date on which the Board wishes to dissolve the committee

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in August</b>	Descriptor Term: <b>Charter School Authorizing Principles</b>	Descriptor Code: <b>1.900</b>	Issued Date: <b>10/02/23</b>
		Rescinds:	Issued:

1 The Cleveland City Board of Education shall ensure that only high-quality charter schools are  
2 authorized to operate within the district, and adhere to the State Board of Education’s quality charter  
3 authorizing standards.<sup>1</sup> To accomplish this, the Board shall adopt the following authorizing principles  
4 that require charter schools to maintain high standards, while upholding school autonomy and  
5 protecting student and public interests.<sup>1</sup>

## 6 MAINTAINING HIGH STANDARDS

7 Charter schools shall be held accountable for meeting the performance standards and targets set forth  
8 in their charter agreement. The Board shall **maintain high standards for the charter school(s) it oversees**  
9 **and** close any charter school that fails to meet the standards and targets established in the charter  
10 agreement or set by state law.<sup>2</sup>

## 11 UPHOLDING SCHOOL AUTONOMY

12 Charter school governing boards shall be independent of the Board and have the authority to make  
13 instructional programming, financial, personnel, school culture, and scheduling decisions. **The Board**  
14 **shall assume responsibility not for the success or failure of individual schools but for holding schools**  
15 **accountable for their performance.**

16 The Board shall only impose requirements on charter schools in its portfolio when there is a legal basis  
17 or compelling reason to do so.

## 18 PROTECTING STUDENT AND PUBLIC INTERESTS

19 The Board shall ensure clarity, consistency, and public transparency in authorizing policies, practices,  
20 and decisions ~~of~~ **regarding** any charter school. The Board shall hold charter school governing boards  
21 accountable for being fiscally responsible and transparent.

22 Charter schools are part of the public education program<sup>3</sup> and shall adhere to non-selective,  
23 nondiscriminatory practices and ensure the fair treatment of all students. They shall provide  
24 appropriate services to all enrolled students in accordance with state and federal laws.<sup>43</sup> Charter school  
25 governing boards shall ensure fiscal responsibility and transparency.

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**Legal References**

1. ~~TCA 49-13-108(f); State Board of Education Policy 6.111; TRR/MS 0520-14-01-.01~~
2. ~~TCA 49-13-111, TCA 49-13-120, TCA 49-13-122~~
3. ~~TCA 49-13-105(a)~~
4. ~~TCA 49-13-111~~

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**Legal References**

1. TCA 49-13-108(f); State Board of Education Policy 6.111; TRR/MS 0520-14-01-.01
2. TCA 49-13-111, TCA 49-13-120, TCA 49-13-122
3. TCA 49-13-111

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in August</b>	Descriptor Term: <b>Charter School Applications</b>	Descriptor Code: <b>1.901</b>	Issued Date: <b>10/02/23</b>
		Rescinds: <b>1.901</b>	Issued: <b>10/04/18</b>

## 1 *General*

2 This policy shall apply to sponsors and potential sponsors of charter schools. It shall not apply to  
3 charter schools converting from existing public schools. Proposals from existing charter school  
4 operators or replicators and applicants proposing to contract with educational service providers shall  
5 include the additional information required by state law **be in accordance with state law.**<sup>1</sup>

## 6 **APPLICATION PROCESS**<sup>2</sup>

7 A prospective charter school sponsor shall send the Director of Schools notice of its intent sixty (60)  
8 days prior to February 1<sup>st</sup> of the year preceding the year in which the proposed charter school plans to  
9 begin operation as a charter school. **The Director of Schools/designee shall determine whether the**  
10 **sponsor has selected the correct application category within ten (10) business days of receiving the**  
11 **letter of intent and notify the sponsor within five (5) business days of a determination that the incorrect**  
12 **application category has been selected.**<sup>2</sup>

13 A sponsor seeking board approval of an initial charter school application shall complete the forms  
14 provided by the Tennessee Department of Education. The application shall provide all the information  
15 required by **state** law. The sponsor shall demonstrate that the proposed charter school meets the  
16 purpose prescribed by law for the formation of a charter school, and the proposed charter school will  
17 be able to implement a viable program of quality education for its students.<sup>3</sup>

18 **Electronic copies of applications** Applications shall be submitted to the Board and **the Tennessee**  
19 **Department of Education** on or before ~~4:30~~ **11:59 p.m. Central Time** on February 1<sup>st</sup> of the year  
20 preceding the year in which the proposed charter school plans to begin operation as a charter school. If  
21 the 1<sup>st</sup> of February falls on a Saturday, Sunday, or holiday on which the school district offices are  
22 closed, applications will be accepted on the next business day on or before ~~4:30~~ **11:59 p.m. Central**  
23 **Time**. Late applications will not be accepted, without exception. The sponsor shall pay an application  
24 fee of \$2,500.00.<sup>2</sup>

25  
26 **The Board shall determine whether an application is complete within ten (10) business days of**  
27 **receiving the application and shall notify the sponsor within five (5) business days of the determination**  
28 **if the application is determined to be incomplete.**<sup>3</sup>

## 30 **REVIEW TEAM**<sup>1</sup>

31 If necessary, the ~~Board~~ **Director of Schools/designee** shall appoint a review team to assist in reviewing  
32 and evaluating charter school applications. The team shall be composed of members of the

1 administrative staff for the district, community members, ~~and a member of the Board~~ with relevant  
2 educational, organizational, financial, and legal experience. At the board meeting in ~~February~~  
3 **December** of each year, the Director of Schools shall make a recommendation to the Board on which  
4 members of his/her administrative staff should be appointed to the team. The Board shall name the  
5 members of the team at its meeting in ~~March~~ **January** of each year. The Board shall designate a Chair  
6 of the review team as the contact person for answering questions about the application process and  
7 receiving applications. The Director of Schools/**designee** shall develop an orientation for the team to  
8 ensure consistent evaluation standards and the elimination of real or perceived conflicts of interest.

9 The Board shall require the Director of Schools/**designee** to develop a procedure for receiving,  
10 reviewing, and ruling on applications for the establishment of charter schools by the review team. The  
11 procedure shall include a timeline for the application and review process. A copy of the procedure,  
12 including the review criteria, shall be available ~~to any interested party upon request~~ **on the district's**  
13 **website**.

14 The review team shall:

- 15 1) Evaluate all charter school applications based on the review criteria ~~adopted by the Board~~  
16 **established by state law; and**
- 17 2) Recommend one of the following options to the Board for each application: approve, reject, or  
18 reject with stipulations for reconsideration.<sup>4</sup>; ~~and~~
- 19 3) ~~Make recommendations for revocation, renewal, or non-renewal of charter contracts.~~

## 22 **APPROVAL/DENIAL OF APPLICATION<sup>45</sup>**

23 The Board shall rule by resolution on the approval or denial of a charter application within ninety (90)  
24 days of receipt of the completed application, or the application shall be deemed approved by law. The  
25 Director of Schools/**designee** shall report the action taken by the Board to the Department of  
26 Education.

### 27 *Approval*

28 The sponsor of a charter school that is approved by the Board shall enter into a written agreement with  
29 the Board, which shall be binding on the charter school's governing body. This agreement, known as  
30 the charter agreement, shall be in writing and signed by the sponsor and the Board.

31 The Board will receive an annual authorizer fee of three percent (3%) of the annual per student state  
32 and local allocations or thirty-five thousand dollars (\$35,000), whichever is less.<sup>56</sup>

33 Charter schools approved by the Board are expected to implement the application as submitted and  
34 approved. Material variations in operations from the approved application require amendment pursuant  
35 to ~~statute~~ **state law** and the charter school agreement.<sup>7</sup>

36 The Board ~~should~~ **shall** not be expected to provide services to charter schools that are not requested  
37 during the application process except for those services that are required under state or federal laws.

1 Services agreed to be provided to the charter school by the Board shall be provided at board actual  
2 cost. The Board and charter school shall execute a service contract for any additional services.

3 New charter school agreements are approved for a ten (10) year period.<sup>68</sup> The Board may revoke or  
4 deny renewal of a charter school agreement for any of the reasons enumerated in state law.<sup>79</sup>

#### 5 *Denial*

6 ~~Upon receipt of the grounds for denial, the sponsor shall have thirty (30) days within which to submit  
7 an amended application to correct the deficiencies. The Board shall have sixty (60) days either to deny  
8 or to approve the amended application, or the application shall be deemed approved by law.<sup>4</sup>~~

9 ~~Within ten (10) days of final denial, an appeal may be filed with the State Board of Education.~~

10 ~~If the initial charter school application is denied, the Board shall notify the sponsor in writing within  
11 ten (10) calendar days, specifying the objective reasons for the denial and the deadline by which the  
12 sponsor may submit an amended application. Upon written receipt of the grounds for denial, the  
13 sponsor shall have thirty (30) calendar days within which to submit an amended application to correct  
14 the deficiencies. The Board shall have sixty (60) calendar days either to deny or to approve the  
15 amended application, or the application shall be deemed approved by state law.<sup>5</sup>~~

16 ~~If the amended charter school application is denied, the Board shall notify the sponsor in writing  
17 within five (5) calendar days, specifying the objective reasons for denial and the sponsor's right to an  
18 appeal. Within ten (10) calendar days of final denial, an appeal may be filed with the Tennessee Public  
19 Charter School Commission.<sup>10</sup>~~

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#### Legal References

1. ~~TCA 49-13-106; State Board of Education Policy 6.111~~
2. ~~TCA 49-13-107; TCA 1-3-102; TCA 49-13-108; TRR/MS 0520-14-01; Public Acts of 2019, Chapter No. 219~~
3. ~~TCA 49-13-110~~
4. ~~TCA 49-13-108; TRR/MSS 0520-14-01~~
5. ~~TCA 49-13-128~~
6. ~~TCA 49-13-121~~
7. ~~TCA 49-13-122~~

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#### Legal References

1. TCA 49-13-106; State Board of Education Policy 6.111
2. TCA 49-13-107; TCA 1-3-102; TCA 49-13-108; TRR/MS 0520-14-01(1)(b),(e)
3. TRR/MS 0520-14-01(1)(i)

4. TRR/MS 0520-14-01
5. TCA 49-13-108; TRR/MSS 0520-14-01
6. TCA 49-13-128
7. TCA 49-13-110(d)-(e); TRR/MSS 0520-14-01
8. TCA 49-13-110(c)
9. TCA 49-13-122
10. TCA 49-13-108(b)(5)

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in August</b>	Descriptor Term: <b>Charter School Agreements</b>	Descriptor Code: <b>1.902</b>	Issued Date: <b>10/02/23</b>
		Rescinds:	Issued:

1 Charter agreements shall articulate the rights and responsibilities of each party regarding school  
2 autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure,  
3 performance consequences, and other material terms. These agreements shall be separate from the  
4 application and contain terms and performance standards under which the school shall operate.<sup>1</sup>

5 All charter agreements shall:<sup>1</sup>

- 6 1. Clearly state the rights and responsibilities of the school and the authorizer;
- 7
- 8 2. Define the material terms of the agreement as being those relevant to renewal;
- 9
- 10 3. Allow amendments subject to the approval of both parties;
- 11
- 12 4. State and respect the autonomies to which schools are entitled (e.g. programming, staffing,  
13 budgeting, and scheduling);
- 14
- 15 5. Define performance standards, criteria, and conditions for renewal, intervention, revocation,  
16 and non-renewal;
- 17
- 18 6. State the amount of when the authorizer fee and when it will be collected;
- 19
- 20 7. Establish the consequences for meeting or not meeting standards as outlined by the Board;
- 21
- 22 8. State the statutory, regulatory, and procedural terms and conditions for the school's operation;
- 23
- 24 9. State reasonable pre-opening requirements or conditions for new schools to ensure that they  
25 meet all health, safety, and other legal requirements prior to opening;
- 26
- 27 10. State the responsibility and commitment of the school to adhere to essential public education  
28 obligations, including admitting and serving all eligible students so long as space is available,  
29 and not expelling or counseling out students except pursuant to a legal discipline policy  
30 approved by the Board; and
- 31
- 32 11. State the responsibilities of the school and the authorizer in the event of school closures.

## 33 PERFORMANCE STANDARDS

1 Charter agreements shall include clear academic, financial, and organizational performance standards.  
2 Sources for obtaining this information shall be outlined in the agreement. At a minimum, these  
3 agreements shall include the following:

- 4 1. Academic performance standards that set expectations for student achievement and growth,  
5 incorporate state and federal accountability systems, and set expectations for postsecondary  
6 readiness (for high schools);  
7
- 8 2. Financial performance standards that enable the Board to evaluate the charter's financial  
9 stability; and  
10
- 11 3. Organizational performance standards that define the vital components of the educational  
12 program, the financial management standards, state and federal legal requirements, and school  
13 environment expectations for which the Board shall hold the charter accountable.

14 The performance standards included in the charter agreement shall establish specific expectations  
15 using objective measures of student achievement. This shall be the primary measure of school quality.

## 16 **FEE-BASED SERVICES**

17 Any fee-based services shall be outlined in a separate agreement. The provision of any such fee-based  
18 services shall not be a condition of charter approval, continuation, or renewal.<sup>2</sup>

19

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### Legal References

1. TCA 49-13-110; State Board of Education Policy 6.111
2. State Board of Education Policy 6.111

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in August</b>	Descriptor Term: <b>Charter School Oversight</b>	Descriptor Code: <b>1.903</b>	Issued Date: <b>10/02/23</b>
		Rescinds: <b>1.903</b>	Issued: <b>10/04/18</b>

## 1 *General*

2 The Board shall oversee and annually evaluate charter schools to ensure they meet the performance  
3 standards and targets set forth in the charter agreement.<sup>1</sup> The Board shall create a comprehensive  
4 performance, accountability, and compliance monitoring system based on the charter agreement and  
5 communicate the results to each charter school. At a minimum, the monitoring system shall address  
6 academic, financial, and organizational performance standards as outlined in the charter agreement and  
7 required by the State Board of Education.<sup>1</sup> The Board shall utilize the results when making renewal,  
8 revocation, and intervention decisions. **Reports on charter school oversight shall be compiled by the**  
9 **Chief of Staff and published on the district's webpage at least annually.**

10 The Board shall communicate with the charter schools in its portfolio as needed, including both the  
11 school leader and governing board, and provide timely notice of any material charter agreement  
12 violations and performance deficiencies.

13 The Board shall articulate and enforce stated consequences for failing to meet performance  
14 expectations or compliance requirements.

## 15 **MONITORING SYSTEM**

16 **The Director of Schools/designee shall implement a performance and compliance monitoring system**  
17 **per the terms of the charter agreement. This information will be provided to the Board on an ongoing**  
18 **basis through reports that will form the basis of renewal, revocation, and intervention decisions. To aid**  
19 **in this, the Director of Schools/designee shall develop a reporting calendar that outlines when**  
20 **information required by state law shall be provided by the charter school.**

## 21 **SITE VISITS**

22 A site visit to each charter school shall be conducted annually. The purpose shall be to collect data and  
23 other qualitative information that cannot be obtained otherwise. The Director of Schools/designee shall  
24 develop a site visit procedure that outlines the expectations of charter schools prior to, during, and after  
25 the site visit, including review of the documents and data, classroom observations, and interviews.  
26 These visits shall minimize operational interference.

27 The Board shall provide the charter school with a report that summarizes ~~the school's performance~~ **the**  
28 **outcome of the visit.** The report shall provide an analysis of relevant data and ~~shall not include~~  
29 ~~recommendations or prescriptions to the school~~ **include general recommendations, if applicable.**<sup>2</sup>

## 1 CHARTER SCHOOL REPORTING

2 Charter schools shall provide the information required by the charter agreement and state law to the  
3 Board. The Director of Schools shall develop a reporting calendar that defines and communicates the  
4 process, methods, and timing of gathering and reporting data to the Board.<sup>2</sup>

5 By September 1, the governing body of an approved charter school shall make a written report to the  
6 Board.<sup>3</sup> The annual report shall include:

- 7 1. A report on the progress of the charter school in achieving the goals outlined in the charter  
8 school agreement;
- 9 2. A financial statement disclosing the financial health of the charter school, including the costs of  
10 the administration, instruction, and other spending categories of the charter school; and
- 11 3. A detailed accounting, including the amounts and sources, of all funds received by the charter  
12 school, other than the funds received per state law.<sup>4</sup>

15 This reporting requirement shall begin in the year after the year in which the charter school begins  
16 operation.

17 Multiple charter schools overseen by a single governing board shall report their performance as  
18 separate, individual charter schools. Each school shall be independently accountable for its  
19 performance.

20 Each charter school governing body shall submit an annual audit of all accounts and records, to include  
21 internal school activity and cafeteria funds, to the Board as soon as practical after June 30.<sup>5</sup>

## 22 AUTHORIZER REPORTING AND REVIEW

23 By December 1, the Board shall report to the Department of Education detailing the authorizer fees  
24 collected in the previous school year and the authorizing obligations fulfilled using the fee.<sup>6</sup> By  
25 January 1, the Board shall submit an annual authorizer report to the Department of Education and the  
26 State Board of Education.<sup>7</sup> The Director of Schools shall prepare the reports and provide the  
27 information to the Board prior to submission.

28 ~~Following the fifth year of a charter school's initial period of operation or the fifth year of any renewal~~  
29 ~~of a charter school agreement, the Board shall conduct an interim review of the charter school~~  
30 ~~according to the guidelines developed by the Department of Education.~~

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### Legal References

1. ~~TCA 49-13-111(d); State Board of Education Policy 6.111~~
2. ~~State Board of Education Policy 6.500~~
3. ~~TCA 49-13-120(a), (b)~~

4. ~~TCA 49-13-112(a), Public Acts of 2019,  
Chapter No. 219~~
5. ~~TCA 49-13-127~~
6. ~~TCA 49-13-128(e)~~
7. ~~TCA 49-13-120(d)~~

#### Legal References

1. TCA 49-13-111(d); State Board of Education Policy  
6.111
2. TCA 49-13-120
3. TCA 49-13-120(a)-(b)
4. TCA 49-13-112(a), (f)
5. TCA 49-13-127
6. TCA 49-13-128(f)
7. TCA 49-13-120(c)

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in August</b>	Descriptor Term: <b>Charter School Intervention</b>	Descriptor Code: <b>1.904</b>	Issued Date: <b>10/02/23</b>
		Rescinds:	Issued:

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

2 The Board shall develop a clear plan for monitoring charter schools that shall be set forth in the charter  
3 agreement. If the Board identifies a deficiency ~~in charter school~~ **in the academics, finances, or**  
4 **operations of the charter school**, the Director of Schools/designee shall communicate the problem to  
5 the charter school. Any intervention shall be proportionate to the identified problem and adhere to the  
6 provisions of the charter agreement, **and intervention strategies shall preserve the school autonomy and**  
7 **responsibility while clearly stating consequences for noncompliance.**<sup>1</sup>

## 8 **INTERVENTION**<sup>4</sup>

9 The Director of Schools/designee shall give the charter school timely notice of any charter agreement  
10 violations or performance deficiencies requiring intervention. Notices shall state the:

- 11 1. Deficiency;
- 12
- 13 2. Applicable regulatory, performance, or contractual provision(s) not achieved;
- 14
- 15 3. Expected remedy; and
- 16
- 17 4. Timeframe by which the Board expects the deficiency to be remedied or a corrective action  
18 plan to be submitted.

19 The Director of Schools shall provide charter schools with reasonable time and opportunity to remedy  
20 the deficiency or to submit a corrective action plan.

## 21 **PROGRESSIVE INTEVENTIONS**<sup>2</sup>

22 **The Board shall assign a level of intervention for the charter school as defined by the charter**  
23 **agreement if deficiencies are identified. Depending on the severity of the deficiency, the Board**  
24 **reserves the right to revoke the charter agreement in accordance with state law.**

### 25 *Tier I – Notice of Deficiency*

26 **The Board shall provide the charter school with notice of the specific deficiency with supporting**  
27 **documentation as well as information on possible consequences. If the charter school fails to comply**  
28 **with the terms of the charter agreement and/or violation of state law, then the Board shall send a letter**  
29 **to the charter’s governing board and send terms of a corrective action plan.**

1 *Tier II – Notice of Probationary Status*

2 Tier II shall be implemented if the interventions in Tier I are unsuccessful. These interventions shall  
3 consist of a letter to the charter’s governing board as notice of probationary status, outlining the terms  
4 of the probation and the timeline for correction.

5 *Tier III – Review of Status*

6 Tier III shall be implemented if the interventions in Tier II are unsuccessful. These interventions shall  
7 consist of a recommendation to revoke the charter contract or other sanctions.

8 **REMEDIES<sup>1</sup>**

9 Charter schools shall be responsible for notifying the Board:

- 10 1. When a deficiency has been remedied;  
11  
12 2. If the charter school requires an extension of time to remedy a deficiency; or  
13  
14 3. If the charter school requests a modification to its corrective action plan.

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Legal References

1. State Board of Education Policy 6.111
2. TCA 49-13-122; Public Acts of 2023, Chapter No. 206

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in September</b>	Descriptor Term:  <b>Charter School Renewal</b>	Descriptor Code: <b>1.905</b>	Issued Date: <b>10/02/23</b>
		Rescinds: <b>1.905</b>	Issued: <b>10/04/18</b>

## 1 **INTERIM REVIEW**

2 The Director of Schools/designee shall conduct an interim review of a charter school in the fifth year  
3 of a charter term in accordance with guidelines developed by the Department of Education. As part of  
4 this process, the charter school shall submit a report on the progress of the school in achieving the  
5 goals and objectives set forth in the charter agreement.<sup>1</sup>

## 6 **CUMULATIVE PERFORMANCE REPORT**

7 Three (3) months prior to the date on which a charter school is required to submit a renewal  
8 application, the Director of Schools/designee shall submit a performance report to the charter school  
9 that summarizes the school's performance record over the charter term and states the summative  
10 findings concerning the school's performance and prospects for renewal.<sup>2</sup>

## 11 **APPLICATION AND EVALUATION**

12 No later than April 1 of the year prior to the year in which the charter agreement expires, the governing  
13 body of a charter school shall submit a renewal application to the Board.<sup>3</sup>

14 The Director of Schools/designee shall conduct a renewal evaluation site visit to each charter school  
15 that submits a charter renewal application.<sup>4</sup>

16 The Board will make renewal decisions by February 1<sup>st</sup> in the year the charter school agreement  
17 expires.

## 18 **RENEWAL CRITERIA<sup>4</sup>**

19 ~~The Board shall make its renewal decision based on the renewal application, annual progress reports,~~  
20 ~~and renewal performance report.~~

21 The Board shall define and communicate with schools the criteria for renewal that is consistent with  
22 the charter agreement. The Board shall make its renewal decision based on the renewal application,  
23 annual progress reports, and renewal performance report.

24 Within ten (10) days of the Board voting by resolution on a renewal application, the Director of  
25 Schools/designee shall promptly notify a school of its renewal recommendation and decision,  
26 including the reasons for the decision and any rights to an appeal. The Director of Schools/designee  
27 shall promptly communicate renewal decisions to the school community and public.

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Legal References

1. ~~TCA 49-13-120; State Board of Education Policy 6.111; TCA 49-13-121; Public Acts of 2019, Chapter No. 219~~

Legal References

1. TCA 49-13-121(k)
2. State Board of Education Policy 6.111
3. TCA 49-13-121(a)
4. TCA 49-13-121; State Board of Education Policy 6.111

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in August</b>	Descriptor Term: <b>Charter School Revocation</b>	Descriptor Code: <b>1.906</b>	Issued Date: <b>10/02/23</b>
		Rescinds: <b>1.906</b>	Issued: <b>10/04/18</b>

## 1 *General*

2 The Board shall revoke a charter agreement if the charter school:<sup>21</sup>

- 3 1. ~~Failed to meet the minimum performance requirements set forth in the charter agreement~~ **Failed to meet or make sufficient progress toward the performance expectations set forth in the charter school agreement;**
- 4
- 5
- 6
- 7 2. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter agreement;
- 8
- 9
- 10 3. Failed to meet generally accepted standards of fiscal management; or
- 11
- 12 4. Performed any of the acts that are conditions for non-approval of charter schools under state
- 13 law.

## 14 **NOTICE**

15 The Director of Schools/designee shall notify the charter school of the Board's intent to revoke the  
16 charter agreement in writing at least thirty (30) days prior to the revocation.<sup>32</sup>

17 Within ten (10) days of the Board voting to renew, not renew, or revoke a charter agreement, the  
18 Director of Schools/designee shall report the Board's decision to the Department of Education. ~~The~~  
19 ~~Director of Schools/designee shall also provide a copy of the Board's resolution setting forth the~~  
20 ~~decision and the reasons for the decisions.~~<sup>4</sup> **The Director of Schools/designee shall also provide the**  
21 **charter school a copy of the Board's resolution setting forth the decision and the reasons for the**  
22 **decisions, and an explanation of the right to appeal.**<sup>3</sup>

## 23 **REVOCAION DUE TO PRIORITY STATUS**

24 The Board may revoke a charter school agreement if the charter school is identified as a priority school  
25 under state law. Revocation shall take effect immediately following the close of the school year in  
26 which the charter school is identified as a priority school.<sup>4</sup>

27 The Board shall revoke a charter school agreement if the charter school is identified as a priority  
28 school for two consecutive cycles (beginning in 2017). Revocation shall occur immediately after the  
29 close of the school year in which the charter school is identified as a priority school for the second  
30 consecutive cycle.

## 1 PROCEDURES FOR CLOSURE

- 2 The Director of Schools shall develop administrative procedures regarding charter school closures  
3 prior to the Board denying renewal or revoking a charter agreement.<sup>5</sup> **These procedures shall outline a**  
4 **detailed protocol that will ensure timely notification to parents, orderly transition of students and**  
5 **student records, and disposition of school funds, property, and assets in accordance with state law.**

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### Legal References

1. TCA 49-13-122(b); State Board of Education Policy 6.111
2. TCA 49-13-122(c)
3. ~~TCA 49-13-122(e)~~ **State Board of Education Policy 6.111**
4. TCA 49-13-122(a); ~~Public Acts of 2019, Chapter No. 205; State Board of Education Policy 6.110~~
5. TCA 49-13-130

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in August</b>	Descriptor Term: <b>Emergency Closings</b>	Descriptor Code: <b>1.8011</b>	Issued Date: <b>10/02/23</b>
		Rescinds: <b>1.8011</b>	Issued: <b>07/09/01</b>

## 1 *General*

2 The Board authorizes the Director of Schools to close schools in the event of hazardous weather, a public  
3 health emergency, or any other emergency which presents a threat to the safety of students, staff  
4 members, or school property.<sup>1</sup>

5 As soon as the decision to close schools is made, the Director of Schools will notify the public media  
6 and request that an announcement be made.

7 If school is not in session or is dismissed early due to snow or inclement weather, the Director of Schools  
8 in consultation with the principal(s) of the impacted school(s) shall determine if all scheduled activities  
9 in which students are involved shall be postponed or cancelled.

## 10 **EMPLOYEE RESPONSIBILITIES**

11 In the event of an emergency that requires closure of a school building, group of schools, or the entire  
12 district, the Director of Schools is authorized to continue to pay employees who are not able to physically  
13 report for duty as a result. These employees shall receive their regular wages. Such payments shall not  
14 exceed the number of days budgeted for each employee.

15 ~~During such emergencies, the Director of Schools may designate certain employees as essential. Such~~  
16 ~~employees shall work as directed by the Director of Schools, whether that is by physical appearance at~~  
17 ~~work or teleworking under Policy 5.1151. Essential employees must use leave to be excused from work~~  
18 ~~absent special permission as determined by the Director of Schools/designee.~~

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### Legal References

1. ~~TCA 49-6-3004(e)(1); TRR/MS 0520-01-03-~~  
~~.02(1)(b)~~

### Legal References

1. TCA 49-6-3004(e)(1); TRR/MS 0520-01-02-  
.31(1)(a)(1)(i); TCA 58-2-101; TCA 49-2-214

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### Cross References

~~Emergency Preparedness Plan 3.202~~  
~~Telework During Emergencies 5.1151~~

### Cross References

Emergency Preparedness Plan 3.202  
Virtual Education Program 4.212  
Telework During Emergencies 5.1151

# Cleveland City Board of Education

Monitoring: <b>Review: Annually, in March</b>	Descriptor Term:  <b>Code of Conduct</b>	Descriptor Code: <b>6.300</b>	Issued Date: <b>10/02/23</b>
		Rescinds: <b>6.300</b>	Issued: <b>05/01/23</b>

1 The Board delegates to the Director of Schools the responsibility of developing specific codes of  
2 conduct which are appropriate for each level of school. Codes of conduct for students in pre-  
3 kindergarten or kindergarten shall utilize alternative disciplinary practices such as restorative practices,  
4 RTI2B, multi-tier systems of supports, and behavior intervention plans. Exclusionary discipline shall  
5 only be used as a measure of last resort. The development of each code shall involve principals and  
6 staff members of each level and shall be consistent with the relevant policies as adopted by the Board.<sup>1</sup>

7 The following levels of misbehavior and disciplinary procedures and options are standards designed to  
8 protect all members of the educational community in the exercise of their rights and duties and to  
9 maintain a safe learning environment where orderly learning is possible and encouraged.<sup>2</sup> These  
10 misbehaviors apply to student conduct on school buses, on school property, and while students are on  
11 school-sponsored outings. Staff members shall ensure that disciplinary measures are implemented in a  
12 manner that:<sup>3</sup>

- 13 1. Balances accountability with an understanding of traumatic behavior;
- 14
- 15 2. Teaches school and classroom rules while reinforcing that violent or abusive behavior is not  
16 allowed at school;
- 17
- 18 3. Minimizes disruptions to education with an emphasis on positive behavioral supports and  
19 behavioral intervention plans;
- 20
- 21 4. Creates consistent rules and consequences; and
- 22
- 23 5. Models respectful, non-violent relationships.

24 In order to ensure that these goals are accomplished, the school district shall utilize the following  
25 trauma-informed discipline practices: restorative practices, RTI2B, multi-tier systems of supports,  
26 and/or behavior intervention plans.

## 27 **MISBEHAVIORS: LEVEL I**

28 This level includes minor misbehavior on the part of the student which impedes orderly classroom  
29 guidelines or interferes with the orderly operation of the school but which can usually be handled by an  
30 individual staff member.

31 *Examples (not an exclusive listing)*

- 32 • Classroom disturbances

- 1 • Classroom tardiness
- 2 • Cheating and lying
- 3 • Abusive language
- 4 • Failure to do assignments or carry out directions
- 5 • Wearing, while on the grounds of a public school during the regular school day,
- 6 clothing that exposes underwear or body parts in an indecent manner that disrupts the
- 7 learning environment<sup>4</sup>
- 8 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 9 cyber-bullying, and/or hazing)

### 10 *Disciplinary Procedures*

- 11 • The staff member intervenes immediately.
- 12 • The staff member determines what offense was committed and its severity.
- 13 • The staff member determines who committed the offense and if he/she understands the
- 14 nature of the offense.
- 15 • The staff member employs appropriate disciplinary options.
- 16 • The record of the offense and disciplinary action shall be maintained by the staff
- 17 member.

### 18 *Disciplinary Options*

- 19 • Verbal reprimand
- 20 • Special assignment
- 21 • Restricting activities
- 22 • Assigning work details
- 23 • Counseling
- 24 • Withdrawal of privileges
- 25 • Issuance of demerits
- 26 • Strict supervised study
- 27 • Detention
- 28 • In-school suspension
- 29 • Restorative practices, RTI<sup>2</sup>B, multi-tier systems of supports, and/or behavior
- 30 intervention plans

### 31 **MISBEHAVIORS: LEVEL II**

32 This level includes misbehavior whose frequency or seriousness tends to disrupt the learning climate of  
 33 the school. These misbehaviors do not represent a direct threat to the health and safety of others but  
 34 have educational consequences serious enough to require corrective action on the part of  
 35 administrative personnel.

### 36 *Examples (not an exclusive listing)*

- 37 • Continuation of unmodified Level I misbehaviors
- 38 • Using forged notes or excuses

- 1 • Disruptive classroom behavior
- 2 • **Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,**
- 3 **cyber-bullying, and/or hazing)**

#### 4 *Disciplinary Procedures*

- 5 • The student is referred to the principal for appropriate disciplinary action.
- 6 • The principal meets with the student and the staff member.
- 7 • The principal hears the accusation made by the staff member and allows the student the
- 8 opportunity to explain his/her conduct.
- 9 • The principal takes appropriate disciplinary action and notifies the staff member of the
- 10 action.
- 11 • The record of offense and disciplinary action shall be maintained by the principal.

#### 12 *Disciplinary Options*

- 13 • Required parent/guardian contact
- 14 • Assignment to no more than five (5) hours detention or in-school suspension
- 15 • Suggested referral to school counselor
- 16 • Teacher/schedule change
- 17 • Modified probation
- 18 • Behavior modification
- 19 • Social probation
- 20 • Peer counseling
- 21 • Referral to outside agency
- 22 • In-school suspension
- 23 • Transfer
- 24 • Detention
- 25 • Suspension from school-sponsored activities or from riding school bus
- 26 • Restricting school related honors student is otherwise due
- 27 • Out-of-school suspension (not to exceed ten (10) days)
- 28 • Restorative practices, RTI<sup>2</sup>B, multi-tier systems of supports, and/or behavior
- 29 intervention plans

### 30 **MISBEHAVIORS: LEVEL III**

31 This level includes acts directly against persons or property but whose consequences do not seriously  
32 endanger the health or safety of others in the school.

#### 33 *Examples (not an exclusive listing)*

- 34 • Continuation of unmodified Level I and II misbehaviors
- 35 • Fighting
- 36 • Vandalism (minor)
- 37 • Use, possession, sale, distribution, and/or being under the influence of tobacco or
- 38 alcohol

- 1 • Use, possession, sale, or distribution of drug paraphernalia
- 2 • Use, sale, distribution, and/or being under the influence of drugs
- 3 • Stealing
- 4 • Threats to others
- 5 • Inciting a riot/disturbance or encouraging others to disrupt school
- 6 • Gambling
- 7 • Failure to report to after-school suspension
- 8 • Possession and/or use of disabling defense substances such as mace, tear gas, pepper
- 9 spray, and others
- 10 • Indecent exposure
- 11 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,
- 12 cyber-bullying, and/or hazing)

### 13 *Disciplinary Procedures*

- 14 • The student is referred to the principal for appropriate disciplinary action.
- 15 • The principal meets with the student and the staff member.
- 16 • The principal hears the accusation and allows the student the opportunity to explain
- 17 his/her conduct.
- 18 • The principal takes appropriate disciplinary action.
- 19 • The principal may refer the incident to the Director of Schools and make
- 20 recommendations for consequences.
- 21 • The record of offense and disciplinary action shall be maintained by the principal.
- 22 • If the student's program is to be changed, adequate notice shall be given to the student
- 23 and his/her parents of the charges against him, his/her right to appear at a hearing, and
- 24 to be represented by a person of his/her choosing.
- 25 • Any change in school assignment is appealable to the Board.
- 26 • Record of offense and disciplinary action maintained by the principal/designee or
- 27 Director of Schools.

### 28 *Disciplinary Options*

- 29 • Required parent/guardian conference
- 30 • Required school counseling referral
- 31 • In-school suspension
- 32 • Detention
- 33 • Restitution from loss, damage, or stolen property
- 34 • Out-of-school suspension
- 35 • Social adjustment classes
- 36 • Transfer
- 37 • Expulsion
- 38 • Restorative practices, RTI<sup>2</sup>B, multi-tier systems of supports, and/or behavior
- 39 intervention plans

## 1 MISBEHAVIORS: LEVEL IV

2 This level of misbehavior includes acts which result in violence to another's person or property or  
3 which pose a threat to the safety of others in the school. These acts are so serious that they usually  
4 require administrative actions which result in the immediate removal of the student from the school,  
5 the intervention of law enforcement authorities, and/or action by the Board.

6 If a student's action poses a threat to the safety of others in the school, a teacher, principal, school  
7 employee, or school bus driver may use reasonable force when necessary to prevent bodily harm or  
8 death to another person.<sup>5</sup>

9 *Examples (not an exclusive listing)*

- 10 • Continuation of unmodified Level I, II, and III misbehaviors
- 11 • Death threat
- 12 • Extortion
- 13 • Bomb threat
- 14 • Possession of a firearm on school property\*
- 15 • Possession of dangerous weapons made or adapted for the purpose of inflicting death or  
16 serious bodily injury or anything that in the manner of its use or intended use is capable  
17 of causing death or serious bodily injury\*
- 18 • ~~Possession, use, and/or transfer of dangerous weapons~~
- 19 • Threats of mass violence on school property or at a school-related activity.\*
- 20 • Assault that results in bodily injury upon any teacher, principal, administrator, any other  
21 employee of the school, or a school resource officer\*
- 22 • Aggravated assault\*
- 23 • Vandalism
- 24 • Theft, possession, and/or sale of stolen property
- 25 • Arson
- 26 • Possession of unauthorized substances (e.g. any controlled substance, controlled  
27 substance analogue, or legend drug)\*
- 28 • Use or transfer of unauthorized substances
- 29 • Victimization of any student (harassment (sexual, racial, ethnic, religious), bullying,  
30 cyber-bullying, and/or hazing)
- 31 • Electronic threat to cause bodily injury or death to another student or school employee

32 *Disciplinary Procedures*

- 33 • The principal confers with appropriate staff members and with the student.
- 34 • The principal hears the accusations and allows the student the opportunity to explain  
35 his/her conduct.
- 36 • The parent(s)/guardian(s) are notified.
- 37 • Law enforcement officials are contacted, and principal/designee is notified.
- 38 • The incident is reported, and recommendations are made to the Director of Schools.

- 1           • If the student’s placement is to be changed, adequate notice of the charges shall be  
2           given to the student and his/her parent(s)/guardian(s) and his/her right to appear at a  
3           hearing.

4           *Disciplinary Options*

- 5           • Ten (10) days out-of-school suspension or long-term suspension  
6           • Required parent/guardian involvement  
7           • Expulsion  
8           • Alternative schools  
9           • Other hearing authority or Board action which results in appropriate placement  
10          • Restorative practices, RTI<sup>2</sup>B, multi-tier systems of supports, and/or behavior  
11          intervention plans

12          \* Designates zero tolerance offenses (Expulsion/Remand for a period of not less than one (1)  
13          calendar year subject to modification by the Director of Schools on a case-by-case basis.)

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Legal References

1. TCA 49-6-4005; TCA 49-6-3024
2. TCA 49-6-4002 to 4005; 20 USCA § 7114, 7118
3. TCA 49-6-4109
4. TCA 49-6-4009
5. TCA 49-6-4008

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Cross References

Traffic and Parking Controls 3.403  
 Procedural Due Process 6.302  
 Student Discrimination, Harassment, Bullying, Cyber-bullying, and Intimidation 6.304  
 Bus Safety and Conduct 6.308  
 Zero Tolerance Offenses 6.309  
 Dress Code 6.310  
 Detention 6.315  
 Suspension 6.316  
 Safe Relocation of Students 6.4081

## ESSER 3.0 Public Plan for Remaining Funds Addendum Guidance

2023

Local educational agencies (LEAs) are required to update the ESSER 3.0 Public Plan every six months through Sept. 30, 2023. Each time, LEAs must seek public input on the plan and any revisions and must take such input into account.

Each LEA must complete the addendum and upload it to ePlan in the LEA Document Library (**March 1 and Sept. 15**). The LEA must also post the addendum to the LEA's website. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website. The plan intends to provide transparency to stakeholders.

Please consider the following when completing the addendum:

- On the summary page, the amounts should total the carryover amount for FY24 for each relief fund: ESSER 2.0 and ESSER 3.0.
- The LEA must respond to all questions in the document.
- The stakeholder engagement responses should closely align with the stakeholder engagement in the Health and Safety Plan.
- The LEA should ensure it uses multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- Plans require local board approval and public posting.
- LEAs must update the ESSER Public Plan at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account.
- The American Rescue Plan (ARP) Act requires LEAs to post plans online in a language that parents/caregivers can understand, or it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

## ESSER 3.0 Public Plan for Remaining Funds

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.

In the fall of 2021, LEAs developed and made publicly available a *Public Plan - Federal Relief Spending*. All plans were developed with meaningful public consultation with stakeholder groups. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA’s publicly available website.

The following information is intended to update stakeholders and address the requirement.

### **General Information**

LEA Name: **Cleveland City Schools**\_\_\_\_\_

Director of Schools (Name): **Dr. Russell Dyer**\_\_\_\_\_

ESSER Director (Name): **Dr. Valery Taylor**\_\_\_\_\_

Address: **4300 Mouse Creek Road, Cleveland, TN 37312**\_\_\_\_\_

Phone #: **423-472-9571** District Website: **https://www.clevelandschools.org**\_\_\_\_\_

Addendum Date: **September 13, 2023**\_\_\_\_\_

Total Student Enrollment:	<b>5,863</b>
Grades Served:	<b>K-12</b>
Number of Schools:	<b>9</b>

### **Funding**

ESSER 2.0 Remaining Funds:	<b>\$1,329.02</b>
ESSER 3.0 Remaining Funds:	<b>\$5,799,512.48</b>
<b>Total Remaining Funds:</b>	<b>\$5,800,841.50</b>

**Budget Summary**

		ESSER 2.0 Remaining Funds	ESSER 3.0 Remaining Funds
Academics	Tutoring	0	\$590,012.78
	Summer Programming	0	\$255,293.56
	Early Reading	0	0
	Interventionists	0	\$124,096.11
	Other	0	\$183,590.24
	Sub-Total	0	<b>\$1,152,992.69</b>
Student Readiness	AP and Dual Credit/ Enrollment Courses	0	0
	High School Innovation	0	0
	Academic Advising	0	\$387,323.41
	Special Populations	0	0
	Mental Health	0	\$167,545.43
	Other	\$1,329.02	\$66,552.68
	Sub-Total	\$1,329.02	<b>\$621,421.52</b>
Educators	Strategic Teacher Retention	0	\$414,261.16
	Grow Your Own	0	0
	Class Size Reduction	0	0
	Other	0	\$39,409.73
	Sub-Total	0	<b>\$453,670.89</b>
Foundations	Technology	0	\$234,972.64
	High-Speed Internet	0	0
	Academic Space (facilities)	0	\$2,954,418.52
	Auditing and Reporting	0	\$207,036.22
	Other	0	\$175,000.00
	Sub-Total	0	<b>\$3,571,427.38</b>
<b>Total</b>		<b>\$1,329.02</b>	<b>\$5,799,512.48</b>

### **Academics**

1. Describe strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district's needs assessment.

The top three needs identified during our District Needs Assessment in the area of Academics were After-School Tutoring, Summer Programming, and Online Resources for Intervention. Allocations were made for teacher stipends plus benefits for our after-school tutoring program in matching with the TN All Corps grant from the state of TN. Additionally stipends were allocated for paraprofessionals to support teachers during our summer camp programs. This was to supplement Summer Learning Grants from the state of TN and to provide additional support above and beyond those allocations. These summer stipends allowed us to have a significantly lower student to teacher ratio. Along with allocations for stipends, resources were allocated for student transportation to and from tutoring and summer programming as well as additional instructional supplies and materials that may be necessary for conducting small group interventions in both programs.

2. Describe initiatives included in the "other" category.

A Learning Acceleration Interventionist was added to our staff for the duration of ESSER funds in order to ensure a dedicated person to student data and coordinating tutoring and summer programming. This person will work in conjunction with building leads to structure intervention groups for tutoring, schedule transportation with the operations director, manage teacher time sheets, and coordinate communication with families of students who are identified as needing additional support. During the summer months they will coordinate with site directors of each summer camp to ensure transportation, meals, and student data is managed effectively.

### **Student Readiness**

1. Describe strategic allocations to support **Student Readiness** and the School-Related Supports necessary to access high-quality instruction, including how allocations support the investments identified in the district's needs assessment.

Social Workers will be a vital part in making sure our students are successful in any academic endeavor we fund. The role of social workers over the next three years will be to act as liaison between the school, families, and the community to ensure that our students have the necessary resources in place to have their mental, physical, and emotional needs met. We are finding as a district that COVID has greatly affected the mental health of many of our students and that resources beyond the school day are needed in order to ensure students and families are given as many tools as possible to be successful. Through social workers families can relate to outside agencies who can assist them in overcoming identified trauma.

2. Describe initiatives included in the “other” category.

Special Education Behavior Specialist will support the district by assisting schools with implementing positive behavior supports. The specialist will coordinate an intervention plan that will address student behaviors and provide strategies that reduce punitive consequences that will result in loss of instructional time for students in their normal classroom setting. Under the supervision of the school building leaders, the specialist will provide diverse activities and strategies that are designed for specific students with special needs.

### **Educators**

1. Describe strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district’s needs assessment.

ESSER funds were used to obtain a partnership with Instructional Partners to support district leaders and school personnel in developing a vision for excellent instruction, develop expectations for classroom structures, provide support on leading teacher planning and roles and responsibilities for observations, coaching, and feedback. ESSER funds were also utilized to purchase a platform, Mobile Mind, that will provide various professional development opportunities for all district employees. District leaders can provide support and professional development both synchronously and asynchronously. Teachers can keep up with their progress, allowing them to obtain as many sessions as needed for their development. With the identified need of mental health support for all students and staff a plan for ensuring our district initiative of Capturing Kid’s Hearts continued was implemented. A three-year contract was signed for the duration of ESSER funds in order to ensure all new teachers were trained yearly and that follow-up support was provided to all schools throughout the school year in various forms.

2. Describe initiatives included in the “other” category.

Funds were allotted to hire an agency that provides substitute personnel when regular classroom teachers are participating in professional development sessions, both within and outside the district. These substitutes are certified personnel that has experience in educational settings, which will benefit the students and school. With their experience, there is limited opportunities for learning loss.

### **Foundations**

1. Describe strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district’s needs assessment.

The top three needs identified during our District Needs Assessment in the area of Foundations were increase data quality for communication, additional busses for overcrowding, and increasing student access to devices and high-speed internet. MBA Report and Schedule Creator for PowerSchool was purchased in order to facilitate better, more timely communication between teachers and parents. Four school busses were purchased using ESSER funds in order to add busses to our current fleet and to reduce over-crowded busses at all three levels (elementary, middle, and high school). Using ESSER

funds the district was able to purchase a device for every student K-12 in our district. Additional hotspots were purchased using ESSER funds along with connectivity grants offered by the state.

2. Describe initiatives included in the “other” category.

Elementary STEAM Lab Instructional Supplies & Equipment: Part of the Cleveland City Schools five-year plan is to establish state-of-the-art STEAM labs in all schools K-12. These funds allow schools to expedite that process and to furnish, stock, and supply STEAM labs for in-school and after-school STEAM programming. These STEAM labs can be used in conjunction with after-school tutoring programs to offer acceleration to students on or above grade level as an enrichment type activity. STEAM labs will also be utilized during the school day to support STEAM standards as they are identified and woven throughout each core subject area. Technology teachers (transitioning to STEAM teachers) will coordinate efforts across the district to make sure that each school has access to materials and supplies that are consistent from building to building. They will also work with classroom teachers to plan and implement project-based learning experiences throughout the regular school year as appropriate.

**Monitoring, Auditing, and Reporting**

1. Outline how the LEA is continuing to actively monitor allocations; conducting interim audits to ensure an appropriate application of funds; collecting and managing data elements required to be reported; and reporting this information to the community.

Allocations are monitored by our Supervisor of Federal Funds and Professional Development by ensuring that all purchases submitted from ESSER funds were previously approved by the state and that any funds expended are for approved purchases. All purchase order requests must be approved at two different levels to ensure compliance, first in the office of federal funds and then a second time by our business office. All data is collected and managed by the Supervisor of Federal Funds in conjunction with the business department and the director of student information systems. ESSER Spending plans are communicated to the community through school board meetings, system family engagement committee meetings, and is available on the system website.

2. Describe how the LEA is meeting the requirements to spend 20 percent of **the total ESSER 3.0 allocation** on direct services to students to address learning loss, or indicate participation in TN ALL Corps.

Cleveland City Schools met the requirements to spend 20 percent of ESSER 3.0 on direct services to students through various avenues. After-school tutoring, summer camp staffing, intervention supplies and materials, and benchmark assessment platforms were purchased in order to ensure students were receiving academic supports in their greatest areas of need. Social workers provided through ESSER 3.0 will partner with families and provide supports to help ensure that student’s mental, physical, and emotional needs are being met so that teachers can focus primarily on improving academics within the classroom.

### **Family and Community Engagement**

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

Feedback was gathered from faculty, staff, admin, school board members, parents, students, and community members as to recommendations for revisions that they thought necessary for our mode of The ESSER spending plan was presented at the Family Engagement Committee meetings to various parents representing every school in the district and was also presented to admin during a monthly admin meeting. The feedback survey was issued to gather information and to direct people's attention to the current plan posted on our website. Feedback from these surveys were utilized as the new budget year approached. Feedback from district employees, principals, and teachers was used to determine that some additional mental health support positions were needed in the budget. Amendments were made in the Spring to make sure the district had adequate time to staff and fill these positions.

In the Fall of 2022, a Communications Audit was sent to student, teachers, and parents to assess the effectiveness of our communication throughout the district as well as in the community. The goal of the audit and survey is to seek data, opinion and perceptions, and from these to assess the effectiveness and management of public relations, marketing and engagement efforts in the district. It will also provide customized recommendations on strategies and best practices to enhance the overall communication program.

In the Spring of 2023, the Family Engagement Coordinators from each elementary gave surveys to their parents and community members to gather their thoughts and ideas on various moments throughout the school year. The survey also gathered information on the strengths and weaknesses of the school. The team met to discuss the survey results and plan for the 2023-2024 school year.

2. Describe how the LEA engaged at minimum 10 percent of the total stakeholders engaged vs. responses received in the development of the revised plan.

During the 2022-2023 school year, there was also an opportunity for participants to comment on any aspect of district or school/ department communications. Responses to the Scope Survey resulted in attaining the following margins of error for each audience, based on the total audience populations reported by the district, and using the industry standard equation for reliability:

Faculty/Staff Survey: 359 surveys completed,  $\pm 4\%$  margin of error ( $\pm 5\%$  target exceeded)

Parent/Family Survey: 639 surveys completed,  $\pm 3.7\%$  margin of error ( $\pm 5\%$  target exceeded)

Community survey: 45 surveys completed,  $\pm 14.9\%$  margin of error ( $\pm 10\%$  target not met)

Also, during the Spring semester of 2023, the elementary Family Engagement coordinators sent out surveys to all parents and staff members, which totaled approximately 2,750 parents of students in grades PreK-5. Out of that number, 273 responses, which is 10% of the surveys, were completed and returned.

At the start of the 2023-2024 school year, a survey was sent to all stakeholders, excluding students. The data from this survey has not been completed as of September 13<sup>th</sup>.

3. Describe how the LEA engaged a representation of a diverse population of stakeholders.

At the start of the 2022-23 school year, there were 620 full-time and part-time employees, consisting of 315 teachers and professional staff, 40 administrators and 265 support personnel, including administrative assistants, secretaries, transportation staff and classroom assistants. The student-to-teacher ratio is 15:1.

The demographics for students in Cleveland City Schools....

14.4% Black

23.5% Hispanic

58.2% White

3.9% Other Races/Ethnicity

The teacher demographics for Cleveland City Schools...

2.6% Black

1.7% Hispanic

93.9% White

1.9% Other Race/Ethnicity

The data from our recent 2023-2024 school year survey is not complete to be analyzed or communicated with the stakeholders.

4. Describe how the LEA used multiple modes of engagement (such as surveys, scheduled in-person or virtual meetings, and town halls) to gain input from stakeholders in the development of the revised plan.

During the 2022-2023 school year, our school leaders met with various committees. The district held advisory groups that met once per semester. An online application was launched to allow family members and others to apply. Current CCS parents and students were welcomed to apply for any of the following committees. The Family Advisory Council, Community Advisory Council, and CTE Advisory Committee was by invitation only.

The lead district staff member chose a day and time to meet once per semester.

A district survey was sent out to gather feedback to plan for revisions during the new fiscal year. During the spring 2023 semester our LEA/Strategic Planning Team met to review progress toward current goals and to revise current action steps and strategies. The LEA/Strategic Planning Team consists of representatives from all areas (students, teachers, admin, school board, and community members). The possible revisions were presented to our District Family Engagement Committee, our PTO boards in each building via presentation from the Office of Federal Funds, and to our administrative team for feedback and adjustments.

To start the 2023-2024 school year, a survey was sent to district leaders, all school faculty members, parents, and community members through Thought Exchange to gather information on the strengths and opportunities for growth within the district. The results will be analyzed through Thought Exchange and communicated to the district leaders to determine alignment with the Five-year Strategic Plan and District State Goals.

## FY24 ESSER 2.0 and ESSER 3.0 Application Board Approval School Year 2023-2024

<b>LEA #:</b> 061	<b>LEA Name (Legal Name of Agency):</b> Cleveland City Schools
<b>LEA Legal Mailing Address:</b>	
Street Address: <u>4300 Mouse Creek Rd., NW</u>	
City: <u>Cleveland</u> State: <u>Tennessee</u> Zip: <u>37312</u>	

The facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are true and correct to the best of my knowledge.

The Board of Education has reviewed and approved this project year application for filing. This action is recorded in the official minutes of the Agency's Board meeting held on the date entered below:

\_\_\_\_\_

Board Meeting Date

\_\_\_\_\_  
Director of Schools (Signature)

\_\_\_\_\_  
Board of Education Official (Signature)

\_\_\_\_\_  
Director of Schools (Print Name)

\_\_\_\_\_  
Board of Education Official (Print Name)

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Date Signed

## Safe Return to In-person Instruction and Continuity of Services Plan

### Addendum Guidance

**2023**

LEAs are required to update the Safe Return to In-Person Instruction and Continuity of Services Plan every six months through **Sept. 30, 2023**. Each time, local education agencies (LEAs) must seek public input on the plan and any revisions and must take such input into account. The purpose of the plan is to keep stakeholders informed.

Every LEA should complete the addendum and upload it to ePlan in the LEA document library and post it to the LEA's website (**March 1 and Sept. 15**). Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

Please consider the following when completing the addendum:

- Ensure the LEA used multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- The LEA must engage the health department in the development and revision of the plan. This is different from providing the health department with COVID-19 numbers.
- Plans must explicitly address every bullet point in Question 3 regarding district policies and strategies.
- Plans require local board approval and public posting.
- LEAs must update the *Safe Return to In-Person Instruction and Continuity of Services Plan* at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account. All revisions must include an explanation and rationale of why the revisions were made.
- All revisions must include an explanation and rationale, with meaningful public consultation and in an understandable format. The American Rescue Plan (ARP) Act requires LEAs to post their Health and Safety Plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

## Safe Return to In-Person Instruction and Continuity of Services Plan Addendum

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a Safe Return to In-Person Instruction and Continuity of Services Plan. All plans were developed with meaningful public consultation with stakeholder groups. LEAs are required to update the plan every six months through Sept. 30, 2023, and must seek public input on the plan and any revisions and must take such input into account. LEAs also must review and update their plans and ensure they align with any significant changes to CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

The following information is intended to update stakeholders and address the requirement.

LEA Name:

Date: **September 13, 2023**

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### 1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

The district's COVID-19 Task Force meets on a regular basis to review procedures, look at COVID numbers, and to visit current CDC guidelines. Changes are made to the system plan as needed through this committee and feedback is gathered from stakeholders via our System Family Engagement Committee, surveys, and school board input. District Admin teams meet once a month and COVID procedures are discussed and reviewed with any recommendations going to the COVID Task Force and the school board for final decision. District Covid-19 Policies and procedures are placed on the website for public view and feedback. This information is taken before the Task Force and reviewed for future changes.

**2. Describe how the LEA engaged the health department in the development of the revised plan.**

Our Coordinated School Health Coordinator communicates with the Bradley County Health Department to share updates, notify of any pressing issues, and to look at numbers across our City and County. The CSH Coordinator then brings that information back to our COVID Task Force for review as needed. Any revisions made to the district COVID-19 policy are shared with the Health Department for feedback before general public release.

**3. Provide the extent to which the LEA has updated adopted policies and a description of any such policies on each of the following health and safety strategies.**

<p><i>Appropriate accommodations for children with disabilities with respect to health and safety policies</i></p>
<p>If the school is provided documentation of a medical disability or the school suspects a medical disability, the school student support team will evaluate all information to determine what accommodations and supports are warranted to ensure safety and access for the child. The school counselor leads the student support team process and also serves as the 504 coordinator. The student support team, including the parent, will determine the appropriate pathway to developing a medical support plan. Because many medical disabilities coincide with educational disabilities, the team may consider a referral for a special education evaluation. If the student qualifies for special education services or is already determined eligible for special education services, the IEP team would be responsible to determine the appropriate supports to address the medical needs of the student. However, if the student does not qualify for special education services the 504 coordinator would be responsible to assemble a 504 team, including the parent, to develop a 504 plan that details the appropriate supports and plans to ensure the child’s safety and access within the school. The special education team in Cleveland City Schools meets regularly with families in optional settings, either in a safe in-person environment (mask options, hand sanitizer, distancing, etc.) or an online environment to keep IEPs up to date. Virtual settings and homebound education supports have been utilized as methods to support student services during the pandemic. Also, the district has contracted with other agencies to provide in-home services when needed.</p>
<p><i>Physical distancing (e.g., use of cohorts/podding)</i></p>
<p>Cleveland City Schools promotes physical distancing when feasible. Cleveland City Schools will follow state guidelines for class size, including teacher:student ratios. Classroom spaces vary in sizes throughout the district; therefore, proximity between individuals will var</p>
<p><i>Hand washing and respiratory etiquette</i></p>
<p>The district promotes hand washing protocols through social media posts and videos with students modeling the appropriate ways to fully wash hands.</p>
<p><i>Cleaning and maintaining healthy facilities including improving ventilation</i></p>
<p>Cleveland City Schools Operations team continues to emphasize a high dosage of extra cleaning in the schools by fogging classrooms and buses as needed. Immediate fogging occurs when a Covid-19 case is identified in a specific classroom. Students are removed from the area and relocated during the fogging period. In recent years, Cleveland City Schools has done extensive work in installing new air systems to improve ventilation. Ventilation and air exchange occurs on a 15-minute cycle.</p>
<p><i>Contact tracing in combination with isolation and quarantine</i></p>
<p>Contract tracing practices by Tennessee Department of Health for isolation and quarantine. We also follow the physician orders issued for staff and students who test “positive”. Contract tracing has not been a priority these past two school years; however, the district will monitor any changes in the number of cases that may occur within schools and specific spaces and will adjust if deemed necessary.</p>
<p><i>Diagnostic and screening testing</i></p>
<p>The district is utilizing resources received through a state grant to offer Covid-19 tests for staff and students who have Covid-19 symptoms. These resources help the schools reduce the transmission of the virus. Furthermore, Cleveland City Schools partnered with a local pharmacy to distribute free Covid test kits to staff members during the month of February 2022. The Coordinated School Health Coordinator will provide a survey to collect data on</p>

the need request from staff members and pass the information along to the pharmacy so test kits can be ordered and distributed.

*Efforts to provide vaccinations to educators, other staff, and students, if eligible*

Cleveland City Schools partners with local pharmacies to provide vaccines and boosters to staff members. In November 2021, the district hosted a booster clinic for any staff who needed a booster. The partner pharmacy also provided vaccines to staff members who still needed one. This was a follow up to the Spring 2021 Vaccine Clinic held at the district office campus. The district will continue to monitor the progress of additional vaccines that may be available during the 2023-2024 school year.

*Universal and correct wearing of masks*

The district promotes the correct wearing of masks by posting posters, modeling the proper wearing of masks, and showing students how to wear a mask appropriately. Wearing masks are option for students, staff members, and visitors.

**4. Provide a current description as to how the LEA is ensuring continuity of services including but not limited to services that address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services.**

In addition to protocols implemented at the beginning of the 2021-2022 school years, the district has recently hired three social workers and has hired additional behavioral support personnel for the 22-23 and the 23-24 school years. The goal of adding these positions is to support current staff in addressing the mental, emotional and physical needs of students affected by the traumatic consequences of the pandemic. Also, the district is providing extra professional development for counselors to support their focus on students and staff. The system continues to offer Capturing Kids Hearts training and utilize a new curriculum for teachers to provide social emotional lessons for students at all grade levels.



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

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# Memo

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

From: Kelly Kiser-Director of Human Resources

Date: Friday, September 22, 2023

Re: Contract Extension with Budget Impact

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The Human Resources Department would like to request the Board's permission to extend the contract of the Operations Coordinator at Cleveland Middle School from 10 months to 10.5 months. The Operations Coordinator position works in several key areas such as school safety and facilities management that require additional time before and after the regular school calendar. This request will allow the Human Resources Department to align the contracts for the CMS position to the contract at CHS. The request would be funded through the General Budget and would require only 10 additional paid days for the CMS position each school year.



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Section 3 Support Services Policies of the Board Policy Manual were reviewed and considered for updates in accordance with the [Cleveland City Schools Board Policy Review Schedule](#). These policies may be found in the [CCS Board Policy Manual Section 3](#). After the review, the Section 3 board policies do not need to change with the exception of the annual date of review.



# Director's Update

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October 2, 2023

# Updates

- Thank you to Cleveland State Community College, the school board, and the general community for the Community First Award in Education
- Individual meetings with city council members and the Mayor are underway
- Cleveland Middle School Volleyball won the district - congratulations!
- Fall Break is coming - October 9-13 (Home football game vs. Maryville on the 13th)
- Cleveland High School Marching Band Contest - Karns High School
- Cleveland City Schools Blue Star Award for October - Ponzetta Williams, Administrative Assistant at Arnold Elementary!
- SchoolCEO Conference - Caroline Corrigan, Kelly Kiser, and I attended the conference to learn more about rethinking branding and culture
  - Jonah Berger - Why things catch on
  - Neel Doshi - Primed to perform
  - Kim Lear - Generational influence





# Strategic Plan Update

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# Strategic Plan Focus

- Secondary Education



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# Secondary Highlights

## Secondary Professional Learning Coordinators

CMS and CHS now have professional learning coordinators (instructional coaches) to work with teachers on instructional strategies, implementation of the new curriculum, etc..



**Cleveland High School TVAAS  
(Growth) Level 5 Composite**

**Cleveland Middle School Growth in  
Literacy and Numeracy**

**Summer School at CHS: 179 credits  
were recovered.**



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## Math Highlights

Providing professional development on new TDOE Math Standards and new HQIM.

Partnering with Instruction Partners to provide focused professional development for teachers and administrative staff during the implementation of the HQIM.



 i-Ready<sup>®</sup> Classroom  
Mathematics

# **PAPER**

Paper, through a statewide contract with TDOE, provides free online tutoring for students in Grades 9-12 for Math, Writing Review Center, and ACT®\* Prep (Math, Reading, and Science).

High school students can now get support with their Math or ACT® study prep with a live tutor in seconds using Paper's Live Help feature. They can also submit written assignments to the Review Center to receive expert feedback within 24 hours. Paper's skilled tutors are ready to provide assistance in English, Spanish, French, or Mandarin.



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# High School Courses at CMS

- Algebra 1
- Physical Science
- Art 1
- Spanish 1
- Spanish 2
- Introduction to Health Science
- Digital Media Production 1

(Students can take no more than 3 high school courses their 8th grade year.)



# Capturing Kids Hearts

Celebration of Secondary Showcase

Schools:

Cleveland Middle School

Cleveland High School



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# AVID

(Advancement Via Individual Determination)

Writing  
Inquiry  
Collaboration  
Organization  
Reading

CMS

CHS



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ACADEMICS

## **Personnel Items – September 2023**

### **Assignments**

Mooneyham, Houston, TDC (Computer Technician), Effective September 11, 2023

Posey, Kathy, YA (Part-Time Interventionist), Effective September 11, 2023

Kennedy, Amie, YA (Part-Time Interventionist), Effective September 18, 2023

Renner, Dennis, MA (Assistant), Effective September 19, 2023

Goines, Carmisha, AR (Part-Time Interventionist), Effective September 21, 2023

Leamon, Rachel, MA (Teacher), Effective October 4, 2023

Fetzner, Hannah Ruth, AR (Teacher), Effective October 16, 2023

Lee, Cynthia, CHS (Assistant), Effective October 2, 2023

### **Leaves of Absence**

Reeves, Jordan, RO (Teacher), Effective December 4, 2023

### **Resignations**

Fitzhugh-Jobe, Keri, YA (PT Interventionist), Effective August 30, 2023

King, Yvonne, CMS (PT Interventionist), Effective August 10, 2023

Adams, Tammy, AR (PT Interventionist), Effective September 27, 2023

Bennett, Roderick, RO (Social Worker), Effective October 18, 2023

Porter, Carrie, CMS (Assistant), Effective October 2, 2023

Kalilainen, Gloria, CMS (Assistant), Effective October 2, 2023

Tyler, Linda, BB (Family Engagement Coordinator), Effective December 31, 2023

Hysinger, Debbie, CMS (Administrative Assistant), Effective September 26, 2023

Goines, Carmisha, AR (Part-Time Interventionist), Effective October 12, 2023

### **Retirements**

VanPelt, Cynthia, CMS (RTI Facilitator), Effective December 31, 2023

Dyrek, Grace, CMS (Media Specialist), Effective December 31, 2023

# Mayfield Highlights



Grandparents Luncheon



Kindergarten makes "Mr. Fruit Head" to learn about 5 senses.



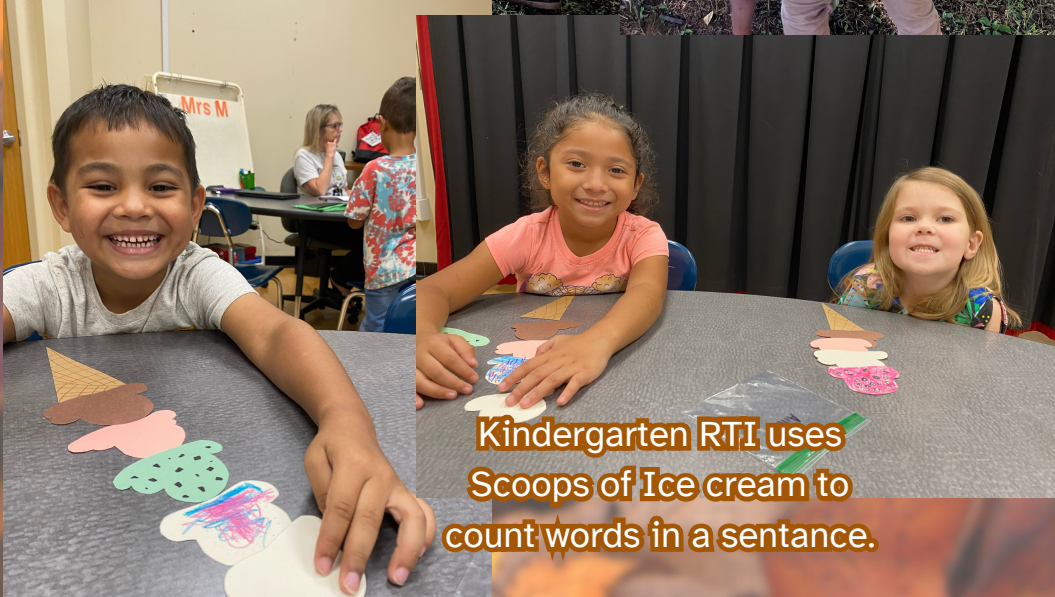
Book Fair Fun!!



4th Grade says, "Hello!"



2nd Grade collects leaves for this month's STEM project!



Kindergarten RTI uses Scoops of Ice cream to count words in a sentence.



# CLEVELAND MIDDLE SCHOOL September



## Loes Riggins wins Golden Apple Award!

News Channel 12 chose Loes Riggins to receive the Golden Apple Award! Mrs. Riggins teaches on the 6 yellow team, and is an asset to our school!

## BETA Puts Cancer to Bed

Beta club raised \$970 and gave all the money to the Grayson and Mason's Light Foundations!

The Cross Country team competed in the State Qualifying meet! Kaiden Smith and Sophia Davis both qualified for the state meet held in Clarksville, TN 9/30!

## XC State Championship Qualifiers



## Experiments in Science

Students in 7th grade science got some hands-on application practicing measurement skills to calculate the density of objects.





# Ross Elementary September Highlight

E.L. Ross Elementary is looking forward to pairing up with Yates Primary this Friday for our annual Fall Festival hosted by our PTOs! Our families will be able to enjoy an evening at our school playing games, dunking their principals, enjoying face painting, singing karaoke and more! Several businesses have made donations to allow us to offer this event for our families. Our PTO members have worked very hard to make this event a possibility! We are grateful for all that they do for our school.

This is always a fun event to have all K-5th graders together with their families. The weather is supposed to be perfect this year! We can't wait to have some fun!

**ROSS / YATES  
FALL  
FESTIVAL**

**29TH  
SEPT  
2023**

**5:30 -  
7:30 PM**

**DINNER TICKETS AND ARMBANDS  
\$5 IN ADVANCE / \$7 AT THE DOOR**